

# Annual Report

Charter School  
Review  
Committee



City of Milwaukee

2003 - 2004



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# 1. Introduction

This is the fifth 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 2003-2004 school year. A fifth school, Khamit Institute had its charter revoked by the CSRC at the end of the 2003-2004 school year. 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.

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## 2. Education Oversight

The City of Milwaukee, through the efforts of the CSRC, has established a clear set of expectations by which the schools measure their progress. Each of the schools chartered by the City of Milwaukee is required to:

- ◆ Set clear standards of what students are expected to learn.
- ◆ Use local measures to monitor student progress.
- ◆ Provide interventions for learners who are not making progress.
- ◆ Administer standardized tests as an additional measure of student progress.

These criteria create a balance between local measures and standardized tests. No one factor outweighs the importance of the other. While some policy makers see external tests as the “whole truth,” most testing experts warn that test results are not absolute and are best looked at in combination with other data.

Overall, CRC - the education consultant - found that the charter schools made satisfactory progress in meeting their goals.

- ◆ The schools in aggregate met 85% (35 out of 41) of the applicable<sup>1</sup> educationally related contract provisions.
- ◆ In every school, some of the students made gains in reading and math skills. In some instances, the gains were considerable, especially at the early grade levels.
- ◆ Each school established a set of interventions to address the areas where student advancement did not meet expectations.

In the future, CRC’s report will include additional information and new “value-added” data. The federal No Child Left Behind (NCLB) Act, enacted in 2001, requires each state to meet adequate yearly progress requirements (AYP). Wisconsin’s charter schools must meet the state’s four AYP objectives each year. Two of the objectives are proficiency targets on standardized tests in reading and math. A third target requires 95% of all students to participate in these assessments. The fourth target relates to attendance rates for elementary and middle schools (84.9%) and graduation rates for high schools (81.8%). The Wisconsin Department of Public Instruction (DPI) issues a preliminary Annual Review of School Performance on these targets for each of the charter schools, followed by a final Annual Review after an appeal process for clarification/correction. The final report is not issued until well into the following school year.

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<sup>1</sup> Some of the contract provisions are not applicable in a given year for a given school. For example, the school may be in its first year of operation or the number of students with year-to-year comparison scores at a given grade level may be too small to insure confidentiality.

This process has resulted in several changes, not only the timing of standardized testing, but also the format DPI uses to report test scores (Grade Level Equivalencies to Proficiency Levels). Next year, DPI will require annual testing in reading and math of all students in grades 3 through 8<sup>th</sup> and 10<sup>th</sup> grade. The comparability of the new tests with the current WKCE tests for 4<sup>th</sup> and 8<sup>th</sup> graders and the Terra Nova used by the city chartered schools for grades 5, 6 and 7 is yet to be determined.

Future monitoring reports for each of the city chartered schools will include information about that school's AYP Performance Report from the previous year. These reports will continue to include year-to-year student progress using CSRC's expectations regarding proficiency level changes where comparisons are possible. CSRC expectations and each school's progress in terms of grade level equivalencies will be also included if conversions using scaled scores are possible.

### **Summary of Schools' Academic Performance**

Following are the summary statements on academic performance for each of the four charter schools. These statements were prepared by the Children's Research Center.



## Academy of Learning and Leadership

- I. The Academy of Learning and Leadership has met 8 of its 11 educational contract provisions with the City of Milwaukee.<sup>2</sup>

Please refer to Appendix A of the school's report (*Attachment A of this report*).

### II. Academic performance criteria

**Attendance:** Average student attendance was 90.0%. 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. Outcome measure: Met.

**Exceptional Education Needs Students:** Twenty children were identified as having special education needs. An Individual Education Program (IEP) was completed for all 20 children. All but three programs were reviewed in a timely manner. Outcome measure: Met.

**Student-Led Parent Conferences:** On average, parents attended 89.2% of the scheduled parent-teacher conferences. Outcome measure: Not met.

**Individual Learning Plan:** Individual Learning Plans (ILP) were developed for 100.0% of students. Students and teachers reviewed these plans for 80.2% of students in the second quarter, 80.2% in the third, and 80.2% in the fourth quarter. Outcome Measure: Met

#### Local Measures of Academic Achievement:

- ◆ At the end of the year, 35 of 80 (43.8%) students progressed one level or reached proficiency in 80% of grade level skills in math. Outcome measure: Met.\*
- ◆ At the end of the year, 38 of 80 (47.5%) students progressed one level or reached proficiency in 80% of grade level skills in reading. Outcome measure: Met.\*
- ◆ At the end of the year, 28 of 80 (35.0%) students progressed one level or reached proficiency in 80% of writing skills. Outcome measure: Met.\*

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<sup>2</sup> Two of the provisions, related to year-to-year progress were not applicable because this school is in its first year.

\*The Academy is in its first year of operation and the number of students who progressed is the baseline for future years achievement.

### **Standardized Tests**

- ◆ The Academy administered all required standardized tests as noted in their contract with the City of Milwaukee. Results from these tests will provide a basis for the analysis of year-to-year academic achievement in future monitoring reports.

### **Recommendations**

- ◆ The circumstances and steps involved in suspensions and expulsions should be included in the 2004-2005 Student and Family Handbook.
- ◆ Consider hiring personnel to supervise students who are on in-school suspensions.
- ◆ Focus academic attention on reading, writing, and math, particularly on the large number of students who are functioning below grade-level expectations.
- ◆ Collect data in an organized fashion and submit all data to CRC in an electronic format.
- ◆ Provide support to teachers in DPI's process of license/permit application throughout the year and specifically document the steps taken to obtain a license or permit for those teachers who are applying.

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

- I. Cyberschool has met 8 of the 11 educational contract provisions with the City of Milwaukee.

Please refer to Appendix A of the school's report (*Attachment B of this report*).

### **II. Academic performance:**

**Attendance:** Average student attendance was 92.8%. Outcome measure: Met

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

**Terminations:** The school recorded the termination date for all 26 students leaving the school. Reasons were provided for 19 of these 26 students. Outcome measure: Partially met

**Exceptional Education Needs Students:** The school maintained records on all exceptional education students. Outcome measure: Met

**Parent Conferences:** Parents of 94% of children attended the Fall parent conferences, and parents of 89% of children attended the Spring conference. Outcome measure: Met

**Staff Development:** The school implemented the Open Court literacy program in Kindergarten through 6<sup>th</sup> grade. The school implemented the Destination Reading phonemic awareness software in Kindergarten through grade four. The school completed curriculum rewrites to disseminate models of best practice. Outcome measure: Met

**Local Measures of Academic Achievement:**

Cyberschool students, on average, improved one or more levels or reached mastery in:

- ◆ 80.7% of the language arts skills;
- ◆ 82.0% of the math skills; and
- ◆ 85.0% of the technology skills.

Outcome measure: Met

**Standardized Tests**

- ◆ The Stanford Diagnostic Reading Test (SDRT), results for first grade show that students were on average, reading at 1.5 GLE.
- ◆ The SDRT results for second grade show that students were on average, reading at 2.1 GLE.
- ◆ The SDRT results for third grade show that students were on average, reading at 2.5 GLE.
- ◆ The WRCT for third graders indicated that 24.0% of Cyberschool's third grade students were functioning at the minimal level of reading comprehensions, 64.0% were basic, and 12.0% were proficient. No third graders scored in the advanced proficiency level.
- ◆ The SDRT total for fourth grade indicated that students were on average, reading at 3.3 GLE.
- ◆ The WKCE for fourth graders indicated that 40.6% of students were proficient readers and 6.3% were advanced. Half (50.0%) of fourth graders exhibited minimal level math skills.
- ◆ The Terra Nova results for the fifth grade indicate that students were, on average, reading at 5.4 GLE. Students scored an average 4.1 GLE in math.

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## II. Academic Performance Criteria

**Attendance:** Average student attendance was 93.1%. Outcome measure: Met.

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

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

**Parent Conferences:** The parents of all students attended both scheduled parent conferences.  
Outcome measure: Met.

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

**Exceptional Education Needs Students:** There were four children with special education needs. The Individual Education Program information was provided for these students. Outcome Measure: Met

### Local Measures of Academic Achievement:

- ◆ On average, the K4 and K5 students made steady progress or mastered between 83.5% and 98.9% of the skills presented, depending on the skill area. Outcome Measure: Met
- ◆ On average, students in grades one and two either made steady progress or mastered between 82.5% and 95.2% of the skills presented, depending on the skill area. Outcome Measure: Met
- ◆ On average, third through fifth graders made steady progress or mastered 69.4% to 94.6% of skills presented. Outcome Measure: Met

### Standardized Tests

- ◆ Multiple-year progress information was available for eight second graders and four fifth 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 fifth graders.) Due to the small size of these cohorts, progress for each grade could not be included in this report. Because the school administered the SDRT to fifth graders this year, CRC was able to combine average progress in reading for these eight second and four fifth graders. Average progress for these 12 students was 1.2 grade level equivalent (GLE) from 2002-04 to 2003-04. Outcome Measure: Met.

- ◆ SDRT results were available for two fourth graders who had taken the SDRT as second graders in 2001-02. Due to the small size of this cohort, results could not be included in this report.

### **Recommendations:**

- ◆ Continuation of the literacy activities begun during the 2003-04 academic year.
- ◆ Continue implementation of the Strategic Plan for Resource Development toward the ultimate goal of finding a new space for the school.
- ◆ After the new reading curriculum is implemented, develop and implement methods to improve students' math test skills.

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## **Darrell L. Hines College Preparatory Academy of Excellence, Inc.**

- I. The Darrell Lynn Hines College Preparatory Academy of Excellence (the Academy) has met 9 of 11 of its educational contract provisions  
Please refer to Appendix A of the school's report (*Attachment D of this report*).

### **II. Academic Performance**

**Attendance:** Average student attendance was 95%. 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. Outcome measure: Met.

**Parent Participation:** On average, parents attended 94.0% of the scheduled parent-teacher conferences. Outcome measure: Met.

**Exceptional Education Needs Students:** Thirteen children were identified as having special education needs. An Individual Education Program (IEP) was completed for all 13 children.  
Outcome measure: Met.

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

- ◆ At the end of the year, 72.7% of 227 students demonstrated one year of growth in reading, as measured by the Jerry Johns Reading Inventory.  
Outcome measure: Met

- ◆ At the end of the year, 88 (44.2%) students met and 48 (24.1%) exceeded expectations in math skills, as measured by local measures of math progress.  
Outcome measure: Met
- ◆ At the end of the year, 93.9% of students demonstrated grade-appropriate writing skills (31.9% basic, 46.7% proficient, and 15.3% advanced), as measured by the Six Trait Writing Assessment rubric.  
Outcome measure: Met

### **Standardized Tests**

- ◆ On average, first graders were functioning at the 1.4 to 2.0 grade level in phonetic analysis, vocabulary, and comprehension on the SDRT;
- ◆ On average, second graders were functioning at the 2.3 to 2.9 level in phonetic analysis, vocabulary, and comprehension on the SDRT;
- ◆ 31.7% of the third graders demonstrated proficient reading comprehension on the Wisconsin Reading Comprehension Test;
- ◆ Approximately 61.9% of the fourth graders tested on the WKCE scored in proficient or advanced proficiency levels in reading, while 45.2% reached these levels in math;
- ◆ The fifth grade students tested with the Terra Nova averaged a grade level equivalency of 5.6 in reading with 56.7% demonstrating proficient or advanced proficiency levels in reading;
- ◆ The fifth grade students tested with the Terra Nova demonstrated a 4.9 grade level equivalency in math with 45.9% demonstrating a proficient or advanced level.
- ◆ On average, the sixth graders tested with the Terra Nova averaged a grade level equivalency of 4.6 in reading. Over half (54.9%) of students exhibited proficient or advanced reading skills; and
- ◆ Sixth grade Terra Nova math results indicated that students averages a 4.9 grade level equivalency and 25.8% demonstrated math skills at the proficient or advanced levels.

### **III. Recommendations:**

- ◆ Achieve the goal of every child 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.
- ◆ Hire a reading consultant on a half-time basis.
- ◆ Develop one of the teachers as a math specialist to monitor student performance in math and provide ongoing support/feedback for teachers.

- ◆ Ensure that every child who is below grade level be exposed to the specialist in the pertinent area. Focus the best resources on students that need the most help.
  - ◆ To retain teachers, consider the possibility of offering a retirement plan in addition to the health benefits plan now available.
-



# Management Oversight

The CSRC secured a contract with M.L. Tharps & Associates to evaluate the management performance of the City's charter schools. *A full copy of the Tharps 2002-2003 annual management report can be found in attachment E.*

The management consultant developed procedures for reviewing both the Charter Schools' management policies and procedures and their compliance with the City of Milwaukee contract.

Following are the concluding remarks and recommendations the management consultant made for each of the charter schools.

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

### **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, 2004, 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. Except for the late submission of its annual audit report, 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 2004-05 school year. In addition, we have requested that quarterly financial reports be provided to us for our review and analysis.

We have also suggested that the school explore the possibility of obtaining a line of credit through a local bank. This line of credit would greatly help the school in times of low cash flow based on the timing of charter school aids from DPL. The line of credit would not have to be used, however, it would be available to the school to ensure seamless operations during times of low cash flows.

## **Downtown Montessori Academy, Inc.**

### **Conclusion**

Based on our review of management's policies and procedures, it appears the school is establishing 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.

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## **Darrell L. Hines College Preparatory Academy of Excellence, Inc.**

### **Conclusion**

Based on our review of the management policies and procedures of the DLH Academy as of June 30, 2004, 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.

## **Academy of Learning and Leadership**

### **Conclusion**

Based on our review of the management policies and procedures of the Academy of Learning and Leadership as of June 30, 2004, it appears that the organization has procedures in place to ensure an adequate 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**

As we believe some the financial management processes of the school do not have adequate segregation of duties, we recommend that the school implement procedures to separate certain duties of the financial management system. Namely, separation of the persons writing and signing checks, entering data in the accounting system, reconciling cash and reviewing bank statements.

We recommend that the school provide us a quarterly financial report, with a budget-to-actual analysis. Due to the financial difficulties encountered during the first year of operations, we will closely monitor the school's financial status during the 2004-05 fiscal year. This will also aid in increasing the overall controls implemented by the school, and will provide an additional tool in achieving management goals.

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## 4. 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 2003-2004.

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
Four year total	\$354,379	\$210,561
<b>Balance</b>	<b>\$143,818</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

\* 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 2004-2005 school year.

As noted previously, Khamit Institute ceased operation at the conclusion of the 2003-2004 academic year after the CSRC revoked its charter.

Respectfully Submitted,

Howard Fuller, Chair  
November 2004

Academy of  
Learning and Leadership

Programmatic Profile and  
Educational Performance

2003-2004 Academic Year

*Janice Ereth, Ph.D.  
Susan Gramling  
Theresa Healy*

*September 2004*

Prepared by:  
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Appendix A: Contract Compliance Chart

Appendix B: Outcome Measure Agreement Memo

Prepared for:

*Academy of Learning and Leadership*

1530 West Center Street, Milwaukee, WI 53206

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**CONTRACT COMPLIANCE ABSTRACT**  
for  
**Academy of Learning and Leadership**  
**First Year of Operation as a City of Milwaukee Charter School**  
**2003-04**

- I. The Academy of Learning and Leadership (the Academy) has met 8 of 11 of its educational contract provisions with the City of Milwaukee (see Appendix A). Two of the provisions not met were related to year-to-year student progress and were not applicable for the 2003-04 academic year because this is the school's first year as a City of Milwaukee charter school. The third provision not met was the requirement that all teachers hold a Department of Public Instruction (DPI) license or permit. One of the ten classroom teachers did not hold a DPI license or permit.
  
- II. Analysis of academic performance criteria, based on the annual educationally-related outcome measure agreement memo, shows:
  - The Academy developed and maintained local measures of academic achievement that showed pupil growth in curricular goals, in accordance with the memo.
  - Year-to-year academic performance data were not yet available because this is the Academy's first year of operation as a City of Milwaukee charter school.
  
- III. Recommendations:
  - Although they appear in the school's charter application, the circumstances and steps involved in suspensions and expulsions should be included in the 2004-05 Student and Family Handbook.
  - Consider hiring personnel to supervise students who are on in-school suspension.
  - Focus academic attention on reading, writing, and math, particularly on the large number of students who are functioning below grade-level expectations.
  - Collect data in an organized fashion and submit all data to Children's Research Center (CRC) in an electronic format.
  - Provide support to teachers in DPI's process of license/permit application throughout the year, and specifically document the steps taken to obtain a license or permit for those teachers who are applying.

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**CONTRACT COMPLIANCE SUMMARY**  
for  
**Academy of Learning and Leadership**  
**First Year of Operation as a City of Milwaukee Charter School**  
**2003-04**

This first 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. The Academy has met 8 of 11 of its educational contract provisions. 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. In the Fall of 2003, 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 the extent to which the Academy has or has not met each of them for the 2003-04 academic year:

**Attendance:** Average student attendance was 90.0%.

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.

Outcome measure: Met.

**Exceptional Education Needs Students:** Twenty children were identified as having special education needs. An Individual Education Program (IEP) was completed for all 20 children. All but three programs were reviewed in a timely manner.

Outcome measure: Met.

**Student-Led Parent Conferences:** On average, parents attended 89.2% of the scheduled parent-teacher conferences.

Outcome measure: Not met.

**Individual Learning Plan:** Individual Learning Plans (ILP) were developed for 100.0% of students. Students and teachers reviewed these plans for 80.2% of students in the second quarter, 80.2% in the third, and 80.2% in the fourth quarter.

Outcome measure: Met.

**Local Measures of Academic Achievement:**

- At the end of the year, 35 of 80 (43.8%) students progressed one level or reached proficiency in 80% of grade level skills in math.  
Outcome measure: Met.\*
- At the end of the year, 38 of 80 (47.5%) students progressed one level or reached proficiency in 80% of grade level skills in reading.  
Outcome measure: Met.\*
- At the end of the year, 28 of 80 (35.0%) students progressed one level or reached proficiency in 80% of writing skills.  
Outcome measure: Met.\*

\*The Academy is in its first year of operation and the number of students who progressed is the baseline for future year achievement.

- III. The Academy administered all required standardized tests as noted in their contract with the City of Milwaukee. Results from these tests will provide a basis for the analysis of year-to-year academic achievement in future monitoring reports.

## I. INTRODUCTION

This report is the first regular program monitoring report to address educational outcomes for the Academy of Learning and Leadership (the Academy), one of five City of Milwaukee charter schools. 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 first outcome measures agreement memo.
2. CRC made an initial site visit to conduct a structured interview with the administrator, and reviewed pertinent documents. Special attention was paid to obtaining information on procedures to record and monitor the education status and academic achievements of each student. Additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
3. CRC compiled a comprehensive description of data requirements the school would need to provide CRC. This list was shared with the school in October 2003.
4. At the end of the academic year, a structured interview was conducted with the administrator.
5. The Academy provided some electronic, but primarily paper, data to CRC. Data were 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 of Learning and Leadership (the Academy) serves the urban education needs of children from birth through eighth grade. The Academy team has one primary goal - the learning by and development of the children.

According to information provided in the Academy's Student and Family Handbook for 2003-04:

- The Academy is a community of central city Milwaukee families and educators committed to the learning by 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>1</sup>

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

The Academy is an Expeditionary Learning Outward Bound (ELOB) school. ELOB is a framework for planning what and how children will learn. It helps 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, 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>1</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 Student Family Handbook.

During its first year of operation, the Academy has been developing its Special Education program and is collaborating with the Special Education Coordinator for the Independent Charter School Collaborative (ICSC). The Academy has an early intervention/pre-referral process. The school also provides Support and Alternatives for Instructors and Learners (SAIL). SAIL is designed to assist in better meeting teacher and student needs, better responding to parent concerns, and to intervene early in the learning process when it is not functioning well.

## **B. Student Population**

At the beginning of the year, 107 students, ranging from pre-kindergarten (K4) through eighth grade, were enrolled<sup>2</sup> in the Academy. Sixty-eight students enrolled after the school year started, and there were 38 students who withdrew from the school prior to the end of this academic year. (Note that one child left and then returned to school. Seven children enrolled after the start of the year and left the school prior to the end of the academic year.) Reasons for withdrawing included: 14 students moved away, four students left because of conflicts with other students, three students left for disciplinary policy reasons, three children followed their siblings to another school, three students' parents were dissatisfied with the school, two students were moved up to the ninth grade, one student returned to his/her previous school, and eight students left for other reasons.

At the end of the school year, there were 137 students enrolled at the Academy. There were 56 (40.9%) girls and 81 (59.1%) boys. Most (135, or 98.5%) of the students enrolled in the Academy at the end of the year were African American, one student was White, and one student was American Indian. Twenty students had special education needs.<sup>3</sup> Six children had speech

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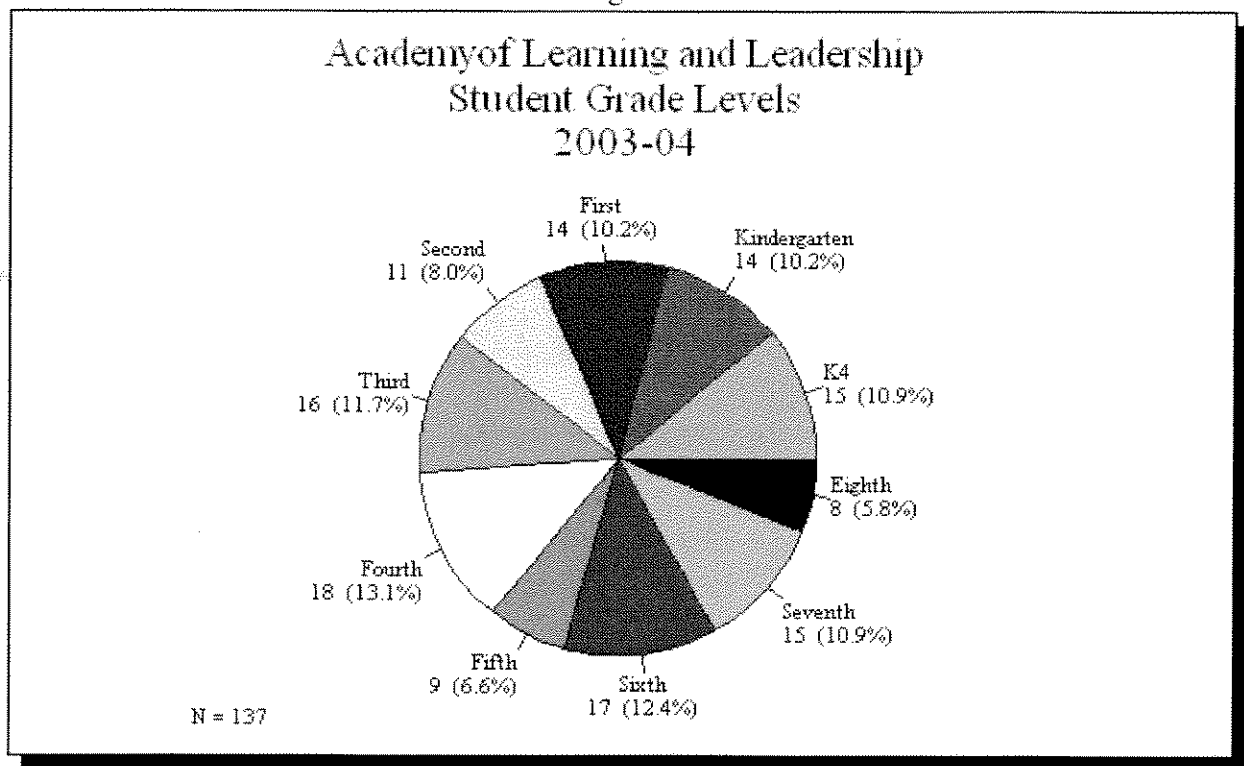
<sup>2</sup> Enrolled on or before September 6, 2003.

<sup>3</sup> The school assessed special education needs for seven additional children. These children were not eligible for services.

disabilities, three children had emotional/behavioral disabilities, three children were learning disabled, one child was emotionally disabled (ED), one child was cognitively disabled (CD), one child was ED/CD, two children were diagnosed with other health impairments, one child had other health impairments and ADHD, and the disability was not provided for two children. IEPs were on file for all of these children, and all but three plans were re-evaluated in a timely manner.

The largest grade level was fourth grade with 18 students, and the smallest grade level was eighth with eight students. The number of students by grade level is illustrated in Figure 1.

Figure 1



The school had ten classrooms with an average of 13.7 students each. There was one classroom for each grade with an additional shared studio for K4 and K5.

## **C. School Structure**

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

As described in Section II of this report, 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 as exceeds proficiency, proficient, developing proficiency, not proficient, or unsatisfactory. Effort, which consists of work habits and personal development, is also reported and scored as excellent, satisfactory, or needs improvement.

### **2. Teacher Information**

During the 2003-04 school year, the Academy employed ten classroom teachers and one art teacher. Nine of the ten classroom teachers held a State of Wisconsin DPI license or permit.

Teachers participated in professional on-site staff development consisting of a four day summer institute and two to three days of on-site training and support each month.

Written evaluations of employees are performed annually. Evaluation tools used include:

- A teacher performance rating system which covers elements of planning and preparation, the classroom environment, instruction, and professional responsibilities;
- A Professional Growth Plan; and
- A Professional Growth Portfolio.

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>4</sup> except Wednesdays when dismissal was at 1:20 p.m. The first day of school was September 3, 2003, and the last day of school was June 11, 2004. The highest possible number of days for student attendance in the academic year was 167.<sup>5</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 fulfilling the published 2003-04 calendar.

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

As expressed in the Student and Family Handbook provided to each family, the Academy believes in teamwork with children, parents, faculty, staff, administration, and community partners. The Academy recognizes the importance of parent involvement in school as well as the rights and responsibilities of parents as the first educators of their children. The relationship between the child's family and the faculty and staff of the Academy is seen as the most important factor in that child's success in school.

Family members were invited to participate in the First Community Celebration in September 2003. Parents were invited to attend the student-led parent conferences scheduled four times during the year, as well as all classroom Expeditionary Learning expedition performances twice a year, Black History Month Celebration, the Fall Ball, Spring Field Day, awards ceremony, and graduation.

The school employs a Director of Health and Social Services to provide counseling, guidance, support, and social work services to children and families. Parents are encouraged to

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<sup>4</sup> Breakfast was served at 7:40 a.m.

<sup>5</sup> Students also participated in the student-led parent conferences held on four additional days during the year.

contact the school immediately 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.

**5. Waiting List**

The school did not have a waiting list during the Fall or at the end of this first year of operation.

**6. Discipline Policy**

The Academy describes its discipline policy in the Student and Family Handbook. The policy is titled "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. Learning teams including children and adults from across the school, the neighborhood, and business community provide guidance and support for students. 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.

The Academy believes that the use of probation, suspension, and expulsion will be minimized if it serves its children well and uses a problem-solving approach. However, conditions and steps relating to suspensions and expulsions are described in the school's charter application.

### **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 academic year. At the start of the year, the school established attendance and parent conference goals, and identified local and standardized measures of academic performance to be used to monitor student progress. The local assessment measures included individual learning plans 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 were calculated for 173 students enrolled during the school year and averaged across all students. Not including excused absences, the school's attendance rate was 90.0%. (The school did not provide CRC with the number of excused absences.) Based on these calculations, the school met their attendance goal.

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

At the beginning of the school year, the school set a goal that 90% of parents would attend at least three of the four scheduled student-led parent conferences. This year, there were 93 students enrolled for all four conferences. Parents of two students attended one of the four conferences, parents of eight students attended two of the four conferences, and parents of 83 (89.2%) of the 93

students attended three or more of the student-led conferences. The Academy fell just short of achieving their goal related to student-led conferences.

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

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

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

Each year, Academy students and teachers create Individual Learning Plans (ILP). 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% of students and 80% would be reviewed and revised by the student and the teacher after the second, third, and fourth quarters.



This year, the school provided a list of 116 students who were enrolled at the time of each of the ILP reviews.<sup>6</sup> ILP information provided by the school indicates that, on average, ILPs for 93 (80.2%) students were reviewed after the second quarter, 80.2% after the third quarter, and 80.2% of students plans were reviewed following the fourth quarter. The Academy has therefore met the goal related to ILPs.

<b>Table 1a</b>				
<b>Academy of Learning and Leadership</b>				
<b>Individual Learning Plans Reviewed with Student</b>				
<b>2003-04</b>				
<b>ILP Developed</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	15	100.0%	100.0%	100.0%
Kindergarten	14	85.7%	100.0%	100.0%
First	8	100.0%	100.0%	100.0%
Second	6	100.0%	100.0%	100.0%
Third	13	100.0%	100.0%	100.0%
Fourth	17	100.0%	64.7%	76.5%
Fifth	8	100.0%	100.0%	100.0%
Sixth	17	64.7%	64.7%	52.9%
Seventh*	15	0.0%	26.7%	26.7%
Eighth	3	100.0%	100.0%	100.0%
<b>TOTAL</b>	<b>116</b>	<b>80.2%</b>	<b>80.2%</b>	<b>80.2%</b>

\* The ILP information provided by the school indicates that parents reviewed the plan, but students did not, in the second quarter.

In addition to student participation, the school encourages parents to contribute to the ILP process. The following table describes parent participation in the ILP reviews.

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<sup>6</sup> Presumably, ILPs were completed for all students although this was not explicitly evident. Some student records indicated an enrollment date after the second quarter. However, ILP information provided by the school indicates that ILPs were reviewed in the second quarter.

Table 1b				
Academy of Learning and Leadership Individual Learning Plans Reviewed with Parents 2003-04				
ILP Developed		ILP Reviewed with Parent		
Grade	N	Second Quarter	Third Quarter	Fourth Quarter
K4	15	100.0%	100.0%	100.0%
Kindergarten	14	85.7%	100.0%	90.7%
First	8	100.0%	100.0%	62.5%
Second	6	100.0%	100.0%	100.0%
Third	13	92.3%	100.0%	0.0%
Fourth	17	100.0%	64.7%	70.6%
Fifth	8	100.0%	100.0%	87.5%
Sixth	17	70.6%	58.8%	52.9%
Seventh*	15	93.3%	60.0%	60.0%
Eighth	3	100.0%	100.0%	66.7%
<b>TOTAL</b>	<b>116</b>	<b>92.2%</b>	<b>83.6%</b>	<b>67.0%</b>

\* The ILP information provided by the school indicates that parents reviewed the plan, but students did not, in the second quarter.

## 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% of grade level performance criteria in reading, math, and writing. These criteria were measured on the Academy's report cards. Students were rated as "exceeds proficiency," "proficient," "developing proficiency," "not proficient," or "unsatisfactory." Students were rated on up to 11 math, eight reading, and nine writing items, depending on individual skill and grade level.

Report cards provided by the school indicated that 35 of 80 (43.8%) students reached proficient/exceeds proficiency or progressed one level on 80-100% of math skills; 38 (47.5%) of 80

reached this goal in reading; and 28 (35.0%) of 80 students reached proficient/exceeds proficiency or progressed at least one level in 80% or more of the writing skills presented in the first quarter of the school year.

Overall, students, on average, reached proficient/exceeds proficiency or advanced one level on 56.4% of math skills, 62.2% of reading skills, and 52.2% of writing skills. While student progress fell short of the goal established by the Academy, this year provides a baseline from which future growth can be measured. (Note that these results include students who were assessed in the first quarter and again assessed in the fourth quarter.)

Figure 2

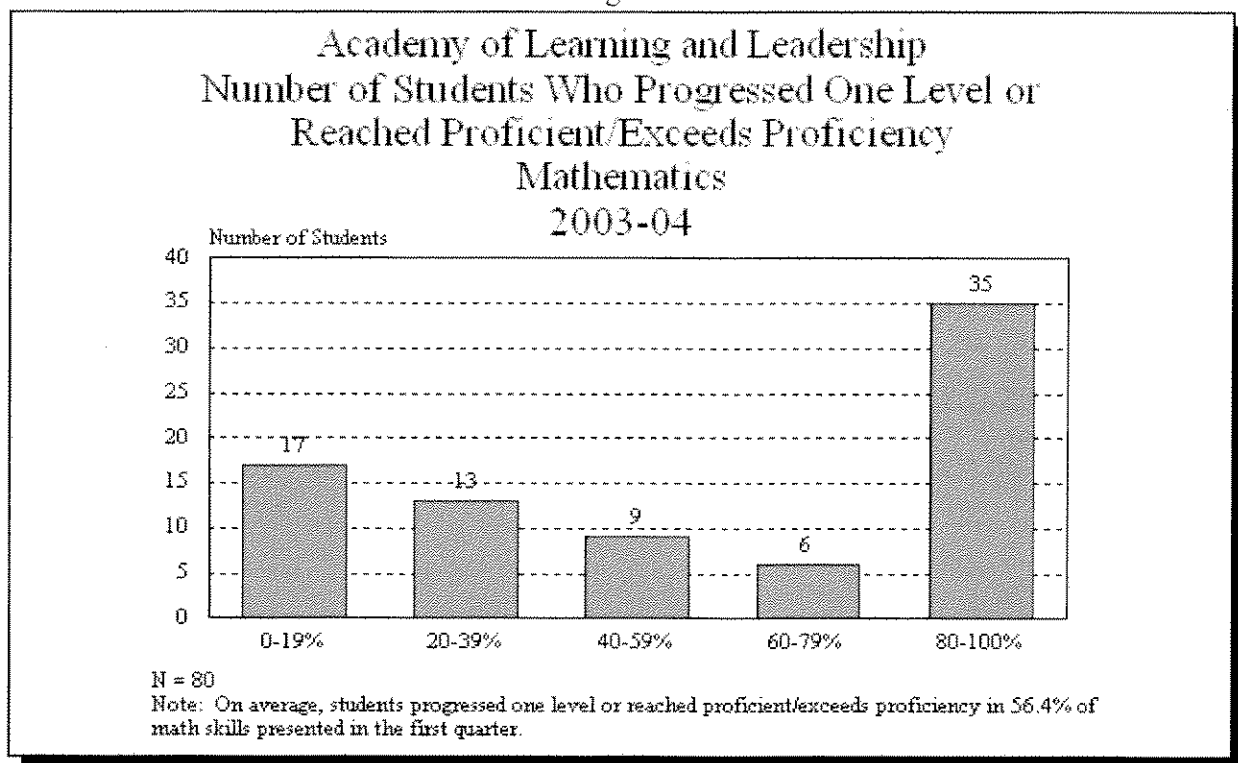


Figure 3

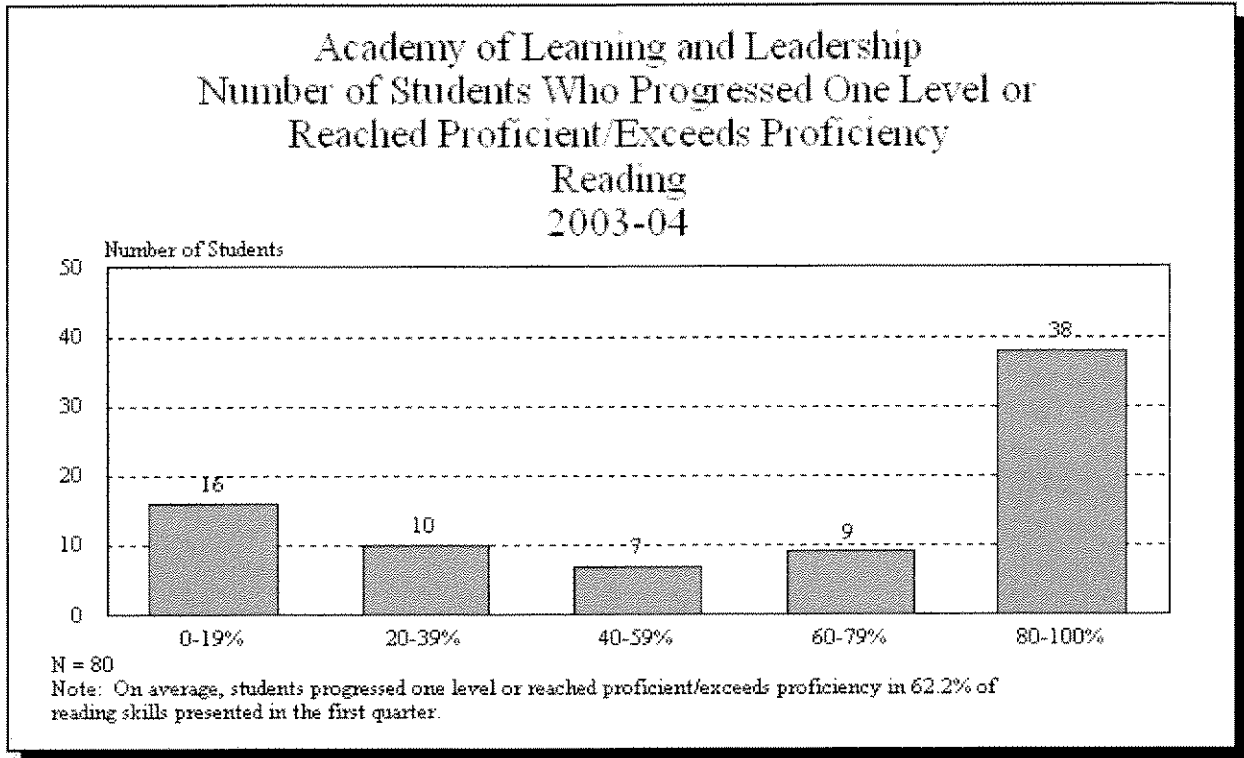
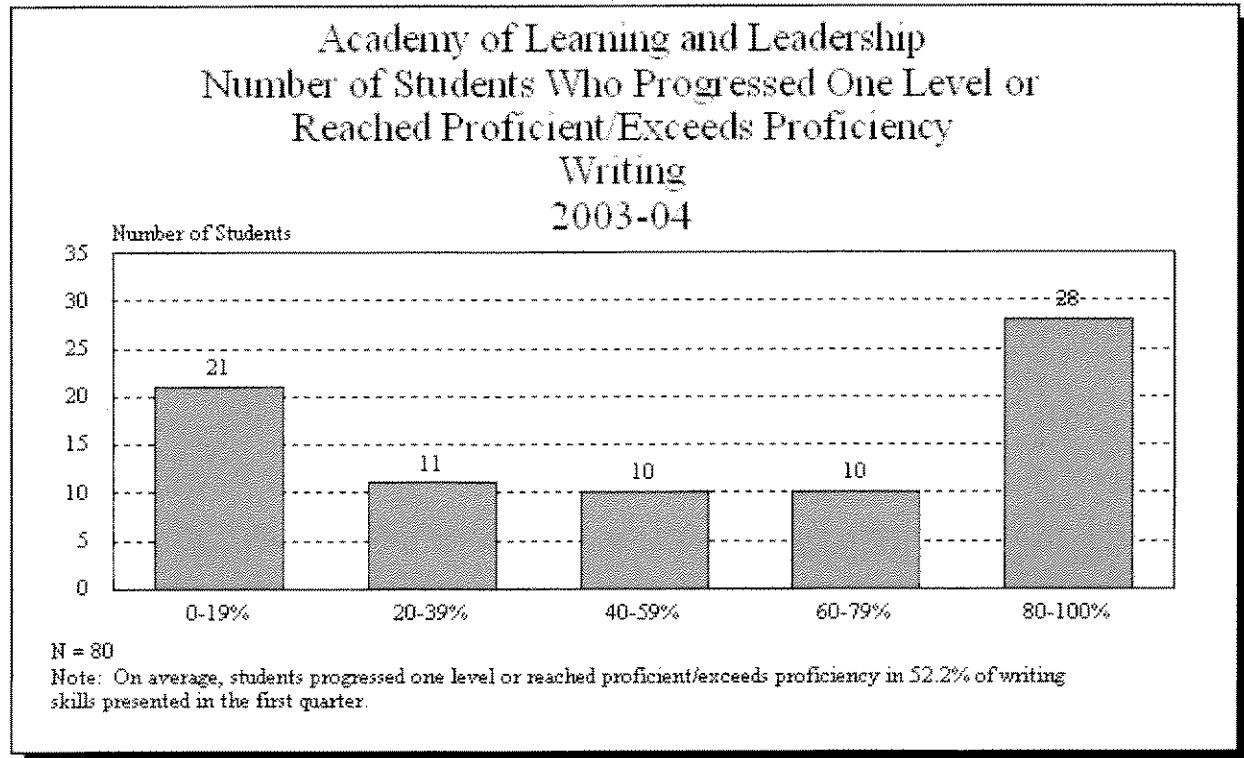


Figure 4



## **D. External Standardized Measures of Educational Performance**

### **1. Stanford Diagnostic Reading Test for First and Second Graders**

The Stanford Diagnostic Reading Test (SDRT) is the standardized test required by the CSRC for administration to all first and second graders enrolled in charter schools.<sup>7</sup> Student performance is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score.

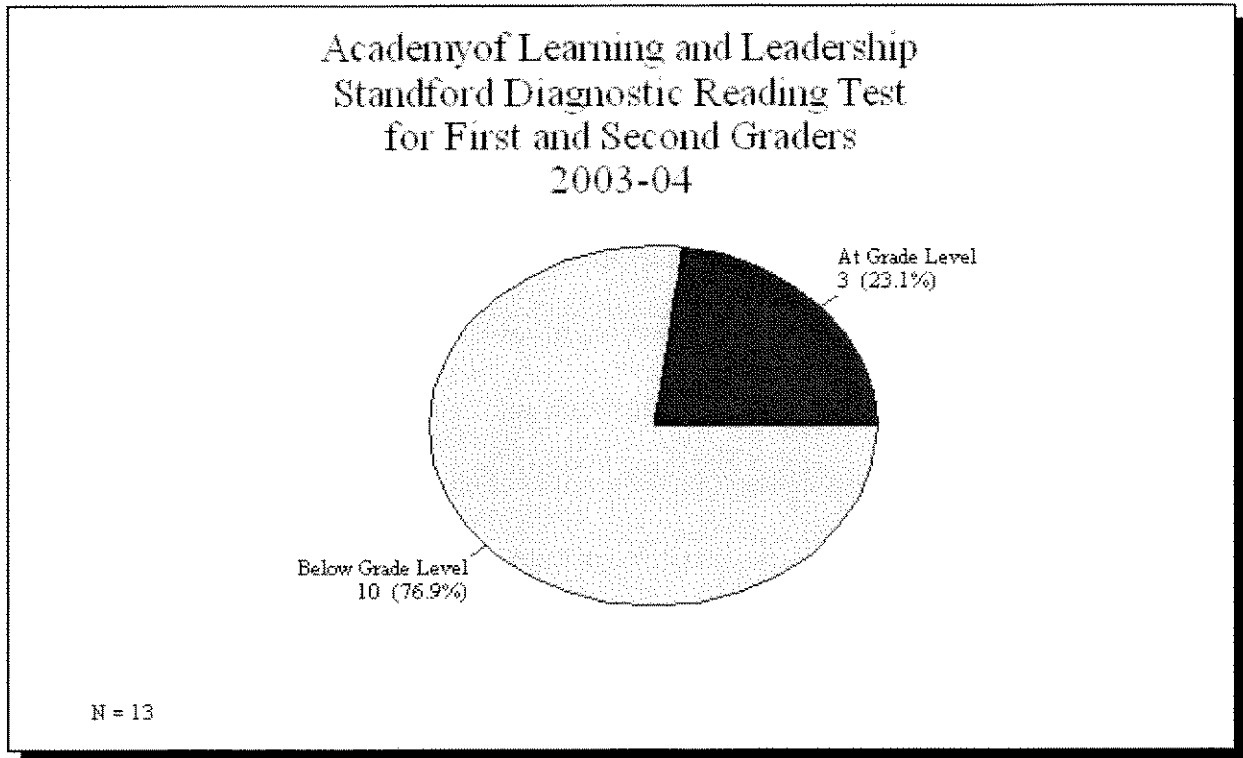
In September 2003, the test was administered to seven first graders and six second graders. Due to the small size<sup>8</sup> of these cohorts, results for each grade could not be included in this report. However, CRC combined results to illustrate the number of children reading at, below, and above grade level, based on the SDRT total. As illustrated in Figure 5, three (23.1%) children were reading at grade level, ten (76.9%) were below, and no students were above grade level in reading.

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<sup>7</sup> The CSRC requires the SDRT also be administered to fourth graders. Those scores are reported in the fourth grade section of this report. The Academy chose to administer the SDRT to third graders. Those scores are reported in the third grade section of this report.

<sup>8</sup> To protect confidentiality, CSRC requires that results include ten or more students.

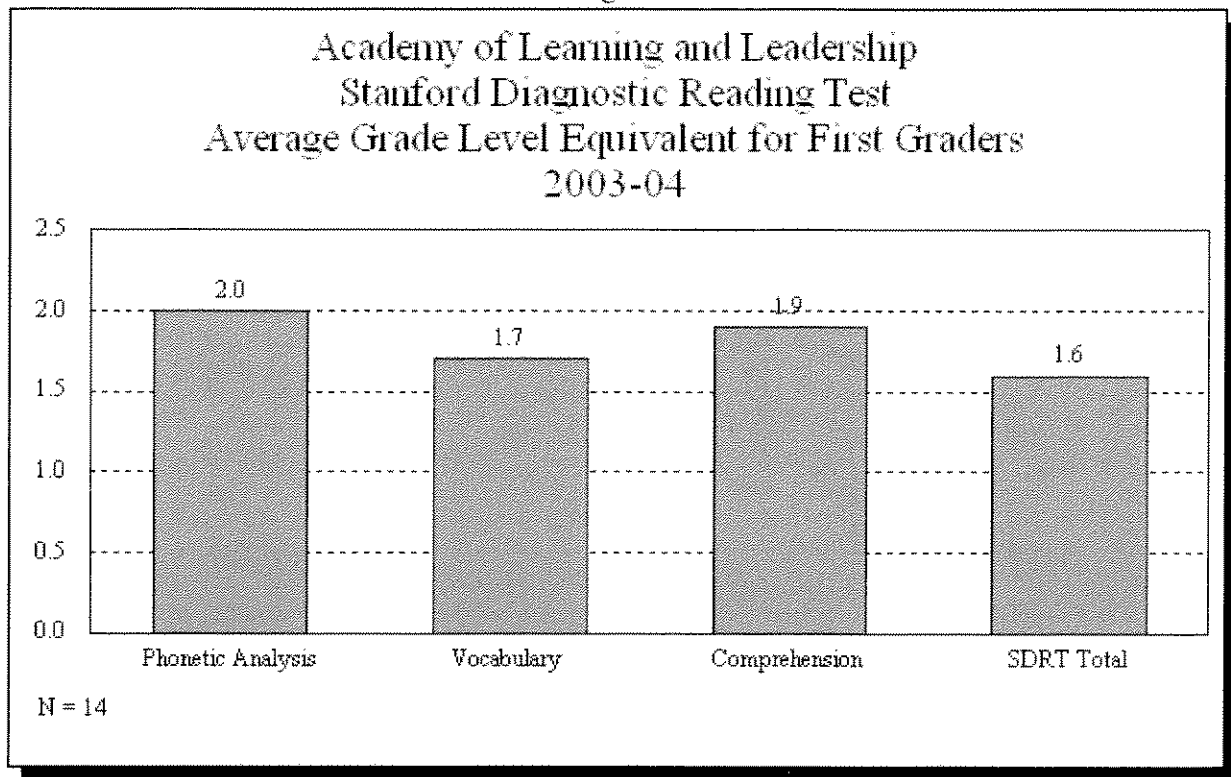
Figure 5



Note: Test was administered in September 2003.

The school then administered the SDRT a second time, at the end of the school year. May 2004 SDRT results for first graders show that most students were reading at first to second grade levels, depending upon the area tested. Results from the May 2004 SDRT administration are illustrated in Figure 6 and Table 2.

Figure 6



Note: Test was administered in May 2004.

Table 2

Academy of Learning and Leadership  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Ranges for First Graders  
2003-04  
(N = 14)

Area Tested	Grade Level Equivalent		
	Lowest	Highest	Median
Phonetic Analysis	PK*	5.2	1.2
Vocabulary	K.6	2.9	1.6
Comprehension	K.5	5.3	1.6
<b>SDRT TOTAL</b>	<b>K.2</b>	<b>3.1</b>	<b>1.6</b>

\* Pre-Kindergarten



Second grade SDRT results from May 2004 are illustrated below. Note that the test was administered to 11 second graders. One student did not complete the test. This student's scores are not included in the calculations.

Figure 7

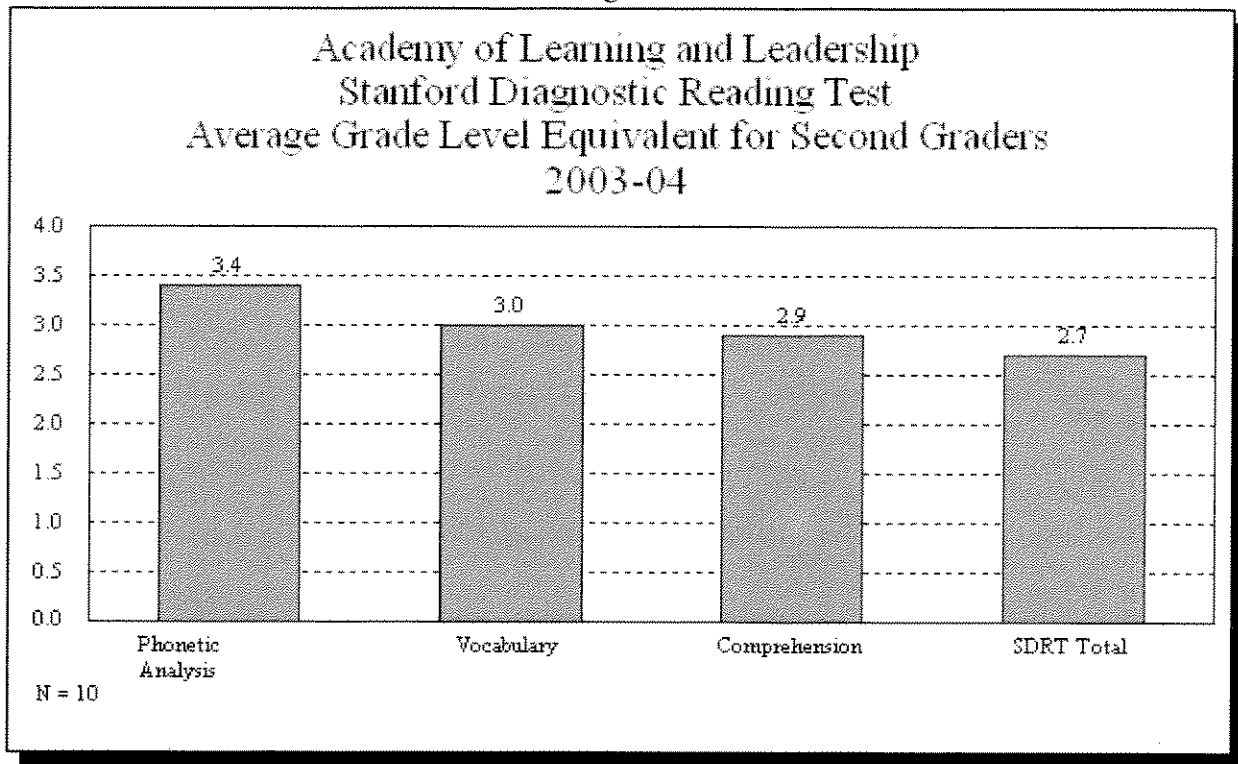


Table 3

**Academy of Learning and Leadership  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Ranges for Second Graders  
2003-04  
(N = 10)**

Area Tested	Grade Level Equivalent		
	Lowest	Highest	Median
Phonetic Analysis	1.5	7.9	3.1
Vocabulary	2.3	3.9	2.9
Comprehension	1.3	5.7	2.6
<b>SDRT TOTAL</b>	<b>1.8</b>	<b>3.6</b>	<b>2.7</b>

## 2. Wisconsin Reading Comprehension Test for 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 in minimal, basic, proficient, and advanced proficiency levels.<sup>9</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 2004 proficiency standards are based on the standards that were established in July 1998 by the State Superintendent.<sup>10</sup>

The test was administered in Spring 2004 to 16 Academy third graders enrolled in the school on the examination date. Results on this measure, illustrated in Figure 8, indicate that:

- One (6.3%) third grader scored at the minimal level of reading comprehension;
- Thirteen (81.3%) Academy third graders scored at the basic level of reading comprehension;
- Two (12.5%) third graders demonstrated proficient reading comprehension skills; and
- No third graders demonstrated an advanced level of reading comprehension.

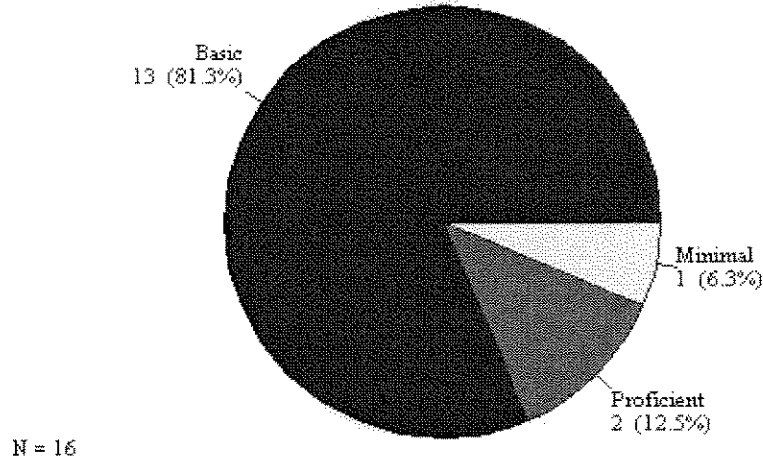
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<sup>9</sup> The Wisconsin Reading Comprehension Test levels for 2004 were: *Advanced* (60 or more points): Academic achievement is beyond mastery. Test scores provide evidence of in-depth understanding. *Proficient* (38 through 59 points): Academic 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>10</sup> See [www.dpi.state.wi.us/dpi/spr/3wrceto3.html](http://www.dpi.state.wi.us/dpi/spr/3wrceto3.html) for details.

Figure 8

Academy of Learning and Leadership  
Wisconsin Reading Comprehension Test  
Proficiency Levels for Third Graders  
2003-04



Although not required, the school administered the SDRT to 11 third graders in September 2003. Results indicate that third graders were reading at 1.7 to 2.5 grade level equivalent (GLE), depending on the area tested. See Figure 9 and Table 4.

Figure 9

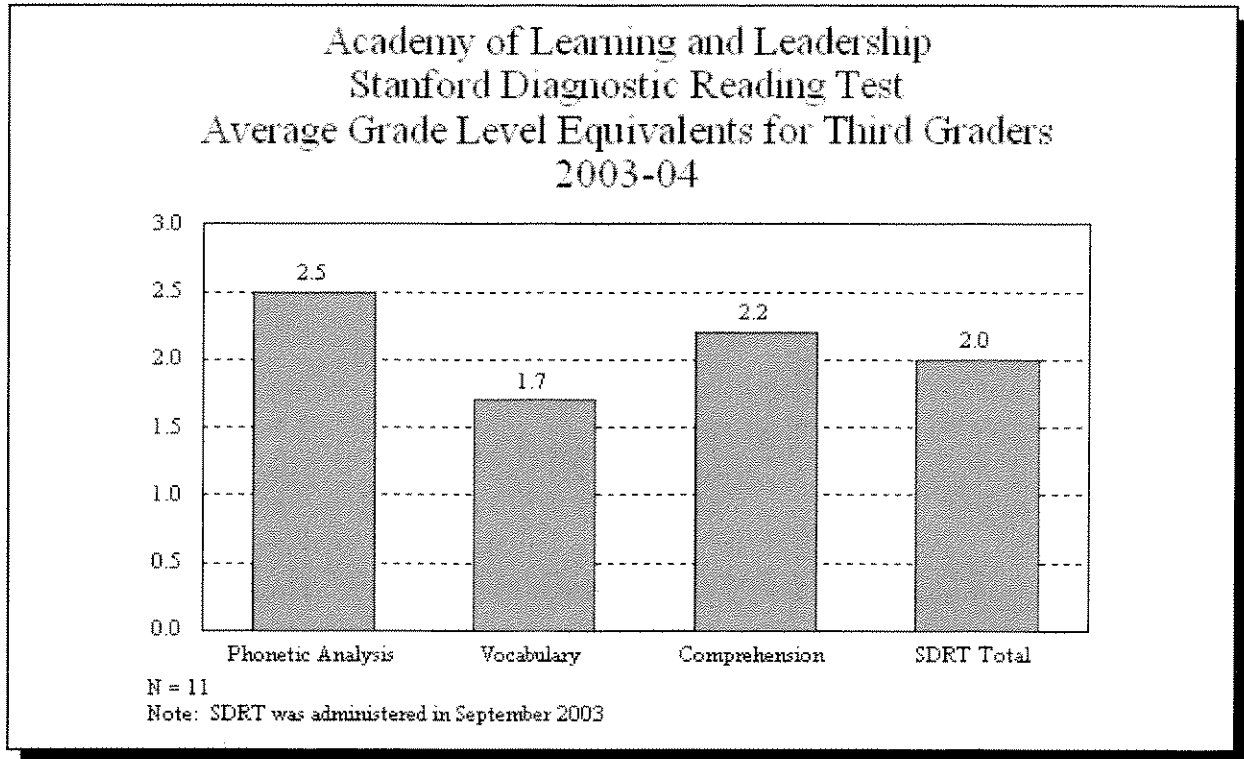


Table 4

**Academy of Learning and Leadership  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Ranges for Third Graders  
2003-04  
(N = 11)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.4	4.7	2.2
Vocabulary	K .9	3.1	1.3
Comprehension	1.0	7.1	1.6
<b>SDRT Total</b>	<b>1.4</b>	<b>3.8</b>	<b>1.7</b>

Note: SDRT was administered in September 2003

The school again administered the SDRT at the end of the school year. In May 2004, 16 third graders took the test. Results indicate that third graders were reading at 2.4 to 2.6 GLE, depending on the area tested.

Figure 10

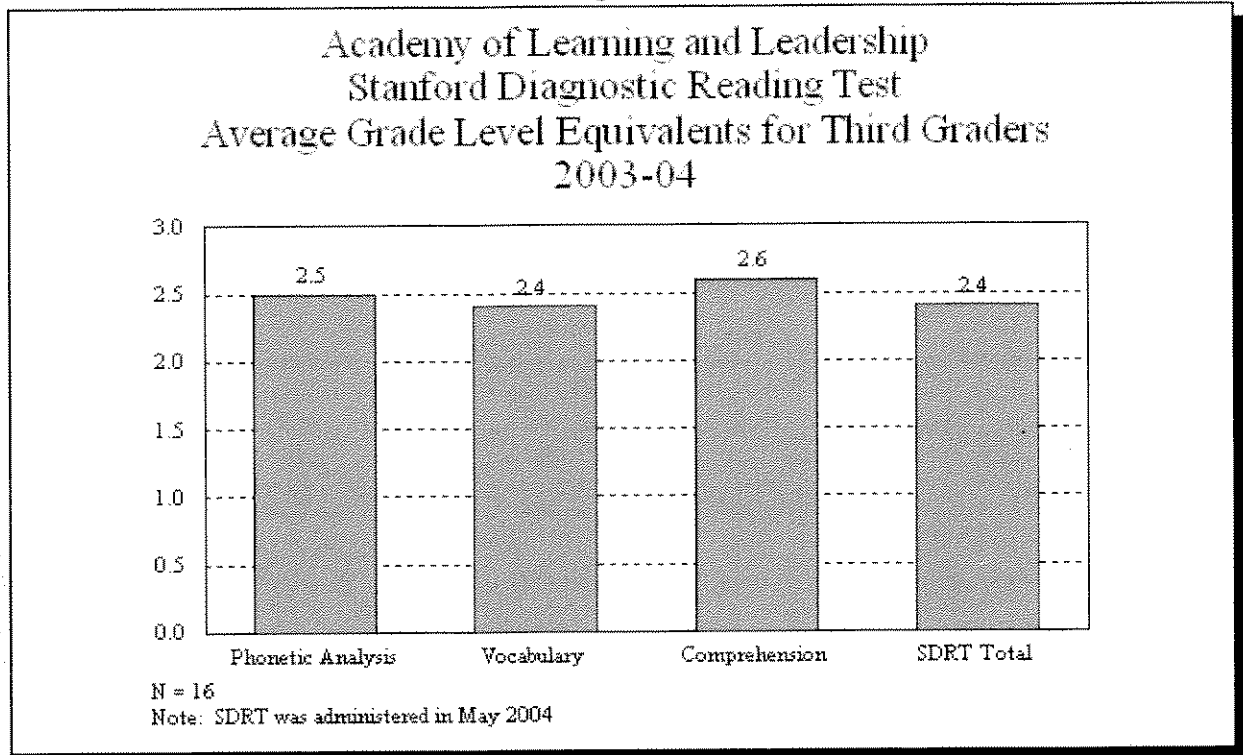


Table 5

**Academy of Learning and Leadership  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Ranges for Third Graders  
2003-04  
(N = 16)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.1	10.8	1.7
Vocabulary	1.2	4.1	2.3
Comprehension	1.7	7.1	2.3
<b>SDRT Total</b>	<b>1.6</b>	<b>5.6</b>	<b>2.1</b>

Note: SDRT was administered in May 2004.

### 3. Wisconsin Knowledge and Concepts Exam, Stanford Diagnostic Reading Test, and Terra Nova for Fourth Graders

#### a. Wisconsin Knowledge and Concepts Examination

In November 2003, 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>11</sup> In 2002-03, Wisconsin discontinued reporting the WKCE results in terms of grade level equivalency. They will report percentiles based on scaled scores in the future.<sup>12</sup>

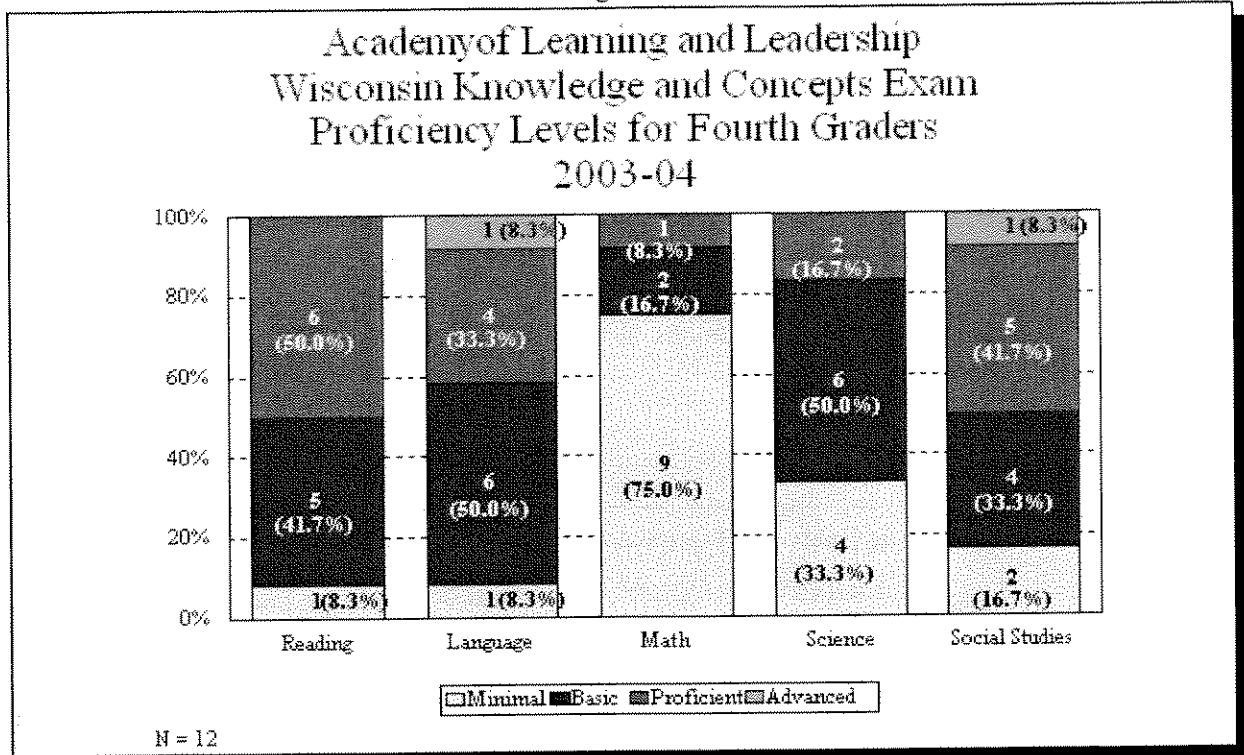
The WKCE was administered in November 2003 to 12 fourth grade students at the Academy. One (8.3%) fourth grader scored minimal reading proficiency, five (41.7%) had a basic understanding, and six (50.0%) were proficient readers. No fourth graders scored in the advanced reader category. In terms of language ability, one (8.3%) student demonstrated minimal performance, six (50.0%) had a basic understanding, four (33.3%) students achieved proficient, and one (8.3%) student achieved advanced level scores in language skills. Nine students exhibited minimal math skills, two achieved basic, and one student scored in the proficient level in math. See Figure 11.

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<sup>11</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.

<sup>12</sup> According to DPI, the percentiles for the 2003-04 WKCE results will be forthcoming and were not available at the time this report was drafted.

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,<sup>13</sup> with a maximum possible score of 9.0.

The Academy's fourth graders' writing scores ranged from 0.0 to 5.0. The median score was 4.5, meaning half of students scored at or below 4.5 and half scored 4.6 to 5.0.

<sup>13</sup> See [www.dpi.state.wi.us/oea/kcwright.html](http://www.dpi.state.wi.us/oea/kcwright.html) for details.

**b. Stanford Diagnostic Reading Test**

The fourth grade SDRT is the other standardized test required by CSRC. This test consists of a vocabulary, comprehension, scanning, and total scores for each student. This testing is required so that individual student progress on reading can be tracked from the second grade to the fourth grade on the same standardized assessment tool. As illustrated in Figure 12, fourth grade students, on average, were at third to fourth grade levels, depending on the area tested.

Figure 12

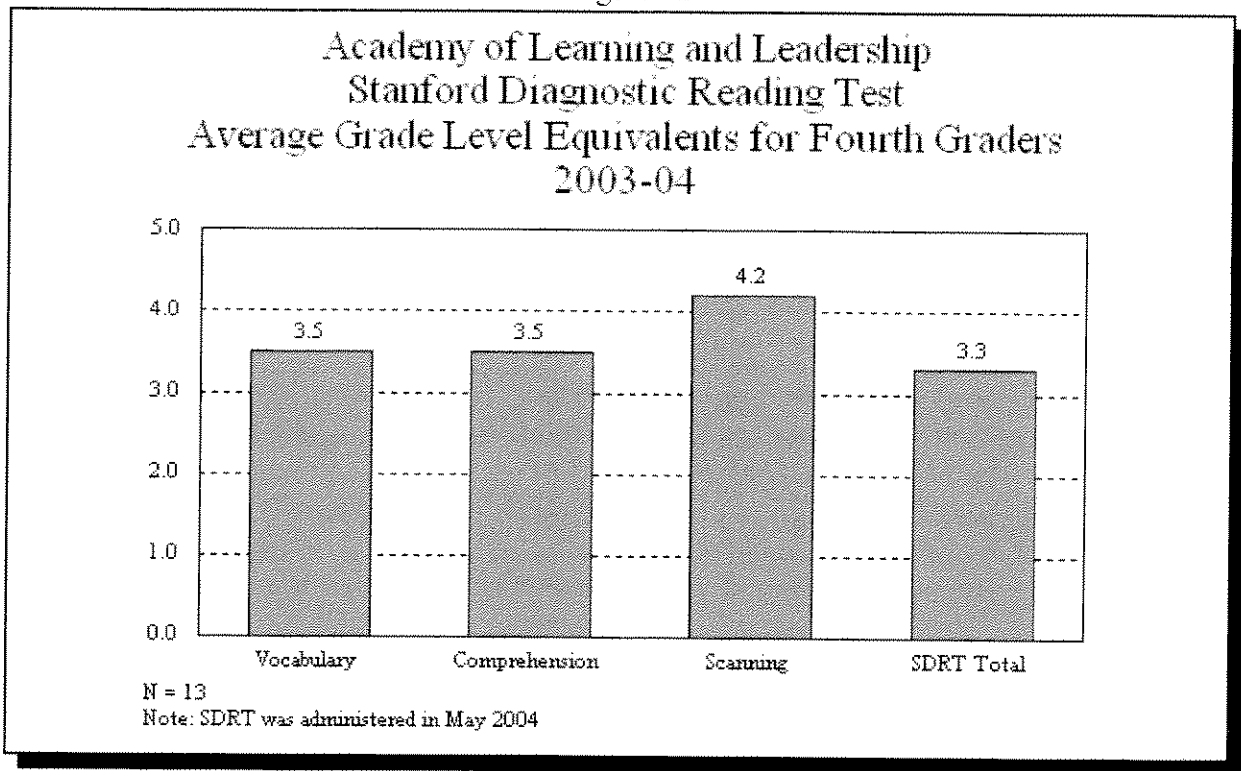




Table 6			
Academy of Learning and Leadership Stanford Diagnostic Reading Test Grade Level Equivalent Ranges for Fourth Graders 2003-04 (N = 13)			
Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median
Vocabulary	1.2	5.0	3.9
Comprehension	1.8	7.2	3.4
Scanning	3.1	5.4	4.2
<b>SDRT Total</b>	<b>1.8</b>	<b>5.1</b>	<b>3.4</b>

Note: SDRT was administered in May 2004.

**c. Terra Nova Examination**

Although not required by CSRC, the Academy administered standardized Terra Nova examinations to its fourth graders at the beginning and end of the school year. Scores were available for ten students enrolled at the time of each examination. Results indicate that students were reading, on average, at 2.8 GLE at the start of the school year. By the end of the year, students had advanced to an average of 4.0 GLE. GLE gains in math were also evident. Fourth grade students were functioning at 3.1 GLE, on average, at the start of the school year and 3.5 GLE at the end. See Table 7.

Table 7			
Academy of Learning and Leadership Terra Nova Examination Average Grade Level Equivalent Advancement for Fourth Graders 2003-04			
Area Tested	Average GLE		
	Start of School Year	End of School Year	Advancement
Reading	2.8	4.0	1.2
Math	3.1	3.5	0.4

#### 4. Terra Nova for Fifth, Sixth and Seventh Graders

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

The Terra Nova examinations were administered in September 2003<sup>14</sup> to nine fifth grade students. Due to the small size of this cohort results could not be included in this report.

Sixth graders were also given the Terra Nova at the start and end of the academic year. Because there were only six sixth graders with comparison scores, results could not be included in this report.

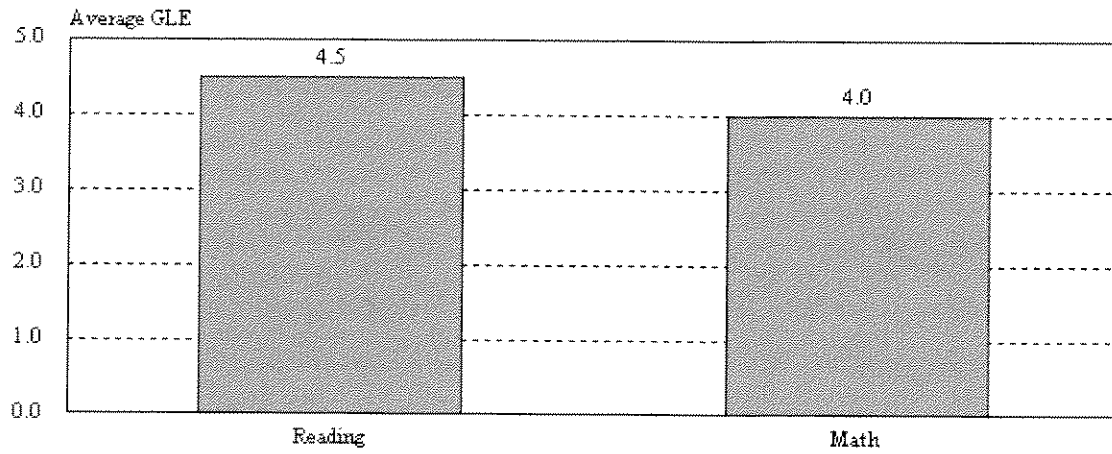
Eighteen seventh grade students were also tested on the Terra Nova at the beginning and end of the academic year. Results from the first administration show that students demonstrated an average GLE of 4.5 in reading and 4.0 in math. See Figure 13.

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<sup>14</sup> In 2002-03, the Wisconsin Department of Public Instruction changed the time for administration 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.

Figure 13

Academy of Learning and Leadership  
Terra Nova Examination  
Average Grade Level Equivalent for Seventh Graders  
2003-04



N = 18

Note: The Terra Nova was administered in September 2003

A look at the range of grade levels in each of the areas tested shows a wide distribution among the 18 students. Table 8 indicates grade equivalent ranges, and the median scores in reading and math.

<b>Table 8</b> <b>Academy of Learning and Leadership</b> <b>Terra Nova Examination</b> <b>Grade Level Equivalent Ranges for Seventh Graders</b> <b>2003-04</b> <b>(n = 18)</b>			
Area Tested	Grade Level Equivalent		
	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Reading	0.0	11.9	4.4
Math	0.5	7.1	4.0

Note: The Terra Nova examination was administered in September 2003.

Comparison scores for 12 students tested at the beginning and end of the year indicate that students advanced, on average, 1.0 GLE in reading and 0.6 GLE in math. See Table 9.

<b>Table 9</b> <b>Academy of Learning and Leadership</b> <b>Terra Nova Examination</b> <b>Average Grade Level Equivalent Advancement for Seventh Grade</b> <b>2003-04</b> <b>(n = 12)</b>			
Area Tested	Average Grade Level Equivalent		
	Start of School Year	End of School Year	Advancement
Reading	4.2	5.2	1.0
Math	3.4	4.0	0.6

## 5. Wisconsin Knowledge and Concepts Examination for Eighth Grade

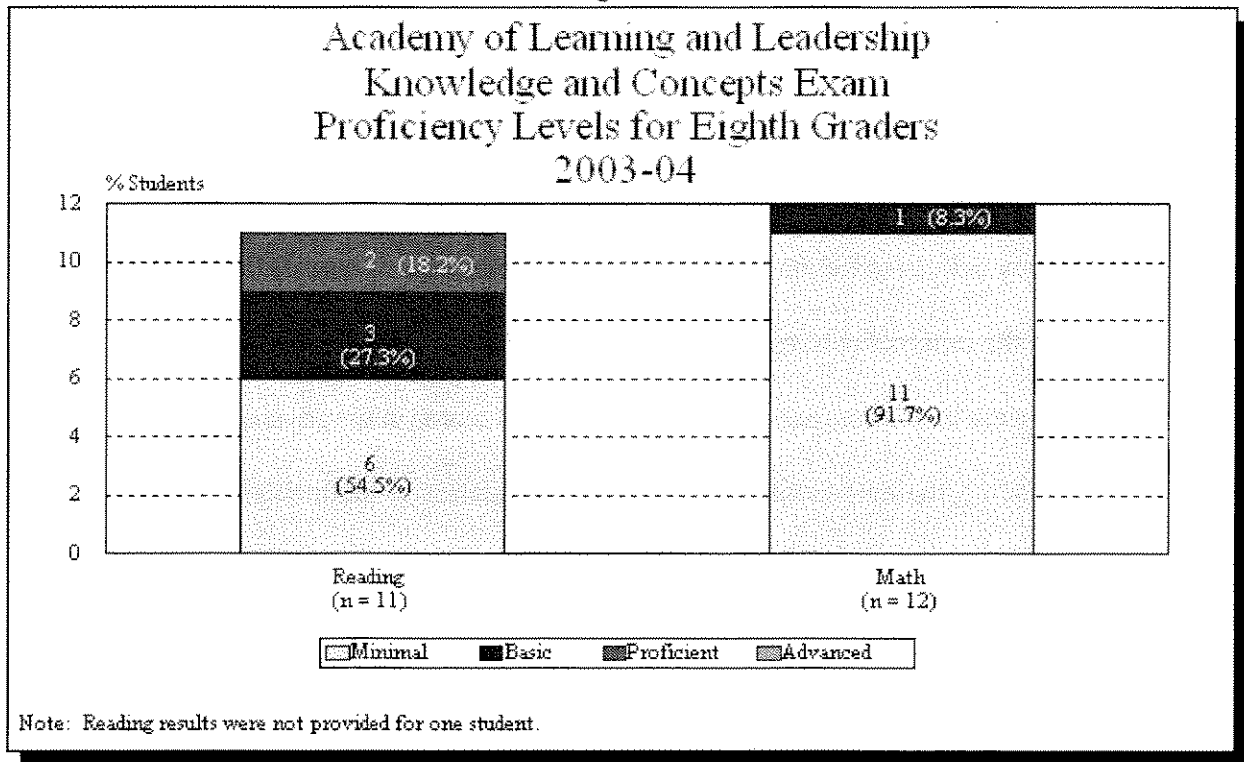
Proficiency levels from the WKCE can range from minimal performance through advanced proficiency.<sup>15</sup> In November 2003, the WKCE was administered to 12 Academy eighth grade students. The CSRC requires that schools report student performance in reading and mathematics.

Proficiency indicators for the eighth graders are illustrated in Figure 14. Six (54.5%) eighth graders scored in the minimal reading proficiency range, three (27.3%) had a basic understanding, and two (18.2%) were proficient readers. No eighth graders scored in the advanced reader category. Eleven (91.7%) of 12 students exhibited minimal performance in mathematics and one (8.3%) students had a basic understanding.

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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 Performance*: Demonstrates very limited academic knowledge and skills tested on WKCE. According the percentiles for the WKCE results are forthcoming. They were not available at the time this report was drafted.

Figure 14



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>16</sup> The eighth grade writing scores ranged from 0.5 to 5.5. The median was 4.3, meaning half of the students scored at or below 4.3 and half scored above 4.3 on a scale of zero to nine. (Note that the score was not reported for two students.)

In addition to the WKCE, the school administered Terra Nova examination to eighth graders at the beginning and end of the school year. There were only three students who took the

<sup>16</sup> See [www.dpi.state.wu.us/oca/kcwritg.html](http://www.dpi.state.wu.us/oca/kcwritg.html) for details.

examinations both times. Due to the small size of this cohort, eighth grade growth from the Fall to Spring cannot be included in this report. However, given that the school administered these tests to students in fourth through eighth grades, CRC was able to calculate an average GLE advancement for these students. Terra Nova results for ten fourth, eight fifth, five sixth,<sup>17</sup> 12 seventh, and three eighth<sup>18</sup> graders indicate that students advanced, on average, 1.2 GLE in reading and 0.3 GLE in math during the year.

**E. Multiple-Year Student Progress**

This is the first year the Academy has operated as a City of Milwaukee charter school; therefore, there are no year-to-year comparisons. This year's information will be used as baseline data to compare with subsequent scores.

**F. Multiple-Year Progress for Students Below Grade Level**

This year, five first and five second grade students tested below grade level in reading, based on SDRT<sup>19</sup> and 51 students in grades four through eight tested below grade level in reading, as measured by the WKCE or the Terra Nova. There were 52 fourth through eighth graders who tested below grade level in math on the WKCE or the Terra Nova. The scores for students who tested below grade level this year will be compared for indicators of student progress in the 2004-05 report.

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<sup>17</sup> One sixth grader's reading scores indicated a decline from sixth grade reading level to 0.0. These scores were dropped from the calculations.

<sup>18</sup> One eighth grader did not take the math portion of the exam in September. This student's scores were not included in the calculations.

<sup>19</sup> Administered in September 2003.

#### IV. CONCLUSIONS/RECOMMENDATIONS

This report covers the first year of the Academy's charter school status. The information gathered has been used to examine student progress this year and make recommendations regarding programmatic and academic progress for the 2004-05 school year. The Academy has met 8 of 11 of the education requirements in its charter school contract with the City of Milwaukee. Two of the provisions that were not met were related to year-to-year student progress and were not applicable because this is the school's first year as a City of Milwaukee charter school. The third provision not met was the requirement that all teachers hold a DPI license or permit. One of the ten classroom teachers did not hold a DPI license or permit.

The key performance indicators were:

- Attendance rate was 90.0%, meeting the school's goal;
- On average, parents attended 89.2% of scheduled conferences, nearly meeting the Academy's goal;
- On average, 35 of 80 (43.8%) of students progressed one level or reached proficiency in 80% of math skills;
- 38 of 80 (47.5%) students progressed one level or reached proficient in 80% of grade-level reading skills;
- 28 of 80 (35.0%) students progressed one level or reached proficient in 80% of grade-level writing skills;
- Due to small class size, first and second grade SDRT scores from the September 2003 test could not be included in this report. However, when results were combined, three (23.1%) students were reading at, ten (76.9%) below, and no first and second grade students were reading above grade level based on SDRT total;
- SDRT results from May 2004 indicate that first graders were, on average, reading at 1.6 GLE. Second graders averaged 2.7 GLE based on SDRT total;
- Most (81.3%) of the third graders demonstrated basic reading comprehension on the WRCT;



- Although not required, the Academy administered the SDRT to third graders. Results show that third graders were functioning at second grade equivalent reading levels at the beginning of the year and averaged 2.4 GLE at the end of the school year;
- Half (50.0%) of the fourth graders tested on the WKCE scored in proficient levels in reading. Approximately 16.7% exhibited basic levels in math;
- SDRT results for fourth graders indicated that, on average, fourth graders were at 3.3 GLE (SDRT was administered in May 2004);
- Due to small class size, Terra Nova results for fifth and sixth graders could not be included in this report;
- Seventh graders exhibited reading and math skills, as measured by the Terra Nova, at the fourth grade level (GLE = 4.5 in reading, GLE = 4.0 in math) when assessed in September 2003; and
- Eighth grade WKCE results show that 54.5% of eighth graders had a minimal level of reading skills and 91.7% had a minimal level of math skills.

After reviewing the information in this report and considering the information gathered during the administrator's interview in June 2004, it is recommended that the focus of activities for the 2004-05 year include the following:

- The circumstances and steps involved in suspensions and expulsions should be included in the 2004-2005 Student and Family Handbook.
- Consider hiring personnel to supervise students who are on in-school suspension.
- Focus academic attention on reading, writing, and math, particularly on the large number of students who are functioning below grade-level expectations.
- Collect data in an organized fashion and submit all data to CRC in an electronic format.
- Provide support to teachers in DPI's process of license/permit application throughout the year and specifically document the steps taken to obtain a license or permit for those teachers who are applying.

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**APPENDIX A**  
**CONTRACT COMPLIANCE CHART**

### **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 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** **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.

**Grades 4 and 8** **Wisconsin Knowledge and Concepts 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 5, 6, and 7** **McGraw Hill Terra Nova** will be administered on an annual basis in the time frame identified by the CSRC for testing. This test will provide each student with a proficiency level via a scale score and a grade equivalent in reading and mathematics.

The usual greeting among Masai warriors is "And how are the children?" The traditional response is, "All children are well." That is, peace and safety prevail; the priorities of protecting the young, the powerless, are in place; society has not forgotten its reason for being, its proper functions and responsibilities. And what can we say of our children?

Central City Cyberschool of  
Milwaukee, Inc.  
Programmatic Profile and  
Educational Performance

2003-2004 Academic Year

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*September 2004*

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

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4301 North 44th Street, Milwaukee, WI 53216

## **6. Discipline Policy**

The following discipline philosophy is described in the Cyberschool Student Handbook (2002-03) 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, 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 be recorded on a *Student Behavioral Referral* form that is sent to the Social Worker or Executive Director for 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 2003 and again in the Fall of 2003. Of the 292 students who were



attending Cyberschool on the last day of the 2002-03 academic year and were eligible for continued enrollment this past academic year, 226 enrolled and attended Cyberschool in September 2003. This represents a return rate of 77.4%. This compares to a return rate of 77% in the Fall of 2002.

Cyberschool started on September 2, 2003. There were 292 students enrolled. During the year, 30 students enrolled in the school and 28 students withdrew. Students withdrew for a variety of reasons including: five students who left due to safety concerns, four students who moved away, four students who chose to go to neighborhood schools, three who left for behavioral reasons, two who left because of transportation issues, two children were expelled, two children who left due to dissatisfaction with the program, and one child left because he/she needed more supervision. Reason for leaving was not known for four students and the reason provided for one student was that he/she was promoted to first grade. It is not clear why this constitutes a reason for withdrawing from the school.

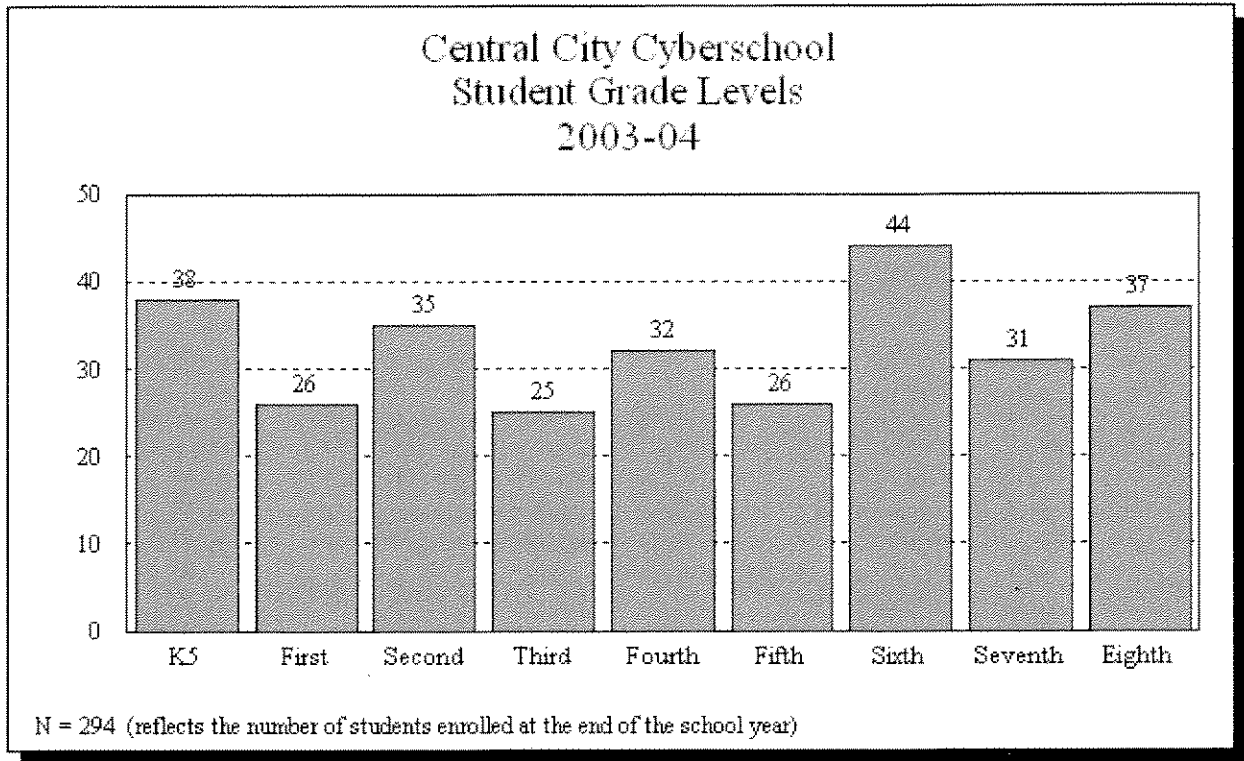
At the end of the year, there were 294 students enrolled. Of these:

- There were 150 (51.0%) girls and 144 (49.0%) boys.
- Nearly all (98.6%) students were African American. Four (1.4%) students were Hispanic.
- Twenty-six students had special education needs. In October, one student was discharged as he was no longer eligible for special education services. Of the remaining 25, nine children had speech and language needs, eight were learning disabled, four had cognitive disabilities, three had another health impairment, and one child was emotionally/behaviorally disturbed. All 25 students had Individual Education Programs (IEP) that were reviewed, and 24 of 25 students' parents participated in the IEP review. Eight of the students had initial IEP dates indicated in the school's records.
- The school provided education to students in K5 through eighth grade.<sup>9</sup> Grade levels are illustrated below.

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<sup>9</sup> Cyberschool discontinued its K4 program in Fall 2003.

Figure 1



### **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, and staff development goals, as well as 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>10</sup> and the McGraw-Hill Terra Nova examination.

#### **A. Attendance**

At the beginning of the 2003-04 academic year, the school established a goal to maintain an average attendance rate of 90%. This year the school surpassed this goal as students, on average, attended<sup>11</sup> school 92.8% of the time.

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

At the beginning of the school year, the school set a goal that parents would attend 66% of scheduled parent-teacher conferences. Conferences were scheduled for all children in the first and

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<sup>10</sup> The WKCE is composed of CTB/McGraw-Hill Terra Nova, Form A, which has been selected for use in Wisconsin because they align with Wisconsin content standards.

<sup>11</sup> Attendance data were provided on Cyberschool report cards and was determined using 277 students in kindergarten through eighth grade. Attendance was calculated by dividing the number of days present by the number of expected days of attendance.

third quarters. Parents of 94% of children attended the Fall conference and parents of 89% of children attended the Spring conference. Cyberschool has met the goal related to parent-teacher conferences.

### **C. Staff Development**

The school set a goal to launch a new Open Court literacy program in kindergarten through sixth grade and a Destination Reading phonemic awareness software in kindergarten through fourth grade. In addition, the school set a goal that teachers would complete a substantial curriculum rewrite to disseminate models of best practice by integrating technology. As explained earlier in this report, the school has met these goals related to staff development.

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

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to standardized testing, each charter school has the responsibility to describe the goals and expectations of its students in language that is meaningful in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, 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>12</sup> competencies would be measured quarterly: language arts,<sup>13</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.”

Results indicated that most (153 of 239, or 64.0%) students reached mastery/advanced or progressed one level on 80-100% of language arts skills; 160 (67.0%) of 239 reached this goal in mathematics; and 177 (74.1%) of 239 students reached mastery/advanced or progressed at least one level in 80% or more of the technology skills presented in the first half of the school year. Note that these results include students who were assessed in the first or second quarter and again assessed in the fourth quarter.

Overall, Cyberschool students, on average, reached mastery/advanced or advanced one level of performance on over 80% of the benchmarks for language arts (80.7%), math (82.0%), and technology (85.0%), meeting the goal of this local measure. See Figures 2 through 4.

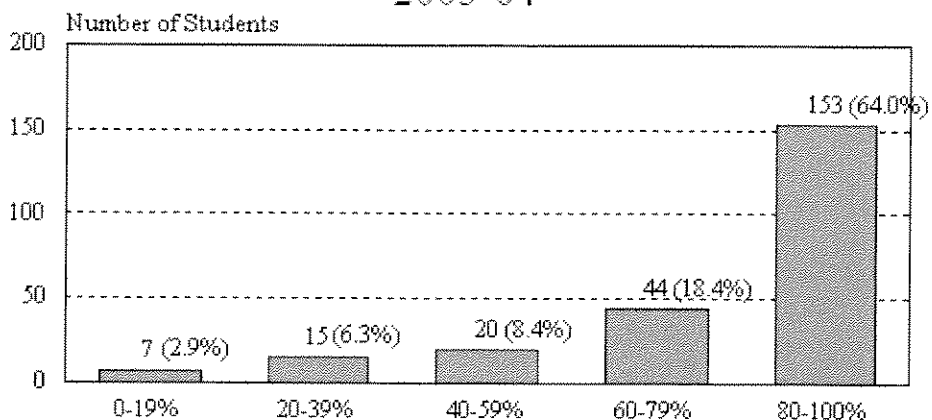
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<sup>12</sup> There were no local measures identified for K5 students this year; therefore, local progress reports were not included in this report.

<sup>13</sup> Language arts skills are comprised of writing, reading, and listening/speaking content areas.

Figure 2

Central City Cyberschool  
Number of Students Who Progressed One Level or  
Reached Mastery/Advanced  
Language Arts  
2003-04

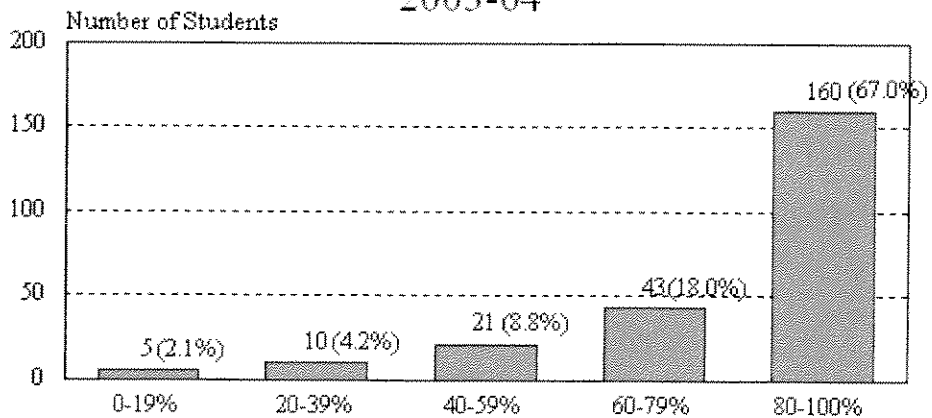


N = 239

Note: On average, students progressed one level or reached mastery/advanced in 80.7% of language skills presented in the first or second quarter.

Figure 3

Central City Cyberschool  
Number of Students Who Progressed One Level or  
Reached Mastery/Advanced  
Mathematics  
2003-04

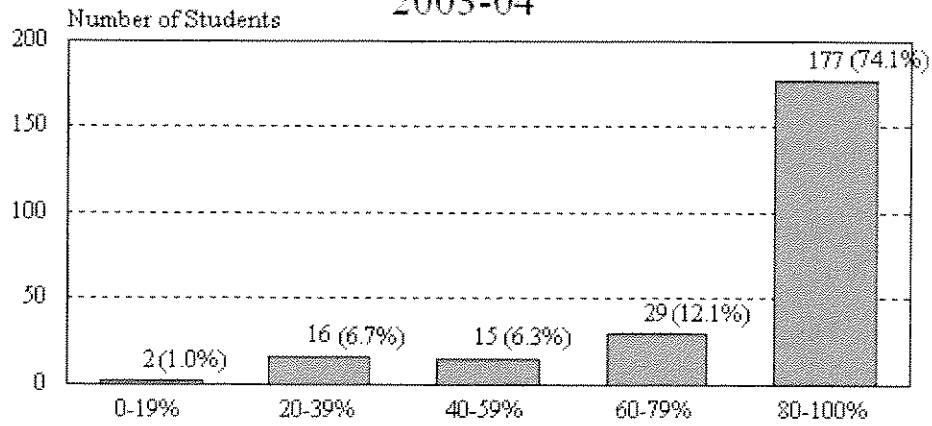


N = 239

Note: On average, students progressed one level or reached mastery/advanced in 82.0% of math skills presented in the first or second quarter.

Figure 4

Central City Cyberschool  
Number of Students Who Progressed One Level or  
Reached Mastery/Advanced  
Technology  
2003-04



N = 239

Note: On average, students progressed one level or reached mastery/advanced in 85.0% of technology skills presented in the first or second quarter.

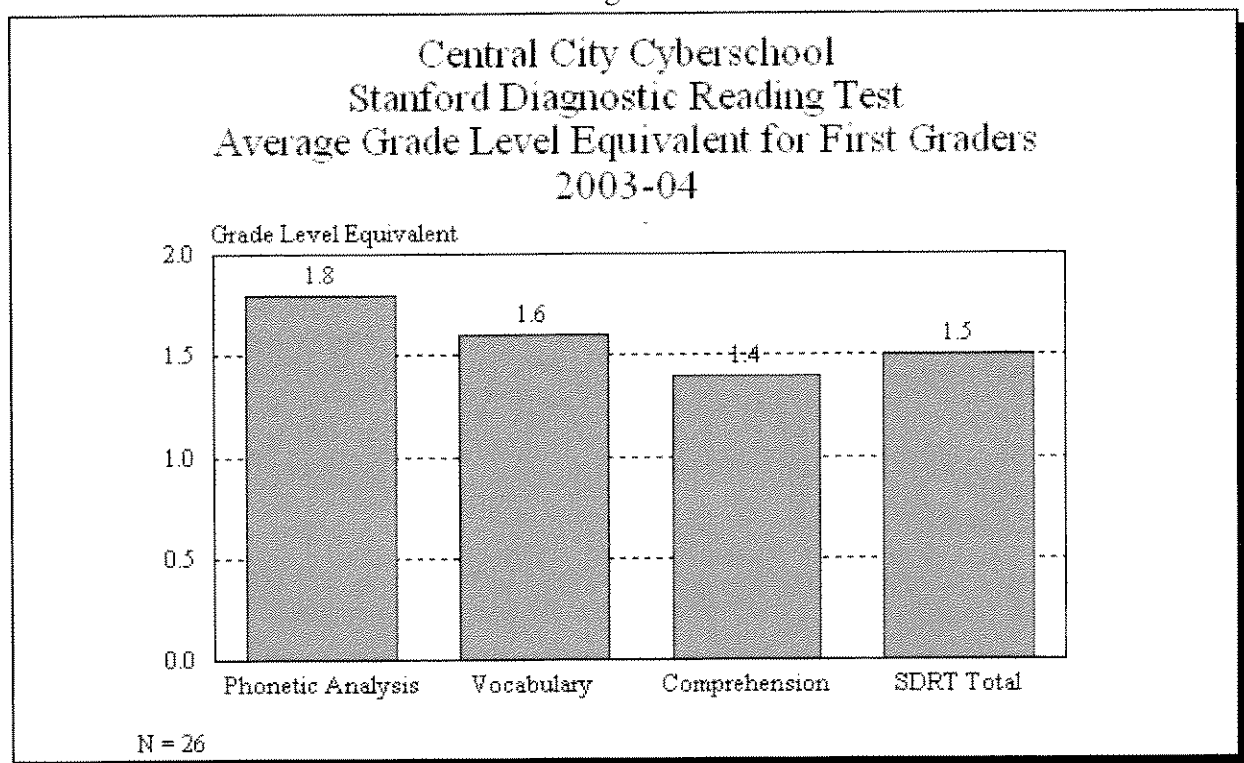
## E. External Measures of Educational Performance

### 1. Stanford Diagnostic Reading Test for First and Second Grade

The SDRT is the standardized test required by the CSRC for administration to all first and second graders enrolled in charter schools.<sup>14</sup> Student performance is reported for phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total.

In March 2004, Cyberschool administered the SDRT to 26 first and 35 second grade students. Results indicate that first graders were functioning, on average, at 1.4 to 1.8 GLE in reading, depending on the area assessed. See Figure 5 and Table 1 for additional detail.

Figure 5



<sup>14</sup> CSRC also requires that fourth grade students take the SDRT. Those results are reported in the section discussing fourth graders.



<p style="text-align: center;"><b>Table 1</b></p> <p style="text-align: center;"><b>Central City Cyberschool</b>  <b>Stanford Diagnostic Reading Test</b>  <b>Grade Level Equivalent Range for First Graders</b>  <b>2003-04</b>  <b>(N = 26)</b></p>			
<b>Area Tested</b>	<b>Lowest Grade Level Scored</b>	<b>Highest Grade Level Scored</b>	<b>Median</b>
Phonetic Analysis	K.1	5.2	1.6
Vocabulary	K.4	3.2	1.5
Comprehension	K.5	3.4	1.4
<b>SDRT Total</b>	<b>K.3</b>	<b>2.7</b>	<b>1.6</b>

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

Second grade results are presented in Figure 6 and Table 2. Second graders were functioning at first and second grade equivalents in the areas tested.

Figure 6

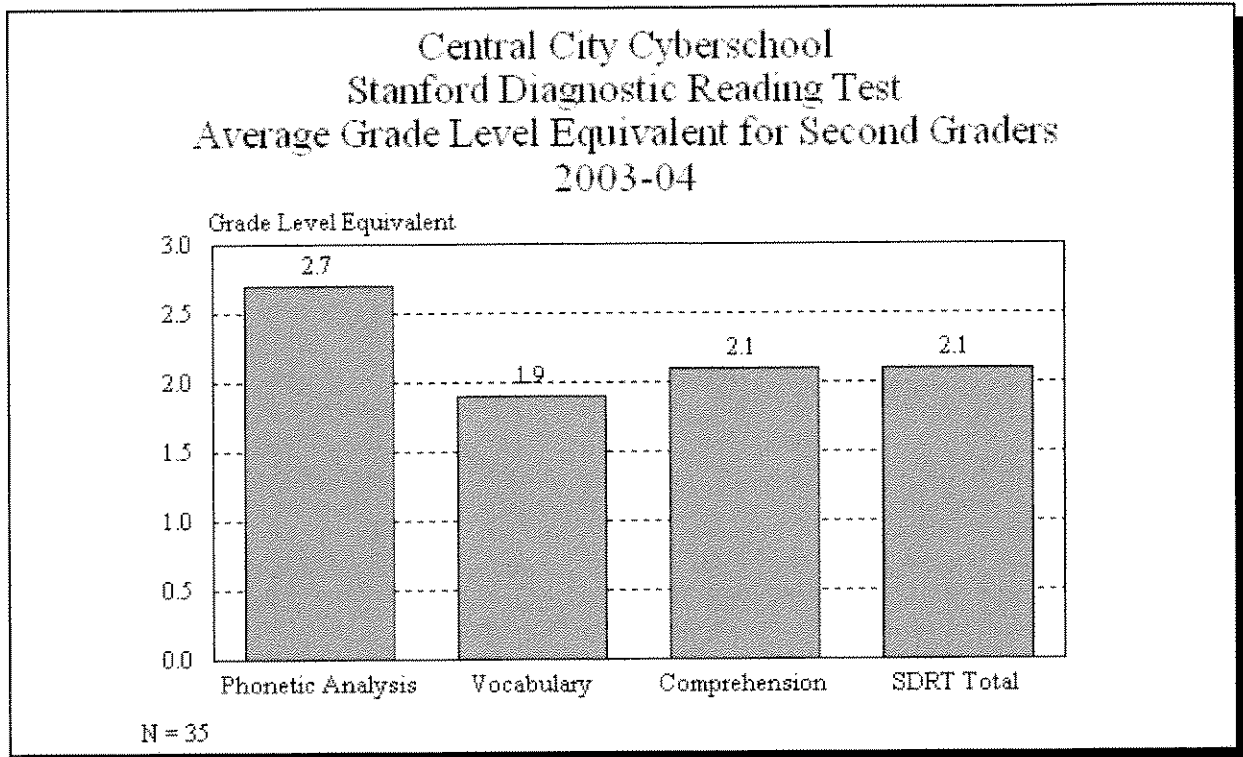


Table 2

**Central City Cyberschool  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for Second Graders  
2003-04  
(N = 35)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.1	10.9	2.4
Vocabulary	K.4	4.7	2.0
Comprehension	K.3	3.6	2.2
<b>SDRT Total</b>	<b>K.6</b>	<b>5.4</b>	<b>2.2</b>

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

## 2. Wisconsin Reading Comprehension Test, Stanford Diagnostic Reading Test, and Terra Nova for Third Grade

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>15</sup>

The test was administered to 25 Cyberschool third graders. Results on this measure indicate that:

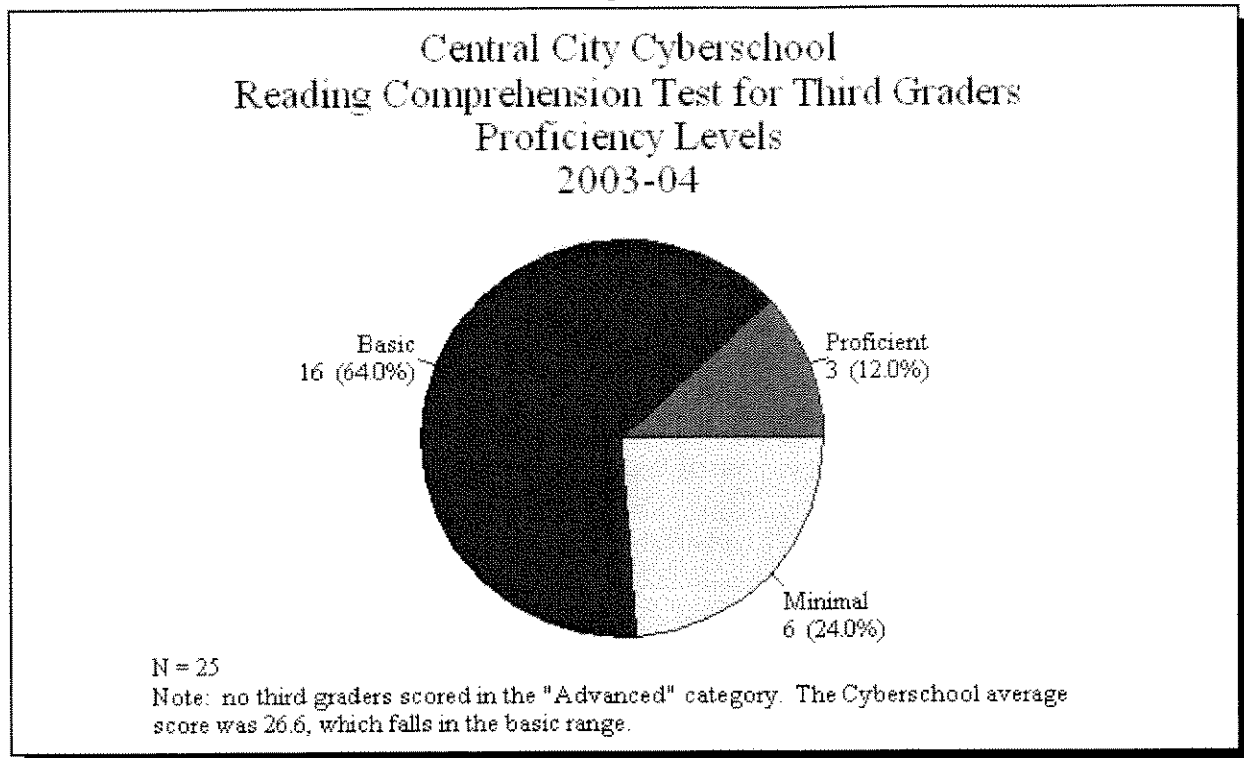
- Six (24.0%) Cyberschool third graders were functioning at a minimal level of reading comprehension.
- Sixteen (64.0%) third graders scored in the basic reading comprehension range.
- Three (12.0%) third graders had a proficient level of reading comprehension.
- No third graders demonstrated an advanced level of reading comprehension.
- On average, the third grade students scored 26.6, which is within the basic range.

See Figure 7.

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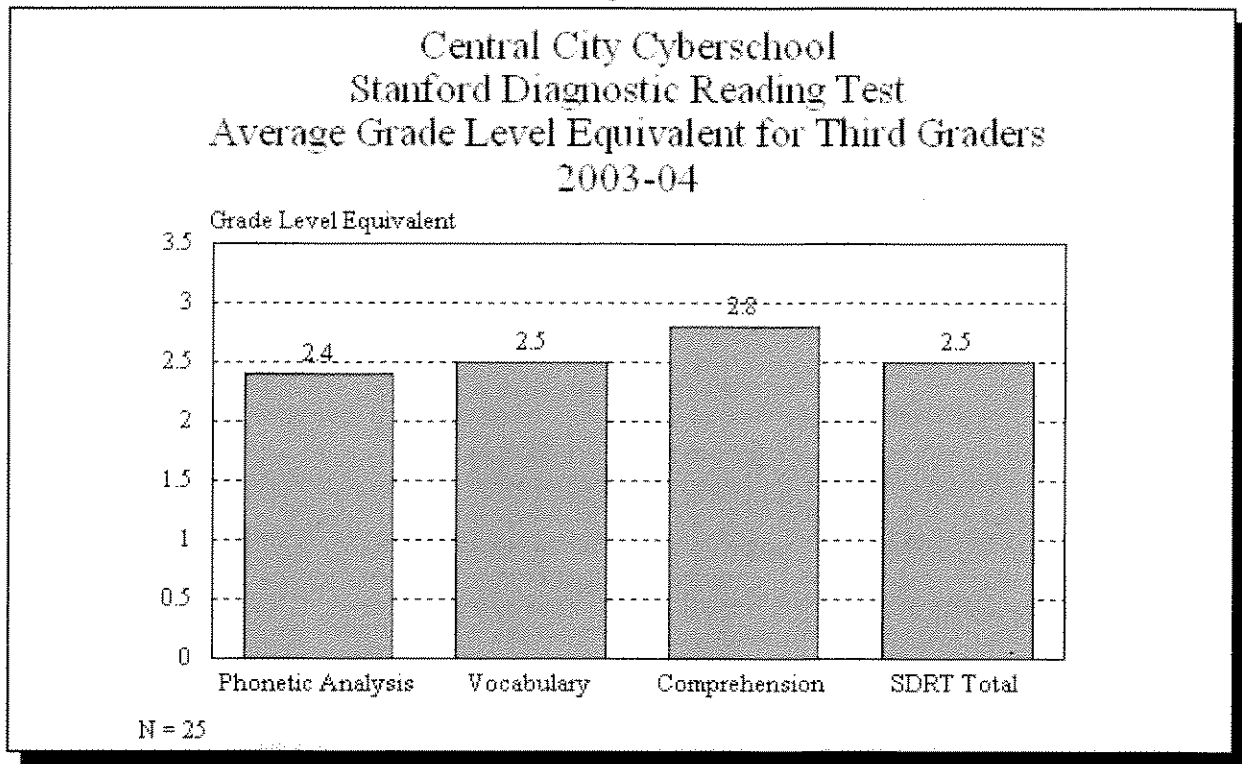
<sup>15</sup> The Wisconsin Reading Comprehension Test levels for 2004 were: *Advanced* (60 or more points): Academic achievement is beyond mastery. Test scores provide evidence of in-depth understanding. *Proficient* (38 through 59 points): Academic achievement includes mastery of the important knowledge 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 7



Although not required by CSRC, Cyberschool administered the SDRT to third graders. Results indicate that the 25 third graders were, on average, reading at 2.5 GLE, based on SDRT total. See Figure 8 and Table 3.

Figure 8

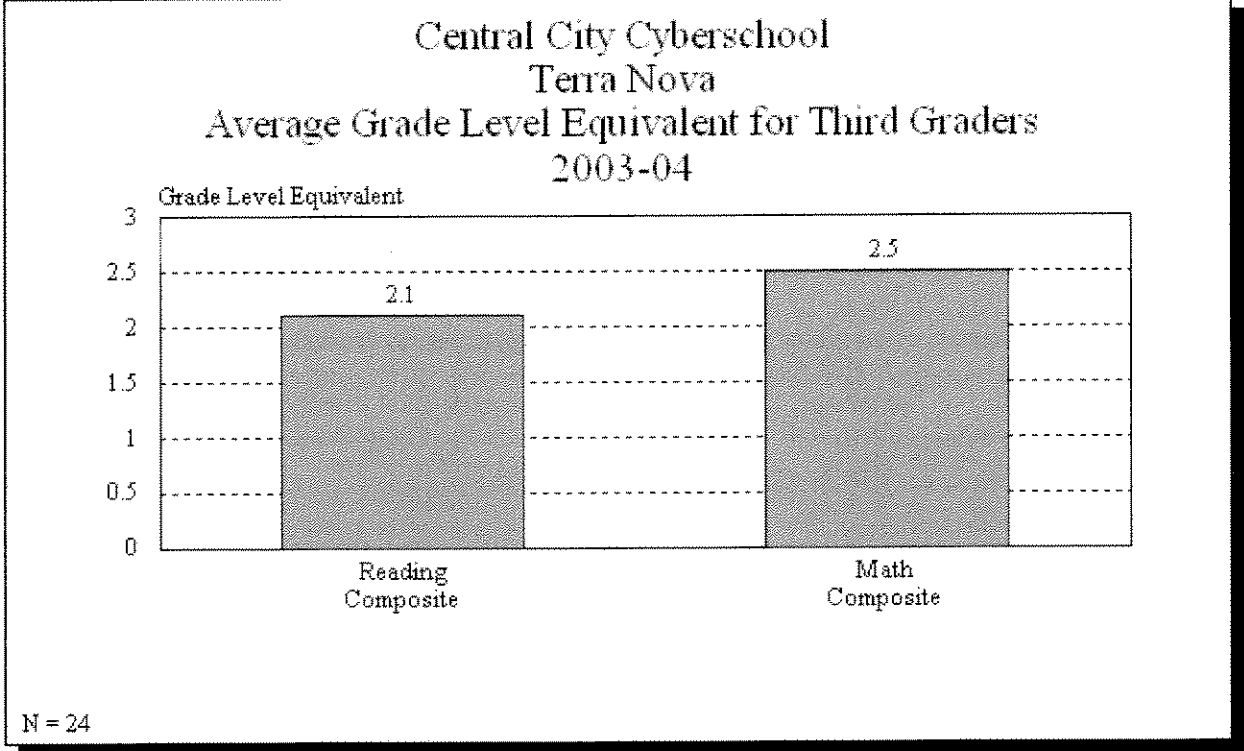


**Table 3  
Central City Cyberschool  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for Third Graders  
2003-04  
(N = 25)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.2	4.7	2.2
Vocabulary	K.9	4.3	2.5
Comprehension	1.3	5.2	2.6
<b>SDRT Total</b>	<b>1.1</b>	<b>4.6</b>	<b>2.4</b>

The final test administered to third graders was the Terra Nova. This test is not required by CSRC. However, results were included in this report to illustrate how third graders scored on this standardized assessment of reading and math skills.<sup>16</sup> Results indicated that third graders were functioning, on average, at 2.1 GLE in reading and 2.5 GLE in math. See Figure 9.

Figure 9



<sup>16</sup> The Terra Nova also tests language, spelling, and word analysis skills.

### 3. Wisconsin Knowledge and Concepts Examination and Stanford Diagnostic Reading Test for Fourth Grade

In November of 2003, 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>17</sup> These assessments are called the Wisconsin Knowledge and Concepts Examinations or WKCE. Based on how students score on these assessments, students are placed in one of four proficiency categories: *advanced*, *proficient*, *basic*, and *minimal performance*.<sup>18</sup> In 2002-03, Wisconsin discontinued reporting the WKCE results in terms of grade level equivalency. Percentile results based on scaled scores will be available in the future.<sup>19</sup>

Proficiency levels from the WKCE can range from minimal performance through advanced proficiency. Thirty-two fourth grade students took the WKCE. Proficiency indicators in reading and math are illustrated in Figure 10. Six (18.8%) fourth graders had minimal reading proficiency, 11 (34.4%) had a basic understanding, 13 (40.6%) were proficient readers, and two (6.3%) of Cyberschool fourth graders scored in the advanced readers category. Half (50.0%) of students exhibited minimal math skills, seven (21.9%) scored in the basic category, eight (25.0%) were proficient, and one (3.1%) student had advanced mathematics skills.

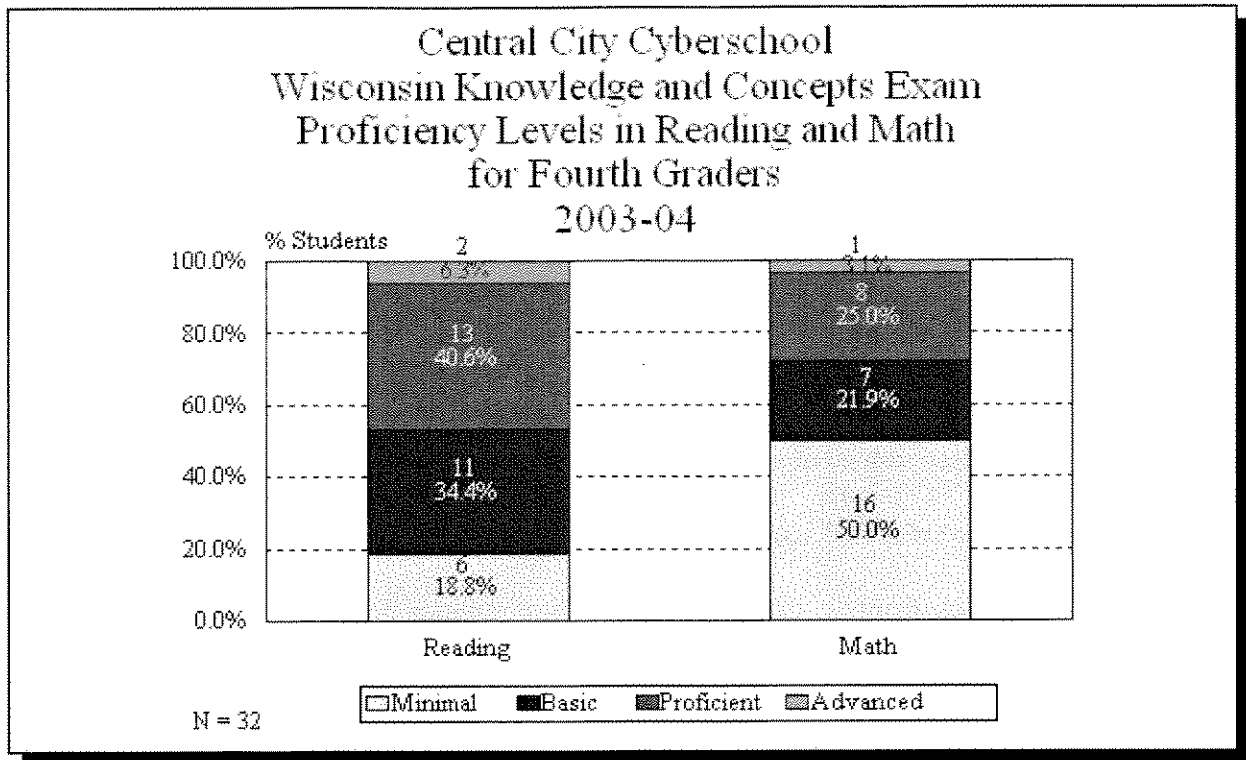
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<sup>17</sup> See Wisconsin Department of Public Instruction, [www.dpi.state.wi.us](http://www.dpi.state.wi.us) for details. Note that in 2002-03, the testing period was changed from Spring of the academic year to the Fall of the academic year.

<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.

<sup>19</sup> Per DPI, June 2003.

Figure 10



The final score from the Knowledge and Concepts Examination 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>20</sup>

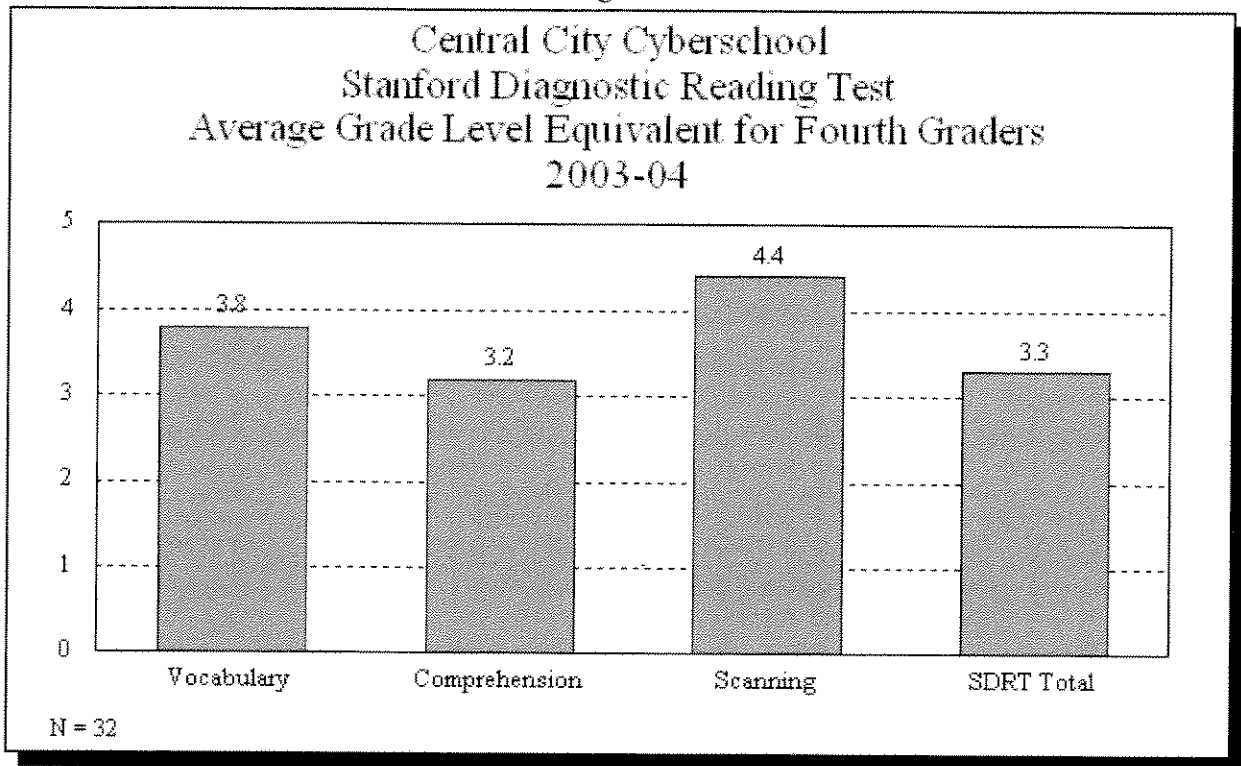
The Cyberschool writing prompt scores ranged from 0.0 to 5.0. The median score was 4.0, meaning half of students scored at or below 4.0 and half scored between 4.0 and 5.0 on a scale of zero to nine. (Note that one student's writing score was invalid.)

<sup>20</sup> See [www.dpi.state.wi.us/oea/kc\\_writg.html](http://www.dpi.state.wi.us/oea/kc_writg.html) for details.



The other standardized test administered to fourth graders was the SDRT. This exam, administered in the Spring of 2004, consists of vocabulary, comprehension, and scanning subtests. These subtests are combined in an overall SDRT Total. Results indicate students were functioning at third and fourth grade GLE in the reading areas tested. See Figure 11 and Table 4.

Figure 11



<p style="text-align: center;"><b>Table 4</b></p> <p style="text-align: center;"><b>Central City Cyberschool</b>  <b>Stanford Diagnostic Reading Test</b>  <b>Grade Level Equivalent Range for Fourth Graders</b>  <b>2003-04</b>  <b>(N = 32)</b></p>			
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Vocabulary	1.4	10.6	3.5
Comprehension	1.5	8.3	2.7
Scanning	1.2	12.9	4.1
<b>SDRT Total</b>	<b>1.8</b>	<b>10.2</b>	<b>2.8</b>

#### **4. McGraw-Hill Terra Nova for Fifth through Seventh Grade**

As required by the CSRC, the McGraw-Hill Terra Nova was administered to fifth through seventh graders in November 2003.<sup>21</sup> Students are tested in reading, language and math. Results are provided in each subject area as well as an overall total. CSRC requires that these tests be administered to Cyberschool students to provide a basis for multiple-year student progress in reading and math.

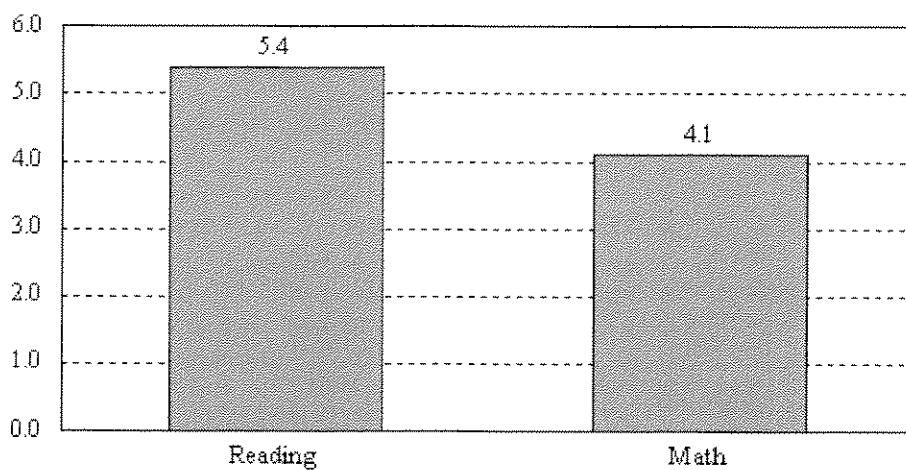
As illustrated, Cyberschool's 26 fifth graders were, on average, functioning at 5.4 GLE in reading and 4.1 GLE in math. See Figure 12.

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<sup>21</sup> Test results provided by the school indicated a March 2004 test date. However, the school attached a note to the test publisher's printout indicating the tests were administered in November 2003.

Figure 12

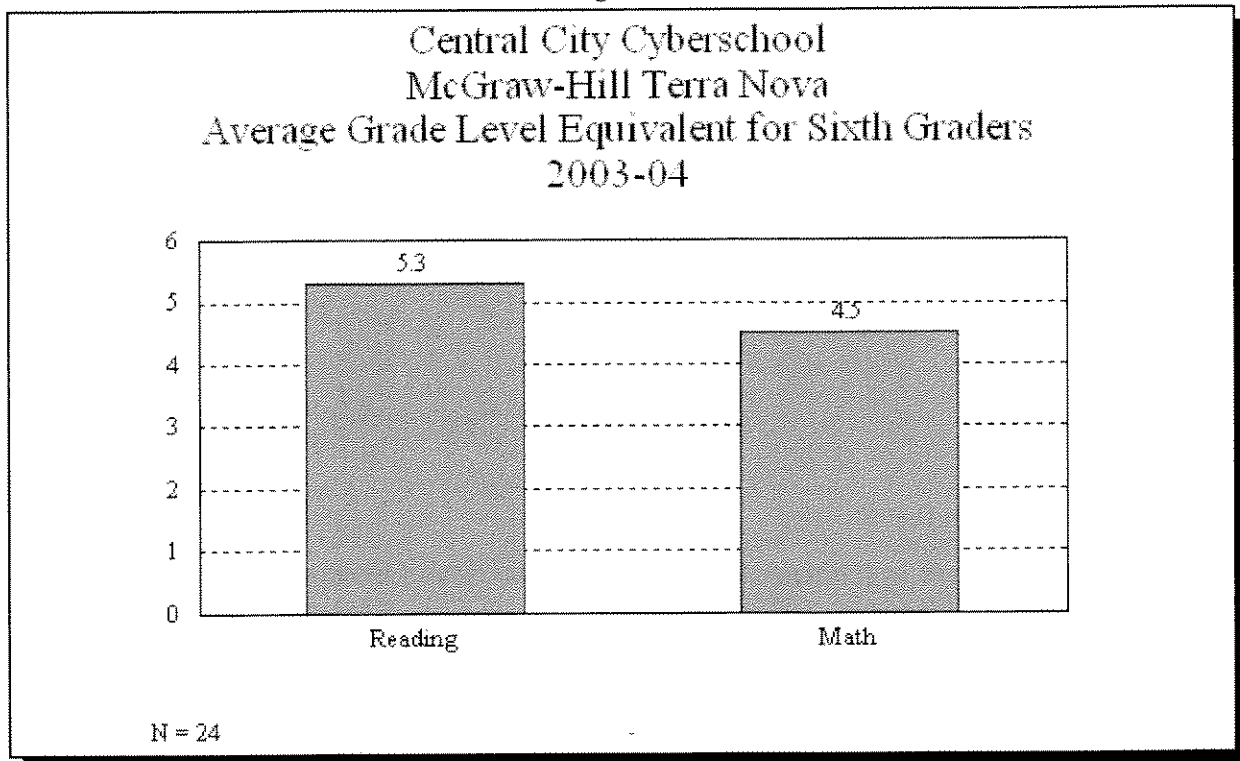
Central City Cyberschool  
McGraw-Hill Terra Nova  
Average Grade Level Equivalent for Fifth Graders  
2003-04



N = 26

Figure 13 illustrates the sixth grade Terra Nova results.<sup>22</sup> The students, on average, scored 5.3 GLE in reading and 4.5 GLE in math.

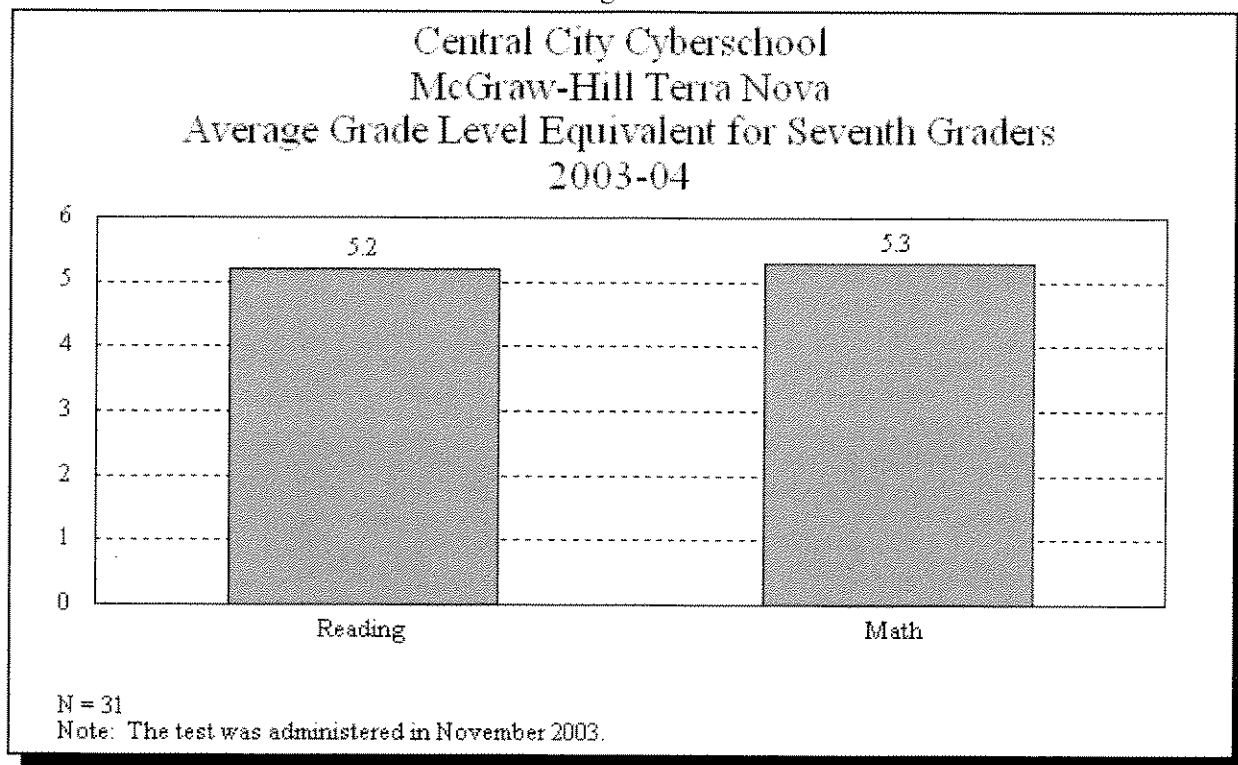
Figure 13



<sup>22</sup> Test results provided by the school indicated a March 2004 test date. However, the school attached a note to the test publisher's printout indicating the tests were administered in November 2003.

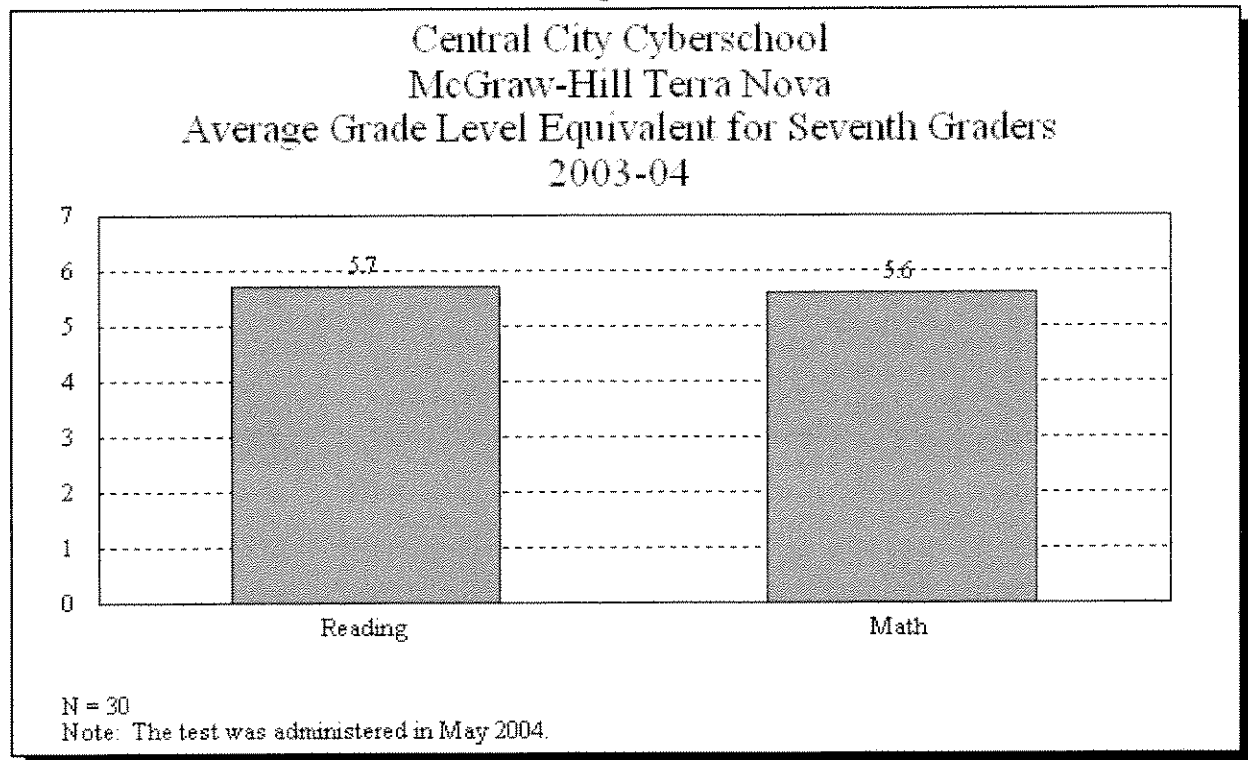
The seventh grade students tested on the Terra Nova demonstrated an average 5.2 GLE in reading and 5.3 GLE in math. See Figure 14.

Figure 14



Although not required, the school administered the Terra Nova to its seventh graders a second time. May 2004 results show that, near the end of the year, seventh graders were reading, on average, at the fifth grade level. Students exhibited math skills, on average, at the fifth grade level. See Figure 15.

Figure 15



## 5. Wisconsin Knowledge and Concepts Examination for Eighth Grade

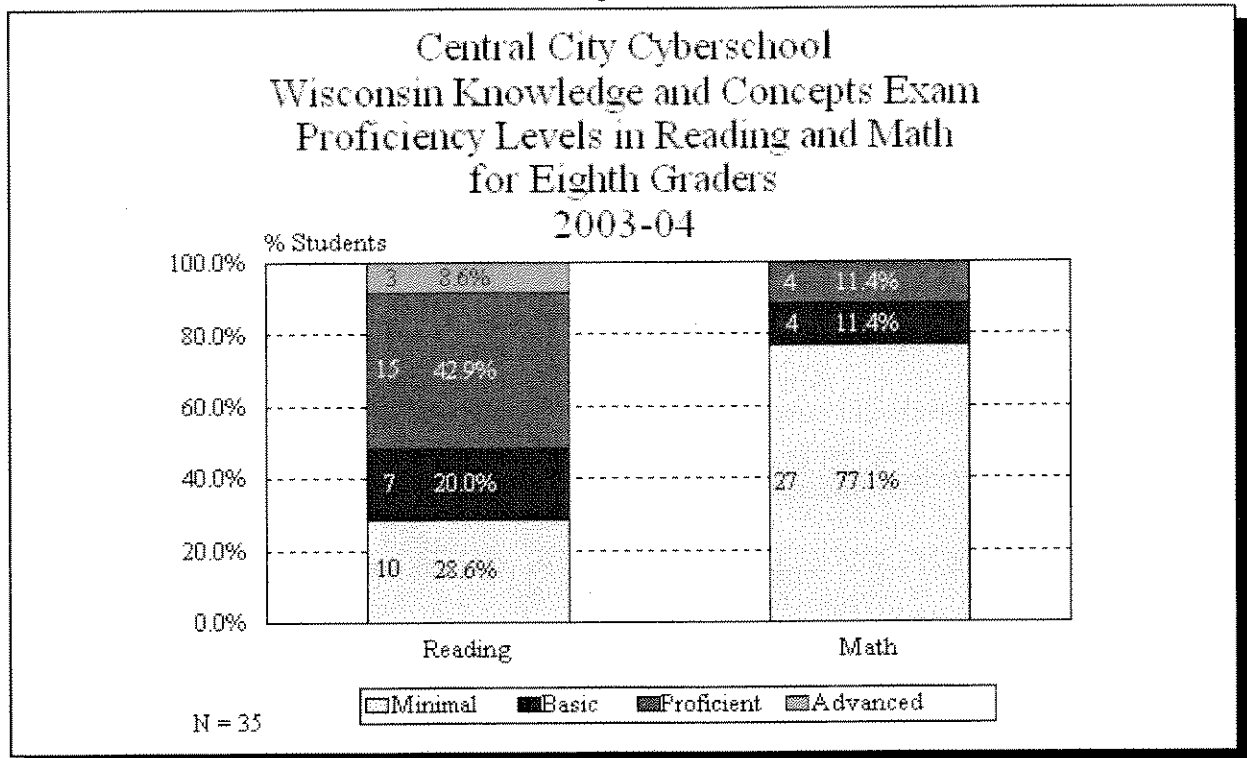
Proficiency levels from the Wisconsin Knowledge and Concepts Examination can range from minimal performance through advanced proficiency.<sup>23</sup> In November 2003, the WKCE was administered to 35 Cyberschool eighth grade students. Proficiency indicators<sup>24</sup> in reading and math for the eighth graders are illustrated in Figure 16. For example, ten (28.6%) eighth graders scored in the minimal reading proficiency range, while seven (20.0%) had a basic understanding, 15 (42.9%) scored in the proficient range, and three (8.6%) students were advanced readers. In terms of math ability, most (77.1%) students demonstrated minimal performance, four (11.4%) had a basic understanding, and four (11.4%) students had achieved a proficient level. No students demonstrated an advanced level of mathematics skills.

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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.

<sup>24</sup> According to DPI, the percentiles for the WKCE results will be forthcoming and were not available at the time of this report.

Figure 16



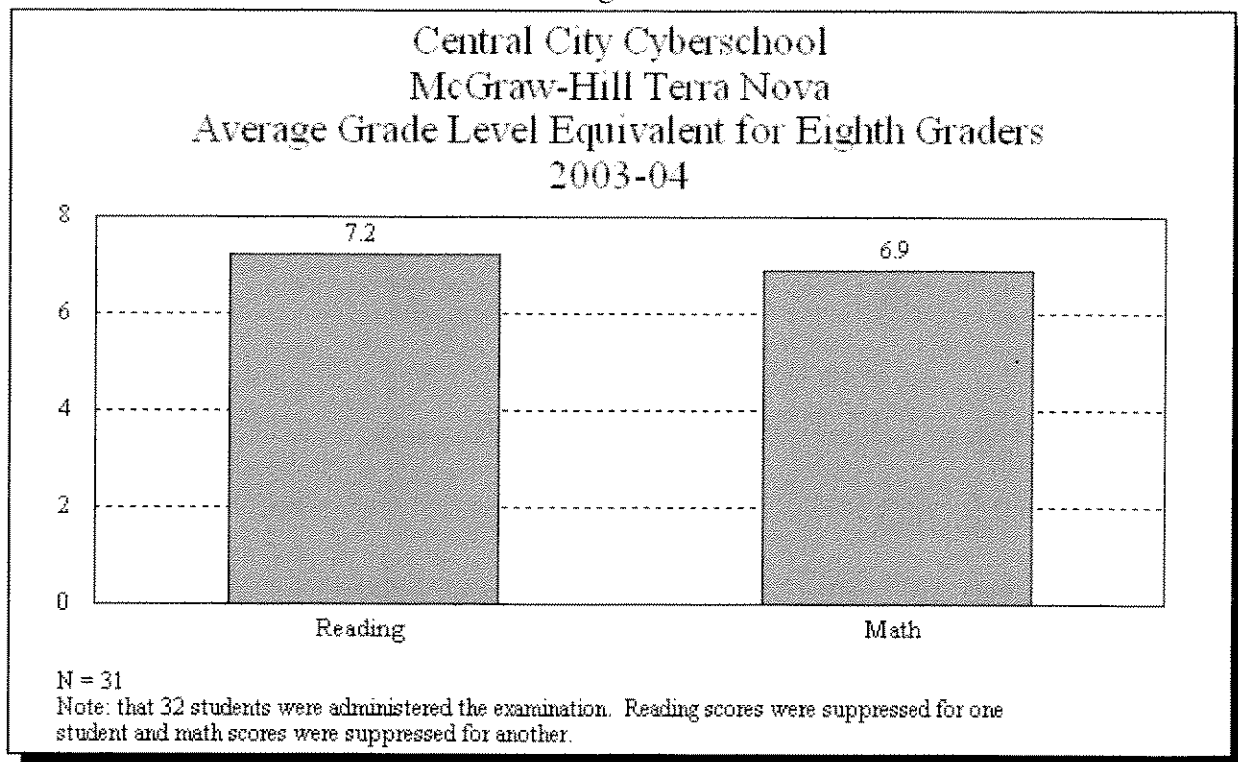
The final score from the WKCE is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions 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 5.0, meaning half of students scored at or below 5.0 and half scored between 5.0 and 6.5 on a scale of zero to nine. (Note that the score was not reported for one student.)

<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.



Although not required by CSRC, Cyberschool administered the Terra Nova examination to 32 eighth graders in May 2004. At the end of the year, these students were reading at an average of 7.2 GLE and scored an average GLE of 6.9 in math. See Figure 17.

Figure 17



**F. Multiple-Year Student Progress**

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests used have been the SDRT, WKCE, and the Terra Nova reading and math subtests. In the 2001-02 academic year, all of these measures were administered to students during the Spring semester. In the Summer of 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. The CSRC followed suit by requiring the Terra Nova for interim year testing to be administered in the Fall semester. Additionally, as explained above, the 2002-03 WKCE results no longer include GLE, but rather results are reported as proficiency levels. The SDRT test frame has remained in Spring.

The following table describes reading progress as measured by SDRT results, over two academic years, for 23 students enrolled in Cyberschool as first graders in 2002-03 and second graders in 2003-04. Overall SDRT totals indicate an average improvement of 1.0 GLE.

<p align="center"><b>Table 5</b></p> <p align="center"><b>Central City Cyberschool</b></p> <p align="center"><b>Average GLE Advancement from First to Second Grade</b></p> <p align="center"><b>(Based on SDRT)</b></p> <p align="center"><b>(N = 23)</b></p>			
Reading	Average GLE		
	First Grade (2002-03)	Second Grade (2003-04)	Advancement
<b>SDRT Total</b>	1.1	2.1	1.0

Note: Results are rounded to the nearest tenth.

There were 23 third graders who had been enrolled and tested as second graders. Because Cyberschool administered the SDRT to third graders this year, there was a unique opportunity to examine reading progress from second to third grade. As illustrated below, these 23 third graders achieved 0.7 GLE improvement over last year's (2002-03) SDRT scores. See Table 6.

Table 6			
Central City Cyberschool			
Average GLE Advancement from Second to Third Grade			
(Based on SDRT)			
(N = 23)			
Reading	Average GLE		
	Second Grade (2002-03)	Third Grade (2003-04)	Advancement
SDRT Total	1.9	2.6	0.7

Note: Results are rounded to the nearest tenth.

Note that there is no standardized test series required by CSRC that allows tracking progress from third to fourth grades. However, Cyberschool administered the SDRT to fourth graders this year. This allows for the unique opportunity to examine reading progress using SDRT results. As illustrated in Table 7, fourth graders exhibited an average of 0.6 GLE growth since last year.

Table 7			
Central City Cyberschool			
Average GLE Advancement from Third to Fourth Grade			
(Based on SDRT)			
(N = 16)			
Reading	Average GLE		
	Third Grade (2002-03)	Fourth Grade (2003-04)	Advancement
SDRT Total	3.0	3.6	0.6

CSRC requires a showing of academic progress of one year on average for students at grade level in the areas of reading and math as demonstrated on the Terra Nova reading and math subtests. Until 2002-03, the WKCE provided GLE in reading and mathematics. Since GLE are no longer provided for fourth and eighth graders, GLE progress using the WKCE for fourth and eighth graders is not possible at this time.

It is possible to track growth in reading and math for sixth and seventh grades. This year, there were only eight sixth graders for whom standardized test results were available in GLE for both the 2002-03 and 2003-04 school years. Due to the small size of this cohort, results cannot be included in this report. However, these students' scores are included in the calculation for school-wide advancement.

There were 18 seventh graders for whom standardized test results in GLE for both the 2002-03 and 2003-04 school years were available for comparison.<sup>26</sup> Students showed no advancement in average GLE reading. Student average GLE in math from 2002-03 (as sixth graders) to 2003-04 (as seventh graders) declined by 0.2. See Table 8.

<b>Table 8</b> <b>Central City Cyberschool</b> <b>Average GLE Advancement from Sixth to Seventh Grade</b> <b>(Based on Terra Nova)</b> <b>(N = 18)</b>			
Subject Area	Average GLE		
	Sixth Grade (2002-03)	Seventh Grade (2003-04)	Advancement
Reading	4.9	4.9	0.0
Math	5.3	5.1	-0.2

Note: Results are rounded to the nearest tenth.

Because the school administered the Terra Nova to eighth graders, there was a unique opportunity to examine student progress in reading and math. Note that the 2002-03 scores were

<sup>26</sup> CRC compared the fall 2002 Terra Nova with the fall 2003 Terra Nova.

based on an examination of the Terra Nova scores from November 2002 and the 2003-04 scores were obtained from the May 2004 administration of the Terra Nova. Results are illustrated below.

Table 9			
Central City Cyberschool			
Average GLE Advancement from Seventh to Eighth Grade			
(Based on Terra Nova)			
(N = 28)			
Subject Area	Average GLE		
	Seventh Grade (November 2002)	Eighth Grade (May 2004)	Advancement
Reading	6.0	7.5	1.5
Math	5.7	6.9	1.2

Note that there was approximately 1.5 school years between test administrations. This differs from the time used to calculate annual school growth, which is approximately one year. Because of the time difference, results are not included in school-wide calculations of annual growth.

To estimate school-wide advancement in reading and math, scores from students tested in two consecutive years were used. The school-wide average advancement in reading, based on 62 second, third, and fourth grade SDRT scores, was 0.8, near the 1.0 CSRC expected growth. The school-wide average advancement in the past year for 26 sixth and seventh graders, based on 2002-03 and 2003-04 Terra Nova, was 0.4 GLE in reading and -0.1 for math, falling short of the 1.0 GLE gain in reading and math expected by CSRC. See Tables 10a and 10b.

Table 10a	
Central City Cyberschool School-Wide Average Advancement in Reading	
	Average GLE Advancement
Second, Third, and Fourth Grade SDRT (n = 62)	0.8
Sixth and Seventh Grade Terra Nova (n = 26)	0.4

Note: Results are rounded to the nearest tenth.

Table 10b	
Central City Cyberschool School-Wide Average Advancement in Math (Based on Terra Nova)	
	Average GLE Advancement
Sixth and Seventh Grade (n = 26)	-0.1

Note: Results are rounded to the nearest tenth.

Multi-year student progress can also be examined over two full academic years using first to third grade SDRT and second to fourth grade SDRT scores. Two-year progress can also be examined for fourth to sixth grade using the WKCE<sup>27</sup> and Terra Nova, and for fifth through seventh grade using Terra Nova scores.

This year, there were 12 third graders who had been given the SDRT in 2001-02 as first graders. These students advanced an average GLE of 1.5. See Table 11.

<sup>27</sup> The WKCE included GLEs in 2001-02.

Table 11			
Central City Cyberschool			
Average GLE Advancement from First to Third Grade			
(Based on SDRT)			
(N = 12)			
Reading	Average GLE		
	First Grade (2001-02)	Third Grade (2003-04)	Advancement
SDRT Total	1.0	2.5	1.5

Note: Results are rounded to the nearest tenth.

There were nine fourth graders who had been enrolled in Cyberschool in 2001-02 as second graders. GLE progress for these students could not be included in this report due to the small size of this cohort. Scores for these students are included in the school-wide average advancement.

There were eight sixth graders tested this year on the Terra Nova who were also tested as fourth graders in 2001-02 on the WKCE. (Note that the WKCE included GLE in 2001-02.)

There were nine seventh graders who had been tested in 2001-02 as fifth graders. Due to the small size of these cohorts, results for these groups were not included in this report. However, these scores are included in the school-wide average advancement over the past two years.

Overall, progress in reading since 2001-02, as measured by 12 third and nine fourth grade SDRT Total scores, was 1.3 GLE. Overall, progress as measured by the WKCE and Terra Nova for eight sixth and nine seventh graders was 0.9 GLE in reading and 0.7 GLE in math. See Tables 12a and 12b.

Table 12a	
Central City Cyberschool Two-Year School-Wide Average Advancement in Reading	
	Average GLE Advancement
Third and Fourth Grade SDRT (n = 21)	1.3
Sixth and Seventh Grade WKCE and Terra Nova (n = 17)	0.9

Note: Results are rounded to the nearest tenth.

Table 12b	
Central City Cyberschool Two-Year School-Wide Average Advancement in Math (Based on Terra Nova)	
	Average GLE Advancement
Sixth and Seventh Grade (n = 17)	0.7

Note: Results are rounded to the nearest tenth.

### G. Multiple-Year Student Progress for Students Below Grade Level

Another CSRC requirement related to student progress is that the school demonstrate a GLE advancement of more than one academic year for students who tested below grade level in reading and math during the previous (2002-03) academic year. To protect student identity, progress is reported for group sizes of ten or more. However, student progress in groups fewer than ten students is included in the school's total average GLE advancement.

Reading progress for students who tested below grade level in 2002-03 is provided in the following table.



Table 13		
Central City Cyberschool Average GLE Advancement for Students Who Tested Below Grade Level in Reading		
2002-03 to 2003-04	N	Average GLE Advancement
First to second grade	12	1.0
Second to third grade	13	0.7
Third to fourth grade	9	Cannot report due to n size
<b>Total (SDRT)</b>	<b>34</b>	<b>0.7</b>
Fifth to sixth grade	5	Cannot report due to n size
Sixth to seventh grade	14	0.2
<b>Total (Terra Nova)</b>	<b>19</b>	<b>0.3</b>

There were five of 12 second graders, and three of 13 third graders, who met the GLE advancement requirement of greater than one year. No fourth graders advanced more than one GLE. One of five sixth graders advanced more than one year, and two of 14 seventh graders progressed more than one GLE between 2002-03 and 2003-04, after having tested below grade in 2002-03.

Math progress for students who tested below grade level in 2002-03 is provided in the following table.

Table 14		
Central City Cyberschool Average GLE Advancement for Students Who Tested Below Grade Level in Math		
2002-03 to 2003-04	N	Average GLE Advancement
Fifth to sixth	7	Cannot report due to n size
Sixth to seventh	13	0.0
<b>Total</b>	<b>20</b>	<b>0.1</b>

Note that none of the seven sixth graders advanced more than one GLE. Two of 13 seventh graders who tested below grade in math in 2002-03 advanced more than one GLE.

#### IV. CONCLUSIONS/RECOMMENDATIONS

This report covers the fifth year of Central City Cyberschool's charter school status. For this academic year, Central City Cyberschool has met 8 of 11 of its education requirements in their charter school contract with the City of Milwaukee. One provision not met was that all teachers have a license or permit to teach. There were also two requirements related to student progress over multiple years that were not met. In addition to the information explained in the body of this report, please see Appendix A for an outline of specific contract provision compliance information.

The major findings for this year were:

- Average student attendance was 92.8%.
- On average, all students reached mastery/advanced or progressed one level in over 80.0% of language arts, math, and technology skills.
- The SDRT results for first grade show that students were on average, reading at 1.5 GLE.
- The SDRT results for second grade show that students were on average, reading at 2.1 GLE.
- The SDRT results for third grade show that students were on average, reading at 2.5 GLE.
- The WRCT for third graders indicated that 24.0% of Cyberschool's third grade students were functioning at the minimal level of reading comprehension, 64.0% were basic, and 12.0% were proficient. No third graders scored in the advanced proficiency level.
- The SDRT total for fourth grade indicated that students were on average, reading at 3.3 GLE.

- The WKCE for fourth graders indicated that 40.6% of students were proficient readers and 6.3% were advanced. Half (50.0%) of fourth graders exhibited minimal level math skills.
- The Terra Nova results for the fifth grade indicate that students were, on average, reading at 5.4 GLE. Students scored an average of 4.1 GLE in math.
- Sixth grade Terra Nova results indicated that students scored an average GLE of 5.3 in reading and 4.5 in math.
- On average, seventh graders were reading at 5.2 GLE and exhibited math skills at 5.3 GLE.
- The WKCE for eighth graders indicated 42.9% of students were proficient and 8.6% advanced readers. Most (77.1%) eighth graders exhibited minimal level math skills.
- The average one-year advancement in reading for second through fourth graders was 0.8 GLE and 0.4 GLE for sixth and seventh graders.
- The average one-year advancement in math for sixth and seventh graders was 0.1 GLE.
- The average two-year advancement for all students with comparison scores was 1.3 GLE in reading and 0.7 GLE in math.
- The average advancement for students who tested below grade level in reading in 2002-03 with comparison 2003-04 scores was 0.7 GLE for second through fourth graders and 0.3 GLE for sixth and seventh graders.
- The average advancement for sixth and seventh grade students who tested below grade level in math in 2002-03 with comparison 2003-04 scores was 0.1 GLE.

After reviewing the information in this report and considering the information gathered during the principal's interview in June 2004, it is recommended that the focus of activities for the 2004-05 year include the following:

- Implement the Reading First program. This program 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.)

- 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 Cyberschool Learning Center, the Open Court Reading Program, and the use of the Title I funds for summer programming.
- Develop a method to supply CRC with electronic data to analyze and compile. All records should include a unique student identification number.

**APPENDIX A**  
**CONTRACT COMPLIANCE CHART**

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

**Overview of Compliance for Educationally Related Contract Provisions  
2003-04**

<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. 3-6	Description of educational program.	Pages 2-5	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 2-4	Met
Section D, p. 8	Administration of required standardized tests.	Pages 16-33	Met
Section D, p. 9	Academic criteria #1: maintain local measures, showing pupil growth in demonstrating curricular goals.	Pages 12-15	Met
Section D, p. 9	Academic criteria # 2: minimum gain in reading and math of one grade level, as measured by standardized tests, for all grades.	Pages 34-39	Not Met
Section D, p. 9	Academic criteria #3: more than one grade level gain in reading and math for pupils whose prior performance was below grade level.	Pages 40-42	Not Met
Section E, pp. 11-12	Parental involvement.	Pages 7, 11-12	Met
Section F, p. 20	Instructional staff hold a DPI license or permit to teach.	Page 5	Not Met*
Section I, p. 13	Maintain pupil database information for each pupil.	Pages 8-9	Met
Section K, p. 14	Disciplining procedures.	Pages 7-8	Met

\* One of 15 classroom teachers did not hold a DPI license or permit to teach.

**APPENDIX B**  
**OUTCOME MEASURE AGREEMENT MEMO**

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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

**MEMORANDUM**

**DATE:** 20 October 2003  
**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 2003-2004 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.

*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, parents will attend at least 66% of the 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 our new Open Court literacy program (grades K-6), as well as our Destination Reading phonemic awareness software (grades K-4). Also, substantial curriculum writing will be completed by teachers to disseminate models of best practice by integrating technology improve teaching and learning.

*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

<b>Mathematical Processes:</b> 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

<b>Media and Technology:</b> 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:

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

**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**

This test will be administered on an annual basis in the spring. 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*

**Grade Level: 3      Measurement tool: Wisconsin Reading Comprehension Test**

This test 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.

*DATA NEEDED:*

*Reading Comprehension for Third Graders*  
*Proficiency levels*

**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. The SDRT will be administered in the spring.

**DATA NEEDED:**

*WKCE for Fourth Graders*

*Proficiency levels/Scale scores*

*Reading*

*Language*

*Math*

*Science*

*Social Studies*

*Writing Prompt score*

*SDRT for Fourth Graders*

*GLEs*

*Vocabulary*

*Comprehension*

*Scanning*

*SDRT total*

**Grade Levels: 5, 6, & 7 Measurement tool: McGraw Hill Terra Nova 2**

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*

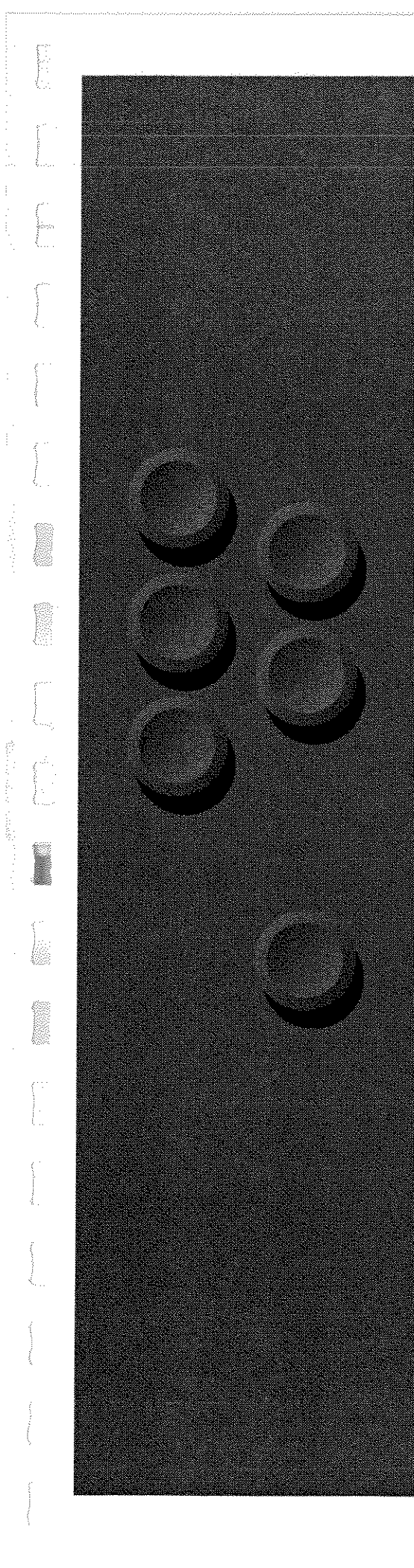
*Language*

*Math*

*Science*

*Social Studies*

*Writing Prompt score*



# Downtown Montessori Programmatic Profile and Educational Performance

## 2003-2004 Academic Year

*Janice Ereth, Ph.D.  
Susan Gramling  
Theresa Healy*

*September 2004*

Prepared by:  
*Children's Research Center*

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Appendix A: Contract Compliance Chart

Appendix B: Outcome Measure Agreement Memo

Prepared for:

***Downtown Montessori Academy, Inc.***

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Milwaukee, WI 53211

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**CONTRACT COMPLIANCE ABSTRACT**  
for  
**Downtown Montessori Academy, Inc.**  
**Sixth Year of Operation as a City of Milwaukee Charter School**  
**2003-2004**

- I. Downtown Montessori has met 10 of 12 of the educational provisions noted in its contract with the Charter School Review Committee (CSRC). Note, however, that the two provisions that were not met this year could not be reported because of the small cohort size.
- Composite scores from the required standardized tests for all students were not included in this report due to the low number of students with year-to-year scores.
  - Composite scores from the required standardized tests for students whose prior performance was below grade level were not included in this report due to the low number of these students with year-to-year scores.
- II. Analysis of academic performance criteria described in the outcome measures agreement memo shows:
- Downtown Montessori developed and maintained local measures of academic achievement that showed pupil growth in curriculum goals, in accordance with the memo.
  - The required minimal gain of one grade level for all students could not be reported for Downtown Montessori's second through fifth grade students due to the small size of the cohorts and/or different test series between the grades.
  - The required minimal gain of more than one grade level for students performing below grade level in reading or math last year could not be reported due to the small size of the cohorts and/or different test series between the grades.
- III. Recommendations:
- Continue the literacy activities begun during the 2003-04 academic year.
  - Continue implementation of the Strategic Plan for Resource Development toward the ultimate goal of finding a new space for the school.
  - After the new reading curriculum is implemented, develop and implement methods to improve students' math testing skills.

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**SUMMARY STATEMENT OF CONTRACT COMPLIANCE**  
for  
**Downtown Montessori Academy, Inc.**  
**Sixth Year of Operation as a City of Milwaukee Charter School**  
**2003-2004**

This sixth annual report on the operation of the Downtown Montessori Academy 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. Downtown Montessori has met 10 of 12 of its educational contract provisions. 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. Note that the two provisions that were not met could not be reported this year due to the small number of students in each cohort.
  
- II. In the Fall of each academic year, CRC and Downtown Montessori identify educationally-related outcome measures to further define and quantify some of the contract provisions. 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 2003-04 academic year:

**Attendance:** Average student attendance was 93.1%.

Outcome measure: Met

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

Outcome measure: Met

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

**Exceptional Education Needs Students:** There were four children with special education needs. The Individual Education Program information was provided for these students.  
Outcome Measure: Met

**Local Measures of Academic Achievement:**

- On average, the K4 and K5 students made steady progress or mastered between 83.5% and 98.9% of the skills presented, depending on the skill area.  
Outcome Measure: Met
- On average, students in grades one and two either made steady progress or mastered between 82.5% and 95.2% of the skills presented, depending on the skill area.  
Outcome Measure: Met
- On average, third through fifth graders made steady progress or mastered 69.4% to 94.6% of skills presented.  
Outcome Measure: Met

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

- Multiple-year progress information was available for eight second graders and four fifth 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 fifth graders.) Due to the small size of these cohorts, progress for each grade could not be included in this report. Because the school administered the SDRT to fifth graders this year, CRC was able to combine average progress in reading for these eight second and four fifth graders. Average progress for these 12 students was 1.2 grade level equivalent (GLE) from 2002-03 to 2003-04.  
Outcome Measure: Met
- SDRT results were available for two fourth graders who had taken the SDRT as second graders in 2001-02. Due to the small size of this cohort, results could not be included in this report.

## I. INTRODUCTION

This report is the sixth in a series of annual program monitoring reports to address educational outcomes of each of the City of Milwaukee charter schools. As one component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee, this report was prepared as a result of a contract between the Charter School Review Committee (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:

- a site visit wherein a structured interview was conducted with the administrator, critical documents were reviewed and copies obtained for CRC files, and classroom instruction was observed and notes recorded on student-teacher interactions. Special attention was paid to obtaining information on procedures to record and monitor the education status and academic achievements of each student. Information was gathered regarding the school's current computer/technology capabilities. Additional scheduled and unscheduled site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
- conducted an end-of-the-year structured interview with the administrator.
- reviewing the school's procedures to collect student monitoring information such as enrollment, termination, attendance, and data in an automated database.
- obtaining a copy of Downtown Montessori's database. The school supplied report cards, the Metropolitan Reading Test (MRT), and other standardized tests on paper.
- compiling results.

## 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 International 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 the academic program that follows the natural plan 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 utilizing a discovery rather than a didactic approach.

Curriculum in a Montessori approach involves the following areas of discovery for first-, second-, and third-year Montessori students (the equivalent of K3, K4, and K5 students), and for first through fifth graders at the complex levels:

- a. Practical Life: activities foster order, activity, and independence. Through these activities, children learn to care for the person and the environment, and to develop grace and courtesy in socially-related experiences.
- b. Sensorial: activities assist children in refining the use of their senses and enable children to create order and clarity in their sensory impressions.



- c. Mathematics: approach utilizes materials and supplies that concretely represent quantities in a variety of ways. Children not only see the symbols for numbers, but can hold corresponding quantities in their hands. As they develop in mathematical concepts, children learn to demonstrate to themselves the basic operation of arithmetic.
- d. Language Development: activities begin with speech and progress into writing and reading. The sandpaper alphabet is used to teach the phonetic sounds. Geometric insets are used to develop the small muscles in preparation for writing. The moveable alphabet, phonogram booklet, and grammar boxes are used to teach analysis of sentences.
- e. Foreign Language: taught via supplementary activities to take advantage of the young children's ability to acquire multiple languages.
- f. Geography: initially a sensorial experience; globes, puzzle maps, flags, and geographical land formations enable the children to learn about and become interested in the world and its cultures.
- g. Science: curriculum includes experiments in botany and zoology. Nature studies are conducted both in and out of the classroom.
- h. Art: supplementary to the Montessori curriculum. Once the children have been introduced to a particular media, they are free to create within the limits of that media. In addition, art materials, equipment, and supplies are always available in the classroom.
- i. Music: musical creativity is encouraged through free expression and the use of Montessori music materials. Children learn folk songs and foreign language songs. Children are introduced to a variety of musical and rhythm instruments.
- j. Computers: located in a computer center with IBM compatible and Macintosh computers. The children use a variety of educational software at various times of the day.
- k. Periodic Programs: held by parents and other community members to demonstrate career opportunities to children.

## 2. Teacher Information

During the 2003-04 academic year, there were five teachers in four classrooms at Downtown Montessori. Each of the four classrooms<sup>1</sup> was staffed with teachers that held valid Wisconsin Department of Public Instruction (DPI) licenses or permits. An additional teacher, who co-taught with a DPI certified teacher, held Montessori certification only. All of the five DPI licensed teachers also held Montessori certification.

Montessori teachers serve as student guides, with the pupils 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.

Teachers participated in two in-services regarding special education issues. The first, prior to the beginning of school in August 2003, focused on the Individuals with Disabilities Education Act. During October, the staff at the school established a study team called the Caterpillar Club to evaluate children and identify interventions on an ongoing basis before the Individual Educational Program (IEP) process. In June, the in-service focused on a review of the club's effectiveness, adaptation of the forms used in 2003-04, and the evaluation process for the 2004-05 academic year.

Downtown Montessori's teachers also participated in literacy training as described later in this report. Each teacher received a copy of the 2003-04 Policy Manual for Faculty.

Downtown Montessori teachers are evaluated informally as needed throughout the academic year. There is also an annual survey of parents that reflects degree of satisfaction with teachers.

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<sup>1</sup> 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.

### **3. Parental Involvement**

Parents of students have a unique opportunity for regular communication with their child's teachers because the parent brings the child into the building. Downtown Montessori also published the annual Parent-Student Handbook. Teachers encouraged parental involvement by sending a letter and calendar home at the start of each month. Teacher email addresses were shared with parents. Downtown Montessori held two parent conferences during the academic year, as well as several parent informational meetings and programs.

Parents attended parent education nights with their classroom 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, invitations to assist with field trips, parents reading to children, and 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.

The PTA organized monthly meetings with teachers attending on a rotating basis. The parents held an auction to raise funds. Parents attended a harvest lunch, a Winter sing, a Spring sock hop, and a student production about the history of the State of Wisconsin.

### **4. Discipline Policy**

A revised discipline policy was published in the 2003 Parent-Student Handbook. It is most important in dealing with children that a consistent environment be prepared for the child. Adult reactions to the child are tested daily. When actions of a child demand correction, it is most important that all adults 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 that are contrary to established rules, the object is to redirect the child to other activities.

All staff and parents should serve as role models for the children, reflected in their conduct with the children, other staff, and other parents. Each child should be dealt with positively, avoiding showing anger.

The "time out" procedure will be used only if redirection of the child does not work. The length of "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:

- 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
- 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 expulsion of students are considered a last choice and subject to Board review.

## **B. Student Population**

Downtown Montessori started the 2003-04 school year<sup>2</sup> with 74 children in K3 through fifth grade. By the end of the year, eight new students joined the school and two children had withdrawn. One child moved away and the other child was removed due to parental dissatisfaction with the program. Of the 80 students who remained enrolled:

- fourteen (17.5%) were in pre-kindergarten for three-year-olds, 13 (16.3%) were in pre-kindergarten for four-year-olds, 15 (18.8%) were in kindergarten, 16 (20.0%) students were in first grade, ten (12.5%) students were second graders, six (7.5%) students were in third grade. There were two (2.5%) fourth graders and four students (5.0%) were in the fifth grade;
- thirty-nine (48.8%) students were Caucasian, 25 (31.3%) were African American, eight (10.0%) students were Hispanic, three (3.8%) students were biracial, and there were three (3.8%) Asian students. Race was not specified for two students;
- forty-eight (60.0%) were girls and 32 (40.0%) were boys; and
- four (5.0%) students had special education needs. The files indicated that these students had current IEPs indicating that they were eligible for services and that their parents were involved in developing the IEP.

Data regarding the number of students returning to Downtown Montessori from the previous year were gathered in the Fall of 2003. Of the 79 students attending Downtown Montessori on the last day of the 2002-03 academic year who were eligible for continued enrollment at the school this past academic year, 62 enrolled and attended Downtown Montessori in September 2003. This represents a return rate of 78.5%. This compares to a return rate of 73.7% in the Fall of 2002.

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<sup>2</sup> As of September 6, 2003.

### **C. Hours of Instruction**

The 2003-04 school year consisted of 165 possible 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 kindergarten (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.

### **D. 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.

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

Following is a description of Downtown Montessori's response to the activities that were recommended in its programmatic profile and education performance report for the 2002-03 academic year:

- Regarding the recommendation that Downtown Montessori continue the effort to maintain teachers with DPI certification or permits to teach, in addition to their Montessori certification: This year, as needed, the school has provided financial support for teachers' continuing education, as well as release time to complete their continuing education classes.

- Regarding the recommendation that Downtown Montessori continue the effort to seek a new facility by hiring a strategic planning and development facilitator: The administration at the school obtained a Walton Foundation grant which provided funds to engage the firm Growth Design to assist in developing a strategic plan for resource development. The plan has been shared with parents with a favorable response as well as with the school's accountant who believes the plan is a realistic approach to financial planning. The board of directors met in June to finalize the Strategic Plan for Resource Development. The next step is for parents to be grouped into two major committees, one to develop resources including foundation funding and a capital campaign and another to actually locate an appropriate building. These committees will be supported by personnel from Growth Design.
- Regarding the recommendation to implement a pilot program to improve reading skills for students lagging behind:
  - ▶ All teachers participated in the Literacy Program provided through Cardinal Stritch University. The program is designed to train student peer tutors, parents, and support staff to work with at-risk readers on oral reading. Montessori will continue to use this program to increase the number of trained personnel and parents.
  - ▶ The school hired a literacy specialist as a consultant to work with teachers and students on an ongoing basis. This consultant will continue to work with the school during the 2004-05 academic year.
  - ▶ The school has recently purchased a new reading series (McMillan/McGraw) for Kindergarten through fifth grade for implementation in October 2004. The format and content of this series is appropriate to support the Montessori approach. In September 2004, each student will be assessed and grouped according to reading level across the grades.

### 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 six academic years. This year, the school established attendance, parent conference, and parent contract goals. In addition, the school used internal and external measures of academic progress. This section of the report describes school success in meeting attendance, conference, and parent contract goals. It also

describes student progress as measured internally by scholastic progress reports, and the Metropolitan Readiness Test (MRT), and externally as measured 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 assessments.

**A. Attendance**

At the beginning of the academic year, the school established a goal to maintain an average attendance rate of 80%. This year, the school surpassed this goal as students, on average, attended<sup>3</sup> school 93.1% 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% 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. 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% 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.

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<sup>3</sup> Attendance was calculated for 82 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.



## **C. 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, expressing clearly the quality of pupil work that is expected, and providing evidence that students are meeting local benchmarks.

### **1. Scholastic Progress Reports**

For the third consecutive year, Downtown Montessori elected to use the Scholastic Progress Reports to track children's progress on a variety of skills. There is one report card for K3 through K5, one for first and second graders, and a report card for third through fifth grade. 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, animals of the world.

The two-page report card for children in first and second grades (ages six to nine) assesses progress in language, mathematics, geometry, geography, biology, and history. Third, fourth, and fifth grade report cards (ages 9 to 13) assess children's skills in subjects such as language, cultural subjects, mathematics, and geometry.

All students are rated on each skill as "new presentation," "having difficulty," "making steady progress," or "has mastered the skill." If a particular item does not apply, no rating is reached.

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

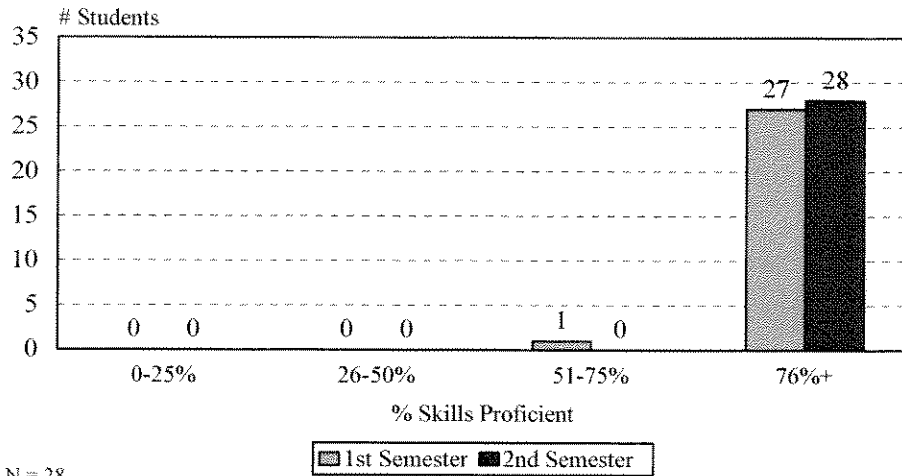
This year, the school established goals for practical life, sensorial, mathematics, language, and cultural areas for students in K4 and K5. There were no goals for K3 students. The next five figures describe the percentage of skills in which K4 (pre-kindergarten) and K5 (kindergarten) students reached "making steady progress" or "has mastered the skill." Rates are calculated for each child depending upon if/when the skill was first introduced, and averaged across all children.<sup>4</sup> For example, 27 of the 28 students exhibited progress or mastery in 76% or more of the practical life skills that had been presented in the first semester, and all 28 students showed progress or mastery in 76% or more of the skills that were presented in the second semester (see Figure 1). In terms of sensorial discrimination skills, 24 students were progressing or had mastered 76% or more of the skills that had been presented to them in the first semester, and all 28 showed progress or mastery in 76% 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.

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<sup>4</sup> Rates were calculated by dividing the number of skills "progressing" or "mastered" by the number of skills presented for each student.

Figure 1

### Downtown Montessori Practical Life Steady Progress or Mastery Pre-Kindergarten Through Kindergarten 2003-04

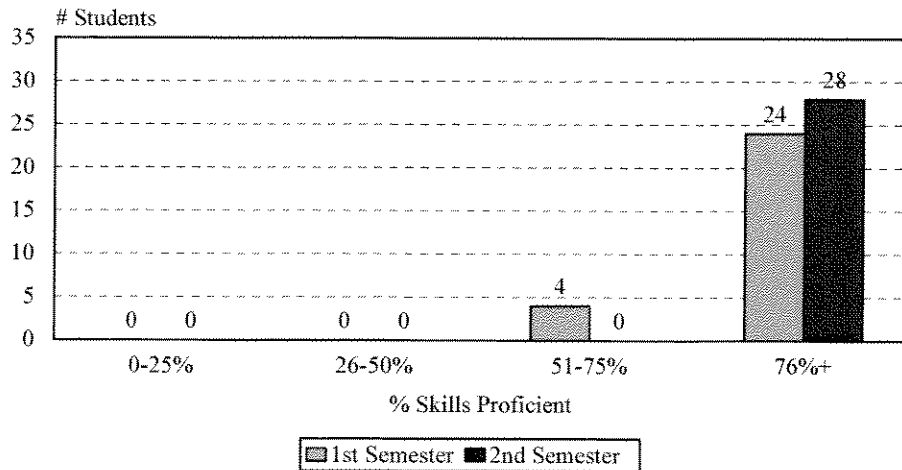


N = 28

Students were graded on an average of 54 skills in the first and 55 skills in the second semester. On average, students reached steady progress or mastery in 98.0% of skills presented in first semester, 99.7% of skills presented in second semester, and 98.9% overall.

Figure 2

### Downtown Montessori Sensorial Discrimination Steady Progress or Mastery Pre-Kindergarten Through Kindergarten 2003-04



N = 28

Students were graded on an average of 19 skills in the first and 19 skills in the second semester. On average, students reached steady progress or mastery in 92.2% of skills presented in first semester, 97.7% of skills presented in second semester, and 95.3% overall.

Figure 3

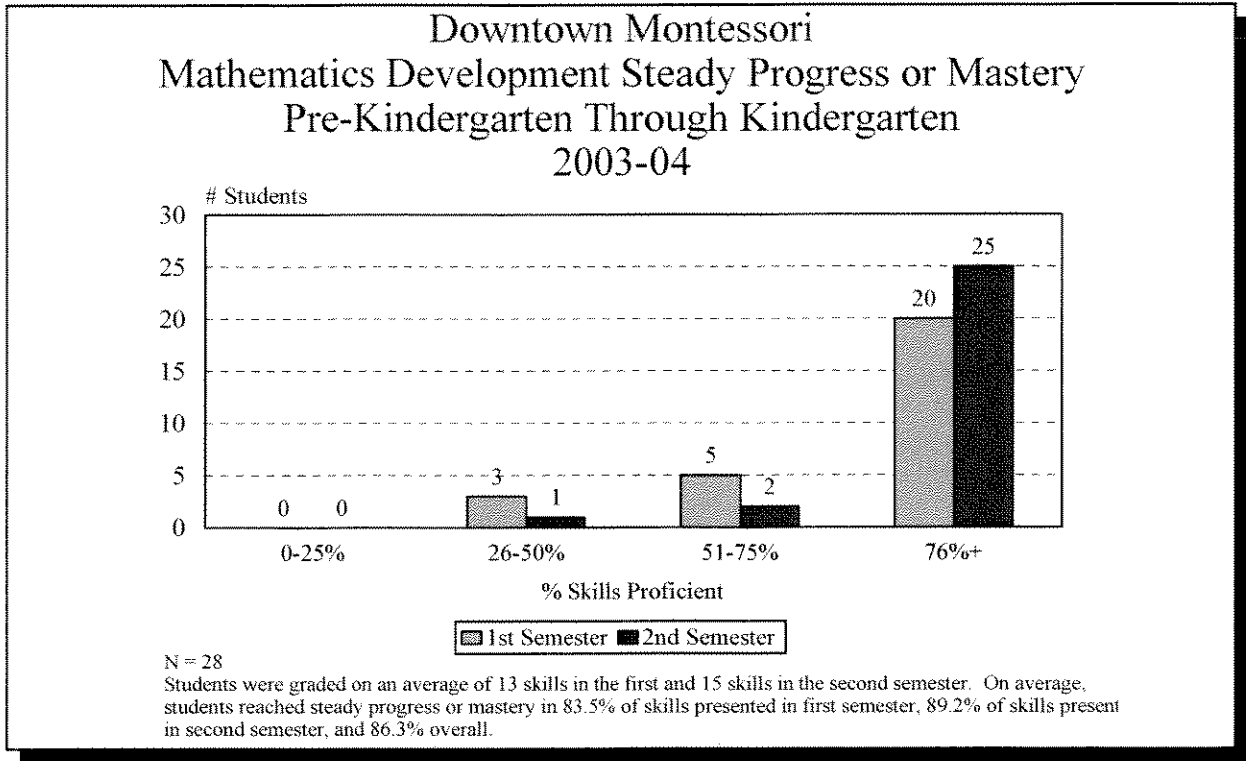


Figure 4

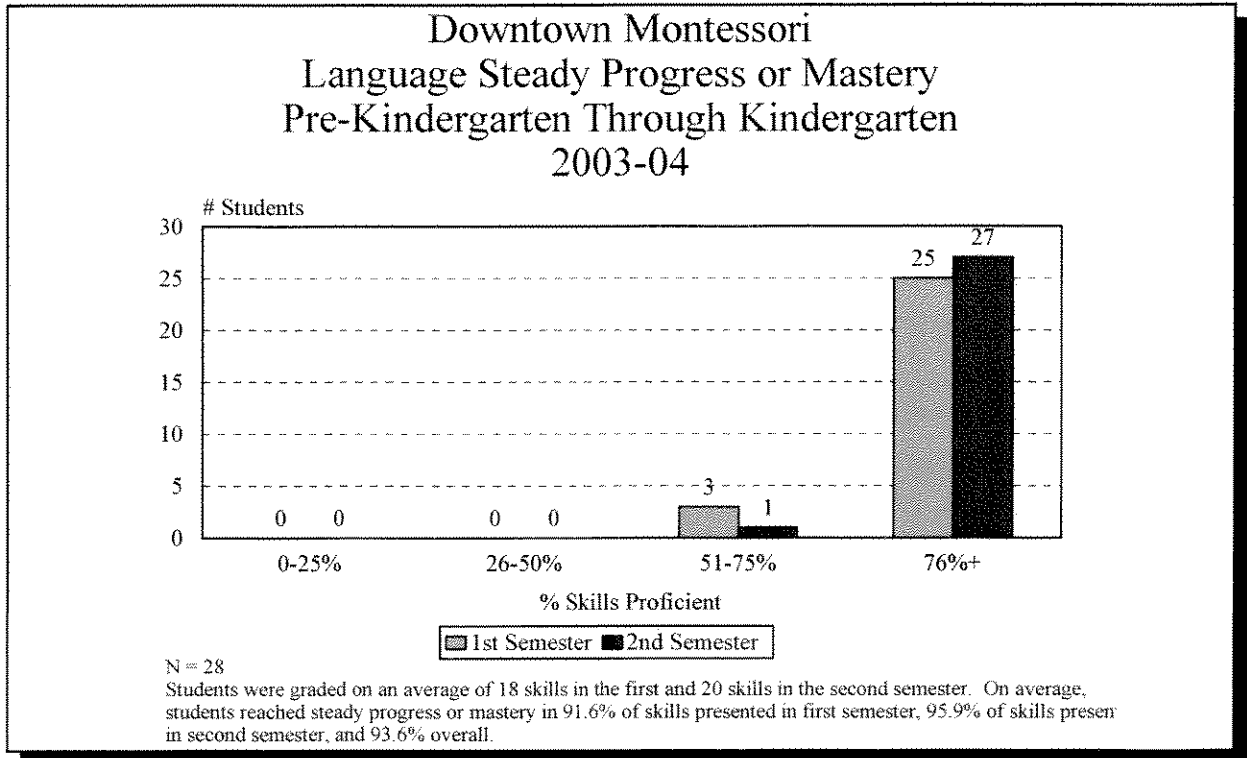
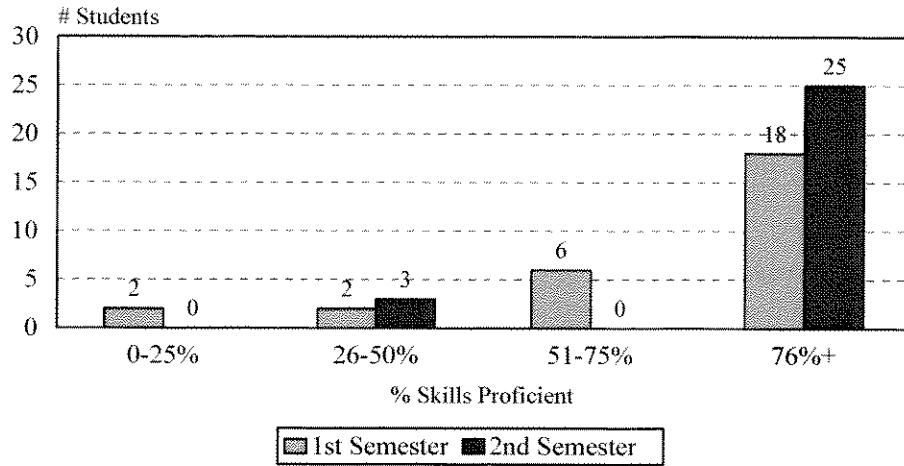


Figure 5

### Downtown Montessori Cultural Areas Steady Progress or Mastery Pre-Kindergarten Through Kindergarten 2003-04



N = 28

Students were graded on an average of 16 skills in the first and 17 skills in the second semester. On average, students reached steady progress or mastery in 76.7% of skills presented in first semester, 91.0% of skills present in second semester, and 83.5% overall.

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

- almost all (98.9%) of the practical life skills overall,<sup>5</sup> (98.0% of the practical life skills presented during the first semester were achieved that semester, and 99.7% of the skills presented in the second semester were achieved);
- 95.3% of the sensorial skills overall, (92.2% of the sensorial skills presented in first semester were achieved during the first semester, and 97.7% presented in the second semester were achieved);
- 86.3% of the mathematics skills overall, (83.5% of the mathematics skills presented in first semester were achieved during the first semester, and 89.2% presented in the second semester were achieved);
- 93.6% of the language skills overall, (91.6% of the language skills presented in first semester were achieved during the first semester, and 95.9% presented in the second semester were achieved); and
- 83.5% of the cultural areas skills overall, (76.7% of the cultural areas skills presented in first semester were achieved during the first semester, and 91.0% presented in the second semester were achieved).

**b. First and Second Grade**

Like the K3 through K5 report cards, student progress in grades one and two is tracked in a variety of areas such as:

- Language, e.g., grammar and writing;
- Mathematics, e.g., number theory, measurement operations, and word problems;
- Geometry, e.g., shapes, lines, angles;
- Geography, e.g., continents;
- Biology, e.g., use of a microscope; and
- History, e.g., civics and U.S. history.

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<sup>5</sup> The end of the year percentage includes achieving “steady progress” or “mastery” on skills presented during the first semester.

Again, the students are rated on each skill as “new presentation,” “having difficulty,” “making steady progress,” or “has mastered the skill.” In addition, there are items to assess student reading and math ability as below, at, or above grade level as assessed by the teacher.

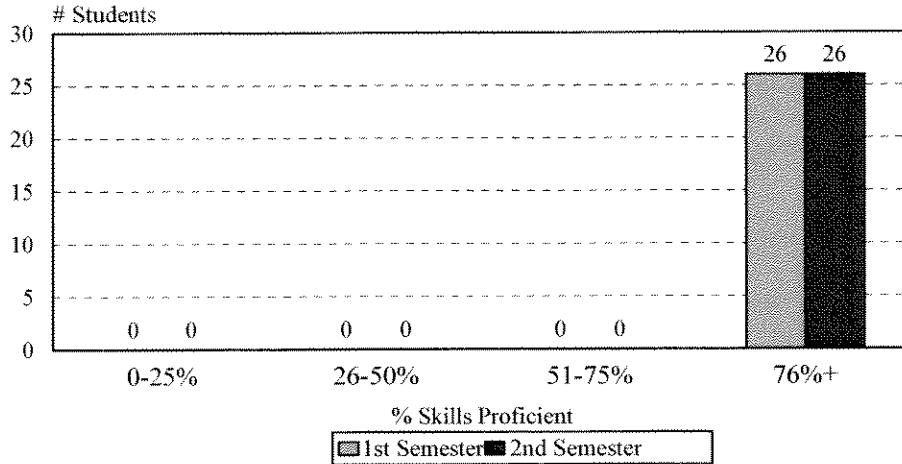
The next six figures describe the percentage of skills in which first and second grade students showed making steady progress or mastery in each semester.<sup>6</sup> For example, all 26 students exhibited progress or mastery in 76% or more of the language skills that had been presented in the first semester, and all 26 students progressed or mastered 76% or more language skills that were presented in the second semester (see Figure 6). In terms of math skills, 14 students showed progress or mastery in 76% or more of the skills that had been presented to them in the first semester, and 16 students showed progress or mastery in 76% or more skills in the second semester (see Figure 7). Similar information is provided in Figures 8 through 11.

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<sup>6</sup> Rates were calculated by dividing the number of skills in which the student showed progress or had mastered by the number of skills introduced for each student.

Figure 6

### Downtown Montessori Language Steady Progress or Mastery First and Second Graders 2003-04

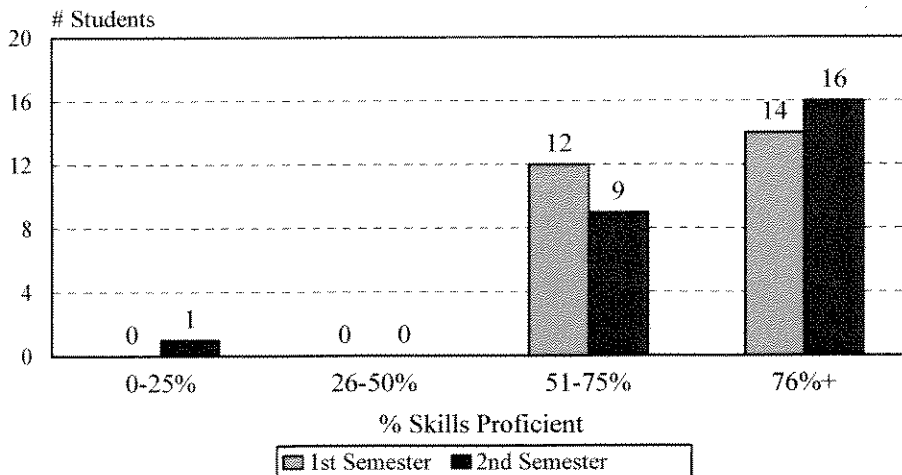


N = 26

Students were graded on an average of 22 skills in the first and 20 skills in the second semester. On average, students reached steady progress or mastery in 92.9% of skills presented in first semester, 97.9% of skills presented in second semester, and 95.2% overall.

Figure 7

### Downtown Montessori Mathematics Steady Progress or Mastery First and Second Graders 2003-04



N = 26

Students were graded on an average of 13 skills in the first and 16 skills in the second semester. On average, students reached steady progress or mastery in 77.8% of skills presented in first semester, 76.8% of skills presented in second semester, and 77.1% overall.



Figure 8

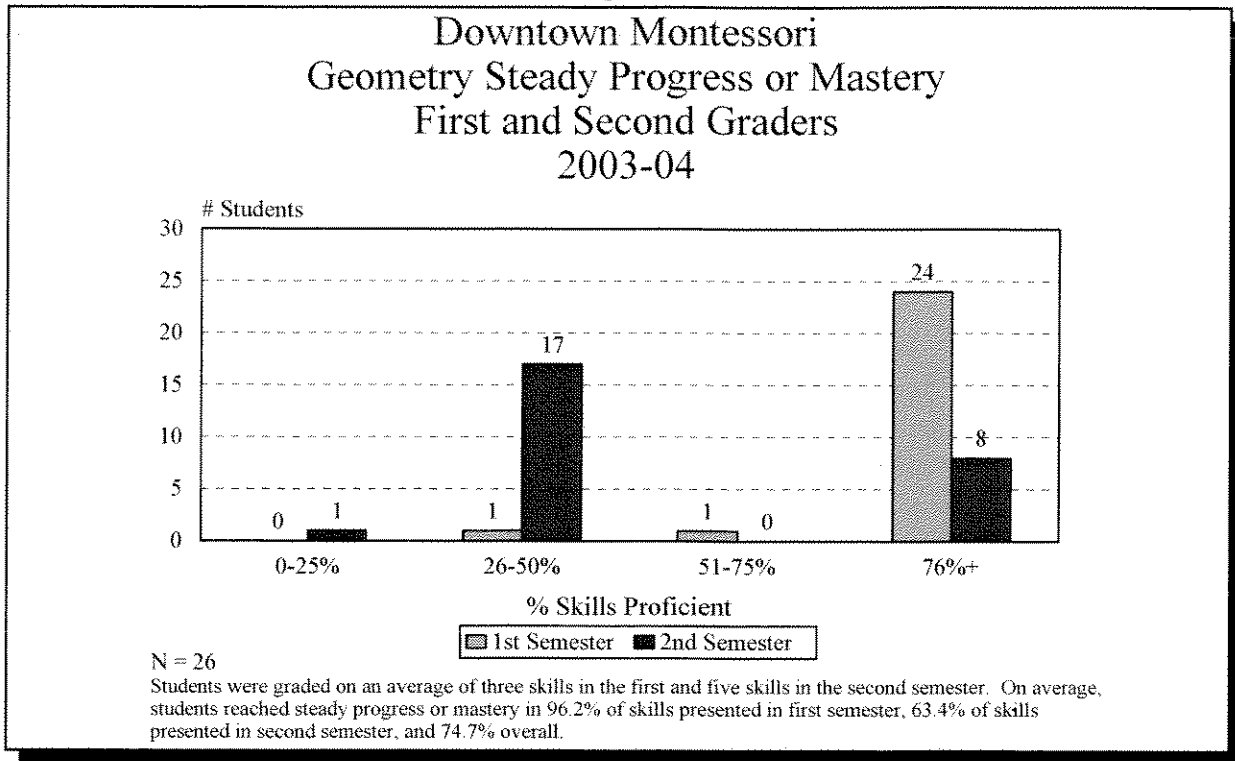


Figure 9

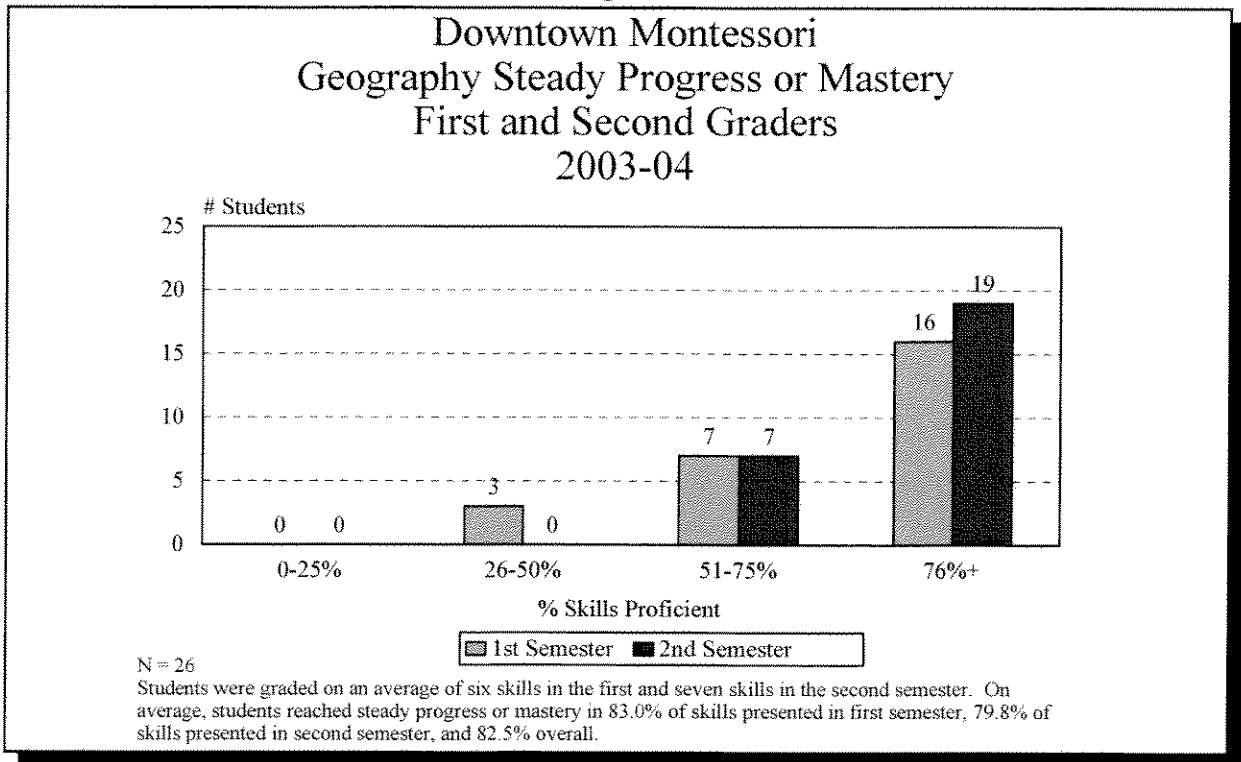
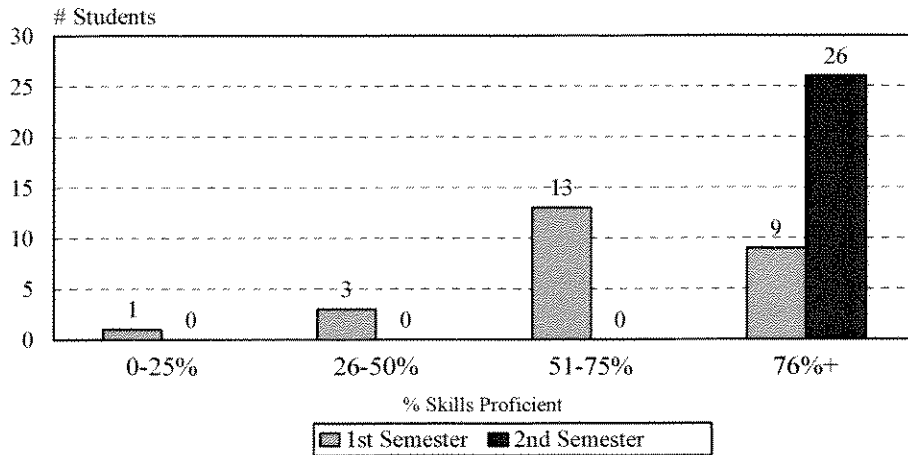


Figure 10

### Downtown Montessori Biology Steady Progress or Mastery First and Second Graders 2003-04

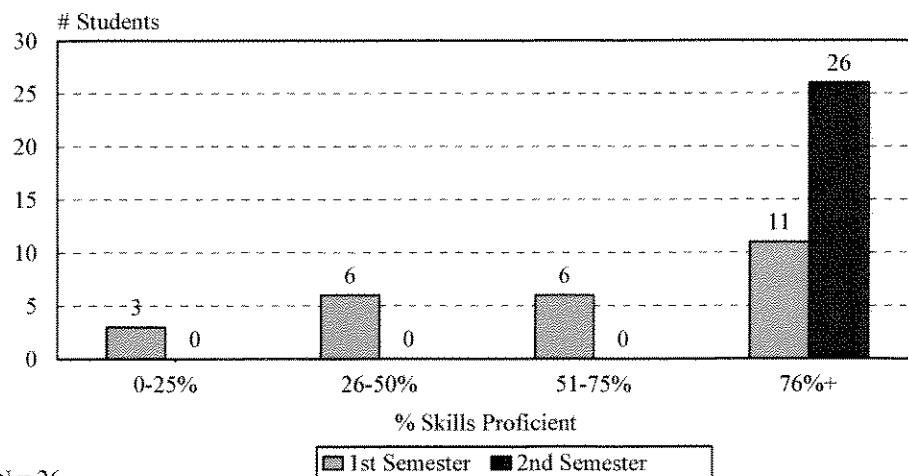


N = 26

Students were graded on an average of four skills in the first and eight skills in the second semester. On average, students reached steady progress or mastery in 76.5% of skills presented in first semester, 100.0% of skills presented in second semester, and 93.7% overall.

Figure 11

### Downtown Montessori History Steady Progress or Mastery First and Second Graders 2003-04



N = 26

Students were graded on an average of five skills in the first and seven skills in the second semester. On average, students reached steady progress or mastery in 69.3% of skills presented in first semester, 100.0% of skills present in second semester, and 87.2% overall.

At the end of each semester, the teachers used informal methods to assess whether students were below, at, or above grade level in reading and math. Results were recorded on student report cards. Figures 12 and 13 illustrate the percentage of first and second grade students in each of these categories for reading and math at the end of the academic year.

Figure 12

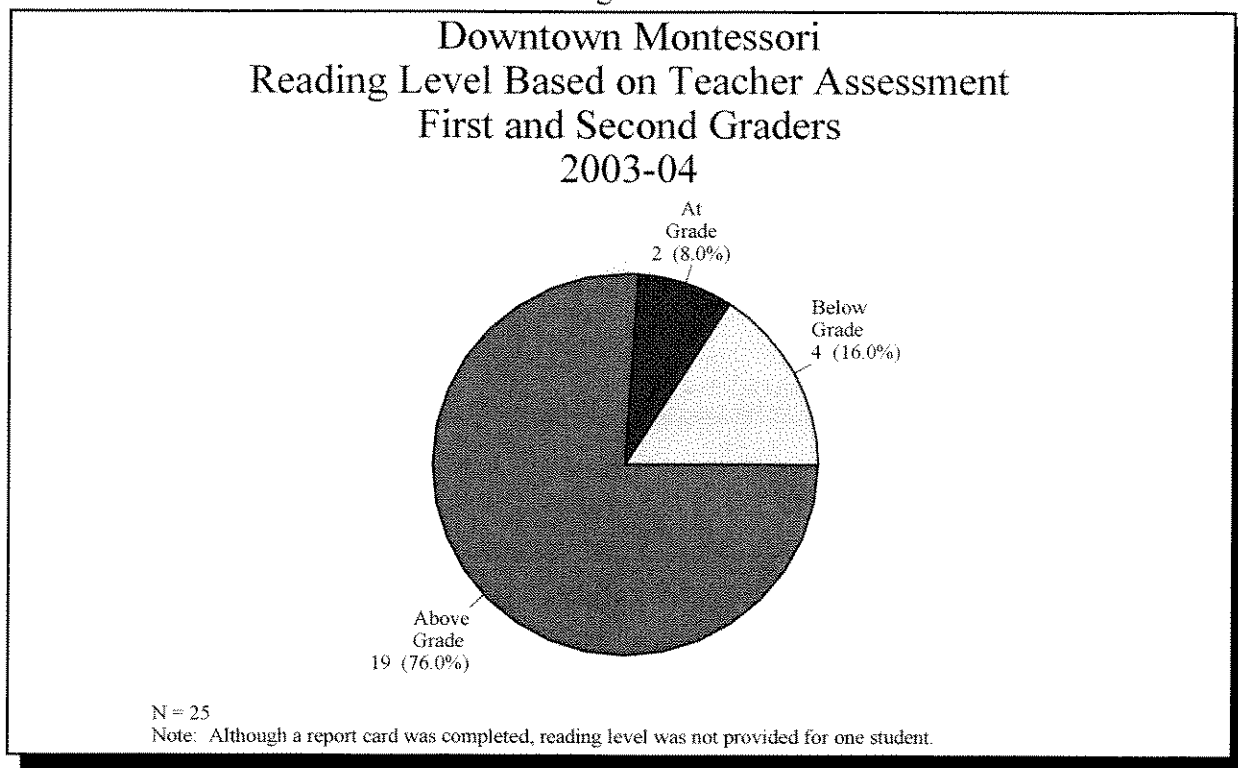
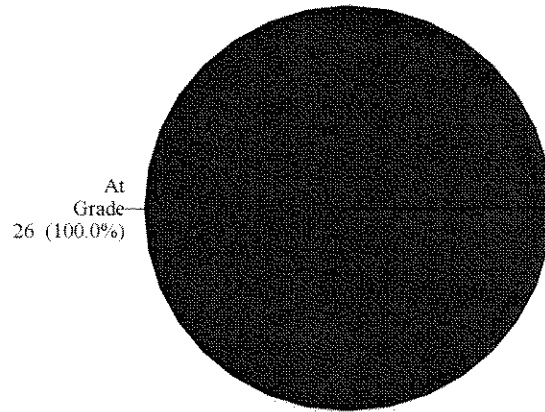


Figure 13

Downtown Montessori  
Math Level Based on Teacher Assessment  
First and Second Graders  
2003-04



N = 26

Note: No students were assessed at above or below grade level.

By the end of the school year Downtown Montessori first and second grade students, on average, achieved “steady progress” or “mastery” in:<sup>7</sup>

- almost all (95.2%) language skills (students achieved an average of 92.9% of the skills presented during the first semester and 97.9% of those presented in the second semester);
- 77.1% of the math skills presented throughout the year (students reached steady progress or mastery in 77.8% of skills presented during the first semester and 76.8% presented in the second semester);
- 74.7% of geometry skills (students achieved the goal in 96.2% of the skills presented during the first semester and 63.4 % of the skills presented in the second semester);

<sup>7</sup> End of year percentage includes achieving “steady progress” or “mastery” on skills presented in the first or second semester.

- 82.5% of the geography skills (students showed steady progress or mastery in 83.0% of those skills presented during the first semester and 79.8% of the skills presented during the second semester);
- 93.7% of the biology skills (students, on average, reach steady progress or mastery in 76.5% of skills presented during the first semester and 100.0% of the skills presented in the second semester); and
- 87.2% of the history skills (students showed steady progress or mastery in 69.3% of the skills presented during the first semester and 100.0% of the skills presented in the second semester).
- By the end of the school year, most of the first and second grade students were reading at (8.0%) or above (76.0%) grade level, and all (100.0%) exhibited math skills at grade level, as assessed by their teachers.

**c. Third through Fifth Grade**

This year there were six third, two fourth, and four fifth grade students. Each of these students was monitored using the same methods with skills appropriate for third through fifth grades (ages 9 to 13) in language, cultural subjects, math, and geometry. These students were also assessed as to whether they were below, at, or above grade level in reading and math. Results are presented in the following figures.

Figure 14

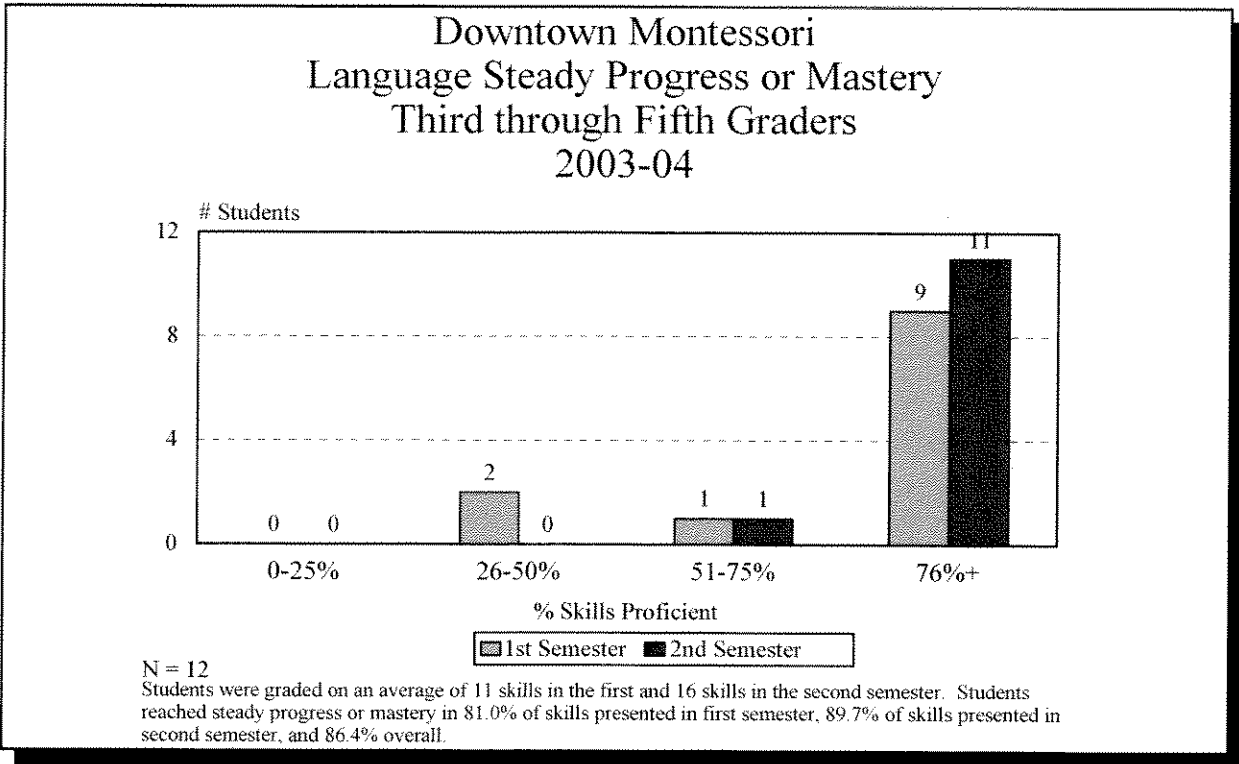


Figure 15

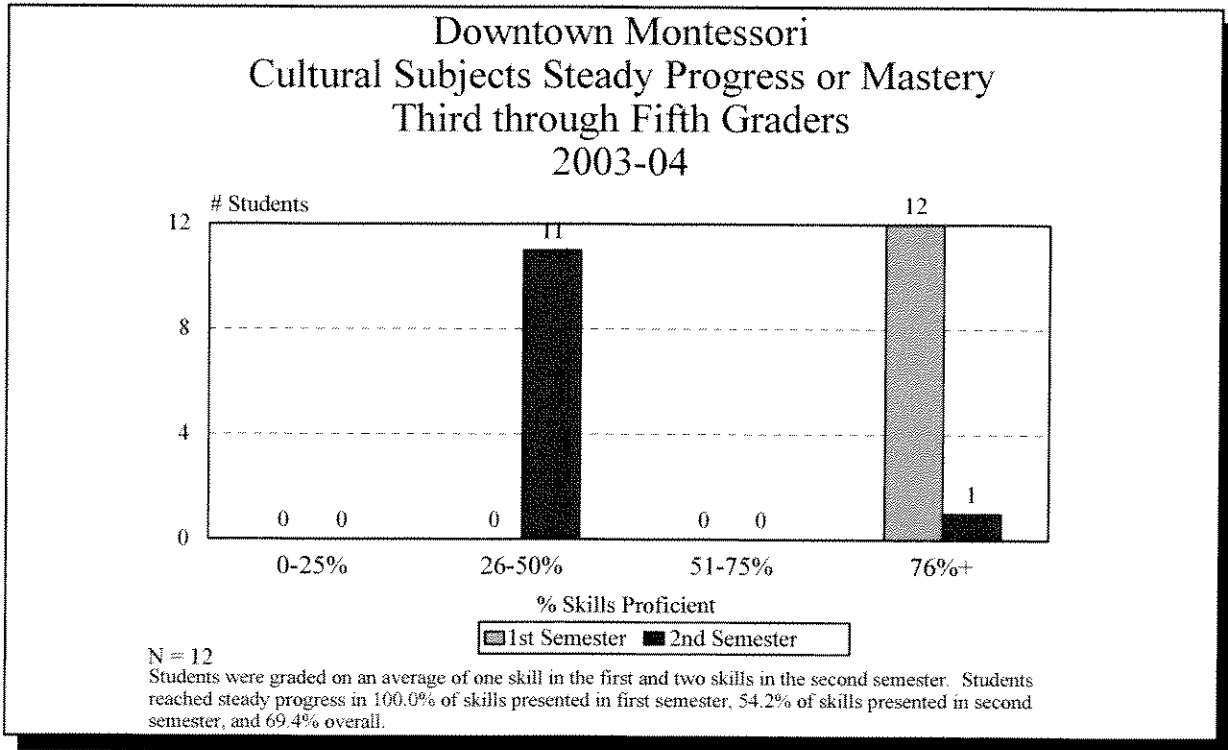
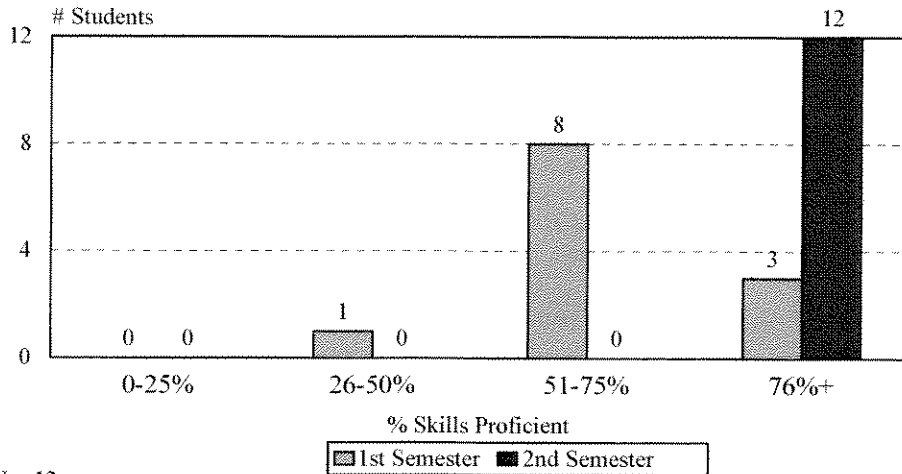


Figure 16

### Downtown Montessori Mathematics Steady Progress or Mastery Third through Fifth Graders 2003-04

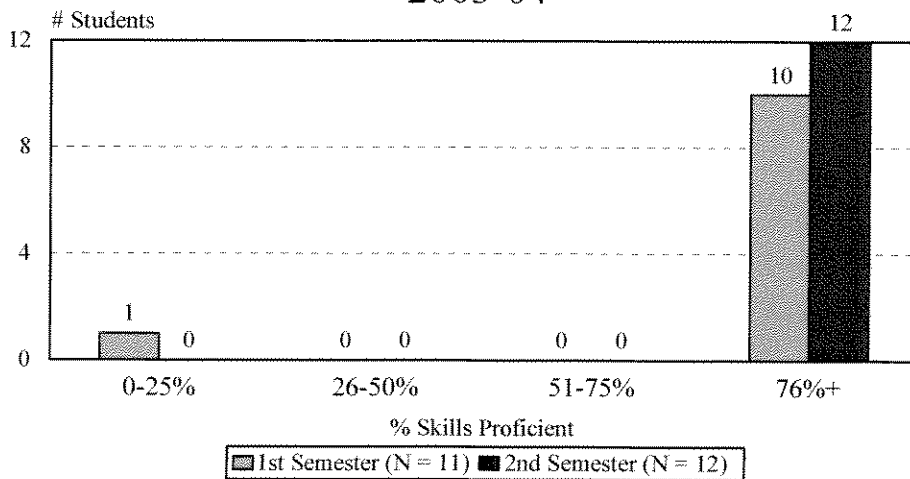


N = 12

Students were graded on an average of 26 skills in the first and 23 skills in the second semester. On average, students reached steady progress or mastery in 70.9% of skills presented in first semester, 97.2% of skills presented in second semester, and 83.5% overall.

Figure 17

### Downtown Montessori Geometry Steady Progress or Mastery Third through Fifth Graders 2003-04



Students were exposed to an average of one skill in the first and eight skills in the second semester. On average, students reached steady progress or mastery in 90.9% of skills presented in first semester, 94.4% of skills presented in second semester, and 94.6% overall. Note that there were no new geometry skills presented to one student in the first semester.

At the end of each semester, the teachers used informal methods of assessing whether students were below, at, or above grade level in reading and math. Results were recorded on student report cards. Figures 18 and 19 illustrate the percentage of third through fifth grade students in each of these categories for reading and math at the end of the academic year.

Figure 18

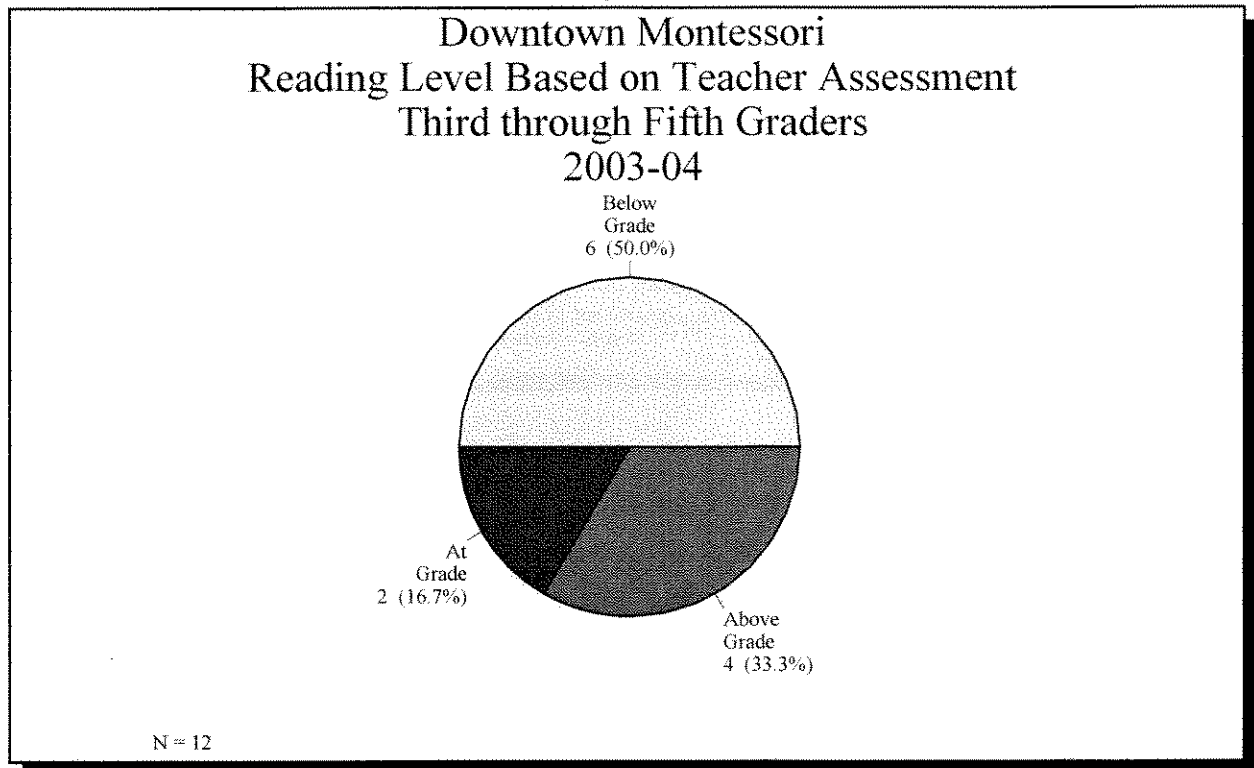
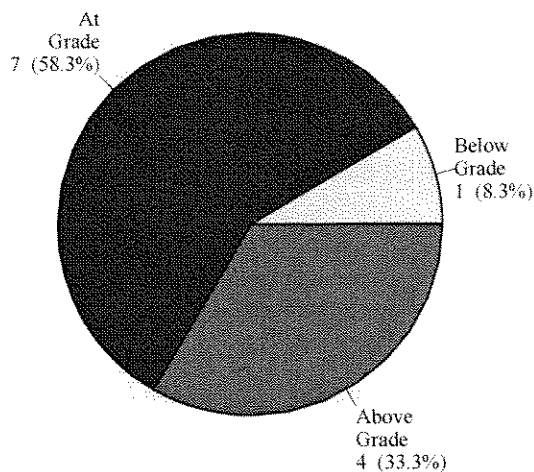




Figure 19

Downtown Montessori  
Math Level Based on Teacher Assessment  
Third through Fifth Graders  
2003-04



N = 12

By the end of the school year Downtown Montessori third through fifth grade students, on average, achieved “steady progress” or “mastery” in:

- 86.4% language skills (students achieved an average of 81.0% of the skills presented during the first semester and 89.7% of those presented in the second semester);
- 69.4% of the cultural subjects presented throughout the year (students reached steady progress or mastery in 100.0% of skills presented during the first semester and 54.2% in the second semester);
- 83.5% of the mathematics skills (students showed steady progress or mastery in 70.9% of those skills presented during the first semester and 97.2% of the skills presented during the second semester);
- 94.6% of the geometry skills (students, on average, reach steady progress or mastery in 90.9% of skills presented during the first semester and 94.4% of the skills presented in the second semester);

- By the end of the school year, 42.9% of the third through fifth grade students were reading at or above grade level, and most exhibited math skills at (58.3%) or above (33.3%) grade level, as assessed by their teachers.
- Three (42.9%) of seven third through fifth graders were reading above grade level and 11 of 12 were at (n = 7) or above (n = 4) grade level in mathematics.

#### **d. Summary of Scholastic Progress**

Downtown Montessori's local measure related to report cards for pre-kindergarten through fifth grade students was that they would demonstrate "making steady progress" or "has mastered the skill" on the skills presented each semester. The data demonstrate that overall, students in K4 and kindergarten<sup>8</sup> made steady progress or mastered between 83.5% and 98.9% of the skills presented, depending on the skill area. Similarly, in grades one and two, students either made steady progress or mastered between 82.5% and 95.2% of the skills presented, depending on the skill area. Third through fifth graders achieved steady progress or mastered between 69.4% and 94.6% of skills. Also of note is that by the end of the year, most of the first and second grade students read at (8.0%) or above (76.0%) grade level. Half of the third through fifth grade students were at (16.7%) or above (33.3%) their grade level in reading with the remainder being below grade level. All (100%) first and second grade students were at or above grade level in mathematics as were 91.7% of third through fifth graders. Therefore, this local measure of academic achievement was met.

## **2. Metropolitan Readiness Test**

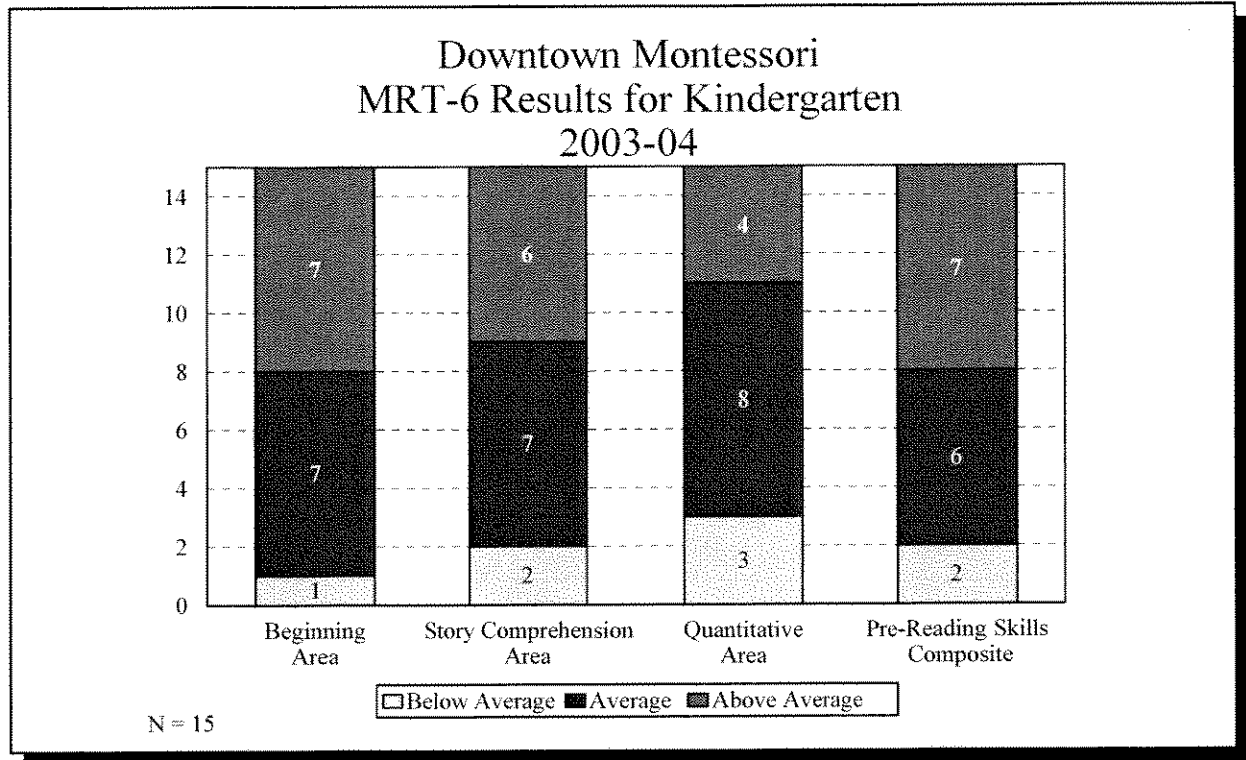
At the start of the academic year, Downtown Montessori established, as a local measure, a goal to administer the Metropolitan Readiness Test (MRT) to all kindergartners to assess reading skills. This test results in an overall performance indicator of below average (stanines 1, 2, 3);

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<sup>8</sup> There were no goals for K3 performance this year.

average (stanines 4, 5, 6); or above average (stanines 7, 8, 9) in the areas of beginning reading, story comprehension, quantitative skills, and a pre-reading skills composite. In March 2004, 15 kindergartners were administered the MRT, version 6. Most of the kindergarten students scored in the average to above average range in each of the areas tested (see Figure 20). These data indicate that Downtown Montessori met its local measure to administer and use the MRT as a baseline for first grade reading.

Figure 20



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

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

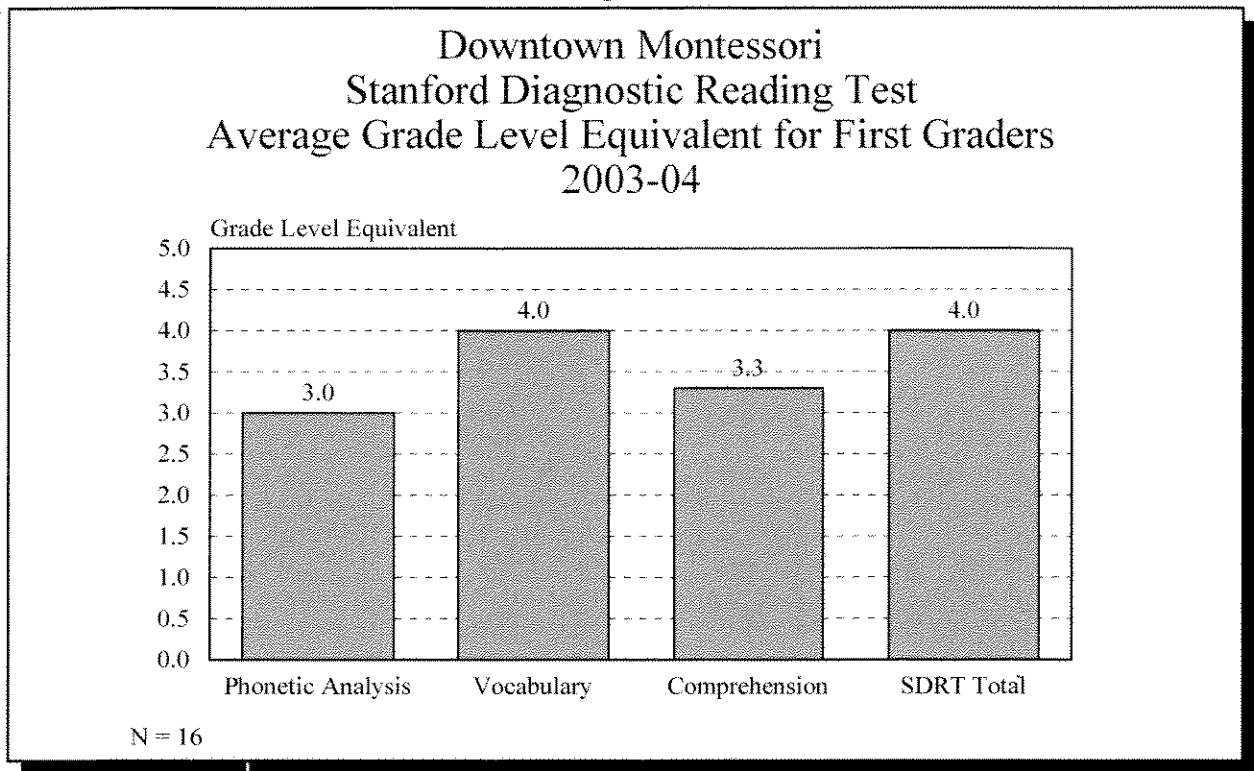
### **1. Stanford Diagnostic Reading Test**

In March 2004, the SDRT was administered to 16 first graders, ten second graders, and two fourth graders.<sup>9</sup> Student performance is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score. Results indicate that first graders were functioning, on average, at third grade and fourth grade reading levels, as measured by SDRT total. See Figure 21 and Table 1 for additional detail.

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<sup>9</sup> Although not required, the school administered the SDRT to four fifth graders.

Figure 21



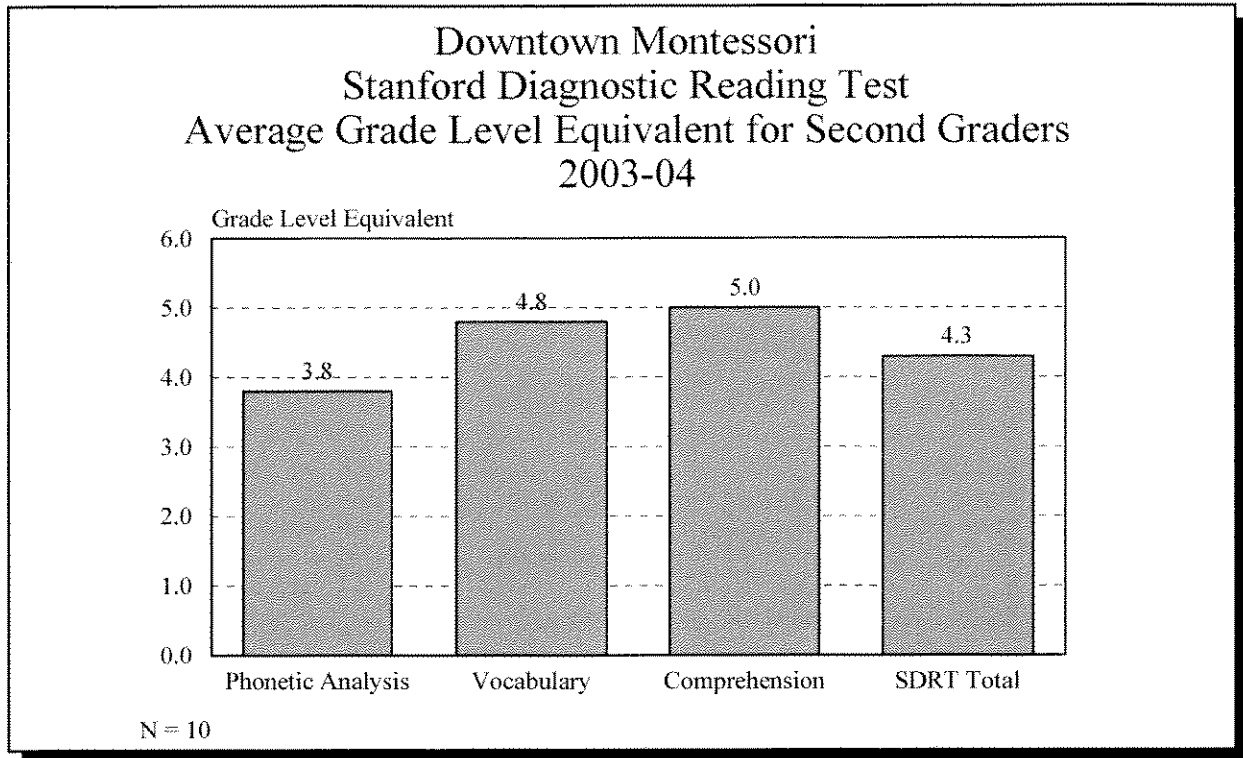
**Table 1  
Downtown Montessori  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for First Graders  
2003-04  
(N = 16)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	K.4	5.2	2.9
Vocabulary	K.9	7.1	4.1
Comprehension	K.7	7.7	2.8
<b>SDRT Total</b>	<b>K.6</b>	<b>12.3</b>	<b>3.1</b>

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

Second grade results are presented in Figure 22 and Table 2. Second graders were functioning at third to fifth grade level equivalent (GLE) in the areas tested.

Figure 22



**Table 2  
Downtown Montessori  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for Second Graders  
2003-04  
(N = 10)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.8	10.9	2.8
Vocabulary	3.3	8.1	4.5
Comprehension	1.5	PHS*	3.6
<b>SDRT Total</b>	<b>2.0</b>	<b>8.1</b>	<b>3.5</b>

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

\*Post high school.

The SDRT was administered to two fourth graders. Due to the small class size, results could not be included in this report.

## 2. **Wisconsin Reading Comprehension Test**

The Wisconsin Reading Comprehension Test, 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 2003, 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>10</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>11</sup> In 2002, Wisconsin discontinued reporting the WKCE results in terms of grade level equivalency. This year results were provided by scale scores and proficiency levels. This year there were two fourth graders who were administered the WKCE.

The CSRC requires that each of the City chartered schools administer the SDRT to fourth graders. This year two fourth graders were administered the SDRT. Due to the small size of this class, results could not be included in this report.

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<sup>10</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>11</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.

#### **4. McGraw Hill Terra Nova Examination**

CSRC requires that each Charter School administer the McGraw Hill Terra Nova examination, which is a standardized test from the same publisher as the Wisconsin Student Assessment System approved by DPI. Students are tested in reading, language, math, science, and social studies. Results are provided as GLEs.

This year Downtown Montessori administered the test to its four fifth graders. Due to the small size of this cohort<sup>12</sup>, results are not included in this report. Note that, although not required, the school also administered the SDRT to its fifth graders.

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

As required by the CSRC, Downtown Montessori had a goal that each class would, on average, advance at least one grade level equivalent each year in reading, as measured by the SDRT.<sup>13</sup> Multiple-year students consisted of:

- eight second graders who had been tested at the school for two consecutive years using the SDRT;
- two students tested as second graders in 2001-02 and again as fourth graders in 2003-04 on the SDRT;
- four fifth grade students who were administered the SDRT in 2002-03 and in 2003-04. These were also students tested on the WKCE as fourth graders in 2002-03 and as fifth graders on the Terra Nova .

Because there were fewer than ten students with multiple-year SDRT scores (n = eight second, two fourth, and four fifth graders), comparison results for each grade were not included in

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<sup>12</sup> CSRC requires that cohorts consist of ten or more students to ensure confidentiality.

<sup>13</sup> Students are too young to be administered standardized tests to assess mathematics skills and progress.



this report. However, average progress in reading for the eight second and four fifth graders were combined. Results indicate that students progressed an average of 1.2 GLE from 2002-03 to 2003-04, as measured by the SDRT.

#### **F. Multiple-Year Student Progress for Students Below Grade Level**

In addition to examining progress for all students, CSRC requires the school to report grade level advancement for children who tested below grade level in reading and/or math in the previous academic year. In 2002-03:

- no first graders tested below grade level in reading, based on SDRT;
- one second grader tested below grade level in reading, based on SDRT;
- one third grader tested at the “basic” level, based on WRCT;
- three fourth graders tested below grade level, based on SDRT;
- one fourth grader tested at the “basic” level in reading, based on WKCE; and
- four fourth graders tested at minimal or basic level in math, based on WKCE.

Due to the small size of these cohorts, and the difference in test series from year to year, progress for students below grade level could not be reported.

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

This report covers the sixth year of Downtown Montessori’s charter school status. Downtown Montessori has met 10 of 12 of the educational contract provisions in its charter school contract with the City of Milwaukee. The two provisions that were not met could not be reported due to the small test group size. The key performance indicators were:

- Average student attendance was 93.1%, exceeding Downtown Montessori's goal of 80%.
- All classroom teachers were Montessori certified and held Wisconsin Department of Public Instruction 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 82.5% and 98.9% of the skills presented during the year, depending upon the skill area.
- On average, the first and second grade students either made steady progress or mastered between 82.5% and 95.2% of the skills presented during the year, depending upon the skill area.
- Overall, third through fifth grade students either made steady progress or mastered between 69.4% and 94.6% of the skills presented during the year.
- Second and fifth grade students with year-to-year results averaged an increase of 1.2 grade levels in reading, based on the SDRT.
- The standardized tests were administered in a timely manner. The small number of students on each of the measures prevented reporting for all grades.

After reviewing the information in this report and considering the information gathered during the administrator's interview in June 2004, it is recommended that the focus of activities for the 2004-05 year include the following:

- Continuation of the literacy activities begun during the 2003-04 academic year.
- Continue implementation of the Strategic Plan for Resource Development toward the ultimate goal of finding a new space for the school.
- After the new reading curriculum is implemented, develop and implement methods to improve students' math test skills.

**APPENDIX A**  
**CONTRACT COMPLIANCE CHART**

**Downtown Montessori Academy, Inc.**  
**Overview of Compliance for Educationally Related Contract Provisions**  
**2003-2004**

Section/Page of Contract	Educationally Related Contract Provision	Monitoring Report Reference Page	Contract Provision Met or Not Met
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 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	Met
Section K, p. 8	Procedures for disciplining students	Pages 5-7	Met
Memo subsequent to contract	Administration of required standardized tests.	Pages 30-34	Met
Memo subsequent to contract	Academic criteria #1: maintain local measures, showing student growth in demonstrating curricular goals.	Pages 11-29	Met
Memo subsequent to contract	Academic criteria #2: minimum class gain of one grade level in reading and math as measured by standardized tests, for all grades. **	Page 34	Could not be reported*
Memo subsequent to contract	Academic criteria #3: more than one grade level gain in reading and math for students whose prior performance was below grade level.	Page 35	Could not be reported*

\*Group size too small for grade level or school-wide report.

\*\*Note that when second and fifth grade SDRT scores were examined, students showed an average advancement of 1.2 GLE since 2002-03.

**APPENDIX B**

**OUTCOME MEASURE AGREEMENT MEMO**

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**Downtown Montessori Academy  
2319 E Kenwood Blvd.  
Milwaukee, WI. 53211**

**Student Learning Memorandum 2003-2004 School Year**

The following procedures and outcomes will be used for the 2003-2004 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, or 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.

**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 the 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 m-team assessment, assessment outcome, Individual Education Program (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 fifth 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; 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 local measures and progress will be continue to be measured and reported as part of present local measures.

**Metropolitan Readiness Test:**

This test will be administered each Spring to the kindergartners.

**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, 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**              **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**              **McGraw Hill Terra Nova** will be administered during the same time frame identified by the State DPI for testing fifth graders on an annual basis. This test will provide each student with a proficiency level via a scale score in reading and mathematics.



Darrell Lynn Hines  
College Preparatory  
Academy of Excellence

Programmatic Profile and  
Educational Performance

2003-2004 Academic Year

*Janice Ereth, Ph.D.*  
*Susan Gramling*  
*Theresa Healy*

*September 2004*

Prepared by:  
*Children's Research Center*

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Appendix A: Contract Compliance Chart

Appendix B: Outcome Measure Agreement Memo

Prepared for:

***Darrell Lynn Hines College Preparatory Academy of Excellence***

7151 North 86<sup>th</sup> Street, Milwaukee, WI 53224

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**CONTRACT COMPLIANCE ABSTRACT**  
for  
**Darrell Lynn Hines College Preparatory Academy of Excellence**  
**Second Year of Operation as a City of Milwaukee Charter School**  
**2003-2004**

I. The Darrell Lynn Hines College Preparatory Academy of Excellence (the Academy) has met 9 of 11 of its educational contract provisions with the City of Milwaukee (see Appendix A). The provisions not met were:

- Academic Criteria #2, the provision that, on average, a minimum class gain in reading and math of one grade level, as measured by standardized tests be achieved for students in all grades; and
- Academic Criteria #3, the provision that, on average, more than one grade level gain in reading and math be achieved by pupils whose prior performance was below grade level.

II. Analysis of academic performance criteria, based on the annual educationally related outcome measure agreement memo, shows:

- The Academy developed and maintained local measures of academic achievement that showed pupil growth in curricular goals, in accordance with the memo.
- Some year-to-year performance reporting was not possible due to test incompatibility, the change in the reporting system of standardized tests used by the Department of Public Instruction (DPI), and small cohort size. For the grades where reporting year-to-year performance was possible (second grade reading and sixth grade reading and math), the Academy met the requirement of one year gain, on average, for the sixth grade students in math, but did not meet the requirement for the second and sixth grade students in reading. The requirement that students below grade level achieve more than one year gain, on average, was reportable only for the sixth grade students and those students did not meet the requirement.

III. Recommendations:

- Develop a planning process dedicated to exposing students to extra resources, including developing a summer program for all students to achieve the goal of every child at grade level in reading and math.
- Hire a reading consultant on a half-time basis.
- Develop one of the teachers as a math specialist to monitor student performance in math and provide ongoing support/feedback for teachers.

- Ensure that every child who is below grade level be exposed to the specialist in the pertinent area. Focus the best resources on students that need the most help.
- To retain teachers, consider the possibility of offering a retirement plan in addition to the health benefits plan now available.

**CONTRACT COMPLIANCE SUMMARY**  
for  
**Darrell Lynn Hines College Preparatory Academy of Excellence**  
**Second Year of Operation as a City of Milwaukee Charter School**  
**2003-2004**

This second 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. The Academy has met 9 of its 11 educational contract provisions. 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. In the Fall of 2003, 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 the extent to which the Academy has or has not met each of them for the 2003-04 academic year:

**Attendance:** Average student attendance was 95%.

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.

Outcome measure: Met

**Parent Participation:** On average, parents attended 94.0% of the scheduled parent-teacher conferences.

Outcome measure: Met

**Exceptional Education Needs Students:** Thirteen children were identified as having special education needs. An Individual Education Program (IEP) was completed for all 13 children.

Outcome measure: Met

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

- At the end of the year, 72.7% of 227 students demonstrated one year of growth in reading, as measured by the Jerry Johns Reading Inventory.  
Outcome measure: Met
- At the end of the year, 88 (44.2%) students met and 48 (24.1%) exceeded expectations in math skills, as measured by local measures of math progress.  
Outcome measure: Met
- At the end of the year, 93.9% of students demonstrated grade-appropriate writing skills (31.9% basic, 46.7% proficient, and 15.3% advanced), as measured by the Six Traits of Writing assessment rubric.  
Outcome measure: Met

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

- Year-to-year growth for students enrolled in consecutive years indicates that second graders advanced 0.8 grade level equivalent (GLE) in reading; sixth graders did not advance, on average, in reading; and sixth graders advanced 1.0 GLE in mathematics.  
Outcome measure: Not met for reading; met in mathematics.
- Sixth grade students who tested below grade level in 2002-03 advanced, on average, 0.5 GLE in reading and 0.8 GLE in math.  
Outcome measure: Not met



## I. INTRODUCTION

This report is the second annual program monitoring report to address educational outcomes for the Darrell Lynn Hines College Preparatory Academy of Excellence (the Academy), one of five City of Milwaukee charter schools. 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. Special attention was paid to obtaining information on procedures to record and monitor the education status and academic achievements of each student. 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. Each student is taught positive self-worth and how to live authentically as outstanding citizens in an ever-changing, complex, and dynamic world.<sup>1</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 expectation for successfully entering a college/university and becoming productive citizens.

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<sup>1</sup> Family and Student Handbook, 2002-2003.

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

The Darrell Lynn Hines College Preparatory Academy of Excellence provided educational services to all children in grades kindergarten through six, during the 2003-04 academic year and plans to add seventh and eighth grades in subsequent years. The Academy is a world-class, international college preparatory school. Each student at the Academy is taught positive self worth and how to live authentically as outstanding citizens in an ever-changing, complex, and dynamic world.

On February 16, 2004, the Academy was authorized by the International Baccalaureate (IB) Organization to officially offer a transdisciplinary curriculum through the IB Primary Years Programme (PYP). This curriculum facilitates the students' ability to profile all the characteristics of educated international persons. Students are taught to value diversity and celebrate multiculturalism. The authorization process involved an application followed by an authorization site visit in the Fall of 2003. In addition to recognizing the Academy's qualification as an IB school, the membership includes material relating to the program and an online curriculum center that provides support for teachers.

The PYP has been implemented at the Academy since 1999. A special feature of the curriculum is the transdisciplinary approach in the various subject areas, going beyond the scope of each discipline by making meaningful connections through studying a conceptual theme. 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 their society. Each grade level includes thematic units, called Units of

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<sup>2</sup> Information is taken from the Academy's Family and Student Handbook for 2003-04 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.

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 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, 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) such as 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 which 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 method to integrate subject matter across themes.
- The use of Direct Instruction to develop reading skills.
- Promoting cohesiveness in learning through providing a central theme throughout the various subject areas.

## B. Student Population

At the beginning of the year, 246 students ranging from pre-kindergarten (K4) through sixth grade were enrolled<sup>3</sup> in the Academy. Two students enrolled after the school year started, and 20 students withdrew from the school prior to the end of this academic year. Reasons for withdrawing included: eight students moved away, seven students were dissatisfied with the school, two students left due to disciplinary policy reasons, two students left the school because of transportation issues, and one student left school for unspecified reasons.

Most (238, or 96.0%) of the students enrolled in the Academy throughout the year<sup>4</sup> were African American, four were Hispanic, two students were Caucasian, one student was Native American, and three students were from other racial/ethnic backgrounds. Thirteen students had special education needs. Four children had special needs in speech/language, four children had learning disabilities, two children had emotional/behavioral disabilities, and three children had other health impairments. Individual Education Program (IEP) team assessments were completed for all 13 children. Files indicated that students had current IEPs indicating that they were eligible for special education services and that their parents were involved in developing the IEP.

Data regarding the number of students returning to the Academy from the previous year were gathered in the Spring of 2003 and again in the Fall of 2003. Of the 221 students attending on the last day of the 2002-03 academic year who were eligible for continued enrollment at the school this past academic year, 179 enrolled and attended the Academy in September 2003. This represents a return rate of 81%.

At the end of the school year, there were 127 (55.7%) girls and 101 (44.3%) boys enrolled at the Academy. The largest grade was fourth grade with 40 students, and the smallest grade was

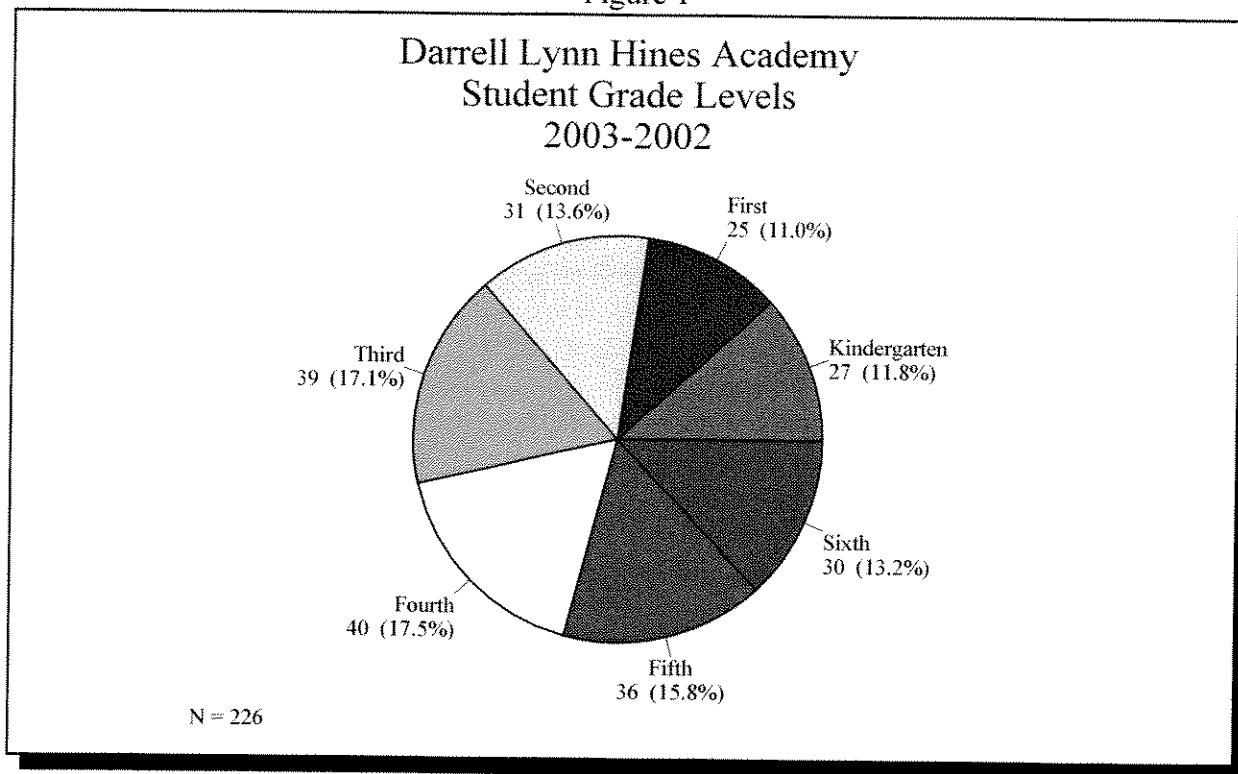
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<sup>3</sup> Enrolled on or before September 9, 2003.

<sup>4</sup> Includes a total of 248 students enrolled at any time during the academic year.

first grade with 25 students. The number of students by grade level is illustrated in Figure 1. Note that the Academy plans to expand to seventh grade in the 2004-05 academic year.

Figure 1



The school had ten classrooms with an average of 24 students each.<sup>5</sup> The classroom configuration was: K5, first grade, second grade, second/third grade split, third grade, two fourth grades, fifth grade, fifth/sixth grade split, and one sixth grade classroom.

<sup>5</sup> The school is committed to placing two adults in each class from K5 through fifth.

## **C. School Structure**

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

The Academy provides instruction in writing, reading, math, language arts and spelling, elementary Spanish, science, social studies and 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 2003-04 school year, the Academy employed 11 teachers (including one special education teacher) supervised by an Instructional Leader. All 11 of the teachers held a State of Wisconsin DPI license or permit.

In mid-August, the new teachers attended two days of new teacher training.<sup>6</sup> All staff participated in staff development for the week prior to the first day of student attendance.

The teachers had one hour of common planning time per week while their students were attending clubs. This time was used for planning and staff development. In addition, the school provided teachers with "banking time" days (non-student attendance days) used for common planning time, staff development, work, and curriculum development across team grade levels as well as within grade levels. This year, topics for staff development included the IB PYP framework and training (including a site visit to St. Paul, Minnesota), a math workshop and ongoing math issues, Essential Agreements (written agreements of how teachers will work together), Connecting with Educational Assistants, Individualized Learning Plans (ILP) for every student, the challenges

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<sup>6</sup> The Academy had five new teachers during the 2003-04 academic year. Of these, two are returning for the 2004-05 year.

of being a new teacher, Six Traits of Writing framework, rubrics, assessments and naive learners, ADHD in the classroom, learning together through inquiry, alignment of state standards and the curriculum, and improving reading strategies.

Throughout the year, the Academy's Instructional Leader provided supportive resources and mentoring for all teachers. Veteran teachers also mentored new teachers. 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.<sup>7</sup> 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. Returning employees were reviewed six months after the start of the school year. The Instructional Leader used observations and lesson plans as a basis for gathering information regarding reviews.

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

The regular school day for students began at 7:55 a.m. and concluded at 3:15 p.m. The first day of school was September 2, 2003, and the last day of school was June 15, 2004. The highest possible number of days for student attendance in the academic year was 174 and five 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 180 educational program days.

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<sup>7</sup>An administrative staff evaluation system is being developed to reflect DPI standards for administrators and individual performance goals.



#### 4. Parent and Family Involvement

The Darrell Lynn Hines Academy Family and Student Handbook is provided to each family prior to the start of each school year. In its Family and Student Handbook, the Academy invites parents to become active members of the Family Involvement Team (FIT). The FIT 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 school 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 policies for the operation of the school, sending their child each day with the necessary materials and supplies, 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. Parents/guardians of nearly all children signed family agreements for the 2003-04 academic year. The school has 239 signed agreements on file. Thirteen families did not submit a signed agreement.

Parents/guardians are 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 come to school.

## 5. **Waiting List**

In the Fall of 2003, the Academy developed a waiting list for students. Three kindergarten through fifth grade students were waiting for openings, and as of October 2003, there were no openings.

In June 2004, the Academy had students at each grade level from first through sixth 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 demonstrates 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 2002-03 academic year:

- Regarding the development of improvement plans for each student and the resources needed to support them: The Academy developed Individualized Learning Plans (ILPs) for all children as a result of staffing each child. The Instructional Leader facilitated these staffings. Plans utilized strategies such as tutoring, special attention for students not at grade level, and the services of a reading consultant who assessed students and provided corrective reading.<sup>8</sup>
- Regarding the establishment of proficiency-level goals for fourth, fifth, and sixth grade students in math and strategies to meet the goals: Rather than grade level proficiency goals, math goals were set through the ILP process for each child. The Academy hired a math consultant who trained teachers, assisted in identifying weaknesses in the math program, and helped adjust instructions.<sup>9</sup>
- Regarding the IB accreditation process: An IB authorization site visit occurred during the Fall of 2003. On February 16, 2004, the Academy was authorized by the IB Organization to officially offer the IB PYP. The Academy's Instructional Leader was named as the PYP coordinator. This acceptance as an IB accredited school required submitting an action plan describing the materials in the school's media center because the library was not completed at the time of the visit. The resources need to support internationalism, the Programme of Inquiry, as well as the students' needs and interests. The required action plan was submitted on May 15, 2004, fulfilling the contingency.

### 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 this year, the school established attendance and parent participation goals, as well as identified local and standardized measures of academic performance

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<sup>8</sup> The consultant assessed students approximately four times a year and also provided advice regarding reading groups.

<sup>9</sup> The math consultant will be working with the Academy again during the 2004-05 academic year.

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.

**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 95%. When excused absences were included, the attendance rate rose to 97%. Based on these calculations, the school exceeded their attendance goal.

**B. Parent Participation**

At the beginning of the school year, the school set a goal that parents/guardians would attend both scheduled family-teacher conferences, one in Fall and one in Spring. This year, there were 241 children enrolled when the first and second conferences were held. Parents of 214 (88.8%) children attended both conferences, parents of 25 (10.4%) children attended at least one of the two scheduled conferences, and parents of two children did not attend either conference. Overall, parents attended 94.0% of scheduled conferences. The Academy has, therefore, met their goal related to parent participation.

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

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

### **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 a comfort level for each student, students started with a passage one level below the student's current grade. If the student met requirements, they were tested at their current grade level. If the student again met requirements, he/she 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 non-readers.

Results for the 227 students who were administered the pre- and post-tests indicate that there was a wide range of reading skills within each grade level.<sup>10</sup> Ranges within each grade level are illustrated below.

Table 1		
Darrell Lynn Hines Academy Jerry Johns Reading Inventory Grade-Level Ranges at the End of the School Year* 2003-2004		
Grade	Grade Level	
	Low	High
Kindergarten (n = 25)	Non-reader	Third
First (n = 25)	Pre-primer	Third
Second (n = 33)	Pre-primer	Fourth
Third (n = 41)	First	Fifth
Fourth (n = 40)	Second	Sixth
Fifth (n = 36)	Second	Eighth
Sixth (n = 27)	Second	Eighth

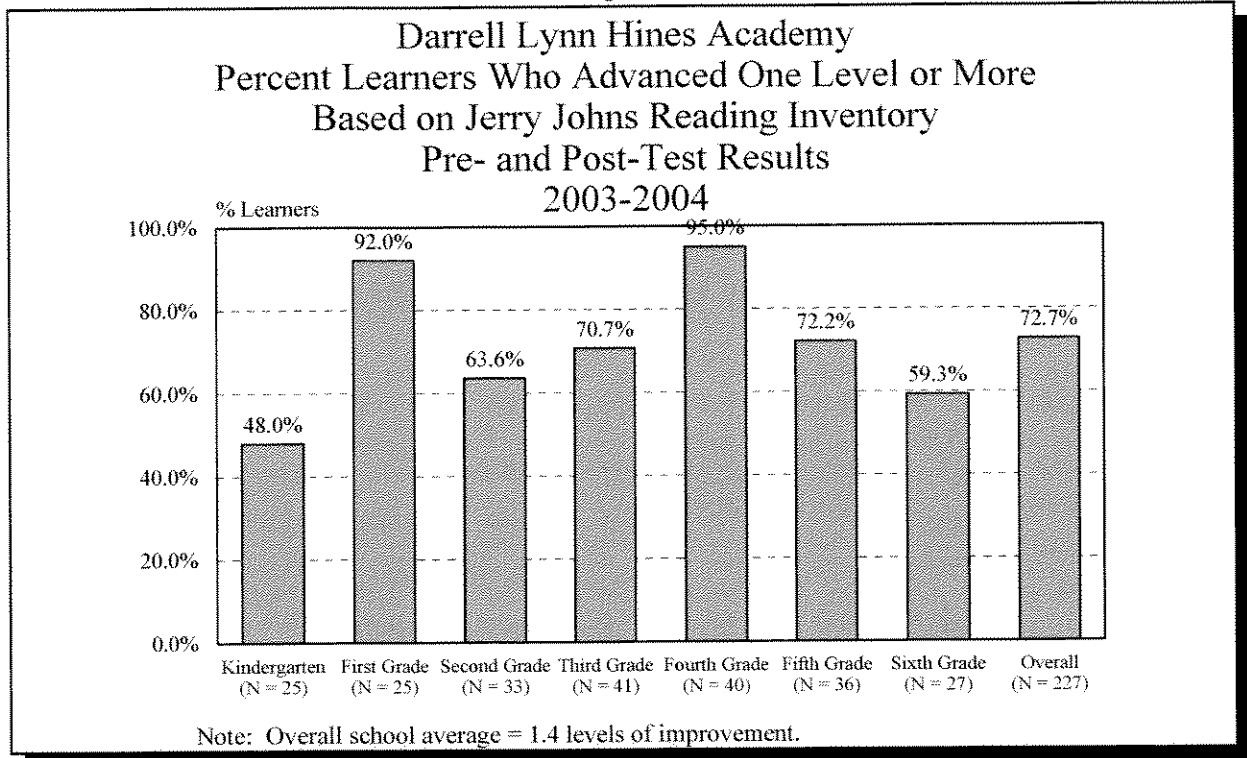
\* Includes students with both pre- and post-test results.

Progress for each grade is illustrated in Figure 2. For example, 25 kindergartners were administered the pre- and post-Jerry Johns examinations. Twelve (48.0%) kindergartners showed a reading level increase of one year or greater as did 23 (92.0%) first graders.

Overall, 72.7% of students in kindergarten through sixth grade exhibited one level or more of growth this year. These results indicate that the Academy has met this local measure of academic achievement. It should be noted that these are substantial improvements over last years reading progress when only 55% of students advanced one or more grade levels.

<sup>10</sup> Some students were not enrolled the entire year and therefore did not receive the pre- and/or post-test.

Figure 2



The overall average level of improvement, was 1.4 grade levels. See Table 2.

**Table 2**  
**Darrell Lynn Hines Academy**  
**Average Grade Level Increase**  
**Based on Jerry Johns Reading Inventory**  
**Pre- and Post- Test Results**

Grade	N	Average Grade Level Increase
Kindergarten	25	1.6
First	25	1.8
Second	33	1.2
Third	41	1.3
Fourth	40	1.8
Fifth	36	1.2
Sixth	27	1.0
<b>Total</b>	<b>227</b>	<b>1.4</b>

## 2. Math Progress

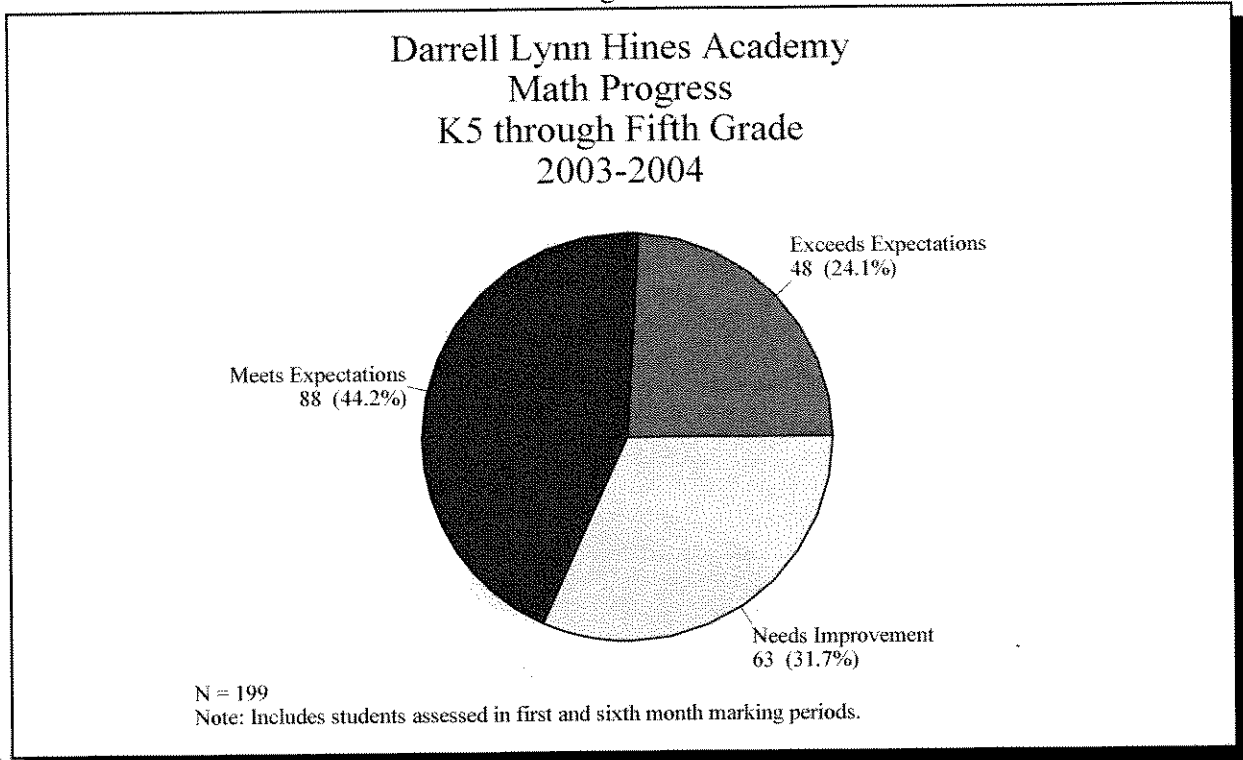
To track math progress at a local level, the Academy set a goal that students in K5 through fifth grades would show one or more levels of progress between the first and last marking periods or score two or better on mathematics assessments, using the following scale:

- 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 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. These progress indicators are reported six times throughout the school year on each student's report card. This year, math progress indicators for 199 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, 48 (24.1%) students exceeded expectations, 88 (44.2%) met expectations, and 63 (31.7%) students needed to improve their math skills (see Figure 3).



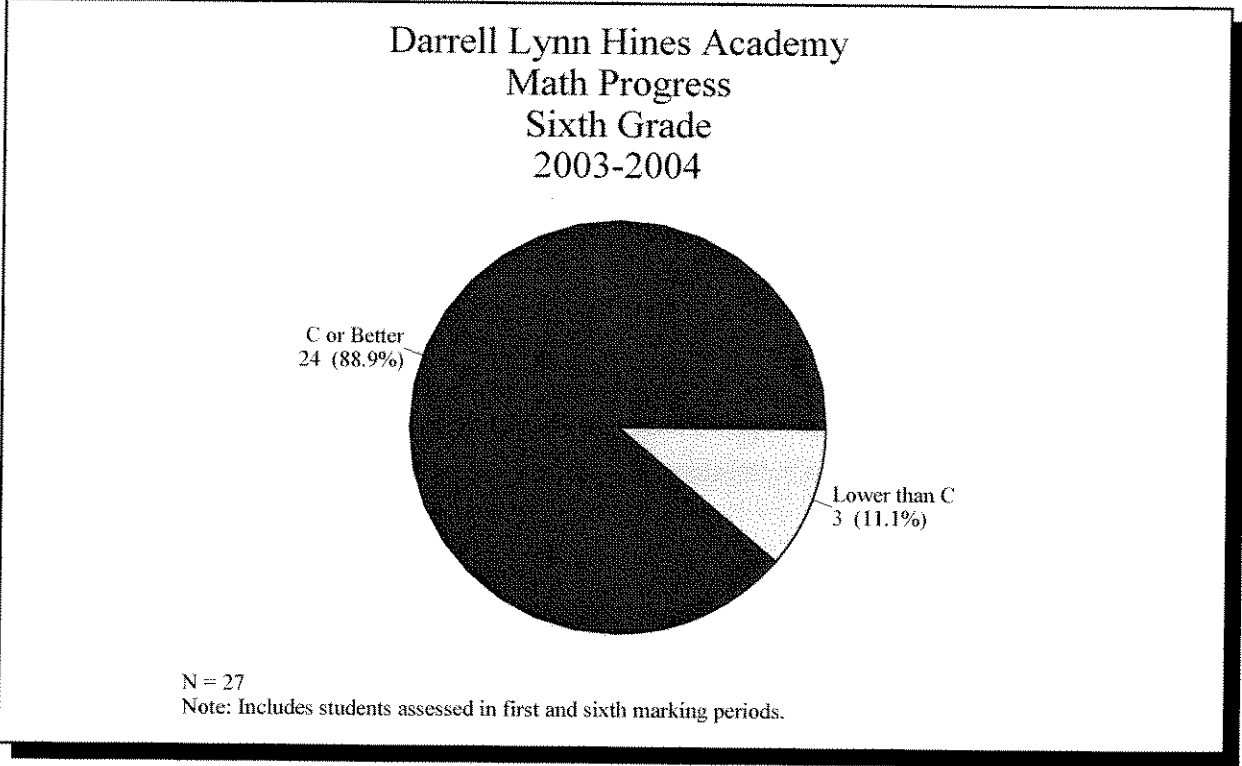
Figure 3



Note that six students included in “needs improvement” started at level 3 and reached 2- by the end of the year.

Most (88.9%) sixth graders exhibited a “C” or better in mathematics by the end of the school year (see Figure 4). Overall, the Academy substantially met their 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 writing piece. 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 228 students in kindergarten through sixth grade indicated that 14 (6.1%) students exhibited minimal, 73 (32.0%) basic, 106 (46.5%) proficient, and 35 (15.4%) students exhibited advanced writing skills on their grade-level writing piece. Since 93.9% 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

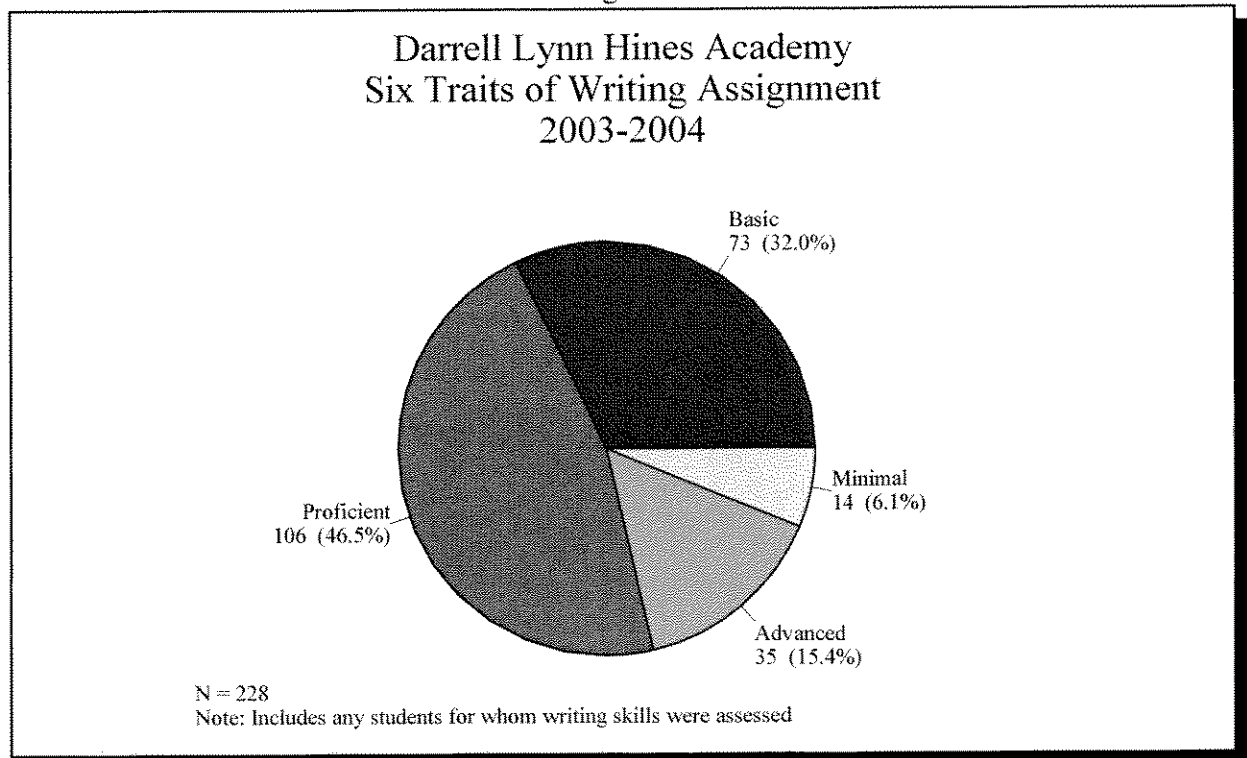


Table 3 describes Six Traits of Writing results for each grade.

Table 3										
Darrell Lynn Hines Academy										
Six Traits of Writing Assignment Results by Grade										
2003-2004										
Grade	Results									
	Minimal		Basic		Proficient		Advanced		Total	
Kindergarten	4	14.8%	5	18.5%	12	44.4%	6	22.2%	27	100.0%
First	3	12.0%	10	40.0%	11	44.0%	1	4.0%	25	100.0%
Second	2	6.3%	13	40.6%	9	28.1%	8	25.0%	32	100.0%
Third	2	5.0%	15	37.5%	21	52.5%	2	5.0%	40	100.0%
Fourth	0	0.0%	11	28.2%	22	56.4%	6	15.4%	39	100.0%
Fifth	1	2.8%	7	19.4%	18	50.0%	10	27.8%	36	100.0%
Sixth	2	6.9%	12	41.4%	13	44.8%	2	6.9%	29	100.0%
<b>Total</b>	<b>14</b>	<b>6.1%</b>	<b>73</b>	<b>32.0%</b>	<b>106</b>	<b>46.5%</b>	<b>35</b>	<b>15.4%</b>	<b>228</b>	<b>100.0%</b>

#### D. External Standardized Measures of Educational Performance

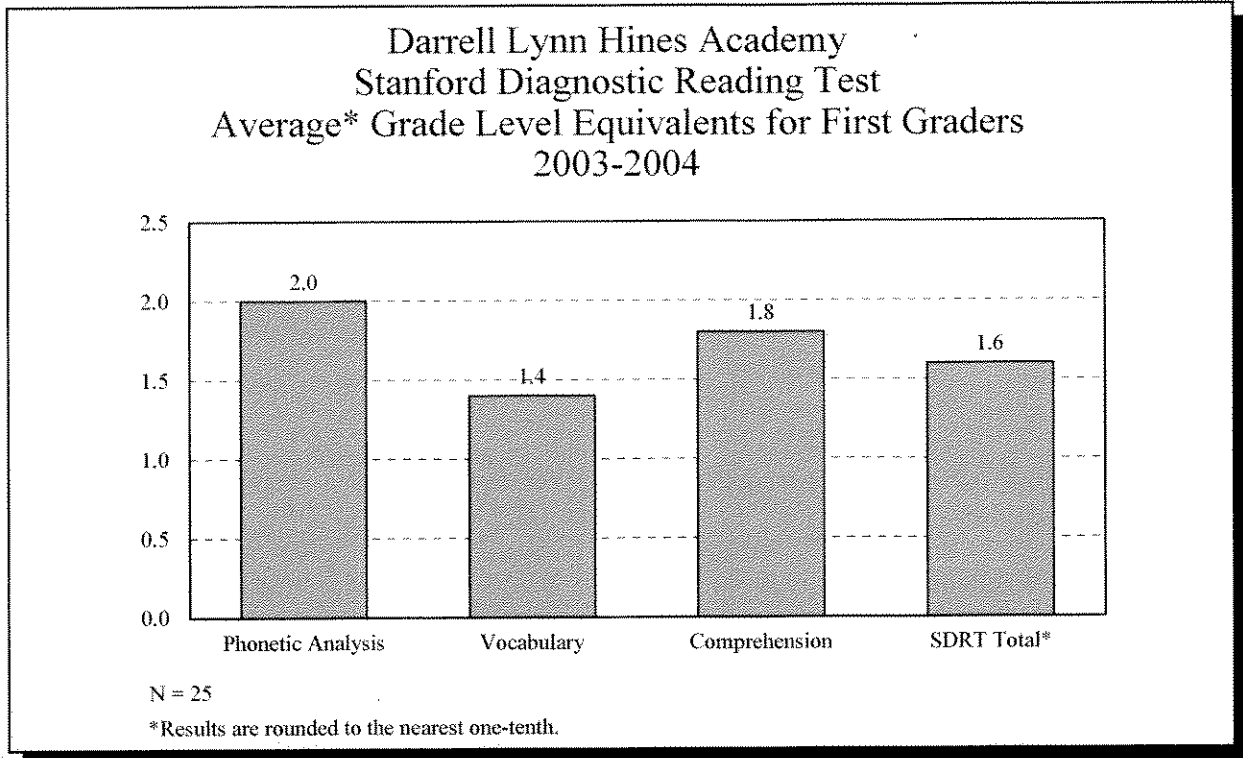
##### 1. Stanford Diagnostic Reading Test for First and Second Graders

The Stanford Diagnostic Reading Test (SDRT) is required by the CSRC for administration to all first and second graders enrolled in charter schools.<sup>11</sup> Student performance is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score.

In April 2004, the test was administered to 25 first graders and 32 second graders. Results on this measure indicate that, on average, first graders were functioning in reading at GLEs of 1.4 to 2.0 in the three areas (see Figure 6).

<sup>11</sup> The CSRC requires the SDRT also be administered to fourth graders. Those scores are reported in the fourth grade section of this report.

Figure 6



The GLE range and median score for first graders is illustrated in Table 4. The range of levels in each area indicates a fairly wide distribution among the first graders.

**Table 4**

**Darrell Lynn Hines Academy  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for First Graders  
2003-2004  
(N = 25)**

Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median
Phonetic Analysis	K.5	5.2	1.6
Vocabulary	K.9	3.9	1.3
Comprehension	K.6	3.4	1.9
<b>SDRT Total</b>	<b>K.8</b>	<b>3.6</b>	<b>1.5</b>

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

Second grade results are presented in Figure 7 and Table 5. As illustrated, second graders were, on average, reading at grade level.

Figure 7

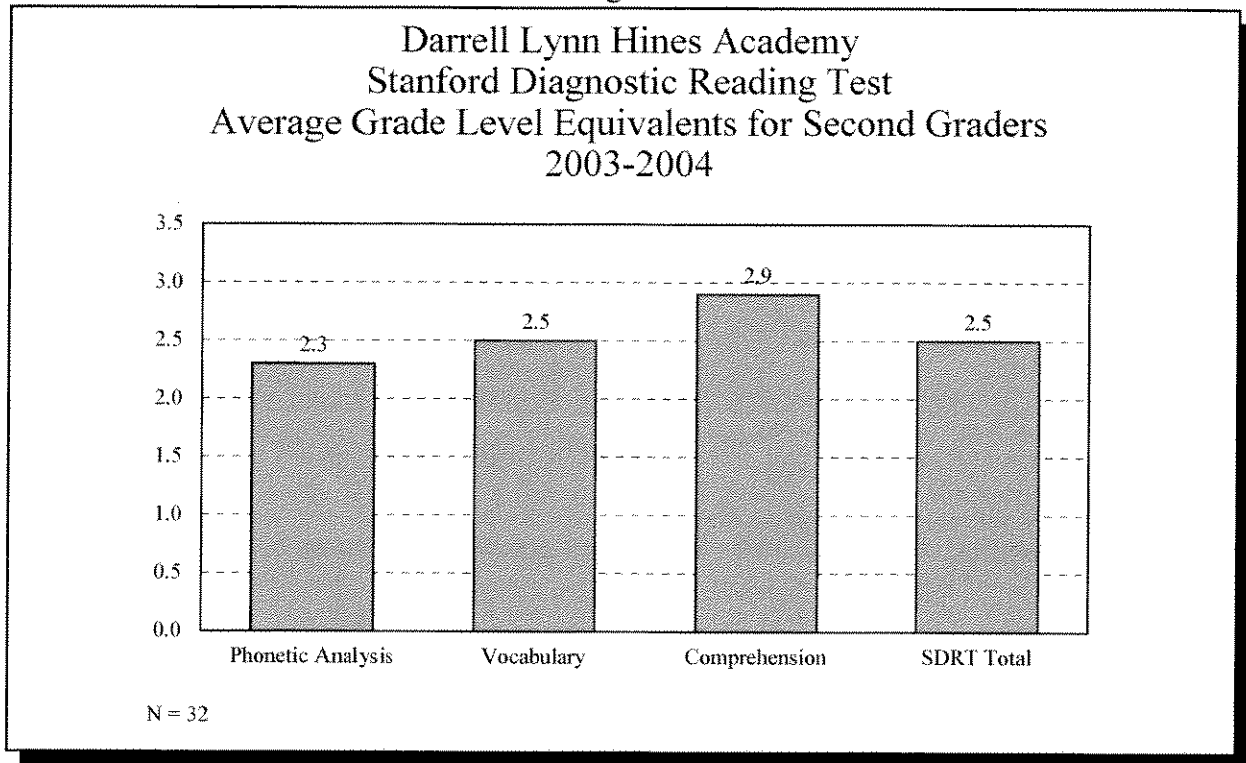


Table 5

**Darrell Lynn Hines Academy  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for Second Graders  
2003-2004  
(N = 32)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.2	5.5	2.1
Vocabulary	K.4	4.7	2.4
Comprehension	1.0	8.9	2.7
<b>SDRT Total</b>	<b>K.9</b>	<b>4.6</b>	<b>2.4</b>

## 2. Wisconsin Reading Comprehension Tests for 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, and advanced proficiency levels.<sup>12</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 2004 proficiency standards are based on the standards that were established in July 1998 by the State Superintendent.<sup>13</sup>

The test was administered in Spring 2004 to 41 Academy third graders enrolled in the school on the examination date. Results on this measure, illustrated in Figure 8, indicate that:

- Three (7.3%) third graders scored at the minimal level of reading comprehension;
- Twenty-five (61.0%) Academy third graders scored at the basic level of reading comprehension;
- Thirteen (31.7%) third graders demonstrated proficient reading comprehension skills; and
- No third graders demonstrated an advanced level of reading comprehension.

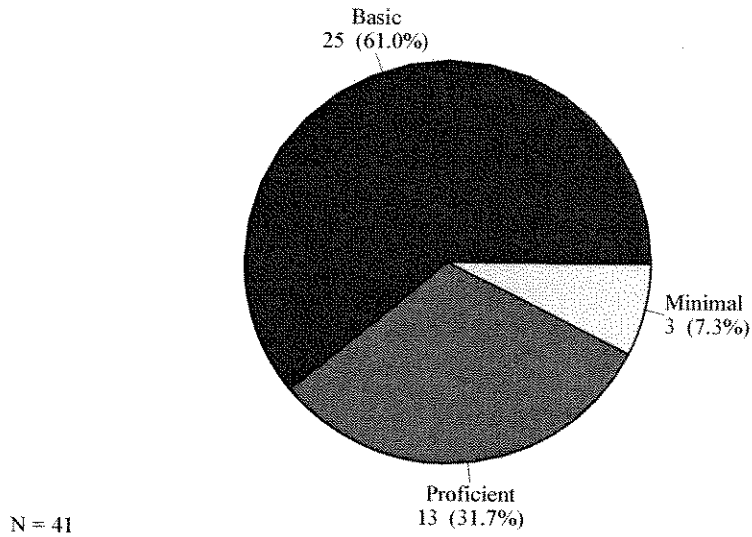
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<sup>12</sup>The Wisconsin Reading Comprehension Test levels for 2004 are: *Advanced* (60 or more points): Academic achievement is beyond mastery. Test scores provide evidence of in-depth understanding. *Proficient* (38 through 59 points): Academic 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>13</sup> See [www.dpi.state.wi.us/dpi/spr/3wrcto3.html](http://www.dpi.state.wi.us/dpi/spr/3wrcto3.html) for details.

Figure 8

Darrell Lynn Hines Academy  
Reading Comprehension Test  
Proficiency Levels for Third Graders  
2003-2004





### 3. Wisconsin Knowledge and Concepts Examination and Stanford Diagnostic Reading Test for Fourth Graders

#### a. Wisconsin Knowledge and Concepts Examination

In November 2003, 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>14</sup> (Note: in 2002-03, Wisconsin discontinued reporting the WKCE results in terms of grade level equivalency and now provides proficiency levels based on scaled scores. DPI has indicated that percentile ranking will be available in the future.)

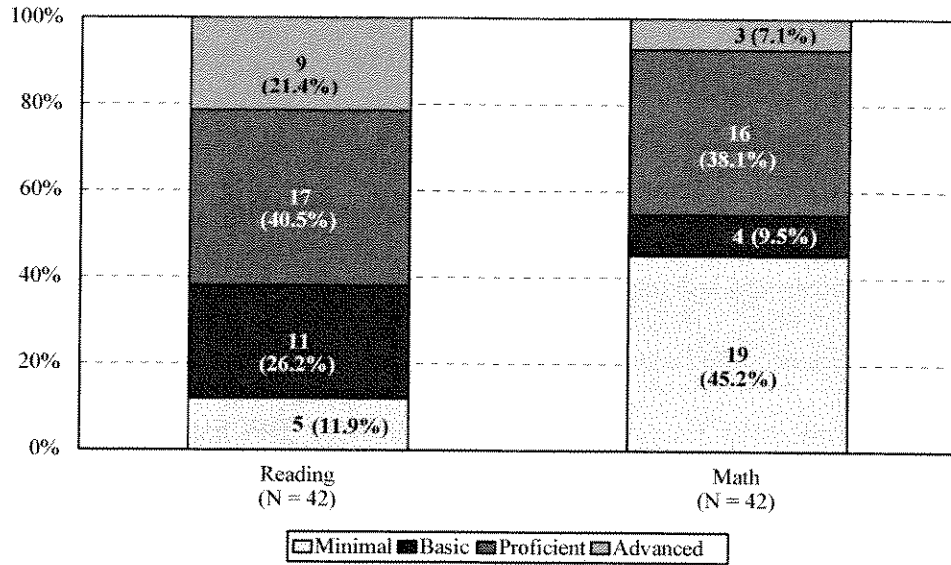
The WKCE was administered in November 2003 to 42 fourth grade students at the Academy. Proficiency indicators for fourth graders are illustrated on the following pages. Five (11.9%) fourth graders scored minimal reading proficiency, 11 (26.2%) had a basic understanding, 17 (40.5%) were proficient readers, and nine (21.4%) fourth graders scored in the advanced reader category. Sixteen (38.1%) students achieved proficient and three (7.1%) advanced proficiency levels in math. See Figure 9.

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<sup>14</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 9

Darrell Lynn Hines Academy  
Wisconsin Knowledge and Concepts Exam  
Reading and Math Proficiency Levels for Fourth Graders  
2003-2004



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,<sup>15</sup> with a maximum possible score of 9.0.

The Academy's fourth graders' writing scores ranged from 2.0 to 5.5. The median score was 4.0, meaning half of students scored at or below 4.0 and half scored 4.0 to 5.5.

**b. Stanford Diagnostic Reading Test for Fourth Graders**

In April 2004, 40 fourth graders were administered the SDRT. The fourth grade SDRT consists of a phonetic analysis, vocabulary, comprehension, and total scores for each student. This testing was completed so that individual student progress on reading could be tracked from the second grade to the fourth grade on the same standardized assessment tool. Results indicated that fourth graders were reading, on average, at grade level when measured by SDRT total (see Figure 10).

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<sup>15</sup> See [www.dpi.state.wi.us/oea/kc\\_writg.html](http://www.dpi.state.wi.us/oea/kc_writg.html) for details.

Figure 10

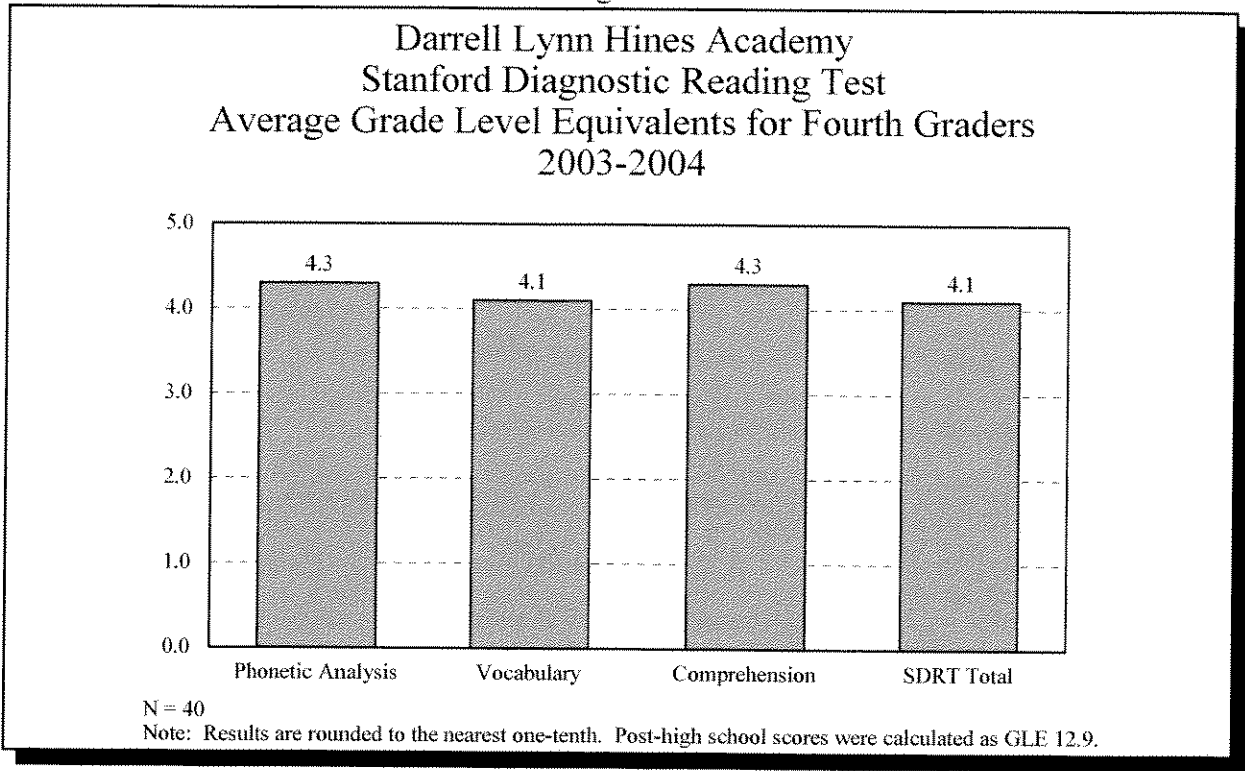


Table 6

**Darrell Lynn Hines Academy  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for Fourth Graders  
2003-2004  
(N = 40)**

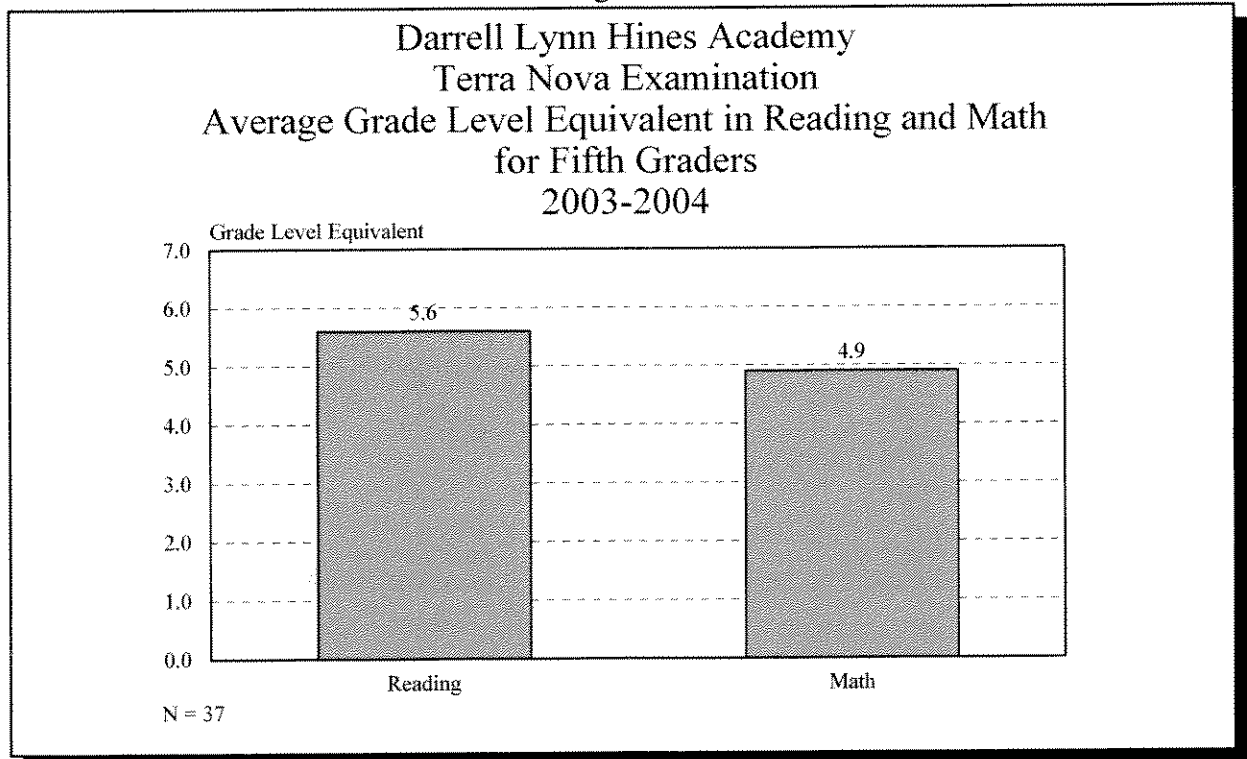
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.4	10.8	3.2
Vocabulary	1.7	9.9	3.8
Comprehension	1.6	8.1	3.9
<b>SDRT Total</b>	<b>1.9</b>	<b>7.7</b>	<b>3.7</b>

#### 4. Terra Nova for Fifth and Sixth Graders

As required by CSRC, fifth and sixth graders were administered the McGraw-Hill Terra Nova test. 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 these tests be administered to provide a basis for multiple-year student progress in reading and math. Math and reading results are summarized below.

The Terra Nova examinations were administered in November 2003<sup>16</sup> to 37 fifth grade students. Results indicated that fifth graders, on average, were at grade level in reading and at 4.9 GLE in math (see Figure 11).

Figure 11



<sup>16</sup> In 2002-2003, the Wisconsin DPI changed the time for administration of the WKCE from Spring to Fall. Therefore, the CSRC requires 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.

A look at the range of grade levels in each of the areas tested shows a wide distribution among the students. Table 7 indicates grade equivalent ranges, and the median in reading and math. Proficiency levels for reading and math are illustrated in Figure 12.

Table 7			
Darrell Lynn Hines Academy Terra Nova Examination Grade Level Equivalent Ranges for Fifth Graders 2003-2004 (N = 37)			
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Reading	1.7	12.1	4.5
Math	2.2	10.6	4.6

Figure 12

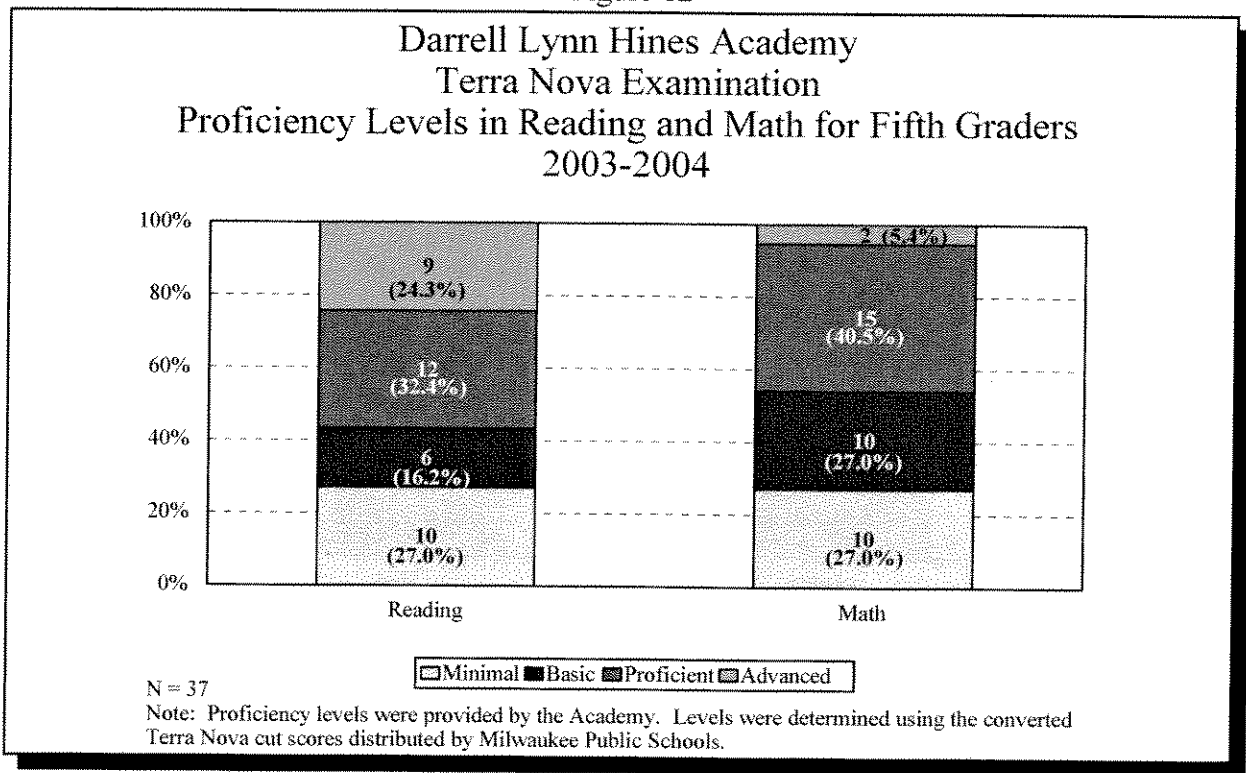
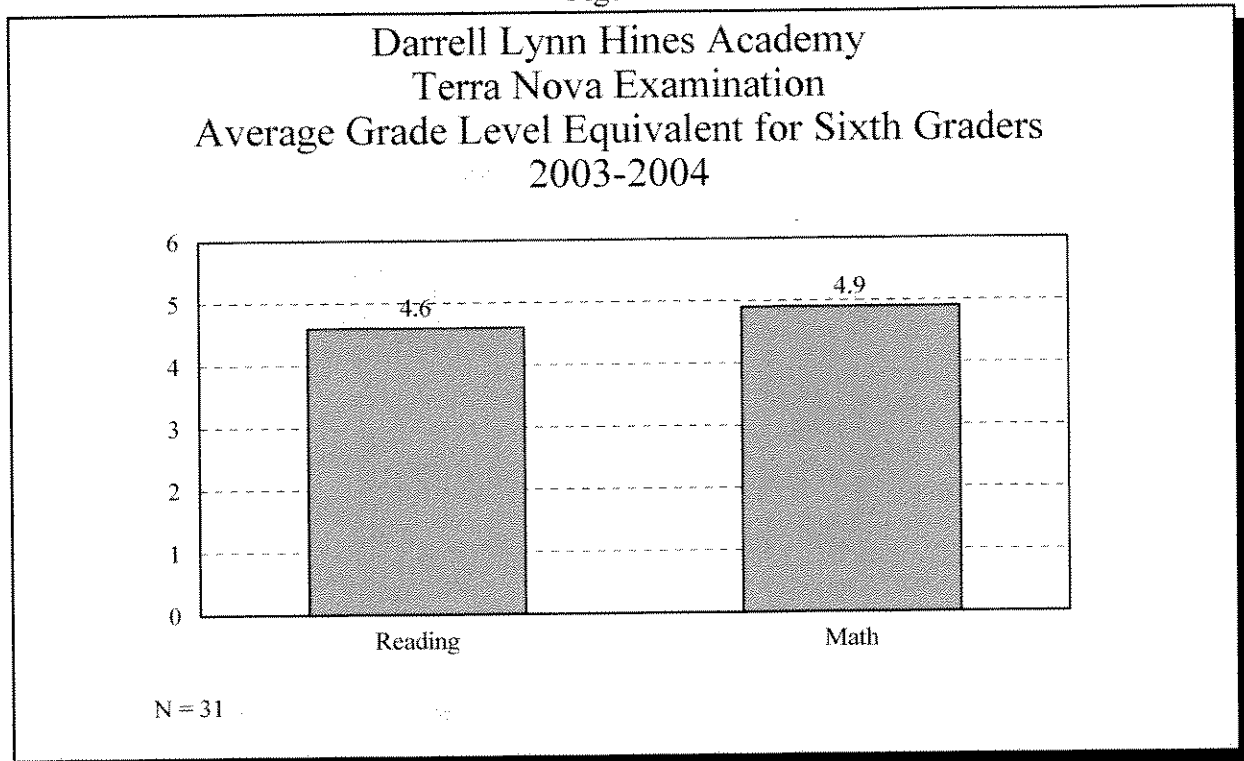


Figure 13 illustrates the sixth grade Terra Nova results. The students, on average, were functioning at 4.6 GLE in reading and 4.9 GLE in mathematics.

Figure 13



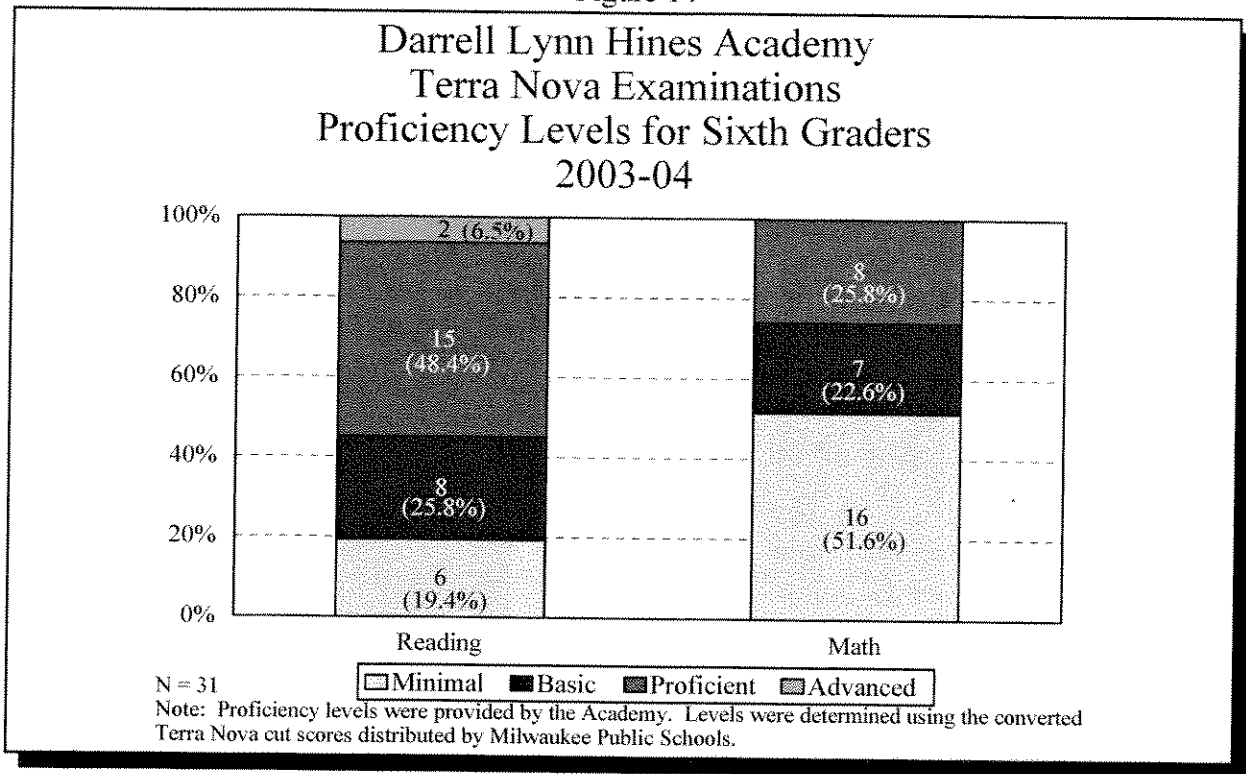
Sixth graders reading and math skills spanned a wide range of GLEs. See Table 8.

**Table 8  
Darrell Lynn Hines Academy  
Terra Nova Examination  
Grade Level Equivalent Ranges for Sixth Graders  
2003-2004  
(N = 31)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Reading	1.6	9.3	4.7
Mathematics	2.9	8.3	4.5

Proficiency levels for sixth graders are illustrated below.

Figure 14



**E. Multiple-Year Student Progress**

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests used to examine progress are the SDRT and the Terra Nova reading and math subtests. CSRC requires that students advance, on average, one GLE per year in reading and math.

The following table describes reading progress, as measured by SDRT results over two academic years, for 25 students enrolled in the Academy as first graders in 2002-03 and then as second graders in 2003-04. Overall SDRT totals indicated an average improvement of 0.8 GLE.



Table 9

**Darrell Lynn Hines Academy  
Average GLE Advancement from First to Second Grade  
Based on SDRT  
(N = 25)**

Reading	Grade Level Equivalent			
	First Grade (2002-03)	Second Grade (2003-04)	Average Advancement	Median Advancement
<b>SDRT Total</b>	1.7	2.5	0.8	0.9

Note: Results are rounded to the nearest tenth.

There is no standardized test series administered to track progress from second to third, third to fourth, or fourth to fifth grades; therefore, reading progress on standardized tests cannot be determined for these groups of children. Note that until 2002-03, the WKCE provided GLE in reading and mathematics. Since GLE are no longer provided for fourth and eighth graders, GLE progress for fourth to fifth grades is not possible at this time. It is possible to compare results from the Terra Nova assessments administered to fifth and sixth graders.

This year, there were 26 sixth graders for whom standardized test results were available in GLE for both the 2002-03 and 2003-04 school years. Students, on average, did not show any progress in reading based on GLE from the Terra Nova examinations. Students averaged a full GLE advancement in math.

Table 10				
Darrell Lynn Hines Academy				
Average GLE Advancement from Fifth to Sixth Grade				
Based on Terra Nova				
Subject Area	Grade Level Equivalent			
	Fifth Grade (2002-03)	Sixth Grade (2003-04)	Average Advancement	Median Advancement
Reading* (N = 25)	4.8	4.8	0.0	0.2
Math (N = 26)	4.1	5.1	1.0	0.9

\*Results were suppressed for one student.

Although not required by CSRC nor stated in the Academy's learning memo, CRC examined reading progress using Jerry Johns Reading Inventory scores. Results indicate that 27 sixth graders improved an average of 1.0 grade levels during the school year. See Table 11.

Table 11				
Darrell Lynn Hines Academy				
Average Grade Level Advancement for Sixth Grade				
Based on Jerry Johns Reading Inventory				
(N = 27)				
Subject Area	Grade Level Equivalent			
	Fall 2003	Spring 2004	Average Advancement	Median Advancement
Reading	5.7	6.7	1.0	1.0

**F. Multiple-Year Student Progress for Students Below Grade Level**

**1. Standardized Tests**

Another CSRC requirement related to student progress is that the school demonstrate a GLE advancement of more than one academic year for students who tested below grade level in reading. To protect student identity, progress is reported for group sizes of ten or more.

Reading progress for students who tested below grade level in 2002-03 is provided in the following table.

<b>Table 12</b>		
<b>Darrell Lynn Hines Academy Average GLE Advancement for Students Who Tested Below Grade Level in Reading Based on Standardized Tests</b>		
<b>2002-03 to 2003-04</b>	<b>N</b>	<b>Average GLE Advancement</b>
First to second grade SDRT	3	Cannot report due to N size
Fifth to sixth grade Terra Nova	16	0.5

Overall, students advanced 0.5 GLE in reading. Three out of 16 sixth graders met the GLE advancement requirement of greater than one year, after having tested below grade in 2002-03.

Math progress for students who tested below grade level in 2002-03 is provided in the following table.

<b>Table 13</b>		
<b>Darrell Lynn Hines Academy Average GLE Advancement for Students Who Tested Below Grade Level in Math Based on Terra Nova</b>		
<b>2002-03 to 2003-04</b>	<b>N</b>	<b>Average GLE Advancement</b>
Fifth to sixth	21	0.8

On average, students progressed 0.8 GLE in math. Note that seven of 21 fifth graders advanced more than one GLE, after having tested below grade level in 2002-03.

## 2. Jerry Johns Reading Inventory

Although not required by CSRC nor stated in the Academy's learning memo, CRC examined student progress in reading using Jerry Johns Reading Inventory scores. CRC identified 112 first through sixth graders who scored below grade level in Fall 2003. By Spring 2004, these students had, on average, progressed 1.9 grade levels when measured against the May 2004 examination results. Results for each grade are summarized below.

Grade	N	Average Levels		Improvement
		Fall 2003*	Spring 2004	
One	19	Pre-Kindergarten	K.7	2.1
Two	21	K.0	1.8	1.8
Three	26	1.2	2.9	1.7
Four	19	2.0	4.4	2.4
Five	16	3.0	4.3	1.3
Six	11	4.2	6.0	1.8
<b>Total</b>	<b>112</b>	<b>N/A</b>	<b>N/A</b>	<b>1.9</b>

\* Pre-kindergarten includes non-readers and pre-primer. Kindergarten level is called Primer.

#### IV. CONCLUSIONS/RECOMMENDATIONS

This report covers the second year of the Academy's charter school status. The information provided by the school has been used to make assessments regarding programmatic and academic progress for the 2003-04 school year. The Academy has met 9 of 11 of the education requirements in its charter school contract with the City of Milwaukee. The two provisions that were not met were in year-to-year growth for all students and year-to-year growth for students who tested below grade level in the previous school year.

The key performance indicators were:

- Attendance rate was 95.0%, exceeding the school's goal;
- The parents of 88.1% of the children attended both family-teacher conferences. Overall, parents attended 94.0% of scheduled conferences, substantially meeting the Academy's goal;
- On average, 72.7% 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 1.4 grade levels;
- Most K5 through fifth grade students with comparison progress indicators met (44.2%) or exceeded (24.1%) the school's expectations in math by the end of the school year. Most (88.9%) sixth graders achieved a "C" or better in math;
- Most of the students demonstrated proficient (46.7%) or advanced (15.3%) levels in writing, as measured by the Six Traits of Writing assessment;
- On average, first graders were functioning at 1.4 to 2.0 grade level equivalents in phonetic analysis, vocabulary, and comprehension on the SDRT;
- On average, second graders were functioning at 2.3 to 2.9 grade level equivalents in phonetic analysis, vocabulary, and comprehension on the SDRT;
- 31.7% of the third graders demonstrated proficient reading comprehension on the Wisconsin Reading Comprehension Test;
- Approximately 61.9% of the fourth graders tested on the WKCE scored in proficient or advanced proficiency levels in reading, while 45.2% reached these levels in math;

- The fifth grade students tested with the Terra Nova averaged a grade level equivalency of 5.6 in reading with 56.7% demonstrating proficient or advanced proficiency levels in reading;
- The fifth grade students tested with the Terra Nova, on average, demonstrated a 4.9 grade level equivalency in math with 45.9% demonstrating a proficient or advanced level;
- On average, the sixth graders tested with the Terra Nova averaged a grade level equivalency of 4.6 in reading. Over half (54.9%) of students exhibited proficient or advanced reading skills; and
- Sixth grade Terra Nova math results indicated that students averaged a 4.9 grade level equivalency and 25.8% demonstrated math skills at the proficient or advanced levels.

After reviewing the information in this report and considering the information gathered during the administrator's interview in June 2004, it is recommended that the focus of activities for the 2004-05 year include the following:

- Achieve the goal of every child 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.
- Hire a reading consultant on a half-time basis.
- Develop one of the teachers as a math specialist to monitor student performance in math and provide ongoing support/feedback for teachers.
- Ensure that every child who is below grade level be exposed to the specialist in the pertinent area. Focus the best resources on students that need the most help.
- To retain teachers, consider the possibility of offering a retirement plan in addition to the health benefits plan now available.

**APPENDIX A**  
**CONTRACT COMPLIANCE CHART**

**Darrell Lynn Hines Academy**

**Overview of Compliance for Educationally Related Contract Provisions  
2003-2004**

Section/Page of Contract	Educationally Related Contract Provision	Monitoring Report Reference Page	Contract Provision Met or Not Met?
Section B, p. 2 & Appendix A, p. 23+	Description of educational program: student population served.	Pages 2-6	Met
Section I,V, p. 11 & Appendix B	Education program of at least 180 days (including five banked days of teacher work days).*	Page 8	Met
Section C, p. 2 & Appendix A, p. 23+	Educational methods.	Pages 3-4	Met
Section D, p. 2 & Appendix A, p. 96	Administration of required standardized tests.	Pages 20-32	Met
Section D, p. 2 & Appendix A, p. 61+	Academic criteria #1: maintain local measures, showing pupil growth in demonstrating curricular goals.	Pages 12-20	Met
Section D, p. 2 & Appendix A, p. 61+	Academic criteria #2: minimum class gain in reading and math of one grade level, as measured by standardized tests, for all grades.	Pages 32-33	Not met in reading;** met in math
Section D, p. 2 & Appendix A, p. 61+	Academic criteria #3: more than one grade level gain in reading and math for pupils whose prior performance was below grade level.	Pages 35-36	Not met***
Section E, p. 3 & Appendix A	Parental involvement.	Page 9	Met
Section F, p. 3	Instructional staff hold a DPI license or permit to teach.	Page 7	Met
Section I, p. 4	Pupil database information.	Pages 5-6	Met
Section K, p. 5 & Appendix A, p. 104+	Discipline procedures.	Page 10	Met

\*This follows the model used by Milwaukee Public Schools 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 for each of its charter schools.

\*\* Second graders with comparison first grade SDRT scores advanced 0.8 GLE on average. Sixth graders with comparison fifth grade Terra Nova scores advanced 0.0 GLE on average. Fourth and fifth grade students year-to-year advancement could not be calculated due to test series incompatibility.

\*\*\* The only grade level with reportable comparison scores was sixth grade which advanced on average 0.5 GLE in reading and 0.8 GLE in math.



**APPENDIX B**  
**OUTCOME MEASURE AGREEMENT MEMO**

November 1, 2003

**TO:** Children's Research Center  
**FROM:** Darrell Lynn Hines College Preparatory Academy Of Excellence  
**RE:** Student Learning Memorandum for the 2003-2004 School Year

The following procedures and outcomes will be used for the 2003-2004 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 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.

- |                           |   |
|---------------------------|---|
| <b>Grades 1, 2</b>        | <b>Stanford Diagnostic Reading Test</b> 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.  |
| <b>Grade 3</b>            | <b>Wisconsin Reading Comprehension Test</b> 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.  |
| <b>Grade 4</b>            | <b>Stanford Diagnostic Reading Test and Wisconsin Knowledge Concept Exam</b> 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.                                    |
| <b>Grade 5, 6 &amp; 7</b> | <b>McGraw Hill Terra Nova</b> 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. (Note: There were no seventh graders at the Academy this year.) |
| <b>Grade 8</b>            | <b>Wisconsin Knowledge and Concepts Exam</b> 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. (Note: There were no eighth graders at the Academy this year.)   |



**City of Milwaukee – Charter Schools  
Report of Management Oversight Consultant  
For the School Year Ended June 30, 2004**

**December 7, 2004**

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



**M. L. Tharps & Associates**

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*Milwaukee, WI 53202*

*(414) 278-8532 Fax (414) 278-7579*

Certified Public Accountants

Management Consultants

To the Members of The City of Milwaukee  
Charter School Review Committee

We have completed a review of the management function of the five charter schools (Khamit Institute, Downtown Montessori Academy, Central City Cyberschool, DLH Academy and Academy of Learning and Leadership), which have contracted with the City of Milwaukee for the 2003-2004 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*

December 7, 2004

**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**

## **Khamit Institute**

MLTA performed a review of Khamit Institute's management policies, procedures and contract compliance during the 2003-2004 school year. Communications were conducted with Mr. Jerry Tarrer, Executive Director and Financial Manager for Khamit Institute.

### **Current Year Developments**

During the 2003-04 school year, the City of Milwaukee terminated the contract with Khamit Institute for failure to meet the standards required of the charter. Among the reasons for termination were findings related to the financial management of the school, which have been detailed in our prior year reports. Although the school took some steps to correct the problems, deficiencies still existed, which, along with the academic deficiencies, prompted the termination of the contract.

### **Other Contract Compliance Issues**

#### **Annual Audit**

It appears that no audit of the schools operations was prepared for the 2003-04 school year due to the termination of the school's charter.

#### **Student Tuition / Fees**

As is stated in the contract between Khamit Institute and the City of Milwaukee, the school may not charge tuition for any charter student, nor may it charge fees for registration, books, teacher salary, equipment or courses credited for graduation. Activity and uniform fees may be charged, but the school must not profit from these fees.

Our limited review noted no evidence that a charter funded student paid tuition or paid any other unallowable fees during the school year.

### **Conclusion**

Based on the limited scope review of the management policies and procedures of Khamit Institute as of June 30, 2004, we are unable to express a conclusion as to the adequacy of the schools management policies and procedures. The school appears to have been in compliance with the financial management provisions of its contract with the City of Milwaukee.

### **Recommendations**

As the school has ceased operations as of June 30, 2004, we do not have any recommendations or suggestions for improvement.

## **Downtown Montessori Academy**

MLTA reviewed Downtown Montessori Academy's management policies, procedures and contract compliance during the 2003-04 school year. Communications were conducted with Virginia Flynn, Principal as well as the school's administrative assistant.

### **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.

### **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 \$37,000 net excess of revenue over expenses for the year on revenues of approximately \$680,000. The school had a \$120,000 increase in revenues for the year, mainly from a \$50,000 increase in charter fees and a \$50,000 increase in grant revenues due to a \$130,000 grant from the Walton Foundation. 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. The school will be having a capital campaign to raise funds for this purpose.

### **Other Contract Compliance Issues**

#### **Annual Audit**

The annual audit for Downtown Montessori Academy was completed as of September 1, 2004, and was submitted timely. Per review of the report, there were no major findings by the auditor and the audit appears to have been properly submitted. As with prior year audit reports, the report was not in accordance with generally accepted accounting principles, due to the accounting for fixed assets purchased with grant funds, however, the auditors properly disclosed this. The effect of this treatment on the financial statements is not material to the statements as a whole. Except for this deviation the report is presented 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 is establishing 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 2003-04 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 2003-04 school year, but has been implemented for the 2004-05 school year.

We 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. Beginning in October 2004, the school has hired a full-time business manager / accountant. This person is a Certified Public Accountant, and appears to have the necessary skills to perform the financial management duties for the school.

### **Financial Status of School**

Per review of the financial statements and per discussions with Dr. Faltz, it appears that the school is financially stable. Dr. Faltz indicated that cash flow was adequate for the 2003-04 year although cash flow at the end of the school year was low due to grants submitted for reimbursement not being paid in on a timely basis. Our review indicated no severe financial constraints on the school. However, we noted that the school's cash position had improved over the prior year.

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 an increase in net assets of \$15,000 on revenues of \$3.2 million for the fiscal year and the adequate cash and receivables to payables ratio appears adequate. Revenue and expenses remained consistent from the prior fiscal year. The school continues to have a very large long-term debt obligation (approximately \$3.8 million), incurred during the construction of the school building and a significant liability for the lease / purchase of computer hardware of approximately \$200,000. However, the school appears to be financially able to pay the debt service on this balance without major financial hardship. Per discussion with Dr. Faltz, the school is trying to refinance its current debt at current rates, which would greatly increase its cash flows.

## **Other Contract Compliance Issues**

### **Annual Audit**

The annual audit for Central City Cyberschool for the fiscal year ended July 31, 2004 was completed as of December 6, 2004. Per the contract with the City of Milwaukee, the annual audit was due on or before October 15, 2004. Due to computer data issues resulting from a serious computer malfunction, the audit could not be performed on a timely basis, and therefore the audit report was submitted late. We believe this is a one-time situation and should not be a cause for concern. 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, 2004, 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, 2004, 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. Except for the late submission of its annual audit report, 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 2004-05 school year. In addition, we have requested that quarterly financial reports be provided to us for our review and analysis.

We have also suggested that the school explore the possibility of obtaining a line of credit through a local bank. This line of credit would greatly help the school in times of low cash flow based on the timing of charter school aids from DPI. The line of credit would not have to be used, however, it would be available to the school to ensure seamless operations during times of low cash flows.

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

MLTA reviewed DLH Academy's management policies, procedures and contract compliance during the 2003-2004 school year. Communications were conducted with Ms. Barbara Horton, Executive Director.

### **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 cash position. The school made an approximately \$100,000 investment in new equipment for the school during the school year. The school is also undertaking a fund-raising campaign to provide capital for school expansion 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 from its current 238.

### **Financial Status of School**

Based on a review of the annual audit, the school had an excellent cash position as of June 30, 2004, with approximately \$200,000 in cash, although the school had revenues exceeding expenses by only \$3,000 for the year ended June 30, 2004. The reason for the small excess is due to the school beginning to undertake some of its expansion plans resulting in increased expenses over the prior year. Because of the school's large accumulated net assets from prior years of over \$330,000, the school is able to expend all its revenues and still maintain a solid financial position.

Per Ms. Horton, the school has a line of credit available, however, it was not used during the fiscal year as their cash position did not warrant making any draws on the line.

### **Other Contract Compliance Issues**

#### **Annual Audit**

The annual audit for DLH Academy for the fiscal year ended June 30, 2003 was completed as of August 28, 2003. 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 Ms. Horton and per review of revenues for the school's fiscal year ended June 30, 2004, 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, 2004, 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.

## **Academy of Learning and Leadership**

MLTA reviewed the Academy of Learning and Leadership's management policies, procedures and contract compliance during the 2003-2004 school year. Communications were conducted with Ms. Camille Mortimore, Director as well as the schools office manager and financial consultant.

### **Current Year Developments**

The Academy of Learning and Leadership commenced operations as a City of Milwaukee charter school during 2003-2004. Being the first year of a new school, there were many growing pains involved with the opening. The largest problem was the construction of the school was not completed until after the beginning of the school year, which caused a significant reduction in the number of students enrolled as compared to the number planned and budgeted for. Because of this, the school encountered significant financial hardship in its first year.

Per discussions with financial management staff, they appear qualified to perform their assigned duties. However, we noted that various areas regarding internal controls should be improved upon. This is common in new organizations that are small in nature, with little separation of duties. We believe that with some small changes that there will be adequate internal controls in place.

### **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, accounting system setup, and making accounting adjustments. He appears well qualified to perform these duties, as he has over 17 years experience in this area. Ms. Grace has a bachelor's degree in business administration and appears qualified to perform her duties.

As noted above, the school had significant financial hardship during its first full year of operation. Because the new school building did not open when expected due to construction delays, enrollment was significantly lower than originally budgeted. A review of the school's audit shows that the school had a deficiency of revenues to expenses of \$300,000. Because of this deficit the school obtained a line of credit with Lincoln State Bank in the amount of \$650,000 for working capital. As of June 30, 2004, the outstanding balance on this line of credit was \$645,000. This line of credit has been secured by a pledge of securities by Ms. Mortimore. In addition, Ms. Mortimore has personally borrowed over \$70,000 to the school. In addition, the school has a mortgage loan for the new building of approximately \$3,000,000. Per discussion with Ms. Mortimore, the school has produced a lean budget for the 2004-05 fiscal year to recover a significant portion of the 2003-04 deficit.

## **Other Contract Compliance Issues**

### **Annual Audit**

The annual audit for the Academy of Learning and Leadership for the fiscal year ended June 30, 2003 was completed as of July 30, 2004 and was issued prior to the reporting deadline. Per review of the report, there were no material findings by the auditor and the audit appears to have been properly submitted and is in accordance with generally accepted accounting standards.

We also noted that the auditor's issued a letter of management recommendations, which recommended various changes in its internal control structure via increased segregation of duties of the financial management staff. In addition, they recommended implementing a system for managing fixed assets and a more comprehensive budgeting process where ongoing changes are made based on actual results throughout the year.

### **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. Mortimore and per review of revenues for the school's fiscal year ended June 30, 2004, 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, 2004, it appears that the organization has procedures in place to ensure an adequate 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**

As we believe some the financial management processes of the school do not have adequate segregation of duties, we recommend that the school implement procedures to separate certain duties of the financial management system. Namely, separation of the persons writing and signing checks, entering data in the accounting system, reconciling cash and reviewing bank statements.

We recommend that the school provide us a quarterly financial report, with a budget-to-actual analysis. Due to the financial difficulties encountered during the first year of operations, we will closely monitor the school's financial status during the 2004-05 fiscal year. This will also aid in increasing the overall controls implemented by the school, and will provide an additional tool in achieving management goals.

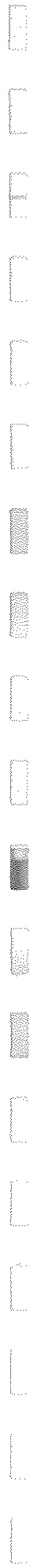


## Charter School Oversight Fees 2002-2003 School Year

<b>Collected:</b>		<b>Payments:</b>		
Date	Amount	Date	Amount	Vendor
10/01/03	\$3,477.00	1/3/2003	\$431.70	Kinko's
10/8/2003	\$2,192.00	11/25/2003	\$657.45	Kinko's
10/9/2003	\$8,590.00	7/7/2004	\$1,941.84	National Council on Crime and Delinquency April 2004
10/13/2003	\$3,630.00	8/20/2004	\$3,745.00	M.L. Tharps
10/21/2003	\$12,795.00	8/25/2004	\$8,609.00	City of Milwaukee Administration
12/16/2003	\$3,283.00	8/30/2004	\$1,391.88	National Council on Crime and Delinquency May 2004
12/19/2003	\$8,330.00	8/30/2004	\$4,736.41	National Council on Crime and Delinquency June 2004
12/22/2003	\$1,897.00	9/21/2004	\$21,459.57	National Council on Crime and Delinquency July
12/22/2003	\$3,349.00	10/7/2004	\$1,873.00	M.L. Tharps
1/6/2004	\$8,707.00	10/28/2004	\$14,153.26	National Council on Crime and Delinquency, August
2/26/2004	\$2,150.00			
3/2/2004	\$2,926.00			
3/11/2004	\$4,442.00			
3/11/2004	\$8,248.00			
3/19/2004	\$10,434.00			
6/15/2004	\$2,080.00			
6/17/2004	\$8,390.00			
6/29/2004	\$10,710.00			
7/6/2004	\$3,807.00			
<b>Total:</b>	<b>\$109,437.00</b>	<b>Total:</b>	<b>\$58,999.11</b>	

	Revenue	\$109,437
	Expenses	\$58,999
	Balance	\$50,438
	Balance 2000-2003	\$93,380
	Net Balance	\$143,818



**Charter School Oversight Fees**  
**1st and 2nd Quarter - 2003/2004 School Year**

SCHOOL:	October Payment			December Payment				
	Number of Students	Check	Date Rec'd	Amount	Number of Students	Check	Date Rec'd	Amount
Academy of Learning & Leadership	101	1130	10/13/2003	\$3,630	99	1234	12/22/2003	\$3,349
Central City Cyberschool	356	2519	10/21/2003	\$12,795	305	2641	1/6/2004	\$8,707
DLH Academy	239	3000	10/9/2003	\$8,590	240	3151	12/19/2003	\$8,330
Downtown Montessori	61	3373	10/8/2003	\$2,192	58	3463	12/22/2003	\$1,897
Khamit	95	4442	10/1/2003	\$3,477	95	4585	12/16/2003	\$3,283

\$25,566

\$30,684

1st Quarter Total: \$30,684.00 = 852 FTE's  
 2nd Quarter Total: \$25,566.00 = 797 FTE's

Total: \$56,250.00

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**Charter School Oversight Fees**  
3rd and 4th Quarter - 2003/2004 School Year

SCHOOL:	March Payment			June Payment			Total: Amount	
	Number of Students	Check	Date Rec'd	Amount	Number of Students	Check		Date Rec'd
Academy of Learning & Leadership	108	1281	3/11/2004	\$4,442	108	6923	7/6/2004	\$3,807
Central City Cyberschool	302	2722	3/19/2004	\$10,434	302	2809	6/29/2004	\$10,710
DLH Academy	238	3285	3/11/2004	\$8,248	238	3436	6/17/2004	\$8,390
Downtown Montessori	59	3526	3/1/2004	\$2,150	59	3641	6/15/2004	\$2,080
Khamit	91	4670	3/2/2004	\$2,926	91	UNPAID	UNPAID	(\$3,278)

**\$24,987**

**\$28,200**

1st Quarter Total: \$30,684.00 = 852 FTE's  
 2nd Quarter Total: \$25,566.00 = 797 FTE's  
 3rd Quarter Total: \$28,200.00 = 798 FTE's  
 4th Quarter Total: \$24,987.00 = 798 FTE's

**Total: \$109,437.00**

