

# Annual Report

Charter School  
Review  
Committee



City of Milwaukee

2004 - 2005

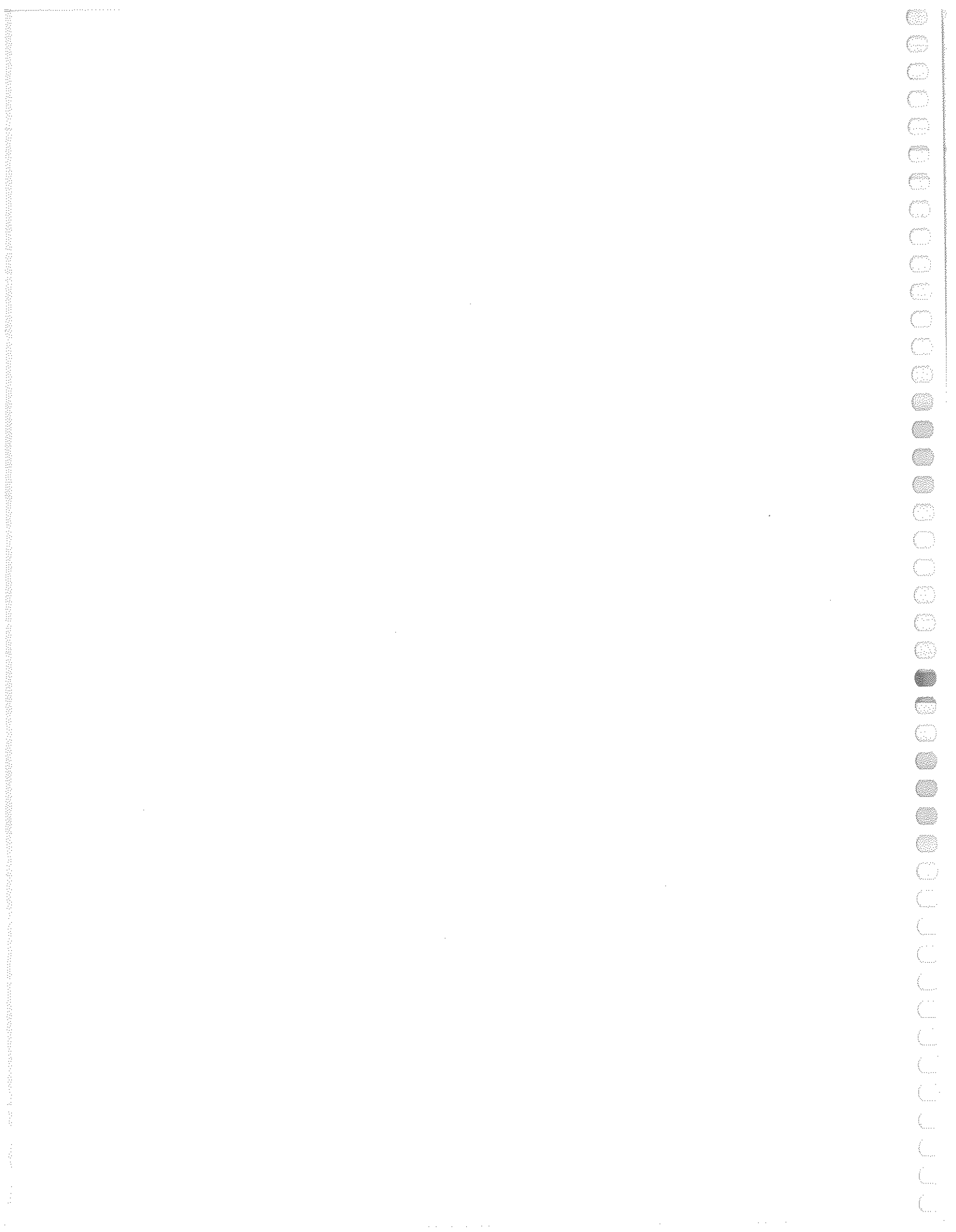


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## Attachments

- A. Education Consultant's report on Academy of Learning & Leadership
- B. Education Consultant's report on Central City Cyberschool
- C. Education Consultant's report on Downtown Montessori
- D. Education Consultant's report on Darrell Lynn Hines Academy
- E. Management Consultant's report on city-sponsored Charter Schools
- F. Summary of fees collected and expenses incurred





# 1. Introduction

This is the sixth annual report from the Charter School Review Committee (CSRC) to the Common Council. This report will focus on the education and management performance of four of the City's charter schools authorized to operate during the 2004-2005 school year. A fifth school, Massai Institute, began operation in August, 2005. The CSRC will report on education and management performance of Massai in the 2005-06 report.

The four City charter schools in this report are:

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

\*Year school began its Charter with the City of Milwaukee

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

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

## 2. Applications for the 2006-07 School Year

Five organizations submitted applications to the Charter School Review Committee.

| 2005 Charter School Applicants and CSRC Findings                           |                                    |  |
|--|------------------------------------|--|
| School Name  | Finding of CSRC                    | Notes  |
| Milwaukee Career Education Center  | Recommend charter status           |  |
| High School for Innovators   | Not recommended for charter status |  |
| Lil' Red Early Childhood Center  | Technically deficient              | Lil' Red's application was deemed to be technically sufficient during the technical review. However, CSRC members determined that, because the school intended to serve only K4 and K5, it couldn't be properly monitored. Therefore, the technical review finding was changed to "deficient." |
| Vocational Instruction School of Urban Alternative Learning (V.I.S.U.A.L.) | Technically deficient              | V.I.S.U.A.L. appealed the technical review finding. The CSRC upheld the original finding.  |
| Strive Media Institute   | Withdrew application               |  |

The CSRC held hearings on the applications on the applications on October 19, 2005. The Committee voted on the two remaining applications on October 26, 2005 and will submit its findings and recommendations to the Common Council's Steering & Rules Committee on December 12, 2005.

### 3. Education Oversight

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

**1. Process goals**

- ☐ Attendance
- ☐ Retention
- ☐ Parent/family involvement
- ☐ Licensed teachers
- ☐ Special education compliance

**2. Continuous Improvement planning processes**

**3. Academic achievement goals**

- ☐ Local measures in reading, math, and writing
- ☐ Results on standardized tests for students 1 through 8 (and in 2006-07, in high school)

While the CSRC's monitor, the Children's Research Center, gathers a wide range of data, **the narrative highlights the student achievement data for each school.** A full description of the contract compliance, continuous improvement planning processes, and academic performance of each school is provided in the attached reports from the Children's Research Center.

## **The Academy of Learning and Leadership (ALL)**

The Academy of Learning and Leadership implemented local measures in reading, writing, and math. The information below shows the progress students made on the goals in these subject areas. Following local measures are the year-to-year standardized measures of student achievement.

### **Local Measures of Academic Achievement:**

The following shows information on skills acquisition from the first quarter to the final marking period:

- Sixty-nine (39.7%) of 174 students either reached “proficient” or progressed one level on 80.0-100.0% of reading skills;
- Fifty-five (31.8%) of 173 students either reached “proficient” or progressed one level on 80.0-100.0% of writing skills; and
- Forty-three (25.0%) of 172 students reached proficient or progressed at least one level in 80.0-100.0% of math skills.

On average, by the last marking period, students progressed one level or reached “proficient” in:

- 59.1% of reading skills presented in the first quarter;
- 51.5% of the writing skills presented in the first quarter; and
- 51.3% of the math skills presented in the first quarter.

Complete data regarding portfolio assessments were not provided. The school administration indicated that all eighth graders completed an Ideal Graduate portfolio.

### **Year-to-year standardized measures of student achievement**

- The Academy met the requirement that students who were not proficient in reading in the Fall of 2003 advance one level of proficiency or to the next quartile within their proficiency level for 35.0% of the 20 fifth through eighth grade students with comparable scores in reading based on the Fall test administrations of Terra Nova and Wisconsin Knowledge and Concepts Examination (WKCE).
- In language arts this requirement was met for 35.0% of 20 fifth through eighth grade students with Fall to Fall comparison scores.
- In math this requirement was met for 22.2% of the 27 fifth through eighth grade students with comparable scores from the Fall test administrations.
- Four measures of year-to-year academic growth on standardized test could not be reported due to small group sizes, so these contract provisions were not applicable this year.

## Central City Cyberschool (Cyberschool)

The Cyberschool implemented local measures in language arts, math, and technology skills. The information below shows the progress students made on the goals in these subject areas. Following local measures are the year-to-year standardized measures of student achievement.

### Local Measures of Academic Achievement:

Cyberschool students, on average, improved one or more levels in 98.0% of language arts, 97.2% of mathematics, and 98.0% of technology skills. More specifically:

- Two hundred fifty (97.3%) students reached mastery/advanced or progressed one level in 80-100% of the language arts skills;
- Two hundred forty-five (95.3%) students reached mastery/advanced or progressed one level in 80-100% of the math skills; and
- Two hundred forty-seven (96.9%) students reached mastery/advanced or progressed one level in 80-100% of the technology skills.

### Year-to-Year Academic Achievement on Standardized Tests

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

Multiple-year advancement results indicated that second and third graders advanced an average of 0.9 GLEs and 0.8 GLEs respectively.

Multiple-year advancement results for students who met proficiency expectations in 2003-04 indicated that:

- 88.1% of 42 fifth through eighth graders with comparable scores maintained a proficient or advanced level in reading.
- 84.6% of 26 fifth through eighth graders with comparable scores maintained a proficient or advanced level in language arts.
- 95.2% of 21 fifth through eighth graders with comparable scores maintained a proficient or advanced level in math.

Multiple-year advancement results for students below grade or proficiency level expectations in 2003-04 indicated that:

- Thirteen first and second grade students advanced an average of 0.7 GLEs.
- 39.5% of 43 fifth through eighth graders with comparable scores either advanced one proficiency level or one quartile within the previous year's proficiency level in reading.
- 55.9% of 59 fifth through eighth graders with comparable scores either advanced one proficiency level or one quartile within the previous year's proficiency level in language.
- 57.8% of 64 fifth through eighth graders with comparable scores either advanced one proficiency level or one quartile within the previous year's proficiency level in math.

## **Darrell Lynn Hines Academy (Academy)**

The Academy implemented local measures in reading, math, and writing. The information below shows the progress students made on the goals in these subject areas. Following local measures are the year-to-year standardized measures of student achievement.

### **Local Measures of Academic Achievement:**

- At the end of the year, 63.0% of the Academy students demonstrated one level or more improvement in reading, as measured by the Jerry Johns Reading Inventory.
- At the end of the year, 62.4% of the Academy's K5 through fifth grade students met and 19.4% exceeded expectations in math skills, as measured by local measures of math progress. Most (82.8%) of the sixth and seventh grade students achieved a C or better in math.
- At the end of the year, 55.1% of students demonstrated proficient levels in writing as measured by the Six Traits of Writing assessment rubric and 11.4% demonstrated advanced levels.

### **Year-to-Year Academic Achievement on Standardized Tests**

The Academy administered all required standardized tests as noted in their contract with the City of Milwaukee.

Year-to-year data for all students with comparable test results indicates the following results indicate that:

- Second graders advanced an average of 1.0 GLE in reading;
- Third graders advanced an average of 0.9 GLE in reading;
- 90.5% of 42 fifth through seventh graders who were proficient or advanced in reading the prior year maintained their proficiency level;
- 80.7% of 31 fifth through seventh graders who were proficient or advanced in language the prior year maintained their proficiency level; and
- 83.3% of 30 fifth through seventh graders who were proficient or advanced in mathematics the prior year maintained their proficiency level.

Year-to-year data for students with comparable test results who were below grade expectations the prior year indicate that:

- 66.7% of 33 fifth through seventh graders either advanced one level of proficiency or advanced to the next quartile within their 2003-04 proficiency level in reading;
- 40.9% of 44 fifth through seventh graders advanced one level of proficiency or advanced to the next quartile within their 2003-04 proficiency level in language; and
- 64.4% of 45 fifth through seventh graders either advanced one level of proficiency or advanced to the next quartile within their 2003-04 proficiency level in mathematics.

## **Downtown Montessori Academy (DMA)**

DMA implemented local measures in language skills and math. The information below shows the progress students made on the goals in these subject areas. Following local measures are the year-to-year standardized measures of student achievement.

### **Local Measures of Academic Achievement:**

- On average, the K4 and K5 students made steady progress or mastered between 79.9% and 97.8% of the skills presented, depending on the skill area.
- On average, students in grades one through five were successful in 63.3% of math and 81.0% of language skills.

### **Year-to-Year Academic Achievement on standardized measures**

Downtown Montessori Academy administered all required standardized tests as noted in its contract with the City of Milwaukee.

- Multiple-year progress information was available for 17 second and third graders who were administered the Standardized Diagnostic Reading Test (SDRT) in consecutive years. (Note that, although not required, the school administered the SDRT to this year's fourth graders.) As a group, the second graders advanced an average of 2.3 grade level equivalents (GLEs) in reading, and the combined second and third graders advanced an average of 2.5 GLEs in reading. The small size of the third grade cohort prevented reporting their advancement separately.
- Due to the small size of the fifth grade cohort, this report does not include year-to-year scores in reading, language, or math.
- Year-to-year academic advancement information for students who were below grade level expectation or at the basic or minimal levels of proficiency in reading, language, and math were not reported due to small class and school-wide group sizes.

## 4. Management Oversight

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

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

### **Downtown Montessori Academy**

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

Based on our management review, we have recommended that Downtown Montessori Academy continue its current management policies and procedures. In addition, we have requested that at least quarterly, financial statements with budget-to-actual results, be submitted to us.



## **Central City Cyberschool**

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, 2005, it appears that the school has adequate procedures in place to ensure a sufficient financial management system. We noted that the school has been very responsive to our recommendations for improvement. For the 2004-2005 school year, the school appears to be in material compliance with the financial management provisions of its contract with the City of Milwaukee.

As noted above, we have recommended that the school employ the services of an accountant or accounting firm to provide monthly accounting services, which include preparation of a quarterly financial report, with a budget-to-actual analysis. The school has implemented this for the 2005-06 school year. In addition, we have requested that quarterly financial reports be provided to us for our review and analysis.

## **Darrel L. Hines Academy**

Based on our review of the management policies and procedures of the DLH Academy as of June 30, 2005 it appears that the organization had excellent procedures in place to ensure a sufficient financial management system. The school appears to have be in compliance with the financial management provisions of its contract with the City of Milwaukee.

We have requested that the school provide us a quarterly financial report, with a budget-to-actual analysis. We believe this will enhance our monitoring of the school's financial operations and will aid in increasing the overall controls that have been previously implemented by the school, and will provide an additional tool in achieving management goals.

In addition, we recommend the school closely monitor its current budget to actual results to ensure that the school maintains its current financial position. We believe it is important for the school to maintain its current net asset value, therefore ensuring a solid financial future.

## **Academy of Learning and Leadership**

Based on our review of the management policies and procedures of the Academy of Learning and Leadership as of June 30, 2005, it appears that the organization has procedures in place to ensure an adequate financial management system. Other than the late filing of its annual audit, the school appears to have be in compliance with the financial management provisions of its contract with the City of Milwaukee.

We have requested that the school provide us a quarterly financial report, with a budget-to-actual analysis. We believe this will enhance our monitoring of the school's financial operations and will aid in increasing the overall controls that have been previously implemented by the school, and will provide an additional tool in achieving management goals.

In addition, we recommend the school closely monitor its current budget to actual results as well as implement a plan to pay down the schools current debt on its line of credit as well as its debt to the Executive Director. The sooner these amounts are paid, the better the school's financial outlook will become.

## 5. Oversight Fees

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

The following chart provides an overview of the City of Milwaukee oversight fee revenue and charter school oversight expenses for the school years 2000-2001 through 2004-2005.

| School Year     | Fee Revenue      | Expense <sup>3</sup> |
|-----------------|------------------|----------------------|
| 2000-2001       | \$ 74,125        | \$ 37,299            |
| 2001-2002       | \$ 69,375        | \$105,063            |
| 2002-2003       | \$101,442        | \$ 9,200             |
| 2003-2004       | \$109,437        | \$ 58,999            |
| 2004-2005       | \$118,473        | \$103,450            |
| Five year total | \$472,852        | \$314,011            |
| <b>Balance</b>  | <b>\$158,841</b> |                      |

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

| School Year | DPI Per-Student Allotment |
|-------------|---------------------------|
| 2000-2001   | \$ 6,494.72               |
| 2001-2002   | \$ 6,721.40               |
| 2002-2003   | \$ 6,951.48               |
| 2003-2004   | \$ 7,050.00*              |
| 2004-2005   | \$ 7,111.00               |
| 2005-2006   | \$7,519.00                |

- First Quarter \$7,188.46

<sup>3</sup> Historically, the Marquette University Institute for the Transformation of Learning has raised grant funding to supplement the oversight fee income in order to ensure that city taxpayers are not burdened with the cost of monitoring the charter schools’ performance. Significant expenses were paid with these Grant Funds and are not shown in the chart above

## Conclusion

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

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

The CSRC further concludes that these schools should continue operating for the 2005-2006 school year.

In addition, a new school Maasai has been granted a charter for the 2005-2006 school year.

Respectfully Submitted,



Howard Fuller, Chair  
November 2005

**A**



# Academy of Learning and Leadership

2004-05 School Year

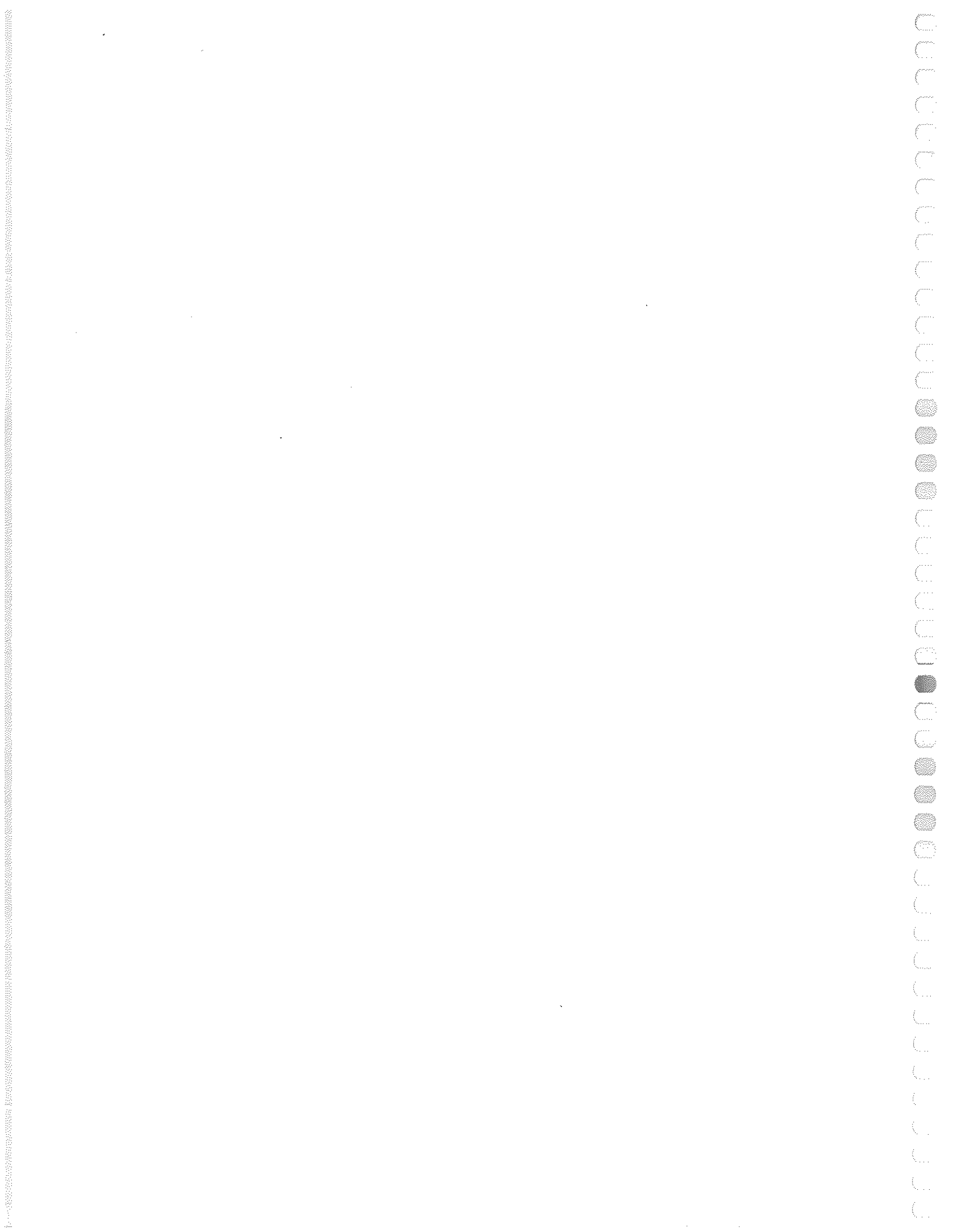
Report Date  
August 2005

## Programmatic Profile and Educational Performance

Janice Ereth, Ph.D  
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Prepared for:

*Academy of Learning and Leadership*

1530 West Center Street, Milwaukee, WI 53206

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**EXECUTIVE SUMMARY**  
**for**  
**Academy of Learning and Leadership**  
**Second Year of Operation as a City of Milwaukee Charter School**  
**2004-05**

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

**I. Contract Compliance Summary<sup>1</sup>**

The Academy has met contract provisions related to describing its educational program, methodology and student population, its hours and days of operation, pupil database information, and parental involvement. In terms of academic criteria, the Academy has met the requirement to administer designated standardized tests and has maintained local measures that show pupil growth in demonstrating curricular goals. The Academy did not meet the contract requirement that all classroom teachers hold a Wisconsin Department of Public Instruction (DPI) license or permit.

- The Academy met the requirement that students who were not proficient in reading in the Fall of 2003 advance one level of proficiency or to the next quartile within their proficiency level for 35.0% of the 20 fifth through eighth grade students with comparable scores in reading based on the Fall test administrations of Terra Nova and Wisconsin Knowledge and Concepts Examination (WKCE).
- In language arts this requirement was met for 35.0% of 20 fifth through eighth grade students with Fall to Fall comparison scores.
- In math this requirement was met for 22.2% of the 27 fifth through eighth grade students with comparable scores from the Fall test administrations.
- Four measures of year-to-year academic growth on standardized test could not be reported due to small group sizes, so these contract provisions were not applicable this year.

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

## II. Performance Criteria

### A. Local Measures

In the Fall of 2004, CRC and the Academy identified educationally related outcome measures to define and quantify a portion of the contract provisions, particularly the local measures required in Part D (page 2) of the Academy's contract with the City of Milwaukee. Appendix B contains the Academy's outcome measure agreement memo. Following is a summary of these local measures and whether the Academy has or has not met each of them for the 2004-05 academic year:

**Attendance:** Average student attendance was 93.0%.  
Outcome measure: Met.

**Enrollment:** Individual student information for new enrollees was shared with CRC.  
Outcome measure: Met.

**Terminations:** The school recorded the date and reason for the termination of every student leaving the school.  
Outcome measure: Met

**Special Education Needs Students:** There were 35 children identified as having special education needs. An Individual Education Program (IEP) was completed for all children and all IEPs were reviewed in a timely manner.  
Outcome measure: Met.

**Student-Led Parent Conferences:** On average, conferences were attended by 93.5% of parents.  
Outcome measure: Met.

**Individual Learning Plan:** Individual Learning Plans (ILP) were provided for 81.7% of students. Students and teachers reviewed these plans for 89.4% of students in the second quarter, 81.3% in the third, and 75.0% in the fourth quarter (based on enrollment and withdrawal dates and ILPs provided by the school).  
Outcome measure: Met.

#### **Additional Local Measures of Academic Achievement:**

The following shows information on skills acquisition from the first quarter to the final marking period:

- Sixty-nine (39.7%) of 174 students either reached "proficient" or progressed one level on 80.0-100.0% of reading skills;
- Fifty-five (31.8%) of 173 students either reached "proficient" or progressed one level on 80.0-100.0% of writing skills; and

- Forty-three (25.0%) of 172 students reached proficient or progressed at least one level in 80.0-100.0% of math skills.

On average, by the last marking period, students progressed one level or reached "proficient" in:

- 59.1% of reading skills presented in the first quarter;
- 51.5% of the writing skills presented in the first quarter; and
- 51.3% of the math skills presented in the first quarter.

Complete data regarding portfolio assessments were not provided. The school administration indicated that all eighth graders completed an Ideal Graduate portfolio.

#### B. Year-to-Year Academic Achievement

The Academy administered all required standardized tests as noted in their contract with the City of Milwaukee.

The Academy met the requirement that students who were not proficient in reading in the Fall of 2003 advance one level of proficiency or to the next quartile within their proficiency level for 35.0% of the 20 fifth through eighth grade students with comparable scores in reading. In math, this requirement was met for 22.2% of the 27 fifth through eighth grade students with comparable scores.

Because of the small number of students in each grade and throughout the school with year-to-year comparable test scores, the average gain in reading and math for students who did and did not meet proficiency requirements could not be reported.

### III. Recommendations:

It is recommended that the focus of activities for the 2005-06 year include the following:

- Continue to focus on reading, writing, and math skill development, specifically by:
  - providing support to classrooms by using two learning facilitators;
  - monitoring actual time for math instruction with the expectation of one hour and 20 minutes of math per day at all grade levels; and
  - specifying skill expectations per quarter.
- Improve the staff's ability to describe student learning outside of standardized testing and drive instruction at the student's instructional level. This involves using data to make classroom level decisions about each student's needs and to communicate organizational decisions about the resources needed.
- Improve the accuracy of data collected and the ability to report in a systematic fashion.
- Apply the DPI's guidelines for alternative assessment.

## I. INTRODUCTION

This report is the second program monitoring report to address educational outcomes for the Academy of Learning and Leadership (the Academy), one of four City of Milwaukee charter schools in the 2004-05 academic year. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared per the contract between the CSRC and the Children's Research Center (CRC).

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

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

## **II. PROGRAMMATIC PROFILE**

The Academy of Learning and Leadership

Address: 1530 West Center Street  
Milwaukee, WI 53206

Phone number: 414-372-3942

Executive  
Director: Camille Mortimore, Ph.D.

### **A. Description and Philosophy of Educational Methodology**

#### **1. Mission and Philosophy**

The Academy serves the urban education needs of children from birth through eighth grade. According to information provided in the Academy's *Student and Family Handbook* for 2004-05, the mission of the Academy states that:

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

## 2. Description of Educational Program and Curriculum<sup>2</sup>

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

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

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

Curricular areas to prepare the Ideal Graduate are:

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

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<sup>2</sup> Information is taken from Section II of the Academy’s Charter Application, which was subsequently incorporated into its contract with the City of Milwaukee and the 2003-04 (and subsequent) *Student and Family Handbook*.



During its first year of operation, the Academy developed its Special Education program and continues to collaborate with the Special Education Coordinator for the Independent Charter School Collaborative (ICSC). The Academy has an early intervention/pre-referral process called Support and Alternatives for Instructors and Learners (SAIL). SAIL is designed to meet teacher and student needs, respond to parent concerns, and to intervene early in the learning process when it is not functioning well.

#### **B. Recruitment Activities**

Since the Academy opened in the Fall of 2003, the following recruiting efforts have included:

- Door-to-door visits by teams of Academy faculty/staff members;
- Meeting residential and business neighbors and inviting them to informational meetings at the Academy;
- Inviting neighbors to school events and/or involving neighbors in studies conducted by the children;
- Talking to children at the school's partner, the Boys and Girls Club, and other clubs about registering at the Academy;
- Giving children Academy t-shirts with school recruiting information on the back;
- Requesting waiting lists from neighboring schools and contacting those families;
- Placing flyers on doors and in places people frequent within a mile radius of the school;
- Placing signs and banners on the school;
- Hosting an informational table at block parties;
- Faculty/staff member teams talking with people at community events while wearing Academy t-shirts;
- Radio, newspaper, and Milwaukee Transit bus video advertising;

- Newspaper articles;
- Sending letters home to families;
- Providing a \$50 stipend to the finder(s) of families whose children register and remain enrolled at the Academy;
- Encouraging the Parent Leadership Council to talk to new neighbors about the Academy and distributing registration papers; and
- Encouraging teachers to recruit family, friends, and neighbors.

### **C. Student Population**

At the beginning of the year, 198 students, ranging from pre-kindergarten (K4) through eighth grade, were enrolled<sup>3</sup> in the Academy. Forty-two students enrolled after the school year started, and there were 41 students who withdrew from the school prior to the end of this academic year.<sup>4</sup> Reasons for withdrawing included: eight students moved away, eight left because of the schools's uniform policy, five students left for disciplinary policy reasons, three children left because of transportation issues, two transferred to a school closer to home, three foster children were transferred by a social worker, one student left because of conflicts with other students, one left to attend a school with a smaller class size, and one student left to attend a school with more after-school activities. The other ten children withdrew without notice and their families could not be contacted to determine the withdrawal reasons.

At the end of the school year, there were 199 students enrolled at the Academy. There were 88 (44.2%) girls and 108 (54.3%) boys. Nearly all (198, or 99.5%) of the students enrolled in the Academy at the end of the year were African American. One student was White. Thirty-five

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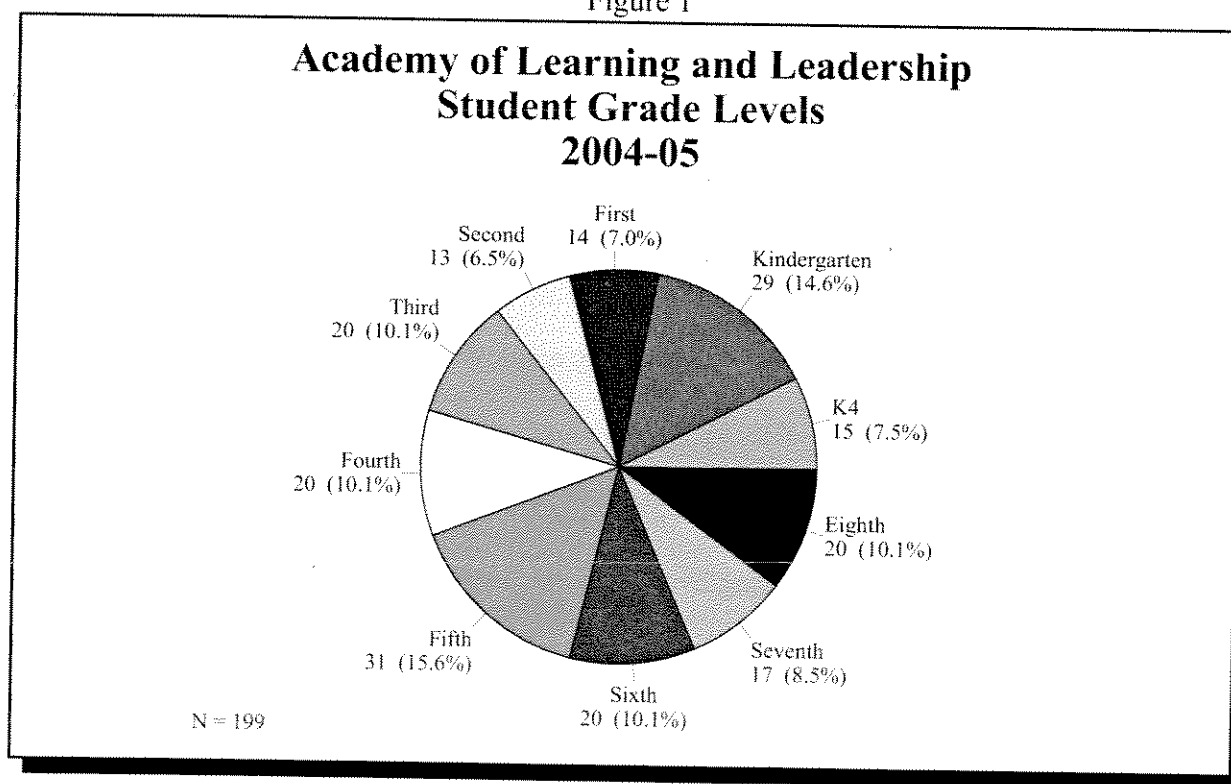
<sup>3</sup> Enrolled on or before September 3, 2004.

<sup>4</sup> The school administrator reported that there were 39 students who withdrew. The school provided a list of withdrawal reasons that was slightly different from the ones in this report. This report reflects data stored in Powerschool.

students had special education needs. Eight children had learning disabilities, seven children had speech disabilities, four children had a cognitive disability (CD), four children had speech and other health impairments (OHI), three children had learning and speech disabilities, two children were emotionally disabled (ED), one child was ED/CD, one child was LD and OHI, and five children were diagnosed with other health impairments.

At the end of the year, the largest grade level was fifth grade with 31 students, and the smallest grade level was second with 13 students. The number of students by grade level is illustrated in Figure 1.

Figure 1



In the Fall 2004, the school had 12 classrooms with an average of 17 students each. The number of students per classroom ranged from 12 to 22 depending upon the grade level. There was

one classroom each for K4, first, second, third, fourth, sixth, seventh, and eighth grades. K5 and fifth grades had two classrooms each.

Data regarding the number of students returning to the Academy from the previous year were gathered in the Fall of 2004. Of the 129 students attending on the last day of the 2003-04 academic year, 115 were enrolled on the third Friday in September 2004, representing a return rate of 89.0%.

#### **D. School Structure**

##### **1. Areas of Instruction**

The Academy provides instruction in math, science, social studies, social development, physical education, reading, writing, speaking and listening, art, music, and technology. These subjects are assessed on each student's report card and reported on a quarterly basis. Effort, work habits, and personal development are also assessed on the report card.

##### **2. Teacher Information**

During the 2004-05 school year, the Academy employed 12 classroom teachers. Ten of the twelve classroom teachers held a State of Wisconsin DPI license or permit.<sup>5</sup> The school also employed two special education teachers, a fine arts specialist, a physical education teacher, and two partner teachers. The school also employed a social worker, a speech pathologist, a school psychologist, and a technology coordinator.

Prior to the beginning of the academic year, teachers participated in two weeks of professional development covering reading, discipline, and expeditionary learning. During the

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<sup>5</sup>Two teachers did not have a DPI license or permit. Of these, one reported to the school administration in March 2005 that DPI notified this teacher that original transcripts were needed to process the application. DPI's website indicated that the most recent application for this teacher was received on 7/07/05. The second teacher began a certification program on 1/31/05 and submitted an application to DPI on 4/28/05. This teacher's application was returned six weeks later due to failure to include fingerprints. The application was resubmitted on 7/12/05.

academic year, teachers participated in professional development activities, some of which occurred on Wednesday afternoons when students were released early, including:

- a half-day program on balanced literacy;
- reading development sessions focusing on various teachers in different sessions led by one of the Academy teachers;
- the six traits of writing;
- individual teacher observations, feedback, and model teaching related to teaching reading and writing;
- attendance by entire staff at the National Conference for Expeditionary Learning Outward Bound (ELOB) in Denver, Colorado;
- supportive services provided by an ELOB consultant for 16 days throughout the academic year;
- working with a consultant for a total of 80.5 hours focusing on classroom management, lesson planning, professionalism, African American leadership, and high expectations for all students; and
- working with a consultant during the second semester for a total of 87 hours for Afro-centric culture development.

The administrative team and the lead teacher team attended sessions over four days in Naperville, Illinois, on topics of school culture, character building, effective teaching/improving learning, and closing the achievement gap.

According to the personnel manual, written evaluations of employees are performed annually. The format of the evaluation is determined by the Executive Director or Director of Business Services in cooperation with the employee. Evaluations are conducted by the Executive Director and/or the Director of Business Services with input from the employee's immediate supervisor, if applicable.

Teachers also receive the support of the school's Director of Health and Social Services who, in cooperation with parents and the school's administrator, helps meet the needs of children in their learning and growth as individuals.

### **3. Hours of Instruction/School Calendar**

The regular school day for students began at 8:00 a.m. and concluded at 3:20 p.m.,<sup>6</sup> except most Wednesdays when dismissal was at 1:20 p.m. The first day of school was September 1, 2004, and the last day of school was June 15, 2005. The highest possible number of days for student attendance in the academic year was 171 (including 37 early release Wednesdays).<sup>7</sup> The Academy has met the City of Milwaukee's practice of requiring 875 instructional hours in charter schools, as well as its contract provision of publishing an annual calendar.

### **4. Parent and Family Involvement**

As expressed in the *Student and Family Handbook* provided to each family, the Academy's faculty and staff are deeply committed to involving each child's family. The Academy recognizes the importance of parent involvement in school, as well as the rights and responsibilities of parents as the primary educators of their children. The relationship between the child's family and the faculty and staff of the Academy is seen as one of the most important factors in that child's success in school.

Parents were invited to attend the student-led parent conferences scheduled four times during the year, as well as all classroom Expeditionary Learning performances held twice during the year,

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<sup>6</sup> Breakfast was served at 7:40 a.m.

<sup>7</sup> Students also participated in the student-led parent conferences held on four additional days during the year.

Black History Month Celebration, the Fall and Spring Field Days, an awards ceremony, and graduation.

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

The school's goal is to involve parents as members of the board of directors, its committees, and parent leadership committees within the school. The school also has an active Parent Leadership Council.

#### **5. Waiting List**

The school had a waiting list of three for K4 and one for first grade as of October 6, 2004. The school has students waiting to be enrolled in K4 and grades first through seventh in the Fall of 2005.<sup>8</sup>

#### **6. Discipline Policy**

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

Conditions and steps relating to suspensions and expulsions are described in the school's *2004-05 Student and Family Handbook*. However, the Academy believes that the use of probation,

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<sup>8</sup> The school did not provide the number of students waiting to be enrolled.

suspension, and expulsion will be minimized if it serves its children well and uses a problem-solving approach.

#### **E. Activities for School Improvement**

Following is a description of the Academy's response to the recommended activities in its programmatic profile and education performance report for the 2003-04 academic year:

- Recommendation: Include the circumstances and steps involved in suspensions and expulsions in the 2004-05 *Student and Family Handbook*.

Response: On October 6, 2004, the school's administrator reported that the written disciplinary policy and procedure would be added to the student and family handbook. Parents were specifically informed of the policy in April, 2005. A copy of the 2004-05 *Student and Family Handbook*, received by CRC on July 28, 2005, included this information.

- Recommendation: Hire personnel to supervise students who are on in-school suspension.

Response: The school hired two instructional aides to supervise these students. The students were guided and academically supported in the school's Solutions Lab while completing classroom assignments.

- Recommendation: Focus academic attention on reading, writing, and math, particularly on the large number of students who are functioning below grade-level expectations.

Response: The school cited the professional development activities discussed previously in this report as having improved student learning in comprehension, decoding, and writing. The school also utilized consultants to improve instruction and behavior management in some classrooms and to build leadership in African-American teaching staff. In June 2005, the school hired two Learning Facilitators. For 2005-06, the school plans to focus consultant work on mathematics. A consultant will help identify the relationships between the state standards, WKCE test framework, and daily lessons. The school has also hired a teacher with math expertise for the seventh and eighth grades. This teacher will also provide consulting to the other teachers.

- Recommendation: Collect data in an organized fashion and submit all data to CRC in an electronic format.



Response: The school has recorded most information digitally and has increased its focus on data collection. The school began using Powerschool in 2004-05 and has hired a technology coordinator.

- Recommendation: Provide support to teachers in the process of DPI license/permit application throughout the year, and specifically document the steps taken to obtain a license or permit for those teachers.

Response: As reported above, two teachers did not have a DPI license or permit to teach. The teachers provided information regarding their problems with DPI. In one case, the school administration signed an employment verification form dated June 27, 2005. There was no other information provided indicating that the administration provided support throughout the year to the teachers in the DPI application process.

### III. EDUCATIONAL PERFORMANCE

To monitor the Academy's activities as described in its contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specified intervals during the past two academic years. At the start of the year, the school established attendance and parent conferences goals and goals related to special education students. The school also identified local and standardized measures of academic performance to be used to monitor student progress. The local assessment measures included ILPs and skills assessments on reading, mathematics, and writing, as measured on report cards. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT), the Wisconsin Reading Comprehension Test (WRCT), the Wisconsin Knowledge and Concepts Examination (WKCE), and the Terra Nova examinations.

#### A. Attendance

At the beginning of the academic year, the school established a goal to maintain an average attendance rate of 90.0%. Attendance rates for each school day were provided by the school, and according to the school's aggregate report, the attendance rate was 93.0%. (The school did not

provide CRC with attendance rates for each child.) Based on the report, the school met its attendance goal.

#### **B. Student-Led Parent Conferences**

At the beginning of the year, the school set a goal that 90.0% of parents would attend at least three of the four scheduled student-led parent conferences. This year, 96.7% of parents attended the first quarter conference, 97.6% attended the second, 98.0% attended the third, and 81.5% of parents attended the fourth quarter conference. Overall, conferences were attended, on average, by 93.5%<sup>9</sup> of parents. These results suggest the school met its goal related to parent conferences.

#### **C. Special Education Students**

This year, the school established a goal to maintain records of all special education students, including assessment dates and outcomes and IEP completion and review dates. IEPs were on file for all 35 special education students and all were re-evaluated in a timely manner.

#### **D. Local Measures of Educational Performance**

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

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<sup>9</sup> The school provided attendance percentages for each classroom in each quarter. Given these data, CRC was unable to calculate how many parents attended three of four conferences. Instead, CRC calculated an overall attendance rate.

useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the quality of student work that is expected, and providing evidence that students are meeting local benchmarks.

### **1. Individual Learning Plan**

Each year, Academy students and teachers create ILPs. Parent participation is actively encouraged in these joint efforts to identify and define learning goals. At the beginning of the school year, the school set a goal that an ILP be developed for 100.0% of students, and 80.0% would be reviewed and revised by the student and the teacher after the second, third, and fourth quarters.

This year, the school provided paper copies of ILPs for 179 (81.7%) students (see Table 1a).<sup>10</sup>

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<sup>10</sup> If no ILP was provided, CRC assumed that none had been completed. The number of ILPs expected is based on student enrollment and exit dates provided by the school. The school's administrator reported that ILPs were completed for 100.0% of students who had at least one parent-student conference.

| <b>Table 1a</b><br><b>Academy of Learning and Leadership</b><br><b>Individual Learning Plans</b><br><b>2004-05</b> |                 |                  |              |
|--|-----------------|------------------|--------------|
| <b>ILP</b>   |                 |                  |              |
| <b>Grade</b>   | <b>Expected</b> | <b>Developed</b> | <b>%</b>     |
| K4   | 16              | 15               | 93.8%        |
| Kindergarten   | 31              | 29               | 93.5%        |
| First  | 17              | 14               | 82.4%        |
| Second   | 13              | 13               | 100.0%       |
| Third  | 20              | 17               | 85.0%        |
| Fourth   | 21              | 20               | 95.2%        |
| Fifth  | 34              | 30               | 88.2%        |
| Sixth  | 22              | 17               | 77.3%        |
| Seventh  | 23              | 21               | 91.3%        |
| Eighth   | 22              | 3                | 13.6%        |
| <b>TOTAL</b>   | <b>219</b>      | <b>179</b>       | <b>81.7%</b> |

Students and teachers reviewed 89.4% of student plans after the second quarter, 81.3% after the third quarter, and 75.0% following the fourth quarter. Though the Academy developed ILPs for all students, it fell short of the stated goal because documentation was not available for some of the students. The school did meet the goal to review 80.0% of ILPs in the second and third quarters. It fell slightly short of the goal for the fourth quarter (see Table 1b).

| <b>Table 1b</b><br><b>Academy of Learning and Leadership</b><br><b>Individual Learning Plans</b><br><b>2004-05</b> |            |                       |                      |                       |
|--|------------|-----------------------|----------------------|-----------------------|
| <b>ILP Reviewed with Student*</b>  |            |                       |                      |                       |
| <b>Grade</b>   | <b>N</b>   | <b>Second Quarter</b> | <b>Third Quarter</b> | <b>Fourth Quarter</b> |
| K4   | 14         | 92.9%                 | 100.0%               | 100.0%                |
| Kindergarten   | 26         | 96.2%                 | 92.3%                | 92.3%                 |
| First  | 14         | 85.7%                 | 92.9%                | 92.9%                 |
| Second   | 11         | 100.0%                | 90.9%                | 100.0%                |
| Third  | 17         | 82.4%                 | 82.4%                | 58.8%                 |
| Fourth   | 18         | 94.4%                 | 88.9%                | 100.0%                |
| Fifth  | 28         | 92.9%                 | 50.0%                | 39.3%                 |
| Sixth  | 16         | 81.3%                 | 62.5%                | 62.5%                 |
| Seventh  | 13         | 100.0%                | 92.3%                | 69.2%                 |
| Eighth   | 3          | 0.0%                  | 100.0%               | 0.0%                  |
| <b>TOTAL</b>   | <b>160</b> | <b>89.4%</b>          | <b>81.3%</b>         | <b>75.0%</b>          |

\* Reflects reviews with students enrolled for the entire year, based upon enrollment and exit data provided by the school. If an ILP was received, CRC assumed it had been reviewed with the student.

The school administration reported that ILPs for all 21 eighth graders were reviewed in the fourth quarter, as part of graduation requirements.

## 2. Reading, Math, and Writing Progress

At the beginning of the school year, the Academy set a goal that students assessed at the beginning and end of the year would either progress one level or be proficient or above on 80.0% of grade level performance criteria in reading, math, and writing. These criteria were measured on the Academy's report cards. Students in grades K4 through second were rated as "proficient," "developing proficiency," or "not proficient." Students in grades third through eighth were rated as "excellent," "satisfactory," or "needs improvement." According to the skills/effort rubric on the

report card, third through eighth grade students must achieve “excellent” to be considered “proficient.” Students were rated on up to eight reading, nine writing, and 12 math items, depending on individual skill and grade level.

This year, the school provided 174 report cards for children in grades K4 through eighth who had been assessed in the first and fourth marking periods. Report cards indicated that 69 (39.7%) of 174 students reached “proficient” or progressed one level on 80.0-100.0% of reading skills; 55 (31.8%) of 173 reached this goal in writing; and 43 (25.0%) of 172 students reached “proficient” or progressed at least one level in 80.0% or more of the math skills presented in the first quarter of the school year.

Overall, students, on average, reached “proficient” or advanced one level on 59.1% of reading skills (Figure 2), 51.5% of writing skills (Figure 3), and 51.3% of math skills (Figure 4). However, student progress fell short of the goal established by the Academy.<sup>11</sup>

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<sup>11</sup> Note that 2003-04 report card results indicated that 47.5% (38 of 80) of students met requirements in reading, 35.0% (28 of 80) met requirements in writing, and 43.8% (35 of 80) reached local measure goals related to math.

Figure 2

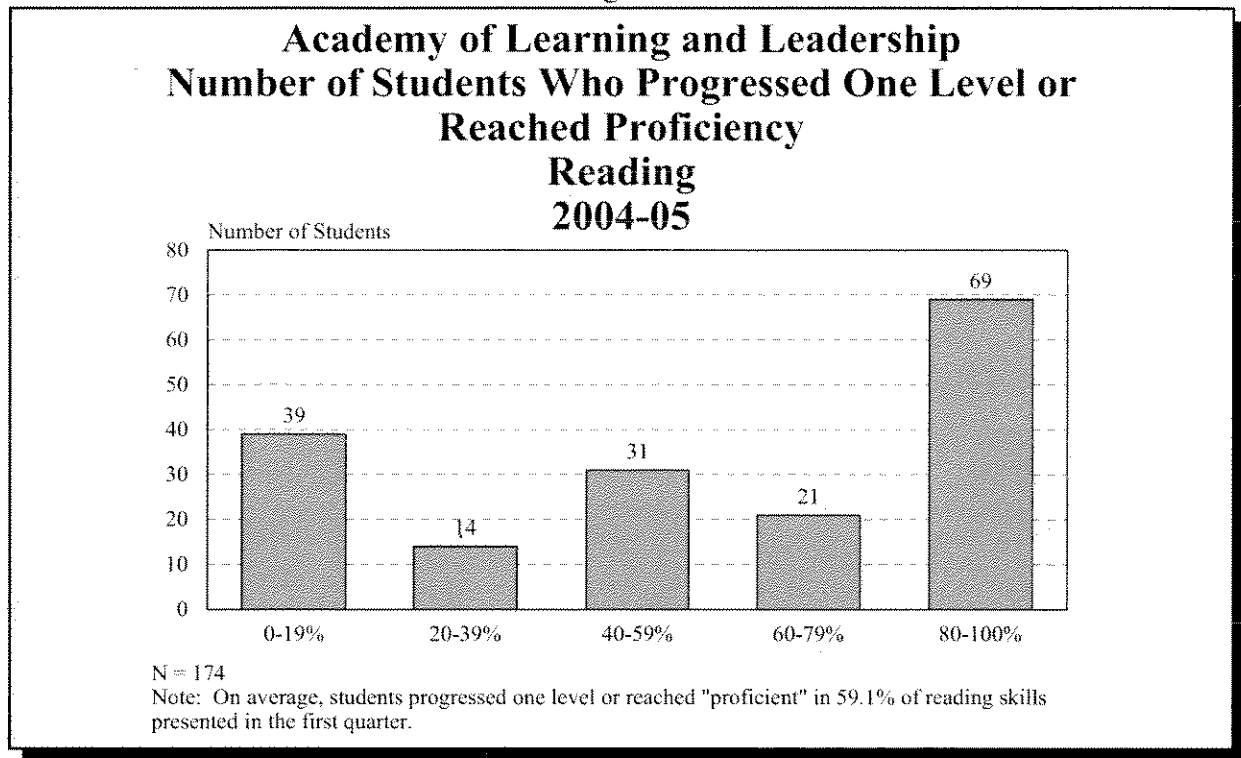


Figure 3

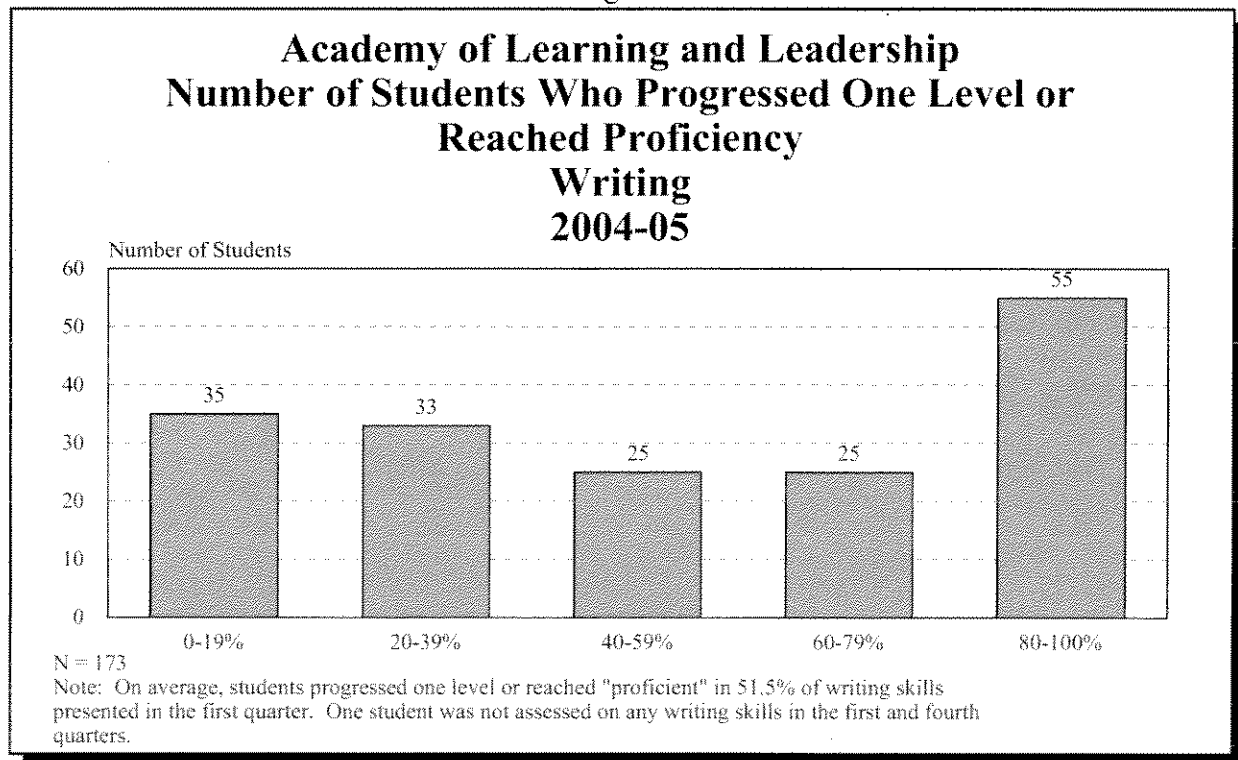
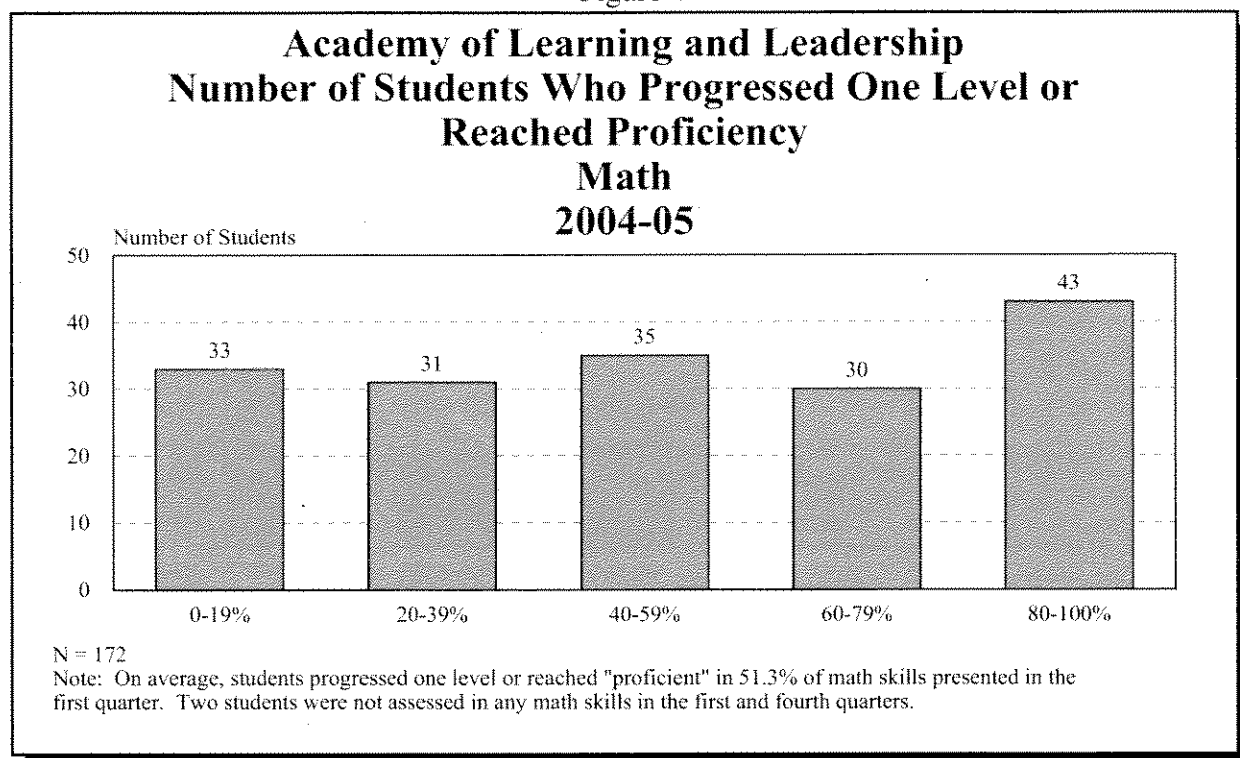


Figure 4



### 3. Student Portfolios

This year, the school established a goal that 90.0% of students would demonstrate “developing proficiency” or “proficient” on a final portfolio assessment and presentation. All 21 (100.0%) eighth graders prepared an Ideal Graduate portfolio, including a PowerPoint presentation of their growth in becoming an Ideal Graduate.<sup>12</sup> Nine (42.9%) portfolios were rated “proficient,” and 12 (57.1%) were “developing proficiency.” No student portfolios were rated “insufficient progress.” The school has therefore met its goal related to student portfolios.

<sup>12</sup> This information was gathered from a conversation with the school. CRC did not receive any specific data showing evidence that portfolios had been developed.



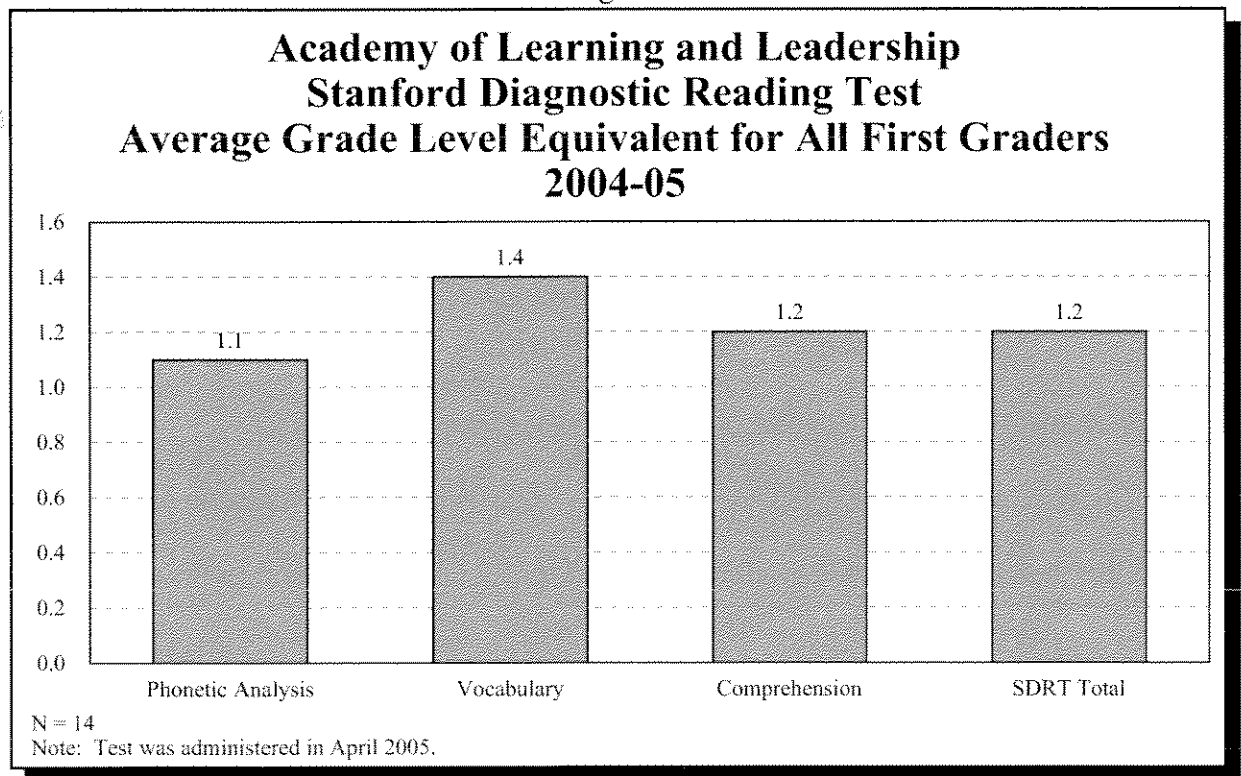
**E. External Standardized Measures of Educational Performance**

**1. Stanford Diagnostic Reading Test for First Graders**

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

In May 2005, the test was administered to 14 first graders. Results show that most students were reading at 1.1 to 1.4 GLE, depending upon the area tested (see Figure 5).

Figure 5



| <p align="center"><b>Table 2</b></p> <p align="center"><b>Academy of Learning and Leadership</b></p> <p align="center"><b>Stanford Diagnostic Reading Test</b></p> <p align="center"><b>Grade Level Equivalent Ranges for All First Graders</b></p> <p align="center"><b>2004-05</b></p> <p align="center"><b>(N = 14)</b></p> |                               |                |               |
|--|-------------------------------|----------------|---------------|
| <b>Area Tested</b>   | <b>Grade Level Equivalent</b> |                |               |
|  | <b>Lowest</b>                 | <b>Highest</b> | <b>Median</b> |
| Phonetic Analysis  | K.1                           | 3.5            | 1.1           |
| Vocabulary   | K.7                           | 2.8            | 1.2           |
| Comprehension  | K.6                           | 1.9            | 1.2           |
| <b>SDRT TOTAL</b>  | <b>K.6</b>                    | <b>1.7</b>     | <b>1.2</b>    |

This year, the CSRC instituted a requirement that results be reported for new students (i.e., those enrolled since the start of the school year) and students enrolled for a full academic year.<sup>13</sup> Enrollment dates provided by the school indicated that all first graders who were administered the SDRT enrolled in the school on September 1, 2004.<sup>14</sup> Therefore, scores for new and full academic year students were not reported.

## 2. Stanford Diagnostic Reading Test for Second Graders

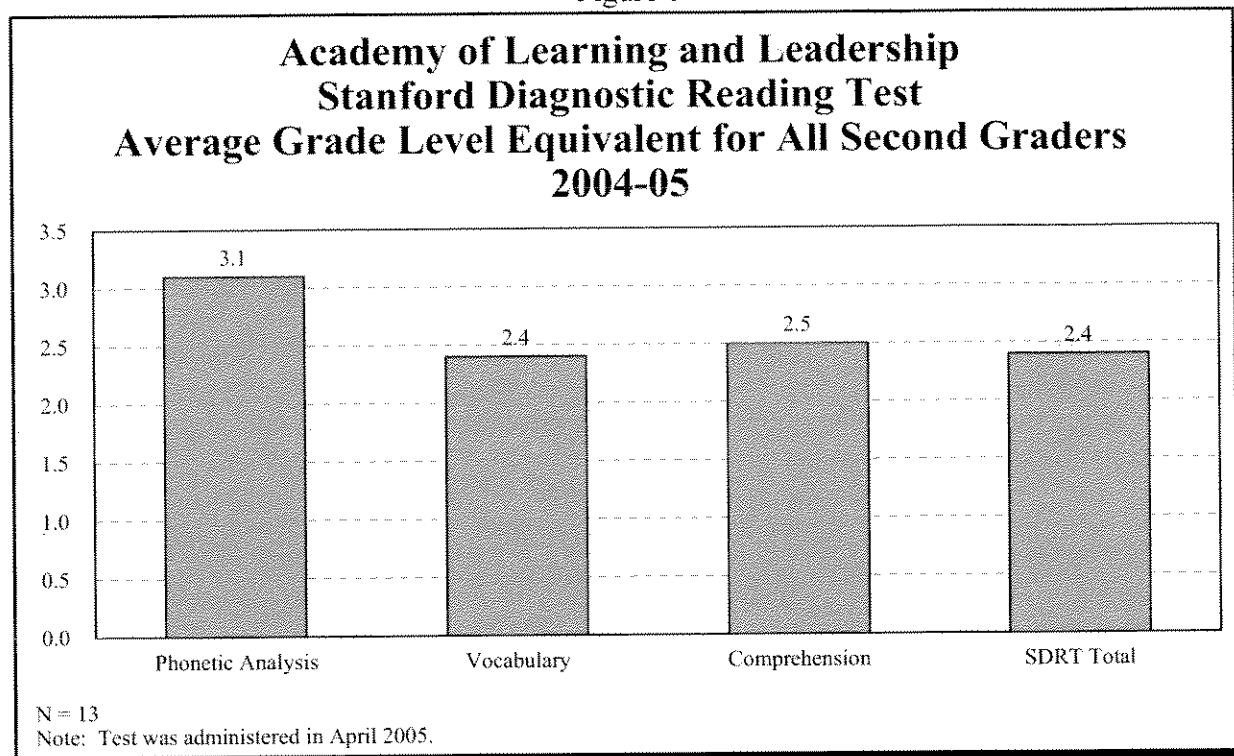
The exam was administered to 13 second graders in April 2005. Results for all 13 students indicate that second graders were reading at 2.4 GLE to 3.1 GLE, depending on the area tested.

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<sup>13</sup> Full academic year includes students enrolled since September 19, 2003.

<sup>14</sup> The school indicated that the enrollment dates reflect the date Powerschool was implemented. The school did not provide actual enrollment dates to CRC.

Figure 6



**Table 3**

**Academy of Learning and Leadership  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Ranges for All Second Graders  
2004-05  
(N = 13)**

| Area Tested       | Grade Level Equivalent |            |            |
|-------------------|------------------------|------------|------------|
|                   | Lowest                 | Highest    | Median     |
| Phonetic Analysis | 1.2                    | 10.9       | 2.5        |
| Vocabulary        | K.6                    | 4.2        | 2.8        |
| Comprehension     | K.2                    | 5.7        | 2.2        |
| <b>SDRT TOTAL</b> | <b>K.6</b>             | <b>4.1</b> | <b>2.2</b> |

According to enrollment dates provided by the school, 11 students enrolled on September 1, 2004, and two students enrolled after the start of the school year. Therefore, scores for new and full academic year students were not reported.

### 3. Standardized Tests for Third Graders

#### a. Wisconsin Reading Comprehension Test

The Wisconsin Reading Comprehension Test (WRCT) is an assessment of primary-level reading at grade three and is administered to all public (including charter) school third graders in the state. Student performance is reported in minimal, basic, proficient, and advanced proficiency levels.<sup>15</sup> While the WRCT gathers information on comprehension, prior knowledge, and reading strategies, the performance standards are based only on the reading comprehension items. Wisconsin's proficiency standards are based on standards established in July 1998 by the State Superintendent.<sup>16</sup>

The test was administered in Spring 2005 to 20 Academy third graders enrolled in the school on the examination date. Results on this measure, illustrated in Figure 7, indicate that:

- Two (10.0%) third graders scored at the minimal level of reading comprehension;
- Seven (35.0%) Academy third graders scored at the basic level of reading comprehension;
- Eleven (55.0%) third graders demonstrated proficient reading comprehension skills; and
- No third graders demonstrated an advanced level of reading comprehension.

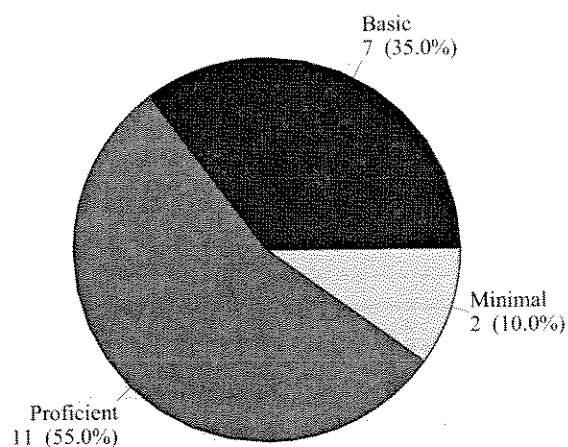
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<sup>15</sup> The Wisconsin Reading Comprehension Test levels for 2004 are the same levels used for 1998 - 2004: *Advanced* (60 or more points): Academic achievement is beyond mastery. Test scores provide evidence of in-depth understanding. *Proficient* (38 through 59 points): Academic achievement includes mastery of the important knowledge and skills. Test scores show evidence of skills necessary for progress in reading. *Basic* (19 through 37 points): Academic achievement includes mastery of most of the important knowledge and skills. Test scores show evidence of at least one major flaw in understanding. *Minimal* (0 through 18 points): Test scores show evidence of major misconceptions or gaps in knowledge and skills tested.

<sup>16</sup> See [www.dpi.state.wi.us/dpi/spr/3wrceto3.html](http://www.dpi.state.wi.us/dpi/spr/3wrceto3.html) for details.

Figure 7

**Academy of Learning and Leadership  
Wisconsin Reading Comprehension Test  
Proficiency Levels for All Third Graders  
2004-05**



N = 20

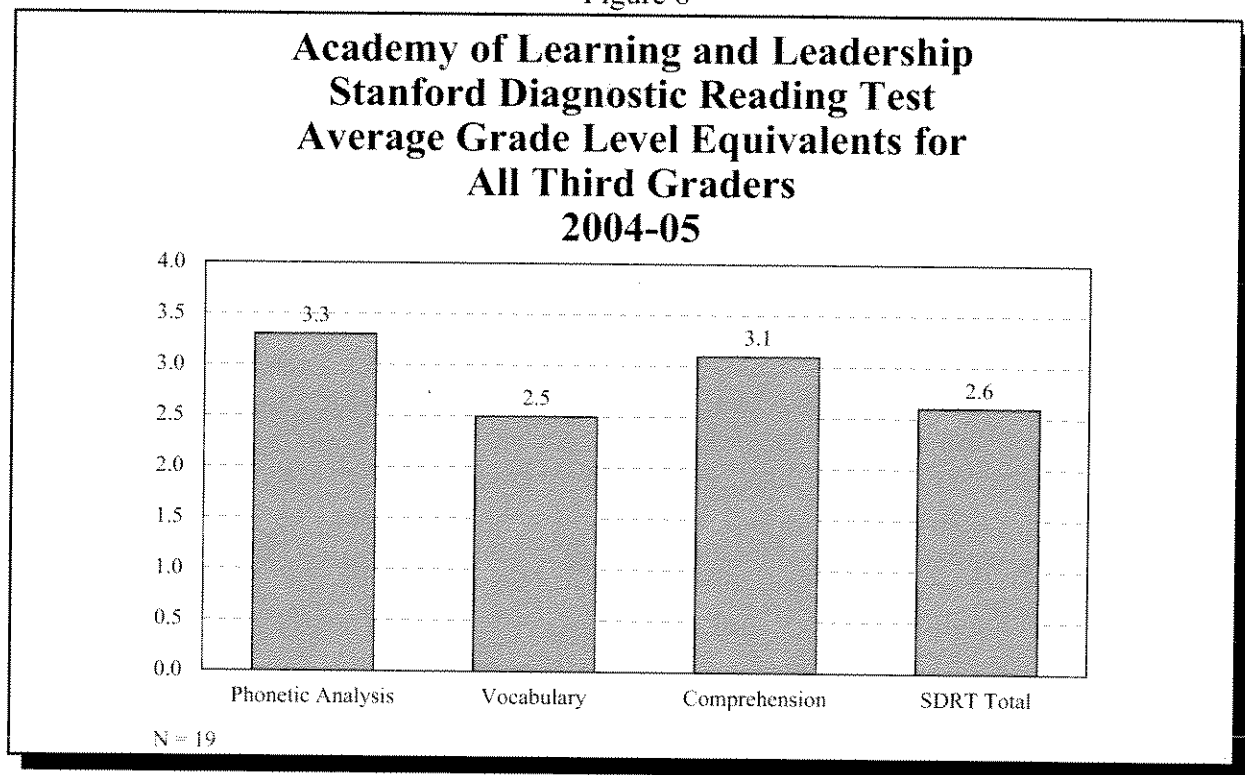
Enrollment dates provided by the school indicated that 16 third graders enrolled September 1, 2004, one enrolled September 3, 2004, and three third graders enrolled in the school October 25, 2004. Therefore, scores for new and full academic year students could not be reported.

**b. Stanford Diagnostic Reading Test**

The school administered the SDRT to 19 third graders in May 2005. (Note that part of the exam was administered to another third grader, but he/she did not complete the entire test. Scores for this third grader were not included below.)

Results for the 19 third graders indicate that students were reading at 2.5 to 3.3 GLE, depending on the area tested. See Figure 8 and Table 4.

Figure 8



| <p align="center"><b>Table 4</b></p> <p align="center"><b>Academy of Learning and Leadership</b></p> <p align="center"><b>Stanford Diagnostic Reading Test</b></p> <p align="center"><b>Grade Level Equivalent Ranges for All Third Graders</b></p> <p align="center"><b>2004-05</b></p> <p align="center"><b>(N = 19)</b></p> |                                 |                                  |               |
|--|---------------------------------|----------------------------------|---------------|
| <b>Area Tested</b>   | <b>Lowest Grade Level Score</b> | <b>Highest Grade Level Score</b> | <b>Median</b> |
| Phonetic Analysis  | K.8                             | 10.8                             | 2.3           |
| Vocabulary   | K.7                             | 3.7                              | 2.6           |
| Comprehension  | 1.5                             | 8.1                              | 2.7           |
| <b>SDRT Total</b>  | <b>1.3</b>                      | <b>2.7</b>                       | <b>2.6</b>    |

Enrollment dates provided by the school indicated that fifteen third grade students were enrolled on September 1, 2004. One third grader enrolled on September 3, 2004, and three third graders enrolled in October 2004. Based on these enrollment dates, CRC was not able to report scores for new and full academic year students.

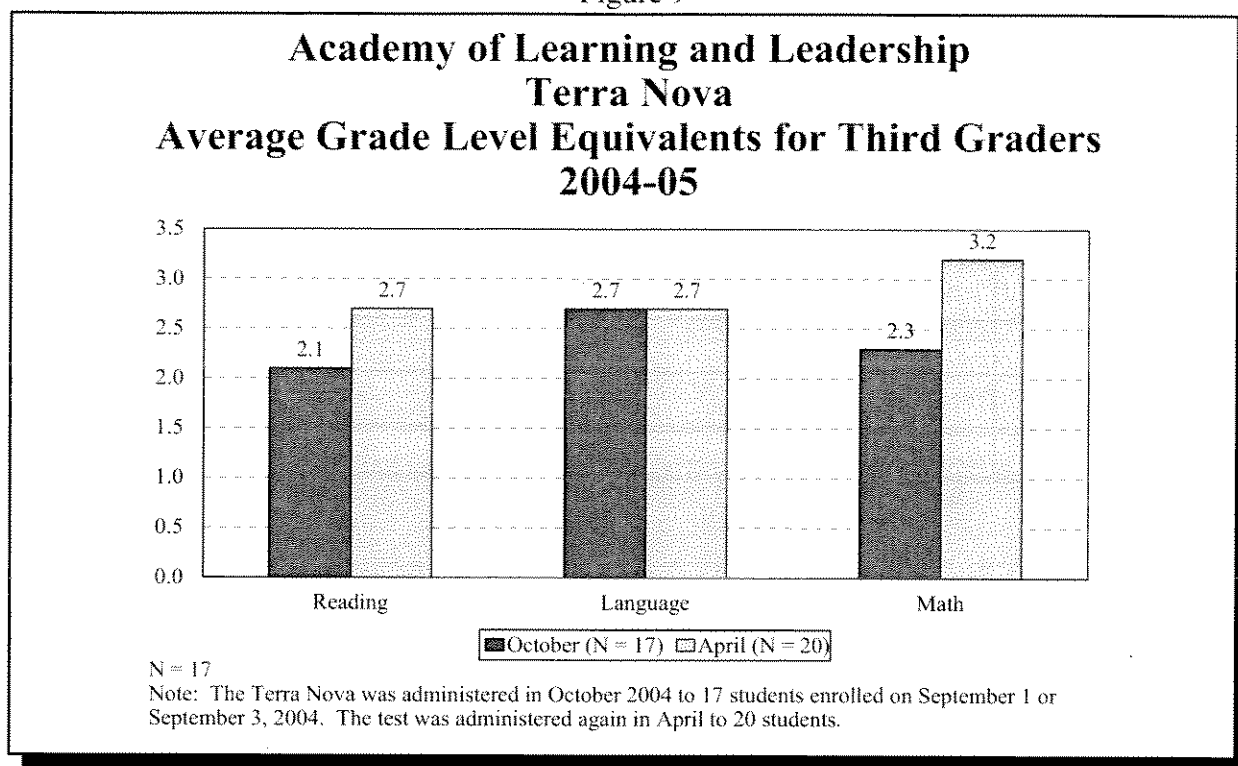
**c. Terra Nova**

This year, the school administered the Terra Nova examination to third grade students in Fall 2004 (October) and again in Spring 2005 (April).<sup>17</sup> Results of the October administration show that third graders were reading at an average of 2.1 GLE, exhibited language skills at an average of 2.7 GLE and were performing math skills at an average of 2.3 GLE. Results from the April examination indicate that students scored an average of 2.7 GLE in reading, 2.7 GLE in language, and 3.2 GLE in math.

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<sup>17</sup> The CSRC requires that the Terra Nova examinations be administered in the Fall.

Figure 9



| Table 5   |                        |                    |            |
|---|------------------------|--------------------|------------|
| Academy of Learning and Leadership                  |                        |                    |            |
| Terra Nova–October 2004                             |                        |                    |            |
| Grade Level Equivalent Ranges for All Third Graders |                        |                    |            |
| 2004-05   |                        |                    |            |
| (N = 17)  |                        |                    |            |
| Area Tested   | Grade Level Equivalent |                    |            |
|   | Lowest GLE Scored      | Highest GLE Scored | Median GLE |
| Reading   | K.4                    | 3.7                | 2.3        |
| Language  | K.8                    | 6.2                | 2.7        |
| Math  | K.2                    | 4.1                | 2.4        |

Note: Terra Nova was administered in October 2004.

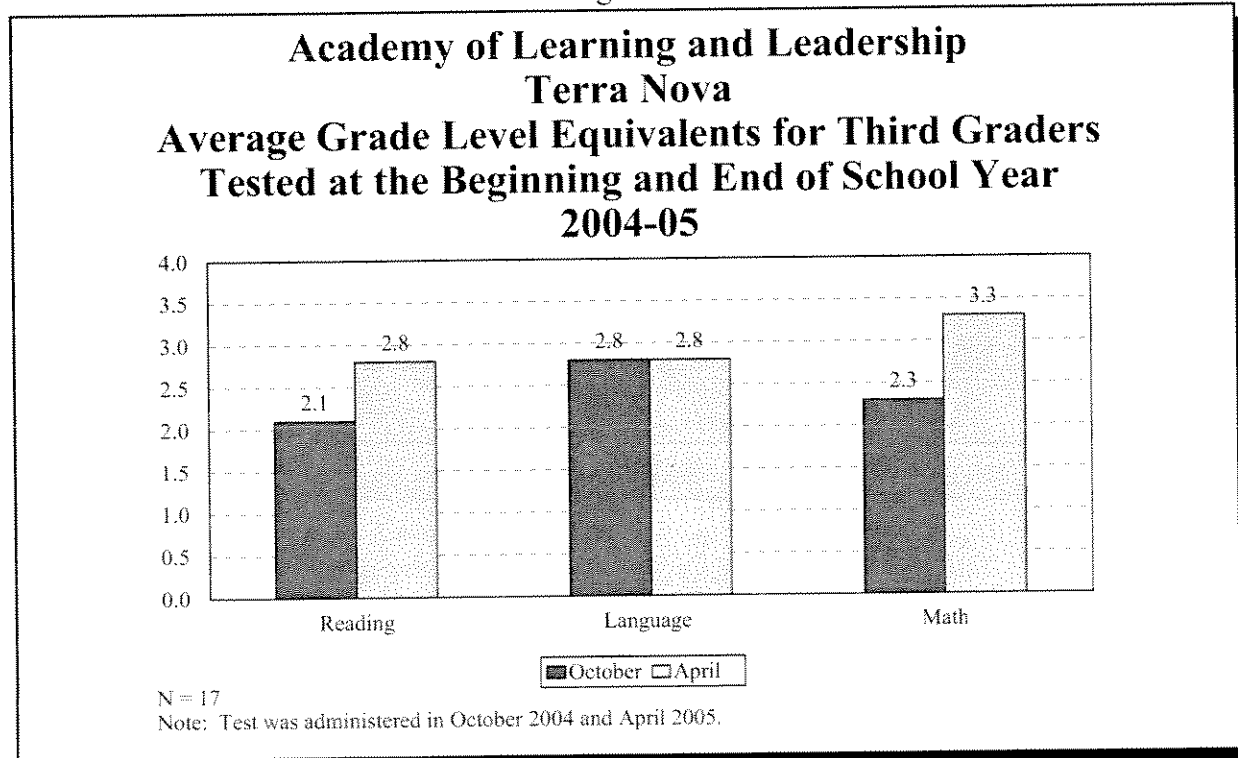


| <p align="center"><b>Table 6</b></p> <p align="center"><b>Academy of Learning and Leadership</b></p> <p align="center"><b>Terra Nova–April 2005</b></p> <p align="center"><b>Grade Level Equivalent Ranges for Third Graders</b></p> <p align="center"><b>2004-05</b></p> <p align="center"><b>(N = 20)</b></p> |                               |                           |                   |
|---|-------------------------------|---------------------------|-------------------|
| <b>Area Tested</b>  | <b>Grade Level Equivalent</b> |                           |                   |
|   | <b>Lowest GLE Scored</b>      | <b>Highest GLE Scored</b> | <b>Median GLE</b> |
| Reading   | K.0                           | 8.1                       | 2.4               |
| Language  | 1.0                           | 7.3                       | 2.5               |
| Math  | 1.1                           | 6.8                       | 3.2               |

Note: Terra Nova was administered in April 2005.

Results are illustrated in Figure 10 for the 17 students who were tested at the beginning and end of the school year.

Figure 10



#### 4. Standardized Tests for Fourth Graders

**a. Wisconsin Knowledge and Concepts Examination**

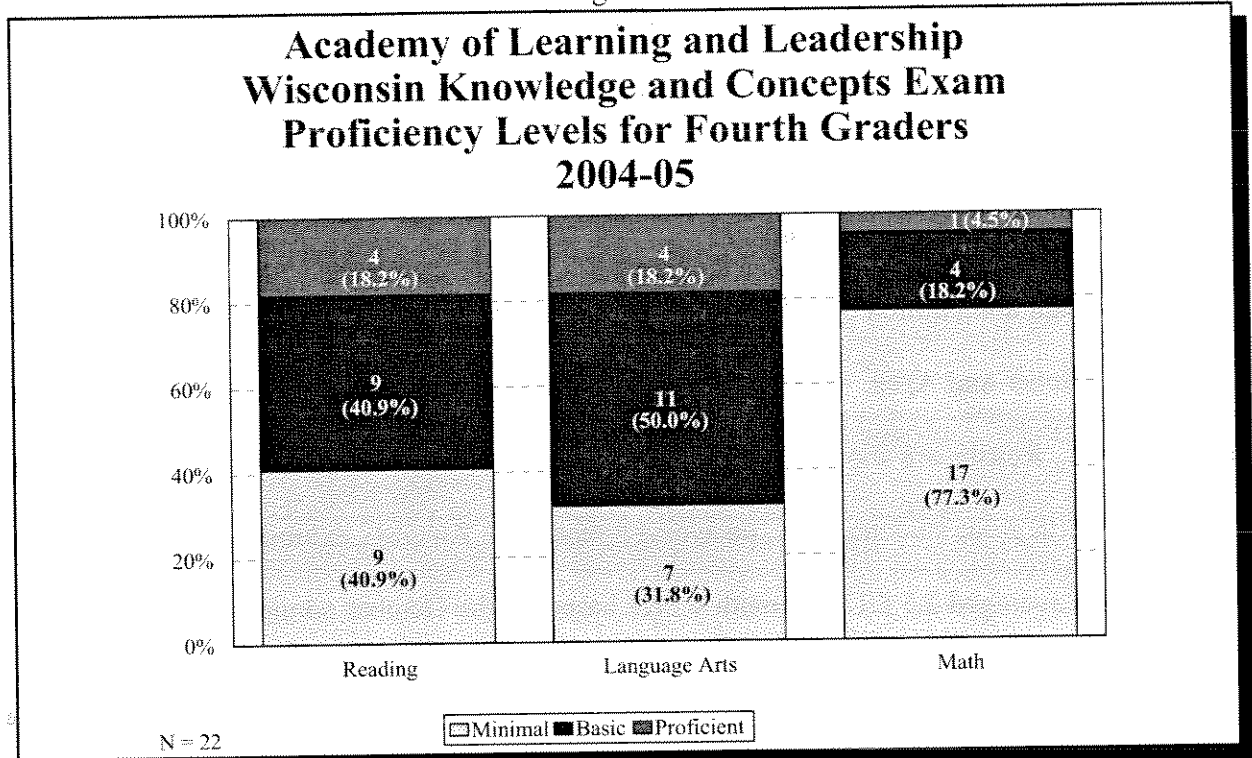
In November 2004, all fourth, eighth, and tenth grade students in Wisconsin public schools participated in statewide assessments in the subject areas of reading, language arts, math, science, and social studies. These assessments are called the Wisconsin Knowledge and Concepts Examinations (WKCE). Based on how they score on these assessments, students are placed in one of four proficiency categories: *advanced*, *proficient*, *basic*, and *minimal performance*.<sup>18</sup>

The WKCE was administered in November 2004 to 22 fourth grade students at the Academy. Nine (40.9%) fourth graders scored minimal reading proficiency, nine (40.9%) had a basic understanding, and four (18.2%) were proficient readers. No fourth graders scored in the advanced reader category. In language arts ability, seven (31.8%) student demonstrated minimal performance, 11 (50.0%) had a basic understanding, four (18.2%) students achieved proficient, and no student achieved advanced level scores in language arts skills. Seventeen (77.3%) students exhibited minimal math skills, four (18.2%) achieved basic, and one (4.5%) student scored in the proficient level in math. No students scored in the advanced level in math (see Figure 11).

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<sup>18</sup> *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE; *Proficient*: demonstrates competency in the academic knowledge and skills tested on WKCE; *Basic*: demonstrates some academic knowledge and skills tested on WKCE; and *Minimal Performance*: demonstrates very limited academic knowledge and skills tested on WKCE. In 2002-03, Wisconsin discontinued reporting the WKCE results in terms of grade level equivalency.

Figure 11



The final score from the WKCE is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on the report with a range from 1.0 to 9.0, with a maximum possible score of 9.0.<sup>19</sup>

Fourth graders scores ranged from 2.0 to 5.0. The median score was 5.0, meaning half of the children scored 2.0 to 5.0 and the other half score 5.0 or above.

<sup>19</sup> See [www.dpi.state.wi.us/oea/kcwritg.html](http://www.dpi.state.wi.us/oea/kcwritg.html) for details.

Enrollment dates provided by the school indicate that 17 fourth graders enrolled on September 1, 2004, and five students enrolled after that date. Because group sizes were too small, scores for new and Full Academic Year students could not be included in this report.

**b. Terra Nova Examination**

Although not required by the CSRC, the school administered the Terra Nova test to fourth graders in October and April. This test consists of reading, language, math, science, and social studies scores. Results are shown for the reading, language, and math subtests. As illustrated in Figure 12, fourth grade students were, on average, reading at 2.6 GLE, exhibited language skills at 2.5 GLE, and averaged 2.5 GLE on math scores based on the October administration. April test results show averages of 3.0 GLE in reading, 3.5 GLE in language, and 3.3 GLE in math.

Figure 12

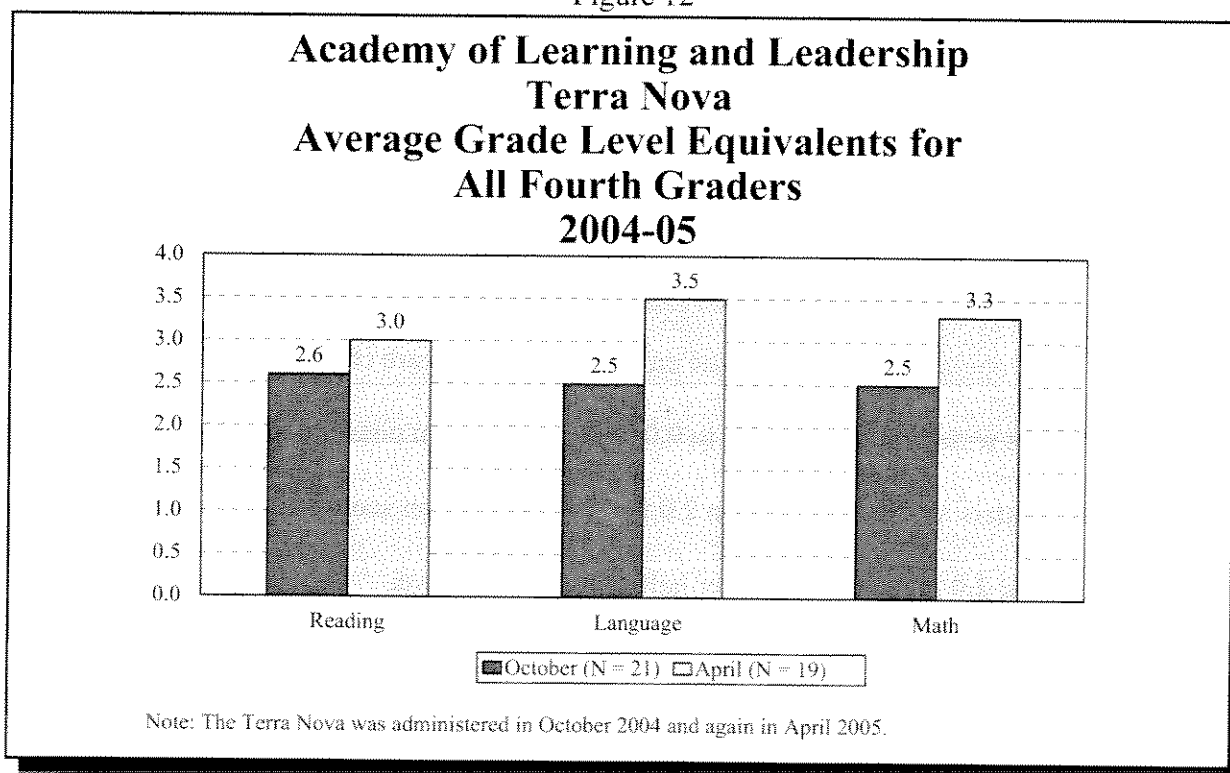


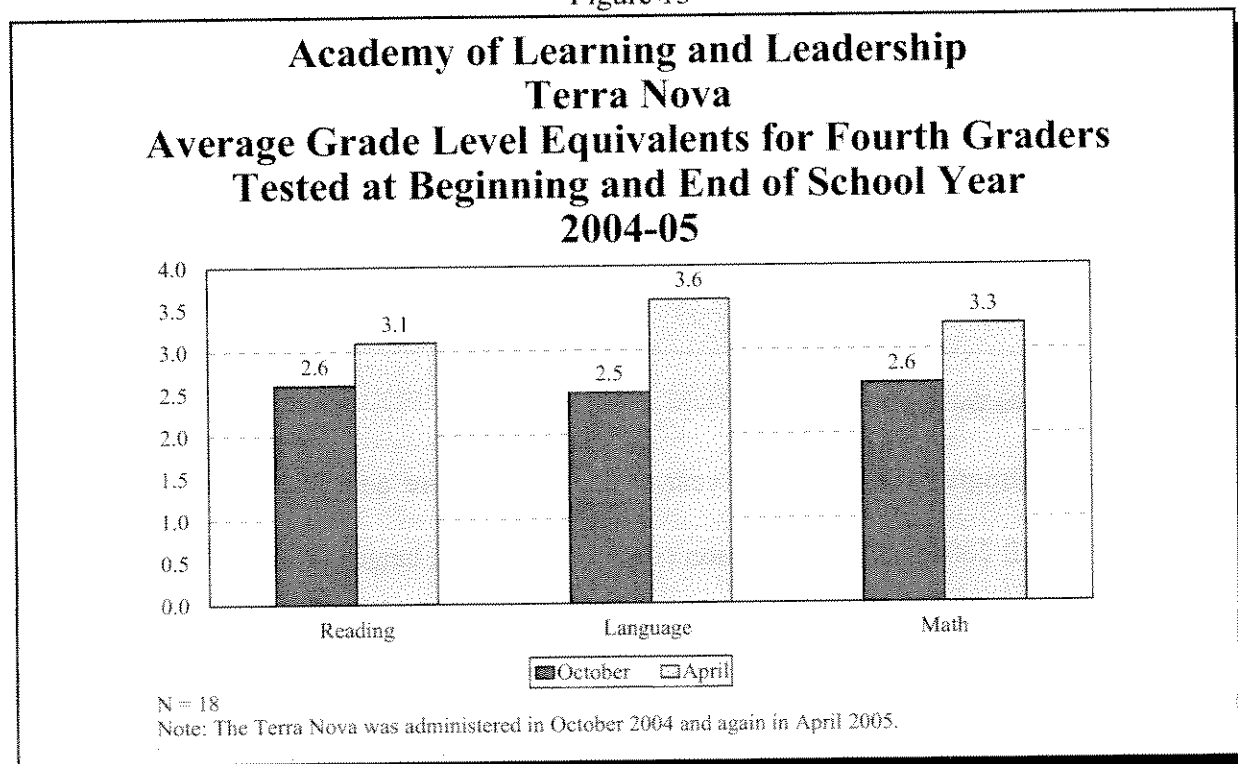
Table 7 illustrates score ranges for the October 2004 results.

| <b>Table 7</b><br><b>Academy of Learning and Leadership</b><br><b>Terra Nova–October 2004</b><br><b>Grade Level Equivalent Ranges for All Fourth Graders</b><br><b>2004-05</b><br><b>(N = 21)</b> |                                  |                                   |               |
|---|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Reading   | 1.1                              | 6.0                               | 2.0           |
| Language  | K.7                              | 4.4                               | 2.3           |
| Math  | K.0                              | 4.3                               | 2.5           |

Note: Terra Nova was administered in October 2004 and in April 2005.

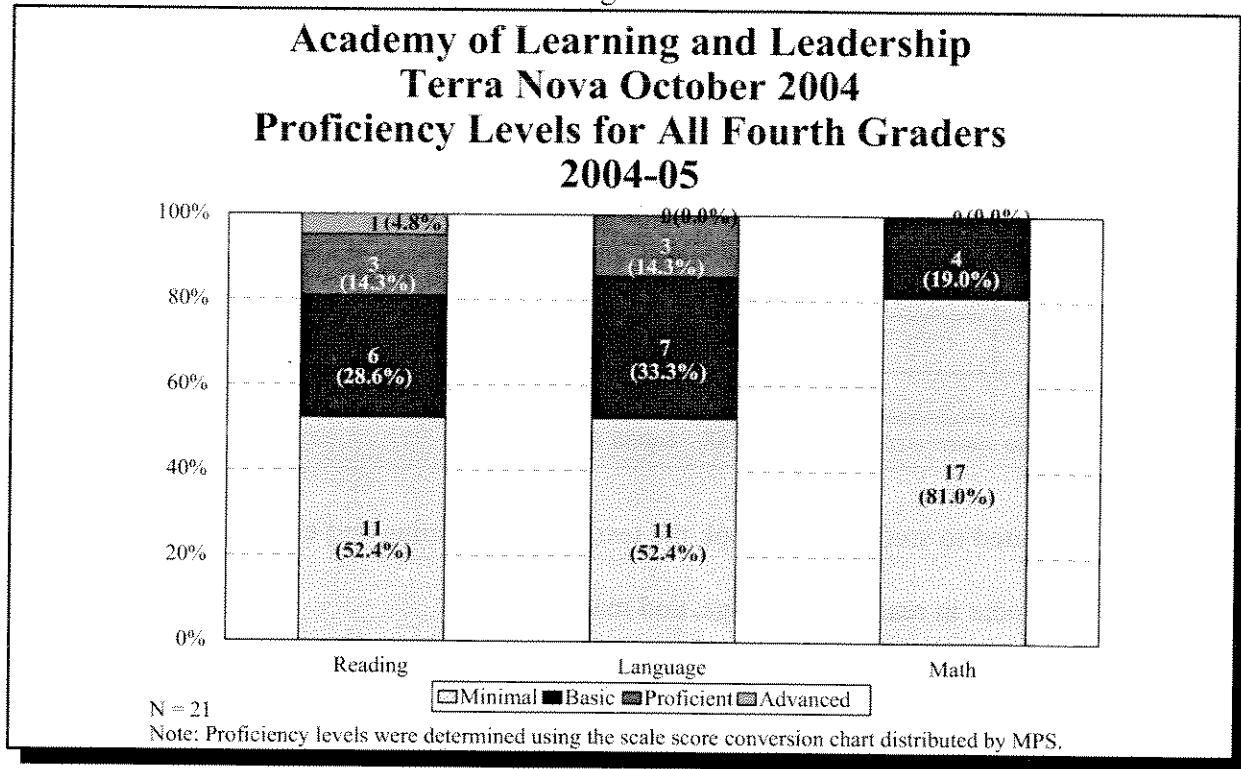
When limited to students who took the test at the beginning and end of the year, students showed improvement in reading, language, and mathematics.

Figure 13



Proficiencies levels for the October 2004 test administered are illustrated in Figure 14.

Figure 14



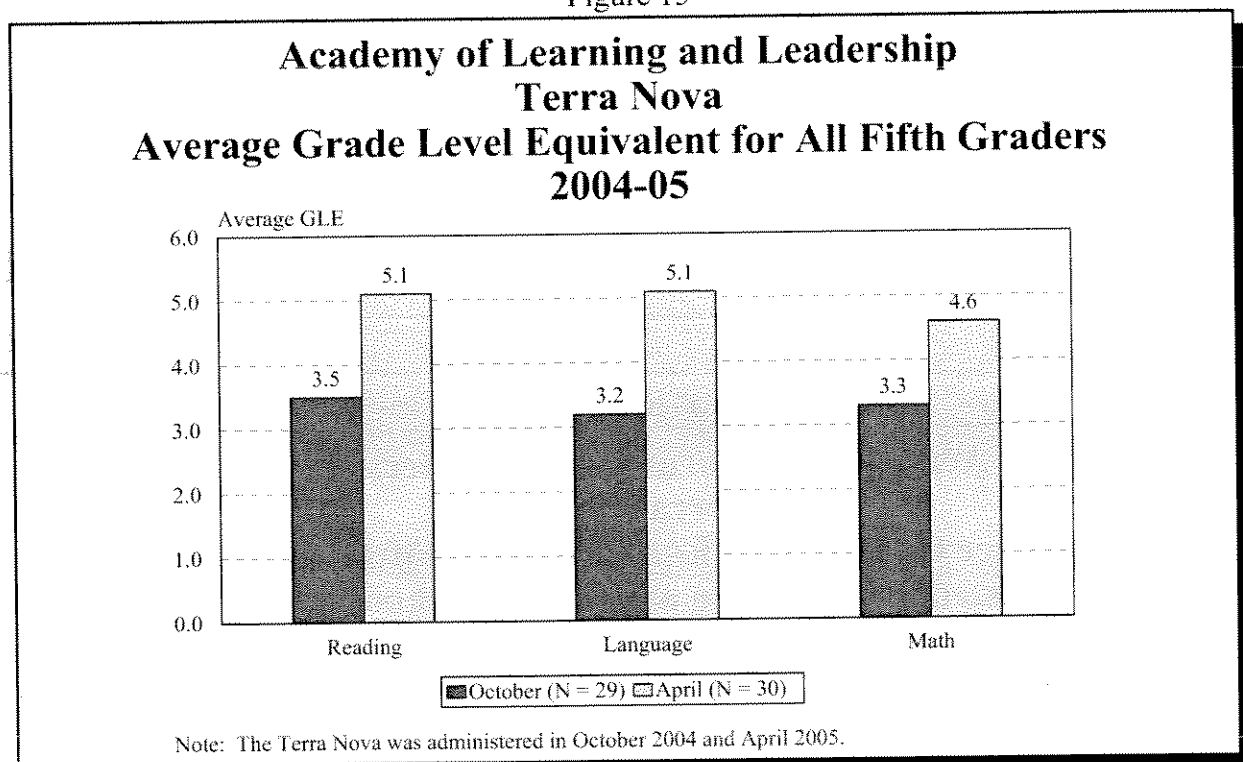
Enrollment dates provided by the school indicate that 17 fourth graders enrolled on September 1, 2004, and five students enrolled after that date. Because group sizes were too small, scores for “new” and full academic year students could not be included in this report.

## 5. Terra Nova for Fifth Graders

To track progress from year to year, fifth graders were administered the Terra Nova examination in Fall 2004. This examination consists of reading, language, and math sections that are combined for a total score. The test also includes science and social studies. The CSRC requires that the school monitor student progress in reading, language, and mathematics.

The Terra Nova examinations were administered in October 2004<sup>20</sup> to 29 fifth grade students<sup>21</sup> and again in April 2005 to 30 students. Results from the October administration show that fifth graders exhibited, on average, third grade skills in the areas tested. By the end of the year, students, on average, achieved GLEs of 5.1 in reading, 5.1 in language, and 4.6 in math skills (see Figure 15).

Figure 15



<sup>20</sup> In 2002-03, the Wisconsin DPI changed the administration time of the WKCE to the Fall semester. Therefore, the CSRC required the Terra Nova standardized tests for grades five, six, and seven also be administered in the Fall semester to allow multi-year student progress reports.

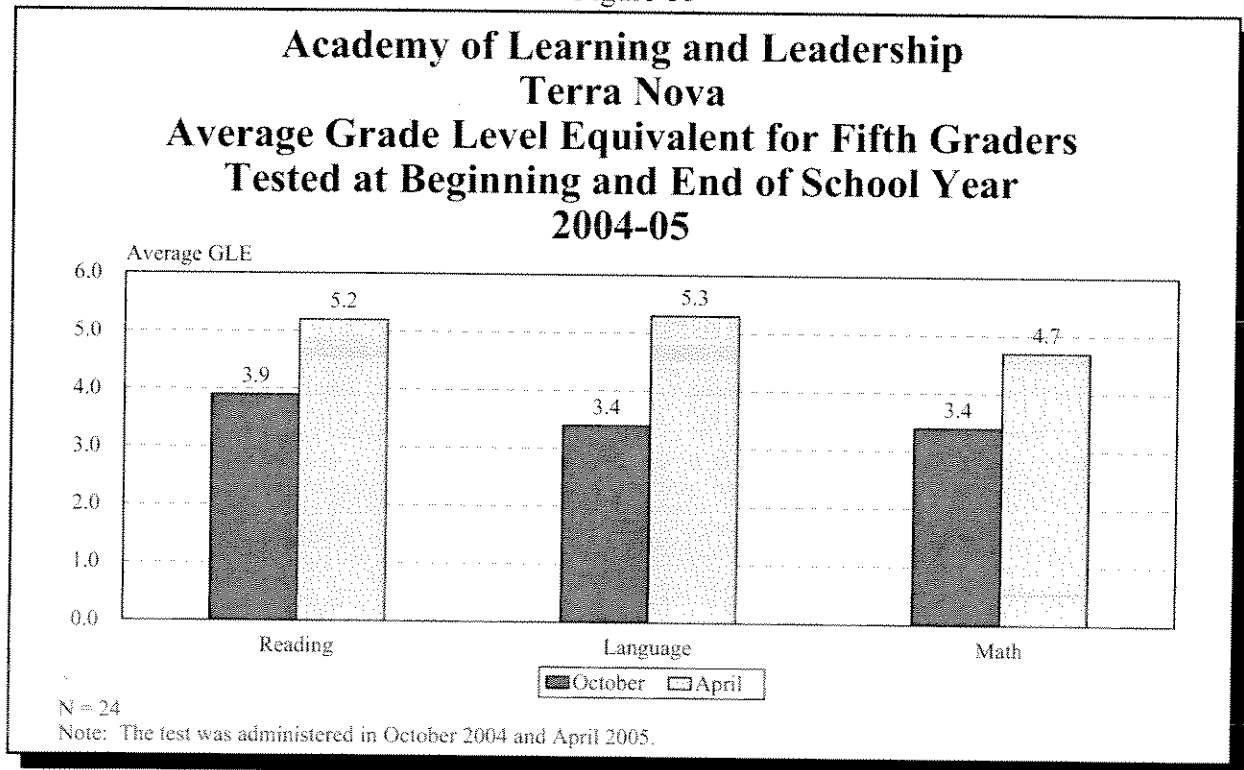
<sup>21</sup> Part of the test was administered to one more student, but he/she did not complete the test. This student's scores were not included in the analysis.

| <p align="center"><b>Table 8</b></p> <p align="center"><b>Academy of Learning and Leadership</b></p> <p align="center"><b>Terra Nova--October 2004</b></p> <p align="center"><b>Grade Level Equivalent Ranges for All Fifth Graders</b></p> <p align="center"><b>2004-05</b></p> <p align="center"><b>(N = 29)</b></p> |                           |                            |        |
|--|---------------------------|----------------------------|--------|
| Area Tested  | Grade Level Equivalent    |                            |        |
|  | Lowest Grade Level Scored | Highest Grade Level Scored | Median |
| Reading  | K.0                       | 8.9                        | 3.0    |
| Language   | K.0                       | 7.8                        | 3.0    |
| Math   | K.0                       | 5.6                        | 3.3    |

Note: The Terra Nova examination was administered in October 2004 and in April 2005.

Results for the 24 students who were administered the test at the beginning and end of the year are illustrated below.

Figure 16

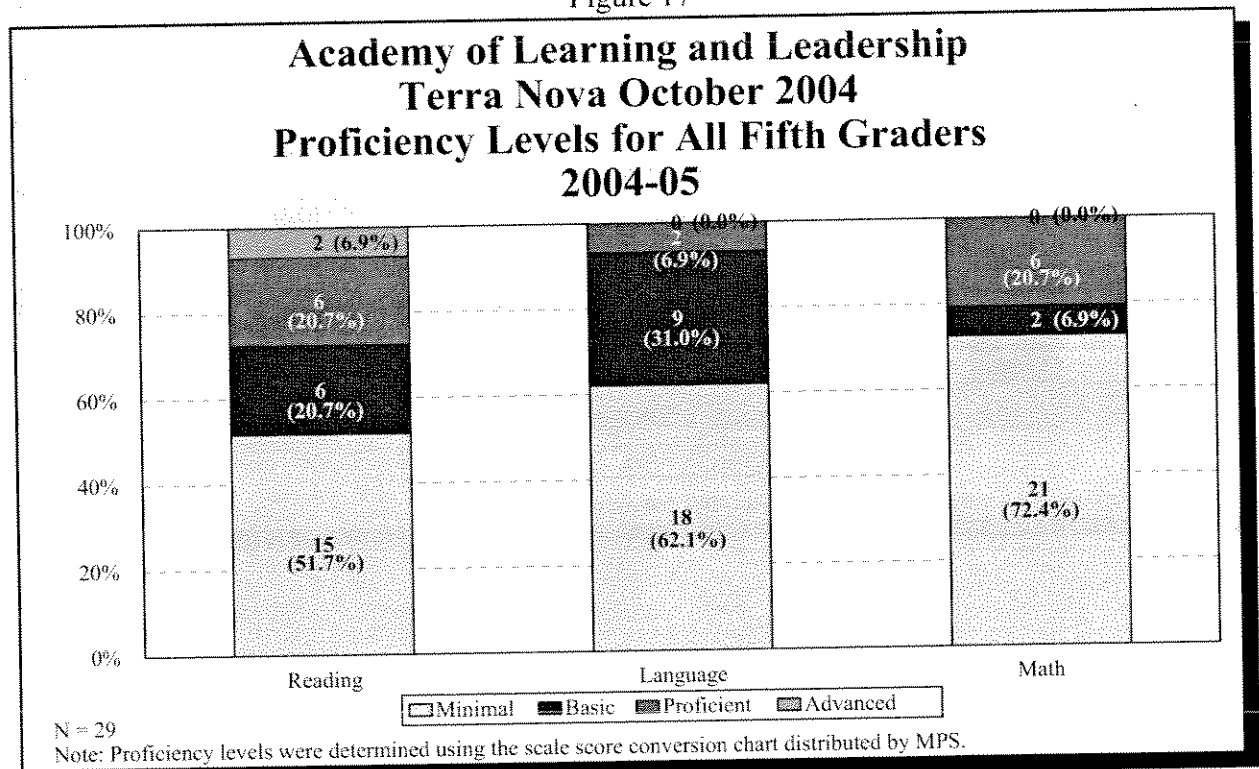




Enrollment dates provided by the school indicated that two fifth graders were enrolled since September 2003, 27 students enrolled in September 2004, five students enrolled after September 2004, and enrollment date for one fifth grader was not provided. Because of the small group sizes, results for new and full academic year students could not be reported.

Figure 17 illustrates the proficiency levels in reading, language, and math for all fifth graders tested in October 2004.

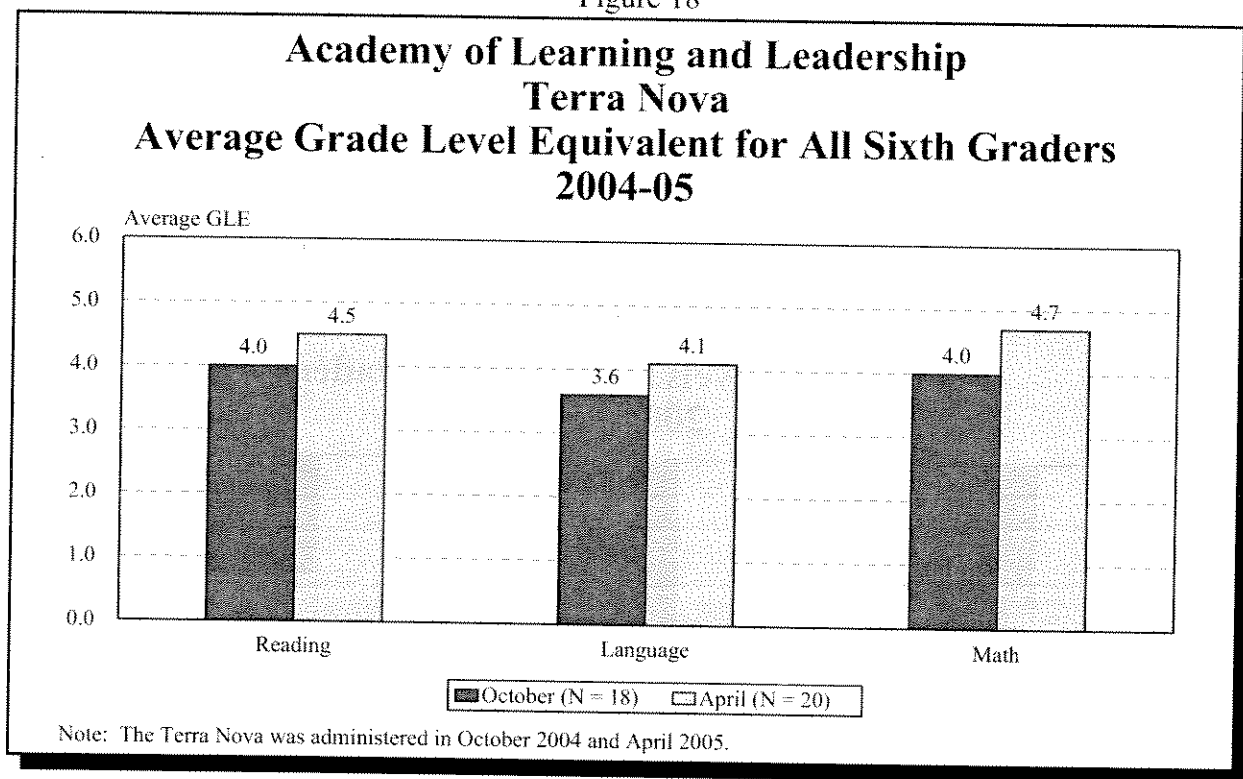
Figure 17



## 6. Terra Nova for Sixth Graders

Sixth graders were also given the Terra Nova at the start and end of the academic year. Students, on average, tested below grade level at the beginning and end of the year (see Figure 18).

Figure 18

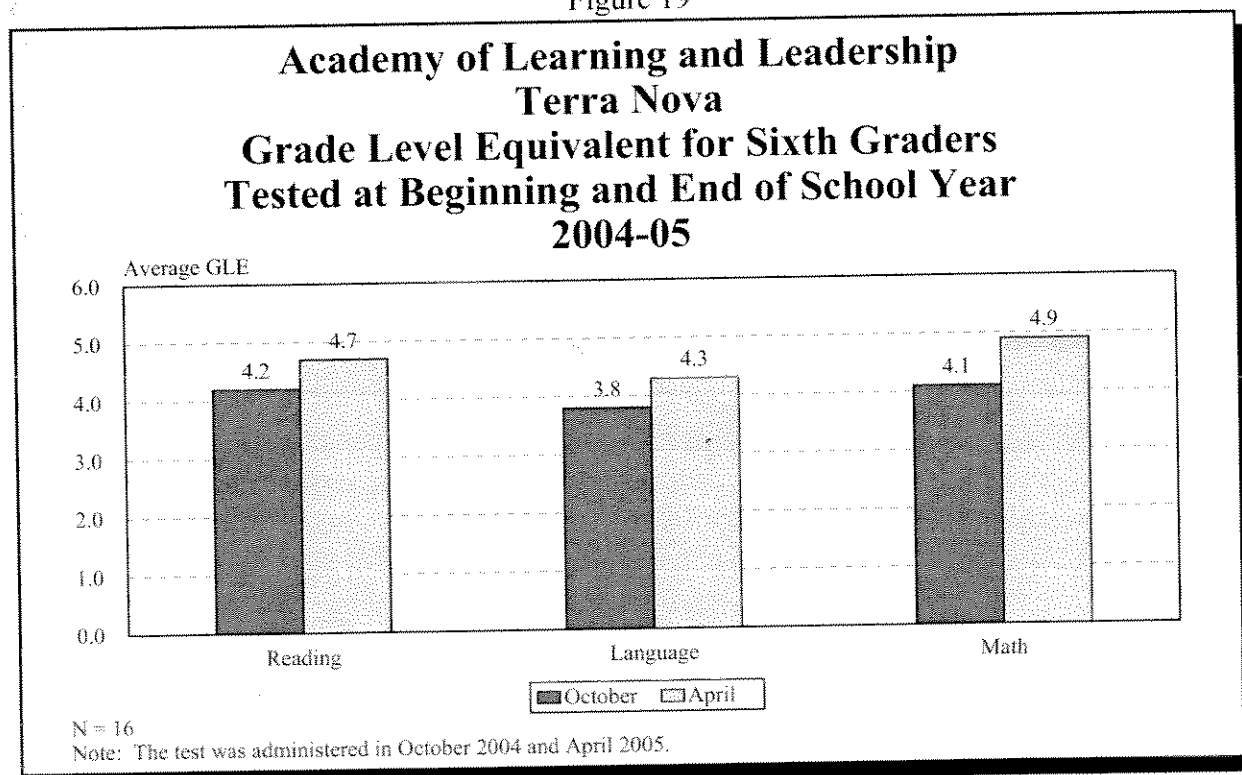


| <b>Table 9</b><br><b>Academy of Learning and Leadership</b><br><b>Terra Nova—October 2004</b><br><b>Grade Level Equivalent Ranges for All Sixth Graders</b><br><b>2004-05</b><br><b>(N = 18)</b> |                           |                            |        |
|--|---------------------------|----------------------------|--------|
| Area Tested  | Grade Level Equivalent    |                            |        |
|  | Lowest Grade Level Scored | Highest Grade Level Scored | Median |
| Reading  | 2.0                       | 10.8                       | 3.2    |
| Language   | K.3                       | 12.6                       | 3.0    |
| Math   | K.2                       | 9.9                        | 3.7    |

Note: The Terra Nova examination was administered in October 2004 and in April 2005.

When limited to students who took the test at the beginning and end of the school year, results indicate that students improved in each subject area (see Figure 19).

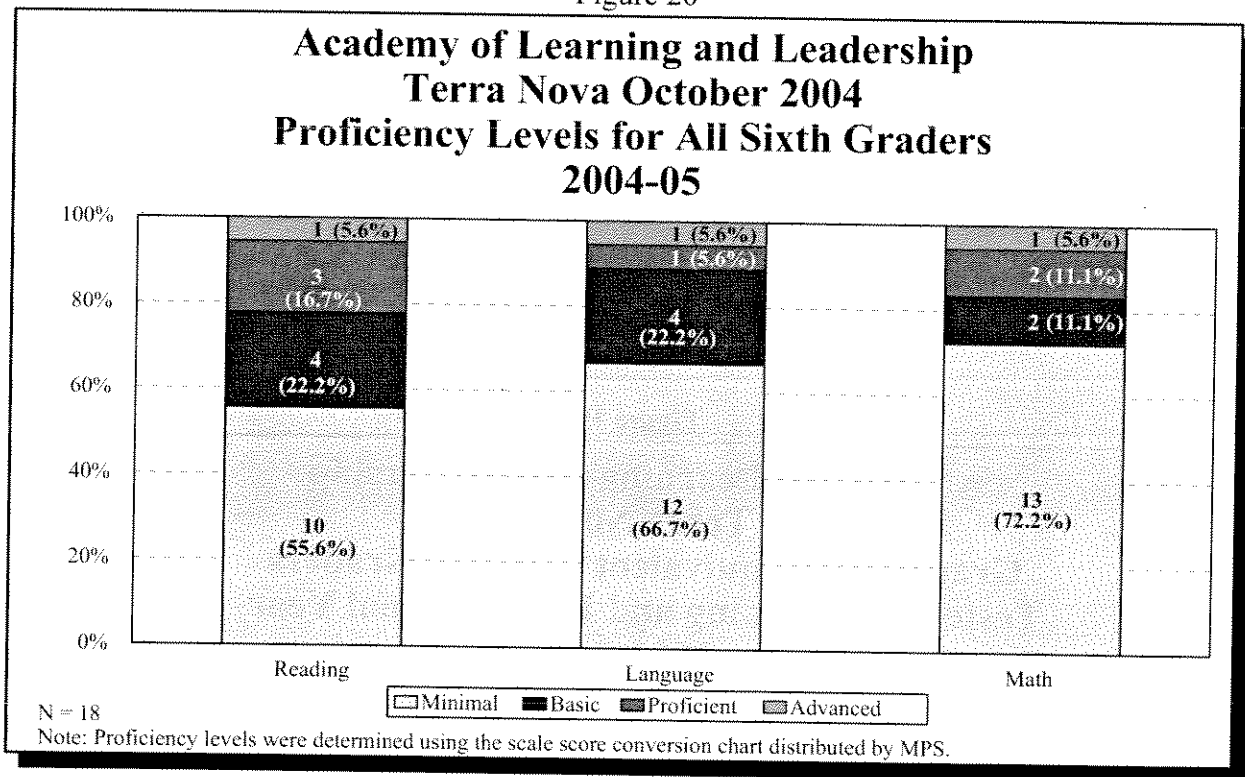
Figure 19



Enrollment dates provided by the school indicated that one sixth grader was enrolled since September 2003, 19 enrolled in September 2004, two sixth graders enrolled after the start of the year, and the enrollment date for one sixth grader was not provided. Because of the small group sizes, scores for new and full academic year students could not be included in this report.

Proficiency levels from the October 2004 test administered are illustrated below.

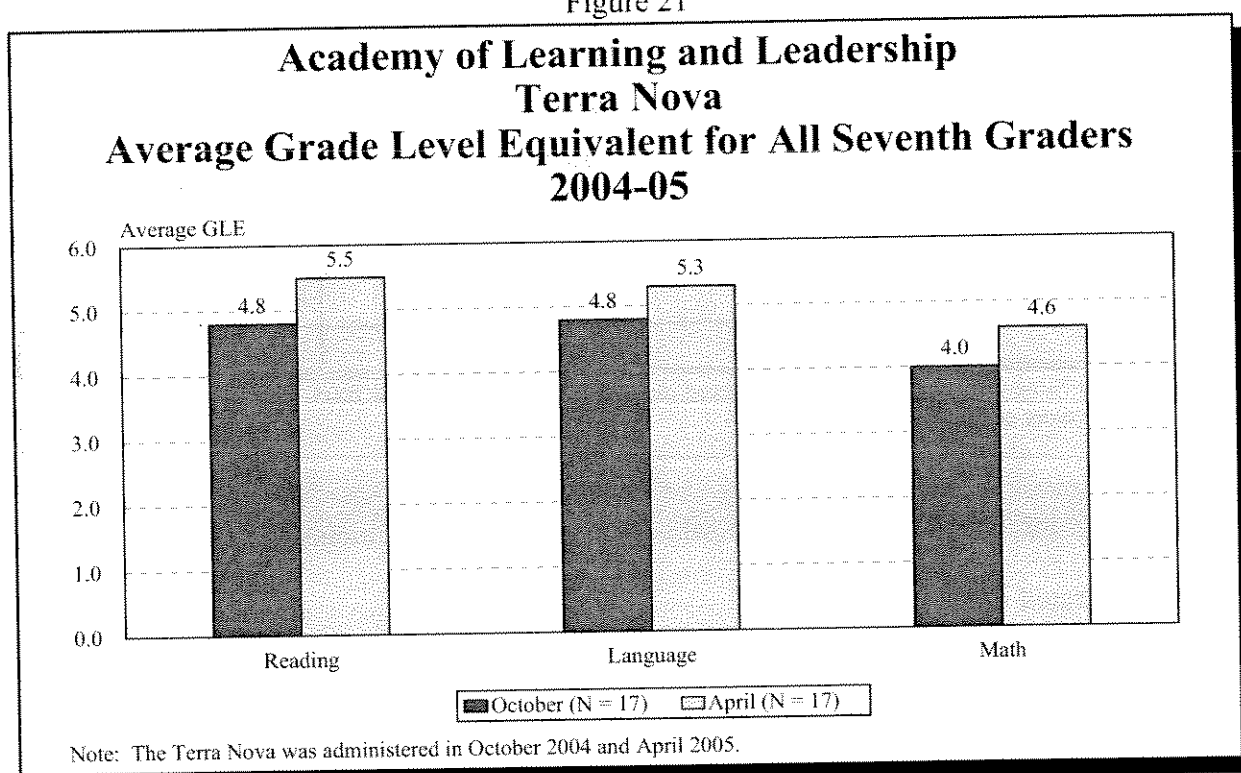
Figure 20



## 7. Terra Nova for Seventh Graders

Seventeen seventh grade students were administered the Terra Nova at the beginning and end of the academic year.<sup>22</sup> Results from the first administration show that students demonstrated an average GLE of 4.8 in reading, 4.8 in language, and 4.0 in math. At the end of the year, students exhibited, on average, GLEs of 5.5 in reading, 5.3 in language, and 4.6 in math (see Figure 21).

Figure 21



<sup>22</sup> Seven students in the October cohort did not take the test in April. Seven students who did not take the test in October were administered the exam in April.

A look at the range of grade levels in each of the areas tested shows a wide distribution among the 17 students. Table 10 indicates grade equivalent ranges and the median scores in reading, language, and math.

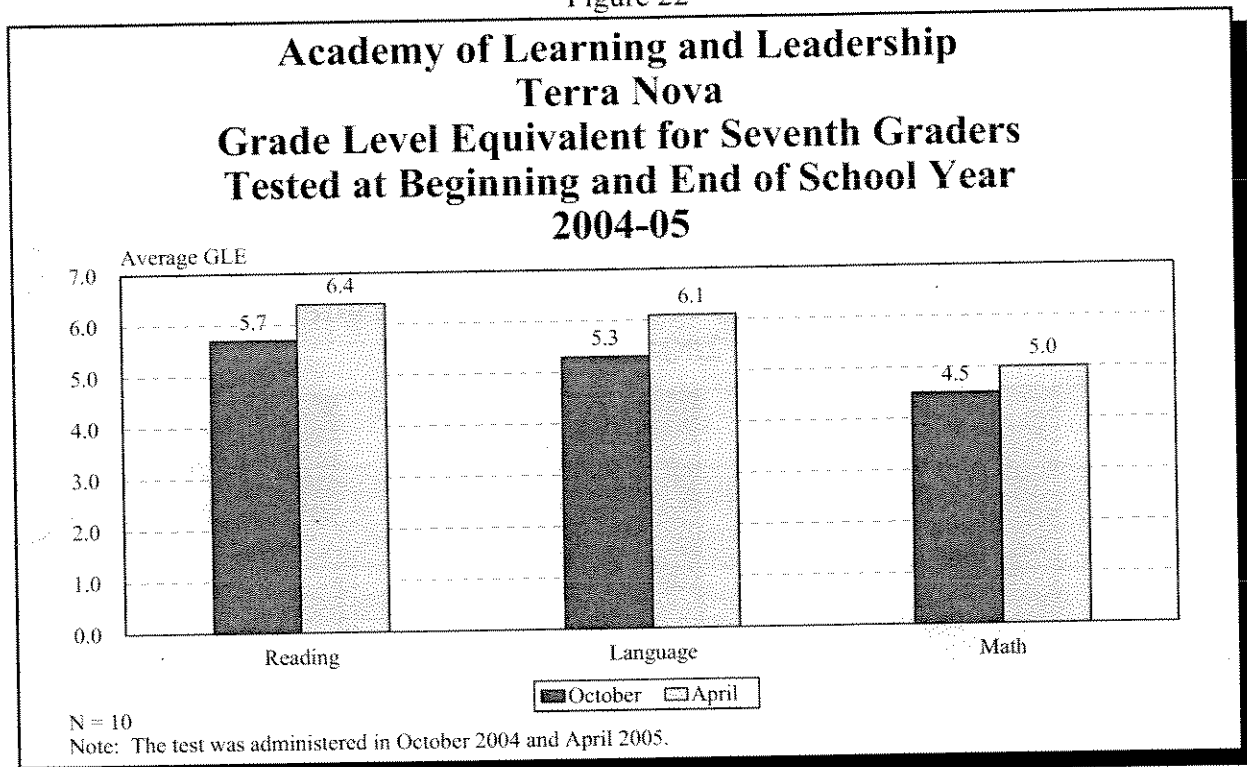
| <b>Table 10</b><br><b>Academy of Learning and Leadership</b><br><b>Terra Nova–October 2004</b><br><b>Grade Level Equivalent Ranges for All Seventh Graders</b><br><b>2004-05</b><br><b>(N = 17)</b> |                           |                            |        |
|---|---------------------------|----------------------------|--------|
| Area Tested   | Grade Level Equivalent    |                            |        |
|   | Lowest Grade Level Scored | Highest Grade Level Scored | Median |
| Reading   | K.0                       | 12.9*                      | 4.9    |
| Language  | K.2                       | 9.8                        | 4.3    |
| Math  | K.5                       | 8.9                        | 4.1    |

Note: The Terra Nova examination was administered in October 2004 and in April 2005.

\* Scores of 12.+ were converted to 12.9.

Results for the ten seventh graders who were tested at the beginning and end of the school year are illustrated in Figure 22.

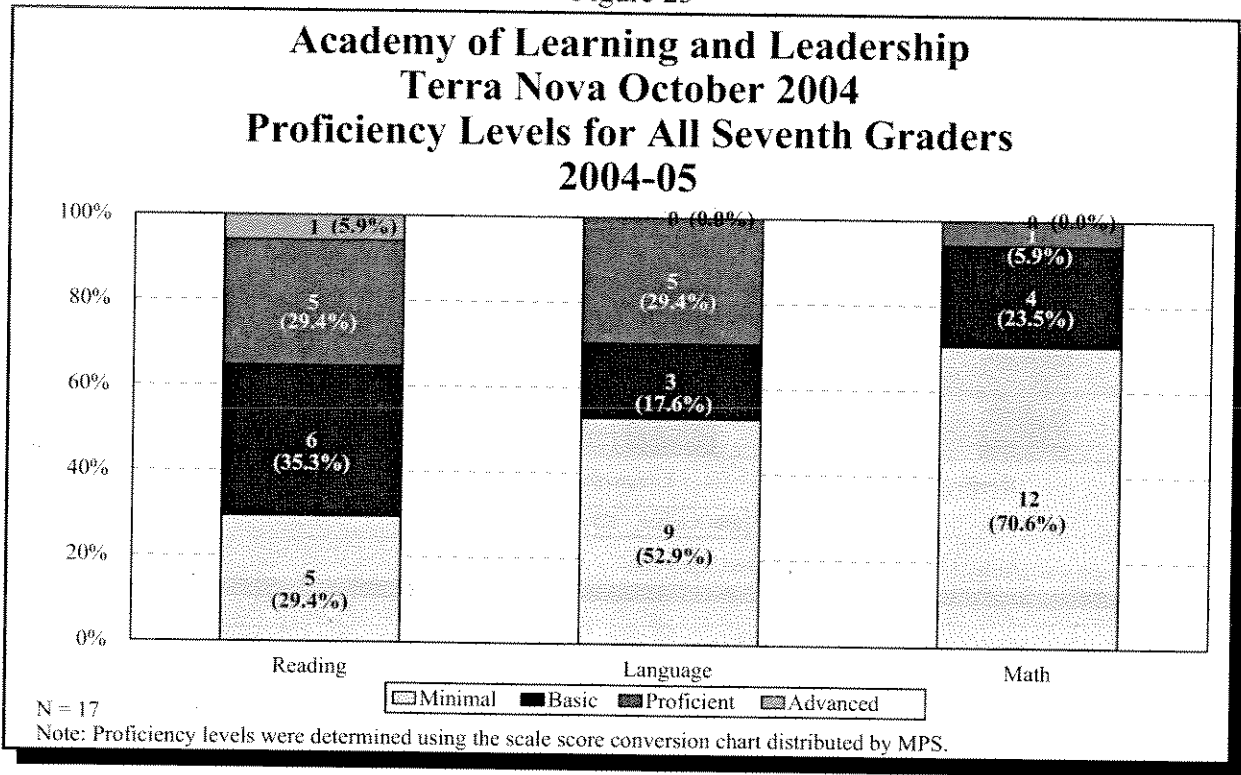
Figure 22



Enrollment dates provided by the school indicated that one seventh grader enrolled in September 2003, 15 enrolled in September 2004, and seven seventh graders enrolled after September 2004. Because of the small group sizes, scores for new and full academic year students could not be included in this report.

Proficiency levels from the October 2004 test are illustrated below.

Figure 23



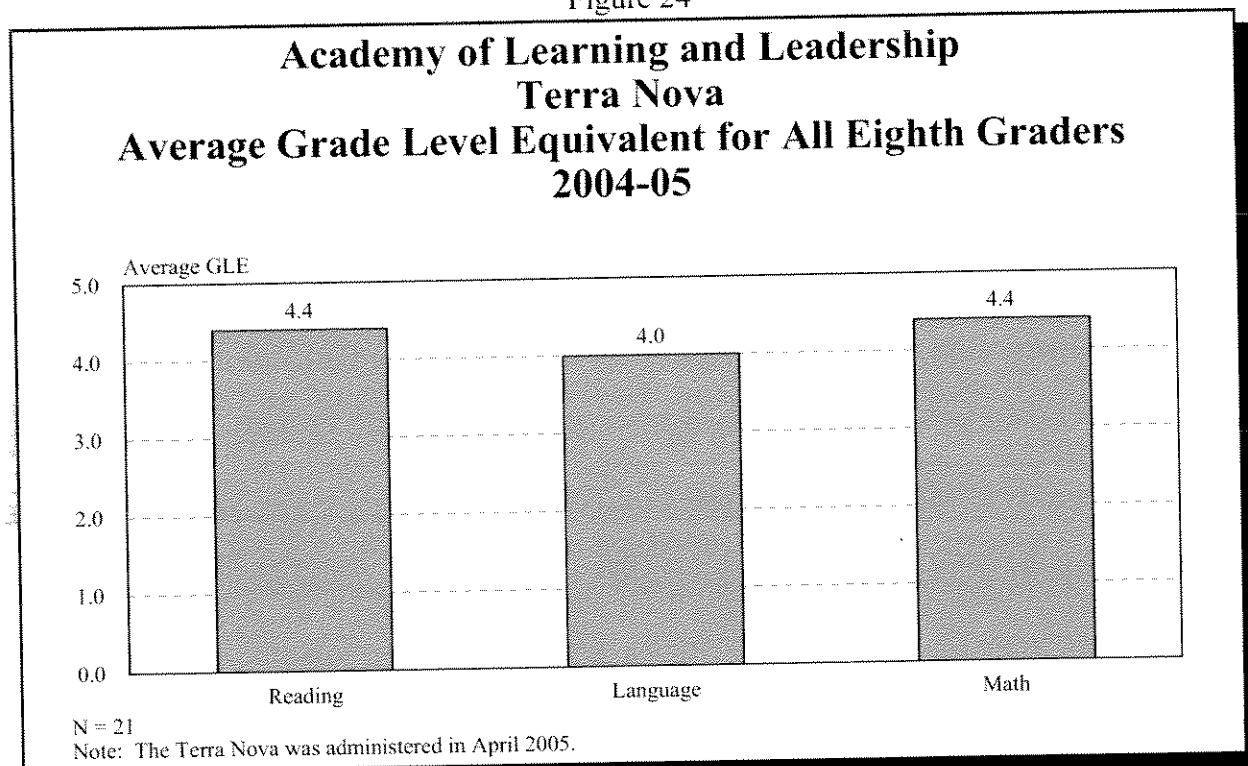


## 8. Terra Nova and WKCE for Eighth Graders

### a. Terra Nova for Eighth Graders

Although not required by the CSRC, the school administered the Terra Nova examination to eighth graders in April 2005. Results are illustrated below.

Figure 24



| <p style="text-align: center;">Table 11</p> <p style="text-align: center;">Academy of Learning and Leadership<br/>Terra Nova Examination–April 2005<br/>GLE Ranges for Eighth Graders<br/>2004-05<br/>N = 21</p> |                        |      |        |
|--|------------------------|------|--------|
| Area Tested  | Grade Level Equivalent |      |        |
|  | Low                    | High | Median |
| Reading  | K.0                    | 11.2 | 4.0    |
| Language   | K.7                    | 10.7 | 3.5    |
| Math   | 1.0                    | 8.1  | 4.5    |

**b. Wisconsin Knowledge and Concepts Examination for Eighth Graders**

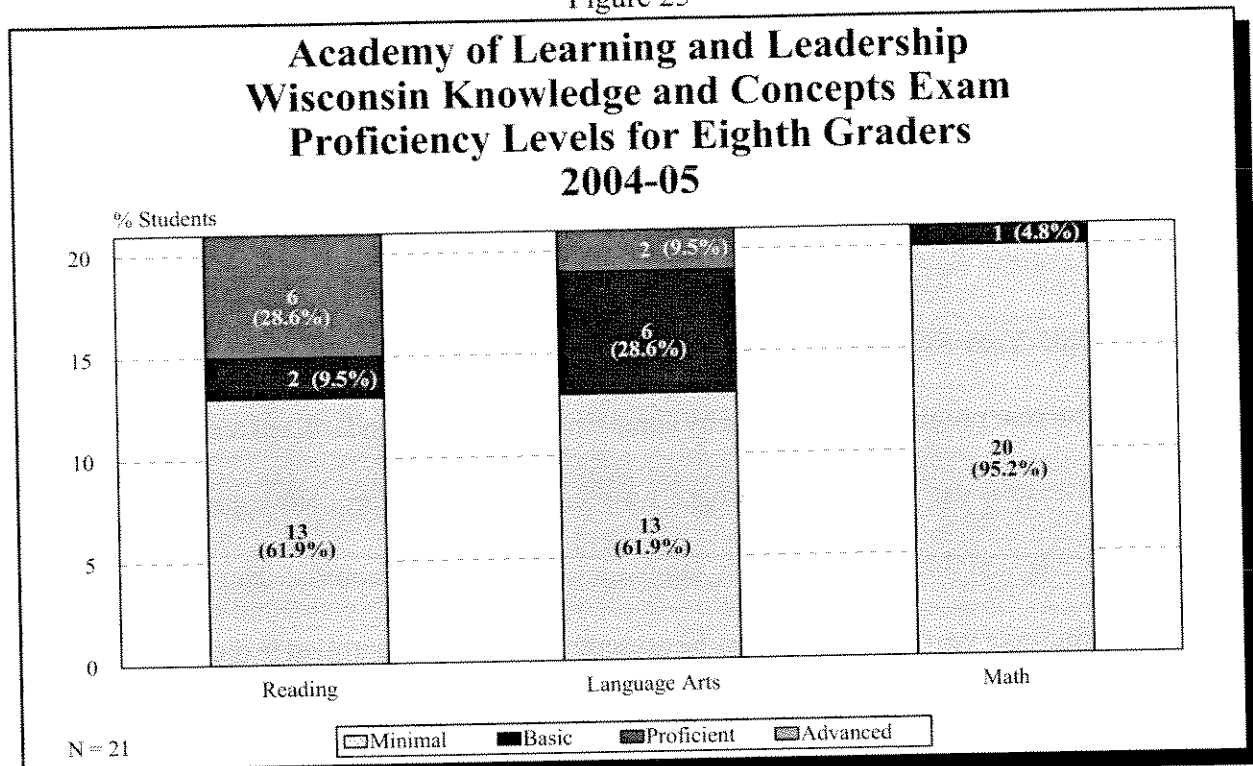
Proficiency levels from the WKCE can range from minimal performance through advanced proficiency.<sup>23</sup> In Fall 2004, the WKCE was administered to 21 Academy eighth grade students. The CSRC requires that schools report student performance in reading, language arts, and mathematics.

Proficiency indicators for the eighth graders are illustrated in Figure 14. Thirteen (61.9%) eighth graders scored in the minimal reading proficiency range, two (9.5%) had a basic understanding, and six (28.6%) were proficient readers. No eighth graders scored in the advanced reader category. Twenty (95.2%) of 21 students exhibited minimal performance in mathematics, and one (4.8%) student had a basic understanding. Thirteen (61.9%) eighth graders scored in the minimal language arts proficiency range, six (28.6%) eighth graders scored in the basic range, and two (9.5%) were proficient. No eighth graders scored in the advance language arts category.

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<sup>23</sup> *Advanced:* Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE; *Proficient:* Demonstrates competency in the academic knowledge and skills tested on WKCE; *Basic:* Demonstrates some academic knowledge and skills tested on WKCE; and *Minimal Performance:* Demonstrates very limited academic knowledge and skills tested on WKCE.

Figure 25



The final score from the WKCE is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on the report with a maximum possible score of nine.<sup>24</sup> This year, there were three eighth graders whose score were "no response." The writing score for the 18 eighth graders ranged from 0.6 to 5.0. The median score was 3.5, meaning half of the students scored 0.0 to 3.5 and the other half score 3.5 or higher.

<sup>24</sup> See [www.dpi.state.wi.us/oea/kcwritg.html](http://www.dpi.state.wi.us/oea/kcwritg.html) for details.

Enrollment dates provided by the school indicated that one eighth grader enrolled in September 2003, 18 enrolled in September 2004, and two eighth graders enrolled after September 2004. Because of the small group sizes, results for new and full academic year students could not be included in this report.

**F. Multiple-Year Student Progress in Reading, Language, and Math**

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests used to examine progress are the SDRT, the Terra Nova reading, language, and math subtests, and the WKCE reading, language arts, and math subtests. This year, the CSRC required that multiple year student progress be presented for students enrolled in the school for a full academic year, i.e., students enrolled since September 19, 2003. Based on enrollment dates provided by the school, there were not enough students enrolled for a full academic year to be included in this report. Therefore, CRC included all students for whom multiple year standardized test data were available. Table 12 illustrates the number of students administered standardized tests in the SDRT, Terra Nova series, and/or the WKCE in consecutive school years.

| <p align="center"><b>Table 12</b></p> <p align="center"><b>Academy of Learning and Leadership</b></p> <p align="center"><b>Students Tested</b></p> <p align="center"><b>on SDRT, Terra Nova, and/or WKCE</b></p> |                     |                      |                      |                                |
|--|---------------------|----------------------|----------------------|--------------------------------|
| <b>Grades</b>  | <b>Test Series</b>  | <b>N<br/>2003-04</b> | <b>N<br/>2004-05</b> | <b>N<br/>Consecutive Years</b> |
| First to Second  | SDRT                | 14                   | 13                   | 5                              |
| Second to Third  | SDRT                | 10                   | 19                   | 3                              |
| Third to Fourth*   | N/A                 | N/A                  | N/A                  | N/A                            |
| Fourth to Fifth  | WKCE and Terra Nova | 12                   | 29                   | 12                             |
| Fifth to Sixth   | Terra Nova          | 9                    | 18                   | 6                              |
| Sixth to Seventh   | Terra Nova          | 6                    | 17                   | 3                              |
| Seventh to Eighth  | Terra Nova and WKCE | 18                   | 21                   | 10                             |

\*There is no standardized test series required by the CSRC to track reading progress from third to fourth grade.

### **1. SDRT Results for First through Third Graders**

The standardized test used by the CSRC to track reading progress from first through third grade is the SDRT. This test does not translate into proficiency levels; therefore, progress for all students who took tests in the last two consecutive years was examined. (Note that enrollment dates provided by the school indicate that all children were enrolled September 1, 2004 or after.)

There were five students enrolled in the Academy as first graders in 2003-04 and then as second graders in 2004-05, and three students enrolled in 2003-04 as second graders and then as third graders in 2004-05. Due to the small size of these cohorts, results for each grade and the entire cohort could not be included in this report.

There is no standardized test series required by the CSRC to track progress from third to fourth grades; therefore, reading progress on standardized tests could not be determined for this group.

## **2. Fifth Through Eighth Grade Students Who Met Proficiency Level Expectations**

### **a. GLE Progress**

Academic progress for those students who met proficiency expectations last year (2003-04) and for those who did not are described in terms of GLEs and proficiency levels. It is possible to compare results from the Terra Nova assessments administered to fourth graders in 2003-04 who were fifth graders in 2004-05, fifth graders who returned as sixth graders, sixth graders who were tested again as seventh graders, and eighth graders who were tested as seventh graders.

This year, there were only six fifth, two sixth, one seventh, and two eighth graders who met reading proficiency level expectations in 2003-04. There were five fifth, two sixth, no seventh, and no eighth graders who met proficiency expectations in language. There was only one fifth and three sixth graders who met math proficiency level expectations in 2003-04.<sup>25</sup> Due to the small size of these cohorts, GLE advancement for these students could not be included in this report.

### **b. Proficiency Level Progress**

This year, there were only six fifth, two sixth, one seventh, and two eighth graders who met reading proficiency level expectations in 2003-04. There were five fifth, two sixth, no seventh, and no eighth graders who met language arts proficiency level expectations. There was only one fifth and three sixth graders who met math proficiency level expectations.

Due to the small size of the cohorts in fifth through seventh grade who met proficiency level expectations in 2003-04, proficiency level progress for these students could not be included in this report.

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<sup>25</sup> None of this year's seventh or eighth graders met math proficiency level expectations in 2003-04.

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

#### a. GLE Progress

The CSRC also requires the Academy to report reading and math progress for students who did not meet proficiency level requirements in 2003-04. To protect student identity, group sizes of fewer than ten students are not included, in accordance with the CSRC requirements.

The test used to examine progress from first to second and second to third is the SDRT, which does not translate into proficiency levels. Therefore, CRC selected students who did not meet GLE expectations. Because there were only four second and three third graders who tested below GLE in 2003-04 and were tested again in 2004-05, results could not be included in this report.

An analysis of reading progress for 20 students (ranging from fifth through eighth grades) who did not meet proficiency level expectations based on Terra Nova and WKCE results in Fall 2003 indicated these students advanced an average of 0.5 GLE in reading. Grade level reporting was not possible due to cohorts of fewer than ten students.

| Table 13  |    |                     |
|---|----|---------------------|
| Academy of Learning and Leadership<br>Average GLE Advancement for Students Who Tested Below<br>Proficiency Level Expectations in Reading in 2003-04 |    |                     |
| Grades Fifth through Eighth   | N  | Average Advancement |
| Total (Terra Nova and WKCE <sup>26</sup> )  | 20 | 0.5                 |

Note: There were five fifth, four sixth, two seventh, and nine eighth graders who tested below proficiency level expectations and had comparable test scores.

<sup>26</sup> Scale scores from the WKCE were converted to GLE based on the scale score conversion chart distributed by MPS. When fourth grade Terra Nova scores were used, average advancement was 0.7 GLE.

Overall, students who tested below grade level in language advanced 0.9 GLE on average (see Table 14).

| <b>Table 14</b><br><b>Academy of Learning and Leadership</b><br><b>Average GLE Advancement for Students Who Tested Below</b><br><b>Proficiency Level Expectations in Language in 2003-04</b> |           |                                   |                                   |                                    |
|--|-----------|-----------------------------------|-----------------------------------|------------------------------------|
| <b>Grade</b>   | <b>N</b>  | <b>Average GLE<br/>2003-04</b>    | <b>Average GLE<br/>2004-05</b>    | <b>Average GLE<br/>Advancement</b> |
| Fourth to Fifth Grade<br>WKCE and Terra Nova   | 6         | Could not report<br>due to N size | Could not report<br>due to N size | Could not report<br>due to N size  |
| Fifth to Sixth Grade<br>Terra Nova   | 4         | Could not report<br>due to N size | Could not report<br>due to N size | Could not report<br>due to N size  |
| Sixth to Seventh Grade<br>Terra Nova   | 3         | Could not report<br>due to N size | Could not report<br>due to N size | Could not report<br>due to N size  |
| Seventh to Eighth Grade<br>WKCE and Terra Nova   | 11        | 3.3                               | 5.0                               | 1.7                                |
| <b>Total</b>   | <b>24</b> | <b>--</b>                         | <b>--</b>                         | <b>0.9</b>                         |



Math progress for students who tested below proficiency expectations in Fall 2003 is provided in the following table. These students progressed, on average, 0.6 GLE when measured by average GLE from year to year.

| <b>Table 15</b><br><b>Academy of Learning and Leadership</b><br><b>Average GLE Advancement for Students Who Tested Below</b><br><b>Proficiency Level Expectations in Math in 2003-04</b> |           |                                   |                                   |                                    |
|--|-----------|-----------------------------------|-----------------------------------|------------------------------------|
| <b>Grade</b>   | <b>N</b>  | <b>Average GLE<br/>2003-04</b>    | <b>Average GLE<br/>2004-05</b>    | <b>Average GLE<br/>Advancement</b> |
| Fourth to Fifth Grade<br>WKCE and Terra Nova   | 10        | 3.2                               | 3.5                               | 0.3                                |
| Fifth to Sixth Grade<br>Terra Nova   | 3         | Could not report<br>due to N size | Could not report<br>due to N size | Could not report<br>due to N size  |
| Sixth to Seventh Grade<br>Terra Nova   | 3         | Could not report<br>due to N size | Could not report<br>due to N size | Could not report<br>due to N size  |
| Seventh to Eighth Grade<br>WKCE and Terra Nova   | 11        | 3.2                               | 4.6                               | 1.4                                |
| <b>Total</b>   | <b>27</b> | <b>--</b>                         | <b>--</b>                         | <b>0.6</b>                         |

#### **b. Proficiency Level Progress**

Reading progress in terms of proficiency level achievement for students who tested below proficiency expectations (i.e., minimal or basic) in 2003-04 is provided in the following table. Approximately 47.6% of students from fifth through eighth grades either advanced one level or showed improvement within their level by advancing one quartile.<sup>27</sup>

<sup>27</sup> CRC computed within level quartiles based on scale score conversion charts distributed by MPS. The minimal level lower threshold was the lowest scale score of any student in each grade. When the fourth grade Terra Nova scores were used, the average GLE advancement was 0.6.

| <b>Table 16</b><br><b>Academy of Learning and Leadership</b><br><b>Proficiency Level Advancement for Students Who Tested Below</b><br><b>Proficiency Level Expectations in 2003-04</b><br><b>in Reading Based on Terra Nova</b> |                                     |   |  |                                     |       |
|---|-------------------------------------|---|--|-------------------------------------|-------|
| Grades Fifth through Eighth   | # Students Minimal/Basic in 2003-04 | # Students Who Advanced one Proficiency Level | If not advanced, # who improved quartile(s) within the Proficiency Level | Total Proficiency Level Advancement |       |
|   |                                     |   |  | N                                   | %     |
| Total (Terra Nova and WKCE) <sup>28</sup>   | 20                                  | 3   | 4  | 7                                   | 35.0% |

Note: There were five fifth, four sixth, two seventh, and nine eighth graders who tested below proficient level expectations in 2003-04.

There were 37.5% of fifth through eighth graders who showed proficiency level advancement from 2003-04 to 2004-05.

| <b>Table 17</b><br><b>Academy of Learning and Leadership</b><br><b>Proficiency Level Advancement for Students Who Tested Below</b><br><b>Proficiency Level Expectations in 2003-04</b><br><b>in Language Based on Terra Nova</b> |                                     |   |  |                                     |              |
|--|-------------------------------------|---|--|-------------------------------------|--------------|
| Grade  | # Students Minimal/Basic in 2003-04 | # Students Who Advanced one Proficiency Level | If not advanced, # who improved quartile(s) within the Proficiency Level | Total Proficiency Level Advancement |              |
|  |                                     |   |  | N                                   | %            |
| Fourth to Fifth Grade WKCE and Terra Nova  | 6                                   | Could not report due to N size                | Could not report due to N size   | Could not report due to N size      |              |
| Fifth to Sixth Grade Terra Nova  | 4                                   | Could not report due to N size                | Could not report due to N size   | Could not report due to N size      |              |
| Sixth to Seventh Grade Terra Nova  | 3                                   | Could not report due to N size                | Could not report due to N size   | Could not report due to N size      |              |
| Seventh to Eighth Grade WKCE and Terra Nova  | 11                                  | 3   | 2  | 5                                   | 45.5%        |
| <b>Total</b>   | <b>24</b>                           | <b>6</b>                                      | <b>3</b>   | <b>9</b>                            | <b>37.5%</b> |

<sup>28</sup> Scale scores from the WKCE were converted to GLE based on the conversion chart distributed by MPS.

Math progress by grade level for 27 fifth through eighth grade students who tested below proficiency expectations in 2003-04 is illustrated below. As a group, 22.2% of these students either advanced one proficiency level or one quartile within their proficiency level in mathematics.

| <b>Table 18</b><br><b>Academy of Learning and Leadership</b><br><b>Proficiency Level Advancement for Students Who Tested Below</b><br><b>Proficiency Level Expectations in Math</b><br><b>Based on Terra Nova in 2003-04</b> |                                     |   |   |                                     |              |
|--|-------------------------------------|---|---|-------------------------------------|--------------|
| Grade  | # Students Minimal/Basic in 2003-04 | # Students Who Advanced one Proficiency Level | If not advanced, #who improved quartile(s) within the Proficiency Level | Total Proficiency Level Advancement |              |
|  |                                     |   |   | N                                   | %            |
| Fourth to Fifth Grade WKCE and Terra Nova  | 10                                  | Could not report due to N size                | Could not report due to N size  | Could not report due to N size      |              |
| Fifth to Sixth Grade Terra Nova  | 3                                   | Could not report due to N size                | Could not report due to N size  | Could not report due to N size      |              |
| Sixth to Seventh Grade Terra Nova  | 3                                   | Could not report due to N size                | Could not report due to N size  | Could not report due to N size      |              |
| Seventh to Eighth Grade WKCE and Terra Nova  | 11                                  | 0   | 0   | 0                                   | 0.0%         |
| <b>Total</b>   | <b>27</b>                           | <b>3</b>                                      | <b>3</b>  | <b>6</b>                            | <b>22.2%</b> |

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

### 1. Background Information<sup>29</sup>

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);

<sup>29</sup> This information is taken from the DPI website: [www.dpi.state.wi.us/oea/annrvw05.html](http://www.dpi.state.wi.us/oea/annrvw05.html)

- the proficiency rate in reading; and
- the proficiency rate in mathematics.

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

The possible school status designations are:

- “Satisfactory,” which means the school is not in improvement status;
- “School Identified for Improvement” (SIFI), which means the school does not meet AYP for two consecutive years in the same objective;
- SIFI Levels 1-5, which means the school missed at least one of the AYP objectives and is subject to the State requirements and additional Title I sanctions assigned to that level;
- SIFI Levels 1-4 Improved, which means the school met the AYP in the year tested, but remains subject to sanctions due to the prior year. AYP must be met for two consecutive years in that objective to be removed from “improvement” status and returned to “satisfactory” status; and
- Title I Status, which identifies if Title I funds are directed to the school. If so, the schools are subject to federal sanctions.<sup>30</sup>

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<sup>30</sup> For complete information about sanctions, see [www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc](http://www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc); [www.dpi.state.wi.us/dpi/esea/bul\\_0402.html](http://www.dpi.state.wi.us/dpi/esea/bul_0402.html); and [www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc](http://www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc).

**2. Adequate Yearly Progress: Academy of Learning and Leadership Review Summary: 2004-05<sup>31</sup>**

According to the Academy's Annual Review of School Performance: 2004-05 published by DPI, the Academy reached annual yearly progress in two (test participation and attendance) AYP objectives. The Academy did not meet the reading and mathematics AYP criteria. Because this was the Academy's second year of programming (thus, this was the first report issued by DPI indicating student AYP performance), the school's status rating for all objectives was "Satisfactory."

#### **IV. CONCLUSIONS/RECOMMENDATIONS**

This report covers the second year of the Academy's charter school operation. The information gathered has been used to examine student progress for the year and make recommendations regarding programmatic and academic progress for the 2005-06 school year.

The Academy has met contract provisions related to describing its educational program, methodology, student population, hours and days of operation, pupil database information, and parental involvement. In terms of academic criteria, the Academy has met the requirement to administer designated standardized tests and has maintained local measures that show pupil growth in demonstrating curricular goals. The Academy did not meet the contract requirement that all classroom teachers hold a Wisconsin DPI license or permit.

Four measures of year-to-year academic growth could not be reported due to small group sizes, so these contract provisions were not applicable this year. The Academy met the requirement that students who were not proficient in reading in Fall 2003 advance one level of proficiency or to the next quartile within their proficiency level for 47.6% of the 21 fifth through eighth grade

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<sup>31</sup> For a copy of the Academy's Annual Review of School Performance see: [www.dpi.state.wi.us/dpi/oea](http://www.dpi.state.wi.us/dpi/oea), link: accountability.

students with comparable scores in reading. In language arts this requirement was met for 35.0% of 24 fifth through eighth grade students with comparable scores. In math this requirement was met for 22.2% of the 27 fifth through eighth grade students with comparable scores.

Other key performance indicators were:

- Attendance rate was 93.0%, meeting the Academy's goal.
- On average, 93.5% of the parents or guardians attended student-led parent conferences, meeting the Academy's goal.
- Regarding the acquisition of skills from the first quarter to the final marking period:
  - ▶ 39.7% of 174 students either reached "proficient" or progressed one level on 80.0-100.0% of reading skills;
  - ▶ 31.8% of 173 students either reached "proficient" or progressed one level on 80.0-100.0% of writing skills; and
  - ▶ 25% of 172 students reached proficient or progressed at least one level in 80.0-100.0% of math skills.
- On average, by the last marking period, students progressed one level or reached "proficient" in:
  - ▶ 59.1% of reading skills presented in the first quarter;
  - ▶ 51.5% of the writing skills presented in the first quarter; and
  - ▶ 51.3% of the math skill presented in the first quarter.
- SDRT results from April 2005, indicated that, on average, depending on the area tested:
  - ▶ first graders were reading at the 1.1 to 1.4 GLE;
  - ▶ second graders were reading at 2.4 to 3.1 GLE; and
  - ▶ third graders were reading at 2.5 to 3.3 GLE.
- A majority (55.0%) of third graders demonstrated proficient reading comprehension on the WRCT.
- WKCE results for fourth graders indicated the following proficiency levels in reading:
  - ▶ Four (18.2%) scored at the proficient level;
  - ▶ Nine (40.9%) at the basic level; and

- ▶ Nine (40.9%) at the minimal level.
- WKCE results for fourth graders indicated the following proficiency level in language arts:
  - ▶ Four (18.2%) scored at the proficient level;
  - ▶ Eleven (50.0%) scored at the basic level; and
  - ▶ Seven (31.8%) scored at the minimal level.
- WKCE results for fourth graders indicated the following proficiency levels in math:
  - ▶ One (4.5%) scored at the proficient level;
  - ▶ Four (18.2%) scored at the basic level; and
  - ▶ Seventeen (77.3%) scored at the minimal.
- Terra Nova results indicated the following average grade level equivalencies in reading, language, and math in October 2004:
  - ▶ Fifth graders: 3.5 GLE in reading, 3.2 GLE in language, and 3.3 GLE in math;
  - ▶ Sixth graders: 4.0 GLE in reading, 3.6 GLE in language, and 4.0 GLE in math;
  - ▶ Seventh graders: 4.8 GLE in reading, 4.8 GLE in language, and 4.0 GLE in math.
- The school elected to administer the Terra Nova reading and math tests to fourth through eighth grade seventh grade students in the spring to measure growth in reading and math. Students who were tested on both occasions demonstrated a change, on average, from 0.5 to 1.3 GLEs in reading and math depending upon the grade.
- The student return rate from the previous year was 89.0%. At the beginning of the year, 198 students enrolled. After the school year started, 41 students withdrew and 42 students enrolled.

After reviewing the information in this report and considering the information gathered during the administrator's interview in June 2005, it is recommended that the focus of activities for the 2005-06 year include the following:

- Continue to focus on reading, writing and math skill development, specifically by:
  - ▶ providing support to classrooms by using two learning facilitators;

- ▶ monitoring actual time for math instruction with the expectation of one hour and 20 minutes of math per day at all grade levels; and
- ▶ specifying skill expectations per quarter.
- Improve the ability of staff to describe student learning outside of standardized testing and drive instruction at the student's instructional level. This involves using data to make classroom level decisions about each student's needs and to communicate organizational decisions about the resources needed.
- Improve the accuracy of data collected and the ability to report in a systematic fashion. All data must be provided in flat files that can be analyzed, such as MS Excel spreadsheets or an MS Access database.
- Apply DPI's guidelines for alternative assessment.



## **APPENDIX A**

### **CONTRACT COMPLIANCE CHART**

| <p style="text-align: center;"><b>Academy of Learning and Leadership</b></p> <p style="text-align: center;"><b>Overview of Compliance for Educationally Related Contract Provisions</b></p> <p style="text-align: center;"><b>2004-05</b></p> |  |   |   |
|---|--|---|---|
| <b>Section/Page of Contract</b>   | <b>Educationally Related Contract Provision</b>  | <b>Monitoring Report Reference Page</b> | <b>Contract Provision Met or Not Met?</b>                     |
| Section I, B, p. 1 and Appendix A, Section II   | Description of educational program; student population served.   | Pages 2-7                               | Met   |
| Section I, V, p. 10 and Appendix B  | Charter school operation under the days and hours indicated in its 2004-05 calendar.   | Page 9                                  | Met   |
| Section I, C, p. 2 and Appendix A, Section II   | Educational methods.   | Pages 3-4                               | Met   |
| Section I, D, p. 2 and Appendix A, Section II   | Administration of required standardized tests.   | Pages 20-47                             | Met   |
| Section I, D, p. 2 and Appendix A, Section II   | Academic criteria #1: maintain local measures, showing pupil growth in demonstrating curricular goals.   | Pages 13-19                             | Met   |
| Section I, D, p. 2 and Appendix A, Section II & IV  | Academic Criteria #2 Year-to-Year Achievement Measure:   | Pages 47-49                             | a.<br>N/A*  |
|   | a. Second and third grade students: advance average of one GLE in reading.   |   | b.<br>N/A*  |
|   | b. Fifth through eighth grade students proficient or advanced in reading: maintain proficiency level.  |   | c.<br>N/A*  |
|   | c. Fifth through eighth grade students proficient or advanced in language arts: maintain proficiency level.  |   | d.<br>N/A*  |
| Section I, D, p. 2 and Appendix A, Section II   | Academic criteria #3: Year-to-Year Achievement Measure:  | Pages 50-54                             | a.<br>N/A*  |
|   | a. Second and third grade students with below grade level 2003-04 scores in reading: advance more than one GLE in reading.   |   | b.<br>Met for 35.0% of 20 fifth through eighth grade students |
|   | b. Fifth through eighth grade students below proficient level in 2003-04 reading test: advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range in reading.             |   | c.<br>Met for 37.5% of 24 fifth through eighth grade students |
|   | c. Fifth through eighth grade students below proficient level in 2003-04 language arts test: advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range in language arts. |   | d.<br>Met for 22.2% of 27 fifth through eighth grade students |
| Section I, E, p. 2 and Appendix A, Sections I and IV  | Parental involvement.  | Pages 9-10                              | Met   |
| Section I, F, p. 3  | Instructional staff hold a DPI license or permit to teach.   | Page 7                                  | Not Met**   |
| Section I, I, p. 3  | Pupil database information.  | Pages 5-7                               | Met   |
| Section I, K, p. 4 and Appendix A, Section II, p. 180 +   | Discipline procedures.   | Pages 10-11                             | Met   |

\* Due to cohorts less than ten, these results could not be reported.

\*\* Two classroom teachers did not hold a DPI license or permit.

## **APPENDIX B**

### **OUTCOME MEASURE AGREEMENT MEMO**

**Academy of Learning and Leadership  
Student Learning Memo  
2004-2005 School Year**

The following procedures and outcomes will be measures of the success of Academy of Learning and Leadership students and programs for the 2003-2004 school year. The resulting data will be provided to Children's Research Center, the monitoring agent contracted by the City of Milwaukee Charter School Review Committee.

**Attendance:**

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

**Enrollment:**

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

**Termination:**

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

**Exceptional Education Needs Students:**

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

**Student-led Parent Conferences:**

On average, ninety percent (95%) of parents will attend at least three (3) of the four (4) scheduled student-led parent-teacher conferences during the school year. Dates for the events and names of the parent participants will be recorded by the school and provided to Children's Research Center in June.

**Individual Learning Plan:**

An Individual Learning Plan will be developed by one hundred percent (100%) of the students with their teacher. Ninety-five percent (95%) will be reviewed/revised after first, second, third, and fourth quarters by the student, parent, and teacher.

**Academic Achievement - Local Measures:**

On average, between the first and fourth quarter report cards, students will either progress one level or be proficient or above on eighty percent of the grade level performance criteria reported in each of the following subjects: math, reading, and writing.

On average, on the final portfolio assessment of the year in fourth quarter, ninety per cent of students will demonstrate "developing proficiency" or "proficient" on their portfolio and portfolio presentation.

#### **Academic Achievement - Standardized Measures:**

The following standardized test measures will assess academic achievements in: reading and mathematics. In subsequent years, students will demonstrate a minimum average increase of one grade level as measured by the academic progress of each student in that grade. Students who initially test below grade level will demonstrate more than one grade-level gain.

#### **Grades 1, 2, and 3 Stanford Diagnostic Reading**

Test will be administered each spring between March 15<sup>th</sup> and April 15<sup>th</sup>. 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 Wisconsin Reading Comprehension**

Test may be administered in 2004-2005 in the time frame identified by the Wisconsin Department of Public Instruction if no exemption is issued. The test will provide each student with a comprehension score and a proficiency level.

#### **Grades 4 and 8 Wisconsin Knowledge and Concepts Exam**

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

#### **Grades 3, 5, 6, and 7 McGraw Hill Terra Nova**

Test will be administered on an annual basis in the fall. This test will provide each student with a proficiency level via a scale score and a grade equivalent in reading, language arts, and mathematics.

#### **Note:**

Charter School Review Committee (CSRC) Monitoring Policies and Expectations to be Implemented in 2004-2005

(Adopted at the CSRC meeting October 24, 2003)

#### **General Reporting Requirements for Standardized Tests:**

- The Children's Research Center (CRC) will not report standardized test scores on groups of less than 10 students.
- Full Academic Year: (FAY) will comport with the DPI's definition: Enrollment on the third Friday of the previous academic year to the third Friday of the year tested. CRC will use the third Friday enrollment to calculate the return rate (the percentage of students enrolled on the third Friday of September who were also enrolled on the last day of the previous school year).

- Grade level standardized test results will be reported for all students at that grade level, a comparison with all new students at that grade level and all students who were at the school at least one year will be provided if there are at least 5 students in those subgroups. The report will not include the "N" values for any subgroups.
- Schools need to provide CRC with the official printouts of their standardized test results for individual students and for the school. All other data need to be reported in electronic format.

#### #4. Year-to-Year Achievement Measurement

- A. Current second and third grade students with comparison SDRT scores from the previous spring:

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

- B. Current fourth through eighth graders, meeting the FAY definition, who were at the proficient or advanced levels on their previous year's WKCE or Terra Nova reading, language arts and math subtests:

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

CRC will also report whether these students show one year improvement in grade level equivalency. CRC will use the grade level equivalencies provided by CTB McGraw Hill to the schools for those students taking the Terra Nova and the scaled score conversion chart provided by CTB McGraw Hill for those students taking the WKCE.<sup>1</sup>

- C. Current fourth through eighth graders, meeting the FAY definition, who were at the minimal or basic levels of proficiency on their previous year's WKCE or Terra Nova reading, language arts and math subtests:

It is expected that these students will show advancement in scale scores to the next highest quartile within the range of their previous year's proficiency level or advance to the next proficiency level.<sup>2</sup>

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<sup>1</sup> The WKCE reading and math subtests are not exactly the same as the Terra Nova, but they are based substantially on the Terra Nova.

<sup>2</sup> The lowest scale score in the minimal level of proficiency used for this analysis will be the lowest scale score of any student in any of the City of Milwaukee chartered schools. CRC will divide the scale scores at each proficiency level into quartiles.

CRC will also report whether these students show one year improvement in grade level equivalency. CRC will use the grade level equivalencies provided by CTB McGraw Hill for those students taking the Terra Nova and the scaled score conversion chart provided by CTB McGraw Hill for those students taking the WKCE.

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**B**



# Central City Cyberschool of Milwaukee, Inc.

2004-05 School Year

Report Date  
August 2005

## Programmatic Profile and Educational Performance

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Prepared for:  
***Central City Cyberschool of Milwaukee, Inc.***

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4301 North 44th Street, Milwaukee, WI 53216

**EXECUTIVE SUMMARY**  
**for**  
**The Central City Cyberschool of Milwaukee, Inc.**  
**Sixth Year of Operation as a City of Milwaukee Charter School**  
**2004-05**

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

**I. Contract Compliance Summary<sup>1</sup>**

Central City Cyberschool has met all contract provisions related to describing its educational program, methodology and student population, its hours and days of operation, teacher licensing, pupil database information, and parental involvement. In terms of academic criteria, Cyberschool has met all but two of its educationally related contract provisions. The two provisions not met were year-to-year growth in grade level equivalencies (GLE) for first and second grade students in reading. On average second grade students advanced 0.9 GLEs and third grade students advanced 0.7 GLEs, short of the 1.0 GLE requirement. Thirteen second and third grade students who were below grade level in 2003-04 with comparable scores advanced an average of 0.7 GLEs, short of the more than 1.0 GLE requirement. In addition to the information explained in the body of this report, please see Appendix A for an outline of specific contract provision compliance information.

**II. Performance Criteria**

**A. Local Measures**

In the Fall of 2004, Cyberschool determined educationally related outcome measures to further define and quantify some of the contract provisions, particularly the local measures required in Part D (page 9), of Cyberschool's contract with the City of Milwaukee. Appendix B contains Cyberschool's outcome measure agreement memo. Following is a summary of the local measures and the extent to which Cyberschool has or has not met each of these local outcome measures for the 2004-05 academic year:

**Attendance:** Average student attendance was 91.1%.

Outcome measure: Met

**Enrollments:** Individual student information about new enrollees was shared with CRC.

Outcome measure: Met

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

**Terminations:** The school recorded the termination date for 32 students who left the school. Reasons were provided for 26 of these students.

Outcome measure: Met

**Special Education Needs Students:** The school provided special education services for 48 students. Individual Education Programs (IEPs) were reviewed and completed in a timely manner. Results of a parents survey indicated that most parents were satisfied (74.3%) or mostly satisfied (17.1%) with the quality of special education and related services provided by the school.

Outcome measure: Met

**Parent Conferences:** Parents of 98.3% of children attended the Fall parent conferences, and parents of 99.4% of children attended the Spring conference.

Outcome measure: Met

**Staff Development:** The school planned to launch a professional development plan to implement Reading First (K-3) and the Open Court literacy program (K-6) and to learn the instructional management software Discourse (grade K-8). Staff participated in professional development sessions covering all of these topics.

Outcome measure: Met

**Additional Local Measures of Academic Achievement:** Cyberschool students, on average, improved one or more levels in 98.0% of language arts, 97.2% of mathematics, and 98.0% of technology skills. More specifically:

- Two hundred fifty (97.3%) students reached mastery/advanced or progressed one level in 80-100% of the language arts skills;
- Two hundred forty-five (95.3%) students reached mastery/advanced or progressed one level in 80-100% of the math skills; and
- Two hundred forty-seven (96.9%) students reached mastery/advanced or progressed one level in 80-100% of the technology skills.

Outcome measure: Met

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

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

Multiple-year advancement results indicated that second and third graders advanced an average of 0.9 GLEs and 0.8 GLEs respectively.



Multiple-year advancement results for students who met proficiency expectations in 2003-04 indicated that:

- 88.1% of 42 fifth through eighth graders with comparable scores maintained a proficient or advanced level in reading.
- 84.6% of 26 fifth through eighth graders with comparable scores maintained a proficient or advanced level in language arts.
- 95.2% of 21 fifth through eighth graders with comparable scores maintained a proficient or advanced level in math.

Multiple-year advancement results for students below grade or proficiency level expectations in 2003-04 indicated that:

- Thirteen first and second grade students advanced an average of 0.7 GLEs.
- 39.5% of 43 fifth through eighth graders with comparable scores either advanced one proficiency level or one quartile within the previous year's proficiency level in reading.
- 55.9% of 59 fifth through eighth graders with comparable scores either advanced one proficiency level or one quartile within the previous year's proficiency level in language.
- 57.8% of 64 fifth through eighth graders with comparable scores either advanced one proficiency level or one quartile within the previous year's proficiency level in math.

### **III. Recommendations**

It is recommended that the focus of activities for the 2005-06 year include the following:

- Continue to focus efforts on students who are below grade expectations in reading, language arts, and math.
- Continue to implement strategies to improve reading levels at the primary grade levels 1-3.
- Continue to improve the methods of data collection and reporting that result in timely submission of accurate student data to CRC in an electronic form such as a database or spreadsheet for analysis.

## I. INTRODUCTION

This report is the sixth in a series of regular program monitoring reports to address educational outcomes for each of the City of Milwaukee charter schools.<sup>2</sup> 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 CSRC and the National Council on Crime and Delinquency's Children's Research Center (CRC).

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

- An initial site visit wherein a structured interview was conducted with the administrator, critical documents were reviewed, and copies obtained for CRC files.
- Additional scheduled and unscheduled site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations, including the clarification of needed data collection.
- At the end of the school year, a structured interview was conducted with the administration.
- CRC compiled updated data from the 2003-04 school year to provide the basis for year-to-year comparisons. CRC reissued the revised 2003-04 report in July 2005.
- CRC compiled and analyzed data submitted on paper and/or electronically by Cyberschool.

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<sup>2</sup> The City of Milwaukee chartered four schools for the 2004-05 school year.

## **II. PROGRAMMATIC PROFILE**

### **Central City Cyberschool of Milwaukee, Inc.**

Address: 4301 North 44<sup>th</sup> Street  
Milwaukee, WI 53216

Principal: Christine Faltz, Ph.D.

### **A. Description and Philosophy of Educational Methodology**

#### **1. The Philosophy**

The mission of the Central City Cyberschool (Cyberschool) of Milwaukee is “to motivate in each child from Milwaukee’s central city the love of learning, the academic, social, and leadership skills necessary to engage in critical thinking, and the ability to demonstrate complete mastery of the academic skills necessary for a successful future.”<sup>3</sup>

The Central City Cyberschool is not a school of the future, but rather a school for the future. The 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. The 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 21<sup>st</sup> century.<sup>4</sup>

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<sup>3</sup> Central City Cyberschool Student Handbook, 2004-05.

<sup>4</sup> Central City Cyberschool Student Handbook, 2004-05.

## **2. Instructional Design**

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

This year Cyberschool continued the practice from last year of serving students in one grade level per classroom for kindergarten through sixth grade. The seventh and eighth grades remained in combined home-based (homeroom) classrooms with teachers providing specific subject matter to various rotating groups of students. Teachers remained with their students for two consecutive years. This structure is referred to as "looping."

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

## **B. School Structure**

### **1. Areas of Instruction**

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

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

Grade level standards and benchmarks have been established for each of these curricular areas; progress is measured against these standards for each grade level.

## **2. Teacher Information**

At the beginning of the 2004-05 academic year, Cyberschool had 20 classrooms, including one morning and one afternoon K4, with an average of 17 students per room. There was one K4 classroom and two classrooms each for K5 through sixth grades. There were four homerooms for combined seventh and eighth graders. The school also included a Health Emotional Academic Resource Team (HEART) room where special education and other support services not available in the regular classroom were provided.

These classrooms were staffed with 19 teachers, all of whom held a Wisconsin Department of Public Instruction (DPI) license or permit to teach. Other educational support staff at the school included nine para-educators, a physical education specialist, a technology director, a cybrary/media specialist, an art teacher, a music teacher, a reading specialist, a parent coordinator, and a guidance counselor. Four teachers served as lead teachers this year. Teacher assistants or para-educators assisted in the classroom and also provided reading intervention instruction.

The HEART room was staffed with a special education teacher, an occupational therapist, a reading intervention coordinator, a speech pathologist, a lead para-educator (who is also the Director of the Community Learning Center [CLC]), and a reading intervention para-educator.

Staff development activities included two full weeks of teacher training prior to the start of school, plus two additional days for new staff. In addition, professional development training for targeted staff began in the Summer of 2004 and continued throughout the academic year. The appropriate staff attended depending upon the topic. Following is a list of the topics covered for the entire year:

- Reading First leadership training
- Open Court Reading Institute – Special Education Emphasis – Chicago, IL
- Open Court Reading Institute – Chicago, IL
- Reading First regional training – Milwaukee, WI
- Overview of Cyberschool expectations and staff roles, logistics, technology use, teacher/para-educator team strategies, curriculum overview, benefits, daily procedures, and Powerschool database training (all new staff)
- Orientation including a review of policies and procedures, Reading First planning, behavior management system design, book club (*There Are No Shortcuts*), special education intervention strategies, Ambassadors of Peace training, Destination Reading training, CLC organization, Powergrade database training, business services overview, and level meetings and planning (all staff)
- The 3 Rs of Logical Development–Open Court Reading Progress Reporting Needs Assessment
- CLC training and WEAC meeting – Wisconsin Dells, WI
- INSIGHT VISIT(s) with Connie Stewart
- Wisconsin Special Education conference – Madison, WI
- Web page development
- Powerschool training
- Discourse training
- Everyday Math training – Wauwatosa, WI
- CLC Webcast training
- Wisconsin Promise conference – Madison, WI
- SRA Writing presented by Mary Henry
- Law seminar on the new IDEA
- Online Assessment & Literacy Launcher training (all staff).
- Milwaukee Educational Computing Association (MECA) workshop hosted at Cyberschool
- CEC conference – Baltimore, MD
- Reading First coordinator's meeting – Wisconsin Dells, WI
- Title 1 conference – Wisconsin Rapids, WI
- Wisconsin Dyslexia state conference
- Development of class rosters for 2005-06 (all staff)
- ASCD Institute on Differentiated Instruction and Understanding by Design – New York, NY

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

### **3. Hours of Instruction/School Calendar**

The regular school day began at 8:30 a.m. and concluded at 3:30 p.m.<sup>5</sup> The first day of student attendance was September 1, 2004, and the last day was June 16, 2005. The highest possible number of full days for student attendance in the academic year was 178 (including nine early release days); therefore, the contract provision of at least 875 hours of instruction was met.

Cyberschool’s 21<sup>st</sup> Century CLC provides additional academic instruction. The CLC is open every school day from 7:30 - 8:30 a.m. for tutoring and homework help. As of September 21, 2004, the after-school program operated Monday through Thursday from 3:30 - 5:30 p.m. In addition to the emphasis on academic instruction, the CLC provides youth development activities such as sports and recreation, nutrition and health, and arts and music. All activities promote inclusion and encourage participation for enjoyment, challenge, self-expression, and communication.

### **4. Parental Involvement**

As stated in the *Student Handbook* (2004-2005), Cyberschool recognizes that parents are the first and foremost teachers of the children and play a key role in the effective education of its students. Parents are asked to read and review the student handbook with their child and return a signed form.

The Cyberschool maintains a Parent Resource Center, which provides a comfortable space

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<sup>5</sup> Students may enter the building as early as 7:30 a.m. to go to the CLC. Breakfast is served to children in their classrooms between 8:30 - 9:30 a.m. each morning.

for parents and other adult family members of Cyberschool students to gather resources, meet other parents, use computers, and attend family and parent workshops.

Cyberschool has a full-time Parent Coordinator whose responsibilities include the following activities:

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

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

In addition to parent conferences, parents were invited throughout the year to participate in school/family events. These events included fundraisers, family bingo, CLC activities, a Black History festival, spirit week, and the awards program and graduation in June.



As discussed in the *Student Handbook*, parents were asked to review and sign their children's "Monday Folder." Monday Folders are 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**

In October 2004, Cyberschool had a list of students waiting for admission to the school, admitting new students as openings occurred. As of June 2005, Cyberschool had five eighth grade students waiting for enrollment for the Fall of 2005.

## **6. Discipline Policy**

The following discipline philosophy is described in the Cyberschool *Student Handbook* (2004-05), along with a weapons policy, a definition of what constitutes a disruptive student, the role of parents and staff in disciplining students, the grounds for suspension and expulsion, and the due process rights of the student.

- Each member of the Central City Cyberschool family is valued and appreciated. Therefore, it is expected that all Cyberschool members will treat each other with respect and will act at all times in the best interest of the safety and well-being of themselves and others. Any behaviors that detract from a positive learning environment are not permitted and all behaviors that enhance and encourage a positive learning environment are appreciated as an example of how we can learn from each other.
- All Cyberschool students are expected to conduct themselves in a manner consistent with the goals of the school and to work in cooperation with all members of the Cyberschool community to improve the educational atmosphere of the school.
- Student behavior should always reflect a seriousness of purpose and a cooperative

attitude, both in and out of the classroom. Any student behavior that detracts from a positive learning environment and experience for all students will lead to appropriate administrative action.

- Students are obligated to show proper respect to their teachers and peers at all times.
- All students are given ample opportunity to take responsibility for their actions and to change unacceptable behaviors.
- All students are entitled to an education free from undue disruption. Students who willfully disrupt the educational program shall be subject to the discipline procedures of the school.

### **C. Student Population**

Data regarding the number of students returning to Cyberschool from the previous year were gathered in the Spring of 2004 and again in the Fall of 2004. Of the 258 students who were attending Cyberschool on the last day of the 2003-04 academic year and were eligible for continued enrollment this past academic year, 215 were enrolled on the third Friday in September 2004, representing a return rate of 83.0%. This compares to a return rate of 77.4% in the Fall of 2003.

Cyberschool started on September 1, 2004, with 341 students enrolled in grades K4 through eighth. During the year, 43 students enrolled in the school and 32 students withdrew. Students withdrew for a variety of reasons including: eight left for disciplinary reasons, eight left because of transportation issues, seven students moved away, and three children left due to dissatisfaction with the program.<sup>6</sup> Six students' reasons for leaving were not provided.

At the end of the year, there were 352 students enrolled.

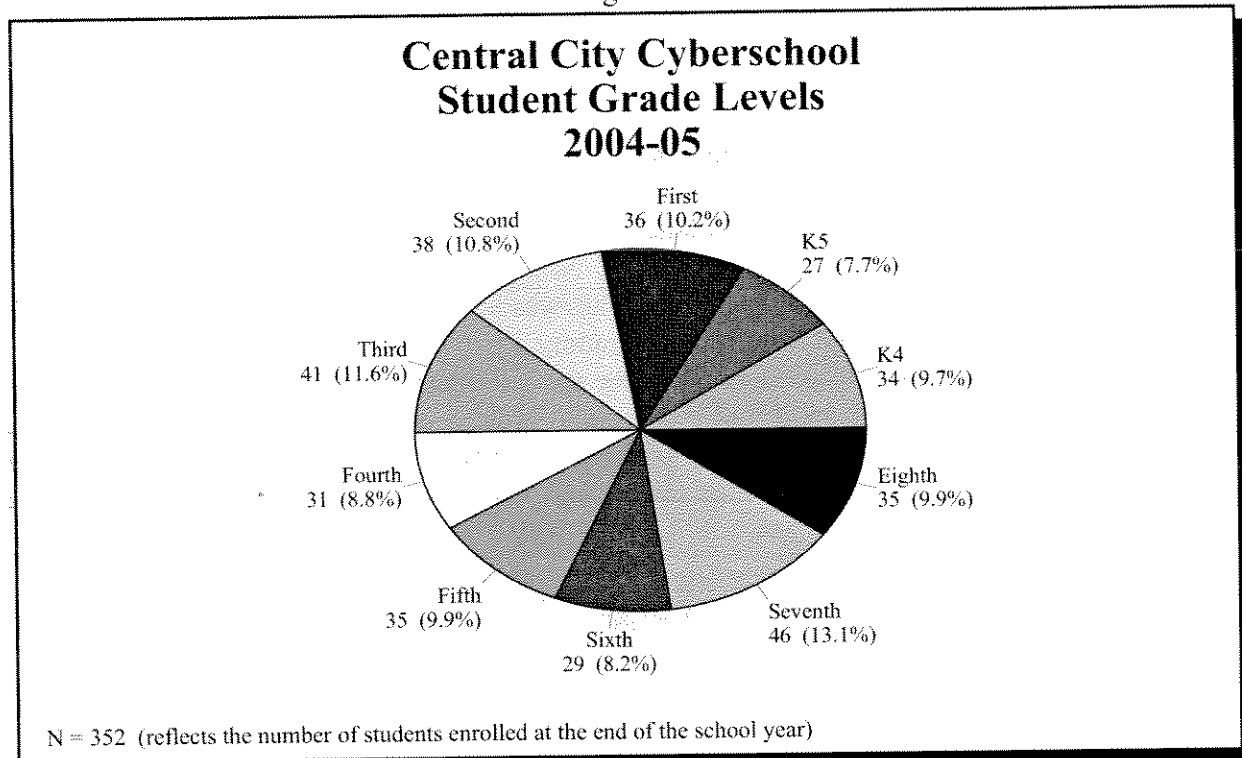
- There were 169 (48.0%) girls and 183 (52.0%) boys.
- Nearly all (98.9%) students were African American. Three (0.8%) students were Hispanic and one student was of another race/ethnicity.

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<sup>6</sup> CRC was unable to verify the termination codes provided by Cyberschool. CRC assumed the codes reflected the reasons described in this report.

- Forty-eight students had special education needs. Twenty children had speech and language needs (SP/L); nine were learning disabled (LD); three had cognitive disabilities (CD); five were LD/SP/L; two had emotional/behavioral disabilities; one was CD/SP/L; and eight children had other health impairments.
- The school provided education to students in K4 through eighth grade. Grade levels are illustrated in Figure 1.

Figure 1



#### D. Recruitment Activities

In the past, the school has used a variety of strategies to attract new families, such as radio ads and print ads in the *Community Journal* and the *Courier*. The school has also displayed a large sign encouraging enrollment outside of the building. Most recently, as less spaces are available, Cyberschool has relied largely on word-of-mouth by notifying the existing families of vacancies and encouraging them to tell others about Cyberschool. Cyberschool also distributes a flyer and a booklet to promote the school.

## **E. Activities for Continuous School Improvement**

Following is a description of Central City Cyberschool's response to the recommended activities in its Programmatic Profile and Educational Performance Report for the 2003-04 academic year:

- Recommendation: Implement the Reading First program, which is a Wisconsin DPI initiative to have all children in selected schools reading well by the end of the third grade. This will involve pre- and post-assessments every year and intermittent diagnostic assessment using the Early Reading Diagnostic Assessment (ERDA) (revised) for students in kindergarten through third grade. (Cyberschool's teachers will be trained in August 2004.)

Response: The Reading First program was implemented at Cyberschool during the 2004-05 academic year. The Reading First program provides for one-on-one assessments. In addition to using the ERDA, Cyberschool decided to use an additional assessment tool. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used to identify students who need intervention and yields a measure of acquisition of reading skills, depending on the grade level, at the beginning, middle, and end of the year.<sup>7</sup>

- Recommendation: Continue to work toward raising test scores of students in reading, math, and writing by continuing the initiatives begun in the 2003-04 academic year such as the CLC, the Open Court Reading Program, and the use of the Title I funds for summer programming.

Response: The CLC was continued for the 2004-05 academic year. K-5 through sixth grade staff attended a three-day Open Court Reading Institute in July 2004 in preparation for continuation of the Open Court Reading Program. The Open Court Reading Progress Reporting was the topic of a professional development day in Fall 2004. Summer school was held during the Summer of 2004. Home visits were planned for Summer 2005 to remind parents of expectations and concerns and to discuss individual student issues.

- Recommendation: Develop a method to supply CRC with electronic data to analyze and compile. All records should include a unique student identification number.

Response: Past student data information regarding test scores has been corrected. Timely submission of data continues to be inconsistent.

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<sup>7</sup> Data from the ERDA and DIBELS are not included in this report.

### **III. EDUCATIONAL PERFORMANCE**

To monitor the performance of Central City 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 attendance, parent conference, staff development goals, and goals related to special education students. In addition, the school identified local and standardized measures of academic performance to monitor student progress.

This year, the local assessment measures included student progress in language arts, mathematics, and technology skills. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT), the Wisconsin Reading Comprehension Test (WRCT), the Wisconsin Knowledge and Concept Examination (WKCE),<sup>8</sup> and the McGraw-Hill Terra Nova examination.

#### **A. Attendance**

At the beginning of the 2004-05 academic year, the school established a goal to maintain an average attendance rate of 90.0%. This year the school surpassed this goal as students, on average, attended school 91.1% of the time.<sup>9</sup>

#### **B. Parent-Teacher Conferences**

At the beginning of the school year, the school set a goal that 80.0% of parents would attend scheduled parent-teacher conferences. Conferences were scheduled for all children in the Fall and

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<sup>8</sup> The WKCE is composed of CTB/McGraw-Hill Terra Nova, Form A, which has been selected for use in Wisconsin because it aligns with Wisconsin content standards.

<sup>9</sup> Attendance data were provided by Cyberschool for 384 children enrolled at any point during the school year.

Spring. Parents of 98.3% of children attended the Fall conference and parents of 99.4% of children attended the Spring conference. Cyberschool has met its goal related to parent-teacher conferences.

#### **C. Staff Development**

The school planned to launch a professional development plan to implement Reading First for kindergarten through third grades; the Open Court literacy program (grades K-6); as well as Discourse, the instructional management software, for grades K-8. As described above, the school provided all staff with the appropriate staff development activities beginning in the Summer of 2004 and throughout the academic year, thus meeting this goal.

#### **D. Special Education Needs**

Cyberschool established a goal to maintain up-to-date records for all special education needs students. This year, there were 48 special education students, and all had Individual Education Programs (IEP) that had been reviewed. Parents of 38 students participated in the IEP process and parents of ten students did not. In addition to keeping records, the school conducted a survey of parents of 35 special education students, representing parents who attended an IEP meeting and/or agreed to participate in the survey. Results indicated that most were satisfied (74.3%) or mostly satisfied (17.1%) with the quality of special education and related services provided by the school. One parent indicated that services were okay, and parents of two children did not respond to that particular question.

## **E. Local Measures of Educational Performance**

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to standardized testing, each charter school has the responsibility to describe the goals and expectations of its students in language that is meaningful, in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, expressing clearly the quality of pupil work that is expected, and providing evidence that students are meeting local benchmarks.

At the beginning of the school year, Cyberschool designated three different areas in which first through eighth grade students'<sup>10</sup> competencies would be measured quarterly: language arts,<sup>11</sup> mathematics, and technology. Performance for each benchmark was measured as "basic," "emerging," "skilled," "mastery," or "advanced." The goal was that students would have either progressed one level or reached the mastery or advanced level in at least 80.0% of the benchmarks in each subject area.

Cyberschool's progress reports were completed for students in each grade. Students could be assessed in a variety of benchmarks depending on grade level. Progress reports assessed language benchmarks such as "Demonstrates standard English using appropriate grammar, usage, and mechanics"; mathematics benchmarks such as "Solves addition and subtraction facts"; and different technology benchmarks such as "Handles floppy disks and CD ROMs properly."

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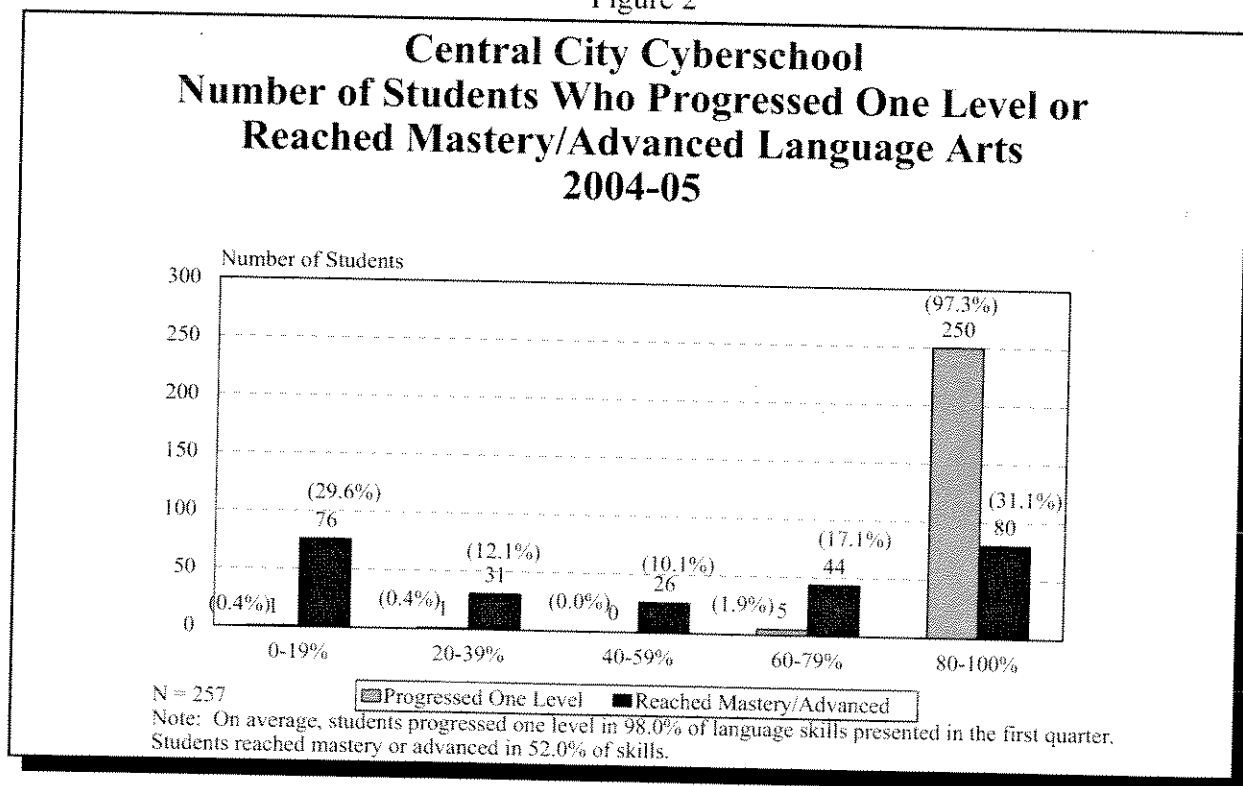
<sup>10</sup> There were no local measures identified for K4 or K5 students this year; therefore, local progress reports were not included in this report.

<sup>11</sup> Language arts skills are comprised of writing, reading, and listening/speaking content areas.

Results<sup>12</sup> indicated that most (250 of 257, or 97.3%) students progressed one level on 80.0-100.0% of language arts skills; 245 (95.3%) of 257 reached this goal in mathematics; and 247 (96.9%) of 255 students progressed at least one level in 80.0% or more of the technology skills presented in the first quarter of the school year. Note that these results include students who were assessed in the first quarter and again in the fourth quarter.

Overall, Cyberschool students, on average, advanced one level of performance on over 80.0% of the benchmarks for language arts (98.0%), math (97.2%), and technology (98.1%). The school has met the goal of this local measure (see Figures 2 through 4).

Figure 2

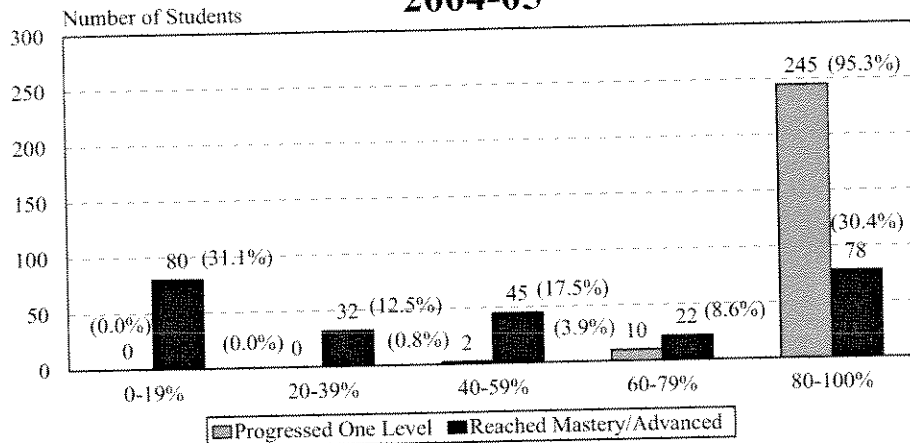


<sup>12</sup> Report card information does not reflect results for children primarily assessed on an IEP.



Figure 3

### Central City Cyberschool Number of Students Who Progressed One Level or Reached Mastery/Advanced Mathematics 2004-05

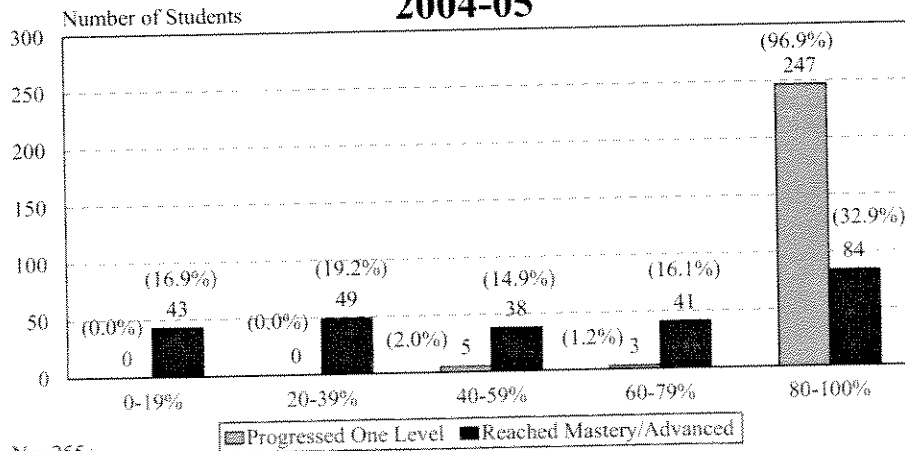


N = 257

Note: On average, students progressed one level in 97.2% of math skills presented in the first quarter. Students reached mastery or advanced in 48.6% of skills.

Figure 4

### Central City Cyberschool Number of Students Who Progressed One Level or Reached Mastery/Advanced Technology 2004-05



N = 255

Note: On average, students progressed one level in 98.1% of technology skills presented in the first quarter. Students reached mastery or advanced in 57.1% of skills. Note that two students were not assessed in technology skills in the first and fourth quarters.

At the end of the year, 242 (94.2%) of 257 students were promoted to the next grade and 15 (5.8%) were not.

**F. External Measures of Educational Performance**

**1. Standardized Tests for First Graders**

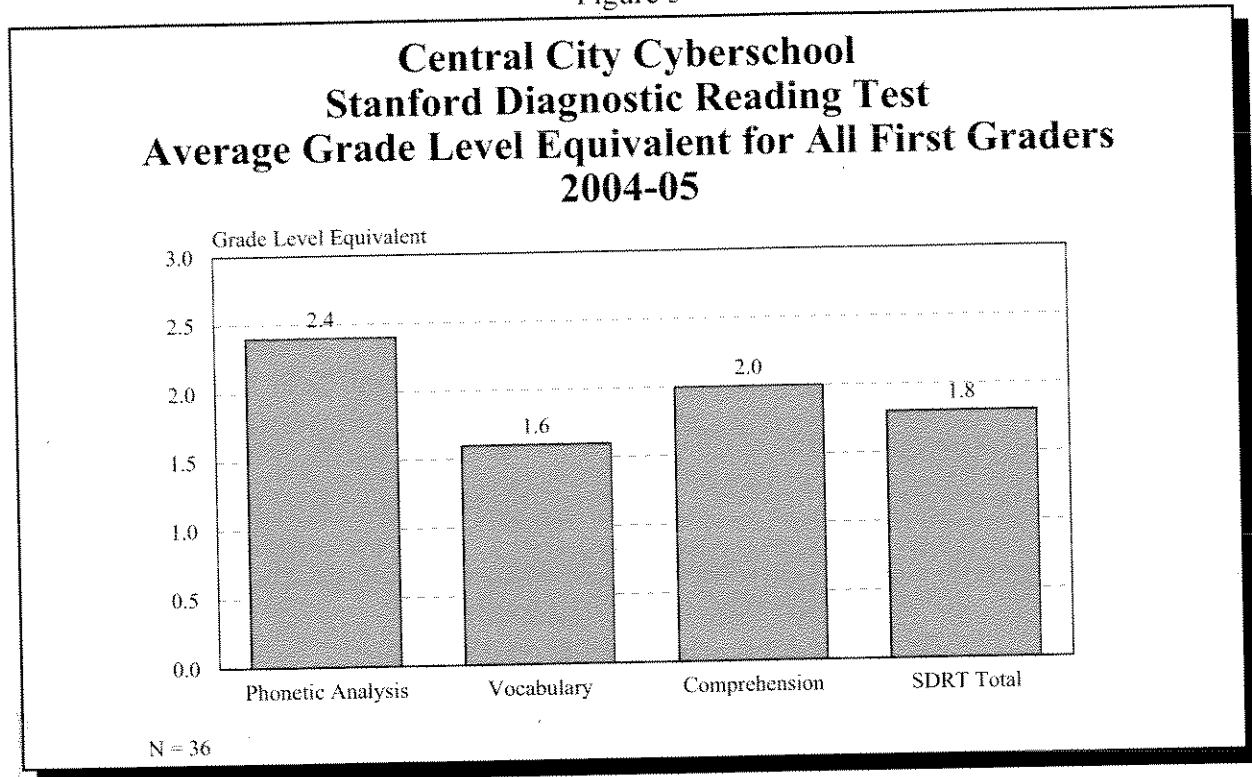
**a. SDRT for First Graders**

**i. All First Graders**

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

In March 2005, Cyberschool administered the SDRT to 36 first grade students. Results indicate that first graders were functioning, on average, at 1.6 to 2.4 GLE in reading, depending on the area assessed (see Figure 5 and Table 1).

Figure 5



**Table 1**

**Central City Cyberschool  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for All First Graders  
2004-05  
(N = 36)**

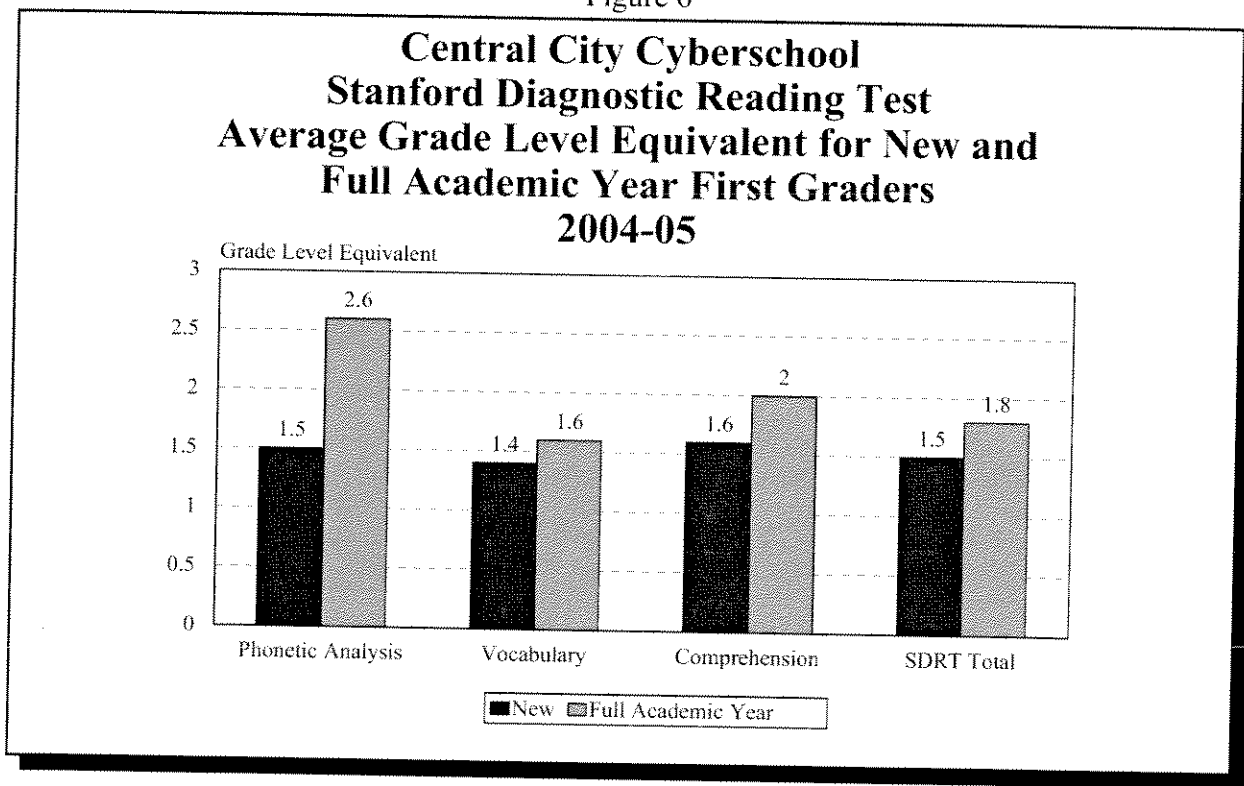
| Area Tested       | Lowest Grade Level Scored | Highest Grade Level Scored | Median |
|-------------------|---------------------------|----------------------------|--------|
| Phonetic Analysis | K.4                       | 5.2                        | 2.2    |
| Vocabulary        | K.2                       | 3.5                        | 1.5    |
| Comprehension     | K.8                       | 5.3                        | 2.0    |
| <b>SDRT Total</b> | K.5                       | 3.6                        | 1.8    |

Note: Results are rounded to the nearest one-tenth.

ii. New First Graders and Those Enrolled for a Full Academic Year

Results for new first graders, i.e., those enrolled on or after September 1, 2004, and those enrolled for a full academic year, i.e., on or before September 19, 2003, are illustrated below. Results indicated that students who were at the school on or before September 19, 2003, averaged higher grade level equivalencies than new students. In accordance with CSRC requirements, cohort sizes were omitted.

Figure 6



| <b>Table 2</b><br><br><b>Central City Cyberschool</b><br><b>Stanford Diagnostic Reading Test</b><br><b>Grade Level Equivalent Range for New First Graders</b><br><b>2004-05</b> |                                  |                                   |               |
|---|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Phonetic Analysis   | K.9                              | 2.2                               | 1.6           |
| Vocabulary  | K.9                              | 1.9                               | 1.5           |
| Comprehension   | 1.0                              | 2.3                               | 1.7           |
| <b>SDRT Total</b>   | K.9                              | 2.1                               | 1.6           |

Note: Results are rounded to the nearest one-tenth.

| <b>Table 3</b><br><br><b>Central City Cyberschool</b><br><b>Stanford Diagnostic Reading Test</b><br><b>Grade Level Equivalent Range for Full Academic Year First Graders</b><br><b>2004-05</b> |                                  |                                   |               |
|--|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>   | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Phonetic Analysis  | K.4                              | 5.2                               | 2.5           |
| Vocabulary   | K.2                              | 3.5                               | 1.4           |
| Comprehension  | K.8                              | 5.3                               | 2.0           |
| <b>SDRT Total</b>  | K.5                              | 3.6                               | 1.8           |

Note: Results are rounded to the nearest one-tenth.

**b. Terra Nova for First Graders**

**i. All First Graders**

In November 2004, the school administered the Reading First Terra Nova to its first graders. Reading scale score results provided to CRC were converted to GLEs using the CTB McGraw-Hill Terra Nova Fall Norms book.<sup>13</sup> As illustrated below, results indicate that first graders were reading on average at 0.9 GLE.<sup>14</sup>

| <b>Table 4</b>  |                                      |                                       |                   |                    |
|---|--------------------------------------|---------------------------------------|-------------------|--------------------|
| <b>Central City Cyberschool<br/>Terra Nova Reading Test<br/>Grade Level Equivalent Range for All First Graders<br/>2004-05<br/>(N = 35)</b> |                                      |                                       |                   |                    |
| <b>Area Tested</b>  | <b>Lowest Grade<br/>Level Scored</b> | <b>Highest Grade Level<br/>Scored</b> | <b>Median GLE</b> | <b>Average GLE</b> |
| Reading   | 0.0                                  | 2.4                                   | 0.9               | 0.9                |

---

<sup>13</sup> Per CRC conversation with CTB McGraw-Hill, the Reading First version is substantially based on the Terra Nova. Therefore, reading scale scores could be converted to GLE using the Fall norms.

<sup>14</sup> The SDRT and the Terra Nova Reading First standardized tests are from different publishers and based on a different norming process. Therefore, these two average GLEs are not directly comparable.

ii. New First Graders and Those Enrolled for a Full Academic Year

Results for new and full academic year<sup>15</sup> first graders are illustrated in Tables 5a and 5b.

| <b>Table 5a</b><br><br><b>Central City Cyberschool</b><br><b>Terra Nova Reading Test</b><br><b>Grade Level Equivalent Range for New First Graders</b><br><b>2004-05</b> |                                  |                                   |                   |                    |
|---|----------------------------------|-----------------------------------|-------------------|--------------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median GLE</b> | <b>Average GLE</b> |
| Reading   | 0.0                              | 1.9                               | 0.8               | 0.8                |

| <b>Table 5b</b><br><br><b>Central City Cyberschool</b><br><b>Terra Nova Reading Test</b><br><b>Grade Level Equivalent Range for Full Academic Year First Graders</b><br><b>2004-05</b> |                                  |                                   |                   |                    |
|--|----------------------------------|-----------------------------------|-------------------|--------------------|
| <b>Area Tested</b>   | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median GLE</b> | <b>Average GLE</b> |
| Reading  | 0.0                              | 2.4                               | 0.9               | 1.0                |

2. Standardized Tests for Second Graders

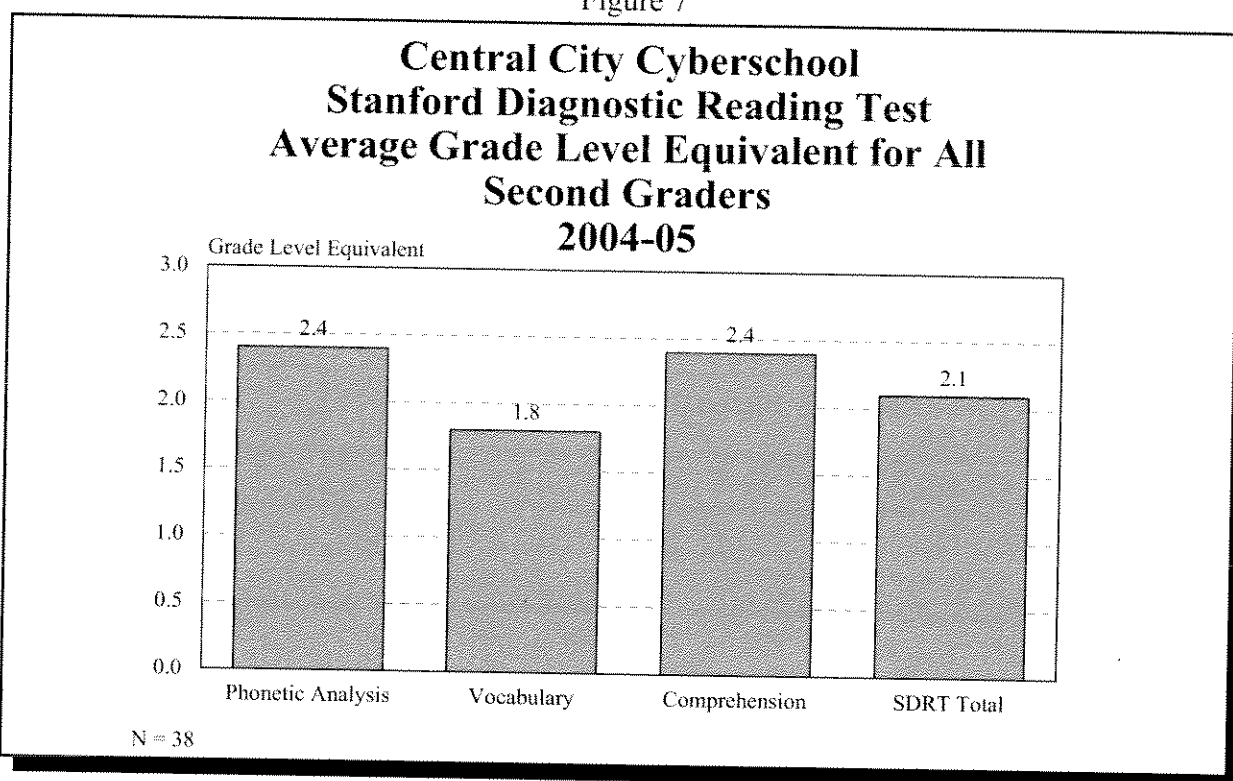
a. SDRT for Second Graders

i. All Second Graders

Second grade results are presented in Figure 7 and Table 6. Second graders were functioning at first and second grade equivalents in the areas tested with the SDRT.

<sup>15</sup> Full academic year students enrolled on or before September 19, 2003. New students enrolled on or after September 1, 2004.

Figure 7



**Table 6**

**Central City Cyberschool  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for All Second Graders  
2004-05  
(N = 38)**

| Area Tested       | Lowest Grade Level Scored | Highest Grade Level Scored | Median |
|-------------------|---------------------------|----------------------------|--------|
| Phonetic Analysis | 1.3                       | 5.5                        | 2.2    |
| Vocabulary        | K.5                       | 4.7                        | 1.7    |
| Comprehension     | 1.2                       | 8.9                        | 2.0    |
| <b>SDRT Total</b> | 1.0                       | 4.6                        | 1.9    |

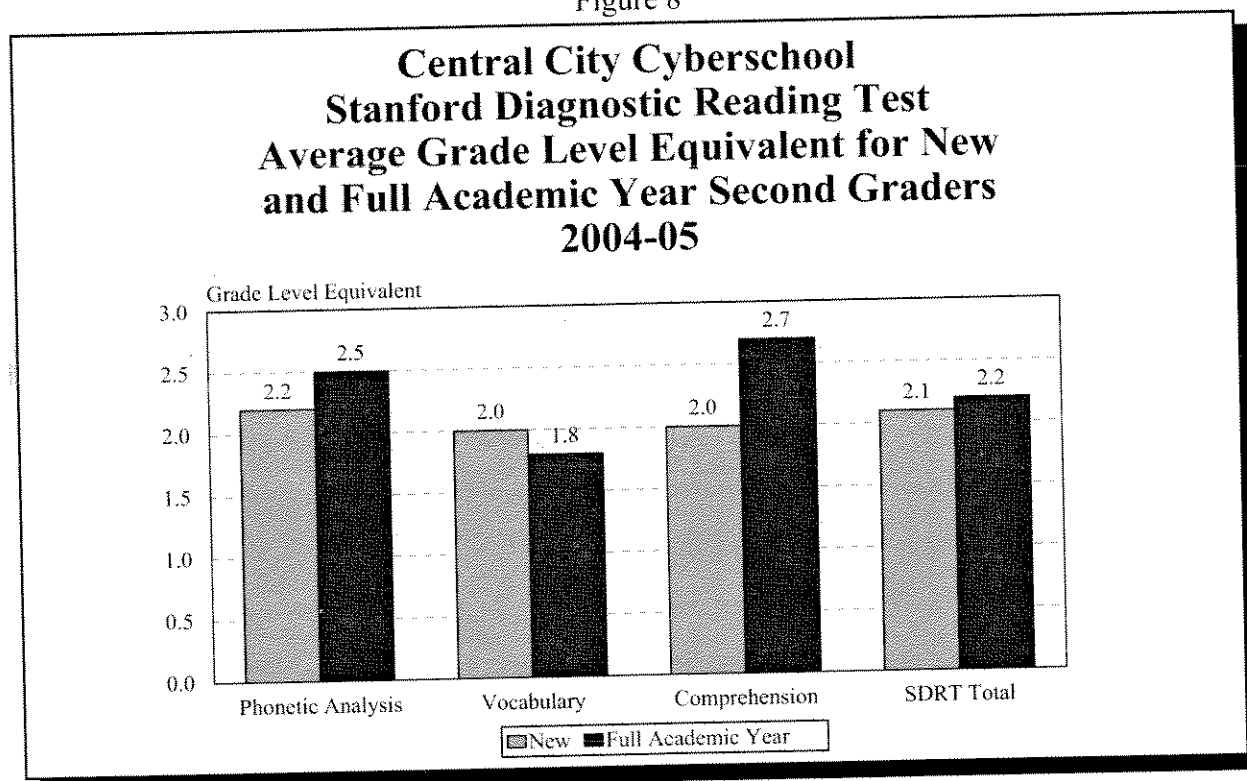
Note: Results are rounded to the nearest one-tenth.



ii. New Second Graders and Those Enrolled for a Full Academic Year

SDRT results for new students, i.e., those enrolled on or after September 1, 2004, and those enrolled for a full academic year<sup>16</sup> are illustrated in Figure 8 and Tables 7a and 7b. In all areas except vocabulary, the full academic year students averaged better GLEs than the new students.

Figure 8



<sup>16</sup> Full academic year are students enrolled on or before September 19, 2003.

| <p align="center"><b>Table 7a</b></p> <p align="center"><b>Central City Cyberschool</b><br/> <b>Stanford Diagnostic Reading Test</b><br/> <b>Grade Level Equivalent Range for New Second Graders</b><br/> <b>2004-05</b></p> |                                  |                                   |               |
|--|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>   | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Phonetic Analysis  | 1.4                              | 3.6                               | 2.2           |
| Vocabulary   | 1.2                              | 4.7                               | 1.7           |
| Comprehension  | 1.3                              | 4.4                               | 1.9           |
| <b>SDRT Total</b>  | 1.3                              | 4.6                               | 1.9           |

Note: Results are rounded to the nearest one-tenth.

| <p align="center"><b>Table 7b</b></p> <p align="center"><b>Central City Cyberschool</b><br/> <b>Stanford Diagnostic Reading Test</b><br/> <b>Grade Level Equivalent Range for Full Academic Year Second Graders</b><br/> <b>2004-05</b></p> |                                  |                                   |               |
|---|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Phonetic Analysis   | 1.3                              | 5.5                               | 2.2           |
| Vocabulary  | K.5                              | 3.6                               | 1.7           |
| Comprehension   | 1.2                              | 8.9                               | 2.2           |
| <b>SDRT Total</b>   | 1.0                              | 3.6                               | 1.9           |

Note: Results are rounded to the nearest one-tenth.

**b. Terra Nova for Second Graders**

**i. All Second Graders**

This year, second graders were administered the Reading First version of the Terra Nova test. The reading scale scores provided to CRC were converted to GLEs using the CTB McGraw-Hill Fall Norms conversion chart. Results indicate that second graders were reading, on average, at 1.5 GLE (see Table 8).

| Table 8  |                           |                            |            |             |
|--|---------------------------|----------------------------|------------|-------------|
| Central City Cyberschool<br>Terra Nova Reading First<br>Average Grade Level Equivalent Range for All Second Graders<br>2004-05<br>(N = 40) |                           |                            |            |             |
| Area Tested  | Lowest Grade Level Scored | Highest Grade Level Scored | Median GLE | Average GLE |
| Reading  | 0.0                       | 5.0                        | 1.5        | 1.5         |

ii. New Second Graders and Those Enrolled for a Full Academic Year

Results for new students as well as those enrolled for a full academic year<sup>17</sup> are illustrated in Tables 9a and 9b.

| <b>Table 9a</b><br><br><b>Central City Cyberschool</b><br><b>Terra Nova Reading First</b><br><b>Average Grade Level Equivalent Range for New Second Graders</b><br><b>2004-05</b> |                                  |                                   |                   |                    |
|---|----------------------------------|-----------------------------------|-------------------|--------------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median GLE</b> | <b>Average GLE</b> |
| Reading   | 0.0                              | 3.3                               | 1.2               | 1.2                |

| <b>Table 9b</b><br><br><b>Central City Cyberschool</b><br><b>Terra Nova Reading First</b><br><b>Average Grade Level Equivalent Range for Full Academic Year Second Graders</b><br><b>2004-05</b> |                                  |                                   |                   |                    |
|--|----------------------------------|-----------------------------------|-------------------|--------------------|
| <b>Area Tested</b>   | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median GLE</b> | <b>Average GLE</b> |
| Reading  | 0.0                              | 5.0                               | 1.6               | 1.7                |

<sup>17</sup> Full academic year are students enrolled on or before September 19, 2003. New second graders enrolled on or after September 1, 2004.

### 3. Standardized Tests for Third Graders

#### a. Wisconsin Reading Comprehension Test

##### i. All Third Graders

The Wisconsin Reading Comprehension Test (WRCT) is an assessment of primary-level reading at grade three and is administered in the Spring to all public school third graders in the state. Student performance is reported in minimal, basic, proficient, and advanced proficiency levels. While the WRCT gathers information on reading comprehension, prior knowledge, and reading strategies, the proficiency levels are based only on the reading comprehension items. The levels were established in July 1998 by the State of Wisconsin Superintendent.<sup>18</sup>

The test was administered to 41 Cyberschool third graders. As illustrated in Figure 9, results on this measure indicate that:

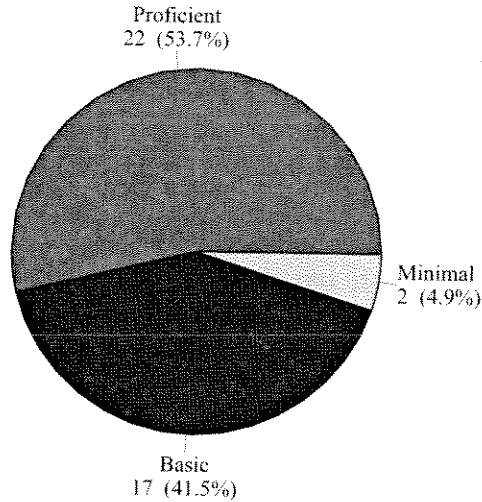
- Two (4.9%) Cyberschool third graders were functioning at a minimal level of reading comprehension.
- Seventeen (41.5%) third graders scored in the basic reading comprehension range.
- Twenty-two (53.7%) third graders had a proficient level of reading comprehension.
- No third graders demonstrated an advanced level of reading comprehension.

---

<sup>18</sup> The WRCT levels for 2005 were the same as 1998 - 2004: *Advanced* (60 or more points): Academic achievement is beyond mastery. Test scores provide evidence of in-depth understanding. *Proficient* (38 through 59 points): Academic achievement includes mastery of the important knowledge and skills. Test scores show evidence of skills necessary for progress in reading. *Basic* (19 through 37 points): Academic achievement includes mastery of most of the important knowledge and skills. Test scores show evidence of at least one major flaw in understanding. *Minimal* (18 or fewer points): Test scores show evidence of major misconceptions or gaps in knowledge and skills tested.

Figure 9

**Central City Cyberschool  
Reading Comprehension Test for All Third Graders  
Proficiency Levels  
2004-05**



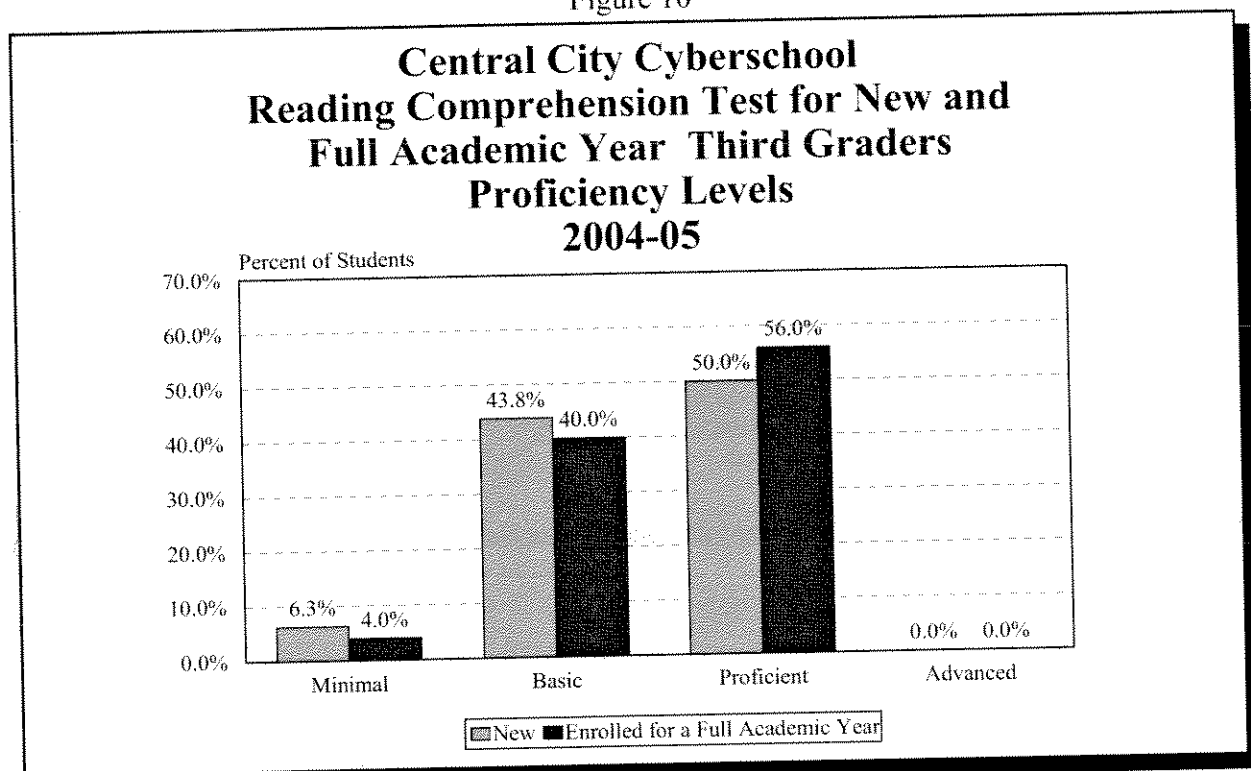
N = 41

Note: No third graders scored in the "Advanced" category.

ii. New Third Graders and Those Enrolled for a Full Academic Year

Results for new students and those enrolled for a full academic year are illustrated below.

Figure 10



b. **Stanford Diagnostic Reading Test**

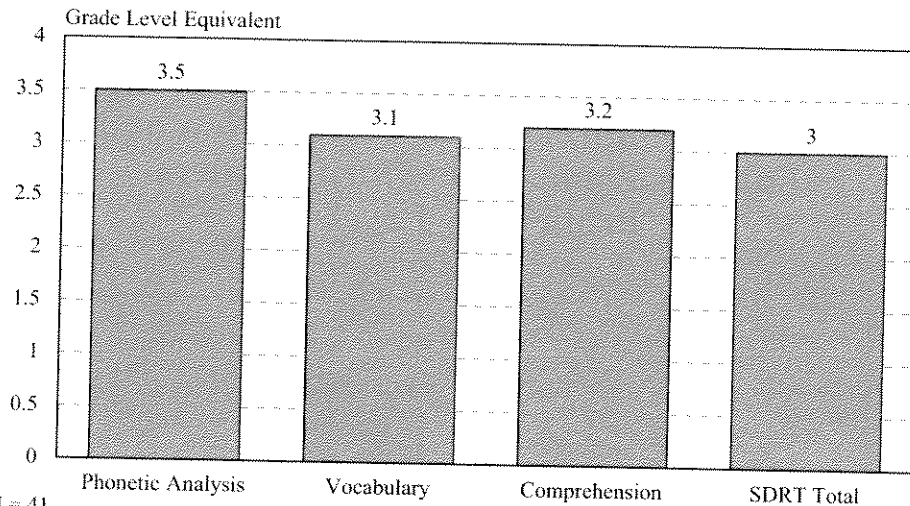
i. All Third Graders

In March 2005, Cyberschool administered the SDRT to third graders.<sup>19</sup> Results indicate that the 41 third graders were, on average, reading at 3.0 GLE, based on the SDRT total (see Figure 11 and Table 10).

<sup>19</sup> One third grader was administered only the comprehension portion of the exam. Results are not included in this analysis.

Figure 11

**Central City Cyberschool  
Stanford Diagnostic Reading Test  
Average Grade Level Equivalent for All Third Graders  
2004-05**



N = 41

Note: Post-high school scores were converted to 12.9 GLE.

Table 10

**Central City Cyberschool  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for All Third Graders  
2004-05  
(N = 41)**

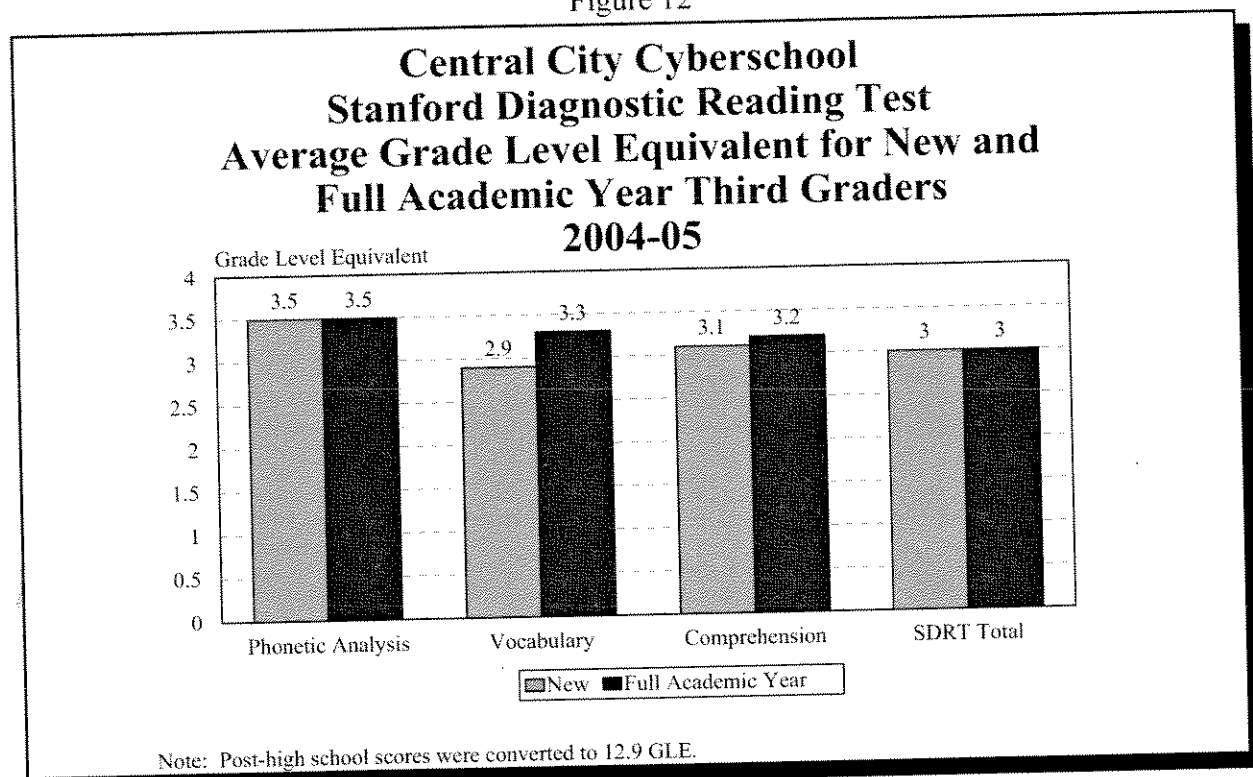
| Area Tested       | Lowest Grade Level Scored | Highest Grade Level Scored | Median     |
|-------------------|---------------------------|----------------------------|------------|
| Phonetic Analysis | K.8                       | PHS*                       | 2.5        |
| Vocabulary        | K.4                       | 9.9                        | 2.9        |
| Comprehension     | 1.0                       | 10.1                       | 2.7        |
| <b>SDRT Total</b> | <b>1.2</b>                | <b>5.9</b>                 | <b>2.8</b> |

\*Post-high school scores were converted to 12.9.



- ii. New Third Graders and Those Enrolled for a Full Academic Year

Figure 12



**Table 11a**

**Central City Cyberschool  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for New Third Graders  
2004-05**

| Area Tested       | Lowest Grade Level Scored | Highest Grade Level Scored | Median |
|-------------------|---------------------------|----------------------------|--------|
| Phonetic Analysis | 1.4                       | PHS*                       | 2.5    |
| Vocabulary        | K.4                       | 4.3                        | 2.8    |
| Comprehension     | 1.3                       | 7.1                        | 2.8    |
| SDRT Total        | 1.2                       | 5.2                        | 2.7    |

\*Post-high school scores were converted to 12.9.

| <p align="center"><b>Table 11b</b></p> <p align="center"><b>Central City Cyberschool</b></p> <p align="center"><b>Stanford Diagnostic Reading Test</b></p> <p align="center"><b>Grade Level Equivalent Range for Full Academic Year Third Graders</b></p> <p align="center"><b>2004-05</b></p> |                                  |                                   |               |
|--|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>   | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Phonetic Analysis  | K.8                              | PHS*                              | 3.1           |
| Vocabulary   | 1.2                              | 9.9                               | 3.1           |
| Comprehension  | 1.0                              | 10.1                              | 2.7           |
| <b>SDRT Total</b>  | <b>1.3</b>                       | <b>5.9</b>                        | <b>3.0</b>    |

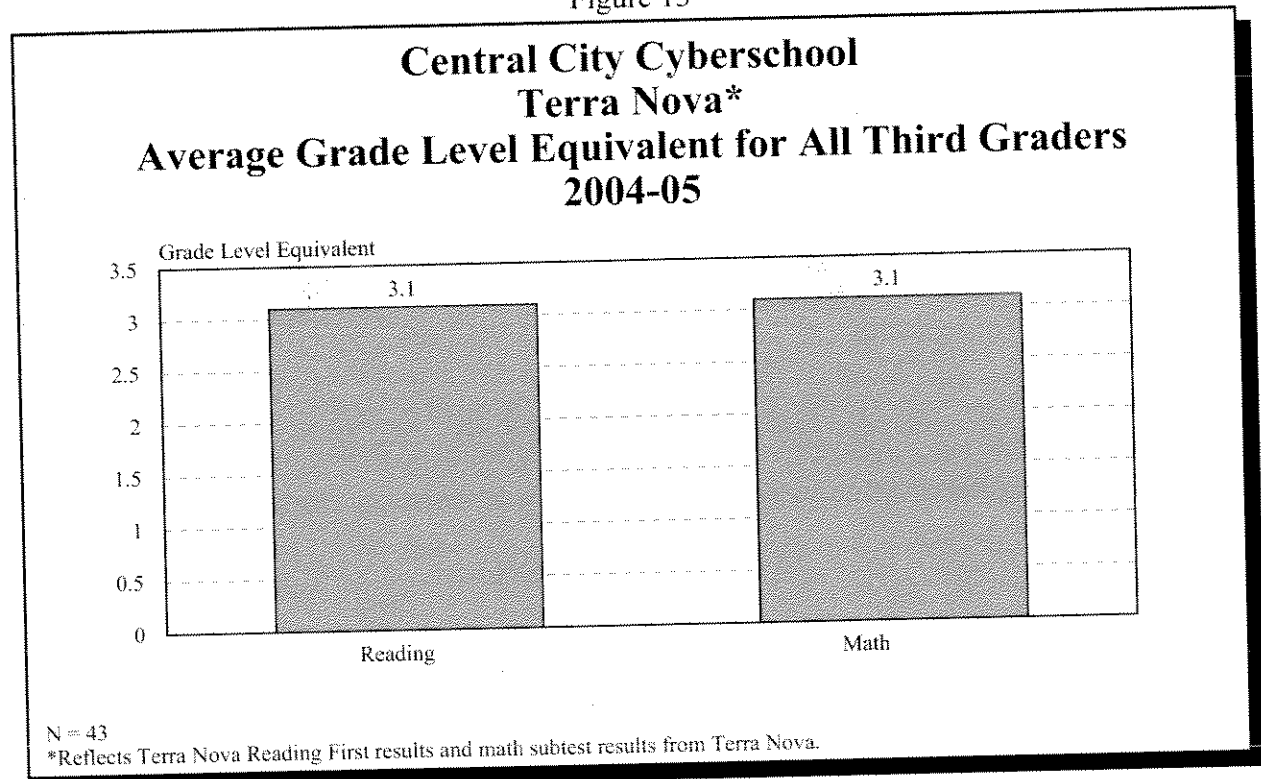
\*Post-high school scores were converted to 12.9.

c. **Terra Nova**

i. **All Third Graders**

The final tests administered to third graders were the Terra Nova Reading First and the math subtest from Terra Nova. Results provide a measure of third graders' reading and math skills. Results indicated that third graders were functioning, on average, at 3.1 GLE in reading<sup>20</sup> and math (see Figure 13).

Figure 13

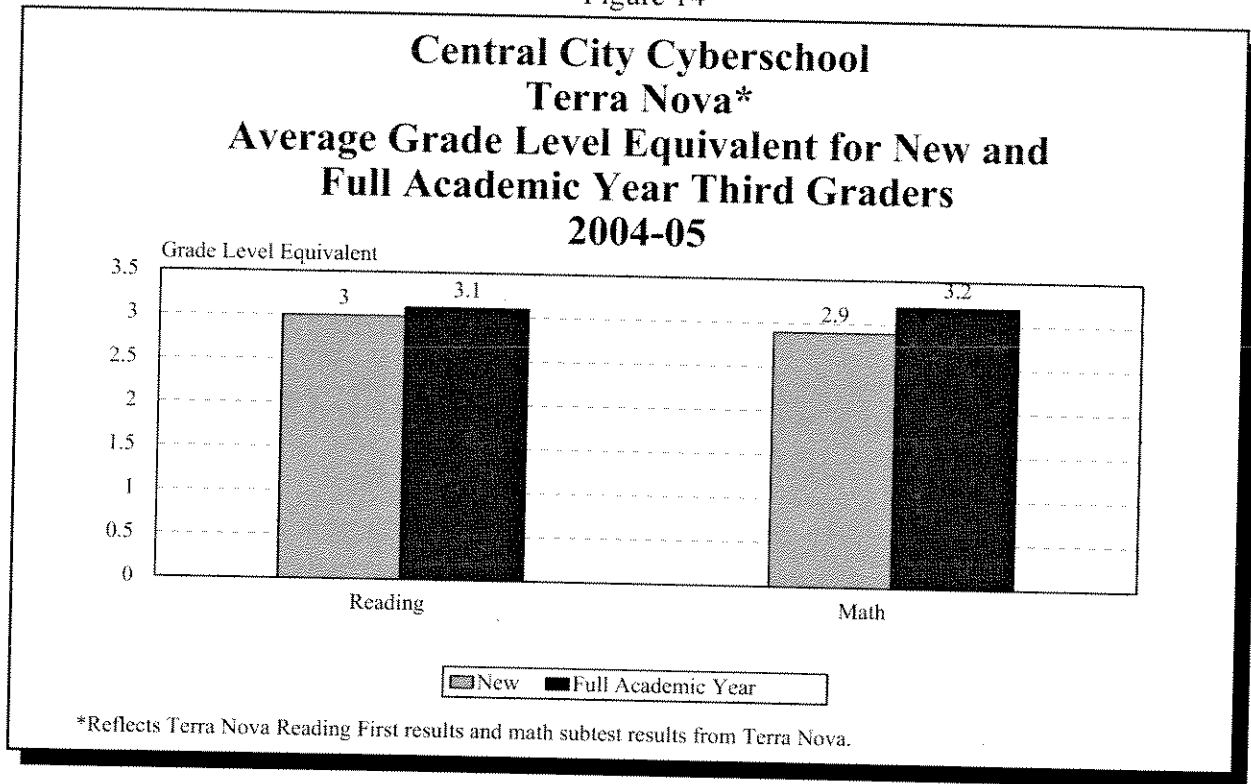


<sup>20</sup> Reading scale scores provided to CRC were converted to GLEs based on the CTB McGraw-Hill Terra Nova Fall Norms chart. Per CRC conversation with CTB McGraw-Hill, the Reading First test is substantially based on the Terra Nova.

ii. New Third Graders and Those Enrolled for a Full Academic Year

Results for new students and those enrolled for a full academic year are illustrated below.

Figure 14



4. Standardized Tests for Fourth Graders

a. Wisconsin Knowledge and Concepts Examination

i. All Fourth Graders

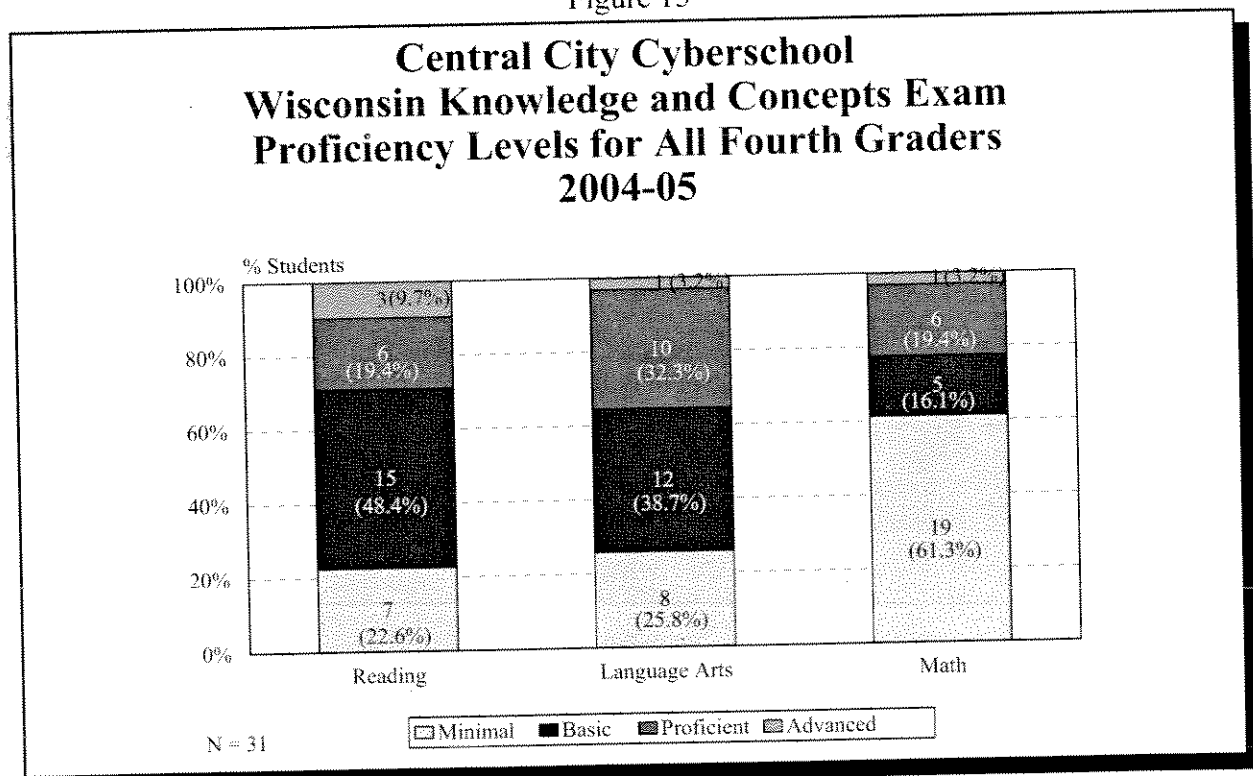
In November 2004, all fourth, eighth, and tenth grade students in Wisconsin public schools participated in statewide assessments in the subject areas of reading, language arts, math, science, and social studies.<sup>21</sup> These assessments are called the Wisconsin Knowledge and Concepts Examination (WKCE). Based on how students score on these assessments, students are placed in

<sup>21</sup> See Wisconsin Department of Public Instruction, [www.dpi.state.wi.us](http://www.dpi.state.wi.us), for details. Note that in 2002-03, the testing period was changed from the Spring of the academic year to the Fall of the academic year.

one of four proficiency categories: *advanced*, *proficient*, *basic*, and *minimal performance*.<sup>22</sup>

Thirty-one Cyberschool fourth grade students took the WKCE. Proficiency indicators in reading, language arts, and math are illustrated in Figure 15. Seven (22.6%) fourth graders had minimal reading proficiency, 15 (48.4%) had a basic understanding, six (19.4%) were proficient readers, and three (9.7%) Cyberschool fourth graders scored in the advanced readers category. In language arts, eight (25.8%) students had minimal skills, 12 (38.7%) had basic skills, ten (32.3%) had proficient skills, and one (3.2%) had advanced skills. Nineteen (61.3%) students exhibited minimal math skills, five (16.1%) scored in the basic category, six (19.4%) were proficient, and one (3.2%) student had advanced mathematics skills.

Figure 15



<sup>22</sup> *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE; *Proficient*: Demonstrates competency in the academic knowledge and skills tested on WKCE; *Basic*: Demonstrates some academic knowledge and skills tested on WKCE; and *Minimal Performance*: Demonstrates very limited academic knowledge and skills tested on WKCE.

The final score from the WKCE is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on the report with a maximum possible score of nine.<sup>23</sup>

The Cyberschool writing prompt scores ranged from 0.0 to 5.0. The median score was 4.5, meaning half of the students scored at or below 4.5 and half scored between 4.5 and 5.0 on a scale of zero to nine. (Note that one student's writing score was invalid.)

ii. New Fourth Graders and Those Enrolled for a Full Academic Year

Results for new students and those enrolled for the full academic year are illustrated in Figures 16a, 16b, and 16c.

---

<sup>23</sup> See [www.dpi.state.wi.us/oca/kc\\_writg.html](http://www.dpi.state.wi.us/oca/kc_writg.html) for details.

Figure 16a

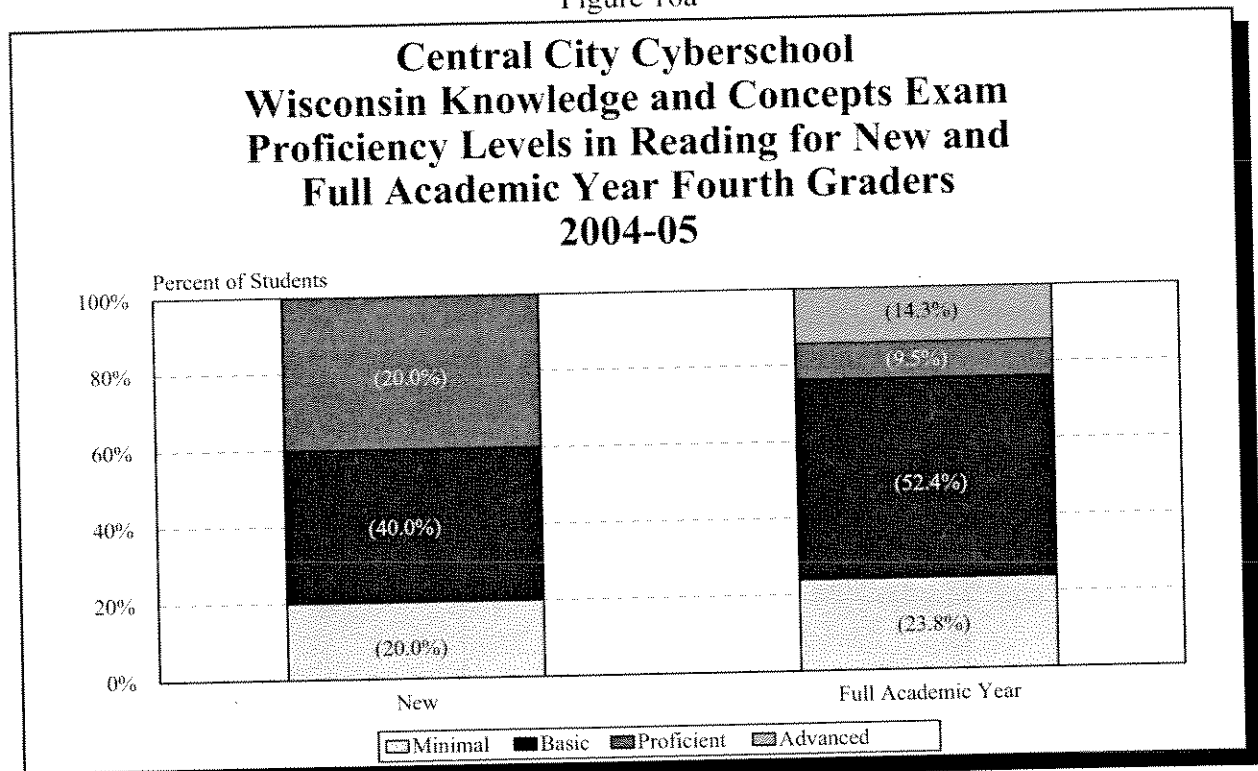


Figure 16b

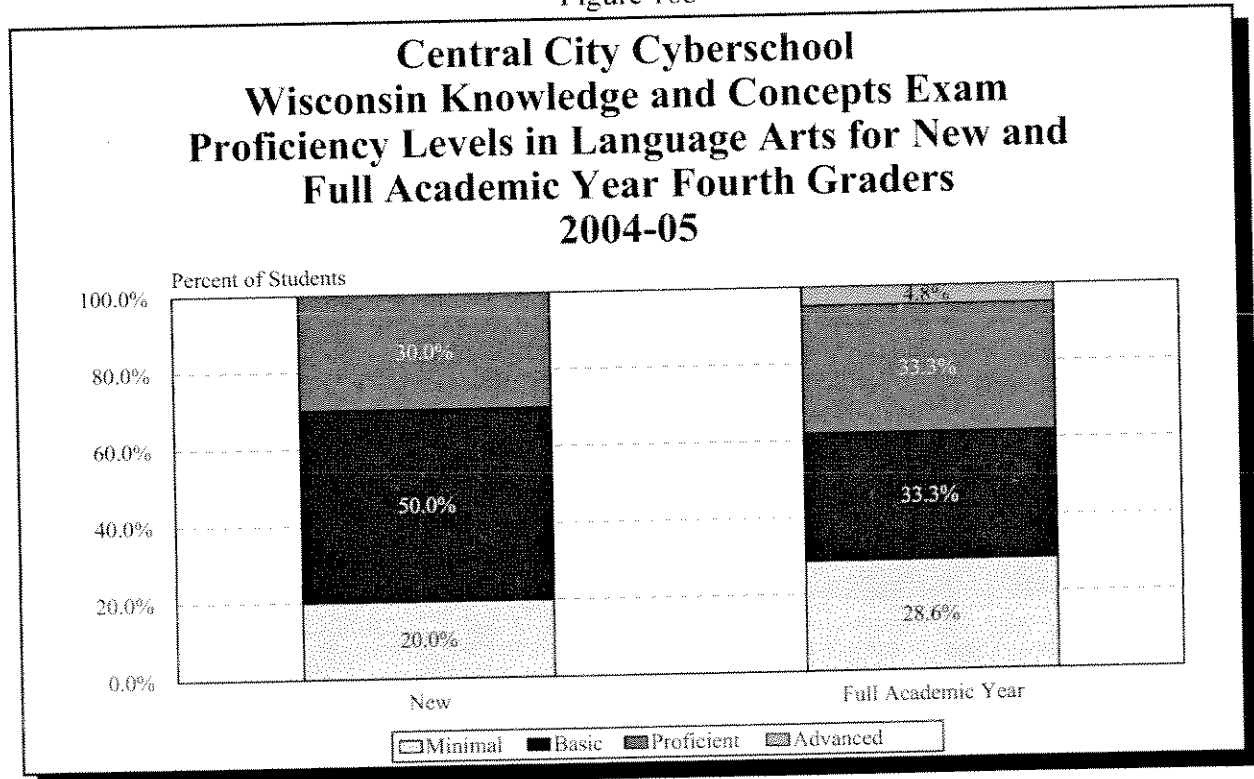
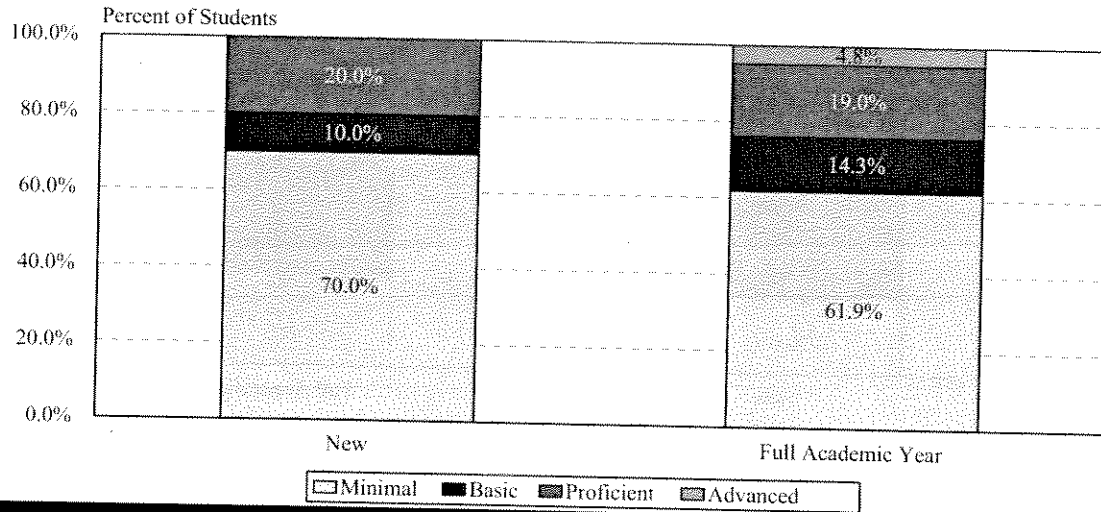


Figure 16c

**Central City Cyberschool  
Wisconsin Knowledge and Concepts Exam  
Proficiency Levels in Math for New and  
Full Academic Year Fourth Graders  
2004-05**





## 5. Terra Nova for Fifth Graders

As required by the CSRC, the McGraw-Hill Terra Nova was administered to fifth through seventh graders in November 2004. Students are tested in reading, language, and math. The CSRC requires that these tests be administered to Cyberschool students to provide a basis for multiple-year student progress.

As illustrated, Cyberschool's fifth graders were, on average, functioning at 4.4 GLE in reading, 4.3 GLE in language, and 4.0 GLE in math (see Figure 17).

Figure 17

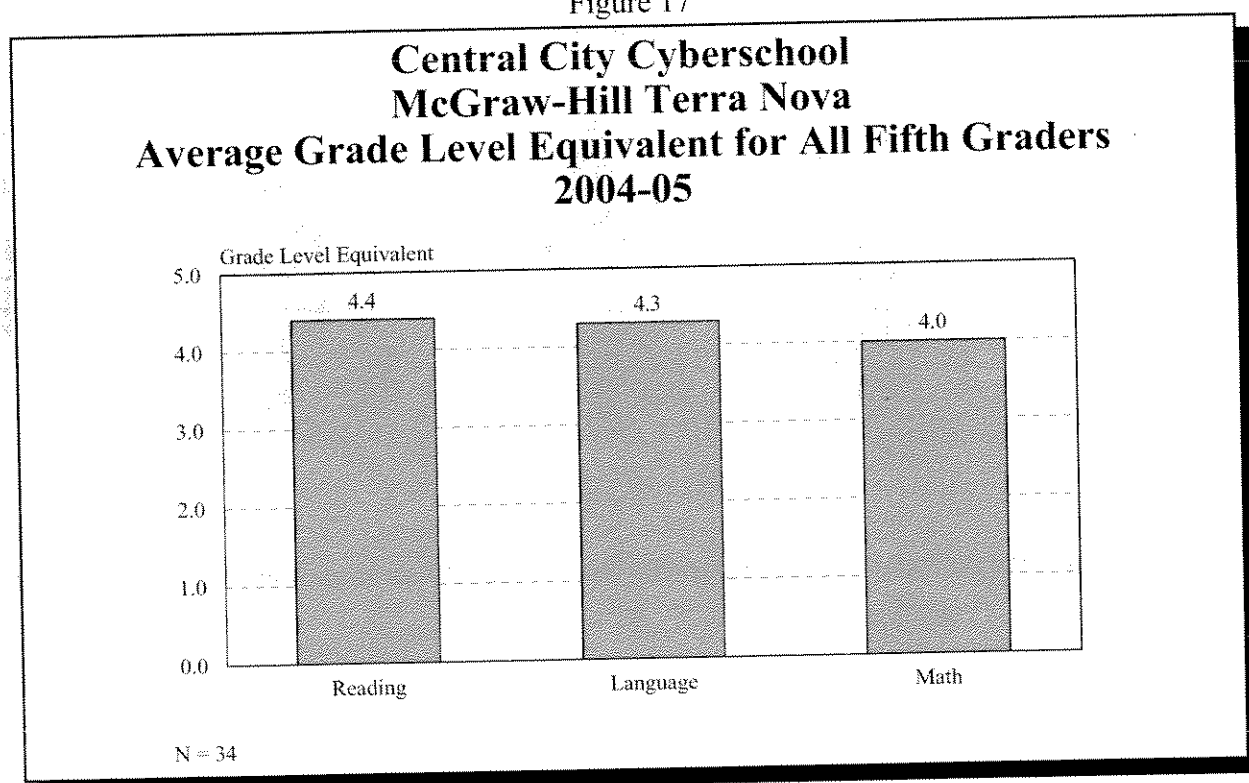
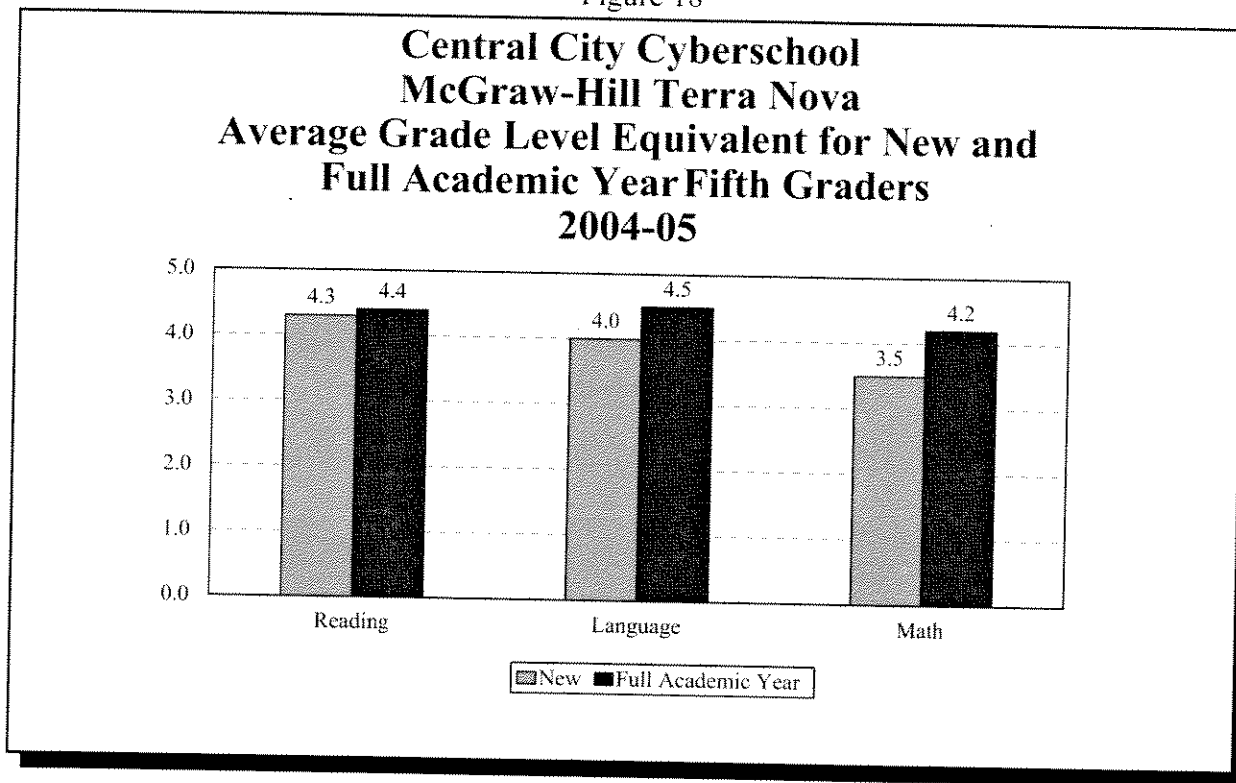


Figure 18 illustrates results for two groups—students who were new to the school compared with students attending a full academic year.

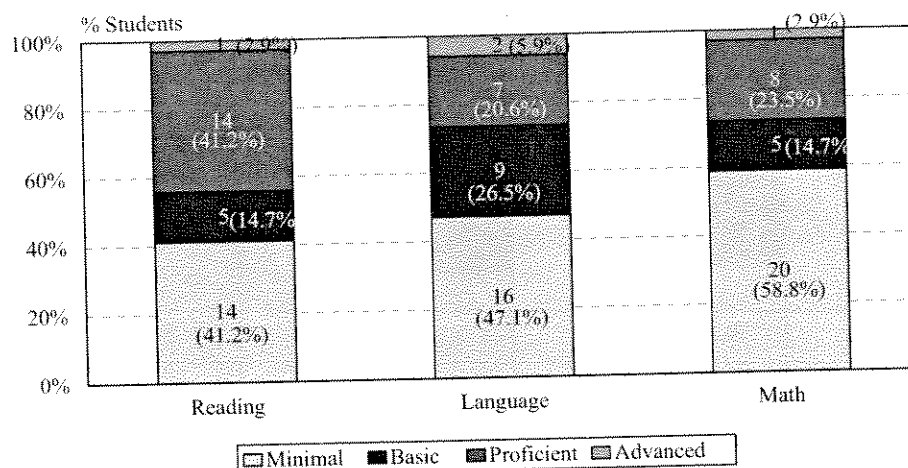
Figure 18



Proficiency levels for fifth graders who were administered the test are described in Figures 19, 20, and 21.

Figure 19

### Central City Cyberschool McGraw-Hill Terra Nova Proficiency Levels for All Fifth Graders 2004-05

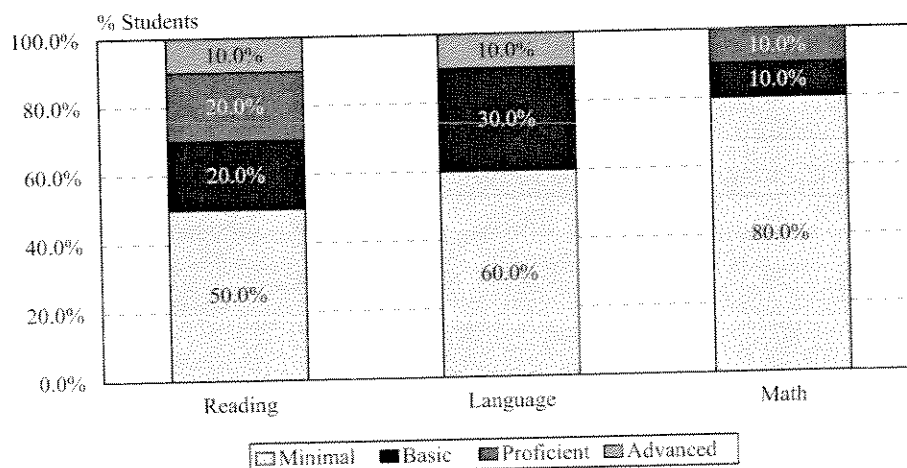


N = 34

Note: Proficiency levels were determined based on the scale score conversion chart distributed by MPS.

Figure 20

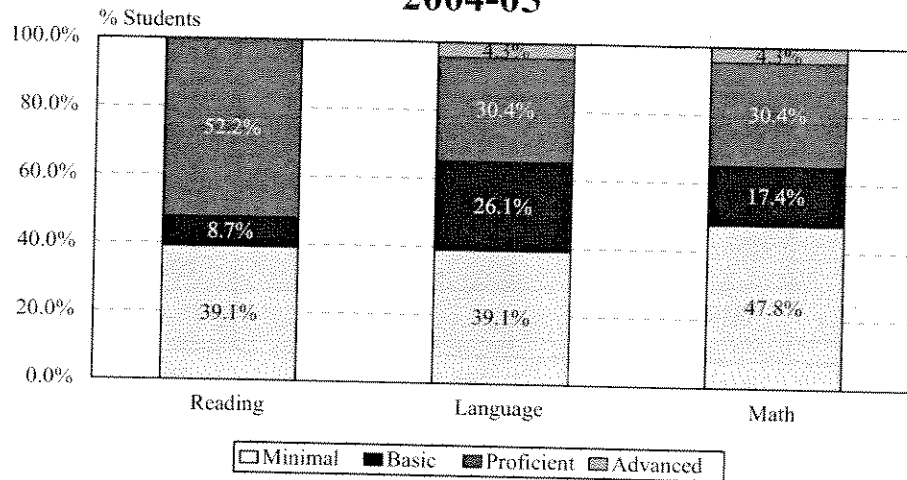
### Central City Cyberschool McGraw-Hill Terra Nova Proficiency Levels for New Fifth Graders 2004-05



Note: Proficiency levels were determined based on the scale score conversion chart distributed by MPS.

Figure 21

**Central City Cyberschool  
McGraw-Hill Terra Nova  
Proficiency Levels for  
Full Academic Year Fifth Graders  
2004-05**

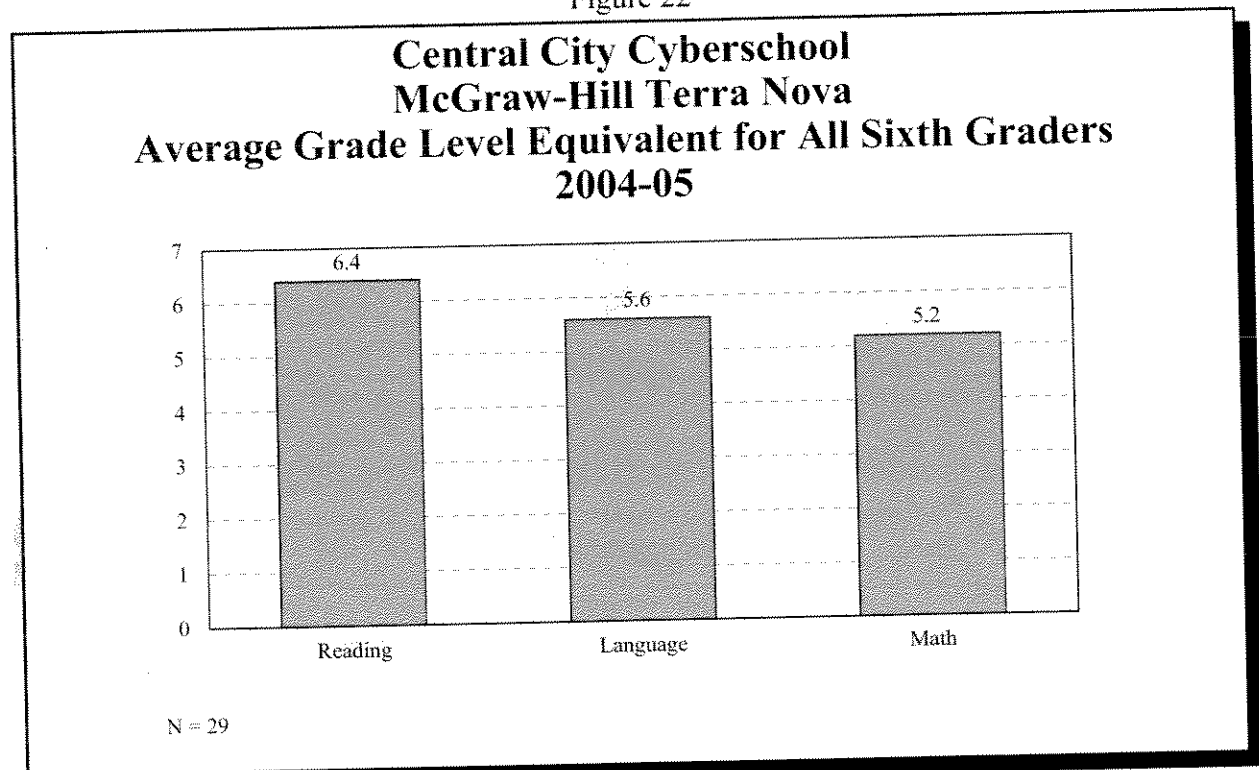


Note: Proficiency levels were determined based on the scale score conversion chart distributed by MPS.

## 6. Terra Nova for Sixth Graders

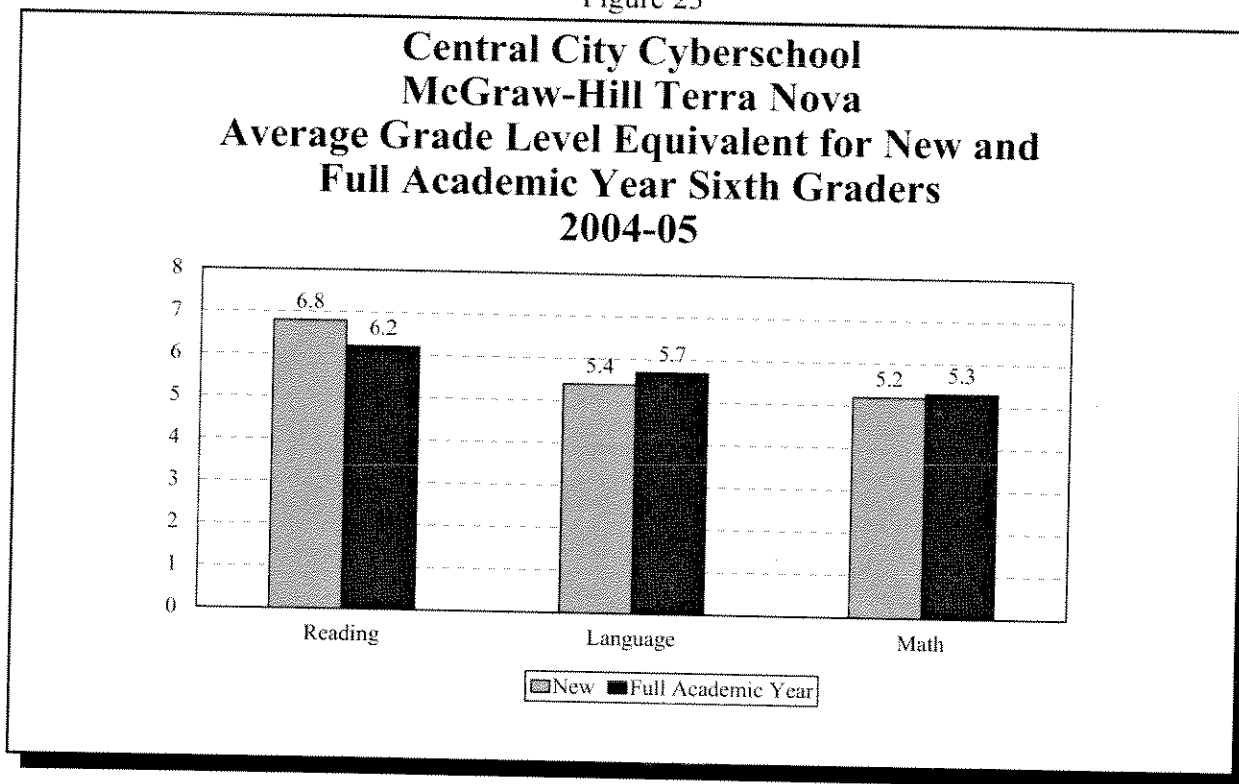
Figure 22 illustrates the sixth grade Terra Nova results. The students, on average, scored 6.4 GLE in reading, 5.6 GLE in language, and 5.2 GLE in math.

Figure 22



Results for new students and those enrolled for a full academic year are illustrated below.

Figure 23



Proficiency levels for sixth graders administered the test are illustrated in Figures 24, 25, and 26.

Figure 24

### Central City Cyberschool McGraw-Hill Terra Nova Proficiency Levels for All Sixth Graders 2004-05

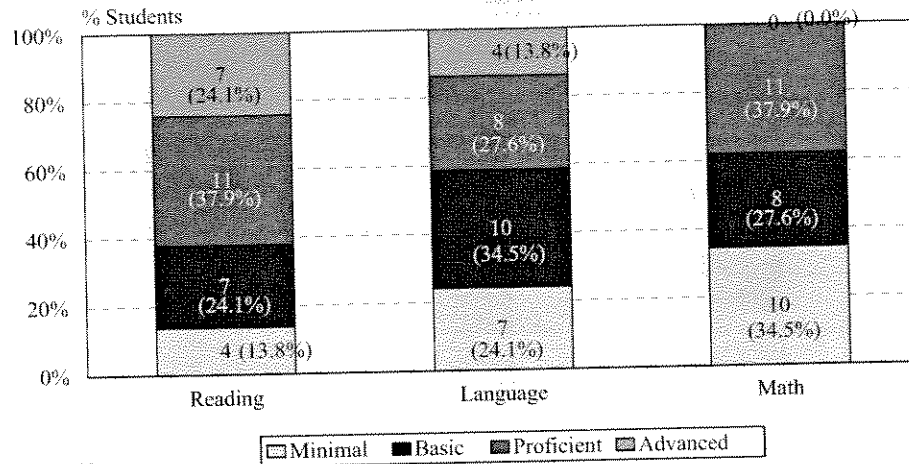


Figure 25

### Central City Cyberschool McGraw-Hill Terra Nova Proficiency Levels for New Sixth Graders 2004-05

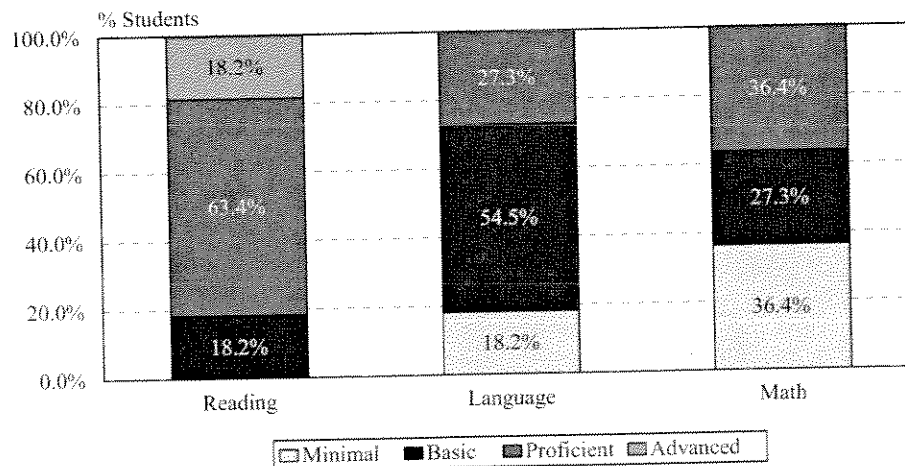
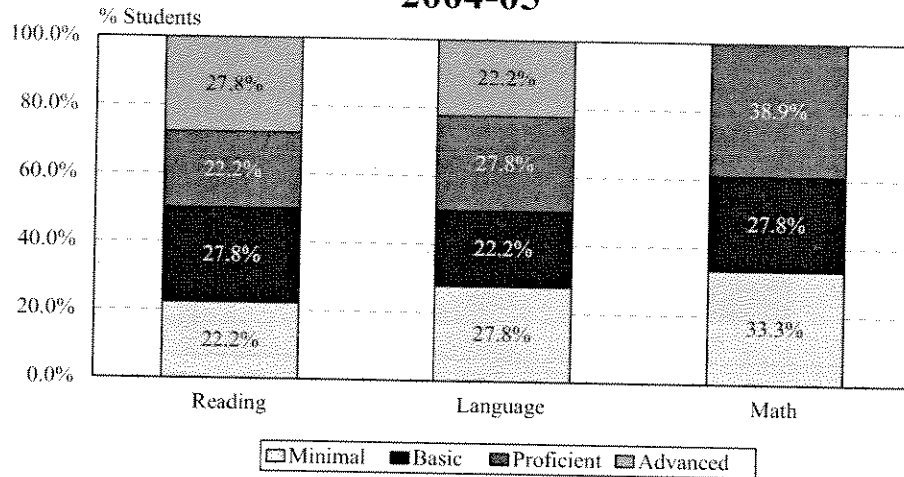


Figure 26

**Central City Cyberschool  
McGraw-Hill Terra Nova  
Proficiency Levels for  
Full Academic Year Sixth Graders  
2004-05**



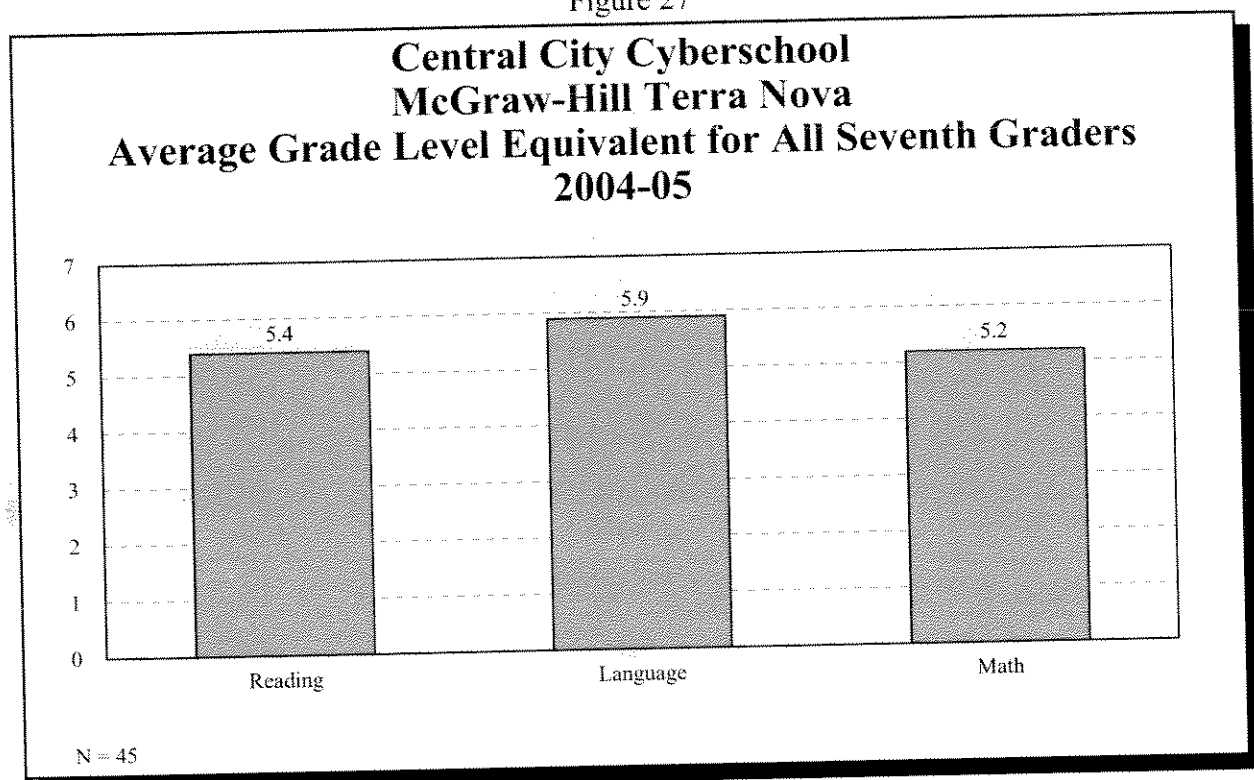
Note: Proficiency levels were determined based on the scale score conversion chart distributed by MPS.



## 7. Terra Nova for Seventh Graders

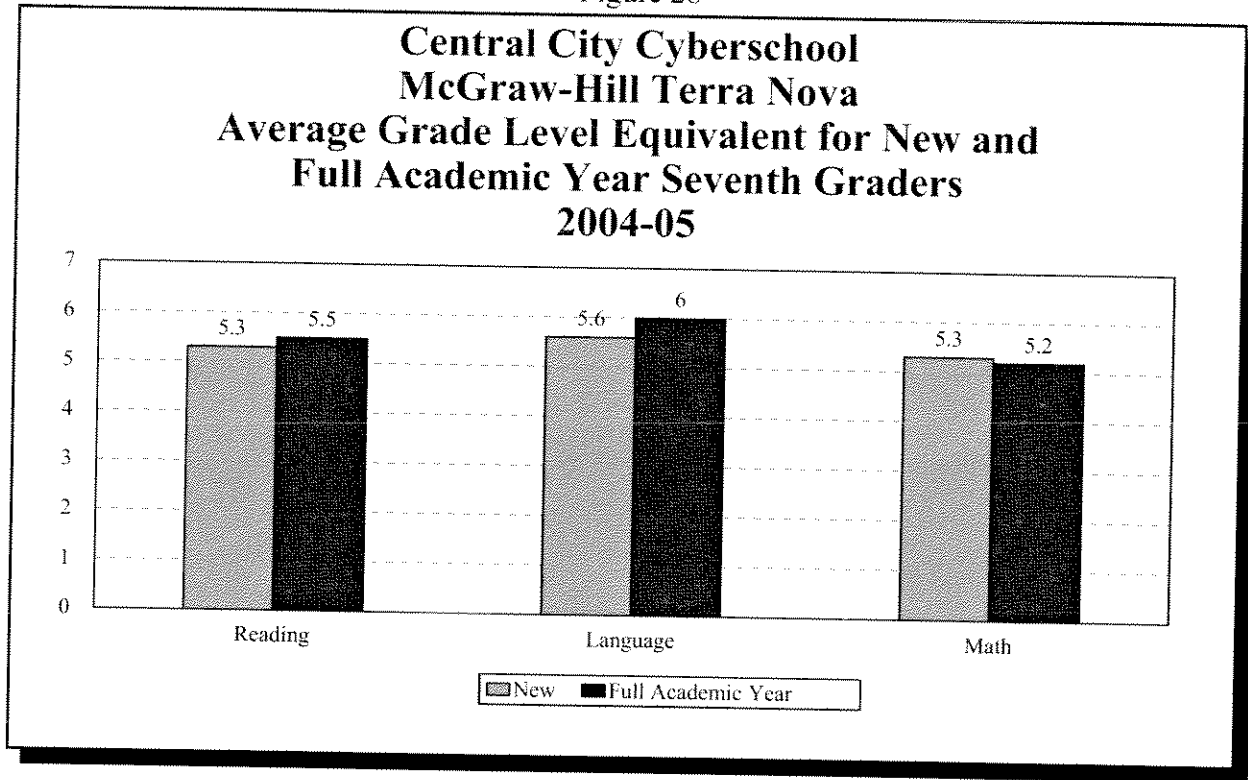
The seventh grade students tested on the Terra Nova demonstrated an average 5.4 GLE in reading, 5.9 GLE in language, and 5.2 GLE in math. See Figure 27.

Figure 27



Results for new and full academic year seventh graders are shown in Figure 28.

Figure 28



Proficiency levels for seventh graders are described in Figures 29, 30, and 31.

Figure 29

### Central City Cyberschool McGraw-Hill Terra Nova Proficiency Levels for All Seventh Graders 2004-05

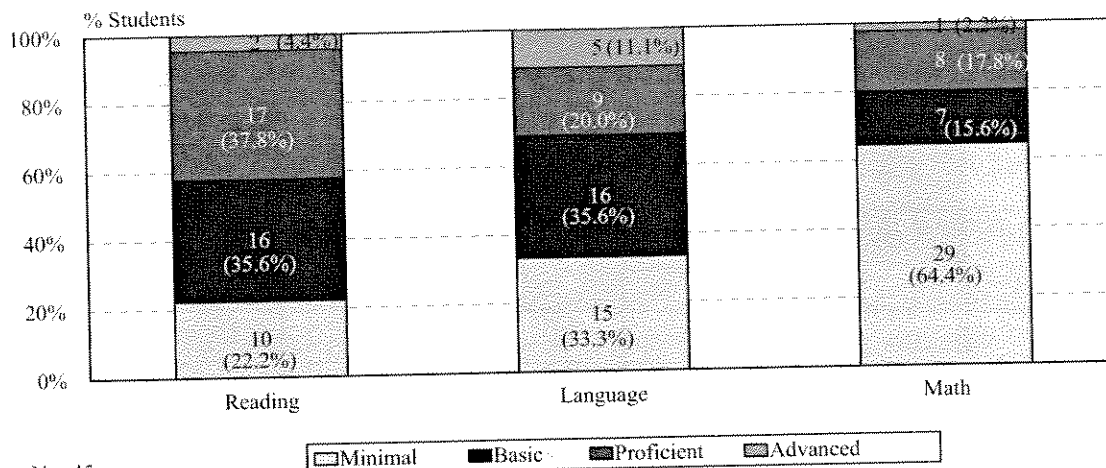


Figure 30

### Central City Cyberschool McGraw-Hill Terra Nova Proficiency Levels for New Seventh Graders 2004-05

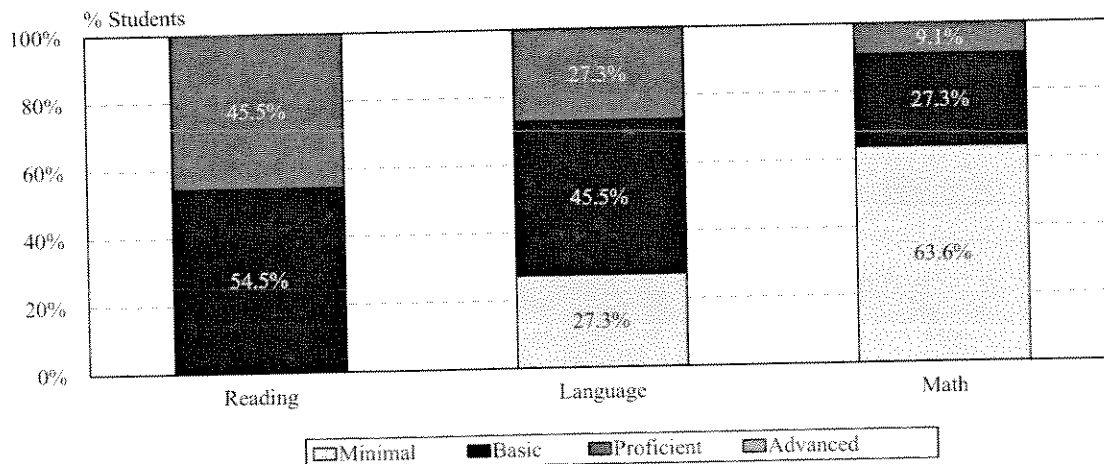
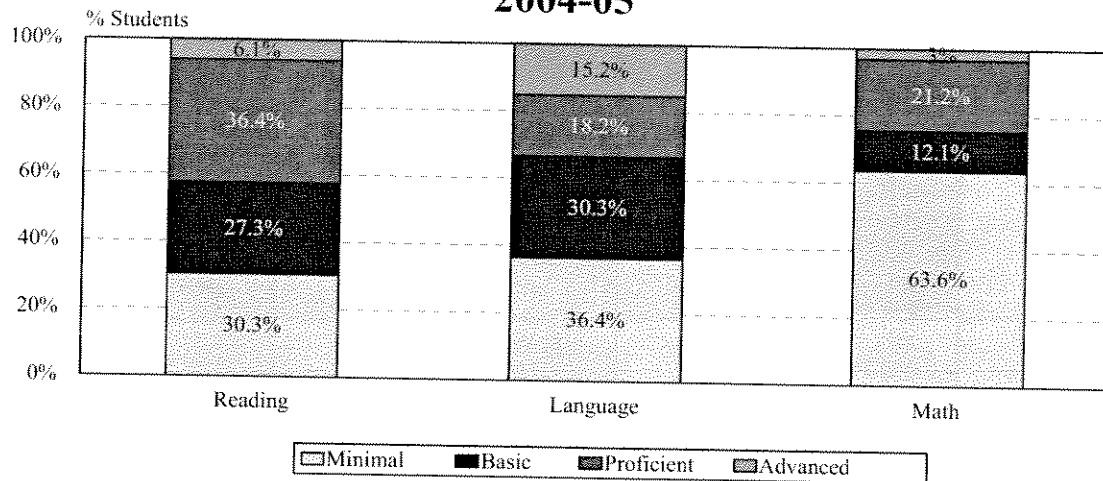


Figure 31

**Central City Cyberschool  
McGraw-Hill Terra Nova  
Proficiency Levels for  
Full Academic Year Seventh Graders  
2004-05**



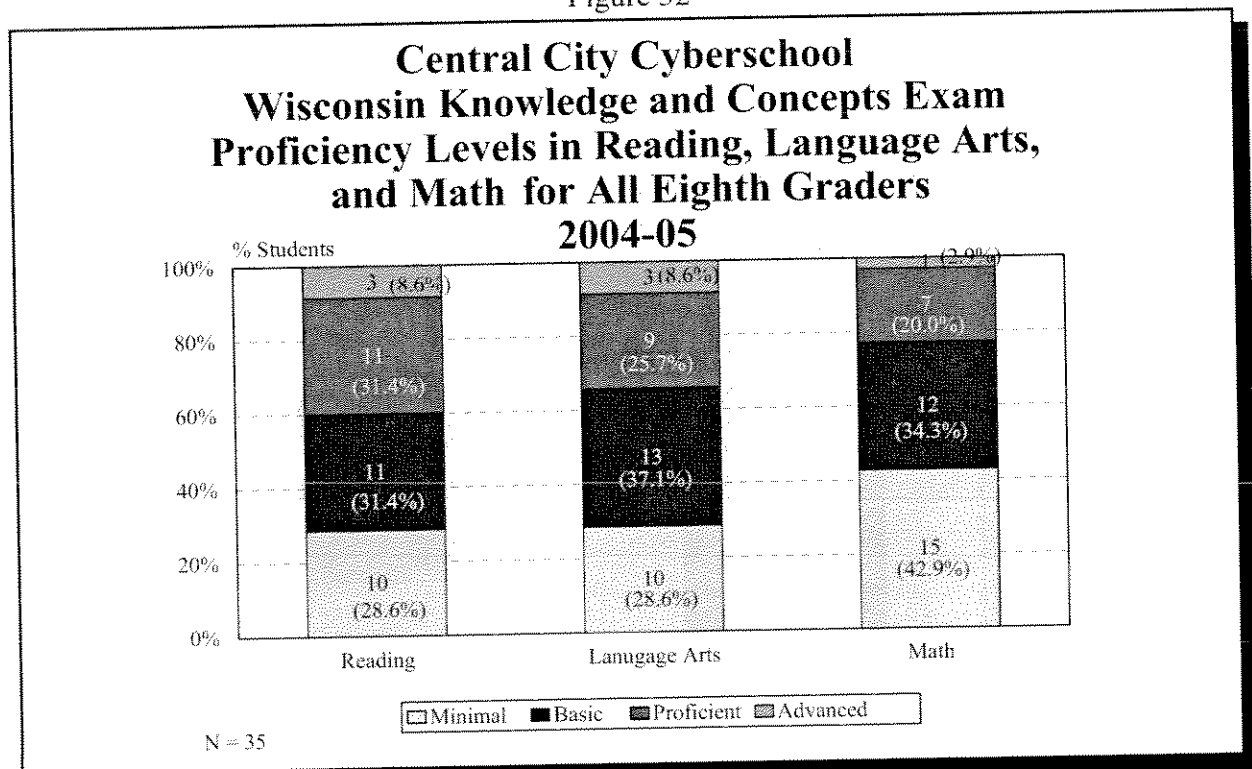
Note: Proficiency levels were determined based on the scale score conversion chart distributed by MPS.

## 8. Wisconsin Knowledge and Concepts Examination for Eighth Graders

### a. All Eighth Graders

Proficiency levels from the WKCE can range from minimal performance through advanced proficiency.<sup>24</sup> In November 2004, the WKCE was administered to 35 Cyberschool eighth grade students. Proficiency indicators in reading, language arts, and math for the eighth graders are illustrated in Figure 32. For example, ten (28.6%) eighth graders scored in the minimal reading proficiency range, while 11 (31.4%) had a basic understanding, 11 (31.4%) scored in the proficient range, and three (8.6%) students were advanced readers. In terms of math ability, 15 (42.9%) students demonstrated minimal performance, 12 (34.3%) had a basic understanding, seven (20.0%) students had achieved a proficient level, and one student demonstrated an advanced level of mathematics skills.

Figure 32



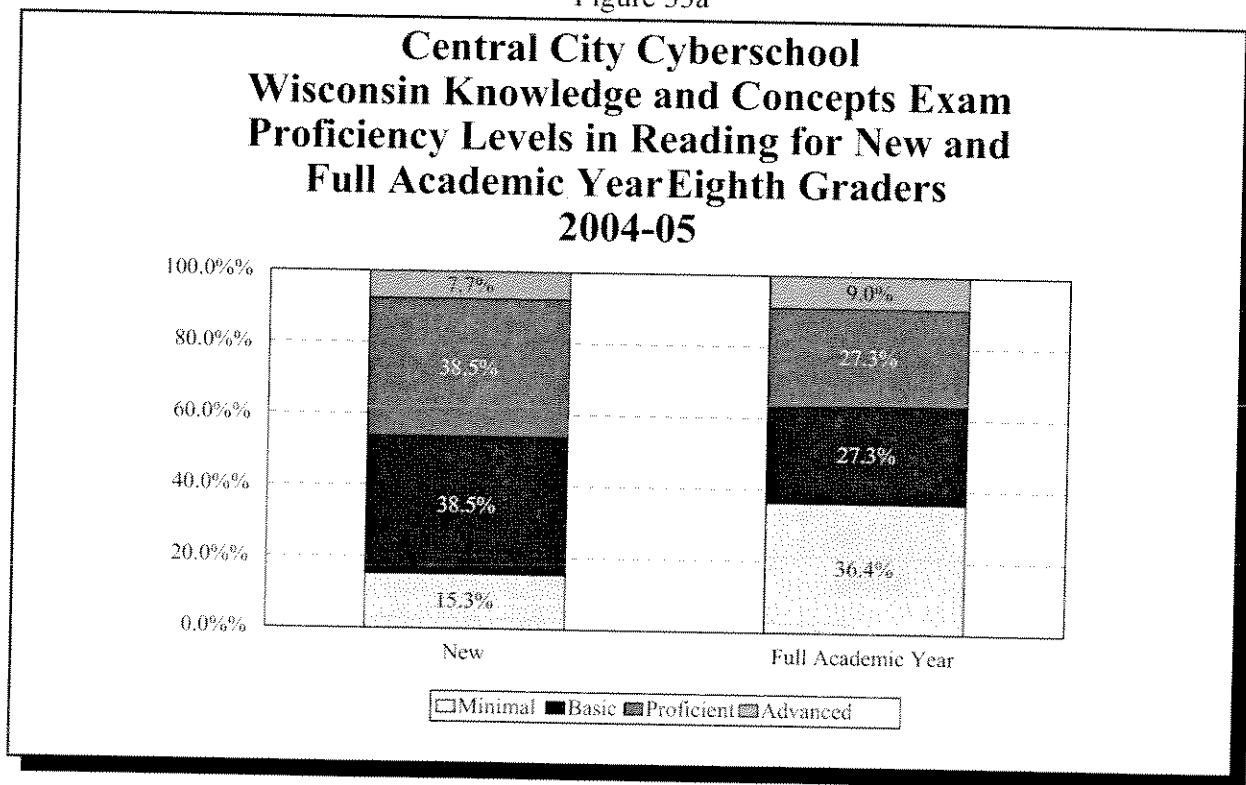
<sup>24</sup> *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE; *Proficient*: Demonstrates competency in the academic knowledge and skills tested on WKCE; *Basic*: Demonstrates some academic knowledge and skills tested on WKCE; and *Minimal Performance*: Demonstrates very limited academic knowledge and skills tested on WKCE.

The final score from the WKCE is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on the report with a maximum possible score of nine.<sup>25</sup> The Cyberschool eighth grade writing scores ranged from 0.0 to 6.5. The median score was 4.5, meaning half of students scored at or below 4.5 and half scored between 4.5 and 6.5 on a scale of zero to nine.

**b. New Eighth Graders and Those Enrolled for a Full Academic Year**

Proficiencies levels for new eighth graders and those enrolled for a full academic year are illustrated in Figures 33a, 33b, and 33c.

Figure 33a



<sup>25</sup> See [www.dpi.state.wi.us/oea/kc\\_writg.html](http://www.dpi.state.wi.us/oea/kc_writg.html) for details.

Figure 33b

**Central City Cyberschool  
Wisconsin Knowledge and Concepts Exam  
Proficiency Levels in Language Arts for  
New and Full Academic Year Eighth Graders  
2004-05**

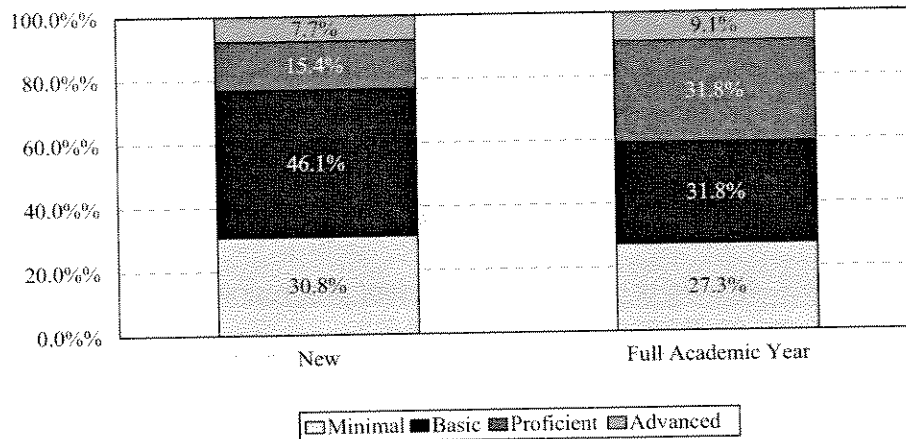
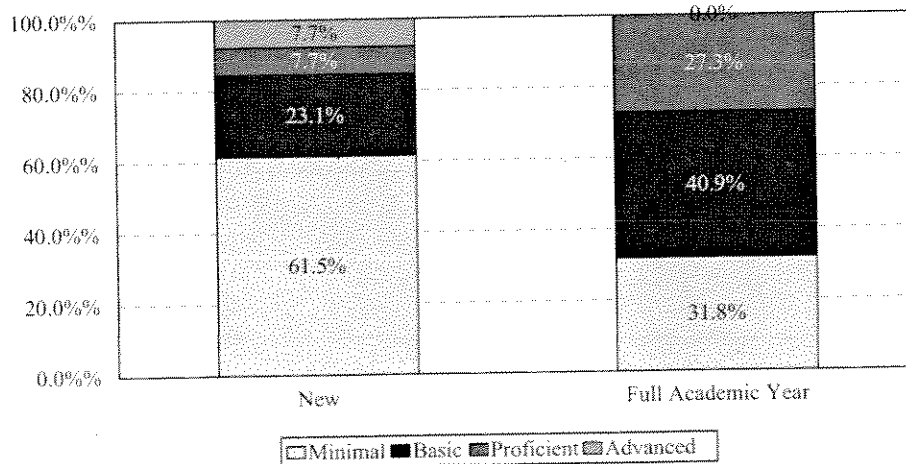


Figure 33c

**Central City Cyberschool  
Wisconsin Knowledge and Concepts Exam  
Proficiency Levels in Math for  
New and Full Academic Year Eighth Graders  
2004-05**



## **F. Multiple-Year Student Progress**

### **1. First through Third Grade SDRT**

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests used have been the SDRT, WKCE, and the Terra Nova reading, language, and math subtests. In the 2001-02 academic year, all of these measures were administered to students during the Spring semester. In Summer 2002, the DPI changed the content and the administration time of the WKCE for fourth, eighth, and tenth grade students to the Fall semester of each academic year. CSRC followed suit by requiring the Terra Nova for interim year testing to be administered in the Fall semester. The SDRT test administration has remained in Spring.

In previous years, aggregate multiple year student progress was reported for the school as a whole.<sup>26</sup> This year, CSRC required that multiple year student progress include only students enrolled for a full academic year.<sup>27</sup>

Table 12 describes reading progress as measured by SDRT results in two consecutive academic years for full academic year students enrolled in Cyberschool in 2003-04 and 2004-05. CSRC expects that students, on average, advance 1.0 GLE. Overall SDRT totals indicate an average improvement of 0.9 GLE from first to second and 0.7 GLE from second to third.

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<sup>26</sup> Note that correct 2003-04 Terra Nova scores were provided to CRC in December 2004. CRC revised the 2003-04 report to reflect the new information. The current report employs the corrected scores.

<sup>27</sup> To meet the definition of a full academic year, students had to be enrolled in the school since September 19, 2003.



| <b>Table 12</b><br><b>Central City Cyberschool</b><br><b>Average GLE Advancement in Reading</b><br><b>Based on SDRT Total</b><br><b>(N = 44)</b> |                    |                |                    |
|--|--------------------|----------------|--------------------|
| <b>Grade</b>   | <b>Average GLE</b> |                |                    |
|  | <b>2003-04</b>     | <b>2004-05</b> | <b>Advancement</b> |
| First to Second Grade<br>(N = 20)  | 1.4                | 2.3            | 0.9                |
| Second to Third Grade<br>(N = 24)  | 2.3                | 3.0            | 0.7                |
| <b>Total</b>   |                    |                | <b>0.8</b>         |

Note: Results are rounded to the nearest tenth.

Multiple-year student progress can also be examined over two full academic years using the first to third grade SDRT. This year, there were 15 third graders who had been given the SDRT in 2002-03 as first graders. These students advanced an average GLE of 2.0 (see Table 13).

| <b>Table 13</b><br><b>Central City Cyberschool</b><br><b>Average GLE Advancement from First to Third Grade</b><br><b>(Based on SDRT)</b><br><b>(N = 15)</b> |                                  |                                  |                    |
|---|----------------------------------|----------------------------------|--------------------|
| <b>Reading</b>  | <b>Average GLE</b>               |                                  |                    |
|   | <b>First Grade<br/>(2002-03)</b> | <b>Third Grade<br/>(2004-05)</b> | <b>Advancement</b> |
| <b>SDRT Total</b>   | <b>1.2</b>                       | <b>3.2</b>                       | <b>2.0</b>         |

Note: Results are rounded to the nearest tenth.

## 2. Fourth through Seventh Grade Students Who Met Proficiency Level Expectations

In addition to reporting multiple year progress for children enrolled for a full academic year monitoring policies and expectations applicable to the 2004-05 school year requirement, the CSRC

requires that multiple year progress be reported for students who met proficiency level expectations, i.e., at proficient or advanced levels, and for those children who did not meet proficiency level expectations, i.e., tested at minimal or basic levels in the 2003-04 school year. Student progress for each group is described in terms of GLE advancement and progress in proficiency level achievement.

**a. Grade Level Equivalents**

Tables 14a, 14b, and 14c summarize GLE progress for students who met proficiency level expectations in 2003-04. As illustrated, students advanced an average of 1.0 GLE in reading, 0.6 GLE in language, and 1.4 GLE in mathematics.

| <b>Table 14a</b><br><br><b>Central City Cyberschool</b><br><b>Average GLE Advancement for Full Academic Year Students Who Met</b><br><b>Proficiency* Level Expectations in Reading in</b><br><b>2003-04</b> |           |                                |                                |                                    |
|---|-----------|--------------------------------|--------------------------------|------------------------------------|
| <b>Grade</b>  | <b>N</b>  | <b>Average GLE<br/>2003-04</b> | <b>Average GLE<br/>2004-05</b> | <b>Average GLE<br/>Advancement</b> |
| Fourth to Fifth Grade<br>WKCE and Terra Nova  | 11        | 4.6                            | 6.2                            | 1.6                                |
| Fifth to Sixth Grade<br>Terra Nova  | 9         | Cannot report due<br>to N size | Cannot report due<br>to N size | Cannot report due<br>to N size     |
| Sixth to Seventh Grade<br>Terra Nova  | 12        | 7.3                            | 6.8                            | -0.5                               |
| Seventh to Eighth Grade<br>Terra Nova and WKCE <sup>28</sup>  | 10        | 8.4                            | 10.0                           | 1.6                                |
| <b>Total</b>  | <b>42</b> |                                |                                | <b>1.0</b>                         |

\*Scored proficient or advanced level.

<sup>28</sup> WKCE scale scores were converted to GLE using charts provided by CTB McGraw-Hill for use with Terra Nova exams. Although the WKCE is not a Terra Nova examination, the WKCE is very similar to the Terra Nova examination.

| <b>Table 14b</b><br><br><b>Central City Cyberschool</b><br><b>Average GLE Advancement for Full Academic Year Students Who Met</b><br><b>Proficiency* Level Expectations in Language in</b><br><b>2003-04</b> |           |                                |                                |                                    |
|--|-----------|--------------------------------|--------------------------------|------------------------------------|
| <b>Grade</b>   | <b>N</b>  | <b>Average GLE<br/>2003-04</b> | <b>Average GLE<br/>2004-05</b> | <b>Average GLE<br/>Advancement</b> |
| Fourth to Fifth Grade<br>WKCE and Terra Nova   | 5         | Cannot report due<br>to N size | Cannot report due<br>to N size | Cannot report due<br>to N size     |
| Fifth to Sixth Grade<br>Terra Nova   | 6         | Cannot report due<br>to N size | Cannot report due<br>to N size | Cannot report due<br>to N size     |
| Sixth to Seventh Grade<br>Terra Nova   | 7         | Cannot report due<br>to N size | Cannot report due<br>to N size | Cannot report due<br>to N size     |
| Seventh to Eighth Grade<br>Terra Nova and WKCE   | 8         | Cannot report due<br>to N size | Cannot report due<br>to N size | Cannot report due<br>to N size     |
| <b>Total</b>   | <b>26</b> |                                |                                | <b>0.6</b>                         |

\*Scored proficient or advanced level.

| <b>Table 14c</b><br><br><b>Central City Cyberschool</b><br><b>Average GLE Advancement for Full Academic Year Students Who Met</b><br><b>Proficiency* Level Expectations in Mathematics in</b><br><b>2003-04</b> |           |                                |                                |                                     |
|---|-----------|--------------------------------|--------------------------------|-------------------------------------|
| <b>Grade</b>  | <b>N</b>  | <b>Average GLE<br/>2003-04</b> | <b>Average GLE<br/>2004-05</b> | <b>Average GLE<br/>Advancement</b>  |
| Fourth to Fifth Grade<br>WKCE and Terra Nova  | 6         | Cannot report due to<br>N size | Cannot report due<br>to N size | Cannot report due to<br>N size      |
| Fifth to Sixth Grade<br>Terra Nova  | 7         | Cannot report due to<br>N size | Cannot report due<br>to N size | Cannot report due to<br>N size      |
| Sixth to Seventh Grade<br>Terra Nova  | 3         | Cannot report due to<br>N size | Cannot report due<br>to N size | Cannot be reported<br>due to N size |
| Seventh to Eighth Grade<br>WKCE and Terra Nova  | 5         | Cannot report due to<br>N size | Cannot report due<br>to N size | Cannot report due to<br>N size      |
| <b>Total</b>  | <b>21</b> |                                |                                | <b>1.4</b>                          |

\*Scored proficient or advanced level.

**b. Proficiency Levels**

Tables 15a, 15b, and 15c include students who reached expected proficiency levels, i.e., proficient or advanced, in reading, language arts, and/or math in 2003-04. These students were expected to maintain these levels in 2004-05. As illustrated, most (88.1%) students were able to do so in reading, 84.6% in language arts, and 95.2% were able to maintain proficient or advanced levels in math.

| <b>Table 15a</b><br><br><b>Central City Cyberschool</b><br><b>Reading Proficiency Level Progress for</b><br><b>Full Academic Year Students Proficient or Advanced in</b><br><b>2003-04</b> |  |   |                             |
|--|--|---|-----------------------------|
| <b>Grade</b>   | <b>Students Proficient/Advanced in 2003-04</b> | <b>Students Maintained Proficient/Advanced in 2004-05</b> |                             |
|  |  | <b>N</b>  | <b>%</b>                    |
| Fourth to Fifth Grade WKCE and Terra Nova  | 11   | 10  | 90.9%                       |
| Fifth to Sixth Grade Terra Nova  | 9  | Cannot report due to N size                               | Cannot report due to N size |
| Sixth to Seventh Grade Terra Nova  | 12   | 10  | 83.3%                       |
| Seventh to Eighth Grade Terra Nova and WKCE  | 10   | 9   | 90.0%                       |
| <b>Total</b>   | <b>42</b>                                      | <b>37</b>   | <b>88.1%</b>                |

**Table 15b**

**Central City Cyberschool  
Language Proficiency Level Progress for  
Full Academic Year Students Proficient or Advanced in  
2003-04**

| <b>Grade</b>                                   | <b>Students<br/>Proficient/Advanced in<br/>2003-04</b> | <b>Students Maintained Proficient/Advanced<br/>in 2004-05</b> |                                |
|--|--|---|--------------------------------|
|  |  | <b>N</b>  | <b>%</b>                       |
| Fourth to Fifth Grade<br>WKCE and Terra Nova   | 5  | Cannot report due to N<br>size                                | Cannot report due to N<br>size |
| Fifth to Sixth Grade<br>Terra Nova             | 6  | Cannot report due to N<br>size                                | Cannot report due to N<br>size |
| Sixth to Seventh Grade<br>Terra Nova           | 7  | Cannot report due to N<br>size                                | Cannot report due to N<br>size |
| Seventh to Eighth Grade<br>Terra Nova and WKCE | 8  | Cannot report due to N<br>size                                | Cannot report due to N<br>size |
| <b>Total</b>                                   | <b>26</b>  | <b>22</b>   | <b>84.6%</b>                   |

| <p align="center"><b>Table 15c</b></p> <p align="center"><b>Central City Cyberschool</b></p> <p align="center"><b>Math Proficiency Level Progress for</b></p> <p align="center"><b>Full Academic Year Students Proficient or Advanced in</b></p> <p align="center"><b>2003-04</b></p> |  |   |                                |
|---|--|---|--------------------------------|
| <b>Grade</b>  | <b>Students<br/>Proficient/Advanced in<br/>2003-04</b> | <b>Students Maintained Proficient/Advanced<br/>in 2004-05</b> |                                |
|   |  | <b>N</b>  | <b>%</b>                       |
| Fourth to Fifth Grade<br>WKCE and Terra Nova  | 6  | Cannot report due to N<br>size                                | Cannot report due to N<br>size |
| Fifth to Sixth Grade<br>Terra Nova  | 7  | Cannot report due to N<br>size                                | Cannot report due to N<br>size |
| Sixth to Seventh Grade<br>Terra Nova  | 3  | Cannot report due to N<br>size                                | Cannot report due to N<br>size |
| Seventh to Eighth Grade<br>Terra Nova and WKCE  | 5  | Cannot report due to N<br>size                                | Cannot report due to N<br>size |
| <b>Total</b>  | <b>21</b>  | <b>20</b>   | <b>95.2%</b>                   |

**G. Multiple-Year Student Progress for Students Who Did Not Meet Proficiency Level Expectations**

**1. Grade Level Equivalents**

The SDRT is used to examine reading progress for first through third graders. Results of the SDRT are provided as GLEs and do not translate to proficiency levels; therefore, CRC selected student scores that were below GLE. The CSRC expects that students advance more than 1.0 GLE. Progress for students who tested below grade level advanced an average of 0.7 GLE from 2003-04 to 2004-05 (see Table 16).

| <b>Table 16</b>  |           |                                |
|--|-----------|--------------------------------|
| <b>Central City Cyberschool</b>                                    |           |                                |
| <b>Average GLE Advancement for Full Academic Year</b>              |           |                                |
| <b>Students Who Tested Below Grade Level Equivalent in Reading</b> |           |                                |
| <b>in 2003-04</b>  |           |                                |
| <b>2003-04 to 2004-05</b>  | <b>N</b>  | <b>Average GLE Advancement</b> |
| First to Second Grade SDRT   | 5         | Cannot report due to N size    |
| Second to Third Grade SDRT   | 8         | Cannot report due to N size    |
| <b>Total* (SDRT)</b>   | <b>13</b> | <b>0.7</b>                     |

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

Progress in GLEs for students who tested below proficiency level expectations in 2003-04, based on the Terra Nova or WKCE, is provided in Tables 17a, 17b, and 17c.

| <p align="center"><b>Table 17a</b></p> <p align="center"><b>Central City Cyberschool</b></p> <p align="center"><b>Average GLE Advancement for Full Academic Year Students Who Tested Below</b></p> <p align="center"><b>Proficiency Level Expectation in Reading</b></p> <p align="center"><b>in 2003-04</b></p> |           |                                |                                |                                    |
|--|-----------|--------------------------------|--------------------------------|------------------------------------|
| <b>Grade</b>   | <b>N</b>  | <b>Average GLE<br/>2003-04</b> | <b>Average GLE<br/>2004-05</b> | <b>Average GLE<br/>Advancement</b> |
| Fourth to Fifth Grade<br>WKCE and Terra Nova   | 13        | 2.1                            | 2.8                            | 0.7                                |
| Fifth to Sixth Grade<br>Terra Nova   | 9         | Cannot report due<br>to N size | Cannot report due<br>to N size | Cannot report due<br>to N size     |
| Sixth to Seventh Grade<br>Terra Nova   | 6         | Cannot report due<br>to N size | Cannot report due<br>to N size | Cannot report due<br>to N size     |
| Seventh to Eighth Grade<br>Terra Nova and WKCE   | 15        | 3.4                            | 4.4                            | 1.0                                |
| <b>Total</b>   | <b>43</b> |                                |                                | <b>0.7</b>                         |

| <p align="center"><b>Table 17b</b></p> <p align="center"><b>Central City Cyberschool</b></p> <p align="center"><b>Average GLE Advancement for Full Academic Year Students Who Tested Below</b></p> <p align="center"><b>Proficiency Level Expectation in Language</b></p> <p align="center"><b>in 2003-04</b></p> |           |                                |                                |                                    |
|---|-----------|--------------------------------|--------------------------------|------------------------------------|
| <b>Grade</b>  | <b>N</b>  | <b>Average GLE<br/>2003-04</b> | <b>Average GLE<br/>2004-05</b> | <b>Average GLE<br/>Advancement</b> |
| Fourth to Fifth Grade WKCE<br>and Terra Nova  | 19        | 2.4                            | 3.7                            | 1.3                                |
| Fifth to Sixth Grade Terra<br>Nova  | 12        | 3.7                            | 5.5                            | 1.8                                |
| Sixth to Seventh Grade Terra<br>Nova  | 11        | 4.4                            | 4.7                            | 0.3                                |
| Seventh to Eighth Grade Terra<br>Nova and WKCE  | 17        | 3.9                            | 6.3                            | 2.5                                |
| <b>Total</b>  | <b>59</b> |                                |                                | <b>1.6</b>                         |



| <p align="center"><b>Table 17c</b></p> <p align="center"><b>Central City Cyberschool</b></p> <p align="center"><b>Average GLE Advancement for Full Academic Year</b></p> <p align="center"><b>Students Who Tested Below Proficiency Level Expectations in Math</b></p> <p align="center"><b>in 2003-04</b></p> |          |                                |                                |                                    |
|--|----------|--------------------------------|--------------------------------|------------------------------------|
| <b>Grade</b>   | <b>N</b> | <b>Average GLE<br/>2003-04</b> | <b>Average GLE<br/>2004-05</b> | <b>Average GLE<br/>Advancement</b> |
| Fourth to Fifth Grade WKCE<br>and Terra Nova   | 18       | 2.6                            | 3.6                            | 1.0                                |
| Fifth to Sixth Grade Terra<br>Nova   | 11       | 3.5                            | 4.4                            | 0.9                                |
| Sixth to Seventh Grade Terra<br>Nova   | 15       | 4.2                            | 4.7                            | 0.5                                |
| Seventh to Eighth Grade<br>WKCE and Terra Nova   | 20       | 4.7                            | 6.5                            | 1.8                                |
| <b>Total</b>   | 64       |                                |                                | 1.1                                |

## 2. Proficiency Levels

The second way to examine improvement for students who did not meet proficiency level expectations in 2003-04 is to determine whether or not these students improved a proficiency level. The CSRC expects that these students progress one level, or if they scored in the same level, to show progress to a higher quartile within that level. To examine movement within a proficiency level, CRC divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score for any Cyberschool student in each grade. The upper threshold reflected the scale score used to convert GLE to proficiency levels, based on the conversion chart distributed by MPS.

As illustrated in Table 18a, 39.5% of students who were below proficiency expectations in 2003-04 showed improvement by progressing to a higher proficiency level or quartile in reading.

| <p align="center"><b>Table 18a</b></p> <p align="center"><b>Central City Cyberschool</b></p> <p align="center"><b>Reading Proficiency Level Progress for</b></p> <p align="center"><b>Full Academic Year Students Minimal or Basic in</b></p> <p align="center"><b>2003-04</b></p> |  |  |   |  |              |
|--|--|--|---|--|--------------|
| <b>Grade</b>   | <b># Students<br/>Minimal/Basic<br/>in 2003-04</b> | <b># Students Who<br/>Advanced One<br/>Proficiency<br/>Level 2004-05</b> | <b>If Not Advanced, # Who<br/>Improved Quartile(s)<br/>within Proficiency Level<br/>2004-05</b> | <b>Total<br/>Proficiency<br/>Level<br/>Advancement</b> |              |
|  |  |  |   | <b>N</b>   | <b>%</b>     |
| Fourth to Fifth Grade<br>WKCE and Terra Nova   | 13   | 2  | 0   | 2  | 15.4%        |
| Fifth to Sixth Grade Terra<br>Nova   | 9  | Cannot report<br>due to N size   | Cannot report due to N<br>size  | <b>Cannot<br/>report due to<br/>N size</b>             |              |
| Sixth to Seventh Grade<br>Terra Nova   | 6  | Cannot report<br>due to N size   | Cannot report due to N<br>size  | <b>Cannot<br/>report due to<br/>N size</b>             |              |
| Seventh to Eighth Grade<br>Terra Nova and WKCE   | 15   | 4  | 4   | 8  | 53.3%        |
| <b>Total</b>   | <b>43</b>  | <b>7</b>   | <b>10</b>   | <b>17</b>  | <b>39.5%</b> |

As illustrated in Table 18b, 55.9% of students who were at the basic or minimal level in 2003-04 in language either advanced one proficiency level (N = 23) or improved at least one quartile within their level (N = 10).

| <b>Table 18b</b><br><br><b>Central City Cyberschool</b><br><b>Language Proficiency Level Progress for</b><br><b>Full Academic Year Students Minimal or Basic in</b><br><b>2003-04</b> |  |  |   |  |              |
|---|--|--|---|--|--------------|
| <b>Grade</b>  | <b># Students Minimal/Basic in 2003-04</b> | <b># Students Who Advanced One Proficiency Level 2004-05</b> | <b>If Not Advanced, # Who Improved Quartile(s) within Proficiency Level 2004-05</b> | <b>Total Proficiency Level Advancement</b> |              |
|   |  |  |   | <b>N</b>                                   | <b>%</b>     |
| Fourth to Fifth Grade WKCE and Terra Nova   | 19   | 5  | 4   | 9  | 47.4%        |
| Fifth to Sixth Grade Terra Nova   | 12   | 6  | 0   | 6  | 50.0%        |
| Sixth to Seventh Grade Terra Nova   | 11   | 4  | 1   | 5  | 45.5%        |
| Seventh to Eighth Grade Terra Nova and WKCE   | 17   | 8  | 5   | 13   | 76.5%        |
| <b>Total</b>  | <b>59</b>                                  | <b>23</b>  | <b>10</b>   | <b>33</b>                                  | <b>55.9%</b> |

Proficiency level progress in math is described below. As illustrated, 57.8% of students who did not meet proficiency level expectations, i.e., scored minimal or basic, in 2003-04 either advanced one proficiency level (N = 19) or if they did not advance a level, improved at least one quartile within their level (N = 18). Overall, 57.8% of these students show proficiency level advancement.

| <b>Table 19</b><br><br><b>Central City Cyberschool</b><br><b>Math Proficiency Level Progress for Full Academic Year</b><br><b>Students Minimal or Basic in</b><br><b>2003-04</b> |  |  |   |  |              |
|--|--|--|---|--|--------------|
| <b>Grade</b>   | <b># Students Minimal/Basic in 2003-04</b> | <b># Students Who Advanced One Proficiency Level 2004-05</b> | <b>If Not Advanced, # Who Improved Quartile(s) within Proficiency Level 2004-05</b> | <b>Total Proficiency Level Advancement</b> |              |
|  |  |  |   | <b>N</b>                                   | <b>%</b>     |
| Fourth to Fifth Grade WKCE and Terra Nova  | 18   | 4  | 8   | 12   | 66.7%        |
| Fifth to Sixth Grade Terra Nova  | 11   | 3  | 1   | 4  | 36.4%        |
| Sixth to Seventh Grade Terra Nova  | 15   | 3  | 3   | 6  | 40.0%        |
| Seventh to Eighth Grade Terra Nova and WKCE  | 20   | 9  | 6   | 15   | 75.0%        |
| <b>Total</b>   | <b>64</b>                                  | <b>19</b>  | <b>18</b>   | <b>37</b>                                  | <b>57.8%</b> |

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

### **1. Background Information<sup>29</sup>**

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

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

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

The possible school status designations are:

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

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<sup>29</sup>This information is taken from the DPI website: [www.dpi.state.wi.us/oea/annrvw05.html](http://www.dpi.state.wi.us/oea/annrvw05.html)

- SIFI Levels 1-4 Improved, which means the school met the AYP in the year tested but remains subject to sanctions due to the prior year. AYP must be met for two years in a row in that objective to be removed from this "improvement" status and returned to "satisfactory" status.
- Title I Status identifies if Title I funds are directed to this school, and if so, the schools are subject to federal sanctions.<sup>30</sup>

## 2. Adequate Yearly Progress: Central City Cyberschool Summary: 2004-05 <sup>31</sup>

According to Cyberschool's Annual Review of School Performance: 2004-05 published by DPI, Cyberschool reached adequate yearly progress in three of four of the AYP objectives, test participation, attendance, and mathematics. Cyberschool did not meet the criteria in reading. The school's status rating for test participation, attendance, and mathematics was "Satisfactory" and for reading was "Level 3." The school status is SIFI Level 3, meaning the school did not met AYP for three of the last four years.

## IV. CONCLUSIONS/RECOMMENDATIONS

This report covers the sixth year of Central City Cyberschool's charter school status. For the 2004-05 academic year, Central City Cyberschool has met all but two of its educationally related contract provisions. The two provisions not met were year to year growth in reading GLEs for first and second grade students. On average, second grade students in 2003-04 advanced 0.9 GLEs and third grade students advanced 0.8 GLEs, short of the 1.0 GLE requirement. Thirteen second and third grade students who were below grade level in 2003-04 with comparable scores advanced an average of 0.7 GLEs, short of the more than 1.0 GLE requirement. In addition to the information

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<sup>30</sup> For complete information about sanctions, see: [www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc](http://www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc); [www.dpi.state.wi.us/dpi/esea/bul\\_0402.html](http://www.dpi.state.wi.us/dpi/esea/bul_0402.html); and [www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc](http://www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc)

<sup>31</sup> For a copy of Cyberschool's Annual Review of School Performance see: [www.dpi.state.wi.us/dpi/oea](http://www.dpi.state.wi.us/dpi/oea), link: Accountability.

explained in the body of this report, please see Appendix A for an outline of specific contract provision compliance information.

The major findings for this year were:

- Average student attendance was 91.1%.
- Cyberschool's local measures results indicated that Cyberschool students, on average, advanced one level of performance on over 80.0% of the benchmarks for 98.0% of language arts, 97.2% of math, and 98.1% of technology skills. More specifically:
  - ▶ Two hundred fifty (97.3%) students progressed one level or reached mastery/advanced in 80-100% of the language arts skills;
  - ▶ Two hundred forty-five (95.3%) students progressed one level or reached mastery/advanced in 80.0-100.0% of the math skills; and
  - ▶ Two hundred forty-seven (96.9%) students progressed one level or reached mastery/advanced in 80.0-100.0% of the technology skills.
- Reading First versions of the Terra Nova were administered in November 2004 with the following results:
  - ▶ First graders demonstrated an average of 0.9 GLE;
  - ▶ Second graders demonstrated an average of 1.5 GLE; and
  - ▶ Third graders demonstrated an average of 3.1 GLE.
- The March 2005 SDRT results for first graders show that students were, on average, reading at 1.8 GLE and second graders at 2.1 GLE.
- The March 2005 SDRT results for third graders indicated that students were, on average, reading at the 3.0 GLE.
- The WRCT for third graders indicated that 4.9% of Cyberschool's third grade students were functioning at the minimal level of reading comprehension, 41.5% were basic, and 53.7% were proficient.
- The WKCE for fourth graders indicated the following reading results:
  - ▶ 19.4% were proficient readers and 9.7% were advanced;
  - ▶ 48.4% were at the basic level and 22.6% at the minimal level.

- The WKCE for fourth graders indicated the following math results:
  - ▶ 19.4% were proficient and 3.2% were advanced;
  - ▶ 16.1% were at the basic level and 61.3% at the minimal level.
- The WKCE for fourth graders indicated the following language arts results:
  - ▶ 32.3% were proficient and 3.2% advanced;
  - ▶ 38.7% were at the basic level and 25.8% at the minimal level.
- Terra Nova results for fifth, sixth, and seventh graders indicated that on average, students demonstrated below grade level equivalencies in reading, language, and math, with the exception of sixth grade reading scores, which averaged 6.4 GLE.
- The WKCE for eighth graders indicated 31.4% of students were proficient and 8.6% advanced readers. Most (77.2%) eighth graders exhibited minimal (42.9%) or basic (34.3%) level math skills.
- Multiple-year advancement results indicated that second and third graders advanced an average of 0.9 GLEs and 0.7 GLEs respectively.
- Multiple-year advancement results for students who met proficiency level expectations in 2003-04 indicated that:
  - ▶ 88.1% of 42 fifth through eighth graders with comparable scores maintained a proficient or advanced level in reading.
  - ▶ 84.6% of 26 fifth through eighth graders with comparable scores maintained a proficient or advanced level in language arts.
  - ▶ 95.2% of 21 fifth through eighth graders with comparable scores maintained a proficient or advanced level in math.
- Multiple-year advancement results for students below grade level expectations in 2003-04 indicated that:
  - ▶ Thirteen first and second grade students advanced an average of 0.7 GLEs.
- Multiple-year advancement results for students below proficiency level expectations in 2003-04 indicated that:
  - ▶ 39.5% of 43 fifth through eighth graders with comparable scores either advanced one proficiency level or one quartile within the previous year's proficiency level in reading.



- ▶ 55.9% of 59 fifth through eighth graders with comparable scores either advanced one proficiency level or one quartile within the previous year's proficiency level in language arts.
- ▶ 57.8% of 64 fifth through eighth graders with comparable scores either advanced one proficiency level or one quartile within the previous year's proficiency level in math.

After reviewing the information in this report and considering the information gathered during the administration interview in June 2005, it is recommended that the focus of activities for the 2005-06 year include the following:

- Continue to focus efforts on students who are below grade expectations in reading, language arts, and math.
- Continue to implement strategies to improve reading levels at the primary grade levels 1-3.
- Continue to improve the methods of data collection and reporting that result in timely submission of accurate student data to CRC in an electronic form such as a database or spreadsheet for analysis.

**APPENDIX A**

**CONTRACT COMPLIANCE CHART**

**Central City Cyberschool of Milwaukee, Inc.**

**Overview of Compliance for Educationally Related Contract Provisions  
2004-05**

| Section/Page of Contract | Educationally Related Contract Provision  | Monitoring Report Reference Page | Contract Provision Met or Not Met   |
|--------------------------|---|----------------------------------|---|
| Section B, pp. 3-6       | Description of educational program.   | Pages 2-9                        | Met   |
| Section B, p. 6          | Educational program of at least 875 hours of instruction.   | Page 6                           | Met   |
| Section C, pp. 6-8       | Educational methods.  | Pages 2-3                        | Met   |
| Section D, p. 8          | Administration of required standardized tests.  | Pages 17-54                      | Met   |
| Section D, p. 9          | Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals.  | Pages 14-17                      | Met   |
| Section D, p. 9          | Academic criteria # 2 Year-to-Year Achievement Measure:<br>a. Second and third grade students: advance an average of 1.0 GLE in reading.<br>b. Fifth through eighth grade students proficient or advanced in reading: maintain proficiency level.<br>c. Fifth through eighth grade students proficient or advanced in language arts: maintain proficiency level.<br>d. Fifth through eighth grade students proficient or advanced in math: maintain proficiency level.  | Pages 55-61                      | a. Not Met*<br>b. Met for 88.1% of 42 fifth through eighth grade students.<br>c. Met for 84.6% of 26 fifth through eighth grade students.<br>d. Met for 95.2% of 21 fifth through eighth grade students.  |
| Section D, p. 9          | Academic criteria #3 Year-to-Year Achievement Measure:<br>a. Second and third grade students with below grade level 2003-04 scores in reading: advance more than 1 GLE in reading.<br>b. Fifth through eighth grade students below proficient level in 2003-04 in reading: advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range.<br>c. Fifth through eighth grade students below proficient level in 2003-04 in language: advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range.<br>d. Fifth through eighth grade students below proficient level in 2003-04 in math: advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range. | Pages 62-67                      | a. Not Met**<br>b. Met for 39.5% of 43 fifth through eighth grade students.<br>c. Met for 55.9% of 59 fifth through eighth grade students.<br>d. Met for 57.8% of 64 fifth through eighth grade students. |
| Section E, pp. 11-12     | Parental involvement.   | Pages 6-8                        | Met   |
| Section F, p. 20         | Instructional staff hold a DPI license or permit to teach.  | Page 4                           | Met   |
| Section I, p. 13         | Maintain pupil database information for each pupil.   | Pages 9-10                       | Met   |
| Section K, p. 14         | Disciplining procedures.  | Pages 8-9                        | Met   |

\* On average, second graders advanced 0.9 GLE and third graders advanced 0.7 GLE. Of note is a third grade cohort of students who took the test as first graders (n = 15) with a two-year average advancement of 2.0 GLE.

\*\* There were five first graders and eight second graders who were below grade level in 2003-04. As a group these 13 students, on average, advanced 0.7 GLE.

**APPENDIX B**

**OUTCOME MEASURE AGREEMENT MEMO**

# CENTRAL CITY CYBERSCHOOL OF MILWAUKEE (C<sup>3</sup>)

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

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## M E M O R A N D U M

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**DATE:** 20 October 2004  
**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 2004-2005 school year. Beneath each description is a list of data elements we will provide in order for you to write the annual programmatic report. If there are any items that require modifications do not hesitate to call me.

**DATA NEEDED:**

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

**ATTENDANCE:** The school will maintain an average daily attendance rate of 90%. (NOTE: Attendance rates will be reported by present and absent.)

**DATA NEEDED:**

*Number days expected attendance (should equal to #attend+#absent)*  
*Number days attended*  
*Number days absent*

**ENROLLMENTS:** Individual student information about new enrollees will be shared with CRC. Student enrollment data will be regularly updated in the schools 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 EXCEPTIONAL EDUCATION NEEDS:** The school will maintain updated records on all EEN students including date of IEP assessment, assessment outcome, IEP completion date, IEP review dates, and any reassessment results.

**DATA NEEDED:**

*For each student:*

*Special Education Needs Y/N*

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

*IEP request date*

*IEP initial completed? Y/N*

*If IEP initial completed = Y, date IEP initial completed*

*Each IEP review date*

*Parent participation in each review Y/N*

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

*Parent Satisfaction Survey results*

**PARENT CONFERENCES:** On average, 80% of parents will attend scheduled parent/teacher conferences. Dates for the events and names of children whose parent(s) participated will be recorded by the school and provided to CRC staff in June of each school year.

**DATA NEEDED:**

*Number of conferences scheduled for each student*

*Number of conferences parent(s) attended for each student*

**STAFF DEVELOPMENT:** The school has launched a professional development plan to implement Reading First (K-3) and our Open Court literacy program (grades K-6), as well as our instructional management software, Discourse (grades K-8).

*Verbal or written response to monitor.*

**ACADEMIC ACHIEVEMENT:**

**LOCAL MEASURES:** On average, students will have either progressed one level and/or reached the mastery or higher level of performance in at least 80% of the benchmarks for language arts, mathematics and technology. Progress will be recorded four times a year to correspond with the grading periods.

Grades 1 - 8 Skill Area: Language Arts

|   |
|---|
| <b>Language:</b> Students in Wisconsin apply their knowledge of the nature, grammar, and variations of American English.  |
| <b>Writing:</b> Students in Wisconsin write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.         |
| <b>Reading Literature:</b> Students in Wisconsin read and respond to a wide range of writing to build an understanding of written materials, themselves and others. |
| <b>Oral Language:</b> Students in Wisconsin listen to understand and speak clearly and effectively for diverse purposes.  |

Grades 1 - 8 Skill Area: Mathematics

**Mathematical Processes:** Students in Wisconsin draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communications, and the use of appropriate technology, when solving mathematical, real-world and non-routine problems.

Grades: 1- 8 Skill Area: Technology

**Media and Technology:** Students in Wisconsin select and use media and technology to access, organize, create, and communicate information for solving problems and constructing new knowledge, products, and systems.

**DATA NEEDED:**

Progress report results for each student in each of the 4 marking periods in these subjects:

Writing

Reading

Listening & speaking

Mathematics

Technology

Results should be recorded as advanced, mastery, skilled, emerging, or basic:

| Key to Academic Progress  |   |
|---|---|
| <b>A = Advanced</b>   | Consistently performs above grade level expectations  |
| <b>M = Mastery</b>  | Continually performs at grade level/ Proficient in content area   |
| <b>S = Skilled</b>  | Often performs at grade level/ Nearly proficient in content area  |
| <b>E = Emerging</b>   | Is in the process of strengthening skills needed to become proficient in content area/ Occasionally performs at grade level |
| <b>B = Basic</b>  | Performs at the introductory level in the content area  |
| <b>IEP= This benchmark is addressed in the child's IEP progress report form</b> |   |
| See IEP progress report form for assessment in this content area                |   |
| <b>-- = Not Yet Covered</b>   | This topic has not yet been introduced or taught  |

**STANDARDIZED MEASURES:** These measures will assess academic achievements in three areas: Reading, Writing and Mathematics. On average each class will demonstrate a minimum of at least an increase of one grade level as measured by the academic progress of each student in that grade. Students who initially test below grade level will demonstrate more than one grade level gain.

**Grade Level: 1 & 2 Measurement tool: Stanford Diagnostic Reading Tests and Terra Nova Reading test (Reading First version)**

This SDRT will be administered on an annual basis in the spring, between March 15 and April 15. The Terra Nova will be administered in the fall. 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 Graders*

*phonetic analysis*

*vocabulary*

*comprehension*

*SDRT total*

**DATA NEEDED:**

*McGraw-Hill Terra Nova (Reading First Version) for First and Second Graders*

*Reading*

**Grade Level: 3**

**Measurement tool: Wisconsin Reading Comprehension Test, Stanford Diagnostic Reading Test, and Terra Nova (Reading First Version for the Reading Component)**

This WRCT will be administered on an annual basis in the time frame identified by the State Department of Public Instructions. This test will provide each student with a comprehension score and a proficiency level. This SDRT will be administered on an annual basis in the spring, between March 15 and April 15. The Terra Nova will be administered in the fall.

**WRCT DATA NEEDED:**

*Reading Comprehension for Third Graders*

*Proficiency levels*

**DATA NEEDED:**

*SDRT GLEs for Third Graders*

*phonetic analysis*

*vocabulary*

*comprehension*

*SDRT total*

**DATA NEEDED:**

*McGraw-Hill Terra Nova (Reading First Version) for Third Graders*

*Scale Score*

*Reading*

*Math*

**Grade Level: 4**

**Measurement tools: Stanford Diagnostic Reading Test AND Wisconsin Knowledge Concepts Exam**

The WKCE 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 Fourth Graders*

*Proficiency levels/Scale scores*

*Reading*

*Language*

*Math*



Science  
Social Studies  
Writing Prompt score

**Grade Levels: 5,6, & 7 Measurement tool: McGraw Hill Terra Nova**

This test will be administered on an annual basis in the time frame identified by the State Department of Public Instructions for testing of 4th and 8th graders. This test will provide each student with a grade level equivalency score and a scale score in reading and mathematics.

**DATA NEEDED:**

*McGraw-Hill Terra Nova for Fifth, Sixth, Seventh Graders*

*GLEs*

*Reading*

*Math*

*Scale Score*

*Reading*

*Math*

**Grade Level: 8 Measurement tool: Wisconsin Knowledge and Concepts Exam**

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

**DATA NEEDED:**

*WKCE for Eighth Graders*

*Proficiency levels/Scale scores*

*Reading*

*Language*

*Math*

*Science*

*Social Studies*

*Writing Prompt score*







# Downtown Montessori Academy, Inc.

2004-05 School Year

Report Date  
August 2005

## Programmatic Profile and Educational Performance

Janice Ereth, Ph.D  
Susan Gramling  
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Prepared for:  
***Downtown Montessori Academy, Inc.***

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2319 East Kenwood Boulevard  
Milwaukee, WI 53211



**EXECUTIVE SUMMARY**  
**for**  
**Downtown Montessori Academy, Inc.**  
**Seventh Year of Operation as a City of Milwaukee Charter School**  
**2004-2005**

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

**I. Contract Compliance Summary<sup>1</sup>**

Downtown Montessori Academy has met all of the contract provisions related to describing its educational program, methodology, and student population, its hours and days of operation, pupil database information, and parental involvement. In addition, all four teachers were Montessori certified and held a Department of Public Instruction license or permit. The Academy administered all required standardized tests and developed local measures that showed student growth in demonstrating curricular goals. The Academy met the average advancement expectation of at least one year in reading for second and third grade students. Other year-to-year achievement expectations were not applicable due to the small group sizes in grade level and school level cohorts.

**II. Performance Criteria**

**A. Local Measures**

In the Fall of each academic year, CRC and Downtown Montessori identify educationally related outcome measures to further define and quantify a portion of the contract provisions in the school's contract with the City of Milwaukee. Appendix B contains Downtown Montessori's outcome measure agreement memo. Following is a summary of these local measures and the extent to which Downtown Montessori has or has not met each of these local outcome measures for the 2004-05 academic year:

**Attendance:** Average student attendance was 93.9%.

Outcome measure: Met

**Enrollment:** Individual student information about new enrollees was shared with CRC.

Outcome measure: Met

---

<sup>1</sup> Please see Appendix A for a list of each educationally related contract provision, page references, and a statement of whether or not that provision was met.

**Terminations:** The school recorded the termination dates for the three students who withdrew prior to the end of the school year. Reasons for termination were specified for two of these children.

Outcome measure: Met

**Parent Conferences:** The parents of all (100.0%) students attended both scheduled parent conferences.

Outcome measure: Met

**Parent Contract:** Parents of all (100.0%) of students fulfilled the requirements of the parent contract.

Outcome measure: Met

**Special Education Students:** There were three children with special education needs. CRC reviewed one file, and all IEP information was included.

Outcome Measure: Met

**Additional Local Measures of Academic Achievement:**

- On average, the K4 and K5 students made steady progress or mastered between 79.9% and 97.8% of the skills presented, depending on the skill area.

Outcome Measure: Met

- On average, students in grades one through five were successful in 63.3% of math and 81.0% of language skills.

Outcome Measure: Met

**B. Year-to-Year Academic Achievement**

Downtown Montessori Academy administered all required standardized tests as noted in its contract with the City of Milwaukee.

- Multiple-year progress information was available for 17 second and third graders who were administered the Standardized Diagnostic Reading Test (SDRT) in consecutive years. (Note that, although not required, the school administered the SDRT to this year's fourth graders.) As a group, the second graders advanced an average of 2.3 grade level equivalents (GLEs) in reading, and the combined second and third graders advanced an average of 2.5 GLEs in reading. The small size of the third grade cohort prevented reporting their advancement separately.
- Due to the small size of the fifth grade cohort, this report does not include year-to-year scores in reading, language, or math.

- Year-to-year academic advancement information for students who were below grade level expectation or at the basic or minimal levels of proficiency in reading, language, and math were not reported due to small class and school-wide group sizes.

### **III. Recommendations**

- Continue to work on finding new classroom space, including identifying resources beyond parent time and energy.
- Continue developing the afternoon integrated literacy program to specifically working on logical reasoning.
- Develop a rating system with criteria for local measures in reading and math for first through fifth graders that will clearly identify the students in need of extra services.
- Provide teacher training and foster appropriate utilization of Powerschool.

## I. INTRODUCTION

This report is the seventh annual program monitoring report to address educational outcomes at Downtown Montessori Academy, Inc., a City of Milwaukee charter school.<sup>2</sup> As one component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC), this report was prepared as a result of a contract between the CSRC and the National Council on Crime and Delinquency's Children's Research Center (CRC).

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

- A site visit wherein a structured interview was conducted with the principal. Critical documents were reviewed and copies were obtained for CRC files, and classroom instruction was observed with notes recorded on student-teacher interactions. Additional scheduled and unscheduled site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
- An end-of-the-year structured interview with the principal.
- Obtaining a copy of Downtown Montessori's database. The school supplied report cards, standardized tests results, and parent contract information on paper.
- Compiling and analyzing results.

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<sup>2</sup> The City of Milwaukee chartered four schools in the 2004-05 academic year.

## **II. PROGRAMMATIC PROFILE**

### **Downtown Montessori School and Child Care Center**

Address: 2319 East Kenwood Blvd  
Milwaukee, WI 53211  
(414) 332-8214

Principal: Ms. Virginia Flynn

### **A. Philosophy and Description of Educational Methodology**

#### **1. Montessori Approach**

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

As described in its 2004-05 *Parent-Student Handbook*, Downtown Montessori Academy is divided into two levels of programming—the Children's House and the Elementary Program. The Children's House contains the Montessori Primary Program and is open to students ages two and a half through six years old. Children age five on or before September 1<sup>st</sup> may attend full-day Montessori sessions.

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

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

## **2. Teacher Information**

During the 2004-05 academic year, there were four teachers in four classrooms at Downtown Montessori. The classrooms included two Children's House classrooms comprised of three- to six-year-olds (or K3 through K5), one elementary classroom comprised of first and second grade students, and one elementary classroom with third through fifth grade students. Each of the four classrooms was staffed with teachers who held valid Wisconsin Department of Public Instruction (DPI) licenses or permits. All four DPI licensed teachers also held Montessori certification.

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

Throughout the year, staff worked with a reading consultant from Cardinal Stritch University. Staff ended the year with a review and began the process of learning more effective methods for implementing the reading curriculum during the 2005-06 year. Staff development time was also devoted to special needs and behavior plans, with a focus on early intervention. The teachers worked with the special education staff on issues related to speech and language, occupational therapy, learning disabilities, and attention deficit problems.

## **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. Teachers encouraged parental involvement by sending a letter and calendar home at the start of each month. Teacher email addresses were shared with parents, and Downtown Montessori held two parent conferences during the academic

year, as well as several parent informational meetings and programs. Downtown Montessori also published the annual *Parent-Student Handbook*.

Parents attended parent education nights with their children's teachers at the beginning of the school year. Parental involvement was also encouraged throughout the year with opportunities for parents to observe demonstrations of Montessori equipment, to assist with field trips, to read to their children, and to have access to classrooms and teachers at any time.

As part of the enrollment process, parents were asked to sign contracts with Downtown Montessori that covered areas such as parental involvement, field trip permission, and emergency medical care.

#### **4. Discipline Policy**

The school's discipline policy was published in the 2004-05 *Parent-Student Handbook*. It indicates that when dealing with discipline, it is most important to create a consistent environment for the children. Adult reactions to the child are tested daily, and when the actions of a child demand correction, it is most important that all adults who are involved with the child deal with the problem in the same way.

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



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

The “time out” procedure will be used only if redirection of the child does not work. The length of the time out will be limited, and the child must sit in full view of staff.

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

- Respect for the child;
- Knowledge and understanding of the developmental needs and characteristics of the child, as well as the needs of the group; 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 out-of-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 is considered a last resort and is subject to Board review.

## **B. Recruitment Activities**

To recruit new students, the school has developed a web page <http://downtownmontessori.com>, where information about the school is located. The web page

covers Frequently Asked Questions (FAQs) about charter schools and is linked to several other sites related to charter schools. The school also relies on parents for referrals, as well as providing information by phone and through mailings.

### **C. Student Population**

Downtown Montessori started the 2004-05 school year<sup>3</sup> with 79 children in K3 through fifth grade. By the end of the year, three new students joined the school and three children had withdrawn. Two children left due to transportation issues and the reason for the other student's withdrawal was not provided. Of the 79 students enrolled at the end of the year:

- Ten (12.7%) were in pre-kindergarten for three-year-olds, 18 (22.8%) were in pre-kindergarten for four-year-olds, 11 (13.9%) were in kindergarten, 13 (16.5%) students were in first grade, 13 (16.5%) students were second graders, and six (7.6%) students were in third grade. There were five (6.3%) fourth graders and three (3.8%) fifth graders.
- Forty-three (54.4%) students were Caucasian, 20 (25.3%) were African American, six (7.6%) students were biracial, four (5.1%) students were Hispanic, three (3.8%) students were Asian, and one (1.3%) student was Native American/Alaskan. Race was not specified for two students.
- Forty-six (58.2%) were girls and 33 (41.8%) were boys.
- Three students had special education needs.<sup>4</sup> All three had speech and other health impairments. CRC reviewed one file, and IEP requirements were met.

Data regarding the number of students returning to Downtown Montessori from the previous year were gathered in the Fall of 2004. Of the 67 students attending Downtown Montessori on the last day of the 2003-04 academic year who were eligible for continued enrollment at the school this

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<sup>3</sup> As of September 7, 2004.

<sup>4</sup> As of April 25, 2005.

past academic year, 57 enrolled and attended Downtown Montessori in September 2004. This represents a return rate of 85.0% and compares to a return rate of 78.5% in the Fall of 2003.

As of October 2004, the school had a waiting list of 15 students. In May 2005, 11 three- and four-year-old children were waiting for Fall enrollment in the Children's House, and two children were waiting for the Elementary Program.

#### **D. Hours of Instruction**

The 2004-05 school year consisted of 168 school days. The hours of instruction for K3 and K4 students were 8:30 a.m. to 11:30 a.m. each day. For students in K5 through fifth grade, the school day was 8:30 a.m. to 3:00 p.m. The highest possible number of hours of instruction per day was three hours for K3 and K4 students and 6.5 hours for K5 through fifth grade students; therefore, the provision of at least 875 hours of instruction for full-day students (K5 through fifth grade) was met. K3 and K4 students attended half days; therefore, the provision of one-half of the required 875 hours of instruction was met.

#### **E. Computer/Technology Capability**

Downtown Montessori has generic personal computers (IBM compatible). The principal at Downtown Montessori has worked with the data specialist at CRC and has computerized demographic and educational outcome information. She has continued to work with CRC staff to refine the database to ensure that it has utility for both program and monitoring purposes.

All students have access to computer stations at various times throughout the day.

## **F. Activities for Continuous School Improvement**

Following is a description of Downtown Montessori's response to the recommended activities in its programmatic profile and education performance report for the 2003-04 academic year:

- **Recommendation:** Continue the literacy activities begun during the 2003-04 academic year.

**Response:** The McGraw-Hill Reading Curriculum was implemented with additional Montessori curricular focus on literacy. The school staff met four times throughout the year with a consultant, a professor in reading and language from Cardinal Stritch University. A final half day was spent at the end of the year with this consultant to discuss the focus for next year, specifically to increase classroom time in reading, literacy, and writing.

- **Recommendation:** Continue implementing the Strategic Plan for Resource Development with the ultimate goal of finding a new space for the school.

**Response:** The school's board of directors finished the strategic planning process with the firm Growth & Design. The parents have formed a committee to find a suitable space.

- **Recommendation:** After the new reading curriculum is implemented, develop and implement methods to improve students' math testing skills.

**Response:** The school is planning on working with a DPI consultant to analyze standardized test results and advise Downtown Montessori's staff. The staff will also focus more on the connection between literacy and mathematics. In the afternoons, staff will work on activities connecting mathematics skills with literacy skills.

In addition to the specific recommendations mentioned above, the school also initiated membership in the Urban Ecology Center. This year-long program provided a coordinated science and environmental program for students at the Urban Ecology Center located on the Milwaukee River.

### **III. EDUCATIONAL PERFORMANCE**

To monitor Downtown Montessori school performance, a variety of qualitative and quantitative information has been collected at specified intervals during the past seven academic years. This year, the school established attendance, parent conference, and parent contract goals, as well as goals related to special education students. In addition, the school utilized internal and external measures of academic progress. This section of the report describes school success in meeting attendance, conference, parent contract, and special education goals. It also describes student progress as measured internally by scholastic progress reports and the McGraw-Hill Reading Program tests, and as measured externally by standardized tests, such as the Stanford Diagnostic Reading Test (SDRT), the Wisconsin Reading Comprehension Test (WRCT), the Wisconsin Knowledge and Concepts Examination (WKCE), and the McGraw-Hill Terra Nova examination.

#### **A. Attendance**

At the beginning of the academic year, the school established a goal to maintain an average attendance rate of 80.0%. This year, the school surpassed this goal as students, on average, attended<sup>5</sup> school 93.9% of the time.

#### **B. Parent Conferences and Contracts**

At the beginning of the academic year, the school set a goal that parents would attend at least 50.0% of scheduled parent-teacher conferences. This year, the school scheduled two conferences, one in the Fall and one in the Spring. There were 76 children enrolled for the entire year, and

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<sup>5</sup> Attendance was calculated for 78 students by dividing the number of days attended by the number of expected days of attendance as recorded in the school's database. Only complete records were included.

parents of all (100.0%) children attended both conferences. The school has, therefore, met its goal related to parent conferences.

The school also established a goal that 80.0% of parents would fulfill the requirements of the parent contract. This year, parents of all (100.0%) children fulfilled contract requirements. The school has, therefore, met this goal.

#### **C. Special Education Students**

This year, the school established a goal to develop and maintain records for all special education students. As of April 2005, there were three students with special needs. CRC reviewed one file, and all IEP requirements were met.

#### **D. Internal Local Measures of Educational Performance**

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to standardized testing, each charter school has the responsibility to describe the goals and expectations of its students in language that is meaningful, in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of pupil work, and providing evidence that students are meeting local benchmarks.

## **1. Progress Reports**

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

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

This year, the school stopped using the Scholastic Progress Report in first through fifth grades; instead, the school uses the Elementary Progress Report. This report card tracks student skills in language, reading/writing, mathematics, social studies, science, physical development, and creative expression (art/music).

### **a. Pre-Kindergarten (K4) and Kindergarten (K5)**

This year, the school established goals for practical life, sensorial, mathematics, language, and cultural areas for students in K4 and K5. Figures 1 through 5 describe the percentage of skills in which K4 (pre-kindergarten) and K5 (kindergarten) students reached "making steady progress" or "has mastered the skill." Rates are calculated for each child depending upon if/when the skill was first introduced and are averaged across all children.<sup>6</sup>

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<sup>6</sup> Rates were calculated by dividing the number of skills "progressing" or "mastered" by the number of skills presented for each student.

This year report cards were submitted for 28 K4 and K5 students. All 28 students exhibited progress or mastery in 76.0% or more of the practical life skills that had been presented in the first semester, and all students showed progress or mastery in 76.0% or more of the skills that were presented in the second semester (see Figure 1). In terms of sensorial discrimination skills, 22 students were progressing or had mastered 76.0% or more of the skills that had been presented to them in the first semester, and all 28 showed progress or mastery in 76.0% or more of the sensorial skills presented in the second semester of the year (see Figure 2). Similar information is provided in Figures 3 through 5.

Figure 1

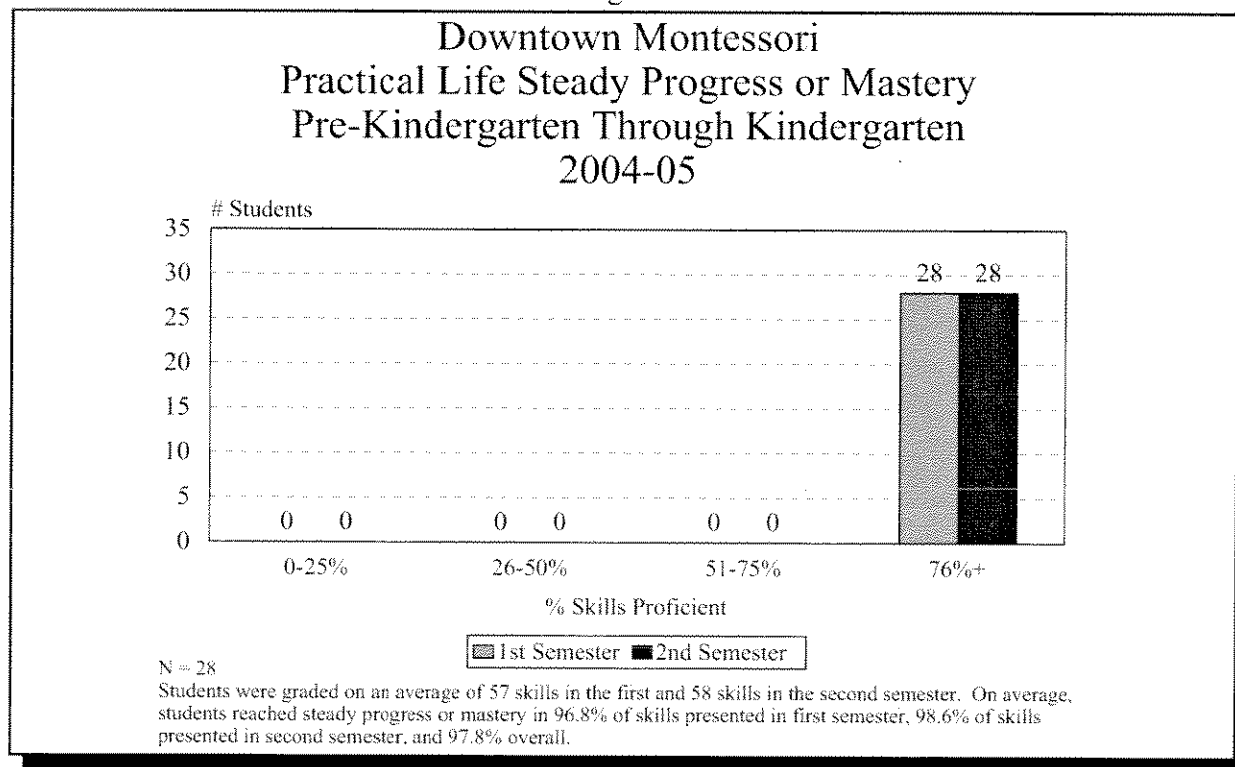
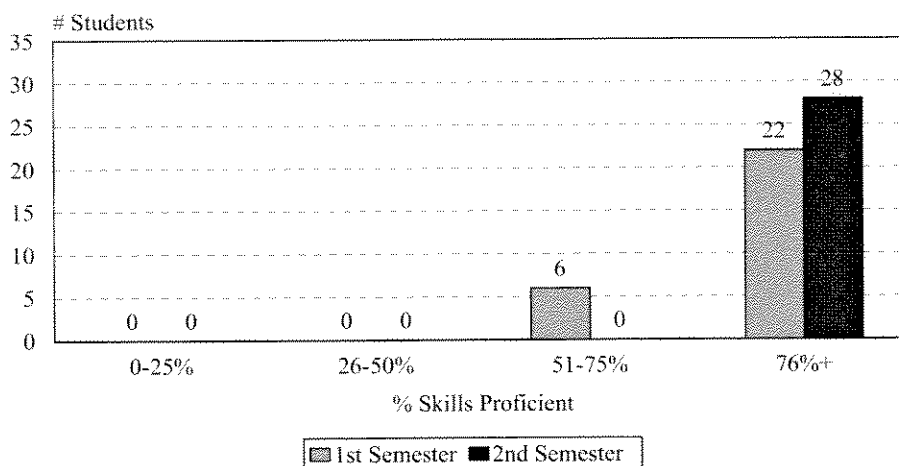




Figure 2

### Downtown Montessori Sensorial Discrimination Steady Progress or Mastery Pre-Kindergarten Through Kindergarten 2004-05

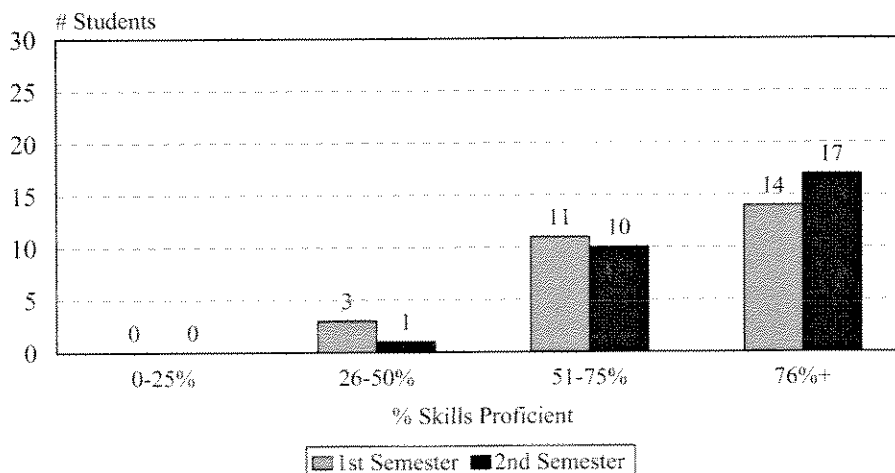


N = 28

Students were graded on an average of 18 skills in the first and 19 skills in the second semester. On average, students reached steady progress or mastery in 84.9% of skills presented in first semester, 95.8% of skills presented in second semester, and 91.1% overall.

Figure 3

### Downtown Montessori Mathematics Development Steady Progress or Mastery Pre-Kindergarten Through Kindergarten 2004-05



N = 28

Students were graded on an average of 11 skills in the first and 13 skills in the second semester. On average, students reached steady progress or mastery in 76.4% of skills presented in first semester, 80.0% of skills presented in second semester, and 79.9% overall.

Figure 4

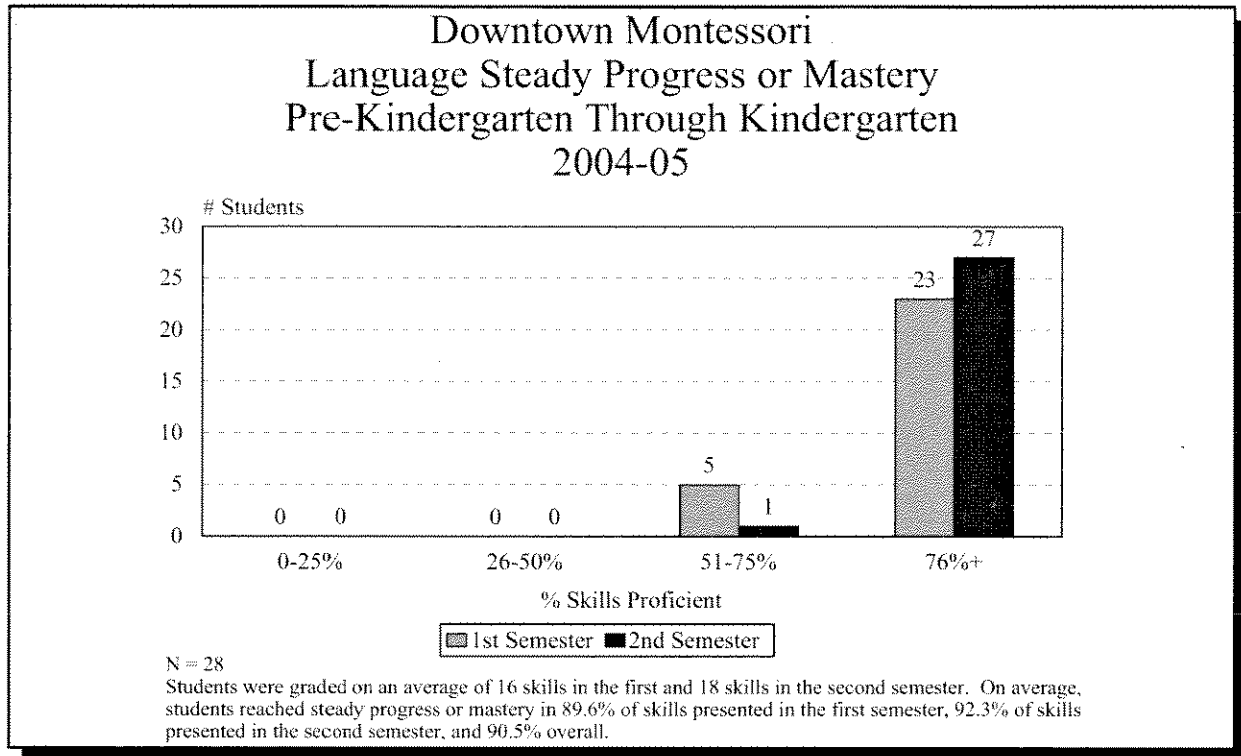
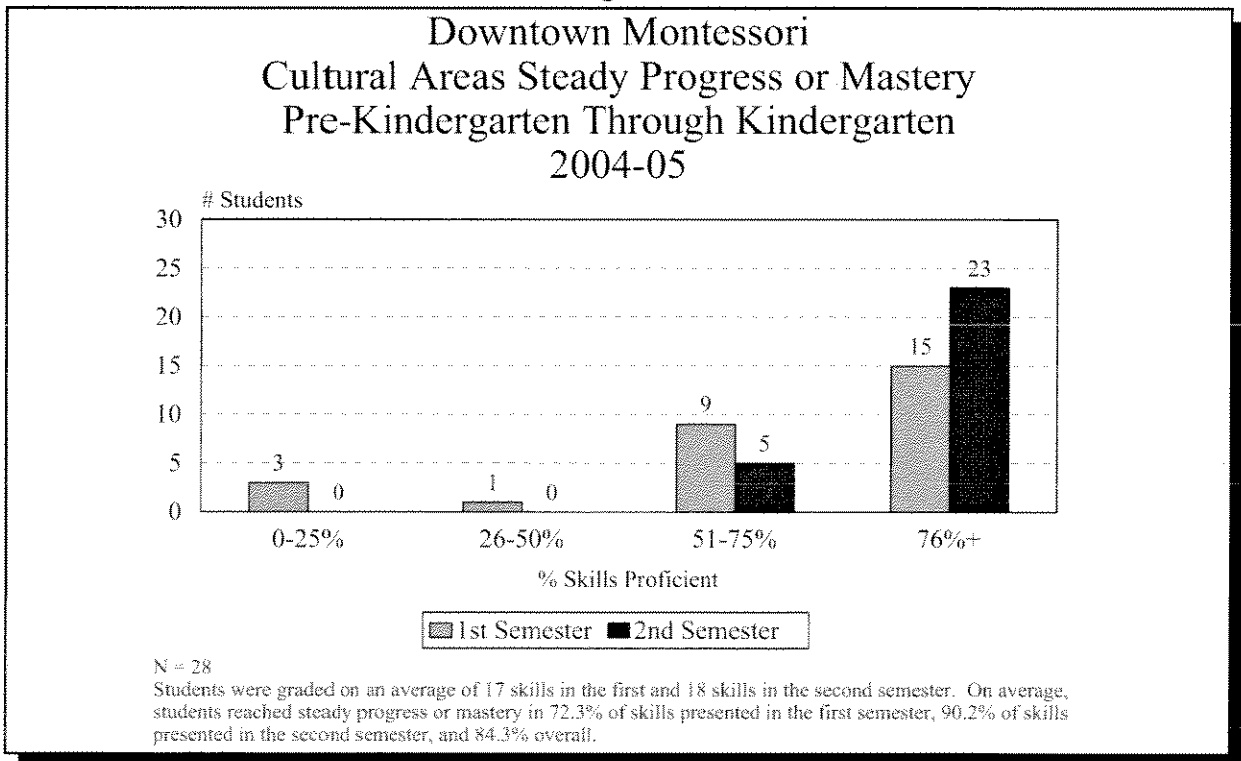


Figure 5



By the end of the school year, Downtown Montessori K4 and K5 students, on average, achieved “steady progress” or “mastery” in:

- 97.8% of overall practical life skills.<sup>7</sup> During the first semester, students showed progress or mastered 96.8% of practical life skills, on average. During the second semester, students showed steady progress or mastered 98.6% of skills;
- 91.1% of overall sensorial skills. During the first semester, students reached the goal on 84.9% of skills. During the second semester, students showed progress or reached mastery on 95.8% of skills;
- 79.9% of overall mathematics skills. During the first semester, students reached this goal, on average, in 76.4% of the mathematics skills presented, and on 80.0% of skills presented in the second semester;
- 90.5% of overall language skills. Students reached this goal on 89.6% of language skills presented in the first semester and 92.3% presented in the second semester; and
- 84.3% of the overall cultural areas skills. Students reached this goal on 72.3% of the cultural areas skills presented in the first semester and 90.2% presented in the second semester.

**b. First Through Fifth Graders**

Student progress in grades first through fifth is tracked in a variety of areas such as:

- Montessori Language lessons, e.g., grammar and writing;
- Reading/Writing Program, e.g., overall reading performance, writing skills, and spelling, assessed using the McGraw-Hill Reading Program unit tests;
- Mathematics, e.g., decimal system and number theory;
- Social Studies, e.g., geography, history, and cultural geography;
- Science e.g., biology and physical geography;
- Physical Development, e.g., large and small muscle development; and

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<sup>7</sup> The end of the year percentage is an average of the skills in which students reached “steady progress” or “mastery” during the first and second semesters.

- Creative Expression, e.g., art activities and music.

In all areas except reading/writing program skills, students are rated on each skill as “skills not yet introduced,” “needs strengthening,” or “successful.” Reading/writing assessment results are assessed in terms of proficiency levels and reflected in the McGraw-Hill Reading Program results. Reading/writing results are described later in this section. Due to the limited number of skills on which students are assessed in other areas, CRC limited analysis to progress in language and math skills.<sup>8</sup>

This year, the annual learning memo did not reflect the change in report cards. Therefore, the memo did not include goals specifically related to the new rating method. To estimate student progress, CRC counted the number of skills in which a student reached “successful.”<sup>9</sup>

Figures 6 and 7 describe the percentage of skills in which first through fifth grade students reached “successful” in language and math.<sup>10</sup> This year, 26 of 40 students reached “successful” in 76.0% or more of the language skills that had been presented in the first semester, and 31 of 40 students reached “successful” in 76.0% or more language skills that were presented in the second semester (see Figure 6). In terms of math skills, 5 of 40 students reached “successful” in 76.0% or more of the skills that had been presented to them in the first semester, and 25 of 40 students reached “successful” in 76.0% or more skills in the second semester (see Figure 7).

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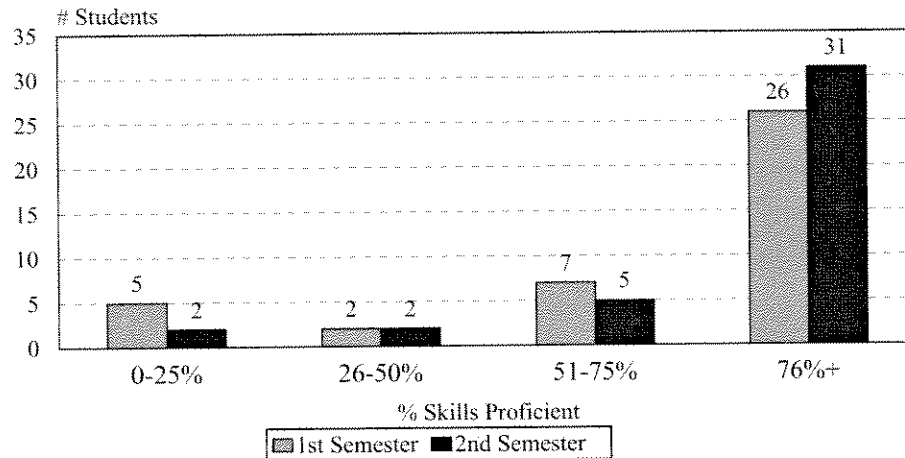
<sup>8</sup> Students are rated on two physical developments, two creative expressions, two social studies, and two science items. Given the limited number of items in these areas, they were not included in the analysis.

<sup>9</sup> The school requested that children rated “needs strengthening” or “successful” be counted as having met goals. However, if this analysis were employed, all children introduced to any item would by default meet the goal.

<sup>10</sup> Rates were calculated by dividing the number of skills in which the student was assessed “successful” by the number of skills for which the student was assessed.

Figure 6

### Downtown Montessori Language Skills "Successful" First Through Fifth Graders 2004-05

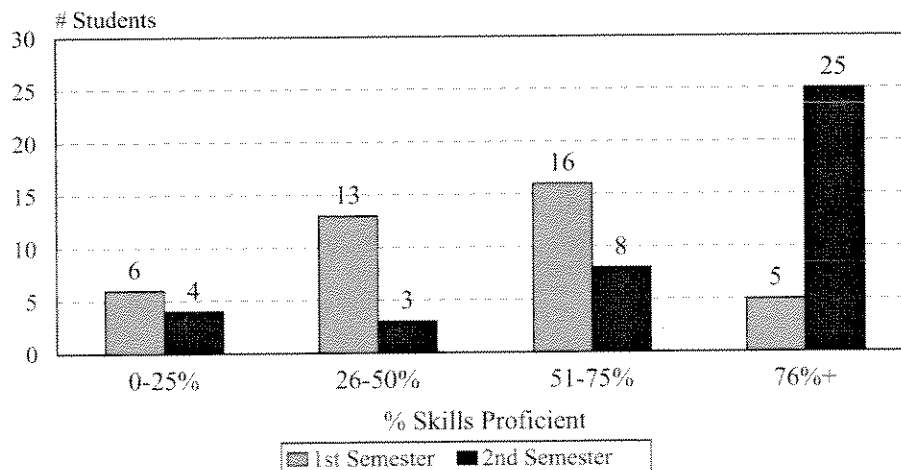


N = 40

Students were graded on an average of 14 skills in the first and 15 skills in the second semester. On average, students reached successful in 76.0% of skills presented in first semester, 85.0% of skills presented in second semester, and 81.0% overall.

Figure 7

### Downtown Montessori Mathematics Skills "Successful" First Through Fifth Graders 2004-05



N = 40

Students were graded on an average of 11 skills in the first and 13 skills in the second semester. On average, students reached successful in 51.7% of skills presented in first semester, 75.3% of skills presented in second semester, and 63.3% overall.

By the end of the school year Downtown Montessori first through fifth grade students, on average, achieved “successful” in:<sup>11</sup>

- 81.0% of language skills (students reached successful, on average, in 76.0% of the skills presented during the first semester and 85.0% of those presented in the second semester).
- 63.3% of the math skills presented throughout the year (students reached successful, on average, in 51.7% of skills presented during the first semester and 75.3% presented in the second semester).

## **2. McGraw-Hill Reading Program**

This year, the school adopted the McGraw-Hill Reading Program to monitor students’ progress in gaining reading skills. The school administered a placement test at the beginning of the year to identify each child’s reading level. Results were combined with SDRT results and teacher assessments to place each child in an instructional level, unrelated to the traditional concept of “grade level.” Children with similar instructional levels were placed in reading groups.

During each semester, students were taught three reading units. Results were summarized on student report cards in 14 competency areas, such as overall reading performance, completion of nightly reading homework, and responsibility for reading materials.

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<sup>11</sup> End of year percentage includes achieving “successful” on skills presented in the first or second semester.

Each competency was assigned a proficiency level. Results from the end of the year indicate that most students' overall reading performance was proficient (57.5%) or advanced (25.0%). Nearly half of the students exhibited proficient (40.0%) or advanced (15.0%) in writing skills. Results from each semester are illustrated in Tables 1 and 2.

| <p><b>Table 1</b></p> <p><b>Downtown Montessori</b></p> <p><b>Reading/Writing Program Proficiency Levels</b></p> <p><b>McGraw-Hill Reading Program Summary</b></p> <p><b>End of First Semester</b></p> <p><b>2004-05</b></p> |                   |       |       |       |            |       |          |       |       |        |
|--|-------------------|-------|-------|-------|------------|-------|----------|-------|-------|--------|
| Area Tested  | Proficiency Level |       |       |       |            |       |          |       |       |        |
|  | Minimal           |       | Basic |       | Proficient |       | Advanced |       | Total |        |
|  | N                 | %     | N     | %     | N          | %     | N        | %     | N     | %      |
| Overall Reading Performance  | 1                 | 2.5%  | 3     | 7.5%  | 24         | 60.0% | 12       | 30.0% | 40    | 100.0% |
| Complete Nightly Reading Homework  | 0                 | 0.0%  | 6     | 15.0% | 17         | 42.5% | 17       | 42.5% | 40    | 100.0% |
| Attendance/Tardiness   | 5                 | 12.5% | 4     | 10.0% | 9          | 22.5% | 22       | 55.0% | 40    | 100.0% |
| Responsibility for Reading Materials   | 0                 | 0.0%  | 4     | 10.0% | 14         | 35.0% | 22       | 55.0% | 40    | 100.0% |
| Oral Reading Skills  | 1                 | 2.5%  | 5     | 12.5% | 27         | 67.5% | 7        | 17.5% | 40    | 100.0% |
| Writing Skills   | 2                 | 5.0%  | 12    | 30.0% | 24         | 60.0% | 2        | 5.0%  | 40    | 100.0% |
| Comprehension Skills   | 0                 | 0.0%  | 2     | 5.0%  | 23         | 57.5% | 15       | 37.5% | 40    | 100.0% |
| Analysis Skills  | 0                 | 0.0%  | 3     | 7.5%  | 28         | 70.0% | 9        | 22.5% | 40    | 100.0% |
| Spelling   | 0                 | 0.0%  | 6     | 15.0% | 17         | 42.5% | 17       | 42.5% | 40    | 100.0% |
| Grammar  | 0                 | 0.0%  | 5     | 12.5% | 29         | 72.5% | 6        | 15.0% | 40    | 100.0% |

**Table 2**

**Downtown Montessori  
Reading/Writing Program Proficiency Levels  
McGraw-Hill Reading Program Summary  
End of Second Semester  
2004-05**

| Area Tested                          | Proficiency Level |       |       |       |            |       |          |       |       |        |
|--------------------------------------|-------------------|-------|-------|-------|------------|-------|----------|-------|-------|--------|
|                                      | Minimal           |       | Basic |       | Proficient |       | Advanced |       | Total |        |
|                                      | N                 | %     | N     | %     | N          | %     | N        | %     | N     | %      |
| Overall Reading Performance          | 1                 | 2.5%  | 6     | 15.0% | 23         | 57.5% | 10       | 25.0% | 40    | 100.0% |
| Complete Nightly Reading Homework    | 1                 | 2.5%  | 8     | 20.0% | 13         | 32.5% | 18       | 45.0% | 40    | 100.0% |
| Attendance/Tardiness                 | 5                 | 12.5% | 5     | 12.5% | 8          | 20.0% | 22       | 55.0% | 40    | 100.0% |
| Responsibility for Reading Materials | 1                 | 2.5%  | 4     | 10.0% | 15         | 37.5% | 20       | 50.0% | 40    | 100.0% |
| Oral Reading Skills                  | 2                 | 5.0%  | 6     | 15.0% | 20         | 50.0% | 12       | 30.0% | 40    | 100.0% |
| Writing Skills                       | 2                 | 5.0%  | 16    | 40.0% | 16         | 40.0% | 6        | 15.0% | 40    | 100.0% |
| Comprehension Skills                 | 2                 | 5.0%  | 3     | 7.5%  | 17         | 42.5% | 18       | 45.0% | 40    | 100.0% |
| Analysis Skills                      | 1                 | 2.5%  | 6     | 15.0% | 22         | 55.0% | 11       | 27.5% | 40    | 100.0% |
| Spelling                             | 1                 | 2.5%  | 7     | 17.5% | 16         | 40.0% | 16       | 40.0% | 40    | 100.0% |
| Grammar                              | 1                 | 2.5%  | 5     | 12.5% | 24         | 60.0% | 11       | 27.5% | 40    | 100.0% |



### **3. Summary of Scholastic Progress**

Downtown Montessori's local measure related to report cards for pre-kindergarten and kindergarten was that they would demonstrate "making steady progress" or "has mastered the skill" on the skills presented each semester. The data demonstrate that on average, students in K4 and K5 made steady progress or mastered between 79.9% and 97.8% of the skills presented, depending on the skill area.

The school did not specifically identify a local measure for the Elementary Progress Reports used in first through fifth grades. When analysis was limited to skills in which students were "successful," results showed that on average, students reached successful in 63.3% of math and 81.0% of language skills. Based on the McGraw-Hill Reading Program test results, most students' overall reading performance was proficient (57.5%) or advanced (25.0%). Forty percent of students exhibited proficient and 15.0% advanced writing skills. Therefore, this local measure of academic achievement was met.

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

The SDRT is the standardized test required by the CSRC for administration to first, second, and third graders enrolled in city charter schools. In addition, all third graders enrolled in public schools are required to take the WRCE and fourth graders must be administered the WKCE. The CSRC requires that fifth graders be administered the McGraw-Hill Terra Nova examination. (Standardized testing was not an appropriate measure of educational performance for the pre-kindergarten or kindergarten students enrolled at Downtown Montessori during the academic year because of their age and developmental level.) Results are described below.

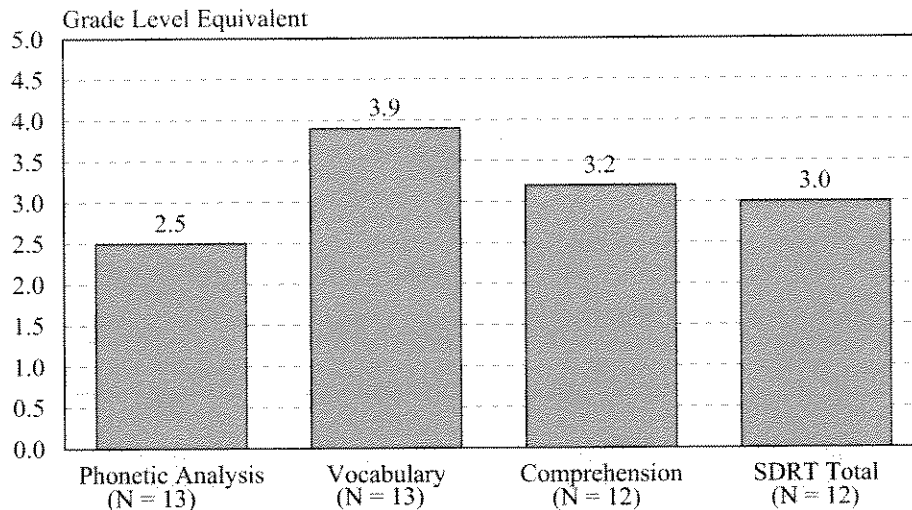
### **1. Stanford Diagnostic Reading Test**

In March 2005, the SDRT was administered to 13 first graders, 13 second graders, and six third graders. Although not required by the CSRC, the school administered the test to four fourth graders. Student performance in first through third grades is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score. Fourth graders are assessed in vocabulary, comprehension, and scanning and are assigned a total score.

Results indicate that first graders were functioning, on average, at second and third grade reading levels, depending on the area tested (see Figure 9 and Table 3).

Figure 8

**Downtown Montessori  
Stanford Diagnostic Reading Test  
Average Grade Level Equivalent for First Graders  
2004-05**



Note that one first grader did not complete the entire test.

Table 3

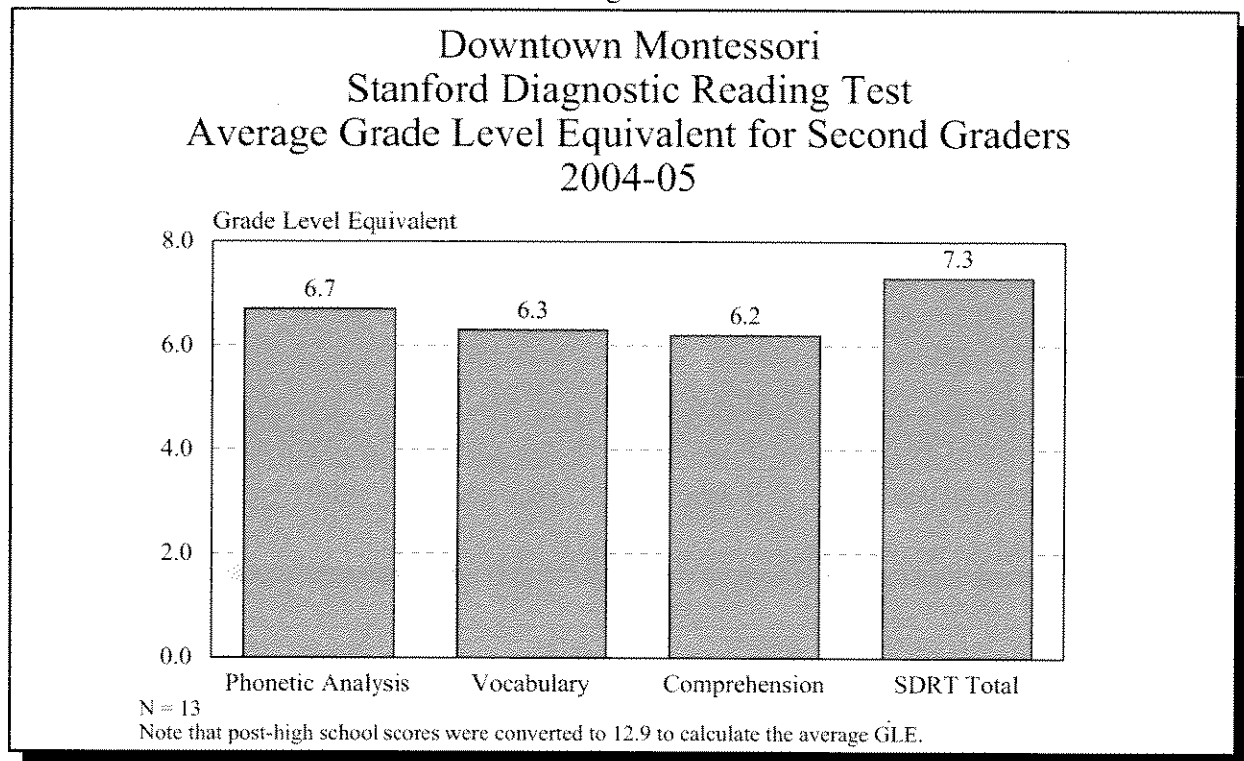
**Downtown Montessori  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for First Graders  
2004-05**

| Area Tested                | Lowest Grade Level Scored | Highest Grade Level Scored | Median |
|----------------------------|---------------------------|----------------------------|--------|
| Phonetic Analysis (N = 13) | K.7                       | 5.2                        | 2.2    |
| Vocabulary (N = 13)        | 1.3                       | 7.1                        | 3.2    |
| Comprehension (N = 12)     | 1.2                       | 7.7                        | 2.5    |
| <b>SDRT Total (N = 12)</b> | 1.2                       | 4.8                        | 3.3    |

Note: Results are rounded to the nearest tenth.

Second grade results are presented in Figure 9 and Table 4. Second graders were functioning, on average, at a sixth grade level equivalent in the areas tested and seventh grade overall.

Figure 9

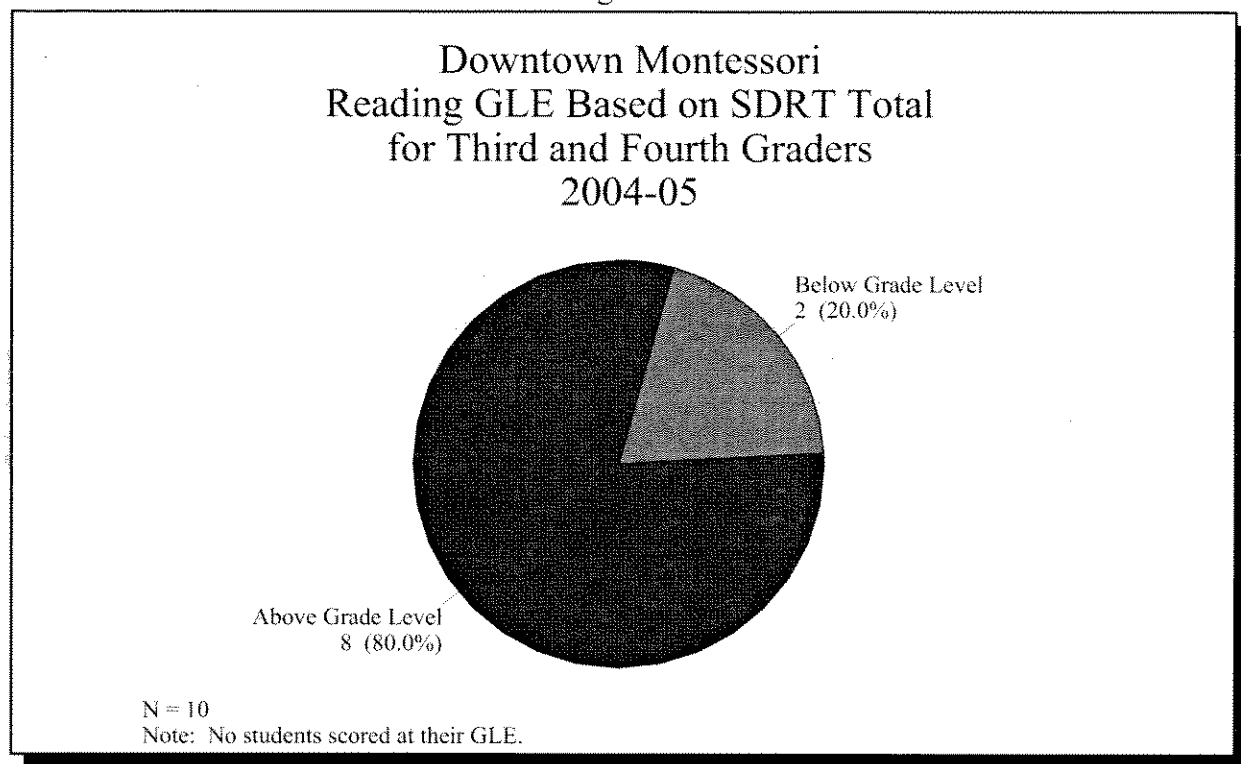


| <b>Table 4</b><br><b>Downtown Montessori</b><br><b>Stanford Diagnostic Reading Test</b><br><b>Grade Level Equivalent Range for Second Graders</b><br><b>2004-05</b><br><b>(N = 13)</b> |                           |                            |        |
|--|---------------------------|----------------------------|--------|
| Area Tested  | Lowest Grade Level Scored | Highest Grade Level Scored | Median |
| Phonetic Analysis  | 1.3                       | 10.9                       | 7.9    |
| Vocabulary   | 2.6                       | 8.1                        | 8.1    |
| Comprehension  | 1.8                       | PHS*                       | 5.7    |
| <b>SDRT Total</b>  | 2.3                       | PHS*                       | 8.1    |

\*Note that post-high school scores were converted to 12.9 to calculate the average GLE.

The SDRT was administered to six third and four fourth graders. Due to the small size of these cohorts, results for each class could not be included in this report. However, CRC combined results to provide an indication of how many students were reading at grade level. Results indicate that 80.0% of third and fourth graders were reading above grade level (see Figure 10).

Figure 10



## **2. Wisconsin Reading Comprehension Test**

The WRCT, required of all third graders in Wisconsin public schools, was taken by six third grade students at Downtown Montessori. Due to the small size of this cohort, results are not included in this report.

## **3. Wisconsin Knowledge and Concepts Examination**

In November 2004, all fourth, eighth, and tenth grade public school students in Wisconsin participated in statewide assessments in the subject areas of reading, language arts, math, science, and social studies.<sup>12</sup> These assessments are called the Wisconsin Knowledge and Concepts Examinations. Based on how students score on these assessments, they are placed in one of four proficiency categories: advanced, proficient, basic, or minimal performance.<sup>13</sup> This year there were five fourth graders who were administered the WKCE. Due to the small size of this class, results could not be included in this report.

## **4. McGraw-Hill Terra Nova Examination**

The CSRC requires that each charter school administer the McGraw-Hill Terra Nova examination, which is a standardized test from the same publisher as the DPI-approved Wisconsin Student Assessment System. Students are tested in reading, language, math, science, and social studies. Results are provided as GLEs.

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<sup>12</sup> Note that the DPI changed the testing period from the Spring of the academic year to the Fall of the academic year in 2002.

<sup>13</sup> Advanced: demonstrates in-depth understanding of academic knowledge and skills tested on WKCE; Proficient: demonstrates competency in the academic knowledge and skills tested on WKCE; Basic: demonstrates some academic knowledge and skills tested on WKCE; and Minimal Performance: demonstrates very limited academic knowledge and skills tested on WKCE.

This year, Downtown, Montessori administered the test to its three fifth graders. Due to the small size of this cohort<sup>14</sup>, results are not included in this report.

## **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), the WKCE, and the Terra Nova reading, language, and math subtests. In previous years, multiple year student progress was reported in aggregate for all students enrolled in the school. This year, the CSRC required that multiple year student progress be reported only for students enrolled a full academic year, i.e., since September 19, 2003. In addition to reporting grade level equivalents for second and third graders, the CSRC required that progress for fourth and fifth grade students who met proficiency expectations be reported separately from those who did not.

Due to the small size of each grade, CRC included all students for whom comparable standardized test data were available.

### **1. First Through Third Graders**

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

---

<sup>14</sup> The CSRC requires that cohorts consist of ten or more students to ensure confidentiality.

The following table describes reading progress results, as measured by SDRT over consecutive academic years for students enrolled as first graders in 2003-04 and as second graders in 2004-05, and for second graders who returned as third graders in 2004-05. Overall, SDRT totals indicate an average improvement of 2.3 GLE from first to second grade. Advancement from second to third grade could not be reported due to the small size of this cohort. Results were then combined to show an overall average advancement of 2.5 GLE for second and third graders.

| <p><b>Table 5</b></p> <p><b>Downtown Montessori</b></p> <p><b>Average GLE Advancement in Reading</b></p> <p><b>Based on SDRT</b></p> |                                  |                                  |                                |                               |
|--|----------------------------------|----------------------------------|--------------------------------|-------------------------------|
| <b>Grades</b>  | <b>Grade Level Equivalent</b>    |                                  |                                |                               |
|  | <b>Average GLE<br/>(2003-04)</b> | <b>Average GLE<br/>(2004-05)</b> | <b>Average<br/>Advancement</b> | <b>Median<br/>Advancement</b> |
| First to Second (N = 11)   | 5.0                              | 7.3                              | 2.3                            | 1.9                           |
| Second to Third (N = 6)  | Cannot be reported               | Cannot be reported               | Cannot be reported             | Cannot be reported            |
| <b>Total (N = 17)</b>  | <b>--</b>                        | <b>--</b>                        | <b>2.5</b>                     | <b>2.2</b>                    |

Note: Results are rounded to the nearest tenth.

It is possible to compare SDRT results from 2002-03 to 2004-05 using scores from students who took the SDRT in 2002-03 as first or second graders and again in 2004-05 as third or fourth graders.<sup>15</sup> Five of this year's third graders were administered the SDRT as first graders in 2002-03 and four of this year's fourth graders took the test as second graders in 2002-03. Due to the small size of these cohorts, progress could not be included in this report.

<sup>15</sup> The school elected to administer the SDRT to fourth graders this year.



## **2. Fourth and Fifth Graders**

There is no standardized test required by the CSRC to track reading, language, and math progress from third to fourth grade. The examinations used to track fourth to fifth grade progress are the WKCE and the Terra Nova. This year, there were two fifth graders who had scores from consecutive years. Due to the small size of this cohort, results could not be included in this report.

### **G. Multiple-Year Student Progress for Students Who Did Not Meet Proficiency Expectations**

In addition to examining progress for all students, the CSRC requires the school to report grade and proficiency level advancement for children who did not meet proficiency level expectations in reading, language, and/or math in the previous academic year. Because SDRT does not translate into proficiency levels, this requirement was applied to first and second graders who tested below GLE in 2003-04. This year, there were:

- no second graders who tested below grade level in reading, based on the 2003-04 SDRT;
- no third graders who tested below grade level in reading, based on the 2003-04 SDRT; and
- fewer than ten fifth graders who tested at minimal or basic level in reading, language arts, and math, based on the 2003-04 WCKE.

Due to the small size of these cohorts and the difference in test series from year to year, progress for students below grade level or who did not meet proficiency level expectations could not be reported.

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

### **1. Background Information<sup>16</sup>**

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

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

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

The possible school status designations are:

- "Satisfactory," which means the school is not in improvement status;
- SIFI, or "School Identified for Improvement," which means the school did 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 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 consecutive years in that objective to be removed from this "improvement" status and returned to "satisfactory" status.

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<sup>16</sup>This information is taken from the DPI website: [www.dpi.state.wi.us/oea/annrvw05.html](http://www.dpi.state.wi.us/oea/annrvw05.html)

- Title I Status, which identifies whether Title I funds are directed to this school. If so, the schools are subject to the Federal sanctions.<sup>17</sup>

## 2. Three Year Adequate Yearly Progress

According to Downtown Montessori's Adequate Yearly Progress Review Summary School Performance: 2004-05<sup>18</sup> published by DPI, the Academy has demonstrated "Satisfactory" performance on all four objectives. The objectives were that 95.0% of the eligible students participated in the required tests, that at least 67.5% of the students were reading at the proficient or above level, that 47.5% of the students tested were at the proficient or above level in mathematics, and that the school maintained an attendance rate of at least 85.0%.

In addition, DPI has reported that the Academy received a "Satisfactory" designation in all four objectives applicable throughout the past three years. Downtown Montessori has met all requirements for AYP for the 2004-05 academic year.

## IV. CONCLUSIONS/RECOMMENDATIONS

This report covers the seventh year of Downtown Montessori's charter school status. Downtown Montessori has met all of the reportable educational contract provisions in its charter school contract with the City of Milwaukee. The data related to year-to-year academic progress for fourth through fifth grade students could not be reported due to the small test group size. The key performance indicators were:

- Average student attendance was 93.9%, exceeding Downtown Montessori's goal of 80.0%.

---

<sup>17</sup> For complete information about sanctions, see [www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc](http://www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc); [www.dpi.state.wi.us/dpi/esea/bul\\_0402.html](http://www.dpi.state.wi.us/dpi/esea/bul_0402.html); and [www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc](http://www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc)

<sup>18</sup> For a copy of the Downtown Montessori's Academy Annual Review of School performance, see the DPI website.

- All classroom teachers were Montessori certified and held Wisconsin DPI licenses or permits.
- Individual pupil information was provided in a database or computerized format that could be accessed for reporting purposes.
- Parents of all (100.0%) students attended both parent conferences.
- On average, the pre-kindergarten and kindergarten students made steady progress or mastered between 79.9% and 97.8% of the skills presented during the year, depending upon the skill area.
- On average, the first through fifth grade students reached successful in 63.3% of math and 81.0% language skills presented during the year.
- At the end of the year, most first through fifth grade students were proficient (57.5%) or advanced (25.0%) in overall reading performance, based on the Reading McGraw-Hill program.
- 40.0% of the students exhibited proficient and 15.0% advanced writing skills.
- First graders were functioning, on average, at second and third grade levels depending on the areas tested on the SDRT.
- Second graders were functioning, on average, at sixth grade level in the areas tested on the SDRT and at the seventh grade overall.
- 80.0% of third and fourth graders were functioning above grade level as measured by the SDRT.
- Second grade students with comparable SDRT results as first graders advanced an average of 2.3 GLE.
- Second and third grade students with comparable SDRT results advanced an average of 2.5 GLEs.
- Results from the WRCT, fourth grade WKCE, and the Terra Nova for third, fourth, and fifth graders could not be reported due to small cohort sizes.

After reviewing the information in this report and considering the information gathered during the principals's interview on May 31, 2005, it is recommended that the focus of activities for the 2005-06 year include the following:

- Continue to work on finding new classroom space, including identifying resources beyond parent time and energy.
- Continue developing the afternoon integrated literacy program to specifically work on logical reasoning.
- Develop a rating system with criteria for local measures in reading and math for first through fifth graders that will clearly identify the students in need of extra services.
- Provide teacher training and foster appropriate utilization of Powerschool.

**APPENDIX A**  
**CONTRACT COMPLIANCE CHART**

**Downtown Montessori Academy, Inc.**  
**Overview of Compliance for Educationally Related Contract Provisions**

**2004-05**

| <b>Section/Page of Contract</b> | <b>Educationally Related Contract Provision</b>  | <b>Monitoring Report Reference Page</b> | <b>Contract Provision Met or Not Met</b> |
|---------------------------------|--|---|--|
| Section B, pp. 2-3              | Description of educational program of the school and curriculum focus  | Pages 2-3                               | Met                                      |
| Section B, p. 4                 | 875 hours of instructions  | Page 8                                  | Met                                      |
| Section C, p. 5                 | Educational methods  | Pages 2-3                               | Met                                      |
| Section D, p. 5                 | Montessori Learning Review (see local measures below)  |   |  |
| Section E, p. 5                 | Parental involvement   | Page 4-5                                | Met                                      |
| Section B, p. 2                 | Teacher certification: Montessori  | Page 4                                  | Met                                      |
| Section F, p. 6                 | DPI license or permit  | Page 4                                  | Met                                      |
| Section I, p. 7                 | Student database information   | Page 7-8                                | Met                                      |
| Section K, p. 8                 | Procedures for disciplining students   | Pages 5-6                               | Met                                      |
|                                 |  |   |  |
| Memo subsequent to contract     | Administration of required standardized tests.   | Pages 23-28                             | Met                                      |
| Memo subsequent to contract     | Academic criteria #1: maintain local measures, showing student growth in demonstrating curricular goals.   | Pages 11-22                             | Met                                      |
| Memo subsequent to contract     | Academic criteria #2: Achievement Measure:<br>a. Second and third grade students: Advance Average of one GLE in reading.<br>b. Fourth and fifth grade students Proficient or Advanced in Reading: Maintain proficiency level.<br>c. Fourth and fifth grade students Proficient or Advanced in Language Arts: Maintain proficiency level.<br>d. Fourth and fifth grade students Proficient or Advanced in Language Math: Maintain proficiency level.  | Page 28-30                              | a. Met<br>b. N/A*<br>c. N/A*<br>d. N/A*  |
| Memo subsequent to contract     | Academic criteria #3: Year-to-Year Achievement Measure<br>a. Second and third grade students with below grade level 03-04 scores in reading: Advance more than one GLE in reading.<br>b. Fourth and fifth grade students below proficient level in 03-04 reading test: Advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range.<br>c. Fourth and fifth grade students below proficient level in 03-04 language arts test: Advance one level of proficiency or to the next quartile within the 03-04 proficiency level range.<br>d. Fourth and fifth grade students below proficient level in 03-04 math test: Advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range. | Page 30                                 | a. N/A*<br>b. N/A*<br>c. N/A*<br>d. N/A* |

\*Group size too small for grade level, or school-wide report could not be reported.

**APPENDIX B**

**OUTCOME MEASURE AGREEMENT MEMO**



**Downtown Montessori Academy  
2319 E Kenwood Blvd.  
Milwaukee, WI. 53211**

**Student Learning Memorandum  
2004-2005 School Year**

The following procedures and outcomes will be used for the 2004-2005 school year monitoring of the education programs of Downtown Montessori. The data will be provided to Children's Research Center, the monitoring agent contracted by the City of Milwaukee Charter School Review Committee.

**Attendance:**

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

**Enrollment:**

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

**Termination:**

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

**Parent Conferences:**

On average, parents will participate in at least fifty percent (50%) of the scheduled parent-teacher conferences. Dates for the events and names of the parent participants will be recorded by the school and provided to Children's Research Center in June of each school year.

**Parent Contract:**

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

**Exceptional Education Needs Students:**

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

**Academic Achievement: Local Measures**

**Montessori Skills**

Students' Montessori curricular experiences, skills, and content included in local measures assessment are in the areas of Sensorial, Practical Life, Mathematics, Language Arts, and Culture. The following scale will be used for the local measures assessment:

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

Beginning with four year old kindergarten through fourth grade students will demonstrate "Making steady progress" or "Has mastered the skill" on the skills presented each semester. Measurement will occur once each semester.

These measures are based on the Montessori approach where the teacher first presents the skill; and the student then practices the skill until reaching mastery at that particular skill. Teachers will document the semester when a skill is presented and the semester when the student reaches the Mastery level. At the end of the school year, all skills that were presented to the student and in which the student has not yet reached "Has mastered the skill" will be recorded as "Making steady progress," "Having difficulty," or "New presentation."

**Writing Skills** will continue to be part of our local measures and progress will continue to be measured and reported as part of our present local measures.

**McGraw Hill Reading Program** – Using the McGraw Hill placement and reading tests throughout the year we will be able to measure the students reading progress. The placement tests will be administered in the fall in Kindergarten thru 5<sup>th</sup> Grade, unit tests will be administered through out the year.

### **Academic Achievement: Standardized Measures**

The following standardized test measures will assess academic achievements in reading and mathematics. On average, each class will demonstrate a minimum increase of one grade level as measured by the academic progress of each student in that grade. Students who initially test below grade level will demonstrate more than one grade-level gain.

#### **Grades 1, 2,3,4**

**Stanford Diagnostic Reading Test** will be administered each spring. The first year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent years.

#### **Grade 3**

**Mc Graw Hill Terra Nova - Fall** – will be administered during the same time frame identified by DPI for testing the 4<sup>th</sup> Grade and on an annual basis. This test will provide each student with a proficiency level via a scale score in reading and math

**Wisconsin Reading Comprehension Test** will be administered on an annual basis in the time frame identified by the Wisconsin Department of Public Instruction. The test will provide each student with a comprehension score and a proficiency level.

#### **Grade 4**

**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.

**Oral Language** will be assessed by any Wisconsin Department of Public Instruction approved instrument. DPI will provide these tests.

#### **Grade 5**

**Mc Graw Hill Terra Nova** will be administered during the same time frame identified by the State Department of Public Instruction for testing fourth graders and on an annual basis. This test will provide each student with a proficiency level via a scale score in reading and mathematics.

**D**



# Darrell Lynn Hines College Preparatory Academy of Excellence

2004-05 School Year

Report Date  
August 2005

## Programmatic Profile and Educational Performance

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Prepared for:

***Darrell Lynn Hines College Preparatory Academy of Excellence***

7151 North 86<sup>th</sup> Street, Milwaukee, WI 53224



**EXECUTIVE SUMMARY**  
**for**  
**Darrell Lynn Hines College Preparatory Academy of Excellence**  
**Third Year of Operation as a City of Milwaukee Charter School**  
**2004-05**

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

**I. Contract Compliance Summary<sup>1</sup>**

The Academy has met all contract provisions related to describing its educational program, methodology and student population, its hours and days of operation, teacher licensing, pupil database information, and parental involvement. In terms of academic criteria, the Academy has met the requirement to administer designated standardized tests and has maintained local measures that show pupil growth in demonstrating curricular goals. The Academy met all of the reportable year-to-year academic expectations required by the Charter School Review Committee (CSRC), except for third graders, who on average advanced 0.9 grade level equivalencies (GLE) in reading, just short of the 1.0 GLE expectation.

**II. Performance Criteria**

**A. Local Measures**

In the Fall of 2004, CRC and the Academy identified educationally related outcome measures to define and quantify a portion of the contract provisions, particularly the local measures required in Part D, page 2, of the Academy's contract with the City of Milwaukee. Appendix B contains the Academy's outcome measure agreement memo. Following is a summary of these measures and the extent to which the Academy has or has not met each of them for the 2004-05 academic year:

**Attendance:** Average student attendance was 96.0%.

Outcome measure: Met

**Enrollment:** Individual student information about new enrollees was shared with CRC.

Outcome measure: Met

**Terminations:** The school recorded the date and reason for the termination of every student leaving the school.

---

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

Outcome measure: Met

**Parent Participation:** Parents of 100.0% of the children attended both scheduled family-teacher conferences.

Outcome measure: Met

**Special Education Needs Students:** There were 17 students identified as having special education needs. An Individual Education Program (IEP) was completed for all students of these students and all IEPs were reviewed in a timely manner.

Outcome measure: Met

#### **Additional Local Measures of Academic Achievement:**

- At the end of the year, 63.0% of the Academy students demonstrated one level or more improvement in reading, as measured by the Jerry Johns Reading Inventory.  
Outcome measure: Met

- At the end of the year, 62.4% of the Academy's K5 through fifth grade students met and 19.4% exceeded expectations in math skills, as measured by local measures of math progress. Most (82.8%) of the sixth and seventh grade students achieved a C or better in math.  
Outcome measure: Met

- At the end of the year, 55.1% of students demonstrated proficient levels in writing as measured by the Six Traits of Writing assessment rubric and 11.4% demonstrated advanced levels.  
Outcome measure: Met

#### **B. Year-to-Year Academic Achievement on Standardized Tests**

The Academy administered all required standardized tests as noted in their contract with the City of Milwaukee.

Year-to-year data for all students with comparable test results indicates the following results indicate that:

- Second graders advanced an average of 1.0 GLE in reading;
- Third graders advanced an average of 0.9 GLE in reading;
- 90.5% of 42 fifth through seventh graders who were proficient or advanced in reading the prior year maintained their proficiency level;
- 80.7% of 31 fifth through seventh graders who were proficient or advanced in language the prior year maintained their proficiency level; and
- 83.3% of 30 fifth through seventh graders who were proficient or advanced in mathematics the prior year maintained their proficiency level.

Year-to-year data for students with comparable test results who were below grade expectations the prior year indicate that:

- 66.7% of 33 fifth through seventh graders either advanced one level of proficiency or advanced to the next quartile within their 2003-04 proficiency level in reading;
- 40.9% of 44 fifth through seventh graders advanced one level of proficiency or advanced to the next quartile within their 2003-04 proficiency level in language; and
- 64.4% of 45 fifth through seventh graders either advanced one level of proficiency or advanced to the next quartile within their 2003-04 proficiency level in mathematics.

### **III. Recommendations:**

It is recommended that the focus of activities for the 2005-06 year include the following:

- Continue to develop specific expertise among teachers to allow for in-school consultation and ongoing support by subject area.
- Identify and implement the steps necessary to become a high performing school, including steps needed to:
  - continue to develop classroom teachers' ability to meet all student's needs; and
  - supply needed resources to teachers at the classroom level.

## **I. INTRODUCTION**

This report is the third annual program monitoring report to address educational outcomes for the Darrell Lynn Hines College Preparatory Academy of Excellence (the Academy), one of four schools chartered by the City of Milwaukee. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the Children's Research Center (CRC).

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

1. CRC staff assisted the school in developing its outcome measures agreement memo.
2. CRC staff visited the school and conducted a structured interview with the administrator 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 administrator.
3. The Academy provided electronic and paper data to CRC. Data were compiled and analyzed at CRC.

## **II. PROGRAMMATIC PROFILE**

Darrell Lynn Hines College Preparatory Academy of Excellence

Address: 7151 North 86<sup>th</sup> Street  
Milwaukee, WI 53224  
(414) 358-3542

Executive  
Director: Barbara P. Horton

### **A. Description and Philosophy of Educational Methodology**

#### **1. Mission and Philosophy**

The mission of the Academy is to accomplish excellence and equity in a kindergarten through eighth grade educational environment. The Academy provides a quality education in a co-educational, safe, nurturing, caring, and academically challenging learning environment. Students are taught positive self-worth and how to live authentically as outstanding citizens in an ever-changing, complex, and dynamic world.<sup>2</sup>

The school's vision is that:

- All students will be given a quality education and will model good character and principles.
- All students will be afforded a quality K-8 college preparatory education.
- All students will adhere to high moral and ethical standards.
- All students will grow and develop their gifts, talents, character, and academic potential.
- All students will successfully master high academic standards and will exit the school prepared to continue their education with high expectations for successfully entering a college/university and becoming productive citizens.

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<sup>2</sup> Family and Student Handbook, 2004-05.

## **2. Description of Educational Programs and Curriculum<sup>3</sup>**

The Darrell Lynn Hines College Preparatory Academy of Excellence provided educational services to children in grades kindergarten through seven during the 2004-05 academic year. The school plans to add eighth grade next year.

The Academy offers a transdisciplinary approach in the various subject areas, going beyond the scope of each discipline by making meaningful connections through studying a conceptual theme. As of Spring 2004, the school offers this transdisciplinary curriculum through the Primary Years Programme (PYP) of the International Baccalaureate Organization (IBO). Each fifth grader produces an exhibition project (the Academy uses guidelines adopted from IBO), which is a culminating project demonstrating the student's experience in PYP. During the 2004-05 academic year, the Academy began investigating the process to become authorized by the IBO for the Middle Years Programme.

Each program of study provides the students with three vital lessons: knowledge about the world in which they live, skills to operate in the world in which they live, and attitudes that encourage being productive members of society. Each grade level includes thematic units, called Units of Inquiry, which include skill development appropriate for that unit of inquiry. Therefore, the students' academic day is shared between work on the units of inquiry and skill instruction.

The Academy has also developed grade-level writing objectives. The structured reading skill curriculum is from McGraw Hill's Direct Instruction program. The mathematics program is "Everyday Mathematics," meeting the Wisconsin model content standards, with additional math curriculum built upon the model curriculum of the National Council for Teachers of Mathematics as a framework. The Academy also offers instruction in science and social studies, geography,

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<sup>3</sup> Information is taken from the Academy's Family and Student Handbook for 2004-05, its Personnel Policies Manual, and Section II of the Academy's Charter Application for the 2002-03 academic year, which was subsequently incorporated into its contract with the City of Milwaukee.

history, art, physical education, and health. In addition to academic subjects, the Academy provides opportunities for students to learn and be involved in community service projects.

The Academy uses a variety of methods of instruction including:

- The Learning Principles promoted by the work of Tuck and Coddling (1998). These principles include: valuing student effort; providing clear expectations that are the same for all students; utilizing a thinking curriculum; providing opportunities for students to address their own work and teach others; and having students work beside an expert who models, encourages, and guides the student.
- The Multiple Intelligences model developed by Howard Gardner. This model includes eight intelligences characteristic of student learners: Logical/Mathematical, Interpersonal, Intrapersonal, Linguistic, Kinesthetic, Spatial, Music, and Naturalist. These intelligences are personal, interrelated, and interdependent. Multiple Intelligence theory is used at the Academy as a learning style model.
- The use of transdisciplinary methods to integrate subject matter across themes.
- Promoting cohesiveness in learning by providing a central theme throughout the various subject areas.
- The use of Direct Instruction to develop reading skills.
- “Everyday Mathematics” to develop math skills.

### **3. Recruitment Activities**

Generally, the Academy engages in its recruitment activities from February to April of each year. If they do not receive enough applications to fill available seats, the school reopens recruitment activities for as long as necessary to fill those seats. The school has participated in recruitment fairs, placed ads in the newspaper, and when funding was available, used radio ads to reach a broad base of families and attract new students.

The school prepares a recruitment packet that is distributed to the individuals who respond to the school’s open enrollment appeal through recruitment efforts. This packet includes an application, a cover letter outlining the requirements for immunization records and birth certificate,

a flyer explaining academic and support services, including the IBO program, and random selection criteria.

In the past, school test scores were either included in the packet or presented to parents during orientation sessions. In the Fall of 2005, the Academy will provide student achievement data to new parents at orientation, parents on the waiting list, and parents whose children are returning to school.

The Academy plans to administer a satisfaction survey to its families in the late Summer or early Fall 2005.

## **B. Student Population**

At the beginning of the year, 235 students ranging from kindergarten (K5) through seventh grade were enrolled<sup>4</sup> in the Academy. Thirteen students enrolled after the school year started, and 11 students withdrew from the school prior to the end of the year. Reasons for withdrawing included: five students moved away, two students were dissatisfied with the school, two students left due to disciplinary policy reasons, one student left the school because of transportation issues, and one student left the school for unspecified reasons.

Most (245, or 98.8%) of the students enrolled in the Academy throughout the year<sup>5</sup> were African American, two were Hispanic, and one student was Native American. Seventeen students had special education needs—six children had special needs in speech/language, three children had learning disabilities,<sup>6</sup> three children had emotional/behavioral disabilities, three children had learning and speech/language impairments, and two children had other health impairments.

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<sup>4</sup> Enrolled on September 1, 2004.

<sup>5</sup> Includes a total of 248 students enrolled at any time during the academic year.

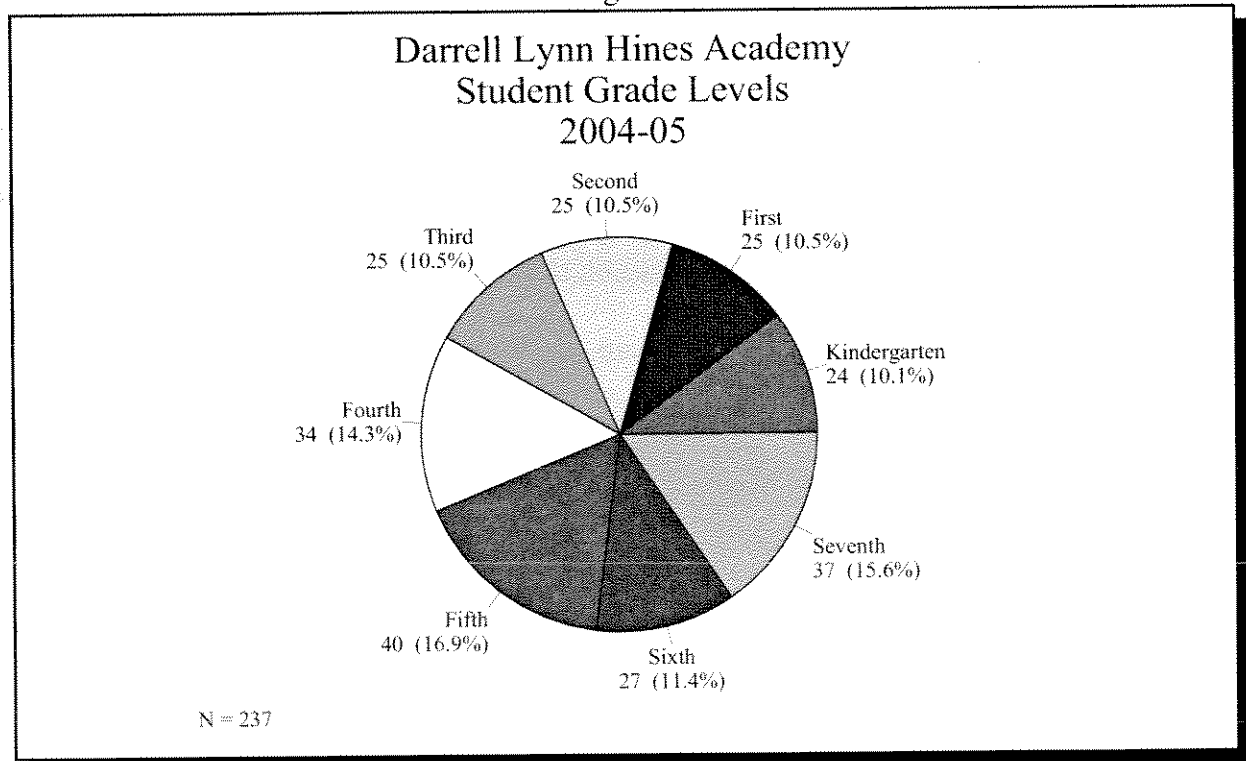
<sup>6</sup> One child with a learning disability also participated in speech/language services.



Data regarding the number of students returning to the Academy from the previous year were gathered in the Fall of 2004. Of the 219 students attending on the last day of the 2003-04 academic year who were eligible for continued enrollment at the school for the 2004-05 academic year, 178 were enrolled on the third Friday in September, 2004, representing a return rate of 81.0%.

At the end of the school year, there were 122 (51.5%) girls and 115 (48.5%) boys enrolled at the Academy. The largest grade was fifth grade with 40 students, and the smallest grade was kindergarten with 24 students. The number of students by grade level is illustrated in Figure 1. (Note that the Academy plans to expand to eighth grade in the 2005-06 academic year.)

Figure 1



The school had ten classrooms with an average of 24 students. There was one classroom each for K5, first, second, and third grades. There was one classroom of fourth graders, one of fifth graders and a combined classroom of fourth and fifth graders. There were three classrooms of sixth and seventh graders combined. In addition, the school had a classroom for use by the special education teacher.

The K5 through fifth grade rooms were each staffed by one teacher and one teaching assistant. The three sixth/seventh grade classrooms each had one teacher per classroom, and there was a team of four teachers for the sixth/seventh grade group. Parents also volunteered in the classroom.

## **C. School Structure**

### **1. Areas of Instruction**

The Academy provides instruction in writing, reading, math, language arts and spelling, elementary Spanish, science, social studies, health, art, music, and physical education. These subjects are indicated on each student's report card. Each student is rated six times throughout the school year on academic progress and effort. Report cards also reflect the teacher's assessment of the child's work habits.

### **2. Teacher Information**

During the 2004-05 school year, the Academy employed 12 teachers, including one special education teacher, supervised by an Instructional Leader. All 12 of the teachers held a State of Wisconsin Department of Public Instruction (DPI) license or permit.

In mid-August, the new teachers attended two days of new teacher training.<sup>7</sup> All staff participated in staff orientation for the week prior to the first day of student attendance.

Regular Wednesday meetings, lasting for 75 minutes each, occurred throughout the year. In September the topics covered included PYP framework, assessments, report card/honor roll, student individual learning plans, teaching students how to research, and internationalism. Between October and April, each month focused on a particular topic including: test preparation, assessments, world connections and articles in various curriculum areas, reading, language arts, and math in the classroom, science/social studies/health in the classroom, and standards alignment. During these months, various staff took the lead in presenting information or facilitating discussion. During the month of May, the emphasis during these meetings was on writing assessments, standards, and math issues.

In addition, staff development during banked days (non-student attendance days) included the following topics: assessments in the classroom, attendance at workshops at the Sally Ride Academy (Teaching the Six-Plus-One Traits of Writing; Differentiated Instruction Works and Algebra for All); an overview of the DPI exams and analyzing state assessment data; Differentiated Instruction; and a technology workshop.

Throughout the year, the Academy's Instructional Leader provided supportive resources and mentoring for all teachers. Veteran teachers also mentored new teachers, and teachers were encouraged to specialize in various curriculum areas with the purpose of mentoring other teachers.

First-year employees were formally reviewed three months after the school year began. The review included a self-assessment, a review of the job description, areas of responsibility, and progress toward goals and outcomes. A second review occurred six months into the school year.

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<sup>7</sup> Six of the 12 teachers were new in the Fall of 2004.

Returning employees were reviewed six months after the start of the school year. The Instructional Leader used observations and lesson plans as a basis for gathering information regarding reviews.

### **3. Hours of Instruction/School Calendar**

The regular school day for students began at 7:50 a.m. and concluded at 3:15 p.m. The first day of school was September 1, 2004, and the last day of school was June 15, 2005.<sup>8</sup> The highest possible number of days for student attendance in the academic year was 175. Seven additional days were “banked” for teacher work days. The Academy has met the City of Milwaukee’s practice of requiring 875 instructional hours in charter schools as well as its contract provision requiring the school to publish an annual calendar.

### **4. Parent and Family Involvement**

The *Darrell Lynn Hines Academy Family and Student Handbook* is provided to every family prior to the start of each school year. In its handbook, the Academy invites parents to become active members of the Family Involvement Team (FIT), which is comprised of all parents and guardians of the Academy’s students. Its purpose is to provide positive communication between parents/guardians/family members and the school administration, to facilitate parental involvement in school governance and educational issues, to organize volunteers, to review and discuss school performance issues, and to assist in fundraising and family education training.

The Academy offers parents/guardians/family members an opportunity to review and sign its family agreement. The agreement states the beliefs of the Academy community and the parents’ agreement to participate in collaborative efforts to support those beliefs, including supporting the school’s operation policies, sending their child each day with the necessary materials and supplies,

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<sup>8</sup>Based on a calendar provided by the school for the 2004-05 year.

reading to their child at least 30 minutes per day, attending family-teacher conferences, and volunteering no less than 40 hours each year in the school. All parents/guardians of the students signed family agreements for the 2004-05 academic year.

Parents/guardians were required to attend a mandatory orientation session with their child prior to the start of school, as well as to attend family-teacher conferences. Family-teacher conferences were scheduled twice during the year. Phone conferences were substituted for in-person conferences when parents/guardians were unable to attend.

## **5. Waiting List**

In the Fall of 2004, the Academy developed a waiting list for students. Twenty-three kindergarten through sixth grade students were waiting for openings, and as of October 2004, there were no openings. Parents were notified as openings occurred.

As of June 2005, the Academy had a total of 34 students from first through seventh grade waiting for openings in the Fall.

## **6. Discipline Policy**

The Academy clearly explains its discipline policy to parents and students in its *Family and Student Handbook*. The Student Management section of the handbook includes a statement of student expectations, parent and guardian expectations, and an explanation of the family agreement. In addition, an explanation of the school's discipline plan and disciplinary actions is provided. The types of disciplinary referrals include conferences with the student, the teacher, and the parent or guardian; referral to the Dean of Students; in-house suspensions; out-of-school suspensions; and expulsion recommendations. Each of these are 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 recommendation for expulsion.

Students are also referred for administrative awards for responsible behavior. These include awards for attendance and effort each marking period. An annual awards convocation also honors students who have excelled in academic achievement and have demonstrated positive behavior and character traits that exemplify a model student. Students can be named to the Dean's List/Honor Roll, the Attendance Honor Roll, the Good Character Honor Roll, and the Academic Honor Roll.

#### **D. Activities for Continuous School Improvement**

Following is a description of the Academy's response to the activities that were recommended in its programmatic profile and education performance report for the 2003-04 academic year:

- Recommendation: Achieve the goal of every child being at grade level in reading and math, develop a planning process dedicated to exposing students to extra resources, including developing a summer program for all students, and ensure that every child who is below grade level be exposed to the specialist in the pertinent area. Focus the best resources on students who need the most help.

those Response: The Academy identified each student who was below grade level or proficiency expectations in reading and math. Planning, which included the student's participation, occurred to develop an individual learning plan (ILP) for students below grade level expectation. Summer school was offered during the Summer of 2004 (and is again being offered during the Summer of 2005) for those students identified as below grade or proficiency expectations. Direct Instruction reading time was increased from one hour daily to one hour and 40 minutes per day. Smaller reading groups were formed based on each student's reading skills. In March 2005, volunteer teachers began an after-school tutoring program two days per week for students who were two or more grade levels behind in reading and math. Students who could not stay for tutoring were targeted for 2005 summer school programming. A half-time Title I teacher was hired to provide supplemental instruction in math to sixth and seventh graders. A reading consultant and math consultant were hired to provide staff development and coaching.

- Recommendation: Hire a reading consultant on a half-time basis.

Response: As mentioned above, the Academy hired a reading consultant who worked with teachers two days per week. The school is working toward training an in-house person to provide this support for the 2005-06 year.

- Recommendation: Develop one of the teachers as a math specialist to monitor student performance in math and provide ongoing support/feedback for teachers.

Response: The Academy is developing the capacity for teachers to have the opportunity to become teacher leaders by facilitating meetings around specific topics such as math, student data collection, and writing. In Fall 2004, the school hired a teacher with math expertise, particularly with middle school students. This teacher is evolving into the math teacher leader. In addition, the math curriculum will be supplemented with an emphasis on basic math skills to help students who need to develop basic skills.

- Recommendation: To retain teachers, consider the possibility of offering a retirement plan in addition to the health benefits plan now available.

Response: The school will have a 403(b) plan in place in the Fall of 2005. Under this plan, the school will match the amount teachers put in the plan at the end of the year. Each teacher will choose his/her own investment options.

### III. EDUCATIONAL PERFORMANCE

To monitor the Academy's activities as described in its contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specified intervals during the past three academic years. At the start of this year, the school established attendance and parent participation goals, as well as goals related to special education students. The school also identified local and standardized measures of academic performance to monitor student progress. The local assessment measures included the Jerry Johns Reading Inventory, mathematics progress reports, and results of the Six Traits of Writing framework. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT), the Wisconsin Reading Comprehension Test (WRCT), the Wisconsin Knowledge and Concepts Examination (WKCE), and the Terra Nova

examinations. Goals and measures are described in the annual outcome measures agreement memo in Appendix B.

**A. Attendance**

At the beginning of the academic year, the school established a goal to maintain an average attendance rate of 90.0%. Attendance rates were calculated for 248 students enrolled during the school year and averaged across all students. Not including excused absences, the school's attendance rate was 96.0%. When excused absences were included, the attendance rate rose to 97.0%. Based on these calculations, the Academy exceeded its attendance goal.

**B. Parent Participation**

At the beginning of the academic year, the school set a goal that parents/guardians would attend at least two scheduled family-teacher conferences. This year, there were 239 children enrolled at the time of the first conference and 238 enrolled at the time of the second. Parents of all children (100.0%) attended both scheduled conferences. The Academy has, therefore, met its goal related to parent participation.

**C. Special Education Needs**

This year, the school set a goal to develop and maintain records on 17 special education students in the 2004-05 academic year. Individual Education Program (IEP) team assessments were completed for all 17 children. A review of a representative number of files showed that students had current IEPs indicating their eligibility for special education services and that their parents were involved in developing their IEPs.



## **D. Local Measures of Educational Performance**

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to standardized testing, each charter school has the responsibility of describing the goals and expectations of its students in meaningful language, in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks.

### **1. Reading Progress**

At the beginning of the school year, the school set a goal that, on average, students would demonstrate one year of growth in reading, as measured by the Jerry Johns Reading Inventory administered at the beginning and end of the school year. The reading inventory consists of assessments in sight word recognition, reading passages, and comprehension. To establish comfort, students started with a passage one level below their current grade. If the student met requirements, s/he was tested at his/her current grade level. If the student again met requirements, s/he could then be administered tests up to two grade levels higher than his/her current grade. Results placed students into pre-primer, primer, or grade level one through eight. Students unable to read any sight words were designated as non-readers.

Results for the 235 students who were administered the pre- and post-tests indicate that there was a wide range of reading skills within each grade level.<sup>9</sup> Ranges within each grade level are illustrated below.

| <b>Table 1</b><br><b>Darrell Lynn Hines Academy</b><br><b>Jerry Johns Reading Inventory</b><br><b>Grade-Level Ranges at the End of the School Year*</b><br><b>2004-05</b> |    |             |         |
|---|----|-------------|---------|
| Grade   | N  | Grade Level |         |
|   |    | Low         | High    |
| Kindergarten  | 24 | Non-reader  | Third   |
| First   | 24 | Pre-primer  | Third   |
| Second  | 25 | Primer      | Fourth  |
| Third   | 24 | Second      | Fifth   |
| Fourth  | 34 | First       | Sixth   |
| Fifth   | 40 | Second      | Seventh |
| Sixth   | 27 | Second      | Eighth  |
| Seventh   | 37 | Second      | Eighth  |

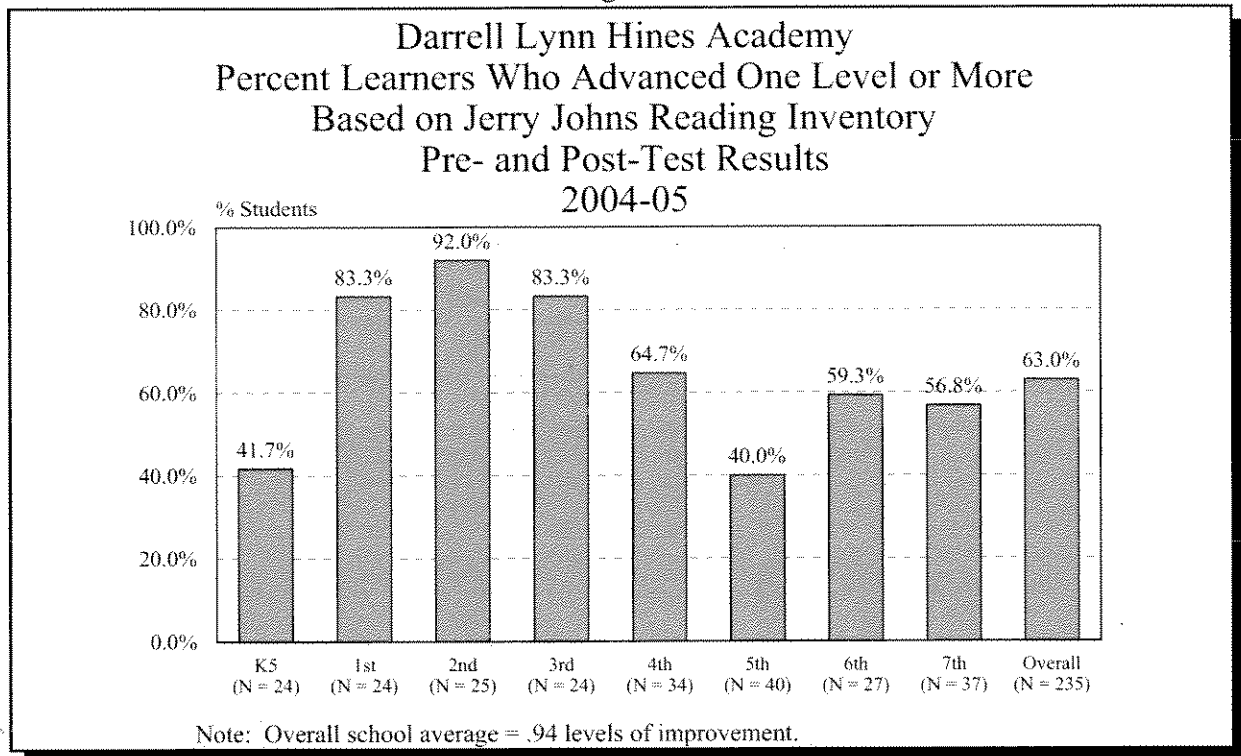
\* Includes students with both pre- and post-test results.

Progress for each grade is illustrated in Figure 2. For example, 24 kindergartners were administered the pre- and post-Jerry Johns examinations. Ten (41.7%) kindergartners showed a reading level increase of one year or greater, as did 20 (83.3%) first graders.

Overall, 148 (63.0%) students in kindergarten through seventh grade exhibited one level or more of growth this year.

<sup>9</sup> Some students were not enrolled the entire year and therefore did not receive the pre- and/or post-test.

Figure 2



The majority of students were reading at or above grade level at the end of the year. For example, although fifth graders gained an average of only 0.4 grade levels, 32 (80.0%) of the 40 students were reading at or above grade level at the end of the school year. The overall average level of improvement was .94 grade levels. See Table 2.

| <p align="center"><b>Table 2</b></p> <p align="center"><b>Darrell Lynn Hines Academy</b></p> <p align="center"><b>Average Grade Level Increase</b></p> <p align="center"><b>Based on Jerry Johns Reading Inventory</b></p> <p align="center"><b>Pre- and Post- Test Results</b></p> <p align="center"><b>2004-05</b></p> |            |                                     |  |
|--|------------|-------------------------------------|--|
| <b>Grade</b>   | <b>N</b>   | <b>Average Grade Level Increase</b> | <b>Percent At or Above Grade Level</b> |
| Kindergarten   | 24         | 0.9                                 | 41.7%                                  |
| First  | 24         | 1.8                                 | 79.2%                                  |
| Second   | 25         | 1.3                                 | 92.0%                                  |
| Third  | 24         | 1.4                                 | 91.7%                                  |
| Fourth   | 34         | 0.9                                 | 79.4%                                  |
| Fifth  | 40         | 0.4                                 | 80.0%                                  |
| Sixth  | 27         | 0.8                                 | 66.7%                                  |
| Seventh  | 37         | 0.6                                 | 78.4%                                  |
| <b>Total</b>   | <b>235</b> | <b>.94</b>                          | <b>76.6%</b>                           |

Based on an average grade level increase of .94, these results indicate that the Academy has substantially met its goal of one or more levels of reading progress.

## **2. Math Progress**

To track math progress at a local level, the Academy set a goal that students in K5 through fifth grades would show one or more levels of progress between the first and last marking periods or score two or better on mathematics assessments, using the following scale:

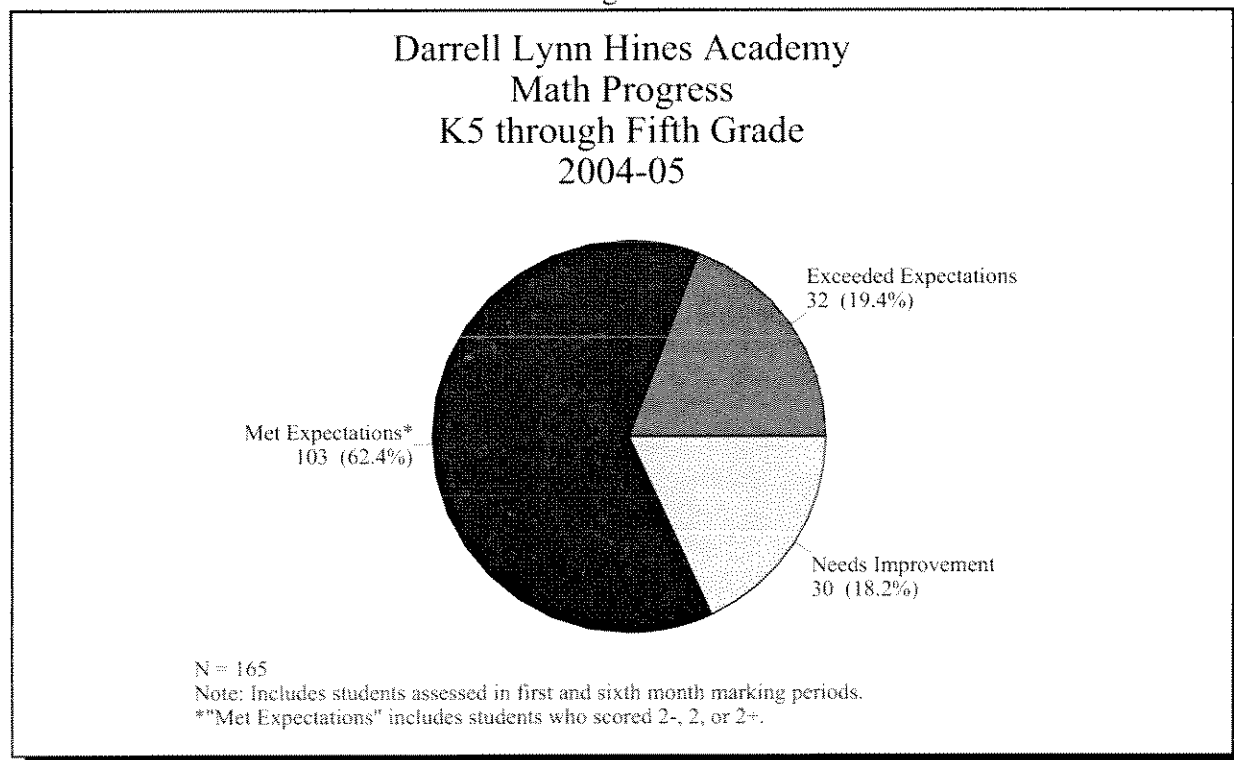
- 1 Indicates that the student *exceeds expectations*, demonstrating exemplary performance.
- 2+ Indicates that the student *meets expectations*, demonstrating slightly above average performance.
- 2 Indicates that the student *meets expectations*, demonstrating average performance.

- 2- Indicates that the student is demonstrating slightly below average performance and *meets expectations*.
- 3 Indicates that the student *needs improvement*, demonstrating far below average performance.

Sixth and seventh graders were to show a grade of C or better, or show one or more levels of progress between the first and last marking period. Progress was assessed six times throughout the school year and recorded on each student's report card.

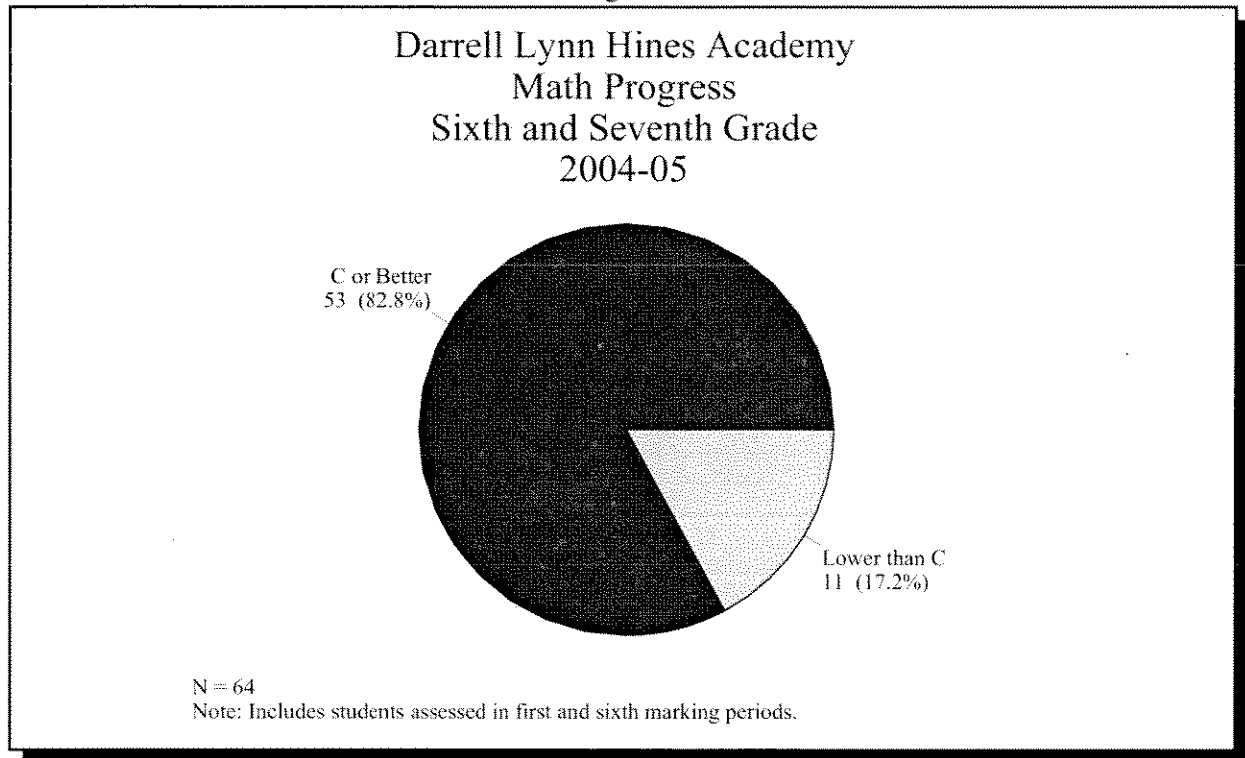
This year, math progress indicators for 165 K5 through fifth grade students assessed at the beginning (first marking period) and end of the school year (sixth marking period) were submitted. By the end of the year, 32 (19.4%) students exceeded expectations, 103 (62.4%) met expectations, and 30 (18.2%) students needed to improve their math skills (see Figure 3).

Figure 3



Most (82.8%) sixth and seventh graders exhibited a C or better in mathematics by the end of the school year (see Figure 4). Overall, the Academy substantially met its local academic measure goal related to math.

Figure 4



### 3. Writing Progress

To assess writing skills at the local level, the school set a goal that students would be able to produce a grade-appropriate piece of writing. The grade-level written assignment was assessed using the Six Traits of Writing rubric. The Six Traits of Writing is a framework for assessing the quality of student writing and offers a way to link assessments with revisions and editing. Based on grade-level specific requirements, each student was categorized as having minimal, basic, proficient, or advanced writing skills.

Results provided for 236 students in kindergarten through seventh grade indicated that seven (3.0%) students exhibited minimal, 72 (30.5%) basic, 130 (55.1%) proficient, and 27 (11.4%) students exhibited advanced writing skills on their grade-level writing piece. Since 97.0% of the students demonstrated basic or better proficiency levels in writing, this local measure of academic performance was substantially met (see Figure 5).

Figure 5

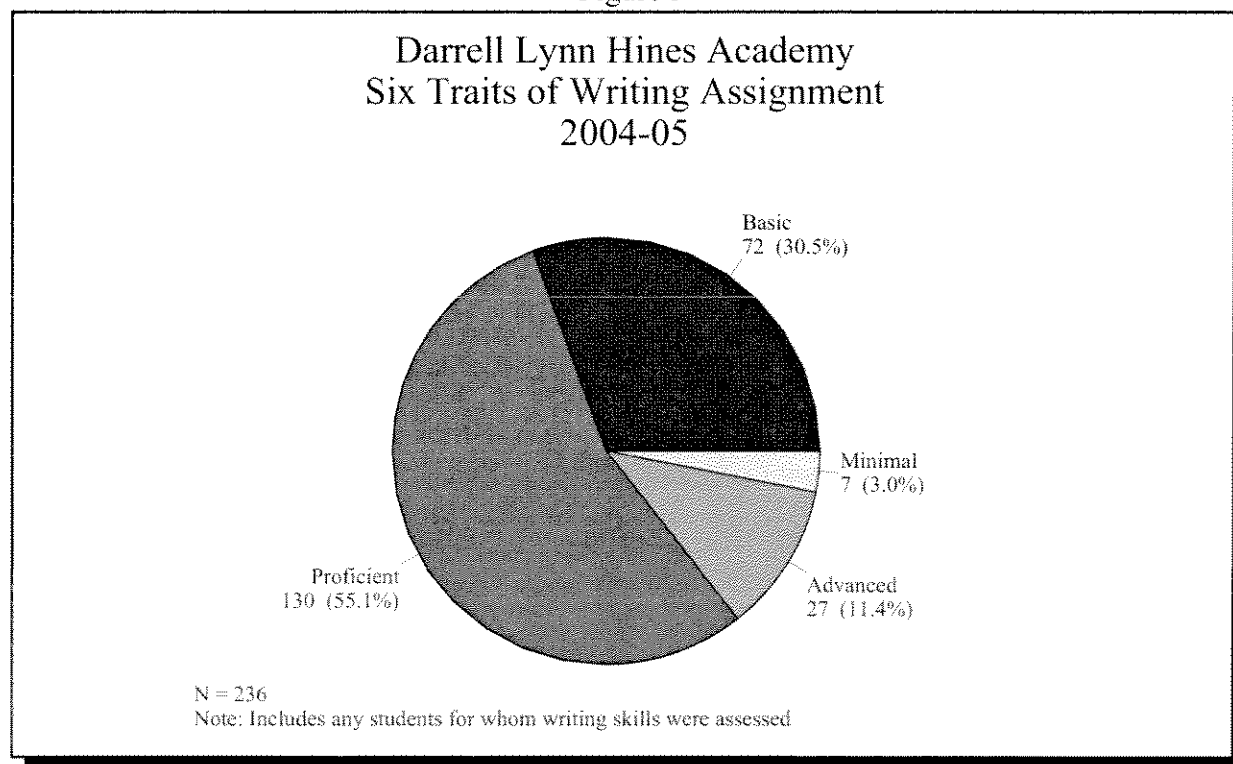


Table 3 describes Six Traits of Writing results for each grade.

| <b>Table 3</b><br><b>Darrell Lynn Hines Academy</b><br><b>Six Traits of Writing Assignment Results by Grade</b><br><b>2004-05</b> |                |             |              |              |                   |              |                 |              |              |               |
|---|----------------|-------------|--------------|--------------|-------------------|--------------|-----------------|--------------|--------------|---------------|
| <b>Grade</b>  | <b>Results</b> |             |              |              |                   |              |                 |              |              |               |
|   | <b>Minimal</b> |             | <b>Basic</b> |              | <b>Proficient</b> |              | <b>Advanced</b> |              | <b>Total</b> |               |
| Kindergarten  | 0              | 0.0%        | 4            | 16.7%        | 14                | 58.3%        | 6               | 25.0%        | 24           | 100.0%        |
| First   | 2              | 8.3%        | 7            | 29.2%        | 10                | 41.7%        | 5               | 20.8%        | 24           | 100.0%        |
| Second  | 3              | 12.0%       | 8            | 32.0%        | 10                | 40.0%        | 4               | 16.0%        | 25           | 100.0%        |
| Third   | 0              | 0.0%        | 12           | 48.0%        | 12                | 48.0%        | 1               | 4.0%         | 25           | 100.0%        |
| Fourth  | 0              | 0.0%        | 8            | 23.5%        | 21                | 61.8%        | 5               | 14.7%        | 34           | 100.0%        |
| Fifth   | 0              | 0.0%        | 8            | 20.0%        | 29                | 72.5%        | 3               | 7.5%         | 40           | 100.0%        |
| Sixth   | 1              | 3.7%        | 14           | 51.9%        | 11                | 40.7%        | 1               | 3.7%         | 27           | 100.0%        |
| Seventh   | 1              | 2.7%        | 11           | 29.7%        | 23                | 62.2%        | 2               | 5.4%         | 37           | 100.0%        |
| <b>Total</b>  | <b>7</b>       | <b>3.0%</b> | <b>72</b>    | <b>30.5%</b> | <b>130</b>        | <b>55.1%</b> | <b>27</b>       | <b>11.4%</b> | <b>236</b>   | <b>100.0%</b> |

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

The CSRC requires that schools administer certain standardized tests depending upon the grade. The following section describes results of these standardized tests for all children—those enrolled for a full academic year (i.e., since September 19, 2003) and new students (i.e., those who enrolled on or after September 1, 2004).



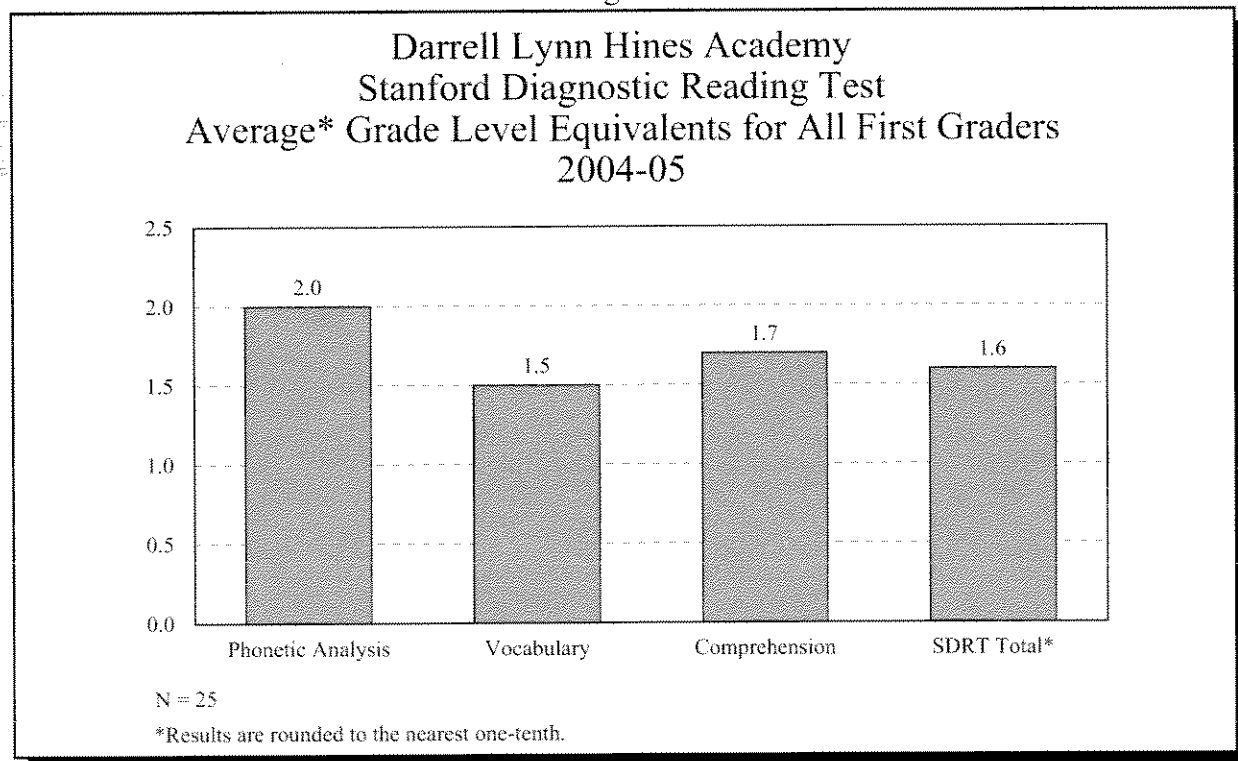
## 1. Stanford Diagnostic Reading Test for First Graders

### a. All First Graders

Administering the Stanford Diagnostic Reading Test (SDRT) to all first and second graders enrolled in charter schools<sup>10</sup> is required by the CSRC. Student performance is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score.

In May 2005, the test was administered to 25 first graders. Results on this measure indicate that, on average, first graders were functioning in reading at GLEs of 1.5 to 2.0 in the three areas (see Figure 6).

Figure 6



<sup>10</sup> The CSRC requires that the SDRT also be administered to third graders. Those scores are reported in a later section.

The GLE range and median score for all first graders is illustrated in Table 4. The range of levels in each area indicates a fairly wide distribution among the first graders.

| <p align="center"><b>Table 4</b></p> <p align="center"><b>Darrell Lynn Hines Academy</b></p> <p align="center"><b>Stanford Diagnostic Reading Test</b></p> <p align="center"><b>Grade Level Equivalent Range for All First Graders</b></p> <p align="center"><b>2004-05</b></p> <p align="center"><b>(N = 25)</b></p> |                                  |                                   |               |
|---|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Phonetic Analysis   | K.3                              | 5.2                               | 1.6           |
| Vocabulary  | K.7                              | 2.6                               | 1.5           |
| Comprehension   | K.0                              | 3.4                               | 1.6           |
| <b>SDRT Total</b>   | <b>K.5</b>                       | <b>2.4</b>                        | <b>1.6</b>    |

Note: Results are rounded to the nearest one-tenth.

#### **b. New and Returning First Graders**

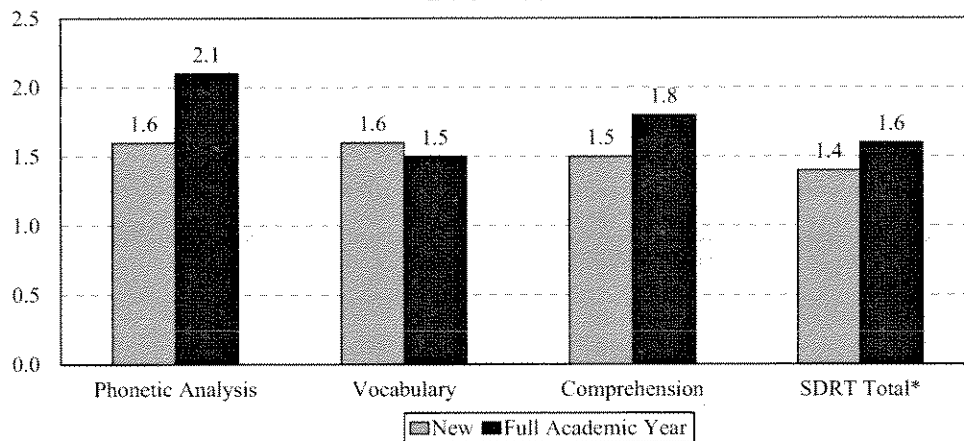
Results for new and returning students are illustrated below.<sup>11</sup> New students enrolled in the school on or after September 1, 2004. Returning students were enrolled in the school for a full academic year, i.e., before September 19, 2003. New students tended to exhibit lower GLEs than returning students.

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<sup>11</sup> Note that the CSRC prohibits reporting group sizes for new and full academic year students.

Figure 7

**Darrell Lynn Hines Academy  
Stanford Diagnostic Reading Test  
Average\* Grade Level Equivalents for  
New and Full Academic Year First Graders  
2004-05**



\*Results are rounded to the nearest one-tenth.

Table 5a

**Darrell Lynn Hines Academy  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for New First Graders  
2004-05**

| Area Tested       | Lowest Grade Level Scored | Highest Grade Level Scored | Median     |
|-------------------|---------------------------|----------------------------|------------|
| Phonetic Analysis | K.3                       | 5.2                        | K.8        |
| Vocabulary        | 1.0                       | 2.2                        | 1.6        |
| Comprehension     | K.8                       | 2.3                        | 1.6        |
| <b>SDRT Total</b> | <b>K.6</b>                | <b>2.4</b>                 | <b>1.4</b> |

Note: Results are rounded to the nearest one-tenth.

| <p style="text-align: center;"><b>Table 5b</b></p> <p style="text-align: center;"><b>Darrell Lynn Hines Academy</b><br/> <b>Stanford Diagnostic Reading Test</b><br/> <b>Grade Level Equivalent Range for Full Academic Year First Graders</b><br/> <b>2004-05</b></p> |                                  |                                   |               |
|--|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>   | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Phonetic Analysis  | K.3                              | 5.2                               | 1.9           |
| Vocabulary   | K.7                              | 2.6                               | 1.4           |
| Comprehension  | K.0                              | 3.4                               | 1.7           |
| <b>SDRT Total</b>  | <b>K.5</b>                       | <b>2.4</b>                        | <b>1.7</b>    |

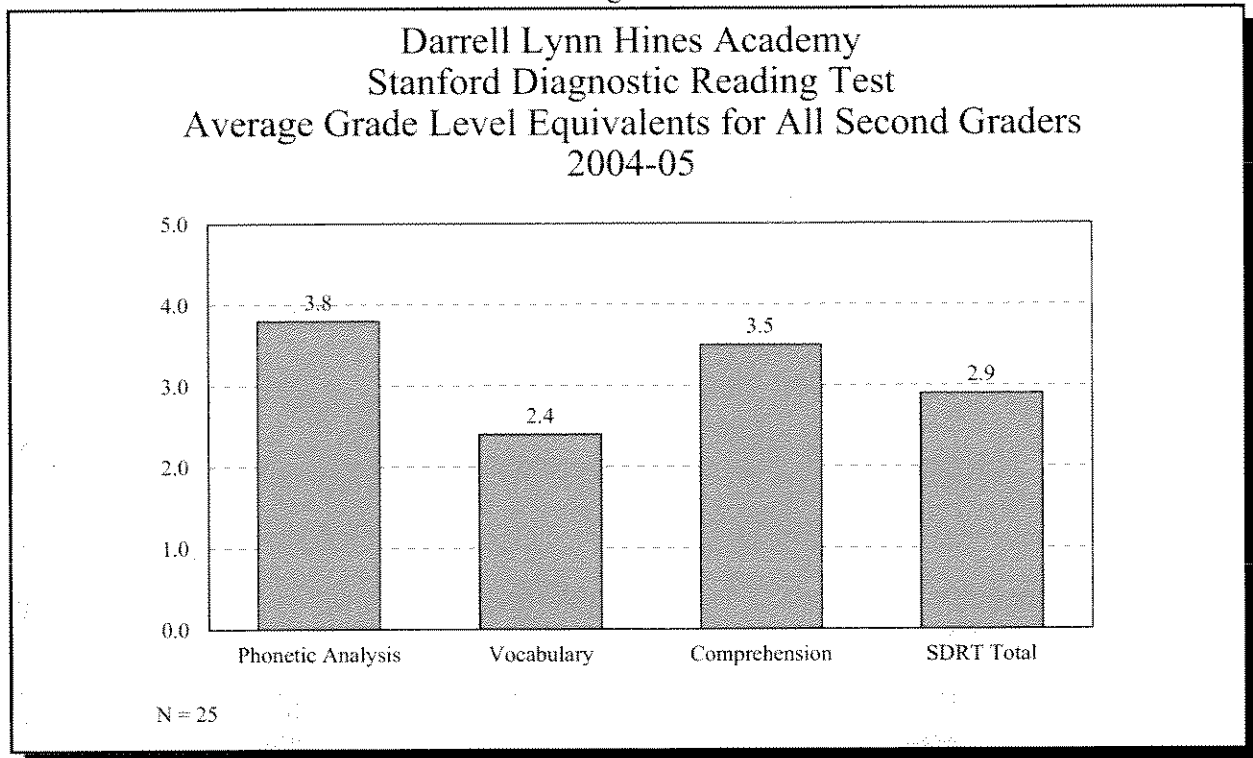
Note: Results are rounded to the nearest one-tenth.

## 2. Stanford Diagnostic Reading Test for Second Graders

### a. All Second Graders

Twenty-five second graders were administered the SDRT in May 2005. Results are presented in Figure 8 and Table 6. As illustrated, second graders were, on average, reading at or above grade level in each of the areas tested.

Figure 8



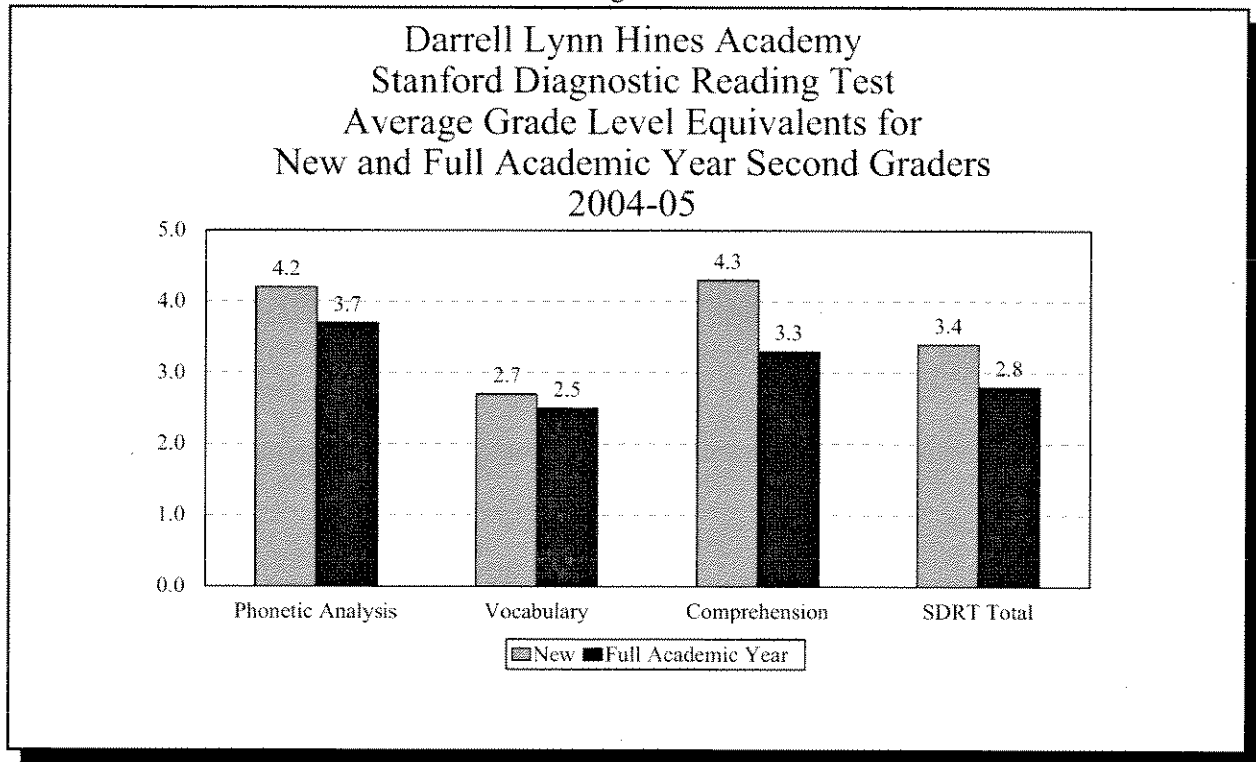
**Table 6**  
**Darrell Lynn Hines Academy**  
**Stanford Diagnostic Reading Test**  
**Grade Level Equivalent Range for All Second Graders**  
**2004-05**  
**(N = 25)**

| Area Tested       | Lowest Grade Level Score | Highest Grade Level Score | Median |
|-------------------|--------------------------|---------------------------|--------|
| Phonetic Analysis | 1.0                      | 7.9                       | 2.2    |
| Vocabulary        | K.7                      | 4.7                       | 2.4    |
| Comprehension     | 1.5                      | 8.9                       | 3.1    |
| SDRT Total        | 1.4                      | 5.4                       | 2.5    |

**b. New and Returning Second Graders**

SDRT results for new and full academic year<sup>12</sup> students are illustrated below. In this group, results indicate that new students exhibited higher GLEs on average than returning students.

Figure 9



<sup>12</sup> Returning students who were enrolled in the school for a full academic year, i.e., on or before September 19, 2003.

| <p align="center"><b>Table 7a</b></p> <p align="center"><b>Darrell Lynn Hines Academy</b><br/> <b>Stanford Diagnostic Reading Test</b><br/> <b>Grade Level Equivalent Range for New Second Graders</b><br/> <b>2004-05</b></p> |                                 |                                  |               |
|--|---------------------------------|----------------------------------|---------------|
| <b>Area Tested</b>   | <b>Lowest Grade Level Score</b> | <b>Highest Grade Level Score</b> | <b>Median</b> |
| Phonetic Analysis  | 1.4                             | 7.9                              | 4.2           |
| Vocabulary   | 1.3                             | 4.2                              | 2.4           |
| Comprehension  | 2.0                             | 8.9                              | 3.9           |
| <b>SDRT Total</b>  | <b>1.8</b>                      | <b>5.4</b>                       | <b>3.2</b>    |

| <p align="center"><b>Table 7b</b></p> <p align="center"><b>Darrell Lynn Hines Academy</b><br/> <b>Stanford Diagnostic Reading Test</b><br/> <b>Grade Level Equivalent Range for Full Academic Year Second Graders</b><br/> <b>2004-05</b></p> |                                 |                                  |               |
|---|---------------------------------|----------------------------------|---------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Score</b> | <b>Highest Grade Level Score</b> | <b>Median</b> |
| Phonetic Analysis   | 1.0                             | 7.9                              | 2.2           |
| Vocabulary  | K.7                             | 4.7                              | 2.4           |
| Comprehension   | 1.5                             | 8.9                              | 2.8           |
| <b>SDRT Total</b>   | <b>1.4</b>                      | <b>5.4</b>                       | <b>2.5</b>    |

### 3. Standardized Tests for Third Graders

#### a. Wisconsin Reading Comprehension Tests for Third Graders

##### i. All Third Graders

The Wisconsin Reading Comprehension Test (WRCT) is an assessment of primary-level reading at grade three and is administered to all public (including charter) school third graders in the state. Student performance is reported as minimal, basic, proficient, or advanced proficiency levels.<sup>13</sup> While the WRCT gathers information on comprehension, prior knowledge, and reading strategies,

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<sup>13</sup> WRCT levels for 2005 are the same as from 1998-2004: *Advanced* (60 or more points): Academic achievement is beyond mastery. Test scores provide evidence of in-depth understanding. *Proficient* (38 through 59 points): Academic achievement includes mastery of the important knowledge and skills. Test scores show evidence of skills necessary for progress in reading. *Basic* (19 through 37 points): Academic achievement includes mastery of most of the important knowledge and skills. Test scores show evidence of at least one major flaw in understanding. *Minimal* (0 through 18 points): Test scores show evidence of major misconceptions or gaps in knowledge and skills tested.

the performance standards are based only on the reading comprehension items. Wisconsin's proficiency standards are based on the standards established in July 1998 by the State Superintendent.<sup>14</sup>

The test was administered in March 2005 to the 25 Academy third graders enrolled in the school on the examination date. Results on this measure, illustrated in Figure 10, indicate that:

- No third graders scored at the minimal level of reading comprehension;
- Six (24.0%) Academy third graders scored at the basic level of reading comprehension;
- Nineteen (76.0%) third graders demonstrated proficient reading comprehension skills; and
- No third graders demonstrated an advanced level of reading comprehension.

Note that in 2003-04, 61.0% of 41 third graders scored at the basic and 31.7% at the proficient level of reading comprehension (not shown).

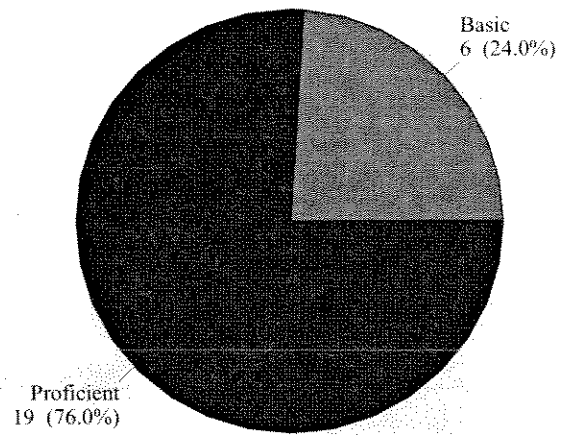
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<sup>14</sup> See [www.dpi.state.wi.us/dpi/oca/wrcinfo.html](http://www.dpi.state.wi.us/dpi/oca/wrcinfo.html) for details.



Figure 10

Darrell Lynn Hines Academy  
Reading Comprehension Test  
Proficiency Levels for All Third Graders  
2004-05



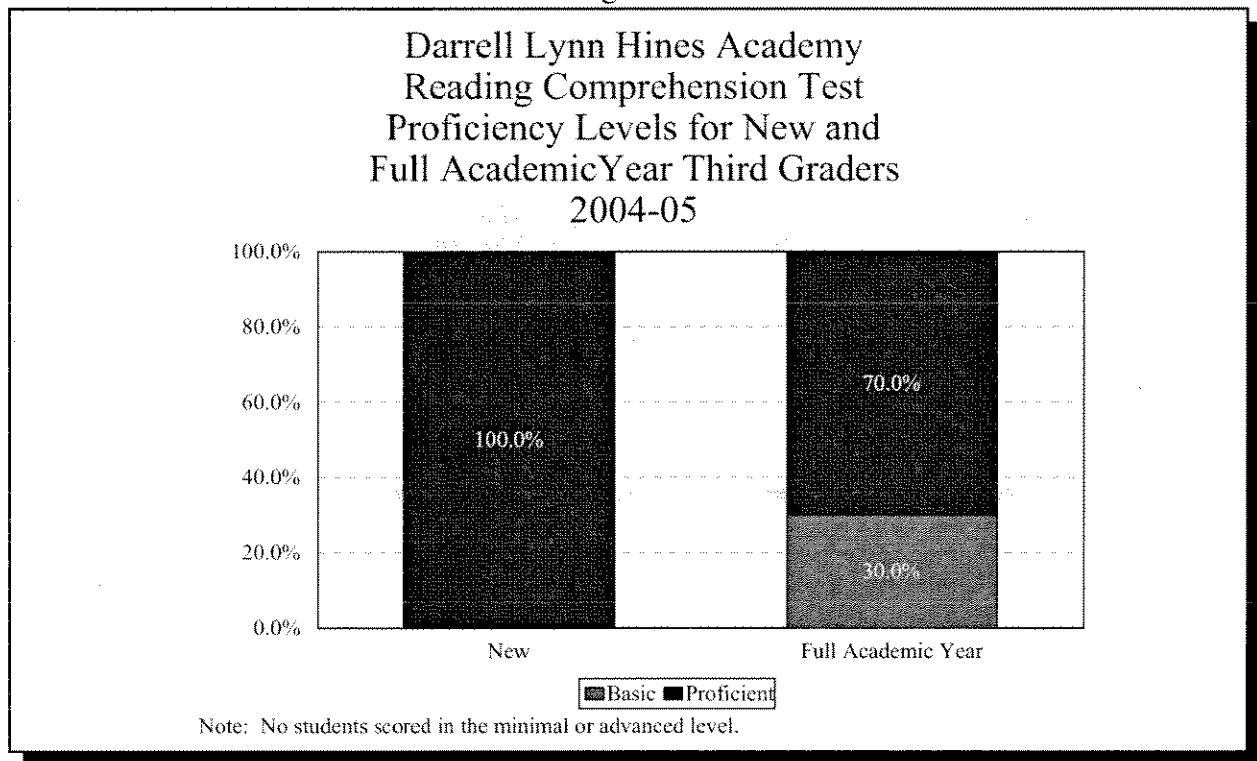
N = 25

Note: No students scored in the minimal or advanced level.

ii. New and Returning Third Graders

WRCT results for new and full academic year third graders illustrated below indicate more returning students at the proficient level.

Figure 11



**b. Stanford Diagnostic Reading Test for Third Graders**

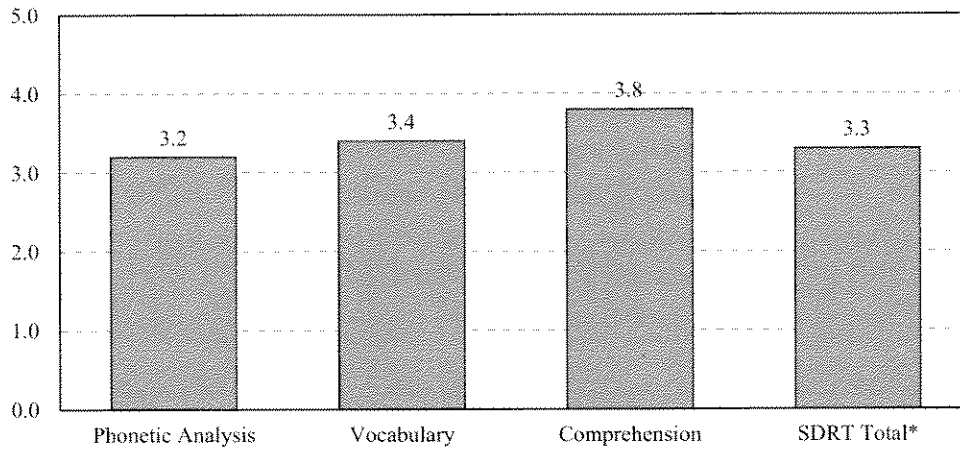
i. All Third Graders

This year, the CSRC required that its charter schools administer the SDRT to third graders. The SDRT provides a standardized method, in addition to the WRCT, to assess third grade reading skills. Results can then be used to track student progress over multiple academic years.

Results from this year's SDRT (administered in May 2005) indicate that third graders are, on average, reading at grade level in all areas tested. See Figure 12.

Figure 12

Darrell Lynn Hines Academy  
Stanford Diagnostic Reading Test  
Average\* Grade Level Equivalents for All Third Graders  
2004-05



N = 25

\*Results are rounded to the nearest one-tenth.

Table 8

Darrell Lynn Hines Academy  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for All Third Graders  
2004-05  
(N = 25)

| Area Tested       | Lowest Grade Level Score | Highest Grade Level Score | Median |
|-------------------|--------------------------|---------------------------|--------|
| Phonetic Analysis | 1.6                      | 10.8                      | 2.7    |
| Vocabulary        | 2.3                      | 5.3                       | 3.2    |
| Comprehension     | 2.0                      | 8.1                       | 3.4    |
| SDRT Total        | 2.0                      | 7.1                       | 3.4    |

ii. New and Returning Third Graders

Results for new and returning third graders are illustrated below. These results indicate returning students exhibited slightly higher GLEs.

Figure 13

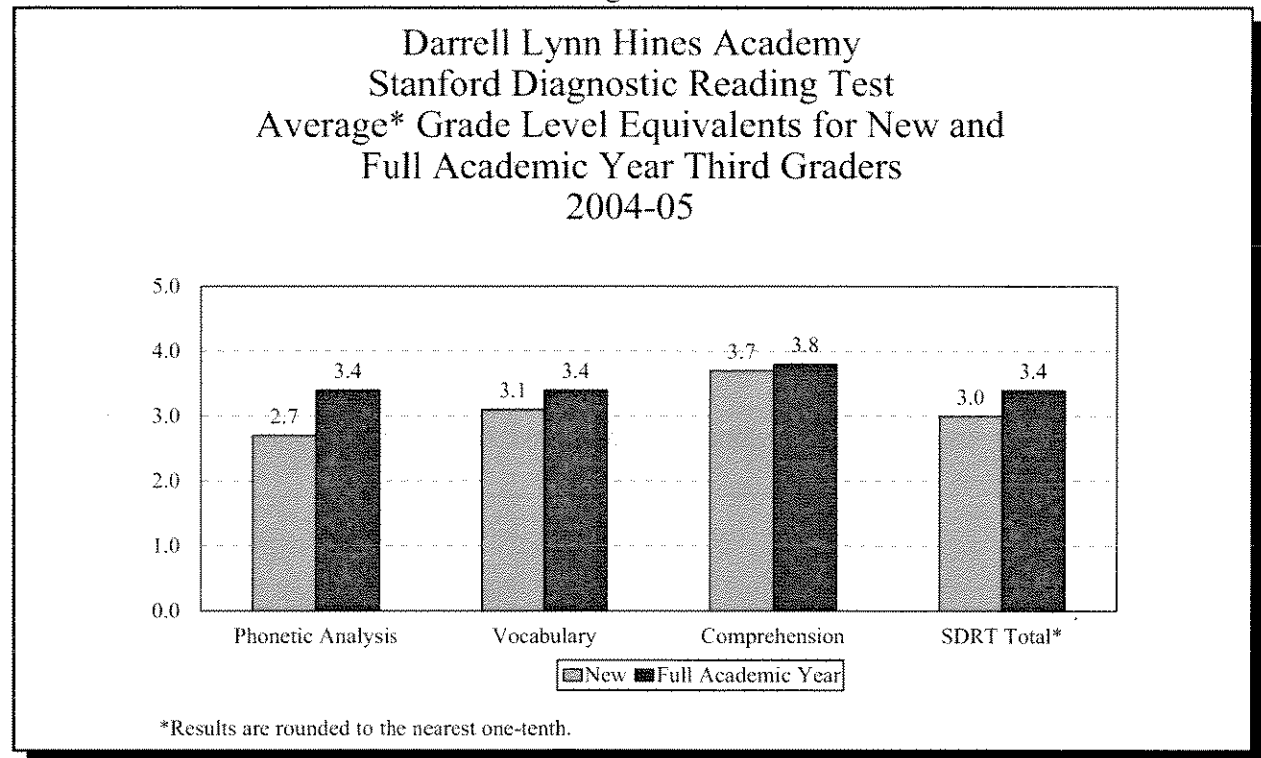


Table 9a

| <b>Darrell Lynn Hines Academy<br/>Stanford Diagnostic Reading Test<br/>Grade Level Equivalent Range for New Third Graders<br/>2004-05</b> |                                  |                                   |               |
|---|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Phonetic Analysis   | 1.9                              | 3.5                               | 2.5           |
| Vocabulary  | 2.3                              | 3.6                               | 3.4           |
| Comprehension   | 2.0                              | 7.1                               | 3.4           |
| <b>SDRT Total</b>   | <b>2.0</b>                       | <b>3.5</b>                        | <b>3.4</b>    |

| <p align="center"><b>Table 9b</b></p> <p align="center"><b>Darrell Lynn Hines Academy</b></p> <p align="center"><b>Stanford Diagnostic Reading Test</b></p> <p align="center"><b>Grade Level Equivalent Range for Full Academic Year Third Graders</b></p> <p align="center"><b>2004-05</b></p> |                                  |                                   |               |
|---|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Phonetic Analysis   | 1.6                              | 10.8                              | 3.0           |
| Vocabulary  | 2.5                              | 5.3                               | 3.2           |
| Comprehension   | 2.1                              | 8.1                               | 3.5           |
| <b>SDRT Total</b>   | <b>2.3</b>                       | <b>7.1</b>                        | <b>3.3</b>    |

**c. Terra Nova for Third Graders**

**i. All Third Graders**

This year, the CSRC required its charter schools to administer the Terra Nova reading, language, and math subtests to third graders. Results were used to assess third grade reading, language, and math skills, as well as provide scores against which to measure progress over multiple years. This year, the test was administered in November 2004 to 24 students (note that one third grader who took the WRCT and the SDRT was not enrolled at the time the Terra Nova was administered).

Results indicate that third graders were, on average, reading at grade level. On average, students exhibited math skills below grade level.

Figure 14

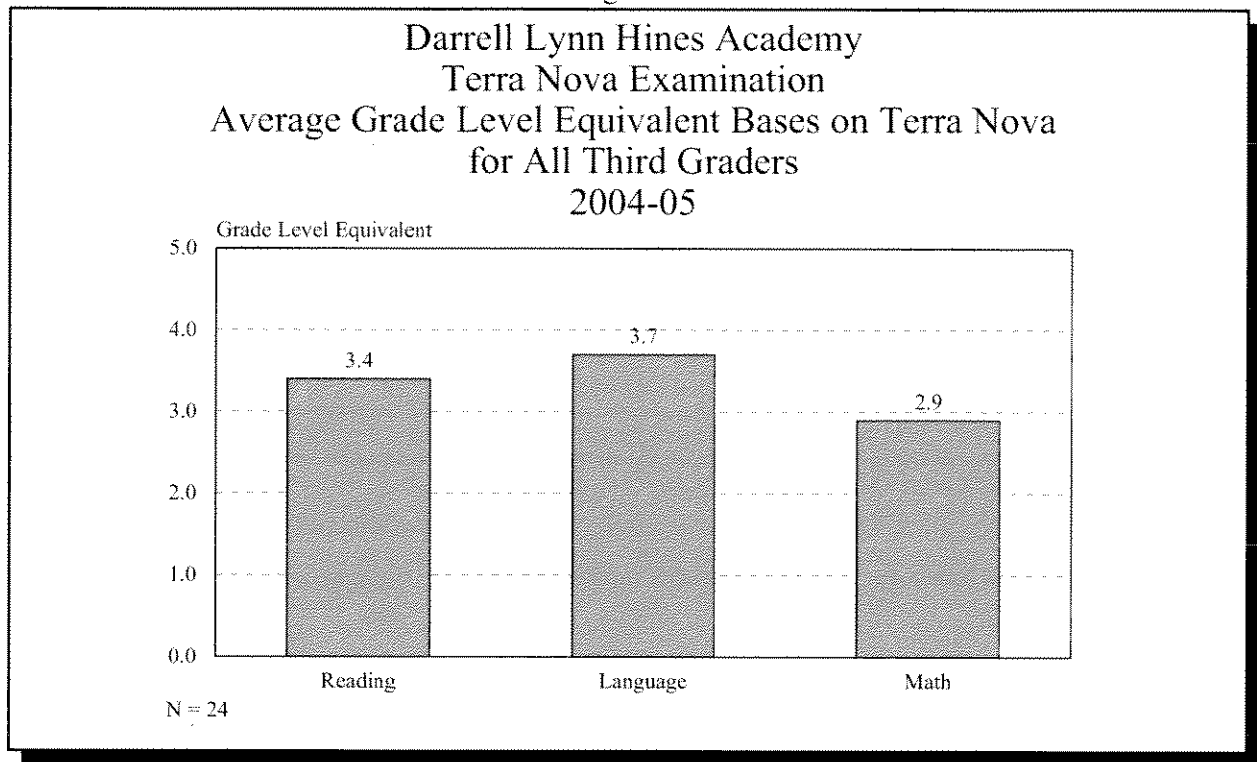


Table 10

| <b>Darrell Lynn Hines Academy<br/>Terra Nova Examination<br/>Grade Level Equivalent Ranges for All Third Graders<br/>2004-05<br/>(N = 24)</b> |                                  |                                   |                |
|---|----------------------------------|-----------------------------------|----------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median*</b> |
| Reading   | 1.8                              | 8.2                               | 3.1            |
| Language  | 1.8                              | 8.0                               | 3.0            |
| Math  | 1.6                              | 4.8                               | 2.8            |

\* Note: Results are rounded to the nearest one-tenth.

ii. New and Returning Third Graders

There were 20 third graders who had been enrolled for a full academic year, i.e., since September 19, 2003. There were only four third graders taking the Terra Nova tests who were new to the school in the Fall of 2004. Due to the small size of the new cohort, the comparison of new to full academic year students could not be reported.

**4. Standardized Tests for Fourth Graders**

**a. Wisconsin Knowledge and Concepts Examination**

i. All Fourth Graders

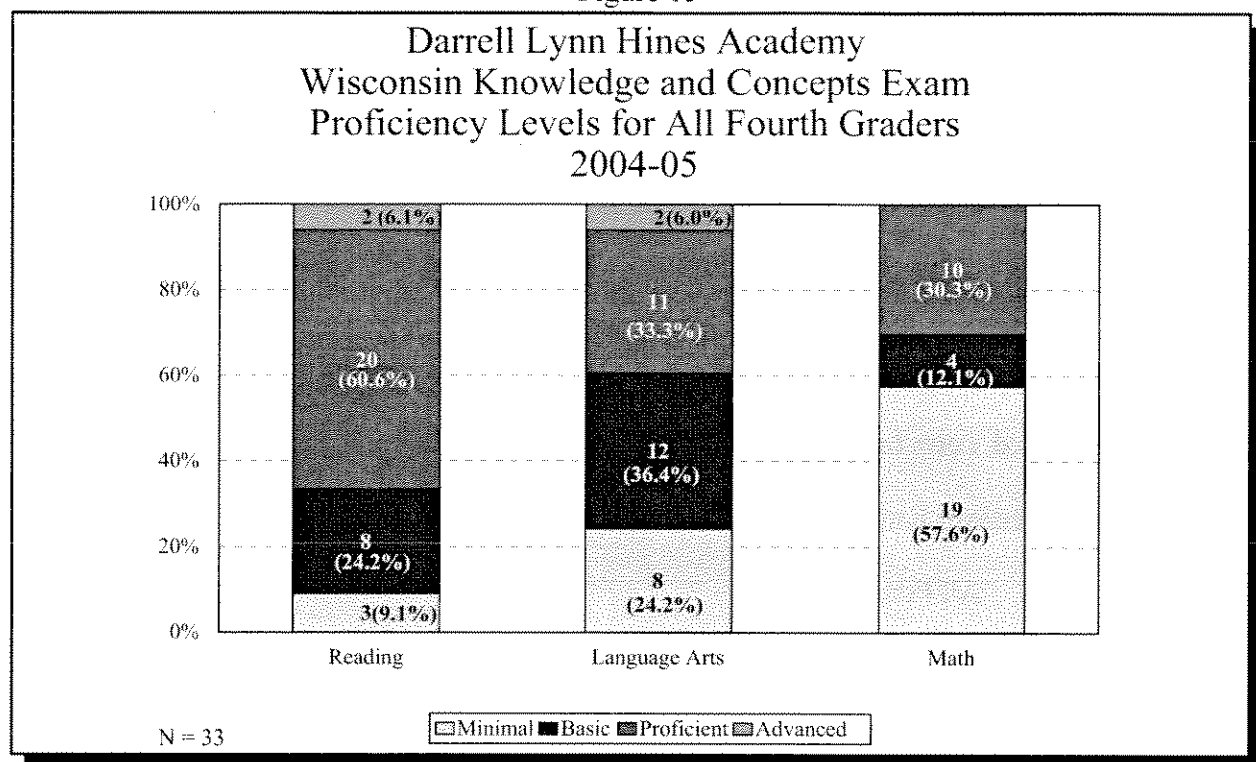
In November 2004, all fourth, eighth, and tenth grade students in Wisconsin public schools participated in statewide assessments in the subject areas of reading, language arts, math, science, and social studies. These assessments are called the Wisconsin Knowledge and Concepts Examinations (WKCE). Based on how they score on these assessments, students are placed in one of four proficiency categories: *advanced*, *proficient*, *basic*, and *minimal* performance.<sup>15</sup> The CSRC requires that schools report student achievement on the WKCE in reading, language arts, and math.

The WKCE was administered in November 2004 to 33 fourth grade students at the Academy. This year, three (9.1%) fourth graders scored minimal reading proficiency, eight (24.2%) had a basic understanding, 20 (60.6%) were proficient readers, and two (6.1%) fourth graders scored in the advanced reader category. In math, 19 (57.6%) students exhibited minimal, four (12.1%) scored in the basic range, and ten (30.3%) students achieved proficient levels (see Figure 15).

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<sup>15</sup> *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE; *Proficient*: demonstrates competency in the academic knowledge and skills tested on WKCE; *Basic*: demonstrates some academic knowledge and skills tested on WKCE; and *Minimal*: demonstrates very limited academic knowledge and skills tested on WKCE.

Figure 15



The final score from the WKCE is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on the report ranging from 0.0 to a maximum possible score of 9.0.<sup>16</sup>

The Academy's fourth graders' writing scores ranged from 0.0 to 6.0. The median score was 4.5, meaning half of students scored at or below 4.5 and half scored 4.5 to 6.0.

<sup>16</sup> See [www.dpi.state.wi.us/oca/kc\\_writg.html](http://www.dpi.state.wi.us/oca/kc_writg.html) for details.



ii. New and Returning Fourth Graders

Because there were only three fourth graders taking the WKCE who were new to the school in Fall 2004, the comparison of new to full academic year students results could not be reported.

b. **Stanford Diagnostic Reading Test for Fourth Graders**

i. All Fourth Graders

In May 2005, 34 fourth graders were administered the SDRT.<sup>17</sup> The fourth grade SDRT consists of vocabulary, comprehension, scanning, and total scores for each student. Although not required by the CSRC, the school administered the test to provide another standardized assessment of fourth grade reading skills.

This year, results indicated that fourth graders were reading, on average, at grade level when measured by the SDRT vocabulary and scanning subtests. Students were slightly below grade level on the comprehension subtest and overall SDRT total (see Figure 16).

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<sup>17</sup> The SDRT for fourth grade students was not required by the CSRC; however, the Academy elected to administer and report the results.

Figure 16

**Darrell Lynn Hines Academy  
Stanford Diagnostic Reading Test  
Average Grade Level Equivalents for All Fourth Graders  
2004-05**

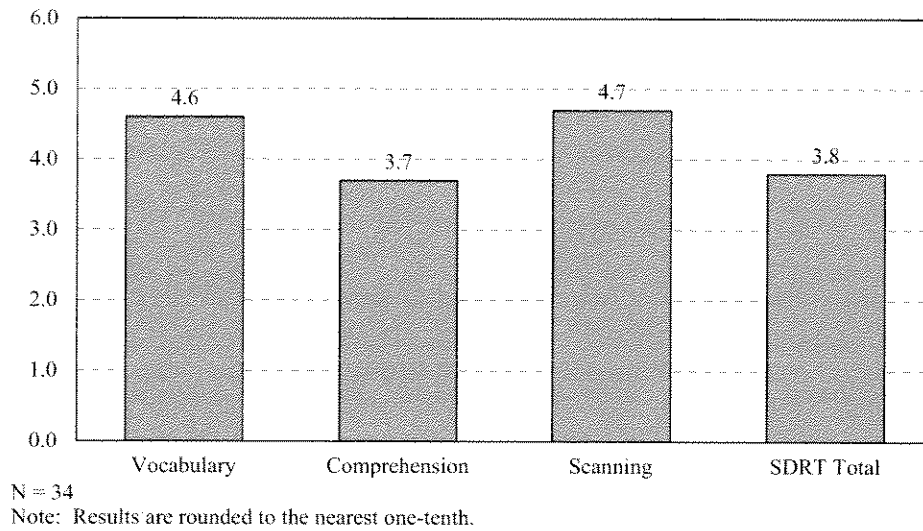


Table 11

**Darrell Lynn Hines Academy  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for All Fourth Graders  
2004-05  
(N = 34)**

| Area Tested       | Lowest Grade Level Score | Highest Grade Level Score | Median     |
|-------------------|--------------------------|---------------------------|------------|
| Vocabulary        | 2.1                      | 10.6                      | 4.1        |
| Comprehension     | 1.9                      | 9.1                       | 3.3        |
| Scanning          | 2.5                      | 9.6                       | 4.4        |
| <b>SDRT Total</b> | <b>2.0</b>               | <b>7.9</b>                | <b>3.4</b> |

ii. **New and Returning Fourth Graders**

Because there were only three fourth graders taking the SDRT who were new to the school in Fall 2004, the comparison of new to full academic year students could not be reported.

**5. Terra Nova for Fifth Graders**

**a. All Fifth Graders**

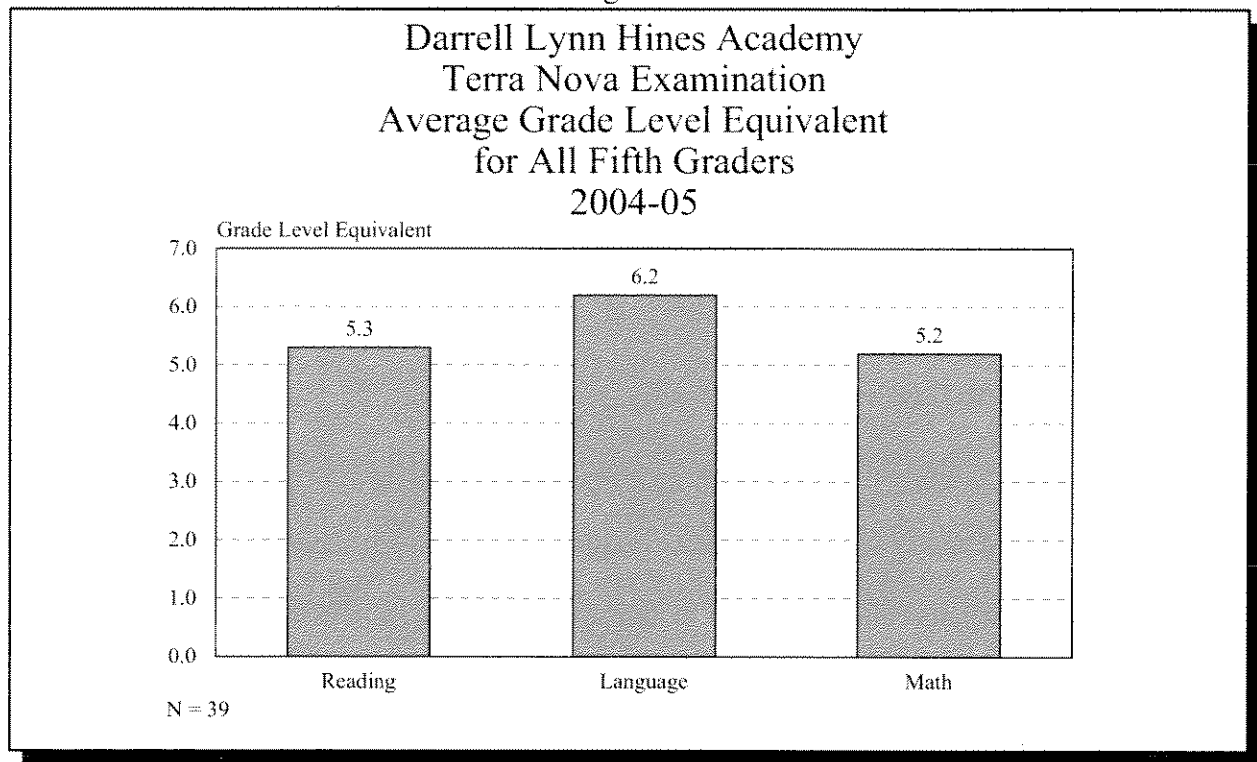
As required by the CSRC, fifth graders were administered the McGraw-Hill Terra Nova reading, language, and math subtests. (The test also includes science and social studies.) The CSRC requires that these subtests be administered to assess student achievement and provide a basis for multiple-year student progress.

The Terra Nova examinations were administered in November 2004<sup>18</sup> to 39 fifth grade students. Results indicated that fifth graders, on average, were at grade level in reading and math and above grade level in language (see Figure 17).

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<sup>18</sup> In 2002-03, the Wisconsin DPI changed the time for administration of the WKCE from Spring to Fall. Since then the CSRC has required that the Terra Nova standardized tests for fifth, sixth, and seventh graders also be administered in the Fall semester to allow multi-year student progress reports.

Figure 17

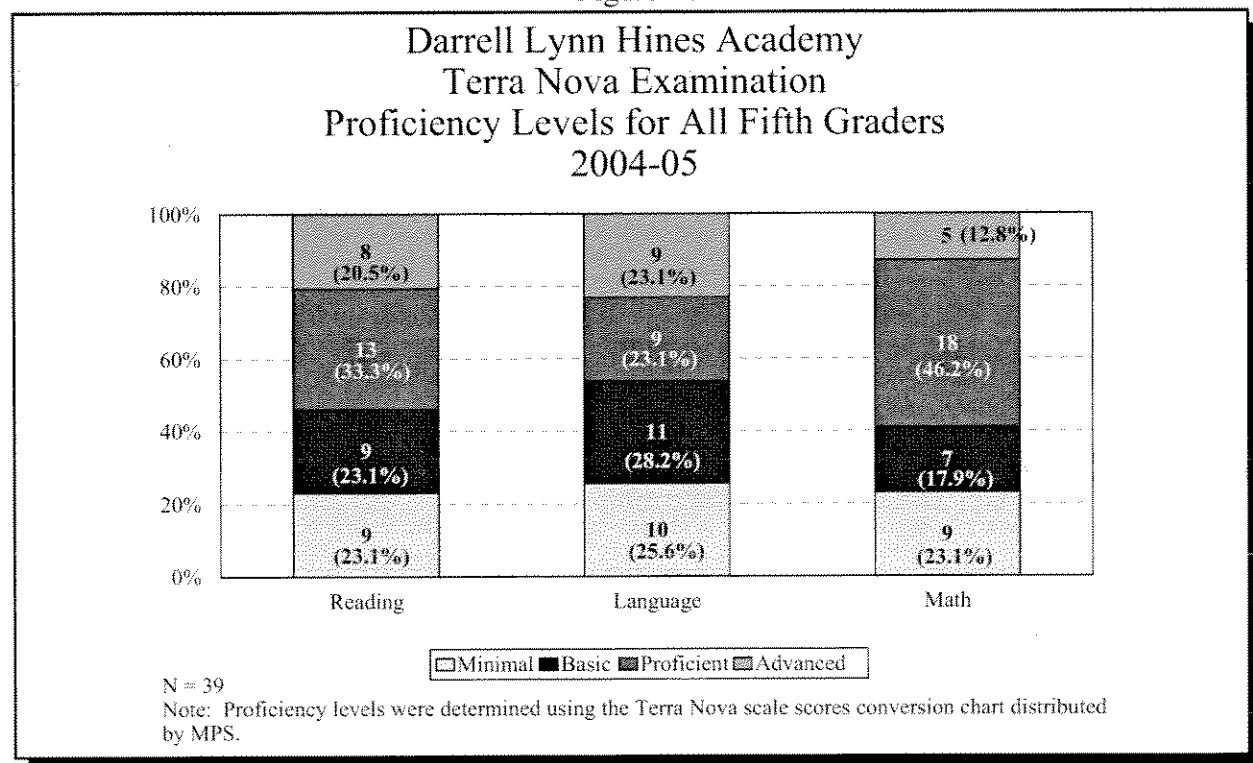


A look at the range of grade levels in each of the areas tested shows a wide distribution among the students. Table 12 indicates grade equivalent ranges and the median in reading, language, and math. Proficiency levels are illustrated in Figure 18.

| <p align="center"><b>Table 12</b></p> <p align="center"><b>Darrell Lynn Hines Academy</b></p> <p align="center"><b>Terra Nova Examination</b></p> <p align="center"><b>Grade Level Equivalent Ranges for All Fifth Graders</b></p> <p align="center"><b>2004-05</b></p> <p align="center"><b>(N = 39)</b></p> |                                  |                                   |               |
|---|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Reading   | 0.0                              | 12.+*                             | 4.5           |
| Language  | 2.5                              | 12.+*                             | 5.0           |
| Math  | 1.9                              | 9.5                               | 5.0           |

\*Note: Scores of 12. + were converted to 12.9 GLE.

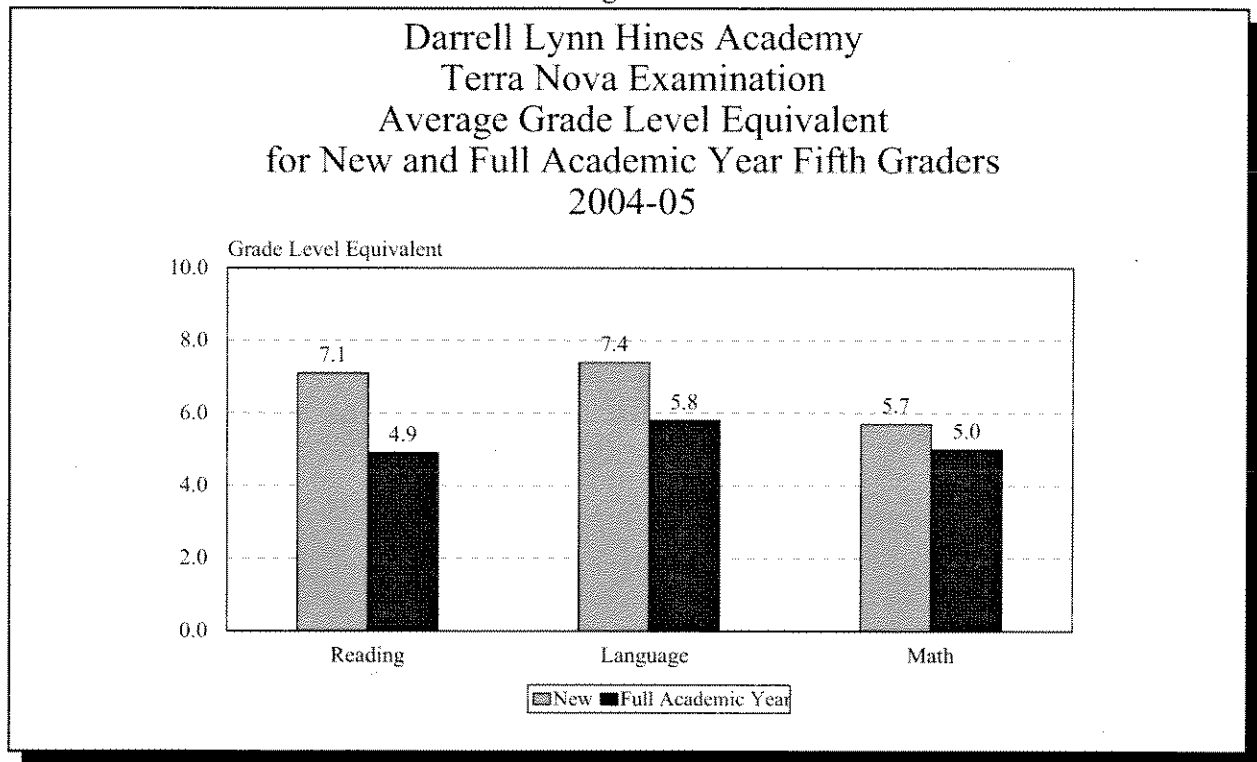
Figure 18



**b. New and Returning Fifth Graders**

Results for new and full academic year fifth graders are illustrated below. Results indicate that, on average, new students demonstrated higher GLEs than those enrolled for a full academic year.

Figure 19



| <b>Table 13a</b><br><br><b>Darrell Lynn Hines Academy</b><br><b>Terra Nova Examination</b><br><b>Grade Level Equivalent Ranges for New Fifth Graders</b><br><b>2004-05</b> |                                  |                                   |               |
|--|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>   | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Reading  | 2.6                              | 12.+*                             | 6.7           |
| Language   | 3.1                              | 12.+*                             | 7.4           |
| Math   | 3.7                              | 8.9                               | 5.2           |

\*Note: Scores of 12.+ were converted to 12.9 GLE.

| <b>Table 13b</b><br><br><b>Darrell Lynn Hines Academy</b><br><b>Terra Nova Examination</b><br><b>Grade Level Equivalent Ranges for Full Academic Year Fifth Graders</b><br><b>2004-05</b> |                                  |                                   |               |
|---|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Reading   | 0.0                              | 9.7                               | 4.3           |
| Language  | 2.5                              | 12.+*                             | 4.1           |
| Math  | 1.9                              | 9.5                               | 4.9           |

\*Note: Scores of 12.+ were converted to 12.9 GLE.

Figure 20a

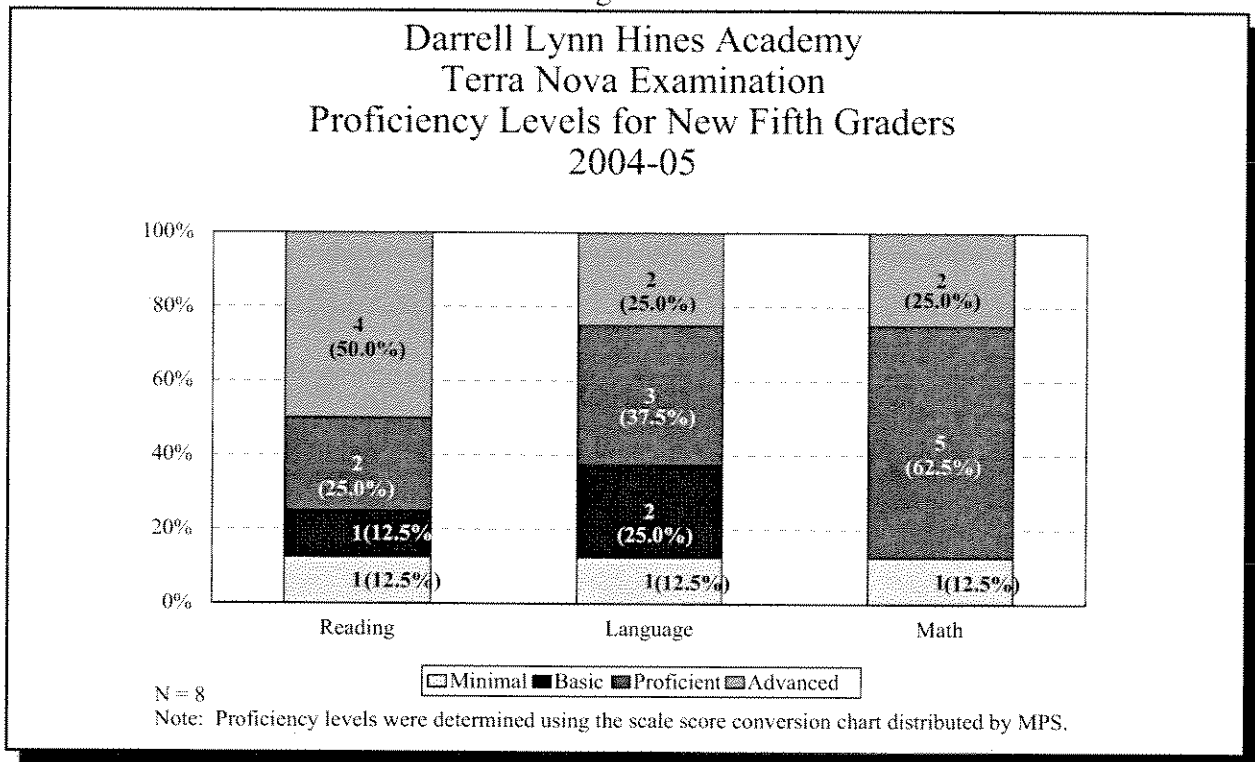
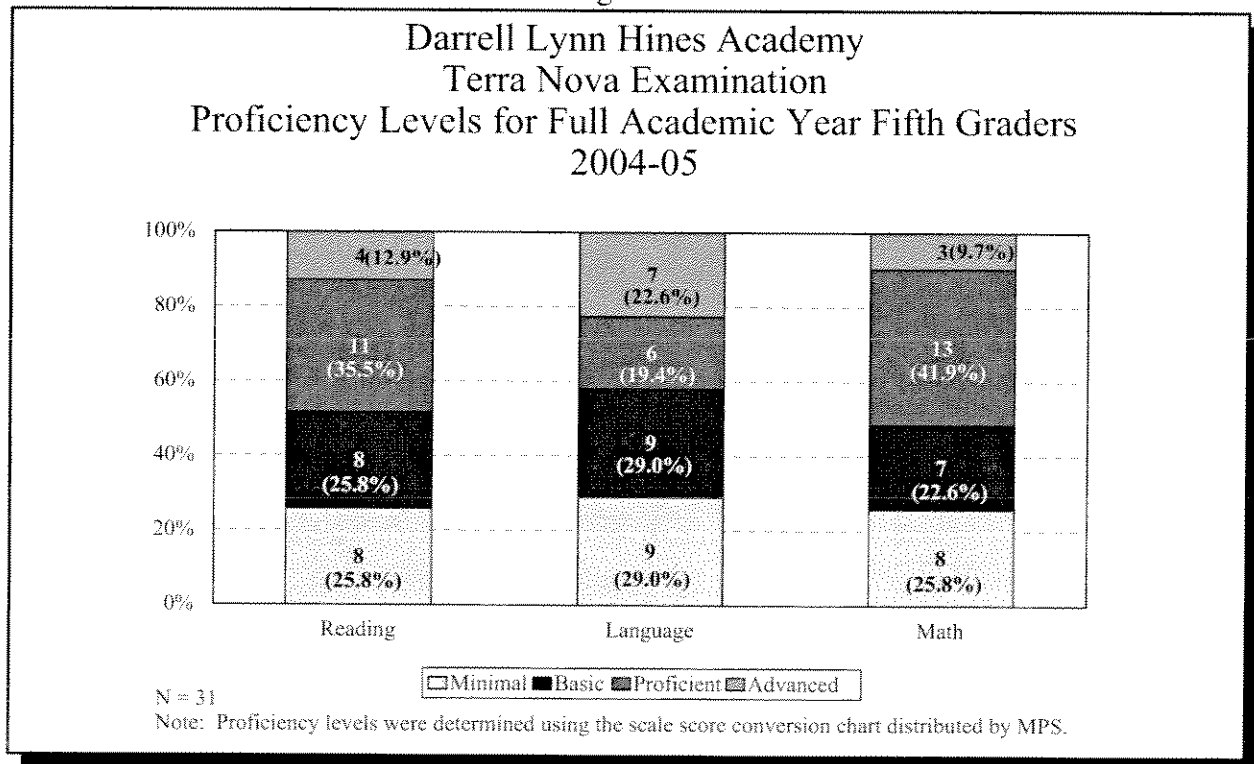


Figure 20b



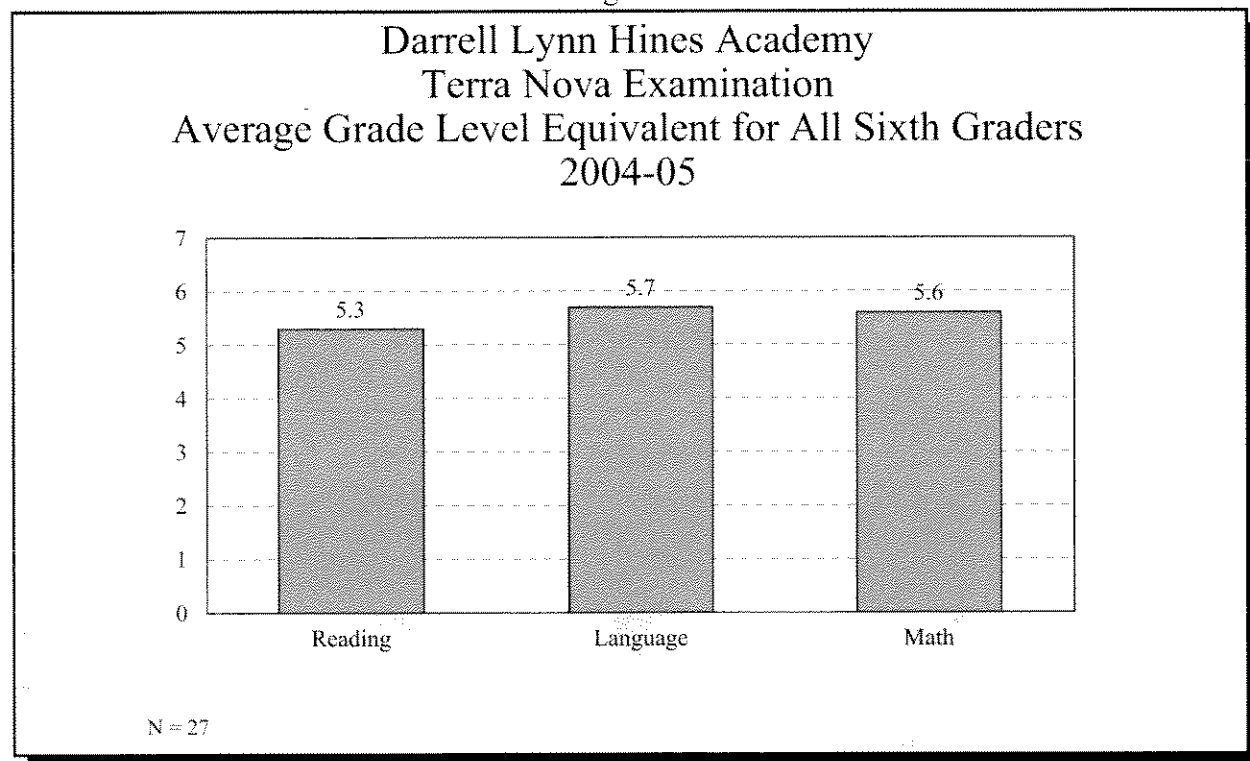
## 6. Terra Nova for Sixth Graders



**a. All Sixth Graders**

Figure 21 illustrates the sixth grade Terra Nova results from the November 2004 examination. The students, on average, were functioning at 5.3 GLE in reading, 5.7 GLE in language, and 5.6 GLE in math.

Figure 21

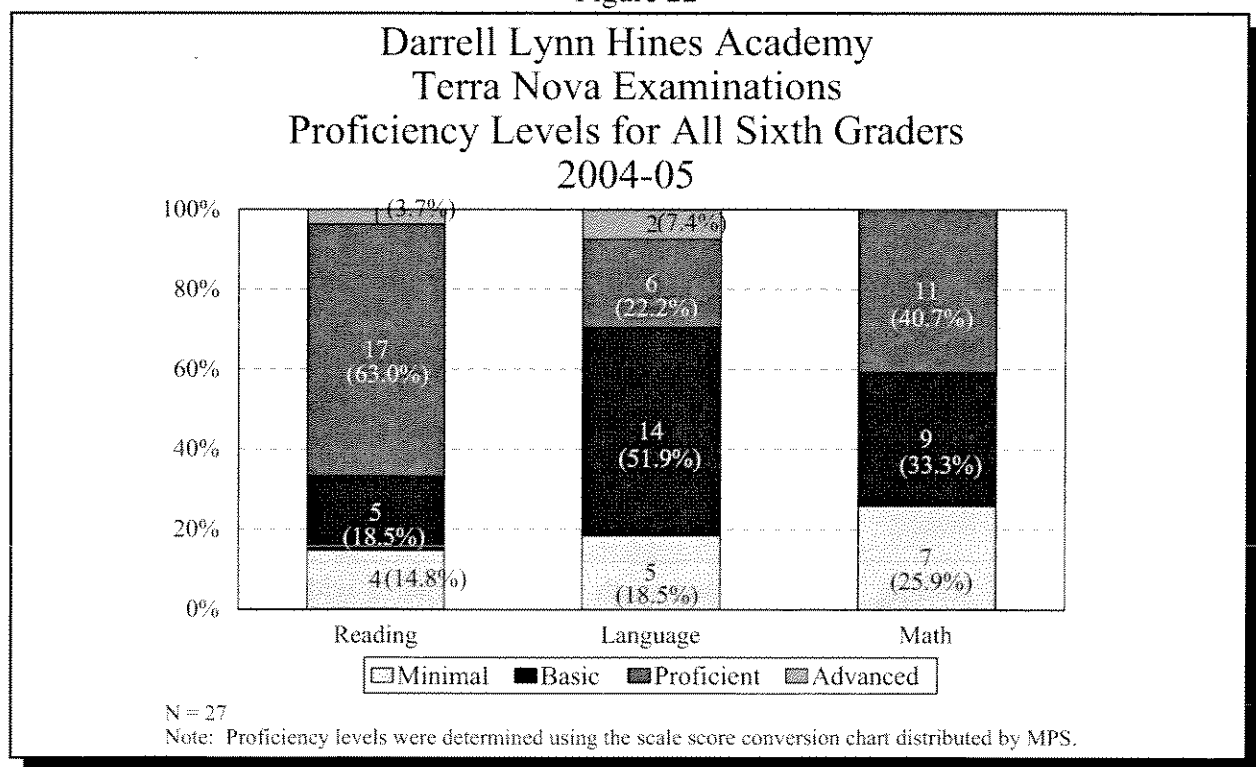


Sixth graders' reading, language, and math skills spanned a wide range of GLEs (see Table 14).

| <p align="center"><b>Table 14</b></p> <p align="center"><b>Darrell Lynn Hines Academy</b></p> <p align="center"><b>Terra Nova Examination</b></p> <p align="center"><b>Grade Level Equivalent Ranges for All Sixth Graders</b></p> <p align="center"><b>2004-05</b></p> <p align="center"><b>(N = 27)</b></p> |                                  |                                   |               |
|---|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Reading   | 1.7                              | 9.7                               | 4.9           |
| Language  | 2.5                              | 10.7                              | 5.1           |
| Mathematics   | 2.6                              | 8.5                               | 5.7           |

Proficiency levels for sixth graders are illustrated below.

Figure 22



**b. New and Returning Sixth Graders**

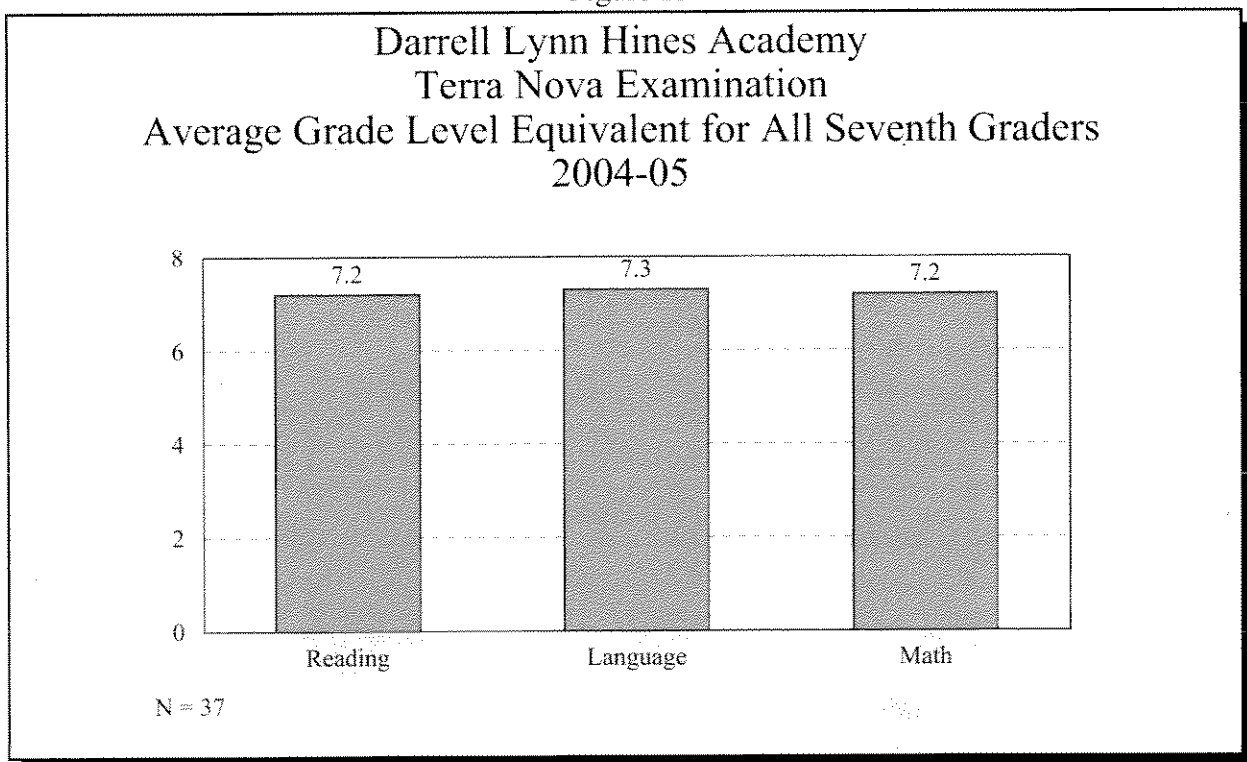
Because there were only three sixth graders taking the Terra Nova test who were new to the school in Fall 2004, the comparison of new to full academic year students could not be reported.

## 7. Terra Nova for Seventh Graders

### a. All Seventh Graders

Figure 23 illustrates the seventh grade Terra Nova results from the November test. The students, on average, were functioning at 7.2 GLE in reading, 7.3 GLE in language, and 7.2 GLE in mathematics.

Figure 23



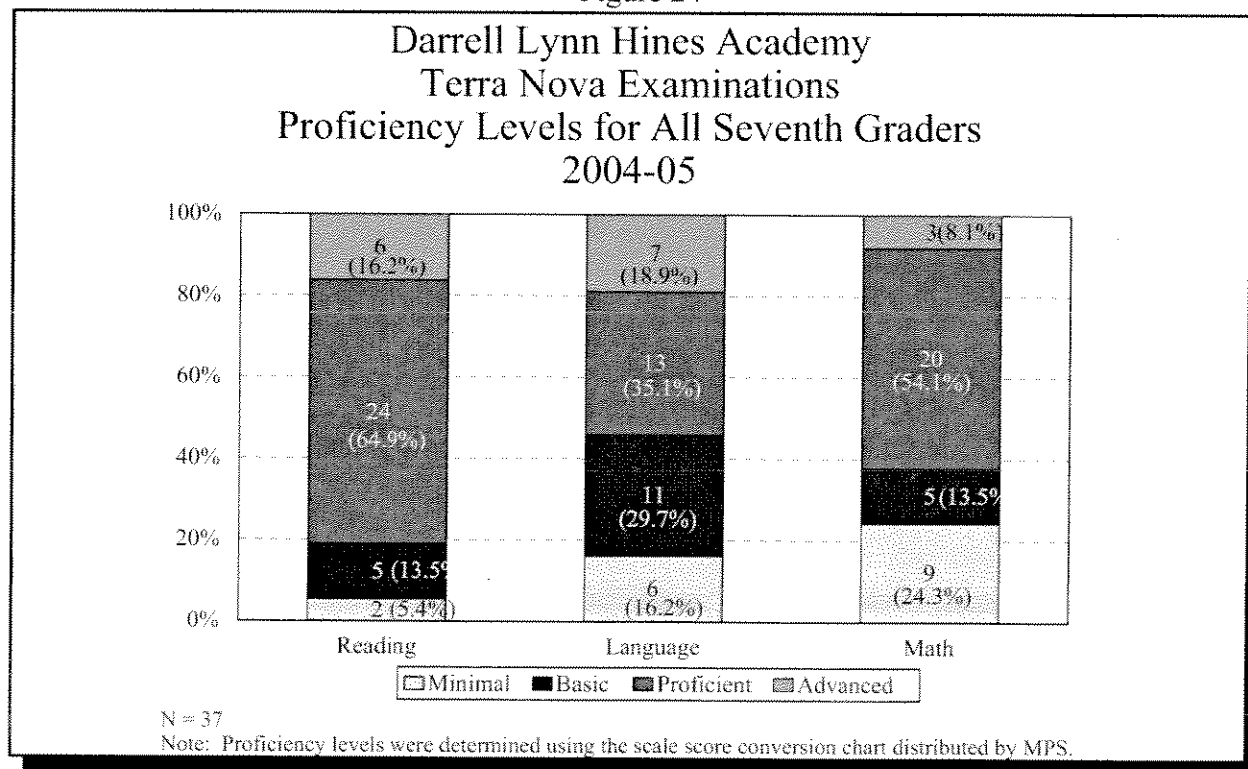
Seventh graders reading and math skills spanned a wide range of GLEs. See Table 15.

| Area Tested | Lowest Grade Level Scored | Highest Grade Level Scored | Median |
|-------------|---------------------------|----------------------------|--------|
| Reading     | 1.8                       | 11.3                       | 7.2    |
| Language    | 2.8                       | 12.9*                      | 7.3    |
| Mathematics | 3.1                       | 11.0                       | 7.3    |

\*Note: Scores of 12.+ were converted to 12.9.

Proficiency levels for seventh graders are illustrated below.

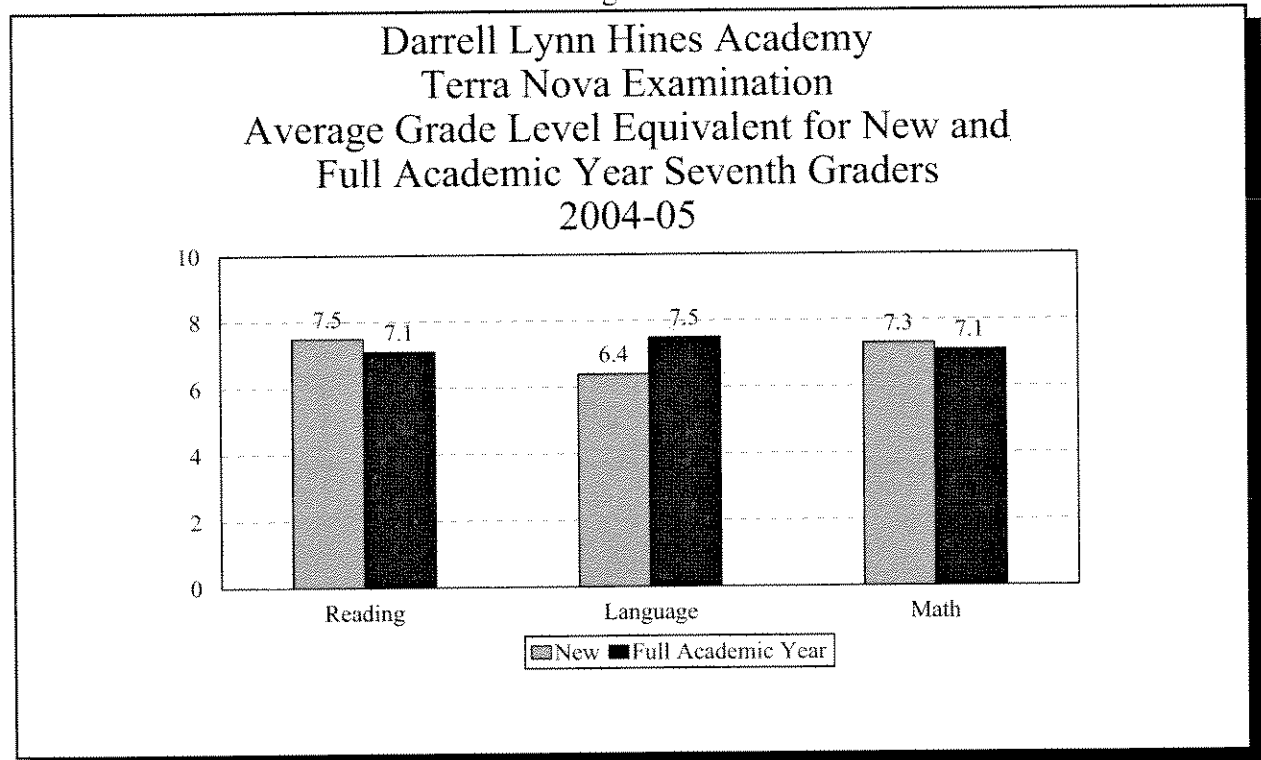
Figure 24



**b. New and Returning Seventh Graders**

Results for new and full academic year seventh graders are illustrated below. These data indicate that the new students did slightly better in reading and math, and full academic year students did better in language.

Figure 25



| <b>Table 16a</b><br><br><b>Darrell Lynn Hines Academy</b><br><b>Terra Nova Examination</b><br><b>Grade Level Equivalent Ranges for New Seventh Graders</b><br><b>2004-05</b> |                                  |                                   |               |
|--|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>   | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Reading  | 4.3                              | 10.2                              | 8.7           |
| Language   | 3.0                              | 10.0                              | 6.2           |
| Mathematics  | 5.4                              | 8.8                               | 7.9           |

| <b>Table 16b</b><br><br><b>Darrell Lynn Hines Academy</b><br><b>Terra Nova Examination</b><br><b>Grade Level Equivalent Ranges for Full Academic Year Seventh Graders</b><br><b>2004-05</b> |                                  |                                   |               |
|---|----------------------------------|-----------------------------------|---------------|
| <b>Area Tested</b>  | <b>Lowest Grade Level Scored</b> | <b>Highest Grade Level Scored</b> | <b>Median</b> |
| Reading   | 1.8                              | 11.3                              | 7.2           |
| Language  | 2.8                              | 12.+*                             | 7.4           |
| Mathematics   | 3.1                              | 11.0                              | 7.2           |

\*Note: Scores of 12.+ were converted to 12.9.

Figure 26a

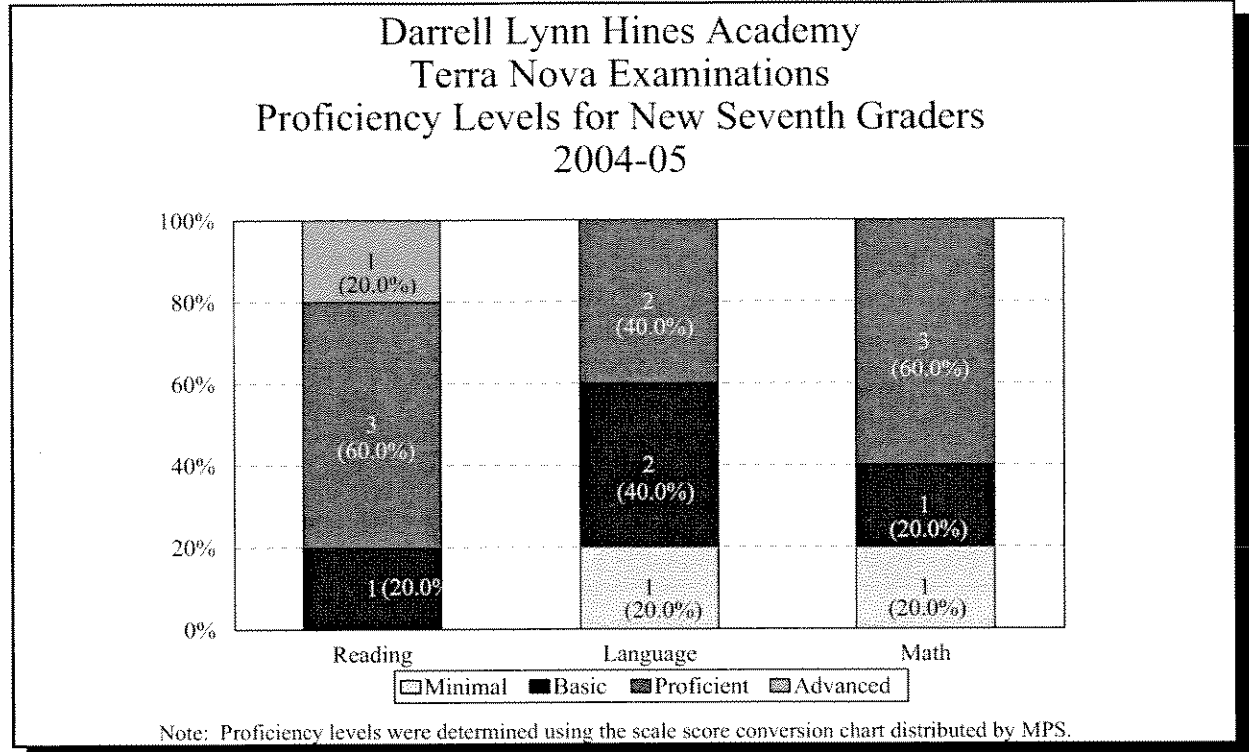
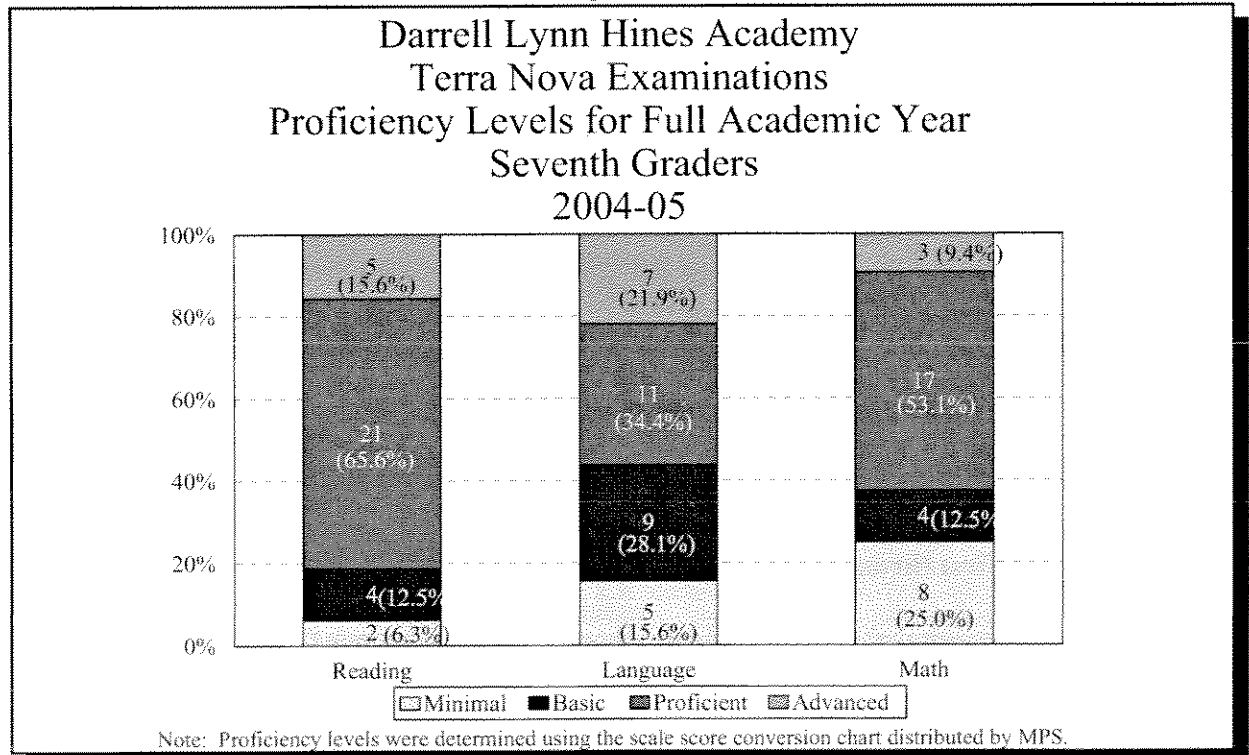


Figure 26b



## **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), the WKCE, and the Terra Nova reading, language, and math subtests. In previous years, multiple-year student progress was reported in aggregate for all students enrolled in the school. This year, the CSRC required that multiple year student progress be reported only for students enrolled a full academic year, i.e., since September 19, 2003. In addition to reporting grade level equivalents for second and third graders, the CSRC required that progress for fourth through seventh grade students who met proficiency expectations 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 grade level equivalencies and do not translate into proficiency levels. The CSRC expects all students, on average, to advance at least one year from Spring to Spring testing. The expectations for students with below grade level scores in the previous year is more than one year GLE advancement. Results in this section reflect all students administered the SDRT in consecutive years.

#### **a. All First through Third Graders**

The CSRC requires that these students advance, on average, one GLE per year in reading. The following table describes reading progress results, as measured by the SDRT over consecutive academic years for 18 full academic year students enrolled in the Academy as first graders in 2003-04 and then as second graders in 2004-05. Overall SDRT totals indicated an average improvement



of 1.0 GLE from first to second and 0.9 GLE from second to third grade. Therefore, the school met the expectations for second graders but fell short for third graders.

| <b>Table 17</b><br><b>Darrell Lynn Hines Academy</b><br><b>Average GLE Advancement from First to Second Grade</b><br><b>Based on SDRT</b><br><b>(N = 18)</b> |                          |                           |                        |                       |
|--|--------------------------|---------------------------|------------------------|-----------------------|
| Reading  | Grade Level Equivalent   |                           |                        |                       |
|  | First Grade<br>(2003-04) | Second Grade<br>(2004-05) | Average<br>Advancement | Median<br>Advancement |
| <b>SDRT Total</b>  | <b>1.9</b>               | <b>2.9</b>                | <b>1.0</b>             | <b>0.7</b>            |

Note: Results are rounded to the nearest tenth.

| <b>Table 18</b><br><b>Darrell Lynn Hines Academy</b><br><b>Average GLE Advancement from Second to Third Grade</b><br><b>Based on SDRT</b><br><b>(N = 20)</b> |                           |                          |                        |                       |
|--|---------------------------|--------------------------|------------------------|-----------------------|
| Reading  | Grade Level Equivalent    |                          |                        |                       |
|  | Second Grade<br>(2003-04) | Third Grade<br>(2004-05) | Average<br>Advancement | Median<br>Advancement |
| <b>SDRT Total</b>  | <b>2.5</b>                | <b>3.4</b>               | <b>0.9</b>             | <b>0.9</b>            |

Note: Results are rounded to the nearest tenth.

It is possible to compare SDRT results from 2002-03 to 2004-05 using scores from students who took the SDRT in 2002-03 as first or second graders and again in 2004-05 as third or fourth graders.<sup>19</sup> Progress from first to third grade indicates an average improvement of 1.9 GLE. On average, second through fourth grade reading scores improved 1.2 GLE.

<sup>19</sup> The school elected to administer the SDRT to fourth graders this year.

| <p align="center"><b>Table 19</b></p> <p align="center"><b>Darrell Lynn Hines Academy</b></p> <p align="center"><b>Average GLE Advancement from First to Third Grade</b></p> <p align="center"><b>Based on SDRT</b></p> <p align="center"><b>(N = 15)</b></p> |                          |                          |                        |                       |
|---|--------------------------|--------------------------|------------------------|-----------------------|
| Reading   | Grade Level Equivalent   |                          |                        |                       |
|   | First Grade<br>(2002-03) | Third Grade<br>(2004-05) | Average<br>Advancement | Median<br>Advancement |
| <b>SDRT Total</b>   | <b>1.7</b>               | <b>3.6</b>               | <b>1.9</b>             | <b>1.7</b>            |

Note: Results are rounded to the nearest tenth.

| <p align="center"><b>Table 20</b></p> <p align="center"><b>Darrell Lynn Hines Academy</b></p> <p align="center"><b>Average GLE Advancement from Second to Fourth Grade</b></p> <p align="center"><b>Based on SDRT*</b></p> <p align="center"><b>(N = 25)</b></p> |                           |                           |                        |                       |
|--|---------------------------|---------------------------|------------------------|-----------------------|
| Reading  | Grade Level Equivalent    |                           |                        |                       |
|  | Second Grade<br>(2002-03) | Fourth Grade<br>(2004-05) | Average<br>Advancement | Median<br>Advancement |
| <b>SDRT Total</b>  | <b>2.7</b>                | <b>3.9</b>                | <b>1.2</b>             | <b>1.0</b>            |

Note: Results are rounded to the nearest tenth.

\*The CSRC did not require that the school administer the SDRT to fourth graders.

#### **b. Students Who Were Below Grade Level Expectations**

This year, there were only two second and two third graders who tested below grade level expectations last year (as first and second graders). Due to the small size of these cohorts, results cannot be included in this report.

Analysis of progress from 2002-03 to 2004-05 (two full academic years) indicated that only one third grader tested below GLE in 2002-03 as a first grader and eight fourth graders were below GLE in 2002-03 (as second graders). Due to the small size of these cohorts, results cannot be included in this report.

## 2. Fifth through Seventh Graders<sup>20</sup>

In an effort to monitor progress for students who met proficiency expectations and for those who did not, the CSRC instituted a requirement that schools report progress for each of these groups of students. Based on these requirements, multiple year student data are presented for students who scored at the proficient or advanced levels and for children who were at minimal or basic levels in the 2003-04 school year. Student progress for each group is described in terms of GLE advancement and progress in proficiency levels.

### a. Progress for Students Who Met Proficiency Requirements

GLE progress for students at proficient or advanced levels of reading, based on 2003-04 scores, are illustrated below. As shown, these students exhibited an average increase of 1.1 GLE in reading, 0.6 GLE in language, and 1.1 GLE in math.

| <b>Table 21a</b>                                     |           |                                |                                |                                    |
|--|-----------|--------------------------------|--------------------------------|------------------------------------|
| <b>Darrell Lynn Hines Academy</b>                    |           |                                |                                |                                    |
| <b>Average GLE Advancement in Reading for</b>        |           |                                |                                |                                    |
| <b>Students Who Tested at Proficient or Advanced</b> |           |                                |                                |                                    |
| <b>2003-04</b>                                       |           |                                |                                |                                    |
| <b>Grade</b>   | <b>N</b>  | <b>Average GLE<br/>2003-04</b> | <b>Average GLE<br/>2004-05</b> | <b>Average GLE<br/>Advancement</b> |
| Fourth to Fifth<br>WKCE to Terra Nova <sup>21</sup>  | 19        | 5.5                            | 6.4                            | 0.9                                |
| Fifth to Sixth<br>Terra Nova                         | 9         | Cannot report due<br>to N size | Cannot report due<br>to N size | Cannot report due<br>to N size     |
| Sixth to Seventh<br>Terra Nova                       | 14        | 5.6                            | 7.7                            | 2.1                                |
| <b>Total</b>   | <b>42</b> |                                |                                | <b>1.1</b>                         |

<sup>20</sup> Third and fourth grade comparisons were not provided due to non-comparable tests at those grade levels.

<sup>21</sup> WKCE scale scores were converted to GLE's using the Terra Nova Norms Book for the Fall administration. These results should be interpreted with caution because the tests, while comparable, are not exactly the same.

| <b>Table 21b</b><br><b>Darrell Lynn Hines Academy</b><br><b>Average GLE Advancement in Language for</b><br><b>Students Who Tested at Proficient or Advanced</b><br><b>2003-04</b> |           |                                |                                |                                    |
|---|-----------|--------------------------------|--------------------------------|------------------------------------|
| <b>Grade</b>  | <b>N</b>  | <b>Average GLE<br/>2003-04</b> | <b>Average GLE<br/>2004-05</b> | <b>Average GLE<br/>Advancement</b> |
| Fourth to Fifth<br>WKCE to Terra Nova <sup>22</sup>   | 16        | 7.1                            | 8.1                            | 1.0                                |
| Fifth to Sixth<br>Terra Nova  | 4         | Cannot report due<br>to N size | Cannot report due<br>to N size | Cannot report due<br>to N size     |
| Sixth to Seventh<br>Terra Nova  | 11        | 8.0                            | 8.7                            | 0.7                                |
| <b>Total</b>  | <b>31</b> |                                |                                | <b>0.6</b>                         |

| <b>Table 21c</b><br><b>Darrell Lynn Hines Academy</b><br><b>Average GLE Advancement in Math for</b><br><b>Students Who Tested at Proficient or Advanced</b><br><b>2003-04</b> |           |                                |                                |                                    |
|---|-----------|--------------------------------|--------------------------------|------------------------------------|
| <b>Grade</b>  | <b>N</b>  | <b>Average GLE<br/>2003-04</b> | <b>Average GLE<br/>2004-05</b> | <b>Average GLE<br/>Advancement</b> |
| Fourth to Fifth<br>WKCE and Terra Nova  | 15        | 5.7                            | 6.4                            | 0.7                                |
| Fifth to Sixth<br>Terra Nova  | 8         | Cannot report due<br>to N size | Cannot report due<br>to N size | Cannot report due<br>to N size     |
| Sixth to Seventh<br>Terra Nova  | 7         | Cannot report due<br>to N size | Cannot report due<br>to N size | Cannot report due<br>to N size     |
| <b>Total</b>  | <b>30</b> |                                |                                | <b>1.1</b>                         |

Progress for these students in terms of proficiency levels is illustrated below. It is expected that students who reached proficiency, i.e., proficient or advanced, in 2003-04 will maintain these levels in 2004-05. As illustrated, most (90.5%) students were able to do so in reading, 80.7% in language, and 83.3% in math (see Tables 22a, 22b, and 22c).

<sup>22</sup> WKCE scale scores were converted to GLEs using the Terra Nova Norms Book for the Fall administration. These results should be interpreted with caution because the tests, while comparable, are not exactly the same.

| <b>Table 22a</b><br><br><b>Darrell Lynn Hines Academy</b><br><b>Reading Proficiency Level Progress for</b><br><b>Students Who Tested at Proficient or Advanced</b><br><b>2003-04</b> |  |   |                             |
|--|--|---|-----------------------------|
| <b>Grade</b>   | <b>Students Proficient/Advanced in 2003-04</b> | <b>Students Maintained Proficient/Advanced in 2004-05</b> |                             |
|  |  | <b>N</b>  | <b>%</b>                    |
| Fourth to Fifth WKCE and Terra Nova <sup>23</sup>  | 19   | 15  | 79.0%                       |
| Fifth to Sixth Terra Nova  | 9  | Cannot report due to N size                               | Cannot report due to N size |
| Sixth to Seventh Terra Nova  | 14   | 14  | 100.0%                      |
| <b>Total</b>   | <b>42</b>                                      | <b>38</b>   | <b>90.5%</b>                |

| <b>Table 22b</b><br><br><b>Darrell Lynn Hines Academy</b><br><b>Language Proficiency Level Progress for</b><br><b>Students Who Tested at Proficient or Advanced</b><br><b>2003-04</b> |  |   |                             |
|---|--|---|-----------------------------|
| <b>Grade</b>  | <b>Students Proficient/Advanced in 2003-04</b> | <b>Students Maintained Proficient/Advanced in 2004-05</b> |                             |
|   |  | <b>N</b>  | <b>%</b>                    |
| Fourth to Fifth WKCE and Terra Nova <sup>24</sup>   | 16   | 13  | 81.3%                       |
| Fifth to Sixth Terra Nova   | 4  | Cannot report due to N size                               | Cannot report due to N size |
| Sixth to Seventh Terra Nova   | 11   | 10  | 90.9%                       |
| <b>Total</b>  | <b>31</b>                                      | <b>25</b>   | <b>80.7%</b>                |

<sup>23</sup> Terra Nova scores were provided in GLE and scale scores. Proficiency levels were determined using the scale score cut points distributed by MPS.

<sup>24</sup> Terra Nova scores were provided in GLE and scale scores. Proficiency levels were determined using the scale score cut points distributed by MPS.

| <b>Table 22c</b><br><br><b>Darrell Lynn Hines Academy</b><br><b>Math Proficiency Level Progress for</b><br><b>Students Proficient or Advanced</b><br><b>2003-04</b> |  |   |                             |
|---|--|---|-----------------------------|
| <b>Grade</b>  | <b>Students Proficient/Advanced in 2003-04</b> | <b>Students Maintained Proficient/Advanced in 2004-05</b> |                             |
|   |  | <b>N</b>  | <b>%</b>                    |
| Fourth to Fifth WKCE and Terra Nova   | 15   | 14  | 93.3%                       |
| Fifth to Sixth Terra Nova   | 8  | Cannot report due to N size                               | Cannot report due to N size |
| Sixth to Seventh Terra Nova   | 7  | 7   | 100.0%                      |
| <b>Total</b>  | <b>30</b>                                      | <b>25</b>   | <b>83.3%</b>                |

**b. Progress for Students Who Did Not Meet Proficiency Level Expectations**

Reading GLE progress for students who tested below proficient in 2003-04 is provided in the following table. On average, fifth through seventh grade students advanced 1.2 GLE in reading.

| <b>Table 23</b><br><br><b>Darrell Lynn Hines Academy</b><br><b>Average GLE Advancement for</b><br><b>Students Who Tested Below Proficient in Reading in 2003-04</b> |           |                            |                            |                                |
|---|-----------|----------------------------|----------------------------|--------------------------------|
| <b>Grade</b>  | <b>N</b>  | <b>Average GLE 2003-04</b> | <b>Average GLE 2004-05</b> | <b>Average GLE Advancement</b> |
| Fourth to Fifth Grade WKCE and Terra Nova   | 12        | 2.2                        | 2.5                        | 0.3                            |
| Fifth to Sixth Grade Terra Nova   | 11        | 3.2                        | 4.6                        | 1.4                            |
| Sixth to Seventh Grade Terra Nova   | 10        | 3.1                        | 5.2                        | 2.1                            |
| <b>Total</b>  | <b>33</b> |                            |                            | <b>1.2</b>                     |

Students who tested below proficiency level expectations in 2003-04 advanced an average of 1.2 GLE in language skills (see Table 24).

| <b>Table 24</b><br><b>Darrell Lynn Hines Academy</b><br><b>Average GLE Advancement for</b><br><b>Students Who Tested Below Proficient in Language in 2003-04</b> |           |                                |                                |                                    |
|--|-----------|--------------------------------|--------------------------------|------------------------------------|
| <b>Grade</b>   | <b>N</b>  | <b>Average GLE<br/>2003-04</b> | <b>Average GLE<br/>2004-05</b> | <b>Average GLE<br/>Advancement</b> |
| Fourth to Fifth Grade<br>WKCE and Terra Nova   | 15        | 2.5                            | 3.4                            | 0.9                                |
| Fifth to Sixth Grade<br>Terra Nova   | 16        | 3.6                            | 5.3                            | 1.7                                |
| Sixth to Seventh Grade<br>Terra Nova   | 13        | 4.0                            | 4.8                            | 0.8                                |
| <b>Total</b>   | <b>44</b> |                                |                                | <b>1.1</b>                         |

Math GLE progress for students who tested below proficient in 2003-04 is provided in the following table. On average, fifth through seventh grade students progressed 1.0 GLE in math.

| <b>Table 25</b><br><b>Darrell Lynn Hines Academy</b><br><b>Average GLE Advancement for</b><br><b>Students Who Tested Below Proficient in Math in 2003-04</b> |           |                                |                                |                                    |
|--|-----------|--------------------------------|--------------------------------|------------------------------------|
| <b>Grade</b>   | <b>N</b>  | <b>Average GLE<br/>2003-04</b> | <b>Average GLE<br/>2004-05</b> | <b>Average GLE<br/>Advancement</b> |
| Fourth to Fifth Grade<br>WKCE and Terra Nova   | 16        | 3.4                            | 3.7                            | 0.3                                |
| Fifth to Sixth Grade<br>Terra Nova   | 12        | 3.9                            | 4.9                            | 1.0                                |
| Sixth to Seventh Grade<br>Terra Nova   | 17        | 4.2                            | 5.8                            | 1.6                                |
| <b>Total</b>   | <b>45</b> |                                |                                | <b>1.0</b>                         |

The CSRC also requires that student progress in proficiency levels be examined. The following tables illustrate progress for the students who tested below proficient in 2003-04. It is expected that these students would progress one level, or if they scored in the same level, progress within that level. To examine whether or not students who remained within the same level, i.e., minimal in 2003-04 and minimal in 2004-05, CRC used the scale score thresholds distributed by MPS to establish proficiency levels. Each level was then divided into quartiles and CRC then determined whether or not a child had progressed one or more quartiles.<sup>25</sup>

As illustrated below, 41.7% of fifth graders who were below proficiency expectations in reading showed improvement in reading by progressing to a higher quartile. Most sixth (81.8%) and seventh (80.0%) graders were able to either advance one proficiency level or improve at least one quartile.

| <p align="center"><b>Table 26</b></p> <p align="center"><b>Darrell Lynn Hines Academy</b></p> <p align="center"><b>Reading Proficiency Level Progress for</b></p> <p align="center"><b>Students Minimal or Basic in 2003-04</b></p> |                                     |   |  |                                     |              |
|---|-------------------------------------|---|--|-------------------------------------|--------------|
| Grade   | # Students Minimal/Basic in 2003-04 | # Students who Advanced one Proficiency Level | If not advanced, # who improved quartile(s) within Proficiency Level | Total Proficiency Level Advancement |              |
|   |                                     |   |  | N                                   | %            |
| Fourth to Fifth Grade WKCE and Terra Nova   | 12                                  | 0   | 5  | 5                                   | 41.7%        |
| Fifth to Sixth Grade Terra Nova   | 11                                  | 8   | 1  | 9                                   | 81.8%        |
| Sixth to Seventh Grade Terra Nova   | 10                                  | 7   | 1  | 8                                   | 80.0%        |
| <b>Total</b>  | <b>33</b>                           | <b>15</b>                                     | <b>7</b>   | <b>22</b>                           | <b>66.7%</b> |

<sup>25</sup> To make the quartiles in the minimal proficiency level meaningful, CRC used the lowest scale score of any student in each grade as the lowest scale score.



Proficiency level progress in language is illustrated below. Eighteen (40.9%) of the students who tested at minimal or basic levels in 2003-04 were able to either advanced one level (N = 15) or advance one quartile within their 2003-04 proficiency level (N = 3).

| <b>Table 27</b><br><b>Darrell Lynn Hines Academy</b><br><b>Language Proficiency Level Progress for</b><br><b>Students Minimal or Basic in 2003-04</b> |  |  |   |  |              |
|---|--|--|---|--|--------------|
| <b>Grade</b>  | <b># Students Minimal/Basic in 2003-04</b> | <b># Students who Advanced one Proficiency Level</b> | <b>If not advanced, # who improved quartile(s) within Proficiency Level</b> | <b>Total Proficiency Level Advancement</b> |              |
|   |  |  |   | <b>N</b>                                   | <b>%</b>     |
| Fourth to Fifth Grade WKCE and Terra Nova   | 15   | 2  | 1   | 3  | 20.0%        |
| Fifth to Sixth Grade Terra Nova   | 16   | 8  | 1   | 9  | 56.3%        |
| Sixth to Seventh Grade Terra Nova   | 13   | 5  | 1   | 6  | 46.2%        |
| <b>Total</b>  | <b>44</b>                                  | <b>15</b>  | <b>3</b>  | <b>18</b>                                  | <b>40.9%</b> |

Proficiency level progress in math is described below. As illustrated, 64.4% of students who did not meet proficiency level expectations, i.e., scored minimal or basic, in 2003-04 either advanced one proficiency level (N = 21) or if they did not advance a level, improved at least one quartile within their level (N = 8). Nearly two thirds (64.4%) of the fifth through seventh grade students who were below proficiency expectations in 2003-04 met the CSRC criteria for improvement.

| <p align="center"><b>Table 28</b></p> <p align="center"><b>Darrel Lynn Hines Academy</b></p> <p align="center"><b>Math Proficiency Level Progress for</b></p> <p align="center"><b>Students Minimal or Basic in 2003-04</b></p> |  |  |   |  |              |
|---|--|--|---|--|--------------|
| <b>Grade</b>  | <b># Students<br/>Minimal/Basic<br/>in 2003-04</b> | <b># Students who<br/>Advanced One<br/>Proficiency<br/>Level</b> | <b>If not advanced, # who<br/>improved quartile(s)<br/>within Proficiency Level</b> | <b>Total<br/>Proficiency<br/>Level<br/>Advancement</b> |              |
|   |  |  |   | <b>N</b>   | <b>%</b>     |
| Fourth to Fifth Grade<br>WKCE and Terra Nova  | 16   | 6  | 2   | 8  | 50.0%        |
| Fifth to Sixth Grade Terra<br>Nova  | 12   | 6  | 2   | 8  | 66.7%        |
| Sixth to Seventh Grade<br>Terra Nova  | 17   | 9  | 4   | 13   | 76.5%        |
| <b>Total</b>  | <b>45</b>  | <b>21</b>  | <b>8</b>  | <b>29</b>  | <b>64.4%</b> |

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

### **1. Background Information<sup>26</sup>**

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 required adequate yearly progress (AYP) objectives. If a school fails to make AYP for two consecutive years in the same AYP objective, the school is designated as "identified for improvement." Once designated as "identified for improvement," the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from this designation.

The possible school status designations are:

- "Satisfactory," which means the school is not in improvement status;
- "School Identified for Improvement" (SIFI), which means the school does not meet AYP for two consecutive years in the same objective.
- SIFI Levels 1-5, which means the school missed at least one of the AYP objectives and is subject to the State requirements and additional Title I sanctions assigned to that level.
- SIFI Levels 1-4 Improved, which means the school met the AYP in the year tested, but remains subject to sanctions due to the prior year. AYP must be met for two consecutive years in that objective to be removed from "improvement" status and returned to "satisfactory" status.
- Title I Status which identifies if Title I funds are directed to the school. If so, the schools are subject to Federal sanctions.<sup>27</sup>

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<sup>26</sup>This information is taken from the DPI website: [www.dpi.state.wi.us/oea/annrvw05.html](http://www.dpi.state.wi.us/oea/annrvw05.html)

<sup>27</sup> For complete information about sanctions, see [www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc](http://www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc); [www.dpi.state.wi.us/dpi/esea/bul\\_0402.html](http://www.dpi.state.wi.us/dpi/esea/bul_0402.html); and [www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc](http://www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc)

## **2. Three Year Adequate Yearly Progress: the Academy Review Summary: 2004-05<sup>28</sup>**

According to the Academy's Annual Review of School Performance: 2004-05 published by DPI, the Academy met all applicable AYP objectives. The objectives are that 95.0% of the eligible students participate in the required tests, at least 67.5% of the students are reading at the proficient or above level, 47.5% of the students tested are at the proficient or above level in mathematics and the school maintain an attendance rate of at least 85.0%.

In addition, DPI has reported that the Academy has received a "Satisfactory" status designation in all four objectives for the past three years; therefore, the Academy has met the requirements for AYP all three years.

## **IV. CONCLUSIONS/RECOMMENDATIONS**

This report covers the third year of the Academy as a charter school. The information provided by the school has been used to make assessments regarding programmatic and academic progress for the 2004-05 school year. The Academy has met all but one of the education requirements in its charter school contract with the City of Milwaukee. The one provision not met was the reading advancement requirement of one year for third grade students with comparison scores from the prior year. The criteria was nearly met as these students advanced 0.9 GLE on average.

The key performance indicators for the Academy during the 2004-05 academic year are shown below:

- Attendance rate was 96.0%, exceeding the school's goal;

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<sup>28</sup> For a copy of the Academy Annual Review of School Performance see, [www.dpi.state.wi.us/dpi/oea](http://www.dpi.state.wi.us/dpi/oea) under accountability.

- The parents of 100.0% of the children attended both family-teacher conferences, meeting the Academy's goal;
- On average, 63.0% of the Academy students demonstrated a one level or more improvement in reading as measured by the Jerry Johns Reading Inventory. The average increase was .94 grade levels;
- Most K5 through fifth grade students with comparison progress indicators met (62.4%) or exceeded (19.4%) the school's expectations in math by the end of the school year. Most (82.8%) sixth and seventh graders achieved a "C" or better in math;
- Most of the students demonstrated proficient (55.1%) or advanced (11.4%) levels in writing, as measured by the Six Traits of Writing assessment;
- On average, first graders were functioning at 1.5 to 2.0 grade level equivalents in phonetic analysis, vocabulary, and comprehension on the SDRT;
- On average, second graders were functioning at 2.4 to 3.8 grade level equivalents in phonetic analysis, vocabulary, and comprehension on the SDRT;
- Seventy-six percent of the third graders demonstrated proficient reading comprehension on the WRCT;
- Two thirds (66.7%) of fourth graders tested on the WKCE scored in proficient or advanced levels in reading, while 30.3% reached these levels in math;
- In the Spring, fourth graders were functioning, on average, at the 3.7-4.7 grade level equivalencies in phonetic analysis, vocabulary, and comprehension on the SDRT;
- The fifth grade students tested with the Terra Nova averaged a grade level equivalency of 5.3 in reading with 53.8% demonstrating proficient or advanced proficiency levels in reading;
- The fifth grade students tested with the Terra Nova, on average, demonstrated a 5.2 grade level equivalency in math with 59.0% demonstrating a proficient or advanced level;
- On average, the sixth graders tested with the Terra Nova averaged a grade level equivalency of 5.3 in reading. Over half (66.7%) of students exhibited proficient or advanced reading skills;
- Sixth grade Terra Nova math results indicated that students averaged a 5.6 grade level equivalency and 40.7% demonstrated math skills at the proficient or advanced levels;
- Seventh graders' average reading GLE in was 7.2. Approximately 81.1% exhibited proficient or advanced reading skills when measured by the Terra Nova examination; and

- On average, seventh graders scored 7.2 GLE on the Terra Nova math subtest and 62.2% exhibited proficient or advanced math skills.

After reviewing the information in this report and considering the information gathered during the administrator's interview in June 2005, it is recommended that the focus of activities for the 2005-06 year include the following:

- Continue to develop specific expertise among teachers to allow for in-school consultation and ongoing support by subject area.
- Identify and implement the steps necessary to become a high performing school, including steps needed to:
  - ▶ continue to develop classroom teachers' ability to meet all students' needs, and
  - ▶ supply needed resources to teachers at the classroom level.

## **APPENDIX A**

### **CONTRACT COMPLIANCE CHART**

| <p style="text-align: center;"><b>Darrell Lynn Hines Academy</b></p> <p style="text-align: center;"><b>Overview of Compliance for Educationally Related Contract Provisions</b></p> <p style="text-align: center;"><b>2004-05</b></p> |  |   |   |
|---|--|---|---|
| <b>Section/Page of Contract</b>   | <b>Educationally Related Contract Provision</b>  | <b>Monitoring Report Reference Page</b> | <b>Contract Provision Met or Not Met?</b>   |
| Section B, p. 2 and Appendix A, p. 23+  | Description of educational program: student population served.   | Pages 3-6                               | Met   |
| Section I,V, p. 11 and Appendix B   | Education program of at least 180 days (including five banked days of teacher work days).*   | Page 9                                  | Met   |
| Section C, p. 2 and Appendix A, p. 23+  | Educational methods.   | Pages 2-4                               | Met   |
| Section D, p. 2 and Appendix A, p. 96   | Administration of required standardized tests.   | Pages 21-52                             | Met   |
| Section D, p. 2 and Appendix A, p. 61+  | Academic criteria #1: maintain local measures, showing pupil growth in demonstrating curricular goals.   | Pages 15-22                             | Met   |
| Section D, p. 2 and Appendix A, p. 61+, CSRC 10/24/03 Memo  | Academic criteria #2: Year-to-Year Achievement Measure:<br>a. Second and third grade students: advance average of one GLE in reading.<br>b. Fifth to seventh grade students proficient or advanced in reading: maintain proficiency level.<br>c. Fifth to seventh grade students proficient or advanced in language: maintain proficiency level.<br>d. Fifth to seventh grade students proficient or advanced in math: maintain proficiency level.   | Pages 58-60                             | a. Met **<br>for second grade; not met for third grade<br>b. Met for 90.5% of 42 students<br>c. Met for 80.7% of 31 students<br>d. Met for 83.3% of 30 students |
| Section D, p. 2 and Appendix A, p. 61+, CSRC 10/24/03 Memo  | Academic criteria #3:<br>a. Second and third grade students with below grade level 2003-04 scores in reading: advance more than one GLE in reading.<br>b. Fifth to seventh grade students below proficient level in 2003-04 reading test: advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range.<br>c. Fifth to seventh grade students below proficient level in 2003-04 language test: advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range.<br>d. Fifth to seventh grade students below proficient level in 2003-04 math test: advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range. | Pages 62-64                             | a. N/A<br>b. Met for 66.7% of 33 students<br>c. Met for 40.9% of 44 students<br>d. Met for 64.4% of 45 students   |
| Section E, p. 3 and Appendix A  | Parental involvement.  | Page 13                                 | Met   |
| Section F, p. 3   | Instructional staff hold a DPI license or permit to teach.   | Pages 7-9                               | Met   |
| Section I, p. 4   | Pupil database information.  | Pages 5-7                               | Met   |
| Section K, p. 5 and Appendix A, p. 104+   | Discipline procedures.   | Page 10                                 | Met   |

\*This follows the model used by MPS which has more instructional minutes per day, thus allowing for five "banked" teacher work days. The Academy has met the City of Milwaukee's practice of requiring 875 instructional hours.

\*\* Second graders with comparison first grade SDRT scores advanced 1.0 GLE on average; third graders advanced 0.9 GLE on average.



**APPENDIX B**

**OUTCOME MEASURE AGREEMENT MEMO**

November 1, 2004

TO: Children's Research Center  
FROM: Darrell Lynn Hines College Preparatory Academy Of  
Excellence  
RE: Student Learning Memorandum for the 2004-2005 School Year

The following procedures and outcomes will be used for the 2004-2005 school year monitoring of the educationally related activities described in the Darrell Lynn Hines College Preparatory Academy of Excellence's Charter School contract with the City of Milwaukee. The data will be provided to Children's Research Center, the monitoring agent contracted by the City of Milwaukee Charter School Review Committee.

**Attendance:**

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

**Enrollment:**

Upon admission, individual student information will be added to the school database and new enrollees will be shared with Children's Research Center.

**Termination:**

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

**Parent Participation:**

On average, parents will participate in at least two (2) of the scheduled parent-teacher conferences. Dates for the events and names of the parent participants will be recorded by the school and provided to Children's Research Center in June of each school year.

**Exceptional Education Needs Students:**

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

**Academic Achievement: Local Measures:**

**Reading**

On average, students will demonstrate one-year growth in reading, as shown by the Jerry Johns Reading Inventory, administered at the beginning and end of the school year.

**Mathematics**

On average, students in grades K5 -5<sup>th</sup> will exhibit a grade of 2 or better, or show one or more levels of progress between the 1<sup>st</sup> and 6<sup>th</sup> marking periods. On average, students in grade 6 and 7 will exhibit a grade of C or better, or show one or more levels of progress between the 1<sup>st</sup> and 6<sup>th</sup> marking periods.

## **Writing**

By the end of the 6<sup>th</sup> marking period, students will demonstrate a grade appropriate writing piece using the 6 traits - writing rubric that corresponds with the student's respective grade level. Grading of the writing piece will be scored based on the 6-trait writing rubric. Students will be scored in the following way:

- ☐ Minimal
- ☐ Basic
- ☐ Proficient
- ☐ Advanced

## **Academic Achievement: Standardized Measures:**

The following standardized test measures will assess academic achievements in two areas: reading and mathematics. On average, each class will demonstrate a minimum increase of one grade level as measured by the academic progress of each student in that grade. Students who initially test below grade level will demonstrate more than one grade-level gain.

### **Grades 1, 2, & 3**

**Stanford Diagnostic Reading Test** will be administered each spring. The first year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent years.

### **Grade 3**

**Wisconsin Reading Comprehension Test** will be administered on an annual basis in the time frame identified by the Wisconsin Department of Public Instruction. The test will provide each student with a comprehension score and a proficiency level.

### **Grade 4**

**Wisconsin Knowledge Concept Exam** will be administered on an annual basis in the time frame identified by the State Department of Public Instruction for testing of fourth and eighth graders. The WKCE will provide each student with a proficiency level via a scale score in reading, and mathematics.

### **Grades 3, 5, 6 & 7**

**McGraw Hill Terra Nova** will be administered on an annual basis in the time frame identified by the State Department of Public Instruction for testing of 4<sup>th</sup> and 8<sup>th</sup> graders. This test will provide each student with a proficiency level via a scale score in reading and mathematics.

**Grade 8**

**Wisconsin Knowledge and Concepts Exam** 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 via a scale score in reading and mathematics.





**City of Milwaukee – Charter Schools  
Report of Management Oversight Consultant  
For the School Year Ended June 30, 2005**

**November 22, 2005**

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

**M. L. Tharps & Associates**

*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 four charter schools (Downtown Montessori Academy, Central City Cyberschool, DLH Academy and Academy of Learning and Leadership), which have contracted with the City of Milwaukee for the 2004-2005 school year, and have issued our report herein. This report is based on a review of and limited testing of the policies and procedures employed by each school. We have not performed an audit of these schools, however, we have performed sufficient procedures to get an adequate understanding of each school's management policies and procedures. Based on these procedures, we are issuing this report of each school's management activities.

We would like to thank the management of each charter school for their cooperation in our efforts to perform our management oversight services.

*M.L. Tharps & Associates*

November 22, 2005



**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) M. L. Tharps & Associates (MLTA) met with financial management personnel to get an understanding of school's operations as well as the accounting, budgeting and financial management functions.
- b) For each major system function (cash receipts / accounts receivable, cash disbursements / accounts payable, and payroll), MLTA has obtained an understanding of the schools processes and/or controls over each area.
- c) Cash account reconciliations were reviewed and compared to month-end general ledger balances.
- d) Revenues were reviewed to verify whether charter students were paying tuition, book and/or registration fees.
- e) Liability accounts were reviewed to determine if large or unusual liabilities exist.
- f) 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 2004-05 school year. Communications were conducted with Virginia Flynn, Principal as well as the school's administrative assistant Hope O'Brien.

### **Current Year Developments**

During our current year review, we noted no major changes in the financial and internal control structure at Downtown Montessori Academy. Management has been very receptive to our past recommendations for improvement and appears to have implemented all our recommendations.

Financial management duties of the school continue to be performed by the administrative assistant, with support from Virginia Flynn. In addition, the school has engaged an outside accounting firm, Hau & Associates, S.C., to provide assistance with monthly closeouts, tax returns, and provide general technical assistance for the school. The firm also performs the Academy's annual audit.

A question regarding the independence of Hau & Associates was addressed during the year. As the firm provides technical assistance to the Academy in certain accounting functions, we questioned whether the firm was considered independent to perform the annual audit. Based on communications with Hau & Associates management and their peer review firm, it was determined that they are independent of the Academy for purposes of performing their annual audit.

### **Financial Status of School**

Per review of the financial statements and per discussions with Ms. Flynn, the school had another solid year. Cash flow has remained steady over the past year, and the school continues to be responsible with its spending. The school's annual audit showed a \$10,000 net excess of revenue over expenses for the year on revenues of approximately \$630,000. The school had a \$50,000 decrease in revenues for the year, mainly from \$28,000 decrease in day care revenue and a \$37,000 decrease in grant revenues. However, the school in turn decreased expenses by \$27,000 to maintain a positive outcome for the year. The ratio of cash and receivables to liabilities is very solid. Because of very limited space at its current location, the school is trying to raise capital to assist in the construction or purchase of its own school building in the future, thus a large accumulation of cash is desired for a significant down payment.

## **Other Contract Compliance Issues**

### **Annual Audit**

The annual audit for Downtown Montessori Academy was completed as of September 26, 2005 by the firm Hau & Associates. Although the report was due September 15, 2005, the school requested and was granted an extension of 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 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.

## **Conclusion**

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

## **Recommendations**

Based on our management review, we have recommended that Downtown Montessori Academy continue its current management policies and procedures. In addition, we have requested that at least quarterly, financial statements with budget-to-actual results, be submitted to us.

## **Central City Cyberschool**

MLTA performed a review of Central City Cyberschool's management policies, procedures and contract compliance during the 2004-05 school year. Meetings were conducted with Dr. Christine Faltz, Principal, who is in charge of the financial management functions for the school.

### **Current Year Developments**

During our current year review, we noted no major changes in the internal control structure at Central City Cyberschool, and that most of the past recommendations we have suggested have been implemented. One of our past recommendations was not implemented during the 2004-05 school year, but has been implemented for the 2004-05 school year.

We previously recommended that since Dr. Faltz does not have any formal accounting experience, and given the size of the school and staff, that the school should retain a person with adequate accounting or engage an account firm to reconcile accounts and properly classify transactions in accordance with generally accepted accounting principles. In addition we have recommended that the school engage this person or accountant firm to provide monthly or quarterly financial statements. This will ensure enhanced controls over financial reporting and provide a more accurate and valuable monitoring source for budgeting purposes. Although the school did not take this step during the 2004-05 school year, beginning in November 2005, the school has hired an outside firm, Reilly, Penner & Benton, to provide monthly closeouts and quarterly financial statements.

### **Financial Status of School**

Per review of the financial statements and per discussions with Dr. Faltz, it appears that the school is financially stable. Cash flow appeared adequate for the 2004-05 year. Our review indicated no severe financial constraints on the school.

Per review of the audited financial statements, other than the above noted item, nothing came to our attention that would indicate any financial problems at the school. The school showed a decrease in net assets of \$106,000 on revenues of \$3.6 million for the fiscal year. Based on the current year deficit, the school's net assets have decreased to approximately \$85,000. Per discussion with Dr. Faltz, the school generally tries to achieve a break-even budget. Per Dr. Faltz, the school has increased enrollment for 2005-06 by approximately 20 students, thus increasing revenue by over \$140,000. In addition, 2 staff positions were eliminated, and the monthly debt service payment for the school building has been automatically adjusted per the original agreement from \$45,000 per month to \$38,000. These changes should ensure the future financial viability of the school. The ratio of cash and receivables to payables is approximately 1:1, which is adequate, but not ideal.

The school continues to have a large long-term debt obligation (approximately \$3.6 million), incurred during the construction of the school building and a significant liability for the lease /

purchase of computer hardware of approximately \$150,000. However, as stated above, the monthly debt service payment has decreased by approximately \$7,000 for 2005-06. Thus, the school should be financially able to pay the debt service on this balance without major financial hardship.

### **Other Contract Compliance Issues**

#### **Annual Audit**

The annual audit for Central City Cyberschool for the fiscal year ended July 31, 2005 was completed as of October 10, 2005 by the firm Sattel, Johnson, Appel & Co. Per the contract with the City of Milwaukee, the annual audit was due on or before October 15, 2005. Thus, the school was in compliance with the audit requirement. 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 discussion with Dr. Faltz and per review of revenues for the school's fiscal year ended July 31, 2005, we noted that no tuition or fees were charged to any student.

### **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, 2005, it appears that the school has adequate procedures in place to ensure a sufficient financial management system. We noted that the school has been very responsive to our recommendations for improvement. For the 2004-2005 school year, the school appears to be in material compliance with the financial management provisions of its contract with the City of Milwaukee.

### **Recommendations**

As noted above, we have recommended that the school employ the services of an accountant or accounting firm to provide monthly accounting services, which include preparation of a quarterly financial report, with a budget-to-actual analysis. The school has implemented this for the 2005-06 school year. In addition, we have requested that quarterly financial reports be provided to us for our review and analysis.

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

MLTA reviewed DLH Academy's management policies, procedures and contract compliance during the 2004-2005 school year. Communications were conducted with Ms. Barbara Horton, Executive Director and the school's financial manager, Ms. Cheryl McMurtry.

### **Current Year Developments**

Based on our review of the financial operations of the school, DLH Academy continues to appear to be extremely well run. The school continues to have a solid financial management system in place, and maintains a solid 3:1 ratio of cash and receivables to liabilities. The school made a \$55,000 investment in new equipment for the school during the year. This couples with the \$100,000 investment made in the prior year. The school is also planning to expand the school to provide a 4-year old Kindergarten and increase grades to 8<sup>th</sup> grade. This would increase the school's enrollment to approximately 300 students.

The school also engaged a new auditor for the 2004-05 school year. The firm of Reilly, Penner & Benton LLP is now the auditor for the school.

### **Financial Status of School**

Based on a review of the annual audit, the school had a very low cash position as of June 30, 2005, with less than \$1,000 in cash. However, the school had grantor receivables of over \$110,000, which were received in August, 2005. The school also has a line of credit available to help the school through such cash deficits. For the year, the school showed a net deficit of approximately \$125,000. The reason for the deficit is due to the school beginning to undertake some of its expansion plans resulting in increased expenses over the prior year. Although the school had a large deficit for the current year, the school is still sound financially due to its large accumulated net assets from prior years. Currently, the school has net assets of over \$210,000, meaning the school is able to operate at a deficit and still maintain a solid financial position.

### **Other Contract Compliance Issues**

#### **Annual Audit**

The annual audit for DLH Academy for the fiscal year ended June 30, 2005 was completed as of August 9, 2005 by the firm Reilly, Penner & Benton LLP. Per review of the report, there were no material findings by the auditor and the audit appears to have been properly submitted and is in accordance with generally accepted accounting standards.

#### **Student Tuition / Fees**

As is stated in the contract between DLH Academy and the City of Milwaukee, the school may not charge tuition for any charter student, nor may it charge fees for registration, books, teacher salary, equipment or courses credited for graduation. Activity and uniform fees may be charged, but the school must not profit from these fees.



Per discussion with the school's financial manager and per review of revenues for the school's fiscal year ended June 30, 2005 we noted that no tuition or fees were charged to any student.

### **Conclusion**

Based on our review of the management policies and procedures of the DLH Academy as of June 30, 2005 it appears that the organization had excellent procedures in place to ensure a sufficient financial management system. The school appears to have be in compliance with the financial management provisions of its contract with the City of Milwaukee.

### **Recommendations**

We have requested that the school provide us a quarterly financial report, with a budget-to-actual analysis. We believe this will enhance our monitoring of the school's financial operations and will aid in increasing the overall controls that have been previously implemented by the school, and will provide an additional tool in achieving management goals.

In addition, we recommend the school closely monitor its current budget to actual results to ensure that the school maintains its current financial position. We believe it is important for the school to maintain its current net asset value, therefore ensuring a solid financial future.

## **Academy of Learning and Leadership**

MLTA reviewed the Academy of Learning and Leadership's management policies, procedures and contract compliance during the 2004-2005 school year. Communications were conducted with Ms. Camille Mortimore, Director as well as the schools office manager.

### **Current Year Developments**

2004-05 was the second year of operations for The Academy of Learning and Leadership as a City of Milwaukee charter school. As the school struggled in its initial year due to construction delays with the school building and subsequent lower than expected enrollments, the school needed to begin a reversal of its initial year's deficit of approximately \$300,000. It appears the school is beginning to sustain itself financially.

In its second year of operations, the financial management staff appears to have established an adequate internal control system. Our review noted no significant deficiencies, nor did the school's independent auditor. Because of the schools difficulties during the first year, the Executive Director advanced the school over \$500,000 during the year with a no interest loan. These loans have enabled the school to operate at its fullest extent, providing the needed funds for operations. The loan is currently being repaid, with an outstanding balance as of June 30, 2005 of \$350,000.

### **Financial Status of School**

Based on our review of the financial operations of the school, The Academy of Learning and Leadership is well run. Ms. Mortimore is directly involved in the financial management of the school, along with her business manager, Sherry Grace. In addition, Ms. Mortimore's husband, Bill Mortimore is an unpaid consultant to the school, providing assistance in the budgeting process and other financial matters.

As noted above, the school had significant financial hardship during its first full year of operation. Thus it was imperative that the school follow its budget in order to reverse the accumulated deficit. A review of the audited financial statements shows the school showed an excess of revenue over expenses of \$21,000 for 2004-05. The ratio of cash and receivables to current liabilities (excluding the bank line of credit) is 2.5:1, a healthy ratio. However, the school has a large bank line of credit balance (\$455,000) as well as the loan from the Executive Director of \$350,000. Although this debt is not immediately payable, it is important that the school budget to repay this debt. In addition, the school has a \$2.9 million balance on its building mortgage with a monthly debt service payment of approximately \$22,000 per month.

Because of the initial year difficulties and resulting deficit, the school board changed its enrollment policy to allow a maximum of two additional children per each grade. In addition, the struggling Infant-Toddler Room has been closed temporarily and an additional Kindergarten

room has replaced it. This will increase the school's capacity to 246 students, 39 more than the 2004-05 enrollment of 207 students.

### **Other Contract Compliance Issues**

#### **Annual Audit**

The annual audit for the Academy of Learning and Leadership for the fiscal year ended June 30, 2005 was completed as of August 19, 2005. However, the report was not issued prior to the reporting deadline of September 15, 2005. No extension of time was requested, therefore we have informed the school that an extension must be requested in the future if delays are anticipated. Per review of the report, there were no material findings by the auditor and the audit appears to have been properly submitted and is in accordance with generally accepted accounting standards.

#### **Student Tuition / Fees**

As is stated in the contract between the Academy of Learning and Leadership and the City of Milwaukee, the school may not charge tuition for any charter student, nor may it charge fees for registration, books, teacher salary, equipment or courses credited for graduation. Activity and uniform fees may be charged, but the school must not profit from these fees.

Per discussion with Ms. Grace and per review of revenues for the school's fiscal year ended June 30, 2005, we noted that no tuition or fees were charged to any student.

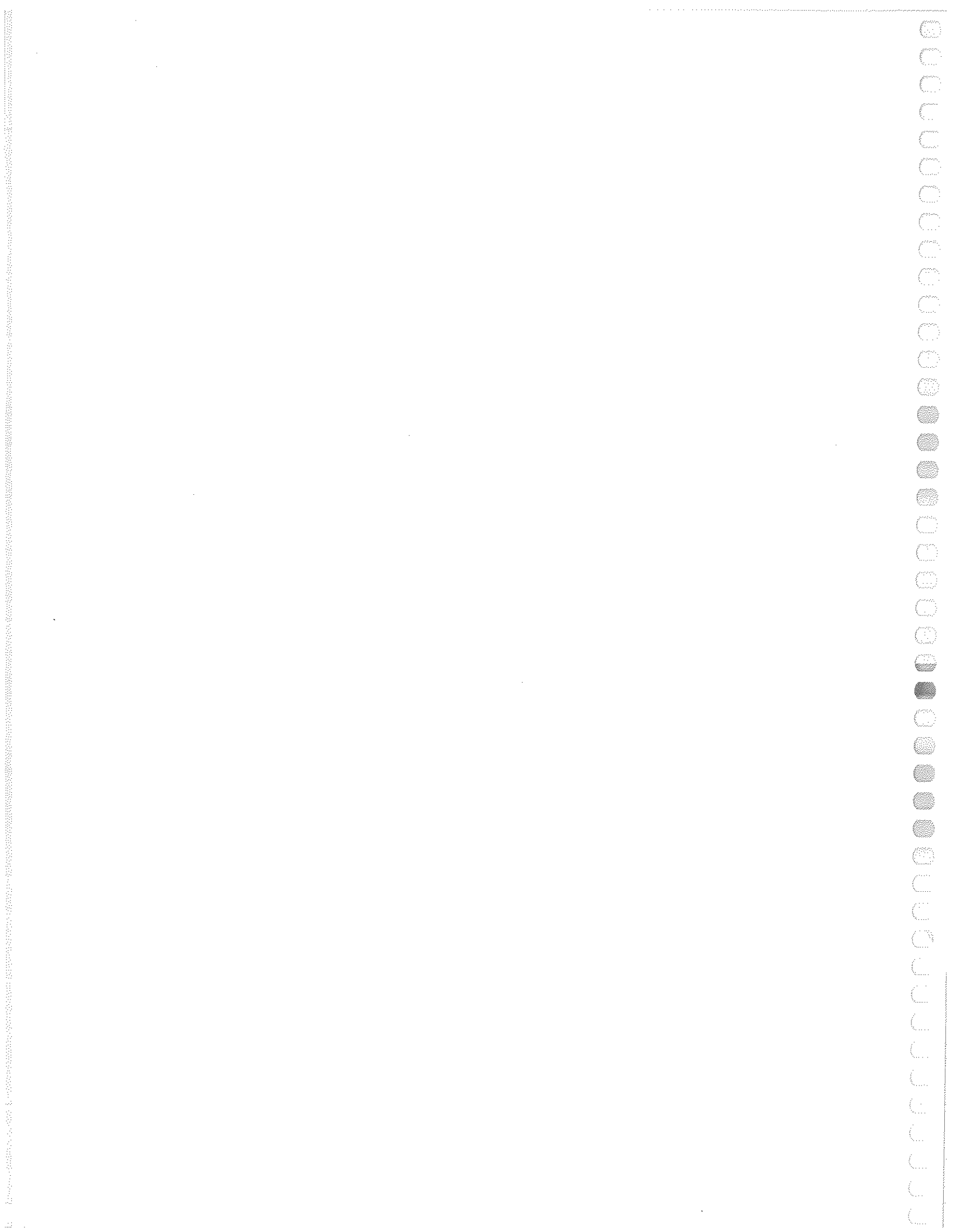
### **Conclusion**

Based on our review of the management policies and procedures of the Academy of Learning and Leadership as of June 30, 2005, it appears that the organization has procedures in place to ensure an adequate financial management system. Other than the late filing of its annual audit, the school appears to have been in compliance with the financial management provisions of its contract with the City of Milwaukee.

### **Recommendations**

We have requested that the school provide us a quarterly financial report, with a budget-to-actual analysis. We believe this will enhance our monitoring of the school's financial operations and will aid in increasing the overall controls that have been previously implemented by the school, and will provide an additional tool in achieving management goals.

In addition, we recommend the school closely monitor its current budget to actual results as well as implement a plan to pay down the school's current debt on its line of credit as well as its debt to the Executive Director. The sooner these amounts are paid, the better the school's financial outlook will become.



**F**



# Charter School Oversight Fees 2004-2005 School Year

## Collected:

| Date      | Amount       |
|-----------|--------------|
| 10/13/04  | \$2,418.00   |
| 10/14/04  | \$8,426.00   |
| 10/19/04  | \$13,155.00  |
| 10/29/04  | \$7,324.00   |
| 01/05/05  | \$10,596.00  |
| 01/07/05  | \$2,062.00   |
| 01/14/05  | \$6,400.00   |
| 01/14/05  | \$8,356.00   |
| 03/15/05  | \$2,133.00   |
| 03/15/05  | \$7,288.00   |
| 03/17/05  | \$8,603.00   |
| 03/18/05  | \$12,622.00  |
| 6/28/2005 | \$11,842.00  |
| 06/24/05  | \$6,582.00   |
| 06/20/05  | \$8,463.00   |
| 6/17/2005 | \$2,203.00   |
| Total :   | \$118,473.00 |

## Payments:

| Date       | Amount      | Vendor  |
|------------|-------------|---|
| 10/28/2004 | \$800.00    | M.L. Tharps   |
| 10/28/2004 | \$3,840.00  | M.L. Tharps   |
| 12/1/2004  | \$979.50    | M.L. Tharps   |
| 12/1/2004  | \$3,168.00  | M.L. Tharps   |
| 12/1/2004  | \$5,128.78  | National Council on Crime and Delinquency Sep - 2004    |
| 12/03/04   | \$526.27    | Printing costs (Annual Report) MPR                      |
| 1/11/2005  | \$7,957.70  | National Council on Crime and Delinquency Oct - 2004    |
| 1/11/2005  | \$760.00    | M.L. Tharps   |
| 1/11/2005  | \$3,168.00  | M.L. Tharps   |
| 01/27/05   | \$7,286.13  | National Council on Crime and Delinquency Nov - 2004    |
| 02/15/05   | \$1,584.00  | M.L. Tharps   |
| 02/15/05   | \$6,837.66  | National Council on Crime and Delinquency Dec - 2004    |
| 03/18/05   | \$1,823.39  | National Council on Crime and Delinquency Jan - 2005    |
| 04/21/05   | \$3,168.00  | M.L. Tharps   |
| 11/11/05   | \$600.00    | M.L. Tharps   |
| 06/03/05   | \$1,551.76  | National Council on Crime and Delinquency Feb-Mar - 05  |
| 06/30/05   | \$2,868.89  | National Council on Crime and Delinquency Apr - 05      |
| 08/04/05   | \$1,075.00  | National Council on Crime and Delinquency May - 05      |
| 10/28/05   | \$6,979.00  | City of Milwaukee Administration 2005                   |
| 08/24/05   | \$3,049.97  | National Council on Crime and Delinquency June - 05     |
| 10/24/05   | \$1,188.00  | M.L. Tharps-June, July                                  |
| 09/23/05   | \$3,564.00  | M.L. Tharps - Aug                                       |
| 10/28/05   | \$35,545.72 | National Council on Crime and Delinquency July-Aug - 05 |

Total Exp. \$103,449.77

|             |                     |
|-------------|---------------------|
| Revenue     | \$118,473.00        |
| Expenses    | \$103,449.77        |
| Balance     | \$15,023.23         |
| Bal.2000-04 | \$143,818.00        |
| Net Balance | <u>\$158,841.23</u> |

**Charter School Oversight Fees**  
1st and 2nd Quarter - 2004/2005 School Year

| SCHOOL:                          | OCTOBER PAYMENT |       |            |          | DECEMBER PAYMENT |       |            |          |
|----------------------------------|-----------------|-------|------------|----------|------------------|-------|------------|----------|
|                                  | Students        | Check | Date Rec'd | Amount   | Students         | Check | Date Rec'd | Amount   |
| Academy of Learning & Leadership | 206             | 1548  | 10/29/2004 | \$7,324  | 193              | 1644  | 1/14/2005  | \$6,400  |
| Central City Cyberschool         | 370             | 2898  | 10/19/2004 | \$13,155 | 334              |       | 1/5/2005   | \$10,596 |
| DLH Academy                      | 237             | 3610  | 10/14/2004 | \$8,426  | 236              | 1617  | 1/14/2005  | \$8,356  |
| Downtown Montessori              | 68              | 3743  | 10/13/2004 | \$2,418  | 63               | 3837  | 1/7/2005   | \$2,062  |

Total 1st Quarter      \$31,323      Total 2nd Quarter      \$27,414

| SCHOOL:                          | MARCH PAYMENT |       |            |          | JUNE PAYMENT |       |            |          |
|----------------------------------|---------------|-------|------------|----------|--------------|-------|------------|----------|
|                                  | Students      | Check | Date Rec'd | Amount   | Students     | Check | Date Rec'd | Amount   |
| Academy of Learning & Leadership | 197           | 1771  | 3/15/2005  | \$7,288  | 194          | 1981  | 6/24/2005  | \$6,582  |
| Central City Cyberschool         | 341           |       | 3/18/2005  | \$12,622 | 339          | 3227  | 6/28/2005  | \$11,842 |
| DLH Academy                      | 238           | 3664  | 3/17/2005  | \$8,603  | 238          | 1670  | 6/20/2005  | \$8,463  |
| Downtown Montessori              | 62            | 3904  | 3/15/2005  | \$2,133  | 62           | 4024  | 6/17/2005  | \$2,203  |

Total 3rd Quarter      \$30,646      Total 4th Quarter      \$29,090

1st Quarter Total:      \$31,323.00 = 881 FTE's  
2nd Quarter Total:      \$27,414.00 = 826 FTE's  
3rd Quarter Total:      \$30,646.00 = 838 FTE's  
4th Quarter Total:      \$29,090.00 = 798 FTE's

Total:      \$118,473.00