

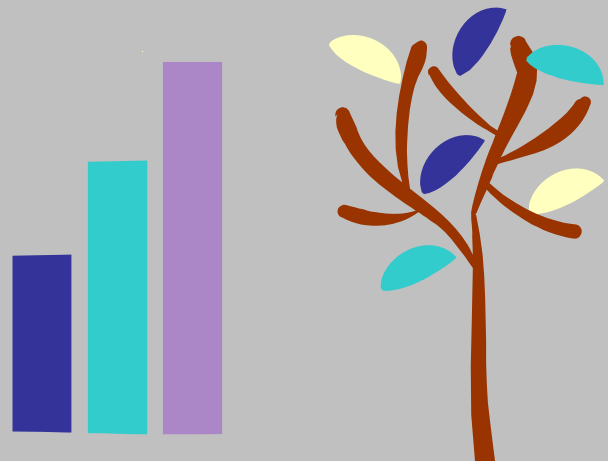
# Academy of Learning and Leadership

## Programmatic Profile and Educational Performance

2008–09 School Year

Report Date: August 2009

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## TABLE OF CONTENTS

EXECUTIVE SUMMARY .....	i
I. INTRODUCTION .....	1
II. PROGRAMMATIC PROFILE.....	2
A. Description and Philosophy of Educational Methodology .....	2
1. Mission and Philosophy .....	2
2. Description of Educational Program and Curriculum .....	3
B. Student Population .....	4
C. School Structure.....	7
1. Areas of Instruction.....	7
2. Teacher Information.....	8
3. Hours of Instruction/School Calendar .....	12
4. Parent and Family Involvement .....	12
5. Waiting List .....	13
6. Discipline Policy.....	13
D. Activities for School Improvement.....	14
E. Graduation and High School Guidance Information .....	17
III. EDUCATIONAL PERFORMANCE .....	18
A. Attendance .....	18
B. Special Education Students.....	18
C. Student-led Parent Conferences .....	19
D. Individual Learning Plan (ILP).....	20
E. Local Measures of Educational Performance .....	22
1. Reading .....	22
a. Fountas and Pinnell Guided Reading.....	22
b. MAP—Reading.....	23
2. Math .....	27
a. School-based Assessment .....	27
b. MAP—Math .....	29
3. Writing .....	32
4. Language Arts.....	33
5. Final Portfolio Assessment for Eighth Graders... ..	37
6. IEP Progress for Special Education Students .....	39
F. External Standardized Measures of Educational Performance.....	40
1. SDRT for First Graders.....	40
2. SDRT for Second Graders .....	42
3. Standardized Tests for Third Graders .....	43
a. SDRT for Third Graders .....	43
b. WKCE for Third Graders.....	45

## TABLE OF CONTENTS (continued)

4.	WKCE for Fourth Graders.....	46
5.	WKCE for Fifth Graders.....	48
6.	WKCE for Sixth Graders.....	49
7.	WKCE for Seventh Graders.....	50
8.	WKCE for Eighth Graders.....	51
G.	Multiple-year Student Progress.....	52
1.	SDRT Results for First Through Third Graders.....	52
2.	Multiple-year Progress for Students Who Met Proficiency Level Expectations.....	54
3.	Multiple-year Progress for Students Who Did Not Meet Proficiency Level Expectations.....	55
a.	GLE Progress.....	55
b.	Proficiency Level Progress.....	57
H.	Annual Review of the School's Adequate Yearly Progress.....	58
1.	Background Information.....	58
2.	Adequate Yearly Progress Review Summary: 2008–09.....	60
V.	SUMMARY/RECOMMENDATIONS.....	61
A.	Contract Compliance.....	61
B.	Education-related Findings.....	61
C.	Local Measures Results.....	61
D.	Standardized Test Results.....	62
E.	Multiple-year Advancement Results.....	64
F.	Recommendations.....	64

## APPENDICES

- Appendix A: Contract Compliance Chart
- Appendix B: Outcome Measures Agreement Memo
- Appendix C: Trend Information

Prepared for:  
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**EXECUTIVE SUMMARY**  
**for**  
**Academy of Learning and Leadership's**  
**Sixth Year of Operation as a City of Milwaukee Charter School**  
**2008–09**

This sixth annual report on the operation of the Academy of Learning and Leadership (ALL) charter school is a result of the intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), ALL staff, and 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**

ALL has met a number of its education-related contract provisions. However, ALL did not meet all of the year-to-year achievement expectations, specifically, the following:

- That all second and third graders advance an average of 1.0 grade level equivalents (GLE) in reading, based on the Stanford Diagnostic Reading Test (SDRT), from the previous year (actual: 0.8 and 0.9 GLE, respectively);
- That second- and third-grade students who were below grade level in reading would advance, on average, more than 1.0 GLE on the SDRT (actual: 0.8 GLE);
- That at least 75% of fourth through eighth graders who were proficient in math would maintain their proficiency (actual: 73.7%); and
- That the percentage of students below proficiency in reading on the Wisconsin Knowledge and Concepts Examination (WKCE) last year would increase this year (expected: > 42.3%; actual: 41.9%).

**II. PERFORMANCE CRITERIA**

**A. Local Measures**

1. Secondary Measures of Educational Outcomes

To meet City of Milwaukee requirements, ALL identified measurable education-related outcomes in attendance, special education, and parental involvement. The school met its attendance and special education goals and fell short of its parent conference goal.

- The school's average attendance rate was 90%.
- The school kept updated records for all special education students.
- Parents of 79.5% of students attended all three of the student-led parent conferences.

## 2. Primary Measures of Educational Progress

The CSRC requires each school to track student progress in reading, writing, mathematics and IEP goals 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.

Results for ALL's primary local measures of academic performance indicated the following.

- Individual learning plans (ILPs) were completed for 99.6% of students, and 79.6% of the ILPs were reviewed after each of the three conferences.
- Nearly two thirds (66.1%) of students met their annual reading level goal based on the Fountas and Pinnell Guided Reading learning continuum.
- Of 205 third- through eighth-grade students, 32.2% met their target reading goal, based on fall and spring Measures of Academic Progress (MAP) assessments. This falls short of the school's goal of having 50% of students reach their target reading score.
- Of 207 students, 38.2% met their target math goal, based on pre- and post-test scores from MAP assessments administered in fall and again in spring. This exceeds the school's goal of having 35% of students reach their target math score.
- Of 209 students, 41.9% met their target language arts goal, based on MAP assessments administered in fall and again in spring. This falls short of the school's goal of having 50% of students reach their target language arts score.
- Scores for 68.7% of students who scored below 70% on the school-developed math pre-test improved at least 10% by the end of the year.
- As measured by ALL's faculty, 62.2% of students moved a minimum of one stage in writing.
- A comparison of the spring of 2008 to the spring of 2009 MAP results for third through eighth graders indicated the following:
  - » Twenty-one of 51 students who met their target scores in reading the year before met their target scores again;
  - » Eleven of 27 students who met their target scores in math the year before met their target scores again; and
  - » Nineteen of 43 students who met their target scores in language arts the year before met their target scores again.
- Of eighth-grade students, 59.6% scored "proficient" and 38.3% scored "developing proficiency" on their final portfolio assessment.

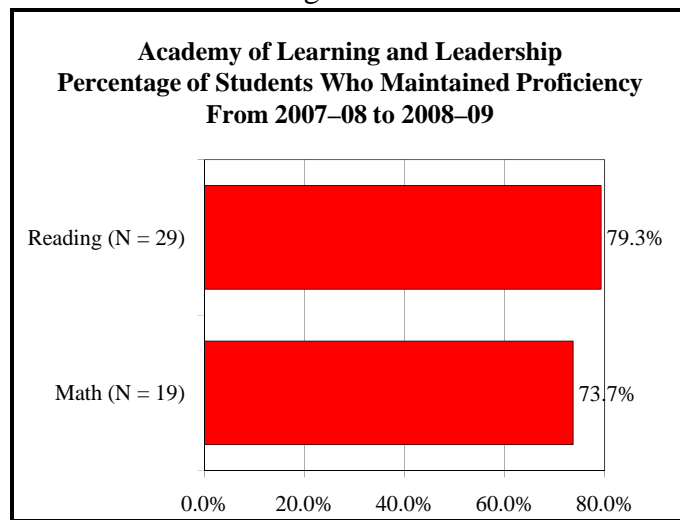
- Of students with individualized education programs (IEPs), 88.6% demonstrated progress toward meeting their IEP goals.

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

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

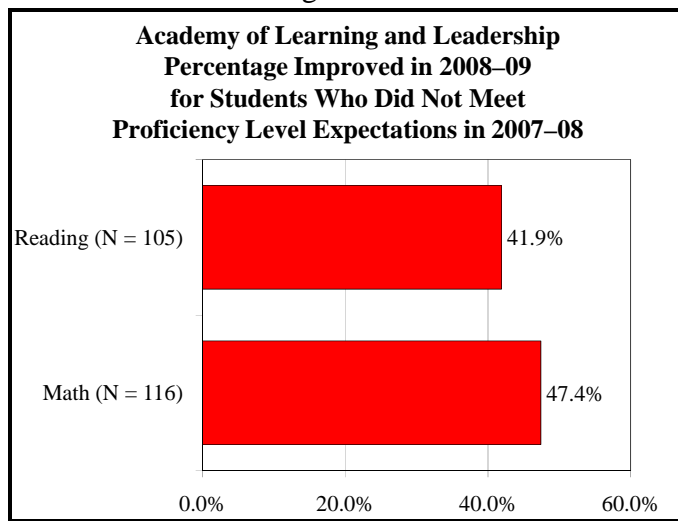
- SDRT multiple-year advancement results indicated that second graders advanced, on average, 0.8 GLE; third graders advanced, on average, 0.9 GLE. These data indicate that the CSRC expectation of 1.0 GLE average advancement in reading was not met.
- WKCE results indicated that multiple-year advancement results for students who met proficiency level expectations in 2007–08 are as follows (see Figure ES1). The CSRC expects that 75.0% of these students will maintain proficiency.

Figure ES1



- Multiple-year advancement results for second- and third-grade students below GLE in reading indicated that, on average, these students advanced 0.8 GLE in reading. This falls short of the CSRC expectation that these students would advance more than 1.0 GLE.
- Multiple-year advancement results for students below proficiency level expectations in 2007–08 indicated that the following advanced a proficiency level or improved at least one quartile (see Figure ES2).

Figure ES2



### C. Adequate Yearly Progress Status

ALL has met adequate yearly progress (AYP) in test participation and attendance. For the third year in a row, the school did not meet AYP in reading and math. The school's improvement status is "school identified for improvement [SIFI] Level 2."

### III. RECOMMENDATIONS

The school addressed the recommendations in its 2007-08 programmatic profile and educational performance report. At the end of the year interview, ALL staff, along with CRC staff developed the following recommendations for the 2009-10 academic year:

- Implement summer school for second through seventh graders (next fall's eighth graders) to maintain proficiency and improve student academic performance in reading and math;
- Continue the development of proactive behavior management programs;
- Expand the application of the Ideal Graduate; specifically, identify the related behavioral and academic goals;
- Continue to facilitate the appropriate use of data at the classroom level to inform instructional strategies.

## **I. INTRODUCTION**

This is the sixth program monitoring report to address educational outcomes for the Academy of Learning and Leadership (ALL), one of five City of Milwaukee–chartered schools, in the 2008–09 academic year. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee’s Charter School Review Committee (CSRC) and was prepared per the contract between the CSRC and Children’s Research Center (CRC). Please see Appendix A for an overview of compliance for education-related contract provisions.

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

1. CRC staff assisted the school in developing an outcome measures agreement memo. See Appendix B for a copy of the memo.
2. CRC made an initial site visit to conduct a structured interview with the administrator and other staff members to review pertinent documents and discuss and develop the content of the outcome measures agreement. Additional site visits were made to observe classroom activities and student-teacher interactions, to discuss further meaningful local measures and education files, and generally to observe overall school operations. At the end of the academic year, a structured interview was conducted with the administrator and other staff members to review the year and develop recommendations for school improvement.
3. CRC read case files for selected special education students to ensure that individualized education programs (IEPs) were up-to-date.
4. ALL provided electronic and paper data. Data were compiled and analyzed at CRC.



## II. PROGRAMMATIC PROFILE

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Telephone: 414-372-3942

Executive Director: Camille Mortimore, Ph.D.

### A. Description and Philosophy of Educational Methodology

#### 1. Mission and Philosophy

ALL serves the urban education needs of children from K4 through eighth grade. According to information provided in ALL's *Student-Family Handbook* for 2008–09, the mission of ALL includes the following points.

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

## 2. Description of Educational Program and Curriculum<sup>1</sup>

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

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

Student progress is measured by the achievement of goals in each student’s individual learning plan (ILP); student-led conferences for parents; local measures in reading, writing, and math; student portfolios that will lead toward students becoming the Ideal Graduate; and standardized testing required by the Wisconsin Department of Public Instruction (DPI) and the City of Milwaukee.

Curricular areas to prepare the Ideal Graduate are the following:

- Powerful problem solver: Math and science
- Communal person/confident leader: Social studies and social development
- Effective communicator: Reading, writing, speaking/listening, art, music, and technology
- Conscious learner/caring self: Study and work habits, personal development, and physical education

As an independent public charter school, ALL abides by the Individuals with Disabilities Education Act (IDEA) regarding education for children with special needs. The school’s special

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<sup>1</sup> Information is taken from the 2008–09 *Student-Family Handbook* and the school’s website, [www.all-milwaukee.org](http://www.all-milwaukee.org).

education program is a full-inclusion model of service delivery. ALL provides Response to Intervention (RtI) through its early intervention/pre-referral process, which is called Support and Alternatives for Instructors and Learners (SAIL).<sup>2</sup> SAIL is designed to meet teacher and student needs, to respond to parent concerns, and to intervene early in the learning process when it is not functioning well.

## **B. Student Population**

At the beginning of the year, 426 students ranging from pre-kindergarten (K4) through eighth grade were enrolled in ALL.<sup>3</sup> Fifty-two students enrolled after the school year started, and there were 116 students who withdrew from the school prior to the end of this academic year.<sup>4</sup> Reasons for withdrawing were as follows: 39 students transferred to a new school for religious, military, or other reasons, or to attend a school closer to home; 28 left to avoid expulsion; 23 students moved away; 9 left due to transportation issues; 5 students left because their siblings withdrew from the school; 4 left due to behavioral issues; 1 student was expelled; 1 left to get special education services elsewhere; 1 was removed from the roster due to 30 consecutive days of absence; and 1 left to attend high school. Four students withdrew with no reason provided. Of the 116 students who left during the year, 10 students withdrew from K4, 5 from K5, 12 from first grade, 10 from second grade, 8 from third grade, 12 from fourth grade, 7 from fifth grade, 21 from sixth grade, 15 from seventh grade, and 16 students withdrew from eighth grade this year. At the end of the school year, 329 had been enrolled for the entire year, which is a retention rate of 77.2%.

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<sup>2</sup> RtI is a change in special education law that requires a number of interventions and documents be provided to a child before he/she can be formally tested for a disability.

<sup>3</sup> Enrolled on or before September 19, 2008. Note that there were 21 students who were enrolled for fewer than six days in September. These records were not included in the analysis.

<sup>4</sup> Withdrew after September 19, 2008. Note that two students withdrew and later re-enrolled at the school.

At the end of the school year, there were 362 students enrolled ALL, 64 fewer than at the beginning of the year. The following data describe these 362 students.

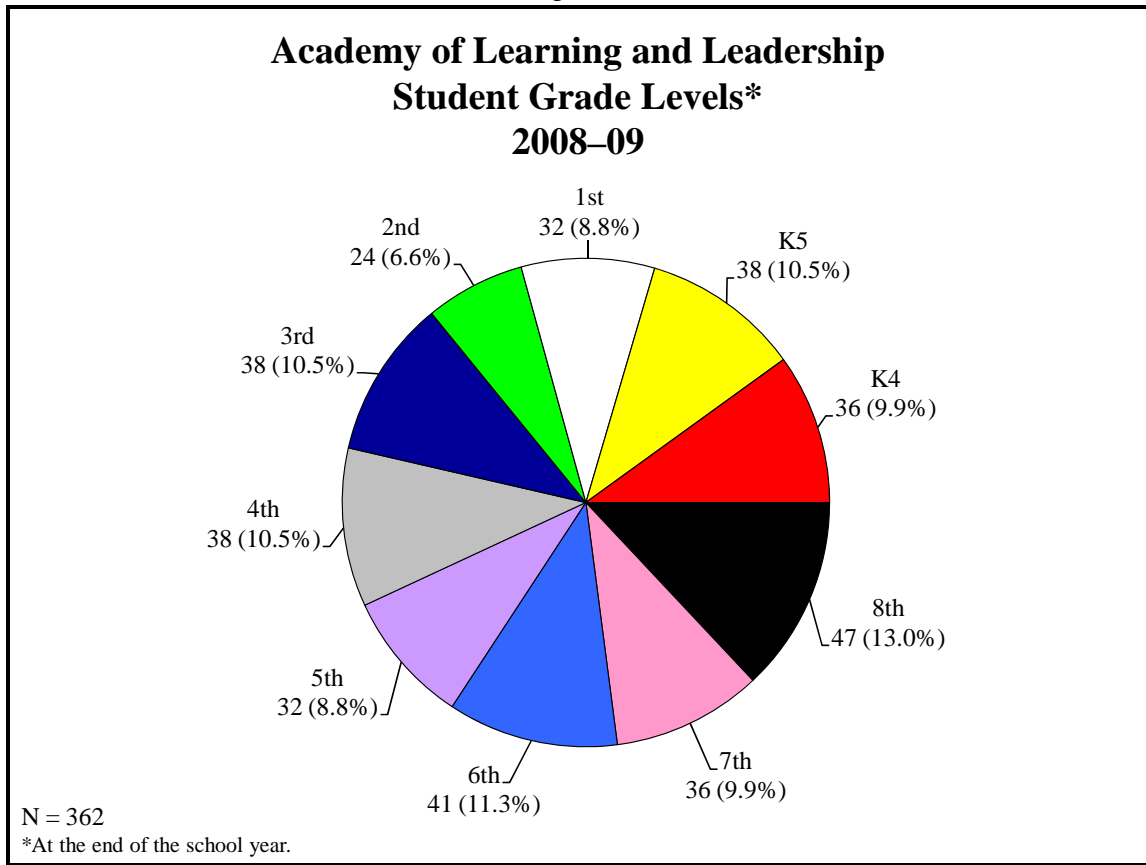
- There were 175 (48.3%) girls and 187 (51.7%) boys.
- Three hundred and fifty-six (98.3%) of the students enrolled in ALL at the end of the year were Black, 2 (0.6%) students were White, 1 (0.3%) was Hispanic, and 3 (0.8%) students were of another race/ethnicity.
- There were 73 students (20.2%) with special education needs.<sup>5</sup> Thirty-six students had a learning disability (LD), 7 had a speech disability, 8 had speech and LD, 1 had cognitive disabilities (CD), 2 had an emotional/behavioral disability (EBD), and 2 students had EBD and LD. Eight students had other health impairments (OHI); 3 had a speech disability and OHI; 1 had LD and OHI; 1 had a specific learning disability (SLD); 1 had speech and academic disabilities; 2 had significant developmental delays (SDD); and 1 student was in special education because of LD, OHI, and EBD.

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<sup>5</sup> Thirteen students with special education needs withdrew during the year, 4 students exited services, and 3 students were assessed but did not qualify. These records were not included in the counts.

At the end of the year, the largest grade level was eighth grade, with 47 students. The smallest grade level was second, with 24 students. The number of students by grade level is illustrated in Figure 1.

Figure 1



During the 2007–08 academic year, each of the school’s two buildings had classrooms for all grade levels. This year (2008–09), ALL’s leadership decided to establish one building as the elementary school building, housing K4 through fourth grade, and the other as the middle school building, for fifth through eighth grade.

The elementary building housed two K4 classes; three K5 classes; and two classrooms each of first, second, third, and fourth graders. The elementary program typically had one teacher assigned to each classroom, with the assistance of a para-educator about 4–5 hours per

week on a scheduled basis. The middle school's building consisted of two fifth-grade classes and three each of sixth, seventh, and eighth grade. Each class had about 22 students. Initially, students in sixth, seventh, and eighth grades were assigned to a grade-level homeroom, then moved from room to room depending on the subject area taught. During the year, movement between classes was reduced or discontinued for the students in sixth, seventh, and eighth grades to assist with behavior improvement. Also, the school initiated gender-specific classes in the seventh grade for language arts, mathematics, science, and social studies.

Data regarding the number of students returning to ALL from the previous year were gathered in the fall of 2008. The school provided the following information: of the 333 students attending on the last day of the 2007–08 academic year and eligible for re-enrollment the following fall, 243 were enrolled on the third Friday in September 2008, representing a return rate of 73.0%.<sup>6</sup> This compares with a return rate of 90.0% in the fall of 2007.

## **C. School Structure**

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

ALL provides instruction in math, science, social studies, social development, physical education, reading, writing, speaking and listening, art, music, and technology. These subjects are assessed on each student's report card and reported on a quarterly basis. Effort, work habits, and personal development are also assessed on the report card. The school's social studies and science curricula are delivered through two interdisciplinary learning expeditions per year. The key components of a successful expedition are defined and used to assess the expeditions.

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<sup>6</sup> K4 through seventh grade.

2. Teacher Information

During the 2008–09 school year, ALL employed a total of 24 full-time classroom teachers. In addition, the school employed 2 full-time gym/outdoor education teachers, 2 full-time art teachers, 5 full-time special education teachers, and 1 full-time speech language pathologist.<sup>7</sup> The instructional staff, including the special education teachers and speech/language pathologist, had been teaching at the school for an average of 1.57 years. The newest teacher has worked at ALL since February 2009; the teacher with the longest tenure at the school has been at ALL for 4 years. Twelve of the classroom teachers had taught at the school in previous years, 10 began teaching at ALL in August 2008, 1 in September 2008, and 1 in October 2008. One teacher who began in August 2008, left in October, and another who began in August 2007 left in March 2009. Of the special education teachers, 1 began in August 2007, 3 in August 2008, and 1 in February, 2009. The speech language pathologist began in August, 2008. All of the teachers, including the special education staff, held a Wisconsin DPI license or permit throughout the year. Teacher experience is summarized in Table 1.

<b>Table 1</b>		
<b>Academy of Learning and Leadership</b>		
<b>Instructional Staff Experience</b>		
<b>2008–09</b>		
<b>Length of Time at the School</b>	<b>N</b>	<b>%</b>
First year	17	50.0%
Second year	15	44.1%
Third year or longer	2	5.9%
<b>Total</b>	<b>34</b>	<b>100.0%</b>

Note: The 34 teachers include instructional staff who taught at the school any time during this year.

The school also employed five partner-teachers; four were full-time and one worked part-time. Partner teachers are paraprofessionals or certified teachers who function as aides in the classroom to assist with instruction, supervision, and/or substitute teaching. Partner teachers

<sup>7</sup> The school contracts for the services of an occupational therapist as needed.

are licensed by DPI with a special education aide license. Educational support personnel also included three behavior specialists; an art therapist; and three learning facilitators, including a literacy coach. The administrative team consisted of the executive director/head learner, two principals, a director of health and social services, a director of business services, a director of special education, and administrative support staff.<sup>8</sup>

ALL's staff is referred to as "crew." Prior to the beginning of the academic year, new crew members attended two days of inservice that covered issues such as the following:

- Mission and Vision; the story of ALL
- EL Building Background Knowledge Workshop
- Building Culture/Community
- Building Relationships
- Intro to Love and Logic
- Intro to the SPED/SAIL
- Ideal Graduate
- Human Resources
- Calendar/Scheduling
- Curriculum Frameworks
- Expedition Planning
- Workshop Model

From August 18 through August 29, 2008, the crew participated in professional development/inservice activities, including an overnight, that covered the following topics:

- Mission/Vision
- 2008–09 Continuous Learning Improvement Plan (CLIP)
- Structures—Crew Norms
- Culture and Character—Ideal Graduate
- Data Retreat
- Ideal Employee/Handbook
- Structures—Common Planning
- Learning Expeditions—TUG-ALL
- Teaching Reading Across Disciplines Technology
- Classroom Organization

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<sup>8</sup> The elementary school principal left and was replaced during the second semester.



Two days of these days were facilitated by Mary Pat Ament, an EL school (ELS) designer, and included the following topics:

Day 1:

- Learning Targets
- Core EL Practices
- Selecting Assessments
- Elementary EL Focus:
  - » Vocabulary Strategies
  - » Learning Targets
  - » Science Talks
  - » Modifying the BBK
  - » Wordless Picture Book Clubs
- Middle School:
  - » Math
  - » Literacy
- Science and Social Studies

Day 2:

- Technology
- Middle School:
  - » Vocabulary Strategies
  - » Learning Targets
  - » Text Walks
  - » Graphic Organizers
- Elementary School:
  - » Investigations
- Fieldwork
- Use of Experts
- ELS Practices

During the academic year, teachers participated in professional development activities, some of which occurred on Wednesday afternoons when students were released early. These activities included the following topics:

- Classroom Organization
- New Systems Analysis: Schedules, Routines and Expectations
- Individual Classroom Preparation, such as the following:
  - » Planning and Logistics for School Field Work
  - » Time for Team/Grade-level Planning
  - » Planning/Prep for the WKCE
  - » Planning/Preparing Girls-to-Women and Boys-to-Men Days
  - » Grading
  - » Portfolios
  - » New Systems Analysis
  - » Local Measures/MAPs

- » Individual Learning Plans for Students
- » Vocabulary Strategies
- » Building Meetings: Professional Growth Goals/Reflection; Lesson Planning and Commitments
- » CLIP Planning Team Meetings
- » Data Retreat: Student Assessment Cards, Local Measures Update, Planning
- » Data Collection/Test Analysis Using the NYC Standardized Assessment
- » Strategies to Improve Student Engagement in Learning
- » End-of-the-year Reflection and Planning.

As part of the school's contract with ELS, staff participated in the following national professional development opportunities.

- Two staff members attended a Civil Rights Learning Expedition Summit in Little Rock, Arkansas, a learning expedition for educators who want to learn how to plan and lead learning expeditions in their classrooms.
- One staff member attended a three-day Writing Institute designed to introduce participants to a research-based framework for teaching writing process and the 6+1 Traits of Writing across content areas.
- A team of three primary teachers attended a site seminar at a city school in Decatur, Georgia. Schools hosting site seminars are implementing EL at a high level. Five staff members also attended a site seminar at a New York, New York EL school.
- Twelve staff members attended the National Conference of Expeditionary Learning Schools in Baltimore, Maryland.

The staff evaluation system continues to be based on documents from Wisconsin teacher performance standards and the teacher's own goals for performance. Teachers chose one area of the standards for review and then presented their progress on their goals.

### 3. Hours of Instruction/School Calendar

The school year was organized into three trimesters for the 2008–09 academic year. The regular school day for students began at 8:00 a.m. and concluded at 3:00 p.m., except on Wednesdays, when students were dismissed at 1:20 p.m.<sup>9</sup> The first day of school was September 2, 2008, and the last day of school was June 12, 2009. The highest possible number of days for student attendance in the academic year was 176 (including the early release Wednesdays). According to the school’s calendar, there were approximately 40 early release days. A typical day from 8:00 a.m. to 3:00 p.m. was seven hours long; early release days lasted five hours and 20 minutes. Therefore, ALL instructed students for approximately 1,162 hours. The school has thus exceeded the City of Milwaukee’s practice of requiring 875 instructional hours in charter schools as well as its contract provision of publishing an annual calendar.

### 4. Parent and Family Involvement

As expressed in the *Student-Family Handbook* provided to each family, the child’s family, the faculty and staff of ALL, and the student all contribute to creating a positive, productive, and orderly culture in the school.

Parents were invited to attend the student-led parent conferences scheduled in November, March, and June; meetings with the teacher or principals as requested; learning expedition celebrations four times per year; and student performances at the winter program, Black history program, and awards day. Parents were also invited to join the Parent Leadership Council, which met monthly, to learn more about ALL and offer suggestions, plan events, and help make the school a better place for kids and learning.

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<sup>9</sup> Breakfast was served from 7:30–7:50 a.m.

Parents were encouraged to contact the school’s director of health and social services for counseling, guidance, and support about any health, learning, physical, or social needs of their students.

5. Waiting List

The school did not have a waiting list for the 2008–09 school year as of December 14, 2008. At the end-of-the-year interview on May 28, 2009, the administrator reported that the school did not have a waiting list for the fall of 2009. The school planned to hire a recruiter and family liaison to assist with recruiting students for the fall.

6. Discipline Policy

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

This year the school provided counseling, guidance, support, and social work services to children and families. The director of health and social services supported educators and administrators, in cooperation with parents, in meeting the needs of children.

School and classroom expectations, disciplinary actions, detention, the student behavior contract, and the conditions and steps relating to suspensions and expulsions are described in the school’s *Student-Family Handbook*.

## D. Activities for School Improvement

The 2007–08 programmatic profile and educational performance report included recommendations for school activities for the 2008–09 school year. Following is a description of ALL’s response to the recommended activities in its programmatic profile and educational performance report for the 2006–07 academic year:

- **Recommendation:** Continue activities to improve each building’s culture. These activities might include the following.
  - » Reconfiguring the two buildings as one K4-through-fourth-grade elementary and the other, a fifth-through-eighth-grade middle school.
  - » Developing teacher specialization in the middle school, for example, a math specialist or a language arts specialist.
  - » Considering block scheduling.

**Result:** As mentioned above, the two buildings were reconfigured for the 2008-09 academic year. Building 1 contained K4 through fourth grade and Building 2, the middle school building, contained fifth through eighth grade.

Teachers for sixth through eighth grades were departmentalized and the students scheduled for classes in blocks of time. Specific teachers focused on their curricular expertise: English and language arts, science and social studies and math. The students had a consistent homeroom throughout the year, but traveled to other classrooms for other subjects. The schedule allowed for three hours of common planning time per week to allow the teachers to plan for collaborative projects, including the EL projects. The middle school special education program, an inclusionary model like the elementary program, was supported by two special education teachers and a speech/language pathologist. In addition, students at the middle school as well as the elementary building were supported by five administrative staff, two art teachers, two gym/outdoor education teachers, three learning facilitators, an art therapist, five partner teachers, and three additional behavior support specialists.

- **Recommendation:** Implement a revised and restructured behavioral approach, e.g., discipline policy.

**Result:** As part of the school’s CLIP, completed in February 2009, the school established the following goals with specific strategies and action steps:

- » Students will demonstrate the Ideal Graduate traits through learning expeditions and classroom practices specifically focused on community

building. This goal included actions such as school and classroom rituals, and the development of student portfolios and ILPs.

- » Teachers and students will understand and model practices that promote emotional and physical safety and well-being for themselves and others. This goal included actions such as ongoing workshops and inservices on Discipline with Love and Logic; sharing among teachers who have strong classroom management to serve as models and supports for other teachers; inservices on mental health needs and issues; implementation of a bully prevention program; development of a new code system, called a “Tier System,” to gather behavioral data and facilitate the evaluative assessment of these data. Another planned strategy was the development of separate small counseling and support groups for boys and girls. The topics included healthy relationships and safety/well-being workshops with school nurses in conjunction with Elaine’s Project.<sup>10</sup>

The school also reconfigured their Student Teacher Assistant Team or STAT. The STAT was staffed with five members: the director of health and social services, a counselor/art therapist, a behavior support specialist, a coordinator of the solutions lab (where students serve their in-school suspensions), and a student behavior mentor coach. The STAT met regularly as a team. The purpose of STAT was to document behavior, support kids with classroom interventions, contact parents, support in-school suspensions, and provide therapy and counseling.

School administration reported that an assessment of the results of the STAT intervention were not satisfactory. Inappropriate behaviors did not decrease, and both in-school and out-of-school suspensions increased.<sup>11</sup> Therefore the school is moving to “Supporting Student Services” and training all staff in the Boys Town Model for improving behavior through social skills training. These approaches are related to an RtI model, where inappropriate behavior is seen as a result of needs not being met. The school is planning an approach where there is an analysis of the antecedent circumstances and the student’s environment is appropriately changed.

- **Recommendation:** Develop and implement strategies to improve primary level reading progress.

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<sup>10</sup> Elaine’s Project is a five-year initiative to improve the health and well-being of the students of ALL and their families and to pass on the acquired knowledge to other schools. Elaine’s Project is a collaborative effort of ALL, Michael Fields Agricultural Institute, Children’s Hospital, Maures Development (a neighborhood retail-residential developer,) and Coffee Makes You Black (a local coffeeshop). It is named after Dr. Elaine Kohler, who served the needs of urban children suffering from obesity, diabetes, and asthma. Elaine died suddenly in 1988, and a foundation in her memory funds this project through the John Michael Kohler Foundation. Julilly Kohler champions this project of collaboration. ALL students learn about their health and better nutrition through instruction from health and physical education teachers. They work with their teachers and a school nurse to improve their health markers with specific goals. The foundation provides a two-thirds-time school nurse, a kitchen coordinator, and a full-time garden educator who works with children in the half-acre TUG-ALL garden (Teutonia Urban Garden-ALL) one block from the school. ALL shares a commercial kitchen and classroom at Coffee Makes You Black through the project, teaching cooking; preserving; and serving good, nutritious food to children and families. Information on Elaine’s Project was received by CRC from ALL’s executive director.

<sup>11</sup> One of the challenges noted by the school was the increased mobility of students this year.

Result: The CLIP identified specific goals and strategies that addressed issues of vocabulary acquisition, strengthening guided reading efforts by ensuring running records were being applied to instructional improvement, and strengthening reading comprehension. Included was the specific expectation of 90 minutes each day for reading instruction, with guidelines for how to use that time, including individualization and small group instruction to better meet each student's needs.

The teachers also participated in professional development on language acquisition for all students, but particularly with lower grades. Teachers learned about specific grade-level word expectations.

Kindergarten teachers created their own professional learning team that met weekly during the second semester. The focus of this team was literacy, which resulted in the implementation of a new reading expectation during the second semester. The team determined that by the end of K5, students are expected to be reading at Level C in the Fountas and Pinnell Guided Reading program. The team also began to identify more appropriate materials for use with their students.

The school also utilized a University of Wisconsin–Milwaukee (UWM) music education professor, who used rhythm and song to develop vocabulary for kindergarten and second-grade students.

Two of the new teachers hired for this academic year at the second-grade level were very experienced, one with 30 years of teaching experience and another with 11 years of teaching. In addition, the school's learning facilitator modeled strategies for all grade-level teachers, but spent more time with the second- and third-grade teachers.

Third-grade teachers worked together to translate vocabulary performance into a standardized test format to give their students more experience with test-taking procedures.

The primary level teachers all visited the Next Door Foundation to find quality textbooks for their students.

ALL opened a school library in the middle school building this year. The library is staffed by a library consultant two days per week, with other support on an "on call" basis. In February, kindergarteners and second and third graders worked in the school library to foster interest in reading and engage with children's literature.

- Recommendation: Create a plan to use the Measures of Academic Progress (MAP) and Wisconsin Knowledge and Concepts Examination (WKCE) math and reading results more effectively on the classroom level.

Result: The school developed clear expectations using the MAP RIT scores in reading and math. (See the local measures portion of this report for the statement of the goals and the outcomes.) Both teachers and students were aware of the target RIT score for each student and celebrated the accomplishments of the

students' progress on their RIT scores. The school's special education team also used DesCartes, a tool that goes with the MAP. It matches skills to each child's needs. The special education team is piloting this process for goal writing.

For students in the 2009 summer school, teachers are provided with each student's spring RIT score and two to three areas of need to use as learning targets for the summer programming.

Regarding plans to improve results on the WKCE, the school administered another state's standardized test (information from another ELOB school in Rochester, New York) and then observed the students' test-taking behaviors. Teachers subsequently planned interventions related to behaviors as well as to students' errors.

- Recommendation: Improve the school's ability to accurately extract analyzable data from the school's PowerSchool program, including a roster of all students enrolled at any time that includes student enrollment date and attendance data. Ideally, this data file would also include student grade, gender, race/ethnicity, and withdrawal date and reason.

Result: This year the school provided a complete set of data in a form that was analyzable to CRC.

## **E. Graduation and High School Guidance Information**

There were 48 graduates from ALL in June 2009. The school does not currently have a formal high school guidance program. However, during the school year teachers take students to high schools for visits as well as to high school fairs. One staff mentor worked with groups of boys, and through this work facilitated high school enrollment. The Hope Academy chair also came to ALL and recruited students. Other interested adults also interacted with students throughout the year; for example, seniors from Marquette University High School provided role models for seventh graders. At the time of this report, CRC had not received information regarding which high schools eighth gradates would attend.



### **III. EDUCATIONAL PERFORMANCE**

To monitor ALL's activities as described in its contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specific intervals during the past several academic years. At the start of the year, the school established secondary goals regarding attendance, parent conferences, and special education student files. The school also identified the primary measures of student academic progress in terms of local and standardized measures of academic performance. The local assessment measures included ILPs and progress in reading, mathematics, writing, and language arts; portfolio assessments; and special education student progress. The standardized assessment measures required by the CSRC were the Stanford Diagnostic Reading Test (SDRT) and the WKCE.

#### **A. Attendance**

At the beginning of the academic year, the school established a goal to maintain an average attendance rate of 90.0%. Attendance rates for each student were provided by the school. Based on these data, the attendance rate was 90.0%.<sup>12</sup> The school has, therefore, met its attendance goal.

#### **B. Special Education Students**

ALL established a goal to maintain records of all special education students, including assessment dates and outcomes and IEP completion and review dates. This year, there were 73 students with special education needs who remained enrolled at the end of the school year.<sup>13</sup>

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<sup>12</sup> Attendance rates were based on 478 students. An attendance rate was calculated for each student based on the number of days attended divided by the number of days the student was enrolled at the school. These rates were then averaged across all students.

<sup>13</sup> Four additional students had exited services, 3 were tested and did not qualify, and 13 special education students withdrew from the school during the year. IEPs for the applicable students were completed and reviewed in a timely manner.

IEPs were completed for all of these students. Based on the data file, IEPs appeared to have been reviewed in a timely manner.

In addition, in May 2009, CRC conducted a review of a random selection of special education files. At the time of the review, the school provided a hard copy of a list of 72 students with special needs. The information included each students' Wisconsin student identification number, their local school ID number, name, area of special education need, evaluation or re-evaluation date, IEP completion or review date, results of evaluation, number of goals on the IEP and the number of goals met on the IEP. Some of the students' "final goals met" column stated "in progress" because their annual review or re-evaluation had not yet occurred.<sup>14</sup> A review of a selection of the student files for students who had IEPs in place indicated that the IEPs were current, were reviewed in a timely manner, and that parents were invited to attend the most recent IEP meeting. The school maintained appropriate special education records, meeting this goal.

### **C. Student-led Parent Conferences**

At the beginning of the year, the school set a goal that 95.0% of parents would attend all three scheduled student-led parent conferences. (Note that this year, the school changed the number of parent conferences from four to three to align with the new trimester system.) This year, there were 332 students enrolled at the time of all three conferences.<sup>15</sup> Parents of 264 (79.5%) students attended all three conferences.<sup>16</sup> Therefore, the school fell short of meeting its goal related to parent conferences.

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<sup>14</sup> IEP review dates coincide with the date of the initial IEP, which can be any time throughout the academic year.

<sup>15</sup> This does not include 12 students in one K4 classroom. The teacher in this classroom had an unexpected and sudden medical leave at the end of the year; therefore, students/families in this classroom were not expected to have a third conference.

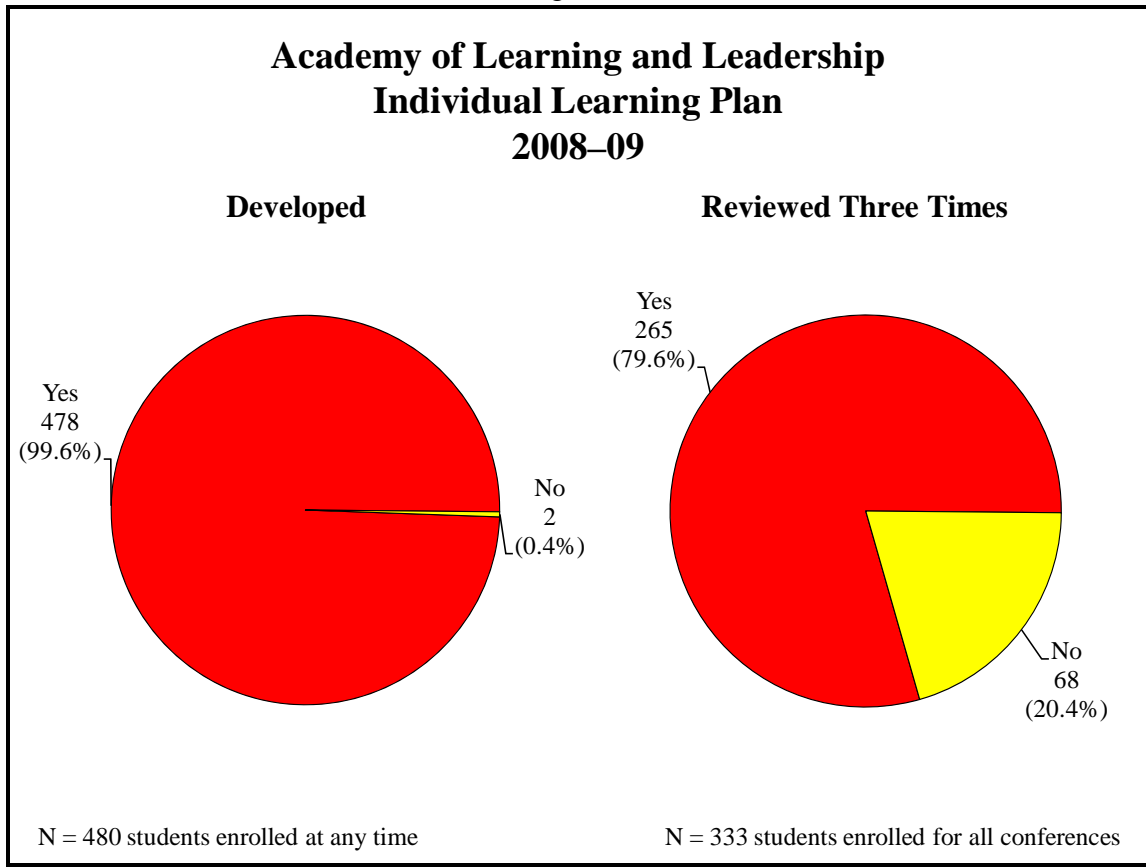
<sup>16</sup> Parents of 324 (97.6%) students attended at least two of three conferences.

**D. Individual Learning Plan (ILP)**

Each year, ALL students and teachers create ILPs. Parent participation is actively encouraged in these joint efforts to identify and define learning goals. At the beginning of the school year, ALL set a goal that an ILP be developed for 100.0% of students and that 95.0% would be reviewed and revised at all three student-led parent teacher conferences.

Based on data provided by the school, ILPs should have been completed for 480 students. ILPs were created for 478 (99.6%) of these students; however, the 2 students for whom no ILP was developed were involved in the school for only seven days. There were 333 students enrolled at the time of all three conferences.<sup>17</sup> ILPs were reviewed following all three conferences for 265 (79.6%) of these students.<sup>18</sup> Therefore, the school has not met its goal to review 95.0% of ILPs three times during the year (see Figure 2).

Figure 2



<sup>17</sup> One data file showed 332 and the other 333 students enrolled at the time of all three conferences. All records were included in the analysis. This does not include 12 students in a K4 classroom whose teacher had an unexpected medical leave at the end of the school year.

<sup>18</sup> ILPs were reviewed two out of three times for 60 students, one time for 7 students, and not reviewed at all for 1 student.

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

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school has the responsibility to describe its goals and expectations for its students in language specific to that school's unique approach to education. These goals and expectations are established by each City of Milwaukee–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's expectation is that, at a minimum, schools establish local measures in reading, writing, math, and special education.

A description of the local measures developed by ALL and a discussion of the outcomes follows.

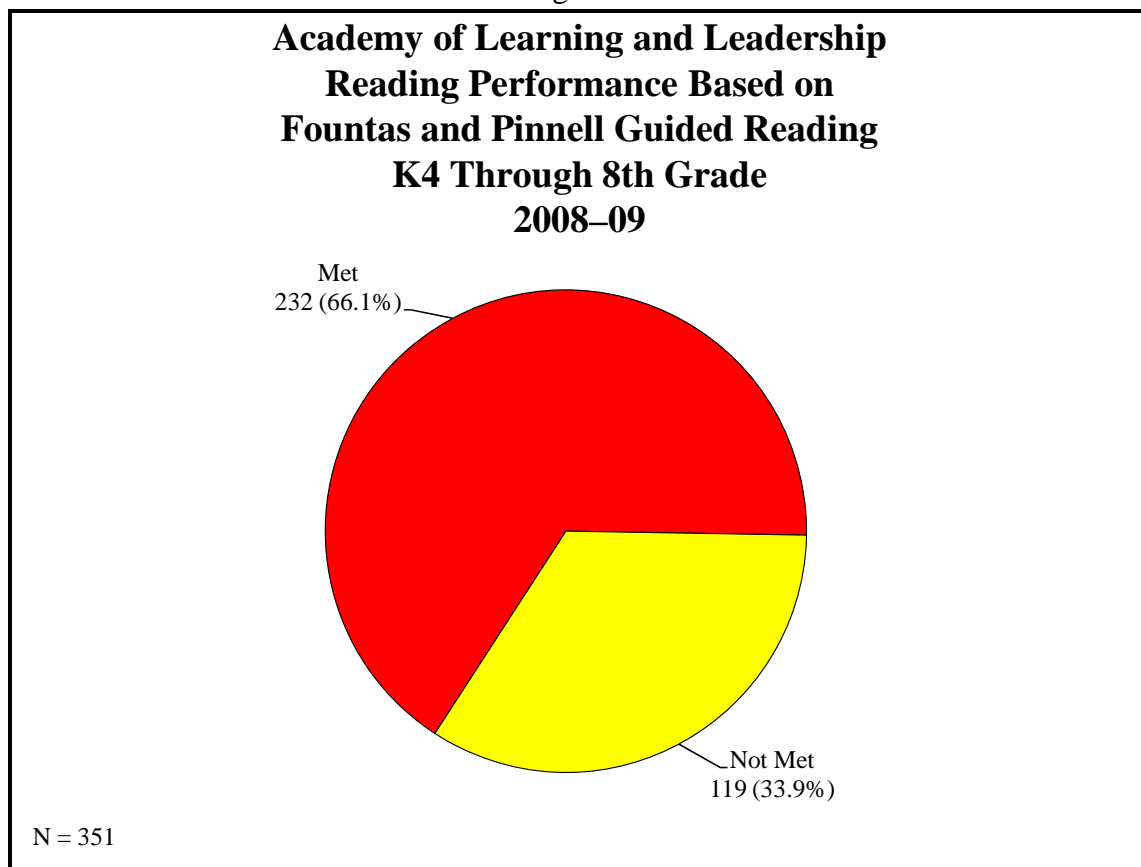
### **1. Reading**

#### ***a. Fountas and Pinnell Guided Reading***

At the beginning of the school year, ALL set a goal that student progress in reading would be assessed using the Fountas and Pinnell Guided Reading learning continuum. All students would be assessed prior to October 31, 2008, and new students would be assessed within two weeks of enrollment. Based on those results, the school would assign each student an individual reading goal. Students would be tested again by May 15, 2009. The school's goal was that students would meet their annual reading level goal by the May 15 test.

There were 351 students at the start of the year (or within two weeks of enrollment). Results shown in Figure 3 show that 232 students met their individual reading goals. The school has therefore met its goal for 66.1% of students this year.

Figure 3



*b. MAP—Reading*

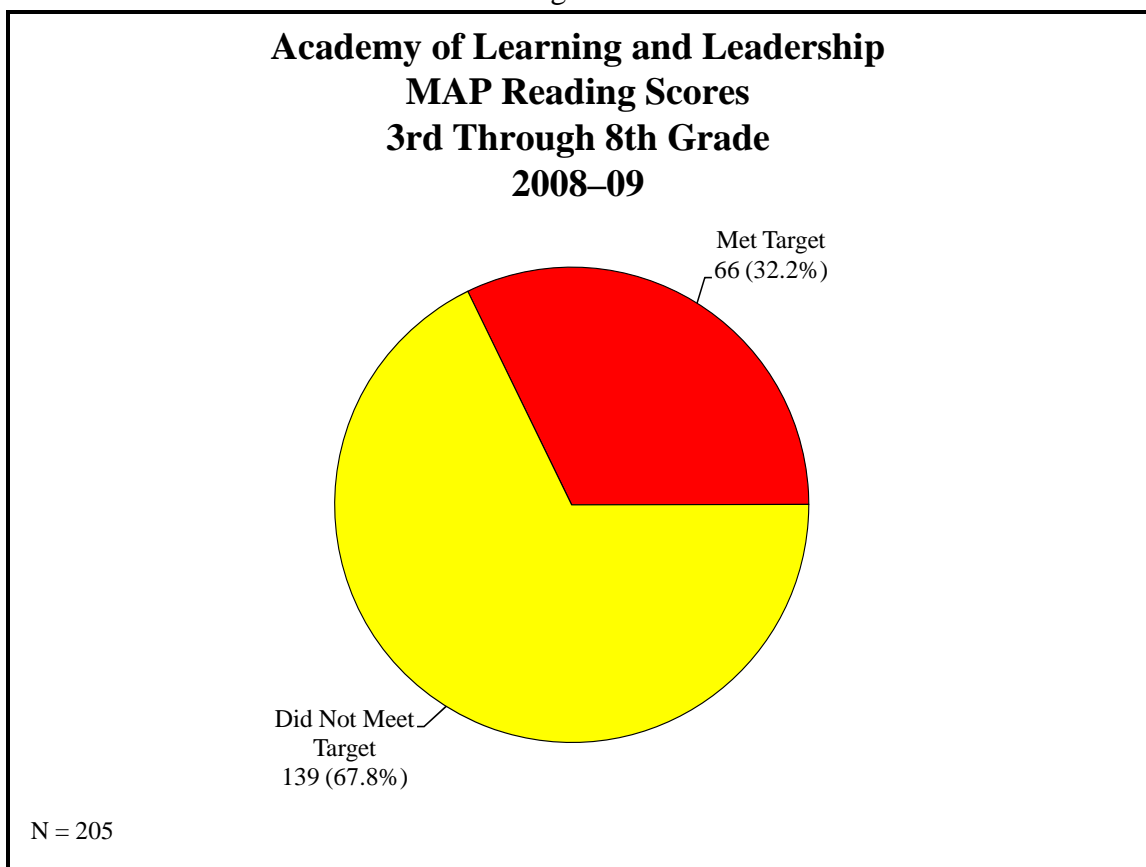
In addition to the Fountas and Pinnell Guided Reading test results, the school uses the computer-based MAP to assess student reading skills and progress. Students in third through eighth grades were administered the MAP in the fall and again in the spring. Results from the fall assessment were used to establish an individual target reading growth score.<sup>19</sup> Spring

<sup>19</sup> The RIT score indicates where the student is on developmental curriculum scales or continua. There are RIT scales for each subject, so scores from one subject are not the same as for another. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest Northwest Evaluation Association (NWEA) norming study who started the year with a RIT score in the same 10-point RIT block as the individual students. For more information on the RIT score and the mean growth target score, see the NWEA website: [www.nwea.org/assessments/researchbased.asp](http://www.nwea.org/assessments/researchbased.asp).

assessment scores were used to determine if a student had reached the target. The goal was that 50% of students would meet their target score in reading.

The school provided a summary of MAP reading scores for third through eighth graders. The score reflected student performance in vocabulary, comprehension, and literary response. As illustrated in Figure 4, 32.2% of students met their target reading score at the time of the second test administration, falling short of the school's goal.

Figure 4



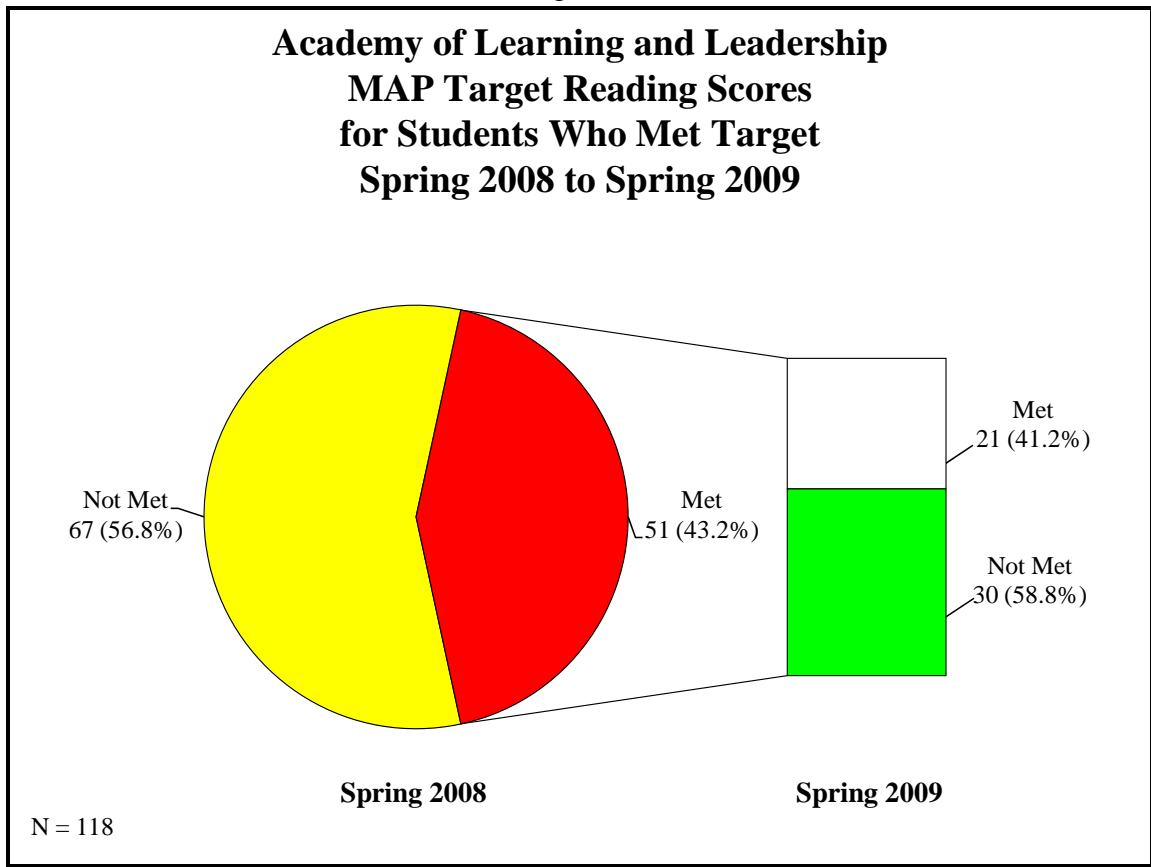
The percentage of students who met target reading scores is illustrated in Table 2. As indicated, one of the six grade levels met the goal of 50%.

<b>Table 2</b>			
<b>Academy of Learning and Leadership Students Who Met Target Reading Score Based on MAP in Fall and Spring 2008–09</b>			
<b>Grade</b>	<b>N</b>	<b>Met Target</b>	
		<b>N</b>	<b>%</b>
3rd	34	5	14.7%
4th	30	6	20.0%
5th	31	12	38.7%
6th	32	16	50.0%
7th	35	15	42.9%
8th	43	12	27.9%
<b>Total</b>	<b>205</b>	<b>66</b>	<b>32.2%</b>

This year, the school also tracked student progress in reading for students who met and for those who did not meet target scores based on MAP tests in the spring of 2008 (the previous school year). The school set a goal that 75% of the students who met targets in the spring of 2008 would again meet their target scores in the spring of 2009. There were 118 students tested at both times. There were 51 students who met target reading scores last year (spring 2008). Twenty-one (41.2%) of these students again met their target scores this year (spring 2009), falling short of the goal of 75% (see Figure 5).

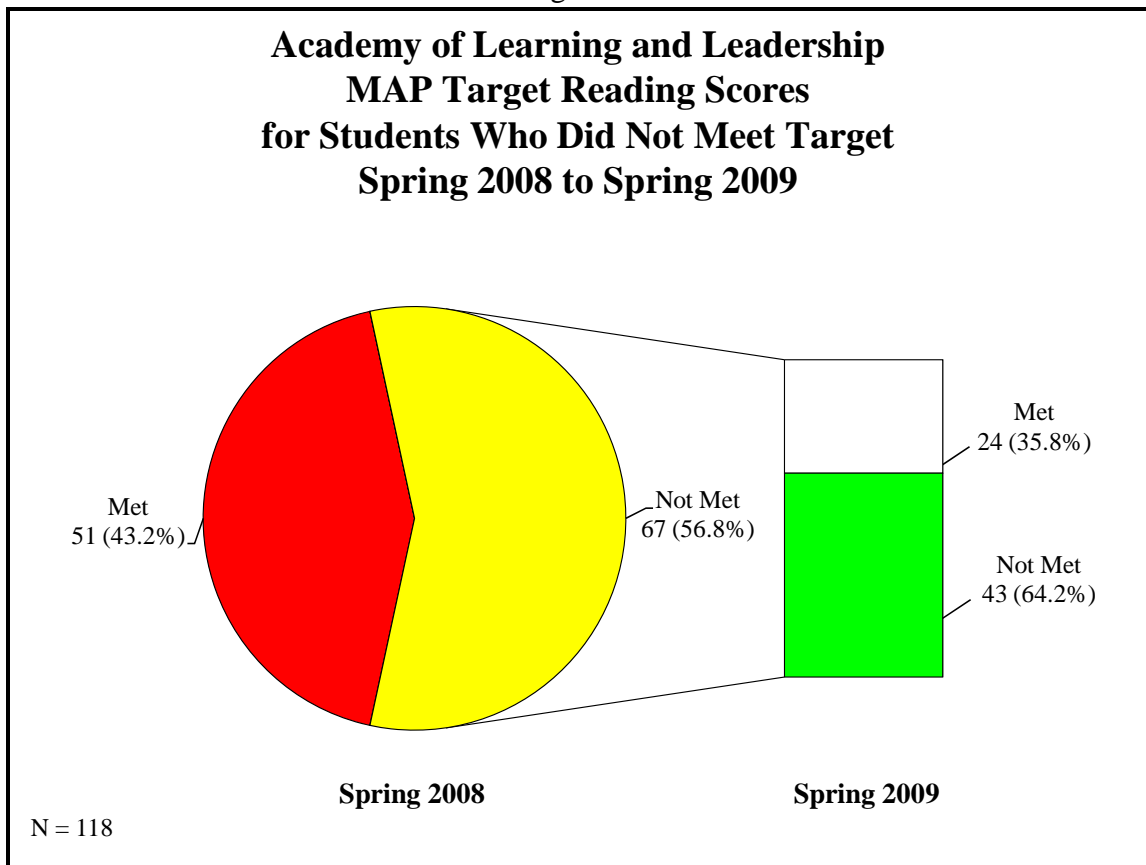


Figure 5



There were 67 students who did not meet target reading scores in the spring of 2008. Twenty-four (35.8%) of these students were able to meet target scores in the spring of 2009. See Figure 6.

Figure 6



2. Math

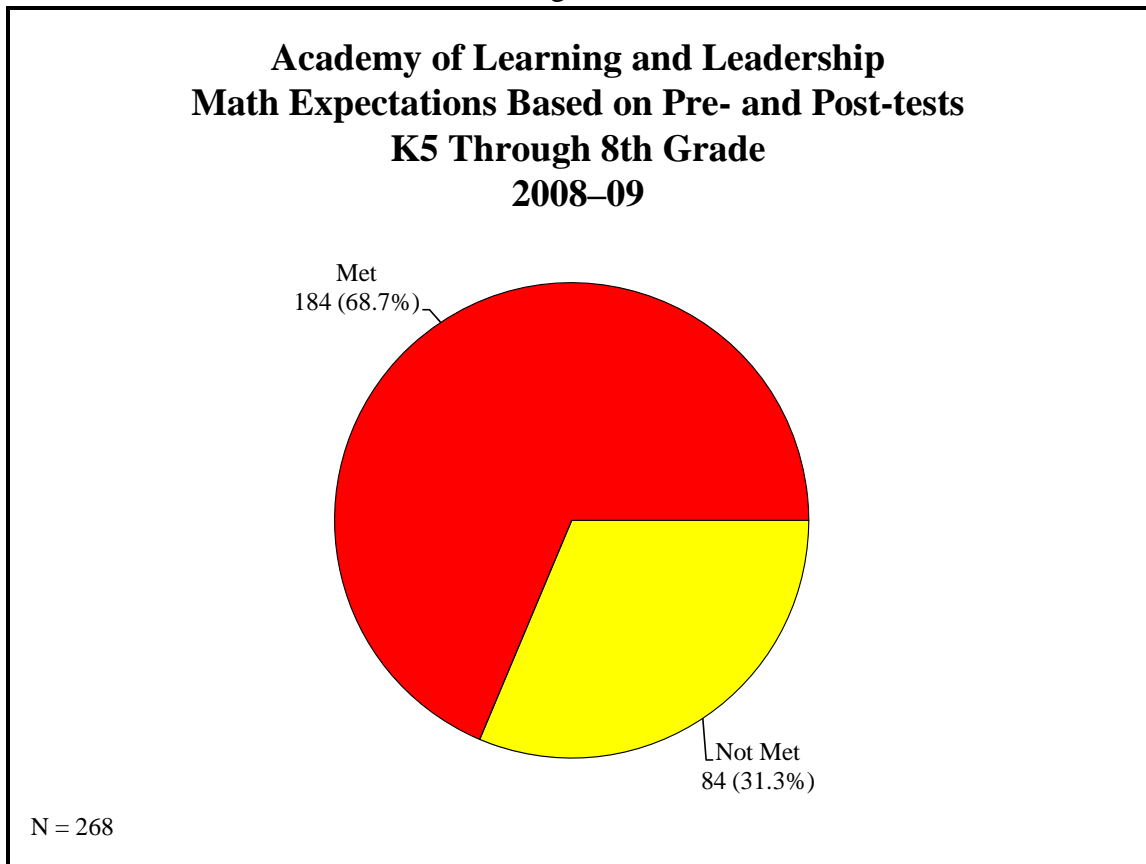
a. *School-based Assessment*

To measure progress in math, the school designed grade-level pre- and post-tests based on the math curriculum for each grade. The K5 through fifth-grade tests were based on the 2008 edition of “Investigations in Number, Data, and Space.” The sixth- through eighth-grade tests were based on the 2006 edition of Connected Math Project 2. All students in each grade took the applicable grade-level tests. The first test was administered prior to October 31, 2008, and the

last test was given after May 15, 2009. Scores from the first test were used by teachers to inform instructional decisions. The goal was that any students who scored below 70% on the first test would improve their score by at least 10% on the last test, following instructional methods tailored to meet students' needs.

Test results were provided for 268 students in K5 through eighth grades along with an indication of whether the student met the goal. Results provided by the school indicate that 184 (68.7%) students met the goal of improving at least 10%, just under the goal of 70%. There were 84 (31.3%) students who did not meet the goal related to math progress (see Figure 7).<sup>20</sup>

Figure 7



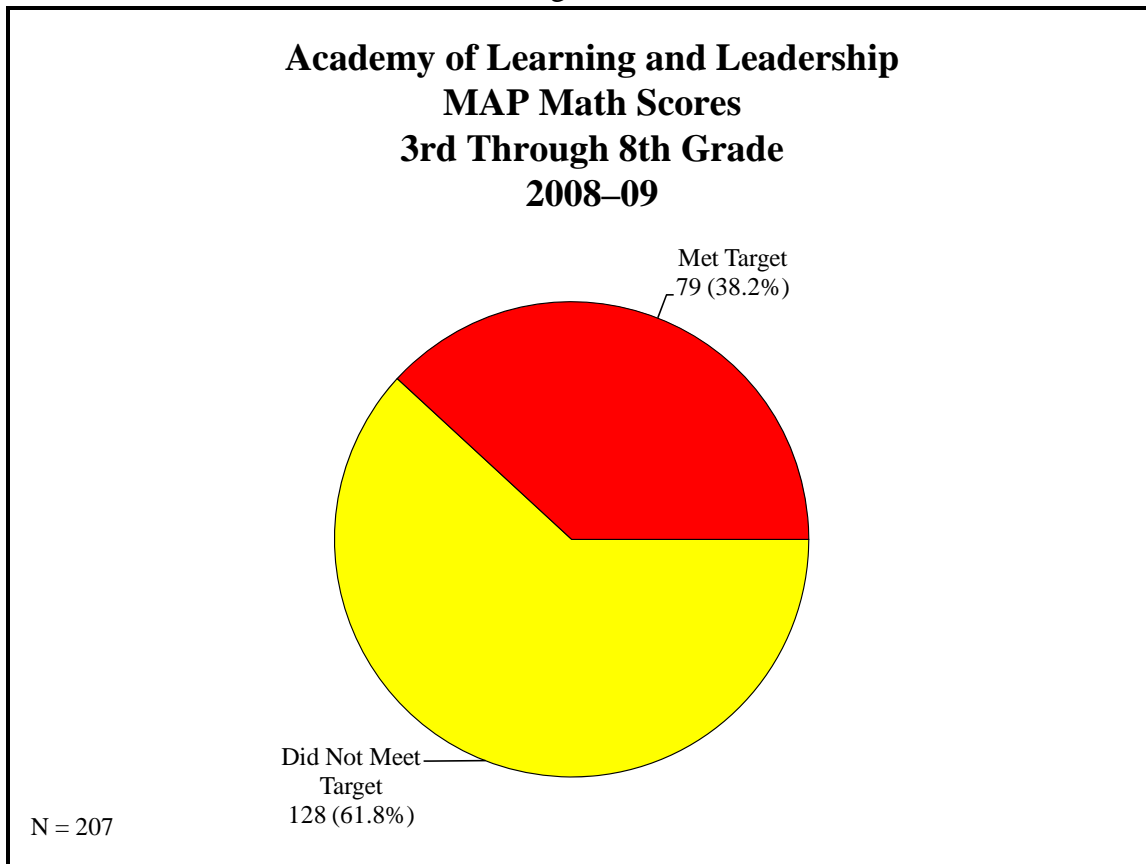
<sup>20</sup> The school provided the beginning-of-year percentage correct, the end-of-year percentage correct, and a check mark to indicate if the student met the math goal. CRC also calculated results to verify the accuracy of these data.

b. *MAP—Math*

In addition to the school-based measure of math progress, the school administered the MAP assessments on two different occasions to third through eighth graders. Results from the first assessment test were used to set a target math growth score for each student.<sup>21</sup> The goal was that 35% of students would reach their target math score at the time of the second test.

Scores were submitted for 207 third through eighth graders who were tested at the beginning and end of the school year. Results indicate that 79 (38.2%) students met their target math score at the end of the school year, exceeding the school's goal (see Figure 8).

Figure 8



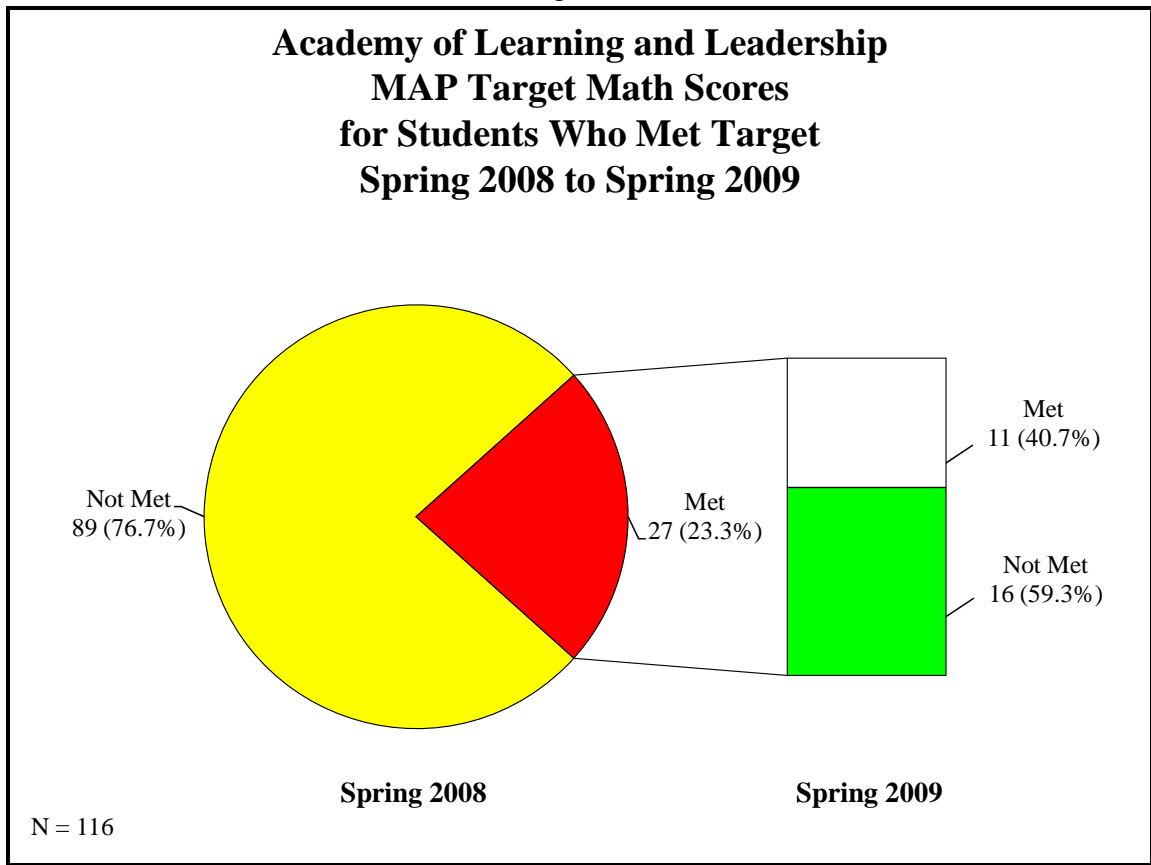
<sup>21</sup> The target RIT score is established by the MAP publisher, NWEA.

The percentage of students at each grade level who met their target math score is illustrated in Table 3. As indicated, four out of the six grade levels met the school's 35% goal.

<b>Table 3</b>			
<b>Academy of Learning and Leadership Students Who Met Target Math Scores Based on MAP in Fall and Spring 2008–09</b>			
<b>Grade</b>	<b>N</b>	<b>Met Target</b>	
		<b>N</b>	<b>%</b>
3rd	37	16	43.2%
4th	30	4	13.3%
5th	30	16	53.3%
6th	33	15	45.5%
7th	35	16	45.7%
8th	42	12	28.6%
<b>Total</b>	<b>207</b>	<b>79</b>	<b>38.2%</b>

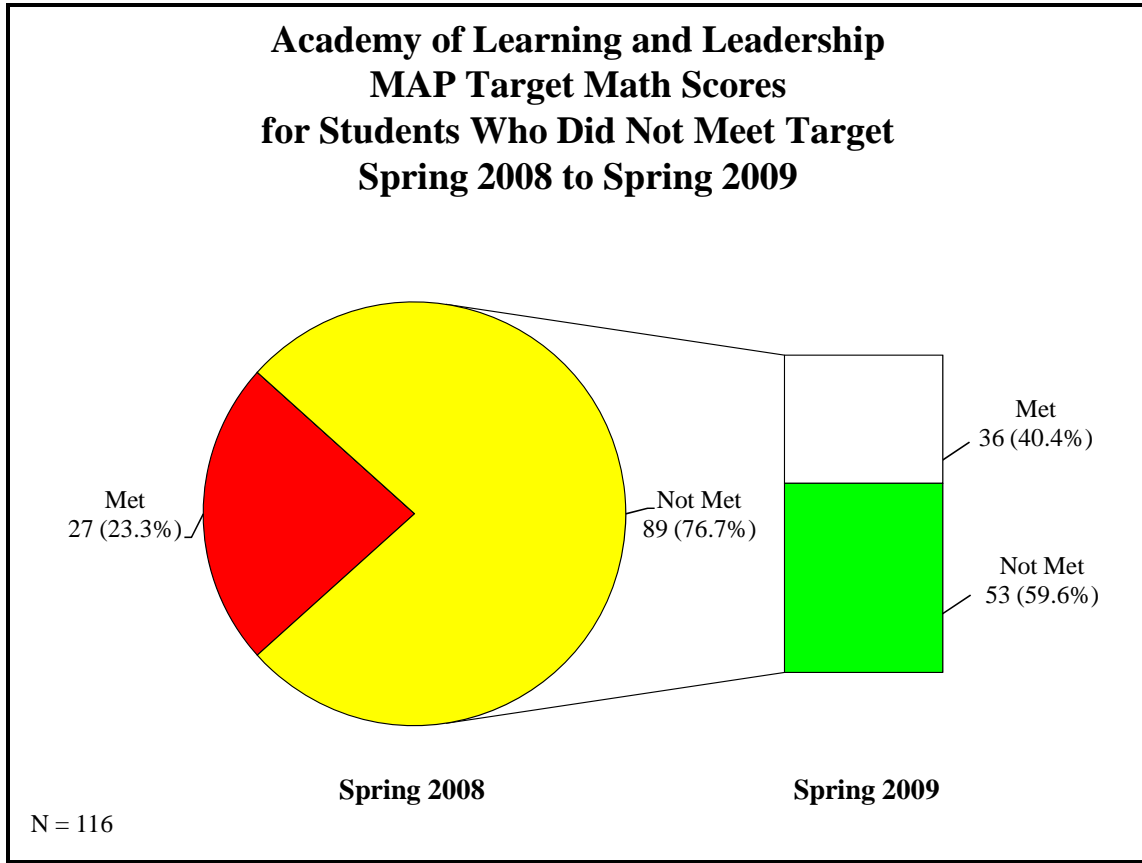
This year ALL also tracked student progress in math for students who met and for those who did not meet target scores based on MAP assessment in the spring of 2008 (the previous school year). The school’s goal was that 75% of the students who met targets in the spring of 2008 would again meet their target score in the spring of 2009. There were 116 students tested during both years. Twenty-seven (23.3%) of these students met target math scores last year (spring 2008). Eleven (40.7%) of these students again met their target scores this year (spring 2009). This fell short of the goal of 75% (see Figure 9).

Figure 9



There were 89 students who did not meet target math scores in the spring of 2008. Thirty-six (40.4%) of these students were able to meet target scores in the spring of 2009.

Figure 10

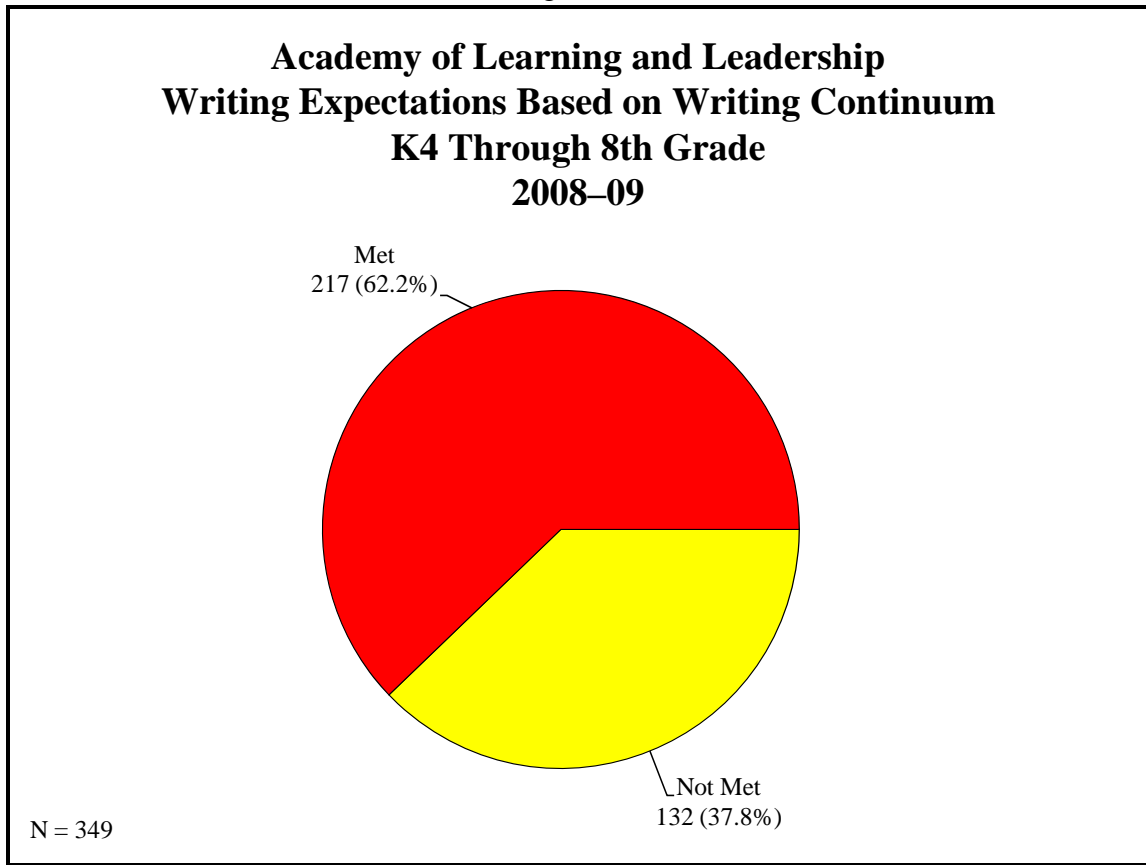


### 3. Writing

To measure student progress in writing, the school employed a school-based writing continuum combining elements of the McREL standards; Literacy Profiles; Wauwatosa Developmental Writing Continuum; Wisconsin state standards; Reid, Schultze, and Petersen Writing Continuum; and Six Traits of Writing Characteristics. The continuum consisted of 10 stages, A–J, approximating K3 through eighth grades. The stages are pre-emergent, emergent, transitional, novice, expanding, intermediate, independent, fluent, proficient, and advanced. The goal was that students would move a minimum of one stage during the academic year.

The school submitted results for 349 students in K4 through eighth grade.<sup>22</sup> Based on data provided by the school, 217 (62.2%) students met writing goals, and 132 (37.8%) did not (see Figure 11).

Figure 11



#### 4. Language Arts

As with reading and math, the school established an academic performance measure in language arts based on MAP scores. To assess student progress, the school administered the MAP assessment in the fall and again in the spring to third through eighth graders.<sup>23</sup> As with reading and math, the fall language arts assessments resulted in a target growth score for each

<sup>22</sup> For each student, the school provided a beginning-of-year writing stage-step, an end-of-year writing stage-step, and an indicator of yes or no to indicate if the student had met his/her goal.

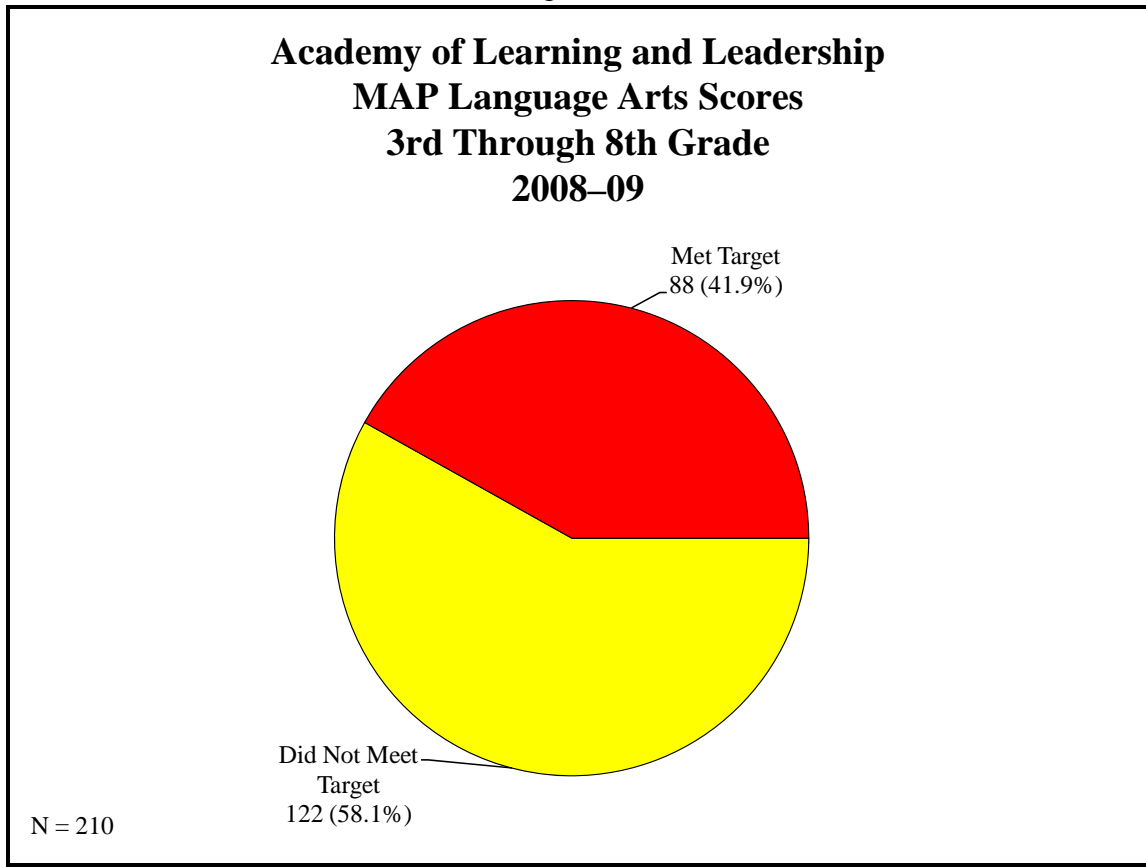
<sup>23</sup> First and second graders were not tested in language arts.



student. The school's goal was that 50% of students would meet their target language arts score at the time of the post-test.

Scores for 210 third through eighth graders who took the test at the beginning and at the end of the school year were compared. Results indicate that 88 (41.9%) students met their target language arts score at the time of the second test, falling short of the school's goal (see Figure 12).

Figure 12

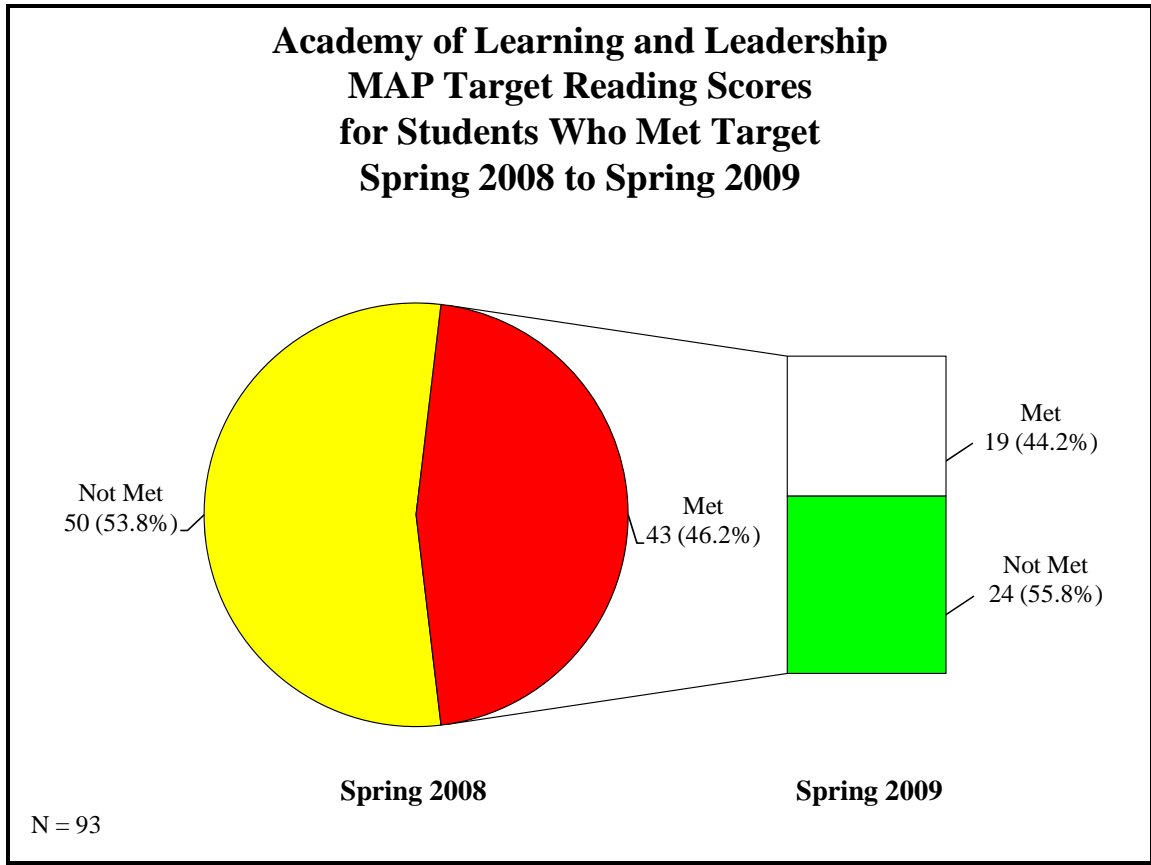


Results for each grade are illustrated in Table 4. As indicated, the goal of 50% was met by one of six grade levels.

<b>Table 4</b>			
<b>Academy of Learning and Leadership Students Who Met Language Arts Target Score Based on MAP in Fall and Spring 2008–09</b>			
<b>Grade</b>	<b>N</b>	<b>Met Target</b>	
		<b>N</b>	<b>%</b>
3rd	37	16	43.2%
4th	31	14	45.2%
5th	30	17	56.7%
6th	34	12	35.3%
7th	35	16	45.7%
8th	43	13	30.2%
<b>Total</b>	<b>210</b>	<b>88</b>	<b>41.9%</b>

This year, the school also set a goal to track student progress in language arts for students who met and for those who did not meet target scores based on MAP tests in the spring of 2008 (the previous school year). Student progress for students who met targets in the spring of 2008 was examined to see if these students would again meet target scores in the spring of 2009. There were 93 students tested during both years.<sup>24</sup> Forty-three (46.2%) of those students met target language arts scores last year (spring 2008). Nineteen (44.2%) of the 43 students again met their target scores this year (spring 2009).

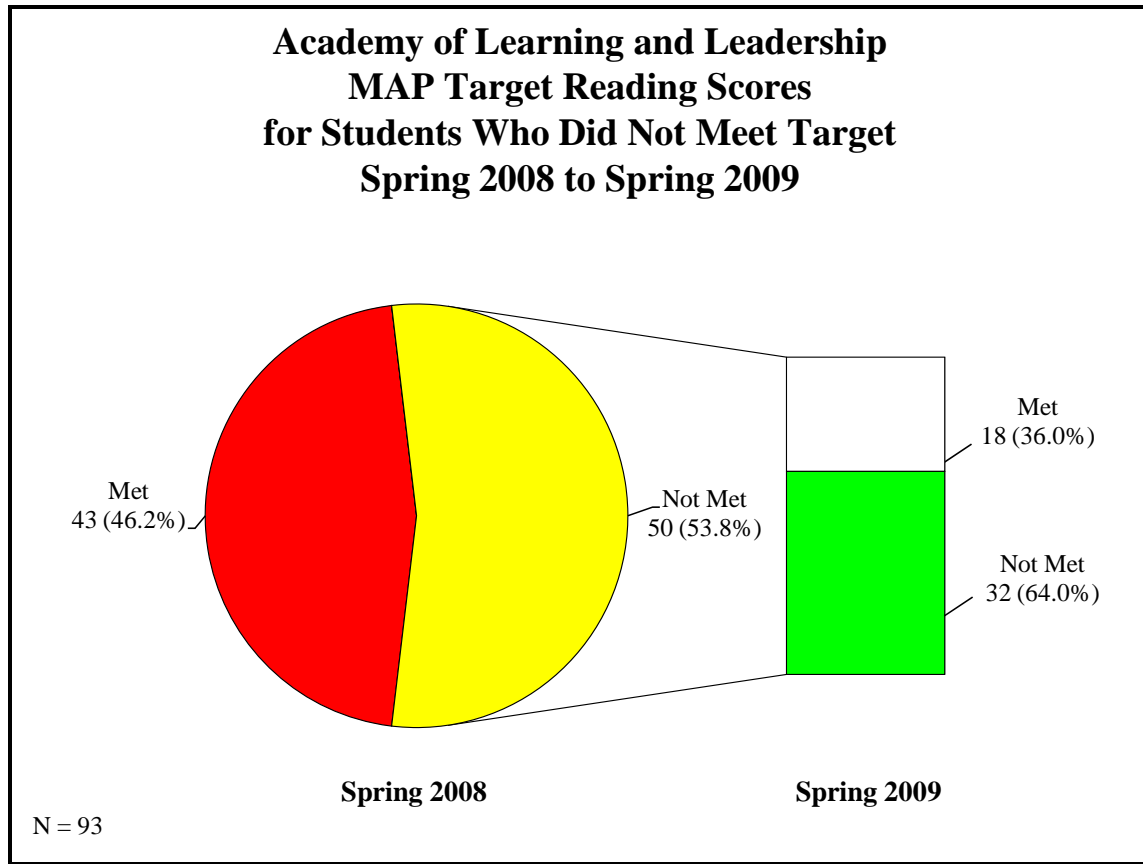
Figure 13



<sup>24</sup> This year's third graders were not tested in the spring of 2008 as second graders, as this year's test does not apply to second graders.

There were 50 students who did not meet target language arts scores in the spring of 2008. Eighteen (36.0%) of these students were able to meet target scores in the spring of 2009.

Figure 14



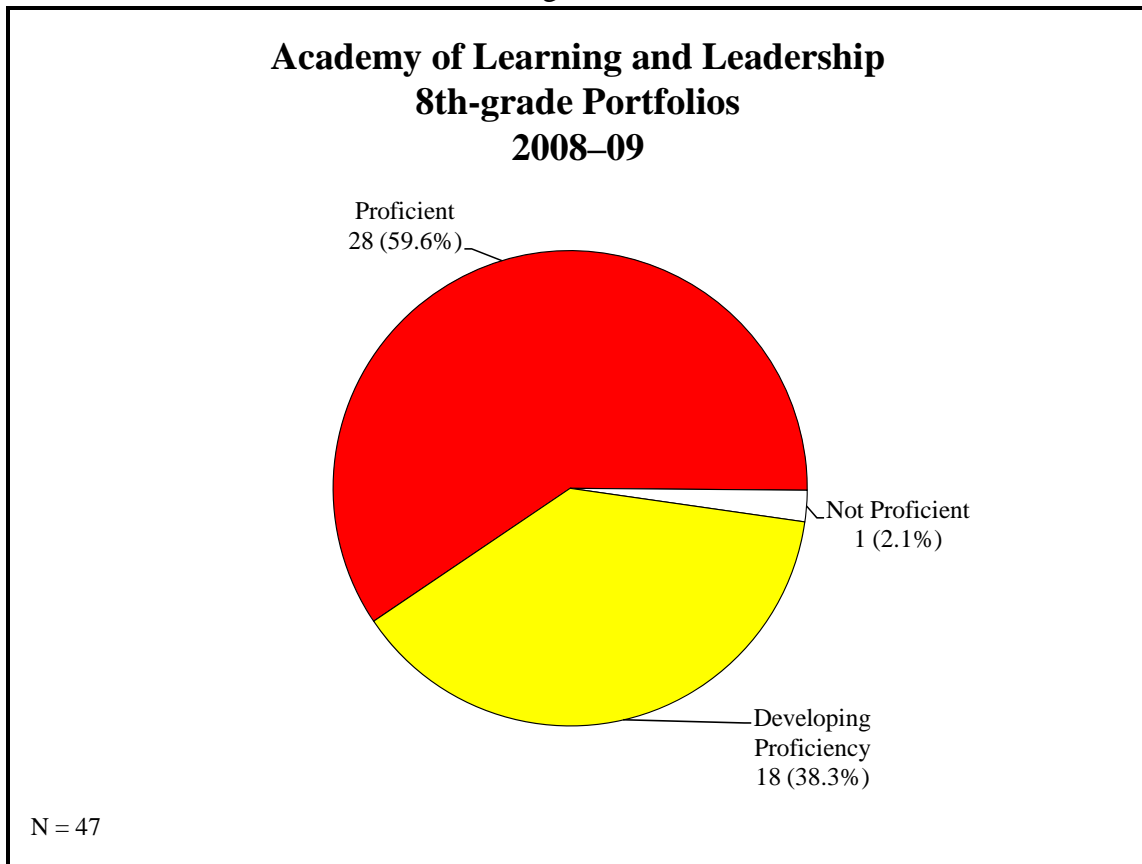
5. Final Portfolio Assessment for Eighth Graders

Students at ALL are required to create, maintain, and, as eighth graders, present a portfolio that documents that student’s progress toward becoming an Ideal Graduate. Student portfolios are rated as not proficient, developing proficiency, or proficient based on a school-developed rubric. Eighth-grade Ideal Graduate portfolios were graded on overall writing ability as well as on a written piece describing the student’s high school plans. Writing was judged on ideas and content, organization, fluency, conventions, word choice, and voice. The high school piece was assessed on descriptions of high school choice, qualities of a successful high school student, challenges and fears, and the student’s action plan. Each area was given a

rating of excellent, proficient, developing, or beginning. For example, in writing ideas and content, a student's work was rated excellent if the writing had clear purpose and remained focused; proficient meant that the writing had a sense of purpose and was fairly focused; developing reflected that the purpose was understood but not fully developed; and beginning meant that the purpose was not understood.

The school set a goal that on the final portfolio, 90% of eighth-grade students would be rated as developing proficiency or proficient. All ratings in all areas were combined to reach an overall rating of the student's Ideal Graduate portfolio. This year, portfolios and presentations for 28 (59.6%) of 47 eighth graders enrolled at the school at the end of the year were rated as proficient; 18 (38.3%) were rated as developing proficiency; and the portfolio for 1 (2.1%) eighth grader was assessed as not proficient (see Figure 15).

Figure 15

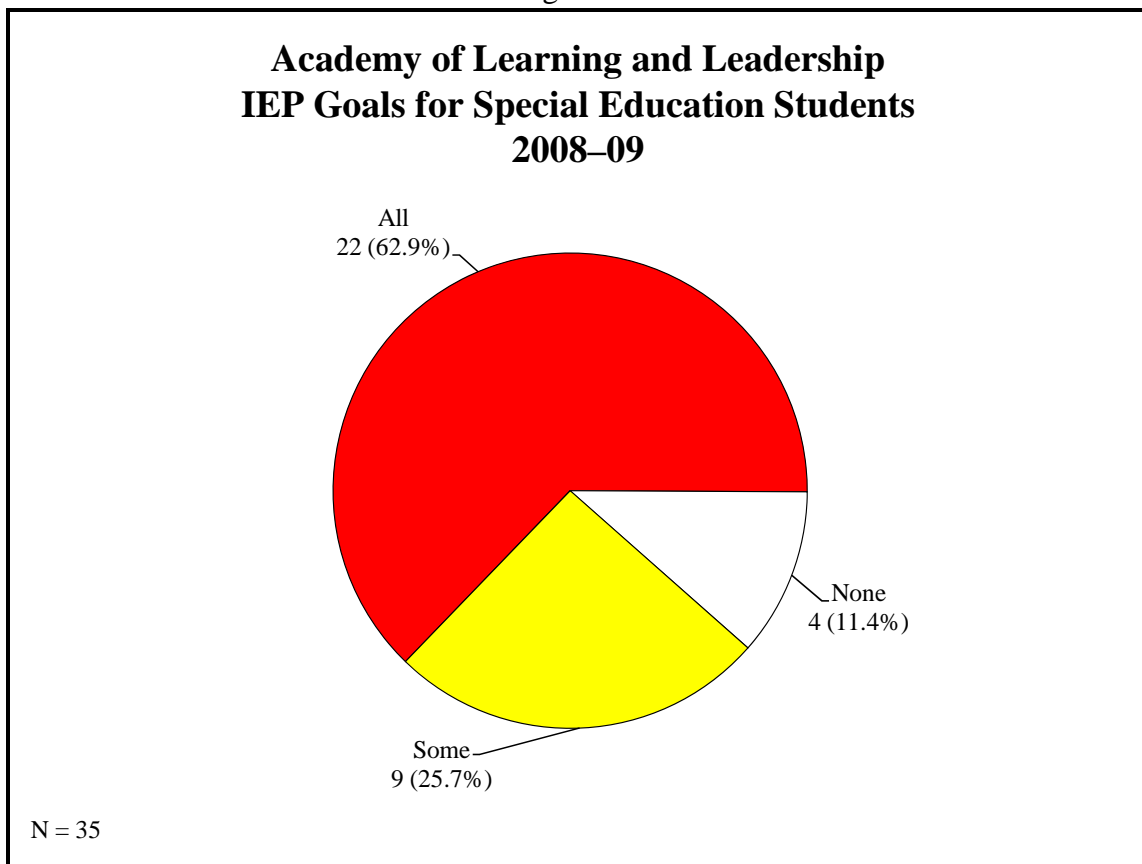


6. IEP Progress for Special Education Students

This year's goal was that students who have an active IEP will demonstrate progress toward meeting their goals at the time of their annual review or re-evaluation.

This year, there were 73 special education students with IEPs. IEPs contained between one and six goals. Most (38, or 52.1%) of the students were still in progress toward meeting IEP goals, i.e., their annual review or re-evaluation had not yet occurred this year. Data were provided for the other 35 special education students whose annual review or re-evaluation occurred during this year and whose progress toward achieving IEP goals was formally assessed. Four (11.4%) of these students had not met any goals; 9 (25.7%) had met some; and 22 (62.9%) had met all of their IEP goals (see Figure 16).

Figure 16



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

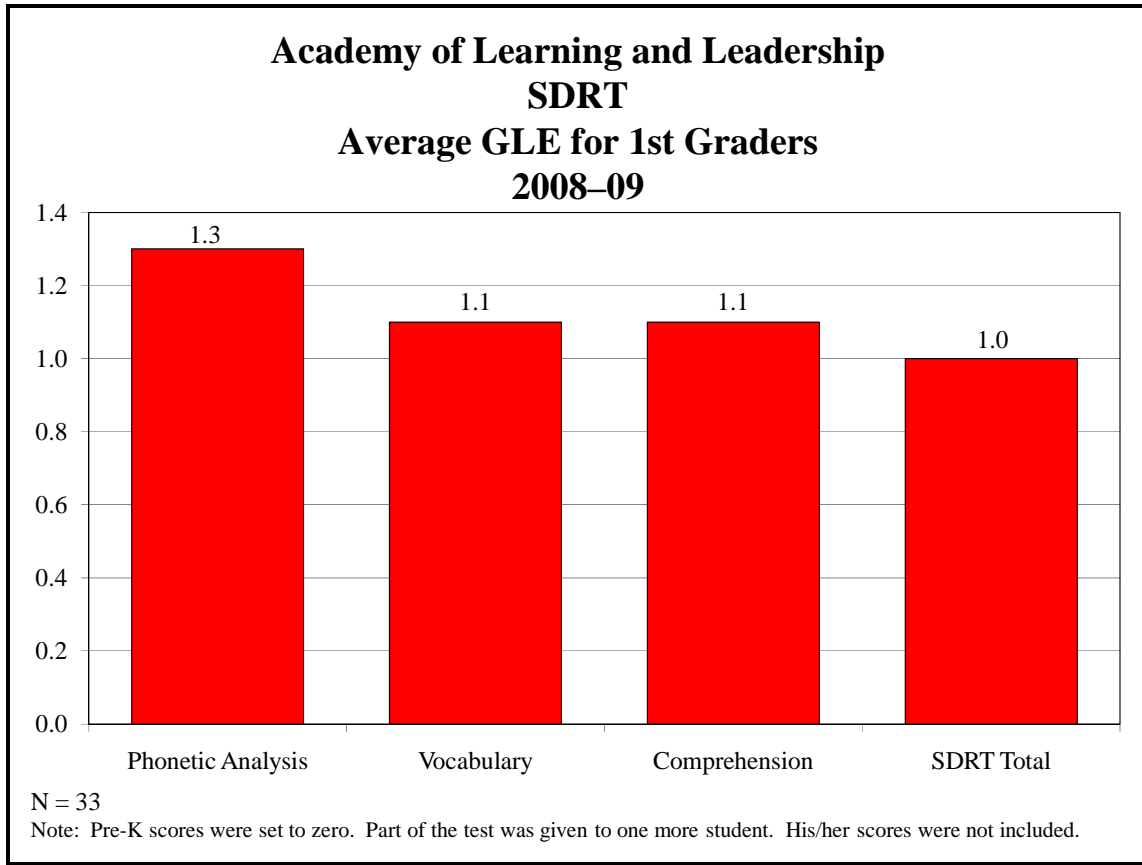
The SDRT is the standardized reading test required by the CSRC to be administered to all first, second, and third graders enrolled in charter schools. Student performance is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score.

The CSRC also required that the school administer the WKCE to students in third through eighth grades. The WKCE reading and math tests are directly aligned with Wisconsin model academic standards and meet federal No Child Left Behind requirements to test student reading and math skills. Students in third through eighth grades are tested in reading and math. Students in fourth and eighth grades are also tested in language arts, science, and social studies. Based on results, students are categorized as having minimal, basic, proficient, or advanced skills. Note that results include students who enrolled for a full academic year (FAY) as well as students who are new (i.e., enrolled less than a FAY) to the school. There were 16 new third graders, 18 new fourth graders, 12 new fifth graders, 26 new sixth graders, 16 new seventh graders, and 23 new eighth graders this year.

### **1. SDRT for First Graders**

In April 2009, the SDRT was administered to 33 first graders. Results show that, on average, students were reading at grade level in each of the areas tested (see Figure 17 and Table 5).

Figure 17



**Table 5  
Academy of Learning and Leadership  
SDRT  
GLE Ranges for 1st Graders  
2008–09  
(N = 33)**

Area Tested	GLE		
	Lowest	Highest	Median
Phonetic Analysis	K.0	5.2	1.0
Vocabulary	K.3	2.1	1.0
Comprehension	K.4	2.6	K.9
<b>SDRT Total</b>	<b>K.4</b>	<b>2.1</b>	<b>K.9</b>

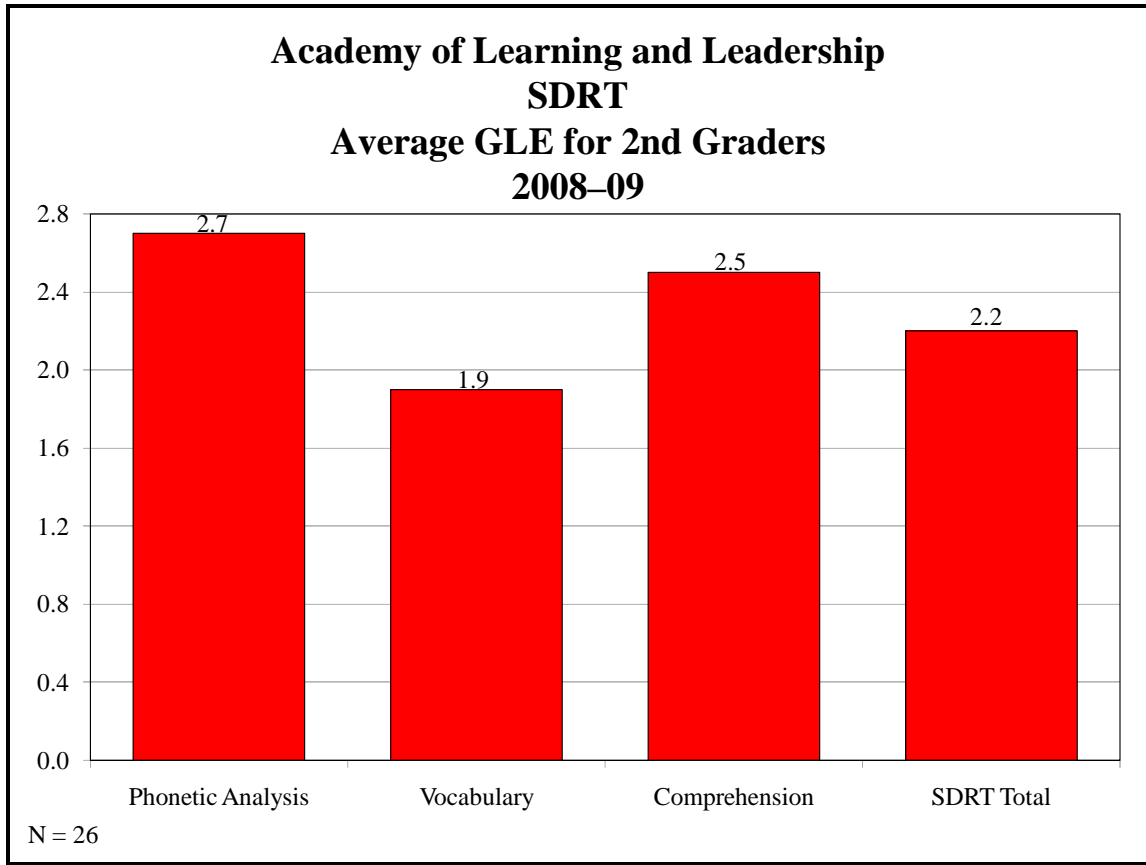
\*Pre-K scores were set to zero.



2. SDRT for Second Graders

The SDRT was administered to second graders in April 2009. Results indicated that second graders were reading at 1.9 grade-level equivalents (GLE) to 2.7 GLE, depending on the area tested (see Figure 18 and Table 6).

Figure 18



<b>Table 6</b> <b>Academy of Learning and Leadership</b> <b>SDRT</b> <b>GLE Ranges for 2nd Graders</b> <b>2008–09</b> <b>(N = 26)</b>			
Area Tested	GLE		
	Lowest	Highest	Median
Phonetic Analysis	1.2	10.9	2.2
Vocabulary	K.3	4.2	1.8
Comprehension	K.5	5.7	2.1
<b>SDRT Total</b>	<b>K.9</b>	<b>4.6</b>	<b>1.9</b>

Note: Pre-K scores were set to zero.

### 3. Standardized Tests for Third Graders

#### a. *SDRT for Third Graders*

The school administered the SDRT to 37 third graders in April 2009. Results indicate that students were reading below grade level in each of the areas tested except phonetic analysis (see Figure 19 and Table 7).

Figure 19

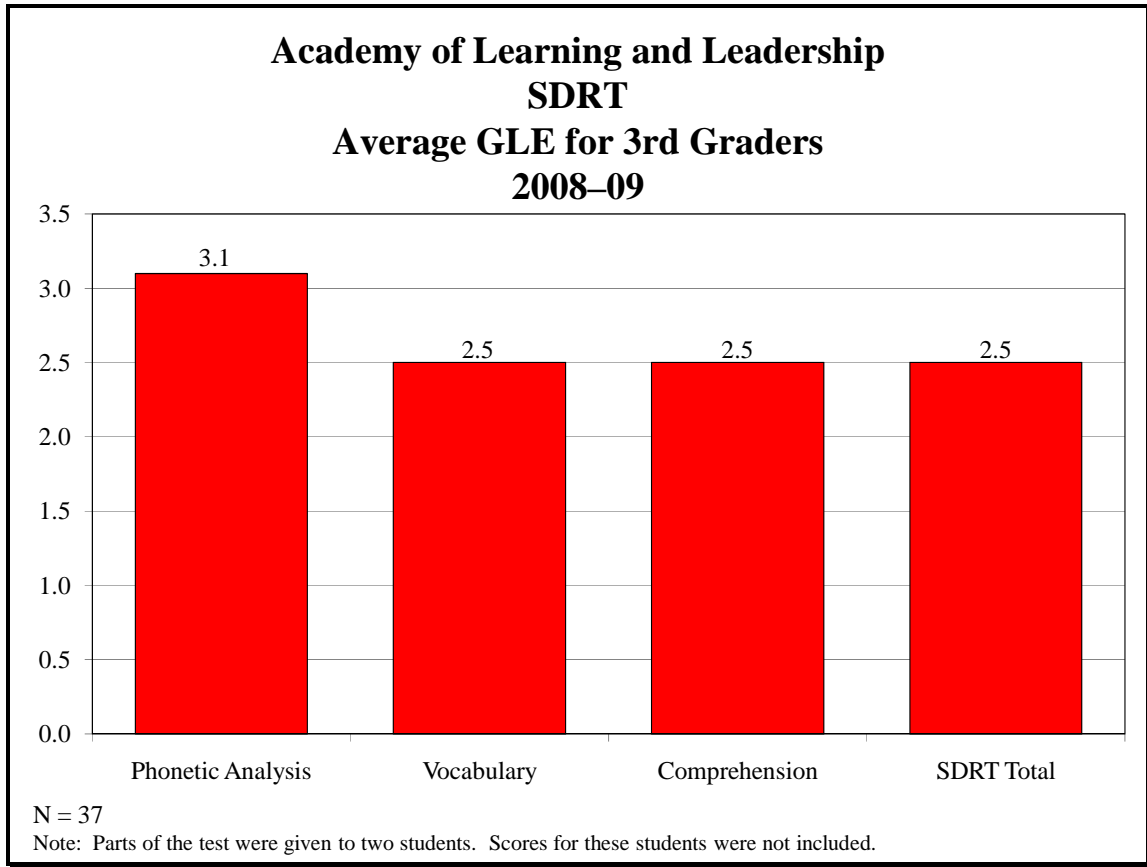


Table 7

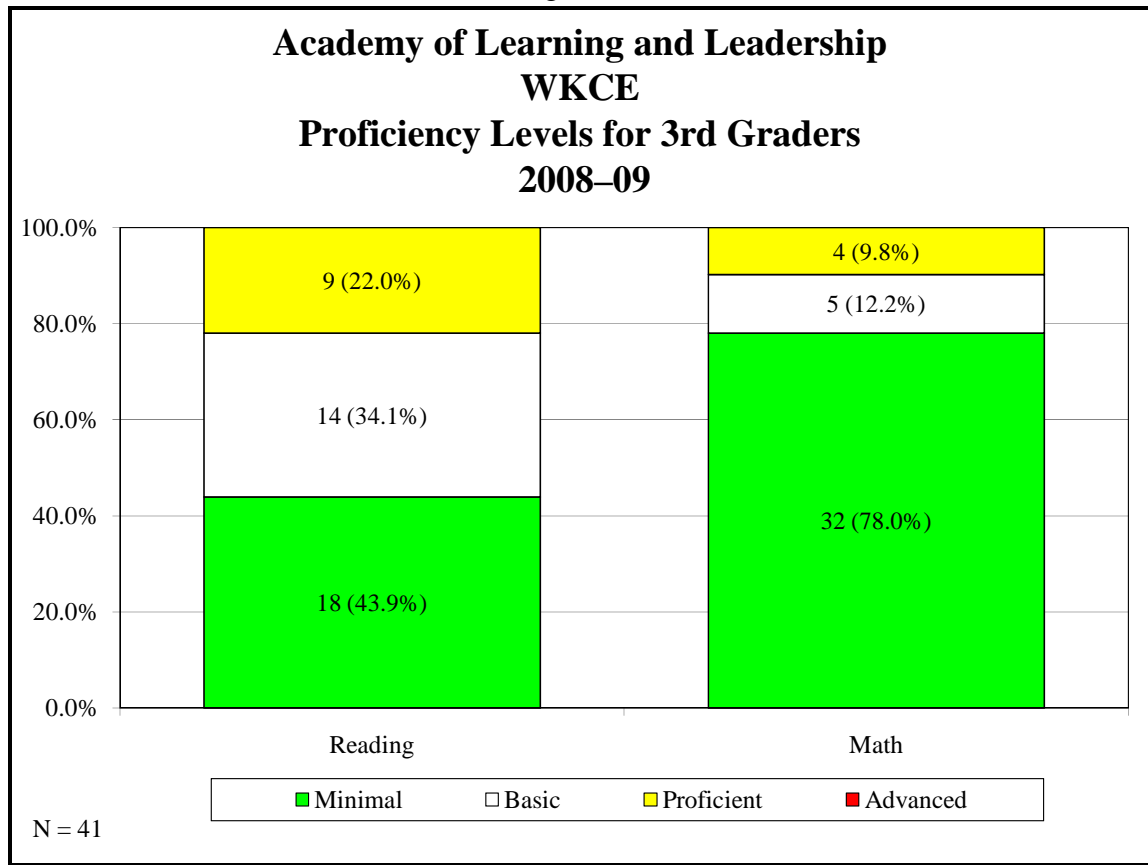
**Academy of Learning and Leadership  
SDRT  
GLE Ranges for 3rd Graders  
2008–09  
(N = 37)**

Area Tested	GLE		
	Lowest	Highest	Median
Phonetic Analysis	K.8	10.8	2.3
Vocabulary	1.2	3.7	2.6
Comprehension	1.1	7.1	2.0
<b>SDRT Total</b>	<b>1.1</b>	<b>4.6</b>	<b>2.1</b>

b. *WKCE for Third Graders*

The WKCE was administered in October 2008 to 41 third graders. Results on this measure, illustrated in Figure 20, indicate that 18 (43.9%) third graders scored at the minimal level of reading, 14 (34.1%) scored basic, 9 (22.0%) scored proficient, and no third graders demonstrated advanced reading skills. In mathematics, 32 (78.0%) third graders scored in the minimal math proficiency level, 5 (12.2%) scored basic, 4 (9.8%) were proficient, and no students were advanced in mathematics.

Figure 20



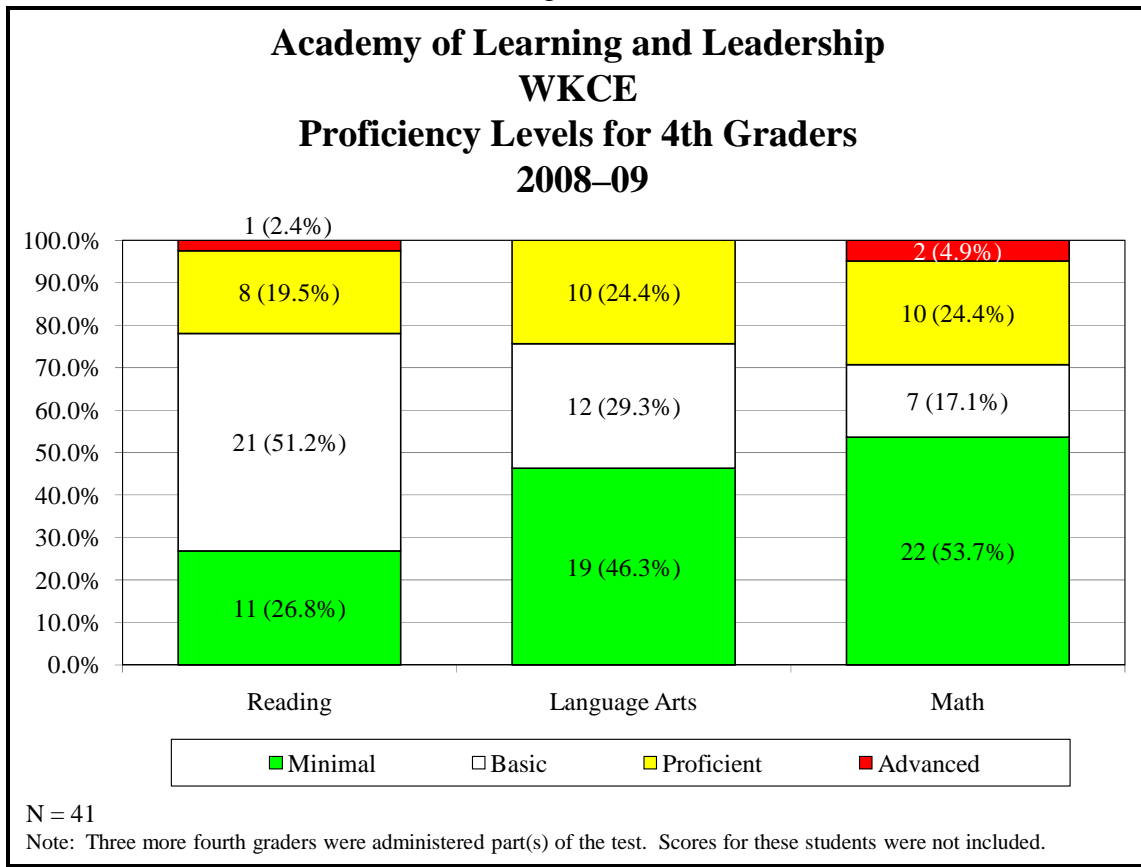
On average, students scored in the 12th statewide percentile in reading and 9th in math. This means that on average, ALL students scored higher than 12.3% of other third graders in the state in reading and higher than 8.7% in math.

#### 4. WKCE for Fourth Graders

In the fall of 2008, all fourth-grade students in Wisconsin public schools took the WKCE. As in past years, students in fourth, eighth, and tenth grades were assessed in language arts, science, and social studies, in addition to reading and math. Like the WKCE in other grades, students are placed in one of four proficiency categories: advanced, proficient, basic, and minimal performance, based on test scores. The CSRC requires that results for reading, math, and language arts be reported.

The WKCE was administered in October 2008 to 41 fourth-grade students at ALL. Eleven (26.8%) fourth graders scored minimal reading proficiency, 21 (51.2%) scored basic, 8 (19.5%) were proficient readers, and 1 (2.4%) fourth grader scored in the advanced reader category. In language arts ability, 19 (46.3%) students demonstrated minimal performance, 12 (29.3%) scored basic, 10 (24.4%) students scored proficient, and no students achieved advanced scores in language arts. Twenty-two (53.7%) students exhibited minimal math skills, 7 (17.1%) scored basic, 10 (24.4%) students scored at the proficient level, and 2 (4.9%) students scored in the advanced level in math (see Figure 21).

Figure 21



Fourth graders scored, on average, in the 12th statewide percentile in reading and the 15th percentile in math.

The final WKCE score is a writing score. The extended writing sample is assessed using two holistic rubrics. A 6-point composing rubric evaluates students’ ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A 3-point conventions rubric evaluates students’ ability to control punctuation, grammar, capitalization, and spelling. Points are combined to produce a single score, the maximum possible score being 9.0.

This year, fourth graders’ scores ranged from 1.0 to 5.5.<sup>25</sup> The median score was 3.8, meaning half of the students scored 1.0 to 3.8 and the other half scored 3.8 to 5.5.

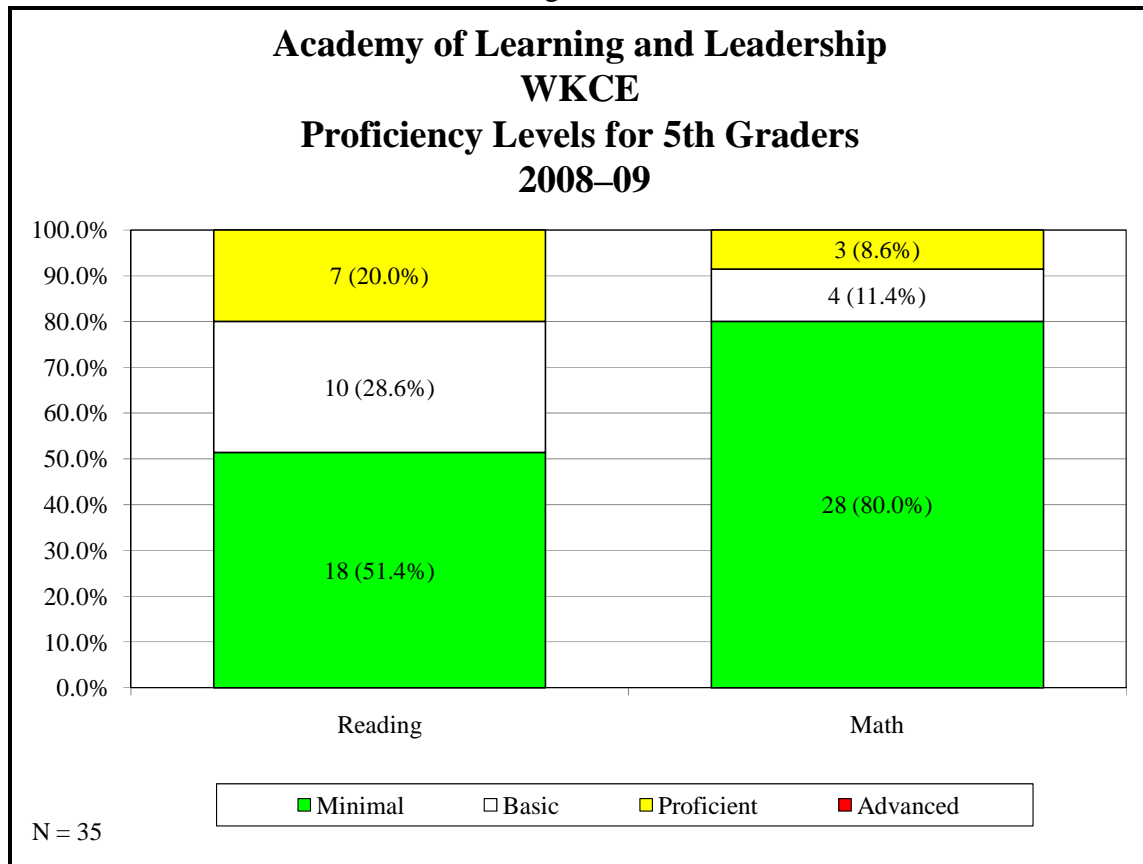
<sup>25</sup> One student was not scored on the writing sample.

5. WKCE for Fifth Graders

Fifth graders were administered the WKCE in October 2008. This examination consists of reading and math subtests.

The examinations were administered to 35 fifth-grade students. Results show that 18 (51.4%) fifth graders scored minimal, 10 (28.6%) scored basic, 7 (20.0%) scored proficient, and no fifth graders scored in the advanced reading level. In math, 28 (80.0%) students scored minimal, 4 (11.4%) scored basic, 3 (8.6%) scored proficient, and no students scored at the advanced level (see Figure 22).

Figure 22

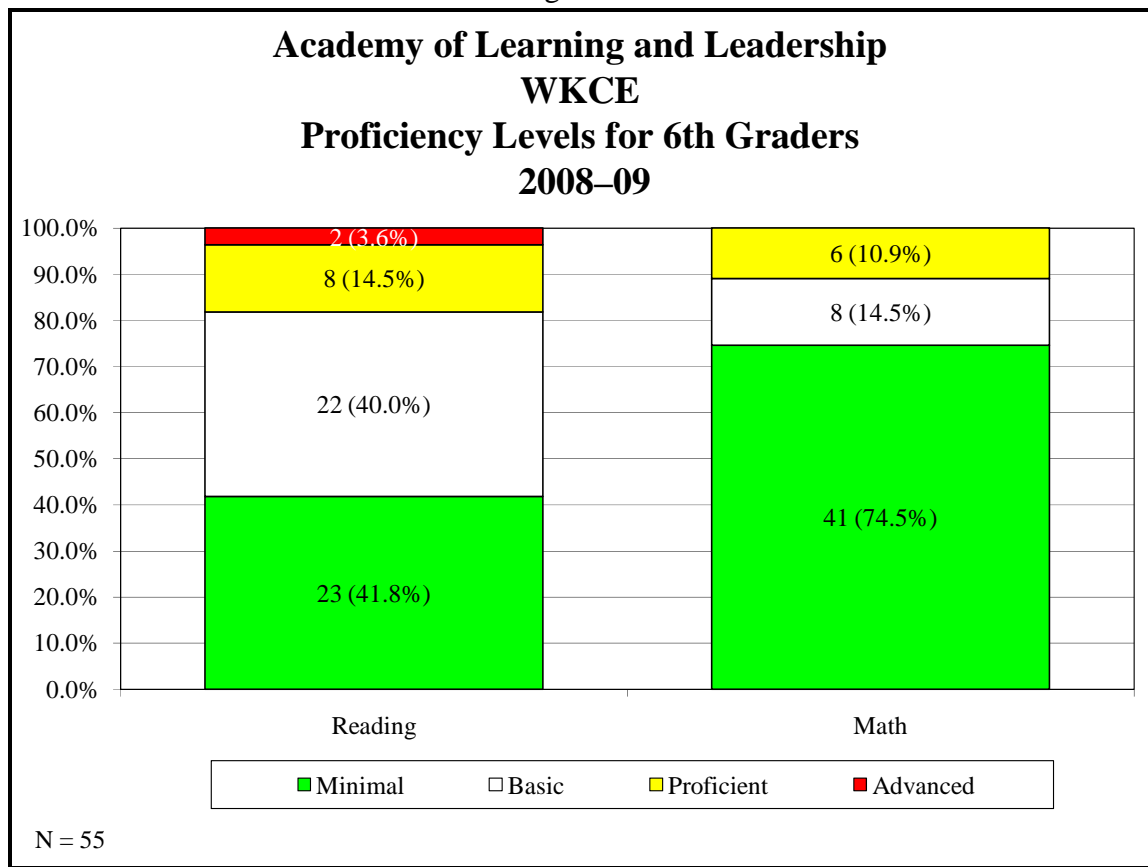


On average, students scored in the ninth percentile statewide in reading and the seventh percentile in math.

6. WKCE for Sixth Graders

Sixth graders were also given the WKCE in October 2008. Results indicate that 8 (14.5%) students scored proficient and 2 (3.6%) scored advanced in reading. In math, 6 (10.9%) scored proficient and no students scored in the advanced category (see Figure 23).

Figure 23



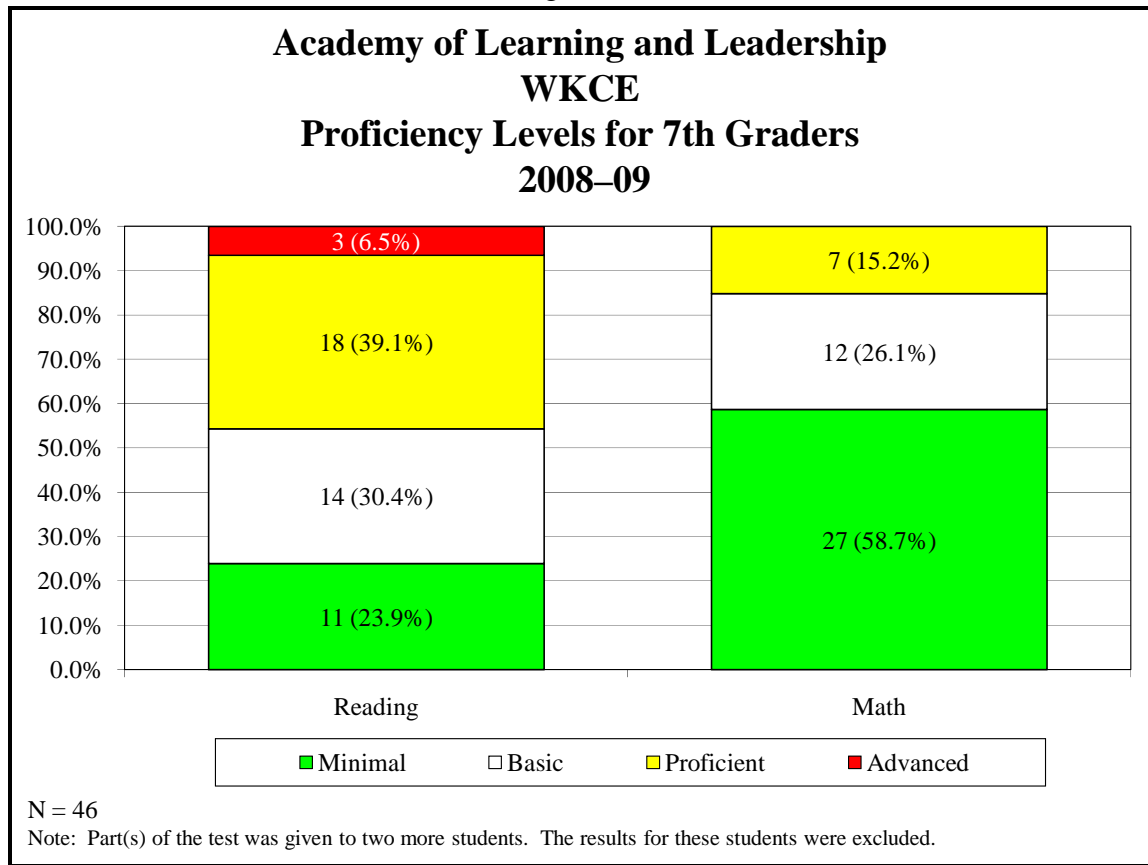
On average, students scored in the 12th percentile statewide in reading and the 9th in math.



7. WKCE for Seventh Graders

Seventh-grade students were administered the WKCE in October 2008. In reading, 18 (39.1%) reached proficient and 3 (6.5%) were in the advanced category. Seven (15.2%) seventh graders scored in the proficient and none scored in the advanced range in math.

Figure 24



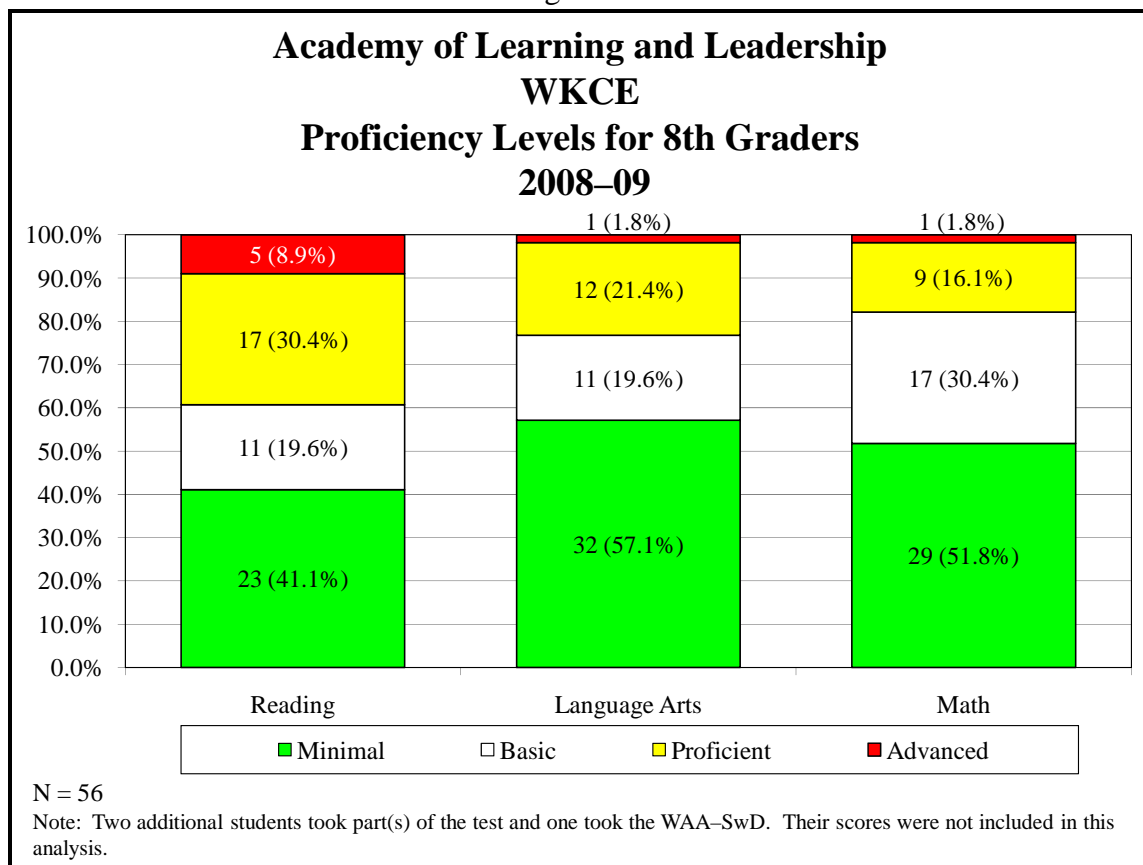
Students, on average, scored in the 17th percentile statewide in reading and the 12th percentile in math.

8. WKCE for Eighth Graders

In October 2008, the WKCE was administered to eighth-grade students. The test consists of assessments in reading, language arts, mathematics, science, and social studies. The CSRC requires that schools report student performance in reading, language arts, and mathematics.

Proficiency indicators for eighth graders are illustrated in Figure 25. Twenty-three (41.1%) eighth graders scored in the minimal reading proficiency range, 11 (19.6%) scored basic, 17 (30.4%) scored proficient, and 5 (8.9%) eighth graders scored advanced. Thirty-two (57.1%) eighth graders scored in the minimal language arts proficiency range, 11 (19.6%) eighth graders scored basic, 12 (21.4%) were proficient, and 1 (1.8%) eighth grader scored advanced. Twenty-nine (51.8%) students exhibited minimal performance in mathematics, 17 (30.4%) students scored basic, 9 (16.1%) students scored proficient, and 1 (1.8%) eighth grader scored at the advanced level in math.

Figure 25



On average, ALL eighth graders scored in the 20th percentile statewide in reading and the 14th percentile in math.

The final WKCE score is a writing score. The extended writing sample is scored with two holistic rubrics. A 6-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A 3-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score, the maximum possible score being 9.0. The writing scores for the eighth graders ranged from 2.0 to 6.0. The median score was 4.3, meaning half of the students scored 2.0 to 4.3 and the other half scored 4.3 to 6.0.<sup>26</sup>

## **G. Multiple-year Student Progress**

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests used to examine progress are the SDRT (for reading) and the WKCE.

The CSRC requires that progress for students who met proficiency level requirements in the previous school year be reported separately from those who did not meet proficiency level expectations. This report reflects scores for second and third graders for whom multiple-year test data were available and fourth- through eighth-grade students who were enrolled for a full academic year (FAY), i.e., since September 21, 2007.

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

The standardized test used by the CSRC to track reading progress from first through third grade is the SDRT. Note that GLE scores from this test do not translate into proficiency levels;

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<sup>26</sup> Note that three students were not scored on the writing sample.

therefore, results are described in GLE. Progress for all students who took tests in the last two consecutive years was examined.

There were 17 students enrolled in ALL as first graders in 2007–08 who took the test in 2008–09 as second graders, and 22 students enrolled in 2007–08 as second graders who took the test in 2008–09 as third graders. The CSRC expects that these students will advance, on average, 1.0 GLE. As illustrated in Table 8, the average advancement from first to second grade was 0.8 GLE. Second to third graders advanced an average of 0.9 GLE. Overall, these students advanced, on average, 0.8 GLE from 2007–08 to 2008–09. These data indicate that students did not meet the CSRC expectation of 1.0 GLE average advancement.

<b>Table 8</b>			
<b>Academy of Learning and Leadership Average GLE Advancement in Reading Based on SDRT Total</b>			
<b>Grade (2007–08 to 2008–09)</b>	<b>Average GLE 2007–08</b>	<b>Average GLE 2008–09</b>	<b>Advancement</b>
1st to 2nd (n = 17)	1.3	2.1	0.8
2nd to 3rd (n = 22)	1.7	2.6	0.9
<b>Total (N = 49)</b>	--	--	<b>0.9</b>

Examination of scores for students who were enrolled as first graders in 2006–07, as second graders in 2007–08, and as third graders in 2008–09, shows that these students advanced, on average, 1.7 GLE from first to third grade (see Table 9).

<b>Table 9</b>			
<b>Academy of Learning and Leadership Average GLE Advancement in Reading Based on SDRT Total</b>			
<b>Grade (2007–08 to 2008–09)</b>	<b>Average GLE 2006–07</b>	<b>Average GLE 2008–09</b>	<b>Advancement</b>
1st to 3rd (n = 15)	K.9	2.6	1.7

2. Multiple-year Progress for Students Who Met Proficiency Level Expectations

The CSRC expects that 75.0% of students who were proficient or advanced in 2007–08 maintain proficiency or better in 2008–09. This expectation applies to students enrolled for an FAY.<sup>27</sup> This year, there were 29 students in fourth through eighth grades who met proficiency level expectations in reading, i.e., who scored proficient or advanced in 2007–08, and who were tested again in 2008–09. Of these students, 79.3% were able to again reach proficient or advanced levels in reading (see Table 10), meeting the CSRC goal. Note that to protect student identity, the CSRC requires that group sizes include 10 or more students.

<b>Table 10</b>			
<b>Academy of Learning and Leadership</b>			
<b>Reading Progress for FAY Students Who Met Proficiency Level Expectations</b>			
<b>Based on WKCE</b>			
<b>Grade (2007–08 to 2008–09)</b>	<b># Students Proficient or Advanced 2007–08</b>	<b># Students Who Maintained Proficient or Advanced in 2008–09</b>	
		<b>N</b>	<b>%</b>
3rd to 4th	4	Cannot report due to n size	
4th to 5th	1	Cannot report due to n size	
5th to 6th	2	Cannot report due to n size	
6th to 7th	10	7	70.0%
7th to 8th	12	11	91.7%
<b>Total</b>	<b>29</b>	<b>23</b>	<b>79.3%</b>

<sup>27</sup> Since September 21, 2007.

There were 19 students who were proficient or above in mathematics when tested in 2007–08 who were again tested in 2008–09. Of these students, 73.7% were able to maintain proficiency in math, just short of the CSRC goal (see Table 11).

<b>Table 11</b>			
<b>Academy of Learning and Leadership</b>			
<b>Math Progress for FAY Students Who Met Proficiency Level Expectations</b>			
<b>Based on WKCE</b>			
<b>Grade (2007–08 to 2008–09)</b>	<b># Students Proficient or Advanced 2007–08</b>	<b># Students Who Maintained Proficient or Advanced in 2008–09</b>	
		<b>N</b>	<b>%</b>
3rd to 4th	4	Cannot report due to n size	
4th to 5th	3	Cannot report due to n size	
5th to 6th	3	Cannot report due to n size	
6th to 7th	5	Cannot report due to n size	
7th to 8th	4	Cannot report due to n size	
<b>Total</b>	<b>19</b>	<b>14</b>	<b>73.7%</b>

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

#### a. *GLE Progress*

The test used to examine progress from first to second and second to third grade is the SDRT, which does not translate into proficiency levels. Therefore, CRC selected students who did not meet GLE expectations. The CSRC expects these students to improve more than 1.0 GLE.

There were 9 second and 12 third graders who tested below GLE in 2007–08 and were tested again in 2008–09. Results indicate that these students, on average, advanced 0.7 GLE from first to second grade and 0.8 GLE from second to third. Overall, these students advanced, on average, 0.8 GLE (see Table 12).

<b>Table 12</b>			
<b>Academy of Learning and Leadership</b>			
<b>Average GLE Advancement for 2nd and 3rd Graders Who Did Not Meet GLE in 2007–08</b>			
<b>Based on SDRT</b>			
<b>Grade (2007–08 to 2008–09)</b>	<b>Average GLE 2007–08</b>	<b>Average GLE 2008–09</b>	<b>Advancement</b>
1st to 2nd (n = 9)	Cannot report due to n size		
2nd to 3rd* (n = 12)	1.4	2.1	0.8
<b>Total (N = 21)</b>	--	--	<b>0.8</b>

\*Results were rounded to the nearest one-tenth.

b. *Proficiency Level Progress*

The CSRC expects students who test below expectations, i.e., minimal or basic, to improve to the next level or to progress at least one quartile within their level. This expectation applies to FAY students. Reading progress in terms of proficiency level achievement for students who tested below proficiency expectations in 2007–08 is provided in Table 13. Approximately 41.9% of students from fourth through eighth grades either advanced at least one level or showed improvement within their level by advancing at least one quartile in reading. This compares to 42.3% of 71 students who showed advancement from 2006–07 to 2007–08, as described in the previous annual programmatic profile and educational performance report.

<b>Table 13</b>					
<b>Academy of Learning and Leadership</b>					
<b>Proficiency Level Advancement for FAY Students</b>					
<b>Who Tested Below Proficiency Level Expectations in Reading</b>					
<b>Based on WKCE</b>					
<b>Grades 2007–08 to 2008–09</b>	<b># Students Minimal/Basic in 2007–08</b>	<b># Students Who Advanced One Proficiency Level</b>	<b>If Not Advanced, # Who Improved Quartile(s) Within the Proficiency Level</b>	<b>Total Proficiency Level Advancement</b>	
				<b>N</b>	<b>%</b>
3rd to 4th	18	4	1	<b>5</b>	<b>27.8%</b>
4th to 5th	21	2	4	<b>6</b>	<b>28.6%</b>
5th to 6th	26	4	7	<b>11</b>	<b>42.3%</b>
6th to 7th	20	7	6	<b>13</b>	<b>65.0%</b>
7th to 8th	20	6	3	<b>9</b>	<b>45.0%</b>
<b>Total</b>	<b>105</b>	<b>23</b>	<b>21</b>	<b>44</b>	<b>41.9%</b>



Math progress by grade level for fourth- through eighth-grade students who tested below proficiency expectations in 2007–08 is illustrated in Table 14. As a group, 47.4% of these students either advanced at least one proficiency level or at least one quartile within their proficiency level in mathematics. This compares to 29.2% of 96 students who showed advancement from 2006–07 to 2007–08 (see the programmatic profile and educational performance report from August 2008).

<b>Table 14</b>					
<b>Academy of Learning and Leadership Proficiency Level Advancement for FAY Students Who Tested Below Proficiency Level Expectations in Math Based on WKCE</b>					
<b>Grade 2007–08 to 2008–09</b>	<b># Students Minimal/Basic in 2007–08</b>	<b># Students Who Advanced One Proficiency Level</b>	<b>If Not Advanced, # Who Improved Quartile(s) Within the Proficiency Level</b>	<b>Total Proficiency Level Advancement</b>	
				<b>N</b>	<b>%</b>
3rd to 4th	18	6	7	<b>13</b>	<b>72.2%</b>
4th to 5th	20	1	7	<b>8</b>	<b>40.0%</b>
5th to 6th	25	2	4	<b>6</b>	<b>24.0%</b>
6th to 7th	25	8	7	<b>15</b>	<b>60.0%</b>
7th to 8th	28	4	9	<b>13</b>	<b>46.4%</b>
<b>Total</b>	<b>116</b>	<b>21</b>	<b>34</b>	<b>55</b>	<b>47.4%</b>

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

### **1. Background Information**<sup>28</sup>

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

- The test participation of all students enrolled;

<sup>28</sup> This information is taken from the DPI website, [www.dpi.state.wi.us/oea/annrvw05.html](http://www.dpi.state.wi.us/oea/annrvw05.html).

- A required academic indicator (either graduation or attendance rate);
- The proficiency rate in reading; and
- The proficiency rate in mathematics.

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

The possible school status designations are as follows:

- “Satisfactory,” which means the school is not in improvement status;
- “School Identified for Improvement” (SIFI), which means the school does not meet AYP for two consecutive years in the same objective;
- SIFI Levels 1–5, which means the school missed at least one of the AYP objectives and is subject to state requirements and additional Title I sanctions assigned to that level;
- SIFI Levels 1–4 Improved, which means the school met the AYP in the year tested but remains subject to sanctions due to the prior year. AYP must be met for two consecutive years in that objective to be removed from “improvement” status and returned to “satisfactory” status; and
- Title I Status, which identifies if Title I funds are directed to the school. If so, the school is subject to federal sanctions.<sup>29</sup>

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<sup>29</sup> For complete information about AYP, including sanctions, see [dpi.wi.gov/oea/acct/ayp.html](http://dpi.wi.gov/oea/acct/ayp.html).

2. Adequate Yearly Progress Review Summary: 2008–09<sup>30</sup>

According to ALL’s Adequate Yearly Progress Review Summary published by the DPI in 2008–09, ALL reached AYP in test participation and attendance. The school’s improvement status on these two objectives is “satisfactory.” For the third year in a row, the school did not meet the AYP in reading and mathematics, indicating a Level 2 status for each objective. Therefore, the school did not meet adequate yearly progress, and its improvement status rating is SIFI Level 2. This means that the school is subject to state requirements and additional Title I sanctions assigned to this level. According to the DPI’s website, the state requirements include keeping a two-year school improvement plan on file, submitting documentation of school choice, and submitting supplemental educational service provisions.

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<sup>30</sup> For a copy of ALL’s Adequate Yearly Progress Review, see [www2.dpi.state.wi.us/sifi](http://www2.dpi.state.wi.us/sifi).

## **V. SUMMARY/RECOMMENDATIONS**

### **A. Contract Compliance**

This report covers the sixth year of ALL's operation as a City of Milwaukee–chartered school. For the 2007–08 academic year, ALL has met a number of its education-related contract provisions. However, ALL did not meet all of the year-to-year achievement expectations, specifically, the following:

- That all second and third graders advance an average of 1 GLE in reading (based on the SDRT) from the previous year (actual: 0.8 and 0.9 GLE, respectively);
- That second- and third-grade students who were below grade level in reading would advance, on average, more than 1 GLE on the SDRT (actual: 0.8 GLE);
- That at least 75% of fourth through eighth graders who were proficient in math would maintain their proficiency (actual: 73.7%); and
- That the percentage of students below proficiency in reading on the WKCE last year would increase this year (expected: >42.3%, actual: 41.9%).

### **B. Education-related Findings**

- Average student attendance was 90.0%. The school met its goal of 90.0% attendance.
- Approximately 79.5% of parents attended all three student-led parent conferences, short of meeting the school's goal of 95.0%.

### **C. Local Measures Results**

Results for ALL's primary local measures of academic performance indicated the following.

- ILPs were completed for 99.6% of students, and 79.6% of the ILPs were reviewed after each of the three conferences.

- Nearly two thirds (66.1%) of the students met their annual reading level goal based on the Fountas and Pinnell Guided Reading learning continuum.
- Of 205 third- through eighth-grade students, 32.2% met their target reading goal, based on fall and spring MAP assessments. This falls short of the school’s goal of having 50% of students reach their target reading score.
- Of 207 students, 38.2% met their target math goal, based on pre- and post-test scores from MAP assessments administered in fall and again in spring. This exceeds the school’s goal of having 35% of students reach their target math score.
- Of 209 students, 41.9% met their target language arts goal, based on MAP assessments administered in fall and again in spring. This falls short of the school’s goal of having 50% of students reach their target language arts score.
- Scores for 68.7% of students who scored below 70% on the school-developed math pre-test improved at least 10% by the end of the year.
- As mentioned by ALL faculty, 62.2% of students moved a minimum of one stage in writing.
- A comparison of the spring of 2008 to the spring of 2009 MAP results for third through eighth graders indicated the following:
  - » Twenty-one of 51 students who met their target scores in reading the year before met their target scores again;
  - » Eleven of 27 students who met their target scores in math the year before met their target scores again; and
  - » Nineteen of 43 students who met their target scores in language arts the year before met their target scores again.
- Of eighth-grade students, 59.6% scored “proficient” and 38.3% scored “developing proficiency” on their final portfolio assessment.
- Of students with IEPs, 88.6% demonstrated progress toward meeting their IEP goals.

#### **D. Standardized Test Results<sup>31</sup>**

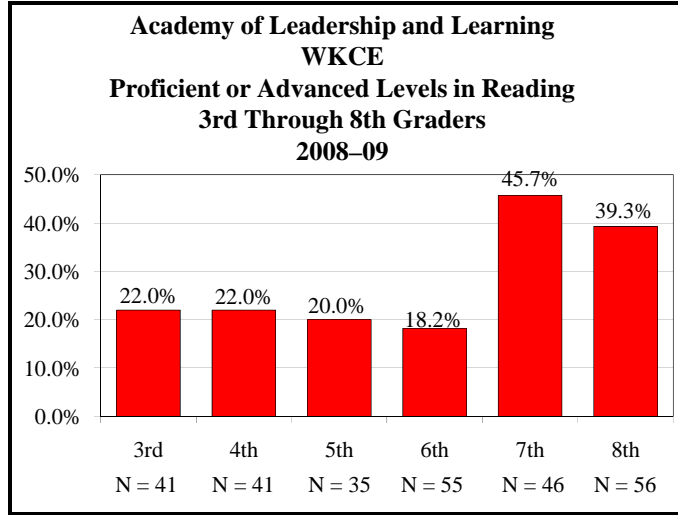
- The April 2009 SDRT results indicated the following:
  - » First graders were reading, on average, at 1.0 GLE;

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<sup>31</sup> Due to rounding, some of the percentages do not total exactly 100.0%.

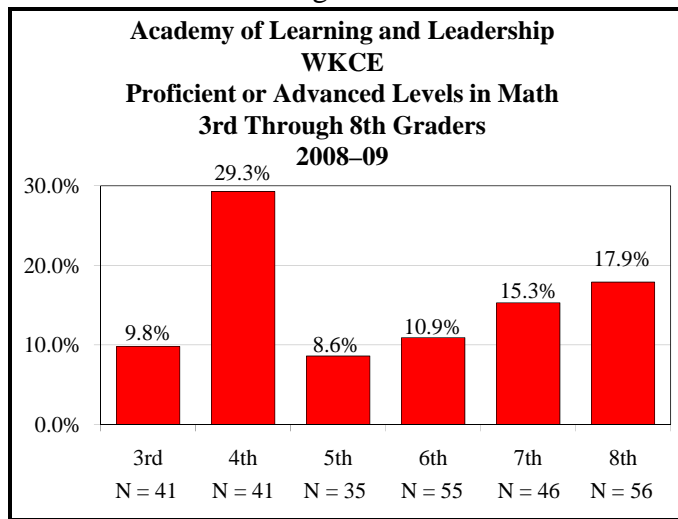
- » Second graders were reading, on average, at 2.2 GLE; and
  - » Third graders were reading, on average, at 2.5 GLE.
- The WKCE for third through eighth graders indicated that the following percentage of students were proficient or advanced in reading:

Figure 26



- The following were proficient or advanced in math:

Figure 27



## **E. Multiple-year Advancement Results**

- Second and third graders advanced an average of 0.9 GLE in reading on the SDRT, falling short of CSRC's expectation of 1.0 GLE.
- Of 29 fourth through eighth graders, 79.3% maintained a proficient or advanced level in reading on the WKCE, exceeding CSRC's expectation of at least 75.0%.
- Students below grade-level on their 2007–08 SDRT advanced an average of 0.8 GLE, falling short of the CSRC's expectation of more than 1.0 GLE advancement.
- Of the students testing below proficiency in 2007:
  - » Of 105 fourth through eighth graders, 41.9% either advanced one proficiency level or one quartile within the previous year's proficiency level in reading, just short of this year's expectation of 42.3%;
  - » Of 116 fourth through eighth graders, 47.4% either advanced one proficiency level or one quartile within the previous year's proficiency level in math, exceeding this year's expectation of 29.2%.

## **F. Recommendations**

The recommendations developed jointly by ALL staff and CRC staff for the 2009–10 school year include the following activities:

- Implement summer school for second through seventh graders (next fall's eighth graders) to maintain proficiency and improve student academic performance in reading and math.
- Continue the development of proactive behavior management programs.
- Expand the application of the Ideal Graduate; specifically, identify the related behavioral and academic goals;
- Continue to facilitate the appropriate use of data at the classroom level to inform instructional strategies.

## **Appendix A**

### **Contract Compliance Chart**



**Academy of Learning and Leadership**

**Overview of Compliance for Education-related Contract Provisions  
2008–09**

<b>Section of Contract</b>	<b>Education-related Contract Provision</b>	<b>Report Reference Page</b>	<b>Contract Provision Met or Not Met?</b>
Section I, B	Description of educational program; student population served.	pp. 2–7	Met.
Section I, V	Charter school operation under the days and hours indicated in its calendar.	p. 12	Met.
Section I, C	Educational methods.	pp. 2–4	Met.
Section I, D	Administration of required standardized tests.	pp. 39–51	Met.
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education goals.	pp. 18–38	Met (the school did not meet all internal goals).
Section I, D	Academic criteria #2: Year-to-year achievement measure: a. 2nd- and 3rd-grade students: advance average of one GLE in reading.	a. pp. 51–52	a. Not met.*
	b. 4th- through 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency level.	b. p. 53	b. Met for 79% of 29.
	c. 4th- through 8th-grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	c. p. 54	c. Not met; 73.7% of 19 students maintained proficiency levels, just short of the 75% goal.
Section I, D	Academic criteria #3: Year-to-year achievement measure: a. 2nd- and 3rd-grade students below grade level in reading: advance more than one GLE in reading.	a. pp. 54–55	a. Not met.**
	b. 4th- through 8th-grade students below proficient level in reading: increase the percentage of students who have advanced one level of proficiency or to the next quartile within the proficiency level range, i.e., >42.3%.	b. p. 56	b. Not met: 41.9% of 105 students advanced, just short of the > 42.3% goal.
	c. 4th- through 8th-grade students below proficient level in math: increase the percentage of students who have advanced one level of proficiency or to the next quartile within the proficiency level range, i.e., >29.2%.	c. p. 57	c. Met: 47.4% of 116 students advanced compared with 29.2% of 96 last year.
Section I, E	Parental involvement.	p. 12	Met.
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 7–8	Met.
Section I, I	Pupil database information, including special education needs students.	pp. 4–7	Met.
Section I, K	Disciplinary procedures.	p. 13	Met.

\*Second and third graders advanced an average of 0.8 and 0.9 GLE, respectively.

\*\*Second and third graders who were below grade level in 2007–08 advanced an average of 0.8 GLE.

## **Appendix B**

### **Outcome Measures Agreement Memo**

**Academy of Learning and Leadership**  
**Student Learning Memo**  
**2008–09 School Year**  
**January 27, 2009**

The following procedures and outcomes will be measures of the success of Academy of Learning and Leadership students and programs for the 2008–09 school year. The resulting data will be provided to Children’s Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee. Student data will include all students enrolled at any time during the school year.

**Enrollment:**

Upon admission, individual student information will be added to the school database. This includes student name, Wisconsin student ID, local student ID, grade, race/ethnicity, and gender.

**Termination:**

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

**Attendance:**

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

**Special Education Needs Students:**

The school will maintain updated records on all special education students including date of assessment, assessment eligibility or non-eligibility, disability, individualized education program (IEP) completion date, IEP review date, and any reassessment results.

**Student-led Parent Conferences:**

On average, 95% of parents will attend all three of the scheduled student-led parent teacher conferences during the school year. Dates for the events and whether or not a parent/guardian attended will be provided for each student. All conferences will be face to face whether at school, at the home, or in the community.

**Individual Learning Plan:**

An Individual Learning Plan will be developed by 100% of the students with their teacher. Ninety-five percent will be reviewed/revised at all three of the student-led parent teacher conferences.

**Academic Achievement–Local Measures:**

1. Students’ progress will be measured in relation to **developmental learning continuum** in reading and writing.
  - a. The **learning continuum for reading** will consist of developmental levels defined by Fountas and Pinnell Guided Reading. All students enrolled in the fall will receive an initial reading running record assessment no later than October 31, 2008. All subsequent new students will be leveled on this continuum as quickly as possible, but no later than within two weeks of enrollment. The school assigns

a level goal for each student for this academic year. Students will meet their annual level goal in reading by May 15, 2009.

- b. The **developmental learning continuum for writing** will consist of stages A-J defined by Academy of Learning and Leadership faculty using: MCREL Standards; Literacy Profiles; Wauwatosa Developmental Writing Continuum; Wisconsin State Standards; Reid, Schultze, and Petersen Writing Continuum; and Six-trait Writing Characteristics. Each stage consists of several steps. Students will move a minimum of one stage during this academic year.
2. Students at each grade level who score below 70% on the math **pre-test** administered by October 31, 2008, will demonstrate an improvement of at least 10% on a math **post-test** administered after May 15, 2009. The data from the pre-test will inform instructional decisions allowing teachers to better meet student needs.
  3. On average, on the **final portfolio assessment** of the year in fourth quarter, 90% of eighth-grade students will demonstrate “developing proficiency” or “proficient” on their portfolio and portfolio presentation. A rubric will be used to rate student proficiency on their demonstration of growth toward the A.L.L. Ideal Graduate criteria.
  4. Students from third through eighth grades will demonstrate progress in reading, language arts, and mathematics on the Measures of Academic Progress (MAP) tests administered in the fall and again in the spring. The school’s goal<sup>32</sup> for this academic year is that:
    - 50% of the students will meet their target RIT score in reading;
    - 50% of the students will meet their target RIT score in language arts; and
    - 35% of the students will meet their target RIT score in math.<sup>33</sup>

In addition, 75% of the students who met their target RIT scores in reading, language arts or math in the spring of 2008, will again meet their target RIT score in the applicable area(s) in the spring of 2009.

The school will report the number of students who did not meet their target RIT scores in reading, language arts or math in the spring of 2008, but who did meet their target RIT score in the applicable area(s) in the spring of 2009.

The outcomes for this item will be used as a baseline for future progress goals.

5. Students who have active IEP’s will demonstrate progress toward meeting their IEP goals at the time of their annual review or re-evaluation. Progress will be demonstrated by reporting the number of goals on the student’s IEP that have been met. Please 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.

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<sup>32</sup> The publishers of the MAP indicated that it is not likely that all students will achieve their target RIT scores.

<sup>33</sup> The outcomes for this item will be used as a baseline for future progress goals.

### **Academic Achievement–Required Standardized Measures:**

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

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

Test will be administered each spring between March 15 and April 15, 2009. The first year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent years.

#### **Grades 3 through 8–Wisconsin Knowledge and Concepts Exam**

Exam will be administered on an annual basis in the time frame identified by the Wisconsin Department of Public Instruction. The WKCE for grades three through eight will provide each student with a proficiency level via a scale score in reading and mathematics. For fourth and eighth graders, it will also include language arts, science, and social studies scale scores.

#### **CSRC Expectations:**

On average, second- and third-grade students will demonstrate a minimum increase of one grade level on the SDRT as measured by the year-to-year SDRT scores. Students who initially test below grade level on the SDRT will demonstrate more than one grade level gain.

At least 75.0% of the students who were proficient or advanced on the Wisconsin Knowledge and Concepts Examination – Criterion-referenced Test (WKCE–CRT) in 2007–08 will maintain their status of proficient or above.

More than 42.3% of the fourth through eighth grade students who tested below proficient (basic or minimal) on the WKCE–CRT in reading in 2007–08 will improve a level or move at least one quartile within their level

More than 29.2% of the fourth- through eighth-grade students who tested below proficient (basic or minimal) on the WKCE–CRT in mathematics in 2007–08 will improve a level or move at least one quartile within their level.

## **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 2008–09 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1. All students attending the school at any time during the 2008–09 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 Wisconsin student ID number and the 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 when 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: Carie Brock is A.L.L. Data Coordinator and is responsible for Middle School data collection. Tom Geraty is responsible for Elementary School data collection. Shree Brooks is responsible for data entry.

<b>Learning Memo Section/Outcome</b>	<b>Data Description</b>	<b>Location of Data</b>	<b>Person(s) Responsible for Collecting Data</b>
Enrollment Termination Attendance	<p>Create a column for each of the following. Include for all students enrolled at any time during the school year:</p> <ul style="list-style-type: none"> <li>• Student ID (Wisconsin)</li> <li>• Student ID (school-based)</li> <li>• Student Name</li> <li>• Grade level</li> <li>• Race/ethnicity</li> <li>• Gender (M/F)</li> <li>• Enrollment date</li> <li>• Termination date, or N/A if the student did not withdraw</li> <li>• Reason for termination</li> <li>• The number of days the student was enrolled at the school this year</li> <li>• The number of days the student attended this year</li> <li>• The number of excused absences this year</li> <li>• The number of unexcused absences this year</li> <li>• Indicate if the student had or was assessed for special education needs during the school year (Yes and eligible, Yes and not eligible, or No)</li> </ul>	Excel spreadsheet designed by school	<b>Shree Brooks</b>
<p>Special Education Needs Students and Academic Achievement: Local Measures IEP Progress</p> <p>(note that this data file combines elements from the Special Education Needs Students and the Local Measures of Academic Achievement as it relates to IEP progress sections of the learning memo)</p>	<p>For each student who had or was assessed for special education, i.e., with ‘Yes and eligible’ in the data file above, include the following:</p> <ul style="list-style-type: none"> <li>• Student name</li> <li>• Wisconsin student ID</li> <li>• School-based student ID</li> <li>• the special education need, e.g., ED, CD, LD, OHI, etc.</li> <li>• Assessment date</li> <li>• IEP completion date</li> <li>• IEP review date</li> <li>• IEP review results, e.g., continue in special education, no longer eligible for special education</li> <li>• # goals on IEP</li> <li>• # goals met on IEP</li> </ul>	Excel spreadsheet designed by school	<b>Ann Andress Shree Brooks</b>
Student-led Parent Conferences	Create a column for each of the following. Include all students	Excel spreadsheet designed by school	<b>Carie Brock Tom Geraty</b>

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>enrolled at any time during the school year.</p> <ul style="list-style-type: none"> <li>• Student name</li> <li>• Wisconsin ID number</li> <li>• School-based ID number.</li> <li>• 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.</li> <li>• 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.</li> <li>• Create one column labeled <u>conference 3</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the third conference. If the student was not enrolled at the time of this conference, enter NE.</li> </ul>		<b>Shree Brooks</b>
Individual Learning Plan	<p>For each student enrolled at any time during the year, include:</p> <ul style="list-style-type: none"> <li>• Student ID (Wisconsin)</li> <li>• Student ID (school-based)</li> <li>• Student name</li> <li>• ILP developed (Y or N)</li> <li>• ILP reviewed after conference 1 (Y, N, NE, or NA)</li> <li>• ILP reviewed after conference 2 (Y, N, NE, or NA)</li> <li>• ILP reviewed after conference 3 (Y, N, NE, or NA)</li> </ul>	Excel spreadsheet designed by school	<b>Carie Brock Tom Geraty Shree Brooks</b>
Academic Achievement: Local Measures  Learning continuum for reading	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> <li>• Student ID (Wisconsin)</li> <li>• Student ID (school-based)</li> <li>• Student name</li> <li>• Student reading level based on the fall assessment or for new</li> </ul>	Excel spreadsheet designed by school	<b>Carie Brock Tom Geraty Shree Brooks</b>



Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	enrollees, based on the assessment conducted at enrollment <ul style="list-style-type: none"> <li>• Student reading level goal</li> <li>• Student reading results based on May 2009 assessment. Enter NE if the student was no longer enrolled at the time of the May examination</li> <li>• Indicator to show if the student met the reading level goal (Y/N/NE/NA)</li> </ul>		
Academic Achievement: Local Measures  Learning continuum for writing	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> <li>• Student ID (Wisconsin)</li> <li>• Student ID (school-based)</li> <li>• Student name</li> <li>• Student writing stage at beginning of school year</li> <li>• Student writing stage at end of school year</li> </ul>	Excel spreadsheet designed by school	<b>Carie Brock</b> <b>Tom Geraty</b> <b>Shree Brooks</b>
Academic Achievement: Local Measures  Math	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> <li>• Student ID (Wisconsin)</li> <li>• Student ID (school-based)</li> <li>• Student name</li> <li>• Pre-test math score. Enter the student's pre-test score. Enter NE if the student was not enrolled at the time of the pre-test. Enter NA if there was another reason the test did not apply</li> <li>• Post-test math score. Enter the student's post-test score. Enter NE if the student was not enrolled at the time of the pre-test. Enter NA if there was another reason the test did not apply</li> </ul>	Excel spreadsheet designed by school	<b>Carie Brock</b> <b>Tom Geraty</b> <b>Shree Brooks</b>
Academic Achievement: Local Measures  Portfolio Assessment	Create a spreadsheet including all eighth grade students enrolled at any time during the school year. Include the following: <ul style="list-style-type: none"> <li>• Student ID (Wisconsin)</li> </ul>	Excel spreadsheet designed by school	<b>Carie Brock</b> <b>Shree Brooks</b>

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> <li>• Student ID (school-based)</li> <li>• Student name</li> <li>• Third trimester score, e.g., not proficient, developing proficiency, proficient</li> </ul>		
<p>Academic Achievement: Local Measures</p> <p>Reading, language arts, and math MAP</p>	<p>For all third through eighth grade students enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> <li>• Student ID (Wisconsin)</li> <li>• Student ID (school-based)</li> <li>• Student name</li> <li>• Grade</li> <li>• Spring 2008 target RIT reading met (Y, N, NE, NA)</li> <li>• Fall 2008 MAP reading score</li> <li>• Spring 2009 MAP reading score</li> <li>• Spring 2008 target RIT language arts met (Y, N, NE, NA)</li> <li>• Fall 2008 MAP language arts score</li> <li>• Spring 2009 MAP language arts score</li> <li>• Spring 2008 target RIT math met (Y, N, NE, NA)</li> <li>• Fall 2008 MAP math score</li> <li>• Spring 2009 MAP math score</li> </ul> <p>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.</p>	Excel spreadsheet designed by school	<p><b>Jason Brock</b>  <b>Steven Shaw</b>  <b>Shree Brooks</b></p>
<p>Academic Achievement: Required Standardized Measures</p> <p>SDRT</p>	<p>Create a spreadsheet including all first through third grade students enrolled at any time during the school year. Include the following:</p> <ul style="list-style-type: none"> <li>• Student ID (Wisconsin)</li> <li>• Student ID (school-based)</li> <li>• Student name</li> <li>• Grade</li> <li>• Phonetics scale score</li> <li>• Phonetics GLE</li> <li>• Vocabulary scale score</li> <li>• Vocabulary GLE</li> <li>• Comprehension scale score</li> <li>• Comprehension GLE</li> <li>• Total scale score</li> <li>• Total GLE</li> </ul>	Excel spreadsheet designed by school	<p><b>Steven Shaw</b>  <b>Shree Brooks</b></p>

<b>Learning Memo Section/Outcome</b>	<b>Data Description</b>	<b>Location of Data</b>	<b>Person(s) Responsible for Collecting Data</b>
	Please provide the test date(s) in an email or other document		
<p>Academic Achievement: Standardized Measures</p> <p>WKCE–CRT</p>	<p>For each third through eighth-grade student enrolled at any time during the school year, include the following:</p> <ul style="list-style-type: none"> <li>• Student ID (Wisconsin)</li> <li>• Student ID (school-based)</li> <li>• Student name</li> <li>• Grade</li> <li>• Scale scores for each WKCE–CRT test (e.g., math and reading for all grades, plus language, social studies, and science for fourth and eighth graders).</li> <li>• Proficiency level for each WKCE–CRT test</li> </ul> <p>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.</p> <p>Please provide the test date(s) in an email or other document.</p>	Excel spreadsheet designed by school	<b>Steven Shaw</b> <b>Shree Brooks</b>

## **Appendix C**

### **Trend Information**

## Academy of Learning and Leadership Trend Information

<b>Table C1</b>					
<b>Academy of Learning and Leadership Enrollment</b>					
<b>Year</b>	<b>Number Enrolled at Start of School Year</b>	<b>Number Enrolled During Year</b>	<b>Number Withdrew</b>	<b>Number at the End of School Year</b>	<b>Number/Percentage Enrolled for Entire School Year</b>
2003-04	107	68	38	137	--
2004-05	198	42	41	199	--
2005-06	241	25	33	233	--
2006-07	252	41	39	254	--
2007-08	427	77	111	390	--
2008-09	426	52	116	362	329*/77.2%

\*This is the first year that retention rates were tracked.

Figure C1

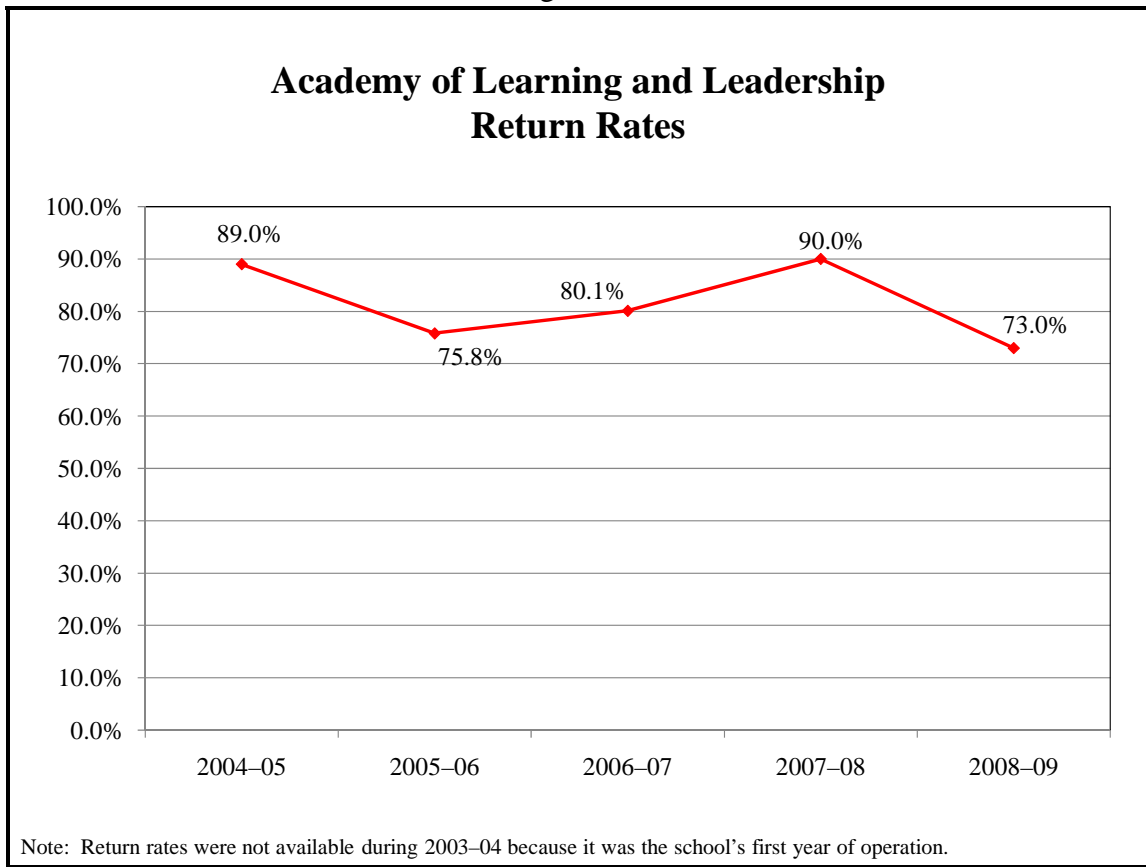


Figure C2

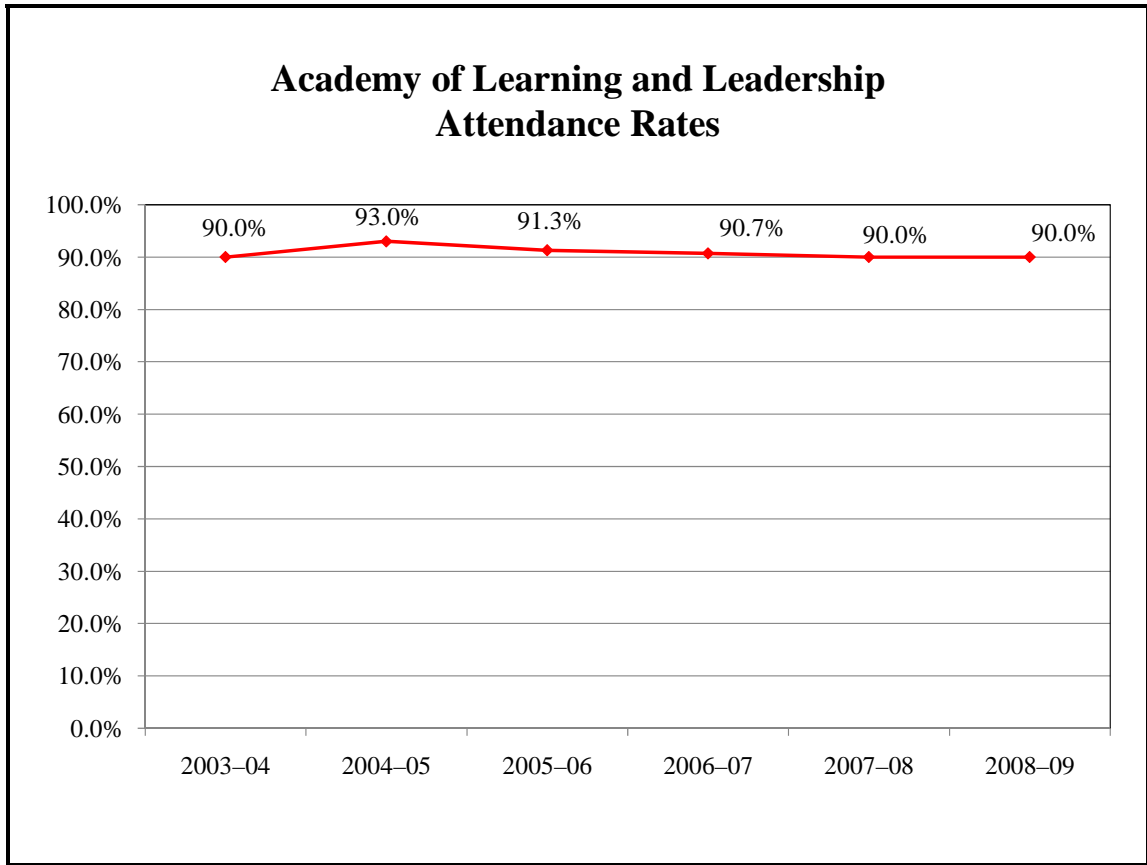
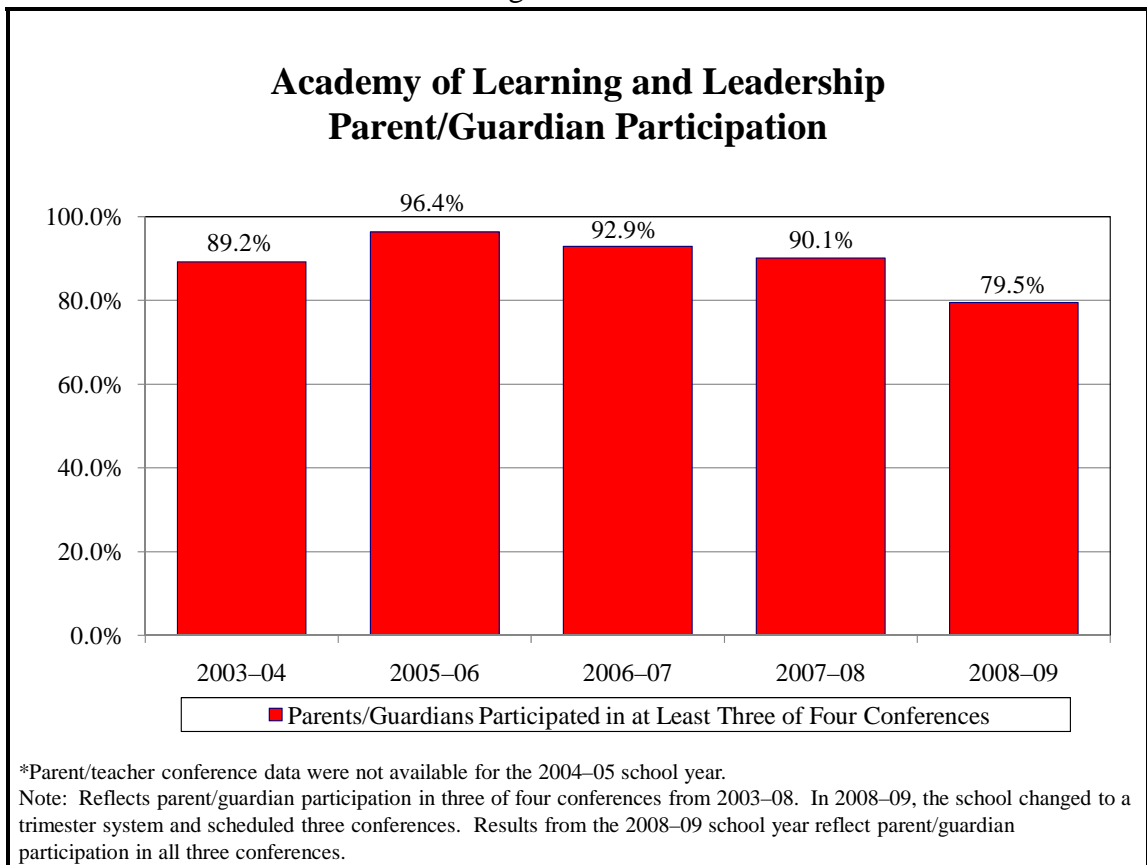


Figure C3



<b>Table C2</b>		
<b>Academy of Learning and Leadership SDRT Year-to-year Progress Average Grade Level Advancement Grades 1–3</b>		
<b>School Year</b>	<b>N</b>	<b>Average Grade Level Advancement</b>
2005–06	19	0.3
2006–07	33	0.3
2007–08	40	0.5
2008–09	39	0.9

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

<b>Table C3</b>		
<b>Academy of Learning and Leadership WKCE Year-to-year Progress Students Who Remained Proficient or Showed Advancement Grades 4–8</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
2005–06	46.8%	--
2006–07	53.1%	30.8%
2007–08	63.2%	66.7%
2008–09	79.3%	73.7%

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

<b>Table C4</b>		
<b>Academy of Learning and Leadership WKCE Year-to-year Progress Students Who Were Minimal or Basic and Showed Improvement Grades 4–8</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
2005–06	54.3%	24.4%
2006–07	46.3%	32.4%
2007–08	42.3%	29.2%
2008–09	41.9%	47.4%