

# Downtown Montessori, Inc.

2004-05 School Year

Report Date  
August 2005

## Programmatic Profile and Educational Performance

Janice Ereth, Ph.D  
Susan Gramling  
Theresa Healy



*Children's Research Center  
426 S. Yellowstone Drive, Suite 250  
Madison, WI 53719  
(608) 831-1180 fax (608) 831-6446  
[www.nccd-crc.org](http://www.nccd-crc.org)*

# TABLE OF CONTENTS

Page #

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 .....	4
4. Discipline Policy .....	5
B. Recruitment Activities .....	6
C. Student Population .....	7
D. Hours of Instruction .....	8
E. Computer/Technology Capability .....	8
F. Activities for Continuous School Improvement .....	9
III. EDUCATIONAL PERFORMANCE .....	10
A. Attendance .....	10
B. Parent Conferences and Contracts .....	10
C. Special Education Students .....	11
D. Internal Local Measures of Educational Performance .....	11
1. Progress Reports .....	12
a. Pre-Kindergarten (K4) and Kindergarten (K5) .....	12
b. First Through Fifth Graders .....	16
2. McGraw-Hill Reading Program .....	19
3. Summary of Scholastic Progress .....	22
E. Standardized Measures of Educational Performance .....	23
1. Stanford Diagnostic Reading Test .....	23
2. Wisconsin Reading Comprehension Test .....	27
3. Wisconsin Knowledge and Concepts Examination .....	27
4. McGraw-Hill Terra Nova Examination .....	27
F. Multiple-Year Student Progress .....	28
1. First Through Third Graders .....	28
2. Fourth and Fifth Graders .....	30
G. Multiple-Year Student Progress for Students Who Did Not Meet Proficiency Expectations .....	30

**TABLE OF CONTENTS (cont.)**

Page #

H. Annual Review of the School’s Adequate Yearly Progress ..... 31

    1. Background Information ..... 31

    2. Three Year Adequate Yearly Progress ..... 32

IV. CONCLUSIONS/RECOMMENDATIONS ..... 32

Appendix A: Contract Compliance Chart

Appendix B: Outcome Measure Agreement Memo

Prepared for:  
***Downtown Montessori Academy, Inc.***

---

2319 East Kenwood Boulevard  
Milwaukee, WI 53211

**EXECUTIVE SUMMARY**  
**for**  
**Downtown Montessori Academy, Inc.**  
**Seventh Year of Operation as a City of Milwaukee Charter School**  
**2004-2005**

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

**I. Contract Compliance Summary<sup>1</sup>**

Downtown Montessori Academy has met all of the contract provisions related to describing its educational program, methodology, and student population, its hours and days of operation, pupil database information, and parental involvement. In addition, all four teachers were Montessori certified and held a Department of Public Instruction license or permit. The Academy administered all required standardized tests and developed local measures that showed student growth in demonstrating curricular goals. The Academy met the average advancement expectation of at least one year in reading for second and third grade students. Other year-to-year achievement expectations were not applicable due to the small group sizes in grade level and school level cohorts.

**II. Performance Criteria**

**A. Local Measures**

In the Fall of each academic year, CRC and Downtown Montessori identify educationally related outcome measures to further define and quantify a portion of the contract provisions in the school's contract with the City of Milwaukee. Appendix B contains Downtown Montessori's outcome measure agreement memo. Following is a summary of these local measures and the extent to which Downtown Montessori has or has not met each of these local outcome measures for the 2004-05 academic year:

**Attendance:** Average student attendance was 93.9%.

Outcome measure: Met

**Enrollment:** Individual student information about new enrollees was shared with CRC.

Outcome measure: Met

---

<sup>1</sup> Please see Appendix A for a list of each educationally related contract provision, page references, and a statement of whether or not that provision was met.

**Terminations:** The school recorded the termination dates for the three students who withdrew prior to the end of the school year. Reasons for termination were specified for two of these children.

Outcome measure: Met

**Parent Conferences:** The parents of all (100.0%) students attended both scheduled parent conferences.

Outcome measure: Met

**Parent Contract:** Parents of all (100.0%) of students fulfilled the requirements of the parent contract.

Outcome measure: Met

**Special Education Students:** There were three children with special education needs. CRC reviewed one file, and all IEP information was included.

Outcome Measure: Met

#### **Additional Local Measures of Academic Achievement:**

- On average, the K4 and K5 students made steady progress or mastered between 79.9% and 97.8% of the skills presented, depending on the skill area.

Outcome Measure: Met

- On average, students in grades one through five were successful in 63.3% of math and 81.0% of language skills.

Outcome Measure: Met

#### **B. Year-to-Year Academic Achievement**

Downtown Montessori Academy administered all required standardized tests as noted in its contract with the City of Milwaukee.

- Multiple-year progress information was available for 17 second and third graders who were administered the Standardized Diagnostic Reading Test (SDRT) in consecutive years. (Note that, although not required, the school administered the SDRT to this year's fourth graders.) As a group, the second graders advanced an average of 2.3 grade level equivalents (GLEs) in reading, and the combined second and third graders advanced an average of 2.5 GLEs in reading. The small size of the third grade cohort prevented reporting their advancement separately.
- Due to the small size of the fifth grade cohort, this report does not include year-to-year scores in reading, language, or math.

- Year-to-year academic advancement information for students who were below grade level expectation or at the basic or minimal levels of proficiency in reading, language, and math were not reported due to small class and school-wide group sizes.

### **III. Recommendations**

- Continue to work on finding new classroom space, including identifying resources beyond parent time and energy.
- Continue developing the afternoon integrated literacy program to specifically working on logical reasoning.
- Develop a rating system with criteria for local measures in reading and math for first through fifth graders that will clearly identify the students in need of extra services.
- Provide teacher training and foster appropriate utilization of Powerschool.

## **I. INTRODUCTION**

This report is the seventh annual program monitoring report to address educational outcomes at Downtown Montessori Academy, Inc., a City of Milwaukee charter school.<sup>2</sup> As one component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC), this report was prepared as a result of a contract between the CSRC and the National Council on Crime and Delinquency's Children's Research Center (CRC).

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

- A site visit wherein a structured interview was conducted with the principal. Critical documents were reviewed and copies were obtained for CRC files, and classroom instruction was observed with notes recorded on student-teacher interactions. Additional scheduled and unscheduled site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
- An end-of-the-year structured interview with the principal.
- Obtaining a copy of Downtown Montessori's database. The school supplied report cards, standardized tests results, and parent contract information on paper.
- Compiling and analyzing results.

---

<sup>2</sup> The City of Milwaukee chartered four schools in the 2004-05 academic year.

## **II. PROGRAMMATIC PROFILE**

### **Downtown Montessori School and Child Care Center**

Address: 2319 East Kenwood Blvd  
Milwaukee, WI 53211  
(414) 332-8214

Principal: Ms. Virginia Flynn

### **A. Philosophy and Description of Educational Methodology**

#### **1. Montessori Approach**

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

As described in its 2004-05 *Parent-Student Handbook*, Downtown Montessori Academy is divided into two levels of programming—the Children's House and the Elementary Program. The Children's House contains the Montessori Primary Program and is open to students ages two and a half through six years old. Children age five on or before September 1<sup>st</sup> may attend full-day Montessori sessions.



The Children's House provides a prepared environment to meet the needs of children, where they 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.

At the elementary level, the school continues to provide multi-age grouping within an environment that encourages cooperative learning and self-discipline for first through fifth grade students. The Elementary Program is based on "Great Stories" and explores everything from the microscopic to the cosmic, allowing children to discover the interrelatedness of all things. The program builds on the foundations of the Children's House program, where the children continue to learn through discovery, experimentation, and exploration at an individualized pace. An interdisciplinary approach to learning is also emphasized, as is respect for self and community. Materials and group activities develop individual and collaborative skills in the areas of biology, mathematics, language, history, geography, music, and the visual arts. The environment reinforces children's natural curiosity and community; they learn ways of inquiring, investigating, and resolving questions. Extensions of classroom study are experienced through community involvement, which gradually enables students to grow from classroom citizens to citizens in society at large.

## **2. Teacher Information**

During the 2004-05 academic year, there were four teachers in four classrooms at Downtown Montessori. The classrooms included two Children's House classrooms comprised of three- to six-year-olds (or K3 through K5), one elementary classroom comprised of first and second grade students, and one elementary classroom with third through fifth grade students. Each of the four classrooms was staffed with teachers who held valid Wisconsin Department of Public Instruction (DPI) licenses or permits. All four DPI licensed teachers also held Montessori certification.

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 level of the child.

Throughout the year, staff worked with a reading consultant from Cardinal Stritch University. Staff ended the year with a review and began the process of learning more effective methods for implementing the reading curriculum during the 2005-06 year. Staff development time was also devoted to special needs and behavior plans, with a focus on early intervention. The teachers worked with the special education staff on issues related to speech and language, occupational therapy, learning disabilities, and attention deficit problems.

## **3. Parental Involvement**

Because parents bring their children into the school building each day, they have a unique opportunity for daily communication with the teachers. Teachers encouraged parental involvement by sending a letter and calendar home at the start of each month. Teacher email addresses were shared with parents, and Downtown Montessori held two parent conferences during the academic

year, as well as several parent informational meetings and programs. Downtown Montessori also published the annual *Parent-Student Handbook*.

Parents attended parent education nights with their children's teachers at the beginning of the school year. Parental involvement was also encouraged throughout the year with opportunities for parents to observe demonstrations of Montessori equipment, to assist with field trips, to read to their children, and to have access to classrooms and teachers at any time.

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

#### **4. Discipline Policy**

The school's discipline policy was published in the 2004-05 *Parent-Student Handbook*. It indicates that when dealing with discipline, it is most important to create a consistent environment for the 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 should serve as role models for the children, as demonstrated by their conduct with the children, other staff, and other parents. Each child should be dealt with positively; parents and staff should avoid showing anger.

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

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

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

The discipline policy goes on to describe specific consequences for older children when other interventions have not worked. These steps range from a review of the school rules and a warning for a first offense, to possible consequences for fourth offenses, such as out-of-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 is considered a last resort and is subject to Board review.

## **B. Recruitment Activities**

To recruit new students, the school has developed a web page <http://downtownmontessori.com>, where information about the school is located. The web page

covers Frequently Asked Questions (FAQs) about charter schools and is linked to several other sites related to charter schools. The school also relies on parents for referrals, as well as providing information by phone and through mailings.

### **C. Student Population**

Downtown Montessori started the 2004-05 school year<sup>3</sup> with 79 children in K3 through fifth grade. By the end of the year, three new students joined the school and three children had withdrawn. Two children left due to transportation issues and the reason for the other student's withdrawal was not provided. Of the 79 students enrolled at the end of the year:

- Ten (12.7%) were in pre-kindergarten for three-year-olds, 18 (22.8%) were in pre-kindergarten for four-year-olds, 11 (13.9%) were in kindergarten, 13 (16.5%) students were in first grade, 13 (16.5%) students were second graders, and six (7.6%) students were in third grade. There were five (6.3%) fourth graders and three (3.8%) fifth graders.
- Forty-three (54.4%) students were Caucasian, 20 (25.3%) were African American, six (7.6%) students were biracial, four (5.1%) students were Hispanic, three (3.8%) students were Asian, and one (1.3%) student was Native American/Alaskan. Race was not specified for two students.
- Forty-six (58.2%) were girls and 33 (41.8%) were boys.
- Three students had special education needs.<sup>4</sup> All three had speech and other health impairments. CRC reviewed one file, and IEP requirements were met.

Data regarding the number of students returning to Downtown Montessori from the previous year were gathered in the Fall of 2004. Of the 67 students attending Downtown Montessori on the last day of the 2003-04 academic year who were eligible for continued enrollment at the school this

---

<sup>3</sup> As of September 7, 2004.

<sup>4</sup> As of April 25, 2005.

past academic year, 57 enrolled and attended Downtown Montessori in September 2004. This represents a return rate of 85.0% and compares to a return rate of 78.5% in the Fall of 2003.

As of October 2004, the school had a waiting list of 15 students. In May 2005, 11 three- and four-year-old children were waiting for Fall enrollment in the Children's House, and two children were waiting for the Elementary Program.

#### **D. Hours of Instruction**

The 2004-05 school year consisted of 168 school days. The hours of instruction for K3 and K4 students were 8:30 a.m. to 11:30 a.m. each day. For students in K5 through fifth grade, the school day was 8:30 a.m. to 3:00 p.m. The highest possible number of hours of instruction per day was three hours for K3 and K4 students and 6.5 hours for K5 through fifth grade students; therefore, the provision of at least 875 hours of instruction for full-day students (K5 through fifth grade) was met. K3 and K4 students attended half days; therefore, the provision of one-half of the required 875 hours of instruction was met.

#### **E. Computer/Technology Capability**

Downtown Montessori has generic personal computers (IBM compatible). The principal at Downtown Montessori has worked with the data specialist at CRC and has computerized demographic and educational outcome information. She has continued to work with CRC staff to refine the database to ensure that it has utility for both program and monitoring purposes.

All students have access to computer stations at various times throughout the day.

## **F. Activities for Continuous School Improvement**

Following is a description of Downtown Montessori's response to the recommended activities in its programmatic profile and education performance report for the 2003-04 academic year:

- Recommendation: Continue the literacy activities begun during the 2003-04 academic year.

Response: The McGraw-Hill Reading Curriculum was implemented with additional Montessori curricular focus on literacy. The school staff met four times throughout the year with a consultant, a professor in reading and language from Cardinal Stritch University. A final half day was spent at the end of the year with this consultant to discuss the focus for next year, specifically to increase classroom time in reading, literacy, and writing.

- Recommendation: Continue implementing the Strategic Plan for Resource Development with the ultimate goal of finding a new space for the school.

Response: The school's board of directors finished the strategic planning process with the firm Growth & Design. The parents have formed a committee to find a suitable space.

- Recommendation: After the new reading curriculum is implemented, develop and implement methods to improve students' math testing skills.

Response: The school is planning on working with a DPI consultant to analyze standardized test results and advise Downtown Montessori's staff. The staff will also focus more on the connection between literacy and mathematics. In the afternoons, staff will work on activities connecting mathematics skills with literacy skills.

In addition to the specific recommendations mentioned above, the school also initiated membership in the Urban Ecology Center. This year-long program provided a coordinated science and environmental program for students at the Urban Ecology Center located on the Milwaukee River.

### **III. EDUCATIONAL PERFORMANCE**

To monitor Downtown Montessori school performance, a variety of qualitative and quantitative information has been collected at specified intervals during the past seven 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 utilized 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 by scholastic progress reports and the McGraw-Hill Reading Program tests, and as measured externally by standardized tests, such as the Stanford Diagnostic Reading Test (SDRT), the Wisconsin Reading Comprehension Test (WRCT), the Wisconsin Knowledge and Concepts Examination (WKCE), and the McGraw-Hill Terra Nova examination.

#### **A. Attendance**

At the beginning of the academic year, the school established a goal to maintain an average attendance rate of 80.0%. This year, the school surpassed this goal as students, on average, attended<sup>5</sup> school 93.9% of the time.

#### **B. Parent Conferences and Contracts**

At the beginning of the academic year, the school set a goal that parents would attend at least 50.0% of scheduled parent-teacher conferences. This year, the school scheduled two conferences, one in the Fall and one in the Spring. There were 76 children enrolled for the entire year, and

---

<sup>5</sup> Attendance was calculated for 78 students by dividing the number of days attended by the number of expected days of attendance as recorded in the school's database. Only complete records were included.



parents of all (100.0%) children attended both conferences. The school has, therefore, met its goal related to parent conferences.

The school also established a goal that 80.0% of parents would fulfill the requirements of the parent contract. This year, parents of all (100.0%) children fulfilled contract requirements. The school has, therefore, met this goal.

### **C. Special Education Students**

This year, the school established a goal to develop and maintain records for all special education students. As of April 2005, there were three students with special needs. CRC reviewed one file, and all IEP requirements were met.

### **D. Internal Local Measures of Educational Performance**

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to standardized testing, each charter school has the responsibility to describe the goals and expectations of its students in language that is meaningful, in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter 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 pupil work, and providing evidence that students are meeting local benchmarks.

## **1. Progress Reports**

For the fourth consecutive year, Downtown Montessori elected to use the Scholastic Progress Reports in grades K3 through K5 to track children's progress on a variety of skills. The K3 through K5 report card covers skill areas such as:

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

This year, the school stopped using the Scholastic Progress Report in first through fifth grades; instead, the school uses the Elementary Progress Report. This report card tracks student skills in language, reading/writing, mathematics, social studies, science, physical development, and creative expression (art/music).

### **a. Pre-Kindergarten (K4) and Kindergarten (K5)**

This year, the school established goals for practical life, sensorial, mathematics, language, and cultural areas for students in K4 and K5. Figures 1 through 5 describe the percentage of skills in which K4 (pre-kindergarten) and K5 (kindergarten) students reached “making steady progress” or “has mastered the skill.” Rates are calculated for each child depending upon if/when the skill was first introduced and are averaged across all children.<sup>6</sup>

---

<sup>6</sup> Rates were calculated by dividing the number of skills “progressing” or “mastered” by the number of skills presented for each student.

This year report cards were submitted for 28 K4 and K5 students. All 28 students exhibited progress or mastery in 76.0% or more of the practical life skills that had been presented in the first semester, and all students showed progress or mastery in 76.0% or more of the skills that were presented in the second semester (see Figure 1). In terms of sensorial discrimination skills, 22 students were progressing or had mastered 76.0% or more of the skills that had been presented to them in the first semester, and all 28 showed progress or mastery in 76.0% or more of the sensorial skills presented in the second semester of the year (see Figure 2). Similar information is provided in Figures 3 through 5.

Figure 1

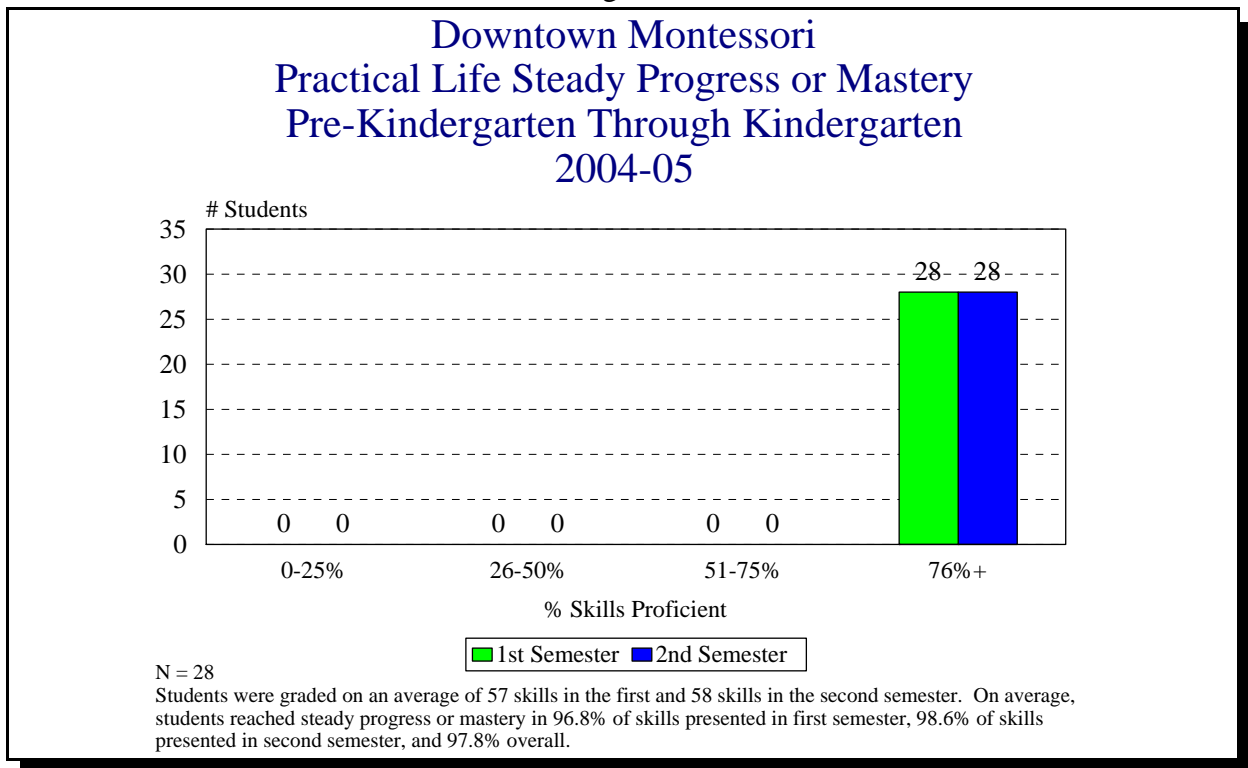
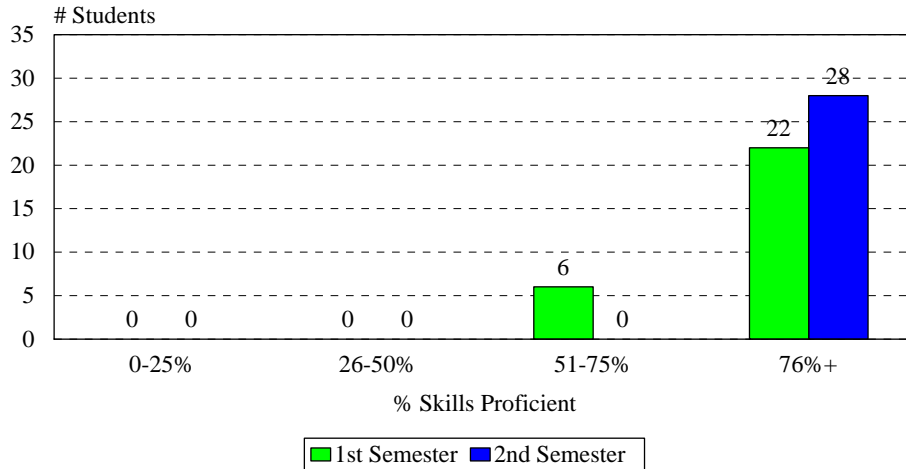


Figure 2

### Downtown Montessori Sensorial Discrimination Steady Progress or Mastery Pre-Kindergarten Through Kindergarten 2004-05

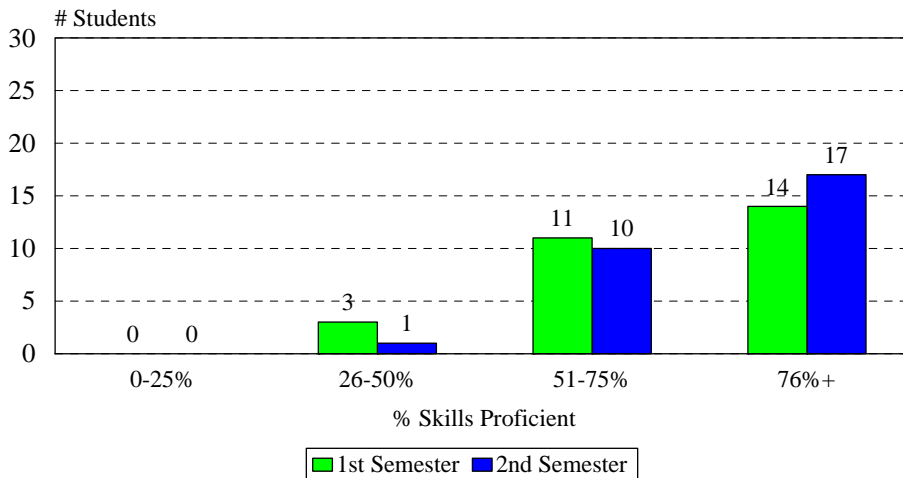


N = 28

Students were graded on an average of 18 skills in the first and 19 skills in the second semester. On average, students reached steady progress or mastery in 84.9% of skills presented in first semester, 95.8% of skills presented in second semester, and 91.1% overall.

Figure 3

### Downtown Montessori Mathematics Development Steady Progress or Mastery Pre-Kindergarten Through Kindergarten 2004-05

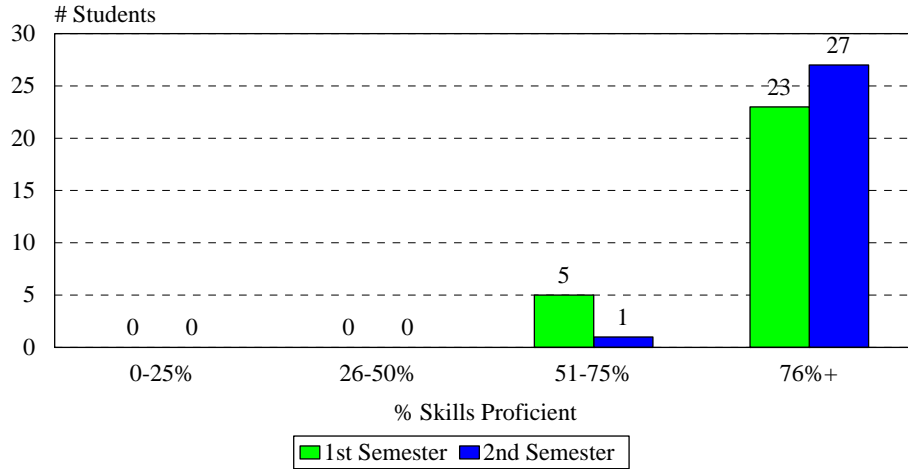


N = 28

Students were graded on an average of 11 skills in the first and 13 skills in the second semester. On average, students reached steady progress or mastery in 76.4% of skills presented in first semester, 80.0% of skills presented in second semester, and 79.9% overall.

Figure 4

### Downtown Montessori Language Steady Progress or Mastery Pre-Kindergarten Through Kindergarten 2004-05

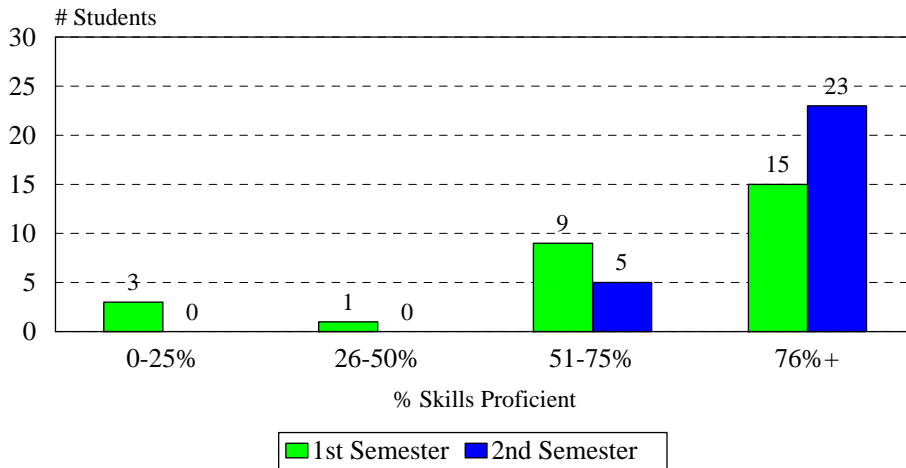


N = 28

Students were graded on an average of 16 skills in the first and 18 skills in the second semester. On average, students reached steady progress or mastery in 89.6% of skills presented in the first semester, 92.3% of skills presented in the second semester, and 90.5% overall.

Figure 5

### Downtown Montessori Cultural Areas Steady Progress or Mastery Pre-Kindergarten Through Kindergarten 2004-05



N = 28

Students were graded on an average of 17 skills in the first and 18 skills in the second semester. On average, students reached steady progress or mastery in 72.3% of skills presented in the first semester, 90.2% of skills presented in the second semester, and 84.3% overall.

By the end of the school year, Downtown Montessori K4 and K5 students, on average, achieved “steady progress” or “mastery” in:

- 97.8% of overall practical life skills.<sup>7</sup> During the first semester, students showed progress or mastered 96.8% of practical life skills, on average. During the second semester, students showed steady progress or mastered 98.6% of skills;
- 91.1% of overall sensorial skills. During the first semester, students reached the goal on 84.9% of skills. During the second semester, students showed progress or reached mastery on 95.8% of skills;
- 79.9% of overall mathematics skills. During the first semester, students reached this goal, on average, in 76.4% of the mathematics skills presented, and on 80.0% of skills presented in the second semester;
- 90.5% of overall language skills. Students reached this goal on 89.6% of language skills presented in the first semester and 92.3% presented in the second semester; and
- 84.3% of the overall cultural areas skills. Students reached this goal on 72.3% of the cultural areas skills presented in the first semester and 90.2% presented in the second semester.

#### **b. First Through Fifth Graders**

Student progress in grades first through fifth is tracked in a variety of areas such as:

- Montessori Language lessons, e.g., grammar and writing;
- Reading/Writing Program, e.g., overall reading performance, writing skills, and spelling, assessed using the McGraw-Hill Reading Program unit tests;
- Mathematics, e.g., decimal system and number theory;
- Social Studies, e.g., geography, history, and cultural geography;
- Science e.g., biology and physical geography;
- Physical Development, e.g., large and small muscle development; and

---

<sup>7</sup> The end of the year percentage is an average of the skills in which students reached “steady progress” or “mastery” during the first and second semesters.

- Creative Expression, e.g., art activities and music.

In all areas except reading/writing program skills, students are rated on each skill as “skills not yet introduced,” “needs strengthening,” or “successful.” Reading/writing assessment results are assessed in terms of proficiency levels and reflected in the McGraw-Hill Reading Program results. Reading/writing results are described later in this section. Due to the limited number of skills on which students are assessed in other areas, CRC limited analysis to progress in language and math skills.<sup>8</sup>

This year, the annual learning memo did not reflect the change in report cards. Therefore, the memo did not include goals specifically related to the new rating method. To estimate student progress, CRC counted the number of skills in which a student reached “successful.”<sup>9</sup>

Figures 6 and 7 describe the percentage of skills in which first through fifth grade students reached “successful” in language and math.<sup>10</sup> This year, 26 of 40 students reached “successful” in 76.0% or more of the language skills that had been presented in the first semester, and 31 of 40 students reached “successful” in 76.0% or more language skills that were presented in the second semester (see Figure 6). In terms of math skills, 5 of 40 students reached “successful” in 76.0% or more of the skills that had been presented to them in the first semester, and 25 of 40 students reached “successful” in 76.0% or more skills in the second semester (see Figure 7).

---

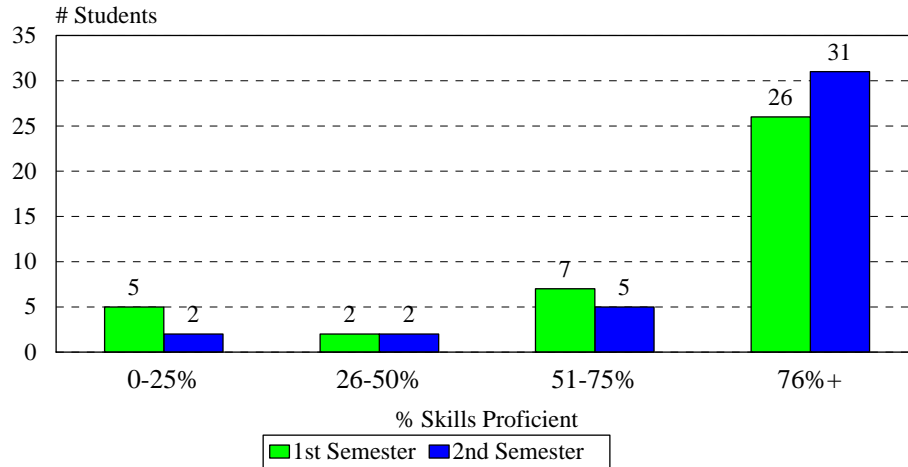
<sup>8</sup> Students are rated on two physical developments, two creative expressions, two social studies, and two science items. Given the limited number of items in these areas, they were not included in the analysis.

<sup>9</sup> The school requested that children rated “needs strengthening” or “successful” be counted as having met goals. However, if this analysis were employed, all children introduced to any item would by default meet the goal.

<sup>10</sup> Rates were calculated by dividing the number of skills in which the student was assessed “successful” by the number of skills for which the student was assessed.

Figure 6

### Downtown Montessori Language Skills "Successful" First Through Fifth Graders 2004-05

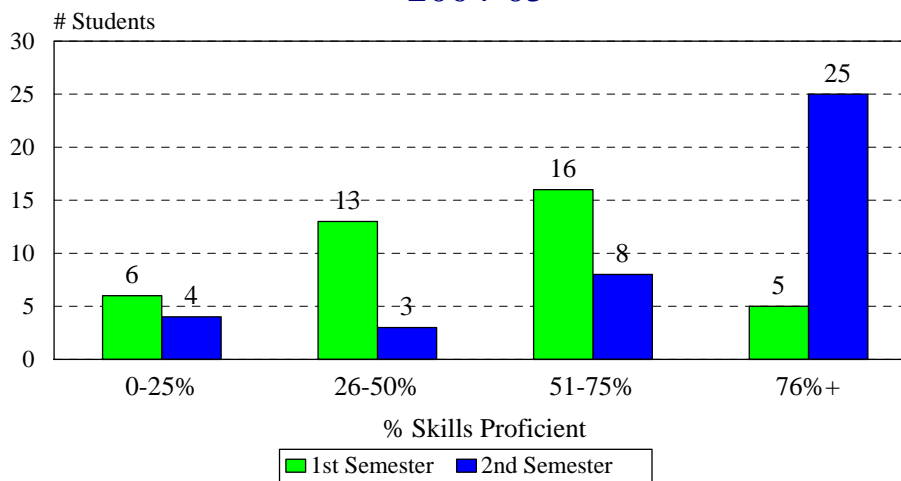


N = 40

Students were graded on an average of 14 skills in the first and 15 skills in the second semester. On average, students reached successful in 76.0% of skills presented in first semester, 85.0% of skills presented in second semester, and 81.0% overall.

Figure 7

### Downtown Montessori Mathematics Skills "Successful" First Through Fifth Graders 2004-05



N = 40

Students were graded on an average of 11 skills in the first and 13 skills in the second semester. On average, students reached successful in 51.7% of skills presented in first semester, 75.3% of skills presented in second semester, and 63.3% overall.



By the end of the school year Downtown Montessori first through fifth grade students, on average, achieved “successful” in:<sup>11</sup>

- 81.0% of language skills (students reached successful, on average, in 76.0% of the skills presented during the first semester and 85.0% of those presented in the second semester).
- 63.3% of the math skills presented throughout the year (students reached successful, on average, in 51.7% of skills presented during the first semester and 75.3% presented in the second semester).

## **2. McGraw-Hill Reading Program**

This year, the school adopted the McGraw-Hill Reading Program to monitor students’ progress in gaining reading skills. The school administered a placement test at the beginning of the year to identify each child’s reading level. Results were combined with SDRT results and teacher assessments to place each child in an instructional level, unrelated to the traditional concept of “grade level.” Children with similar instructional levels were placed in reading groups.

During each semester, students were taught three reading units. Results were summarized on student report cards in 14 competency areas, such as overall reading performance, completion of nightly reading homework, and responsibility for reading materials.

---

<sup>11</sup> End of year percentage includes achieving “successful” on skills presented in the first or second semester.

Each competency was assigned a proficiency level. Results from the end of the year indicate that most students' overall reading performance was proficient (57.5%) or advanced (25.0%). Nearly half of the students exhibited proficient (40.0%) or advanced (15.0%) in writing skills. Results from each semester are illustrated in Tables 1 and 2.

**Table 1**

**Downtown Montessori  
Reading/Writing Program Proficiency Levels  
McGraw-Hill Reading Program Summary  
End of First Semester  
2004-05**

Area Tested	Proficiency Level									
	Minimal		Basic		Proficient		Advanced		Total	
	N	%	N	%	N	%	N	%	N	%
Overall Reading Performance	1	2.5%	3	7.5%	24	60.0%	12	30.0%	40	100.0%
Complete Nightly Reading Homework	0	0.0%	6	15.0%	17	42.5%	17	42.5%	40	100.0%
Attendance/Tardiness	5	12.5%	4	10.0%	9	22.5%	22	55.0%	40	100.0%
Responsibility for Reading Materials	0	0.0%	4	10.0%	14	35.0%	22	55.0%	40	100.0%
Oral Reading Skills	1	2.5%	5	12.5%	27	67.5%	7	17.5%	40	100.0%
Writing Skills	2	5.0%	12	30.0%	24	60.0%	2	5.0%	40	100.0%
Comprehension Skills	0	0.0%	2	5.0%	23	57.5%	15	37.5%	40	100.0%
Analysis Skills	0	0.0%	3	7.5%	28	70.0%	9	22.5%	40	100.0%
Spelling	0	0.0%	6	15.0%	17	42.5%	17	42.5%	40	100.0%
Grammar	0	0.0%	5	12.5%	29	72.5%	6	15.0%	40	100.0%

**Table 2**

**Downtown Montessori  
Reading/Writing Program Proficiency Levels  
McGraw-Hill Reading Program Summary  
End of Second Semester  
2004-05**

Area Tested	Proficiency Level									
	Minimal		Basic		Proficient		Advanced		Total	
	N	%	N	%	N	%	N	%	N	%
Overall Reading Performance	1	2.5%	6	15.0%	23	57.5%	10	25.0%	40	100.0%
Complete Nightly Reading Homework	1	2.5%	8	20.0%	13	32.5%	18	45.0%	40	100.0%
Attendance/Tardiness	5	12.5%	5	12.5%	8	20.0%	22	55.0%	40	100.0%
Responsibility for Reading Materials	1	2.5%	4	10.0%	15	37.5%	20	50.0%	40	100.0%
Oral Reading Skills	2	5.0%	6	15.0%	20	50.0%	12	30.0%	40	100.0%
Writing Skills	2	5.0%	16	40.0%	16	40.0%	6	15.0%	40	100.0%
Comprehension Skills	2	5.0%	3	7.5%	17	42.5%	18	45.0%	40	100.0%
Analysis Skills	1	2.5%	6	15.0%	22	55.0%	11	27.5%	40	100.0%
Spelling	1	2.5%	7	17.5%	16	40.0%	16	40.0%	40	100.0%
Grammar	1	2.5%	5	12.5%	24	60.0%	11	27.5%	40	100.0%

### **3. Summary of Scholastic Progress**

Downtown Montessori's local measure related to report cards for pre-kindergarten and kindergarten was that they would demonstrate "making steady progress" or "has mastered the skill" on the skills presented each semester. The data demonstrate that on average, students in K4 and K5 made steady progress or mastered between 79.9% and 97.8% of the skills presented, depending on the skill area.

The school did not specifically identify a local measure for the Elementary Progress Reports used in first through fifth grades. When analysis was limited to skills in which students were "successful," results showed that on average, students reached successful in 63.3% of math and 81.0% of language skills. Based on the McGraw-Hill Reading Program test results, most students' overall reading performance was proficient (57.5%) or advanced (25.0%). Forty percent of students exhibited proficient and 15.0% advanced writing skills. Therefore, this local measure of academic achievement was met.

## **E. Standardized Measures of Educational Performance**

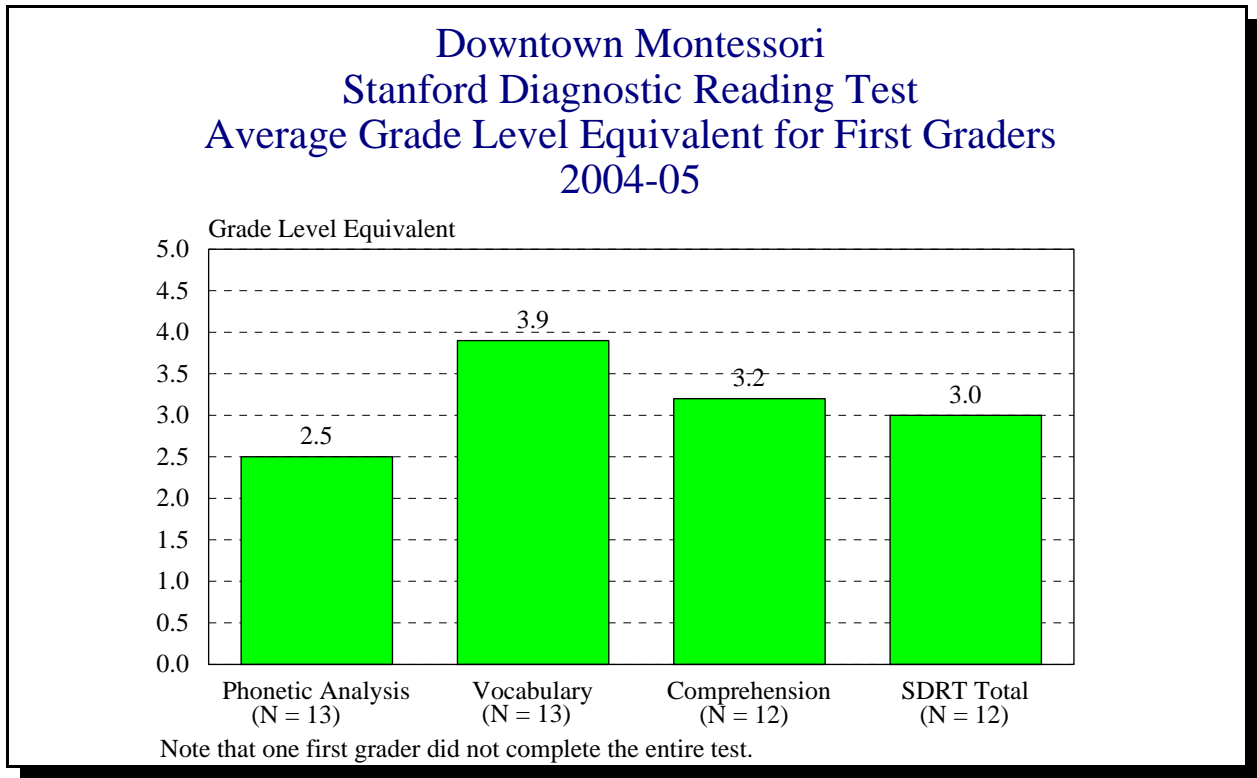
The SDRT is the standardized test required by the CSRC for administration to first, second, and third graders enrolled in city charter schools. In addition, all third graders enrolled in public schools are required to take the WRCE and fourth graders must be administered the WKCE. The CSRC requires that fifth graders be administered the McGraw-Hill Terra Nova examination. (Standardized testing was not an appropriate measure of educational performance for the pre-kindergarten or kindergarten students enrolled at Downtown Montessori during the academic year because of their age and developmental level.) Results are described below.

### **1. Stanford Diagnostic Reading Test**

In March 2005, the SDRT was administered to 13 first graders, 13 second graders, and six third graders. Although not required by the CSRC, the school administered the test to four fourth graders. Student performance in first through third grades is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score. Fourth graders are assessed in vocabulary, comprehension, and scanning and are assigned a total score.

Results indicate that first graders were functioning, on average, at second and third grade reading levels, depending on the area tested (see Figure 9 and Table 3).

Figure 8



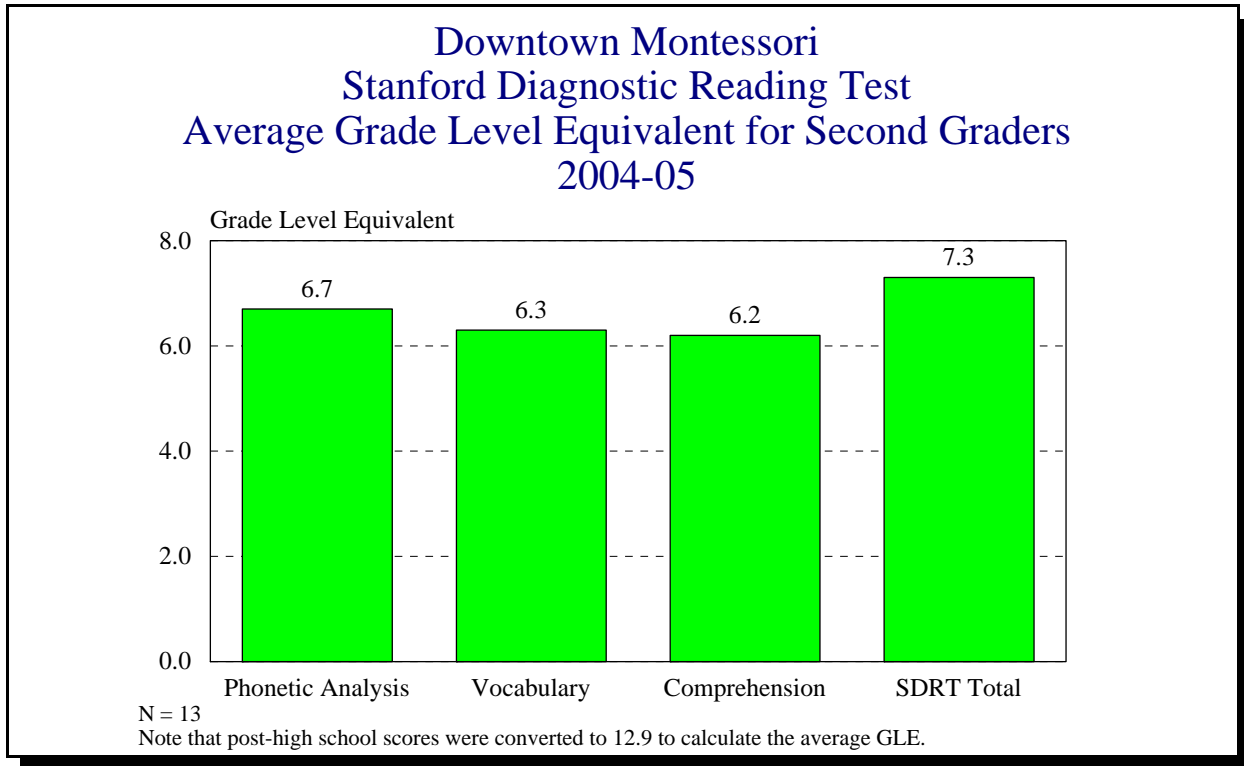
**Table 3  
Downtown Montessori  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for First Graders  
2004-05**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis (N = 13)	K.7	5.2	2.2
Vocabulary (N = 13)	1.3	7.1	3.2
Comprehension (N = 12)	1.2	7.7	2.5
<b>SDRT Total (N = 12)</b>	1.2	4.8	3.3

Note: Results are rounded to the nearest tenth.

Second grade results are presented in Figure 9 and Table 4. Second graders were functioning, on average, at a sixth grade level equivalent in the areas tested and seventh grade overall.

Figure 9



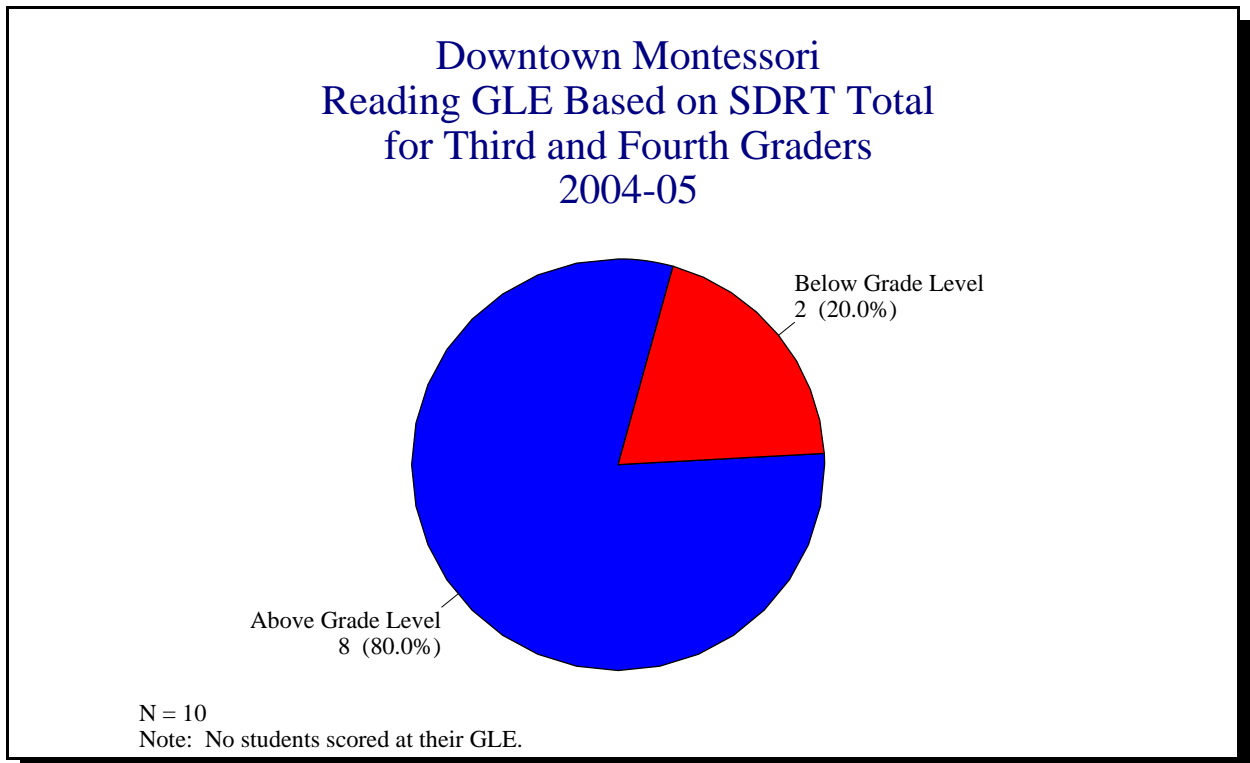
**Table 4  
Downtown Montessori  
Stanford Diagnostic Reading Test  
Grade Level Equivalent Range for Second Graders  
2004-05  
(N = 13)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.3	10.9	7.9
Vocabulary	2.6	8.1	8.1
Comprehension	1.8	PHS*	5.7
<b>SDRT Total</b>	2.3	PHS*	8.1

\*Note that post-high school scores were converted to 12.9 to calculate the average GLE.

The SDRT was administered to six third and four fourth graders. Due to the small size of these cohorts, results for each class could not be included in this report. However, CRC combined results to provide an indication of how many students were reading at grade level. Results indicate that 80.0% of third and fourth graders were reading above grade level (see Figure 10).

Figure 10





## **2. Wisconsin Reading Comprehension Test**

The WRCT, required of all third graders in Wisconsin public schools, was taken by six third grade students at Downtown Montessori. Due to the small size of this cohort, results are not included in this report.

## **3. Wisconsin Knowledge and Concepts Examination**

In November 2004, all fourth, eighth, and tenth grade public school students in Wisconsin participated in statewide assessments in the subject areas of reading, language arts, math, science, and social studies.<sup>12</sup> These assessments are called the Wisconsin Knowledge and Concepts Examinations. Based on how students score on these assessments, they are placed in one of four proficiency categories: advanced, proficient, basic, or minimal performance.<sup>13</sup> This year there were five fourth graders who were administered the WKCE. Due to the small size of this class, results could not be included in this report.

## **4. McGraw-Hill Terra Nova Examination**

The CSRC requires that each charter school administer the McGraw-Hill Terra Nova examination, which is a standardized test from the same publisher as the DPI-approved Wisconsin Student Assessment System. Students are tested in reading, language, math, science, and social studies. Results are provided as GLEs.

---

<sup>12</sup> Note that the DPI changed the testing period from the Spring of the academic year to the Fall of the academic year in 2002.

<sup>13</sup> Advanced: demonstrates in-depth understanding of academic knowledge and skills tested on WKCE; Proficient: demonstrates competency in the academic knowledge and skills tested on WKCE; Basic: demonstrates some academic knowledge and skills tested on WKCE; and Minimal Performance: demonstrates very limited academic knowledge and skills tested on WKCE.

This year, Downtown, Montessori administered the test to its three fifth graders. Due to the small size of this cohort<sup>14</sup>, results are not included in this report.

## **F. Multiple-Year Student Progress**

Year-to-year progress is measured by comparing scores in reading, language, and math on standardized tests from one year to the next. The tests used to examine progress are the SDRT (reading only), the WKCE, and the Terra Nova reading, language, and math subtests. In previous years, multiple year student progress was reported in aggregate for all students enrolled in the school. This year, the CSRC required that multiple year student progress be reported only for students enrolled a full academic year, i.e., since September 19, 2003. In addition to reporting grade level equivalents for second and third graders, the CSRC required that progress for fourth and fifth grade students who met proficiency expectations be reported separately from those who did not.

Due to the small size of each grade, CRC included all students for whom comparable standardized test data were available.

### **1. First Through Third Graders**

First through third grade reading progress is measured using the SDRT. Results from this test are stated in GLEs. The CSRC expects all students, on average, to advance at least one year from Spring to Spring testing. The expectations for students with below grade level scores in the previous year is more than one year GLE advancement. Results in this section reflect all students administered the SDRT in consecutive years.

---

<sup>14</sup> The CSRC requires that cohorts consist of ten or more students to ensure confidentiality.

The following table describes reading progress results, as measured by SDRT over consecutive academic years for students enrolled as first graders in 2003-04 and as second graders in 2004-05, and for second graders who returned as third graders in 2004-05. Overall, SDRT totals indicate an average improvement of 2.3 GLE from first to second grade. Advancement from second to third grade could not be reported due to the small size of this cohort. Results were then combined to show an overall average advancement of 2.5 GLE for second and third graders.

<b>Table 5</b>				
<b>Downtown Montessori</b>				
<b>Average GLE Advancement in Reading</b>				
<b>Based on SDRT</b>				
<b>Grades</b>	<b>Grade Level Equivalent</b>			
	<b>Average GLE (2003-04)</b>	<b>Average GLE (2004-05)</b>	<b>Average Advancement</b>	<b>Median Advancement</b>
First to Second (N = 11)	5.0	7.3	2.3	1.9
Second to Third (N = 6)	Cannot be reported	Cannot be reported	Cannot be reported	Cannot be reported
<b>Total (N = 17)</b>	--	--	<b>2.5</b>	<b>2.2</b>

Note: Results are rounded to the nearest tenth.

It is possible to compare SDRT results from 2002-03 to 2004-05 using scores from students who took the SDRT in 2002-03 as first or second graders and again in 2004-05 as third or fourth graders.<sup>15</sup> Five of this year's third graders were administered the SDRT as first graders in 2002-03 and four of this year's fourth graders took the test as second graders in 2002-03. Due to the small size of these cohorts, progress could not be included in this report.

---

<sup>15</sup> The school elected to administer the SDRT to fourth graders this year.

## **2. Fourth and Fifth Graders**

There is no standardized test required by the CSRC to track reading, language, and math progress from third to fourth grade. The examinations used to track fourth to fifth grade progress are the WKCE and the Terra Nova. This year, there were two fifth graders who had scores from consecutive years. Due to the small size of this cohort, results could not be included in this report.

### **G. Multiple-Year Student Progress for Students Who Did Not Meet Proficiency Expectations**

In addition to examining progress for all students, the CSRC requires the school to report grade and proficiency level advancement for children who did not meet proficiency level expectations in reading, language, and/or math in the previous academic year. Because SDRT does not translate into proficiency levels, this requirement was applied to first and second graders who tested below GLE in 2003-04. This year, there were:

- no second graders who tested below grade level in reading, based on the 2003-04 SDRT;
- no third graders who tested below grade level in reading, based on the 2003-04 SDRT; and
- fewer than ten fifth graders who tested at minimal or basic level in reading, language arts, and math, based on the 2003-04 WCKE.

Due to the small size of these cohorts and the difference in test series from year to year, progress for students below grade level or who did not meet proficiency level expectations could not be reported.

## **H. Annual Review of the School's Adequate Yearly Progress**

### **1. Background Information<sup>16</sup>**

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, the DPI releases an Annual Review of School Performance for each chartered school with information about whether that school has met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to meet the criteria in the same AYP objective for two consecutive years, the school is designated as "identified for improvement." Once designated as "identified for improvement," the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from this status designation.

The possible school status designations are:

- "Satisfactory," which means the school is not in improvement status;
- SIFI, or "School Identified for Improvement," which means the school did not meet AYP for two consecutive years in the same objective.
- SIFI Levels 1-5, which means 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 the school met the 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 be removed from this "improvement" status and returned to "satisfactory" status.

---

<sup>16</sup>This information is taken from the DPI website: [www.dpi.state.wi.us/oea/annrvw05.html](http://www.dpi.state.wi.us/oea/annrvw05.html)

- Title I Status, which identifies whether Title I funds are directed to this school. If so, the schools are subject to the Federal sanctions.<sup>17</sup>

## **2. Three Year Adequate Yearly Progress**

According to Downtown Montessori's Adequate Yearly Progress Review Summary School Performance: 2004-05<sup>18</sup> published by DPI, the Academy has demonstrated "Satisfactory" performance on all four objectives. The objectives were that 95.0% of the eligible students participated in the required tests, that at least 67.5% of the students were reading at the proficient or above level, that 47.5% of the students tested were at the proficient or above level in mathematics, and that the school maintained an attendance rate of at least 85.0%.

In addition, DPI has reported that the Academy received a "Satisfactory" designation in all four objectives applicable throughout the past three years. Downtown Montessori has met all requirements for AYP for the 2004-05 academic year.

## **IV. CONCLUSIONS/RECOMMENDATIONS**

This report covers the seventh year of Downtown Montessori's charter school status. Downtown Montessori has met all of the reportable educational contract provisions in its charter school contract with the City of Milwaukee. The data related to year-to-year academic progress for fourth through fifth grade students could not be reported due to the small test group size. The key performance indicators were:

- Average student attendance was 93.9%, exceeding Downtown Montessori's goal of 80.0%.

---

<sup>17</sup> For complete information about sanctions, see [www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc](http://www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc); [www.dpi.state.wi.us/dpi/esea/bul\\_0402.html](http://www.dpi.state.wi.us/dpi/esea/bul_0402.html); and [www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc](http://www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc)

<sup>18</sup> For a copy of the Downtown Montessori's Academy Annual Review of School performance, see the DPI website.

- All classroom teachers were Montessori certified and held Wisconsin DPI licenses or permits.
- Individual pupil information was provided in a database or computerized format that could be accessed for reporting purposes.
- Parents of all (100.0%) students attended both parent conferences.
- On average, the pre-kindergarten and kindergarten students made steady progress or mastered between 79.9% and 97.8% of the skills presented during the year, depending upon the skill area.
- On average, the first through fifth grade students reached successful in 63.3% of math and 81.0% language skills presented during the year.
- At the end of the year, most first through fifth grade students were proficient (57.5%) or advanced (25.0%) in overall reading performance, based on the Reading McGraw-Hill program.
- 40.0% of the students exhibited proficient and 15.0% advanced writing skills.
- First graders were functioning, on average, at second and third grade levels depending on the areas tested on the SDRT.
- Second graders were functioning, on average, at sixth grade level in the areas tested on the SDRT and at the seventh grade overall.
- 80.0% of third and fourth graders were functioning above grade level as measured by the SDRT.
- Second grade students with comparable SDRT results as first graders advanced an average of 2.3 GLE.
- Second and third grade students with comparable SDRT results advanced an average of 2.5 GLEs.
- Results from the WRCT, fourth grade WKCE, and the Terra Nova for third, fourth, and fifth graders could not be reported due to small cohort sizes.

After reviewing the information in this report and considering the information gathered during the principals's interview on May 31, 2005, it is recommended that the focus of activities for the 2005-06 year include the following:

- Continue to work on finding new classroom space, including identifying resources beyond parent time and energy.
- Continue developing the afternoon integrated literacy program to specifically work on logical reasoning.
- Develop a rating system with criteria for local measures in reading and math for first through fifth graders that will clearly identify the students in need of extra services.
- Provide teacher training and foster appropriate utilization of Powerschool.



**APPENDIX A**  
**CONTRACT COMPLIANCE CHART**

**Downtown Montessori Academy, Inc.**  
**Overview of Compliance for Educationally Related Contract Provisions**

**2004-05**

<b>Section/Page of Contract</b>	<b>Educationally Related Contract Provision</b>	<b>Monitoring Report Reference Page</b>	<b>Contract Provision Met or Not Met</b>
Section B, pp. 2-3	Description of educational program of the school and curriculum focus	Pages 2-3	Met
Section B, p. 4	875 hours of instructions	Page 8	Met
Section C, p. 5	Educational methods	Pages 2-3	Met
Section D, p. 5	Montessori Learning Review (see local measures below)		
Section E, p. 5	Parental involvement	Page 5	Met
Section B, p. 2	Teacher certification: Montessori	Page 4	Met
Section F, p. 6	DPI license or permit	Page 4	Met
Section I, p. 7	Student database information	Page 7	Met
Section K, p. 8	Procedures for disciplining students	Pages 5-7	Met
Memo subsequent to contract	Administration of required standardized tests.	Pages 30-34	Met
Memo subsequent to contract	Academic criteria #1: maintain local measures, showing student growth in demonstrating curricular goals.	Pages 11-29	Met
Memo subsequent to contract	Academic criteria #2: Achievement Measure: a. Second and third grade students: Advance Average of one GLE in reading. b. Fourth and fifth grade students Proficient or Advanced in Reading: Maintain proficiency level. c. Fourth and fifth grade students Proficient or Advanced in Language Arts: Maintain proficiency level. d. Fourth and fifth grade students Proficient or Advanced in Language Math: Maintain proficiency level.	Page 34	a. Met b. N/A* c. N/A* d. N/A*
Memo subsequent to contract	Academic criteria #3: Year-to-Year Achievement Measure a. Second and third grade students with below grade level 03-04 scores in reading: Advance more than one GLE in reading. b. Fourth and fifth grade students below proficient level in 03-04 reading test: Advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range. c. Fourth and fifth grade students below proficient level in 03-04 language arts test: Advance one level of proficiency or to the next quartile within the 03-04 proficiency level range. d. Fourth and fifth grade students below proficient level in 03-04 math test: Advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range.	Page 35	a. N/A* b. N/A* c. N/A* d. N/A*

\*Group size too small for grade level, or school-wide report could not be reported.

**APPENDIX B**  
**OUTCOME MEASURE AGREEMENT MEMO**

**Downtown Montessori Academy**  
**2319 E Kenwood Blvd.**  
**Milwaukee, WI. 53211**

**Student Learning Memorandum**  
**2004-2005 School Year**

The following procedures and outcomes will be used for the 2004-2005 school year monitoring of the education programs of Downtown Montessori. The data will be provided to Children's Research Center, the monitoring agent contracted by the City of Milwaukee Charter School Review Committee.

**Attendance:**

The school will maintain an average daily attendance rate of eighty percent (80%). Attendance rates will be reported as present, excused, unexcused.

**Enrollment:**

Upon admission, individual student information will be added to the school database .

**Termination:**

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

**Parent Conferences:**

On average, parents will participate in at least fifty percent (50%) of the scheduled parent-teacher conferences. Dates for the events and names of the parent participants will be recorded by the school and provided to Children's Research Center in June of each school year.

**Parent Contract:**

Eighty percent (80%) of parents will fulfill the requirements of the parent contract related to hours of involvement.

**Exceptional Education Needs Students:**

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

**Academic Achievement: Local Measures**

**Montessori Skills**

Students' Montessori curricular experiences, skills, and content included in local measures assessment are in the areas of Sensorial, Practical Life, Mathematics, Language Arts, and Culture. The following scale will be used for the local measures assessment:

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

Beginning with four year old kindergarten through fourth grade students will demonstrate "Making steady progress" or "Has mastered the skill" on the skills presented each semester. Measurement will occur once each semester.

These measures are based on the Montessori approach where the teacher first presents the skill; and the student then practices the skill until reaching mastery at that particular skill. Teachers will document the semester when a skill is presented and the semester when the student reaches the Mastery level. At the end of the school year, all skills that were presented to the student and in which the student has not yet reached "Has mastered the skill" will be recorded as "Making steady progress," "Having difficulty," or "New presentation."

**Writing Skills** will continue to be part of our local measures and progress will continue to be measured and reported as part of our present local measures.

**McGraw Hill Reading Program** – Using the McGraw Hill placement and reading tests throughout the year we will be able to measure the students reading progress. The placement tests will be administered in the fall in Kindergarten thru 5<sup>th</sup> Grade, unit tests will be administered through out the year.

### Academic Achievement: Standardized Measures

The following standardized test measures will assess academic achievements in reading and mathematics. On average, each class will demonstrate a minimum increase of one grade level as measured by the academic progress of each student in that grade. Students who initially test below grade level will demonstrate more than one grade-level gain.

#### **Grades 1, 2,3,4**

**Stanford Diagnostic Reading Test** will be administered each spring. 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**

**Mc Graw Hill Terra Nova - Fall** – will be administered during the same time frame identified by DPI for testing the 4<sup>th</sup> Grade and on an annual basis. This test will provide each student with a proficiency level via a scale score in reading and math

**Wisconsin Reading Comprehension Test** will be administered on an annual basis in the time frame identified by the Wisconsin Department of Public Instruction. The test will provide each student with a comprehension score and a proficiency level.

#### **Grade 4**

**WKCE** will be administered in the fall on an annual basis as defined by the Wisconsin Department of Public Instruction. The areas to be evaluated will be reading and math.

**Oral Language** will be assessed by any Wisconsin Department of Public Instruction approved instrument. DPI will provide these tests.

#### **Grade 5**

**Mc Graw Hill Terra Nova** will be administered during the same time frame identified by the State Department of Public Instruction for testing fourth graders and on an annual basis. This test will provide each student with a proficiency level via a scale score in reading and mathematics.