

Downtown Montessori Academy, Inc.

Programmatic Profile and Educational Performance

2008–09 School Year

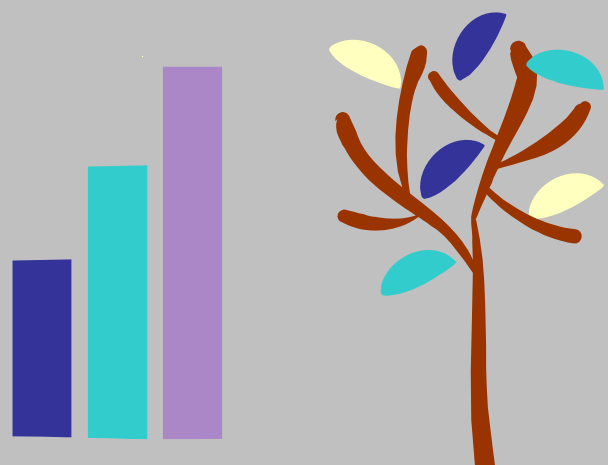
Report Date: September 2009

Prepared by:

Janice Ereth, Ph.D.

Susan Gramling

Theresa Healy



Children's Research Center

A nonprofit social research organization and division of the National Council on Crime and Delinquency

426 S. Yellowstone Drive, Suite 250

Madison, WI 53719

Voice (608) 831-1180 fax (608) 831-6446

www.nccd-crc.org

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Prepared for:
Downtown Montessori Academy, Inc.
2705 South Graham Street
Milwaukee, WI 53207

EXECUTIVE SUMMARY
for
Downtown Montessori Academy, Inc.
Eleventh Year of Operation as a City of Milwaukee Charter School
2008–09

This is the eleventh annual report on the operation of Downtown Montessori Academy, Inc., charter school. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the 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 of the provisions in its contract with the City of Milwaukee and the subsequent requirements of the CSRC. See Appendix A for a list of each education-related contract provision and page references.

II. 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 sustained mastery of 98.7% of practical life skills, 98.2% of sensorial discrimination skills, 90.1% of math skills, 87.3% of language skills, and 90.7% of cultural skills.

Reading skills for first through eighth graders:

- First through third graders' reading progress, as measured by McGraw-Hill reading tests given at the beginning and end of the year indicate that 26 (66.7%) of 39 students were able to show progress.
- Fifth- and sixth-grade reading goals applied to students reading below grade level. This year, there were no fifth- and sixth-grade students below grade level in reading who completed both an initial and a final reading test.
- Seventh and eighth grade reading skills could not be included due to the small group size (N = 5).

Writing skills for first through eighth graders:

- Writing skills for 33 students in grades 1 through 3 were reflected on student report cards. Results from the fourth quarter tests indicate that 1 student scored proficient on 51–76% of writing tests and 1 scored proficient on 76–100% of writing tests.
- Fourth-grade writing skills were assessed in the fourth quarter in a final unit test. There were only six fourth graders tested; therefore, results could not be included in this report.
- Fifth and sixth graders who were at or above grade level in reading were eligible to participate in the Writer's Workshop. Writer's Workshop test scores from the fourth quarter indicate that all 13 students exhibited proficient writing skills.
- There were only five seventh and eighth graders; therefore, writing skill progress could not be included in this report.

Math skills for first through eighth graders:

- There were 52 students in grades 1 through 6 who were tested in math during the fourth quarter of the school year. Five students scored proficient on 51–75% of skills on which they were tested and 9 students scored proficient on 76–100% of skills on which they were tested.
- There were only five students in grades seven and eight; therefore, math skill progress could not be included in this report.

Special education students:

- This year, there were nine special education students enrolled at the school. All students made progress toward meeting their individualized education program (IEP) goals.

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 second and third graders advanced an average of 2.6 grade-level equivalency (GLE) in reading.
- All (100.0%) 19 students who were proficient in reading in 2007–08 maintained proficiency.
- All (100.0%) 16 students who were proficient in math in 2007–08 maintained proficiency.
- There were no students who tested below grade level or were not proficient in reading and only three who were not proficient in math, based on 2007–08 standardized tests. Due to the small size of this cohort, results cannot be included in this report.

C. Adequate Yearly Progress

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

III. RECOMMENDATIONS

The school substantially addressed the recommendations made in its 2007–08 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2009–10 year include the following steps.

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

- 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.
- 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.

I. INTRODUCTION

This report is the eleventh 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 the 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 up-to-date.
- CRC staff conducted an end-of-year structured interview with the program director.
- 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 2008–09 academic year.

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

II. PROGRAMMATIC PROFILE

Downtown Montessori Academy, Inc.
2705 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. The Montessori approach is a planned academic program based on the educational model developed by Dr. Maria Montessori, in which each child's inborn desire to learn is nurtured through an academic program that follows the natural path of a child's development. In the Montessori environment, the child is exposed to a wide range of educational opportunities and activities that follow a developmental progression. Individual learning is emphasized by offering a series of increasingly challenging exercises aimed at allowing students to develop their skills by utilizing a discovery, rather than a didactic, approach.

Downtown Montessori is divided into two levels of programming—the Children's House and the Elementary Program. The Children's House contains the Montessori Primary Program and is open to students ages 3 through 6 years old. Children age 5 on 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 curiosity. Children are free to explore and observe at their own pace. The variety of sensorial

³ Information in this section is taken from the 2008–09 *Parent-Student Handbook*.

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 8, the school continues to provide multi-age grouping in an environment that encourages cooperative learning and self-discipline for first- through seventh-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 the 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.

Extensions of classroom study are experienced through community involvement, which gradually enables students to grow from classroom citizens to citizens in society at large. The school is also 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 2008–09 academic year, there were four teachers, a substitute teacher, and a lead full-time aide in five classrooms at Downtown Montessori. The classrooms included two Children’s House classrooms for 3- to 6-year-olds (or K3 through K5), as well as one lower elementary and two upper elementary classrooms. The school also employed a speech/language pathologist and a special education teacher (who also served as an additional substitute teacher).

The three teachers and one of the aides have been teaching at the school since its original charter 11 years ago. One teacher completed her second year at Downtown Montessori.

Three of the teachers and the lead aide had Montessori certification. All of the teachers, including the substitute teacher, the special education teacher, and the speech pathologist, held a Department of Public Instruction (DPI) license.

Montessori teachers serve as student guides, with the students working at their own pace. The areas of discovery are ordered into a sequentially progressive curriculum that is commensurate with the development of the child. All staff participated in the following inservices and professional development topic meetings:

- Monthly meetings to develop RIT, the programming to support struggling students;
- Four sessions of two hours each on behavior management/behavior plans;
- Three sessions on training regarding Montessori Records Express;
- Staff attended either the autism conference or the Sally Ride Academy, and two sessions on formative analysis/program evaluation regarding integrated comprehensive special education services.

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 teacher was responsible for contributing to the monthly newsletter, which was created and assembled by a parent. In addition, most teachers made their own class newsletter/calendar that they distributed monthly or every other month. Teacher email addresses were shared with parents, and Downtown Montessori held two parent conferences during the academic year, as well as several parent informational meetings and programs. The school also published the annual *Parent-Student Handbook*.

Downtown Montessori had an active parent teacher organization (PTO) that planned events throughout the year. In addition to regular PTO meetings, parents were invited to attend events throughout the year, including a September parent breakfast, an October Halloween party, a January winter family event, parent coffees, a spring family day, and a school picnic at the end of the year. The parents also planned a teacher appreciation lunch after school was dismissed in June.

As part of the enrollment process, parents were asked to complete a parent volunteer information sheet and sign contracts with Downtown Montessori that covered such areas as parental involvement, field trip permission, and emergency medical care.

4. Discipline Policy

The school's discipline policy was published in the 2008–09 *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.

The “time out” procedure is used if redirection of the child does not work. The length of the time out is limited, and the child must sit in full view of staff.

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.

B. Student Population

Downtown Montessori started the school year with 104 children in K3 through eighth grade.⁴ By the end of the year, 7 more children had enrolled and 6 had withdrawn.⁵ Five children moved and therefore withdrew from the school, and 1 student withdrew for other, unspecified reasons. One student withdrew from K3, 1 from K4, 2 from K5, and 1 from first grade. Note that 4 children left in June 2009, near the end of the year. There were 98 of 104 children who started and finished the school year at Downtown Montessori. This represents a retention rate of 94.2%.

At the end of the year, there were 105 students enrolled.

- Sixty-five (61.9%) students were White, 16 (15.2%) were African American, 10 (9.5%) were Hispanic, 13 (12.4%) were Asian, and 1 (1.0%) was Native American.
- There were 54 (51.4%) girls and 51 (48.6%) boys.
- Seven (6.7%) students had special education needs.⁶ Two had speech/language impairments, 2 had a speech/language disability and other health impairments (OHI), and 3 children had specific learning disabilities.

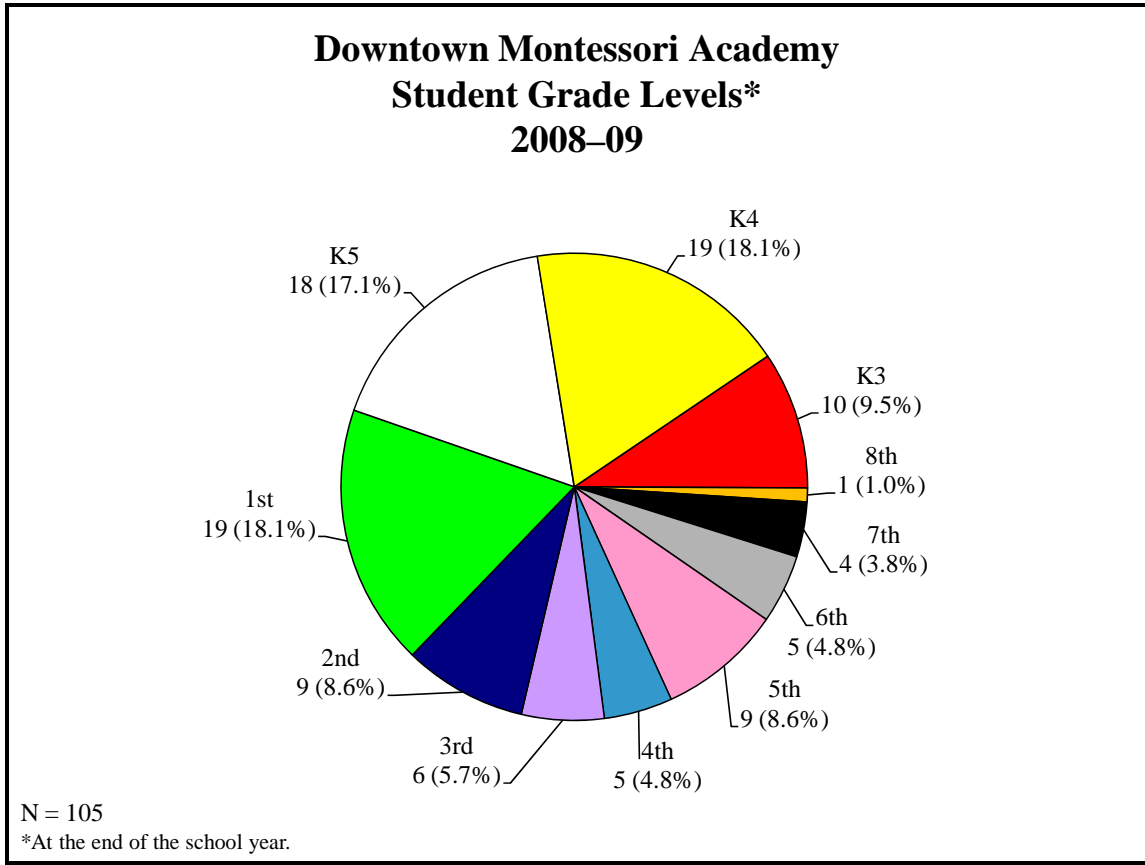
⁴ As of September 19, 2008.

⁵ One student graduated from eighth grade this year. This was not counted as a withdrawal.

⁶ This does not include two students who started the year with special education needs but were dismissed from special education during the school year.

Grade levels for students enrolled at the end of the school year are illustrated below.

Figure 1



Data regarding the number of students returning to Downtown Montessori from the previous year were gathered in the fall of 2008.⁷ Of the 92 students attending Downtown Montessori on the last day of the 2007–08 academic year who were eligible for continued enrollment at the school this past academic year, 83 were enrolled and attending Downtown Montessori in September 2008. This represents a return rate of 90.2% and compares to a return rate of 90% in the fall of 2007.

As of October 6, 2008, the school had a short waiting list. There were 3 first graders waiting for an opening and fewer than 5 four-year-olds waiting for openings in the Children’s

⁷ Based on information supplied by the school. This information was not verified using data files.

House. On May 26, 2009, the school administrator reported that there was a group of 10–12 preschoolers waiting for spaces in the Children’s House (K3–K5) and 4 or 5 students waiting for elementary level openings for September 2009.

C. Hours of Instruction

The 2008–09 school year consisted of 165 school days. The hours of instruction for K3 and K4 students were 8:30 a.m. to 11:30 a.m. each day. For students in K5 through eighth grades, the school day was 8:30 a.m. to 3:15 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.

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 decided to replace PowerSchool, a school-wide database that they have been struggling to utilize fully, with Montessori Records Express. Montessori Records Express is, according to the school’s leadership, more appropriate for collecting and reporting data in the Montessori environment. The teachers are implementing Montessori Records Express to record student data related to academic progress. According to the Montessori Records Express website, it is a web-based Montessori recordkeeping 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 2007–08 academic year.

- **Recommendation:** Integrate new staff.

Response: The school paired new teaching staff with staff who had been at the school to provide support and effective integration of the school's practices and policies.

- **Recommendation:** Maintain a stable Montessori culture as the school grows.

Response: One of the elementary teachers who is Montessori certified is working toward being certified in special education. This will continue to improve the integration of Montessori approaches for students who have special education needs.

- **Recommendation:** Integrate the members of the PTO with the Montessori staff and Montessori philosophy.

Response: The PTO sponsored opportunities for parents and teachers to mingle and learn from each other. One event was an opportunity for parents to go into the classroom, where they were introduced to Montessori methods. Teachers have been invited to participate in the PTO meetings. In addition, some parents have put together a newsletter that includes articles teachers have written to promote better communication about Downtown Montessori. Finally, Downtown Montessori participated in an organizational assessment process funded by the Greater Milwaukee Foundation. That process included staff, parents, and board members, and resulted in recommendations to strengthen the organization in the form of a strategic plan.

- **Recommendation:** As the elementary programs grow, revisit and restate the academic outcomes for the students at each level.

Response: This occurred, especially for the higher grades. The staff worked on developing specific outcomes for the 2009–10 academic year.

- **Recommendation:** Create a mechanism to extract attendance data from the school's new database, Montessori Records Express, and store data in a spreadsheet to provide to CRC at the end of the year.

Response: Most data were stored in Montessori Records Express this year. Data were submitted to CRC in a spreadsheet.

F. Graduation and High School Guidance Information

This was the first year that Downtown Montessori had an eighth grade. There was one eighth-grade student this year. This student graduated and plans to attend a Milwaukee Public School (MPS) high school. School staff provided counseling for this student and family regarding different high school options. The family visited a number of high school programs.

At this time, Downtown Montessori does not have a formal method to track the high school achievement of students who matriculated at another school. Occasionally, former Downtown Montessori students will contact the school and information will be gathered informally.

III. 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 80.0%. This year, the school surpassed this goal, as students, on average, attended school 93.4% of the time.⁸

B. Parent Conferences and Contracts

At the beginning of the academic year, the school established a goal that parents would participate in at least 50.0% of scheduled parent-teacher conferences. This year, the school scheduled two 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.

⁸ Attendance rate is based on 110 students for whom data were submitted (attendance data were missing for 1 student). 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.

The school also established a goal that 80.0% 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 nine students with special education needs. Based on information supplied by the school, all nine children had an IEP. 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 up-to-date special education records.

D. Internal 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 the 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 of Milwaukee-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 after that.

1. Progress Reports for Grades K3 Through K5

For the eighth 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:

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

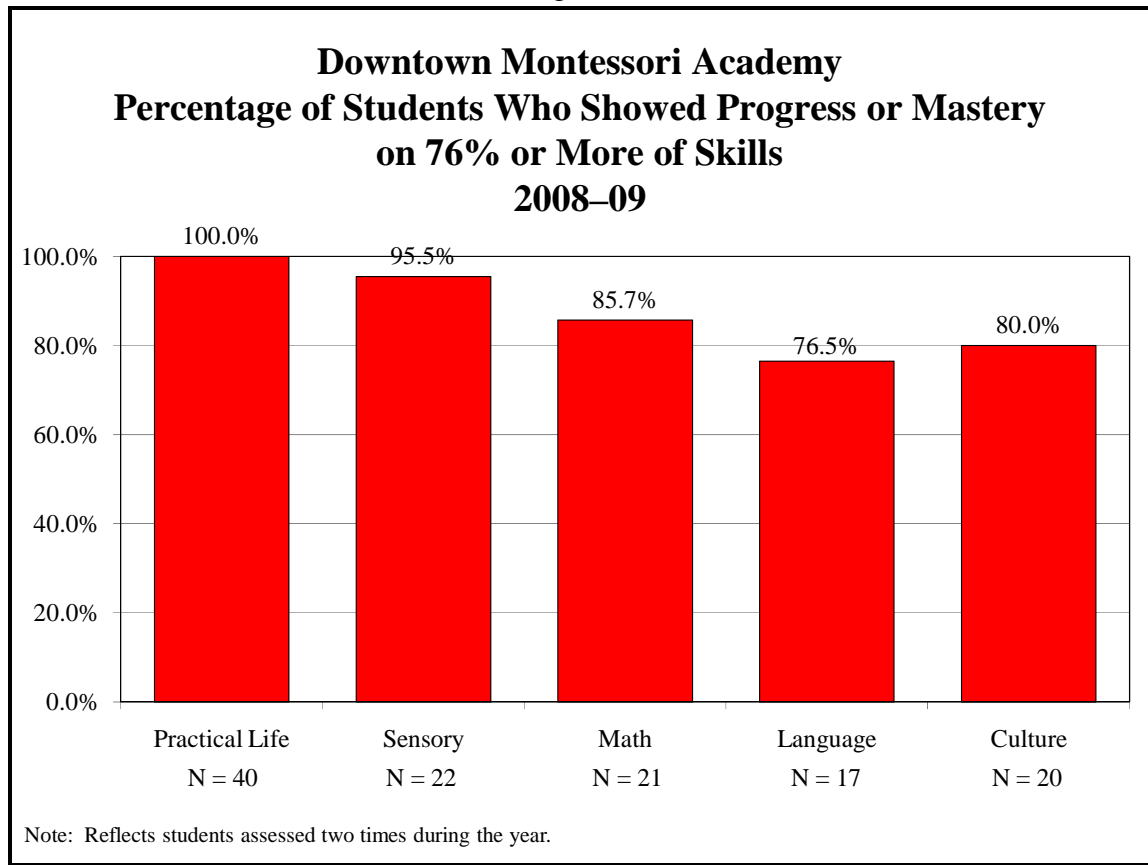
Students are rated as “presented,” “practicing,” or “mastered” on each skill. This year, the school established a goal that K3 through K5 students would show progress in acquiring practical life, sensorial discrimination, mathematical development, language, and cultural skills. Figure 2 shows the percentage of the students who made progress or reached mastery on 76% of the skills on which they were assessed.⁹ Rates were calculated for each student and averaged across all students.¹⁰

⁹ If a student reaches mastery at the time of the first assessment, and maintains mastery at the time of the last assessment, CRC counted this as progress. Results reflect skills assessed during the first and second semester. Some students were assessed in January and May; others were assessed in September and May.

¹⁰ Rates were calculated by dividing the number of skills in which the student improved at least one level or which the student had mastered by the number of skills presented for each student.

This year, report card data were submitted for 51 K3 through K5 students. Some students were assessed only in some areas and others were assessed in all of the areas.¹¹ For example, 40 students were assessed in practical life skills. All 40 students showed progress or reached mastery in 76% or more of the practical life skills (see Figure 8). Twenty-two students were assessed on sensorial discrimination skills. Of these, 21 (95.5%) students showed progress or had mastered 76% or more of the skills that had been presented to them during the year (see Figure 2).

Figure 2



¹¹ Ten students were assessed in all areas. Of these 10 students, all showed progress or mastery on 76% or more of practical life and sensorial discrimination skills; 8 of 10 showed progress or mastery in 76% of math and/or language skills; and 7 of 10 showed progress or mastery in cultural areas.

By the end of the school year, Montessori K3 through K5 students, on average, showed progress or reached mastery in 98.7% of practical life skills, 98.2% of sensorial discrimination skills, 90.1% of mathematics skills, 87.3% of language skills, and 90.7% of cultural skills (not shown).¹²

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

a. *Reading Skills*

Reading skills for students in grades 1 through 4 were measured using the McGraw-Hill reading tests. 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 reading tests covered four areas: comprehension, vocabulary strategies, study skills, and listening skills. Each area was scored and averaged into an overall reading score. The school provided the average reading score from the first (or fall) test and the average score from each student's last test of the year.

Based on percentage correct from the first to the last test, 26 (66.7%) of first- through fourth-grade students were able to improve their scores (note that students who were moved up a grade level during the year were counted as improved). See Table 1.

Table 1			
Downtown Montessori Academy			
Reading Skills Progress Based on McGraw-Hill Reading Tests			
1st Through 4th Grade			
Grade	N	Number Improved	% Improved
1st	6	Could not report due to <i>n</i> size	
2nd	9	Could not report due to <i>n</i> size	
3rd	17	11	64.7%
4th	7	Could not report due to <i>n</i> size	
Total	39	26	66.7%

¹² 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.

Reading skill development for fifth and sixth graders was also assessed using the McGraw-Hill reading tests. The goal was that students who were below grade level in reading would demonstrate progress as measured by these tests throughout the year. However, there was only one student in this group below grade level. This student left the school in November. Therefore, this local measure was not applicable this year.

Reading skills for seventh- and eighth-grade students were measured by comparing the average overall literacy grade based on the first marking period to the average overall literacy grade based on the last marking period. Five students were assessed at the time of the first and last period. Due to the small size of this cohort, results could not be included in this report.¹³

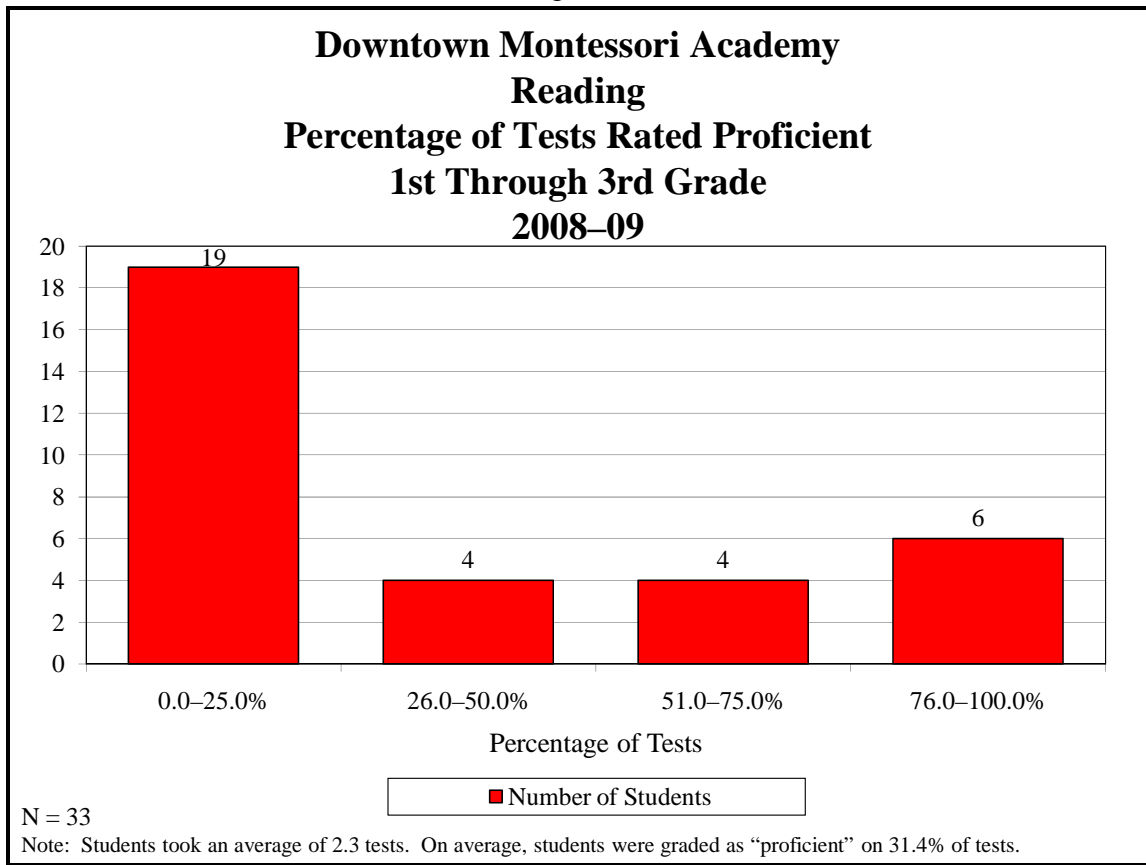
b. Writing Skills

Writing progress for first- through third-grade students was based on student report cards. The goal was that student writing skills progress would be measured and reported to parents as part of the student's report card. This year, report cards for first through third grade contained unit scores that could be used to measure writing skills. Fourth graders were graded one time in the fourth quarter on a final unit test. Fifth- and sixth-grade report cards contained Writer's Workshop measures, and seventh- and eighth-grade report cards included writing skills progress. The school has therefore met its goal to include writing skills measures on student report cards.

¹³ To protect student identity, CRC requires group sizes of 10 or more.

To provide an indication of student writing skills, CRC examined student report cards. Results for first through third graders indicated that students were tested up to five times in the fourth quarter. Each test was graded as “presented,” “practicing,” or “proficient.” A summary of student writing skills based on fourth quarter tests indicates that 1 student scored proficient on 76% or more of his/her writing tests, 1 scored proficient on 51–75%, 2 scored proficient on 26–50% of tests, and 29 students scored proficient on 25% or fewer writing tests (see Figure 3). On average, students scored proficient on 11.8% of writing tests.

Figure 3



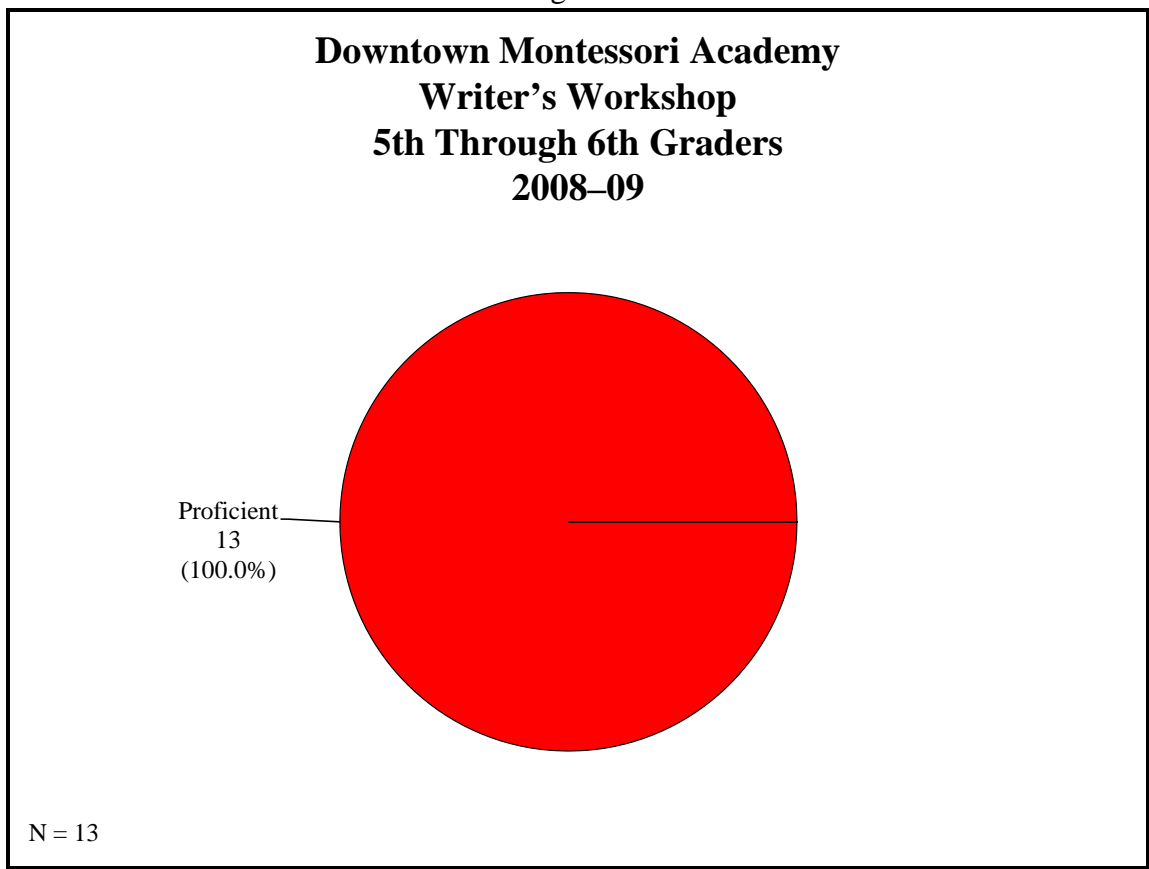
Fourth-grade writing skills could not be included in this report as there were only six fourth graders assessed.

Writing skills goals for fifth and sixth grade applied to students who were functioning at or above grade level in reading. This year all of the fifth- and sixth-grade students were at or above grade level in reading and were therefore 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.¹⁴

¹⁴ The goal as stated in the learning memo was that students would score proficient or advanced in each of the three areas; however, Montessori Records Express did not allow teachers to record a score of advanced.

At the time of this report, the school had not submitted scores for fifth and sixth grade from fall and spring writing samples; therefore, that measure of student progress was not included in this report. However, examination of Writer’s Workshop tests from fourth quarter indicated that all 13 fifth and sixth graders exhibited proficient writing skills meeting the second Writer’s Workshop goal (Figure 4).

Figure 4



Writing skills progress for seventh and eighth graders was measured by comparing the average score from student writing samples created in the fall to those students wrote in the spring. This year, the school provided data for five seventh and eighth graders. Due to the small size of this group, results could not be included in this report.

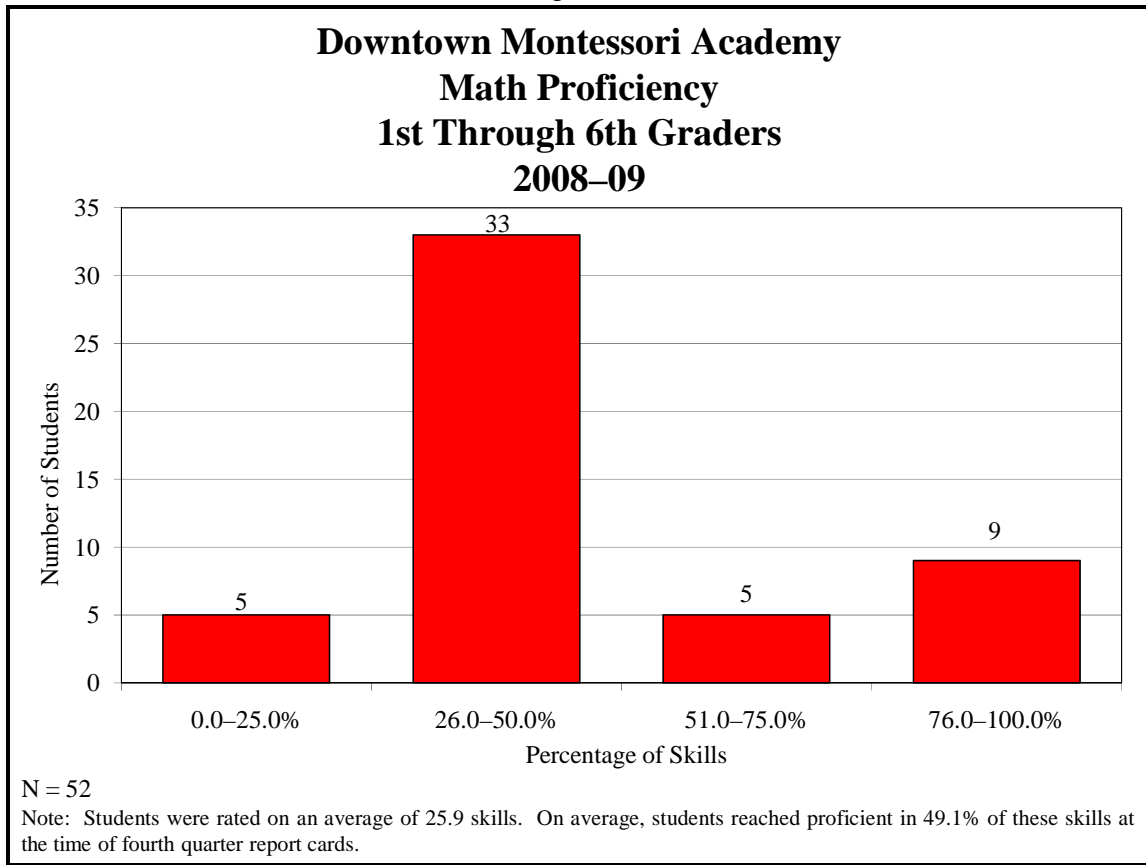
c. *Math Skills*

Math skills for students in grades 1 through 6 were tracked on student report cards. When the learning memo was written (in the fall of 2008), the goal was that students who received an introductory (IN) or basic (BC) level on a skill during the first semester would achieve a proficient (PT) or advanced (AD) level in that skill by the end of the second semester.¹⁵ This year, however, students were rated on each math skill as “presented,” “practicing,” or “proficient.” To provide an indication of student math skills, CRC summarized report card results from fourth quarter.

¹⁵ When the school changed its student information management system to Montessori Records Express, the levels needed to be modified to presented, practiced, and proficient.

Figure 5 illustrates that nine first- through sixth-grade students scored proficient in 76% or more of the math skills for which they were assessed. On average, students reached proficient in 49.1% of math skills assessed.

Figure 5



Math progress for seventh and eighth graders was based on the Converted 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 only five seventh and eighth graders. 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. Progress was measured by examining the number of benchmarks toward each annual goal in the IEP that had been met. 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.

There were nine special education students enrolled in the school this year. Due to the small size of this cohort, results could not be 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. Results are provided as grade-level equivalents (GLE). The test was to be administered between March 15 and April 15, 2009. The school administered the test the week of March 23.

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. 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. Results are provided as proficiency levels. The following section describes results of the standardized measures of academic performance. (Note: Standardized testing was not an appropriate measure of educational performance for the pre-kindergarten or kindergarten students enrolled at Downtown Montessori during the academic year because of their age and developmental level.)

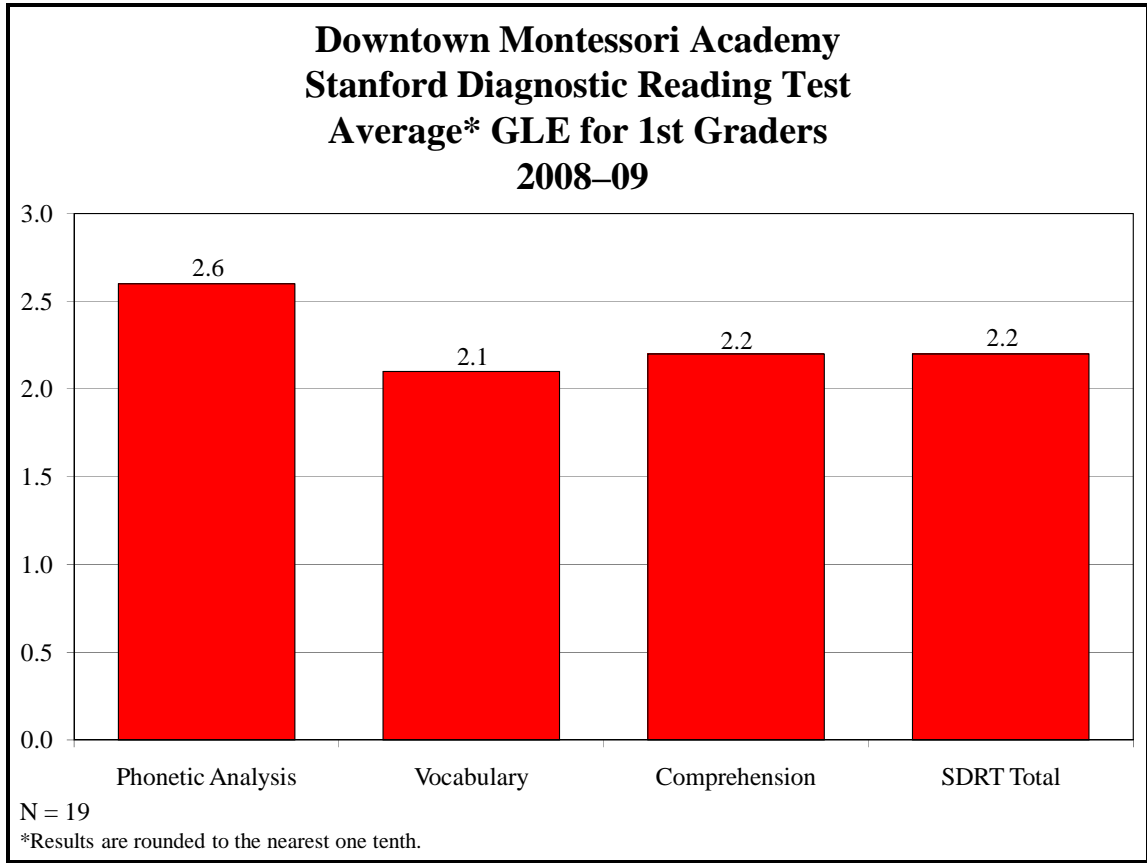
The following section reflects results for all children enrolled in the school at the time of the test administration, including students enrolled for a full academic year (FAY) and those students who were new to the school.

1. SDRT for First Through Third Grade

In April 2009, the SDRT was administered to 19 first graders, 9 second graders, and 6 third graders. Student performance is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score. Due to the small size of groups, results for the second and third grades could not be included in this report. Instead, results from those grades were combined.

SDRT results for first grade indicate that, on average, first graders were functioning at second-grade reading GLEs in the three areas (see Figure 6).

Figure 6



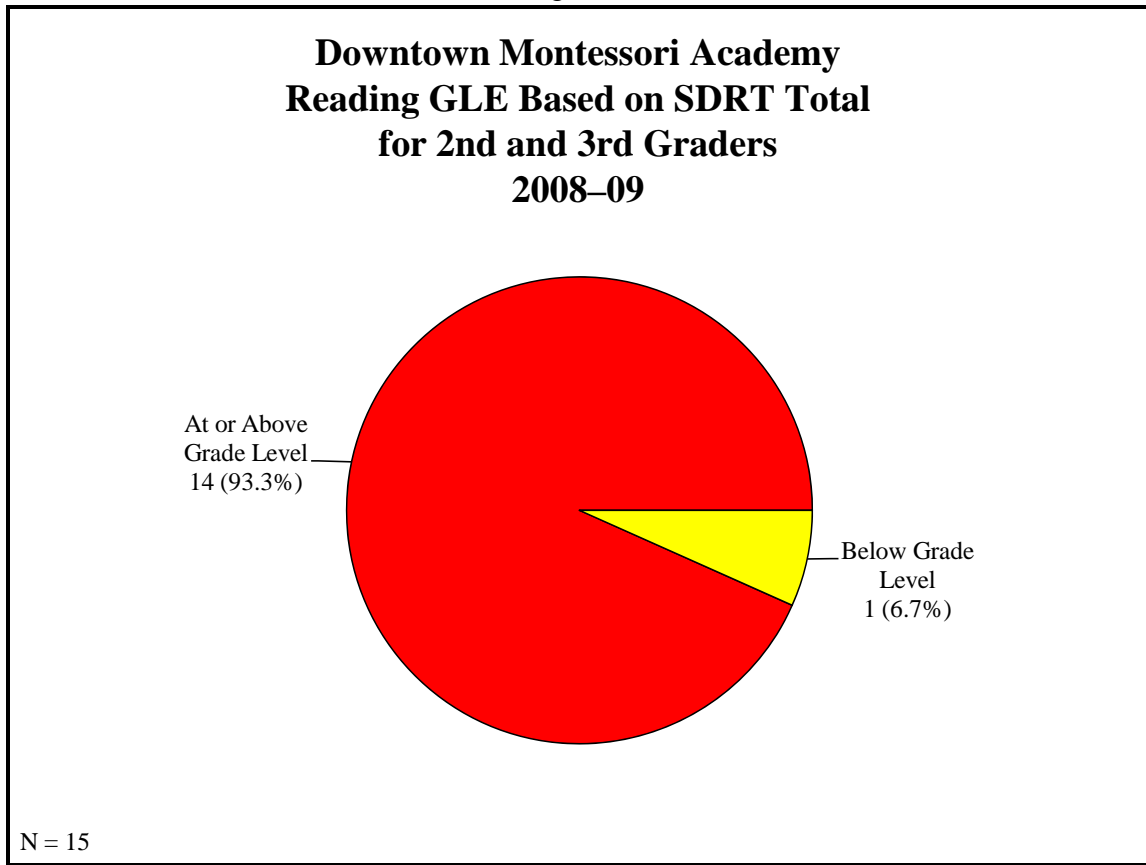
The GLE range and median score for first graders is illustrated in Table 2. The range of levels in each area indicates a fairly wide distribution among the first graders.

Table 2 Downtown Montessori Academy Stanford Diagnostic Reading Test GLE Range for 1st Graders 2008–09 (N = 19)			
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	K.8	5.2	2.2
Vocabulary	K.7	5.3	1.7
Comprehension	K.8	5.3	1.9
SDRT Total	1.0	6.1	1.8

Note: Results are rounded to the nearest one tenth.

As illustrated in Figure 7, 14 (93.3%) of 15 second- through third-grade students were reading above grade level, and there was 1 (6.7%) student reading below grade level, based on the SDRT total.

Figure 7



2. WKCE for Third Through Eighth Grade

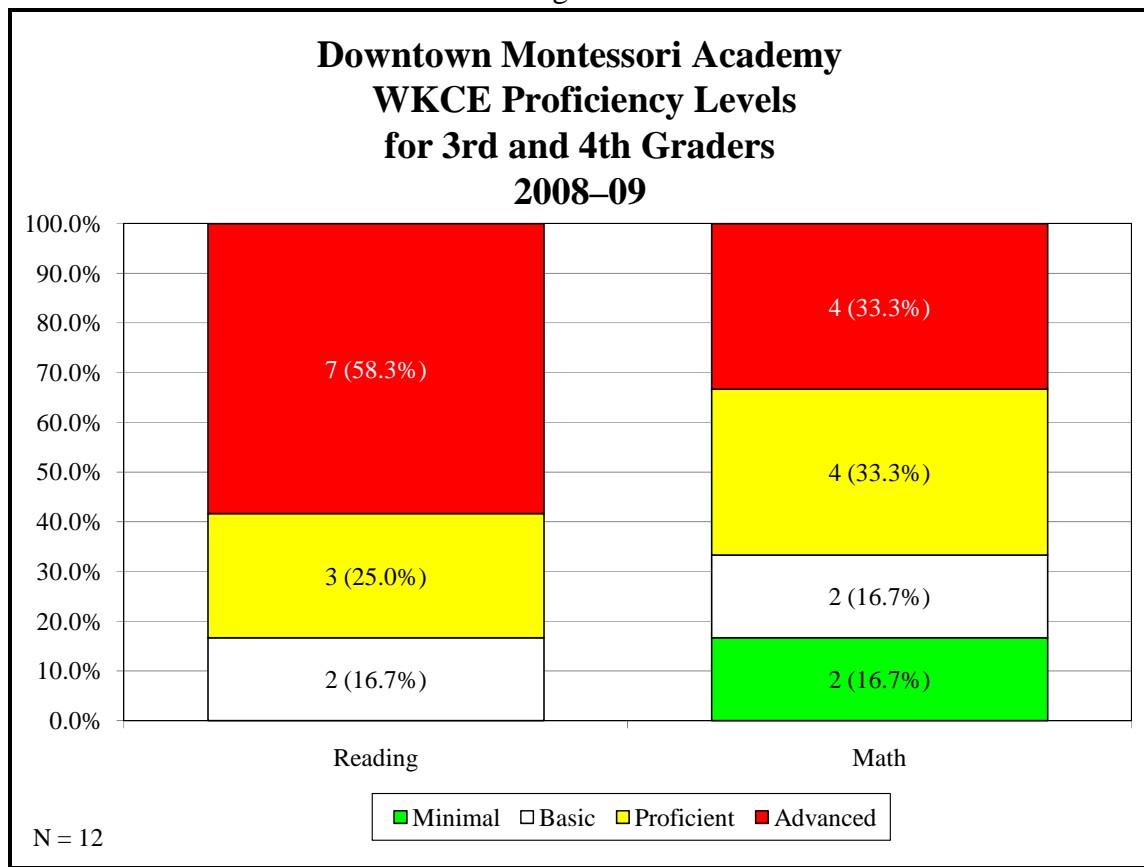
In October or November 2008, all public school students in third through eighth grades and tenth grade in Wisconsin are administered the WKCE assessments. Based on results, students are placed in one of four proficiency categories—advanced, proficient, basic, or minimal—in each content area. The school administered the test on October 27, 2008.

This year, there were six third graders, six fourth graders, seven fifth graders, seven sixth graders, four seventh, and one eighth grader 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 in lower elementary school, results for third and fourth graders were combined. To provide an estimate of student performance in the upper grades, results for fifth-through eighth-grade students were combined.

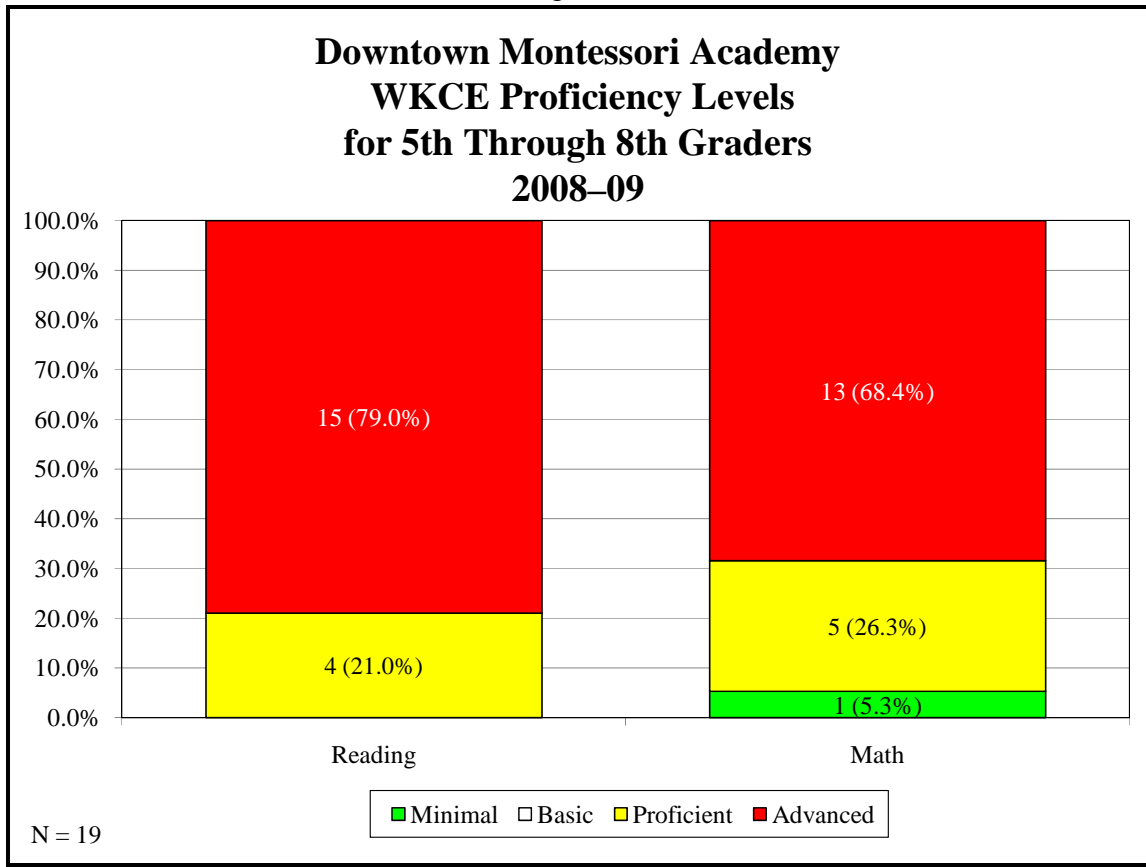
When results for third and fourth grades were combined, seven (58.3%) students were reading at an advanced level, three (25.0%) scored at the proficient level, two (16.7%) scored in the basic category, and no students scored in the minimal reading category. In math, four (33.3%) students exhibited advanced skills, four (33.3%) scored proficient, two (16.7%) scored in the basic range, and two (16.7%) students showed minimal math proficiency (Figure 8). Due to the small size of the fourth grade (n = 6), results from the language arts portion of the WKCE could not be included in this report.

Figure 8



Results for the upper grades indicate that 15 (79.0%) students scored advanced, 4 (21.1%) were proficient, and no fifth through eighth graders performed in the minimal or basic ranges in reading. In math, 13 (68.4%) students exhibited advanced math skills, 5 (26.3%) scored proficient, no students scored in the basic level, and 1 (5.3%) student exhibited minimal math skills (Figure 9). Due to the small eighth-grade class size (n = 1), results from the language arts portion of the WKCE could not be included in this report.

Figure 9



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 an 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 3 describes reading progress results, as measured by the SDRT, over consecutive academic years for students enrolled as first graders in 2007–08 and as second graders in 2008–09, and for second graders who returned as third graders in 2008–09. Overall, SDRT totals indicate an average improvement of 2.6 GLE from one grade to the next. The median grade level improvement was 2.1 GLE.

Table 3				
Downtown Montessori				
Average GLE Advancement in Reading				
Based on SDRT				
Grades	GLE			
	Average GLE (2007–08)	Average GLE (2008–09)	Median Advancement	Average Advancement
1st to 2nd (n = 9)	Cannot be reported	Cannot be reported	Cannot be reported	Cannot be reported
2nd to 3rd (n = 6)	Cannot be reported	Cannot be reported	Cannot be reported	Cannot be reported
Total (N = 15)	--	--	2.1	2.6

Note: Data cannot be reported due to small cohort size.

It is possible to compare SDRT results from 2006–07 to 2008–09 using scores from students who took the SDRT in 2006–07 as first graders and again in 2008–09 as third graders. Six of this year’s third graders were administered the SDRT as first graders in 2006–07. 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 2007–08 will maintain their status in 2008–09. Multiple-year progress for fourth through eighth graders can be examined using the WKCE results from 2007–08 and 2008–09.

This year, there were 5 fourth graders, 6 fifth graders, 3 sixth graders, 4 seventh graders, and 1 eighth grader who had scores from consecutive years. In 2007–08, all 19 met reading proficiency level expectations, and 16 of the 19 met expectations in math. This year, all (100.0%) of the 19 students were able to maintain a proficient or higher level in reading and all (100.0%) 16 were able to do so in math (see Table 4).

Table 4			
Downtown Montessori Academy			
Proficiency Level Progress			
for Students Who Tested at Proficient or Advanced in 2007–08			
Based on WKCE			
4th Through 8th Graders			
Subject	Students Proficient/Advanced in 2007–08	Students Who Maintained Proficient/Advanced in 2008–09	
		N	%
Reading	19	19	100.0%
Math	16	16	100.0%

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 were no students who tested below GLE on the 2007–08 SDRT and there were only three students in fourth through eighth grade 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 expectations could not be included in this report.

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

1. Background Information¹⁶

State and federal laws require the annual review of school performance to determine student academic achievement and progress. In Wisconsin, the annual review of performance required by the federal No Child Left Behind Act is based on each school’s performance on four objectives:

¹⁶ This information is based on the DPI website, <http://dpi.wi.gov/oea/aact/ayp.html>, July 2008.

- 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.¹⁷

¹⁷ 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: 2008–09* published by DPI, the school has demonstrated satisfactory performance on all four objectives: test participation, attendance, reading, and mathematics.¹⁸ 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 2008–09 academic year in the areas of other academic indicator (attendance), reading, mathematics, and test participation.

¹⁸ For a copy of the Downtown Montessori Adequate Yearly Progress Review Summary, see http://www2.dpi.state.wi.us/sifi/AYP_Summary, July 2009.

V. SUMMARY/RECOMMENDATIONS

This report covers the eleventh year of Downtown Montessori's operation as a City of Milwaukee charter school. For the 2008–09 academic year, Downtown Montessori has met all of its education-related contract provisions. 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 of its education-related contract provisions.

B. Education-related Findings

The secondary educational outcomes included the following attendance and parental involvement findings.

- Average student attendance was 93.4%, exceeding the school's goal of 80.0%.
- Parents of all (100.0%) children enrolled at the time of each of the two scheduled conferences attended.
- Parents of all (100.0%) students fulfilled the parent contract requirements related to hours of involvement.

C. 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 mastery of 98.7% of practical life skills, 98.2% of sensorial discrimination skills, 90.1% of math skills, 87.3% of language skills, and 90.7% of cultural skills.

Reading skills:

- McGraw-Hill reading tests given at the beginning and end of the year indicate that 26 (66.7%) of 39 students in first through fourth grades were able to show progress.
- Fifth- and sixth-grade reading goals applied to students reading below grade level. This year, there were no fifth- and sixth-grade students below grade level in reading who completed both an initial and final reading test.
- Seventh and eighth grade reading skills could not be included due to the small group size (N = 5).

Writing skills:

- Writing skills for 33 students in grades 1 through 3 were reflected on student report cards. Results from the fourth quarter tests indicate that 1 student scored proficient on 51–76% of writing tests and 1 scored proficient on 76–100% of writing tests.
- Fourth-grade writing skills were assessed in the fourth quarter in a final unit test. There were only six fourth graders tested; therefore, results could not be included in this report.
- Fifth and sixth graders who were at or above grade level in reading were eligible to participate in the Writer’s Workshop. Writer’s Workshop test scores from the fourth quarter indicate that all 13 fifth- and sixth-grade students exhibited proficient writing skills.
- There were only five seventh and eighth graders; therefore, writing skill progress could not be included in this report.

Math skills:

- There were 52 students in grades 1 through 6 who were tested in math during the fourth quarter of the school year. Five students scored proficient on 51–75% of skills on which they were tested and 9 students scored proficient on 76–100% of skills on which they were tested.
- There were only five students in grades 7 and 8; therefore, math skill progress could not be included in this report.

D. Standardized Test Results

Standardized tests results for Downtown Montessori students were as follows.

- The April 2009 SDRT results indicated that first graders were reading at second-grade levels and all but one of the second and third graders were reading at or above grade level.
- The WKCE for 12 third and fourth graders indicated the following results.
 - » In reading, 58.3% were at the advanced level and 25.0% scored proficient.
 - » In math, 33.3% were at the advanced level and 33.3% were proficient.
- The WKCE for 19 fifth through eighth graders indicated the following results.
 - » In reading, 79.0% were at the advanced level and 21.0% scored proficient.
 - » In math, 68.4% scored advanced and 26.3% scored in the proficient range.

E. Multiple-year Advancement

Multiple-year advancement results were as follows.

- SDRT results indicated that second and third graders advanced an average of 2.6 GLE in reading.
- WKCE results over multiple years for fourth through eighth graders indicated that all 19 students who were proficient in reading in 2007–08 maintained proficiency and all 16 students who were proficient in math in 2007–08 maintained proficiency in 2008–09.

F. Recommendations

After reviewing the information in this report and considering the information gathered during the administration interview in June 2009, CRC and the school leadership jointly recommend that the focus of activities for the 2009–10 school year include the following steps.

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

- 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.
- 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.
- 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.

Appendix A

Contract Compliance Chart

Downtown Montessori Academy, Inc.

**Overview of Compliance for Education-related Contract Provisions
2008–09**

Section of Contract	Education-related 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. 2–3	Met
Section I, V	Charter school operation under the days and hours indicated in its calendar	p. 9	Met
Section I, C	Educational methods	pp. 2–3	Met
Section I, D	Administration of required standardized tests	pp. 23–29	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. 13–23	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. 30–31	a. Met*
	b. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level.	b. pp. 31–32	b. Met: 100% of 19 maintained proficiency.
	c. 4th- through 8th-grade students proficient or advanced in mathematics: At least 75.0% maintain proficiency level.	c. pp. 31–32	c. Met: 100% of 16 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. 32	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. 32	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. 32	c. N/A**
Section I, E	Parental involvement	p. 5	Met
Section I, F	Instructional staff hold a DPI license or permit to teach	p. 4	Met
Section I, I	Pupil database information, including special education need students	pp. 7–9	Met
Section I, K	Discipline procedures	pp. 5–7	Met

*There were fewer than 10 second graders and fewer than 10 third graders. The average advancement of the second and third graders combined was 2.6 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
2008–2009 School Year**

The following procedures and outcomes will be used for the 2008-2009 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 eighty percent (80%). Attendance rates will be reported as present, excused absence, and unexcused absence.

Enrollment:

The school will record the enrollment date for every student. Upon admission, individual student information 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:

On average, parents will participate in at least fifty percent (50%) 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.

Parent Contract:

Eighty percent (80%) 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 a database or spreadsheet for submission to CRC. The following scale will be used to track the change in skill acquisition:

- | | |
|-----------------------|----------------------------|
| 1 – New presentation | 3 – Making steady progress |
| 2 – Having difficulty | 4 – Has mastered the skill |

Note: These data will be entered into “Montessori Express”

Elementary (Grades 1 through 8)

Reading:

Grades 1-4:

Using the McGraw Hill reading tests throughout the year, each 1st through 4th grade student’s reading progress will be measured and reported. The placement tests 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.

Grades 5-6:

5th through 6th grade students whose reading level is below grade level as measured by the McGraw Hill placement test or by spring 2008 unit tests will demonstrate progress as measured by McGraw Hill reading tests throughout the year. Note: all new 5th – 6th grade students will be administered the McGraw Hill placement test.

Grades 7-8:¹⁹

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.²⁰

Writing:

Grades 1-4:

Writing Skills will continue to be part of our local measures and progress will continue to be measured and reported to parents as a part of each student’s report card.

Grades 5-6:

Writer’s Workshop Outcomes: 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 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.

¹⁹ There are no seventh- or eighth- grade students who are below grade level in reading this year.

²⁰ 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.

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. Students with report card grades at the IN or BC level during the 1st semester will achieve the PT or AD level on 80% of those skills by the end of the 2nd semester.

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:

- IN = Introduced (code: 1)
- BC = Basic Level (code: 2)
- PL = Proficient Level (code 3)
- AL = Advanced Level (code 4)

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 *Converted 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.²¹

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 number of benchmarks toward each annual goal 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.

²¹ There is one student at the 7-8 grade level who is not at grade level and that student receives an individualized math curriculum, called *Mathematical Conversion*.

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, 4, 5, 6,7& 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.

Appendix C

Trend Information

Downtown Montessori Trend Information

Table C1					
Downtown Montessori Enrollment					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number Enrolled and Percentage 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%)

*This is the first year these data were included in this report.

Figure C1

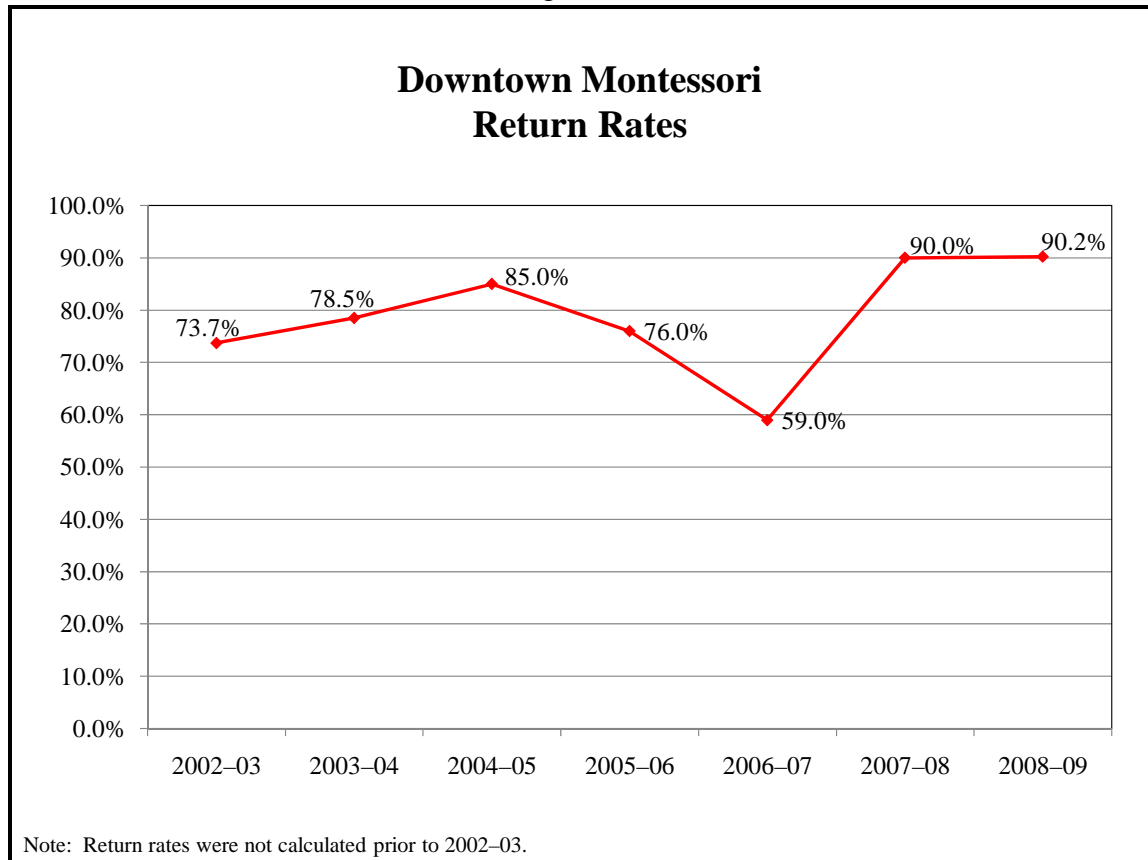
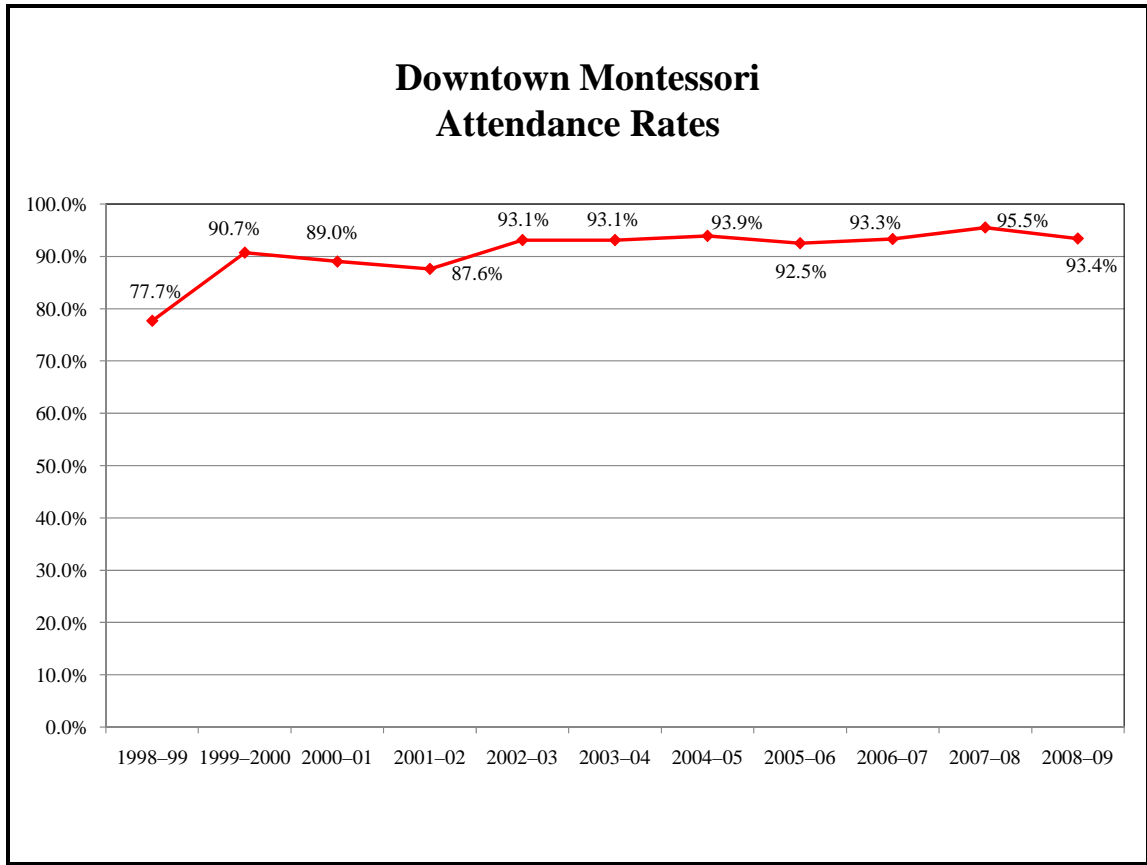


Figure C2



Parent/Guardian Participation

Downtown Montessori set the same parent/guardian participation goal from 1999–2000 through 2008–09: parents/guardians would attend at least 50% of conferences. Conference participation data were available from 2000–01 through 2008–09. During all of those years, Downtown Montessori’s rate of parent/guardian participation was 100.0%.

SDRT and WKCE

Table C2 Downtown Montessori 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

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

Table C3 Downtown Montessori 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%

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

Table 4 Downtown Montessori 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.