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**Charter School Review Committee  
Academic Progress Report  
2003-2004  
for  
Steering and Rules Committee on:**

- **Academy of Learning and Leadership**
- **Central City Cyberschool**
- **Darrell Lynn Hines Academy**
- **Downtown Montessori**

**Data From Reports Issued by the Children's Research Center**

## Goal of This Presentation

- School Accountability History
- Contrasting Academic Progress Indicators
- City of Milwaukee Charter School Academic Reports

# Meaningful Academic Accountability

- Measures the impact or effect schools have on their students.
- Identifies the students who are and are not making expected academic gains.

# State Annual Measurement Approach

Example: Test 4<sup>th</sup> Graders Every Year

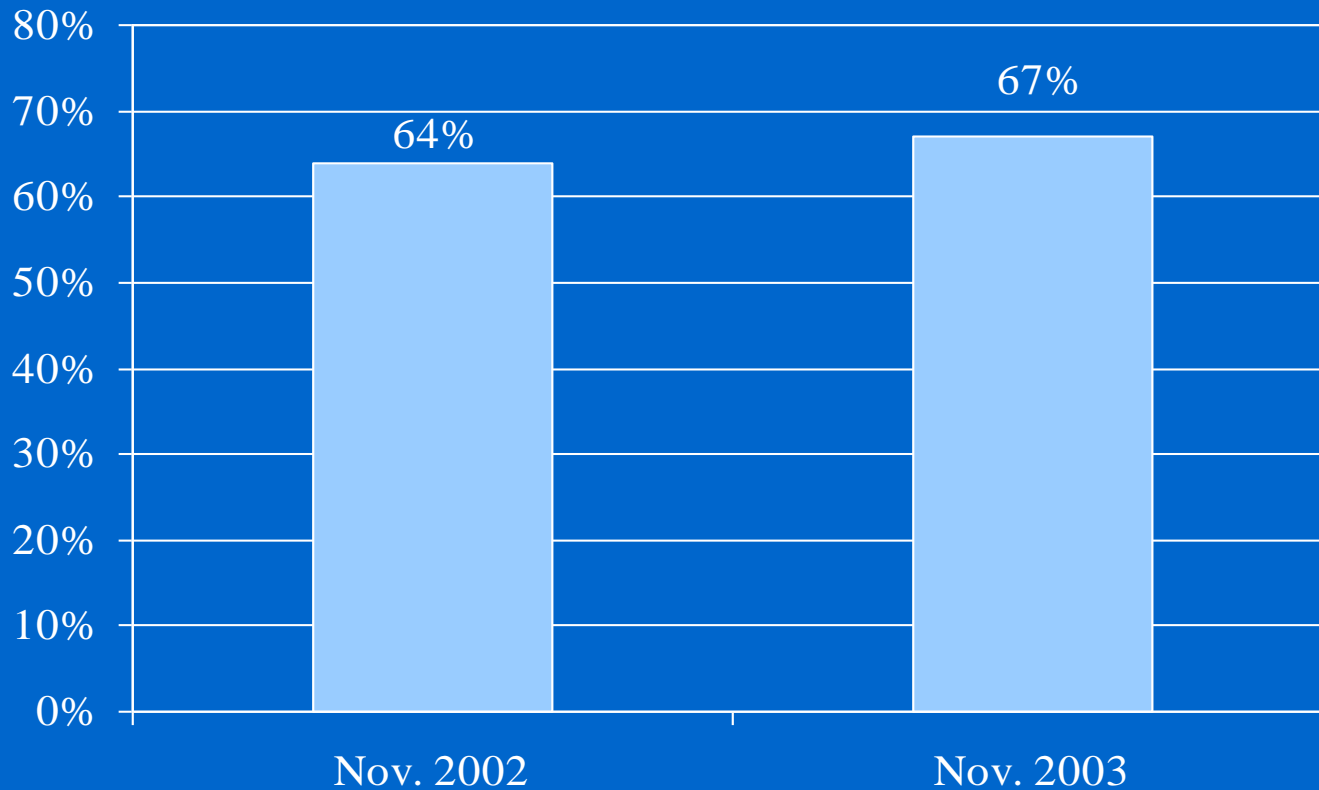
2002-2003 Test Students in 4<sup>th</sup> Grade

2003-2004 Test Students in 4<sup>th</sup> Grade

- Compares different groups of students.
- Many variables affect the outcome.
- Does not provide information about students' progress from year to year.

# State Annual Measurement Approach

Grade 4 – READING\*  
Advanced + Proficient  
All Students Trend Data



\* Wisconsin Knowledge and Competency Exam/Wisconsin Alternative Assessment Combined: Milwaukee Public Schools' Fourth Graders.

## CSRC Value Added Approach

Example:

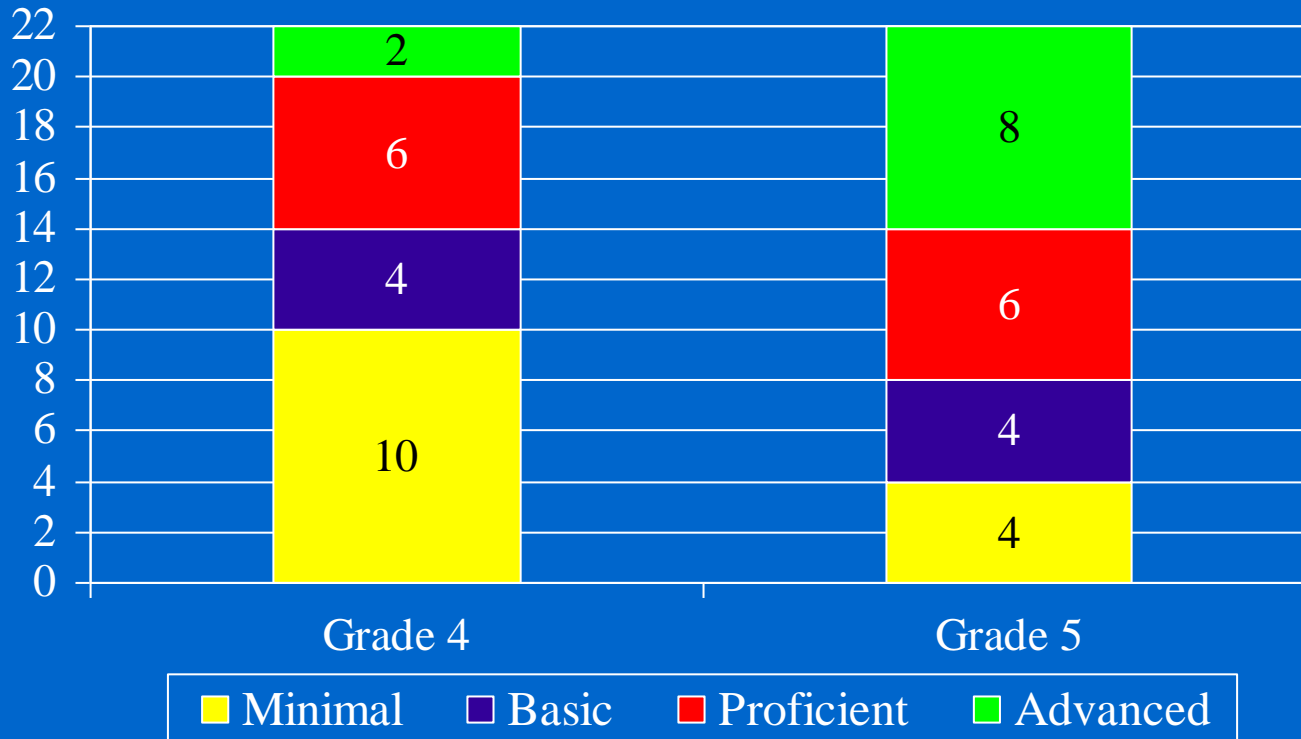
2002-2003 Test students in 4<sup>th</sup> grade

2003-2004 Test students in 5<sup>th</sup> grade and measure the progress of only those students enrolled and tested in the school in 4<sup>th</sup> grade.

- Tracks each student's progress from year to year.
- Measures the “value added” by the instructional interactions at that school for those students.

# CSRC Value Added Approach

WKCE/Terra Nova  
Reading Progress of 22 Students  
Grade 4 – Grade 5  
Number of Students at Advanced/Proficient Level



N = 22 students with comparison scores.

Note: Also tracks the students who did not maintain their proficiency level.

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## School Accountability City of Milwaukee's CSRC 1998

- Adopted High Academic Standards
- Authorized Schools That:
  - Had No Student Selection Criteria
  - Had Potential to be High Performing
- Used Value-Added Monitoring



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# **School Accountability Federal No Child Left Behind (NCLB) 2001**

**(Legislation Implemented by the U.S. Dept. of Education)**

- Formulates a Proficiency Standard
- Requires Standardized Testing
- Mandates States Adopt Academic Goals

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## School Accountability Wisconsin NCLB Compliance 2002

- Adopted Four Adequate Yearly Progress (AYP) Objectives
- Require Standardized Tests Developed for Wisconsin
- Annual Review of Every School's Progress

# Comparison of Monitoring Practices

City of Milwaukee CSRC	Federal/Wisconsin NCLB
Local Measures in Reading, Math and Writing: Used to Improve Instructional Programming	No Monitoring of Local Measures
Attendance Goal Set by Each School & Reported	Attendance Goal Statewide is 84.9%
Parent/Family Involvement	Self Reported
Licensed Teachers	Licensed Teachers
Special Education Compliance Monitored Externally	Self Reported with Intermittent Audits

# Comparison of Monitoring Practices (Continued)

City of Milwaukee CSRC	Federal/Wisconsin NCLB																
<p>Standardized Tests:</p> <p>Require annual testing of all students (grades 1-12)</p>	<p>Standardized Tests:</p> <p>Require annual testing of at least 95% of the students in the following grades:</p> <p>Now: Require testing of 4<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade students;</p> <p>Fall 2005: Require testing of grades 3-8 &amp; 10<sup>th</sup></p>																
<p>Academic Gains:</p> <p>Use Value-Added Assessment</p> <ul style="list-style-type: none"> <li>All students achieve one year growth in one year time reported in GLE</li> <li>Below grade level students need to demonstrate a gain of more than one year</li> </ul>	<p>Academic Gains:</p> <p>Adequate Yearly Progress (AYP):</p> <table border="0"> <tr> <td></td> <td colspan="3">Proficient or Advanced</td> </tr> <tr> <td></td> <td>2001-04</td> <td>2004-07</td> <td>2013-14</td> </tr> <tr> <td>Reading:</td> <td>61.0%</td> <td>67.5%</td> <td>100%</td> </tr> <tr> <td>Math:</td> <td>37.0%</td> <td>47.5%</td> <td>100%</td> </tr> </table>		Proficient or Advanced				2001-04	2004-07	2013-14	Reading:	61.0%	67.5%	100%	Math:	37.0%	47.5%	100%
	Proficient or Advanced																
	2001-04	2004-07	2013-14														
Reading:	61.0%	67.5%	100%														
Math:	37.0%	47.5%	100%														

# DPI Status

## Adequate Yearly Progress Review Summary

	Downtown Montessori	Cyberschool	Darryl Lynn Hines	Academy of Learning and Leadership
I. Test Participation (95%)	N/A, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	No FAY* Students
II. Other Academic Indicator (attendance: 84.9%)	Yes, Satisfactory	Yes, Satisfactory	Yes, Satisfactory	No FAY Students
III. Reading	N/A, Satisfactory	Yes, Level 2, Improved	Yes, Satisfactory	No FAY Students
IV. Math	N/A, Satisfactory	Yes, Level 2, Improved	Yes, Satisfactory	No FAY Students

\* FAY = Full Academic Year: 3<sup>rd</sup> Friday, September 2002 – 3<sup>rd</sup> Friday, September 2003

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## City of Milwaukee

- Higher Standards/Better Information
- Information Drives School Improvement Plans
- Greater Likelihood of Achieving Academic Excellence for All Students

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## CSRC Academic Progress Reports: 2003-2004 Contract Compliance Summary: Percentage of Educational Contract Provisions Met

- Academy of Learning  
and Leadership (ALL): 88.8% (8 of 9)
- Central City Cyberschool: 72.7% (8 of 11)
- Darrell Lynn Hines Academy: 81.8% (9 of 11)
- Downtown Montessori : 100% (10 of 10)

# CSRC Academic Progress Reports: 2003-2004

## Attendance and Retention Rates

	Average Attendance Rate		Student Return Rate	
	02-03	03-04	(Fall of 02)	(Fall of 03)
ALL	N/A	90.0%	N/A	N/A*
Cyberschool	91.0%	92.8%	77.0%	77.4%
D.L. Hines	95.0%	95.0%	N/A*	81.0%
DM	93.1%	93.1%	73.7%	78.5%

N/A: School not in operation.

N/A\*: Not applicable, no data from the prior year.



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## **CSRC Academic Progress Reports: 2003-2004 Local Measures**

All schools met their Local Measures indicating students made satisfactory academic progress during the 2003-2004 school year.

See Section III-C or III- D in Each School's Report.

# CSRC Academic Progress Report: 2003-2004

## Standardized Test Measures

Year-to-Year Progress		
Academy of Learning and Leadership (K4 – 8th Grade)	All Students Expectation: Average of 1 year progress*	Students Below Grade Level Expectation: Average of > 1 year progress
1st – 2nd Grade (Stanford Diagnostic)		
4th – 5th Grade (WKCE – Terra Nova)	<p>Not applicable. School in its first year of operation.</p>	
5th – 6th Grade (Terra Nova)		
6th – 7th Grade (Terra Nova)		
7th – 8th Grade (Terra Nova – WKCE)		
All Grades (Terra Nova)		

\* Grade Level Equivalency

# CSRC Academic Progress Report: 2003-2004

## Standardized Test Measures

Year-to-Year Progress		
Cyberschool (K5 – 8th Grade)	All Students: Average of 1 year progress*	Students Below Grade Level: Average of > 1 year progress
1st – 2nd Grade (Stanford Diagnostic)	N = 23: 1.0 GLE (Reading)	N = 12: 1.0 GLE (Reading)
4th – 5th Grade (WKCE – Terra Nova)	Scores not comparable	Scores not comparable
5th – 6th Grade (Terra Nova)	N = 8: Unable to report due to small group size	N = 5 (Reading) N = 7 (Math): Unable to report due to small group size
6th – 7th Grade (Terra Nova)	N = 18: 0.0 GLE (Reading) -0.2 GLE (Math)	N = 14: 0.2 GLE (Reading) N = 13: 0.0 GLE (Math)
7th – 8th Grade (Terra Nova – WKCE)	Scores not comparable	Scores not comparable
All Grades (Terra Nova)	N = 26: 0.4 GLE (Reading) -0.1 GLE (Math)	N = 19: 0.3 GLE (Reading) N = 20: 0.1 GLE (Math)

\* Grade Level Equivalency (GLE)

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# CSRC Academic Progress Report: 2003-2004

## Standardized Test Measures

Year-to-Year Progress		
Darrel Lynn Hines Academy (K5 – 6th Grade)	All Students: Average of 1 year progress*	Students Below Grade Level: Average of > 1 year progress
1st – 2nd Grade (Stanford Diagnostic)	N = 25: 0.8 GLE (Reading)	N = 3: Unable to report due to small group size
4th – 5th Grade (WKCE – Terra Nova)	Scores not comparable	Scores not comparable
5th – 6th Grade (Terra Nova)	N = 25: 0.0 GLE (Reading) N = 26: 1.0 GLE (Math)	N = 16: 0.5 GLE (Reading) N = 21: 0.8 GLE (Math)

\* Grade Level Equivalency (GLE)

# CSRC Academic Progress Report: 2003-2004

## Standardized Test Measures

Year-to-Year Progress		
Downtown Montessori (K3 – 5th Grade)	All Students: Average of 1 year progress*	Students Below Grade Level: Average of > 1 year progress
1st – 2nd Grade (Stanford Diagnostic)	N = 8: Unable to report due to small group size	No 1st graders below grade level in 2003
4th – 5th Grade (WKCE – Terra Nova)	Scores not comparable	Scores not comparable

\* Grade Level Equivalency (GLE)

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## Summary of DPI & CSRC Expectations

ALL: This is the first year of operation, information is a baseline for future AYP and CSRC's year-to-year progress indicators.

Cyberschool: Results are approaching AYP, yet CSRC measures indicate further improvement needed.

D.L. Hines: Results indicate AYP has been achieved, yet CSRC measures indicate further improvement needed.

DM: Results indicate both AYP and CSRC measures have been achieved, although group size for standardized testing is very small.

## CSRC: Focus for the Future

CSRC is expanding its expectations that schools use data-driven decision making to incorporate appropriate school improvement strategies/plans (SIS/P) into the classroom.

CSRC will emphasize and monitor each school's:

- Use of school improvement strategies in the classroom to assist those students lagging behind.
- Compliance with Wisconsin's NCLB requirements.
- Movement toward becoming a high performing school.

# Becoming a High Performing School

