



**Charter School Review Committee  
Academic Progress Report**

**2009–10**

**for Steering and Rules Committee on**

**January 27, 2011**

**Downtown Montessori  
Central City Cyberschool  
Darrell Lynn Hines Academy  
Milwaukee Academy of Science**

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

# Overview

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

# Outcomes Monitored by CSRC

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- Standardized tests: Required for all students in grades 1–8 and high school.
- Elementary student year-to-year expectations for reading and math:

## Grades 1–3:

- » Students at grade level: Average gain of least one grade-level equivalency
- » Students below grade level: Average gain of more than one grade-level equivalency

## Grades 3–8:

- » Students at proficient level or above: Maintain this status
- » Students at minimal proficiency or below: Advance to the next quartile or next level of proficiency

## Outcomes Monitored by CSRC (continued)

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Year-to-year expectations for high school levels:

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

## Outcomes Monitored by CSRC (continued)

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



# Stakeholder Satisfaction

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- In the 2009–10 school year, the Children’s Research Center (CRC) conducted interviews and administered surveys to parents, teachers, students, and board members to determine stakeholder satisfaction with each school.
- Satisfaction is high at all of the city charter schools. See Section III of the attached reports for detailed information.



# **Charter School Profile and Performance Information**

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# Charter Schools Profile

Name of School	Year Chartered	Grade Levels Served	End of Year Enrollment	Percentage Free/Reduced Lunch	Percentage Special Education	Racial Breakdown	Aldermanic District
Downtown Montessori	1998	K3–8th	126	31.7%	7.1%	<ul style="list-style-type: none"> <li>• White: 60.3%</li> <li>• African American: 18.3%</li> <li>• Hispanic: 9.5%</li> <li>• Asian: 11.1%</li> <li>• Native American: 0.8%</li> </ul>	14th
Central City Cyberschool	1999	K4–8th	353	94.4%*	13.9%	<ul style="list-style-type: none"> <li>• African American: 98.9%</li> <li>• Native American: 0.3%</li> <li>• Hispanic: 0.3%</li> <li>• White: 0.3%</li> <li>• Other: 0.3%</li> </ul>	7th
Darrell Lynn Hines Academy	2002	K4–8th	263	86.3%	14.8%	<ul style="list-style-type: none"> <li>• African American: 95.8%</li> <li>• Asian: 3.0%</li> <li>• White: 0.8%</li> <li>• Hispanic: 0.4%</li> </ul>	9th
Milwaukee Academy of Science	2008	K4–12th	872	82.2%	12.3%	<ul style="list-style-type: none"> <li>• African American: 98.9%</li> <li>• White: 0.7%</li> <li>• Hispanic: 0.3%</li> <li>• Native American: 0.1%</li> </ul>	4th

Note: Information is based on annual programmatic reports, except where noted.

\*Based on DPI website for 355 students enrolled at the beginning of the school year.



# **CSRC Academic Progress Report: 2009–10 Local Measures**

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

**LOCAL MEASURES RESULTS:** All of the schools maintained local measures in reading, math, writing, and special education that tracked the academic progress of every student during the 2009–10 school year. Students demonstrated adequate progress on these four measures during the school year.

# Year-to-year 2009–10 Standardized Test Measures Downtown Montessori

<b>Year-to-year Progress (from 2008–09 to 2009–10)</b>		
<b>CSRC Expectation for Grades 2 and 3</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
Results for 2nd and 3rd graders with comparison scores (Stanford Diagnostic Reading Test)	2nd graders: 0.7GLE* (N = 16) N/A for 3rd Graders (N = <10) 2nd and 3rd graders combined: 1.1 GLE (N = 24)	N/A: Too few 2nd or 3rd graders tested below grade level in previous year

\*Grade-level equivalency

# Year-to-year 2009–10 Standardized Test Measures Downtown Montessori (continued)

<b>Year-to-year Progress (from 2008–09 to 2009–10)</b>		
<b>CSRC expectation for grades 4 through 8</b>	<b>Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels</b>	<b>Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level</b>
Results for 4th through 8th graders with comparison scores in reading and math (WKCE)	Reading: 100% (N = 21) Math: 95% (N = 20)	N/A: Too few 4th through 6th graders tested below proficient level in previous year

# Year-to-year 2009–10 Standardized Test Measures Central City Cyberschool

<b>Year-to-year Progress (2008–09 to 2009–10)</b>		
<b>CSRC Expectation for Grades 2 and 3</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
Results for 2nd and 3rd graders with comparison scores (Stanford Diagnostic Reading Test)	2nd graders: 1.1 GLE (N = 27) 3rd graders: 0.5 GLE(N = 28)	2nd and 3rd graders combined: 0.6 GLE (N = 10)

# Year-to-year 2009–10 Standardized Test Measures Central City Cyberschool (continued)

<b>Year-to-year Progress (2008–09 to 2009–10)</b>		
<b>CSRC expectation for grades 4 through 8</b>	<b>Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels</b>	<b>Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level</b>
Results for 4th through 8th graders with comparison scores in reading and math	Reading: 81.8% (N = 77) Math: 92.0% (N = 50)	Reading: 45.5% compared to 76.1% last year Math: 65% compared to 49.1% last year

# Year-to-year 2009–10 Standardized Test Measures

## Darrell Lynn Hines Academy

<b>Year-to-year Progress (2008–09 to 2009–10)</b>		
<b>CSRC Expectation for Grades 2 and 3</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
Results for 2nd and 3rd graders with comparison scores (Stanford Diagnostic Reading Test)	2nd graders: 1.0 GLE (N = 19) 3rd graders: 0.5 GLE (N = 17)	N/A: Too few 2nd or 3rd graders tested below grade level in previous year

# Year-to-year 2009–10 Standardized Test Measures Darrell Lynn Hines Academy (continued)

<b>Year-to-year Progress (2008–09 to 2009–10)</b>		
<b>CSRC expectation for grades 4 through 8</b>	<b>Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels</b>	<b>Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level</b>
Results for 4th through 8th graders with comparison scores in reading and math	Reading: 80.6% (N = 67) Math: 94.3% (N = 35)	Reading: 45.7% compared to 61.8% last year Math: 58.2% compared to 45.5% last year

# Year-to-year 2009–10 Standardized Test Measures Milwaukee Academy of Science

<b>Year-to-year Progress (2008–09 to 2009–10)</b>		
<b>CSRC Expectation for Grades 2 and 3</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
Results for 2nd and 3rd graders with comparable scores (Stanford Diagnostic Reading Test)	2nd graders: 0.8 GLE (N = 57) 3rd graders: 1.0 GLE (N = 66)	2nd Graders: 0.8 GLE (N = 10) 3rd Graders: 1.0 GLE (N = 40) 2nd and 3rd graders combined: 0.9 GLE (N = 50)



# Year-to-year 2009–10 Standardized Test Measures Milwaukee Academy of Science (continued)

<b>Year-to-year Progress (2008–09 to 2009–10)</b>		
<b>CSRC expectation for grades 4 through 8</b>	<b>Students proficient or advanced the prior year: At least 75% maintain proficient or advanced levels</b>	<b>Students below proficient level the prior year: Increase the percentage of students who improve one quartile or one level</b>
Results for 4th through 8th graders with comparison scores in reading and math	Reading: 89.4% (N = 123) Math: 91.0% (N = 78)	Reading: 63.9% compared to 47.3% last year Math: 65.4% compared to 52.3% last year



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

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

## **School Accountability**

### **Wisconsin No Child Left Behind Compliance 2009–10**

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

# Department of Public Instruction Status: Academic Year Progress Summary

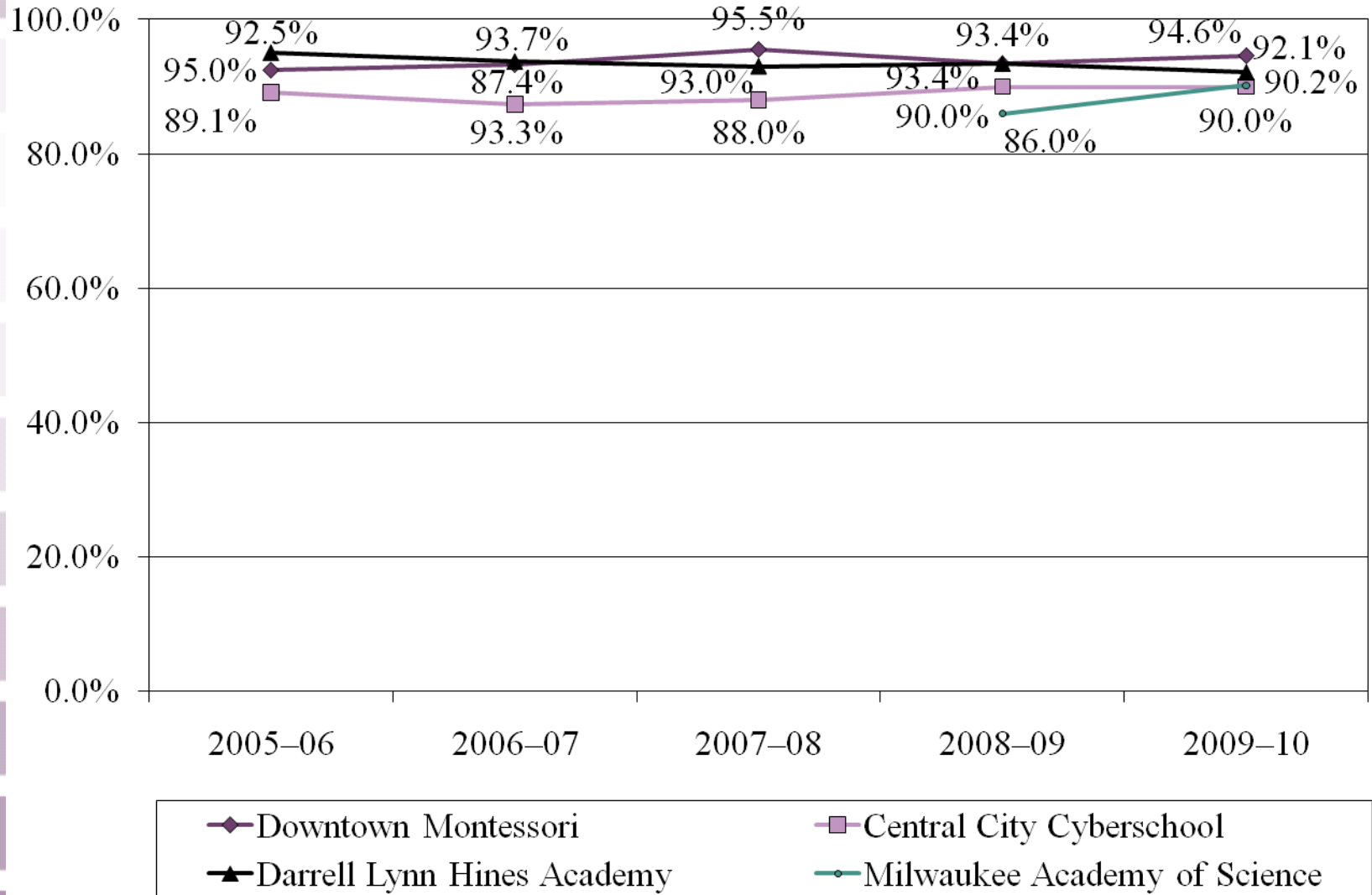
<b>2009–10</b>	<b>Downtown Montessori</b>	<b>Central City Cyberschool</b>	<b>Darrell Lynn Hines Academy</b>	<b>Milwaukee Academy of Science</b>
<b>I. Test Participation: 95.0%</b>	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory
<b>II. Elementary Schools: 85% attendance or growth over prior year</b>  <b>High School: 85% graduation rate or growth over prior year</b>	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory
<b>III. Reading: 74% proficient</b>	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	Yes; Level 2, Improved
<b>IV. Math: 58% proficient</b>	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	Yes; Level 2, Improved



## **Trend and Comparison Data**

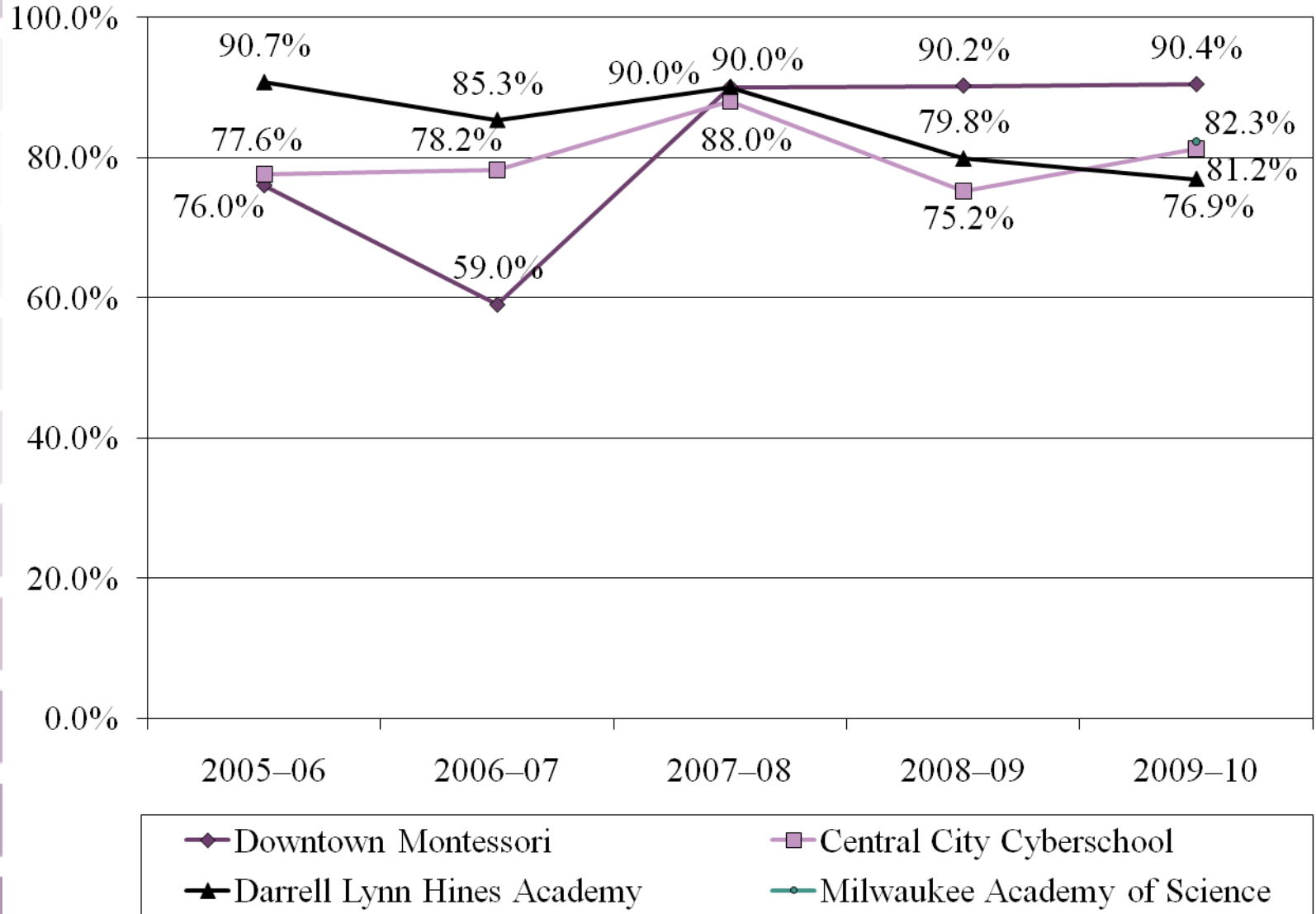
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# Attendance Rates



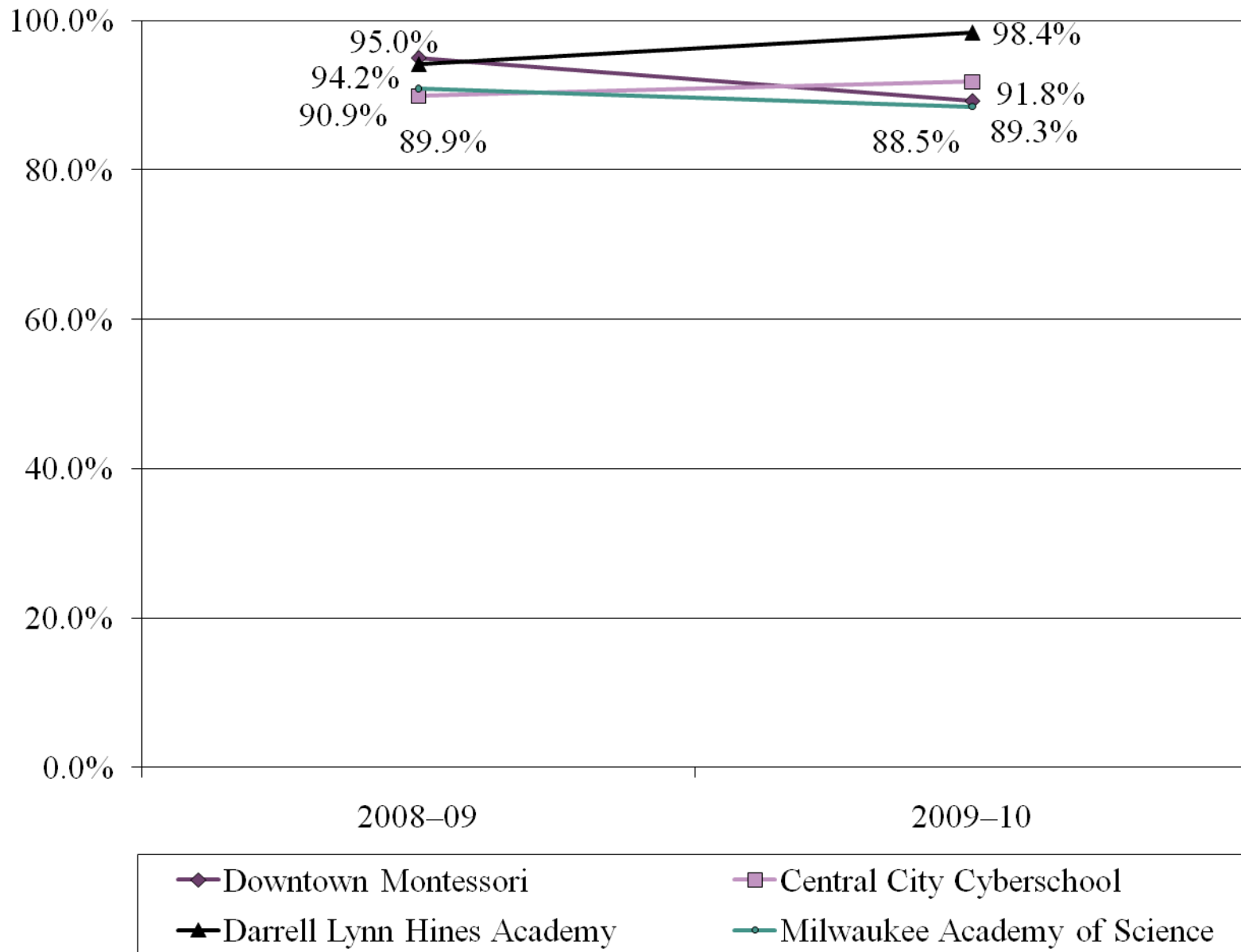
Note: The Wisconsin Department of Public Instruction's attendance standard for Annual Yearly Progress is 85%. Milwaukee Academy of Science rate is K-5th graders; the 6th-12th grade attendance rate was 89.1% compared to 86% last year.

# Student Return Rates



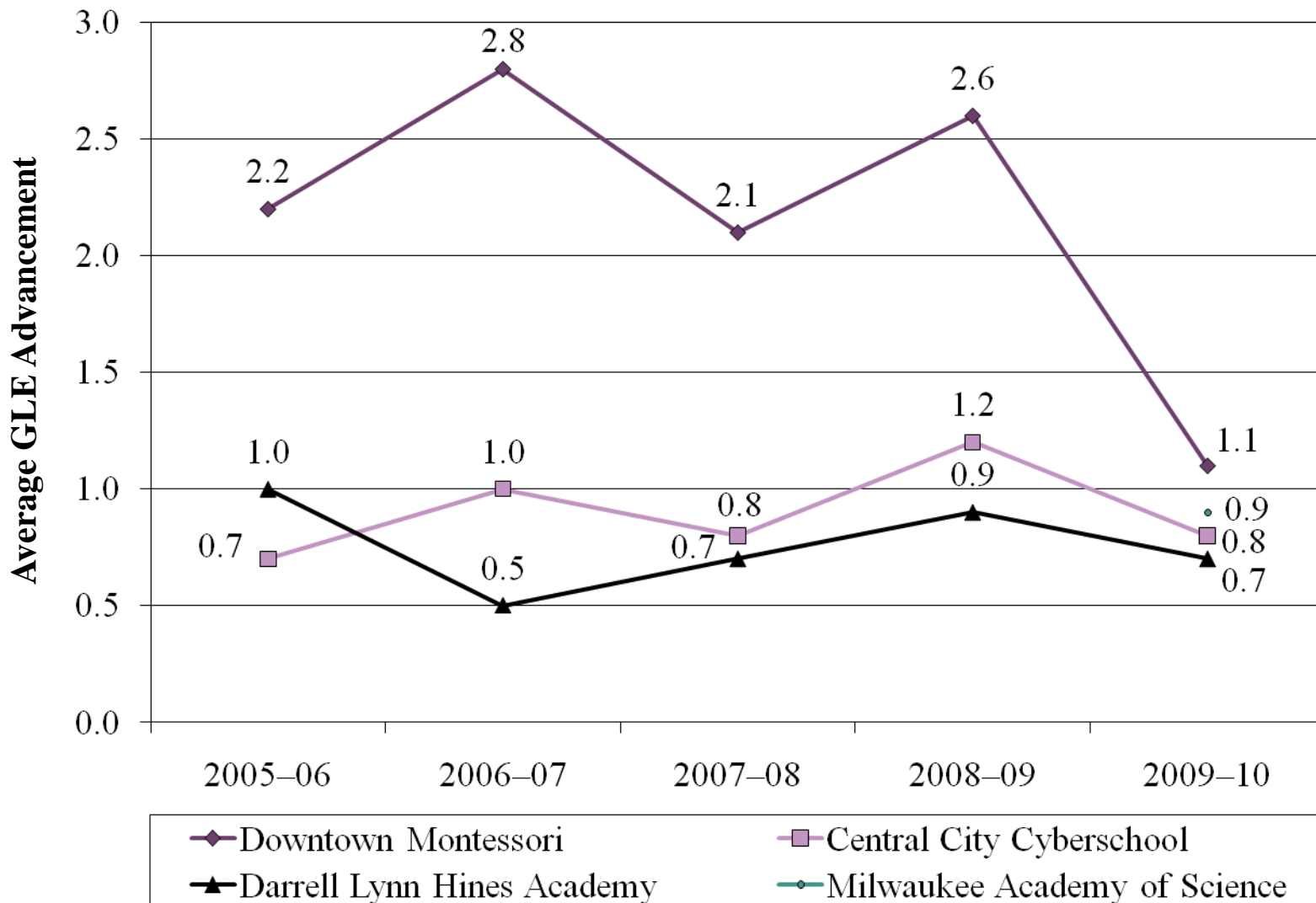
Note: In 2006-07, Downtown Montessori moved from its North side location near UW-Milwaukee, to Bayview.

# Student Retention Rates: Percentage Enrolled the Entire School Year

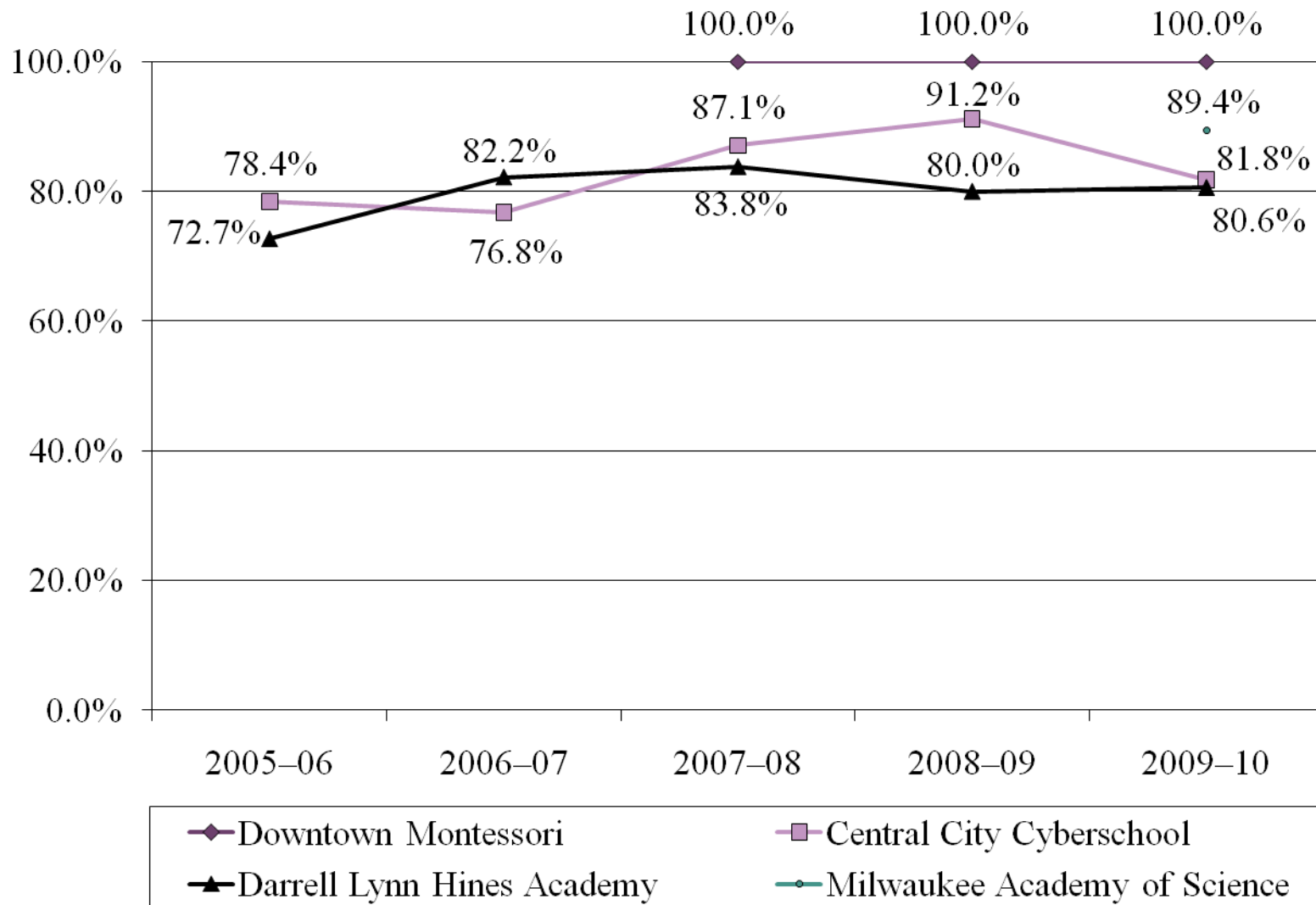




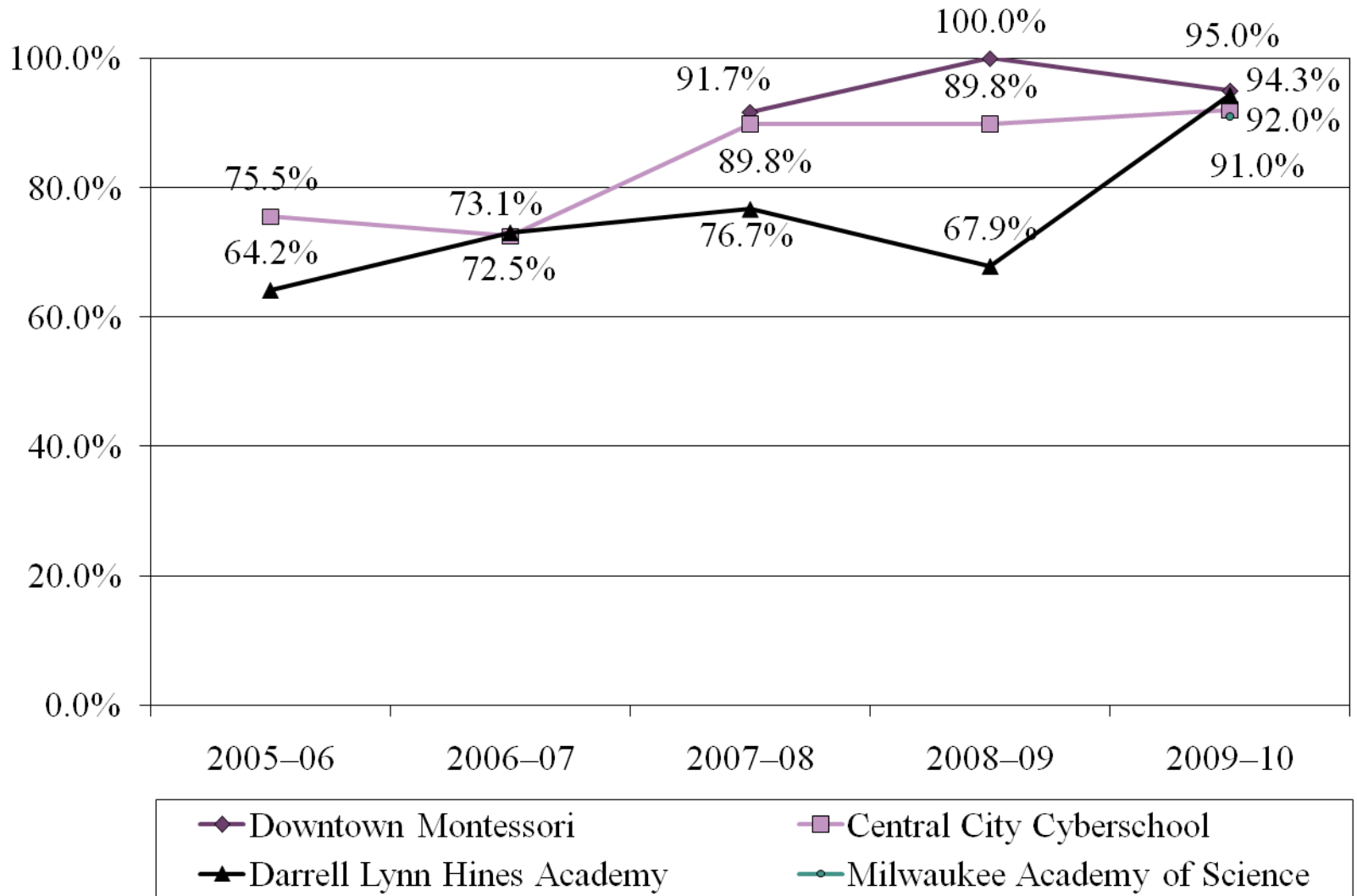
# Stanford Diagnostic Reading Test Year-to-year Progress Average Grade Level Equivalency Advancement for Students in Grades 2 and 3



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

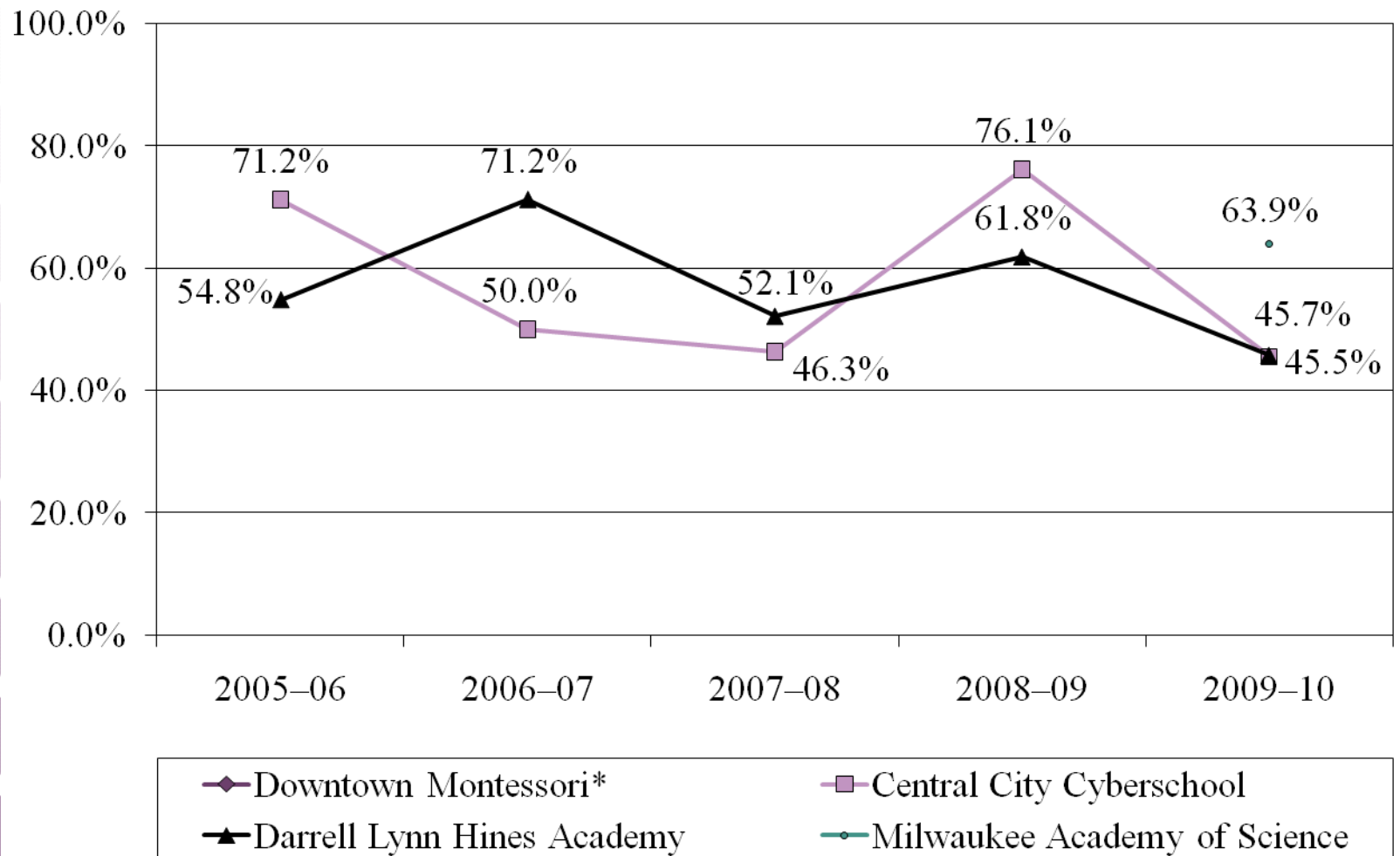


# WKCE Year-to-year Progress Percentage of Students Who Remained Proficient or Showed Advancement in Math in Grades 4–8



# WKCE Year-to-year Progress

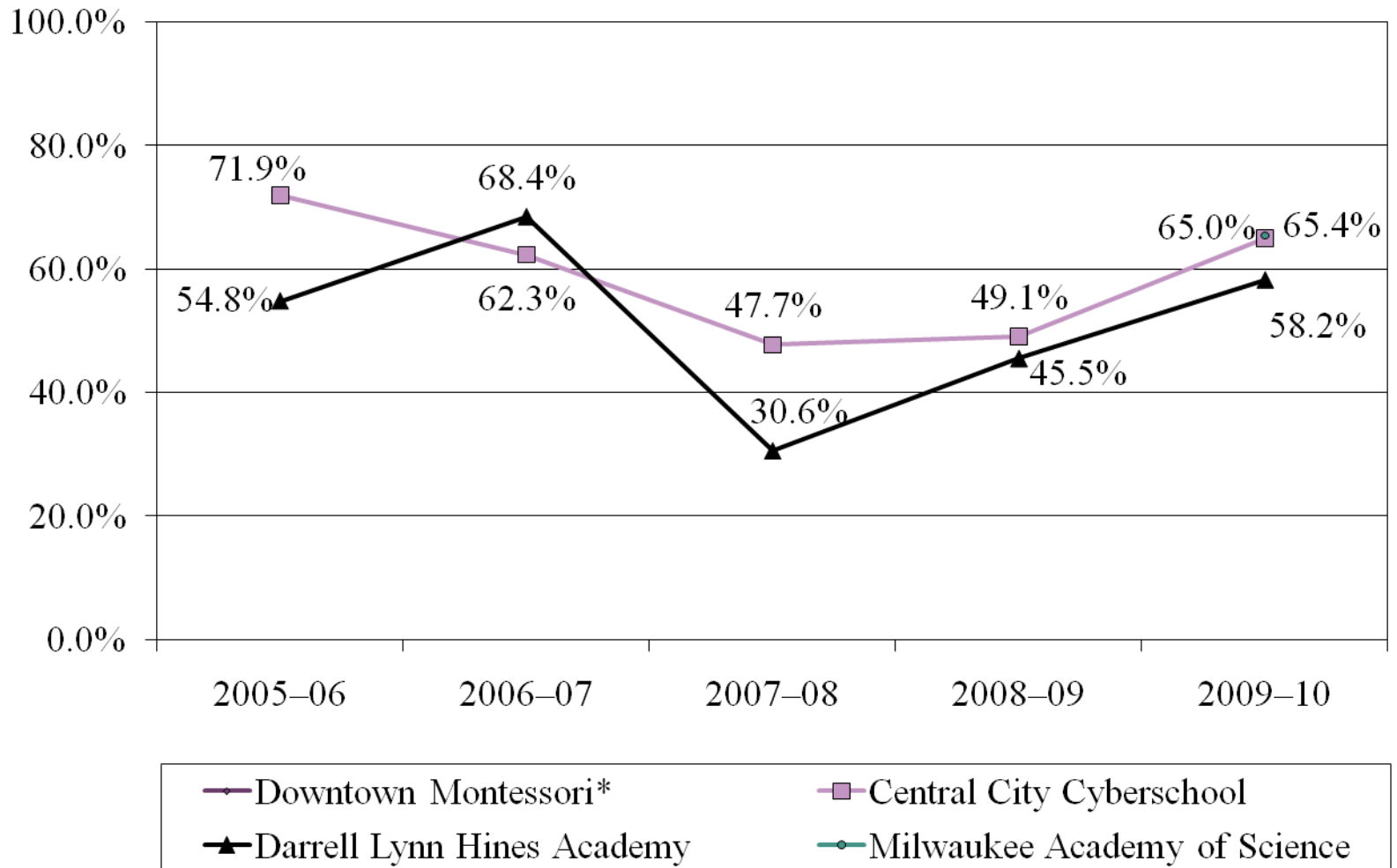
## Percentage of Students Who Were Minimal or Basic and Showed Improvement in Reading Grades 4–8



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

# WKCE Year-to-year Progress

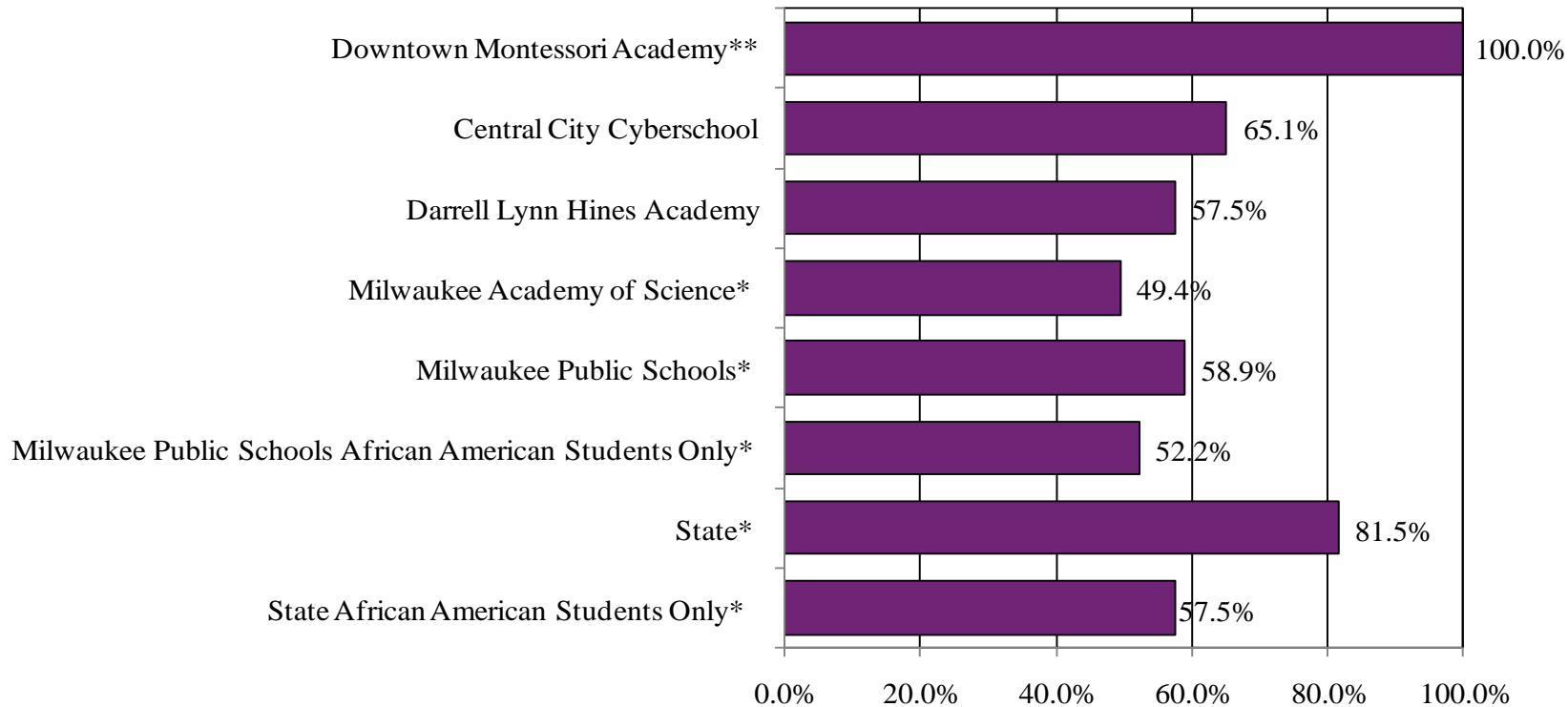
## Percentage of Students Who Were Minimal or Basic and Showed Improvement in Math Grades 4–8



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

# City of Milwaukee Charter School Test Score Data for 2009–10

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

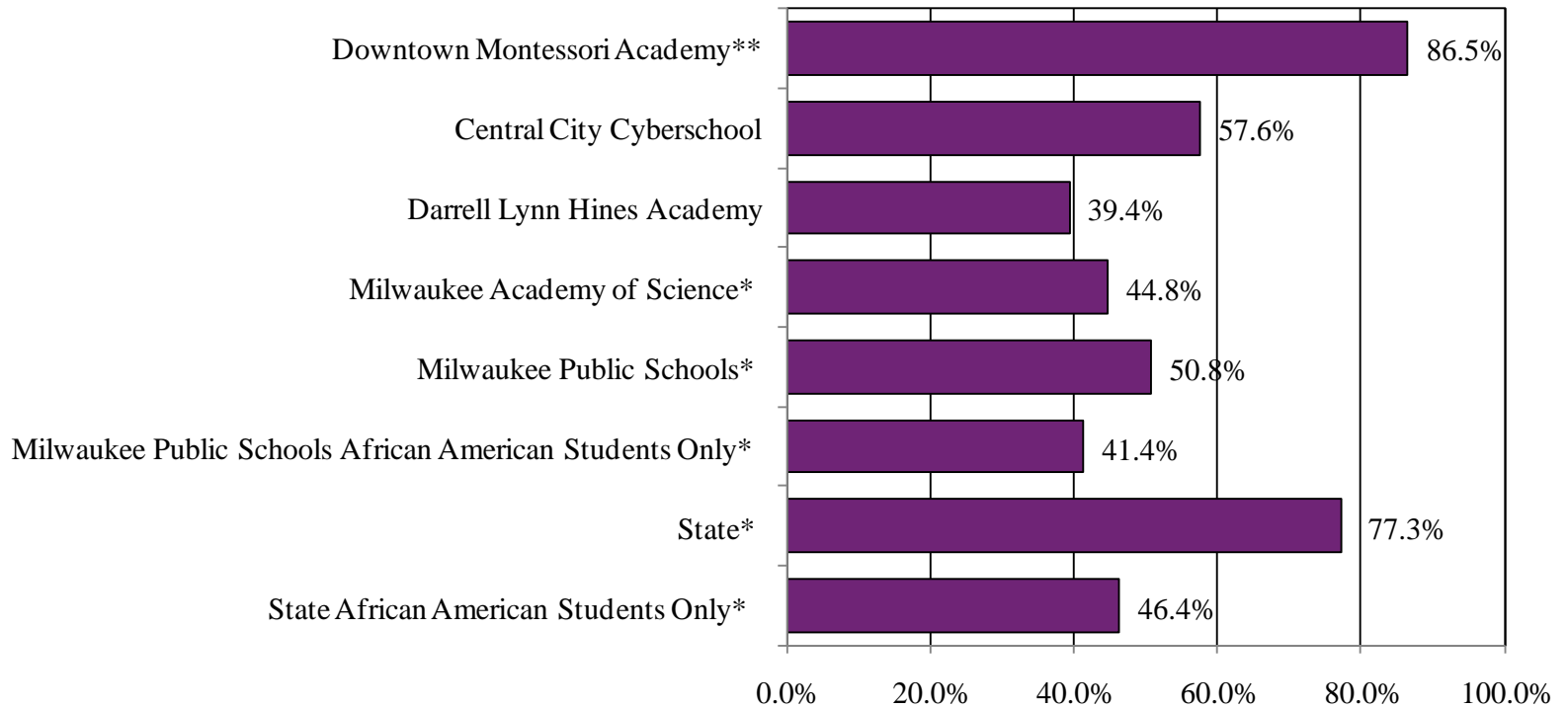


\*Data for these schools/districts include results for 10th graders as well as 3rd–8th graders.

\*\*Due to the small number of students at Downtown Montessori Academy who took the WKCE in 2009, results were not presented on the DPI website and therefore were calculated by CRC staff based on data provided by the school.

# City of Milwaukee Charter School Test Score Data for 2009–10

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



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

\*\*Due to the small number of students at Downtown Montessori Academy who took the WKCE in 2009, results were not presented on the DPI website and therefore were calculated by CRC staff based on data provided by the school.

# ACT Results for State of Wisconsin, MPS, and Milwaukee Academy of Science\* 2009–10

## December 2010

ACT Subject Area	State of Wisconsin	Milwaukee Public Schools (MPS)	State African American Students	MPS African American Students	Milwaukee Academy of Science
Number of students	70,497	4,531	5,582	2,787	26
% tested	59.6%	83.9%	51.3%	74.4%	84.6%
Reading	22.2	15.8	15.8	14.7	15.4
English	21.3	14.1	14.2	13.1	13.3
Math	21.9	16.0	16.0	15.2	15.4
Science	22.2	16.6	16.6	15.7	16.9
<b>COMPOSITE</b>	<b>22.0</b>	<b>15.8</b>	<b>15.8</b>	<b>14.8</b>	<b>15.5</b>

\*Public school results are posted on the DPI school performance website, [http://dpi.state.wi.us/sig/usetips\\_data.html](http://dpi.state.wi.us/sig/usetips_data.html), under college admissions/placement tests. Subtest scores were not available for analysis. Results reflect ACT scores for 12th-grade students who took the ACT as 11th or 12th graders.





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Any questions or comments??