

Downtown Montessori Academy

Programmatic Profile and Educational Performance

2012–13 School Year

Report Date: August 2013

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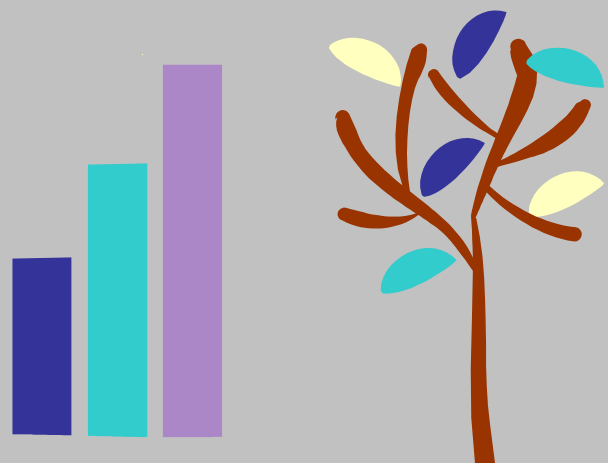


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EXECUTIVE SUMMARY
for
Downtown Montessori Academy
2012–13

This is the 15th annual report on the operation of Downtown Montessori Academy, a City of Milwaukee charter school.¹ It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY

Beginning in 2012–13, the Wisconsin Department of Public Instruction applied more rigorous proficiency-level cut scores to the Wisconsin Knowledge and Concepts Examination (WKCE) reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Progress and require students to achieve higher scale scores in order to be considered proficient. The school’s contract compliance is affected by how students perform on the WKCE tests. In order to view the impact that the revised cut scores have on the school’s overall contract compliance, contract compliance is shown when both the former and revised cut scores were applied to WKCE results below.

Applying the former WKCE proficiency-level standards, Downtown Montessori met all but one of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. The school fell short of meeting the following provision:

- That more than 60.0% of students below proficient on the WKCE in reading show advancement (actual: 50.0% of 16).

Applying the revised WKCE proficiency-level standards Downtown Montessori met all but three of the year-to-year expectations related to growth on the WKCE, specifically:

- That at least 75.0% of fourth- through eighth-grade students at or above grade level the previous year in math will maintain at or above grade-level status this year. (Actual: 53.0% of 13 students in reading and 73.3% of 53 students in math.)
- That at least 60.0% of fourth- through eighth-grade students below proficiency in reading and math the previous year will advance one level of proficiency or to the next quartile within the proficiency range this year. (Actual: 41.7% of 24 students in reading and 43.8% of 32 students in math.)

See Appendix A for a list of contract provisions and report page references.

¹ The City of Milwaukee Common Council chartered nine schools in the 2012–13 academic year.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Primary Measures of Academic Progress

CSRC requires the school to track student progress in reading, writing, and mathematics throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students. This year, Downtown Montessori's local measures of academic progress resulted in the following outcomes:

All (100.0%) pre-kindergarten and kindergarten students showed progress or reached proficient in all language and sensorial skills, math and/or practical life skills, and in all cultural skills.

Reading:

- All 88 (100.0%) first- through eighth-grade students who scored at or above their grade level in reading on the fall test maintained at or above grade-level status on the spring reading test.
- All 20 (100.0%) first- through eighth-grade students who scored below their grade level on the fall reading test improved their scores by at least one grade level on the spring test.

Math:

- One hundred (94.3%) of 106 first through sixth graders reached proficient or showed progress on grade-level math skills.
- Nine (90.0%) of 10 seventh and eighth graders who scored 85.0% or better on the first chapter test scored 85.0% or better on the final chapter test.
- Overall, 109 (94.0%) of 116 first- through eighth-grade students met their goal for math.

Special Education Students:

- Nine (90.0%) of 10 special education students demonstrated progress on their IEP goals.

Writing:

- Overall, 90.7% (107 of 118) of first- through eighth-grade students maintained or improved their scores based on the Six Traits of Writing rubric.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, Downtown Montessori identified measurable education-related outcomes in attendance, parent involvement, and special education student records.

The school met its goals in all of these outcomes.

3. School Scorecard

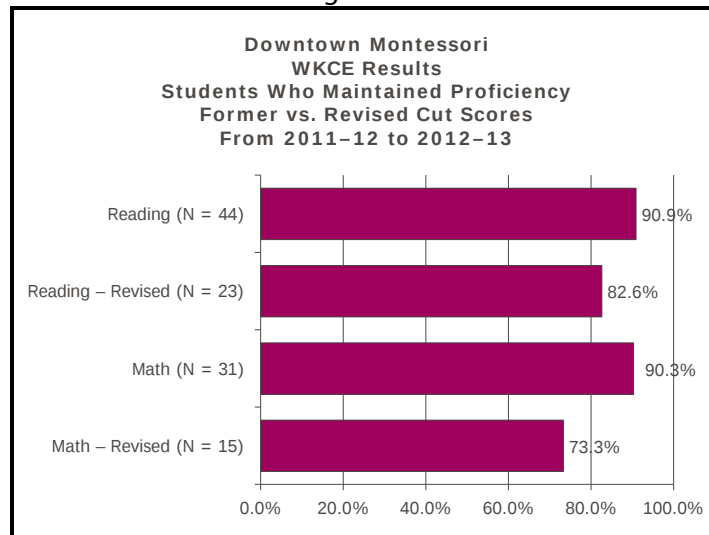
This year, the school scored 85.2% on the school scorecard based on the former WKCE cut scores and 81.5% based on the revised WKCE cut scores.

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

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

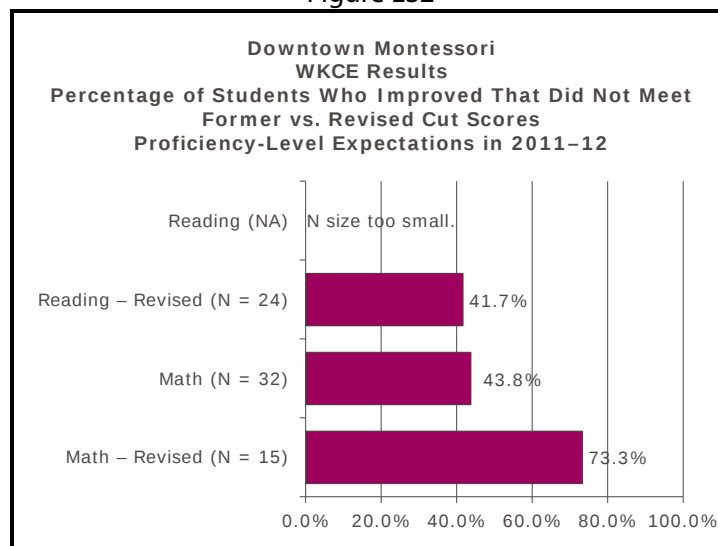
- Thirty-three (94.3%) second and third graders at or above grade level equivalency (GLE) last year maintained GLE during the current school year. The CSRC goal is that 75.0% of these students maintain GLE from one year to the next.
- Only one student scored below GLE in 2011–12; due to the small size of this cohort, results were not included in this report.
- Of 44 fourth through eighth graders, 90.9% maintained proficiency in reading, and 90.3% of 31 students maintained proficiency in math, based on former proficiency cut scores used up until the current school year. The CSRC goal is 75.0%. See Figure ES1.
- Of 23 fourth through eighth graders, 82.6% maintained proficiency in reading, and 73.3% of 15 students maintained proficiency in math, based on revised proficiency cut scores implemented during the 2012–13 school year. See Figure ES1.

Figure ES1



- Of 16 fourth- through eighth-grade students who were below proficient in math, 50.0% showed improvement based on former proficiency cut scores during the 2012–13 school year. The CSRC goal is 60.0%. Only three students scored minimal or basic on the 2011–12 WKCE reading test. Due to the small size of the cohort, results could not be included in this report. See Figure ES2.
- Of 24 fourth through eighth graders who were below proficient in reading, 41.7% showed improvement based on revised proficiency cut scores implemented during the 2012–13 school year, as did 43.8% of 32 students who were below proficient in math. See Figure ES2.

Figure ES2



III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all of the recommendations in its 2011–12 programmatic profile and educational performance report. Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities.

- Continue the academic committee team to evaluate how to meet the needs of all students.
- Provide a consultant (currently a Cardinal Stritch consultant) to assist teachers at all grade levels with evaluation and interventions for improving reading and writing and to work with parents on literacy goals.
- Identify an outside math consultant to assist teachers with math evaluation and interventions.
- Continue building development; specifically, study the idea of purchasing the convent building in order to consider an expansion plan for the adolescent program.

IV. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

The school's charter was renewed by the common council for another five-year period in the fall of 2012. Based on current and past contract compliance and the scorecard results, CRC recommends that Downtown Montessori continue regular, annual academic monitoring and reporting.

I. INTRODUCTION

This report was prepared as a result of a contract between the City of Milwaukee Charter School Review Committee (CSRC) and the Children's Research Center (CRC).² It is one component of the program CSRC uses to monitor performance of all schools chartered by the city.

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

- CRC staff visited the school in the fall and conducted a structured interview with the head of school. Critical documents were reviewed, and copies were obtained for CRC files.
- CRC staff assisted the school in developing its outcome measures for the annual learning memo.
- Additional site visits included classroom instruction observation and notetaking on such issues as classroom setup, number of students and teachers, and student engagement in learning activities.
- CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were updated.
- CRC staff verified the presence of current licenses or permits for all of the school's instructional staff using the Department of Public Instruction (DPI) teacher license website.
- CRC staff conducted a structured, end-of-the-year interview with the head of school.
- The school provided electronic data to CRC.
- CRC staff compiled and analyzed results.

² CRC is a center of the nonprofit National Council on Crime and Delinquency (NCCD). NCCD promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice.

II. PROGRAMMATIC PROFILE

Downtown Montessori Academy
2507 South Graham Street
Milwaukee, WI 53207

Telephone: (414) 744-6005
Website: <http://downtownmontessori.com>

Head of School: Ms. Virginia Flynn
Executive Director: Mr. Ian Spanic

Downtown Montessori Academy is located in the Bay View neighborhood, near the Port of Milwaukee on the southeast side of the city.³ The academy has been at that location since the fall of 2006, and recently purchased the building that houses the school.

A. Board of Directors⁴

Downtown Montessori Academy is governed by a volunteer board of directors. The Downtown Montessori Academy Board of Directors provides strategic leadership in support of the school's mission, philosophy, and goals. The board makes long-term decisions, provides financial management, and communicates regularly with the executive director and the head of school to ensure that the school's program and operation are faithful to the terms of its charter and that the school is a viable organization.

As the head of school and executive director manage the day-to-day activities, the board's mission is to preserve and protect the financial health and well-being of the school and to work with the school's administration to determine annual goals and objectives. The board develops the long-term strategic plan that sets the annual agenda for the board and determines the annual goals and objectives for the executive director and head of school.

This year, seven members comprised the board of directors: a president, a secretary, a treasurer, and four other directors.

³ The school was located in downtown Milwaukee and was chartered by the City of Milwaukee in 1998. The school relocated to its present location in 2006.

⁴ Information taken from the school's website: <http://downtownmontessori.com>

B. Philosophy and Description of Educational Methodology

1. Montessori Approach

Downtown Montessori delivers a valid Montessori program as interpreted by the Association Montessori Internationale or the American Montessori Society.⁵ Montessori education is both a philosophy of child growth and a rationale for guiding such growth. It is based on a child's developmental needs for freedom within limits and a carefully prepared environment that guarantees exposure to materials and experiences through which to develop intelligence as well as physical and psychological abilities. Begun in Italy by Dr. Maria Montessori, Montessori education was introduced in the United States in 1912, with one of the early schools established by Alexander Graham Bell in his own home. Montessori education has enjoyed a resurgence of interest in recent years, reflecting growing recognition of the validity of its approach.

Downtown Montessori is currently divided into four levels of programming. The Children's House contains the Montessori Primary Program, which is open to students ages 3 through 6 years, and includes grades K3, K4, and K5.⁶ The lower elementary program is designed for students in first through third grades; the upper elementary program is open to students in fourth through sixth grades; and the fourth level, the adolescent program, is for students in seventh and eighth grades.

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

⁵ See the 2012–13 *Parent/Student Handbook*, located on the school's website (<http://downtownmontessori.com>).

⁶ Children aged 5 on or before September 1 may attend full-day Montessori sessions. Children aged 4 on or before September 1 may attend a half- or full-day 4-year-old program. The full day for 4-year-olds consists of half-day Montessori and half-day child care.

The sense of responsibility to self and to the community, introduced in the Children's House, is further developed at the elementary level. At the lower elementary level, the school continues to provide multi-age grouping in an environment that encourages cooperative learning and self-discipline. This program is based on "Great Stories" and explores everything from the microscopic to the cosmic, allowing children to discover how all things are inter-related.⁷ The program builds on the foundations of the Children's House program.

The upper elementary program follows a three-year curriculum cycle in all areas of study except mathematics. Learning ways of inquiring, investigating, and resolving questions plays a dominant role in the upper elementary program. The elementary levels emphasize an interdisciplinary approach to learning as well as respect for self and community. Materials and group activities are designed to develop individual and collaborative skills in the areas of biology, mathematics, language, history, geography, music, and the visual arts. The environment reinforces children's natural curiosity and community.

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

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

⁷ In the Montessori curriculum, the Great Stories are the five stories that span the curriculum at a glance. Key lessons are taught as a result of the stories, emphasizing fundamental parts of each story that are found in all subject areas.

The Montessori teacher/directress works with children individually and in groups, introducing materials and giving guidance as needed. The role of the teacher is to help the children teach themselves through the use of the Montessori materials and attention to the learning environment.⁸

2. Teacher/Instructional Staff Information

The school consisted of 10 classrooms during the 2012–13 academic year: three Children’s House classrooms for 3- to 6-year-olds (or K3 through K5), three lower elementary (first through third grades) classrooms, two upper elementary (fourth through sixth grades) classrooms, and one adolescent (seventh and eighth grades) classroom.

Throughout the school year, the school employed a total of 15 instructional staff and five teaching assistants. Instructional staff consisted of 10 classroom teachers and five others (a reading teacher, a speech language pathologist, a special education teacher, an art teacher, and a school psychologist). Three of the classroom teachers taught at the Children’s House level; three taught lower elementary; two taught at the upper elementary level; and two taught in the adolescent program. In addition, a full-time teacher assistant was assigned to each of the Children’s House teachers; a special education aid assisted with one child; and another assistant provided support where needed.

All instructional staff started and completed the school year, resulting in an instructional staff retention rate of 100.0%. (The instructional staff retention rate is the percentage of teachers and other instructional staff who were employed at the school for the entire academic year.)

At the end of the 2011–12 school year, nine instructional staff (eight teachers and one other instructional staff) were employed by the school; all were eligible to return in the fall of 2012. Eight of the nine instructional staff returned in the fall of 2012 for a staff return rate of 88.9%.⁹ (The staff return rate is the percentage of eligible staff employed at the end of the previous school year who return to

⁸ *Parent/Student Handbook, 2012–13*, p. 24.

⁹ One classroom teacher did not return.

the school in the fall. Eligible staff are those who are or would be offered continuing positions for the following school year.)

Three of the classroom teachers have taught at the school since its original charter 15 years ago. Another teacher has been teaching at the school for 13 years, one teacher completed her fourth year, and another her sixth year at the school. Six instructional staff were new to the school in the fall of 2012, therefore completing their first year. The average number of years' experience at Downtown Montessori for the 10 classroom teachers was 7.3; it was 1.4 years for the five other instructional staff members.

All of the instructional staff held DPI licenses (each license was verified on DPI's website) and all except the art teacher had Montessori certification as well. Professional development and inservices throughout the year included the following.

- August 2012—Bullying Conference at Cardinal Stritch
- August 2012—Building the Foundation: Defining Teams
- September through December 2012—Creation of Teams: Academics, School Culture, and RtI
- January 2013—Management Resource Association (MRA): Building Effective Teams
- February 2013—Seclusion and Restraint Certification at Cooperative Educational Service Agency
- March 2013—MRA: Building Effective Teams

In addition, staff meetings were held one Friday each month with all staff. Topics varied and were followed by grade level meetings and team meetings.

3. Parental Involvement

As described in the *Parent/Student Handbook, 2012–13*, Downtown Montessori seeks and depends upon the energy and spirit of its parents. Parents are urged to contact their child’s teacher for volunteer opportunities in and outside the classroom. Current research and prior experience at Downtown Montessori show a direct relationship between the degree of parental involvement in a school and the level of benefit children receive through that school.

Active involvement of parents includes activities such as accompanying children on field trips, reading stories and sharing their experiences, assisting in building improvements such as constructing shelves and assembling playground equipment, organizing publicity events, preparing snacks, and donating equipment. The school expects all parents to spend at least four hours per year on such service activities. The school posts activity sign-up sheets throughout the year and sends emails as well as notes home with the students to encourage parents to participate in activities. Parents are also encouraged to visit their child’s class at least once a year.

Each child has a folder in which notices, school forms, and schoolwork are sent home with the child. Email is encouraged, as the school endeavors to communicate as much as possible through email to prevent unnecessary paper use in accordance with the principles of a Green and Healthy School. Teacher email addresses are listed in the *Parent/Student Handbook*. The school also has a website where current information and notices are available (<http://www.downtownmontessori.com>). The school published and posted the annual *Parent/Student Handbook* on its website. Parent-teacher conferences occur twice each year as well as any time a parent wishes.

4. Discipline Policy

The school’s code of conduct and discipline policy was published in the 2012–13 *Parent/Student Handbook*. It indicates that when dealing with discipline, it is most important to create a consistent environment for children. When the actions of a child demand correction, it is essential for all involved adults to deal with the problem in the same way.

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

All staff and parents serve as role models for the children, as demonstrated by their conduct with the children, other staff, and other parents. Each child should be dealt with positively; parents and staff should avoid showing anger. Quiet time is used only if redirection of the child does not work. The child will choose when he/she is ready to rejoin the group.

When, in the judgment of the teacher and program director, a child's behavior is disruptive, disrespectful, cruel, or unsafe to the child or others, it cannot and will not be tolerated. All interventions will be formulated based on the principles of respect for the child; knowledge and understanding of the developmental needs and characteristics of the child and the needs of the group; and an understanding that appropriate behavior must be taught and modeled.

The discipline policy goes on to describe specific consequences for older children when other interventions have not worked. These steps range from a review of the school rules and a warning for a first offense to possible consequences for fourth offenses, such as in-school suspension, isolation from the group, or temporary suspension from activities, depending on the nature of the offense. For chronic behavior problems that are suspected to be beyond the child's control, a referral is made to support services for evaluation and help. Suspension and/or expulsion of students are considered last resorts and are subject to board review.

5. Waiting List

As of September 27, 2012, the school reported a waiting list primarily for the younger students. As of June 12, 2013, the school reported a waiting list of 45 students, primarily 3-year-olds and other Montessori students who were seeking to transfer to Downtown Montessori.

C. Student Population

Downtown Montessori started the school year with 199 children in K3 through eighth grade.¹⁰ By the end of the year, four more children had enrolled and nine had withdrawn. Withdrawal reasons included three students who moved out of the city, two students who moved, and four students who transferred to a different school.¹¹ Two fourth-grade students; two K5 students; and one student each from first, second, third, fifth, and sixth grades withdrew. Two of the children who withdrew had special education needs. Of 199 children, 190 started and finished the school year at Downtown Montessori; this represents a student retention rate of 95.5%.

At the end of the year, 194 students were enrolled.

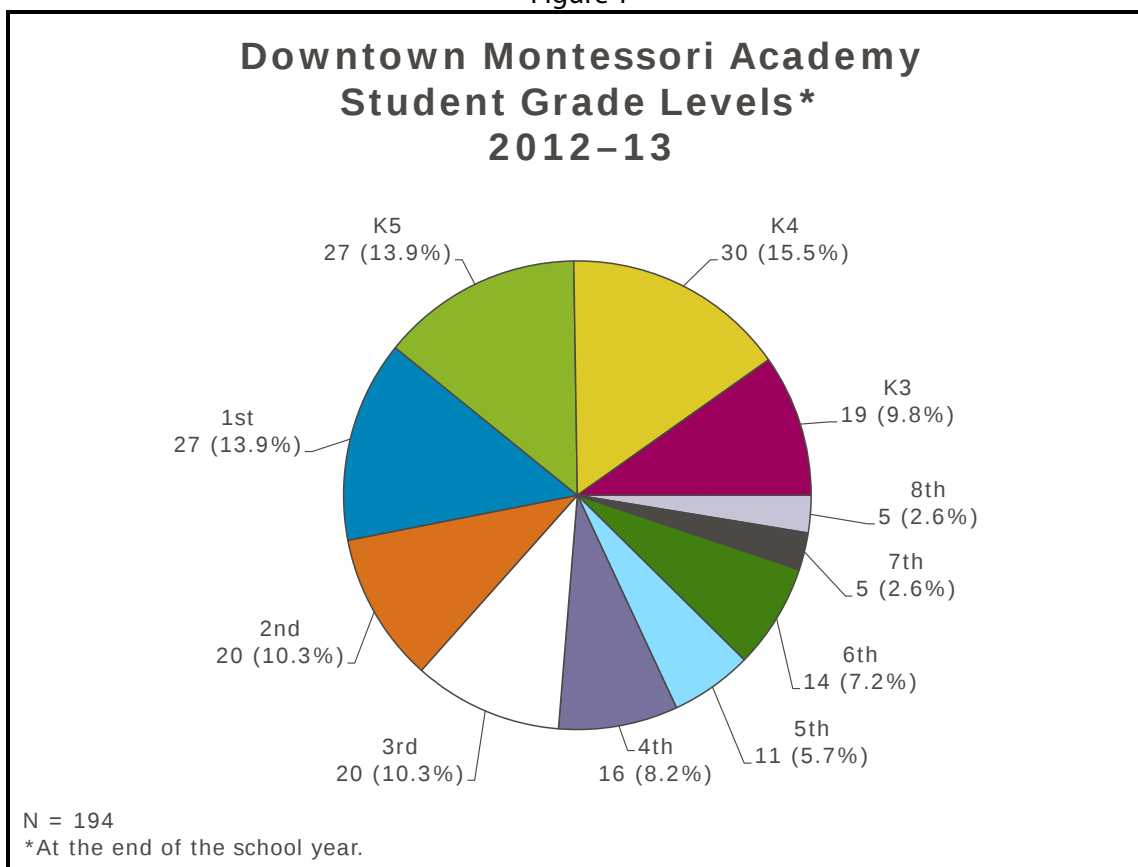
- Of those 194, 114 (58.8%) students were White, 33 (17.0%) were Latina/o, 31 (16.0%) were African American, nine (4.6%) were Asian, four (2.1%) were of Middle Eastern decent, one (0.5%) was Filipino/a, one (0.5%) was Native American, and one (0.5%) was Native Hawaiian or Pacific Islander.
- There were 96 (49.5%) girls and 98 (50.5%) boys.
- Ten (5.2%) students had special education needs. Four had speech/language impairments, four had specific learning disabilities and speech/language impairments, and one student each had a specific learning disability and other health impairment/speech and language related services.
- Fifty-five (28.4%) students were eligible for free or reduced lunch prices.

Grade levels for students enrolled at the end of the school year are illustrated in Figure 1. The largest class was K4 with 30 students; the smallest classes were seventh and eighth grade with five students each.

¹⁰ As of September 21, 2012.

¹¹ The school does not expel any students.

Figure 1



There were 165 students attending Downtown Montessori on the last day of the 2011–12 academic year who were eligible for continued enrollment at the school this past academic year (i.e., they did not graduate). Of these, 148 were enrolled in the school on the third Friday in September 2012. This represents a return rate of 89.7% and compares to a return rate of 82.4% in the fall of 2011.

D. Hours of Instruction

The school posted its 2012–13 calendar on its website. The calendar was also available in hard copy in the school's office. The hours of school operation for this year were the same as last: 8:45 a.m. to 11:45 a.m. each day for K3 and K4, and 8:45 a.m. to 3:30 p.m. for K5 through eighth grades.

E. Computer/Technology Capability

Downtown Montessori has generic personal computers (IBM-compatible). All students have access to computer stations at various times throughout the day. The school publishes its Internet usage policy in the *Parent/Student Handbook* and requires parent and student signatures on an elementary/adolescent student computer use contract. The school uses Excel spreadsheets and Montessori Records Express to collect student data and data related to academic progress. Montessori Records Express is a web-based record-keeping system that tracks attendance, progress, and lesson plans. The program also generates custom progress reports.

F. Activities for Continuous School Improvement

The following is a description of Downtown Montessori's response to the activities recommended in the programmatic profile and educational performance report for the 2011–12 academic year.

- Recommendation: Focus on improving math outcomes by identifying the best instructional practices and building teacher capacity.

Response: The school added an additional online math program called IXL.¹² This online program provided extra individualized practice for the first- through eighth-grade students. This also gave the students access to the computer testing process. Teachers monitored the progress of third- through eighth-grade students with particular focus on skills related to the state standards. Teachers also participated in team meetings. These were academic teams that looked at the grade level expectations for math and evaluated additional resources for teachers.

- Recommendation: Continue to improve classroom physical environment.

¹² According to the IXL website, IXL's math skills are aligned to the 2010 Common Core State Standards and the 2005 Wisconsin Criterion-Referenced Test Frameworks, providing comprehensive preparation for the WKCE. With IXL's state standards alignments, you can easily find unlimited practice problems specifically tailored to each required standard. Even better, IXL automatically tracks student progress and displays proficiency scores in the state standards reports. These reports allow you to quickly evaluate student aptitude and identify trouble spots.

Response: The school continued to install new floors, shelving, and new materials room by room. They rented the first floor of the old convent next door to expand available space for meetings with parents and board members. The teachers painted and carpeted this area. Administration and teachers developed plans for additional remodeling of the school to occur during the summer of 2013. This will involve new bathrooms, windows, and lighting as well as reconfiguring of office and meeting space.

- Recommendation: Continue to implement methods to identify “grade level indicators” that are aligned with the state standards in all areas of instruction. These indicators will be used for the Rtl model required by the State of Wisconsin with the Montessori approach, similar to the way special education is aligned with the Montessori approach.

Response: This year the staff selected key areas related to the overall program that needed development. These were climate, academics, and Rtl. Then they broke into committees or teams charged with developing plans for each of these areas. The academic group focused on the relationship between the core curriculum and Montessori skills. They also developed guidelines for transition from one level to another: primary to lower elementary and lower elementary to upper elementary. The climate group focused on overall school atmosphere including behavior expectations and the responsibilities of staff and children to increase consistency among all.

The Rtl team worked on a plan for Rtl within a Montessori curriculum. They especially focused on documentation requirements to help teachers follow the Rtl guidelines and develop interventions.

- Recommendation: Develop a plan to increase the number of students at the school, particularly at the higher grades.

Response: The leadership made the decision to foster a continuing and stable population by placing priority on new students at upper grade levels who have Montessori experience and accepting only 3-year-olds whose parents commit to their attendance of half days for five days a week. The school also decided to add a fourth Children’s House (3- through 6-year-old students) class in September 2013.

After reviewing the information in this report and in consultation with the program director in May 2013, CRC recommends that the focus of activities for the 2013–14 school year include the following.

- Continue the academic committee team to evaluate how to meet the needs of all students.

- Provide a consultant (currently a Cardinal Stritch consultant) to assist teachers at all grade levels with evaluation and interventions for improving reading and writing and to work with parents on literacy goals.
- Identify an outside math consultant to assist teachers with math evaluation and interventions.
- Continue building development; specifically, study the idea of purchasing the convent building in order to consider an expansion plan for the adolescent program.

G. Graduation and High School Guidance Information

All five eighth-grade students and their parents visited potential high schools. They were assisted with early enrollment procedures, and all were accepted upon early enrollment. Some made a second visit after acceptance. Two of the students plan on attending Reagan High School; two, Rufus King High School; and one, Milwaukee High School of the Arts. At this time, Downtown Montessori does not have a formal method to track the high school achievement of its graduates. The school reported that staff learned that its first eighth-grade graduate is attending Alverno College after graduating from Reagan High School in June 2012. Available information about former students attending Milwaukee high schools in the coming year includes: two will be seniors at Montessori High School; one will be a junior at Pius XI High School; one will be a junior at Messmer High School; and one more a sophomore at Reagan High School.

III. EDUCATIONAL PERFORMANCE

To monitor Downtown Montessori's school performance, a variety of qualitative and quantitative information was collected at specific intervals during the past several academic years. This year, the school established goals for attendance, parent conferences, parent contracts, and special education student records. The school used internal and external measures of academic progress. This section of the report describes school success in meeting attendance, conference,

parent contract, and special education record-keeping goals. It also describes student progress as measured internally on student report cards and externally by standardized tests, such as the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination (WKCE).

A. Attendance

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 90.0%. The school surpassed this goal, as students, on average, attended school 95.7% of the time this year.¹³ When excused absences were included, the attendance rate rose to 100.0%.¹⁴

B. Parent Conferences and Contracts

At the beginning of the academic year, the school established a goal for parents of all students to participate in scheduled parent-teacher conferences. This year, the school scheduled two conference sessions, one in the fall and one in the spring. Parents of all (100.0%) children enrolled at the time of the conferences attended. The school has therefore met its goal related to parent conferences.

The school also established a goal that 95.0% of parents would fulfill the requirements of the parent contract related to hours of involvement. The school requested that families contribute four hours per person or family this year. This year, parents of all (100.0%) children fulfilled contract requirements; therefore, the school has met this goal.

¹³ Attendance rate is based on all 203 students enrolled at any time during the year. The rate was calculated for each student by dividing the number of days attended by the number of expected days of attendance and averaging across all students.

¹⁴ CSRC requires that the school report suspensions. The school did not suspend any students this year.

C. Special Education Student Records

This year, the school established a goal to develop and maintain records for all special education students. During the year, 13 students with special education needs attended the school. All special education students had an IEP. During the year, the school conducted IEP reviews for all students who required one. Two students moved out of the district prior to their annual reviews. Special education eligibility assessments for three students were due this year (eligibility reviews occur every three years). Two students continued with special education services and one student was no longer eligible. One student was initially assessed for special education services and was determined to be eligible.

In addition, CRC conducted a review of a representative number of files during the year. This review indicated that IEPs had been completed and reviewed in a timely manner and that parents were invited to and participated in the IEP team. The school has met its goal related to keeping updated special education student records.

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each city-chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC expectation is that at a minimum, schools establish local measures in reading, writing, math, and special education. Due to

their young age, results for 3- to 5-year-olds are combined below. Results in each academic content area for students in first through eighth grades are illustrated subsequently.

1. Progress Reports for K3 Through K5

Downtown Montessori uses the Scholastic Progress Reports in K3 through K5 to track students' progress on a variety of skills. The K3 through K5 report cards track student skills in the following areas:

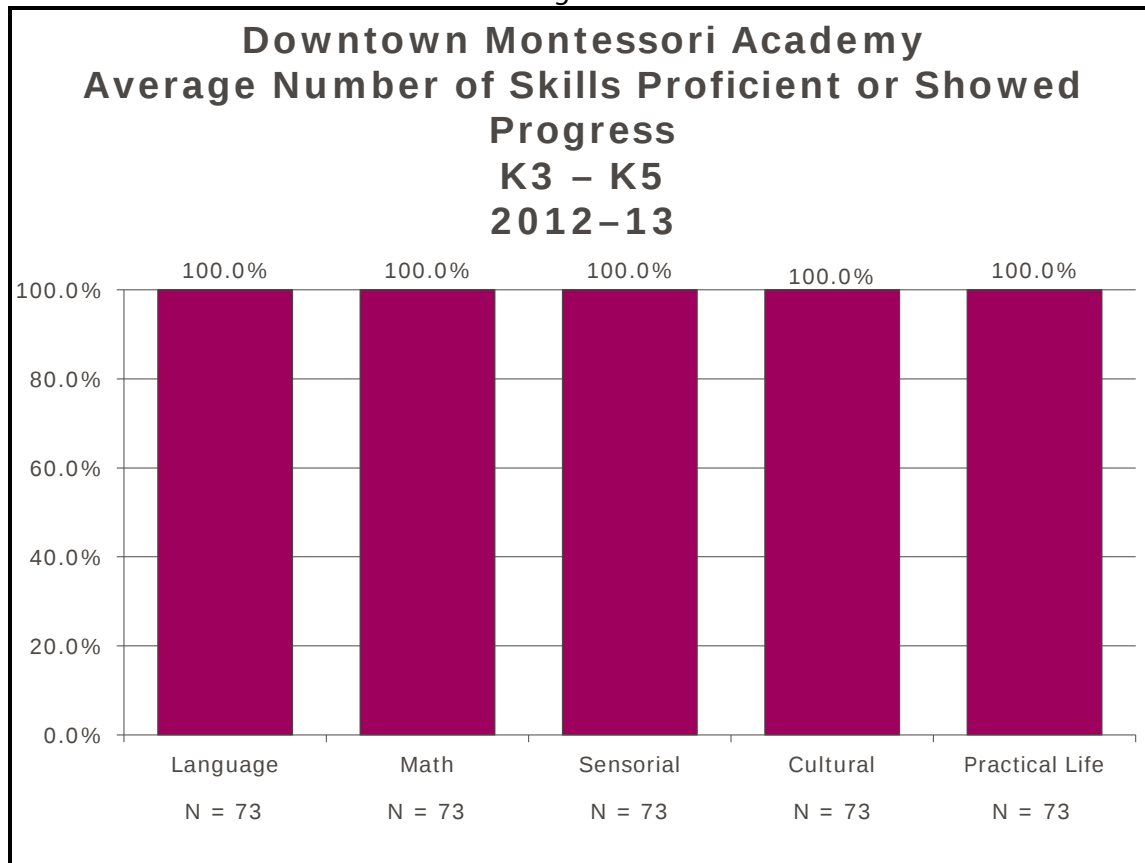
- Language, e.g., spoken, written, reading, parts of speech, and word study;
- Mathematical development, e.g., numbers, counting, addition, subtraction, and multiplication;
- Sensorial discrimination, e.g., visual, auditory, tactile, gustatory, and olfactory;
- Cultural areas, e.g., globes, maps, and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

Students are rated as “presented,” “practiced,” “improving,” or “proficient” on each skill. This year, the school established a goal that by the end of the year, K3 through K5 students who attended all year would show progress or be proficient in practical life, sensorial, mathematical development, language, and cultural skills.

This year, data were submitted for 73 K3 through K5 students who were enrolled for the year. All students showed progress or reached proficient on 100.0% of language skills, 100.0% of math skills, 100.0% of sensorial skills, 100.0% of cultural skills, and 100.0% of practical life skills (Figure 2).¹⁵

¹⁵ Rates were calculated for each student and averaged across all students.

Figure 2



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

a. *Reading Skills*

Reading skills for students in first through eighth grades were measured using the Qualitative Reading Inventory (QRI). QRI helps teachers assess student skills in a variety of areas. First graders are assessed in alphabet recognition (both lowercase and uppercase), letter/sound recognition, QRI word recognition, and a QRI reading passage (if applicable); second and third graders are administered the QRI word recognition and QRI reading passage (if applicable) sections; and fourth through eighth graders are assessed with the QRI reading passage and comprehension sections. Students are tested in the fall and again in the spring in each area. Test results indicate if a student met, was below, or was well below grade level benchmarks; results also indicate the student's current level of learning for that

grade level. Levels of learning are designated as frustration, instructional, or independent. CRC examined progress for students who scored at grade level or above in the fall as well as students who scored below their respective grade level in the fall.

i. Students at or Above Grade Level

For the 2012–13 school year, Downtown Montessori set the goal that at least 75.0% of students who tested at or above their current grade level in reading in the fall would again test at or above grade level on the spring test. Based on QRI results, 88 (81.5%) of 108 students who completed both the fall and spring QRI tests, scored at or above their grade level on the fall test. Of these 88 students, all 88 (100.0%) tested at or above their grade level on the spring test. Table 1 displays progress for students at or above grade level during the fall test by grade.

Table 1 Downtown Montessori Academy Reading/Literacy Goals – Students at or Above Grade Level 1st – 8th Grades 2012–13			
Grade Level	Number of Students	Number of Students at Grade Level on Fall Test	Percent of Students at Grade Level in Spring
1st	Could not report due to <i>n</i> size		
2nd	15	15	100.0%
3rd	18	18	100.0%
4th	17	17	100.0%
5th	10	10	100.0%
6th	15	15	100.0%
7th	Could not report due to <i>n</i> size		
8th	Could not report due to <i>n</i> size		
Total	88	88	100.0%

ii. *Students Below Grade Level*

In the fall, 20 first- through eighth-grade students scored below grade level benchmarks. Of these, all 20 (100.0%) increased their score at least one grade level (e.g., pre-primer to primer or first to second) by the spring test (Table 2).

Table 2 Downtown Montessori Academy Reading/Literacy Goals – Students Below Grade Level 1st – 8th Grades 2012–13			
Grade Level	Number of Students	Number of Students at Grade Level on Fall Test	Percent of Students at Grade Level in Spring
1st	12	12	100.0%
2nd	Could not report due to <i>n</i> size		
3rd	Could not report due to <i>n</i> size		
4th	N/A	N/A	N/A
5th	N/A	N/A	N/A
6th	N/A	N/A	N/A
7th	N/A	N/A	N/A
8th	N/A	N/A	N/A
Total	20	20	100.0%

These results indicate that all 108 (100.0%) students with comparable scores met the school's local measure goal in literacy.

b. *Writing Skills*

This year, the school set a goal that all students would maintain or improve writing skills as measured by the Six Traits of Writing scores. First through third grades focused on organization and conventions; fourth through sixth grades focused on sentence fluency, organization, ideas, and conventions; and seventh and eighth grades focused on organization, fluency, ideas, sentence

fluency, and conventions. The fall test was given prior to October 15, 2012, and the spring test was given after May 1, 2013. Student skills were assessed on a five-point rubric for each of the six traits.

This year, 118 first- through eighth-grade students were tested at both times. Results indicate that 107 (90.7%) students were able to maintain or improve scores from one test to the other (Table 3).

Table 3 Downtown Montessori Academy Writing Skills Progress Based on Six Traits of Writing 1st – 8th Grades 2012–13			
Grade	N	Number Maintained/ Improved	% Maintained/ Improved
1st	26	26	100.0%
2nd	20	20	100.0%
3rd	20	19	95.0%
4th	17	12	70.6%
5th	10	9	90.0%
6th	15	15	100.0%
7th – 8th	10	6	60.0%
Total	118	107	90.7%

c. *Math Skills*

First- through sixth-grade students were rated on a number of math skills. Each math skill was rated as “presented,” “practiced,” “improving,” or “mastered/proficient.” The school’s goal was that students enrolled for the year would reach proficiency or show improvement on all grade-level math skills. Scores were provided for 107 first through sixth graders.

Between two and 19 math skills were assessed for each student. By the end of the year, 101 (94.4%) of them had reached proficient or shown progress in all skills. On average, students had mastered 89.4% of math skills (Table 4).

Table 4 Downtown Montessori Academy Math Progress and Proficiency 1st – 6th Grades 2012–13				
Grade	Number of Students	Students Who Reached Proficient/ Progressed in All Skills		Average Percentage Skills Proficient at End of Year
		N	%	
1st	26	24	92.3%	90.8%
2nd	20	19	95.0%	89.0%
3rd	20	18	90.0%	75.0%
4th	16	16	100.0%	99.1%
5th	11	11	100.0%	88.9%
6th	14	13	92.9%	97.1%
Total	107	101	94.4%	89.4%

Math progress for seventh and eighth graders was based on the Mathematical Connections curriculum (which replaced the Connected Mathematics curriculum). The goal was that students who scored 85.0% or higher on the first chapter test would score 85.0% or higher on the last one, and students who scored below 85.0% would increase their score by 10 percentage points. All 10 (100.0%) seventh and eighth graders scored 85.0% or better on the first chapter test. Of the same group,

nine (90.0%) scored 85.0% or better on the final chapter test. Due to the small size of this group, grade-level results could not be included in this report, but are included in the overall local measure goal.

Overall, the school met its math local measure goals for 110 (94.0%) of 117 first- through eighth-grade students.

3. Special Education Student Progress

The school also set a goal for special education students. The goal was that students who had an active IEP would demonstrate progress toward meeting their IEP goals at the time of the annual review or reevaluation. (Note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards.) This year, 10 students were assessed on one to six goals (IEP progress was not due for one student who had recently started special education services, and two students moved out of the district before their IEP review). Two students met all goals, six met 50.0% or more goals, one met 20.0% or more, and one student did not meet any IEP goals. Overall, nine (90.0%) of 10 special education students demonstrated progress on their IEP goals.

E. Standardized Measures of Educational Performance

In 2012–13, DPI required that all students in K5 take the Phonological Awareness Literacy Screener (PALS-K) assessment.¹⁶ PALS-K aligns with both the Common Core State Standards (CCSS) in English and the Wisconsin Model Early Learning Standards (WMELS). The test is composed of six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word recognition in isolation). Task scores are

¹⁶ Per the contract with the CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS-K. The timeframe for the PALS assessment is April 29 – May 24, 2013. Next year, the school will be required to administer the PALS-K in the fall and spring.

summed for an overall score; if a student's overall score is below the benchmark (28 for the fall test and 81 for spring), the student may need additional reading instruction in order to master basic literacy fundamentals.¹⁷

The CSRC also required administration of the SDRT and WKCE to students attending city-chartered elementary schools to provide a basis for multiple-year student progress. The SDRT must be administered to all first-, second-, and third-grade students between April 15 and May 15 of each year; and the WKCE must be administered to all third- through eighth-grade students in the timeframe established by the DPI, generally in the fall of each school year.

The SDRT is an assessment of reading skills that indicates the grade level at which a child can read. The WKCE is directly aligned with Wisconsin Model Academic standards in reading and math and assesses student skills as advanced, proficient, basic, or minimal. DPI requires all students in third through eighth grade and in tenth grade to participate in WKCE testing to meet federal No Child Left Behind requirements. Note that results in this section include students who have been enrolled at the school for a full academic year¹⁸ (FAY) or longer as well as students new to the school.

In order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were redrawn in 2012–13 to mimic cut scores used by the National Assessment of Educational Progress (NAEP). The revised cut scores require that students achieve higher scale scores in order to be considered proficient in each subject. During this year of transition from the former to the revised cut scores, CRC reported reading and math proficiency levels using both the former and the revised standards. This allows schools and stakeholders to see how students and the school performed when different standards were applied. Both current school year and year-to-year student progress will be described using both sets of cut scores.

¹⁷ http://www.palswisconsin.info/pals_wi.html

¹⁸ Enrolled since September 16, 2011.

1. PALS-K for K5 Students

The PALS-K was administered in the fall and spring of the school year.¹⁹ Twenty-seven K5 students completed the fall and spring PALS-K. All (100.0%) of the 27 students who completed the fall and spring tests were at or above the benchmark on the fall assessment and 16 (59.3%) students were at or above the benchmark on the spring test (Table 5). Ten (37.0%) students improved their overall scores. Of these 10 students, the minimum change in scores was two points, and the maximum change was 44 points. On average, these students improved their scores 18 points (not shown).

Table 5				
Downtown Montessori PALS-K for K5 Students 2012–13 (N = 38)				
Test Periods	Lowest Overall Score	Highest Overall Score	Average Overall Score	% at or Above Benchmark*
Fall 2012	31.0	102.0	86.0	100.0%
Spring 2013	18.0	102.0	79.9	59.3%

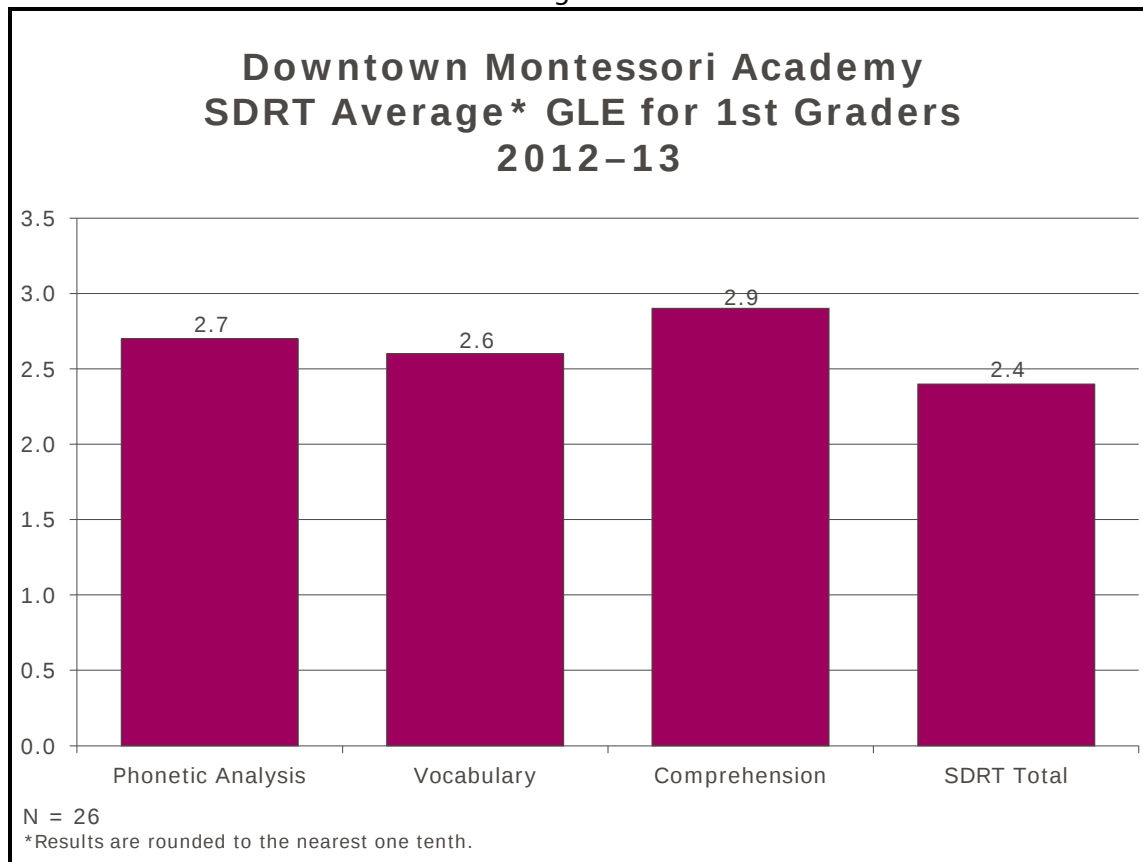
*The overall fall benchmark is 28 and the spring benchmark is 81.

¹⁹ During 2012–13, the PALS was only required in the spring; in subsequent years, schools must administer the test in both the fall and the spring.

2. SDRT for First Grade

This year, the SDRT was administered to 26 first graders. Results indicate that, on average, first graders were functioning at a second-grade reading grade level equivalency (GLE) in the three areas (Figure 3).

Figure 3



The GLE range, median score, and the percentage of first graders at or above GLE are illustrated in Table 6. Nearly all students scored at or above GLE in every reading area tested.

Table 6 Downtown Montessori Academy SDRT GLE for 1st Graders 2012–13 (N = 26)				
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median	% at or Above GLE
Phonetic Analysis	K.5	5.2	2.5	92.3%
Vocabulary	1.1	5.3	2.8	26.0%
Comprehension	K.8	7.7	2.6	96.8%
SDRT Total	K.8	3.6	2.4	96.2%

Note: Results are rounded to the nearest one tenth.

3. SDRT for Second Grade

SDRT results for second graders indicate that students were reading at fourth-grade levels, on average, in the areas tested. Nearly all students (90%) scored at or above GLE in every area tested (Figure 4; Table 7).

Figure 4

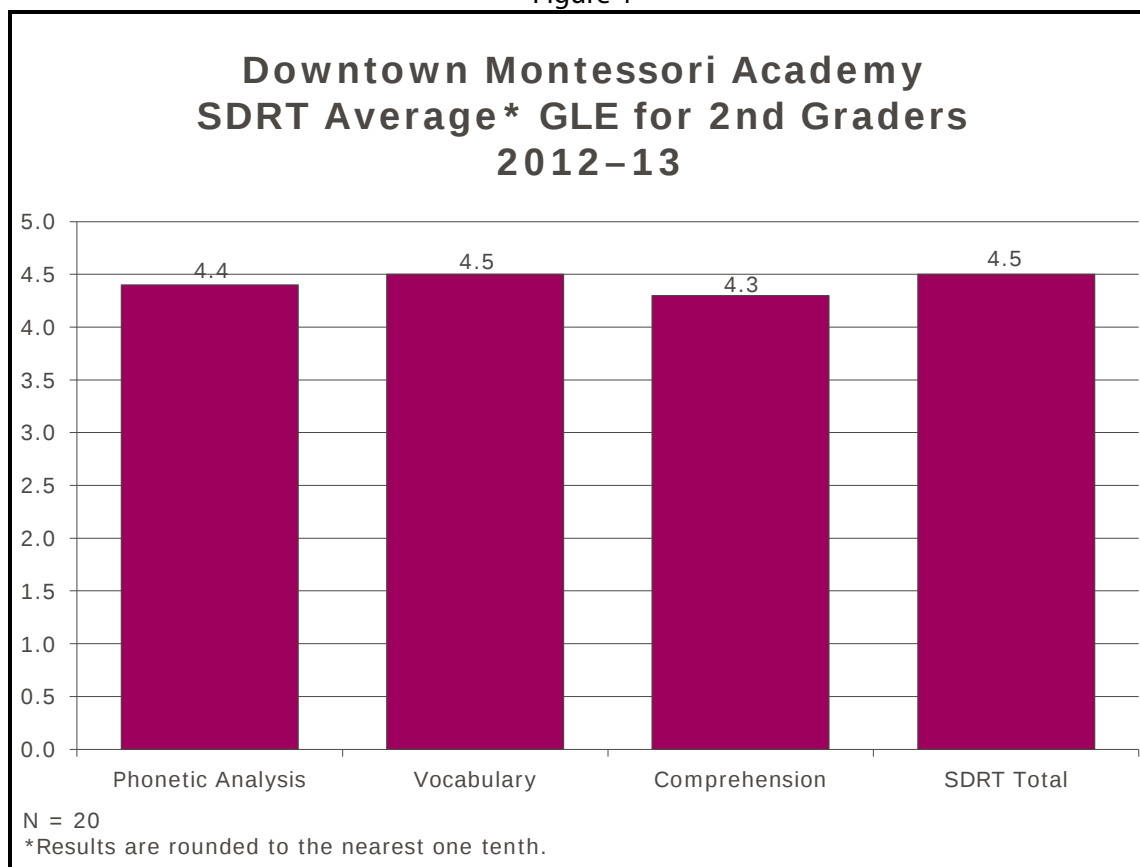


Table 7

**Downtown Montessori Academy
SDRT GLE for 2nd Graders
2012–13
(N = 20)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median	% at or Above GLE
Phonetic Analysis	1.4	10.9	3.3	95.0%
Vocabulary	1.1	8.1	3.9	90.0%
Comprehension	1.1	8.9	3.5	90.0%
SDRT Total	1.2	PHS	3.6	90.0%

Note: Results are rounded to the nearest one tenth. Post-high-school scores were set to 13.0.

4. SDRT for Third Grade

Results for third graders indicate that students, on average, scored in the fifth- to sixth-grade reading level in the areas tested, and most (71.4% to 90.5%) scored at or above GLE (Figure 5; Table 8).

Figure 5

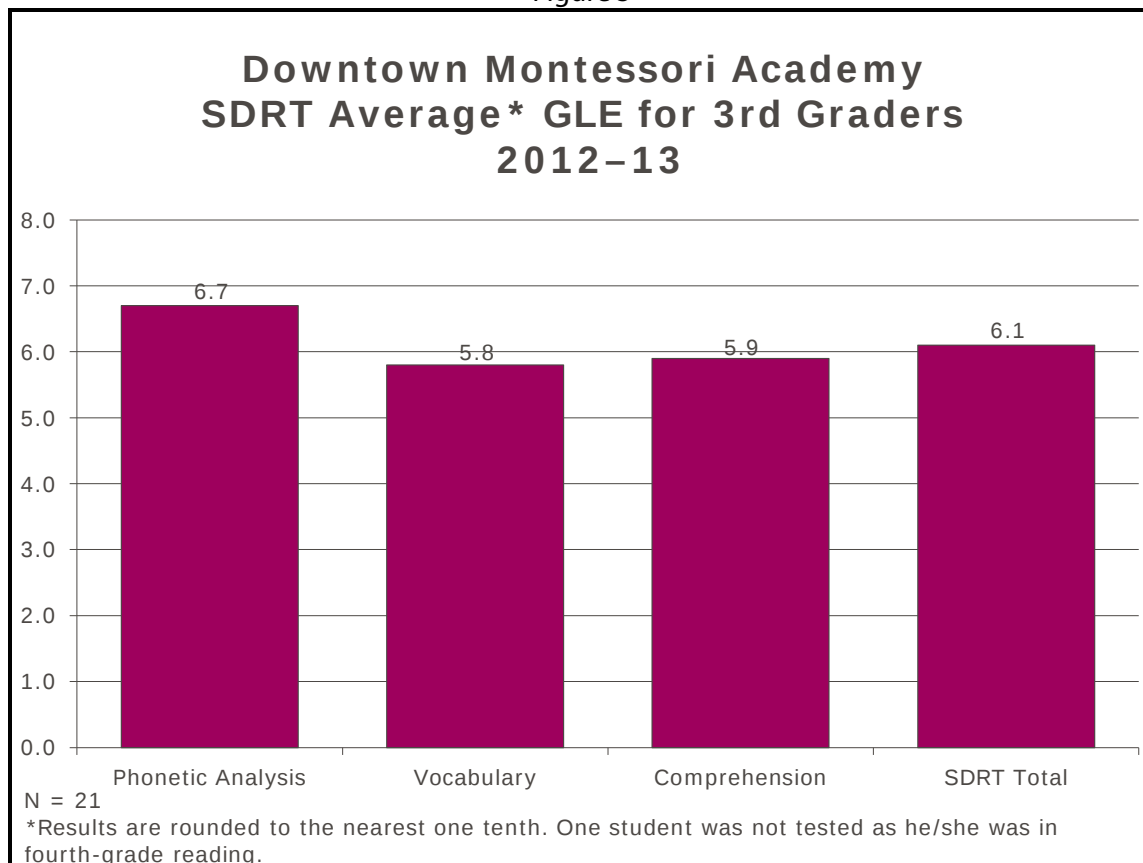


Table 8 Downtown Montessori Academy SDRT GLE for 3rd Graders 2012–13 (N = 16)				
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median	% at or Above GLE
Phonetic Analysis	1.4	PHS	5.6	71.4%
Vocabulary	1.0	PHS	5.3	90.5%
Comprehension	1.7	PHS	4.0	85.7%
SDRT Total	1.6	PHS	5.3	81.0%

Note: Results are rounded to the nearest one tenth.

5. WKCE

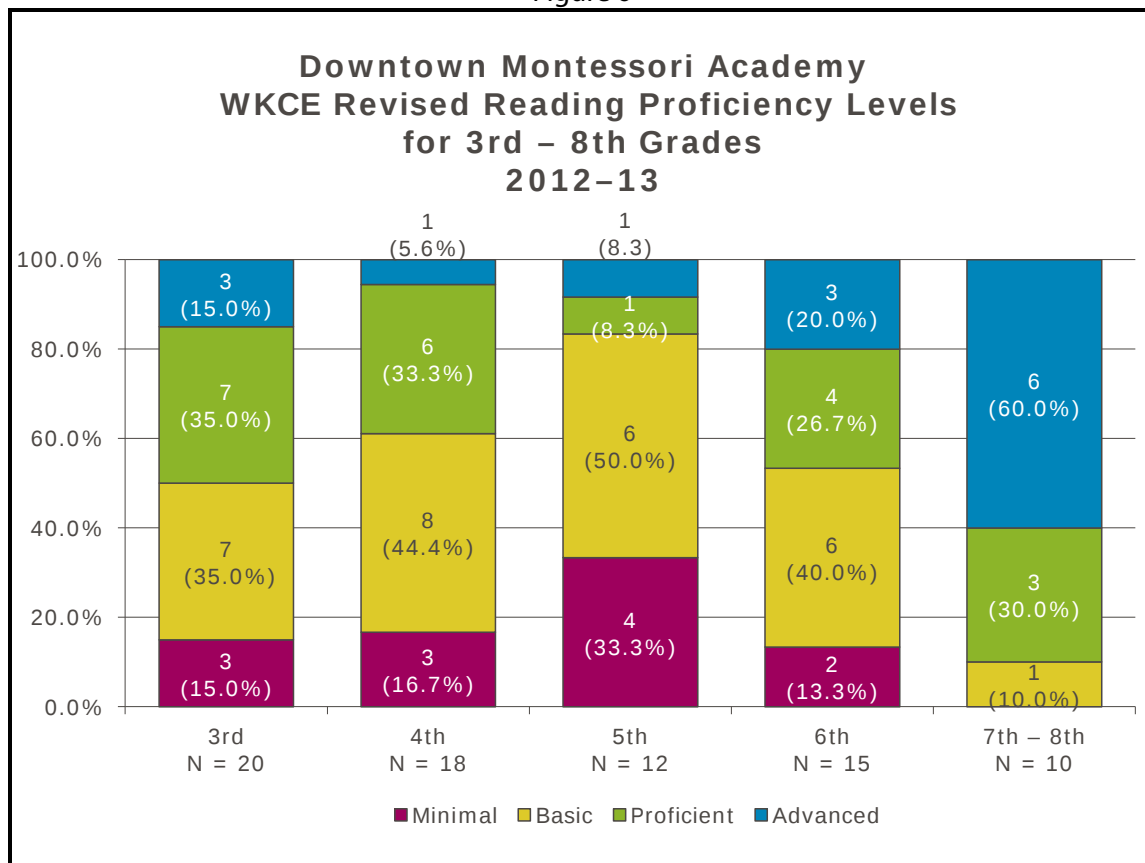
a. *Reading*

In October 2012, 20 third graders, 18 fourth graders, 12 fifth graders, and 15 sixth graders were administered the WKCE reading test. Using the revised cut scores, three (15.0%) third graders scored at the advanced level, and seven (35.0%) scored at the proficient level; one (5.6%) fourth grader scored advanced, and six (33.3%) scored proficient; one (8.3%) fifth grader scored advanced, and one (8.3%) scored proficient; and three (20.0%) sixth graders scored advanced, and four (26.7%) scored proficient. Five seventh graders and five eighth graders were administered the WKCE reading test. Due to the small size of these cohorts, results by grade were combined to protect student identity. Six (60.0%) seventh and eighth graders scored advanced, and three (30.0%) were proficient. Results for third through eighth grades are illustrated in Figure 6. Overall, 35 (46.7%) third- through eighth-grade students scored proficient or advanced in reading (not shown).

When the former cut scores used prior to 2012–13 were applied to this year’s scale scores, 14 (70.0%) third graders were advanced, and four (20.0%) were proficient in reading; nine (50.0%) fourth graders were at the advanced level, and seven (38.9%) were proficient; five (41.7%) fifth graders were advanced, and three (25.0%) were proficient in reading; eight (53.3%) sixth graders were at the

advanced level, and five (33.3%) were proficient; and all 10 (100.0%) seventh and eighth graders were at the advanced level (not shown). Overall, 65 (86.7%) third- through eighth-grade students scored proficient or advanced in reading, using the cut scores prior to 2012–13 (not shown).

Figure 6



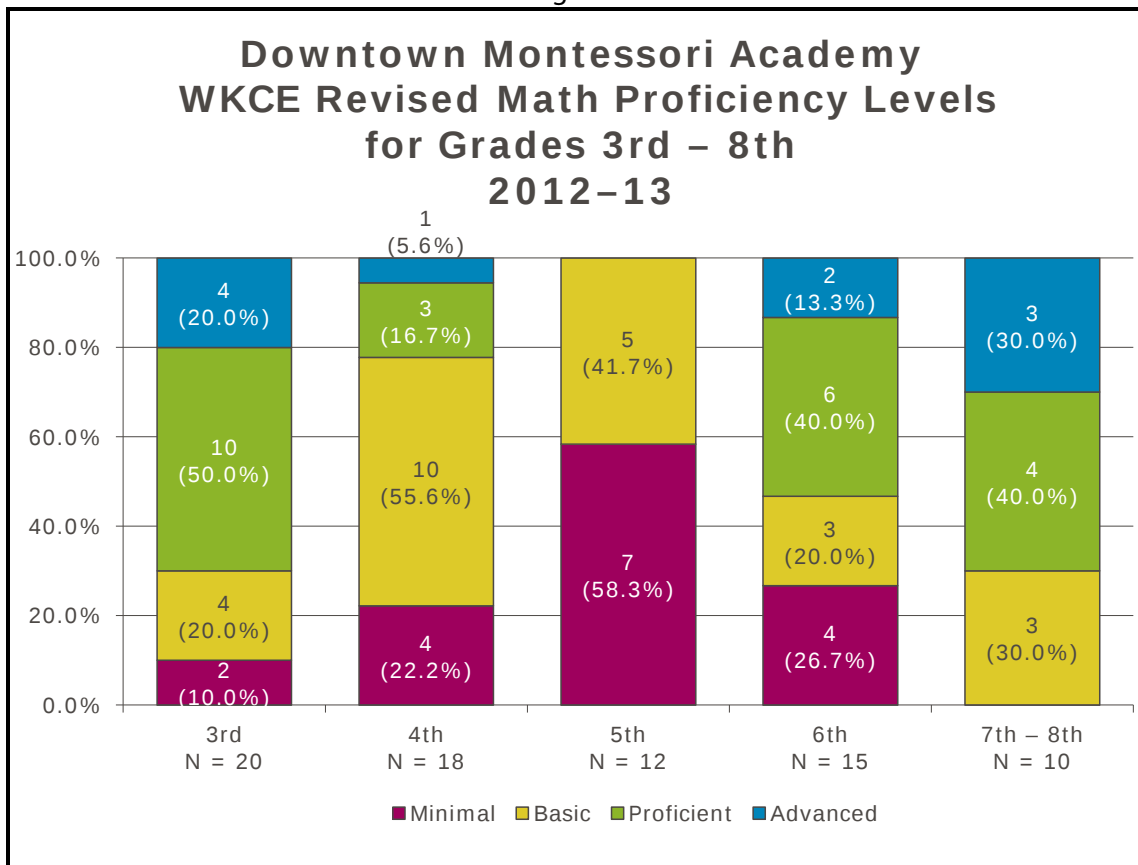
On average, third-grade students scored in the 64th percentile statewide in reading; fourth-grade students scored in the 57th percentile; fifth graders scored in the 41st percentile; sixth graders scored in the 59th percentile; and seventh- and eighth-grade students, on average, scored in the 90th percentile in reading (not shown).

b. *Math*

Math results for third through eighth grades using the revised cut scores are illustrated in Figure 7. Overall, 33 (44.0%) of the students scored proficient or advanced in math (not shown).

When the former cut scores used prior to 2012–13 were applied to this year's scale scores, 12 (60.0%) third graders were advanced, and three (15.0%) were proficient in math; three (16.7%) fourth graders were at the advanced level, and eight (44.4%) were proficient; four (33.3%) fifth graders were proficient in math; six (40.0%) sixth graders were at the advanced level, and five (33.3%) were proficient; and seven (70.0%) seventh and eighth graders were at the advanced level, and the remaining three (30.0%) were proficient (not shown). Overall, 51 (68.0%) third- through eighth-grade students scored proficient or advanced in math, using the cut scores prior to 2012–13 (not shown).

Figure 7

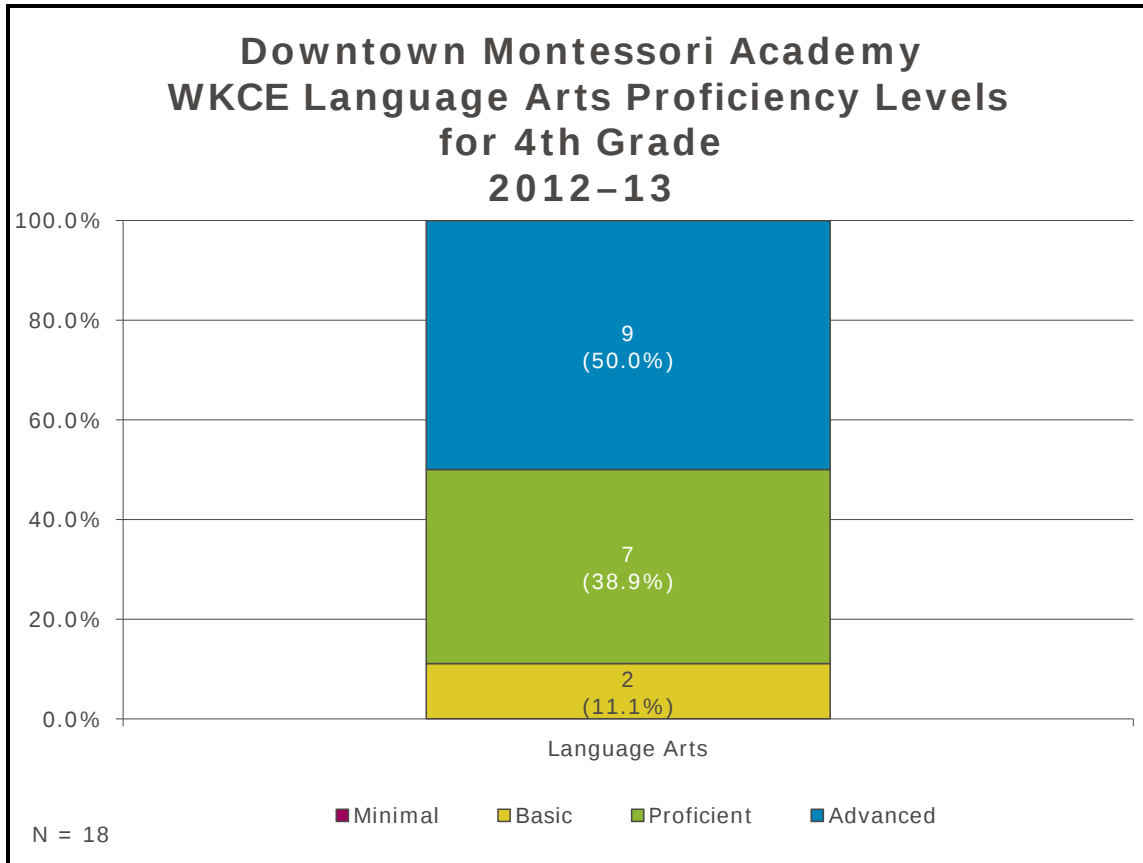


Third graders, on average, scored in the 60th percentile in math; fourth graders scored in the 36th percentile, on average; fifth graders, on average, scored in the 15th percentile; sixth graders, on average, scored in the 46th percentile; and seventh and eighth graders, on average, scored in the 69th percentile in math (not shown.)

c. *Language Arts*

In addition to reading and math, fourth and eighth graders are tested in language arts, science, and social studies. CSRC requires the results for language arts to be included in this report. As illustrated below, half of the fourth graders exhibited advanced levels, seven (38.9%) proficient, and two (11.1%) students scored in the basic proficiency category. Due to the small size of the eighth-grade cohort, proficiency levels for language arts could not be included in this report.

Figure 8



d. *Writing*

The final WKCE score is for writing; fourth- and eighth-grade students are administered the writing portion of the WKCE. 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 use punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score, with a maximum possible score of nine.

This year, the extended writing scores for fourth graders ranged from 4.0 to 7.0 and the median score was 6.0, meaning half of the students scored at or below 6.0, and half scored 6.0 to 7.0 on a scale of 0 to 9. Due to the small size of the eighth-grade cohort, proficiency levels for the student writing scores could not be included in this report.

F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. First- through third-grade skills are assessed based on the SDRT. Year-to-year progress expectations apply to all students with scores in consecutive years. Fourth- through eighth-grade reading and math skills are tested on the WKCE. Year-to-year progress expectations apply to students who have been enrolled at the school for a full academic year. This year, WKCE progress will be measured using the revised cut scores as well as the former cut scores used prior to the current school year.

CSRC expectations on the SDRT are that at least 75.0% of students who were at or above grade level the previous year maintain at or above grade-level status during the current year. Students below grade level are expected to advance, on average, more than 1.0 GLE. For the WKCE, the

expectation is that at least 75.0% of the students who were at the proficient or advanced levels on the previous year's WKCE reading and math subtests, and who met the full academic year definition, would maintain their status of proficient or above. For those students who scored below expectations, i.e., at the minimal or basic levels on their previous year's WKCE reading or math tests, the expectation is that at least 60.0% of students would either advance to the next proficiency level or advance to the next highest quartile within their previous year's proficiency level.²⁰ Given the small class size at Downtown Montessori, the following results include both students who were enrolled for the full academic year as well as those students who were new to the school.

1. First- Through Third-Grade Students

There were 36 second- and third-grade students who completed the SDRT during the 2011–12 school year as first and second graders. Of these students, 35 (97.2%) tested at or above GLE and one (2.8%) student tested below GLE during the 2011–12 administration of the SDRT (not shown). As stated earlier, the CSRC expectation is that 75.0% of students who test at or above GLE the previous year will remain at or above GLE during the current year. Students below grade level are expected to advance, on average, more than 1.0 GLE.

²⁰ Students had to be enrolled in the school on or before September 16, 2011, to meet the FAY definition.

a. *Students at or Above GLE*

Of the 35 students at or above GLE in 2011; 33 (94.3%) scored at or above GLE in 2012–13.

Downtown Montessori has exceeded the CRSC expectation of 75.0%. See Table 9.

Table 9			
Downtown Montessori Academy Progress for Students at or Above GLE in 2011–12 Based on SDRT			
Grade (2011–12 to 2012–13)	Students Who Were at or Above GLE in 2011–12	Students Who Maintained at or Above in 2012–13	
		N	%
1st to 2nd	18	17	94.4%
2nd to 3rd	17	16	94.1%
Total	35	33	94.3%

b. *Students Below GLE*

Only one student scored below GLE in 2011–12; due to the small size of this cohort, results were not included in this report.

2. Multiple-Year Student Progress for Fourth Through Eighth Graders Using Former WKCE Cut Scores

The levels of proficiency (advanced, proficient, basic, and minimal) are determined by leveling scale scores referred to as “cut” scores. Until the current school year, WKCE proficiency levels were based on cut scores developed by the state that aligned with state reading and math standards. In 2012–13, the state began using revised cut scores that are based on those used by NAEP and more closely align with national and international standards. During this transition year, year-to-year student progress will be measured using both the former cut scores and revised cut scores. In order to do so, the former proficiency level cut scores and quartiles will be applied to the scale scores for the current year and the revised cut scores will be applied to last year’s scale scores. This section describes

progress from last year to this year using the former cut scores; the following section will describe progress using the revised cut scores.

a. Students Who Met Proficiency-Level Expectations (Former Cut Scores)

This year, 47 fourth through eighth graders had scores from consecutive years. Based on fall 2011 WKCE data, 44 students reached proficiency in reading, and 31 were proficient or higher in math. As illustrated in Tables 10 and 11, 90.9% of students maintained their reading levels and 90.3% maintained proficient or advanced levels in math, exceeding the CRSC expectation of 75%.

Table 10 Downtown Montessori Reading Proficiency-Level Progress for Students Proficient or Advanced in 2011–12 Based on Former WKCE Proficiency Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2011–12	Students Who Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	14	13	92.9%
4th to 5th	10	8	80.0%
5th to 6th	11	10	90.9%
6th to 7th	Cannot report due to <i>n</i> size		
7th to 8th	Cannot report due to <i>n</i> size		
Total	44	40	90.9%

Table 11 Downtown Montessori Math Proficiency-Level Progress for Students Proficient or Advanced in 2011–12 Based on Former WKCE Proficiency Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2011–12	Students Who Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	Cannot report due to <i>n</i> size		
4th to 5th	Cannot report due to <i>n</i> size		
5th to 6th	Cannot report due to <i>n</i> size		
6th to 7th	Cannot report due to <i>n</i> size		
7th to 8th	Cannot report due to <i>n</i> size		
Total	31	28	90.3%

b. Students Who Did Not Meet Proficiency-Level Expectations (Former Cut Scores)

The CSRC expects at least 60.0% of students who did not meet proficiency-level expectations (were at the minimal or basic levels) on the WKCE in 2011–12 to progress one or more levels or, if they scored in the same level, to show progress to a higher quartile within that level. To examine movement within a proficiency level, CRC divided the minimal and basic levels equally into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The upper threshold reflected the scale score used by DPI to establish proficiency levels.

During 2011–12, three students scored minimal or basic in reading. Due to the small size of this cohort, results could not be included in this report. Sixteen students scored minimal or basic in math during the 2011–12 WKCE. Of these, 50% showed improvement by progressing to a high proficiency level ($N = 7$) or quartile ($N = 1$) in math. Due the small cohort size, results by grade level could not be included in this report.

3. Multiple-Year Student Progress for Fourth Through Eighth Graders Using Revised Cut Scores

The previous section described progress for students from 2011–12 to 2012–13 using former WKCE proficiency-level cut scores (i.e., those used until the current school year). This section describes progress for these same students using the revised proficiency-level cut scores that were implemented in 2012–13. In order to do this, the revised cut scores were applied to scale scores from 2011–12. It is important to note that the range of scale scores used to assign the proficiency level differ from the ranges using the former cut scores; therefore, it may not be possible to directly compare results using the two different models. The results described in this section simply provide a look at student progress using the revised cut scores but the same standards.

a. *Students Who Met Proficiency-Level Expectations (Revised Cut Scores)*

Based on fall 2011 WKCE data, 23 students reached proficiency in reading when revised cut scores were applied, and 15 were proficient or higher in math. As illustrated in Tables 12 and 13, 82.6% of students maintained their reading levels, meeting the CSRC expectations, and 73.3% maintained proficient or advanced levels in math, just under the 75.0% CSRC expectation.

Table 12 Downtown Montessori Reading Proficiency-Level Progress for Students Proficient or Advanced in 2011–12 Based on Revised WKCE Proficiency Cut Scores			
Grade	Students Proficient/Advanced in 2011–12	Students Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	7	Cannot report due to <i>n</i> size	
4th to 5th	3	Cannot report due to <i>n</i> size	
5th to 6th	6	Cannot report due to <i>n</i> size	
6th to 7th	3	Cannot report due to <i>n</i> size	
7th to 8th	4	Cannot report due to <i>n</i> size	
Total	23	19	82.6%

Table 13 Downtown Montessori Math Proficiency-Level Progress for Students Proficient or Advanced in 2011–12 Based on Revised WKCE Proficiency Cut Scores			
Grade	Students Proficient/Advanced in 2011–12	Students Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	4	Cannot report due to <i>n</i> size	
4th to 5th	3	Cannot report due to <i>n</i> size	
5th to 6th	6	Cannot report due to <i>n</i> size	
6th to 7th	0	Cannot report due to <i>n</i> size	
7th to 8th	2	Cannot report due to <i>n</i> size	
Total	15	11	73.3%

b. Students Who Did Not Meet Proficiency-Level Expectations (Revised Cut Scores)

To determine if students who did not meet proficient or advanced levels were making progress, CRC examined whether or not these students were able to improve scores by moving up one or more categories, e.g., minimal to basic, basic to proficient, or minimal to proficient. If students were not able to improve by a level, CRC examined student progress within the student's skill level. To examine movement within a proficiency level, CRC equally divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.²¹

There were 24 students who scored in the minimal or basic categories in reading during 2011–12 based on the revised proficiency-level cut scores. Of these, 41.7% showed improvement by progressing to a higher proficiency level (N = 7) or quartile (N = 3) in reading (Table 14), falling short of the CSRC's expectation of 60.0%.

²¹ This method is used by CRC to examine student progress in the schools chartered by the city.

Table 14					
Downtown Montessori Reading Proficiency-Level Progress for Students Minimal or Basic in 2011–12 Based on Revised WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency Level Advancement	
				N	%
3rd to 4th	Cannot report due to <i>n</i> size				
4th to 5th	Cannot report due to <i>n</i> size				
5th to 6th	Cannot report due to <i>n</i> size				
6th to 7th	Cannot report due to <i>n</i> size				
7th to 8th	Cannot report due to <i>n</i> size				
Total	24	7	3	10	41.7%

Proficiency-level progress in math is described in Table 15. When the revised cut scores were applied to the 2011–12 scale scores, 32 students scored below proficient on the fall 2011 WKCE. Overall, 43.8% of these students either advanced one proficiency level (N = 7) or, if they did not advance a level, improved at least one quartile within their level (N = 7), falling short of the CSRC's 60.0% improved expectation.

Table 15 Downtown Montessori Math Proficiency-Level Progress for Students Minimal or Basic in 2011–12 Based on Revised WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency Level Advancement	
				N	%
3rd to 4th	12	2	1	3	25.0%
4th to 5th	Cannot report due to <i>n</i> size				
5th to 6th	Cannot report due to <i>n</i> size				
6th to 7th	Cannot report due to <i>n</i> size				
7th to 8th	Cannot report due to <i>n</i> size				
Total	32	7	7	14	43.8%

G. CSRC School Scorecard

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The scorecard includes multiple measures of student academic progress such as performance on standardized tests and local measures as well as point-in-time academic achievement and engagement elements such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating (Table 16).

Table 16 City of Milwaukee Educational Performance Rating Scale for Charter Schools	
School Status	Scorecard % Total
High Performing/Exemplary	100%–85%
Promising/Good	84%–70%
Problematic/Struggling	69%–55%
Poor/Failing	54% or less

The CSRC uses the score and rating to guide decisions regarding whether to accept a school's annual education performance and continue monitoring as usual and whether to recommend a school for a five-year contract renewal at the end of its fourth year of operation under its current contract. The CSRC expectation is that schools achieve a rating of 70.0% or more; if a school falls under 70.0%, the CSRC will carefully review the school's performance and determine if a probationary plan should be developed. The CSRC officially adopted the use of the scorecard in August 2012. For a full explanation of the scorecard policy see Appendix D.

Due to the change in WKCE cut score standards, CRC prepared two scorecards this year, one each reflecting the WKCE results using the former proficiency-level cut scores used until the current school year and one each reflecting the revised cut scores. When WKCE results using the former cut scores were included, Downtown Montessori scored 85.2% on the scorecard. When the revised WKCE cut scores were included, the school scored 81.5% on the scorecard. This compares to 87.4% on the school's 2011–12 scorecard and 88.6 % on the 2010–11 scorecard. Please see Appendices D and E for school scorecard information.

H. Department of Public Instruction School Report Card²²

As part of the new state accountability system reflected in Wisconsin's approved Elementary and Secondary Education Act (ESEA) Flexibility Request,²³ DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas.

²²

Information for this section was retrieved from the DPI website, <http://reportscards.dpi.wi.gov>. The DPI report card reflects the school's performance for the 2011–12 school year. Report cards for the 2012–13 school year will be issued in the fall of 2013.

²³ Department of Public Instruction. Retrieved from http://acct.dpi.wi.gov/acct_accountability

- **Student Achievement**—Performance on the WKCE and Wisconsin Alternative Assessment for Students with Disabilities in reading and mathematics.
- **Student Growth**—Improvement over time on the WKCE in reading and mathematics.
- **Closing Gaps**—Progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates.
- **On-Track and Postsecondary Readiness**—Performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career.

Schools receive a score from 0 to 100 for each priority area. Scores for each area are included on each school's report card. The report cards are public documents and can be found on the DPI website. Some schools have had data replaced by an asterisk (*) because there are fewer than 20 students in a group.

In addition to priority area scores, performance on three student engagement indicators is also reported. These include test participation rate (goal of 95.0% for all students and each subgroup), absenteeism rate (goal of 13.0% or less), and dropout rate (goal of 6.0% or less). Schools that do not meet these goals receive point deductions from their overall scores.

The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings:

- **Significantly Exceeds Expectations (83.0–100.0)**
- **Exceeds Expectations (73.0–82.9)**
- **Meets Expectations (63.0–72.9)**
- **Meets Few Expectations (53.0–62.9)**
- **Fails to Meet Expectations (0.0–52.9)**

Downtown Montessori's report card indicated an overall accountability score of 78.7 points, resulting in a rating of "Exceeds Expectations." Further information on the report card for Downtown Montessori is included in Appendix E.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the 15th year of Downtown Montessori's operation as a City of Milwaukee charter school.

Applying the former WKCE proficiency level standards, Downtown Montessori met all but one of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. The school fell short of meeting the following provision:

- That more than 60.0% of students below proficient on the WKCE in reading show advancement (actual: 50% of 16).

Applying the revised WKCE proficiency level standards, Downtown Montessori met all but three of the year-to-year expectations related to growth on the WKCE, specifically:

- That at least 75.0% of fourth- through eighth-grade students at or above grade level the previous year in math will maintain at or above grade-level status this year (actual: 53.0% of 13 students in reading and 73.3% of 53 students in math).
- That at least 60.0% of fourth- through eighth-grade students below proficiency in reading and math the previous year will advance one level of proficiency or to the next quartile within the proficiency range this year (actual: 41.7% of 24 students in reading and 43.8% of 32 students in math).

The school's charter was renewed by the common council for another five-year period in the fall of 2012. Based on current and past contract compliance and the scorecard results, CRC recommends that Downtown Montessori continue regular, annual academic monitoring and reporting.

Appendix A

Contract Compliance Chart

Downtown Montessori Academy Overview of Compliance for Education-Related Contract Provisions 2012–13			
Section of Contract	Contract Provision	Report Reference Page	Contract Provision Met or Not Met
Section I, B	Description of educational program of the school and curriculum focus	pp. 3–5	Met
Section I, V	The school will provide a copy of the calendar prior to the end of the previous school year.	p. 10	Met
Section I, C	Educational methods	pp. 3–5	Met
Section I, D	Administration of required standardized tests	pp. 22–23	Met
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 15–22	Met
Section I, D	Academic criteria #2: Year-to-year achievement measures		
	a. 2nd- and 3rd-grade students at or above grade level in reading: At least 75% will maintain at or above grade-level status.	a. p. 34–35	a. Met
	b. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level.	b. pp. 36, 38	b. Met when former WKCE cut scores were applied (90.9% of 44); Met when revised cut scores were applied (82.6% of 23).
Section I, D	c. 4th- through 8th-grade students proficient or advanced in mathematics: At least 75.0% maintain proficiency level.	c. pp. 37, 39	c. Met when former WKCE cut scores were applied (90.3% of 33); Not met when revised cut scores were applied (73.3% of 15).
	Academic criteria #3: Year-to-year achievement measures		
Section I, D	a. 2nd- and 3rd-grade students with below-grade-level scores in reading: Advance more than 1.0 GLE in reading.	a. p. 35	a. N/A*
	b. 4th- through 8th-grade students below proficient level in reading: At least 60% will advance one level of proficiency or to the next quartile within the proficiency level range.	b. pp. 37, 40	b. N/A* when former WKCE cut scores were applied; Not met when revised cut scores were applied (41.7%

Downtown Montessori Academy

**Overview of Compliance for Education-Related Contract Provisions
2012–13**

Section of Contract	Contract Provision	Report Reference Page	Contract Provision Met or Not Met
	c. 4th- through 8th-grade students below proficient level in math: At least 60% will advance one level of proficiency or to the next quartile within the proficiency level range.	c. pp. 37, 41	of 24). c. Not met when former WKCE cut scores were applied (50% of 16); Not met when revised cut scores were applied (43.8% of 32).
Section I, E	Parental involvement	pp. 7–8	Met
Section I, F	Instructional staff hold a DPI license or permit to teach	p. 6	Met
Section I, I	Pupil database information, including special education needs students	pp. 9–10, 15	Met
Section I, K	Discipline procedures	pp. 7–8	Met

*Group size too small; there were very few students below grade level.

Appendix B

Outcome Measures Agreement Memo

Downtown Montessori Academy
2507 South Graham Street
Milwaukee, WI 53207
Student Learning Memorandum
2012–13 School Year

The following procedures, goals, and outcome measures will be used in monitoring the education programs of Downtown Montessori Academy for the 2012–13 school year. The data will be provided to Children’s Research Center (CRC), the monitoring agent contracted by the City of Milwaukee, Charter School Review Committee. Data will be reported in a spreadsheet or database that includes each student’s Wisconsin Student Number (WSN). All spreadsheets and/or the database will include all students enrolled at any time during the school year.

Attendance

The school will maintain an average daily attendance rate of 90%. Attendance will be reported as present, excused absence, and unexcused absence. Present is defined as having been present for at least half of the day.

Enrollment

The school will record the enrollment date for every student. Upon admission, individual student information including WSN, name, grade, gender, race/ethnicity, eligibility for free/reduced lunch, and special education status 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

A parent or guardian of every student will participate in all of the scheduled parent-teacher conferences. Dates for the events and names of the parent participants will be recorded by the school for each student. Conferences may occur in person or by phone.

Parent Contract

Ninety-five percent of parents will fulfill the requirements of the parent contract related to hours of involvement.

Special Education Needs Students

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

Academic Achievement: Local Measures

Children’s House (K3, K4, and K5)

Students attending the Children’s House (K3, K4, and K5) will demonstrate progress in acquiring skills in the areas of practical life, sensorial discrimination, mathematical development, language, and culture. Each student’s development will be reported to his/her parents on report cards, and this information will be collected in Montessori Records Express (MRX). The following scale will be used to track the skill level and change in skill acquisition:

- 1 – Presented
- 2 – Practiced
- 3 – Improving
- 4 – Mastered/Proficient

By the end of the year, students who have attended all year will have become proficient or shown improvement (presented to practiced, practiced to improving, or presented to improving) in grade-level skills in each of the areas. Students who were initially proficient in a skill will maintain proficiency in that skill.

Grade-level indicators (representative skills) from the continuum for each area will be extracted for submission to CRC. All students will be assessed on all representative skills.

Elementary (First Through Eighth Grades)

Literacy

First through third grades:

All first-grade students will be administered the following components of the Qualitative Reading Inventory (QRI) in the fall and spring:

- Alphabet recognition, both lowercase and uppercase
- Letter/sound recognition
- QRI word recognition
- QRI passage (if applicable)

Second- and third-grade students will be administered the following components of the QRI in the fall and spring:

- QRI word recognition
- QRI passage (if applicable)

Students' scores for all subtests will be averaged and result in a grade level of functioning as well as their level of learning for that grade level (frustration, instructional, or independent).

Fourth through eighth grades:

All fourth- through eighth-grade students will be administered the passage and comprehension component of the QRI in the fall and spring.

Students' scores will result in a grade level of functioning as well as their level of learning for that grade level (frustration, instructional, or independent).

All students will be administered the QRI no later than the end of the first quarter, November 5, 2012.

CRC will examine progress for students who completed both the fall and spring QRI test. Progress for students above and below their current grade level will be reported.

Of all first- through eighth-grade students who scored at or above their grade level on the fall QRI, 75% will maintain at or above grade-level functioning in the spring.

Of all first-through eighth-grade students who scored below their grade level on the fall QRI, 85% will improve in their reading skill level by one grade level on the spring test.

Writing: First through eighth grades

All students will maintain or improve writing skills as measured by comparing grade-level writing samples taken no later than October 15, 2012 and again after May 1, 2013. The measure used will be the six traits of writing, which includes consistent use, across all grades, of a five-point rubric for each of the six traits.²⁴ The skill areas chosen for each grade level are as follows:

- First through third grades will focus on organization and conventions.
- Fourth through sixth grades will focus on sentence fluency, organization, ideas, and conventions.
- Seventh and eighth grades will focus on fluency, organization, idea, sentence fluency, and conventions.

The average of these traits for each sample will be used for comparison data. The data will be recorded with point values of 3-2-1-0.

Mathematics: First through sixth grades

Students attending first through sixth grades will demonstrate progress in acquiring the Montessori sequential math skills. Each student's development will be reported to his/her parents on report cards, and this information will be collected in MRX. The following scale will be used to track the skill level and change in skill acquisition:

- 1 – Presented
- 2 – Practiced
- 3 – Improving
- 4 – Mastered/Proficient

By the end of the year, students who have attended all year will have become proficient or show improvement (e.g., from presented to practiced, practiced to improving, or presented to improving) in grade-level math skills. Students who were initially proficient in a skill will maintain proficiency in that skill.

Grade-level indicators (representative math skills expected at each grade level) will be extracted from the continuum for submission to CRC. All students will be assessed on all representative skills.

²⁴ The six traits of writing are organization, fluency, conventions, ideas, voice, and word choice.

Mathematics: Seventh through eighth grades

All seventh- and eighth-grade students are using Mathematical Connections.²⁵ All students who scored at least 85% on the first chapter test will score at least 85% on the final chapter test of the year.

Students who scored below 85% on the first chapter test will improve at least 10% on their final chapter test.

Special Education Students

Students with active IEPs will demonstrate progress toward meeting their IEP goals *at the time of their annual review or reevaluation*. Progress will be demonstrated by reporting the number of goals on the IEP and the number of goals met. Please note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports attached to the regular report cards.

Academic Achievement: Standardized Measures

The following standardized test measures will assess academic achievements in reading and mathematics.

- **K-5: The Phonological Awareness Literacy Screening (PALS)** will be administered each year within the timeframe required by the Wisconsin Department of Public Instruction (DPI).²⁶ PALS provides information about each student's level of mastery of early literacy fundamentals. Each student will receive a summed score, which will be compared to fall developmental expectations for his/her grade level.²⁷
- **First through third grades: The Stanford Diagnostic Reading Test** will be administered between April 17 and May 12. The first-year testing will serve as baseline data. Progress will be assessed based on results of the reading test in the second and subsequent years.
- **Third through eighth grades: The Wisconsin Knowledge and Concepts Examination (WKCE)** will be administered in the fall in the timeframe defined by DPI. All students will be tested for proficiency in reading and math. Fourth- and eighth-grade students will also be tested in science, social studies, and language arts. In addition, fourth- and eighth-grade writing skills will be assessed.

²⁵ Mathematical Connections, A Bridge to Algebra and Geometry, published by McDougall Littell/Houghton Mifflin.

²⁶ The school must administer the PALS in the fall of the school year; if DPI requires additional test administrations, CRC may request data from the winter and/or spring test periods.

²⁷ PALS was developed by researchers at the University of Virginia and is considered a scientifically based reading assessment for kindergarten students. It assesses key literacy fundamentals, including phonemic awareness, phonics, fluency, and vocabulary. Specifically, PALS assesses rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation (optional). (Note: This information was taken from the DPI website: <http://www.palswisconsin.info>)

Data Addendum

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in the learning memo for the 2012–13 academic year. Additionally, important principles applicable to all data collection must be considered.

1. All students attending the school at any time during the 2012–13 academic year should be included in all student data files. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique WSN and school-based ID number in each data file.
2. All data fields must be completed for each student enrolled at any time during the school year. If a student is not enrolled when a measure is completed, record NE to indicate "not enrolled." If the measure did not apply to the student for another reason, enter NA for that student to indicate "not applicable." NE may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year. NA may apply if a student is absent when a measure is completed.
3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

Staff person(s) responsible for year-end data submission: Virginia Flynn
Data due to CRC: Within 10 days following the last day of student attendance

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster: Student Identification Demographics Enrollment Termination Attendance	Create a column for each of the following. Include for all students enrolled at any time during the school year: • WSN • School-based student ID number • Student name • Grade level • Race/ethnicity • Gender (M/F) • Enrollment date • Termination date, or NA if student did not withdraw • Reason for termination, if applicable • Number of days student was enrolled at the school this year (number of days expected attendance) • Number of days student attended this year • Number of excused absences this year • Number of unexcused absences this year • Indicate if student had or was assessed for special education needs during the school year (yes and eligible, yes and not eligible, or no) • Free/reduced lunch status (free, reduced, full pay)	MRX	Liz Becerra
Special Education Needs Students and Academic Achievement: Local Measures IEP Progress	For each student who had or was assessed for special education, (i.e., had yes and eligible in the data file above) include the following: • WSN • Student name • Special education need, e.g., ED, CD, LD, OHI, etc. • Eligibility assessment date (date the team meets to determine eligibility) • Eligibility reevaluation date (if not due this year, indicate not due; this is the three-year reevaluation date to determine if the child is still eligible for special education) • IEP completion date (date the IEP was developed) • IEP review date (date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A) • IEP review results, e.g., continue in special education, no longer eligible for special education, or NA	Excel spreadsheet designed by school	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	• Number of goals on IEP • Number of goals met on IEP at the time of the annual review (enter NA if the IEP was not reviewed this year)		
Parent Conferences (Note: The parent conferences columns can be added to the student roster data file described above.)	Create a column for each of the scheduled conferences as well as for student identification. Include all students enrolled at any time during the school year. • Student name • WSN • Create one column labeled <u>conference 1</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the first conference. If the student was not enrolled at the time of this conference, enter NE. • Create one column labeled <u>conference 2</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the second conference. If the student was not enrolled at the time of this conference, enter NE.	Excel spreadsheet designed by school	Liz Becerra
Parent Contract (Note: The parent contract column can be added to the student roster data file described above)	For each student enrolled at any time during the year, include: • WSN • Student name • Parent fulfilled contract (Y or N)	Excel spreadsheet designed by school	Liz Becerra
Academic Achievement: Local Measures Children's House (K3–K5)	For each student enrolled at any time during the year, include the following columns. Count skills at the end of the year, based on student report cards. • WSN • Student name • Number of core grade-level representative practical life skills assessed • Number of core grade-level practical life skills in which student reached proficiency • Number of core grade-level practical life skills in which student showed improvement (not including skills counted as proficient) • Number of core grade-level representative sensorial skills assessed • Number of core grade-level sensorial skills in which student reached proficiency • Number of core grade-level sensorial	MRX or Excel spreadsheet designed by school	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	skills in which student showed improvement (not including skills counted as proficient) • Number of core grade-level representative math skills assessed • Number of core grade level math skills in which student reached proficiency • Number of core grade-level math skills in which student showed improvement (not including skills counted as proficient) • Number of core grade-level representative language skills assessed • Number of core grade-level language skills in which student reached proficiency • Number of core grade-level language skills in which student showed improvement (not including skills counted as proficient) • Number of core grade-level representative culture skills assessed • Number of core grade-level culture skills in which student reached proficiency • Number of core grade-level culture skills in which student showed improvement (not including skills counted as proficient)		
Literacy Grades 1st–8th	• WSN • Student name • Fall QRI functioning grade level • Fall level of learning (independent, instructional, frustration) • Spring QRI functioning grade level • Spring level of learning (independent, instructional, frustration)	Excel spreadsheet designed by school	Liz Becerra
Academic Achievement: Local Measures <u>Writing</u> <u>Grades 1st–8th</u>	For each student enrolled at any time during the year, include the following: • WSN • Student name • Six traits writing scores from start of year • Six traits writing scores from end of year	Excel spreadsheet designed by school	Liz Becerra
Academic Achievement: Local Measures Mathematics	For each student enrolled at any time during the year, include the following: • WSN • Student name	Excel spreadsheet designed by school	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Grades 1st–6th Grades 7th–8th	• Number of core grade-level representative math skills assessed • Number of core grade-level math skills in which student reached proficient • Number of core grade-level math skills in which student showed progress (not including skills counted as proficient) • WSN • Student name • First chapter test score (percentage) • Final chapter test score (percentage)		
Academic Achievement: Required Standardized Measures PALS K–5th	For each student, include the following: • WSN • Student name • Grade • Summed score from fall PALS test	Spreadsheet; provide paper copies of the test publisher's printout	Liz Becerra
SDRT Grades 1st–3rd	Create a spreadsheet including all 1st-through 3rd-grade students enrolled at any time during the school year. Include the following: • WSN • Student name • Grade • Phonetics scale score • Phonetics GLE • Vocabulary scale score • Vocabulary GLE • Comprehension scale score • Comprehension GLE • Total scale score • Total GLE Please provide the test date(s) in an email or other document.	Excel spreadsheet designed by school	Liz Becerra
Academic Achievement: Standardized Measures WKCE Grades 3rd–8th	For each 3rd- through 8th-grade student enrolled at any time during the school year, include the following. Note that the school can download WKCE data from the Turnleaf website and is encouraged to do so. The Turnleaf website contains the official WKCE records submitted to DPI. • WSN • Student name • Grade • Scale scores for each WKCE test (e.g., math and reading for all grades, plus language, social studies, and science for 4th and 8th graders) • Proficiency level for each WKCE test	Excel spreadsheet designed by school CRC encourages the school to download WKCE data from the Turnleaf website and provide the export file to CRC.	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	- Percentile for each WKCE test - Writing scores for 4th and 8th graders Note: Enter NE if the student was not enrolled at the time of the test. Enter NA if the test did not apply for another reason. Please provide the test date(s) in an email or other document.		

Appendix C

Trend Information

Table C1 Downtown Montessori Academy Enrollment					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Student Retention (Number and Percentage Enrolled for the Entire Year*)
1998–99	15	0	3	12	N/A
1999–2000	33	0	5	28	N/A
2000–01	46	0	6	40	N/A
2001–02	66	32	32	66	N/A
2002–03	63	18	3	78	N/A
2003–04	74	8	2	80	N/A
2004–05	79	3	3	79	N/A
2005–06	81	0	4	77	N/A
2006–07	62	8	1	69	N/A
2007–08	100	2	9	93	N/A
2008–09*	104	7	6	105	98 (94.2%)
2009–10	121	7	2	126	119 (98.4%)
2010–11	139	7	3	143	136 (97.8%)
2011–12	166	5	5	166	161 (97.0%)
2012–13	199	4	9	194	190 (95.5%)

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

Figure C1

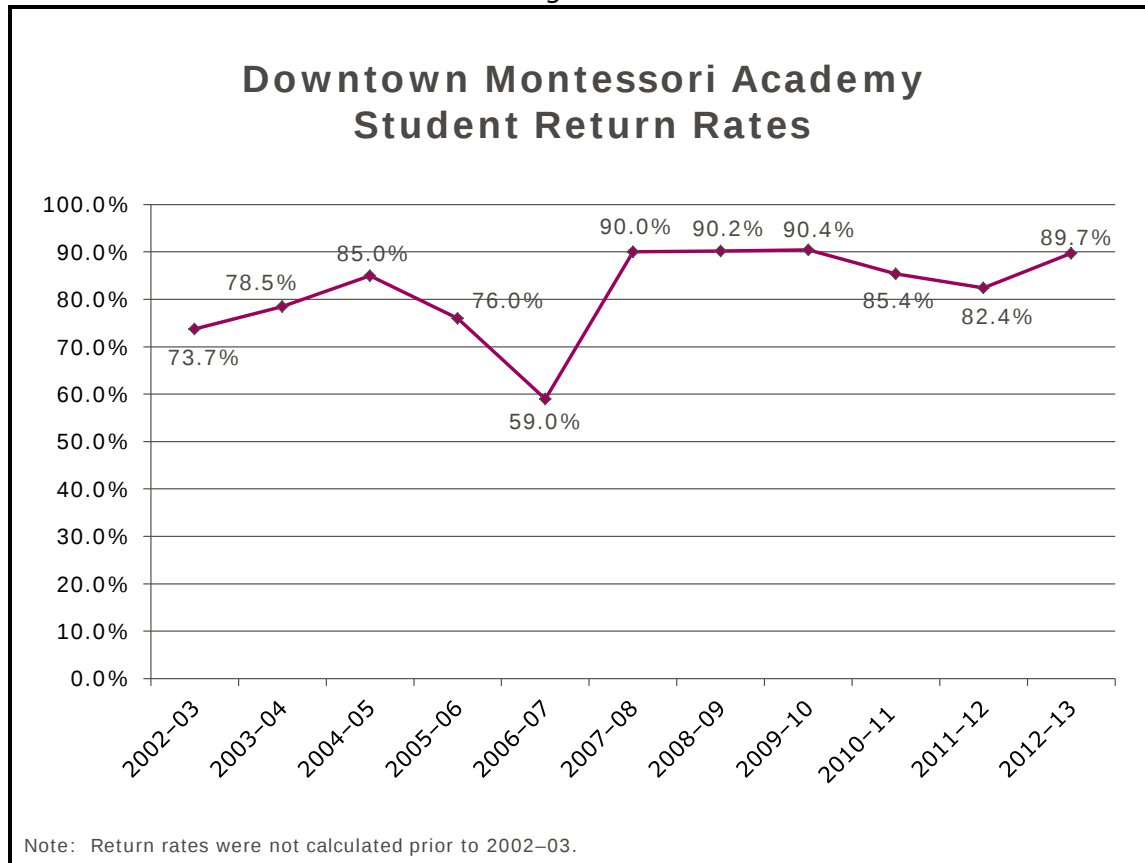


Figure C2

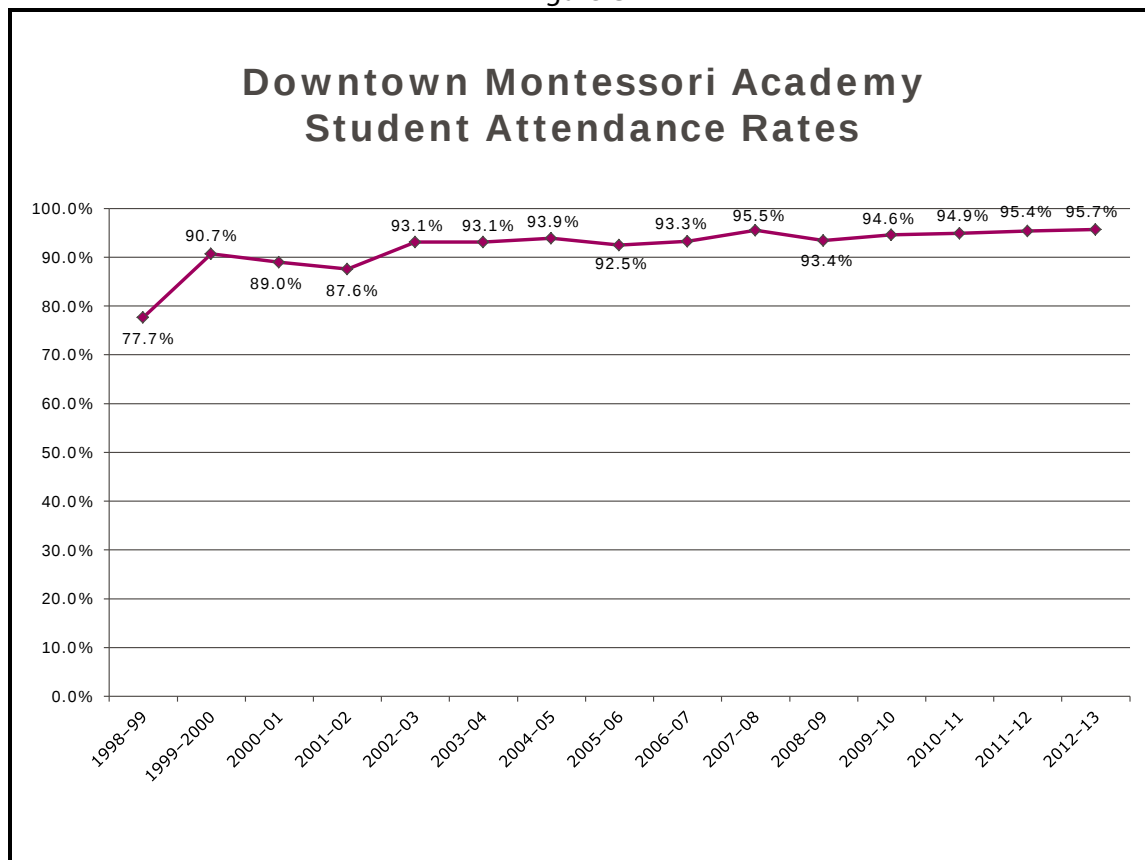


Table C2 Downtown Montessori Academy Parent/Guardian Participation	
School Year	% Participated
1999–2000	100.0%
2000–01	100.0%
2001–02	100.0%
2002–03	100.0%
2003–04	100.0%
2004–05	100.0%
2005–06	100.0%
2006–07	100.0%
2007–08	100.0%
2008–09	100.0%
2009–10	100.0%
2010–11	100.0%
2011–12	100.0%
2012–13	100.0%

Table C3 Downtown Montessori Academy SDRT Year-to-Year Progress Students at or Above Grade Level Equivalent 1st – 3rd Grades	
School Year	Percent
2011–12	100.0%
2012–13	94.3%

Table C4 Downtown Montessori Academy SDRT Year-to-Year Progress Students Below Grade Level Equivalent 1st – 3rd Grades	
School Year	Average GLE Advancement
2011–12	Could not report due to <i>n</i> size
2012–13	Could not report due to <i>n</i> size

Table C5 Downtown Montessori Academy WKCE Year-to-Year Progress Based on Former Proficiency-Level Cut Scores** Percentage of Students Who Remained Proficient or Showed Advancement 4th – 8th Grades		
School Year	Reading	Math
2007–08	100.0%	91.7%
2008–09	100.0%	100.0%
2009–10	100.0%	95.0%
2010–11	100.0%	100.0%
2011–12	100.0%	85.7%
2012–13	90.9%	90.3%

*In 2012–13, the state began using revised cut scores; the former cut scores were applied to the 2012–13 data in order to compare data across years. Revised cut-score proficiency levels are presented in Table C6.

Table C6 Downtown Montessori Academy WKCE Year-to-Year Progress Based on Revised Proficiency-Level Cut Scores Percentage of Students Who Remained Proficient or Showed Advancement 4th – 8th Grades		
School Year	Reading	Math
2012–13	82.6%	73.3%

Table C7					
Downtown Montessori Academy Teacher/Instructional Staff Retention Rate					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Number and Rate Employed at School for Entire School Year
2009–10					
Classroom Teachers	6	0	0	6	100.0%
All Instructional Staff	8	0	0	8	100.0%
2010–11					
Classroom Teachers	7	0	0	7	100.0%
All Instructional Staff	9	0	0	9	100.0%
2011–12					
Classroom Teachers	8	0	0	8	100%
All Instructional Staff	9	0	0	9	100%
2012–13					
Classroom Teachers	10	0	0	10	100%
All Instructional Staff	15	0	0	15	100%

Table C8			
Downtown Montessori Academy Teacher/Instructional Staff Return Rate			
Teacher Type	Number at End of Prior School Year	Number Returned at Beginning of Current School Year*	Return Rate
2009–10			
Classroom Teachers	6	6	100.0%
All Instructional Staff	7	7	100.0%
2010–11			
Classroom Teachers	7	7	100.0%
All Instructional Staff	2	2	100.0%
2011–12			
Classroom Teachers	7	7	100.0%
All Instructional Staff	9	7	77.8%
2012–13			
Classroom Teachers	8	7	87.5%
All Instructional Staff	9	8	88.9%

*Only those staff who were eligible to return are considered in these calculations. If a teacher or instructional staff member was not asked back, he/she was no longer eligible.

Table C9	
Downtown Montessori Academy Scorecard	
School Year	Scorecard Result
2009–10	86.4%
2010–11	88.6%
2011–12	87.4%
2012–13	85.2%

Appendix D
CSRC School Scorecards

**City of Milwaukee Charter School Review Committee
School Scorecard**

r: 4/11

K5-8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1-3

- SDRT—% remained at or above GL (4.0)
- SDRT—% below GL who improved more than 1 GL (6.0) **10%**

STUDENT ACADEMIC PROGRESS: GRADES 3-8

- WKCE reading—% maintained proficient and advanced (7.5)
- WKCE math—% maintained proficient and advanced (7.5)
- WKCE reading—% below proficient who progressed (10.0)
- WKCE math—% below proficient who progressed (10.0) **35%**

LOCAL MEASURES

- % met reading (3.75)
- % met math (3.75)
- % met writing (3.75)
- % met special education (3.75) **15%**

STUDENT ACHIEVEMENT: GRADES 3-8

- WKCE reading—% proficient or Advanced (7.5)
- WKCE math—% proficient or advanced (7.5) **15%**

ENGAGEMENT

- Student attendance (5.0)
- Student reenrollment (5.0)
- Student retention (5.0)
- Teacher retention (5.0)
- Teacher return* (5.0) **25%**

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12

- EXPLORE to PLAN—composite score at or above 17 on EXPLORE and at or above 18 on PLAN (5)
- EXPLORE to PLAN—composite score of less than 17 on EXPLORE but increased 1 or more on PLAN (10) **30%**
- Adequate credits to move from 9th to 10th grade (5)
- Adequate credits to move from 10th to 11th grade (5)
- DPI graduation rate (5)

POST-SECONDARY READINESS: GRADES 11 and 12

- Post-secondary acceptance for graduates (college, university, technical school, military) (10)
- % of 11th/12th graders tested (2.5) **15%**
- % of graduates with ACT composite score of 21.25 or more (2.5)

LOCAL MEASURES

- % met reading (3.75)
- % met math (3.75)
- % met writing (3.75)
- % met special education (3.75) **15%**

STUDENT ACHIEVEMENT: GRADE 10

- WKCE reading—% proficient and advanced (7.5)
- WKCE math—% proficient and advanced (7.5) **15%**

ENGAGEMENT

- Student attendance (5.0)
- Student reenrollment (5.0)
- Student retention (5.0)
- Teacher retention (5.0)
- Teacher return* (5.0) **25%**

*Teachers not offered continuing contracts are excluded when calculating this rate.

Note: If a school has less than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

Beginning in 2012–13, the Wisconsin Department of Public Instruction applied more rigorous proficiency-level cut scores to the WKCE reading and math tests. These revised cut scores are based on standards set by the NAEP and require students to achieve higher-scale scores in order to be considered proficient. The school scorecards both include points related to current year and year-to-year performance on the WKCE. In order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two scorecards: one each using the former WKCE cut scores and one each using the revised cut scores that were implemented this year. In order to compare results from last year and this year, the former cut scores were applied to the current year scale scores, and the revised cut scores were applied to scale scores from last year. Progress was then measured from last year to this year using the former cut-score proficiency levels and from last year to this year using the revised proficiency levels.

The scorecard in Table D1 was compiled using the former WKCE cut scores and can be compared to scorecard results from previous years.

Table D1 Downtown Montessori Academy (K-8) Charter School Review Committee Score Card WKCE Scores Based on Former Cut Scores 2012-13 School Year					
Area	Measure	Maximum. Points	% Total Score (out of 100)	Performance	Points Earned
Student Academic Progress Grades 1-3	SDRT: % remained at or above grade level (GL)	4.0	10%	94.3%	3.8
	SDRT: % below GL who improved more than 1 GL	N/A(6.0)		N/A	N/A
Student Academic Progress Grades 3-8	WKCE reading: % maintained proficient or advanced*	7.5	35%	90.9%	6.8
	WKCE math: % maintained proficient or advanced*	7.5		90.3%	6.8
	WKCE reading: % below proficient who progressed*	N/A(10.0)		N/A	N/A
	WKCE math: % below proficient who progressed*	10.0		50.0%	5.0
Local Measures	% met reading	3.75	15%	100.0%	3.75
	% met math	3.75		94.0%	3.5
	% met writing	3.75		90.7%	3.4
	% met special education	3.75		90.0%	3.4
Student Achievement Grades 3-8	WKCE reading: % proficient or advanced	7.5	15%	86.7%	6.5
	WKCE math: % proficient or advanced	7.5		68.0%	5.1
Engagement	Student attendance	5.0	25%	95.5%	4.8
	Student reenrollment	5.0		89.7%	4.5
	Student retention	5.0		95.7%	4.8
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		88.9%	4.4
TOTAL		84			71.55 (85.2%)

*WKCE scores in this report card were based on the former proficiency level cut scores used up until the 2012-13 school year.

Note: To protect student identity, cells with fewer than 10 students are not reported on this scorecard; these cells are reported as not available (N/A). The percentage is calculated based on the modified denominator, rather than 100 possible points.

The scorecard in Table D2 was compiled using the revised WKCE cut scores and can be compared to scorecard results from previous years.

Table D2 Downtown Montessori Academy (K-8) Charter School Review Committee Score Card WKCE Scores Based on Revised Cut Scores 2012-13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress Grades 1-3	SDRT: % remained at or above GL	4.0	10%	94.3%	3.8
	SDRT: % below GL who improved more than 1 GL	N/A(6.0)		N/A	N/A
Student Academic Progress Grades 3-8	WKCE reading: % maintained proficient and advanced*	7.5	35%	82.6%	6.2
	WKCE math: % maintained proficient and advanced*	7.5		73.3%	5.5
	WKCE reading: % below proficient who progressed*	10.0		41.7%	4.2
	WKCE math: % below proficient who progressed*	10.0		43.8%	4.4
Local Measures	% met reading	3.75	15%	100.0%	3.75
	% met math	3.75		94.0%	3.5
	% met writing	3.75		90.7%	3.4
	% met special education	3.75		90.0%	3.4
Student Achievement Grades 3-8	WKCE reading: % proficient or advanced*	7.5	15%	46.7%	3.5
	WKCE math: % proficient or advanced*	7.5		44.0%	3.3
Engagement	Student attendance	5	25%	95.5%	4.8
	Student reenrollment	5		89.7%	4.5
	Student retention rate	5		95.7%	4.8
	Teacher retention rate	5		100.0%	5.0
	Teacher return rate	5		88.9%	4.4
TOTAL		84			68.45 (81.5%)

*WKCE scores in this report card were based on the revised proficiency level cut scores first used during the 2012-13 school year.

Appendix E

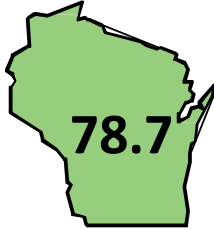
2011–12 DPI Report Card



Downtown Montessori | Downtown Montessori

School Report Card | 2011-12 | Summary

Overall Accountability Score and Rating



Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-8 State	K-8 Max
Student Achievement	72.8/100		66.4/100	
Reading Achievement	39.8/50		29.4/50	
Mathematics Achievement	33.0/50		37.0/50	
Student Growth	78.8/100		62.3/100	
Reading Growth	44.6/50		31.2/50	
Mathematics Growth	34.2/50		31.1/50	
Closing Gaps	NA/NA		65.9/100	
Reading Achievement Gaps	NA/NA		32.5/50	
Mathematics Achievement Gaps	NA/NA		33.4/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	87.4/100		86.5/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	76.1/80		73.9/80	
3rd Grade Reading Achievement	11.3/20		5.6/10	
8th Grade Mathematics Achievement	NA/NA		7.0/10	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction