



**Charter School Review Committee  
Academic Progress Report**

**2008–09**

**for Steering and Rules Committee on**

**January 7, 2010**

**Downtown Montessori (1998)  
Central City Cyberschool (1999)  
Darrell Lynn Hines Academy (2002)  
Academy of Learning and Leadership (2003)  
Milwaukee Academy of Science (2008)**

*Data from reports issued by the Children's Research Center*

# Overview

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- I. Basics of City of Milwaukee Charter Schools Accountability and Charter School Review Committee (CSRC)
- II. Charter School Performance Information
- III. Annual Yearly Progress Status: No Child Left Behind
- IV. Trend and Comparative Data

# Outcomes Monitored by CSRC

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- Standardized tests: Required for all students in grades 1–8 and high school.
- Elementary student year-to-year expectations for reading and math:
  - Grades 1–3:
    - »Students at grade level: Average gain of least one grade-level equivalency
    - »Students below grade level: Average gain of more than one grade-level equivalency
  - Grades 3–8:
    - »Students at proficient level or above: Maintain this status
    - »Students at minimal proficiency or below: Advance to the next quartile or next level of proficiency

# Outcomes Monitored by CSRC (continued)

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Year-to-year expectations for high school levels:

- Ninth-grade EXPLORE: Provide intervention if student composite score is below 13
- Tenth-grade PLAN: Provide intervention if student composite score is below 15
- Eleventh and twelfth grades: Complete ACT or SAT

## Outcomes Monitored by CSRC (continued)

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- Hours of instruction and attendance
- Return and retention rates
- Parent/family involvement
- Teacher licensure and retention
- Special education requirements
- Local measures in reading, math, and writing:
  - » Progress indicators throughout the year
  - » Inform teacher interventions



# **Charter School Performance Information**

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# **CSRC Academic Progress Report: 2008–09 Local Measures**

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

**LOCAL MEASURES RESULTS:** All of the schools maintained local measures in reading, math, writing, and special education that tracked the academic progress of every student during the 2008–09 school year. Students demonstrated adequate progress on these four measures during the school year.

# Year-to-year 2008–09 Standardized Test Measures Downtown Montessori (K3 – 8th Grade)

<b>Year-to-year Progress (from 2007–08 to 2008–09)</b>		
<b>CSRC Expectation for Grades 2 and 3</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
Results for 2nd and 3rd graders with comparison scores (Stanford Diagnostic Reading Test)	2nd and 3rd graders combined: 2.6 grade-level equivalency (N = 15)	N/A: Too few 2nd or 3rd graders tested below grade level in previous year
<b>CSRC expectation for grades 4 through 8</b>	<b>Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels</b>	<b>Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level</b>
Results for 4th through 8th graders with comparison scores in reading and math (WKCE)	Reading: 100% (N = 19) Math: 100% (N = 16)	N/A: Too few 4th through 6th graders tested below proficient level in previous year



# Year-to-year 2008–09 Standardized Test Measures Central City Cyberschool (K4 – 8th Grade)

<b>Year-to-year Progress (2007–08 to 2008–09)</b>		
<b>CSRC Expectation for Grades 2 and 3</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
Results for 2nd and 3rd graders with comparison scores (Stanford Diagnostic Reading Test)	2nd graders: 1.4 grade-level equivalency (N = 27) 3rd graders: 1.0 grade-level equivalency (N = 18)	N/A: Too few 2nd or 3rd graders tested below grade level in previous year
<b>CSRC expectation for grades 4 through 8</b>	<b>Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels</b>	<b>Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level</b>
Results for 4th through 8th graders with comparison scores in reading and math	Reading: 91.2 (N = 68) Math: 89.8 (N = 59)	Reading: 76.1% compared to 46.3% last year Math: 49.1% compared to 47.7% last year

# Year-to-year 2008–09 Standardized Test Measures

## Darrell Lynn Hines Academy (K4 – 8th Grade)

<b>Year-to-year Progress (2007–08 to 2008–09)</b>		
<b>CSRC Expectation for Grades 2 and 3</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
Results for 2nd and 3rd graders with comparison scores (Stanford Diagnostic Reading Test)	2nd graders: 0.9 grade-level equivalency (N = 22) 3rd graders: 0.9 grade level equivalency (N = 23)	2nd and 3rd graders progressed an average of 0.8 grade-level equivalency (N = 14)
<b>CSRC expectation for grades 4 through 8</b>	<b>Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels</b>	<b>Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level</b>
Results for 4th through 8th graders with comparison scores in reading and math	Reading: 80% (N = 60) Math: 67.9% (N = 28)	Reading: 61.8% compared with 52.1% last year Math: 45.5% compared to 30.6% last year

# Year-to-year 2008–09 Standardized Test Measures Academy of Learning and Leadership (K4 – 8th Grade)

<b>Year-to-year Progress (2007–08 to 2008–09)</b>		
<b>CSRC Expectation for Grades 2 and 3</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
Results for 2nd and 3rd graders with comparison scores (Stanford Diagnostic Reading Test)	2nd graders: 0.8 grade-level equivalency (N = 17) 3rd graders: 0.9 grade-level equivalency (N = 22)	2nd and 3rd graders progressed an average of 0.8 grade-level equivalency (N = 21)
<b>CSRC expectation for grades 4 through 8</b>	<b>Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels</b>	<b>Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level</b>
Results for 4th through 8th graders with comparison scores in reading and math	Reading: 79.3% (N = 29) Math: 73.7% (N = 19)	Reading: 41.9% compared to 42.3% last year Math: 47.4% compared to 29.2% last year

# Year-to-year 2008–09 Standardized Test Measures Milwaukee Academy of Science (K4 – 8th Grade)

<b>Year-to-year Progress (2007–08 to 2008–09)</b>		
<b>CSRC Expectation for Grades 2 and 3</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
Results for 2nd and 3rd graders with comparable scores (Stanford Diagnostic Reading Test)	N/A: Too few 2nd or 3rd graders tested below grade level in previous year	N/A: Too few 2nd or 3rd graders tested below grade level in previous year
<b>CSRC expectation for grades 4 through 8</b>	<b>Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels</b>	<b>Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level</b>
Results for 4th through 8th graders with comparison scores in reading and math	Reading: 85.6% (N = 139) Math: 74.1% (N = 85)	Baseline Data: Reading: 47.3% Math: 52.3%



## **Annual Yearly Progress Status: No Child Left Behind**

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# **Annual Yearly Progress (AYP) Status**

## **School Accountability**

### **Wisconsin No Child Left Behind Compliance 2008–09**

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

# Department of Public Instruction Status: Academic Year Progress Summary

<b>2008–09</b>	<b>Downtown Montessori</b>	<b>Central City Cyberschool</b>	<b>Darrell Lynn Hines Academy</b>	<b>Academy of Learning and Leadership</b>	<b>Milwaukee Academy of Science</b>
<b>I. Test Participation (95.0%)</b>	N/A, satisfactory	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory
<b>II. Elementary Schools: 85% attendance</b> <b>High School: 80% graduation rate</b>	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	N/A, satisfactory
<b>III. Reading (74% proficient)</b>	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	No, SIFI Level 2	No, SIFI Level 2
<b>IV. Math (58% proficient)</b>	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	No, SIFI Level 2	No, SIFI Level 2

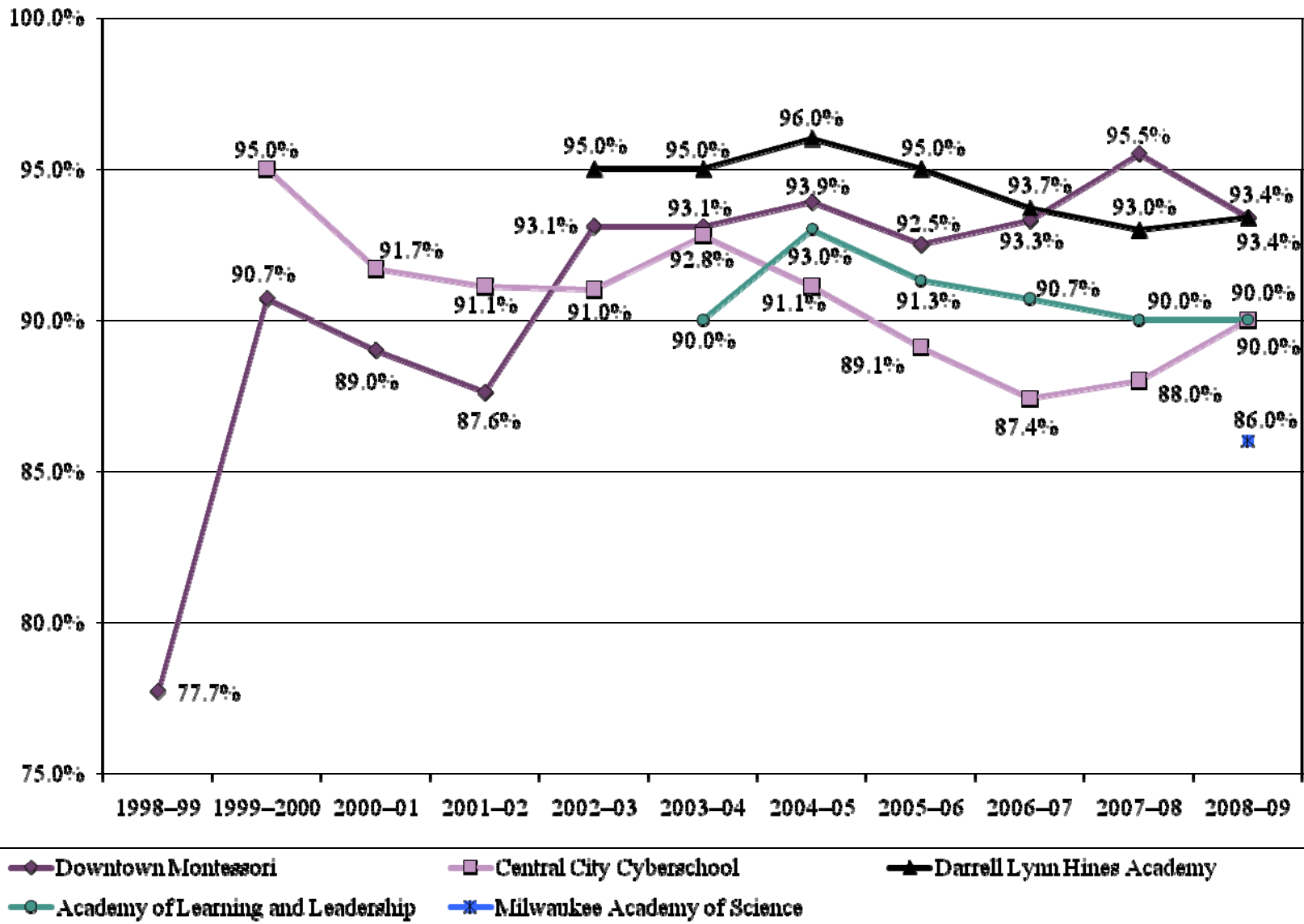


# **Trend and Comparison Data**

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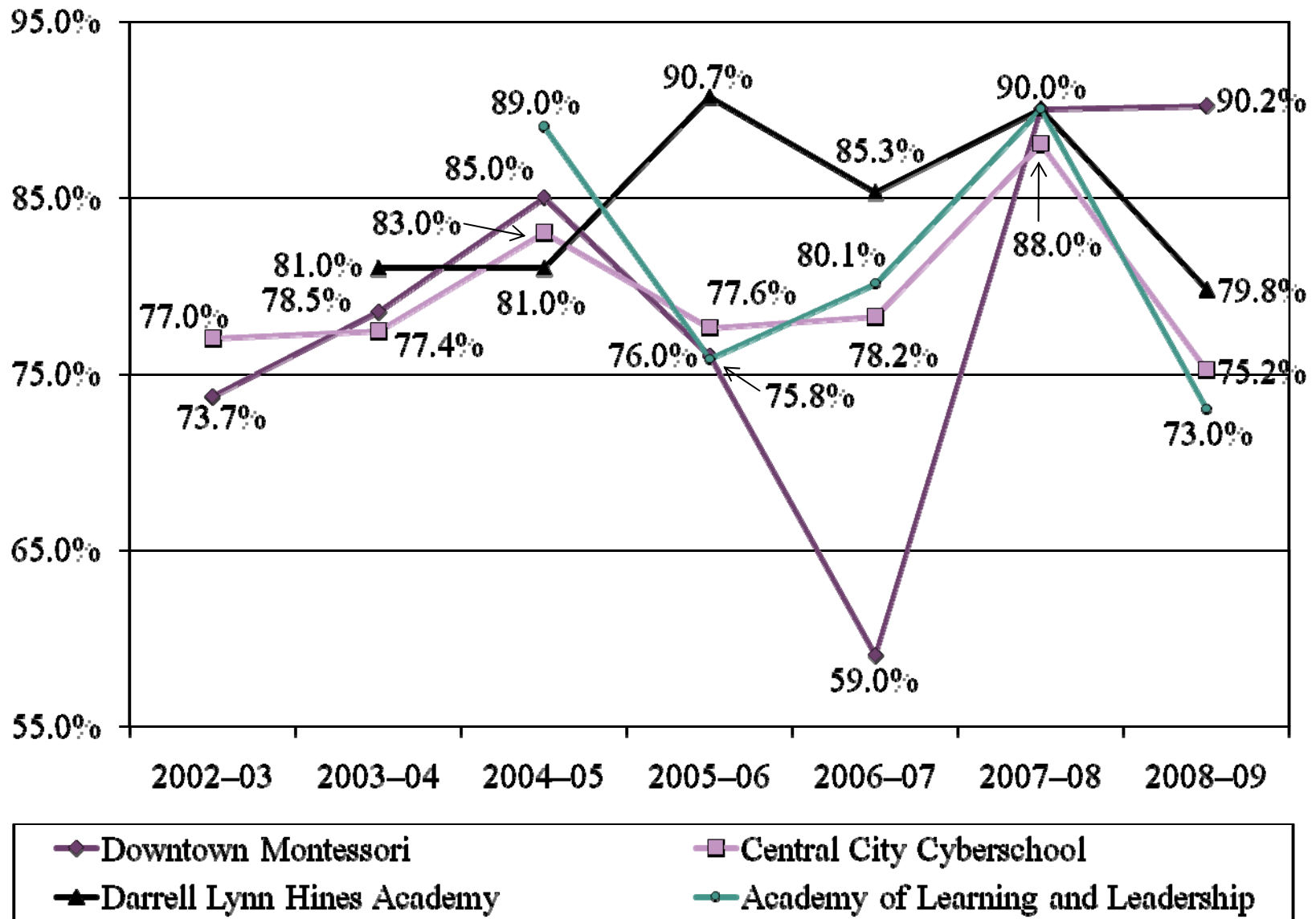


# Attendance Rates



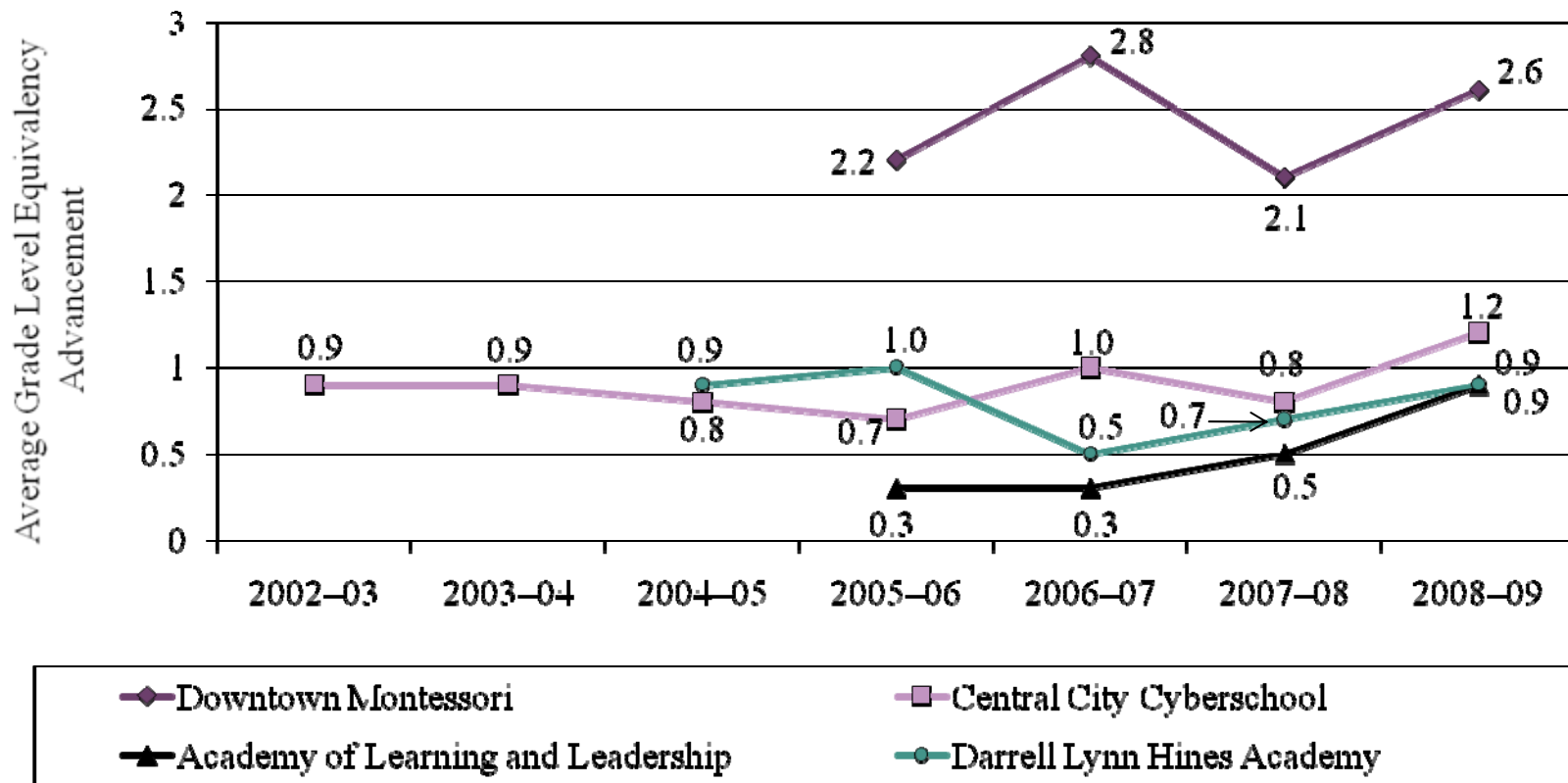
Note: The Wisconsin Department of Public Instruction's attendance standard for Annual Yearly Progress is 85%.

# Return Rates



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

# Stanford Diagnostic Reading Test Year-to-year Progress Average Grade Level Equivalency Advancement for Students in Grades 2 and 3



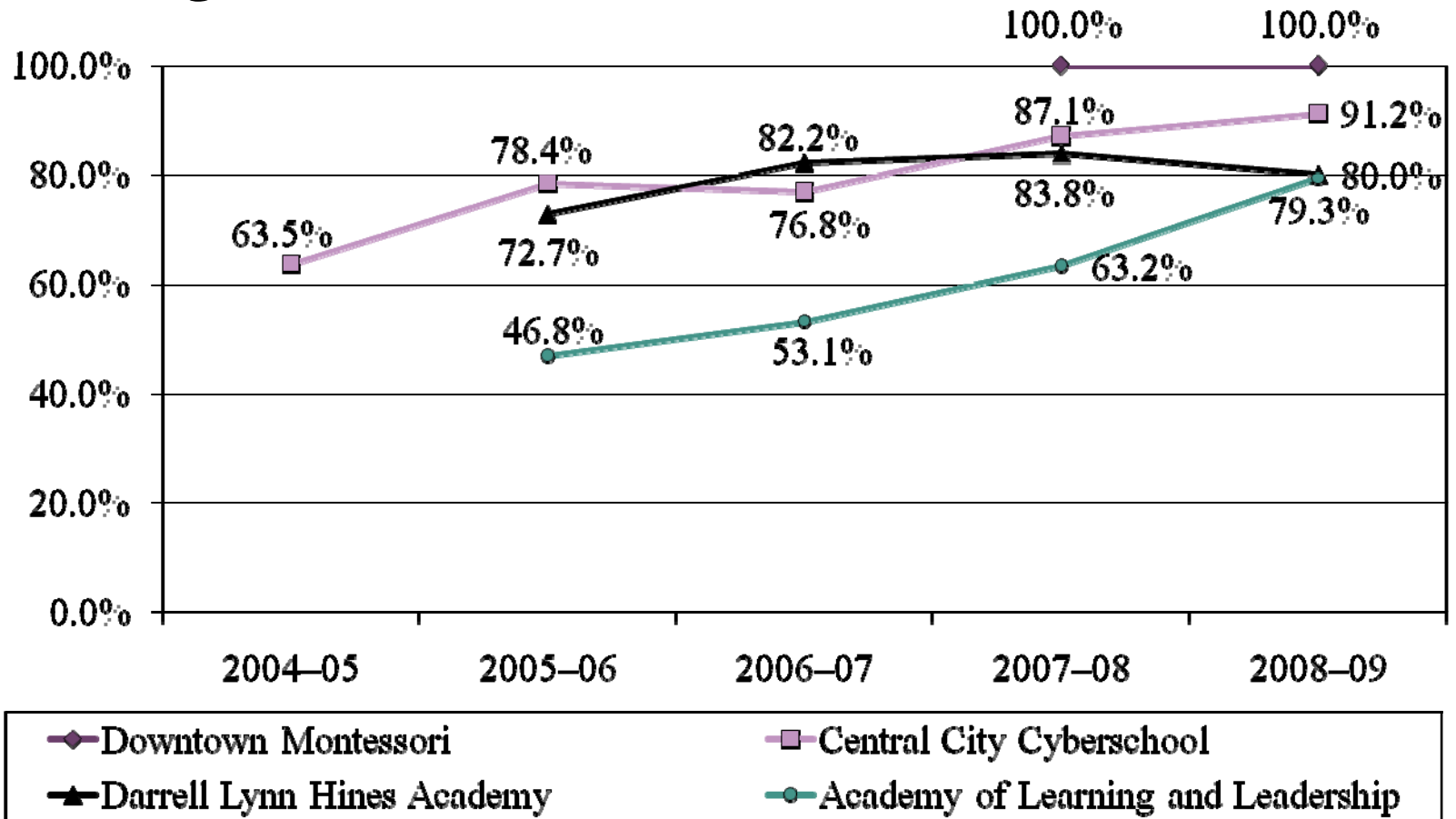
Academy of Learning and Leadership Note: There were not enough students who took the SDRT in 2004-05 to report scores, and year-to-year progress was not available during 2003-04, the first year of operation. Therefore, data for those years are not included in this table.

Central City Cyber School Note: SDRT scores were not calculated the same way or were not available during 1999-2000 through 2001-02. Therefore, data for those years are not included in this table.

Darrell Lynn Hines Academy Note: SDRT scores were not calculated the same way during the 2002-03 and 2003-04 school years. Therefore, data for those years are not included in this table.

Downtown Montessori Note: There were not enough students to include prior school years data.

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

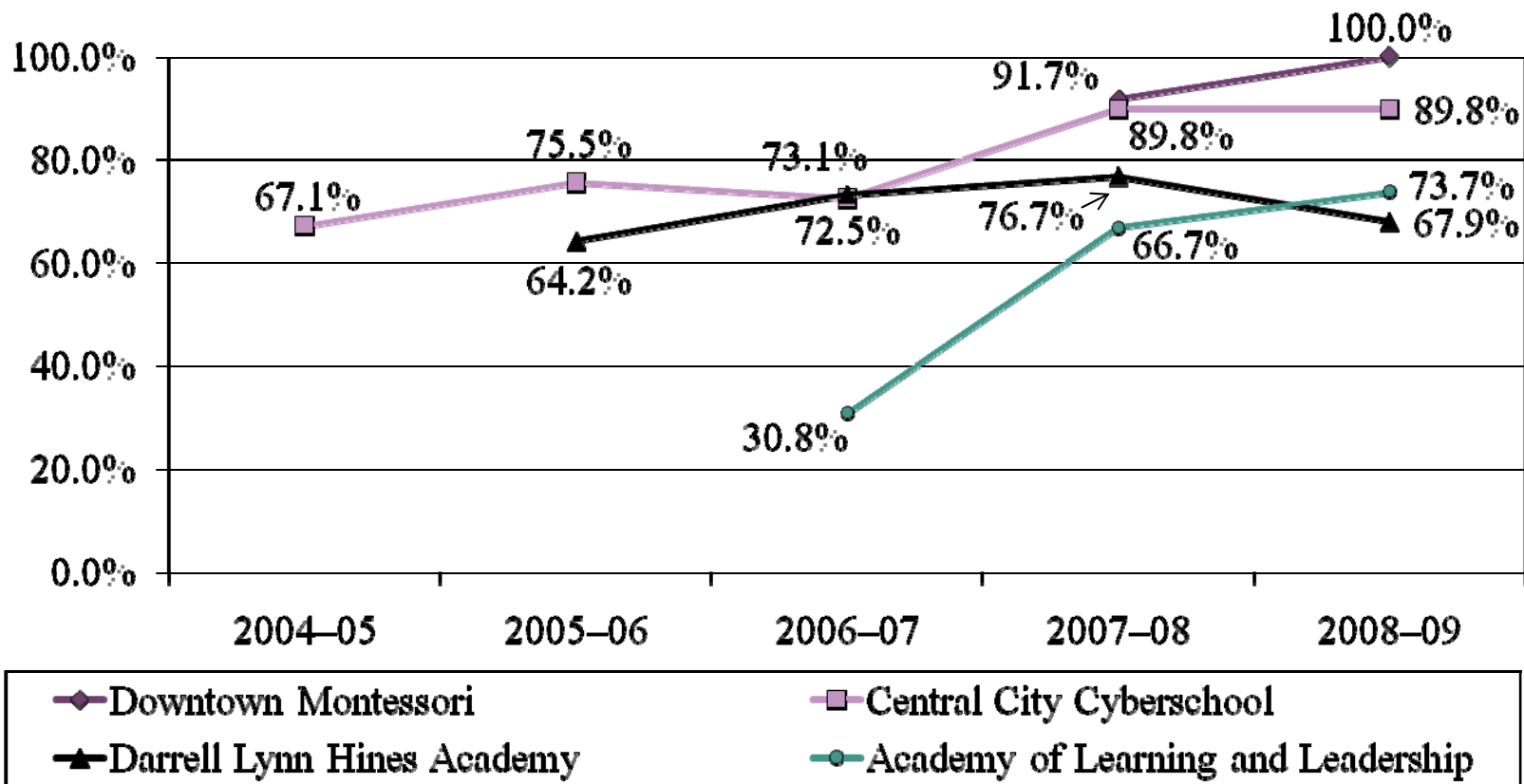


Central City Cyber School Note: WKCE scores were not reported the same way or were not available between 1999–2000 and 2003–04. Therefore, data for those years are not included in this table.

Darrell Lynn Hines Academy Note: WKCE scores were not reported the same way during the 2002–03, 2003–04, and 2004–05 school years. Therefore, data for those years are not included in this table.

Downtown Montessori Note: There were not enough students to include prior school years' data.

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



Academy of Learning and Leadership Note: There were not enough WKCE math scores reported in 2005–06 to include results in this table.

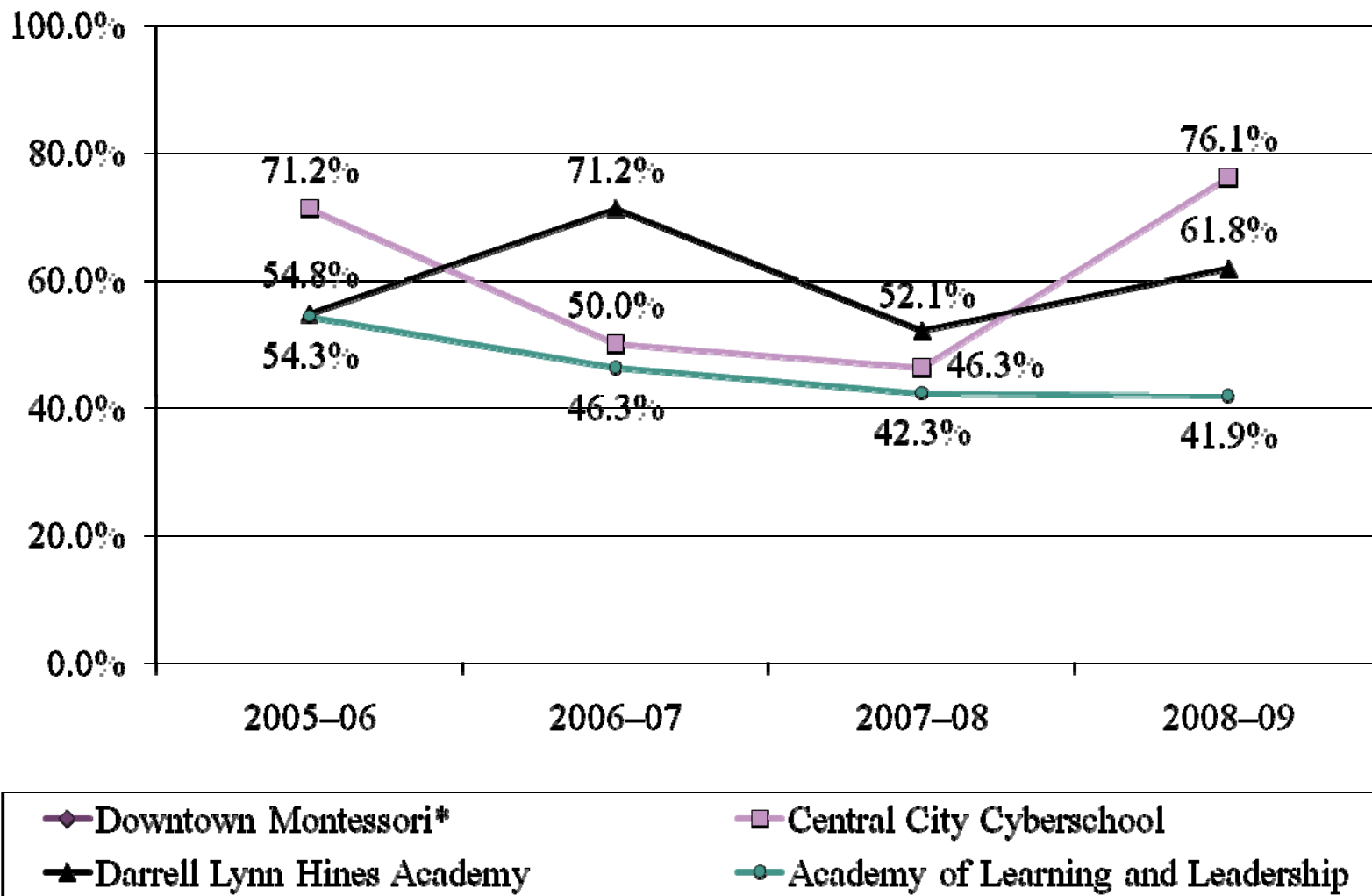
Central City Cyber School Note: WKCE scores were not reported the same way or were not available between 1999–2000 and 2003–04. Therefore, data for those years are not included in this table.

Darrell Lynn Hines Academy Note: WKCE scores were not reported the same way during the 2002–03, 2003–04, and 2004–05 school years. Therefore, data for those years are not included in this table.

Downtown Montessori Note: There were not enough students to include prior school years' data.

# WKCE Year-to-year Progress

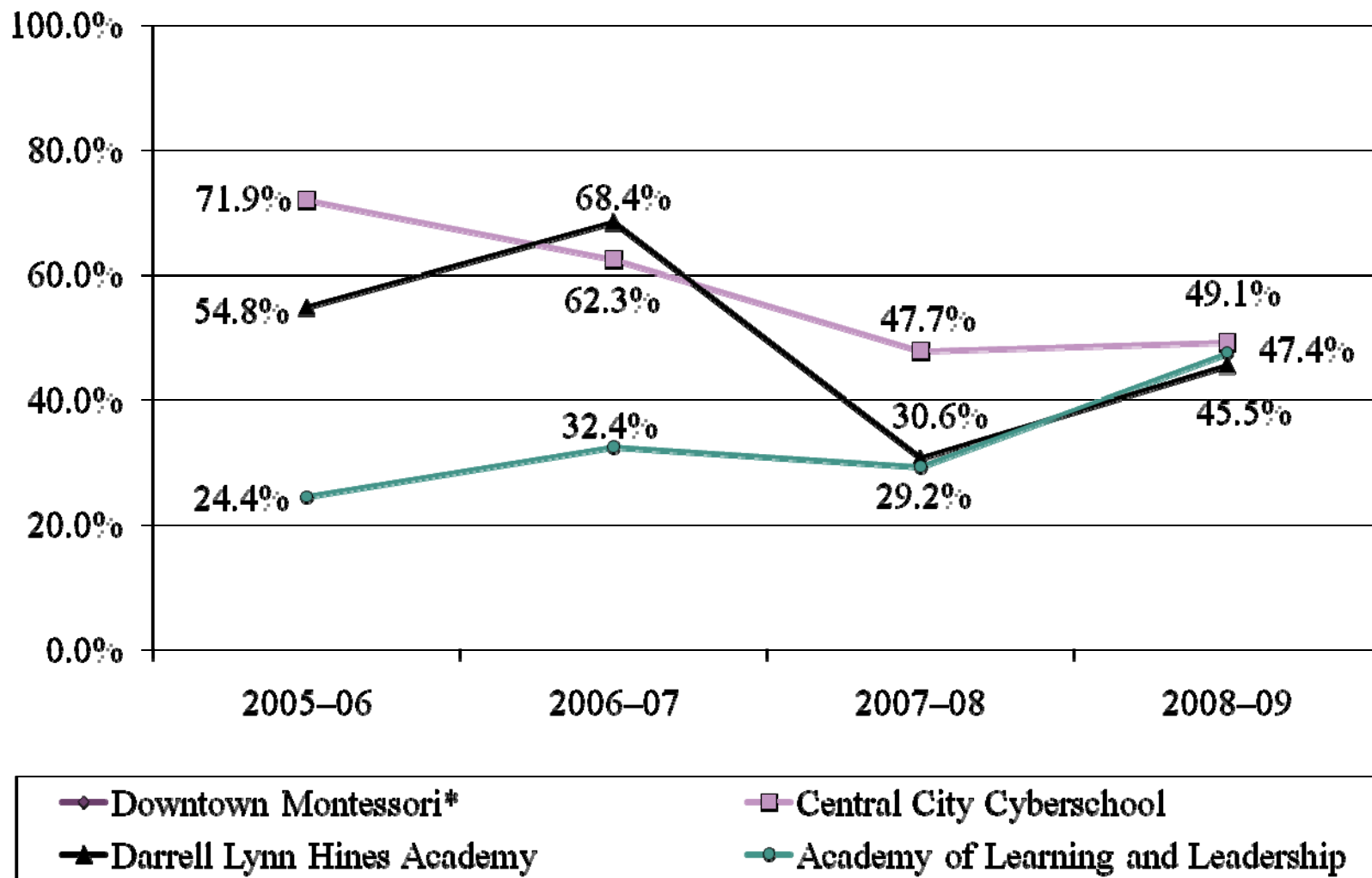
## Percentage of Students Who Were Minimal or Basic and Showed Improvement in Reading Grades 4–8



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

# WKCE Year-to-year Progress

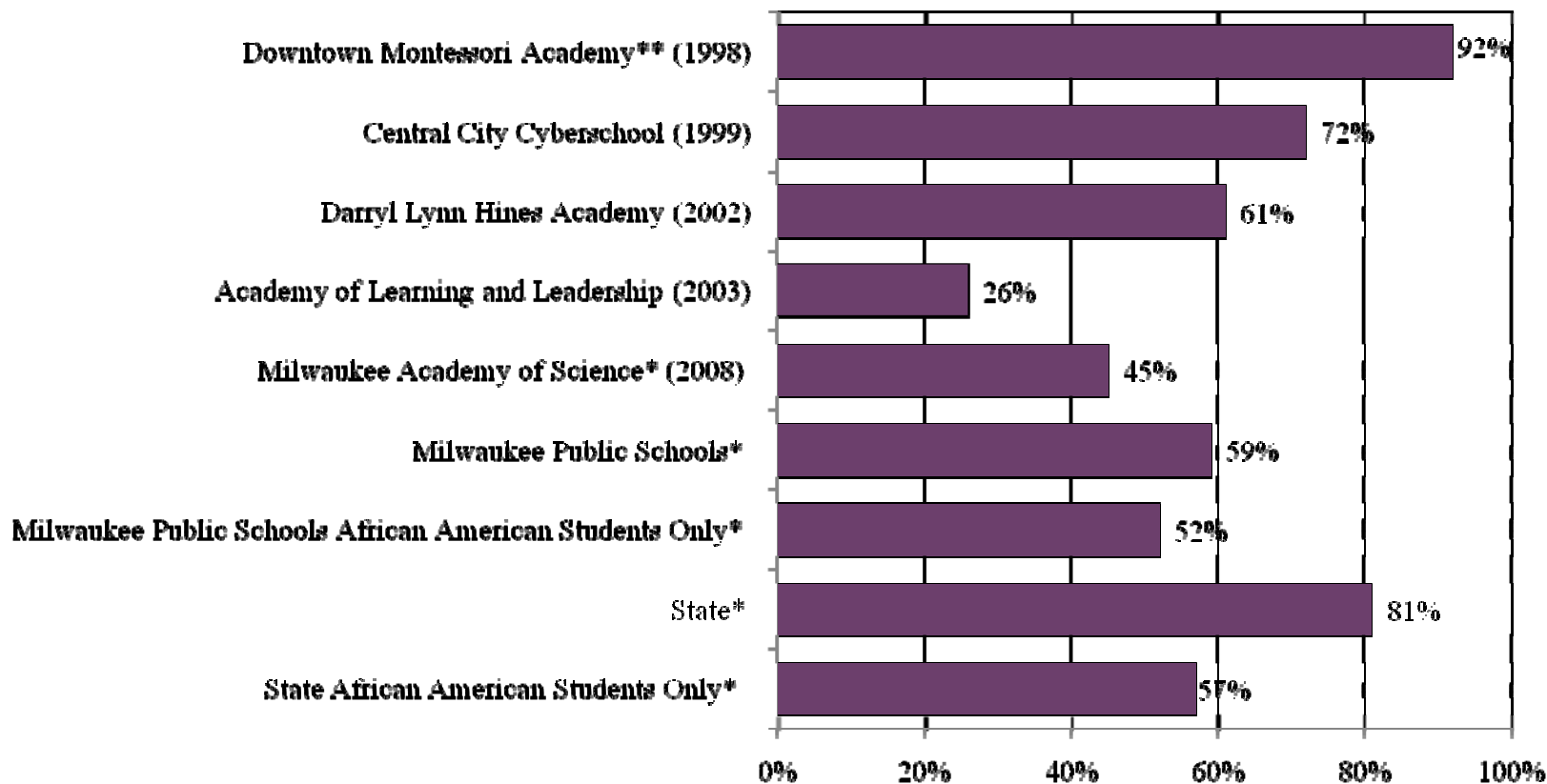
## Percentage of Students Who Were Minimal or Basic and Showed Improvement in Math Grades 4–8



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

# City of Milwaukee Charter School Test Score Data for 2008–09

## Data Reflect the Percentage of FAY Students Scoring at Advanced and Proficient in Reading on the WKCE by Combined Grades (3–8, 10)



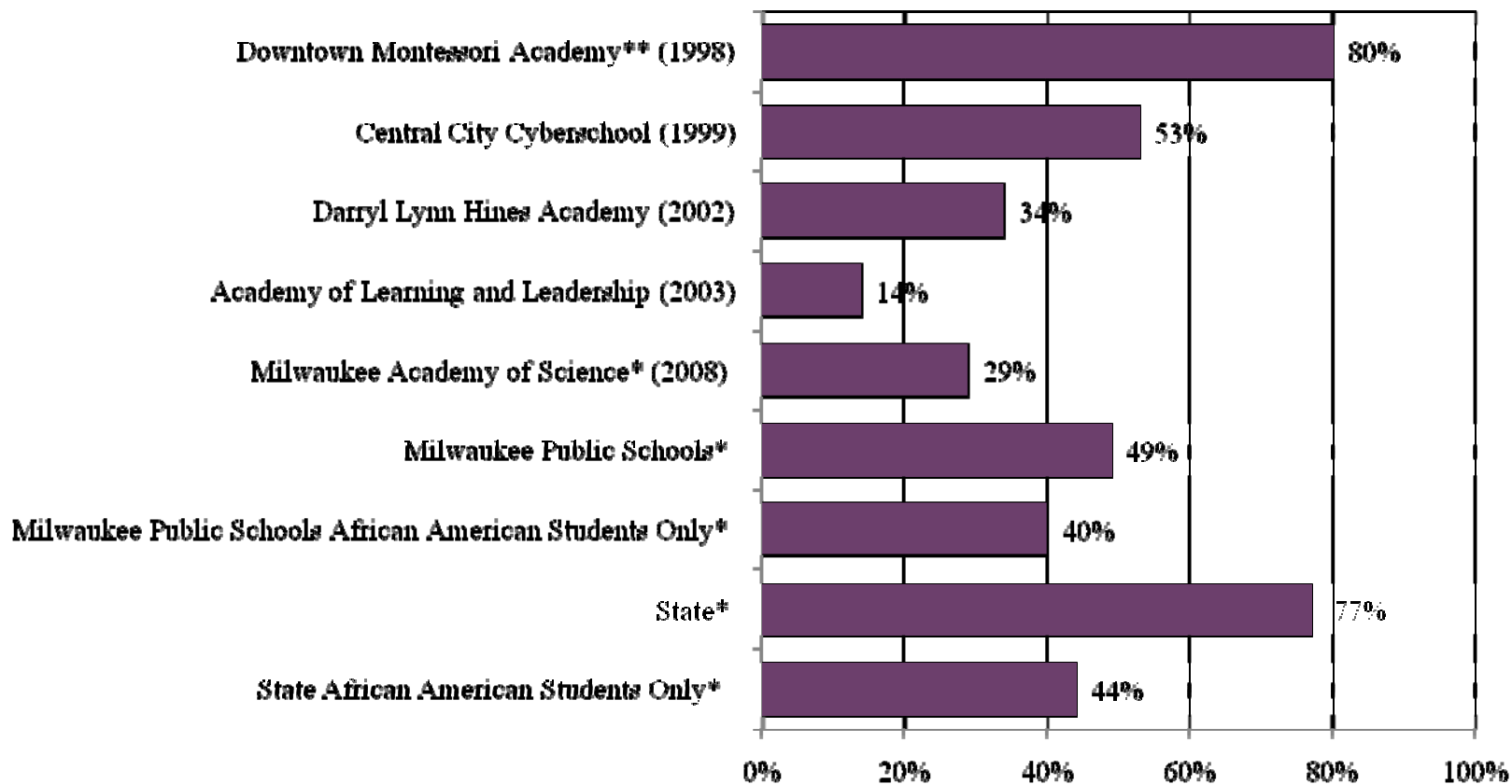
\*Data for these schools/districts include results for 10th graders as well as 3rd–8th graders.

\*\*Due to the small number of 7th- and 8th-grade students at Downtown Montessori Academy who took the WKCE in 2008, results were not presented on the DPI website and therefore are not included in this table.



# City of Milwaukee Charter School Test Score Data for 2008–09

## Data Reflect the Percentage of FAY Students Scoring at Advanced and Proficient in Math on the WKCE by Combined Grades (3–8, 10)



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

\*\*Due to the small number of 7th- and 8th-grade students at Downtown Montessori Academy who took the WKCE in 2008, results were not presented on the DPI website and therefore are not included in this table.



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Any questions or comments??