

Downtown Montessori Academy

Programmatic Profile and Educational Performance

2014–15 School Year

Report Date: September 2015

Prepared by:
Susan Gramling
Janice Ereth, PhD
Sierra Fischer

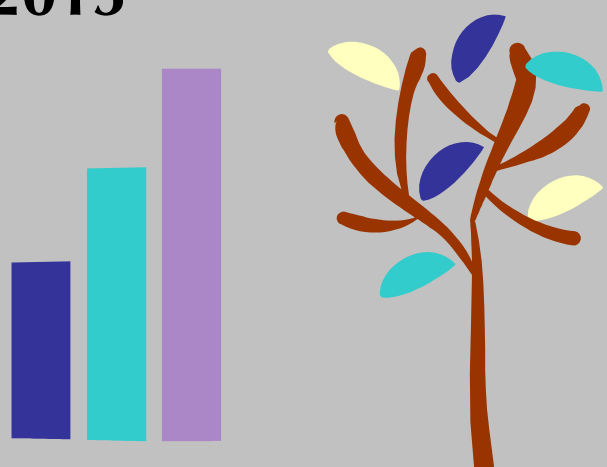


TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
I. INTRODUCTION	1
II. PROGRAMMATIC PROFILE	2
A. Board of Directors	2
B. Philosophy and Description of Educational Methodology	3
1. Montessori Approach	3
2. Teacher/Instructional Staff Information	5
3. Parental Involvement	7
4. Discipline Policy	8
5. Waiting List	9
C. Student Population	9
D. Hours of Instruction	11
E. Computer/Technology Capability	12
F. Activities for Continuous School Improvement	12
G. Graduation and High School Guidance Information	13
III. EDUCATIONAL PERFORMANCE	14
A. Attendance	14
B. Parent Conferences and Contracts	15
C. Special Education Student Records	15
D. Local Measures of Educational Performance	16
1. Progress Reports for K3 Through K5	16
2. Reading, Writing, and Math Progress for First Through Eighth Grades	18
a. Reading Skills	18
i. Students at or Above Grade Level	19
ii. Students Below Grade Level	21
b. Writing Skills	21
c. Math Skills	22
3. Special Education Student Progress	24
E. Standardized Measures of Educational Performance	25
1. PALS for K4 Through Second Graders	25
a. PALS-PreK	27
b. PALS-K and PALS 1–3	28
2. Badger Exam for Third Through Eighth Graders	31
3. WKCE Science and Social Studies Assessments for Fourth and Eighth Graders	32
F. Multiple-Year Student Progress	33
1. Second-Grade Progress Based on PALS	34
2. Fourth- Through Eighth-Grade Badger Exam	35
G. CSRC School Scorecard	35
H. DPI School Report Card	38
IV. SUMMARY AND RECOMMENDATIONS	38

TABLE OF CONTENTS (continued)

APPENDICES

- Appendix A: Contract Compliance Chart
- Appendix B: Student Learning Memorandum
- Appendix C: Trend Information
- Appendix D: CSRC 2014–15 School Scorecard
- Appendix E: 2014–15 Badger Exam Results
- Appendix F: CSRC PILOT School Scorecard

EXECUTIVE SUMMARY
for
Downtown Montessori Academy
2014–15

This is the 17th annual report on the operation of Downtown Montessori Academy, a City of Milwaukee charter school.¹ It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the NCCD 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 met all of the educational provisions in its contract with the City of Milwaukee and subsequent CSRC requirements.

See Appendix A for a list of contract provisions and report page references.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Primary Measures of Academic Progress

CSRC requires the school to track student progress in reading, writing, and mathematics throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students. This year, Downtown Montessori’s local measures of academic progress resulted in the following outcomes.

Pre-kindergarten and kindergarten students were assessed on five math skills and five literacy skills, with students scoring greater than 90.0% on each skill assessment.

In reading:

- All 115 (100.0%) first- through eighth-grade students who scored at or above their grade level in reading on the fall test maintained at or above grade-level status on the spring reading test.
- Of 38 first- through eighth-grade students who scored below their grade level on the fall reading test, 36 (94.7%) improved their scores by at least one grade level on the spring test.
- Overall, 151 (98.7%) of the 153 first- through eighth-grade students met their local measure goal for reading.

¹ The City of Milwaukee Common Council chartered 10 schools in the 2013–14 academic year.

In math:

- By the end of the year, 120 (93.0%) of 129 first through sixth graders reached/maintained proficiency or showed improvement in 80.0% of grade-level math skills.
- Of the 23 seventh and eighth graders, 19 (82.6%) reached/maintained proficiency or showed improvement in 80.0% of grade-level math skills.
- Overall, 139 (91.4%) of 152 first- through eighth-grade students met their goal for math.

In writing:

- Nearly all (152, or 99.3%) first- through eighth-grade students achieved an overall score of 3 or higher on the spring writing sample.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, Downtown Montessori identified measurable education-related outcomes in attendance, parent involvement, and special education student records.

The school met its goals in all of these outcomes.

3. School Scorecard

This year, the school scored 93.4% (A) on the school scorecard, which places Downtown Montessori in the high performing/exemplary category.

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. However, data regarding year-to-year academic achievement on the Wisconsin Department of Public Instruction standardized tests are not available this year due to the discontinuance of the Wisconsin Knowledge and Concepts Examination as well as the first year of application of the Phonological Awareness Literacy Screening to second graders and the Badger Exam to third through eighth graders.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

Downtown Montessori addressed all of the recommendations in its 2013–14 programmatic profile and educational performance report. Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused improvement plan by revamping the literacy program during the 2015–16 school year. This involves:

- Providing teachers with more literacy training;
- Implementing the Lucy Calkins writing program; and
- Implementing the Scholastic reading program, which includes the provision of leveled reading material.

IV. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

Based on past and current contract compliance and the school's continuing scorecard status of high performing/exemplary, CRC recommends that Downtown Montessori continue regular, annual academic monitoring and reporting.

I. INTRODUCTION

This report was prepared as a result of a contract between the City of Milwaukee Charter School Review Committee (CSRC) and the NCCD Children's Research Center (CRC).² It is one component of the program CSRC uses to monitor performance of all schools chartered by the city.

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

- CRC staff visited the school in the fall and conducted a structured interview with the head of the school. Critical documents were reviewed and copies were obtained for CRC files.
- CRC staff assisted the school in developing its outcome measures for the annual learning memo.
- Additional site visits included classroom instruction observation and note taking on such issues as classroom setup, number of students and teachers, and student engagement in learning activities.
- CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were updated.
- CRC staff verified the presence of current licenses or permits for all of the school's instructional staff using the Wisconsin Department of Public Instruction (DPI) teacher license website.
- CRC staff conducted a structured, end-of-the-year interview with the head of school.
- CRC staff and the CSRC chair attended a meeting of the school's board of directors to improve communications regarding the roles of CSRC and CRC as educational monitors and the expectations regarding board member involvement.
- The school provided electronic data to CRC.
- CRC staff compiled and analyzed results and produced this annual report.

² CRC is a center of the nonprofit National Council on Crime and Delinquency (NCCD). NCCD promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice.

II. PROGRAMMATIC PROFILE

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

Telephone: (414) 744-6005
Website: <http://downtownmontessori.com>

Head of School: Ms. Virginia Flynn
Executive Director: Mr. Ian Spanic

Downtown Montessori Academy is located in the Bay View neighborhood near the Port of Milwaukee on the southeast side of the city.³

A. Board of Directors⁴

Downtown Montessori Academy is governed by a volunteer board of directors. The Downtown Montessori Academy Board of Directors provides strategic leadership in support of the school's mission, philosophy, and goals. The board makes long-term decisions, provides financial management, and communicates regularly with the executive director and the head of school to ensure that the school's program and operation are faithful to the terms of its charter and that the school is a viable organization.

As the head of school and executive director manage the day-to-day activities, the board's mission is to preserve and protect the financial health and well-being of the school and to work with the school's administration to determine annual goals and objectives. The board develops the long-term strategic plan that sets the annual agenda for the board and determines the annual goals and objectives for the executive director and head of school.

This year, the board of directors had seven members: a president, a vice president, a secretary, a treasurer, and three other directors.

³ The school was located previously in downtown Milwaukee and was chartered by the City of Milwaukee in 1998.

⁴ Information taken from the school's website: <http://downtownmontessori.com> and the 2013–14 Annual Report.

B. Philosophy and Description of Educational Methodology

1. Montessori Approach

Downtown Montessori delivers a valid Montessori program as interpreted by the Association Montessori Internationale or the American Montessori Society.⁵ 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 in 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 currently divided into four levels of programming. The Children's House contains the Montessori Primary Program, which is open to students ages 3 to 6 and includes grades K3, K4, and K5.⁶ The lower elementary program is designed for students in first through third grades; the upper elementary program is open to students in fourth through sixth grades; and the fourth level, the adolescent program, is for students in seventh and eighth grades.

The Children's House provides an environment that meets 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 experiences enables children to refine and classify their impressions of the world around them. The classroom

⁵ See the 2014–15 *Parent/Student Handbook*, located on the school's website: <http://downtownmontessori.com>

⁶ Children who turn 5 on or before September 1 may attend full-day Montessori sessions. Children who turn 4 on or before September 1 may attend a half- or full-day 4-year-old program. The full day for 4-year-olds consists of half-day Montessori and half-day child care.

engages children with numbers and language, writing and reading, the tools for reasoning and communication, and the basis of self-directed learning.

The sense of responsibility to self and the community introduced in the Children's House is further developed at the elementary level. At the lower elementary level, the school continues to provide multi-age grouping in an environment that encourages cooperative learning and self-discipline. This program is based on "Great Stories" and explores everything from the microscopic to the cosmic, allowing children to discover how all things are inter-related.⁷ The program builds on the foundations of the Children's House program.

The upper elementary program follows a three-year curriculum cycle in all areas of study except mathematics. Learning ways of inquiring, investigating, and resolving questions plays a dominant role in the upper elementary program. The elementary levels emphasize an interdisciplinary approach to learning and respect for self and community. Materials and group activities are designed to 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.

The adolescent program (seventh and eighth grades) 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.

Students experience extensions of classroom study 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.

⁷ In the Montessori curriculum, the Great Stories are the five stories that span the curriculum at a glance. Key lessons are taught as a result of the stories, emphasizing fundamental parts of each story that are found in all subject areas.

The Montessori teacher/directress works with children individually and in groups, introducing materials and giving guidance as needed. The role of the teacher is to help the children teach themselves through the use of the Montessori materials and attention to the learning environment.⁸

2. Teacher/Instructional Staff Information

The school consisted of 11 classrooms during the 2014–15 academic year: four Children’s House classrooms for 3- to 6-year-old (or K3 through K5) students, four lower elementary classrooms (first through third grades), and two upper elementary classrooms (fourth through sixth grades). The adolescent program classroom, an open concept space, was housed on the second floor of the newly renovated building purchased by the school on the same property.⁹

Throughout the school year, the school employed a total of 15 instructional staff and six teaching assistants. Instructional staff consisted of 11 classroom teachers and four others: a special education teacher, a school psychologist, a social worker, and a Title I reading teacher.¹⁰ Four of the classroom teachers taught at the Children’s House level, four taught lower elementary, two taught upper elementary, and one taught the adolescent program. In addition, the four full-time teaching assistants were each assigned to a Children’s House teacher, another assisted the Title I reading teacher, and the part-time teaching assistant helped in the lower elementary classrooms.

All of the 15 instructional staff started and completed the school year, resulting in an instructional staff retention rate of 100.0%. (The instructional staff retention rate is the percentage of teachers and other instructional staff who were employed at the school for the entire academic year.)

⁸ *Parent/Student Handbook, 2014–2015*, p. 32.

⁹ The building was a former convent, which the school purchased and renovated. The entire second floor of the building was demolished and redesigned into an open concept classroom for seventh and eighth graders. The space also includes a lounge, kitchenette, student lavatories, and a computer lab.

¹⁰ The school contracted with MJ Care for the services of a speech pathologist and, if needed, an occupational therapist.

At the end of the 2013–14 school year, 13 instructional staff (10 classroom teachers and three other instructional staff) were employed by the school and eligible to return in the fall of 2014.¹¹ They all returned for a total instructional staff return rate of 100%.

The school also provided enrichment activities in art and music. An art consultant assisted the teachers with the development and implementation of art projects. A music consultant provided guitar lessons after school and group singing. These were not formal classes and were not included in the students' report cards; therefore, these consultants were not considered instructional staff for licensing purposes.

All of the instructional staff held DPI licenses (each license was verified on DPI's website). All of the classroom teachers had Montessori certifications as well.

The school reported the following professional development and in-service activities and the months in which they took place.

- August: Math and planning for Common Core State Standards (CCSS; two days)
- September: CESA training on Response to Intervention (RtI)
- January through June: Ongoing professional development regarding literacy for all staff, provided by Dr. Sue Terry
- January: Evaluation and observation
- February: Implementation of a new reading program (review choices, three meetings, two hours each)
- March through June: Guided reading: introduction and development of class programs (four meetings, two hours each)
- May: Meeting with board president (understanding the board, its role, and functions of its members)

¹¹ Two positions were eliminated for the 2014–15 school year: the art teacher and the Title I math teacher. The special education aide employed during 2013–14 was rehired in 2014–15 as a regular classroom assistant. She stayed the entire year as an assistant and is not reflected in the instructional staff return or retention rates.

3. Parental Involvement

As described in the *Parent/Student Handbook, 2014–2015*, Downtown Montessori seeks and depends upon the energy and spirit of its parents. Parents are urged to contact their child’s teacher for volunteer opportunities in and outside the classroom. Current research and prior experience at Downtown Montessori show a direct relationship between the degree of parental involvement in a school and the level of benefit children receive through that school.

Examples of active parental involvement include accompanying children on field trips, reading stories to children, assisting in building improvements such as constructing shelves and assembling playground equipment, organizing publicity events, preparing snacks, and donating equipment. The school expects all parents to spend at least four hours per year on such service activities. The school posts activity sign-up sheets throughout the year and sends emails and notes home with the students to encourage parents to participate in activities. Parents also are encouraged to visit their child’s class at least once a year.

The school has a Parent Engagement Network¹², an all-volunteer parent group dedicated to supplementing and enriching the education of students by providing opportunities for parent involvement. All parents of enrolled children are members. Monthly meetings are held in the evenings. Parents can become involved in educational and fun activities, community-building activities, and various volunteer opportunities.

Each child has a folder in which notices, school forms, and schoolwork are sent home with the child. Email is encouraged, as the school endeavors to communicate as much as possible through email to prevent unnecessary paper use in accordance with the principles of being a Green and Healthy School. Teacher email addresses are listed in the *Parent/Student Handbook*, located on the school website (<http://www.downtownmontessori.com>), where current information and notices also

¹² The Parent Engagement Network is fully described on the school’s website: <http://downtownmontessori.com/parent-info/parent-volunteer-group/> and in the *Parent/Student Handbook, 2014–2015*.

are available. Parent-teacher conferences occur twice each year and any other time a parent requests one.

4. Discipline Policy

The school's code of conduct and discipline policy was published in the *Parent/Student Handbook, 2014–2015*. It indicates that when dealing with discipline, it is most important to create a consistent environment for children. When a child's actions demand correction, it is essential for all involved adults to 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 child redirection 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 based on the principles of respect for the child, knowledge and understanding of the developmental needs and characteristics of the child and the needs of the group, and an understanding that appropriate behavior must be taught and modeled.

The discipline policy describes 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.

The school has a stated bullying policy that specifies its anti-bullying/peace policy and defines bullying specifically with examples. The bullying policy includes:

- A procedure for reporting bullying and retaliation for reporting bullying;
- A procedure for investigating reports of bullying;
- Sanctions and supports;
- Bullying prevention and management (including a team meeting when behavior interventions have been put in place); and
- The school's commitment to non-violent communication and student support.

5. Waiting List

In September 2014, the school reported a waiting list of 37 children, most waiting for admission as 3-year-olds; a few were waiting for openings at the lower elementary level.

As of May 2014, the school reported a waiting list of 64 students across all grade levels.

C. Student Population

Downtown Montessori started the school year with 249 children in K3 through eighth grade.¹³ By the end of the year, two more children had enrolled and three had withdrawn.¹⁴ In order to protect student identity, CRC does not include results for fewer than 10 students; there were too few

¹³ As of September 19, 2014.

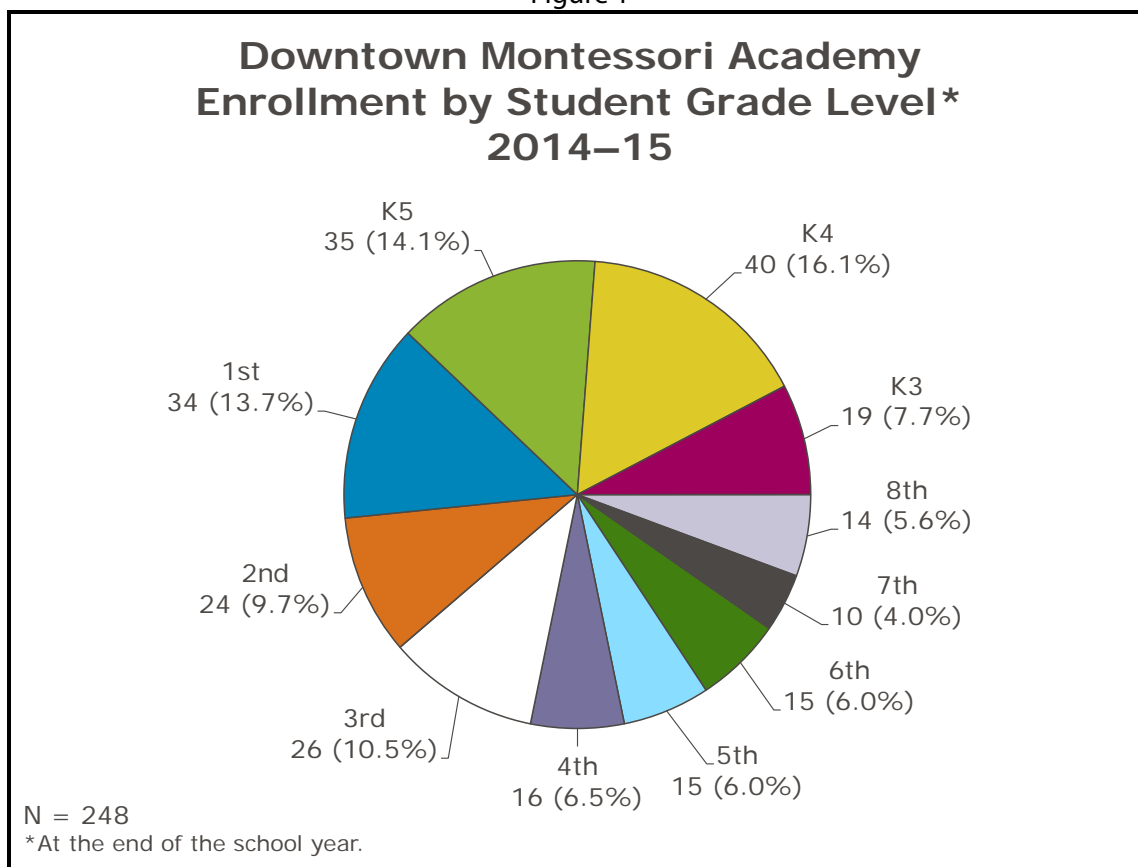
¹⁴ One additional student withdrew prior to the third Friday of September; that student was excluded from all enrollment counts.

withdrawals this year to provide reasons. Of 249 children who began the year, 246 finished the school year at Downtown Montessori; this represents a student retention rate of 98.8%.

At the end of the year, 248 students were enrolled.

- Of these, 156 (62.9%) students were White, 40 (16.1%) were Latina/o, 31 (12.5%) were African American, 10 (4.0%) were Asian, three (1.2%) were of Middle Eastern decent, three (1.2%) were of Asian Indian decent, two (0.8%) were Native American, one (0.4%) was Filipino/a, one (0.4%) was Arab, and one (0.4%) was Native Hawaiian or Pacific Islander.
- The boy-to-girl ratio of students was nearly even: 125 (50.4%) boys and 123 (49.6%) girls.
- Nine (3.6%) students had special education needs. In order to protect student identity, CRC does not report results for fewer than 10 students; therefore, types of special education needs are not included in this report.
- One quarter (64, or 25.8%) of students were eligible for free or reduced lunch prices.
- There were 94 children in the Montessori Primary Program (Children's House), 84 in lower elementary, 46 in upper elementary, and 24 in the adolescent program (Figure 1).

Figure 1



On the last day of the 2013–14 academic year, 226 students attending Downtown Montessori were eligible for continued enrollment at the school for 2014–15 (i.e., they did not graduate). Of these, 204 were enrolled in the school on the third Friday in September 2014. This represents a return rate of 90.3% and compares to a return rate of 93.1% in the fall of 2013.

D. Hours of Instruction

The school posted its 2014–15 calendar on its website. The calendar also was available in hard copy in the school's office. The hours of school operation for this year were the same as last: 8:45 a.m. to 11:45 a.m. each day for K3 and K4; and 8:45 a.m. to 3:30 p.m. for K5 through eighth grades.

E. 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 publishes its Internet usage policy in the *Parent/Student Handbook, 2014–2015* and requires parent and student signatures on an elementary/adolescent student computer use contract. The school uses Excel spreadsheets and Montessori Records Express to collect student data and data related to academic progress. Montessori Records Express is a web-based record-keeping system that tracks attendance, progress, and lesson plans. The program also generates custom progress reports.

F. Activities for Continuous School Improvement

The following is a description of Downtown Montessori's response to the activities recommended in the programmatic profile and educational performance report for the 2013–14 academic year.

- Recommendation: Develop strategies to support those families struggling with attendance; for example, continue to work with families who have economic needs or lack a support system.

Response: The school hired a part-time social worker who contacted parents, set up meetings, and provided support to families and staff. The school's leader reported that attendance seemed to improve for those families struggling with attendance.
- Recommendation: Continue to focus on math development.

Response: The school continued to work with a math consultant from UW-Milwaukee, focusing on common core math skills. The consultant provided two days of in-service to the staff at the beginning of the school year. Subsequently, the consultant came at the request of teachers to observe and support individual teachers.
- Recommendation: Strengthen parent involvement as the school grows.

Response: The school's leader reported that parents are more involved in individual classrooms. The Parent Engagement Network has worked better than the former PTO organization. Parents can support the activities that interest them. A new focus on funding a new playground has resulted in more personal parent commitment due to

the fact that this project will directly affect their children. Parents participated in activities such as the spaghetti dinner, the coffee and kringle fundraiser, the fall ball, and the barbeque held at the school.

After reviewing the information in this report and in consultation with the school's leader at the end-of-school interview in June 2015, CRC recommends the following activities for the 2015–16 school year.

- Revamp the literacy program by:
 - » Providing teachers with more literacy training;
 - » Implementing the Lucy Calkins writing program; and
 - » Implementing the Scholastic reading program, which includes the provision of leveled reading material.
- Establish and implement a system to ensure that all instructional staff hold DPI licenses or permits.

G. Graduation and High School Guidance Information

The school staff informed parents of high school options, testing requirements, early admission, and other sign-up dates. Starting in seventh grade, students and their families were encouraged to visit and shadow high school students. The school followed up with the eighth graders about which high schools accepted them for admittance. All 14 eighth graders graduated, and 13 of these students were accepted by high schools including: Eastbrook Academy, Dominican High School, Marquette High School, Rufus King High School, Waukesha Engineering Preparatory Academy, Ronald Wilson Reagan College Prep, St. Francis High School, Escuela Verde, and Milwaukee High School of the Arts.

At this time, Downtown Montessori does not have a formal method to track the high school achievement of its graduates. The school's leader gains information informally, through contact with

families, and is keeping track on a school-based spreadsheet. All students graduating from Downtown Montessori in 2009, 2010, and 2011 have graduated from high school, with two valedictorians in the group. The 2009 and 2010 graduates are reported to be attending college (Alverno, UW-Milwaukee, and Milwaukee School of Engineering). Five of the seven 2011 graduates are enrolled in colleges (UW-Madison, Mount Mary, Marquette University, and Milwaukee Area Technical College).

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 goals for attendance, parent conferences, and special education student records. 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 record-keeping goals. It also describes student progress as measured internally on student report cards and externally by standardized tests, such as the Phonological Awareness Literacy Screener (PALS) and the Badger Exam.¹⁵

A. Attendance

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 95.0%. "Present" was defined as being present for at least half of the day.

¹⁵ The Badger Exam is a Smarter Balanced test aligned with Common Core State Standards.

The school achieved this goal, as students, on average, attended school 95.6% of the time this year.¹⁶

When excused absences were included, the attendance rate rose to 100.0%.¹⁷

B. Parent Conferences and Contracts

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

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, 12 students with special education needs attended the school. Three of the students were reevaluated during the current year and as a result of those evaluations, dismissed from special education services. The remaining nine (100.0%) special education students had an IEP. During the year, the school conducted annual IEP reviews for all students who required one.

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 student special education records.

¹⁶ Attendance rate is based on all 251 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.

¹⁷ CSRC requires the school to report suspensions. According to the data submitted by the school, there were no student suspensions this year.

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-old children are combined below. Results in each academic content area for students in first through eighth grades are illustrated subsequently.

1. Progress Reports for K3 Through K5

Downtown Montessori uses the Scholastic progress reports in K3 through K5 to track students' progress on the following skills.

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

Students are rated as "presented," "practiced," "improving," or "proficient" on each skill. This year, the school established a goal that by the end of the year, K3 through K5 students who attended

all year would be proficient or show progress (presented to practiced, practiced to improving, or presented to improving) in grade-level skills in each of these five areas. Students who were initially proficient would maintain proficiency.

This year, while the school addressed all areas mentioned above, progress data were provided in the areas of literacy (language) and mathematics (mathematical development). Data were submitted for 93 K3 through K5 students who were enrolled for the year. More than 94.0% of students maintained proficiency or showed progress for each of the five math skills and each of the five literacy skills assessed (Figures 2 and 3).

Figure 2

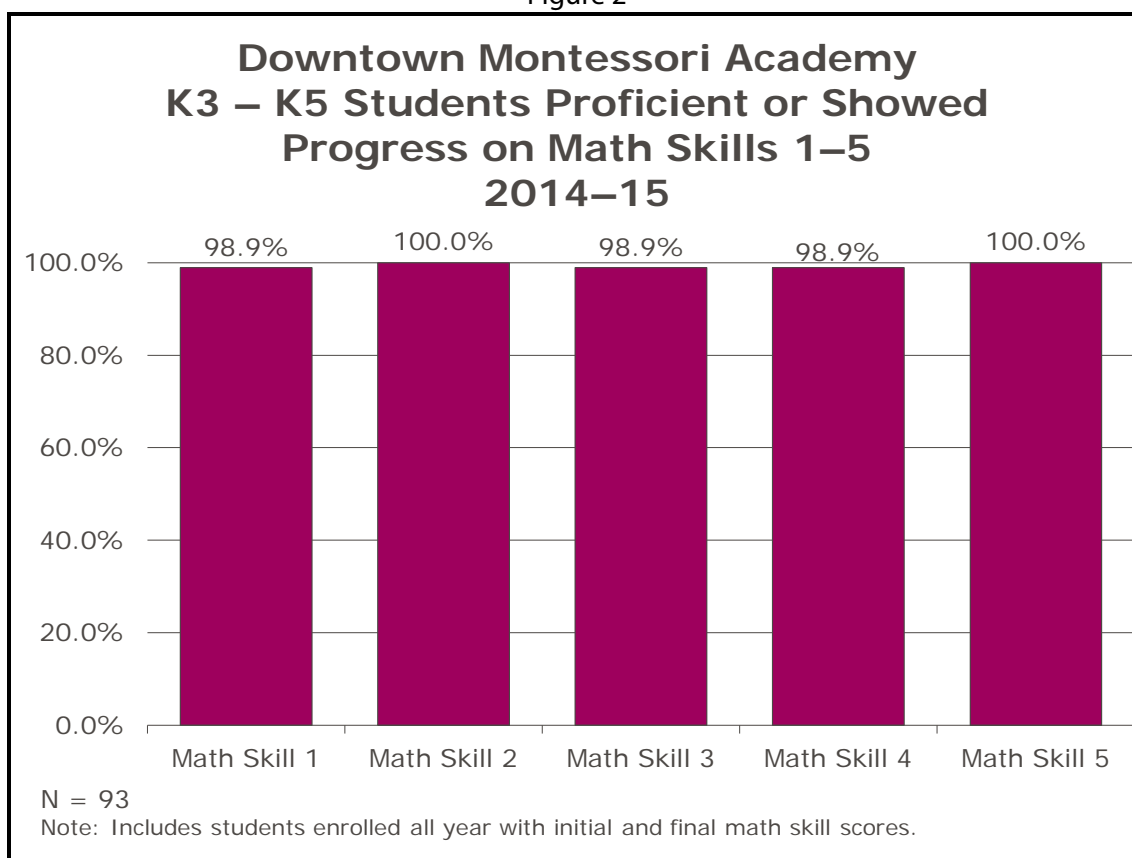
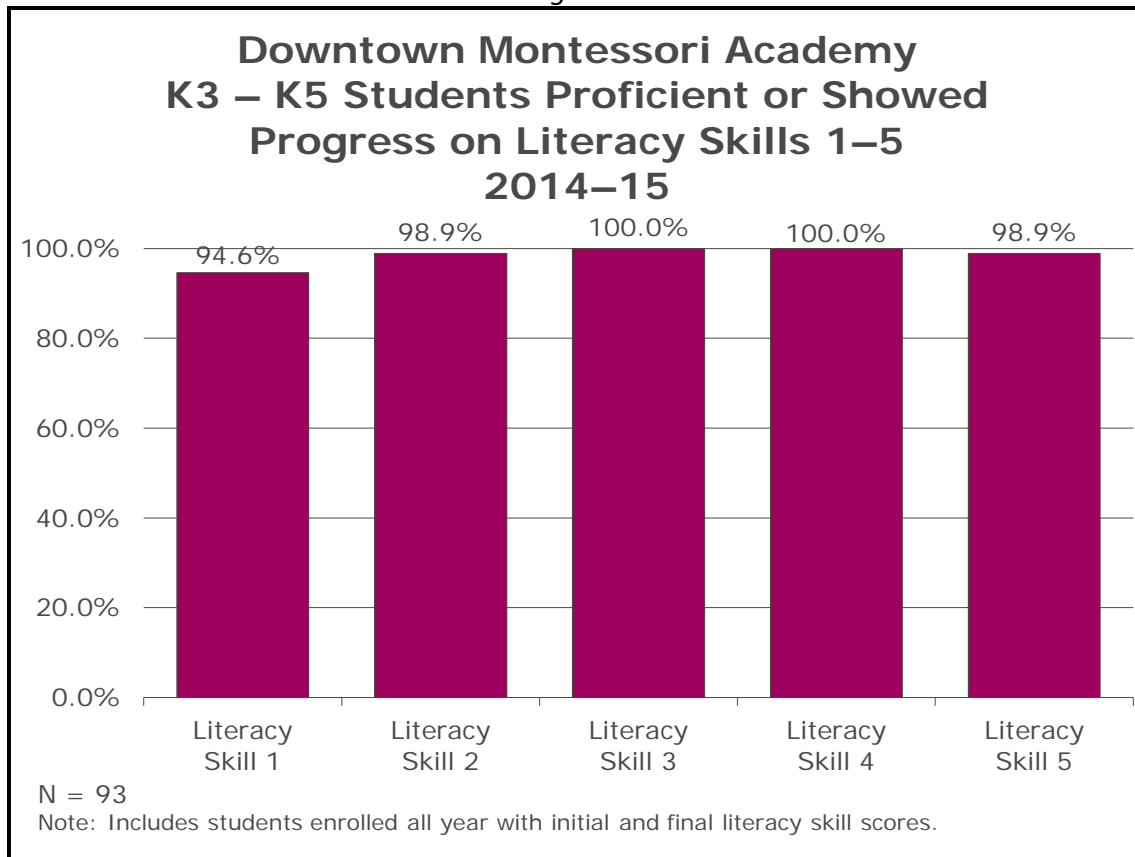


Figure 3



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

a. *Reading Skills*

Reading skills for students in first through eighth grades were measured using the Qualitative Reading Inventory (QRI). QRI helps teachers assess student skills in a variety of areas. First graders are assessed in alphabet recognition (both lowercase and uppercase), letter/sound recognition, QRI word recognition, and a QRI reading passage (if applicable); second and third graders are administered the QRI word recognition and QRI reading passage (if applicable) sections; and fourth through eighth graders are assessed with the QRI reading passage and comprehension sections. Students are tested in the fall and again in the spring in each area. Students' scores for all subtests are averaged and result in a grade level of functioning. Test results indicate whether a student met, was below, or was well

below grade-level benchmarks; results also indicate the student's current level of learning for that grade level. Levels of learning are designated as frustration, instructional, or independent. CRC examined progress for students who scored at grade level or above in the fall as well as students who scored below their respective grade level in the fall (Table 1).

Table 1 Downtown Montessori Academy Reading/Literacy Goals: Students Qualitative Reading Inventory Scores 1st Through 8th Grades 2014–15					
Grade Level	N	Students at or Above Grade Level Fall 2014		Students Below Grade Level Fall 2014	
		N	%	N	%
1st	34	15	44.1%	19	55.9%
2nd	24	16	66.7%	8	33.3%
3rd	25	19	76.0%	6	24.0%
4th	16	12	75.0%	4	25.0%
5th	15	15	100.0%	0	0.0%
6th	15	15	100.0%	0	0.0%
7th	10	10	100.0%	0	0.0%
8th	14	13	92.9%	1	7.1%
Total	153	115	75.2%	38	24.8%

i. Students at or Above Grade Level

For the 2014–15 school year, Downtown Montessori set the goal that at least 80.0% of students who tested at or above their current grade level in reading in the fall would again test at or above grade level on the spring test. Additionally, of children who scored below their grade level on the fall QRI, 85.0% would improve their reading level by one grade level on the spring test. Based on QRI results, 115 (75.2%) of 153 students who completed both the fall and spring QRI tests scored at or

above their grade level on the fall test. All (100.0%) of those 115 students tested at or above their grade level on the spring test, exceeding the school's goal for these students (Table 2).

Table 2 Downtown Montessori Academy Reading/Literacy Goals: Students at or Above Grade Level 1st Through 8th Grades 2014–15		
Grade Level	Number of Students at or Above Grade Level on Fall Test	% of Students at Grade Level in Spring
1st	15	100.0%
2nd	16	100.0%
3rd	19	100.0%
4th	12	100.0%
5th	15	100.0%
6th	15	100.0%
7th	10	100.0%
8th	13	100.0%
Total	115	100.0%

ii. *Students Below Grade Level*

In the fall, 38 first- through eighth-grade students scored below grade-level benchmarks. Of these, 36 (94.7%) increased their score at least one grade level (e.g., pre-primer to primer or first to second) by the spring test (Table 3), exceeding the school's goal of 85.0%.

Table 3 Downtown Montessori Academy Reading/Literacy Goal: Students Below Grade Level 1st Through 8th Grades 2014–15		
Grade Level	Number of Students Below Grade Level on Fall Test	% of Students at Grade Level in Spring
1st	19	94.7%
2nd	8	Cannot report due to <i>n</i> size
3rd	6	Cannot report due to <i>n</i> size
4th	4	Cannot report due to <i>n</i> size
5th	0	N/A
6th	0	N/A
7th	0	N/A
8th	1	Cannot report due to <i>n</i> size
Total	38	94.7%

Results indicate that 151 (98.7%) of the 153 of the students with comparable scores met the school's local measure goal in literacy.

b. *Writing Skills*

This year, the school set a goal that at least 65.0% of students who completed the writing sample in the fall (October) would achieve an overall score of 3 or higher on the spring writing sample. First through third grades focused on organization and conventions; fourth through sixth grades focused on sentence fluency, organization, ideas, and conventions; and seventh and eighth grades focused on organization, fluency, ideas, sentence fluency, and conventions. The fall test was given in

October 2014, and the spring test was given in May 2015. Student skills were assessed on a 5-point rubric for each of the six traits.

This year, 153 first- through eighth-grade students were tested at both times. Nearly all (152 or 99.3%) of those students had an overall score of 3 or higher on the spring writing sample (Table 4).

Table 4 Downtown Montessori Academy Writing Skills Progress Based on Six Traits of Writing 1st Through 8th Grades 2014–15			
Grade	N	Number With an Overall Score of 3 or Higher in Spring	% With an Overall Score of 3 or Higher in Spring
1st	34	33	97.1%
2nd	24	24	100.0%
3rd	25	25	100.0%
4th	16	16	100.0%
5th	15	15	100.0%
6th	15	15	100.0%
7th	10	10	100.0%
8th	14	14	100.0%
Total	153	152	99.3%

c. Math Skills

First- through sixth-grade students were rated on a number of Montessori sequential math skills. Each math skill was rated as presented, practiced, improving, or mastered/proficient. The school's goal was that students enrolled for the year would reach proficiency or show improvement in 80.0% of grade-level math skills. Students who were proficient in a skill would maintain proficiency. Scores were provided for 129 first through sixth graders who attended all year.

Five math skills were assessed for each student. By the end of the year, 120 (93.0%) students had reached/maintained proficiency or shown progress in 80.0% of skills (Table 5).

Table 5 Downtown Montessori Academy Math Progress/Proficiency 1st Through 6th Grades 2014–15			
Grade	Number of Students	Students Who Reached Proficient/ Progressed in 80.0% of Skills	
		N	%
1st	34	30	88.2%
2nd	24	22	91.7%
3rd	25	22	88.0%
4th	16	16	100.0%
5th	15	15	100.0%
6th	15	15	100.0%
Total	129	120	93.0%

Math progress for seventh and eighth graders was based on the Montessori math skills, which are taught using the Montessori math curriculum and supplemented by the CCSS math skills. Students were assessed on 18 to 34 math skills. The school's goal was that students enrolled for the year would reach proficiency or show improvement in 80.0% of those grade-level math skills. Students who were proficient in a skill would maintain proficiency.

All but one of the 24 seventh and eighth graders who were enrolled the entire school year completed the math assessment. Of the 10 seventh graders assessed, seven (70.0%) became proficient or improved in 80.0% or more math skills assessed between the initial and final testing periods. Of the 13 eighth-grade students assessed, 10 improved or maintained proficiency in all math skills assessed. No students in seventh or eighth grade mastered all skills by the end of the year. The school met its math local measure goals for 19 (82.6%) out of 23 seventh- and eighth-grade students (Table 6).

Table 6 Downtown Montessori Academy Math Progress/Proficiency 7th and 8th Grades 2014–15			
Grade	Number of Students	Students Who Reached Proficient/ Progressed in 80.0% of Skills	
		N	%
7th	10	7	70.0%
8th	13	12	92.3%
Total	23	19	82.6%

Overall, the school met its math local measure goals for 139 (91.4%) of 152 first- through eighth-grade students.

3. Special Education Student Progress

The school also set a goal for special education students to demonstrate progress toward meeting their IEP goals. To measure this goal, the school decided that students who had active IEPs should meet 80.0% of their total number of IEP goals by the time of their annual review or reevaluation. (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, 12 students had identified special education needs; one student was not enrolled in special education services at Downtown Montessori last year, and three students were dismissed from services based on reevaluations conducted this year. Eight students had active IEPs for an entire IEP year at the school. In order to protect student identity, CRC does not include results for cohorts of fewer than 10.

E. Standardized Measures of Educational Performance

In 2014–15, DPI required all schools to administer PALS assessments to K4 through second graders, the Badger Exam to third through eighth graders, and the Wisconsin Knowledge and Concepts Examination (WKCE) science and social studies tests to fourth and eighth graders.¹⁸ These tests and results are described in the following sections.

1. PALS for K4 Through Second Graders

Beginning in 2013–14, DPI required that all students in K4 through second grade take the PALS assessment in the fall and spring of the school year. PALS aligns with both the Common Core English standards and the Wisconsin Model Early Learning Standards.

Three versions of the PALS assessment are available: PALS-PreK for K4 students, PALS-K for K5 students, and PALS 1–3 for students in first through third grades.¹⁹ The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Two additional tasks (lowercase alphabet recognition and letter sounds) are completed only by students who reach a high enough score on the uppercase alphabet task. Finally, there is one optional task (nursery rhyme awareness) that schools can choose to administer or not. Because this latter task is optional, CRC will not report data on nursery rhyme awareness.

The PALS-K includes six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word

¹⁸ Per the contract with CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS. The timeframe for the fall PALS assessment was October 13 to November 7, 2014, for K4 and K5 students and September 15 to October 10, 2014, for first graders. The spring testing window was April 27 to May 22, 2015, for all grade levels. The timeframe for the Badger Exam was April 13 to May 23, 2015. The timeframe for the WKCE science and social studies tests was October 27 to November 27, 2014.

¹⁹ Although the PALS 1–3 can be used for students in third grade, DPI only requires the test for K4 through second graders; third-grade students are tested using the Badger Exam.

recognition in isolation). The PALS 1–3 comprises three required tasks (spelling, word recognition in isolation, and oral reading in context). The PALS 1–3 also includes one additional required task for first graders during the fall administration (letter sounds) and additional tasks for students who score below the summed score benchmark. These additional tasks are used to gather further diagnostic information about those students.

For the PALS-K and PALS 1–3, specific task scores are summed for an overall summed score. For the PALS 1–3, the fall and spring summed scores are calculated using different task combinations. The summed score is then compared to benchmarks set for each grade level and test administration. Reaching or surpassing the benchmark is not an indicator that the student is reading at grade level; the benchmark simply helps teachers identify which students may have difficulty learning to read. For example, if the student’s summed score is below the designated benchmark for their grade level and test administration, the student is identified as requiring additional instruction to master basic literacy skills.²⁰ Students who are at or above the benchmark have the basic skills required to, with targeted instruction, continue learning to read without intervention. Teachers may use PALS assessment results to help plan classroom reading and spelling instruction according to student needs.

The PALS-PreK has no similar summed score or set benchmarks. Because students enter K4 with different levels of exposure to books, letters, and sounds, the purpose of the PALS-PreK is to learn students’ abilities as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a 4-year-old child.

²⁰ Information retrieved from <http://www.palswisconsin.info>

a. *PALS-PreK*

A total of 40 K4 students completed the PALS-PreK in the fall and spring. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see if more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring or all students maintained scores at or above the developmental range (Table 7).

Table 7 Downtown Montessori Academy PALS-PreK for K4 Students Students at or Above the Spring Developmental Range 2014-15 (N = 40)				
Task	Fall		Spring	
	N	%	N	%
Name writing	31	77.5%	35	87.5%
Uppercase alphabet recognition	27	67.5%	33	82.5%
Lowercase alphabet recognition ²¹	24 ¹	100.0%	30 ²	96.8%
Letter sounds ²²	18 ³	100.0%	28 ⁴	100.0%
Beginning sound awareness	39	97.5%	40	100.0%
Print and word awareness	40	100.0%	40	100.0%
Rhyme awareness	31	77.5%	37	92.5%

¹ Out of 24 students who qualified to complete the lowercase task in the fall.

² Out of 31 students who qualified to complete the lowercase task in the spring.

³ Out of 18 students who qualified to complete the letter sound task in the fall.

⁴ Out of 28 students who qualified to complete the letter sounds task in the spring.

²¹ Students who score 16 or greater on the uppercase alphabet recognition task complete the lowercase alphabet recognition task. Five additional students completed the lowercase task in the fall and six additional students completed the lowercase task in the spring despite not achieving a 16 or greater score on the uppercase alphabet recognition task. These students are not included in results.

²² Students who score 9 or greater on the lowercase alphabet recognition task complete the letter sounds task. Twelve additional students completed the letter sounds task in the fall and seven additional students completed the letter sounds task in the spring despite not achieving a 9 or greater on the lowercase alphabet recognition task. These students are not included in results.

b. *PALS-K and PALS 1–3*

As mentioned previously, each of these tests has a summed score benchmark for the fall and spring (Table 8), which are calculated using different task combinations. Therefore, the spring benchmark may be lower than the fall benchmark. Additionally, student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; results from fall to spring should not be used to measure individual student progress.

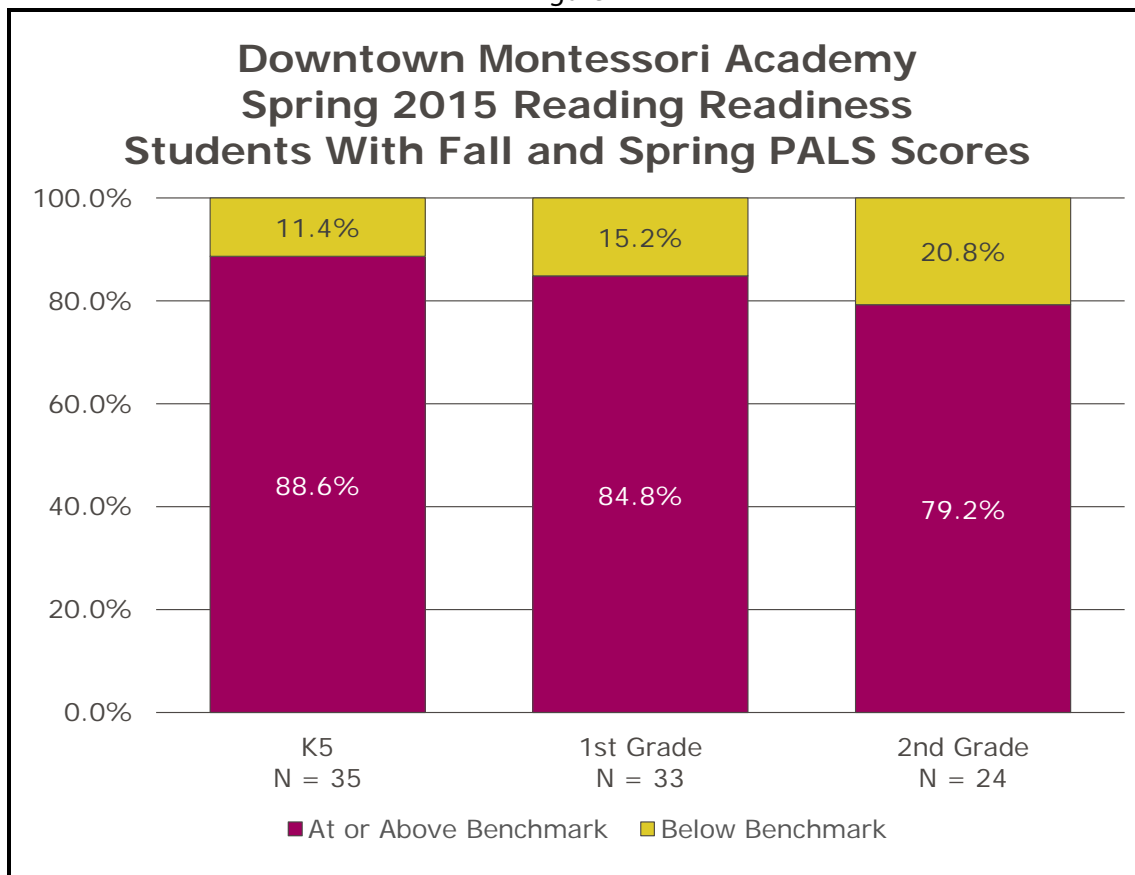
Table 8		
PALS-K and PALS 1–3 Published Summed Score Benchmarks		
PALS Assessment	Fall Benchmark	Spring Benchmark
PALS-K	28	81
PALS—First Grade	39	35
PALS—Second Grade	35	54

CRC first examined reading readiness for any student who completed the fall or spring tests (Table 9).

Table 9			
Downtown Montessori Academy Reading Readiness for K5 and 1st Graders Fall 2014 and Spring 2015			
Grade Level and Test Period	N	Students at or Above Benchmark	
		N	%
K5			
Fall	35	33	94.3%
Spring	35	31	88.6%
1st Grade			
Fall	34	32	94.1%
Spring	33	28	84.8%
2nd Grade			
Fall	24	22	91.7%
Spring	24	19	79.2%

Next, CRC looked at spring benchmark status for students who had completed both the fall and spring assessments: 35 K5 students, 33 first graders, and 24 second graders. At the time of the spring assessment, 88.6% of K5 students, 84.8% of first graders, and 79.2% of second graders were at or above the spring summed score benchmark for their grade level (Figure 4).

Figure 4



2. Badger Exam for Third Through Eighth Graders²³

The Badger Exam is Wisconsin's CCSS assessment. The assessment was developed by the Smarter Balanced Consortium, one of two national, state-led consortia tasked with developing "next-generation" assessments aligned to the CCSS for English/language arts and math. The consortium was awarded federal funding in 2010 to develop the new assessment by the 2014–15 school year. The Badger Exam replaces the English, reading, and language arts sections of the WKCE, which was used previously to measure student progress on Wisconsin model academic standards in those areas. The Badger Exam includes a summative assessment that measures student progress on Common Core content as well as progress toward college and career readiness. It includes sections for English/language arts and math.

The Badger Exam is administered on computers and is a computer-adaptive test, which means that, based on student responses, it adjusts the difficulty of questions as the student moves through the items. The benefit of these adaptive tests is that they give students, teachers, and parents better information about which skills the student has mastered.²⁴

Each student receives a four-digit scale score from 2000 to 3000 for each of the English/language arts and math assessments. The scale scores represent a continuous vertical scale that increases across grade levels. The scale score demonstrates current student achievement and can be used to track growth over time.²⁵ Based on initial field test results, the Smarter Balanced Consortium developed achievement levels. Based on each student's scale scores, he/she will be placed into an achievement level ranging from one to four (1 = below basic; 2 = basic; 3 = proficient;

²³ Information taken from the Wisconsin DPI and Smarter Balanced websites. For more information, visit <http://oea.dpi.wi.gov> and <http://www.smarterbalanced.org>

²⁴ The adaptive components of the Badger Exam were not ready for the 2014–15 school year. All students completed the same set of questions for both the English/language arts and math tests.

²⁵ <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/11/Interpretation-and-Use-of-Scores.pdf>

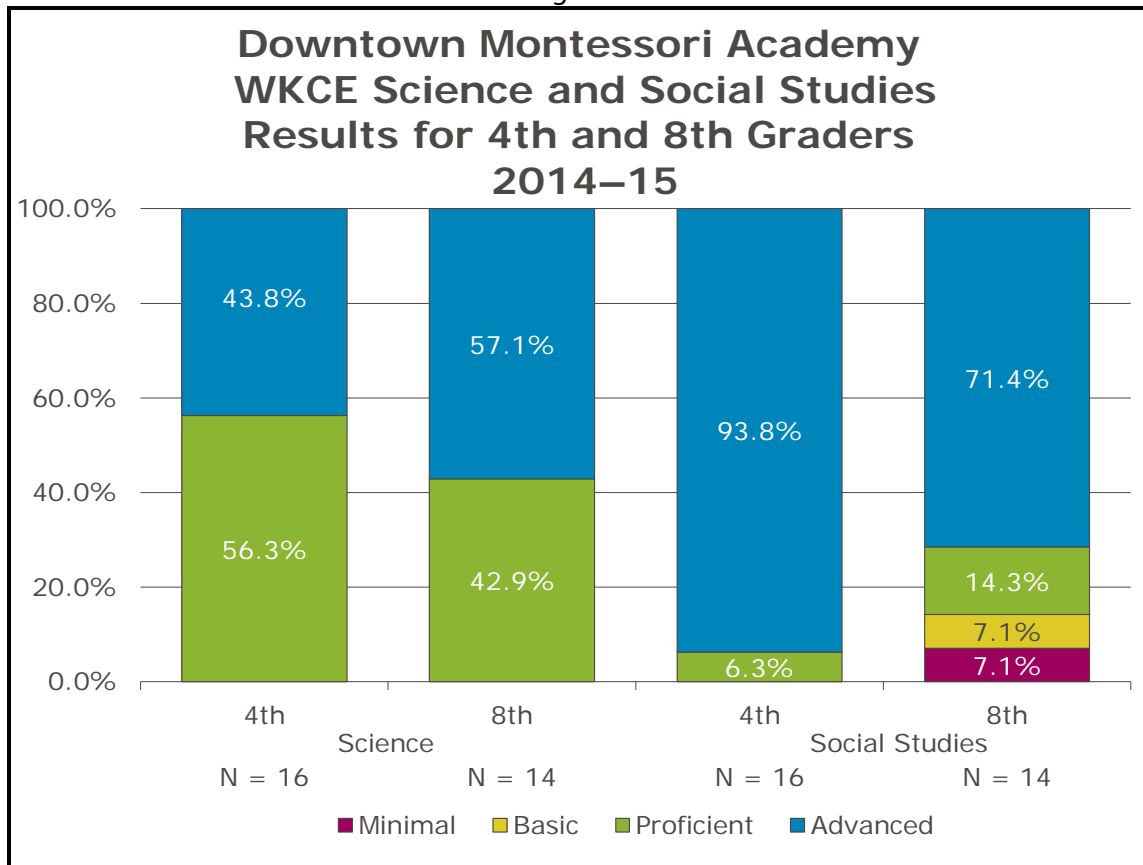
4 = advanced) that describes the student's knowledge and skills in that area. Classification into such achievement levels is a federal requirement under the No Child Left Behind Act.

The Badger Exam was first administered in the spring during the last eight weeks of the 2014–15 school year. DPI has embargoed Badger Exam results until September or October 2015. This means that, although schools and districts may share individual student test results with parents, they are not allowed to release summary test results until the embargo is lifted. Due to the embargo, Badger Exam results will not be included in the 2014–15 monitoring reports until such time as the embargo is lifted. At that time, results will be shown in an appendix of this report or in a separate addendum. Additionally, it is important to note that even after Badger Exam results are made available to the public, they will not be used by the CSRC this year to evaluate school performance or progress.

3. WKCE Science and Social Studies Assessments for Fourth and Eighth Graders

Although the WKCE English, reading, and math tests were replaced by the Badger Exam, students in the fourth, eighth, and tenth grades are still required to take the WKCE science and social studies assessments to measure student progress in these subjects. The results for each of the assessments for the fourth and eighth grades are shown in Figure 5.

Figure 5



F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress/performance expectations apply to all students with scores in consecutive years.

In the fall of 2013, students in K4 through second grade began taking the PALS reading assessment. The PALS summed score benchmark is intended to show teachers which students require additional reading assistance—not to indicate that the student is reading at grade level. Additionally, there are three versions of the test (PALS PreK, PALS, and PALS 1–3), which include different formats, sections, and scoring. For these reasons, an examination of PALS results from one test to another provides neither a valid nor a reliable measure of student progress. Therefore, CRC examined results

for students who were in first grade in 2014 and second grade in 2015 who had taken the PALS 1–3 during two consecutive years. The CSRC’s proposed performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year. This year, year-to-year reading readiness will be used as baseline data to confirm that expectation.

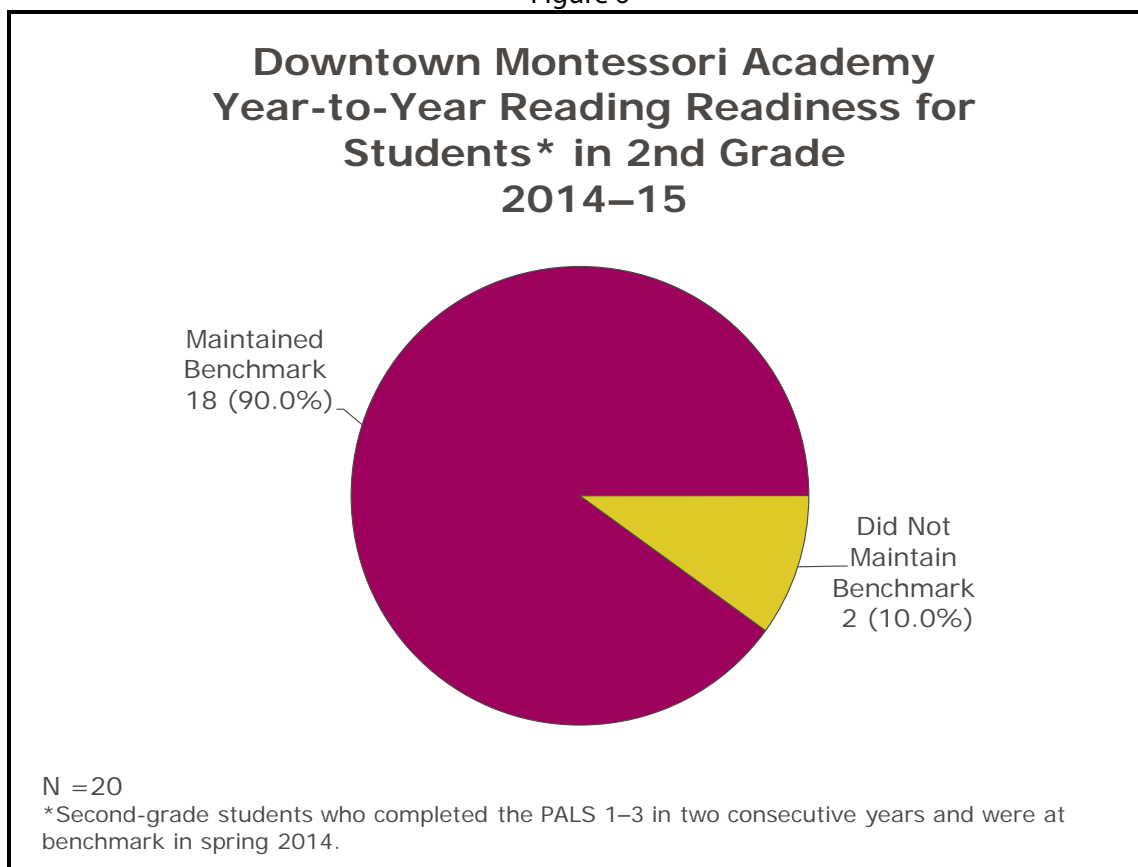
Prior to this year, the WKCE was used to measure year-to-year progress for students in fourth through eighth grades. Because this is the first year the Badger Exam was administered, 2014–15 results will be used as baseline data to measure student progress from 2014–15 to 2015–16; results will be available at that time.

1. Second-Grade Progress Based on PALS²⁶

Twenty-four students completed the PALS spring assessment in 2013–14 as first graders and 2014–15 as second graders. Based on PALS results from the spring of 2014, 20 of those students were at or above the spring summed score benchmark as first graders; 18 (90.0%) of those students remained at or above the summed score benchmark in the spring of 2015 as second graders (Figure 6).

²⁶ These results will be included in the CSRC pilot school scorecard.

Figure 6



2. Fourth- Through Eighth-Grade Badger Exam

This is the first year that the Badger Exam was administered. Year-to-year results will not be available until the next school year.

G. CSRC School Scorecard

In the 2009–10 school year, CSRC piloted a scorecard for each school that it charts. The pilot ran for three years and in the fall of 2012, CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as

performance on standardized tests and local measures.²⁷ It also includes point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating.

In 2014, CSRC approved a new scoring system in order to make the scorecard percentages more meaningful and provide schools with greater opportunities to exhibit improvement. The new scoring system is based on the following scale.

A	93.4% – 100%	C	73.3% – 76.5%
A–	90.0% – 93.3%	C–	70.0% – 73.2%
B+	86.6% – 89.9%	D+	66.6% – 69.9%
B	83.3% – 86.5%	D	63.3% – 66.5%
B–	80.0% – 83.2%	D–	60.0% – 63.2%
C+	76.6% – 79.9%	F	0.0% – 59.9%

The percentage score is still translated into a school status level as in previous years, with small changes to the status-level cut scores. The previous and newly adopted cut scores are shown in Table 10.

Table 10 City of Milwaukee Educational Performance Rating Scale for Charter Schools		
School Status	Scorecard Total %	
	Previous	Scale Adopted 8/12/14
High Performing/Exemplary	100% – 85%	83.3% – 100.0% (B to A)
Promising/Good	84% – 70%	70.0% – 83.2% (C– to B–)
Problematic/Struggling	69% – 55%	60.0% – 69.9% (D– to D+)
Poor/Failing	54% or less	0.0% – 59.9% (F)

²⁷ In 2013–14, the PALS assessment replaced the Stanford Diagnostic Reading Test measures for first- and second-grade students.

CSRC uses the score and rating to guide decisions regarding whether to accept a school's annual education performance and continue monitoring as usual and whether to recommend a school for a five-year contract renewal at the end of its fourth year of operation under its current contract. CSRC's expectation is that schools will achieve a rating of 70.0% (Promising/Good) or more; if a school falls under 70.0%, CSRC will carefully review the school's performance and determine whether a probationary plan should be developed.

CSRC also approved a new pilot scorecard that will be tested this year. The pilot scorecard includes new measures that reflect changes to the standardized tests during the past couple of years (the Stanford Diagnostic Reading Test [SDRT] to PALS and WKCE to the Badger Exam).²⁸ The pilot scorecard also includes changes to the maximum point values for some of the measures. For example, local measure results are each worth a maximum of 3.75 points on the 2014–15 scorecard but are worth a maximum of 6.25 points on the pilot scorecard. Other point changes were made to some of the standardized test measures (full versions of both the 2014–15 and pilot scorecards are available in the appendices of this report). These changes were made primarily so that the same values would be awarded to a single standard test—the Badger Exam for elementary school and the ACT Aspire series for high school—for both scorecards. This revision resulted in additional weight being given to students' annual academic progress as measured by a school's local measures.

This year, CRC calculated Downtown Montessori's scorecard using both the 2014–15 and the pilot scorecard versions. The score based on the 2014–15 scorecard will be used to determine the school's rating for the 2014–15 school year. Because the pilot scorecard includes the results of the Badger Exam, CRC will not include pilot scorecard results until the DPI Badger Exam embargo is lifted. At that time, the pilot scorecard will be added to the appendix of this report or will be reproduced in a separate addendum. Pilot scorecard results will be used as baseline information for comparison with

²⁸ The SDRT was administered to students in first through third grades up through the 2012–13 school year; it was discontinued in 2013–14 and replaced with the PALS reading assessment.

2015–16 results, if applicable. Downtown Montessori scored 93.4% (A) this year, which places them at the high performing/exemplary level. This compares to 89.3% on the 2013–14 scorecard and 85.2% on the 2012–13 scorecard.²⁹ See Appendix D for school scorecard information.

H. DPI School Report Card

DPI did not produce report cards for any schools for the 2014–15 school year.³⁰

IV. SUMMARY AND RECOMMENDATIONS

This report covers the 17th year of Downtown Montessori’s operation as a City of Milwaukee charter school.

Downtown Montessori met all but one of the educational provisions in its contract with the City of Milwaukee and subsequent CSRC requirements. The unmet contract provision was that all instructional staff hold DPI licenses or permits. The special education aide did not hold a current DPI license or permit. The scorecard analysis yielded a score of 93.4% (A), which places the school in the high performing/exemplary category.

Based on past and current contract compliance and the school’s continuing status of high performing/exemplary, CRC recommends that Downtown Montessori continue regular, annual academic monitoring and reporting.

²⁹ Note that the 2014–15 scorecard includes PALS results; this differs from previous years. Additionally, due to the shift in standardized tests, WKCE results were not available this year, so the scorecard percentage is based on the measures that were available at the time of this report.

³⁰ In May 2015, the Wisconsin legislature passed SB 67, which prohibits DPI from issuing school accountability reports for the 2014–15 school year.

Appendix A

Contract Compliance Chart

<p align="center">Table A</p> <p align="center">Downtown Montessori Academy</p> <p align="center">Overview of Compliance for Education-Related Contract Provisions</p> <p align="center">2014–15</p>			
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. 3–5	Met
Section I, V	The school will provide a copy of the calendar prior to the end of the previous school year.	p. 11	Met
Section I, C	Educational methods.	pp. 3–5	Met
Section I, D	Administration of required standardized tests.	pp. 25–33	Met
Section I, D	Academic criterion #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 16–24	Met
Section I, D	Academic criterion #2: Year-to-year achievement measures. Year-to-year results were not available this year.	N/A	N/A
Section I, D	Academic criterion #3: Year-to-year achievement measures. Progress for students below grade level or proficiency level was not available this year.	N/A	N/A
Section I, E	Parental involvement.	pp. 7–8	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 6	Not Met
Section I, I	Pupil database information, including special education needs students.	pp. 9–11, 15	Met
Section I, K	Discipline procedures.	pp. 8–9	Met

Appendix B

Student Learning Memorandum

Student Learning Memorandum for Downtown Montessori Academy

To: Children's Research Center and Charter School Review Committee
From: Downtown Montessori Academy
Re: Learning Memo for the 2014–15 Academic Year
Date: November 18, 2014

This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the Children's Research Center (CRC) and the CSRC. The school will record student data in Montessori Records Xpress (MRX) or Excel spreadsheets and provide the data to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section of this memo. CRC requests electronic submission of year-end data on the tenth day following the last day of student attendance for the academic year, or June 19, 2015.

Enrollment

The school will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school's database. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Termination/Withdrawal

The exit date and reason for every student leaving the school will be determined and recorded in the school's database. A specific reason for each expulsion is required for each student. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Attendance

The school will maintain an average daily attendance rate of 95%. "Present" is defined as having been present for at least half of the day. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Parent/Guardian Participation

Every student enrolled at the time of the conference will have a parent or guardian participate in each of the scheduled parent-teacher conferences. Conferences may occur in person or by phone. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Special Education Needs Students

The school will maintain updated records for all students who received special education services at the school, including students who were evaluated but not eligible for services. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Academic Achievement: Local Measures³¹

Children's House

Students attending the Children's House (K3, K4, and K5) will demonstrate progress in acquiring skills in the areas of practical life, sensorial discrimination, mathematical development, language, and culture. Each student's development will be reported to his/her parents on report cards, and this information will be collected in MRX. The following scale will be used to track skill levels and changes in skill acquisition.

- 1 – Presented
- 2 – Practiced
- 3 – Improving
- 4 – Mastered/Proficient

Children will be assessed on all five representative skills in the fall. By the end of the year, students who have attended all year will have become proficient or shown improvement (presented to practiced, practiced to improving, or presented to improving) in grade-level skills in each of the areas. Students who were initially proficient in a skill will maintain proficiency in that skill.

Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Elementary and Adolescent Program

Literacy

All students in first through eighth grades will be administered components of the Qualitative Reading Inventory (QRI) no later than the end of the first quarter (November 2014) and again in the spring.

First-grade students will be administered the following components:

- Alphabet recognition, both lowercase and uppercase
- Letter/sound recognition
- QRI word recognition
- QRI passage (if applicable)

Second- and third-grade students will be administered the following components:

- QRI word recognition
- QRI passage (if applicable)

Fourth- through eighth-grade students will be administered the passage and comprehension component of the QRI in the fall and spring.

Students' scores for all subtests will be averaged and result in a grade level of functioning as well as

³¹ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

their level of learning for that grade level (frustration, instructional, or independent). These will be aligned with the Common Core State Standards (CCSS) for each level.

CRC will examine progress for students who completed both the fall and spring QRI tests. Progress for students above and below their current grade level will be reported.

- At least 80% of first- through eighth-grade students who scored at or above their grade level on the fall QRI will maintain at or above grade-level functioning in the spring.
- At least 85% of first- through eighth-grade students who scored below their grade level on the fall QRI will improve their reading skills by one grade level on the spring test. These assessments will be aligned to CCSS for each grade level.

Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Writing

Writing skills will be assessed in the fall and spring of the school year using the Six Traits of Writing.³² Both writing samples will have the same prompt, which will be based on grade-level topics with the narrative genre.³³ Each of the six traits will be scored on a five-point rubric (1 = experimenting, 2 = emerging, 3 = developing, 4 = capable, 5 = experienced). Writing traits will be aligned with CCSS for each level. Grade levels and traits chosen for them follow.

- First through third graders will focus on organization and conventions.
- Fourth through sixth graders will focus on sentence fluency, organization, ideas, and conventions.
- Seventh and eighth graders will focus on fluency, organization, ideas, sentence fluency, and conventions.

The average score of these traits for each sample will be used to measure student progress toward the goal.

At least 65% of the students who complete the writing sample in October will achieve an overall score of three or higher on a second writing sample taken during May 2015.

Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

³² The six traits of writing are organization, fluency, conventions, ideas, voice, and word choice.

³³ Writing genres include expository, descriptive, persuasive, and narrative.

Mathematics: First Through Sixth Grades

Students in first through sixth grades will demonstrate progress in acquiring the Montessori sequential math skills, supplemented by at least three grade-level CCSS math skills not reflected in the Montessori sequence. The following scale will be used to track the skill level and change in skill acquisition.

- 1 – Presented
- 2 – Practiced
- 3 – Improving
- 4 – Mastered/Proficient

Children will be assessed on all five representative skills no later than November 17, 2014. By the end of the year, students who have attended all year will have become proficient or show improvement (e.g., from presented to practiced, practiced to improving, or presented to improving) in 80% of grade-level math skills. Students who were initially proficient in a skill will maintain proficiency in that skill.

Grade level indicators (representative math skills from the continuum that are expected at each grade level) will be extracted from the continuum and added to at least three common core skills not reflected in the Montessori continuum for submission to CRC. All students will be assessed on all representative skills.

Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Mathematics: Seventh and Eighth Grades

All seventh- and eighth-grade students will demonstrate progress in acquiring the Montessori math skills, which are taught using the Montessori math curriculum in pre-algebra, algebra one, or algebra two and supplemented by grade-level CCSS math skills through the Smarter Balanced website. The CCSS skills are not reflected in the Montessori sequence. The following scale will be used to track the skill level and change in skill acquisition.

- 1 – Presented
- 2 – Practiced
- 3 – Improving
- 4 – Mastered/Proficient

Children will be assessed on all representative skills no later than November 17, 2014. By the end of the year, students who have attended all year will have become proficient or show improvement (e.g., from presented to practiced, practiced to improving, or presented to improving) in 80% of grade-level math skills. Students who were initially proficient in a skill will maintain proficiency in that skill.

Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Special Education Students

Students with active IEPs will demonstrate progress toward meeting their IEP goals *at the time of their annual review or reevaluation*. Progress will be demonstrated by reporting the number of goals on the

IEP and the number of goals met. Please note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports attached to the regular report cards. Students will achieve at least 80% of the total number of goals on their IEPs. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Academic Achievement: Standardized Measures

The Phonological Awareness Literacy Screening for K4 Through Second-Grade Students³⁴

The Phonological Awareness Literacy Screening (PALS) will be administered to all K4 through second-grade students in the fall and spring of each school year within the timeframe required by the Wisconsin Department of Public Instruction (DPI). Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Smarter Balanced Assessment for Third- through Eighth-Grade Students

The appropriate Smarter Balanced assessment will be administered on an annual basis in the timeframe identified by DPI (i.e., spring of 2015). The English/language arts (ELA) assessment will provide each student with a proficiency level via a scale score in reading, and the math assessment will provide each student with a proficiency level via a scale score in math. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Wisconsin Knowledge and Concepts Examination for Fourth- and Eighth-Grade Students

Fourth and eighth graders will also complete the Wisconsin Knowledge and Concepts Examination (WKCE) science and social studies assessments in the fall timeframe identified by DPI. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Year-to-Year Achievement:³⁵

1. CRC will begin reporting Smarter Balanced assessment results in the 2014–15 annual school reports. The 2015 spring data will be baseline data, used by the CSRC to set expectations for performance in subsequent years. If possible, beginning in the 2015–16 school year, CRC will also report year-to-year progress for students who completed the assessments in consecutive school years at the same school. When year-to-year data are available, CSRC will set its expectations for student progress and these expectations will be effective for all subsequent years.
2. CRC will report PALS results in the 2014–15 annual school reports. The 2014 spring data will be used as baseline data. The CSRC expectation for students maintaining reading readiness is:

At least 75% of the first graders who met the summed score benchmark in the spring will remain at or above the second grade summed score benchmark in the spring of the subsequent year.

³⁴ Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. It does not guarantee that the student is at grade level. (Information taken from DPI website.)

³⁵ CSRC will not have year-to-year achievement measurements for students in K4 and K5.

Learning Memo Data Requirements

CRC developed the data requirements to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2014–15 academic year. Additionally, important principles applicable to all data collection must be followed.

1. CRC requires an enrollment document that **includes any student enrolled at any time during the school year**. This includes students who enroll after the first day of school and students who withdraw before the end of the school year.
2. Each student's unique WSN and name in each data file.
3. CRC requires individual student data for each measure. Aggregate data (e.g., 14 students scored 75%, or the attendance rate was 92%) will not be accepted as an alternative to individual student records.
4. Data formatting requirements follow.
 - Each item listed in the grid below represents a required data element and should be presented as a separate column in the data spreadsheet (e.g., Excel).
 - Each column in the spreadsheet must have a clear, understandable heading.
 - Shading and other formatting to denote benchmarks, proficiency levels, or other data-related elements cannot be used in place of actual data. CRC uses the data spreadsheets provided by the school to calculate student performance on each measure. Shading and other similar formatting cannot be read into the statistical program and should not be used.
 - Codes entered into the data (e.g., F, R, and P for lunch status) must be spelled out to CRC, even if they seem obvious.
5. Consider using an additional "comments" column in the spreadsheet to provide details or explanations about the data in that sheet or for specific students.

End-of-the-year data is due no later than the 10th working day after the end of the second semester, or June 19, 2015.

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

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment and Termination	<p>Required data elements for each student enrolled at any time during the year:</p> <ul style="list-style-type: none"> • Wisconsin student number (WSN) • Local student ID • Student name • Grade • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date <ul style="list-style-type: none"> » If available, the first date the student ever attended the school » If first date ever is not available, first day student was enrolled for the current school year • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable (if the student was expelled, please provide reason) 	PowerSchool	Liz Becerra
Attendance	<p>Required data elements for each student enrolled at any time during the year:</p> <ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension • Number of times in school on suspension • Number of days in school on suspension 	PowerSchool	Liz Becerra
Parent Participation	<p>Required data elements for each student enrolled at any time during the year:</p> <ul style="list-style-type: none"> • WSN • Student name • Attended conference 1 (Yes, No, or N/A) • Attended conference 2 (Yes, No, or N/A) 	Spreadsheet designed by school	Liz Becerra

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>Please include data elements above for <i>each</i> conference during the school year.</p> <p>Explanation: Conference data should be aggregated for each student for each conference period (i.e., not by teacher or classroom). If a student's parent or guardian attends a conference with ANY teacher on the scheduled conference dates, either in person at the school or over the phone, that parent or guardian will be considered in attendance for the conference period. Indicate attendance for each conference period in the columns outlined above.</p>		
Special Education Needs Students	<p>Required data elements for each student who received any special education services:</p> <ul style="list-style-type: none"> • WSN • Student name • Most recent eligibility assessment date (date the team met to determine eligibility; may be at this school or a previous school. If at a previous school and date is unknown, enter unknown.) • Special education need: If identified, special education need, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at the school during the previous school year (i.e., has this school been responsible for special education services for the student for a full IEP year?) Yes or No • Next eligibility re-evaluation date (three-year re-evaluation date to determine if child is still eligible for special education; may be during a subsequent school year) • Date of last annual IEP review (should be blank if the first IEP was completed for the student this year) • Beginning and end dates of the IEP that was reviewed • Was the parent invited to participate in the review? Yes or No • At the time of that review, how many goals were reviewed? If there was no review, enter N/A. • At the time of that review, how many goals were met? If there was no review, enter N/A. • Was a new IEP developed at the review? Yes or No • If a new IEP was not developed, provide a reason (e.g., parent 	Spreadsheet designed by school	Special education staff

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>refused services, student dismissed from special education services, etc.)</p> <ul style="list-style-type: none"> Beginning and end dates of the new IEP 		
<p>Academic Achievement: Local Measures</p> <p><i>Literacy and Math: K3, K4, and K5 Students</i></p>	<p>Required data elements for each student:</p> <ul style="list-style-type: none"> WSN Student name Grade level Initial skill score (1 – Presented, 2 – Practiced, 3 – Improving, 4 – Mastered) on all five grade-level indicators (representative skills) Final skill score (1 – Presented, 2 – Practiced, 3 – Improving, 4 – Mastered) on all five grade-level indicators (representative skills) 	Spreadsheet designed by school	Primary/children's house teachers collect and submit data to Liz Becerra
<p>Academic Achievement: Local Measures</p> <p><i>Literacy: 1st- Through 8th-Grade Students</i></p>	<p>Required data elements for each student:</p> <ul style="list-style-type: none"> WSN Student name Grade level Fall QRI overall average grade level of functioning Spring QRI overall average grade level of functioning 	Spreadsheet designed by school	Lower EI ,upper EI, adolescent collect and submit data to Liz Becerra
<p>Academic Achievement: Local Measures</p> <p><i>Writing: 1st- Through 8th-Grade Students</i></p>	<p>Required data elements for each student:</p> <ul style="list-style-type: none"> WSN Student name Grade level Did student complete writing sample in the fall? Yes or No Spring overall writing score 	Spreadsheet designed by school	Barb Rankin
<p>Academic Achievement: Local Measures</p> <p><i>Math: 1st- Through 6th-Grade Students</i></p>	<p>Required data elements for each student:</p> <ul style="list-style-type: none"> WSN Student name Grade level Number of representative skills assessed Initial skill score (1 – Presented, 2 – Practiced, 3 – Improving, 4 – Mastered) on all representative skills Final skill score (1 – Presented, 2 – Practiced, 3 – Improving, 4 – Mastered) on all representative skills 	Spreadsheet designed by school	Classroom teachers for other data at their level

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Local Measures <i>Math: 7th- and 8th-Grade Students</i>	Required data elements for each student: <ul style="list-style-type: none"> WSN Student name Grade level Number of representative skills assessed Initial skill score (1 – Presented, 2 – Practiced, 3 – Improving, 4 – Mastered) on all representative skills Final skill score (1 – Presented, 2 – Practiced, 3 – Improving, 4 – Mastered) on all representative skills 	Spreadsheet designed by school	Classroom teachers for other data at their level
Academic Achievement: Local Measures <i>IEP Goals</i>	See “Special Education Needs Students” section above.	Spreadsheet designed by school	Special education staff
Academic Achievement: Standardized Measures <i>PALS Pre-K</i>	For each K4 student, include the following: <ul style="list-style-type: none"> WSN Student name Fall score for each PALS PreK task Spring score for each PALS PreK task Provide the PALS test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet; paper copies of the test publisher’s printout	Classroom teachers
Academic Achievement: Standardized Measures <i>PALS K and PALS 1–3</i>	For each K5, 1st-, and 2nd-grade student, include the following: <ul style="list-style-type: none"> WSN Student name Fall summed score Spring summed score Provide the PALS test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet; paper copies of the test publisher’s printout	Classroom teachers
Academic Achievement: Standardized Measures <i>Smarter Balanced Assessment</i>	NOTE THAT THESE REQUIREMENTS MAY CHANGE DURING THE YEAR. IF THEY DO, CRC WILL ALERT SCHOOLS TO THE UPDATED REQUIREMENTS. Required data elements for each student: <ul style="list-style-type: none"> WSN Student name 	Spreadsheet designed by the school or individual student data downloaded electronically from the test publisher. If downloaded, data must be in an analyzable format such as a	Classroom teachers

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Proficiency level, scale score, and state percentile for Smarter Balanced ELA assessment • Proficiency level, scale score, and state percentile for Smarter Balanced math assessment • Provide the Smarter Balanced test date(s) in an email or other document if the date is not included in the data sheet 	<p>delimited text file or Excel database.</p> <p>If results are in a spreadsheet designed by the school, also provide paper copies of all students' Smarter Balanced scores.</p>	
<p>Academic Achievement: Standardized Measures</p> <p><i>WKCE</i></p>	<p>Required data elements for 4th and 8th graders:</p> <ul style="list-style-type: none"> • WSN • Student name • Social studies scale score • Social studies proficiency level • Science scale score • Science proficiency level • Provide the WKCE test date(s) in an email or other document if the date is not included in the data sheet 	<p>Export results from the publisher's website to a spreadsheet.</p> <p>Also provide paper copies of all students' WKCE scores.</p>	Classroom teachers

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 End of School Year	Student Retention (Number and Percentage Enrolled for the Entire Year*)
2010–11	139	7	3	143	136 (97.8%)
2011–12	166	5	5	166	161 (97.0%)
2012–13	199	4	9	194	190 (95.5%)
2013–14	233	2	5	230	228 (97.9%)
2014–15	249	2	3	248	246 (98.8%)

Figure C1

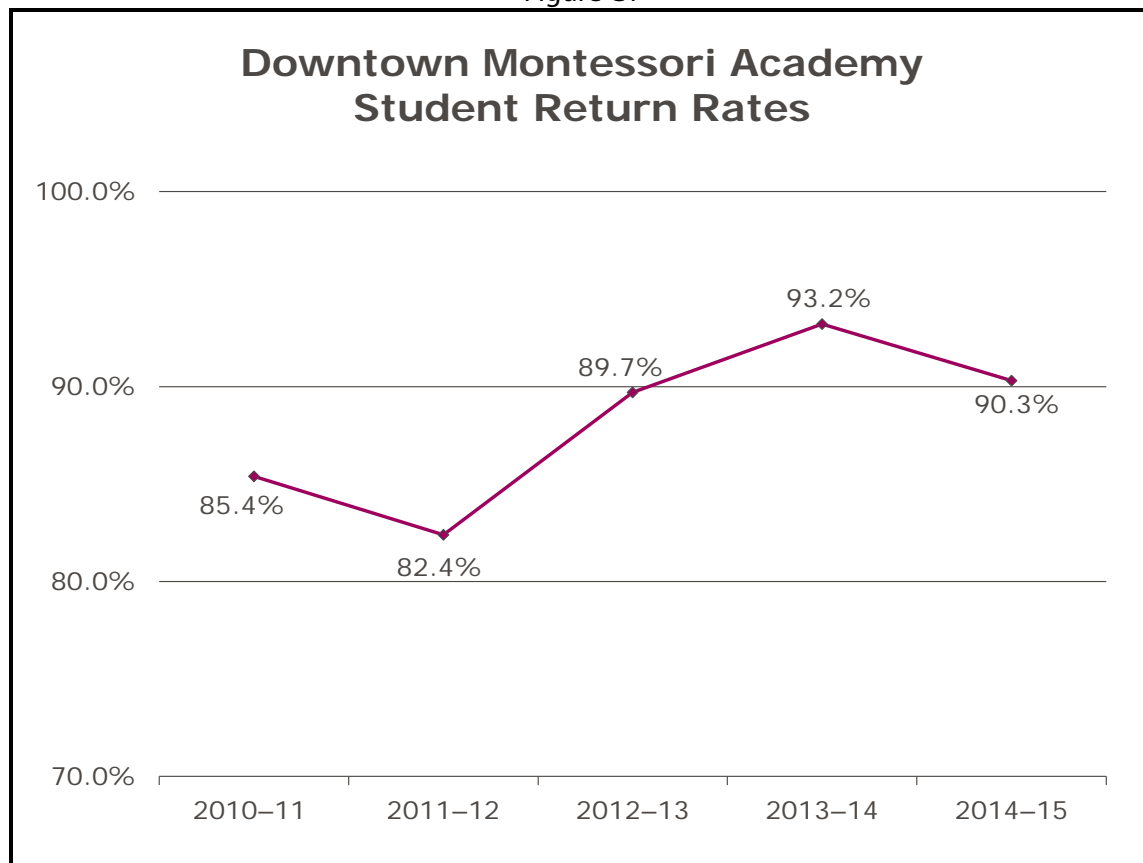


Figure C2

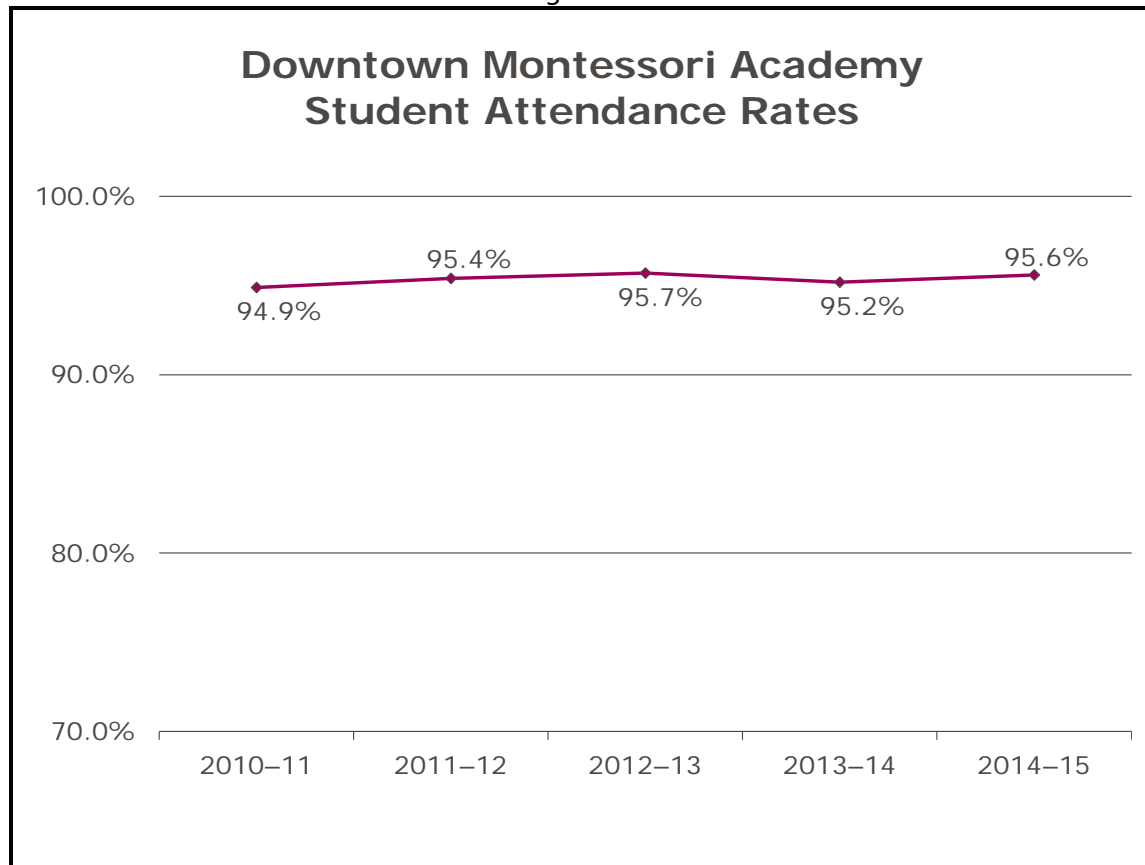


Table C2 Downtown Montessori Academy Parent/Guardian Participation	
School Year	% Participated
2010–11	100.0%
2011–12	100.0%
2012–13	100.0%
2013–14	100.0%
2014–15	100.0%

Table C3 Downtown Montessori Academy Teacher/Instructional Staff Retention Rates					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Rate Employed at School for Entire School Year
2010–11					
Classroom Teachers	7	0	0	7	100.0%
All Instructional Staff	9	0	0	9	100.0%
2011–12					
Classroom Teachers	8	0	0	8	100.0%
All Instructional Staff	9	0	0	9	100.0%
2012–13					
Classroom Teachers	10	0	0	10	100.0%
All Instructional Staff	15	0	0	15	100.0%
2013–14					
Classroom Teachers	10	0	0	10	100.0%
All Instructional Staff	15	1	0	16	100.0%
2014–15					
Classroom Teachers	11	0	0	11	100%
All Instructional Staff	15	0	0	15	100%

Table C4 Downtown Montessori Academy Teacher/Instructional Staff Return Rates			
Teacher Type	Number at End of Prior School Year	Number Returned at Beginning of Current School Year*	Return Rate
2010–11			
Classroom Teachers	7	7	100.0%
All Instructional Staff	2	2	100.0%
2011–12			
Classroom Teachers	7	7	100.0%
All Instructional Staff	9	7	77.8%
2012–13			
Classroom Teachers	8	7	87.5%
All Instructional Staff	9	8	88.9%
2013–14			
Classroom Teachers	10	9	90.0%
All Instructional Staff	15	14	93.3%
2014–15			
Classroom Teachers	10	10	100.0%
All Instructional Staff	13	13	100.0%

*Only those staff who were eligible to return are considered in these calculations. If a teacher or instructional staff member was not asked back, he/she was no longer eligible.

Table C5 Downtown Montessori Academy CSRC Scorecard Results	
School Year	Scorecard Result
2009–10	86.4%
2010–11	88.6%
2011–12	87.4%
2012–13	85.2%
2013–14*	89.3%
2014–15*	93.4%

*In 2013–14, the PALS replaced the SDRT as the reading performance measure for students in first and second grades.

Appendix D

CSRC 2014–15 School Scorecard

**City of Milwaukee Charter School Review Committee
2014–15 School Scorecard**

r: 4/11

K5–8TH GRADE

STUDENT READING READINESS: GRADES 1–2

- PALS—% 1st graders at or above spring summed score benchmark this year (5.0)
- PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years (6.0) **10%**

STUDENT ACADEMIC PROGRESS: GRADES 3–8

- WKCE reading—% maintained proficient and advanced (7.5)
- WKCE math—% maintained proficient and advanced (7.5)
- WKCE reading—% below proficient who progressed (10.0)
- WKCE math—% below proficient who progressed (10.0) **35%**

LOCAL MEASURES

- % met reading (3.75)
- % met math (3.75)
- % met writing (3.75)
- % met special education (3.75) **15%**

STUDENT ACHIEVEMENT: GRADES 3–8

- WKCE reading—% proficient or Advanced (7.5)
- WKCE math—% proficient or advanced (7.5) **15%**

ENGAGEMENT

- Student attendance (5.0)
- Student reenrollment (5.0)
- Student retention (5.0)
- Teacher retention (5.0)
- Teacher return* (5.0) **25%**

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12

- EXPLORE to Aspire—composite score at or above benchmark on EXPLORE and at or above benchmark on Aspire (5)
- EXPLORE to Aspire—composite score below benchmark on EXPLORE but increased 1 or more on Aspire (10)
- Adequate credits to move from 9th to 10th grade (5)
- Adequate credits to move from 10th to 11th grade (5)
- DPI graduation rate (5) **30%**

POST-SECONDARY READINESS: GRADES 11 and 12

- Post-secondary acceptance for graduates (college, university, technical school, military) (10)
- % of 11th/12th graders tested (2.5)
- % of graduates with ACT composite score of 21.25 or more (2.5) **15%**

LOCAL MEASURES

- % met reading (3.75)
- % met math (3.75)
- % met writing (3.75)
- % met special education (3.75) **15%**

STUDENT ACHIEVEMENT: GRADE 10

- WKCE reading—% proficient and advanced (7.5)
- WKCE math—% proficient and advanced (7.5) **15%**

ENGAGEMENT

- Student attendance (5.0)
- Student reenrollment (5.0)
- Student retention (5.0)
- Teacher retention (5.0)
- Teacher return* (5.0) **25%**

*Teachers not offered continuing contracts are excluded when calculating this rate.

Note: If a school has less than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

Beginning with the 2014–15 scorecard, the PALS replaced the SDRT as the standardized measure for students in first and second grades. As noted in the body of the report, CSRC approved a pilot scorecard, which will be tested this year. However, because the new scorecard is still in the pilot stage, expectations for school performance will be based on the 2014–15 scorecard included in Table D.

Table D Downtown Montessori Academy (K5 Through 8th Grade) Charter School Review Committee Scorecard 2014–15 School Year					
Area	Measure	Maximum Points	% Total Score (out of 100)	Performance	Points Earned
Student Reading Readiness : 1st and 2nd Grades ^{36,37}	% 1st graders at or above spring summed score benchmark this year	5.0	10.0%	84.8%	4.2
	% 2nd graders at or above spring summed score benchmark this year	5.0		79.2%	4.0
Student Academic Progress 3rd Through 8th Grades	WKCE reading: % maintained proficient or advanced*	7.5	35.0%	N/A	N/A
	WKCE math: % maintained proficient or advanced*	7.5		N/A	N/A
	WKCE reading: % below proficient who progressed*	10.0		N/A	N/A
	WKCE math: % below proficient who progressed*	10.0		N/A	N/A
Local Measures	% met reading	3.75	15.0%	98.7%	3.7
	% met math	3.75		91.4%	3.4
	% met writing	3.75		99.3%	3.7
	% met special education	3.75		Cannot report due to <i>n</i> size	--
Student Achievement 3rd Through 8th Grades	WKCE reading: % proficient or advanced	7.5	15.0%	N/A	N/A
	WKCE math: % proficient or advanced	7.5		N/A	N/A
Engagement	Student attendance	5.0	25.0%	95.6%	4.8
	Student reenrollment	5.0		90.3%	4.5
	Student retention	5.0		98.8%	4.9
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		100.0%	5.0
TOTAL		46.25 ³⁸			43.2 (93.4%)

³⁶ The PALS replaced the SDRT as the standardized measure for students in first and second grades.

³⁷ Includes students who completed both the fall and spring PALS.

³⁸ The SDRT was discontinued prior to the 2013–14 school year. The WKCE reading and math tests were discontinued for the 2014–15 school year. Therefore, current and year-to-year results were not available. The maximum points possible for the SDRT and WKCE scorecard measures, as well as the special education local measures, were subtracted from the total possible points. The scorecard percent was calculated by dividing the number of points earned by the modified denominator.

Appendix E

2014–15 Badger Exam Results

Due to the DPI embargo of Badger Exam data, summary results cannot be reported at this time. As soon as the embargo is lifted later this year, results will be added to this appendix or to a separate addendum to this report.

Appendix F

CSRC PILOT School Scorecard

Due to changes in the standardized tests administered to students, CSRC approved several changes to the school scorecards that were used up through the 2014–15 school year. These changes will be piloted over the next several years. In addition to replacing SDRT results with PALS results and WKCE results with Badger Exam results, the maximum points per measure were modified to decrease the value placed on standardized tests to only 40.0% of the total for the elementary level, as this has always been the value given to standardized tests for the high schools. The value given to local academic achievement measures also was increased: 25.0% of the total for elementary schools and 20.0% for high schools. DPI embargoed the Badger Exam results until September or October 2015; due to the embargo, schools and districts are not allowed to share summary Badger Exam results with the public. Therefore, because the pilot scorecard includes summary Badger Exam results, pilot scorecard results will not be added to 2014–15 monitoring reports until the embargo is lifted. At that time, pilot scorecard results will be added to this appendix or a separate addendum to this report.

**City of Milwaukee Charter School Review Committee
PILOT School Scorecard**

r: 6/15

K5–8TH GRADE

STUDENT READING READINESS: GRADES 1–2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(4.0)	10%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(6.0)	
STUDENT ACADEMIC PROGRESS: GRADES 3–8		
• Badger Exam reading—% maintained proficient	(5.0)	30%
• Badger Exam math—% maintained proficient	(5.0)	
• Badger Exam reading—% below proficient who progressed	(10.0)	
• Badger Exam math—% below proficient who progressed	(10.0)	
LOCAL MEASURES		
• % met reading	(6.25)	25%
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	
STUDENT ACHIEVEMENT: GRADES 3–8		
• Badger Exam reading—% proficient or advanced	(5.0)	10%
• Badger Exam math—% proficient or advanced	(5.0)	
ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• ACT Aspire - % 10th graders who were at or above the composite benchmark score two consecutive years	(5)	30%
• ACT Aspire - % 10th graders below the composite benchmark in 9th grade but progressed one point in 10th grade	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	
POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10)	15%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	
LOCAL MEASURES		
• % met reading	(5.0)	20%
• % met math	(5.0)	
• % met writing	(5.0)	
• % met special education	(5.0)	
STUDENT ACHIEVEMENT: Grades 9 and 10		
• ACT Aspire English—% students at or above spring benchmark	(5.0)	10%
• ACT Aspire math—% students at or above spring benchmark	(5.0)	
ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

*Teachers not offered continuing contracts are excluded when calculating this rate.

Note: If a school has less than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator