

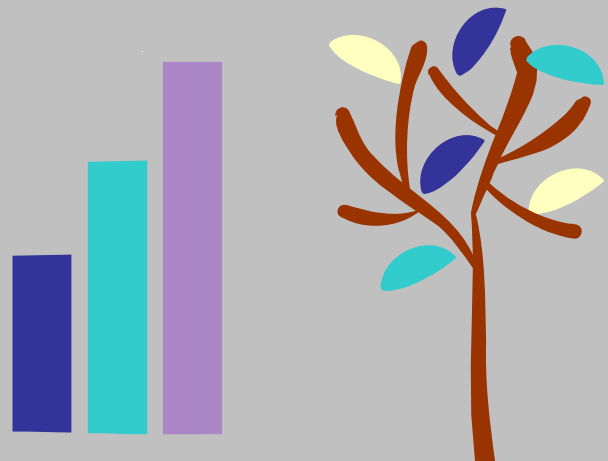
# Academy of Learning and Leadership

## Programmatic Profile and Educational Performance

2005-06 School Year

Report Date: September 2006

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APPENDIX A: Contract Compliance Chart

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Prepared for:  
***Academy of Learning and Leadership***  
1530 West Center Street  
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**EXECUTIVE SUMMARY**  
**For**  
**Academy of Learning and Leadership**  
**Third Year of Operation as a City of Milwaukee Charter School**  
**2005-06**

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

**I. CONTRACT COMPLIANCE SUMMARY**

The Academy has met all but one of the provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. See Appendix A for an outline for specific contract provision compliance information.

**II. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION**

Figure ES1

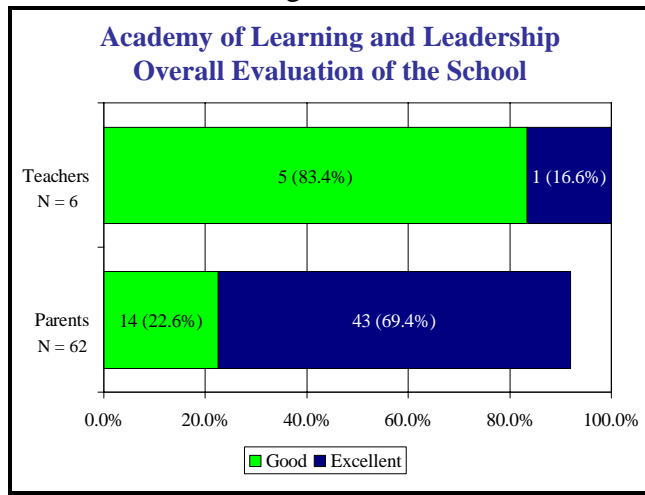
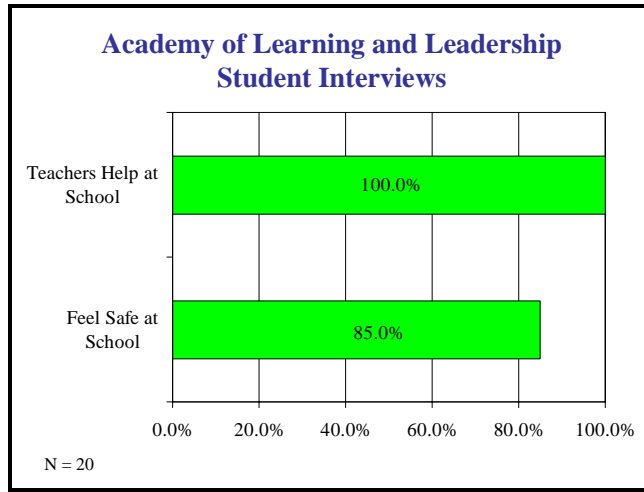


Figure ES2



- Both board members interviewed mentioned increasing the marketing efforts in the neighborhood and developing increased financial support as methods of improving the school.
- Among other things, teachers suggested that the school needed more academic resources such as a library, more books, and increased time for teacher planning.

### III. PERFORMANCE CRITERIA

#### A. Local Measures

##### 1. Educationally Related Outcomes

To meet City of Milwaukee requirements, the Academy identified measurable educationally related outcomes in the following areas:

- Attendance
- Parent involvement

The school achieved their goals in these areas.

##### 2. Local Measures of Academic Progress

The CSRC requires each school to track student progress in reading, writing, and mathematics throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, the Academy's local measures of academic progress resulted in the following outcomes:

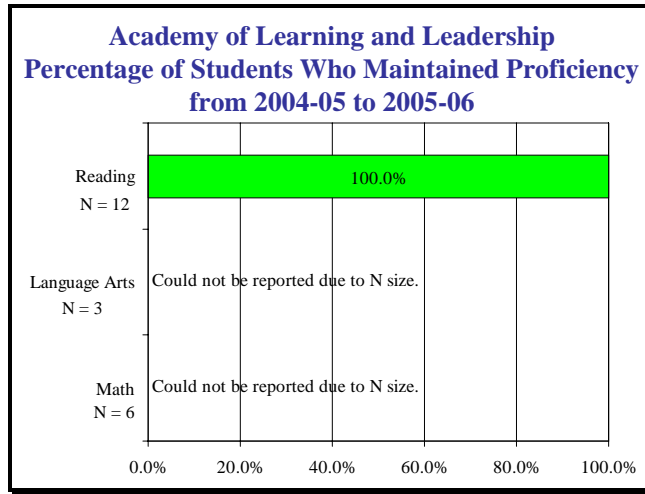
- Individual Learning Plans (ILPs) were completed for 96.8% of the students who should have had one, and 92.3% of the ILPs were reviewed after at least three of the four quarters.
- A comparison of May 2006 reading assessments with the October reading assessment, using the Fountas and Pinnell Guided Reading learning continuum, indicated that 61.8% of the students met the school's reading progress goal. The students advanced an average of 3.7 levels.
- 80.4% of 163 students met the math progress expectations as measured by pre- and post-tests administered in September and then again in May.
- 84.0% of 206 students from K5 through eighth grade demonstrated writing skill progress of at least one stage during the academic year as measured by a developmental writing continuum.
- 142 students advanced an average of 0.7 grade equivalencies (GE) in reading, 0.9 GEs in language, and 1.0 GEs in math, as measured by fall to spring *TerraNova* testing.
- Portfolios and presentations for 15 of 16 eighth graders were rated as “developing proficiency” and one eighth grade student’s portfolio and presentation was rated “proficient.”
- Eight of thirteen classrooms met criteria for successful learning expeditions.

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

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

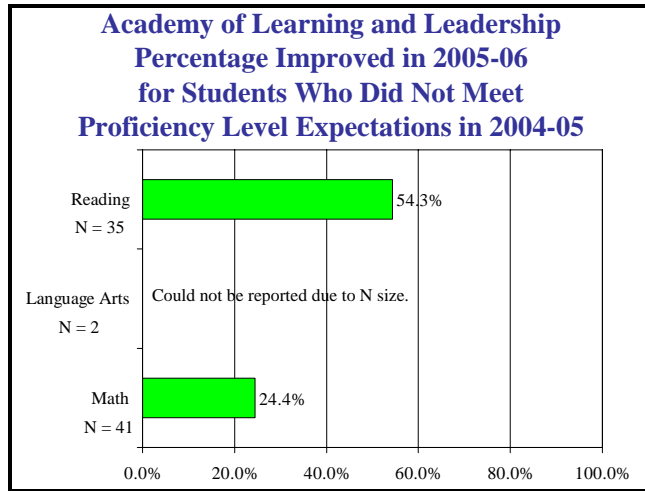
- SDRT multiple-year advancement results indicated that a combined cohort of 19 second and third graders advanced an average of 0.3 GLEs in reading. These data indicate that the CSRC expectation of 1.0 GLE average advancement in reading was not met.
- WKCE–CRT results indicated that multiple-year advancement results for students who met proficiency level expectations in 2004-05 are as follows. The CSRC expects that 75.0% of these students will maintain proficiency.

Figure ES3



- Multiple-year advancement results for second and third grade students below grade level expectations could not be reported, as there were fewer than ten students who tested below GLE.
- Multiple-year advancement results for students below proficiency level expectations in 2004-05 indicated that the following advanced a proficiency level or improved at least one quartile.

Figure ES4



#### IV. RECOMMENDATIONS

The school addressed the recommendations indicated in its 2004-05 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2006-07 year include the following:

- Focus on improving student progress in reading and math by:
  - ▶ Developing a math curriculum that is aligned with the state standards, sequencing benchmarks from kindergarten through eighth grade, and developing learning targets.
  - ▶ Working with teachers to improve the validity of running records for establishing where a student falls on the reading continuum.
  - ▶ Analyzing the current writing continuum and working with teachers to effectively identify what stages and steps effectively describe a student's writing skills.
  - ▶ Devoting more time to specific skill building in reading and math each day.
- Work with teachers and students on strategies related to improving test taking skills.



## **I. INTRODUCTION**

This report is the third program monitoring report to address educational outcomes for the Academy of Learning and Leadership (the Academy), one of five City of Milwaukee charter schools in the 2005-06 academic year. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared per the contract between the CSRC and the Children's Research Center (CRC). Please see Appendix A for an overview of compliance for educationally 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 to review pertinent documents. Additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
3. CRC staff met with school representatives to clearly describe and define data elements required from the school. The school then developed a spreadsheet in which to record data required for reporting purposes.
4. CRC developed student, staff, and board member interview forms and a parent survey. CRC interviewed randomly selected teachers and students and two members of the school's board of directors. Parent surveys were distributed and collected by the school. CRC made follow-up calls to parents who had not completed a survey. All completed interview and survey forms were forwarded to CRC for data entry.
5. At the end of the academic year, a structured interview was conducted with the administrator.
6. The Academy provided electronic and paper data, which, along with survey and interview data, were compiled and analyzed by CRC.

## **II. PROGRAMMATIC PROFILE**

The Academy of Learning and Leadership

Address: 1530 West Center Street  
Milwaukee, WI 53206

Phone Number: 414-372-3942

Executive  
Director: Camille Mortimore, Ph.D.

### **A. Description and Philosophy of Educational Methodology**

#### **1. Mission and Philosophy**

The Academy serves the urban education needs of children from birth through eighth grade. According to information provided in the Academy's *Student and Family Handbook* for 2005-06, the mission of the Academy states that:

- The Academy 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.
- The Academy is dedicated to consciously creating a generative community in order to develop learner competence and leadership confidence.
- The uniqueness of each individual, the need for caring relationships in learning, the risk-taking and challenge essential to deep learning, and the human calling to make a contribution to the world are principles held sacred by the community at the Academy.

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

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

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

Student progress is measured by the achievement of goals in each student’s Individual Learning Plan (ILP), student-led conferences for parents, math and literacy portfolios and literacy profiles, the McREL Literacy and Mathematics Standards and Benchmarks checklists, 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:

- 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

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<sup>1</sup> Information is taken from the 2005-2006 *Student and Family Handbook*.

As an independent public charter school, the Academy abides by the Individuals with Disabilities Education Act (IDEA) regarding education for children with special needs. The school's Special Education Policies and Procedures Manual details the responsibilities of the Academy and its staff. The Academy has an early intervention/pre-referral process called Support and Alternatives for Instructors and Learners (SAIL). SAIL is designed to meet teacher and student needs, 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, 241 students, ranging from pre-kindergarten (K4) through eighth grade, were enrolled<sup>2</sup> in the Academy. Twenty-five students enrolled after the school year started, and there were 33 students who withdrew<sup>3</sup> from the school prior to the end of this academic year. Reasons for withdrawing included: nine students moved away, eight left because of behavior/discipline issues, seven students were withdrawn with other siblings/family members, three children left because of transportation issues, three transferred because of the school uniform policy, two left because of problems with other students, and one child withdrew and the family gave no explanation.

At the end of the school year, there were 233 students enrolled at the Academy. There were 109 (46.8%) girls and 124 (53.2%) boys; 232 of the students enrolled in the Academy at the end of the year were African American and one student was White. Forty-six students had special education needs. Twelve children had learning disabilities (LD), nine children had a speech disability, five children had speech and LD, four children had cognitive disabilities (CD), six children had other health impairments (OHI), two children had speech and OHI, two had LD

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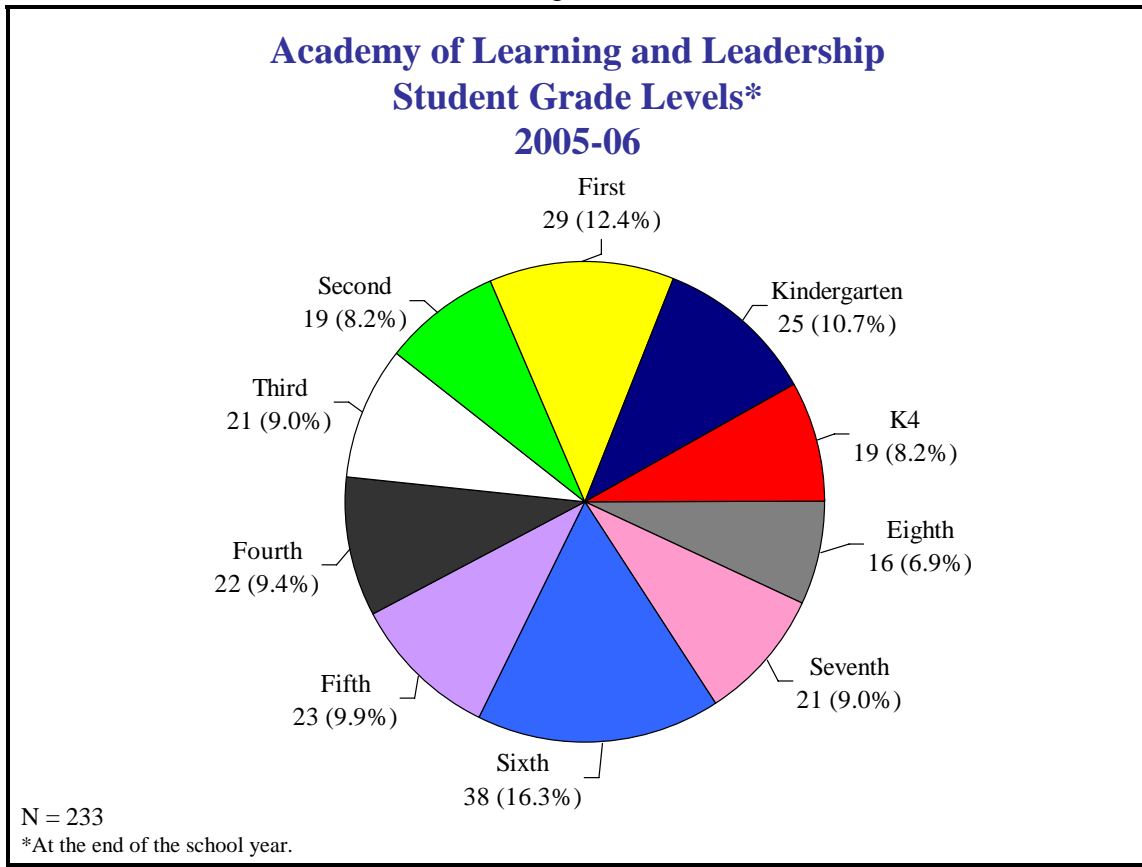
<sup>2</sup> Enrolled on or before September 16, 2005.

<sup>3</sup> Withdrew after September 16, 2005.

and OHI, one child was CD and OHI, one child was CD/speech/OHI, one child suffered from significant developmental delays, one child was emotionally disabled, one child had emotional/behavioral disabilities, and one child was CD/speech.

At the end of the year, the largest grade level was sixth grade with 38 students, and the smallest grade level was eighth with 16 students. The number of students by grade level is illustrated in Figure 1.

Figure 1



In the fall of 2005, the school had 13 classrooms with an average of 19 students in each classroom. The number of students per classroom ranged from 15 to 22 depending on the grade level. There was one classroom each for K4, second, third, fourth, fifth, seventh, and eighth grades. K5, first, and sixth grades had two classrooms each.

Data regarding the number of students returning to the Academy from the previous year were gathered in the fall of 2005. Of the 178 students attending on the last day of the 2004-05<sup>4</sup> academic year, 135 were enrolled on the third Friday in September 2005, representing a return rate of 75.8%. This compares with a return rate of 89.0% in the fall of 2004.

## **C. School Structure**

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

The Academy provides instruction in math, science, social studies, social development, physical education, reading, writing, speaking and listening, art, music, and technology. These subjects are assessed on each student's report card and reported on a quarterly basis. 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 were defined during this school year and used to assess the expeditions.

### **2. Teacher Information**

During the 2005-06 school year, the Academy employed 16 classroom teachers. All of the teachers held a State of Wisconsin DPI license or permit. The school also employed two learning facilitators, one to focus on kindergarten through third grades and the other to focus on fourth through eighth grades. Other support staff included two special education teachers, a part-time speech therapist, a contract occupational therapist and contract psychologist, a social worker, a counselor from St. Aemilian's for the students with emotional disabilities, and a consultant who worked with teachers and students on leadership and learning strategies.<sup>5</sup>

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<sup>4</sup> K4 through seventh grade.

<sup>5</sup> Some support positions were part-time.

The administrative staff consisted of the Head Learner, two administrative assistants, a business person, and maintenance and nutrition personnel.

Prior to the beginning of the academic year, teachers participated in two weeks of professional development covering reading, discipline, and expeditionary learning. During the academic year, teachers participated in professional development activities, some of which occurred on Wednesday afternoons when students were released early. These activities covered the following topics:

- Expeditionary Learning Outward Bound Professional Development
- School Discipline Workshops
- Development of a School-wide Writing Continuum
- Faculty Book Clubs for Professional Growth
- Test Score Data Analysis
- Mapping Curricula for the School Year
- School Site Visit by national reading figure—Debbie Miller
- Workshop on Local Measures

At the fall interview with the administrator, the plan for staff evaluation was explained. The school decided that the learning facilitators would be involved with staff evaluation, help implement each teacher's professional development goals related to instruction, and help track progress. During the year, each teacher maintained a portfolio. During this school year, the portfolio expectations were clarified and directly related to the Wisconsin Teacher Standards rubric. According to the personnel manual, written evaluations of employees are performed annually.

Teachers also receive the support of the school's Director of Health and Social Services who, in cooperation with parents and the school's administration, helps meet the needs of children in their learning and growth as individuals.

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

The regular school day for students began at 8:00 a.m. and concluded at 3:20 p.m.,<sup>6</sup> except Wednesdays when dismissal was at 1:20 p.m. The first day of school was September 6, 2005, and the last day of school was June 12, 2006. The highest possible number of days for student attendance in the academic year was 172 (including the early release Wednesdays). The Academy has met the City of Milwaukee's practice of requiring 875 instructional hours in charter schools, as well as its contract provision of publishing an annual calendar.

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

As expressed in the *Student and Family Handbook* provided to each family, the Academy's faculty and staff are deeply committed to involving each child's family. The Academy recognizes the importance of parent involvement in school, as well as the rights and responsibilities of parents as the primary educators of their children. The relationship between the child's family and the faculty and staff of the Academy is seen as one of the most important factors in that child's success in school.

Parents are included in the development of each child's ILP. Also, parents were invited to attend the student-led parent conferences scheduled in November, January, March, and June, as well as all classroom Expeditionary Learning performances held twice during the year, the Open House with Family Supper in September, the Winter Program in December, Black History Program in March, and finally the awards luncheon, awards day, and eighth grade graduation.

Parents are 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 children.

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<sup>6</sup> Breakfast was served at 7:35 a.m.



This year, the Academy Parent Leadership Council met nine times. The meetings were typically luncheon meetings from 12:00 p.m. to 1:30 p.m. One was a dinner meeting that addressed parent reading training and another a breakfast conversation on reading.

## **5. Waiting List**

The school did not have a waiting list as of September 15, 2005. The school's administrator reported a waiting list of approximately ten students for the fall of 2006.

## **6. Discipline Policy**

The Academy describes its discipline policy in the *Student and 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. The Academy assists students and adults in naming qualities and goals for individual growth. Older students mentor younger children and learn mediation skills to help problem solve. Reflection and dialogue are seen as essential skills for all adults and students.

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

## **D. Activities for School Improvement**

Following is a description of the Academy's response to the recommended activities in its programmatic profile and education performance report for the 2004-05 academic year:

- Recommendation: Continue to focus on reading, writing, and math skill development, specifically by:
  - ▶ Providing support to classrooms by using two learning facilitators;
  - ▶ Monitoring actual time for math instruction with the expectation of one hour and 20 minutes of math per day at all grade levels; and
  - ▶ Specifying skill expectations per quarter.

Response: The school utilized two learning facilitators, one to provide support for kindergarten through third grades and the other for fourth through eighth grades. In addition, the special education team worked with particular teachers to assist in strategizing for students with special education needs. The school leadership reported that there was an expectation of one hour and twenty minutes of math per day for all students. However, the actual time for math instruction was not monitored directly this year. This school leadership expressed the need to continue the policy, especially at the higher grades. The school staff developed and applied skill-based developmental reading and writing continuums this academic year. The reading levels were based on the Fountas and Pinnell Levels. The school used benchmarking in the upper grade levels for reading and writing. The math continuum will be done in the near future. Pre- and post-testing in math occurred to identify students with gaps in math skills.

- Recommendation: Improve the staff's ability to describe student learning outside of standardized testing and drive instruction at the student's instructional level. This involves using data to make classroom-level decisions about each student's needs and to communicate organizational decisions about the resources needed.

Response: Teachers utilized running records for reading, including reading comprehension testing. Quarterly writing samples were gathered with skills tracked on the developmental writing continuum. At the end of the year interview, the school leadership reported that they are working with teachers to standardize the criteria for establishing where a child is on the reading continuum. Staff are also working to improve the validity of running records for reading as well as writing sample assessments.

- Recommendation: Improve the accuracy of data collected and the ability to report in a systematic fashion.

Response: The Academy staff worked with CRC staff to refine data collection methodologies and reporting.

- Recommendation: Apply the DPI's guidelines for alternative assessment.

Response: The school applied DPI's guidelines for alternative assessment, which resulted in five students being tested using the alternative assessment for special education students.

### **III. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION**

#### **A. Parent Surveys**

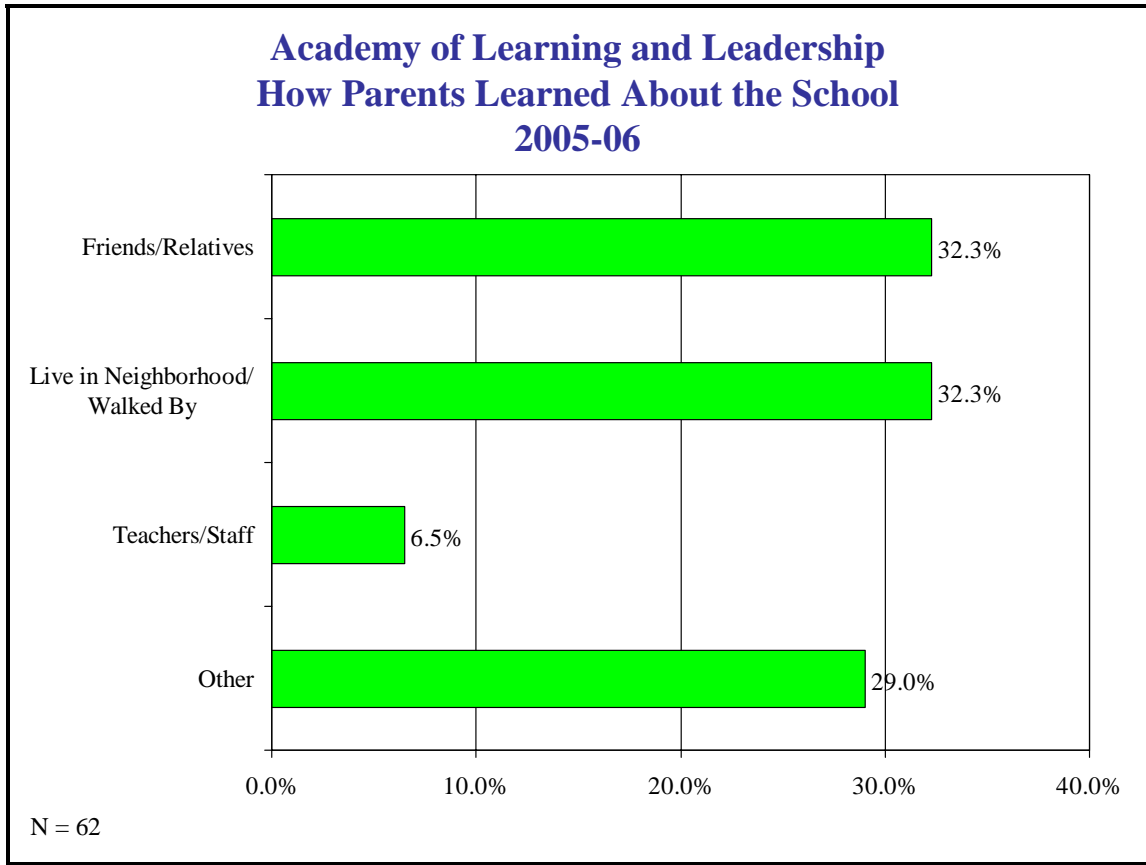
Parent opinions are qualitative in nature and provide a valuable external measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were asked to complete a parent survey that was provided to them during the student-led parent/teacher conferences, held on April 4 and 5, 2006. CRC made two attempts by telephone to gather survey information from parents who did not return a survey. At the time of this report, 62 surveys (representing parents of 97 children) had been completed and submitted to CRC.<sup>7</sup> Results are presented in Figure 2.

Parents heard about the school from a variety of places. For example, 20 (32.3%) heard about the school from friends or relatives. Others live in the neighborhood, walked or drove by, or saw the construction (32.3%); others talked to staff and/or teachers (6.5%); and the rest of the parents (29.0%) heard about the school in other ways such as the Boys and Girls Club (three parents); a community center (one parent); telephone book (one parent); a business associate (one parent); the Institute for the Transformation of Learning (one parent); and one parent's children went to day care there (see Figure 2).

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<sup>7</sup> There were 232 students enrolled at the time of the survey. This represents a survey return rate of 41.8%.

Figure 2

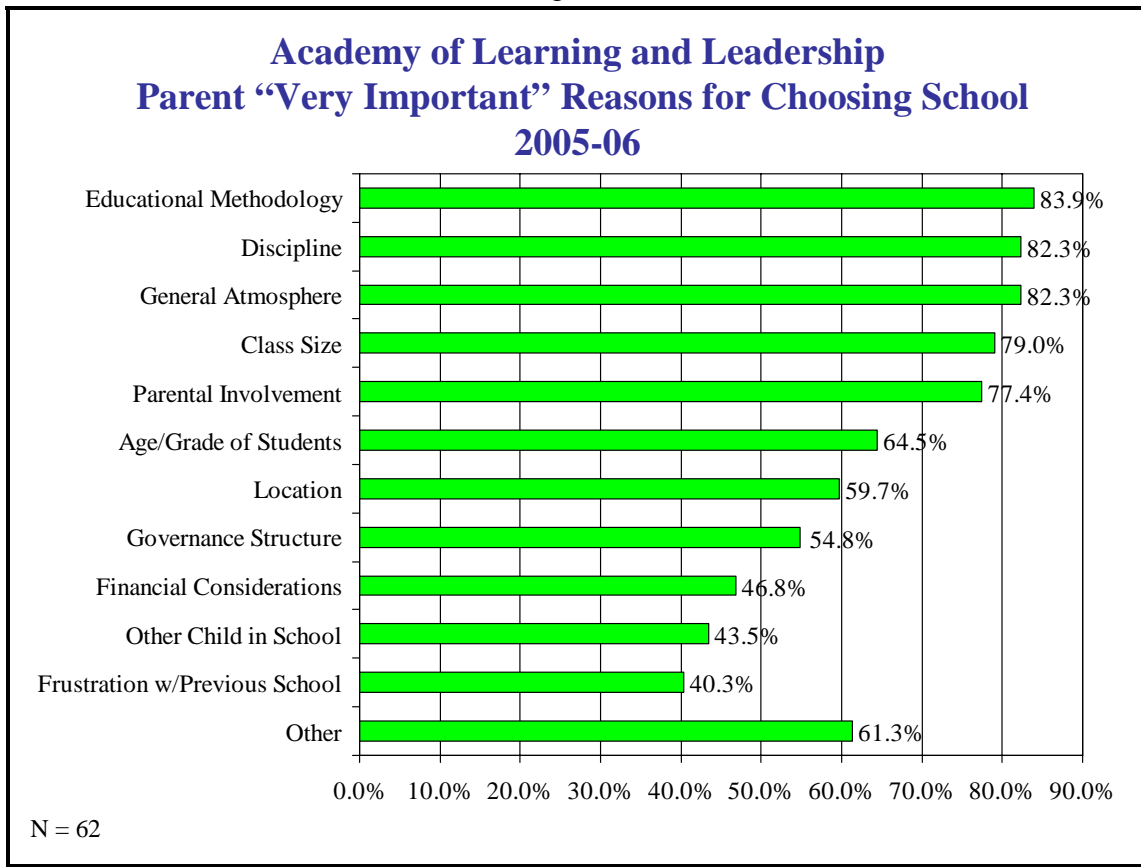


Parents chose to send their child(ren) to the Academy for a variety of reasons. Figure 3 illustrates the reasons parents considered “very important”<sup>8</sup> when making the decision to send their child(ren) to this school. For example, 83.9% of parents indicated that educational methodology was a very important reason for selecting this school, 82.3% noted discipline, and 82.3% indicated that the school’s general atmosphere as very important to them when choosing this school.<sup>9</sup>

<sup>8</sup> Parents were given the following choices for each reason: very important, somewhat important, somewhat unimportant, and not at all important.

<sup>9</sup> Other reasons primarily included upset and/or dissatisfied with MPS or other schools (14 parents); location and/or convenience (seven parents); teachers and/or staff (three parents); and small class size (three parents).

Figure 3



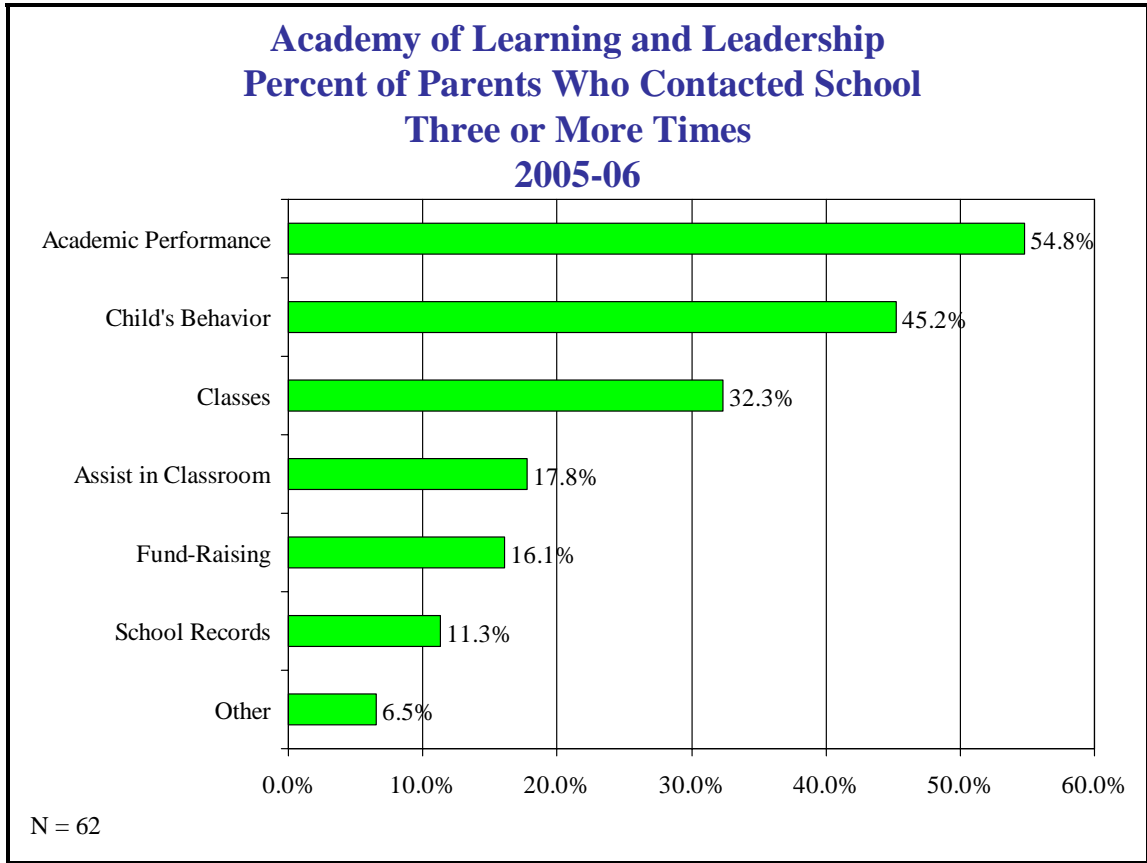
Parental involvement was also used as a measure of satisfaction with the school. Parental involvement was measured by:

- Number of contacts with the school initiated by the parent(s);
- Number of contacts with the parent(s) initiated by the school;
- Participation in school activities; and
- Participation in educational activities at home.

Parents and the school were in contact for a variety of reasons, such as a child’s academic performance and behavior, as well as to assist in the classroom or to engage in fund-raising activities. This year, 34 (54.8%) of 62 parents contacted the school at least three times regarding their child’s academic performance, 28 (45.2%) parents contacted the school multiple times

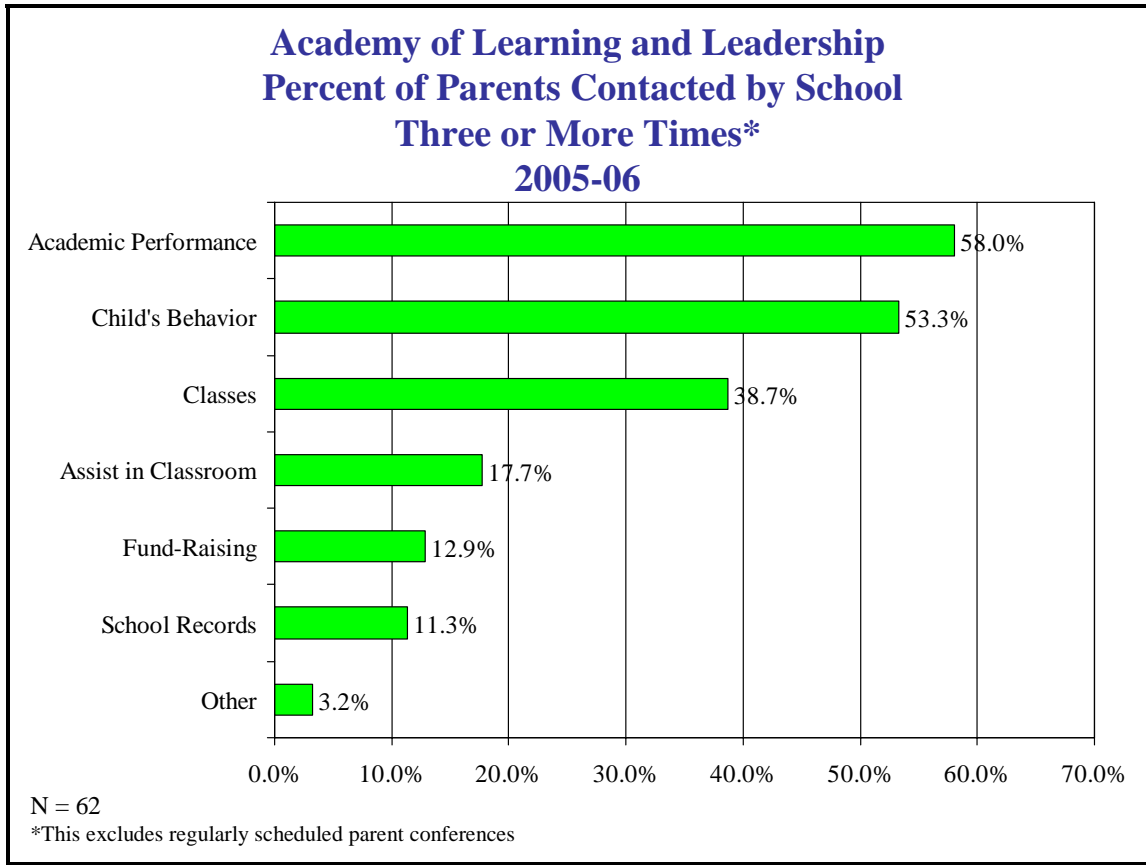
regarding their child's behavior, and 20 (32.3%) parents contacted the school to discuss classes in which their child was enrolled (see Figure 4).

Figure 4



According to parents, the school initiated contact at least three times with 36 (58.0%) parents regarding their child(ren)'s academic performance, 33 (53.3%) parents were contacted multiple times to discuss child's behavior, and the school contacted 24 (38.7%) parents three or more times this year to discuss classes in which their child was enrolled (see Figure 5).

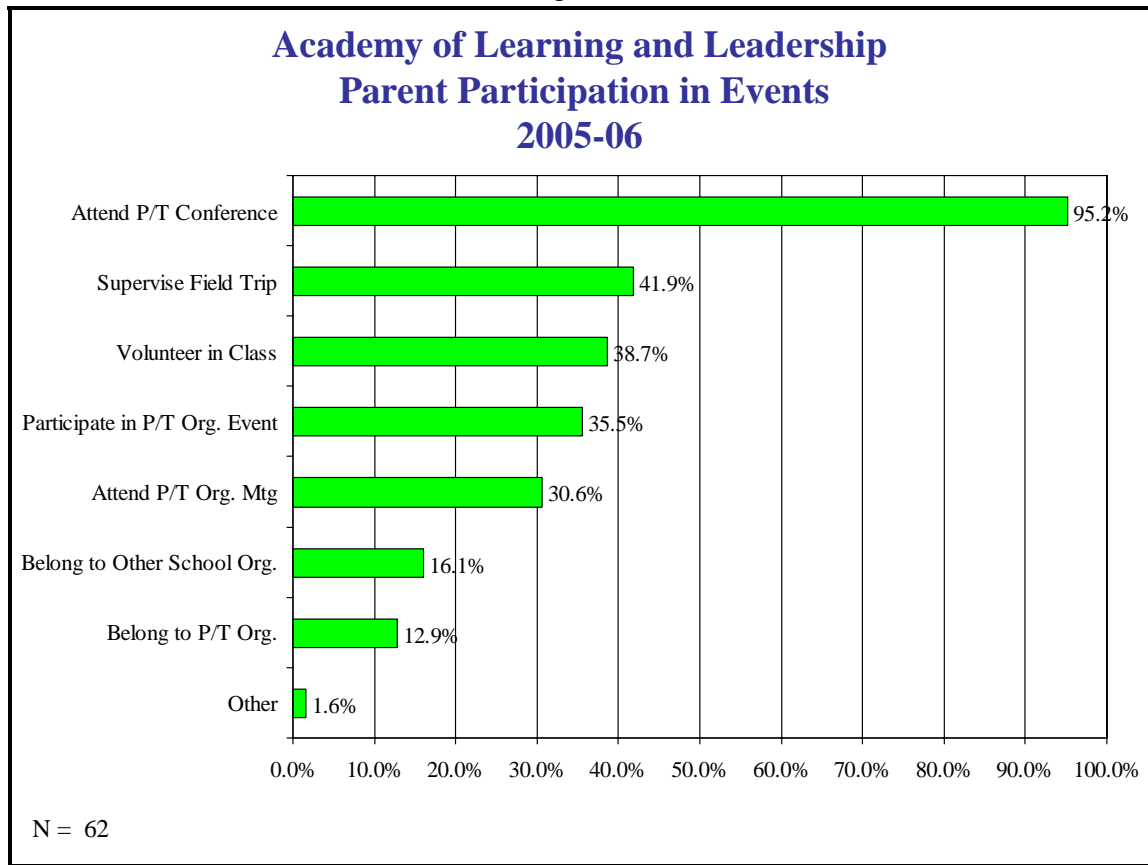
Figure 5





The extent to which parents participated in school events is illustrated below. Nearly all (95.2%) parents who submitted a survey attended at least one parent-teacher conference, 41.9% of parents supervised a field trip, and 38.7% of parents volunteered in the classroom (see Figure 6).

Figure 6

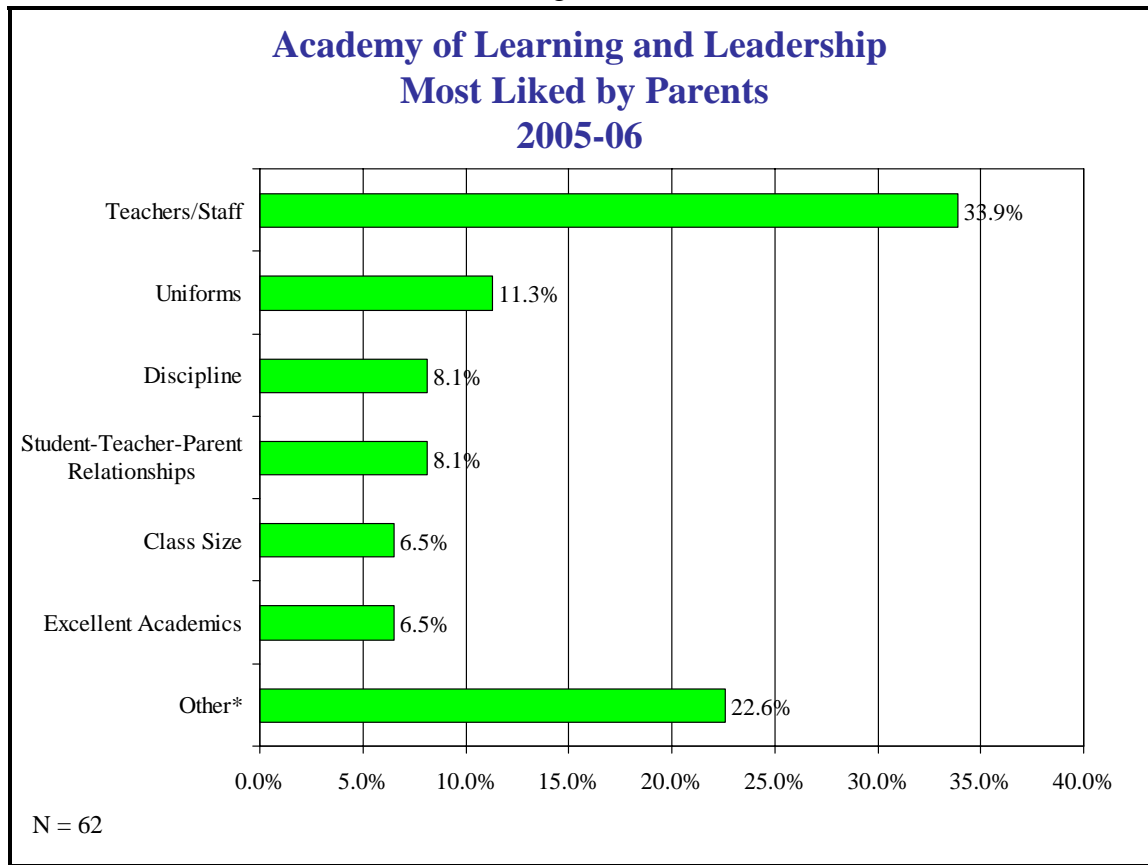


Parental participation can also be described in terms of educational activities the family engages in while at home. During a typical week:

- 96.8% of parents read to their child;
- 96.8% worked on penmanship and/or writing;
- 93.5% worked with arithmetic or math;
- 85.5% watched educational programs on TV;
- 62.9% participated in sports activities with their child; and
- 98.4% worked on other homework with their children.

When asked<sup>10</sup> what they most liked about the school, 33.9% of parents indicated an appreciation for the teachers and/or staff, 11.3% liked the uniform policy, 8.1% liked the school's approach to discipline, and 8.1% of parents most liked the student-teacher-parent relationships (see Figure 7).<sup>11</sup>

Figure 7



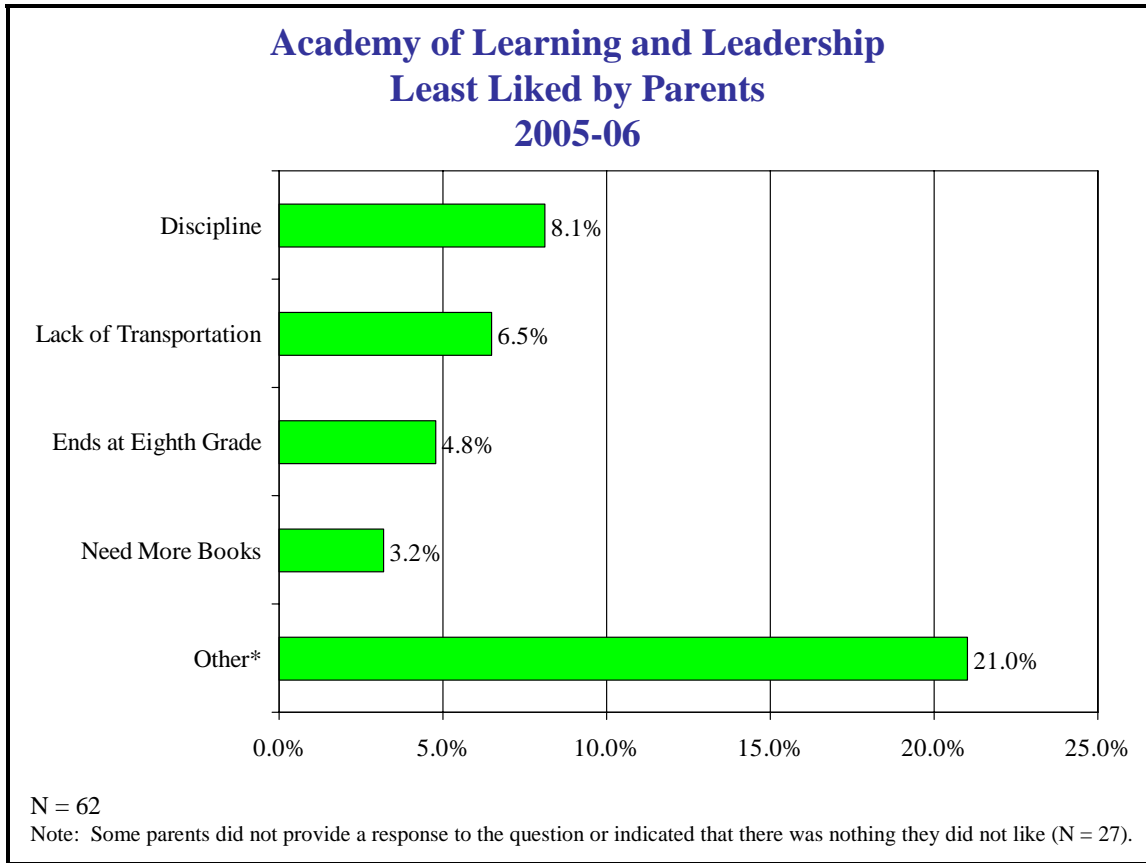
<sup>10</sup> Open-ended question.

<sup>11</sup> Other included family atmosphere, cooperation, parent involvement, ELOB, after school, location, and the school's willingness to work with financially struggling families.

Areas noted by parents (illustrated in Figure 8) as needing improvement included:<sup>12</sup>

- Discipline and discipline policy (8.1%);
- Lack of transportation (6.5%);
- The school ends at eighth grade (4.8%); and
- Need more books (3.2%).

Figure 8



<sup>12</sup> Other included location, early dismissal, Boys and Girls Club, lack of foreign language, mixing grades at lunch and recess, too many conferences, lunch program, achieving students are held back because of the class, too much information comes home, one of the teachers, need more space, need to monitor homework better, and one parent did not like the school administrator.

In terms of overall evaluation, parents were asked to rate the school's performance in class size, materials and equipment, and student assessment plan, as well as to indicate their level of satisfaction in various aspects of the school ranging from academic progress to communication issues. As shown in Table 1, most parents rated class size, materials and equipment, and student assessment plan as "excellent" or "good."

<b>Table 1</b>										
<b>Academy of Learning and Leadership Parental Rating of School Performance 2005-06 (N = 62)</b>										
<b>Measure</b>	<b>Rating</b>									
	<b>Excellent</b>		<b>Good</b>		<b>Fair</b>		<b>Poor</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
1. Class size	39	62.9%	17	27.4%	5	8.1%	0	0.0%	1	1.6%
2. Materials and equipment	39	62.9%	13	21.0%	5	8.1%	4	6.5%	1	1.6%
3. Student assessment plan	39	62.9%	14	22.6%	5	8.1%	2	3.2%	2	3.2%
3a. Standardized tests	34	54.8%	15	24.2%	5	8.1%	1	1.6%	7	11.3%
3b. Progress reports	42	67.7%	12	19.4%	5	8.1%	2	3.2%	1	1.6%

Table 2 indicates that parents were very satisfied or somewhat satisfied most of the time with 13 aspects of the academic environment. For example, most parents indicated they were very satisfied with the program of instruction, enrollment policy and procedures, and their child(ren)'s academic progress. Where "no response" was indicated, the parent either had no knowledge or experience with that aspect or had no opinion.

<b>Table 2</b>										
<b>Academy of Learning and Leadership</b>										
<b>Parental Satisfaction</b>										
<b>2005-06</b>										
<b>(N = 62)</b>										
<b>Area</b>	<b>Response</b>									
	<b>Very Satisfied</b>		<b>Somewhat Satisfied</b>		<b>Somewhat Dissatisfied</b>		<b>Very Dissatisfied</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Program of instruction	47	75.8%	9	14.5%	4	6.5%	0	0.0%	2	3.2%
Enrollment policy and procedures	46	74.2%	10	16.1%	3	4.8%	0	0.0%	3	4.8%
Child's academic progress	39	62.9%	18	29.0%	3	4.8%	1	1.6%	1	1.6%
Student/teacher ratio	50	80.6%	7	11.3%	1	1.6%	3	4.8%	1	1.6%
Discipline policy	47	75.8%	6	9.7%	3	4.8%	4	6.5%	2	3.2%
Adherence to discipline policy	43	69.4%	9	14.5%	5	8.1%	2	3.2%	3	4.8%
Parent-teacher relations	51	82.3%	7	11.3%	0	0.0%	2	3.2%	2	3.2%
Communication regarding learning expectations	54	87.1%	4	6.5%	1	1.6%	2	3.2%	1	1.6%
Parent involvement in policy and procedures	44	71.0%	15	24.2%	0	0.0%	1	1.6%	2	3.2%
Teacher performance	50	80.6%	6	9.7%	2	3.2%	1	1.6%	3	4.8%
Principal performance	49	79.0%	8	12.9%	3	4.8%	1	1.6%	1	1.6%
Teacher/principal accessibility	49	79.0%	8	12.9%	2	3.2%	1	1.6%	2	3.2%
Responsiveness to concerns	47	75.8%	7	11.3%	3	4.8%	0	0.0%	5	8.1%

Last, a high level of overall parent satisfaction was most evident in that:

- 91.9% (57 of 62) of parents would recommend this school to other parents;
- 77.4% (48 of 62) of parents will send their child to the school next year;<sup>13</sup> and
- When asked to rate the school overall, most (69.4% or 43) parents indicated “excellent” and 14 (22.6%) parents rated the school “good.” Three parents thought the school was “fair” and no parents indicated “poor.” Two parents did not respond to the question.

## **B. Teacher Interviews**

In the spring of 2006, six teachers representing grades K4 through eight were interviewed regarding their reasons for teaching and overall satisfaction with the school.<sup>14</sup> Teachers were responsible for 13 to 22 students at a given time. Three of the six teachers used team teaching techniques and the other three did not team teach. Three of the six teachers had been teaching at this school for three years, one teacher for two years, and two teachers were in their first year at the school. All teachers indicated that they routinely used data to make decisions in the classroom and that school leadership used data to make school-wide decisions. Five teachers’ performance reviews occurred at least annually, and one was reviewed by the learning facilitator on an ongoing basis.

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<sup>13</sup> Five parents indicated that their children would not attend. Two of the five are graduating, one is moving away, and one did not like the rules of the school. A reason was not provided for one student. Six parents did not know if their children would return, and three parents did not answer the question.

<sup>14</sup> The administrator is not included in the teacher interview section.

Five teachers indicated that the educational methodology at the school was a very important reason for teaching at this school. Three teachers indicated that location, age/grade level of the students, discipline, and class size were very important. See Table 3 for more details.

<b>Table 3</b>				
<b>Academy of Learning and Leadership</b>				
<b>Reasons for Teaching at School Based on Teacher Interviews</b>				
<b>2005-06</b>				
<b>(N = 6)</b>				
<b>Reason</b>	<b>Importance</b>			
	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Somewhat Unimportant</b>	<b>Not At All Important</b>
Location	3	2	1	0
Financial	1	2	2	1
Educational methodology	5	1	0	0
Age/grade of students	3	3	0	0
Discipline	3	1	2	0
General atmosphere	2	4	0	0
Class size	3	2	1	0
Governance structure	2	2	2	0
Parental involvement*	2	0	2	1

\*One teacher did not provide a response.

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, the school's overall student assessment plan, shared leadership, professional support and development activities, and the school's progress toward becoming excellent. Most teachers rated these areas as good or excellent, except for standardized testing. Three teachers rated standardized testing as good or excellent, and three teachers rated standardized testing as fair or poor (see Table 4).

<b>Table 4</b>				
<b>Academy of Learning and Leadership</b>				
<b>School Performance Rating</b>				
<b>Based on Teacher Interviews</b>				
<b>2005-06</b>				
<b>(N = 6)</b>				
<b>Area</b>	<b>Rating</b>			
	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
1. Class size	3	2	1	0
2. Materials and equipment	0	4	2	0
3. Student assessment plan	2	2	2	0
3a. Local measures	2	2	2	0
3b. Standardized tests	2	1	2	1
3c. Progress reports	2	4	0	0
4. Shared leadership, decision making, accountability	1	3	1	1
5. Professional support	1	4	1	0
6. Professional development opportunities	2	4	0	0
7. Progress toward becoming an excellent school	2	3	1	0

On a satisfaction rating scale ranging from “very satisfied” to “very dissatisfied,” teachers responded on the “satisfied” end of the response range in most areas. The area where most teachers expressed dissatisfaction was in the effectiveness of staff meetings. Table 5 lists all of the teacher responses.



<b>Table 5</b>					
<b>Academy of Learning and Leadership</b>					
<b>Teacher Satisfaction</b>					
<b>2005-06</b>					
<b>(N = 6)</b>					
<b>Performance Measure</b>	<b>Response</b>				
	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>No Opinion/N/A</b>
Program of instruction	4	1	1	0	0
Enrollment policy and procedures	0	3	2	0	1
Student's academic progress	1	5	0	0	0
Student/teacher ratio	3	3	0	0	0
Discipline policy	3	2	1	0	0
Adherence to discipline policy	1	3	2	0	0
Instructional support	1	3	2	0	0
Parent-teacher relationships	1	4	0	1	0
Parent-teacher collaboration to plan learning experiences	0	1	1	1	3
Teacher collaboration to plan learning experiences	3	3	0	0	0
Parent involvement	0	2	2	2	0
Community business involvement	1	4	0	0	1
Teacher performance	3	3	0	0	0
Principal performance	1	4	1	0	0
Teacher involvement in policy and procedures decisions	2	3	1	0	0
Board of directors performance	0	2	0	0	4
Opportunity for continuing education	1	5	0	0	0
Frequency of staff meetings	3	1	2	0	0
Effectiveness of staff meetings	0	1	5	0	0

When teachers were asked what they most liked about the school, they most often noted:

- The design/philosophy of ELOB;
- Staff; and
- Professional support and growth.

Teachers most often mentioned the following as least liked about the school:

- Labor-intensive, tremendous amount of work;
- Pay; and
- The organizational structure.

On a scale of poor, fair, good, or excellent, one rated the school as excellent and five teachers rated the school as good. Three teachers indicated that they intended to continue teaching at the school, two indicated they would not, and one teacher was not sure if he/she would continue teaching at the school.

When asked for a suggestion to improve the school, at least one teacher responded:

- Get a library;
- Need more academic resources;
- Need more staff; and
- Need better communication.

When asked to provide a suggestion to improve the classroom, at least one teacher indicated:

- More books;
- More time to plan;
- More training to help lower-achieving students;
- Increase positive feedback to parents;
- Need more room; and
- Need more opportunities for professional growth.

### C. Student Interviews

Twenty students in seventh or eighth grade were asked several questions about their school. All children indicated that they used computers at school; 19 out of 20 indicated that people work together at the school, teachers talk to their parents, and that teachers talk to them about their high school plans (see Table 6).

<b>Table 6</b> <b>Academy of Learning and Leadership</b> <b>Student Interviews</b> <b>2005-06</b> <b>(N = 20)</b>			
Question	Answer		
	Yes	No	No Response/ Not Applicable
1. Do you like your school?	11	5	4
2. Do you learn new things every day?	15	4	1
3. Is your school work fun?	11	8	1
4. Do you like the books at school?	16	4	0
5. Do you use computers at school?	20	0	0
6. Is your school clean?	18	2	0
7. Do you like the school rules?	8	12	0
8. Do you follow the rules?	16	3	1
9. Does your homework help you learn more?	17	3	0
10. Do your teachers help you at school?	20	0	0
11. Do you like being in school?	15	5	0
12. Do you feel safe in school?	17	3	0
13. Do people work together in school?	19	1	0
14. Do you feel the marks you get on class work, homework, and report cards are fair?	15	5	0
15. Do your teachers talk to your parents?	19	1	0
16. Does your school have after-school activities?	17	3	0
17. Do your teachers talk with you about high school plans?	19	1	0

Students were then asked what they liked best and least about the school. Responses are summarized below.

Like best:

- Teachers and staff, especially Mr. Lowe (ten students);
- Classes, activities (three students);
- Learn a lot (two students);
- Uniforms (two students); and
- Computers, other students, the facility, and safety (one student each).

Like least:

- Uniforms (five students);
- Certain classes/work (three students);
- Rules (three students);
- Detention (two students);
- No gum (one student);
- Teachers (one student); and
- Too many conferences (one student).

#### **D. Board of Directors Interviews**

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. Two members of the Academy's Board of Directors were interviewed via telephone by CRC staff, using a prepared interview guide. These board members have been involved with the Academy since the school was founded three years ago. As regular board members, they bring experience in education as well as business and law.

The interviewees were asked to rate the school's performance in class size, material and equipment, and the student assessment plan (local measures of achievement, standardized testing, and progress reports to parents) if they had knowledge of these school performance

elements. The rating scale was excellent, good, fair, or poor. The interviewees rated these elements as either excellent or good.<sup>15</sup>

The interviewees both rated the school's performance regarding professional support as good. Their rating for the areas of shared leadership, decision making and accountability, professional development opportunities, and progress toward becoming an excellent school was excellent. One interviewee indicated that overall, the school was excellent; the other interviewee rated the school as good.

On a satisfaction rating scale ranging from "very satisfied" to "very dissatisfied," both board members indicated that they were very satisfied with the following aspects of the school:

- The program of instruction;
- The student ratio/class size;
- Teachers' performances;
- Principal's performance;
- Board of director's performance;
- The commitment of the school's leadership; and
- The safety of the educational environment.

The board members were somewhat satisfied with:

- The discipline policy;
- The adherence to the discipline policy; and
- The financial resources to fulfill the school's mission.

The board members were either very satisfied or somewhat satisfied with the students' academic progress, opportunities for teacher involvement in policy/procedure decisions, opportunities for continuing education, and the human and administrative resources to fulfill the school's mission.

Dissatisfaction was expressed only once, with one board member stating that he/she was somewhat dissatisfied with the level of community and business involvement.

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<sup>15</sup> One board member did not have a sufficient knowledge base to comment on the student assessment plan.

When asked what they liked best about the school, the board members indicated the following:

- The leadership of the school;
- The building and general appearance of the facility; and
- The fact that students are actively engaged in learning in a hands-on fashion.

When asked what things they least liked about the school, the board members indicated that they would like to see:

- More involvement from the business community;
- An increase in enrollment;
- Expansion at a faster pace; and
- Increased funding.

Suggestions for improving the school were to increase the marketing efforts in the neighborhood and financial support.

#### **IV. EDUCATIONAL PERFORMANCE**

To monitor the Academy's activities as described in its contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specified intervals during the past several academic years. At the start of the year, the school established goals regarding attendance, parent conferences, and special education students. The school also identified local and standardized measures of academic performance to monitor student progress. The local assessment measures included ILPs and progress in reading, mathematics, and writing/language arts, portfolio assessments, and learning expeditions. The standardized assessment measures, required by the CSRC, were the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination – Criterion Referenced Tests (WKCE-CRT).

##### **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 91.3%. The school has, therefore, met its attendance goal.

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

At the beginning of the year, the school set a goal that 95.0% of parents would attend at least three of four scheduled student-led parent conferences. This year, 95.8% of parents attended the first quarter conference, 94.9% attended the second, 92.2% attended the third, and 90.5% of parents attended the fourth quarter conference. Overall, conferences were attended, on average, by 93.4% of parents.

When limited to 220 students enrolled for all four quarters, i.e., those for whom parents were invited to all four conferences, 96.4% of parents attended at least three of four student-led parent conferences. Therefore, the school has met its goal related to parent conferences.

### **C. Special Education Students**

It was the school's goal to maintain records of all special education students, including assessment dates and outcomes and IEP completion and review dates. This year, there were 46 students with special education needs. IEPs had been completed for all students except one because the school was waiting for a placement signature. Based on the data file, IEPs were reviewed in a timely manner.<sup>16</sup> In addition, CRC conducted a random review of five special education files. All files had current IEPs, the IEPs were reviewed in a timely manner, and they indicated that parents were invited to attend the most recent IEP meeting. The school has therefore met the goal related to special education students.

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

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

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<sup>16</sup> CRC reviewed randomly chosen files to verify the accuracy of these data.



This year, the CSRC required each city-chartered school to submit a plan for using local measures. The CSRC established a committee to review the local measure plan and provide feedback to the school. The plan was to include:

1. A description of local measures that are reliable and valid in reading or literacy, writing, and math, as well as a description of other required or elected local measures.
2. A description of how teachers use the local measures in making instructional and curricular decisions in the classroom.
3. A description of how the administration uses local measures to inform decision making at the school level.
4. A description of the process the school uses to communicate local measures to CRC.
5. A description of staff development opportunities for staff to learn about using local measures.
6. A description of ways in which the school intends to improve the use of its local measures.

The Academy's administrator submitted the school's local measure plan in a timely manner. Feedback was provided by the CSRC local measure plan committee. At the time of this report, the school was working on a revised local measure plan. The school plans to put some of the recommendations from the CSRC local measure plan committee into practice, namely refining and/or changing the local measures, implementing local measures at the classroom level, and improving data collection methods and reporting.

Following is a description of the local measures developed by the Academy and a discussion of the outcomes.

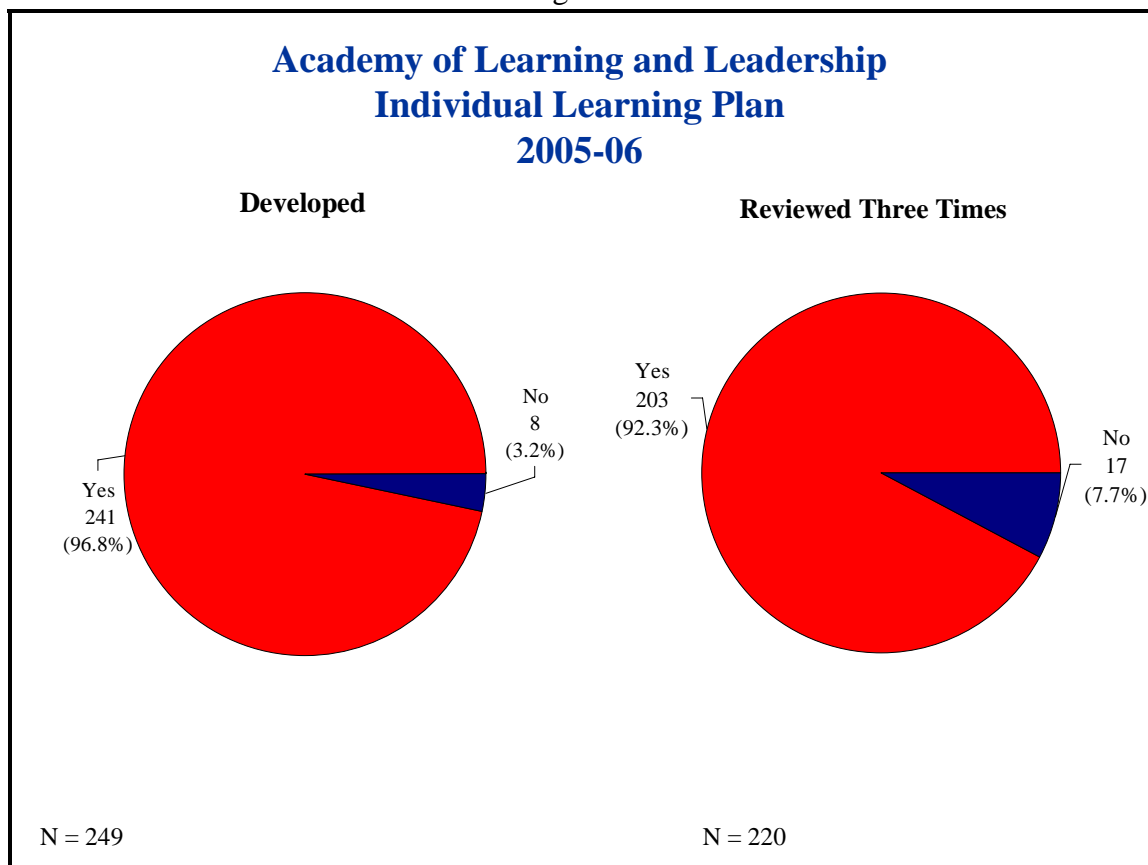
## 1. Individual Learning Plan

Each year, Academy 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, the school set a goal that an ILP be developed for 100.0% of students. For students enrolled for all four quarters, 95.0% would be reviewed and revised by the student and the teacher after three of the four student-led parent teacher conferences.

Based on data provided by the school, ILPs were completed for 96.8% (241 of 249) of students who should have had one. Note that four of the eight students missing an ILP withdrew part way through the year.

When limited to 220 students enrolled for all four quarters, it appears that 92.3% were reviewed after at least three of the four quarters. The school has therefore not met its goal to review 95.0% of ILPs at least three times during the year (see Figure 9).

Figure 9



## **2. Reading, Math, and Writing/Language Arts Progress**

### **a. School-Based Measures for Reading, Math, and Writing**

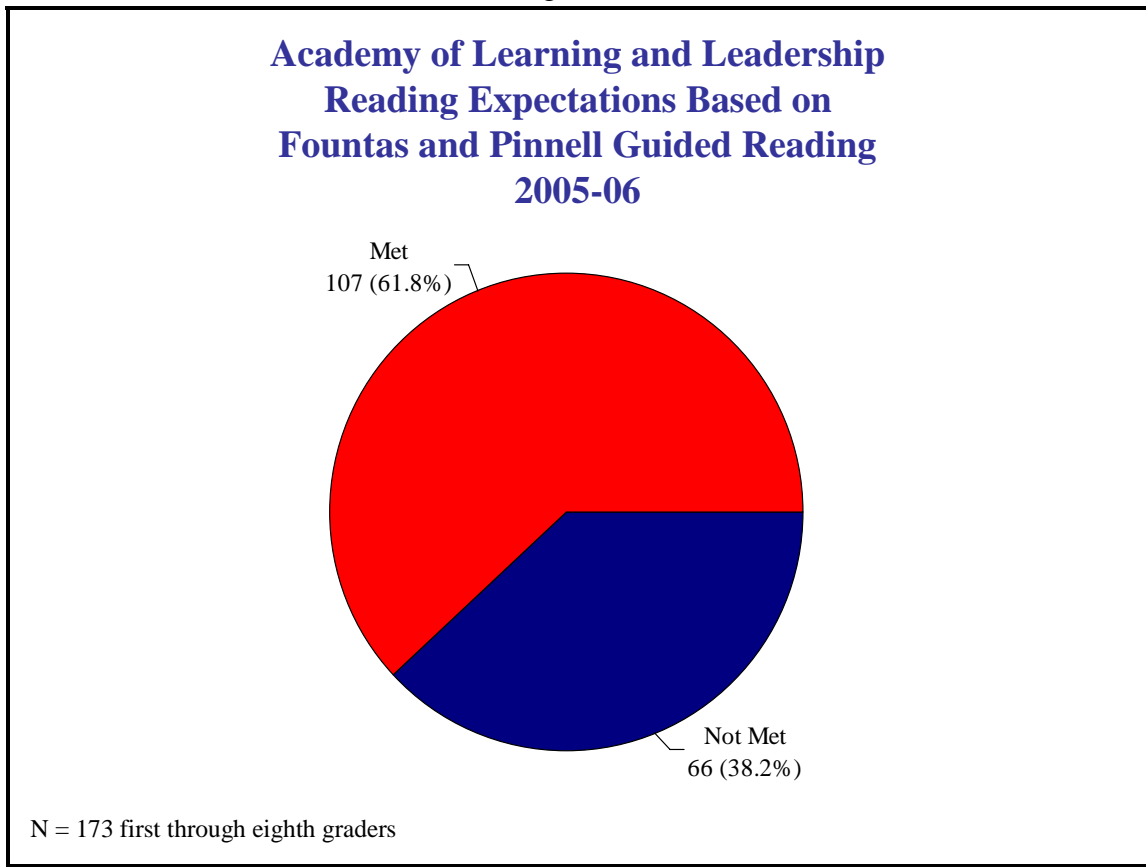
At the beginning of the school year, the Academy set a goal that student progress in reading would be assessed using the Fountas and Pinnell Guided Reading learning continuum. The goal was that students assessed prior to October 15, 2005, and again after May 1, 2006, would progress as expected based on the Fountas and Pinnell reading levels. Possible levels are A through Z. The school provided a list of students with an indicator of which ones met or did not meet the reading goal.

This year, the school provided information<sup>17</sup> for 173 children in first through eighth grades who had been assessed prior to October 15, 2005, and again after May 1, 2006. Results indicate that 107 (61.8%) students met the reading goal and 66 (38.2%) did not. Note that students advanced an average of 3.7 levels (not shown).

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<sup>17</sup> The school provided a beginning of year reading level, an end of year reading level, the number of levels moved, and an indicator of whether or not the student met the reading goal.

Figure 10



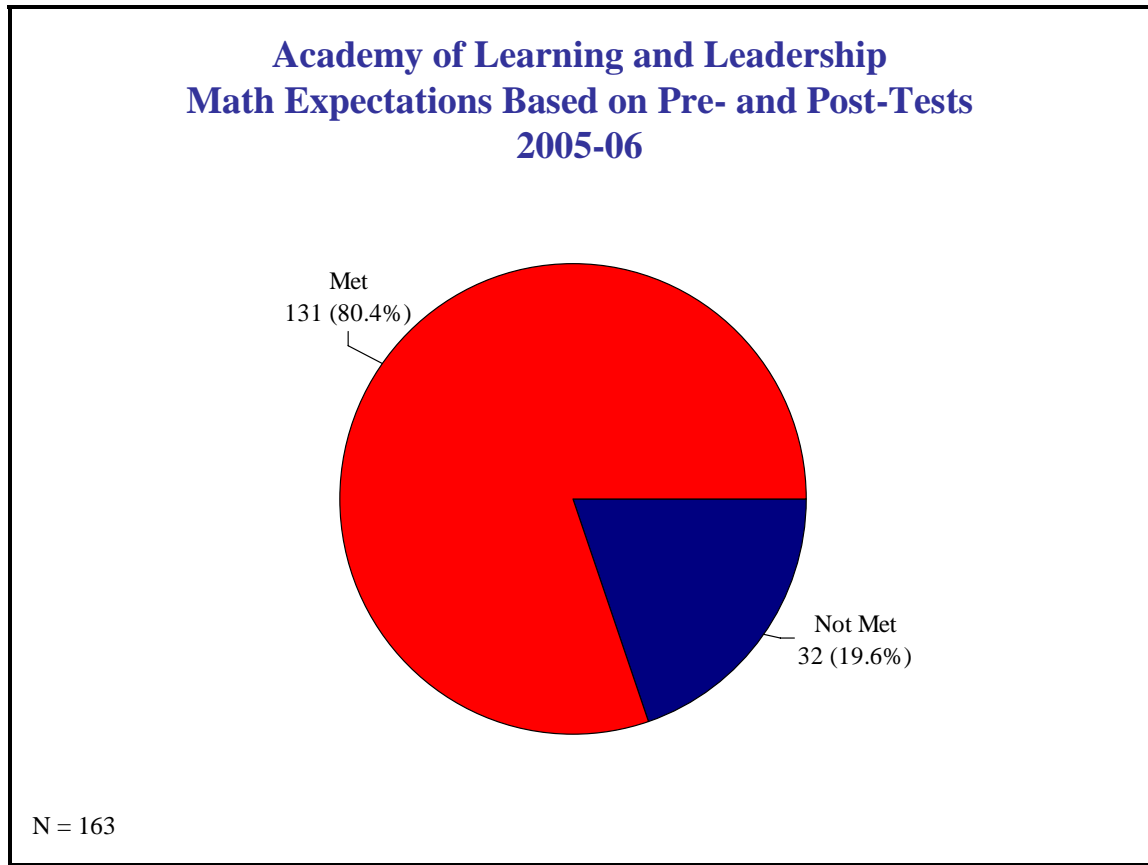
To measure progress in math, the school administered school-developed pre-tests in September 2005 and post-tests in May 2006. According to the school's administrator, the math test was composed of a variety of math assessments including the year-end test from the Everyday Math textbook, a Prentice Hall Text textbook test, and at least one teacher-made test. Results were provided as percentages. Teachers used results of the first test to inform instructional design. The goal was that students would show improvement from the first to the second test. Test results<sup>18</sup> were provided for 163 students in first through eighth grades.

Based on the indicator provided by the school, 131 (80.4%) students met and 32 (19.6%) students did not meet the goal related to math progress. Note that the school did not use a

<sup>18</sup> The school provided a beginning-of-year math percentage, an end-of-year math percentage, and a check mark to indicate if the student met the math goal.

uniform school-wide measure to assess math skills; therefore, results are limited to “met” or “not met” and do not include scores (see Figure 11).

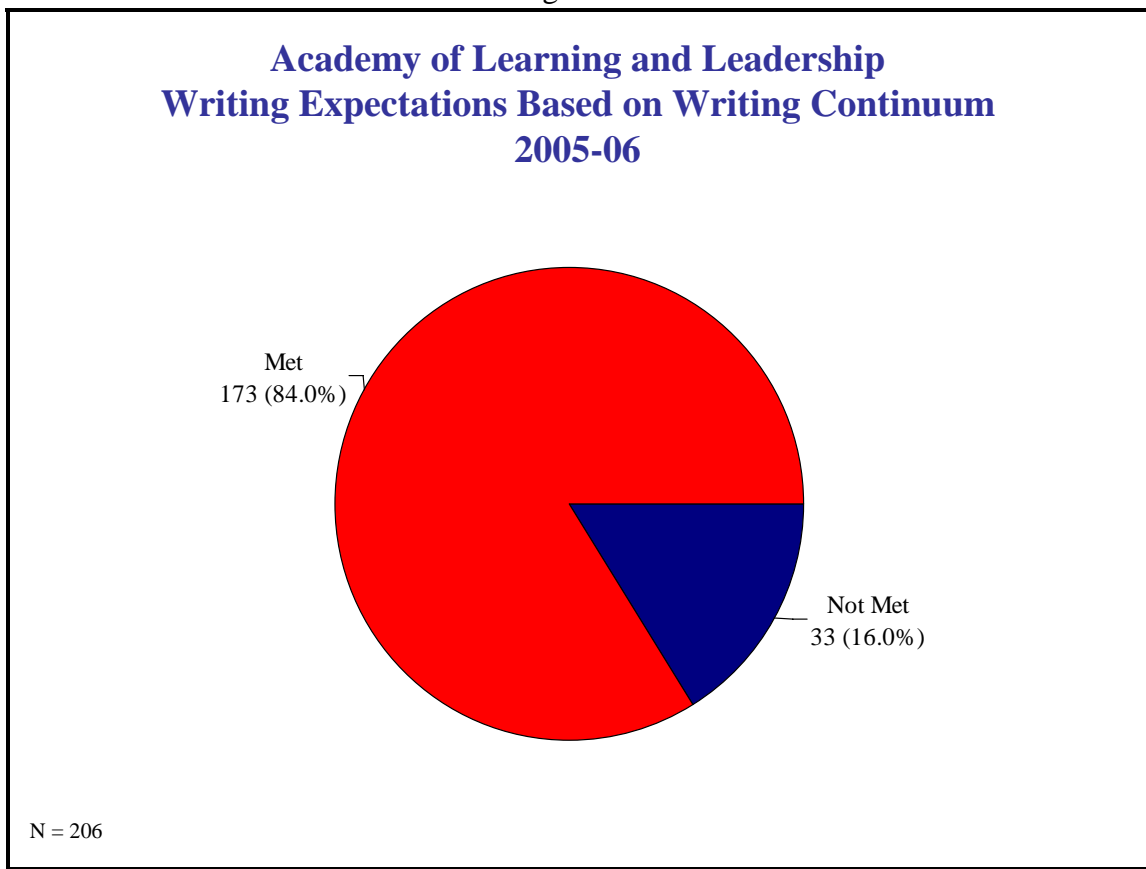
Figure 11



To measure student progress in writing, the school employed a developmental 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-Trait Writing Characteristics. The continuum consisted of ten stages, A-J, approximating grades K3 through eight. The stages are Pre-emergent, Emergent, Transitional, Novice, Expanding, Intermediate, Independent, Fluent, Proficient, and Advanced. The school used a series of 26 developmental “scaffolding steps,” which corresponded to each stage. Scaffolding steps were recorded as numeric values. For example, a typical second grader

at Stage D, Novice may be working on steps 11 from the prior stage C up to the step 15 in stage E, depending on that student's skill level. The goal was that students would move a minimum of one stage during the academic year. The school submitted results<sup>19</sup> for 206 students in K5 through eighth grade. Based on an indicator provided by the school, 173 (84.0%) students met writing goals and 33 (16.0%) did not (see Figure 12).

Figure 12



The school has met its goal related to using school-based measures to describe student academic progress in reading, math, and writing.

<sup>19</sup> The school provided a beginning-of-year writing stage-step, an end-of-year writing stage-step, and a check mark to indicate if the student met the writing goal.

**b. TerraNova Measures for Reading, Math, and Language Arts**

As another way to track student progress, the school administered the *TerraNova* reading, language, and math subtests to all first through eighth graders in the fall and again in the spring. These standardized test results provide the school with a grade equivalent (GE) and scale score. GEs can be used to estimate student progress from one test administration to the next. Note that the *TerraNova* is not required by the CSRC.

As illustrated below, students, on average, showed 0.7 GE growth in reading from the fall to spring administration. This is the equivalent of seven months of academic growth, over seven months of the school year (September through April) on average (see Table 7).

<b>Table 7</b>			
<b>Academy of Learning and Leadership TerraNova Reading Grade Equivalents Fall 2005 to Spring 2006</b>			
<b>Grade</b>	<b>Average GE September 2005</b>	<b>Average GE April 2006</b>	<b>Average GE Advancement</b>
First (n = 12)*	0.8	1.2	0.4
Second (n = 16)	1.2	1.6	0.4
Third (n = 17)	1.9	2.9	1.0
Fourth (n = 19)	2.5	3.4	0.9
Fifth (n = 19)	2.9	3.1	0.2
Sixth (n = 33)	3.8	4.5	0.7
Seventh (n = 14)	3.7	4.8	1.1
Eighth (n = 12)	5.3	5.9	0.6
<b>Total (N = 142)</b>	<b>2.8</b>	<b>3.5</b>	<b>0.7</b>

\*An additional 14 first graders were administered the test in June 2006. Fall and spring test scores were available for 13 of the 14 students. These students, on average, advanced 1.7 GE in reading.

Students exhibited 0.9 GE growth in language from fall to spring. This is the equivalent of nine months of academic growth (see Table 8).

<b>Table 8</b>			
<b>Academy of Learning and Leadership TerraNova Language Grade Equivalents Fall 2005 to Spring 2006</b>			
<b>Grade</b>	<b>Average GE September 2005</b>	<b>Average GE April 2006</b>	<b>Average GE Advancement</b>
First (n = 12)*	0.7	2.3	1.6
Second (n = 16)	1.0	1.6	0.6
Third (n = 17)	2.0	2.4	0.4
Fourth (n = 19)	2.9	3.7	0.8
Fifth (n = 19)	3.1	3.8	0.7
Sixth (n = 33)	4.2	5.4	1.2
Seventh (n = 14)	3.5	4.8	1.3
Eighth (n = 12)	5.2	5.8	0.6
<b>Total (N = 142)</b>	<b>3.0</b>	<b>3.9</b>	<b>0.9</b>

\*An additional 14 first graders were administered the test in June 2006. Fall and spring test scores were available for 13 of the 14 students. These students, on average, advanced 1.8 GE in language.

In math, average student GE improved 1.0 GE, a full academic year (FAY) (see Table 9).

<b>Table 9</b>			
<b>Academy of Learning and Leadership TerraNova Mathematics Grade Equivalents Fall 2005 to Spring 2006</b>			
<b>Grade</b>	<b>Average GE September 2005</b>	<b>Average GE April 2006</b>	<b>Average GE Advancement</b>
First (n = 12)*	0.3	1.5	1.2
Second (n = 16)	0.5	1.6	1.1
Third (n = 17)	2.0	3.1	1.1
Fourth (n = 19)	2.9	4.0	1.1
Fifth (n = 19)	3.2	4.0	0.8
Sixth (n = 33)	4.0	5.1	1.1
Seventh (n = 14)	4.3	5.5	1.2
Eighth (n = 12)	4.9	5.5	0.6
<b>Total (N = 142)</b>	<b>2.9</b>	<b>3.9</b>	<b>1.0</b>

\*An additional 14 first graders were administered the test in June 2006. Fall and spring test scores were available for 13 of the 14 students. These students, on average, advanced 1.3 GE in math.



In terms of total score, students improved, on average, 0.9 GE from the fall (September) to the spring (April) test.

<b>Table 10</b>			
<b>Academy of Learning and Leadership TerraNova Total Score* Grade Equivalents Fall 2005 to Spring 2006</b>			
<b>Grade</b>	<b>Average GE September 2005</b>	<b>Average GE April 2006</b>	<b>Average GE Advancement</b>
First (n = 12)**	0.6	1.6	1.0
Second (n = 16)	0.8	1.5	0.7
Third (n = 17)	1.9	2.7	0.8
Fourth (n = 19)	2.7	3.6	0.9
Fifth (n = 19)	3.2	3.6	0.4
Sixth (n = 33)	3.9	4.9	1.0
Seventh (n = 14)	3.7	5.1	1.4
Eighth (n = 12)	4.8	5.6	0.8
<b>Total (N = 142)</b>	<b>2.8</b>	<b>3.7</b>	<b>0.9</b>

\*Total score consists of reading, language, and math.

\*\*An additional 14 first graders were administered the test in June 2006. Fall and spring test scores were available for 13 of the 14 students. These students, on average, advanced 1.5 GE in total score.

The school has met its goal of using the *TerraNova* as a measure of student growth.

### **3. Final Portfolio Assessment for Eighth Graders**

Students at the Academy are required to maintain and keep a portfolio. As students complete important work samples, they are asked to place them under one of the categories of the Ideal Graduate. This portfolio is shared with parents in a quarterly student-led conference in which students reflect on why they chose the artifact.

By eighth grade, students are required to give Ideal Graduate Microsoft PowerPoint presentations that include the presentation of artifacts and a reflection on how these artifacts demonstrate the elements of the Ideal Graduate. There is no rubric for determining proficiency; however, students make their presentations before administrators, teachers, their peers, and their

parents. This year, portfolios and presentations for 15 of 16 eighth graders were rated as “developing proficiency,” and one eighth grade student’s portfolio and presentation was rated “proficient.”

#### **4. Successful Learning Expeditions**

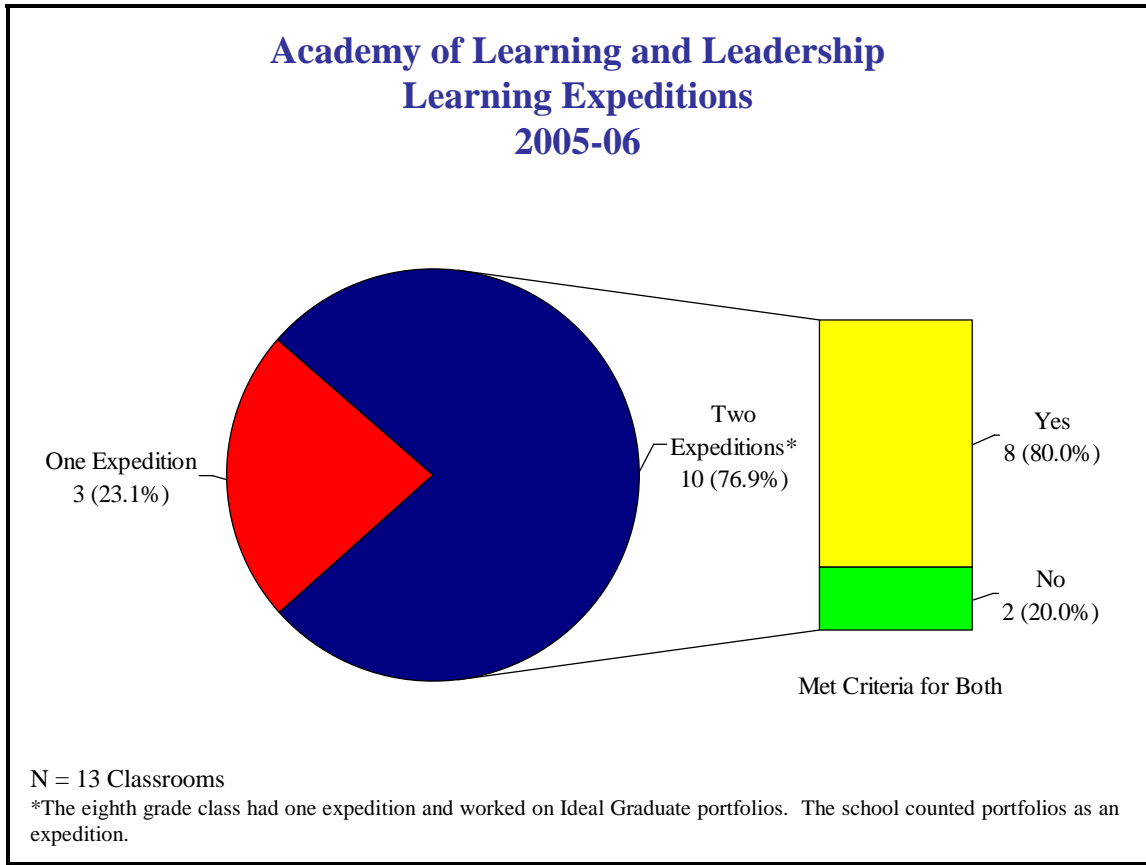
This year, the school set a goal that each classroom would meet at least eight out of ten key criteria for each of the two expeditions held by each classroom during the school year.<sup>20</sup>

The school submitted data for 13 classrooms, ranging from K4 through eighth grade. Nine classrooms held two expeditions, three held one expedition, and eighth graders participated in one expedition. Instead of a second expedition, eighth grade students were graded on their Ideal Graduate portfolios. A total of 22 expeditions were held. Ten classrooms held two expeditions (including the eighth grade classroom). Eight classrooms met the goal for achieving at least eight of the ten criteria for both expeditions (see Figure 13).

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<sup>20</sup> The ten key criteria are listed in the school’s learning memo in Appendix B.

Figure 13



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

The Stanford Diagnostic Reading Test (SDRT) is the standardized test required by the CSRC for administration 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.

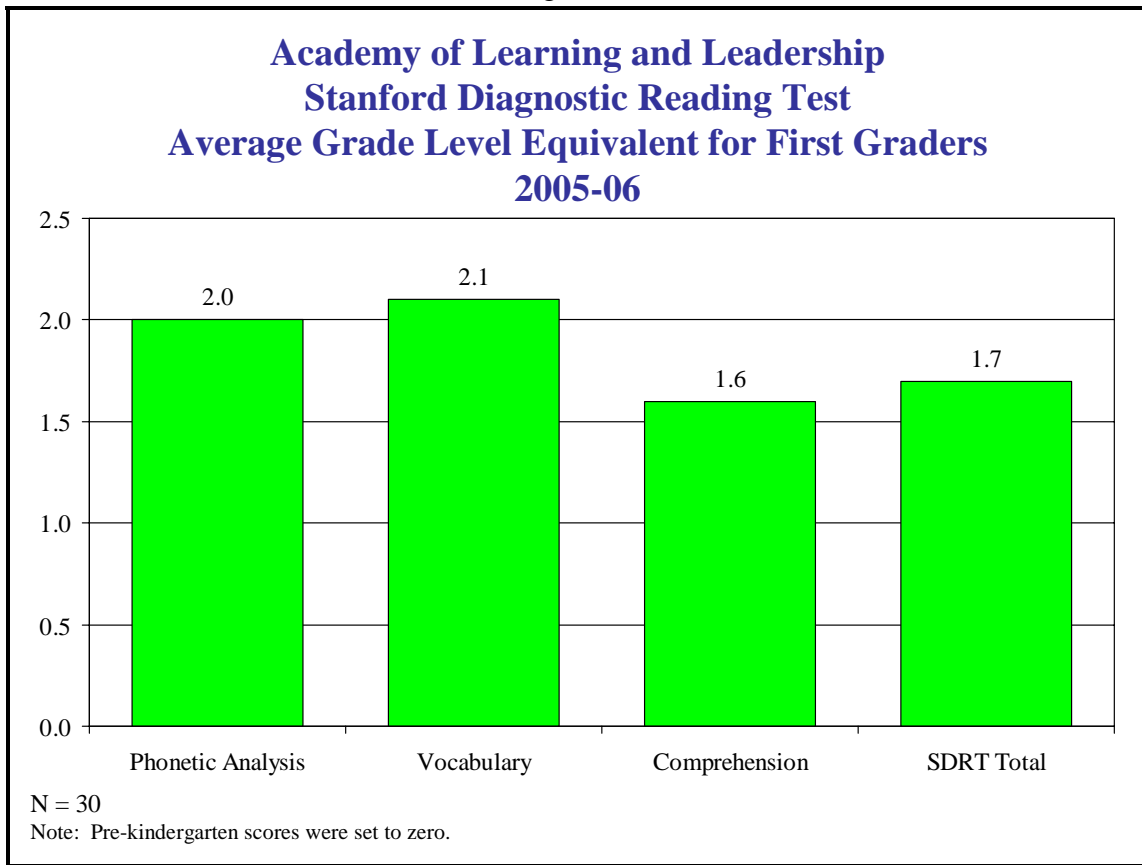
The CSRC also required that the school administer the Wisconsin Knowledge and Concepts – Criterion Referenced Test (WKCE-CRT) to students in third through eighth grades. The WKCE-CRT reading and math tests are directly aligned with the State of Wisconsin model academic standards and meets federal No 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.<sup>21</sup> Based on results, students are categorized as having minimal, basic, proficient, or advanced level skills.

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

In April 2006, the SDRT was administered to 30 first graders. Results show that most students were reading at or above grade level, depending on the area tested (see Figure 14 and Table 11).

Figure 14



<sup>21</sup> The language arts, science, and social studies subtests are not nationally normed and are not CRT tests.

**Table 11**

**Academy of Learning and Leadership  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Ranges for First Graders  
2005-06  
(N = 30)**

<b>Area Tested</b>	<b>Grade Level Equivalent</b>		
	<b>Lowest</b>	<b>Highest</b>	<b>Median</b>
Phonetic Analysis	K.3	5.2	1.7
Vocabulary	K.6	4.3	1.9
Comprehension	K.5	3.4	1.5
<b>SDRT Total</b>	<b>K.4</b>	<b>3.9</b>	<b>1.6</b>

## 2. Stanford Diagnostic Reading Test for Second Graders

The SDRT was administered to 18 second graders in April 2006. Results indicated that second graders were reading at 1.4 GLE to 1.9 GLE, depending on the area tested (see Figure 15 and Table 12).

Figure 15

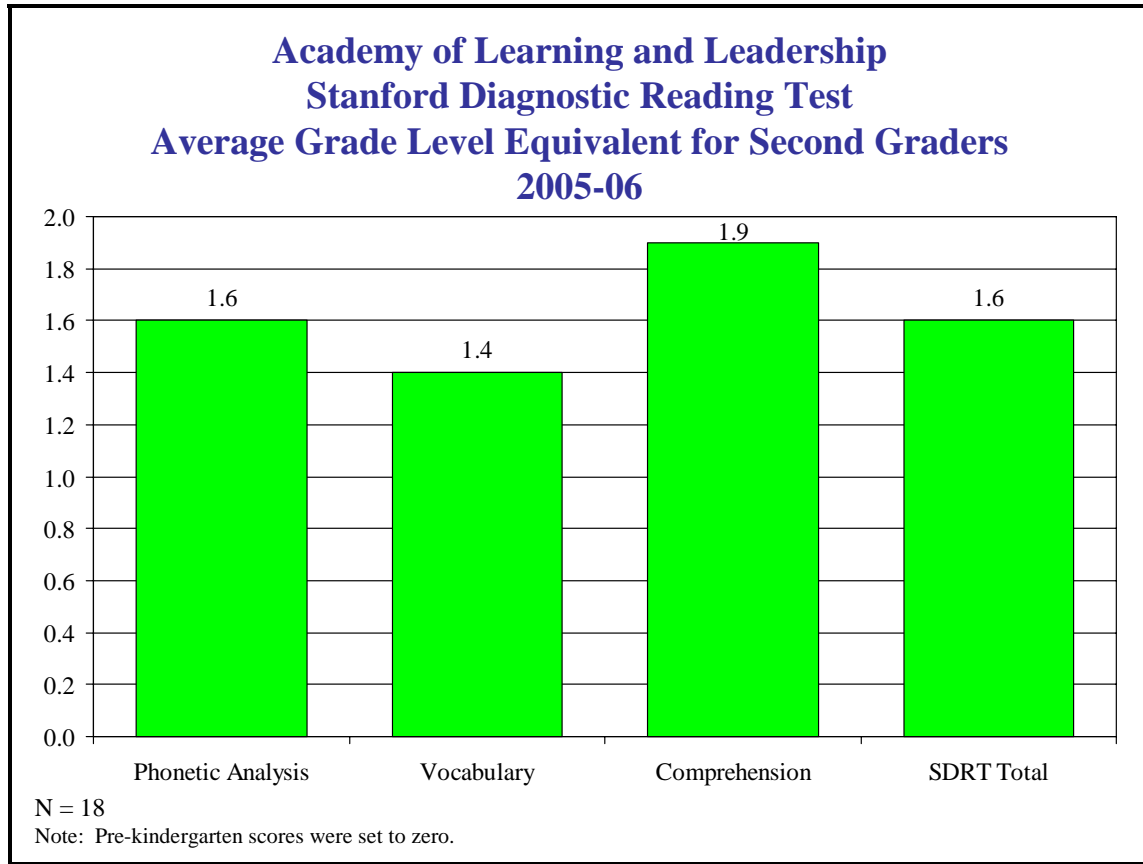


Table 12

**Academy of Learning and Leadership  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Ranges for Second Graders  
2005-06  
(N = 18)**

Area Tested	Grade Level Equivalent		
	Lowest	Highest	Median
Phonetic Analysis	1.0	2.4	1.5
Vocabulary	Pre-K	2.9	1.6
Comprehension	K.8	3.6	1.8
<b>SDRT Total</b>	<b>K.8</b>	<b>2.6</b>	<b>1.7</b>

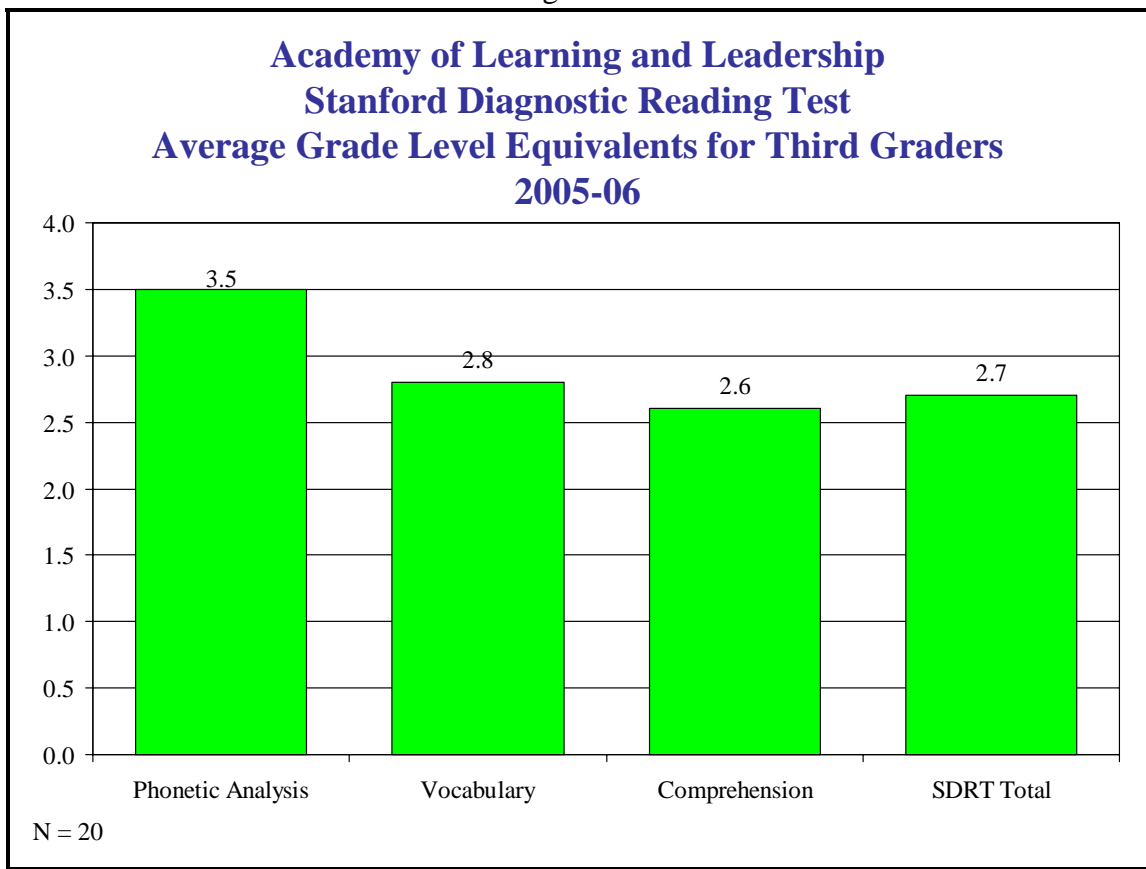
Note: Pre-kindergarten scores were set to zero.

### 3. Standardized Tests for Third Graders

#### a. Standard Diagnostic Reading Test for Third Graders

The school administered the SDRT to 20 third graders in April 2006. Results indicate that students were reading at 2.6 to 3.5 GLE, depending on the area tested (see Figure 16 and Table 13).

Figure 16



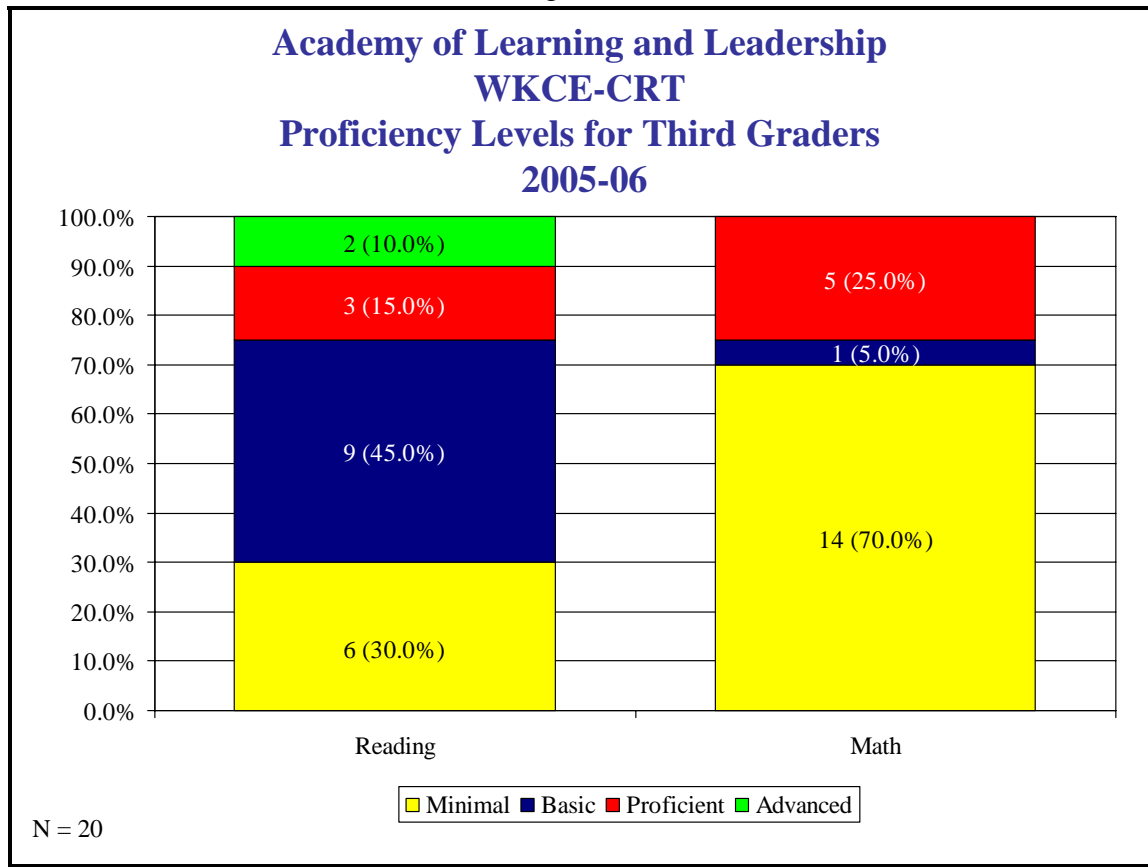
<b>Table 13</b>			
<b>Academy of Learning and Leadership Stanford Diagnostic Reading Test Grade Level Equivalent Ranges for Third Graders 2005-06 (N = 20)</b>			
<b>Area Tested</b>	<b>Grade Level Equivalent</b>		
	<b>Lowest</b>	<b>Highest</b>	<b>Median</b>
Phonetic Analysis	1.1	10.8	2.6
Vocabulary	K.8	9.9	2.3
Comprehension	1.1	8.1	2.3
<b>SDRT Total</b>	<b>1.4</b>	<b>7.4</b>	<b>2.4</b>

**b. WKCE-CRT for Third Graders**

The WKCE-CRT was administered in October 2005 to 20 third graders enrolled in the school on the examination date. Results on this measure, illustrated in Figure 17, indicate that: six (30.0%) third graders scored at the minimal level of reading; nine (45.0%) scored at the basic level; three (15.0%) demonstrated proficient reading; and two (10.0%) third graders demonstrated advanced reading skills. In mathematics, 14 (70.0%) third graders scored in the minimal math proficiency level, one (5.0%) scored in the basic level, five (25.0%) were proficient, and no students scored advanced in mathematics (see Figure 17).



Figure 17

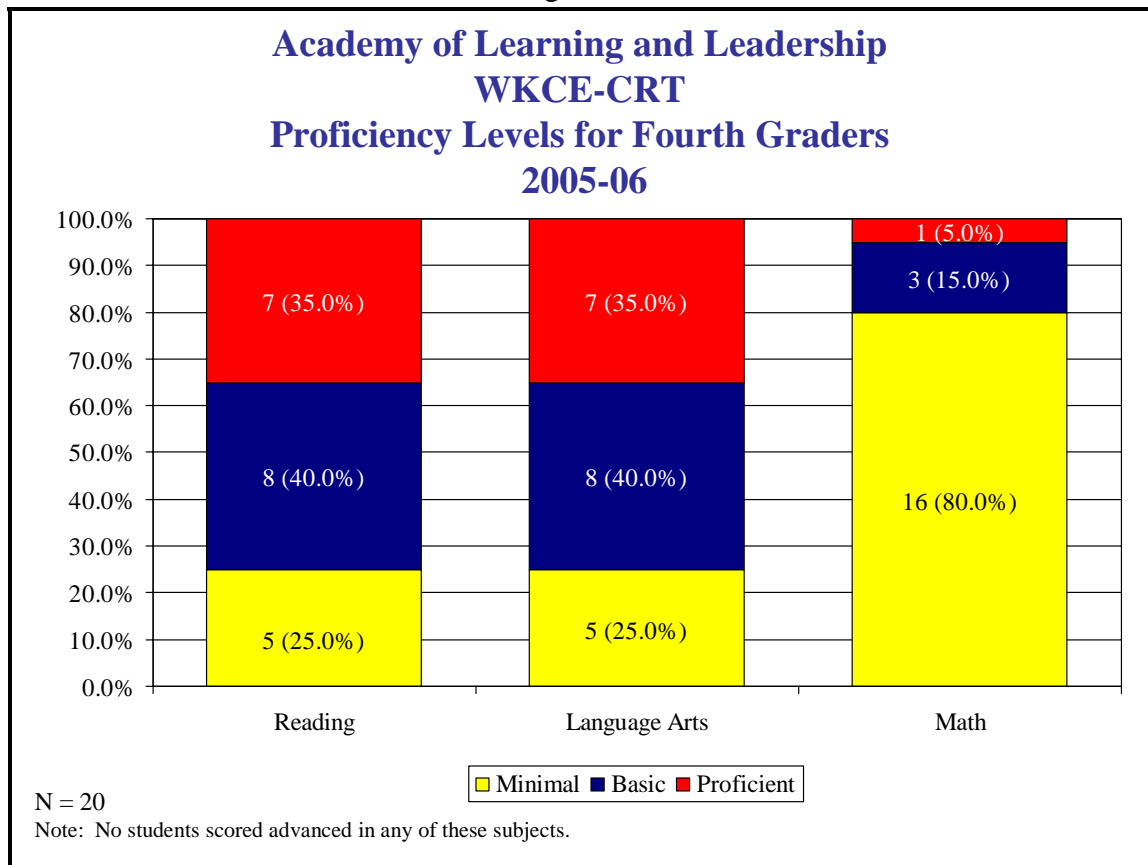


#### 4. WKCE-CRT for Fourth Graders

In October 2005, all fourth grade students in Wisconsin public schools participated in the WKCE-CRT. The WKCE-CRT is similar to the WKCE used in past years. 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-CRT 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-CRT was administered in October 2005 to 20 fourth grade students at the Academy.<sup>22</sup> Five (25.0%) fourth graders scored minimal reading proficiency, eight (40.0%) had a basic understanding, and seven (35.0%) were proficient readers. No fourth graders scored in the advanced reader category. In language arts ability, five (25.0%) students demonstrated minimal performance, eight (40.0%) had a basic understanding, seven (35.0%) students achieved proficient, and no student achieved advanced level scores in language arts. Sixteen (80.0%) students exhibited minimal math skills, three (15.0%) achieved basic, and one (5.0%) student scored in the proficient level in math. No student scored in the advanced level in math (see Figure 18).

Figure 18



<sup>22</sup> Two more fourth graders took part of the test. Their scores were not included in the analysis.

The final score from the WKCE-CRT is a writing score. The extended writing sample is assessed using two scores. A six-point composing score evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions score evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points are combined to produce a single score with a maximum possible score of 9.0.

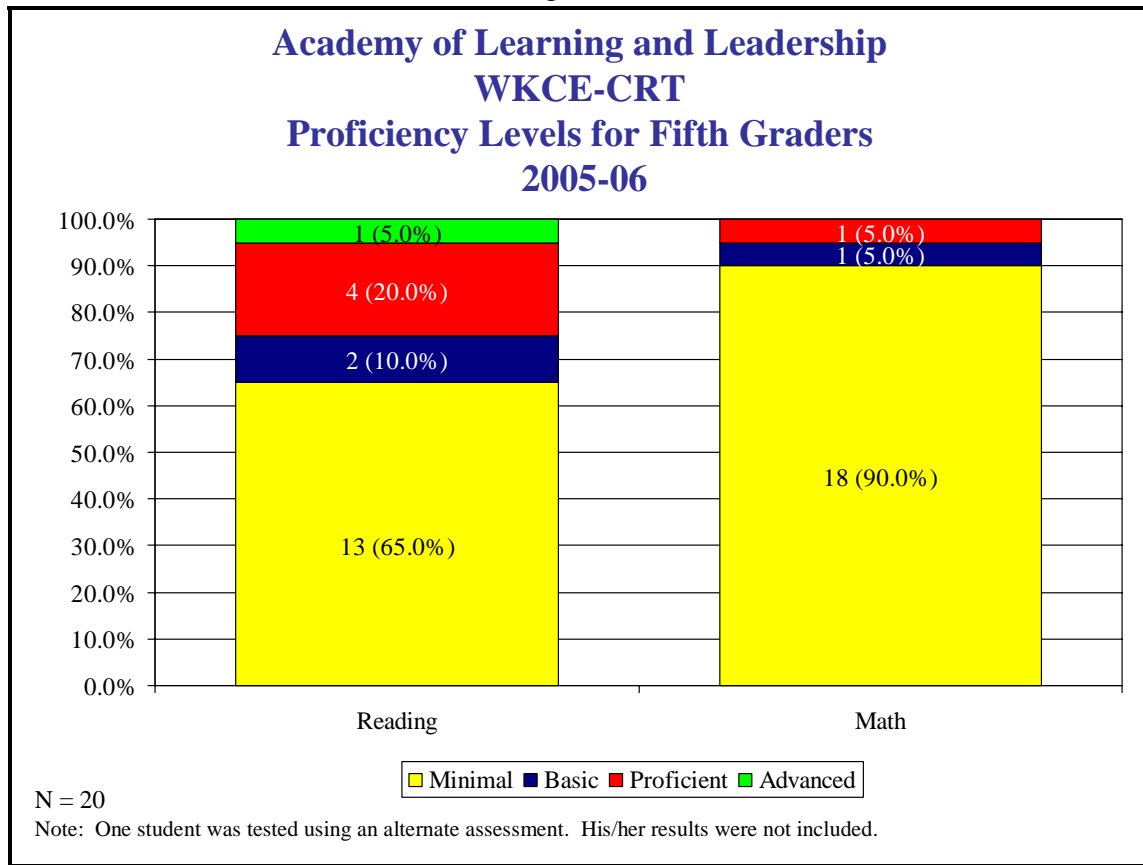
This year, fourth graders' scores ranged from 2.0 to 5.5. The median score was 4.5 meaning half of the children scored 2.0 to 4.5 and the other half scored 4.5 to 5.5.

## 5. WKCE-CRT for Fifth Graders

Fifth graders were administered the WKCE-CRT examination in October 2005. This examination consists of reading and math subtests.

The examinations were administered to 20 fifth grade students.<sup>23</sup> Results show that 13 (65.0%) fifth graders scored minimal, two (10.0%) basic, four (20.0%) proficient, and one (5.0%) scored in the advanced reading level. In math, 18 (90.0%) students scored minimal, one (5.0%) scored in the advanced reading level. In math, 18 (90.0%) students scored minimal, one (5.0%) basic, one (5.0%) proficient, and no students scored in the advanced level (see Figure 19).

Figure 19

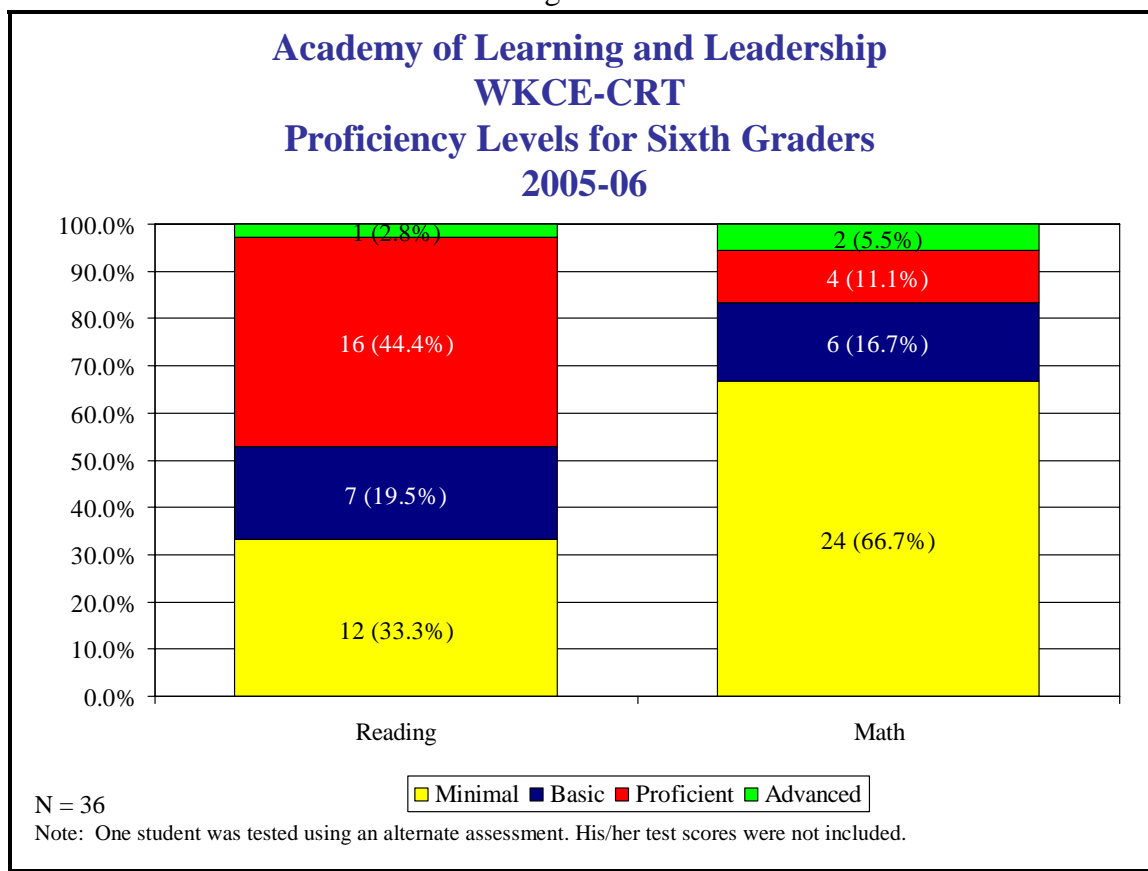


<sup>23</sup> One additional student took part of the test. His/her scores are not included in the analysis.

## 6. WKCE-CRT for Sixth Graders

Sixth graders were also given the WKCE-CRT in October 2005. Results indicate that 16 (44.4%) students scored proficient and one (2.8%) scored advanced in reading. In math, four (11.1%) scored proficient and two (5.5%) students scored in the advanced category (see Figure 20).

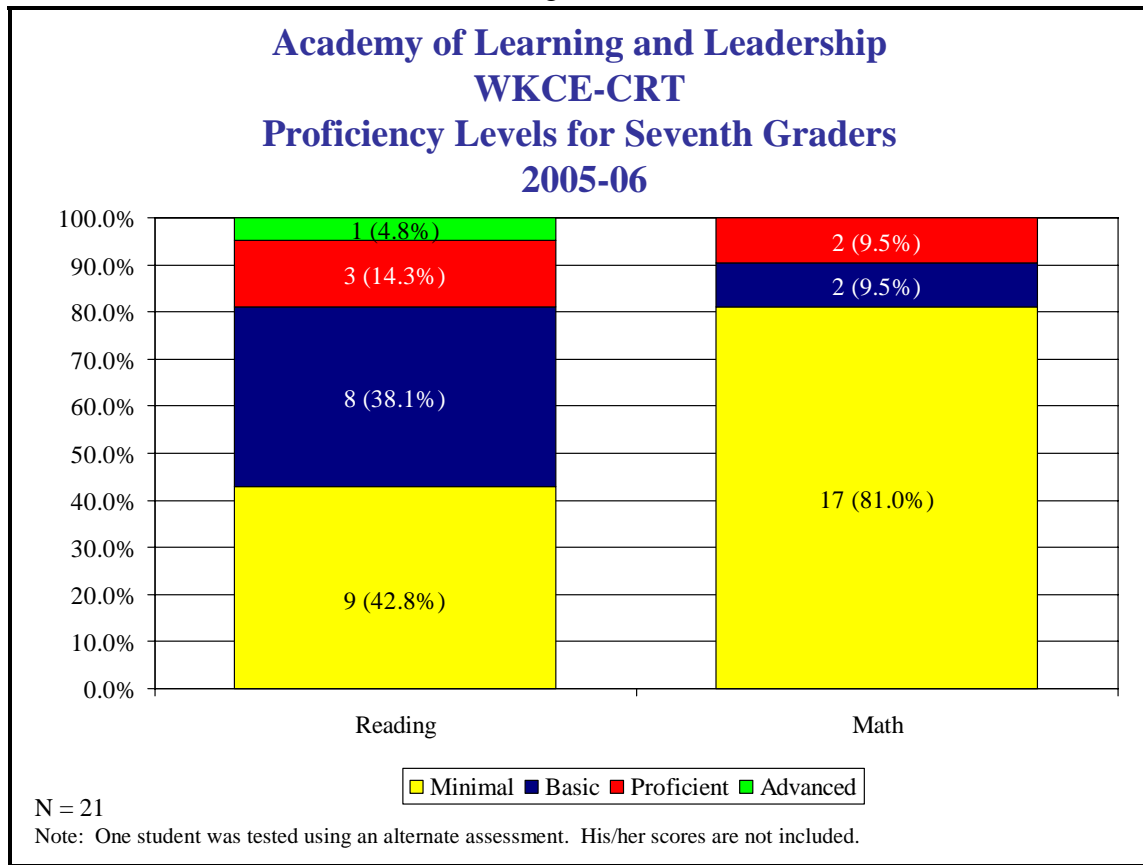
Figure 20



## 7. WKCE-CRT for Seventh Graders

Seventh grade students were administered the WKCE-CRT in October 2005. In reading, three (14.3%) reached proficient and one (4.8%) was in the advanced category. Two (9.5%) seventh graders scored in the proficiency range in math.

Figure 21



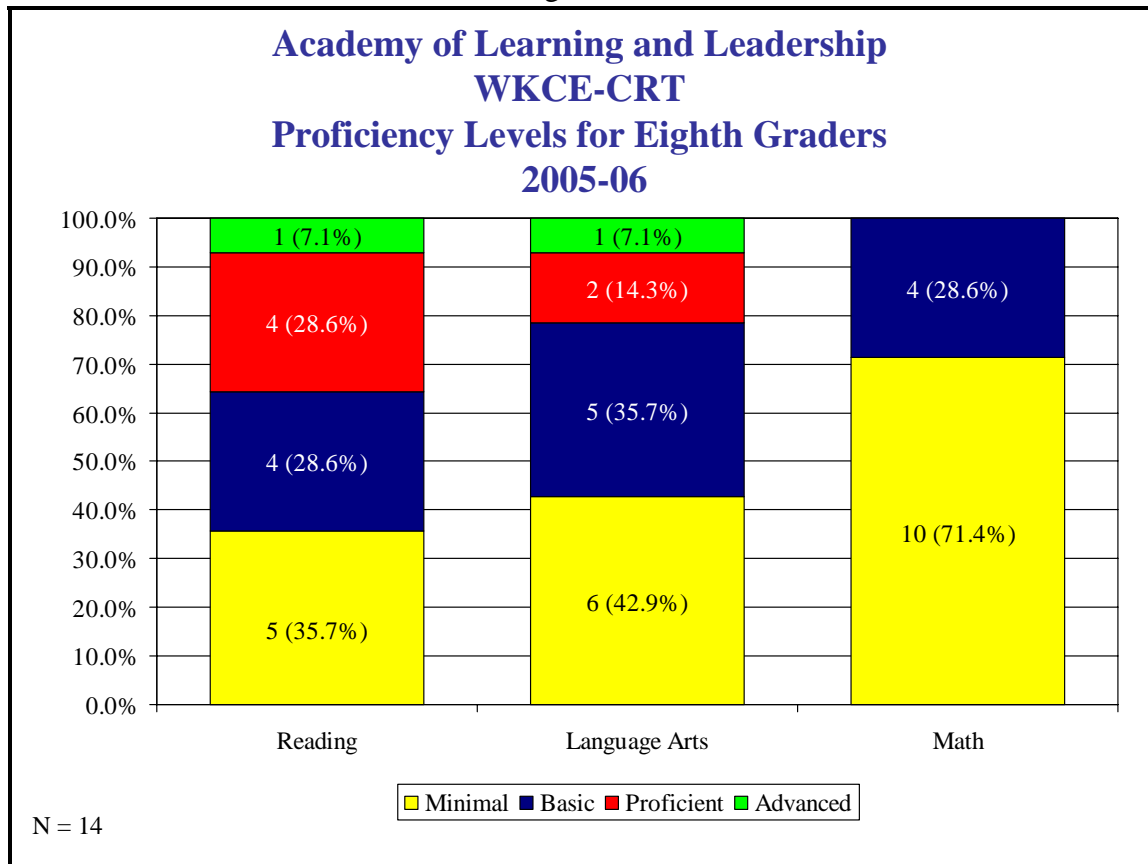
## 8. WKCE-CRT for Eighth Graders

In October 2005, the WKCE-CRT was administered to 14 Academy eighth grade students.<sup>24</sup> 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.

<sup>24</sup> An additional four students took parts of the test. These student scores were not included in the analysis.

Proficiency indicators for the eighth graders are illustrated in Figure 22. Five (35.7%) eighth graders scored in the minimal reading proficiency range, four (28.6%) had a basic understanding, four (28.6%) were proficient readers, and one (7.1%) eighth grader scored in the advanced reader category. Six (42.9%) eighth graders scored in the minimal language arts proficiency range, five (35.7%) eighth graders scored in the basic range, two (14.3%) were proficient, and one (7.1%) eighth grader scored in the advanced language arts category. Ten (71.4%) students exhibited minimal performance in mathematics, and four (28.6%) students had a basic understanding. No students reached proficient or advanced levels in math.

Figure 22



The final score from the WKCE-CRT is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score with a maximum possible score of nine. The writing score for the eighth graders ranged from 4.0 to 6.0. The median score was 5.0, meaning half of the students scored 4.0 to 5.0 and the other half scored 5.0 to 6.0.

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

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests used to examine progress are the SDRT (for reading), the *TerraNova* reading and math subtests from 2004-05, and the WKCE-CRT from 2005-06. This is the first year that the WKCE-CRT has been used in Wisconsin public schools to assess reading and math skills. It differs from the *TerraNova* and former WKCE in that it is directly aligned with Wisconsin model academic standards and results reflect how students performed relative to these standards. As a result, the scale scores from year to year cannot be used to compare student performance. However, it is possible to compare the proficiency levels from the 2004-05 WKCE and *TerraNova* to the WKCE-CRT proficiency levels.<sup>25</sup> 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 fifth through eighth grade students who were enrolled for a full academic year, i.e., since September 17, 2004.

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<sup>25</sup> Based on a conversation with the CTB McGraw Hill evaluation consultant for Wisconsin, June 2006.



Table 14 illustrates the number of students administered standardized tests in the SDRT, *TerraNova* series, or WKCE (in 2004-05), and/or the WKCE-CRT (in 2005-06) in consecutive school years.

<b>Table 14</b>				
<b>Academy of Learning and Leadership</b>				
<b>Students Tested</b>				
<b>On SDRT, <i>TerraNova</i>, WKCE, and WKCE-CRT</b>				
<b>Grades</b>	<b>Test Series</b>	<b>N 2004-05</b>	<b>N 2005-06</b>	<b>N Consecutive Years</b>
First to Second	SDRT	14	18	9
Second to Third	SDRT	13	20	10
Third to Fourth*	N/A	N/A	N/A	N/A
Fourth to Fifth	WKCE and WKCE-CRT	22	20	14
Fifth to Sixth	<i>TerraNova</i> and WKCE-CRT	29	36	19
Sixth to Seventh	<i>TerraNova</i> and WKCE-CRT	19	21	9
Seventh to Eighth	<i>TerraNova</i> and WKCE-CRT	17	14	5

\*In 2004-05, there was no standardized test series required by the CSRC to track reading progress from third to fourth grade. Starting with 2005-06, the WKCE-CRT will be used to track progress from third to fourth grade.

### **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 GLEs from this test do not translate into proficiency levels; therefore, results are described in GLE. Progress for all students who took tests in the last two consecutive years was examined.

There were nine students enrolled in the Academy as first graders in 2004-05 and then as second graders in 2005-06 and ten students enrolled in 2004-05 as second graders and then as third graders in 2005-06. CSRC expects that these students will advance, on average, 1.0 GLE. As illustrated, the average advancement from second to third grade was 0.2 GLE. Overall, these students advanced, on average, 0.3 GLE from 2004-05 to 2005-06. Note that results from first to

second grade could not be reported due to the small size of the cohort.<sup>26</sup> These data indicate that students did not meet the CSRC expectation of 1.0 GLE average advancement.

<b>Table 15</b>			
<b>Academy of Learning and Leadership Average GLE Advancement in Reading Based on SDRT Total Average GLE</b>			
<b>Grade</b>	<b>2004-05</b>	<b>2005-06</b>	<b>Advancement</b>
First to Second (n = 9)	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
Second to Third (n = 10)	2.4	2.6	0.2
<b>Total (N = 19)</b>			<b>0.3</b>

This year, there was no standardized test series required by the CSRC to track progress from third to fourth grades; therefore, reading progress on standardized tests could not be determined for this group. Next year, scores from the WKCE-CRT can be compared to track student growth from third to fourth grade.

## **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 2004-05 maintain proficiency or better in 2005-06. This expectation applies to students enrolled for a full academic year. This year, there were 12 students in fifth through eighth grades who met proficiency level expectations in reading, i.e., scored proficient or advanced in 2004-05, and whom were tested again in 2005-06. All (100.0%) students were able to again reach proficient or advanced in reading (see Table 16).

<sup>26</sup> To protect student identity, CSRC has a policy to report results for group sizes that are greater than or equal to ten.

<b>Table 16</b>			
<b>Academy of Learning and Leadership Reading Progress for FAY Students Who Met Proficiency Level Expectations In 2004-05</b>			
<b>Grade (2004-05 to 2005-06)</b>	<b># Proficient or Advanced 2004-05</b>	<b># Maintained Proficient or Advanced in 2005-06</b>	
		<b>#</b>	<b>%</b>
Fourth to Fifth WKCE and WKCE-CRT	2	Cannot report due to N size	Cannot report due to N size
Fifth to Sixth <i>TerraNova</i> and WKCE-CRT	5	Cannot report due to N size	Cannot report due to N size
Sixth to Seventh <i>TerraNova</i> and WKCE- CRT	2	Cannot report due to N size	Cannot report due to N size
Seventh to Eighth <i>TerraNova</i> and WKCE- CRT	3	Cannot report due to N size	Cannot report due to N size
<b>Total</b>	<b>12</b>	<b>12</b>	<b>100.0%</b>

Three students met proficiency level expectations in 2004-05 in language arts and were again tested in 2005-06. Results could not be reported due to the small size of this cohort.

There were six students who were proficient or above in mathematics when tested in 2004-05 and were again tested in 2005-06. Due to small size of this cohort, results were not included in this report.

### **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. CSRC expects that these students improve more than 1.0 GLE.

There were only two second and four third graders who tested below GLE in 2004-05 and were tested again in 2005-06. Due to the small size of these cohorts, results could not be included in this report.

**b. Proficiency Level Progress**

CSRC expects that students who test below expectations, i.e., minimal or basic, improve to the next level or to progress at least one quartile within their level. This expectation applies to students enrolled for a full academic year. Reading progress in terms of proficiency level achievement for students who tested below proficiency expectations in 2004-05 is provided in the following table. Approximately 54.3% of students from fifth through eighth grades either advanced at least one level or showed improvement within their level by advancing at least one quartile in reading (see Table 17).<sup>27</sup>

<b>Table 17</b>					
<b>Academy of Learning and Leadership</b>					
<b>Proficiency Level Advancement for FAY Students Who Tested Below</b>					
<b>Proficiency Level Expectations in Reading</b>					
<b>2004-05</b>					
<b>Grades 2004-05 to 2005-06</b>	<b># Students Minimal/Basic in 2004-05</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>
Fourth to Fifth WKCE and WKCE-CRT	12	2	2	<b>4</b>	<b>33.3%</b>
Fifth to Sixth <i>TerraNova</i> and WKCE- CRT	14	7	3	<b>10</b>	<b>71.4%</b>
Sixth to Seventh <i>TerraNova</i> and WKCE- CRT	7	Cannot report due to N size	Cannot report due to N size	<b>Cannot report due to N size</b>	<b>Cannot report due to N size</b>
Seventh to Eighth <i>TerraNova</i> and WKCE- CRT	2	Cannot report due to N size	Cannot report due to N size	<b>Cannot report due to N size</b>	<b>Cannot report due to N size</b>
<b>Total</b>	<b>35</b>	<b>10</b>	<b>4</b>	<b>19</b>	<b>54.3%</b>

<sup>27</sup> In 2004-05, the minimal level lower threshold was the lowest scale score of any student in each grade. The minimal threshold for 2005-06 was the lowest score possible on the WKCE-CRT.

Language is not tested on the fifth, sixth, or seventh grade WKCE-CRT; therefore, student progress in language arts could not be included in this report for fifth through eighth grade. There were only two eighth graders who tested below proficiency level expectations in language arts in 2004-05. Due to the small size of this cohort, results were not included in this report.

Math progress by grade level for fifth through eighth grade students who tested below proficiency expectations in 2004-05 is illustrated in Table 18. As a group, 24.4% of these students either advanced at least one proficiency level or at least one quartile within their proficiency level in mathematics.

<b>Table 18</b>					
<b>Academy of Learning and Leadership</b>					
<b>Proficiency Level Advancement for FAY Students Who Tested Below Proficiency Level Expectations in Math 2004-05</b>					
<b>Grade 2004-05 to 2005-06</b>	<b># Students Minimal/ Basic in 2004-05</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>
Fourth to Fifth Grade WKCE and WKCE-CRT	14	0	0	<b>0</b>	<b>0</b>
Fifth to Sixth Grade <i>TerraNova</i> and WKCE-CRT	15	2	1	<b>3</b>	<b>20.0%</b>
Sixth to Seventh Grade <i>TerraNova</i> and WKCE-CRT	8	Cannot report due to N size	Cannot report due to N size	<b>Cannot report due to N size</b>	
Seventh to Eighth Grade <i>TerraNova</i> and WKCE-CRT	4	Cannot report due to N size	Cannot report due to N size	<b>Cannot report due to N size</b>	
<b>Total</b>	<b>41</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>24.4%</b>

## **G. 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.
- A required academic indicator (either graduation or attendance rate).
- The proficiency rate in reading.
- The proficiency rate in mathematics.

In Wisconsin, the DPI releases an Annual Review of School Performance for each chartered school 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 the State requirements and additional Title I sanctions assigned to that level.

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<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)

- 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.
- Title I Status, which identifies if Title I funds are directed to the school. If so, the schools are subject to federal sanctions.<sup>29</sup>

## **2. Adequate Yearly Progress—Academy of Learning and Leadership Review Summary: 2005-06<sup>30</sup>**

According to the Academy’s Annual Review of School Performance: 2005-06, published by DPI, the Academy reached annual yearly progress in all three AYP objectives. The school’s status rating for all objectives was “Satisfactory.” Therefore, the school has met adequate yearly progress and its school status designation is “Satisfactory.”

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<sup>29</sup> For complete information about sanctions, see [www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc](http://www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc); [www.dpi.state.wi.us/dpi/esea/bul\\_0402.html](http://www.dpi.state.wi.us/dpi/esea/bul_0402.html); and [www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc](http://www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc).

<sup>30</sup> For a copy of the Academy’s Annual Review of School Performance see: [www.dpi.state.wi.us/dpi.oea](http://www.dpi.state.wi.us/dpi.oea), link: accountability.

## V. CONCLUSION/RECOMMENDATIONS

This report covers the third year of the Academy's operations as a City of Milwaukee charter school. For the 2005-06 academic year, the Academy has met all but one of its educationally related contract provisions. The provision not met was that second and third grade students would progress on average, 1.0 GLE in reading. This year, 19 second or third graders advanced, on average, 0.3 GLE, based on the SDRT.

This year, the CSRC expanded its monitoring plans to include surveys of parents and interviews with staff and board members. Highlights indicate:

- Five of the six (83.0%) teachers interviewed rated the school as "good" overall; the sixth rated the school as "excellent."
- 69.4% of the 62 parents surveyed rated the school overall as "excellent," and 22.6% rated the school overall as "good."
- 100.0% of the 20 students interviewed reported that their teachers helped them at school, and 85.0% indicated that they felt safe at school.
- Both board members interviewed mentioned increasing the marketing efforts in the neighborhood and developing increased financial support as methods of improving the school.
- Among other things, teachers suggested that the school needed more academic resources such as a library, more books, and increased time for teacher planning.

The major educationally related findings for this year were as follows:

- Average student attendance, as reported by the school in the aggregate, was 91.3%. Based on the school's calculation, the school met its goal of 90.0%.
- 96.4% of parents attended at least three of four student-led parent conferences, meeting the school's goal of 95.0%.



Results for the Academy's local measures of academic performance indicated that:

- Individual Learning Plans (ILPs) were completed for 96.8% of the students who should have had one, and 92.3% of the ILPs were reviewed after at least three of the four quarters.
- 61.8% of students met the school's reading progress goal, based on the Fountas and Pinnel Guided Reading learning continuum. Students advanced an average of 3.7 levels.
- 80.4% of 163 students met the math progress expectations as measured by pre- and post-test improvement from tests administered in September and then again in May.
- 84.0% of 206 students demonstrated writing skill progress of at least one stage during the academic year as measured by a developmental writing continuum.
- 142 students advanced an average of 0.7 GEs in reading, 0.9 GEs in language, and 1.0 GEs in math, as measured by fall to spring *TerraNova* testing.
- Portfolios and presentations for 15 of 16 eighth graders were rated as "developing proficiency," and one eighth grade student's portfolio and presentation was rated "proficient."
- Eight of 13 classrooms met criteria for successful learning expeditions.

Standardized tests results for the Academy's students were as follows:<sup>31</sup>

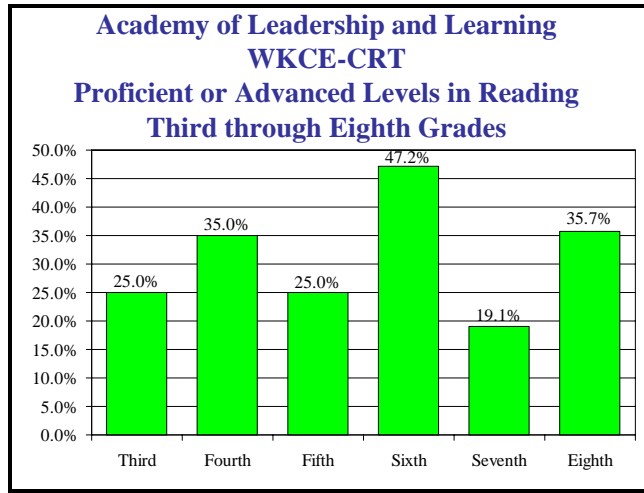
- The April 2006 SDRT results indicated that:
  - ▶ First graders were, on average, reading at 1.7 GLE;
  - ▶ Second graders were at 1.6 GLE; and
  - ▶ Third graders were at 2.7 GLE.

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

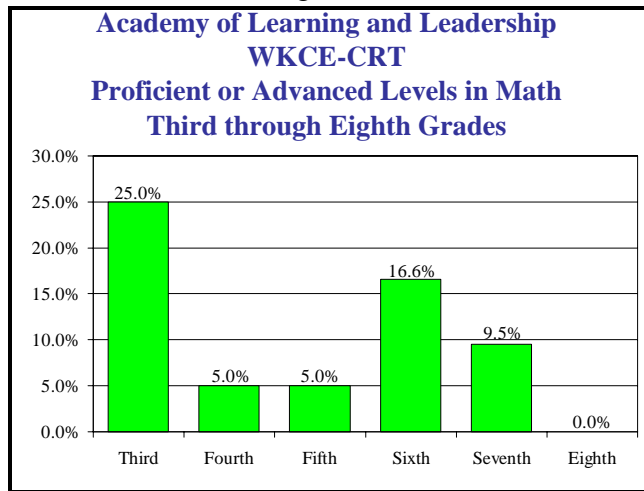
- The WKCE-CRT for third through eighth graders indicated that the following percentage of students were proficient or advanced in reading:

Figure 23



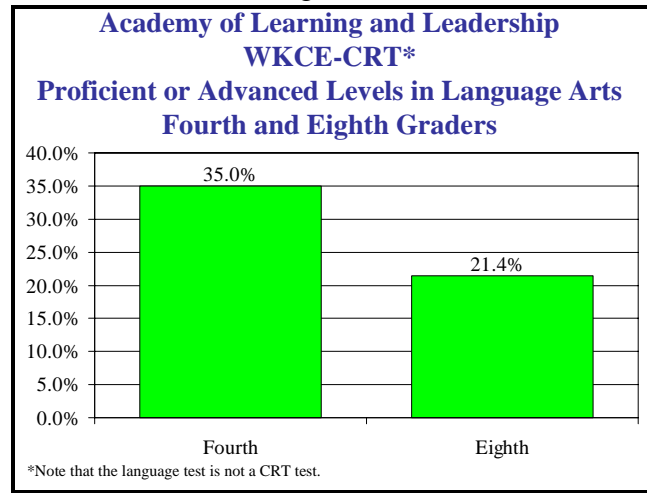
- The following were proficient or advanced in math:

Figure 24



- The following were proficient or advanced in language arts:

Figure 25



- SDRT multiple-year advancement results indicated that a combined cohort of 19 second and third graders advanced an average of 0.3 GLEs in reading. These data indicate that the CSRC expectation of 1.0 GLE average advancement in reading was not met.
- WKCE-CRT results over multiple years for students who met proficiency level expectations in 2004-05 indicated the following:
  - ▶ 100.0% of 12 fifth through eighth graders with comparable scores maintained a proficient or advanced level in reading, exceeding the CSRC's expectation of at least 75.0%.
  - ▶ Results in language arts and math could not be reported due to group sizes of fewer than ten students.
- Multiple-year advancement results for students below grade level expectations based on the 2004-05 SDRT could not be reported due to the group size of fewer than ten students.
- Multiple-year advancement results for students below proficiency level expectations in 2004-05 indicated that:
  - ▶ 54.3% of 35 fifth through eighth graders either advanced one proficiency level or one quartile within the previous year's proficiency level in reading.
  - ▶ 24.4% of 41 fifth through eighth graders either advanced one proficiency level or one quartile within the previous year's proficiency level in math.
  - ▶ Results for language arts could not be reported due to the small group size.

After reviewing the information in this report and considering the information gathered during the administrator interview in June 2006, it is recommended that the focus of activities for the 2006-07 school year include the following:

- Focus on improving student progress in reading and math by:
  - ▶ Developing a math curriculum that is aligned with the state standards, sequencing benchmarks from kindergarten through eighth grade, and developing learning targets.
  - ▶ Working with teachers to improve the validity of running records for establishing where a student falls on the reading continuum.
  - ▶ Analyzing the current writing continuum and working with teachers to effectively identify what stages and steps effectively describe a student's writing skills.
  - ▶ Devoting more time to specific skill building in reading and math each day.
- Work with teachers and students on strategies related to improving test taking skills.

**APPENDIX A**

**Contract Compliance Chart**

**Academy of Learning and Leadership**

**Overview of Compliance for Educationally Related Contract Provisions  
2005-06**

<b>Section of Contract</b>	<b>Educational Related Contract Provision</b>	<b>Monitoring Report Reference Page</b>	<b>Contract Provision Met or Not Met?</b>
Section I, B	Description of educational program; student population served	pp. 3 - 5	Met
Section I, V	Charter school operation under the days and hours indicated in its 2004-05 calendar	pp. 6 - 8	Met
Section I, C	Educational methods	p. 3	Met
Section I, D	Administration of required standardized tests	pp. 43 - 56	Met
Section I, D	Academic Criteria #1: maintain local measures, showing pupil growth in demonstrating curricular goals	pp. 32 - 42	Met
Section I, D	Academic Criteria #2 Year-to-Year Achievement Measure: <ul style="list-style-type: none"> <li>a. Second and third grade students: advance average of one GLE in reading.</li> <li>b. Fifth through eighth grade students proficient or advanced in reading: at least 75.0% maintain proficiency level.</li> <li>c. Fifth through eighth grade students proficient or advanced in language arts: at least 75.0% maintain proficiency level.</li> <li>d. Fifth through eighth grade students proficient or advanced in math: at least 75.0% maintain proficiency level.</li> </ul>	<ul style="list-style-type: none"> <li>a. pp. 57-58</li> <li>b. pp. 58 - 59</li> <li>c. pp. 58 - 59</li> <li>d. pp. 58 - 59</li> </ul>	<ul style="list-style-type: none"> <li>a. Not Met (19 students advanced 0.3 GLE).</li> <li>b. Met (100.0% of 12 fifth through eighth grade students).</li> <li>c. N/A: cohort size too small.</li> <li>d. N/A: cohort size too small.</li> </ul>
Section I, D	Academic Criteria #3: Year-to-Year Achievement Measure: <ul style="list-style-type: none"> <li>a. Second and third grade students below grade level in reading: advance more than one GLE in reading.</li> <li>b. Fifth through eighth grade students below proficient level in reading: advance one level of proficiency or to the next quartile within the proficiency level range.</li> <li>c. Fifth through eighth grade students below proficient level in language arts test: advance one level of proficiency or to the next quartile within the proficiency level range.</li> <li>d. Fifth through eighth grade students below proficient level in math: advance one level of proficiency or to the next quartile within the proficiency level range.</li> </ul>	<ul style="list-style-type: none"> <li>a. p. 59</li> <li>b. pp. 60 - 61</li> <li>c. pp. 60 - 61</li> <li>d. pp. 60 - 61</li> </ul>	<ul style="list-style-type: none"> <li>a. N/A: cohort size too small.</li> <li>b. Met for 54.3% of 35 fifth through eighth grade students.</li> <li>c. NA: cohort size too small.</li> <li>d. Met for 24.4% of 41 fifth through eighth grade students.</li> </ul>
Section I, E	Parental involvement	p. 8	Met
Section I, F	Instructional staff hold a DPI license or permit to teach	p. 6	Met
Section I, I	Pupil database information, including Special Education Needs Students	pp. 4 - 5	Met
Section I, K	Discipline procedures	p. 9	Met

**APPENDIX B**

**Outcome Measure Agreement Memo**

# **Academy of Learning and Leadership**

## **Student Learning Memo**

### **2005-2006 School Year**

The following procedures and outcomes will be measures of the success of Academy of Learning and Leadership students and programs for the 2005-2006 school year. The resulting data will be provided to Children's Research Center, the monitoring agent contracted by the City of Milwaukee Charter School Review Committee.

#### **Attendance:**

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

#### **Enrollment:**

Upon admission, individual student information will be added to the school database.

#### **Termination:**

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

#### **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, IEP completion date, IEP review date, and any reassessment results.

#### **Student-led Parent Conferences:**

On average, ninety-five percent (95%) of parents will attend at least three (3) of the four (4) scheduled student-led parent teacher conferences during the school year. Dates for the events and names of the parent participants will be recorded by the school and provided to Children's Research Center in June.

#### **Individual Learning Plan:**

An Individual Learning Plan will be developed by one hundred percent (100%) of the students with their teacher. Ninety-five percent (95%) will be reviewed/revised after three out of the four student-led parent teacher conferences.

#### **Academic Achievement - Local Measures:**

Students' progress will be measured in relation to **developmental learning continuum** in reading and writing.

1. The **learning continuum for reading** will consist of developmental levels defined by Fountas and Pinnell Guided Reading. Students whose initial reading running record assessment occurs before October 15 and whose last running record assessment is after May 1 will progress at their expected pace based upon Fountas and Pinnell's Guided Reading levels as measured by beginning of the year reading level (A-Z) compared with end of the year reading level (A-Z). The following information will be provided to the Children's Research Center in



June: student name and grade, beginning of the year reading level, end of the year reading level, number of levels moved, and whether they met the minimal, medium or highest expectation.

2. 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. Students will move a minimum of one stage during and academic year. The following information will be provided to the Children’s Research Center in June: student name and grade, beginning of the year writing stage, end of the year writing stage, number of stages moved, and whether they met the expectation of one stage growth or not..
3. Students at each grade level will show improvement on a **math** pre-test administered before September 30<sup>th</sup> and a post-test administered after May 15<sup>th</sup>. The data from the pre-test will inform instructional decisions allowing teachers to better meet student needs. The student name and grade, and pre-test and post-test scores will be provided to the Children’s Research Center in June.
4. On average, on the **final portfolio assessment** of the year in fourth quarter, ninety percent (90%) of students will demonstrate “developing proficiency” or “proficient” on their portfolio and portfolio presentation.
5. Based upon a team review process examining evidence presented, each classroom will demonstrate a minimum of eight (8) of ten (10) key criteria of **Successful Learning Expeditions** shown through their products and expedition documentation for each of their two annual expeditions. The key criteria of successful expeditions are:
  1. Students demonstrate understanding of content and skills
  2. Students engage with big ideas and guiding questions
  3. Students participate in literacy activities throughout the expedition
  4. Students collect data and generate useful information
  5. Content, skill, and process experts inform student learning
  6. Students engage in meaningful fieldwork related to the learning expedition
  7. Technical drawing demonstrates student observations
  8. Technology tools support student learning in meaningful ways
  9. Performance assessment related to the guiding questions/big ideas occurs
  10. Students give service in their community that is related to their expeditionThe school will report to CRC in June how often each key criteria was met.
6. A local measure on **standardized test in grades 1, 2, 3, 4, 5, 6, 7, and 8. McGraw Hill TerraNova** will be completed in Fall and Spring to demonstrate student growth within the school year in reading, language arts, and mathematics. This test will provide each student with a proficiency level via a scale score and a grade equivalent in reading, language arts, and mathematics. These scores will be provided to CRC in June.

**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<sup>th</sup> and April 15th. 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 3 through 8 will provide each student with a proficiency level via a scale score in reading and mathematics. For 4th and 8th graders, it will also include language arts, science, and social studies scale scores.