

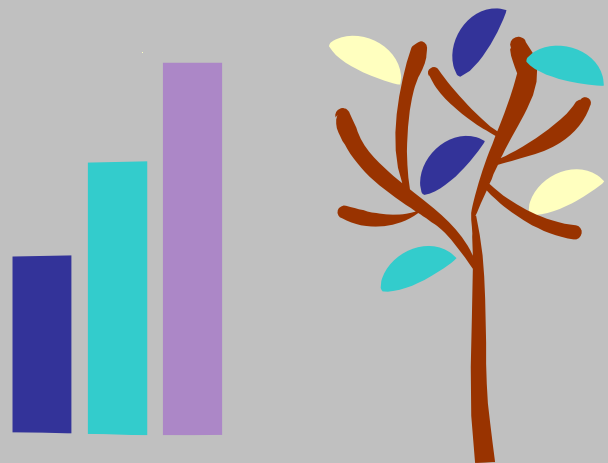
Downtown Montessori Academy, Inc.

Programmatic Profile and Educational Performance

2009–10 School Year

Report Date: September 2010

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Prepared for:
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2705 South Graham Street
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EXECUTIVE SUMMARY
for
Downtown Montessori Academy, Inc.
2009–10

This is the 12th annual report on the operation of Downtown Montessori Academy, Inc., a City of Milwaukee charter school. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY

Downtown Montessori has met all provisions but the following from its contract with the City of Milwaukee and the subsequent requirements of the CSRC: that second- and third-grade students advance, on average, 1.0 grade-level equivalents (GLE) in reading from year to year. (The average advancement of the second graders’ was 0.7 GLE and second and third graders combined average advancement was 1.1 GLE.)

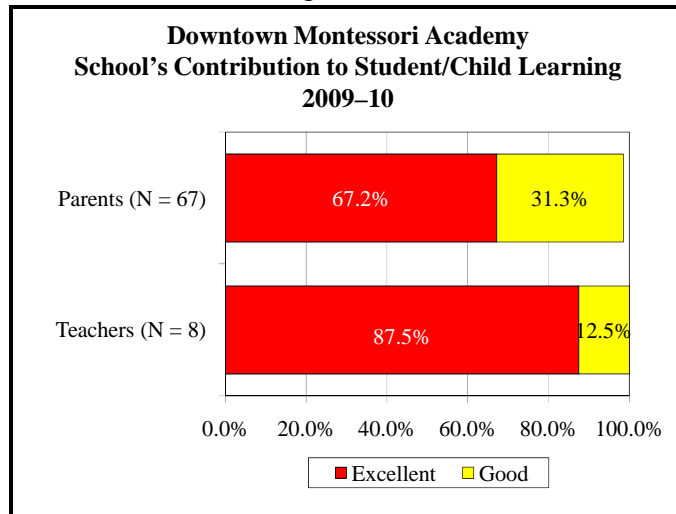
See Appendix A for a list of each education-related contract provision and report page references.

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

On a scale of excellent, good, fair, or poor, 98.5% of 67 parents rated the school’s contribution toward their child’s learning as good (31.3%) or excellent (67.2%).

Seven (87.5%) of eight teachers rated the school’s contribution toward student academic progress as excellent and one (12.5%) rated the school’s contribution as good.

Figure ES1



- All 10 students interviewed indicated that they use computers at school, the school is clean, people work together in school, and that their teachers talk to their parents.
- All four members of the board of directors interviewed indicated that the school's progress toward becoming an excellent school was excellent.
- Teachers most often mentioned building improvements as suggestions to help improve the school.
- Board members mentioned finalizing the building purchase or lease issues as the main suggestion to improve the school.

III. PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, Downtown Montessori identified measurable education-related outcomes in the following areas:

- Attendance;
- Parent involvement; and
- Special education student records.

The school achieved its goals in all of these outcomes.

2. Primary Educational Measures of Academic Progress

The CSRC requires that the school 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, Downtown Montessori's local measures of academic progress resulted in the following outcomes:

- By the end of the school year, pre-kindergarten and kindergarten students showed progress in or reached proficiency in 77.1% of language, 88.8% of math, 88.0% of sensory, 70.8% of cultural, and 87.4% of practical life skills.

Reading skills for first through eighth graders:

- First through third graders' reading progress, as measured by McGraw-Hill reading tests at the end of the year, indicates that 91.3% of 46 students were able to score at least 70% on the final unit test.

- Fourteen (93.3%) of 15 fourth through sixth graders showed progress based on McGraw-Hill reading tests.
- Seven (63.6%) of 11 seventh and eighth graders were able to show progress in their literacy grade from the first to the final marking period.

Writing skills for first through eighth graders:

- Writing skills testing for 45 first through fourth graders indicated that 51.1% improved writing skills during the year; 12 (92.3%) of 13 fifth and sixth graders improved skills; and 3 (27.3%) of 11 seventh or eighth graders improved writing skills this year.

Math skills for first through eighth graders:

- There were 63 students in first through sixth grade who were tested in math throughout the year. By the end of the year, 7 (11.1%) students reached proficient on all math skills practiced at the start of the year.
- There were only 7 of 11 seventh and eighth graders who were above average in math. Due to the small size of this cohort, results cannot be included in this report.

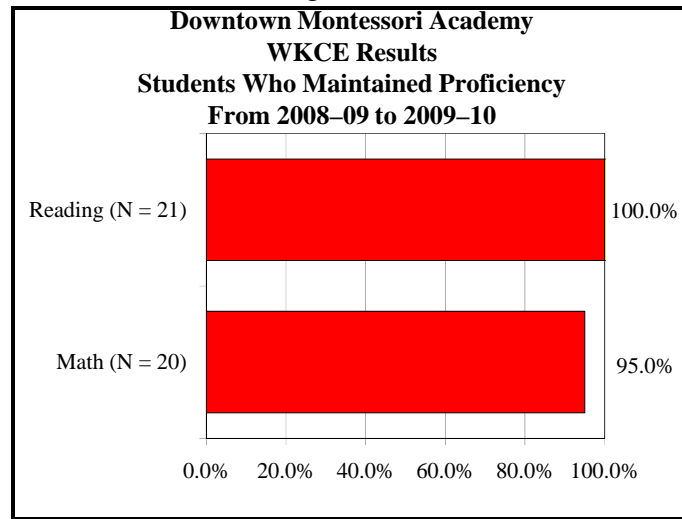
Special education students: This year, there were fewer than 10 special education students evaluated. To protect student identity, results were not included in this report.

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

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

- Stanford Diagnostic Reading Test (SDRT) multiple-year advancement results indicated that 24 second and third graders advanced an average of 1.1 GLE in reading. The 16 second graders advanced only 0.7 GLE, short of the CSRC goal.
- All 21 (100.0%) students who were proficient in reading in 2008–09 maintained proficiency.
- Nineteen (95.0%) of 20 students who were proficient in math in 2008–09 maintained proficiency.

Figure ES2



There was one student who tested below grade level on the SDRT, one who was not proficient in reading based on the Wisconsin Knowledge and Concepts Examination (WKCE); and only two who were not proficient in math, based on the 2008–09 WKCE. Due to the small sizes of the cohort, results could not be included in this report.

C. Adequate Yearly Progress

The school reached adequate yearly progress (AYP) in all four of the AYP objectives: test participation, attendance, reading, and mathematics. For the third year in a row, the Wisconsin Department of Public Instruction (DPI) reported that the school received a satisfactory designation in all four of these objectives.

IV. RECOMMENDATIONS

The school substantially addressed the recommendations made in its 2008–09 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2010–11 year include the following steps.

- Refine and revise the use of Montessori Records Express to be able to extract data regarding skills acquisition for K3 through K5 in an electronic form that yields analyzable data. Consider revising the local measure goal accordingly.
- Consider the adoption of a policy to require summer programming for struggling students.
- Continue development of the board of directors.

- Develop a plan to work with the parent-teacher organization (PTO) to foster PTO academic support of the school by projects such as developing the library, tutoring students, or assisting teachers.
- Clarify the Six Traits Writing measurement to include consistent use of the five-point rubric for each of the six traits for grades four through eight, the same topic writing sample for pre- and post-measurement, and the Six Traits information to inform writing instruction.

I. INTRODUCTION

This is the 12th annual program monitoring report to address educational outcomes at Downtown Montessori Academy, Inc., a City of Milwaukee charter school.¹ This report was prepared as a result of a contract between the City of Milwaukee Charter School Review Committee (CSRC) and Children’s Research Center (CRC).² It is one component of the monitoring program undertaken by the CSRC.

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

- CRC staff visited the school and conducted a structured interview in the fall with the program director. Critical documents were reviewed; copies were obtained for CRC files; and classroom instruction was observed, with notes recorded on student-teacher interactions.
- CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were updated.
- CRC staff conducted an end-of-year structured interview with the program director.
- At the end of the school year, CRC conducted face-to-face interviews with all eight teachers and a random selection of students. CRC also interviewed four members of the school’s board of directors. Parent surveys were distributed by the school at the spring parent conference in March, and CRC made two attempts by telephone to gather survey information from parents who did not return a survey.
- The school provided electronic and paper data to CRC.
- CRC staff compiled and analyzed results.

¹ The City of Milwaukee Common Council chartered five schools in the 2009–10 academic year.

² CRC is a nonprofit social science research organization and division of the National Council on Crime and Delinquency.

II. PROGRAMMATIC PROFILE

Downtown Montessori Academy, Inc.
2507 South Graham Street
Milwaukee, WI 53207

Telephone: (414) 744-6005

Program Director: Ms. Virginia Flynn

A. Philosophy and Description of Educational Methodology

1. Montessori Approach³

Downtown Montessori Academy, Inc. (Downtown Montessori), delivers a valid Montessori program as interpreted by the Association Montessori Internationale or the American Montessori Society. Montessori education is both a philosophy of child growth and a rationale for guiding such growth. It is based on a child's developmental needs for freedom within limits, and a carefully prepared environment that guarantees exposure to materials and experiences through which to develop intelligence as well as physical and psychological abilities. Begun in Italy by Dr. Maria Montessori, Montessori education was introduced into the United States in 1912, with one of the early schools established by Alexander Graham Bell in his own home. Montessori education has enjoyed a resurgence of interest in recent years, reflecting growing recognition of the validity of its approach.

Downtown Montessori is divided into three levels of programming—the Children's House, the elementary program, and the adolescent program. The Children's House contains the Montessori primary program and is open to students aged 3 through 6 years. Children aged 5 or before September 1 may attend full-day Montessori sessions.

The Children's House provides an environment prepared to meet the needs of children, where children work individually and collaboratively with sensorial materials that engage their

³ Information in this section is taken from the 2009–10 *Parent-Student Handbook* provided to CRC in February 2010. The school revised this handbook during the 2009–10 academic year to include a policy regarding bullying.

curiosity. Children are free to explore and observe at their own pace. The variety of sensorial experiences enables children to refine and classify their impressions of the world around them. The classroom engages children with numbers and language, writing and reading, the tools for reasoning and communication, and the basis of self-directed learning.

At the elementary level, serving students in grades 1 through 6, the school continues to provide multi-age grouping in an environment that encourages cooperative learning and self-discipline for first- through sixth-grade students. The elementary program is based on “Great Stories” and explores everything from the microscopic to the cosmic, allowing children to discover the interrelatedness of all things. The program builds on the foundations of the Children’s House program, where children learn through discovery, experimentation, and exploration at an individualized pace. An interdisciplinary approach to learning is also emphasized, as is respect for self and community. Materials and group activities develop individual and collaborative skills in the areas of biology, mathematics, language, history, geography, music, and the visual arts. The environment reinforces children’s natural curiosity and community; they learn ways of inquiring, investigating, and resolving questions.

The adolescent program (seventh and eighth grade) reflects a more rigorous level of academic challenge and preparation for high school. Study skills, time management, and setting high work and social standards are all vital components of the adolescent program.

Extensions of classroom study are experienced through community involvement, which gradually enables students to grow from classroom citizens to citizens in society at large. In addition to being a state-certified “Green and Healthy School,” the school is a member of the Urban Ecology Center. The center, located on the Milwaukee River, provides a coordinated science and environmental program for students.

Again this year the McGraw-Hill reading curriculum, published by Macmillan, was used only for the first through third grades (lower elementary). The school also continued using the

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a diagnostic reading tool to identify the lower elementary students who might be at risk in reading. Because most upper elementary students were reading at or above their grade level, the reading program was individualized and integrated into all of the student work, including a Writer's Workshop.

2. Teacher Information

During the 2009–10 academic year there were six classrooms. The six classrooms included two Children's House classrooms for 3- to 6-year-olds (or K3 through K5), two lower elementary (first through third grades), one upper elementary (fourth through sixth grades), and one adolescent (seventh and eighth grades) classroom. There was one teacher for each classroom. In addition to teachers, the instructional staff included a speech/language pathologist and a special education teacher (who also served as a half-time classroom teacher).⁴

The entire instructional staff was stable throughout the year. No staff left the school's employment and no new staff were hired. All seven eligible instructional staff (six teachers and one speech language pathologist) who were employed at the school the previous year returned in the fall of 2009.⁵

Two of the classroom teachers have taught at the school since its original charter 12 years ago, one teacher has been teaching at the school for 10 years, two teachers completed their third year at the school, and one teacher completed her first year (this teacher was hired into a new position at the start of the school year). The average timespan of experience at Downtown Montessori for classroom teachers was 6.8 years. The average timespan of experience for all instructional staff (including the speech pathologist and the classroom/special education teacher) was 7 years. Montessori teachers serve as student guides, with the students working at their own

⁴ The school contracted for the services of a psychologist and an occupational therapist as needed.

⁵ The special education teacher during 2009–10 was a classroom teacher during the 2008–09 academic year. She replaced the special education teacher from the previous year.

pace. The areas of discovery are ordered into a sequentially progressive curriculum that is commensurate with the development of the child.

All of the six classroom teachers and the classroom/special education teacher had Montessori certification. Seven of eight of the instructional staff held a held a Department of Public Instruction (DPI) license, as indicated on the DPI website. One teacher applied for a license on September 1, 2009, but at the time of this report there was no license information on the DPI website.

The school held one inservice or development meeting each month with a focus on the following topics:

- Intervention—RtI (Response to Intervention);
- Green School development/garden projects;
- Staff/parent communication;
- Using data/looking at scores and evaluating areas for improvement;
- Expanding staff involvement in overall planning and programming;
- Annual planning meeting with the board of directors;
- Special education conference and workshop: Special Education in the Montessori Classroom;
- Data for CRC.

3. Parental Involvement

Because parents bring their children into the school building each day, they have a unique opportunity for daily communication with the teachers. The *Parent-Student Handbook* states that the school encourages and expects all parents to spend at least four hours per year in school-based service activities and to visit their child's classroom at least once a year. Each child has a folder in which notices, school forms, and school work are sent home with the child. Email is

encouraged, as the school endeavors to communicate as much as possible through email as possible to prevent unnecessary paper usage, in accordance with the principles of a Green and Healthy School. Teacher email addresses are shared with parents. The school also has a website where current information and notices are available (<http://www.downtownmontessori.com>). The school also published and posted the annual *Parent-Student Handbook* on its website. Downtown Montessori held parent conferences during November and again in March.

Downtown Montessori had an active parent-teacher organization (PTO) that met on a monthly basis. In addition to regular PTO meetings, parents were invited to attend events throughout the year, including a September open house, parent education programs in October and November, and music performances in February and March.

4. Discipline Policy

The school's code of conduct and discipline policy was published in the 2009–10 *Parent-Student Handbook*. It indicated that when dealing with discipline, it is most important to create a consistent environment for children. Adult reactions to the child are tested daily, and when the actions of a child demand correction, it is most important that all adults who are involved with the child deal with the problem in the same way.

The Montessori method encourages children to make choices and develop responsibility for their own actions. Discipline is used to help, not punish, the child. The method of corrective discipline endorsed by Downtown Montessori has grown out of the Montessori approach. When a child is involved in actions contrary to established rules, the goal is to redirect the child to other activities.

All staff and parents serve as role models for the children, as demonstrated by their conduct with the children, other staff, and other parents. Each child should be dealt with positively; parents and staff should avoid showing anger.

Quiet time is used only if redirection of the child does not work. The child will choose when he/she is ready to rejoin the group.

When, in the judgment of the teacher and program director, a child's behavior is disruptive, disrespectful, cruel, or unsafe to the child or others, it cannot and will not be tolerated. All interventions will be formulated on the following principles:

- Respect for the child;
- Knowledge and understanding of the developmental needs and characteristics of the child, as well as the needs of the group; and
- An understanding that appropriate behavior must be taught and modeled.

The discipline policy goes on to describe specific consequences for older children when other interventions have not worked. These steps range from a review of the school rules and a warning for a first offense to possible consequences for fourth offenses, such as in-school suspension, isolation from the group, or temporary suspension from activities, depending on the nature of the offense. For chronic behavior problems that are suspected to be beyond the child's control, a referral is made to support services for evaluation and help. Suspension and/or expulsion of students are considered last resorts and are subject to board review.

5. Waiting List

At the start of the 2009–10 school year, the school did not have a waiting list. For the 2010–11 school year, the program director reported that there were approximately 20 students on the waiting list for K3 through eighth grade.

B. Student Population

Downtown Montessori started the school year with 121 children in K3 through eighth grade.⁶ By the end of the year, 7 more children had enrolled and 2 had withdrawn as they had moved away.⁷ One student withdrew from K5 and 1 from first grade. None of the children who withdrew had special education needs. There were 119 of 121 children who started and finished the school year at Downtown Montessori. This represents a student retention rate of 98.4%.

At the end of the year, there were 126 students enrolled.

- Seventy-six (60.3%) students were White, 23 (18.3%) were African American, 12 (9.5%) were Hispanic, 14 (11.1%) were Asian, and 1 (0.8%) was Native American.
- There were 59 (46.8%) girls and 67 (53.2%) boys.
- Nine (7.1%) students had special education needs.⁸ Three had speech/language impairments, 4 had specific learning disabilities, and 2 had other health impairments.
- Forty (31.7%) students were eligible for free or reduced lunch prices and 86 (68.3%) were not eligible for free/reduced lunch prices.

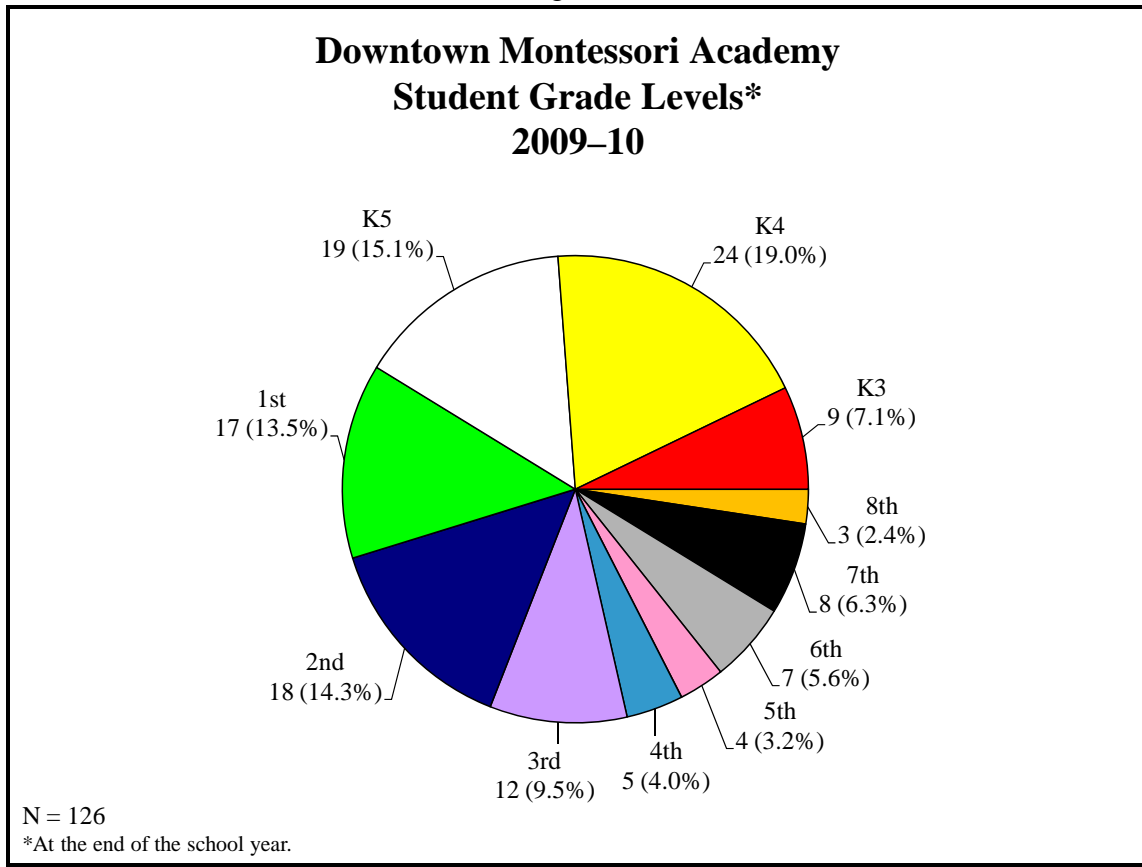
⁶ As of September 18, 2009.

⁷ The school did not expel any students.

⁸ One student started the year with special education needs but was dismissed from special education during the school year.

Grade levels for students enrolled at the end of the school year are illustrated below. The largest class was K4, with 24 students, and the smallest was eighth grade, with 3 students.

Figure 1



There were 104 students attending Downtown Montessori on the last day of the 2008–09 academic year who were eligible for continued enrollment at the school this past academic year (i.e., they did not graduate). Of these, 94 were enrolled in the school on the third Friday in September 2009. This represents a return rate of 90.4% and compares to a return rate of 90.2% in the fall of 2008.⁹

⁹ Prior to 2009–10, the school self-reported student return rates. This year, the rate is based on data files from 2008–09 and 2009–10.

C. Hours of Instruction

The 2009–10 school year consisted of 166 school days. The hours of instruction for K3 and K4 students were 8:45 a.m. to 11:45 a.m. each day. For students in K5 through eighth grades, the school day was 8:45 a.m. to 3:30 p.m. The highest possible number of hours of instruction per day was 3 hours for K3 and K4 students and 6.5 hours for K5 through eighth-grade students; therefore, the provision of at least 875 hours of instruction for full-day students (K5 through eighth grade) was met. K3 and K4 students attended half-days; therefore, the provision of one half of the required 875 hours of instruction was met.

The school also provided before- and after-school child care for a fee.

D. Computer/Technology Capability

Downtown Montessori has generic personal computers (IBM-compatible). All students have access to computer stations at various times throughout the day. The school uses Montessori Records Express to collect data in the Montessori environment. The teachers continue to implement Montessori Records Express to record student data related to academic progress. According to the Montessori Records Express website, it is a web-based Montessori record-keeping system that tracks attendance, progress, and lesson plans. The program also generates custom progress reports.

E. Activities for Continuous School Improvement

The following is a description of Downtown Montessori's response to the recommended activities in its programmatic profile and educational performance report for the 2008–09 academic year.

- **Recommendation:** Continue to provide struggling students with interventions such as supplementary Montessori materials, computer programs, and/or one-on-one extra instruction and practice.

Response: The school continued the practices mentioned in the recommendation. Specific to the extra instruction and practice, Downtown Montessori initiated before- and afterschool math tutoring for students in the upper elementary and adolescent programs. In addition, for students with mental health or emotional issues, the school engaged in a cooperative project with Jewish Family Services to obtain funding for onsite counseling for students and their parents.

- **Recommendation:** To meet the needs of all students, including those at or above grade-level expectations, continue the Montessori practice of providing instruction and work at the student's level based on assessment.

Response: The school continues to provide instruction and work at each student's level; this is an ongoing process built into the Montessori approach.

- **Recommendation:** Follow through with the strategies and ideas identified by the organizational assessment completed with the help of a consultant during the 2008–09 academic year.

Response: Through grants received during the 2009–10 academic year, the board of directors, with staff support, has done the following:

- » Completed a board diagnostic;
- » Developed a Board of Directors Manual, governance policies, and new committees, member, and board descriptions;
- » Initiated a facilities feasibility study through IFF, and is negotiating the purchase or long-term lease of the current building;
- » Implemented a continuing education benefit for teachers;
- » Established fiscal policies and developed an annual budget planning process;
- » Developed a new school logo and redesigned the website;

- » Initiated surveys of parents for each grade level;
 - » Begun developing a new employee handbook;
 - » Developed an emergency succession plan; and
 - » Is evaluating human resources policies to provide a performance review process and job descriptions.
- Recommendation: Develop and implement clear, specific criteria for defining local measure growth, and identify the data elements needed and the location of the data for measuring student progress.

Response: Through the use of Montessori Records Express, the staff realized the need to further define the stages of skill acquisition in order to track student progress and the need for documentation in the comments section on Montessori Records Express. The staff met and agreed on the following rubric:

- » Presented: The student has been shown this lesson.
- » Practiced: The student is working toward demonstrating developmentally appropriate understanding of the concept.
- » Mastered: The student demonstrates developmentally appropriate understanding of the concept.

In addition, representatives of the school met with CRC staff to clarify and develop appropriate data collection practices and improve reporting capability.

F. Graduation and High School Guidance Information

This was the second year that Downtown Montessori had an eighth grade. There were three eighth-grade students this year and all three graduated. Two are planning to attend Montessori IB High School and one is planning to attend Milwaukee High School of the Arts. School staff encouraged the students to attend open houses at various high schools, discussed high school with the students, and spoke with parents regarding the value of visiting schools with their child.

At this time, Downtown Montessori does not have a formal method to track the high school achievement of its graduates. The school's administrator reported that it would be good to

establish a plan for follow-up. Occasionally, former Downtown Montessori students will contact the school and information will be gathered informally.

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

A. Parent Surveys

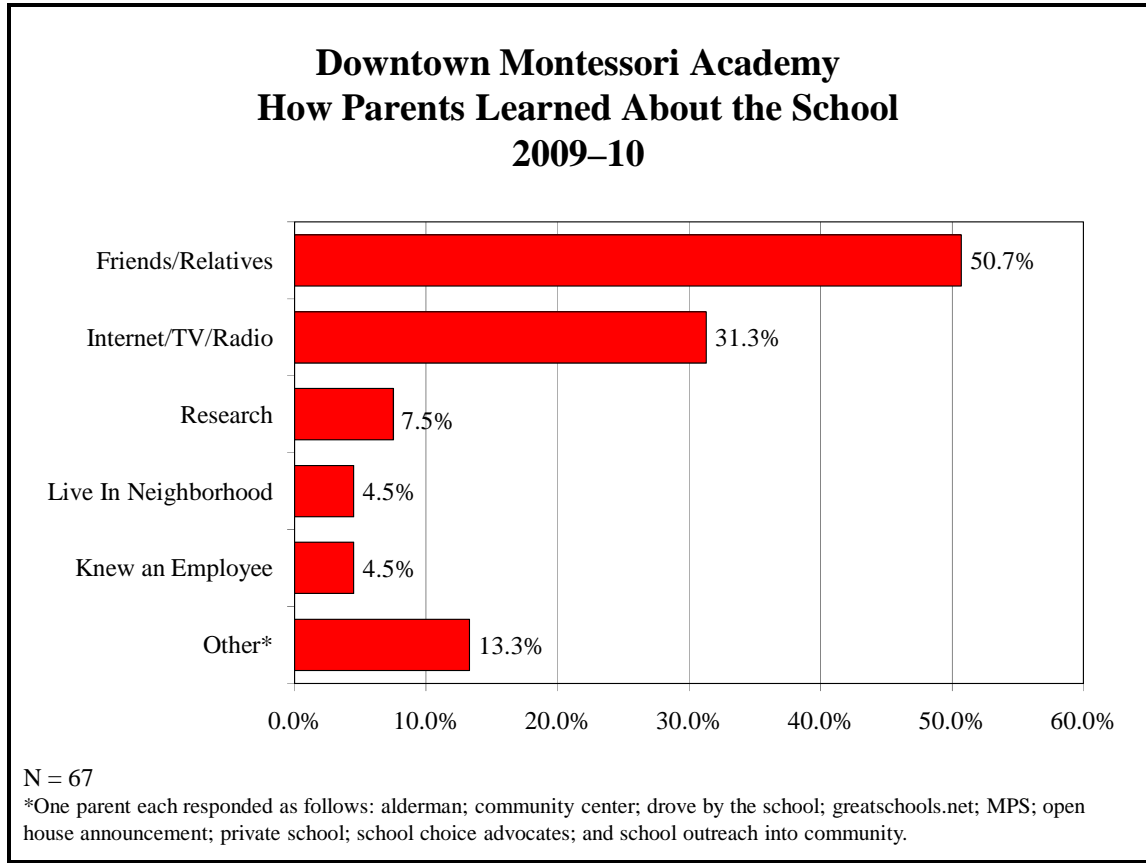
Parent surveys are qualitative in nature and provide a valuable external measure of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were asked to complete a survey. CRC prepared the survey form with a cover letter. The parent surveys were distributed by the school during the March parent-teacher conferences. Parents were asked to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. All completed interview and survey forms were forwarded to CRC for data entry.

At the time of this report, 67 (72.8%) surveys of 92 families (representing parents of 87 children) had been completed and submitted to CRC.¹⁰ Results are summarized below.

¹⁰ As of July 29, 2010.

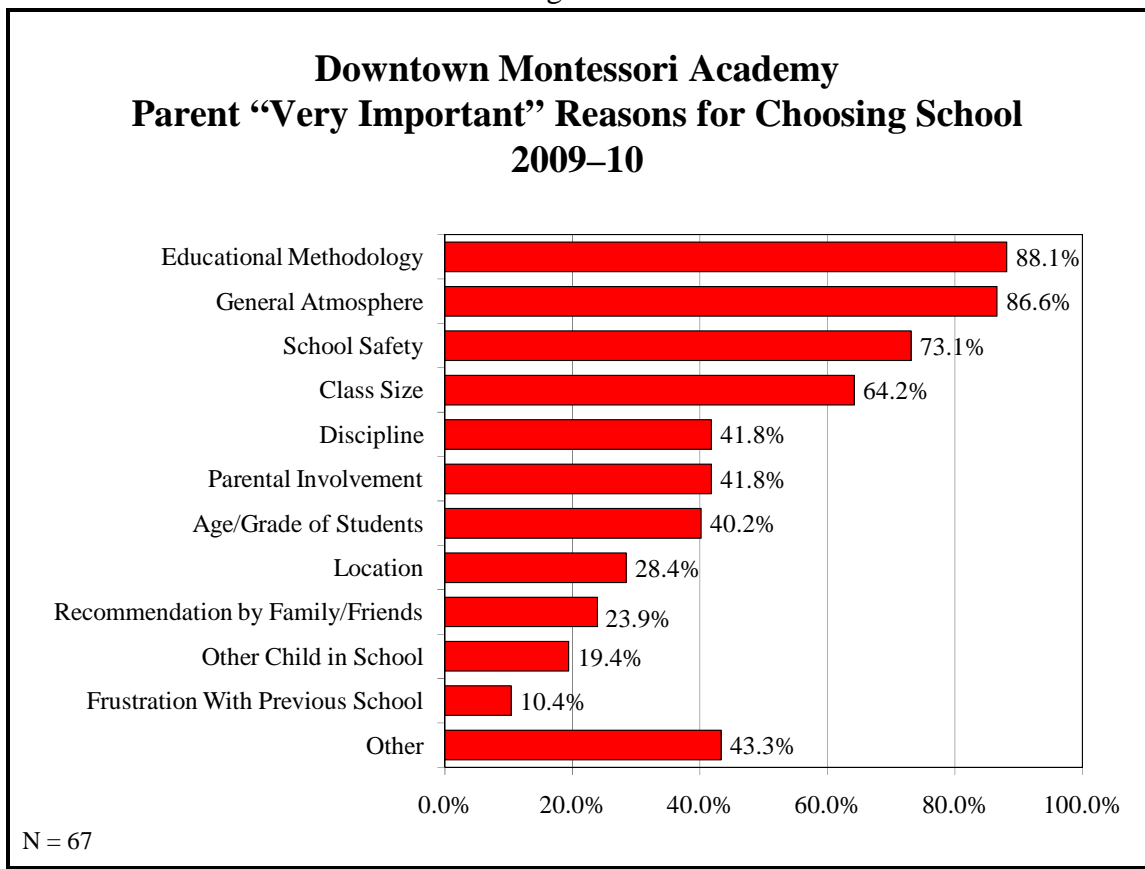
Parents heard about the school from a variety of places, such as friends or relatives (50.7%); Internet, television, or radio (31.3%); and their own research (7.5%). See Figure 2.

Figure 2



Parents chose to send their child(ren) to Downtown Montessori for a variety of reasons. Figure 3 illustrates the reasons parents considered very important when making the decision to send their child(ren) to this school.¹¹ For example, 88.1% of 67 parents stated that educational methodology and 86.6% said the general atmosphere at the school were very important reasons for selecting this school (see Figure 3).

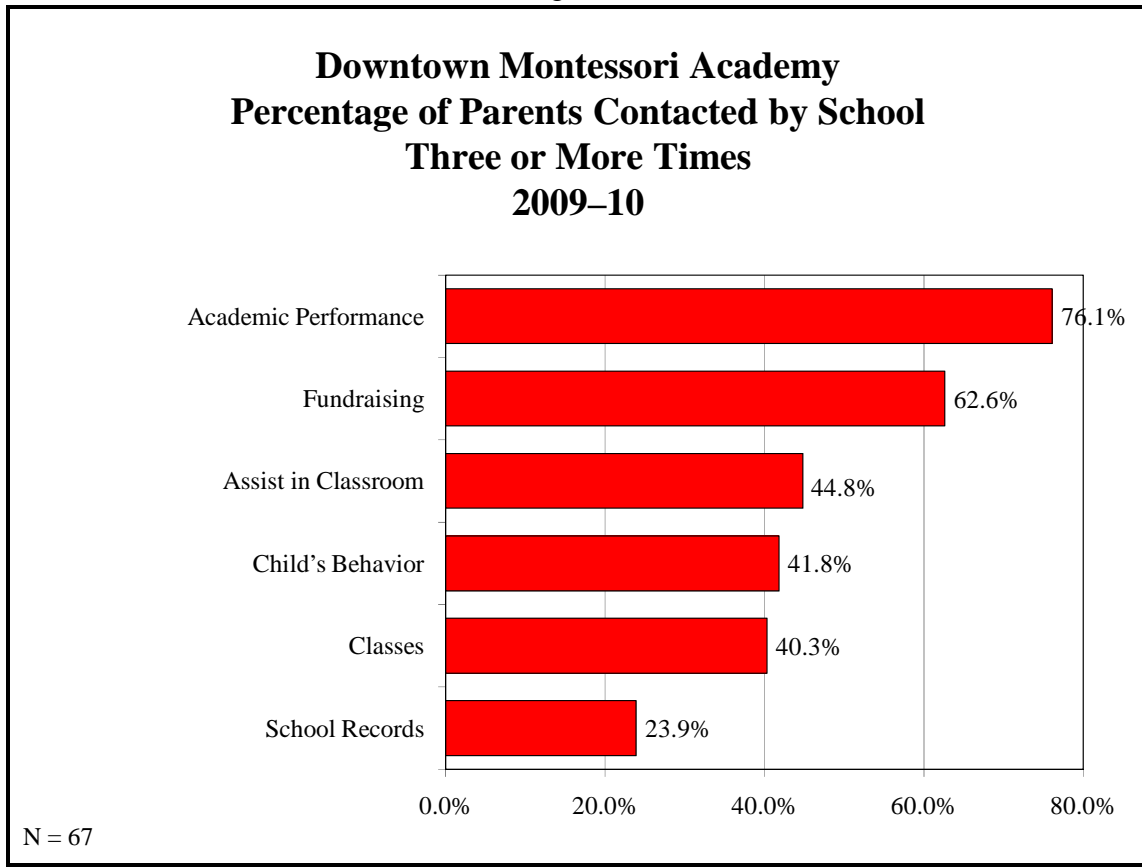
Figure 3



¹¹ Parents were given the following choices for each reason: very important, somewhat important, somewhat unimportant, and not at all important.

Parental involvement was also used as a measure of satisfaction with the school. Parental involvement was measured by the number of contacts between the school and parent(s) and participation in educational activities in the home. For example, 76.1% of parents were in contact with the school at least three times regarding their child’s academic performance and 62.6% were in contact regarding fundraising activities. Approximately 44.8% of parents were in contact with the school to assist in the classroom (see Figure 4).

Figure 4



Parental participation can also be described in terms of educational activities the family engages in while at home. During a typical week, 100.0% of 63 parents of elementary school children (K4 through fifth grade) read to their child, 82.6% worked on arithmetic or math, 77.8% participated in activities (e.g., sports, visits to library and/or museums) with their child, 77.8%

watched educational programs on television, and 68.2% worked on other homework with their children. Nine parents of older children (sixth to eighth grade) engaged in similar activities. For example, 77.7% monitored homework completion, 66.6% participated in activities together outside of school, 44.4% watched educational programs on television with their child, and 22.2% discussed progress toward graduation.

When asked what they most liked about the school, parents indicated the following aspects:

- Montessori method/curriculum (n = 17);
- Quality staff, accessible, attentive (n = 16);
- Size (n = 10);
- Environment/atmosphere (n = 7);
- Child's academic progress (n = 4);
- Location (n = 3); and
- Parent participation/involvement (n = 3).

One parent each mentioned communication, discipline, flexible, and partnership with the Urban Ecology Center. Three parents did not respond.

Parents were then asked what they least liked about the school. Responses included the following:

- Communication lacking regarding individual child's progress (n = 11);
- Facility, e.g., needs repair, no gym, lack of outdoor space (n = 10);
- Nothing (n = 5);
- Upper grade class size too small/not rigorous (n = 5);
- Lack of diversity among students and teachers (n = 3);
- Location (n = 3);
- Lack of foreign language (n = 2); and
- No sports programs/extracurricular activities (n = 2).

One parent each mentioned a particular teacher, before- and afterschool care expenses, inconsistent policies, lack of focus on math, lack of funds for technology, lack of transportation, library needs a lot of work, no hot lunch, process for school board selection is not transparent,

small office staff, the PTO, the school does not have open enrollment, and too informal.

Parents were then asked to rate various aspects of the school, including the program of instruction and progress reports for parents/guardians. Table 1 indicates that parents rated most of the aspects of the academic environment as excellent or good. For example, 67.2% of parents indicated that the program of instruction was excellent and 47.8% thought that the enrollment policy and procedures were excellent (see Table 1).

Table 1										
Downtown Montessori Academy										
Parental Rating of Various Aspects of the School										
2009–10										
(N = 67)										
Area	Response									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	45	67.2%	20	29.9%	2	3.0%	0	0.0%	0	0.0%
Enrollment policy and procedures	32	47.8%	33	49.3%	2	3.0%	0	0.0%	0	0.0%
Child's academic progress	39	58.2%	23	34.3%	5	7.5%	0	0.0%	0	0.0%
Student-teacher ratio	41	61.2%	22	32.8%	4	6.0%	0	0.0%	0	0.0%
Discipline method	35	52.2%	28	41.8%	4	6.0%	0	0.0%	0	0.0%
Parent-teacher relationships	41	61.2%	23	34.3%	3	4.5%	0	0.0%	0	0.0%
Communication regarding learning expectations	24	35.8%	30	44.8%	11	16.4%	2	3.0%	0	0.0%
Parent involvement in policy and procedures	29	43.3%	26	38.8%	11	16.4%	0	0.0%	1	1.5%
Teacher performance	48	71.6%	16	23.9%	3	4.5%	0	0.0%	0	0.0%
Principal performance	43	64.2%	22	32.8%	2	3.0%	0	0.0%	0	0.0%
Teacher/principal accessibility	45	67.2%	20	29.9%	2	3.0%	0	0.0%	0	0.0%
Responsiveness to concerns	46	68.7%	17	25.4%	4	6.0%	0	0.0%	0	0.0%
Progress reports for parents	35	52.2%	28	41.8%	4	6.0%	0	0.0%	0	0.0%

Parents were asked to indicate their level of agreement with several statements related to school staff. The statements and parent ratings are provided in Table 2.

Table 2										
Downtown Montessori Academy Parental Rating of School Staff 2009–10 (N = 66)*										
Area	Response									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with the staff.	48	72.7%	16	24.2%	2	3.0%	0	0.0%	0	0.0%
The staff welcomes suggestions from parents.	32	48.5%	27	40.9%	7	10.6%	0	0.0%	0	0.0%
The staff keeps me informed about my child’s performance.	30	45.5%	30	45.5%	4	6.1%	2	3.0%	0	0.0%
I am comfortable with how the staff handles discipline.	29	43.9%	32	48.5%	3	4.5%	2	3.0%	0	0.0%
I am satisfied with the number of adults available to work with the students.	34	51.5%	29	43.9%	3	4.5%	0	0.0%	0	0.0%
I am satisfied with the overall performance of the staff.	38	57.6%	25	37.9%	2	3.0%	1	1.5%	0	0.0%
The staff recognizes my child(ren)’s strengths and weaknesses.	40	60.0%	23	34.8%	2	3.0%	1	1.5%	0	0.0%

*One parent did not respond.

Last, parental satisfaction was evident in the following findings:

- Nearly all (98.5%, or 66 of 67) parents would recommend this school to other parents;
- Of 67 parents, 59 (88.1%) will send their child to this school next year;¹²
- When asked how their child would rate the school, 46 (68.7%) of 67 parents said excellent and 18 (26.9%) said good. Only 2 (3.0%) said fair and 1 parent did not provide an answer; and
- When asked to rate the school's overall contribution to their child's academic progress, most 45 (67.2%) parents indicated excellent and 21 (31.3%) parents rated the school good. One parent did not provide a response.

B. Teacher Interviews

In the spring of 2010, CRC interviewed the school's eight instructional staff regarding reasons for teaching there and overall satisfaction with the school. Two teachers taught K3 through K5; two taught first through third grade; one was the fourth- through sixth-grade teacher; one taught seventh and eighth grades; one was a half-time special education and half-time regular classroom teacher responsible for K4 and first graders; and one was the speech pathologist, who worked K3 through third-grade students. Teachers were responsible for 9 to 26 students at a given time. One of the teachers was in his/her first year at this school, two had been teaching at the school for 2 years, one for 4 years, one for 6 years, and four teachers had been at the school for 10 or more years.¹³ On average, teachers had over 15 years of teaching experience, including this and other schools. Two of the eight teachers used team-teaching techniques. All eight teachers indicated that they routinely used data to make decisions within the classroom and seven indicated that school leadership used data to make schoolwide decisions. One teacher's performance review occurred annually, two were reviewed informally, performance for two

¹² Five parents were unsure, two are moving, and one wants a more rigorous curriculum for seventh/eighth grade.

¹³ The principal/administrator, known at Downtown Montessori as the program director, is not included in the teacher interview section.

teachers was examined weekly by mentors, and three teachers' performance had not been reviewed. Two teachers indicated that student academic progress was not part of their review and the other six did not know if student performance was part of teacher performance evaluation. Three teachers were satisfied with the review process and five did not offer an opinion because their performance had yet to be reviewed. All eight teachers indicated that they planned to continue teaching at the school.

When asked about their reasons for teaching at this school, six of eight teachers indicated that the educational methodology and/or the general atmosphere at the school were very important reasons, and four out of eight indicated that discipline was a very important reason for teaching at this school. See Table 3 for more details.

Table 3				
Reasons for Teaching at Downtown Montessori 2009–10 (N = 8)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Location	2	3	0	3
Financial considerations	1	2	4	1
Educational methodology	6	2	0	0
Age/grade level of students	3	4	1	0
Discipline	4	3	1	0
General atmosphere	6	2	0	0
Class size	3	5	0	0
Type of school	1	7	0	0
Parental participation	2	5	0	1

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, and overall student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Most teachers rated these areas as good or excellent. The area in which three teachers expressed dissatisfaction was with student progress reports (see Table 4).

Table 4				
Downtown Montessori School Performance Rating 2009–10 (N = 8)				
Area	Rating			
	Excellent	Good	Fair	Poor
1. Class size	3	3	2	0
2. Materials and equipment	3	5	0	0
3. Student assessment plan	2	6	0	0
3a. Local measures	2	6	0	0
3b. Standardized tests	3	5	0	0
3c. Progress reports	2	3	3	0
4. Shared leadership, decision making, and accountability	2	5	1	0
5. Professional support	1	6	0	1
6. Professional development opportunities	5	1	2	0
7. Progress toward becoming an excellent school	3	4	1	0

Teachers were then asked to rate their satisfaction in a variety of areas related to the school. 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. Areas in which at least two teachers expressed some dissatisfaction were student/teacher ratio, teacher collaboration to plan learning experiences, and parental involvement. Table 5 lists all of the teacher responses.

Table 5					
Downtown Montessori Teacher Satisfaction 2009–10 (N = 8)					
Performance Measure	Response				
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion
Program of instruction	6	2	0	0	0
Enrollment policy and procedures	3	3	1	0	1
Student's academic progress	4	3	1	0	0
Student/teacher ratio	4	2	2	0	0
Discipline policy	2	6	0	0	0
Adherence to discipline policy	1	6	1	0	0
Instructional support	3	5	0	0	0
Parent-teacher relationships	4	4	0	0	0
Teacher collaboration to plan learning experiences	1	5	2	0	0
Parent involvement	4	1	3	0	0
Community/business involvement	2	5	0	0	0
Teacher performance	4	3	1	0	0
Principal performance	4	4	0	0	0
Professional support staff performance	2	5	0	0	1
Opportunities for teacher involvement	4	4	0	0	0
Board of directors' performance	6	2	0	0	0
Opportunities for continuing education	7	1	0	0	0
Frequency of staff meetings	2	5	1	0	0
Effectiveness of staff meetings	1	7	0	0	0

When teachers were asked what they most liked about the school, they mentioned the following (note that teachers could provide up to three responses each):

- The director (n = 4);
- Staff (n = 3);
- Class/school size (n = 2); and
- Family atmosphere (n = 2)

One teacher each mentioned adherence to special education laws, challenge of adolescent program, efforts to be diverse, a green school, the Montessori approach, MR system for record keeping, opportunity to become certified while working, parent-teacher involvement, school philosophy, and students.

When asked what they least liked about the school, teachers mentioned the following:

- The building, e.g., no gym, common space, untidy (n = 5);
- Policies and procedures need further development and clarification (n = 3); and
- Parents are uninvolved, disgruntled (n = 2).

One teacher each mentioned that class sizes are too large; the end-of-day pick-up routine; the homogenous staff; insufficient funding for a librarian; insufficient funding for an enriched curriculum; lack of hot lunch; the need to improve communication among all staff; pay; and teacher meetings need to be more efficient.

When asked for suggestions to improve the school, teachers indicated the following: more room (n = 2); add a cafeteria (n = 1); add water source on second floor (n = 1); more funding (n = 1); new paint (n = 1); orientation/training for new teachers (n = 1); and provide staff coverage to attend meetings (n = 1).

When asked to provide suggestions to improve the classroom, teachers indicated the following: need more physical space (n = 2); remove carpet (n = 2); and one teacher each mentioned: add water in the classrooms, organize feedback among staff, and support shared

teaching. One teacher did not have any suggestions for improving the classroom.

On a scale of poor, fair, good, or excellent, seven teachers rated the school’s contribution to students’ academic progress as excellent and one teacher rated the school as good.

C. Student Interviews

Ten students in seventh or eighth grade were asked several questions about their school. All 10 students indicated that they use computers at school, the school is clean, people work together in school, and that their teachers talk to their parents (see Table 6).

Table 6			
Downtown Montessori Student Interview 2009–10 (N = 10)			
Question	Yes	No	No Opinion/ Don’t Know
1. Do you like your school?	8	1	1
2. Do you learn new things every day?	3	5	2
3. Have you improved in reading?	6	4	0
4. Have you improved in math?	7	3	0
5. Do you use computers at school?	10	0	0
6. Is your school clean?	10	0	0
7. Do you like the school rules?	2	6	2
8. Do you follow the rules?	6	3	1
9. Does your homework help you learn more?	4	5	1
10. Do your teachers help you at school?	7	2	1
11. Do you like being in school?	5	4	1
12. Do you feel safe in school?	9	1	0
13. Do people work together in school?	10	0	0
14. Do you feel the marks you get on classwork, homework, and report cards are fair?	6	3	1
15. Do your teachers talk to your parents?	10	0	0
16. Does your school have afterschool activities?	6	3	1
17. Do your teachers talk with you about high school plans?	7	3	0

Students were then asked what they liked best and least about the school. Students liked the following the most:

- Teachers (n = 3);
- Size of school (n = 2);
- Students (n = 2); and
- One student each mentioned getting to work with people of different ages, don't have dislikes, music class, that the school is Montessori, and the friendly social environment (note that some students provided more than one response).

Students liked the following the least:

- Personal world time (n = 3);
- Dress code (n = 2); and
- One student each mentioned curriculum, gym class, how little principal does about issues in the classroom, limited amount of green projects, and some teachers are unfair.

D. Board of Directors Interviews

Board member opinions are qualitative in nature and provide valuable insight regarding school performance and organizational competency. Four members of Downtown Montessori's Board of Directors were interviewed via telephone by CRC staff using a prepared interview guide. One of the board members has served on the board intermittently since the school began, one has served for three years, one for four years, and one for less than a year. One interviewee is currently the board president; another, the treasurer/secretary; and two are board members at large. These board members represented experience as a parent, nonprofits, advertising and marketing, for-profit businesses, the law, and other board membership including MPS.

The interviewees were asked to rate the school's performance in class size, materials 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. Most of the ratings were excellent or good. Similarly, the majority of interviewees rated the school's performance regarding shared leadership, decision making and accountability, professional support, and professional development opportunities as either excellent or good.

All four of the interviewees indicated that the school's progress toward becoming an excellent school was excellent and that the school is excellent overall. They also reported that the board of directors uses data to make decisions and cited several examples.

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, all four interviewees indicated that they were very satisfied with the program of instruction, enrollment policies and procedures, the students' academic progress, size, the discipline policy, instructional support, the teachers' performance, the principal's performance, the current role of the board of directors and the board's performance, the commitment of the school's leadership, and the safety of the educational environment. All interviewees indicated that they were very or somewhat satisfied with the student-teacher ratio/class size; the adherence to the discipline policy; community or business involvement; opportunities for teacher involvement in policy/procedure decisions; and human, administrative and financial resources to fulfill the school's mission. The only area where a board member expressed being somewhat dissatisfied was with parent involvement, and that was related to a lack of understanding by some parents of the role of the PTO.¹⁴

¹⁴ One board member did not have enough knowledge to express an opinion regarding opportunities for continuing education and another did not have enough experience to express an opinion regarding community/business involvement.

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

- The head of school and the faculty;
- The progress made by the board's leadership to institutionalize the head of school's style and philosophy;
- The fact that the students are involved, learning, and happy to be at school;
- The small size of the school; and
- The general quality, caring, and understanding of the entire staff, including consideration of each student's individual needs.

Regarding dislikes, each of the following issues was mentioned once:

- The continuing financial pressures, including the facility itself;
- How to manage succession;
- Communication at the school: specifically, lack of sufficient quality and timeliness of communication to parents and answering the phone promptly;
- Lack of a lunch program; and
- Limitations of the building, i.e., lack of gymnasium, small playground.

When asked for one suggestion for improving the school, the board members mentioned the following ideas:

- Resolve the building issues: whether to buy/lease and make improvements;
- Obtain more funding; and
- Improve the timeliness of communication to the parents.

IV. EDUCATIONAL PERFORMANCE

To monitor Downtown Montessori's school performance, a variety of qualitative and quantitative information was collected at specific intervals during the past several academic years. This year, the school established attendance, parent conference, and parent contract goals as well as goals related to special education students. In addition, the school used internal and external measures of academic progress. This section of the report describes school success in meeting attendance, conference, parent contract, and special education goals. It also describes student progress as measured internally on student report cards and externally by standardized tests, such as the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination (WKCE).

A. Attendance

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 85%. This year, the school surpassed this goal, as students, on average, attended school 94.6% of the time.¹⁵ When excused absences were included, the attendance rate rose to 100.0%.¹⁶

B. Parent Conferences and Contracts

At the beginning of the academic year, the school established a goal that parents would participate in all of scheduled parent-teacher conferences. This year, the school scheduled conferences for students in first through eighth grades, one in the fall and one in the spring. Parents of all (100.0%) children enrolled at the time of each conference attended. The school has, therefore, met its goal related to parent conferences.

¹⁵ Attendance rate is based on all 128 students enrolled at any time during the year. The rate was calculated for each student by dividing the number of days attended by the number of expected days of attendance and averaging across all students.

¹⁶ CSRC required that the school report suspensions this year. The school did not suspend any students.

The school also established a goal that 95% of parents would fulfill the requirements of the parent contract related to hours of involvement. The PTO requested that families contribute four hours per person or family this year. This year, parents of all (100.0%) children fulfilled contract requirements; therefore, the school has met this goal.

C. Special Education Student Records

This year, the school established a goal to develop and maintain records for all special education students. During the year, there were 10 students with special education needs. Based on information supplied by the school, all 10 students had an IEP, including 1 student who was dismissed from special education because he/she was no longer eligible. In addition, CRC conducted a review of a representative number of files during the year. This review indicated that IEPs had been completed and reviewed in a timely manner and that parents were invited to and participated in the IEP team. The school has met its goal related to keeping updated special education records.

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 administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each city-chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC expectation is that at a minimum, schools establish local measures in

reading, writing, math, and special education. Due to their young age, results for 3- to 5-year-olds are combined below. Results in each academic content area for students in grades 1 through 8 are illustrated subsequently.

1. Progress Reports for Grades K3 Through K5

For the ninth consecutive year, Downtown Montessori elected to use the Scholastic Progress Reports in grades K3 through K5 to track students' progress on a variety of skills. The K3 through K5 report cards cover skill areas such as the following:

- Language, e.g., spoken, written, reading, parts of speech, and word study;
- Mathematical development, e.g., numbers, counting, addition, subtraction, and multiplication;
- Sensorial discrimination, e.g., visual, auditory, tactile, gustatory, and olfactory;
- Cultural areas, e.g., globes, maps, and animals of the world; and
- Practical life, e.g., care of person, grace, courtesy, and control and coordination.

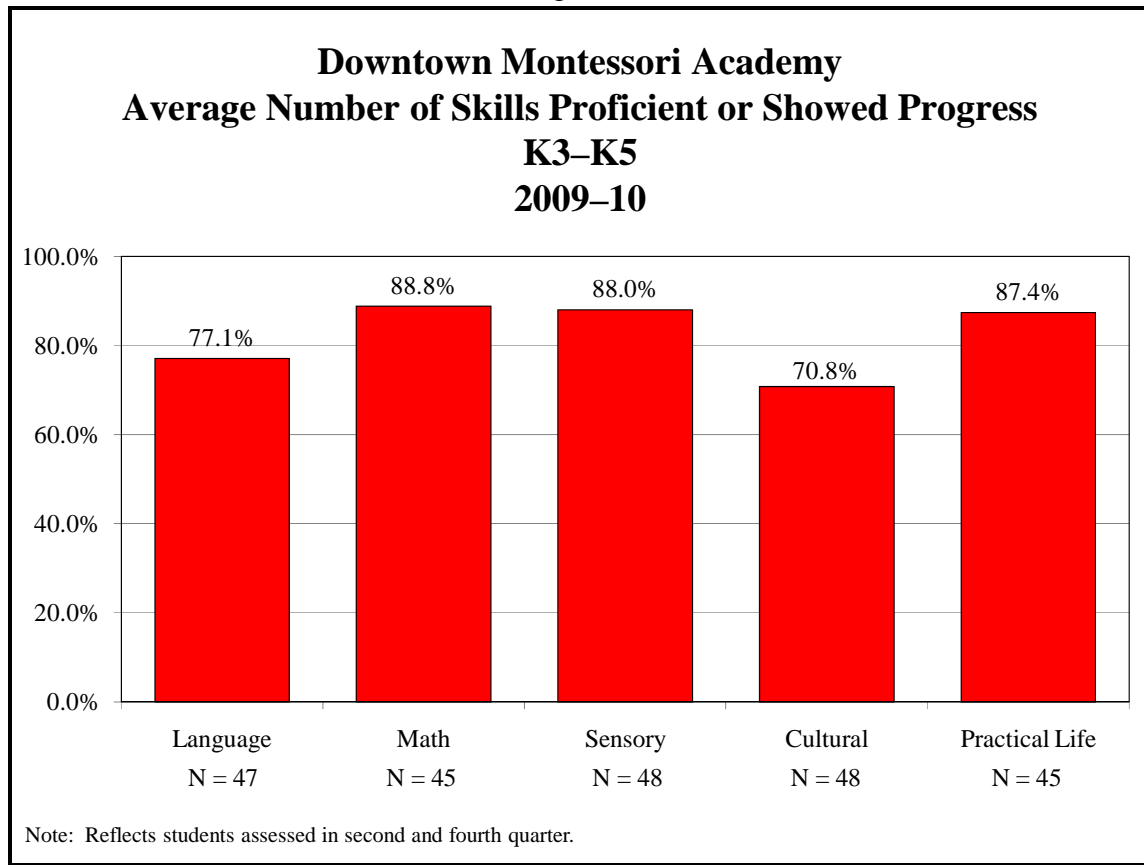
Students are rated as “presented/introduction,” “practiced,” or “improved” or “proficient” on each skill. This year, the school established a goal that K3 through K5 students would show progress in acquiring practical life, sensorial, mathematical development, language, and cultural skills between the second and fourth quarters. Figure 2 shows the average percentage of skills in which students made progress or reached proficiency.¹⁷ Rates were calculated for each student and averaged across all students.¹⁸

¹⁷ If a student reaches proficiency at the time of the second-quarter assessment and maintains proficiency at the time of the fourth-quarter assessment, CRC counted this as progress.

¹⁸ Rates were calculated by dividing the number of skills in which the student improved at least one level or which the student had reached proficiency by the number of skills presented for each student in the second quarter.

This year, report card data were submitted for 51 K3 through K5 students. Some students were assessed in some areas and others were assessed in all of the areas. For example, 47 students were assessed in language skills. On average, students showed progress or reached proficient on 77.1% of language skills. Forty-five students were assessed on math skills. On average, these students showed progress or reached proficiency on 88.0% of skills that had been presented to them during the first part of the year.¹⁹ On average, students showed proficiency in 88.0% of sensory, 70.8% of cultural, and 87.4% of practical life skills. See Figure 5.

Figure 5



¹⁹ The end-of-year percentage is an average of the skills in which students showed progress (i.e., improved a level) or maintained mastery during the year.

2. Reading, Writing, and Math Progress for First Through Eighth Grades

a. *Reading Skills*

Reading skills for students in first through third grade were measured using the McGraw-Hill reading tests.²⁰ Each student took the first unit test (or if the student was new, a placement test) and then was administered reading skills exams throughout the school year. The goal was that students would score at least 70% on the final unit test.

²⁰ The learning memo plan was to test fourth graders as well; however, all fourth graders were tested with the fifth and sixth graders due to performance on reading-level tests.

Based on percentage correct from the last test, 42 (91.3%) of 46 first- through third-grade students were able to score 70% or higher. See Table 7.

Table 7			
Downtown Montessori Academy			
Reading Skills Based on McGraw-Hill Final Unit Reading Test			
1st Through 3rd Grade			
Grade	N	Number Scored 70% or Higher	Percentage Scored 70% or Higher
1st	17	15	88.2%
2nd	18	16	88.9%
3rd	11	11	100.0%
Total	46	42	91.3%

Reading skill development for fourth through sixth graders was also assessed using the McGraw-Hill reading tests (note that the fourth graders who completed level four in the McGraw-Hill series were tested with the fifth and sixth graders). The goal was that students would show improvement in literacy grades from the first to the last marking period. This year, 93.3% of 15 fourth through sixth graders demonstrated progress, meeting the school’s goal (note that progress includes students who scored 100% on both exams). See Table 8.

Table 8			
Downtown Montessori Academy			
Reading Skills Progress Based on McGraw-Hill Unit Reading Tests			
4th Through 6th Grade*			
Grade	N	Number Improved	% Improved
4th	5	Could not report due to <i>n</i> size	
5th	3	Could not report due to <i>n</i> size	
6th	7	Could not report due to <i>n</i> size	
Total	15	14	93.3%

*Includes fourth graders because they were reading at fifth- or sixth-grade levels.

Reading skills for seventh- and eighth-grade students were measured by comparing the average overall literacy grade in percentage from the first marking period to the average overall

literacy grade percentage from the last marking period. Eleven students were assessed at the time of the first and last periods. Seven (63.6%) improved from the first to the last marking period.

Table 9			
Downtown Montessori Academy			
Reading Skills Progress Based on Literacy Grades			
7th and 8th Grade			
Grade	N	Number Improved	% Improved
7th	8	Could not report due to <i>n</i> size	
8th	3	Could not report due to <i>n</i> size	
Total	11	7	63.6%

b. Writing Skills

Writing progress for first- through fourth-grade students was based on the first and last writing scores, based on reading level from the Macmillan/McGraw-Hill curriculum. Student writing skills were assessed as poor, fair, good, or excellent. Data provided by the school reflected student scores on a four-point scale.

This year, 45 first- through fourth-grade students were tested in the first and last marking periods.²¹ Results indicate that 23 (51.1%) students were able to improve scores from one test to the other. See Table 10.

Table 10			
Downtown Montessori Academy			
Writing Skills Progress Based on McGraw-Hill Unit Reading Tests			
1st Through 4th Grade			
2009–10			
Grade	N	Number Improved	% Improved
1st	15	6	40.0%
2nd	17	14	82.4%
3rd	10	0	0.0%
4th	3	Could not report due to <i>n</i> size	
Total	45	23	51.1%

²¹ Includes fourth graders at or below levels. Fourth graders functioning above grade were tested with the fifth and sixth graders.

Writing skills goals for fifth and sixth grade (and fourth graders reading at fifth- or sixth-grade levels) applied to students who were functioning at or above grade level in reading. These students were eligible to participate in Writer’s Workshop. One goal that the school set was that students in Writer’s Workshop would demonstrate writing progress as measured by comparing the average score from writing samples produced in the fall semester to those created at the end of the year. The second goal was that Writer’s Workshop students would exhibit proficiency in literacy skills by the end of the year. Students were assessed using chapter tests from a vocabulary workbook, periodic review tests from the grammar textbook, and fluency tests administered periodically throughout the school year.

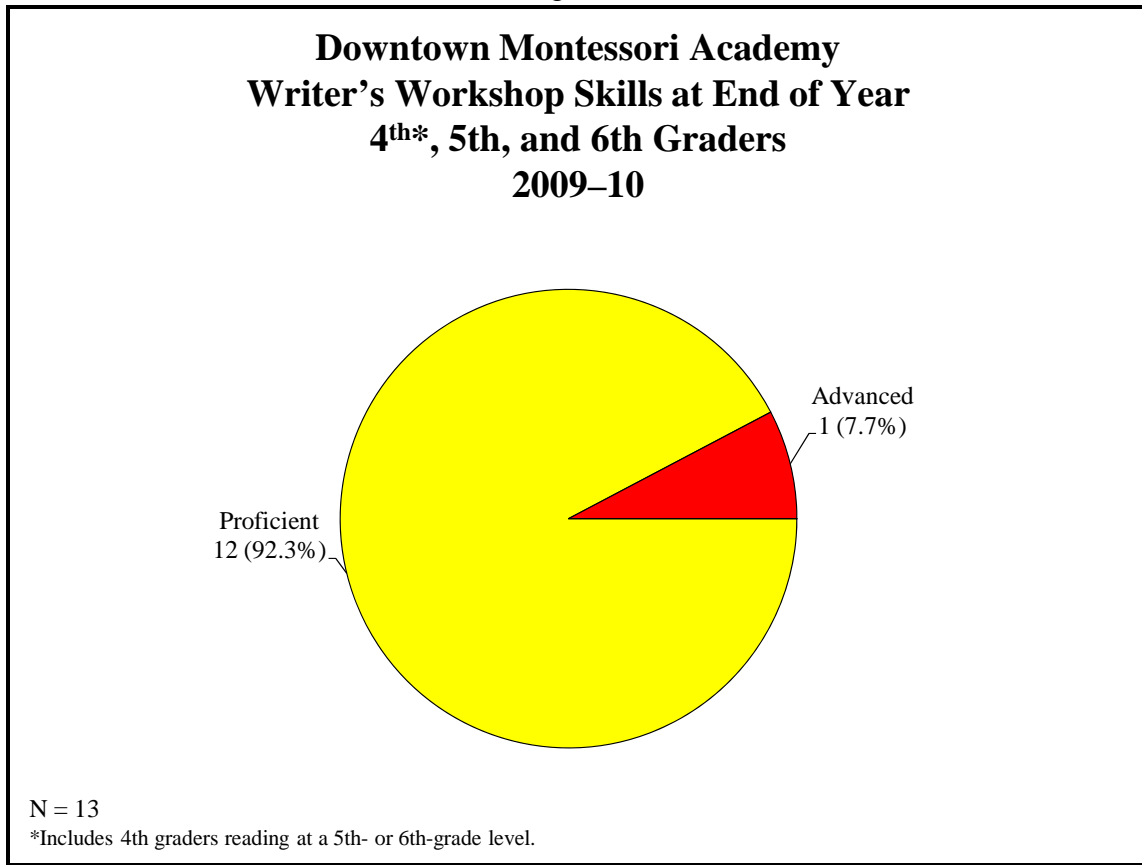
This year, two fourth, four fifth, and seven sixth graders were eligible for Writer’s Workshop. Twelve (92.3%) of these students demonstrated progress from the fall to the spring writing assessment. See Table 11.

Table 11			
Downtown Montessori Academy			
Writing Progress Based on Writing Samples			
4th, 5th, and 6th Grade*			
2009–10			
Grade	N	Number Improved	% Improved
4th	2	Could not report due to <i>n</i> size	
5th	4	Could not report due to <i>n</i> size	
6th	7	Could not report due to <i>n</i> size	
Total	13	12	92.3%

*Includes fourth graders functioning above grade level.

Examination of Writer’s Workshop tests from fourth quarter indicated that 12 (92.3%) fourth, fifth, and sixth graders exhibited proficient skills and 1 (7.7%) had advanced writing skills, meeting the school’s second Writer’s Workshop goal (Figure 6).

Figure 6



Writing skills progress for seventh and eighth graders was measured by comparing the average score from student writing samples created in the fall to the average score on student writing samples created in the spring. Student skills were assessed on a four-point scale. Three (27.3%) students were able to increase their writing scores by the end of the year (see Table 12). Note that 8 of the 13 students scored three or more out of four points on the final writing sample (not shown).

Table 12			
Downtown Montessori Academy Writing Progress Based on Writing Samples 7th and 8th Grade 2009–10			
Grade	N	Number Improved	% Improved
7th	8	Could not report due to <i>n</i> size	
8th	3	Could not report due to <i>n</i> size	
Total	11	3	27.3%

c. *Math Skills*

Math skills for students in grades 1 through 6 were tracked on student report cards. Students were rated on each math skill as “presented,” “practicing,” or “proficient.” The school’s goal was that by the final marking period, 80% of students enrolled for the year would master (i.e., reach proficient on) all math skills that were at the practiced level at the end of first semester.

Scores were provided for 63 first through sixth graders. By the end of the year, 7 (11.1%) of them had mastered all math skills that they had practiced. On average, students had mastered 76.1% of math skills (see Table 13).

Table 13				
Downtown Montessori Academy Math Progress and Proficiency 1st Through 6th Grades 2009–10				
Grade	Number of Students	Students Who Reached Proficient in All Skills		Average Percentage Skills Proficient at End of Year
		N	%	
1st	17	0	0.0%	65.8%
2nd	18	1	5.6%	64.8%
3rd	12	1	8.3%	86.15
4th	5	Cannot report due to <i>n</i> size		
5th	4	Could not report due to <i>n</i> size		
6th	7	Could not report due to <i>n</i> size		
Total	63	7	11.1%	76.1%

Math progress for seventh and eighth graders was based on the Connected Mathematics 2 curriculum. The goal was that students at or above grade level would demonstrate progress as measured by comparing the average unit test grade at the beginning of the year to the average unit test grade at the end of the year. This year, there were 7 of 11 seventh and eighth graders above average in math skills. Due to the small size of this group, results could not be included in this report.

3. Special Education Student Progress

The school also set a goal for special education students. The goal was that students who had an active IEP would demonstrate progress toward meeting their IEP goals at the time of the annual review or re-evaluation. Note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards. This year, there were fewer than 10 students due for an annual review. To protect student identity, results were not included in this report.

E. Standardized Measures of Educational Performance

The SDRT is the standardized test required by the CSRC for administration to first, second, and third graders enrolled in city-chartered schools to assess student reading skills. Students are tested in phonetic analysis, vocabulary, and comprehension. Results are provided as grade-level equivalents (GLE). The test was to be administered between March 15 and April 15. The school administered the SDRT in March 2010.

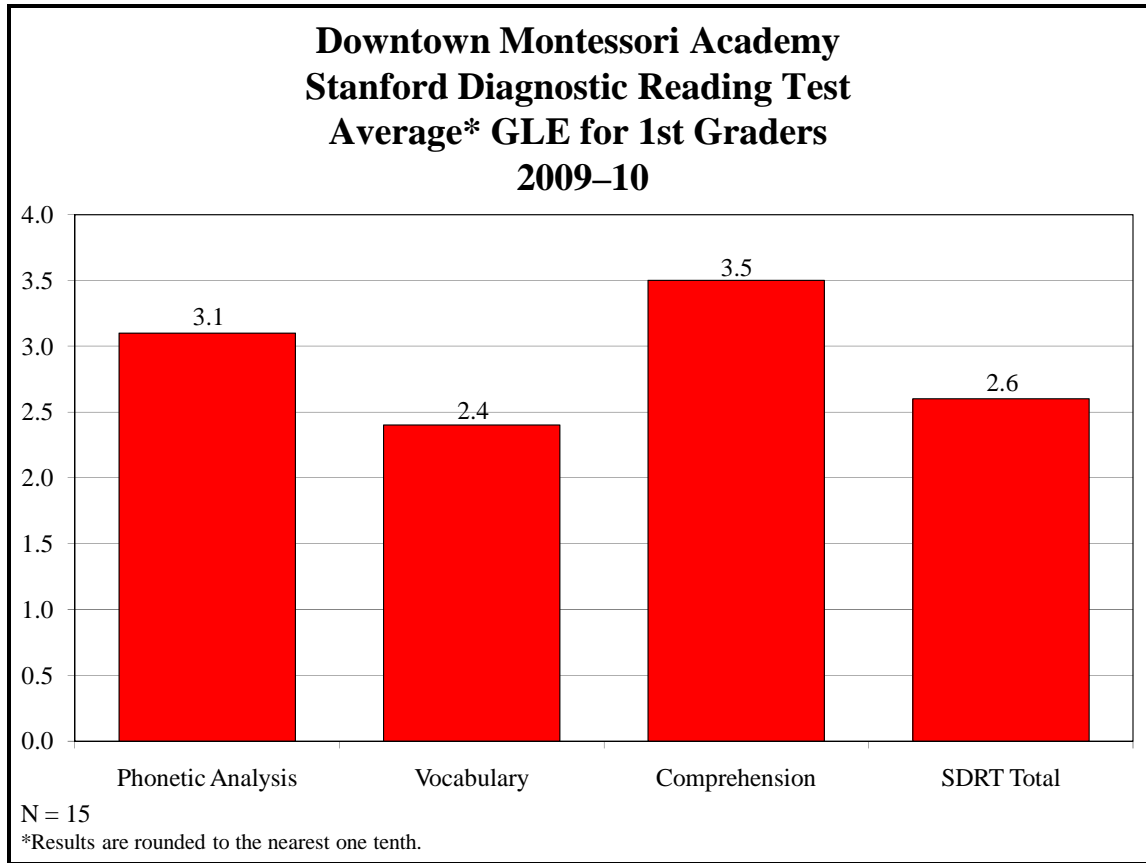
The CSRC also requires that students in third through eighth grade take the WKCE. This test is required by the State of Wisconsin and is administered to all students in Wisconsin public schools in October or November of each year. The WKCE meets federal No Child Left Behind requirements that students in third through eighth grades be tested in reading and mathematics. Students in fourth and eighth grades are also tested in language arts, science, and social studies. Based on results, students are placed in one of four proficiency categories—advanced, proficient, basic, or minimal—in each content area. The school administered the test in November 2009.

The following section describes results of the standardized measures of academic performance. It reflects results for all students enrolled in the school at the time of the test administration, including students enrolled for a full academic year (FAY) and those students who were new to the school.

1. SDRT for First Grade

In March 2010, the SDRT was administered to 15 first graders.²² Results indicate that, on average, first graders were functioning at second- to third-grade reading GLEs in the three areas (see Figure 7).

Figure 7



²² There were two additional students who took part of the test. Results were not included in analysis.

The GLE range, median score, and the percentage of first graders at or above GLE are illustrated in Table 2. The range of levels in each area indicates a fairly wide distribution among the first graders.

Table 14 Downtown Montessori Academy Stanford Diagnostic Reading Test GLE for 1st Graders 2009–10 (N = 15)				
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median	% At or Above GLE
Phonetic Analysis	1.0	5.2	2.5	100.0%
Vocabulary	1.2	4.3	2.4	100.0%
Comprehension	1.3	7.7	2.6	100.0%
SDRT Total	1.4	3.9	2.4	100.0%

Note: Results are rounded to the nearest one tenth.

2. SDRT for Second Grade

SDRT results for second graders indicates that students were reading at second-grade levels, on average, in the areas tested (Figure 8 and Table 15).

Figure 8

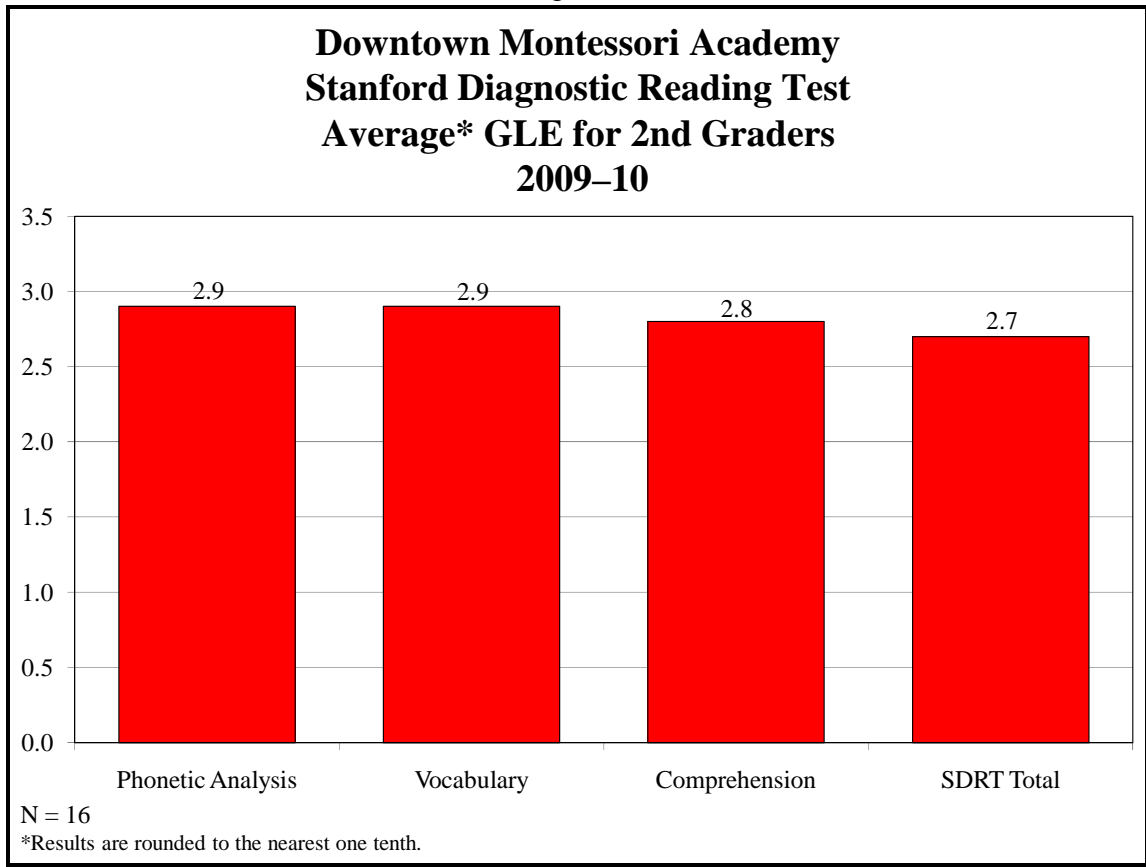


Table 15

**Downtown Montessori Academy
Stanford Diagnostic Reading Test
GLE for 2nd Graders
2009–10
(N = 16)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median	% At or Above GLE
Phonetic Analysis	1.5	7.9	2.3	62.5%
Vocabulary	1.5	5.6	2.4	62.5%
Comprehension	1.3	5.7	2.6	75.0%
SDRT Total	1.6	5.8	2.6	62.5%

Note: Results are rounded to the nearest one tenth.

3. SDRT for Third Grade

Results for third graders indicate that students, on average, scored 4.8 to 6.7 GLE in the areas tested (Figure 9 and Table 16).

Figure 9

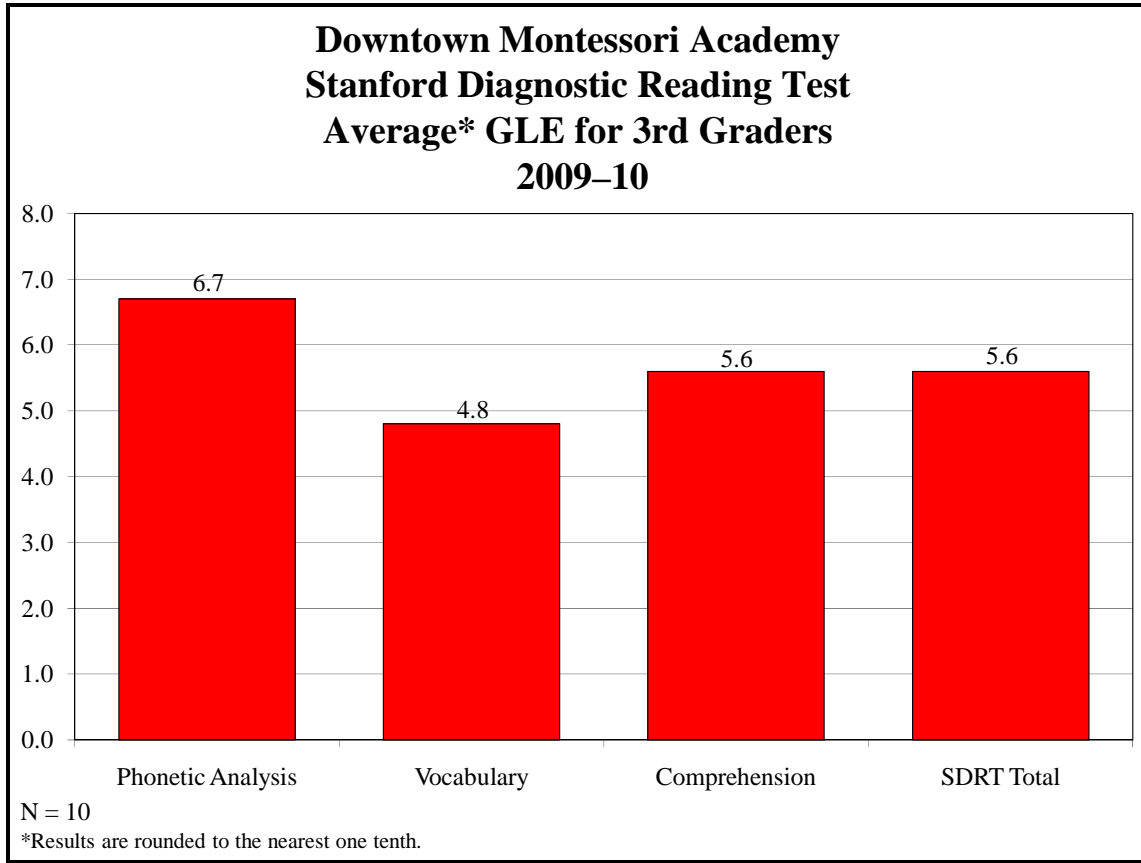


Table 16

Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median	% At or Above GLE
Phonetic Analysis	2.7	10.8	6.5	90.0%
Vocabulary	3.2	7.2	4.6	100.0%
Comprehension	2.3	8.1	5.2	90.0%
SDRT Total	2.9	7.7	5.6	90.0%

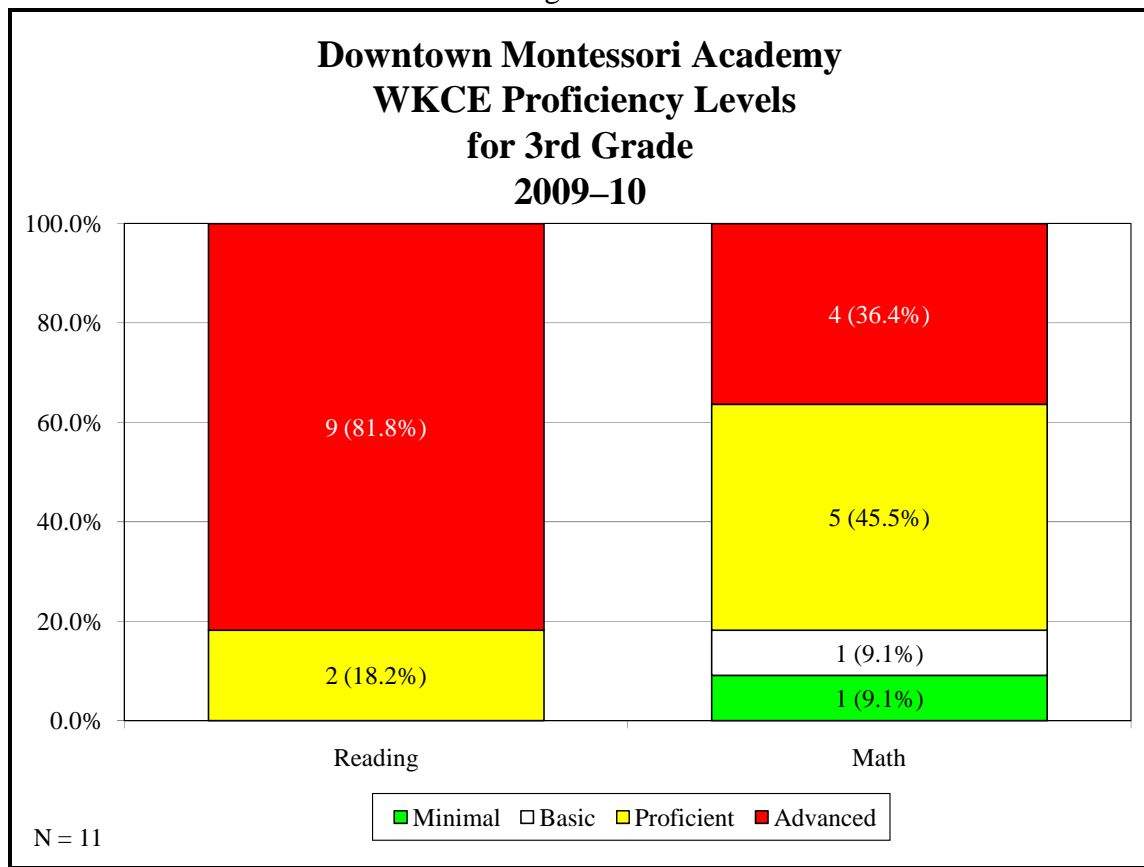
Note: Results are rounded to the nearest one tenth.

4. WKCE for Third Grade

This year, there were 11 third graders, 5 fourth graders, 3 fifth graders, 7 sixth graders, 8 seventh graders, and 3 eighth graders who took the WKCE. Due to the small size of these cohorts, results for each grade level could not be included in this report. To provide an estimate of student performance, results for fourth through sixth grade and seventh and eighth grades were combined.

Results for third grade indicate that nine (81.8%) students were reading at an advanced level and two (18.2%) scored at the proficient level. No students scored in the basic or minimal category. In math, four (36.4%) students exhibited advanced skills, five (45.4%) scored proficient, and one (9.1%) scored in the basic range. One (9.1%) student showed minimal math proficiency (Figure 10).

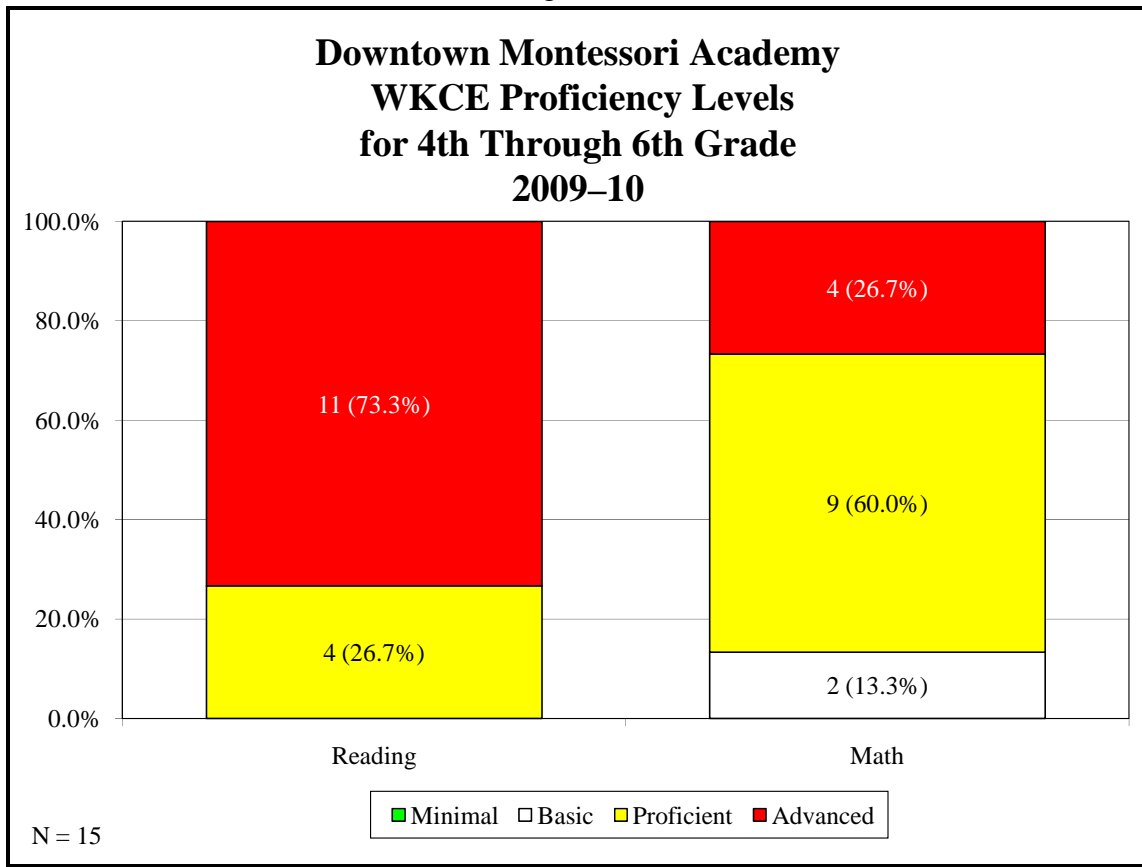
Figure 10



5. WKCE for Fourth Through Sixth Grade

Results for fourth through sixth grade indicate that 11 (73.3%) students scored advanced and 4 (26.7%) were proficient in reading. Four (26.3%) scored advanced, 9 (60.0%) were proficient, and 2 (13.3%) students scored in the basic level for math (see Figure 11).

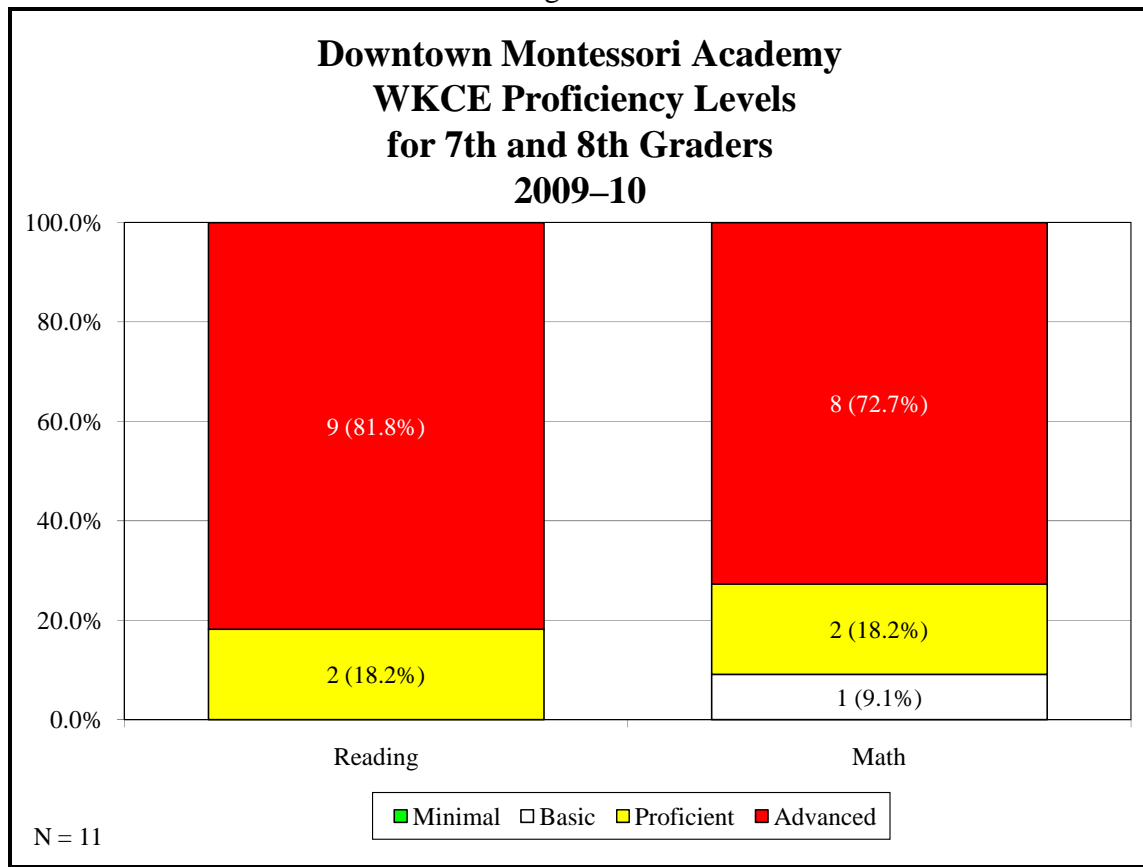
Figure 11



6. WKCE for Seventh and Eighth Grade

Results for the seventh and eighth grades indicate that 9 (81.8%) students scored advanced and 2 (18.2%) were proficient. No seventh or eighth graders performed in the minimal or basic ranges in reading. In math, 8 (72.7%) students exhibited advanced math skills, 2 (18.2%) scored proficient, and 1 (9.1%) student scored in the basic level. No students exhibited minimal math skills (Figure 12).

Figure 12



Due to the small size of the fourth- and eighth-grade cohorts, proficiency levels for language arts and the student writing scores could not be included in this report.

F. Multiple-year Student Progress

Year-to-year student progress is measured by comparing scores on standardized tests from one year to the next. The tests used to examine progress are the SDRT (reading only) and the WKCE. In addition, the CSRC requires that progress for fourth- through eighth-grade students who met proficiency expectations be reported separately from those who did not.

The following section includes all students for whom standardized test data were available in consecutive years. This includes students enrolled for a FAY and students who were new to the school.

1. First- Through Third-grade Students

First- through third-grade reading progress was measured using the SDRT. Results from this test are stated in GLE. The CSRC expects all students to advance at least one year, on average, from spring to spring testing. The expectation for students with below-grade-level scores in the previous year is more than one year GLE advancement.

Table 17 describes reading progress results, as measured by the SDRT, over consecutive academic years for students enrolled as first graders in 2008–09 and as second graders in 2009–10, and for second graders who returned as third graders in 2009–10. Overall, SDRT totals indicate that 12 (50.0%) students improved at least 1.0 GLE and students improved, on average, 1.1 GLE from one grade to the next. The median improvement was 1.0 GLE.

Table 17					
Downtown Montessori					
Average GLE Advancement in Reading					
Based on SDRT					
Grades	GLE				
	Average GLE (2008–09)	Average GLE (2009–10)	Median Advancement	Average Advancement	% Advanced 1.0 GLE or More
1st to 2nd (n = 16)	2.0	2.7	0.6	0.7	25.0%
2nd to 3rd (n = 8)	Cannot be reported	Cannot be reported	Cannot be reported	Cannot be reported	Cannot be reported
Total (N = 24)	--	--	1.0	1.1	50.0%

Note that 23 of the 24 students were at or above GLE in 2008–09 and 17 of the 24 students were at or above GLE in 2009–10.

It is possible to compare SDRT results from 2007–08 to 2009–10 using scores from students who took the SDRT in 2007–08 as first graders and again in 2009–10 as third graders. Eight of this year’s third graders were administered the SDRT as first graders in 2007–08. Due to the small size of this cohort, progress could not be included in this report.

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

The CSRC requires that multiple-year standardized test results be reported for students who met proficiency-level expectations in the previous school year. The CSRC expects that at least 75% of students who reached proficiency, i.e., scored proficient or advanced, in 2008–09 will maintain their status in 2009–10. Multiple-year progress for fourth through eighth graders can be examined using the WKCE results from 2008–09 and 2009–10.

This year, there were four fourth graders, three fifth graders, seven sixth graders, five seventh graders, and three eighth graders who had scores from consecutive years. In 2008–09, 21 of these 22 students met reading proficiency-level expectations, and 20 of the 21 met expectations in math. This year, all (100.0%) of the 21 students were able to maintain a

proficient or higher level in reading and 19 (95.0%) of the 20 students were able to do so in math (see Table 18).

Table 18			
Downtown Montessori Academy Proficiency-level Progress for Students Who Tested at Proficient or Advanced in 2008–09 Based on WKCE 4th Through 8th Graders			
Subject	Students Proficient/Advanced in 2008–09	Students Who Maintained Proficient/Advanced in 2009–10	
		N	%
Reading	21	21	100.0%
Math	20	19	95.0%

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

In addition to examining progress for students who met expectations, the CSRC requires that the school report advancement for students who did not meet proficiency-level expectations in reading and/or math in the previous academic year. Because the SDRT does not translate into proficiency levels, GLE advancement is used to examine progress for first and second graders.

This year, there was one student who tested below GLE on the 2008–09 SDRT; one student who scored minimal or basic in reading on the WKCE; and two students who scored minimal or basic in math, based on WKCE. Due to the small size of these groups, results for students who did not meet proficiency-level expectations could not be included in this report.

G. Annual Review of the School’s Adequate Yearly Progress

1. Background Information²³

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

²³ This information is based on the DPI website, <http://dpi.wi.gov/oea/aact/ayp.html>, July 2008.

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; and
- The proficiency rate in mathematics.

In Wisconsin, DPI releases an annual review of school performance for each chartered school with information about whether the 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.

The possible school status designations are as follows:

- “Satisfactory,” which means that the school is not in improvement status;
- SIFI, or “School Identified for Improvement,” which means that the school did not meet AYP for two consecutive years in the same objective;
- SIFI levels 1–5, which means that the school missed at least one of the AYP objectives and is subject to state requirements and additional Title I sanctions, if applicable, assigned to that level;
- SIFI levels 1–4 Improved, which means that the school met 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 return to satisfactory status from improvement status;
- Title I status, which identifies whether Title I funds are directed to this school. If so, the schools are subject to the federal sanctions.²⁴

²⁴ For complete information about sanctions, see www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.

2. Three-year Adequate Yearly Progress

According to Downtown Montessori's *Adequate Yearly Progress Review Summary School Performance: 2009–10* published by DPI, the school has demonstrated satisfactory performance on all four objectives: test participation, attendance, reading, and mathematics.²⁵ In addition, DPI reported that Downtown Montessori received a satisfactory designation in all four objectives applicable for the past three years. The school has met all requirements for AYP for the 2009–10 academic year in the areas of other academic indicator (attendance), reading, mathematics, and test participation.

²⁵ For a copy of the Downtown Montessori Adequate Yearly Progress Review Summary, see http://www2.dpi.state.wi.us/sifi/AYP_Summary.asp?AgKey=030909

V. SUMMARY AND RECOMMENDATIONS

This report covers the 12th year of Downtown Montessori's operation as a City of Milwaukee charter school. In addition to the information in the body of this report, see Appendix A for an outline of specific contract provision compliance information.

A. Contract Compliance

The school has met all but one of its education-related contract provisions.

B. Parent, Teacher, Student, and Board Member Satisfaction

On a scale of excellent, good, fair, or poor, 98.5% of 67 parents rated the school's contribution toward their child's learning as good (31.3%) or excellent (67.2%).

Seven (87.5%) of eight teachers rated the school's contribution toward student academic progress as excellent and one (12.5%) rated the school's contribution as good.

All 10 students interviewed indicated that they use computers at school, the school is clean, people work together in school, and that their teachers talk to their parents.

All four members of the board of directors interviewed indicated that the school's progress toward becoming an excellent school was excellent.

C. Education-related Findings

Attendance and parental involvement findings were as follows.

- Average student attendance was 94.6%, exceeding the school's goal of 85%.
- Parents of all (100.0%) children enrolled at the time of each of the two scheduled attended conferences.
- Parents of all (100.0%) students fulfilled the parent contract requirements related to hours of involvement.

D. Local Measure Results

Downtown Montessori's local measures of academic progress indicated the following outcomes:

Pre-kindergarten and kindergarten student progress: By the end of the school year, pre-kindergarten and kindergarten students showed progress or sustained proficiency in 77.1% of language, 88.8% of math, 88.0% of sensory, 70.8% of cultural, and 87.4% of practical life skills.

Reading skills:

- McGraw-Hill reading tests given at the end of the year indicate that 42 (91.3%) of 46 students in first through third grades were able to score at least 70% correct.
- McGraw-Hill reading tests from first to last marking period indicate that 14 (93.3%) of 15 fourth through sixth graders were able to show improvement.
- Reading results from the first to last marking period show that 7 (63.6%) of 11 seventh and eighth graders showed improvement.

Writing skills:

- Writing skills for 45 students in first through fourth grade were assessed using a 4-point scale at the beginning and end of the year. Results indicate that 23 (51.1%) showed improvement.
- Fifth and sixth graders and fourth graders were eligible to participate in the Writer's Workshop. Writer's Workshop test scores from the beginning and end of the year indicate that 12 (92.3%) students improved in writing skills. All 13 students scored proficient or advanced at the end of the year.
- Writing skills for seventh and eighth graders were assessed on a four-point scale at the beginning and end of the year. Three (27.3%) students showed improvement in scores from fall to spring.

Math skills:

- There were 63 students in first through sixth grade who were tested in math during the fourth quarter of the school year. Seven (11.1%) had reached proficiency on all math skills. On average, students reached proficiency on 76.1% of skills.
- The school's seventh- and eighth-grade goal applied to students who were above grade level. There were only seven students in grades 7 and 8 who were above

grade level. Due to the small size of this cohort, results could not be included in this report.

Special education students: There were fewer than 10 special education students due for an annual IEP review; therefore, results were not included in this report.

E. Standardized Test Results

Standardized tests results for Downtown Montessori students were as follows.

- The March 2010 SDRT results indicated that first graders were, on average, reading at 2.6 GLE; second graders were reading, on average, at 2.7 GLE, and third graders' average was 5.6 GLE.
- The WKCE for 11 third graders indicated that in reading, 81.8% were at the advanced level and 18.2% scored proficient; and in math, 36.4% were at the advanced level and 45.5% were proficient.
- The WKCE for 15 fourth through sixth graders indicated that in reading, 73.3% were at the advanced level and 26.7% scored proficient; and in math, 26.7% scored advanced and 60.0% scored in the proficient range.
- The WKCE results for 11 seventh and eighth graders indicated that 81.8% scored advanced and 18.2% proficient in reading. In math, 72.7% scored advanced and 18.2% scored proficient.

F. Multiple-year Advancement

Multiple-year advancement results were as follows.

- SDRT results indicated that second and third graders advanced an average of 1.1 GLE in reading.
- WKCE results over multiple years for fourth through eighth graders indicated that all 21 students who were proficient in reading in 2008–09 maintained proficiency and 19 of 20 students who were proficient in math in 2008–09 maintained proficiency in 2009–10.

G. Recommendations

After reviewing the information in this report and considering the information gathered during the administration interview in August 2010, CRC and the school leadership jointly recommend that the focus of activities for the 2010–11 school year include the following steps.

- Refine and revise the use of Montessori Records Express to be able to extract data regarding skills acquisition for K3 through K5 in an electronic form that yields analyzable data. Consider revising the local measure goal accordingly.
- Consider the adoption of a policy to require summer programming for struggling students.
- Continue development of the board of directors.
- Develop a plan to work with the PTO to foster PTO academic support of the school by projects such as developing the library, tutoring students, or assisting teachers.
- Clarify the Six Traits Writing measurement to include consistent use of the five-point rubric for each of the six traits for grades four through eight, the same topic writing sample for pre- and post-measurement, and the Six Traits information to inform writing instruction.

Appendix A

Contract Compliance Chart

Downtown Montessori Academy, Inc.

**Overview of Compliance for Education-related Contract Provisions
2009–10**

Section of Contract	Contract Provision	Report Reference Page	Contract Provision Met or Not Met
Section I, B	Description of educational program of the school and curriculum focus	pp. 2–4	Met
Section I, V	Charter school operation under the days and hours indicated in its calendar	p. 10	Met
Section I, C	Educational methods	pp. 2–4	Met
Section I, D	Administration of required standardized tests	pp. 41–48	Met
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 31–40	Met
Section I, D	Academic criteria #2: Year-to-year achievement measures:		
	a. 2nd- and 3rd-grade students: advance average of 1.0 GLE in reading.	a. pp. 49–50	a. Not met*
	b. 4th- through 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency level.	b. pp. 50–51	b. Met: 100% of 21 maintained proficiency.
	c. 4th- through 8th-grade students proficient or advanced in mathematics: at least 75.0% maintain proficiency level.	c. pp. 50–51	c. Met: 95.0% of 20 maintained proficiency
Section I, D	Academic criteria #3: Year-to-year achievement measures:		
	a. 2nd- and 3rd-grade students with below-grade-level scores in reading: advance more than 1.0 GLE in reading.	a. p. 51	a. N/A**
	b. 4th- through 8th-grade students below proficient level in reading: increase the percentage of students who advanced one level of proficiency or to the next quartile within the proficiency level range.	b. p. 51	b. N/A**
	c. 4th- through 8th-grade students below proficient level in math: increase the percentage of students who advanced one level of proficiency or to the next quartile within the proficiency level range.	c. p. 51	c. N/A**
Section I, E	Parental involvement	p. 5–6	Met
Section I, F	Instructional staff hold a DPI license or permit to teach	p. 5	Met
Section I, I	Pupil database information, including special education need students	pp. 8–9	Met
Section I, K	Discipline procedures	pp. 6–7	Met

*The average advancement of the second graders was 0.7 GLE and second and third graders' combined average advancement was 1.1 GLE.

**Group size too small: There were very few students below grade level.

Appendix B

Outcome Measures Agreement Memo

Downtown Montessori Academy
2507 South Graham Street
Milwaukee, WI. 53207

Student Learning Memorandum
2009–2010 School Year

The following procedures and outcomes will be used for the 2009-2010 school year monitoring of the education programs of Downtown Montessori. The 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 85%. Attendance rates will be reported as present, excused absence, and unexcused absence.

Present is defined as having been present for at least half of the day.

Enrollment:

The school will record the enrollment date for every student. Upon admission, individual student information including eligibility for free/reduced lunch will be added to the school database

Termination:

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

Parent Conferences:

A parent or guardian of all students will participate in all of the scheduled parent-teacher conferences. Dates for the events and names of the parent participants will be recorded by the school for each student. Conferences may occur in person or by phone.

Parent Contract:

Ninety five percent (95%) of parents will fulfill the requirements of the parent contract related to hours of involvement.

Special Education Needs Students:

The school will maintain updated records on all special education students including date of team assessment, assessment outcome, IEP completion date, IEP review dates and any reassessment results.

Academic Achievement: Local Measures:

Children's House (K3, K4, K5)

Students attending the Children's House (K3, K4 and K5) will demonstrate progress in acquiring skills in the area of practical life, sensorial discrimination, mathematical development, language and culture. Each student's development will be reported to their parents on report cards and this information will be collected in Montessori Records Express (MRX) and extracted for submission to CRC. The following scale will be used to track the change in skill acquisition:

1 – Presented 3 – Mastered/Proficient
2 – Practiced

Elementary (Grades 1 through 8)

Reading:

Grades 1- 3

Using the McGraw Hill reading unit tests throughout the year, each 1st through 4th grade student's reading progress will be measured and reported. A McGraw Hill placement test will be administered in the fall to 1st grade and all new 1st through 4th grade students. Unit tests will be administered throughout the year. The expectation is that all students enrolled for the entire year will demonstrate at least 70% on their final unit test.

These data will be entered into MRX.

Grades 4 - 6²⁶

Students who have completed level four in the Mc Graw Hill reading program will demonstrate literacy by comparing the literacy grade in the 1st marking period with the average overall literacy grade on the last marking period

Grades 7-8:²⁷

7th and 8th grade students will demonstrate progress in literacy as measured by comparing the average overall literacy grade (in percentage form) on the first marking period with the average overall literacy grade (in percentage form) on the last marking period.²⁸ These data will be entered into MRX.

Writing:

Grades 1-4:

Writing Skills will continue to be part of our local measures and progress. Progress will be measured by comparing first and last writing test scores based on each student's reading level of the McMillen/McGraw Hill curriculum. The scale used is 0 = Incomplete/blank; 1= poor, 2 = fair, 3 = good and 4 = excellent.

Grades 4- 5-6:²⁹

Writer's Workshop Outcomes: Fourth,³⁰ Fifth and sixth grade students who are at or above grade level in reading will participate in Writers Workshop.

#1. Writers workshop students will demonstrate writing progress as measured by comparing the average score (using the six traits rubric) of a writing sample from the fall

26 Some fourth grade students have completed the level four in McGraw Hill.

27 There are no 7th or 8th grade students who are below grade level in reading this year. We have 2 transfer students whose progress we will measure

28 Literacy is taught in the context of project based learning using an approach developed by Betsy Coe . Grades for projects, group work, study guide questions, themes and vocabulary will be averaged for each student to yield an overall literacy grade in percentage form.

29 All of these students have successfully completed the 4th grade reading curriculum.

30 These students are the 4th grade students who have completed the 4th grade McGraw Mc Millen reading curriculum

semester compared with a final end of the year writing sample.

#2. Writers workshop students will demonstrate increased literacy skills. Throughout the school year literacy will be assessed using chapter tests from a vocabulary workbook, periodic review tests from their grammar textbook and fluency tests. By the end of the year, students will score either proficient (2.6-3.5), or advanced (3.6-4) in each of these areas on Montessori Record Express.

Grades 7-8:

Students in grades 7 and 8 will demonstrate writing progress as measured by comparing the average score (using the six traits rubric) of a writing sample from the fall semester compared with a final end of the year writing sample.

Mathematics:

Grades 1-6:

Students in 1st through 6th grades will demonstrate progress in acquiring math skills. The following scale will be used to track the change in skill acquisition and be used for each student's end of semester report card:

1. = presented
2. = practiced
3. = Mastered/Proficient

The expectation is that by the final marking period, 80 % of the students attending all year will master all of the math skills that are at the practiced level at the end of the first semester.

These measures are based on the Montessori approach where the teacher first presents or introduces the skill; and the student then practices the skill until reaching a proficient or advanced level or mastery depending upon the grade level. These data will be entered into the Montessori Express database.

Grades 7-8:

7th and 8th grade students who at or above grade level in math will demonstrate progress in the *Connected Mathematics 2* curriculum as measured by a comparison of the average unit test percentage grade at the beginning of the year with the average unit test percentage grade at the end of the year.³¹

Special Education Students

Students who have active IEP's will demonstrate progress toward meeting their IEP goals at the time of their annual review or re-evaluation. Progress will be demonstrated by reporting the

31 There are 3 students at the 7th grade level who are struggling with math. Those students receive an individualized math curriculum

number of goals on the IEP that have been met. Please note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards.

Academic Achievement: Standardized Measures

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

Grades 1, 2 & 3, **Stanford Diagnostic Reading Test** will be administered March 15th thru 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.

Grade 3 - 8 **WKCE** will be administered in the fall on an annual basis as defined by the Wisconsin Department of Public Instruction. The areas to be evaluated will be reading and math for all students and the additional subjects of Science Social Studies and Language Arts for 4th and 8th Grades.

Data Addendum

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in the learning memo for the 2009–10 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1. All students attending the school at any time during the 2009–10 academic year should be included in all student data files. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique Wisconsin student ID number and the school-based ID number in each data file.
2. All data fields must be completed for each student enrolled at any time during the school year. If a student is not enrolled when a measure is completed, record NE to indicate "not enrolled." If the measure did not apply to the student for another reason, enter NA for that student to indicate "not applicable." NE may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year. NA may apply when a student is absent when a measure is completed.
3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

Staff person(s) responsible for year-end data submission: Virginia Flynn

Data due to CRC: Within 10 days following the last day of student attendance.

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster: Student identification Demographics Enrollment Termination Attendance	Create a column for each of the following. Include for all students enrolled at any time during the school year: <ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID • Student name • Grade level • Race/ethnicity • Gender (M/F) • Enrollment date • Termination date, or NA if the student did not withdraw • Reason for termination, if applicable • The number of days the student was enrolled at the school this year (number of days expected attendance) • The number of days the student attended this year • The number of excused absences this year • The number of unexcused absences this year • Indicate if the student had or was assessed for special education needs during the school year (Yes and eligible, Yes and not eligible, or No) • Free/reduced lunch status (free, reduced, full pay) 	MRX	Liz Becerra
Special Education Needs Students and Academic Achievement: Local Measures IEP Progress	For each student who had or was assessed for special education, i.e., had “Yes and eligible” in the data file above, include the following: <ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID • Student name • The special education need, e.g., ED, CD, LD, OHI, etc. • Assessment date • IEP completion date • IEP review date • IEP review results, e.g., continue in special education, no longer eligible for special education • # goals on IEP • # goals met on IEP 	Excel spreadsheet designed by school	Liz Becerra
Parent Conferences	<ul style="list-style-type: none"> • Create a column for each of the scheduled conferences as well as 	Excel spreadsheet designed by school	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>for student identification. Include all students enrolled at any time during the school year. Student name</p> <ul style="list-style-type: none"> • Wisconsin ID number • School-based ID number • Create one column labeled <u>conference 1</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the first conference. If the student was not enrolled at the time of this conference, enter NE. • Create one column labeled <u>conference 2</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the second conference. If the student was not enrolled at the time of this conference, enter NE. • 		
Parent Contract (note: the parent contract column can be added to the student roster data file described above)	For each student enrolled at any time during the year, include: <ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID • Student name • Parent fulfilled contract (Y or N) 	Excel spreadsheet designed by school	Liz Becerra
Academic Achievement: Local Measures Children's House (K3-K5)	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID • Student name <p>For each skill, provide the semester one result (presented, practiced, mastered/proficient) for each skill assessed.</p> <p>For each skill assessed, provide the semester two result (presented, practiced, mastered/proficient)</p> <p>Note: results for each student can be presented in a data file with one row per student or the school can submit a data file that contains results for each skill for each student. If the data file reflects one row per skill per student, the row must also contain the student ID and student name.</p>	MRX	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<p>Reading Grades 1-3</p> <p>Grades 4-6</p> <p>Grades 7-8</p>	<ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID • Student name • Placement test score for 1st graders and new 1st through 4th graders • Final unit test score <ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID • Student name • Indicate if the student has completed level four in the McGraw Hill reading program (yes or no) • For each student who has completed level 4, 1st period literacy score • For each student who has completed level4, last period literacy score <ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID • Student name • First marking period percentage score • Last marking period percentage score 	MRX	Liz Becerra
<p>Academic Achievement: Local Measures</p> <p>Writing</p> <p>Grades 1-4</p> <p>Grades 4-6 (students who have completed 4th grade reading</p>	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID • Student name • First writing test score • Last writing test score <ul style="list-style-type: none"> • Wisconsin student ID 	Excel spreadsheet designed by school	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
curriculum) Grades 7-8	<ul style="list-style-type: none"> • School-based student ID • Student writing grade level (below, at above) • Writing sample score from fall semester • Writing sample score from end of school year • End of year literacy score (e.g., 2.6) • End of year literacy level (e.g., proficient) <ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID • Student name • Writing sample score from fall semester • Writing sample score from end of school year 		
Academic Achievement: Local Measures Mathematics Grades 1-6 Grades 7-8	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID • Student name • Number of skills practiced at end of first semester • Of the skills practiced, number mastered/proficient <ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID • Student name • Student math level (below, at, above) • Average unit test score percentage at beginning of the school year • Average unit test score percentage at end of the school year 		Liz Becerra
Academic Achievement: Required Standardized Measures SDRT	Create a spreadsheet including all 1st-through 3rd-grade students enrolled at any time during the school year. Include the following: <ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID 	Excel spreadsheet designed by school	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Student name • Grade • Phonetics scale score • Phonetics GLE • Vocabulary scale score • Vocabulary GLE • Comprehension scale score • Comprehension GLE • Total scale score • Total GLE <p>Please provide the test date(s) in an email or other document.</p>		
<p>Academic Achievement: Standardized Measures</p> <p>WKCE</p>	<p>For each 3rd- through 8th-grade student enrolled at any time during the school year, include the following:</p> <ul style="list-style-type: none"> • Wisconsin student ID • School-based student ID • Student name • Grade • Scale scores for each WKCE test (e.g., math and reading for all grades, plus language, social studies, and science for fourth and eighth graders). • Proficiency level for each WKCE test • Percentile for each WKCE test • Writing scores for 4th and 8th graders <p>Note: Enter NE if the student was not enrolled at the time of the test. Enter NA if the test did not apply for another reason.</p> <p>Please provide the test date(s) in an email or other document.</p>	<p>Excel spreadsheet designed by school</p>	<p>Liz Becerra</p>

Appendix C

Trend Information

Table C1					
Downtown Montessori Academy Enrollment					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Student Retention (Number and Percentage Enrolled for the Entire Year*)
1998-99	15	0	3	12	N/A
1999-2000	33	0	5	28	N/A
2000-01	46	0	6	40	N/A
2001-02	66	32	32	66	N/A
2002-03	63	18	3	78	N/A
2003-04	74	8	2	80	N/A
2004-05	79	3	3	79	N/A
2005-06	81	0	4	77	N/A
2006-07	62	8	1	69	N/A
2007-08	100	2	9	93	N/A
2008-09*	104	7	6	105	98 (94.2%)
2009-10	121	7	2	126	119 (98.4%)

*2008-09 was the first year retention data were included in this report.

Figure C1

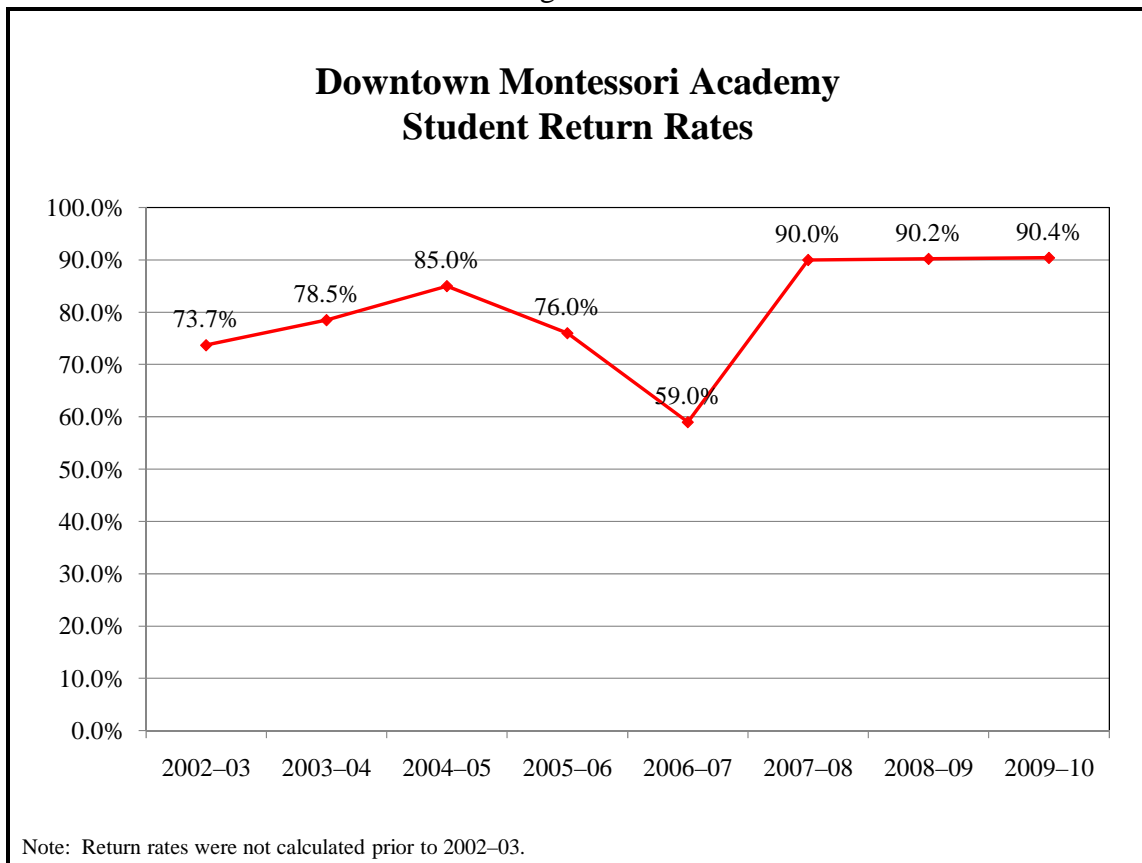


Figure C2

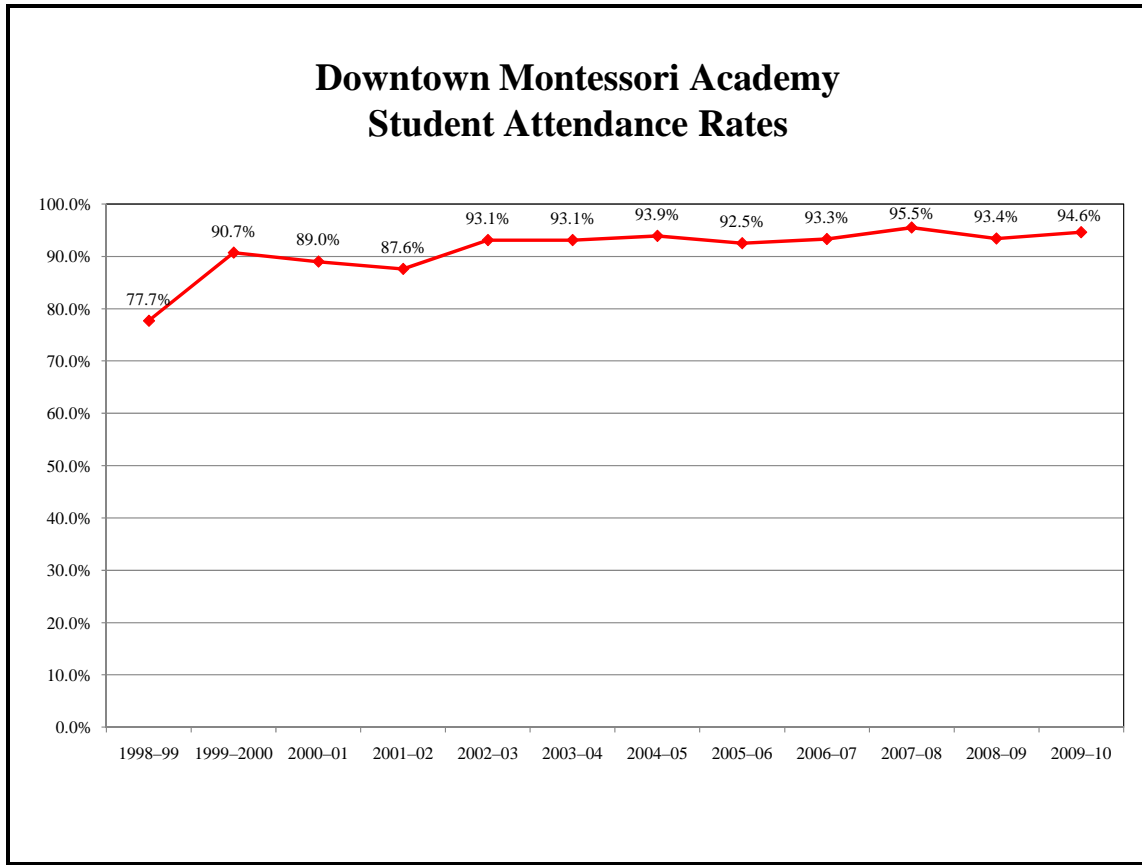


Table C2

Downtown Montessori Academy Parent/Guardian Participation

School Year	% Participated
1999-2000	100.0%
2000-01	100.0%
2001-02	100.0%
2002-03	100.0%
2003-04	100.0%
2004-05	100.0%
2005-06	100.0%
2006-07	100.0%
2007-08	100.0%
2008-09	100.0%
2009-10	100.0%

Table C3		
Downtown Montessori Academy Stanford Diagnostic Reading Test Year-to-year Progress Average Grade-level Advancement Grades 1–3		
School Year	N	Average Grade-level Advancement
2005–06	18	2.2
2006–07	15	2.8
2007–08	12	2.1
2008–09	15	2.6
2009–10	24	1.1

Note: There were not enough students to include in prior school years.

Table C4		
Downtown Montessori Academy WKCE Year-to-year Progress Percentage of Students Who Remained Proficient or Showed Advancement Grades 4–8		
School Year	Reading	Math
2007–08	100.0%	91.7%
2008–09	100.0%	100.0%
2009–10	100.0%	95.0%

Note: There were not enough students to include in prior school years.

Table C5		
Downtown Montessori Academy WKCE Year-to-year Progress Percentage of Students Who Were Minimal or Basic and Showed Improvement Grades 4–8		
School Year	Reading	Math
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Note: There were too few students who tested below proficiency to include in this table.

Table C6					
Downtown Montessori Academy Teacher Retention 2009–10					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated During the Year	Number at the End of School Year	Retention Rate: Number and Rate Employed at the School for Entire School Year
Classroom Teachers	6	0	0	6	100.0%
All Instructional Staff	8	0	0	8	100.0%

Table C7			
Downtown Montessori Academy Teacher Return Rate 2009–10			
Teacher Type	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
Classroom Teachers	6	5	100.0%
All Instructional Staff	1	1	100.0%

Table C8		
Downtown Montessori Academy Adequate Yearly Progress		
School Year	Met	Improvement Status
1999–2000	N/A	N/A
2000–01	N/A	N/A
2001–02	N/A	N/A
2002–03	N/A	Satisfactory
2003–04	N/A	Satisfactory
2004–05	Yes	Satisfactory
2005–06	Yes	Satisfactory
2006–07	Yes	Satisfactory
2007–08	Yes	Satisfactory
2008–09	Yes	Satisfactory
2009–10	Yes	Satisfactory