

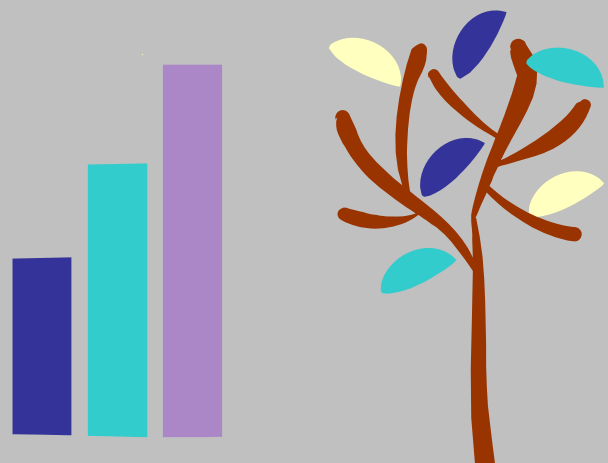
Downtown Montessori Academy, Inc.

Programmatic Profile and Educational Performance

2010–11 School Year

Report Date: August 2011

Prepared by:
Janice Ereth, Ph.D.
Susan Gramling
Theresa Healy



Children's Research Center
A nonprofit social research organization and division of the National Council on Crime and Delinquency
426 S. Yellowstone Drive, Suite 250
Madison, WI 53719
Voice (608) 831-1180 fax (608) 831-6446
www.nccd-crc.org

TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
I. INTRODUCTION	1
II. PROGRAMMATIC PROFILE.....	2
A. Philosophy and Description of Educational Methodology	2
1. Montessori Approach.....	2
2. Teacher Information.....	4
3. Parental Involvement	6
4. Discipline Policy	7
5. Waiting List	8
B. Student Population	8
C. Hours of Instruction	11
D. Computer/Technology Capability.....	11
E. Activities for Continuous School Improvement	11
F. Graduation and High School Guidance Information	13
III. EDUCATIONAL PERFORMANCE	14
A. Attendance	14
B. Parent Conferences and Contracts	14
C. Special Education Student Records	15
D. Local Measures of Educational Performance	15
1. Progress Reports for Grades K3 Through K5.....	16
2. Reading, Writing, and Math Progress for First Through Eighth Grades ...	18
a. Reading Skills	18
b. Writing Skills	19
c. Math Skills	21
3. Special Education Student Progress.....	22
E. Standardized Measures of Educational Performance	22
1. SDRT for First Grade.....	23
2. SDRT for Second Grade	25
3. SDRT for Third Grade	26
4. WKCE for Third Grade	27
5. WKCE for Fourth Grade.....	28
6. WKCE for Fifth and Sixth Grade	30
7. WKCE for Seventh and Eighth Grade	31
F. Multiple-year Student Progress.....	32
1. First- Through Third-grade Students	32
2. Multiple-year Progress for Students Who Met Proficiency Expectations .	33
3. Multiple-year Progress for Students Who Did Not Meet Proficiency Expectations	35

TABLE OF CONTENTS (continued)

G.	Annual Review of the School's Adequate Yearly Progress	35
1.	Background Information	35
2.	Three-year Adequate Yearly Progress	36
V.	SUMMARY/RECOMMENDATIONS	37
A.	Contract Compliance	37
B.	Education-related Findings	37
C.	Local Measure Results	37
D.	Standardized Test Results	38
E.	Multiple-year Advancement	39
F.	Recommendations	39

APPENDICES

- Appendix A: Contract Compliance Chart
- Appendix B: Outcome Measures Agreement Memo
- Appendix C: Trend Information
- Appendix D: School Scorecard

EXECUTIVE SUMMARY
for
Downtown Montessori Academy, Inc.
2010–11

This is the 13th annual report on the operation of Downtown Montessori Academy, Inc., a City of Milwaukee charter school. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY

Downtown Montessori has met all provisions of its contract with the City of Milwaukee and the subsequent requirements of the CSRC. See Appendix A for a list of each education-related contract provision and report page references.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Academic Progress

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

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

The school achieved its goals in all of these outcomes.

2. Primary Educational Measures of Academic Progress

The CSRC requires that the school track student progress in reading, writing, and mathematics throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, Downtown Montessori’s local measures of academic progress resulted in the following outcomes:

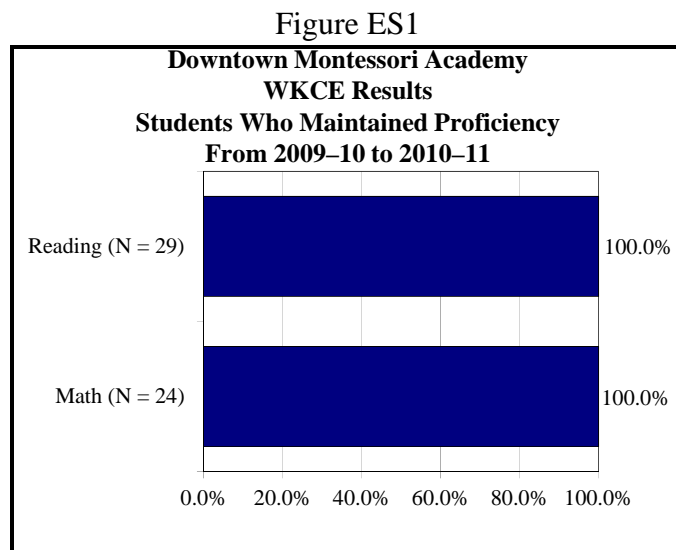
- Pre-kindergarten and kindergarten student progress: By the end of the school year, K3 through K5 students showed progress or reached proficiency in 88.9% of language, 87.6% of math skills, 91.0% of sensorial skills, 86.5% of cultural skills, and 94.1% of practical life skills.
- Reading skills:
 - » McGraw-Hill reading tests given at the end of the year indicate that 40 (83.3%) of 48 students in first through third grades scored at least 70% correct.
 - » McGraw-Hill reading tests from first to last marking period indicate that 12 (57.1%) of 21 fourth through sixth graders were able to show improvement.
 - » Literacy results from the first to last marking period show that 6 (60.0%) of 10 seventh and eighth graders showed improvement.
- Writing skills for 79 students in first through eighth grade were assessed using the Six Traits of Writing rubric. Results indicate that 72 (91.1%) students showed improvement.
- Math skills:
 - » There were 70 students in first through sixth grade who were tested in math during the fourth quarter. Fourteen (20.0%) progressed from practiced to proficient on all skills. On average, students reached proficiency on 72.4% of skills.
 - » The school's seventh- and eighth-grade math goal applied to students who were above grade level. All 9 of the seventh- and eighth-grade students were at or above average in math skills. Because there were fewer than 10 students in the cohort, results could not be included in this report.
- Special education students: There were fewer than 10 special education students due for an annual IEP review; therefore, results were not included in this report.

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

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

- » Stanford Diagnostic Reading Test (SDRT) multiple-year advancement results indicated that 13 second graders advanced an average of 1.2 grade-level equivalents (GLE) in reading and 13 third graders advanced an average of 1.7 GLE.

- » All 29 (100.0%) students who were proficient in reading in 2009–10 maintained proficiency as measured on the Wisconsin Knowledge and Concepts Examination (WKCE).
- » All 24 (100.0%) students who were proficient in math in 2009–10 maintained proficiency as measured on the WKCE.



There were three students who tested below grade level on the SDRT, and five students who were minimal or basic in math based on the WKCE. Due to the small sizes of the cohort, results could not be included in this report.

C. Adequate Yearly Progress

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

III. RECOMMENDATIONS

The school addressed all but one of the recommendations in its 2009–10 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2011–12 year include the following steps:

- Develop a schoolwide policy for retaining a student in the same grade for another year.

- Continue to develop the skills of the new and returning members of the Board of Directors.
- Develop a methodology to align the RtI (Response to Intervention) model required by the State of Wisconsin with the Montessori approach, similar to the way special education is aligned with the Montessori approach.

I. INTRODUCTION

This is the 13th annual program monitoring report to address educational outcomes at Downtown Montessori Academy, Inc., a City of Milwaukee charter school.¹ This report was prepared as a result of a contract between the City of Milwaukee Charter School Review Committee (CSRC) and the Children’s Research Center (CRC).² It is one component of the monitoring program undertaken by the CSRC.

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

- CRC staff visited the school and conducted a structured interview in the fall with the program director. Critical documents were reviewed 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 occurred where classroom instruction was observed, with notes recorded on student-teacher interactions.
- CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were updated.
- CRC staff conducted an end-of-year structured interview with the program director.
- The school provided electronic data to CRC.
- CRC staff compiled and analyzed results.

¹ The City of Milwaukee Common Council chartered five schools in the 2010–11 academic year.

² CRC is a division 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, Inc.
2507 South Graham Street
Milwaukee, WI 53207

Telephone: (414) 744-6005

Program Director: Ms. Virginia Flynn

A. Philosophy and Description of Educational Methodology

1. Montessori Approach

Downtown Montessori Academy, Inc. (Downtown Montessori), delivers a valid Montessori program as interpreted by the Association Montessori Internationale or the American Montessori Society. Montessori education is both a philosophy of child growth and a rationale for guiding such growth. It is based on a child's developmental needs for freedom within limits, and a carefully prepared environment that guarantees exposure to materials and experiences through which to develop intelligence as well as physical and psychological abilities. Begun in Italy by Dr. Maria Montessori, Montessori education was introduced into the United States in 1912, with one of the early schools established by Alexander Graham Bell in his own home. Montessori education has enjoyed a resurgence of interest in recent years, reflecting growing recognition of the validity of its approach.³

Downtown Montessori is currently divided into four levels of programming. The Children's House contains the Montessori primary program, open to students ages 3 through 6 years, and includes grades K3, K4 and K5.⁴ The lower elementary program is designed for students in first through third grades; the upper elementary program is open to students in fourth

³ See the 2010–11 *Parent-Student Handbook*, which was provided to CRC in fall of 2010.

⁴ Children aged 5 on or before September 1 may attend full-day Montessori sessions. Children aged 4 on or before September 1 may attend 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.

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

The sense of responsibility to self and to the community, introduced in the Children’s House, is further developed in 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.⁵ 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 as well as 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.

⁵ 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 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.

2. Teacher Information

Montessori teachers serve as student guides, with the students working at their own pace. The areas of discovery are ordered into a sequentially progressive curriculum that is commensurate with the development of the child.

During the 2010–11 academic year there were eight classrooms. The classrooms included three Children’s House classrooms for 3- to 6-year-olds (or K3 through K5), three lower elementary (first through third grades) classrooms, one upper elementary (fourth through sixth grades) classroom, and one adolescent (seventh and eighth grades) classroom.

The school employed a total of nine instructional staff, including seven classroom teachers.⁶ The Children’s House had three teachers, and one part-time and two full-time assistants. The three lower elementary classrooms were staffed by two teachers with one full-time and two part-time assistants. The upper elementary and adolescent classrooms were each staffed with a full-time teacher and a part-time assistant. The school employed an additional part-time assistant who supported all classrooms as needed and provided music instruction under the

⁶ Instructional staff include regular education teachers, specialists, special education teachers, and substitute teachers employed by the school.

direction of the Montessori classroom teachers. Additional instructional staff included a speech/language pathologist and a part-time reading teacher.⁷ One of the classroom teachers, who is certified as a special education teacher, shared her time between the Children's House's morning-only classroom and special education duties.

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. The school started the year with seven teachers and an additional two instructional staff members.⁸ No teachers or instructional staff left the school's employment during the school year, for a retention rate of 100%.

The staff return rate is the percentage of eligible staff employed at the end of the previous school year who return to the school in the fall. Eligible staff are those who are offered continuing positions for the following school year. All seven teachers and the two additional instructional staff were eligible to return and did so, for a return rate of 100%.

Three of the classroom teachers have taught at the school since its original charter 13 years ago. One teacher has been teaching at the school for 11 years, one teacher completed her second, another her third, and another her fourth year at the school. The average number of years of experience at Downtown Montessori for classroom teachers (including the special education teacher) was 8.4. The average number of years of experience for instructional staff, other than teachers and including the speech pathologist and the reading specialist, was 2.5. The average teaching experience for all nine instructional staff was 7.1.

All but one of the seven classroom teachers and the special education teacher had Montessori certification. All nine instructional staff held a held a Department of Public Instruction (DPI) license, as indicated on the DPI website.

⁷ The school contracted for the services of a psychologist and an occupational therapist as needed.

⁸ The person who shares teaching with special education duties is counted in the teacher cohort.

Inservice meetings were held one Friday each month and included the following topics:

1. Planning for individual learners; RtI planning and development.
2. Two presentations from the school psychologist on understanding the referral process and the teacher's role in the referral process.
3. Literacy and the classroom teacher, presented by Sue Terry from Cardinal Stritch University. There were six sessions that lasted two hours each. Ms. Terry also observed each teacher in the classroom, and then met with them to develop a plan for professional growth.

3. Parental Involvement

As described in the 2010–11 *Parent-Student Handbook*, Downtown Montessori seeks and depends on the energy and the spirit of its parents. Parents are urged to contact their child's teacher for volunteer opportunities in and out of 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 that children receive through that school.

Active involvement of parents includes activities such as accompanying children on field trips, reading stories and sharing their experiences, assisting in building improvements such as building 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 as well as notes home with the students to encourage parents to participate in activities. Parents are also encouraged to visit their child's class at least once a year.

Each child has a folder in which notices, school forms, and school work are sent home with the child. Email is encouraged, as the school endeavors to communicate as much as possible through email to prevent unnecessary paper use in accordance with the principles of a Green and Healthy School. Teacher email addresses are listed in the *Parent-Student Handbook*. The school

also has a website where current information and notices are available (<http://www.downtownmontessori.com>). The school also published and posted the annual *Parent-Student Handbook* on its website. Parent-teacher conferences occur twice each year as well as any time a parent wishes.

4. Discipline Policy

The school's code of conduct and discipline policy was published in the 2010–11 *Parent-Student Handbook*. It indicated that when dealing with discipline, it is most important to create a consistent environment for children. Adult reactions to the child are tested daily, and when the actions of a child demand correction, it is most important that all adults who are involved with the child deal with the problem in the same way.

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

All staff and parents serve as role models for the children, as demonstrated by their conduct with the children, other staff, and other parents. Each child should be dealt with positively; parents and staff should avoid showing anger. Quiet time is used only if redirection of the child does not work. The child will choose when he/she is ready to rejoin the group.

When, in the judgment of the teacher and program director, a child's behavior is disruptive, disrespectful, cruel, or unsafe to the child or others, it cannot and will not be tolerated. All interventions will be formulated based on the principles of respect for the child; knowledge and understanding of the developmental needs and characteristics of the child and as

the needs of the group; and an understanding that appropriate behavior must be taught and modeled.

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

5. Waiting List

At the start of the 2010–11 school year, school staff reported having a waiting list of 25 to 30 students. For the 2011–12 school year, the program director reported that there were approximately 42 students on the waiting list, with the majority at the K5 through third-grade levels and a few in the upper grades.

B. Student Population

Downtown Montessori started the school year with 139 children in K3 through eighth grade.⁹ By the end of the year, 7 more children had enrolled and three had withdrawn, as they had moved away.¹⁰ One student withdrew from K4 and one from K5, and one student moved away during the year but still graduated from eighth grade. One of the children who withdrew had special education needs. There were 136 of 139 children who started and finished the school year at Downtown Montessori. This represents a student retention rate of 97.8%.

⁹ As of September 17, 2010.

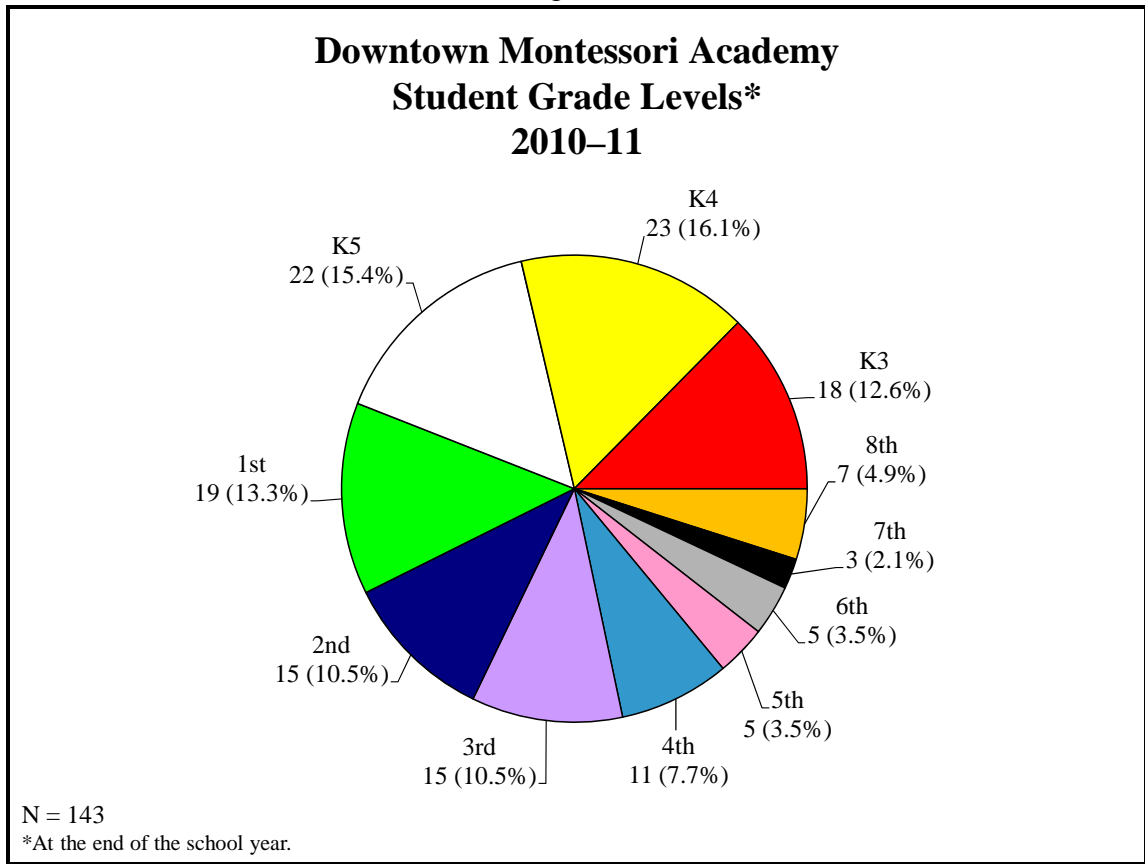
¹⁰ The school did not expel any students.

At the end of the year, there were 143 students enrolled.

- Seventy-nine (55.2%) students were White, 25 (17.5%) were African American, 24 (16.8%) were Hispanic, 14 (9.8%) were Asian, and 1 (0.7%) was Native American.
- There were 69 (48.3%) girls and 74 (51.7%) boys.
- Thirteen (9.1%) students had special education needs. Six had speech/language impairments, 5 had specific learning disabilities, and 2 had other health impairments.
- Forty-three (30.1%) students were eligible for free or reduced lunch prices and 100 (69.9%) were not eligible for free/reduced lunch prices.

Grade levels for students enrolled at the end of the school year are illustrated below. The largest class was K4, with 23 students, and the smallest was seventh grade, with 3 students.

Figure 1



There were 123 students attending Downtown Montessori on the last day of the 2009–10 academic year who were eligible for continued enrollment at the school this past academic year (i.e., they did not graduate). Of these, 105 were enrolled in the school on the third Friday in September 2010. This represents a return rate of 85.4% and compares to a return rate of 90.4% in the fall of 2009.

C. Hours of Instruction

The 2010–11 school year consisted of 160 school days. The hours of instruction for K3 and K4 students were 8:45 a.m. to 11:45 a.m. each day. For students in K5 through eighth grades, the school day was 8:45 a.m. to 3:30 p.m. The highest possible number of hours of instruction per day was 3 hours for K3 and K4 students and 6.5 hours for K5 through eighth-grade students; therefore, the provision of at least 875 hours of instruction for full-day students (K5 through eighth grade) was met. K3 and K4 students attended half-days; therefore, the provision of 437.5 (one half of 875) hours of instruction was met.

D. Computer/Technology Capability

Downtown Montessori has generic personal computers (IBM-compatible). All students have access to computer stations at various times throughout the day. The school publishes its internet usage policy in the *Parent-Student Handbook* and requires parent and student signatures on an elementary/adolescent student computer use contract. The school uses 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.

E. Activities for Continuous School Improvement

The following is a description of Downtown Montessori's response to the recommended activities in its programmatic profile and educational performance report for the 2009–10 academic year.

Recommendation: Refine and revise the use of Montessori Records Express to be able to extract data regarding skills acquisition for K3 through K5 in an electronic form that yields analyzable data. Consider revising the local measures goal accordingly.

Response: During the 2010–11 year the school worked on developing spreadsheets to simplify the process of transferring data from Montessori Records Express to CRC for analysis. This year the school provided all information electronically and in usable format.

Recommendation: Consider adopting a policy to require summer programming for struggling students.

Response: The school decided to provide a summer program for the summer of 2011. Participation will depend upon parents' availability to transport their students. The emphasis of the summer program will be twofold: (1) literacy and art, using individualized instruction that is project based; and (2) support in functional mathematics using hands-on methods.

Recommendation: Continue development of the Board of Directors.

Response: Downtown Montessori received a grant from the Nonprofit Management Fund to use "BoardStar," a program to improve development processes. Downtown Montessori has worked with BoardStar for nearly three years. BoardStar has provided valuable resources and training in the areas of leadership, finance, board orientation, bylaws, policies, and board development. All new board members are asked to attend an orientation course at BoardStar and are encouraged to use BoardStar as a source of continuing education in nonprofit best practices. Downtown Montessori has also continued to work with the Nonprofit Management Fund and has completed Phase 1 of a fund development grant over the past year.

Recommendation: Develop a plan to work with the PTO to foster the PTO's academic support of the school by engaging in projects such as developing the library, tutoring students, or assisting teachers.

Response: The PTO was discontinued and changed to a parent volunteer group. This allowed the teachers to ask directly for help, with a focus on classroom support facilitated through a volunteer coordinator. This resulted in the following support for the school:

- Literacy activities in the classroom;
- Rosetta Stone in the classroom;
- Library during the school day;
- Annual charity auction;
- Classroom fundraising;
- Classroom support (material making, repairs, copies);
- Family events;
- Classroom events; and
- Art activities.

Recommendation: Clarify the Six Traits Writing measurement to include consistent use of the five-point rubric for each of the six traits for grades four through eight, the same topic writing sample for pre- and post-measurement, and the Six Traits information to inform writing instruction.

Response: The teaching staff applied the Six Traits and clarified the measurement protocol, including using the same writing-sample topic for comparison from fall to spring. The school is considering an inter-rater reliability activity for 2011–12 to improve the likelihood that all of the teachers are applying the five-point rubric in a similar manner.

F. Graduation and High School Guidance Information

In the fall of 2010, the school staff obtained a list of high school open houses and set up meetings for students at various high schools. The school notified parents of dates to visit high schools as well as which high schools had early admission dates. Downtown Montessori staff went with students to visit high schools. The school also supported parents in the admission process as needed.

There were eight eighth-grade students this year and all eight graduated. Seven of these students obtained early admission to more than one of their preferred high schools. In the fall, three graduates are planning on attending Rufus King, with the others attending Shorewood High School, the Alliance School, the Montessori High School, Eastbrook Academy, and the Wisconsin Career Academy.

This year, the staff identified the need to begin the process of selecting high schools while students are at the end of their seventh grade, rather than at the start of eighth grade.

At this time, Downtown Montessori does not have a formal method to track the high school achievement of its graduates. The school's administrator reported that feedback from high schools is very positive. Also two freshmen from the MPS Montessori High School who were former Downtown Montessori students came to Downtown Montessori on Wednesday afternoons for community services. In the future, the school would like to develop a formal questionnaire for graduates.

III. EDUCATIONAL PERFORMANCE

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

A. Attendance

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 85%. This year, the school surpassed this goal, as students, on average, attended school 94.9% of the time.¹¹ When excused absences were included, the attendance rate rose to 100.0%.¹²

B. Parent Conferences and Contracts

At the beginning of the academic year, the school established a goal that parents would participate in all of scheduled parent-teacher conferences. This year, the school scheduled conferences for students in K3 through eighth grades, one in the fall and one in the spring.

¹¹ Attendance rate is based on all 146 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.

¹² CSRC required that the school report suspensions this year. The school did not suspend any students.

Parents of all (100.0%) children enrolled at the time of each conference attended. The school has therefore met its goal related to parent conferences.

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

C. Special Education Student Records

This year, the school established a goal to develop and maintain records for all special education students. During the year, there were 13 students with special education needs. (Note that one other student with special education needs withdrew during the year.) Based on information supplied by the school, all 13 students had an IEP.

In addition, CRC conducted a review of a representative number of files during the year. This review indicated that IEPs had been completed and reviewed in a timely manner and that parents were invited to and participated in the IEP team. The school has met its goal related to keeping updated special education records.

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each city-chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for

monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC expectation is that at a minimum, schools establish local measures in reading, writing, math, and special education. Due to their young age, results for 3- to 5-year-olds are combined below. Results in each academic content area for students in grades 1 through 8 are illustrated subsequently.

1. Progress Reports for Grades K3 Through K5

For the 10th consecutive year, Downtown Montessori elected to use the Scholastic Progress Reports in grades K3 through K5 to track students' progress on a variety of skills. The K3 through K5 report cards track student skills in the following areas:

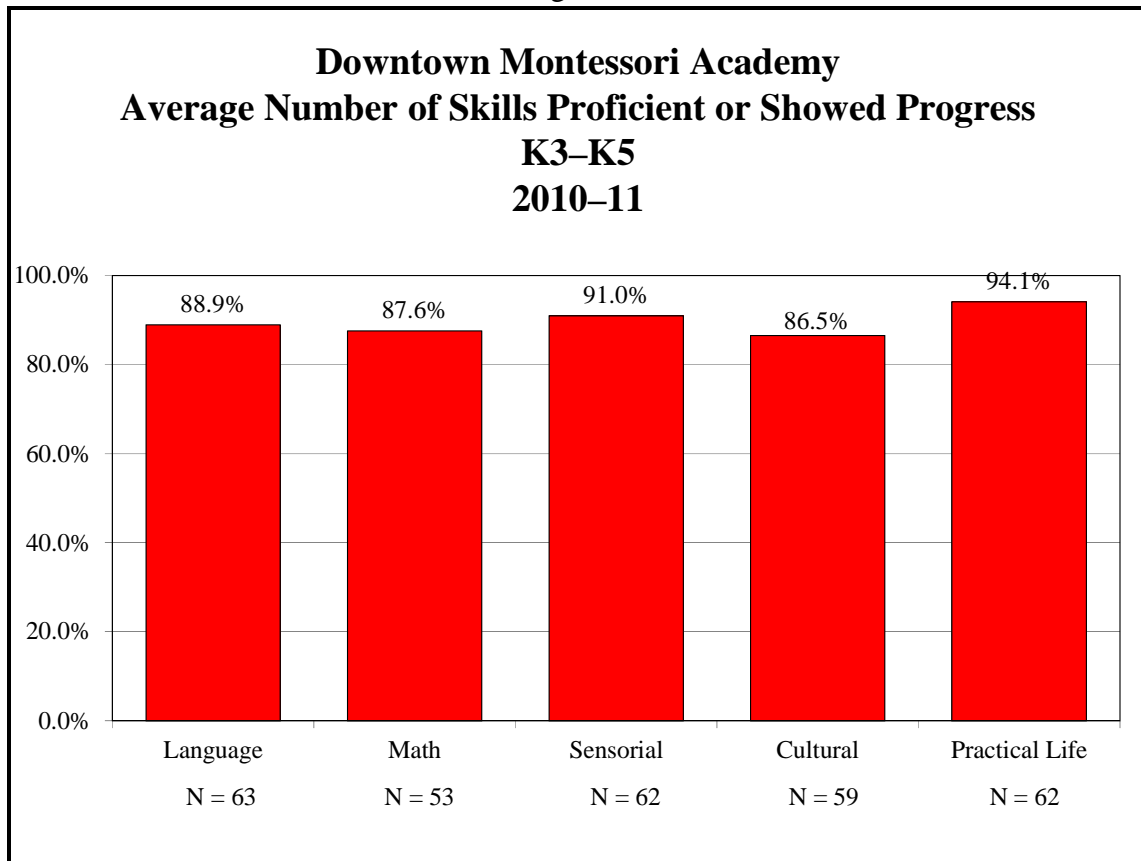
- Language, e.g., spoken, written, reading, parts of speech, and word study;
- Mathematical development, e.g., numbers, counting, addition, subtraction, and multiplication;
- Sensorial discrimination, e.g., visual, auditory, tactile, gustatory, and olfactory;
- Cultural areas, e.g., globes, maps, and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

Students are rated as “presented,” “practiced,” or “proficient” on each skill. This year, the school established a goal that K3 through K5 students would show progress in acquiring practical life, sensorial, mathematical development, language, and cultural skills between the first and second semesters. Figure 2 shows the average percentage of skills in which students

made progress or reached proficiency. Rates were calculated for each student and averaged across all students.¹³

This year, data were submitted for 63 K3 through K5 students who were assessed at both times. Some students were assessed in some areas and others were assessed in all of the areas. For example, 53 students were assessed in math skills, whereas all 63 students were assessed in language skills. On average, students showed progress or reached proficient on 88.9% of language skills, 87.6% of math skills, 91.0% of sensorial skills, 86.5% of cultural skills, and 94.1% of practical life skills (Figure 2).

Figure 2



¹³ Rates were calculated by dividing the number of skills in which the student improved at least one level or which the student had reached proficiency by the number of skills presented for each student in the first semester.

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

a. *Reading Skills*

Reading skills for students in first through third grade were measured using the McGraw-Hill reading tests. New students were given a placement test and all students were administered reading skills exams (i.e., unit tests) throughout the school year. The goal was that all students enrolled for the entire year would score at least 70% on the final unit test.

Based on percentage correct from the last test, 40 (83.3%) of 48 first- through third-grade students who were enrolled for the school year scored 70% or higher (Table 1).

Table 1				
Downtown Montessori Academy				
Reading Skills Based on McGraw-Hill Final Unit Reading Test				
1st Through 3rd Grade				
Grade	N	Scored 70% or Higher		Average Score
		N	%	
1	19	16	84.2%	86.9%
2	15	13	86.7%	85.8%
3	14	11	78.6%	81.4%
Total	48	40	83.3%	85.0%

Reading skill development for fourth through sixth graders was also assessed using the McGraw-Hill reading tests (note that the fourth graders who completed level four in the McGraw-Hill series were tested with the fifth and sixth graders). The goal was that students would show improvement in literacy grades from the first to the last marking period and/or that students who were proficient in the first period would maintain proficiency. This year, the school sent student scores but did not send proficiency indicators; therefore, CRC was able to calculate progress but was not able to include students who maintained proficiency in the results. Results show that 12 (57.1%) of 21 fourth through sixth graders demonstrated progress and 9 did not

(note that seven of the nine students who did not show progress scored in the 90–99% range on the final test; not shown). See Table 2.

Table 2			
Downtown Montessori Academy			
Reading Skills Progress Based on McGraw-Hill Unit Reading Tests			
4th Through 6th Grade*			
Grade	N	Number Improved	% Improved
4	11	10	90.9%
5	5	Could not report due to <i>n</i> size	Could not report due to <i>n</i> size
6	5	Could not report due to <i>n</i> size	Could not report due to <i>n</i> size
Total	21	12	57.1%

*Includes fourth graders because they were reading at fifth- or sixth-grade levels. Students who scored 100% on both tests were counted as “improved.”

The reading goal for seventh- and eighth-grade students was that students would show progress as measured by the average literacy grade percentage from the first marking period to the average literacy grade percentage from the last marking period. This year, scores were submitted for 10 seventh and eighth graders. On average, students scored 91.9% in the first and 94.0% in the final marking period, indicating that student skills, on average, increased. Six (60.0%) of the 10 students were able to improve their average score (not shown).

b. Writing Skills

This year, the school set a goal that all students would maintain or improve writing skills as measured by the Six Traits of Writing scores. The fall test was given prior to October 15, 2010, and the spring test was given after May 1, 2011. Student skills were assessed on a five-point rubric. The school provided one fall and one spring score for each student.

This year, 79 first- through eighth-grade students were tested at both times. Scores on the fall writing sample ranged from 1 to 5 and scores on the spring writing sample ranged from 1.5 to 5.0. Results indicate that 72 (91.1%) students were able to maintain or improve scores from one test to the other (Table 3).

Table 3			
Downtown Montessori Academy			
Writing Skills Progress Based on Six Traits of Writing			
1st Through 8th Grade			
2010–11			
Grade	N	Number Maintained/ Improved	% Maintained/ Improved
1	19	18	94.7%
2	15	14	93.3%
3	14	12	85.7%
4	11	9	81.8%
5 and 6	10	9	90.0%
7 and 8	10	10	100.0%
Total	79	72	91.1%

c. *Math Skills*

Students in grades 1 through 6 were rated on a number of math skills. Each math skill was rated as “presented,” “practiced,” or “proficient.” The school’s goal was that by the final marking period, 80% of students enrolled for the year would master (i.e., reach proficient on) all math skills that were at the practiced level at the end of first semester. Scores were provided for 70 first through sixth graders.

Students had practiced between 2 and 72 skills during first semester. By the end of the year, 14 (20.0%) of them had mastered all math skills that they had practiced. On average, students had mastered 72.4% of math skills (Table 4).

Table 4				
Downtown Montessori Academy Math Progress and Proficiency 1st Through 6th Grades 2010–11				
Grade	Number of Students	Students Who Reached Proficient in All Skills		Average Percentage Skills Proficient at End of Year
		N	%	
1	19	0	0.0%	59.7%
2	15	1	6.7%	60.8%
3	15	1	6.7%	67.5%
4	11	5	45.5%	95.9%
5	5	Could not report due to <i>n</i> size		
6	5	Could not report due to <i>n</i> size		
Total	70	14	20.0%	72.4%

Math progress for seventh and eighth graders was based on the Connected Mathematics 2 curriculum. The goal was that students at or above grade level would demonstrate progress as measured by comparing the average unit test grade at the beginning of the year to the average unit test grade at the end of the year. This year, all three seventh graders and six of seven eighth

graders were at or above average in math skills. Due to the small size of this group, results could not be included in this report.

3. Special Education Student Progress

The school also set a goal for special education students. The goal was that students who had an active IEP would demonstrate progress toward meeting their IEP goals at the time of the annual review or 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, there were fewer than 10 students due for an annual review. To protect student identity, results were not included in this report.

E. Standardized Measures of Educational Performance

The SDRT is the standardized test required by the CSRC for administration to first, second, and third graders enrolled in city-chartered schools to assess student reading skills. Students are tested in phonetic analysis, vocabulary, and comprehension. Results are provided as grade-level equivalents (GLE). CSRC requires that the test be administered between March 15 and April 15. The school administered the SDRT in March 2011.

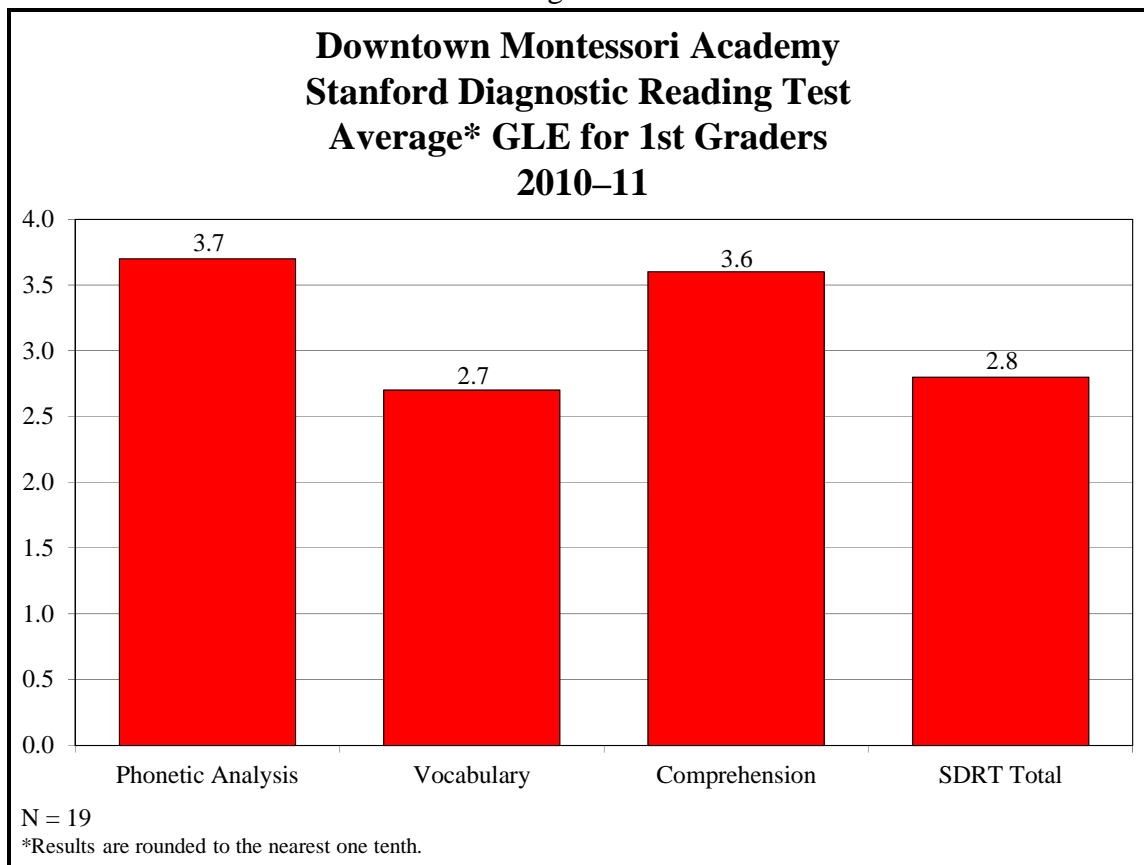
The CSRC also requires that students in third through eighth grade take the WKCE. This test is required by the State of Wisconsin and is administered to all students in Wisconsin public schools in October or November of each year. The WKCE meets federal No Child Left Behind requirements that students in third through eighth grades be tested in reading and mathematics. Students in fourth and eighth grades are also tested in language arts, science, and social studies. Based on results, students are placed in one of four proficiency categories—advanced, proficient, basic, or minimal—in each content area. The school administered the test in November 2010.

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

1. SDRT for First Grade

This year, the SDRT was administered to 19 first graders. Results indicate that, on average, first graders were functioning at second- to third-grade reading GLEs in the three areas (Figure 3).

Figure 3



The GLE range, median score, and the percentage of first graders at or above GLE are illustrated in Table 5. The range of levels in each area indicates a fairly wide distribution among the first graders. Nearly all were at or above GLE in reading areas tested.

Table 5 Downtown Montessori Academy Stanford Diagnostic Reading Test GLE for 1st Graders 2010–11 (N = 19)				
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median	% At or Above GLE
Phonetic Analysis	K.3	5.8	3.5	94.7%
Vocabulary	1.0	5.3	2.6	100.0%
Comprehension	K.8	7.7	3.4	94.7%
SDRT Total	K.6	5.4	2.8	94.7%

Note: Results are rounded to the nearest one tenth.

2. SDRT for Second Grade

SDRT results for second graders indicates that students were reading at third- to fourth-grade levels, on average, in the areas tested (Figure 4 and Table 6).

Figure 4

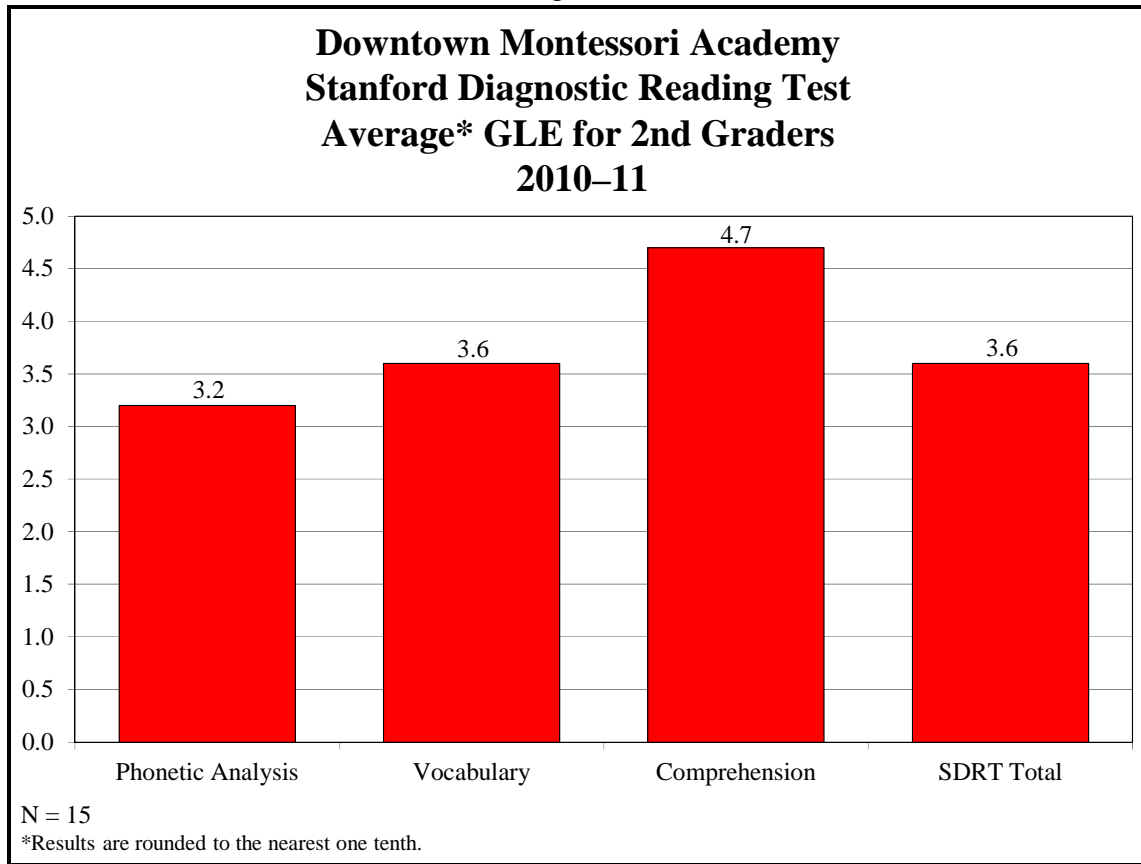


Table 6

**Downtown Montessori Academy
Stanford Diagnostic Reading Test
GLE for 2nd Graders
2010–11
(N = 15)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median	% At or Above GLE
Phonetic Analysis	1.5	7.9	2.5	80.0%
Vocabulary	1.5	5.6	3.6	93.3%
Comprehension	1.8	PHS*	3.6	93.3%
SDRT Total	1.8	9.7	3.3	93.3%

Note: Results are rounded to the nearest one tenth

*Post-high-school scores were set to 13.0.

3. SDRT for Third Grade

Results for third graders indicate that students, on average, scored 3.9 to 4.7 GLE in the areas tested (Figure 5 and Table 7).

Figure 5

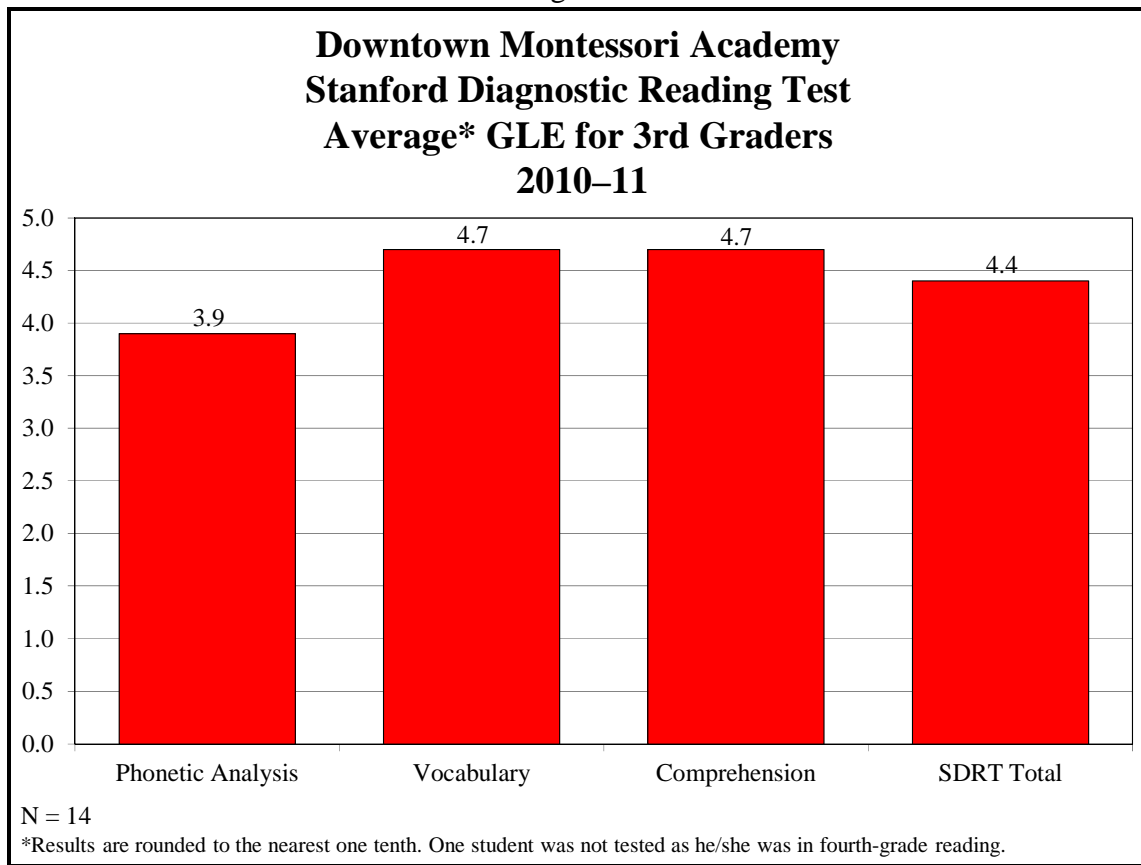


Table 7

Downtown Montessori Academy
Stanford Diagnostic Reading Test
GLE for 3rd Graders
2010-11
(N = 14)

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median	% At or Above GLE
Phonetic Analysis	2.2	PHS	3.1	50.0%
Vocabulary	2.5	PHS	3.9	92.9%
Comprehension	1.8	PHS	3.7	71.4%
SDRT Total	2.3	PHS	3.6	78.6%

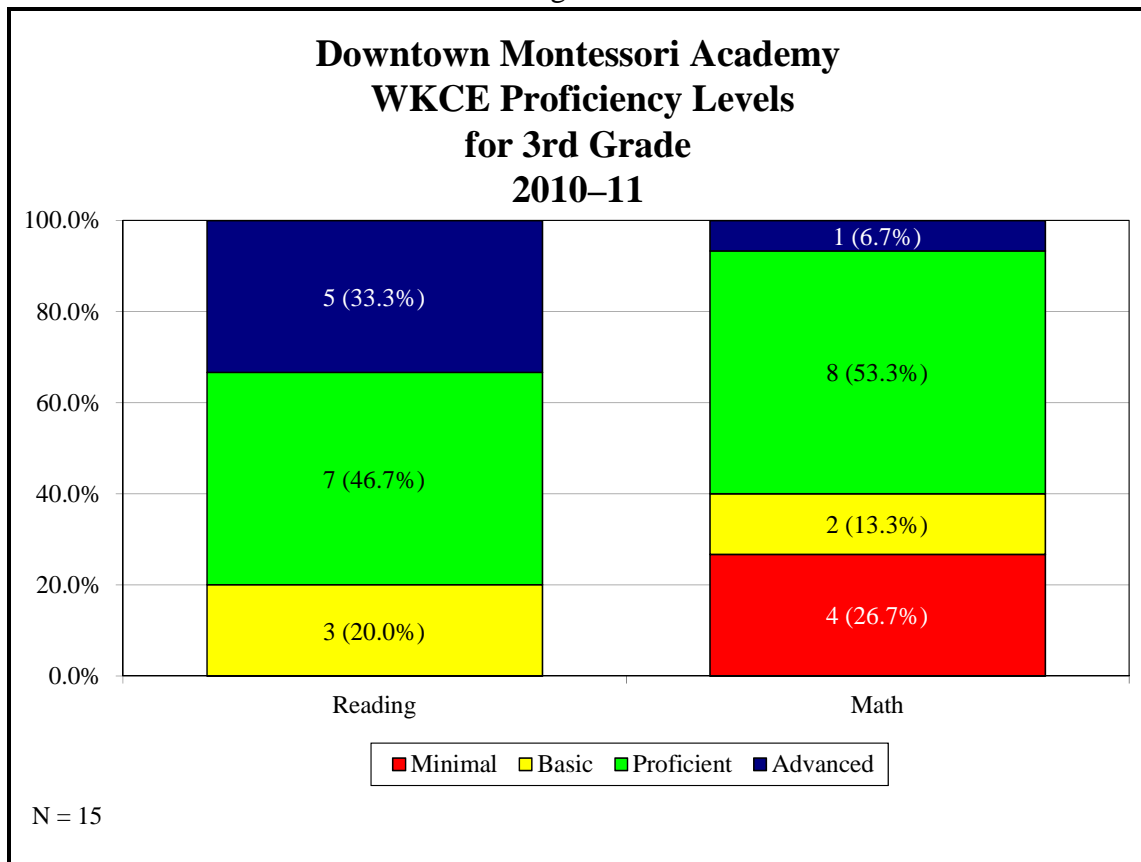
Note: Results are rounded to the nearest one tenth. Post-high-school scores were set to 13.0.

4. WKCE for Third Grade

This year, there were 15 third graders, 11 fourth graders, 5 fifth graders, 5 sixth graders, 3 seventh graders, and 8 eighth graders who took the WKCE. Due to the small size of these cohorts, results for each grade level could not be included in this report. To provide an estimate of student performance, results for fifth and sixth grades, and seventh and eighth grades, were combined.

Results for third grade indicate that five (33.3%) students were reading at an advanced level, seven (46.7%) scored at the proficient level, and three (20.0%) students scored in the basic category. No students scored in the minimal category. In math, one (6.7%) student exhibited advanced skills, eight (53.3%) scored proficient, two (13.3%) scored in the basic range, and four (26.7%) students showed minimal math proficiency (Figure 6).

Figure 6

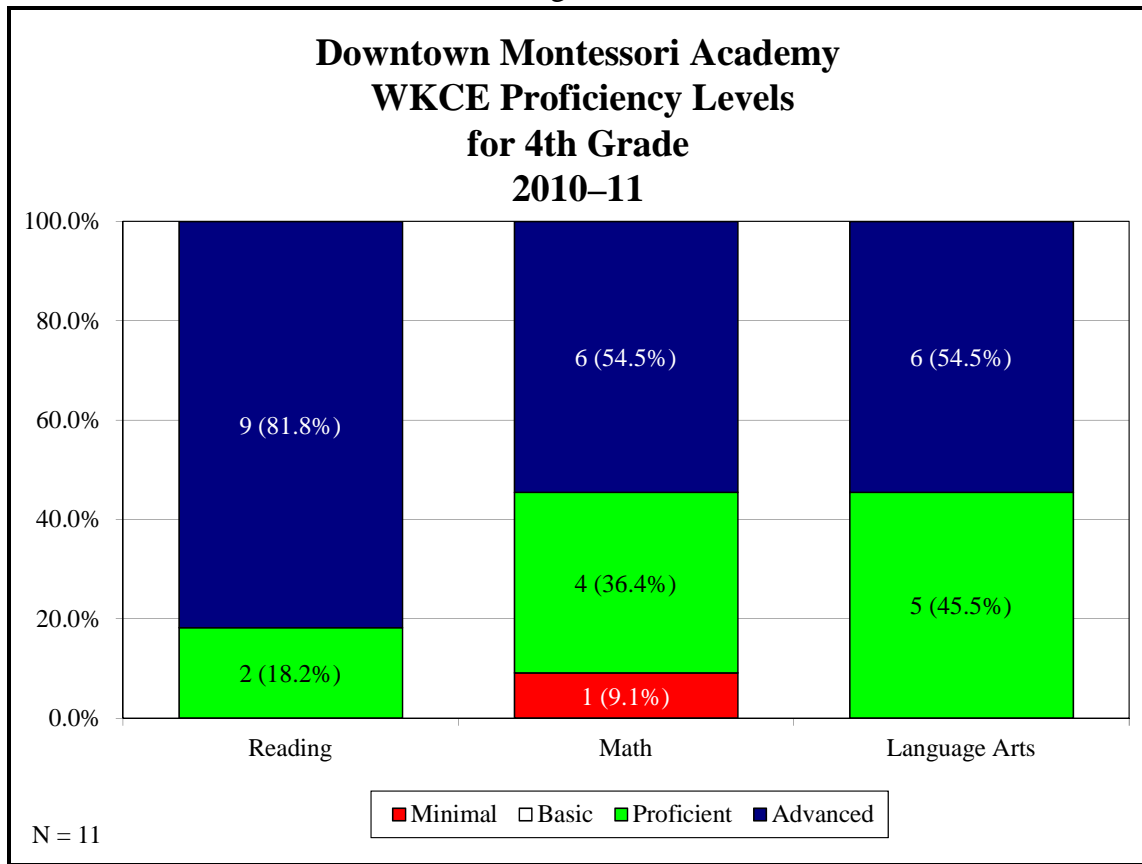


On average, students scored in the 49th percentile statewide in reading and the 35th in math.

5. WKCE for Fourth Grade

Results for fourth grade indicate that nine (81.8%) students scored advanced and two (18.2%) were proficient in reading (Figure 7). Six (54.5%) scored advanced, four (36.4%) were proficient, and one (9.1%) student scored in the minimal level for math. In language arts, all students scored proficient (45.5%) or advanced (54.5%).

Figure 7



On average, students scored in the 75th percentile statewide in reading and the 57th in math.

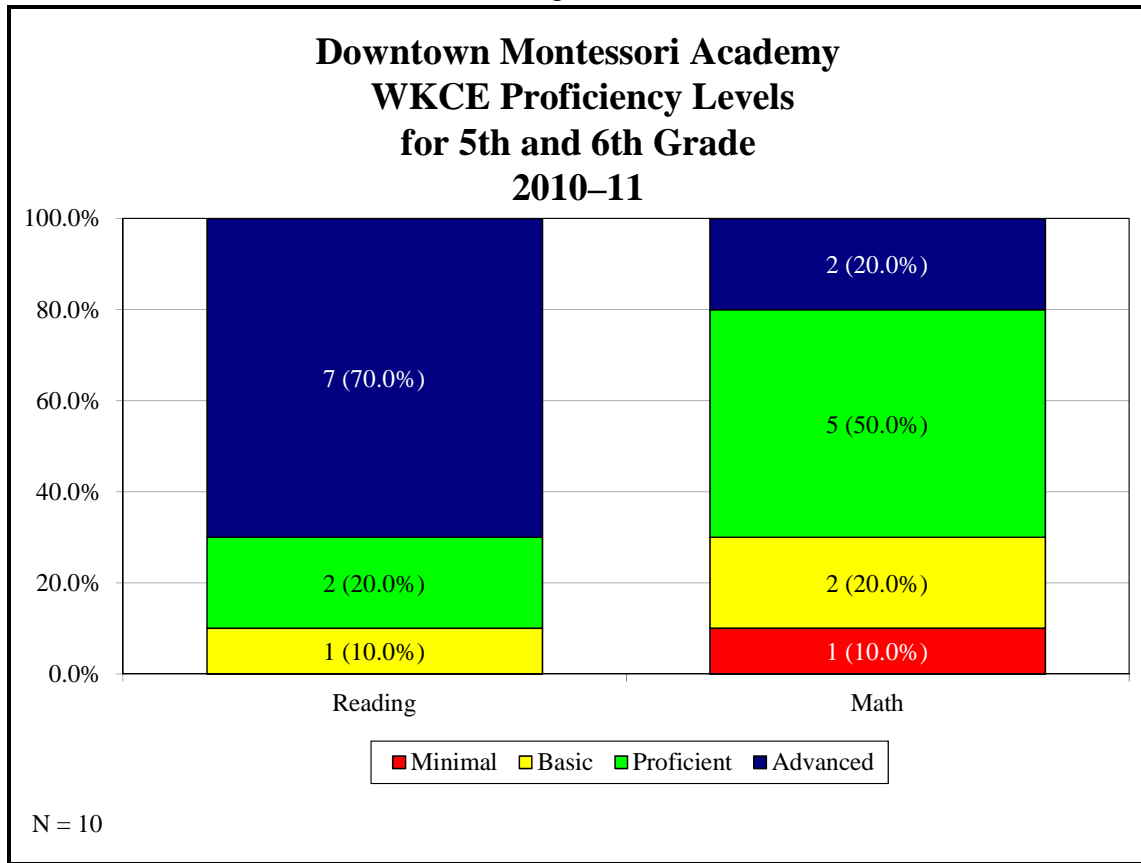
The final score from the WKCE at the fourth-grade level is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to use punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score, with a maximum possible score of 9. The extended writing scores ranged from 5.0 to 9.0. The median score was 5.0, meaning half of the students scored at or below 5.0, and half scored 5.0 to 9.0 on a scale of 0 to 9.¹⁴

¹⁴ Scores were provided for 10 of the 11 fourth graders.

6. WKCE for Fifth and Sixth Grade

Results for fifth and sixth graders are illustrated below. Most students were proficient or advanced in reading and math.

Figure 8

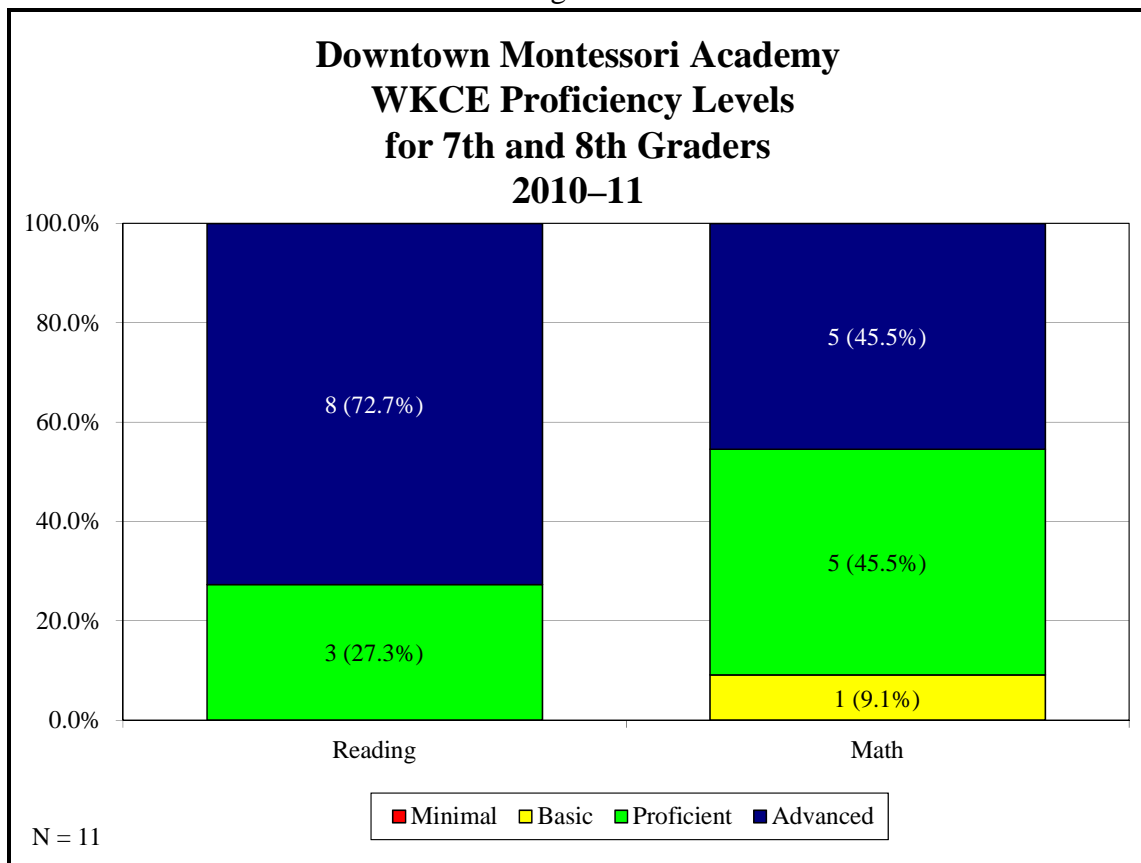


On average, 5th and 6th graders scored in the 70th percentile in reading and the 37th percentile in math.

7. WKCE for Seventh and Eighth Grade

Results for the seventh and eighth grades indicate that eight (72.7%) students scored advanced and three (27.3%) were proficient. No seventh or eighth graders performed in the minimal or basic ranges in reading. In math, five (45.5%) students exhibited advanced math skills, five (45.5%) scored proficient, and one (9.1%) student scored in the basic level. No students exhibited minimal math skill (Figure 9). Due to the small size of the eighth-grade cohort, proficiency levels for language arts and the student writing scores could not be included in this report.

Figure 9



Students, on average, scored in the 78th percentile in reading and the 64th percentile in math.

F. Multiple-year Student Progress

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

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

1. First- Through Third-grade Students

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

Table 8 describes reading progress results, as measured by the SDRT, over consecutive academic years for students tested as first graders in 2008–09 and as second graders in 2009–10, and for second graders who returned as third graders in 2009–10. Overall, SDRT totals indicate that 50.0% of students improved at least 1.0 GLE, and students improved, on average, 1.4 GLE from one grade to the next. The median improvement was 1.0 GLE.

Note that there were only three students who scored below 1.0 GLE in 2009–2010. Due to the small size of this cohort, results were not included in this report.¹⁵

¹⁵ There were 23 students at or above GLE in 2009–10; 22 (95.7%) scored at or above GLE in 2010–11.

Table 8					
Downtown Montessori					
Average GLE Advancement in Reading					
Based on SDRT					
Grades	GLE				
	Average GLE (2009-10)	Average GLE (2010-11)	Median Advancement	Average Advancement	% Advanced 1.0 GLE or More
1st to 2nd (n = 13)	2.5	3.7	1.1	1.2	53.8%
2nd to 3rd (n = 13)	2.9	4.6	0.9	1.7	46.2%
Total (N = 26)	--	--	1.0	1.4	50.0%

Note that 23 of the 26 students were at or above GLE in 2009–10 and 2010–2011. Results are rounded to the nearest one tenth.

It is possible to compare SDRT results from 2008–09 to 2010–11 using scores from students who took the SDRT in 2008–09 as first graders and again in 2010–11 as third graders. Thirteen of this year’s third graders were administered the SDRT as first graders in 2008–09. On average, students progressed 2.4 GLE over the two years, from an average of 2.2 in first grade to 4.6 in third grade (Table 9).

Table 9			
Downtown Montessori			
Average GLE Advancement From 1st to 3rd Grade			
Based on SDRT Total			
(N = 13)			
Reading	Average GLE		
	1st Grade (2008-2009)	3rd Grade (2010-2011)	Advancement
SDRT Total	2.2	4.6	2.4

Note: Results are rounded to the nearest one tenth.

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

The CSRC requires that multiple-year standardized test results be reported for fourth-through eighth-grade students who met proficiency-level expectations in the previous school

year. The CSRC expects that at least 75% of students who reached proficiency, i.e., scored proficient or advanced on the WKCE, in 2009–10 will maintain their status in 2010–11.

This year, there were 10 fourth graders, 5 fifth graders, 3 sixth graders, 3 seventh graders, and 8 eighth graders who had scores from consecutive years. In 2009–10, all 29 of these students met reading proficiency-level expectations, and 24 of the 29 met expectations in math. This year, all (100.0%) of the students were able to maintain a proficient or higher level in reading and math (see Tables 10 and 11).

Table 10			
Downtown Montessori Academy Reading Proficiency Level Progress for Students Proficient or Advanced in 2009–2010 Based on WKCE			
Grade	Students Who Were Proficient/Advanced in 2009–2010	Students Who Maintained Proficient/Advanced in 2010–2011	
		N	%
3rd to 4th	10	10	100.0%
4th to 5th, or 5th to 6th	8	Cannot report due to <i>N</i> size	
6th to 7th, or 7th to 8th	11	11	100.0%
Total	29	29	100.0%

Table 11			
Downtown Montessori Academy Math Proficiency Level Progress for Students Proficient or Advanced in 2009–2010 Based on WKCE			
Grade	Students Who Were Proficient/Advanced in 2009–2010	Students Who Maintained Proficient/Advanced in 2010–2011	
		N	%
3rd to 4th	8	Cannot report due to <i>N</i> size	
4th to 5th, or 5th to 6th	6	Cannot report due to <i>N</i> size	
6th to 7th, or 7th to 8th	10	10	100.0%
Total	24	24	100.0%

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

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

There were only three students who tested below GLE on the 2009–10 SDRT and five students who scored minimal or basic in math, based on WKCE. Due to the small size of these groups, results for students who did not meet proficiency-level expectations could not be included in this report.

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

1. Background Information¹⁶

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

- The test participation of all students enrolled;
- A required academic indicator (either graduation or attendance rate);
- The proficiency rate in reading; and
- The proficiency rate in mathematics.

In Wisconsin, DPI releases an annual review of school performance for each chartered school with information about whether the school has met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to meet the criteria in the same AYP objective for two consecutive years, the school is designated as “identified for

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

improvement.” Once designated as identified for improvement, the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from this status.

The possible school status designations are as follows:

- “Satisfactory,” which means that the school is not in improvement status;
- SIFI, or “School Identified for Improvement,” which means that the school did not meet AYP for two consecutive years in the same objective;
- SIFI levels 1–5, which means that the school missed at least one of the AYP objectives and is subject to state requirements and additional Title I sanctions, if applicable, assigned to that level;
- SIFI levels 1–4 improved, which means that the school met AYP in the year tested, but remains subject to sanctions due to the prior year. AYP must be met for two consecutive years in that objective to return to satisfactory status from improvement status;
- Title I status, which identifies whether Title I funds are directed to this school. If so, the schools are subject to the federal sanctions.¹⁷

2. Three-year Adequate Yearly Progress

According to Downtown Montessori’s *Adequate Yearly Progress Review Summary School Performance: 2010–11*, published by DPI, the school has demonstrated satisfactory performance on all four objectives: test participation, attendance, reading, and mathematics.¹⁸ In addition, DPI reported that Downtown Montessori received a satisfactory designation in all four objectives applicable for the past three years. The school has met all requirements for AYP for the 2010–11 academic year in the areas of other academic indicator (attendance), reading, mathematics, and test participation.

¹⁷ For complete information about sanctions, see www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.

¹⁸ For a copy of the Downtown Montessori Adequate Yearly Progress Review Summary, see http://www2.dpi.state.wi.us/sifi/AYP_Summary.asp?AgKey=030909.

V. SUMMARY AND RECOMMENDATIONS

This report covers the 13th year of Downtown Montessori's operation as a City of Milwaukee charter school. In addition to the information in the body of this report, see Appendix A for an outline of specific contract provision compliance information.

A. Contract Compliance

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

B. Education-related Findings

Attendance and parental involvement findings were as follows.

- Average student attendance was 94.9%, exceeding the school's goal of 85%.
- Parents of all (100.0%) children enrolled at the time of each of the two scheduled attended conferences.
- Parents of all (100.0%) students fulfilled the parent contract requirements related to hours of involvement.

C. Local Measure Results

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

- Pre-kindergarten and kindergarten student progress: By the end of the school year, K3 through K5 students showed progress or reached proficiency in 88.9% of language, 87.6% of math, 91.0% of sensorial, 86.5% of cultural, and 94.1% of practical life skills.
- Reading skills:
 - » McGraw-Hill reading tests given at the end of the year indicate that 40 (83.3%) of 48 students in first through third grades scored at least 70% correct.

- » McGraw-Hill reading tests from first to last marking period indicate that 12 (57.1%) of 21 fourth through sixth graders were able to show improvement.
- » Literacy results from the first to last marking period show that 6 (60.0%) of 10 seventh and eighth graders showed improvement.
- Writing skills for 79 students in first through eighth grade were assessed using the Six Traits of Writing rubric. Results indicate that 72 (91.1%) students showed improvement.
- Math skills:
 - » There were 70 students in first through sixth grade who were tested in math during the fourth quarter. Fourteen (20.0%) progressed from practiced to proficient on all skills. On average, students reached proficiency on 72.4% of skills.
 - » The school's seventh- and eighth-grade math goal applied to students who were above grade level. All 9 of the seventh- and eighth-grade students were at or above average in math skills. Because there were fewer than 10 students in the cohort, results could not be included in this report.
- Special education students: There were fewer than 10 special education students due for an annual IEP review; therefore, results were not included in this report.

D. Standardized Test Results

Standardized tests results for Downtown Montessori students were as follows.

- The March 2011 SDRT results indicated that first graders were, on average, reading at 2.8 GLE; second graders were reading, on average, at 3.6 GLE, and third graders' average was 4.4 GLE.
- The WKCE for 15 third graders indicated that in reading, 33.3% were at the advanced level and 46.7% scored proficient; and in math, 6.7% were at the advanced level and 53.3% were proficient.
- The WKCE for 11 fourth graders indicated that in reading, 81.8% were at the advanced level and 18.2% scored proficient; and in math, 54.5% scored advanced and 36.4% scored in the proficient range.
- The WKCE for 10 fifth and sixth graders indicated that in reading, 70.0% were at the advanced level and 20.0% scored proficient; and in math, 20.0% scored advanced and 50.0% scored in the proficient range.

- The WKCE results for 11 seventh and eighth graders indicated that 72.7% scored advanced and 27.3% scored proficient in reading. In math, 45.5% scored advanced and 45.5% scored proficient.

E. Multiple-year Advancement

Multiple-year advancement results were as follows.

- SDRT results indicated that second graders advanced an average of 1.2 GLE in reading and third graders advanced an average of 1.7 GLE in reading.
- WKCE results over multiple years for fourth through eighth graders indicated that all 29 students who were proficient in reading in 2009–10 maintained proficiency and all 24 students who were proficient in math in 2009–10 maintained proficiency in 2010–11.

F. Recommendations

After reviewing the information in this report and considering the information gathered during the administration interview in May 2011, CRC and the school leadership jointly recommend that the focus of activities for the 2011–12 school year include the following steps.

- Develop a schoolwide policy for retaining a student in the same grade for another year.
- Continue to develop the skills of the new and returning members of the Board of Directors.
- Develop a methodology to align the RtI model required by the State of Wisconsin with the Montessori approach, similar to the way special education is aligned with the Montessori approach.

Appendix A

Contract Compliance Chart

Downtown Montessori Academy, Inc.

**Overview of Compliance for Education-related Contract Provisions
2010–11**

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	p. 2–4	Met
Section I, V	Charter school operation under the days and hours indicated in its calendar	p. 11	Met
Section I, C	Educational methods	p. 2–4	Met
Section I, D	Administration of required standardized tests	p. 22–31	Met
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	p. 15–22	Met
Section I, D	Academic criteria #2: Year-to-year achievement measures:		
	a. 2nd- and 3rd-grade students: advance average of 1.0 GLE in reading.	a. p. 32–33	a. Met
	b. 4th- through 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency level.	b. p. 33–34	b. Met: 100% of 29 maintained proficiency.
	c. 4th- through 8th-grade students proficient or advanced in mathematics: at least 75.0% maintain proficiency level.	c. p. 33–34	c. Met:100% of 24 maintained proficiency
Section I, D	Academic criteria #3: Year-to-year achievement measures:		
	a. 2nd- and 3rd-grade students with below-grade-level scores in reading: advance more than 1.0 GLE in reading.	a. p. 35	a. N/A**
	b. 4th- through 8th-grade students below proficient level in reading: increase the percentage of students who advanced one level of proficiency or to the next quartile within the proficiency level range.	b. p. 35	b. N/A**
	c. 4th- through 8th-grade students below proficient level in math: increase the percentage of students who advanced one level of proficiency or to the next quartile within the proficiency level range.	c. p. 35	c. N/A**
Section I, E	Parental involvement	p. 6–7	Met
Section I, F	Instructional staff hold a DPI license or permit to teach	p. 5	Met
Section I, I	Pupil database information, including special education need students	p. 8–9	Met
Section I, K	Discipline procedures	p. 7–8	Met

**Group size too small; there were very few students below grade level.

Appendix B

Outcome Measures Agreement Memo

Downtown Montessori Academy
2507 South Graham Street
Milwaukee, WI 53207

FINAL: November 10, 2010

Student Learning Memorandum
2010–11 School Year

The following procedures and outcomes will be used for the 2010-11 school year monitoring of the education programs of Downtown Montessori. The data will be provided to Children's Research Center, the monitoring agent contracted by the City of Milwaukee, Charter School Review Committee.

Attendance:

The school will maintain an average daily attendance rate of 85%. Attendance rates will be reported as present, excused absence, and unexcused absence.

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

Enrollment:

The school will record the enrollment date for every student. Upon admission, individual student information including Wisconsin Student Number (WSN), name, grade, gender, race/ethnicity, eligibility for free/reduced lunch and special education status will be added to the school database

Termination:

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

Parent Conferences:

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

Parent Contract:

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

Special Education Needs Students:

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

Academic Achievement: Local Measures:

Children's House (K3, K4, K5)

Students attending the Children's House (K3, K4 and K5) will demonstrate progress in acquiring skills in the area of practical life, sensorial discrimination, mathematical development, language and culture. Each student's development will be reported to their parents on report cards and this

information will be collected in Montessori Records Express (MRX) and extracted for submission to CRC. The following scale will be used to track the change in skill acquisition:

- | | |
|---------------|----------------|
| 1 – Presented | 3 – Proficient |
| 2 – Practiced | |

At the end of the year, students will have become proficient or shown improvement from presented to practiced in skills presented during the first semester. If students became proficient in a skill during first semester, they will maintain proficiency in that skill.

At the end of second semester, count the following for each student:

- Number of skills presented in the first semester that remained presented in the second semester in each area.
- Number of skills presented in the first semester that were practiced in the second semester in each area
- Number of skills practiced in the first semester that were proficient in the second semester in each area
- Number of skills proficient in the first semester that remained proficient in the second semester in each area

Elementary (Grades 1 through 8)

Reading:

Grades 1- 3

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

These data will be entered into MRX.

Grades 4 - 6¹⁹

Students who have completed level four in the McGraw-Hill reading program will demonstrate improvement in literacy by comparing the literacy grade in the 1st marking period with the literacy grade on the last marking period. If students were proficient in the first marking period, they will maintain proficiency.

Grades 7-8:²⁰

7th and 8th grade students will demonstrate progress in literacy as measured by comparing the literacy grade (in percentage form) on the first marking period with the literacy grade (in percentage form) on the last marking period.²¹ Grades for completed projects, group work, study guide questions, themes and vocabulary will be averaged for each student to yield an overall literacy grade in percentage form for these marking periods. These data will be entered into MRX.

¹⁹ Some fourth grade students have completed the level four in McGraw-Hill.

²⁰ There are no 7th or 8th grade students who are below grade level in reading this year.

²¹ Literacy is taught in the context of project based learning using an approach developed by Betsy Coe.

Writing:

Grades 1-8:

All students will maintain or improve writing skills as measured by comparing grade level, same topic writing samples taken no later than October 15, 2010 and again after May 1, 2011. The measure used will be the Six Traits of Writing which includes consistent use, across all grades, of a five point rubric for each of the six traits.

The average of all six traits for each sample will be used for comparison data.

Mathematics:

Grades 1-6:

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

1. = presented
2. = practiced
3. = proficient

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

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

Grades 7-8:

7th and 8th grade students who at or above grade level in math will demonstrate progress in the *Connected Mathematics 2* curriculum as measured by a comparison of the average unit test percentage grade at the beginning of the year with the average unit test percentage grade at the end of the year.²²

Special Education Students

Students who have active IEP's will demonstrate progress toward meeting their IEP goals *at the time of their annual review or re-evaluation*. Progress will be demonstrated by reporting the number of goals on the IEP and the number of goals that have been met. Please note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards.

²² There is one student who is below grade level in math. The school will put interventions in place to support this student's progress.

Academic Achievement: Standardized Measures

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

Grades 1 - 3

Stanford Diagnostic Reading Test will be administered March 15th thru April 15th. The first year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent years.

Grade 3 - 8

WKCE will be administered in the fall on an annual basis as defined by the Wisconsin Department of Public Instruction. All students will be tested for proficiency in reading and math. Fourth grade and eighth grade students will also be tested in science, social studies, and language arts. Fourth and eighth grade writing skills will also be assessed.

Data Addendum

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in the learning memo for the 2010-11 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1. All students attending the school at any time during the 2010-11 academic year should be included in all student data files. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique Wisconsin student ID number (WSN) and the school-based ID number in each data file.
2. All data fields must be completed for each student enrolled at any time during the school year. If a student is not enrolled when a measure is completed, record NE to indicate "not enrolled." If the measure did not apply to the student for another reason, enter NA for that student to indicate "not applicable." NE may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year. NA may apply when a student is absent when a measure is completed.
3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

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

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

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

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>student identification. Include all students enrolled at any time during the school year.</p> <ul style="list-style-type: none"> • Student name • WSN • Create one column labeled <u>conference 1</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the first conference. If the student was not enrolled at the time of this conference, enter NE. • Create one column labeled <u>conference 2</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the second conference. If the student was not enrolled at the time of this conference, enter NE. 		
Parent Contract (note: the parent contract column can be added to the student roster data file described above)	For each student enrolled at any time during the year, include: <ul style="list-style-type: none"> • WSN • Student name • Parent fulfilled contract (Y or N) 	Excel spreadsheet designed by school	Liz Becerra
Academic Achievement: Local Measures Children's House (K3-K5)	For each student enrolled at any time during the year, include the following columns. Count skills at the end of the year, based on student report cards: <ul style="list-style-type: none"> • WSN • Student name • # practical life skills presented in first semester and remained presented in second semester • # practical life skills presented in first semester that were practiced in second semester • # practical life skills presented in first semester that were proficient in second semester • # practical life skills practiced in first semester that were proficient in second semester • # practical life skills proficient in first semester that remained proficient in second semester • # sensorial skills presented in first semester and remained presented in second semester 	MRX or Excel spreadsheet designed by school	Liz Becerra

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • # sensorial skills presented in first semester that were practiced in second semester • # sensorial skills presented in first semester that were proficient in second semester • # sensorial skills practiced in first semester that were proficient in second semester • # sensorial skills proficient in first semester that remained proficient in second semester • # math skills presented in first semester and remained presented in second semester • # math skills presented in first semester that were practiced in second semester • # math skills presented in first semester that were proficient in second semester • # math skills practiced in first semester that were proficient in second semester • # math skills proficient in first semester that remained proficient in second semester • # language skills presented in first semester and remained presented in second semester • # language skills presented in first semester that were practiced in second semester • # language skills presented in first semester that were proficient in second semester • # language skills practiced in first semester that were proficient in second semester • # language skills proficient in first semester that remained proficient in second semester • # culture skills presented in first semester and remained presented in second semester • # culture skills presented in first semester that were practiced in second semester • # culture skills presented in first 		

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<p>Mathematics</p> <p>Grades 1-6</p> <p>Grades 7-8</p>	<ul style="list-style-type: none"> • WSN • Student name • Number of skills practiced at end of first semester • Of the skills practiced in first semester, number of skills proficient in second semester <ul style="list-style-type: none"> • WSN • Student name • Student math level (below, at, above) • Average unit test score percentage at beginning of the school year • Average unit test score percentage at end of the school year 		
<p>Academic Achievement: Required Standardized Measures</p> <p>SDRT</p>	<p>Create a spreadsheet including all 1st-through 3rd-grade students enrolled at any time during the school year. Include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Phonetics scale score • Phonetics GLE • Vocabulary scale score • Vocabulary GLE • Comprehension scale score • Comprehension GLE • Total scale score • Total GLE <p>Please provide the test date(s) in an email or other document.</p>	<p>Excel spreadsheet designed by school</p>	<p>Liz Becerra</p>
<p>Academic Achievement: Standardized Measures</p> <p>WKCE</p>	<p>For each 3rd- through 8th-grade student enrolled at any time during the school year, include the following. Note that the school can download the WKCE data from the Turnleaf website and is encourage to do so. The Turnleaf website contains the official WKCE records submitted to DPI .</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Scale scores for each WKCE test (e.g., math and reading for all 	<p>Excel spreadsheet designed by school.</p> <p>CRC encourages the school to download WKCE data from the Turnleaf website and provide the export file to CRC.</p>	<p>Liz Becerra</p>

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>grades, plus language, social studies, and science for fourth and eighth graders).</p> <ul style="list-style-type: none"> • Proficiency level for each WKCE test • Percentile for each WKCE test • Writing scores for 4th and 8th graders <p>Note: Enter NE if the student was not enrolled at the time of the test. Enter NA if the test did not apply for another reason.</p> <p>Please provide the test date(s) in an email or other document.</p>		

Appendix C

Trend Information

Table C1					
Downtown Montessori Academy Enrollment					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Student Retention (Number and Percentage Enrolled for the Entire Year*)
1998-99	15	0	3	12	N/A
1999-2000	33	0	5	28	N/A
2000-01	46	0	6	40	N/A
2001-02	66	32	32	66	N/A
2002-03	63	18	3	78	N/A
2003-04	74	8	2	80	N/A
2004-05	79	3	3	79	N/A
2005-06	81	0	4	77	N/A
2006-07	62	8	1	69	N/A
2007-08	100	2	9	93	N/A
2008-09*	104	7	6	105	98 (94.2%)
2009-10	121	7	2	126	119 (98.4%)
2010-11	139	7	3	143	136 (97.8%)

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

Figure C1

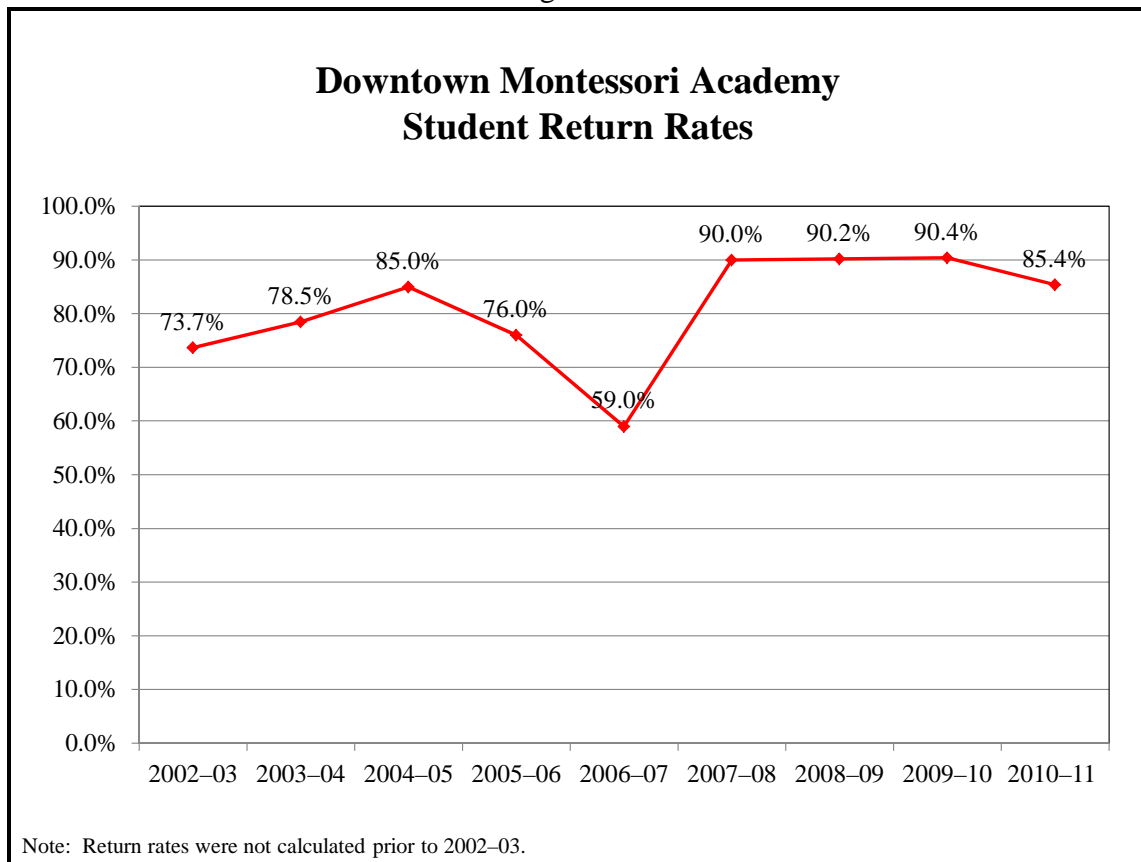


Figure C2

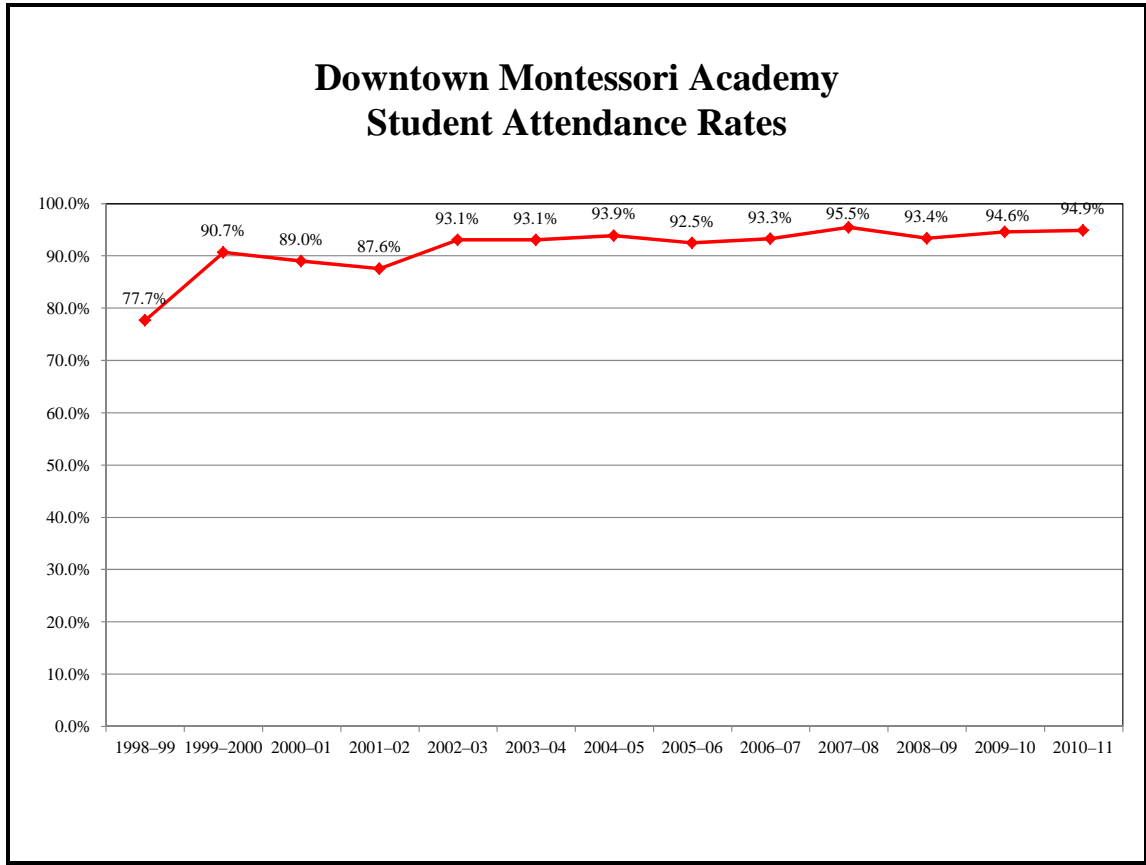


Table C2

Downtown Montessori Academy Parent/Guardian Participation

School Year	% Participated
1999-2000	100.0%
2000-01	100.0%
2001-02	100.0%
2002-03	100.0%
2003-04	100.0%
2004-05	100.0%
2005-06	100.0%
2006-07	100.0%
2007-08	100.0%
2008-09	100.0%
2009-10	100.0%
2010-11	100.0%

Table C3		
Downtown Montessori Academy Stanford Diagnostic Reading Test Year-to-year Progress Average Grade-level Advancement Grades 1–3		
School Year	N	Average Grade-level Advancement
2005–06	18	2.2
2006–07	15	2.8
2007–08	12	2.1
2008–09	15	2.6
2010–11	24	1.1

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

Table C4		
Downtown Montessori Academy WKCE Year-to-year Progress Percentage of Students Who Remained Proficient or Showed Advancement Grades 4–8		
School Year	Reading	Math
2007–08	100.0%	91.7%
2008–09	100.0%	100.0%
2009–10	100.0%	95.0%
2010–11	100.0%	100.0%

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

Table C5		
Downtown Montessori Academy WKCE Year-to-year Progress Percentage of Students Who Were Minimal or Basic and Showed Improvement Grades 4–8		
School Year	Reading	Math
--	--	--

Note: There were too few students who tested below proficiency to include in this table.

Table C6					
Downtown Montessori Academy Teacher Retention					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at the End of School Year	Retention Rate: Number and Rate Employed at the School for Entire School Year
2009–10					
Classroom Teachers	6	0	0	6	100.0%
All Instructional Staff	8	0	0	8	100.0%
2010–11					
Classroom Teachers	7	0	0	7	100.0%
All Instructional Staff	9	0	0	9	100.0%

Table C7			
Downtown Montessori Academy Teacher/Instructional Staff Return Rate			
Teacher Type	Number at End of Prior School Year	Number* Returned at Beginning of Current School Year	Return Rate
2009–10			
Classroom Teachers	6	6	100.0%
All Instructional Staff	7	7	100.0%
2010–11			
Classroom Teachers	7	7	100.0%
All Instructional Staff	1	1	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 or moved out of the city, he/she was no longer eligible.

Table C8

**Downtown Montessori Academy
Adequate Yearly Progress**

School Year	Met	Improvement Status
1999–2000	N/A	N/A
2000–01	N/A	N/A
2001–02	N/A	N/A
2002–03	N/A	Satisfactory
2003–04	N/A	Satisfactory
2004–05	Yes	Satisfactory
2005–06	Yes	Satisfactory
2006–07	Yes	Satisfactory
2007–08	Yes	Satisfactory
2008–09	Yes	Satisfactory
2009–10	Yes	Satisfactory
2010–11	Yes	Satisfactory

Appendix D

School Scorecard

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

r: 4/11

K5-8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1-3		
• SDRT—% remained at or above GL	(4.0)	10%
• SDRT—% below GL who improved more than 1 GL	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced	(7.5)	35%
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(3.75)	15%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or Advanced	(7.5)	15%
• WKCE math—% proficient or advanced	(7.5)	

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		
• EXPLORE to PLAN—composite score at or above 17 on EXPLORE and at or above 18 on PLAN	(5)	30%
• EXPLORE to PLAN—composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	(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)	

POST-SECONDARY READINESS: GRADES 11 and 12		
• Post-secondary 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	(3.75)	15%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	15%
• WKCE math—% proficient and advanced	(7.5)	

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 (NA) on the scorecard. The total score will be calculated to reflect each school's denominator.

**Charter School Review Committee
Pilot Scorecard
2010–11 School Year
Downtown Montessori Academy (K–8)**

Area	Measure	Max. Points	% Total Score (out of 100)	Performance	Points Earned
Student Academic Progress Grades 1–3	SDRT: % remained at or above GL	4.0	10%	95.7%	3.8
	SDRT: % below GL who improved more than 1 GL	NA (6.0)		NA	NA
Student Academic Progress Grades 3–8	WKCE reading: % maintained proficient or advanced	7.5	35%	100.0%	7.5
	WKCE math: % maintained proficient or advanced	7.5		100.0%	7.5
	WKCE reading: % below proficient who progressed	NA (10.0)		NA	NA
	WKCE math: % below proficient who progressed	NA (10.0)		NA	NA
Local Measures	% met reading	3.75	15%	73.4%	2.8
	% met math	3.75		20.0%	0.8
	% met writing	3.75		91.1%	3.4
	% met special education	NA (3.75)		NA	NA
Student Achievement Grades 3–8	WKCE reading: % proficient or advanced	7.5	15%	91.5%	6.9
	WKCE math: % proficient or advanced	7.5		76.6%	5.7
Engagement	Student attendance	5.0	25%	94.9%	4.7
	Student reenrollment	5.0		85.4%	4.3
	Student retention	5.0		97.8%	4.9
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		100.0%	5.0
TOTAL		70.3			62.3 (88.6 %)

Note: If a school has fewer than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. These cells are reported as not available (NA). The percentage is calculated based on the modified denominator, rather than 100 possible points.