

**Charter School Review Committee  
Academic Progress Report  
2004-2005**

**for**

**Steering and Rules Committee on:**

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

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

**Note: Academic progress for Maasai Institute, newly authorized for operation in 05/06, will be included in next year's reports.**

## **Meaningful Academic Accountability**

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

## **School Accountability: City of Milwaukee's Charter School Review Committee (CSRC)**

Since 1998 the CSRC has:

- Adopted high academic standards
- Authorized schools that:
  - ☐ Had no student selection criteria
  - ☐ Had potential to be high performing
- Used value-added monitoring

## **CSRC Monitoring Practices**

- Attendance and retention
- Parent/family involvement and licensed teachers
- Local measures in reading, math, and writing
- Standardized tests: required for all students, grades 1-8

## CSRC Monitoring Practices (cont.)

Academic gain: value-added assessment

- Year-to-year expectations for reading and math:
  - ☐ Students at grade level: average gain of least 1 GLE\*
  - ☐ Students at proficient level or above: maintain this status
  - ☐ Students below grade level: average gain of more than 1 GLE
  - ☐ Students at minimal proficiency or below: advance to the next quartile or next level of proficiency

\*grade level equivalency

# CSRC Academic Progress Reports

## 2004-2005 Attendance and Retention Rates

	Average Attendance Rate		Student Return Rate	
	03-04	04-05	Fall of 03	Fall of 04
ALL	90.0%	93.0%	N/A*	89.0%
Cyberschool	92.8%	91.1%	77.4%	83.0%
D.L. Hines	95.0%	96.0%	81.0%	81.0%
DM	93.1%	93.9%	78.5%	85.0%

\*Not applicable; no data from the prior year

# CSRC Academic Progress Reports 2004-2005 Parent/Family Involvement and Licensed Teachers

	Parent Conference Average Attendance Rate	Number of Classroom Teachers with DPI License or Permit
ALL	93.5%	10 of 12
Cyberschool*	98.8 %	All 19
D.L. Hines	100%	All 12
DM**	100%	All 4

\*98.3% fall conferences; 99.4% spring conferences

\*\*DM teachers also held Montessori certification

## **CSRC Academic Progress Reports 2004-2005 Local Measures**

All schools met their Local Measures, indicating students made satisfactory academic progress according to those measures during the 2004-2005 school year.

See Section III-D or III-E in each school's report.

# CSRC Academic Progress Report 2004-2005 Standardized Test Measures

Year-to-Year Progress		
<b>Academy of Learning and Leadership (K4 – Eighth Grade)</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
First to second and second to third grade (Stanford Diagnostic)	Group sizes < ten	Group sizes < ten
	<b>Students Proficient or Advanced Expectation: Maintain Proficient or Advanced Levels</b>	<b>Students Below Proficient Level Expectation: Increase One Quartile or One Level</b>
Fifth through eighth grade students with comparison scores (WKCE and/or Terra Nova)	Group sizes < ten	Reading: 35.0% of 20 Lang. Arts: 37.5% of 24 Math: 22.2% of 27

# CSRC Academic Progress Report

## 2004-2005 Standardized Test Measures

Year-to-Year Progress		
<b>Central City Cyberschool (K4 – Eighth Grade)</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
First to second and second to third grade (Stanford Diagnostic)	Second graders: 0.9 GLE Third graders: 0.7 GLE	Second and third combined: 0.7 GLE
First to third grade (Stanford Diagnostic)	Average Advancement: 2.0 GLE	
	<b>Students Proficient or Advanced Expectation: Maintain Proficient or Advanced Levels</b>	<b>Students Below Proficient Level Expectation: Increase One Quartile or One Level</b>
Fifth through eighth grade students with comparison scores (WKCE and/or Terra Nova)	Reading: 88.1% of 42 Lang. Arts: 84.6% of 26 Math: 92.5% of 21	Reading: 39.5% of 43 Lang. Arts: 55.9% of 59 Math: 57.8% of 64

# CSRC Academic Progress Report

## 2004-2005 Standardized Test Measures

Year-to-Year Progress		
<b>Darrell Lynn Hines Academy (K4 – Seventh Grade)</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
First to second and second to third grade (Stanford Diagnostic)	Second graders: 1.0 GLE Third graders: 0.9 GLE	Group sizes < ten
	<b>Students Proficient or Advanced Expectation: Maintain Proficient or Advanced Levels</b>	<b>Students Below Proficient Level Expectation: Increase One Quartile or One Level</b>
Fifth through seventh grade students with comparison scores (WKCE and/or Terra Nova)	Reading: 90.5% of 42 Lang. Arts: 80.7% of 31 Math: 83.3% of 30	Reading: 66.7% of 33 Lang. Arts: 40.9% of 44 Math: 64.4% of 45

# CSRC Academic Progress Report 2004-2005 Standardized Test Measures

Year-to-Year Progress		
<b>Downtown Montessori Academy (K4 – Fifth Grade)</b>	<b>All Students Reading Expectation: Average of One Year Progress</b>	<b>Students Below Grade Level Reading Expectation: Average of &gt; One Year Progress</b>
First to second and second to third grade (Stanford Diagnostic)	Second graders: 2.3 GLE Second and third combined: 2.5 GLE	No second or third graders tested below grade level the previous year
	<b>Students Proficient or Advanced Expectation: Maintain Proficient or Advanced Levels</b>	<b>Students Below Proficient Level Expectation: Increase One Quartile or One Level</b>
Fourth to fifth grade students with comparison scores (WKCE and/or Terra Nova)	Group sizes < ten (reading, language arts, and math)	Group sizes < ten (reading, language arts, and math)

# **CSRC Academic Progress Reports 2004-2005 Activities for Continuous School Improvement**

All schools engaged in activities that were responsive to each of the Continuous School Improvement recommendations from the previous year.

See Section II-D, II-E, or II-F in each school's report.

**School Accountability**  
**Wisconsin NCLB Compliance 2004-2005**

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

# DPI Status Adequate Yearly Progress Review Summary

	Academy of Learning and Leadership	Central City Cyberschool	Darryl Lynn Hines Academy	Downtown Montessori Academy
<b>2004-2005</b>				
I. Test Participation (95%)	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	N/A, only five students total; satisfactory
II. Other Academic Indicator (attendance: 84.9%)	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory
III. Reading (67% proficient)	No, satisfactory (not two years in a row)	No, Level 3	Yes, satisfactory	Yes, satisfactory
IV. Math (47.5% proficient)	No, satisfactory (not two years in a row)	Yes, satisfactory	Yes, satisfactory	Yes, satisfactory

\*

## **CSRC: Focus for the Future**

**Additional 2005-2006 expectation: Local Measure**

**Plans to foster:**

- better strategies in the classroom to assist those students lagging behind;
- compliance with Wisconsin's NCLB requirements; and
- movement toward becoming a high performing school.

# Becoming a High Performing School

