

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

# CSRC Academic Progress Report

## 2004-2005 Standardized Test Measures

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

# CSRC Academic Progress Report

## 2004-2005 Standardized Test Measures

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

# CSRC Academic Progress Report 2004-2005 Standardized Test Measures

| Year-to-Year Progress  |  |  |
|--|--|--|
| <b>Downtown Montessori Academy<br/>(K4 – Fifth Grade)</b>                            | <b>All Students Reading<br/>Expectation: Average<br/>of One Year Progress</b>                          | <b>Students Below Grade<br/>Level Reading Expectation:<br/>Average of<br/>&gt; One Year Progress</b> |
| First to second and second to third<br>grade<br>(Stanford Diagnostic)                | Second graders: 2.3 GLE<br>Second and third<br>combined: 2.5 GLE                                       | No second or third graders<br>tested below grade level the<br>previous year                          |
|  | <b>Students Proficient or<br/>Advanced Expectation:<br/>Maintain Proficient or<br/>Advanced Levels</b> | <b>Students Below Proficient<br/>Level<br/>Expectation: Increase One<br/>Quartile or One Level</b>   |
| Fourth to fifth grade students with<br>comparison scores<br>(WKCE and/or Terra Nova) | Group sizes < ten<br>(reading, language arts,<br>and math)   | Group sizes < ten<br>(reading, language arts,<br>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                 |
|--|---|--------------------------|---------------------------|---|
| 2004-2005  |   |                          |                           |   |
| 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

