

Darrell Lynn Hines College Preparatory Academy of Excellence

Programmatic Profile and Educational Performance

2013–14 School Year

Report Date: September 2014

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EXECUTIVE SUMMARY
for
Darrell Lynn Hines College Preparatory Academy of Excellence
2013–14

This 12th annual report on the operation of Darrell Lynn Hines College Preparatory Academy of Excellence (DLH Academy) is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), DLH Academy staff, and the NCCD Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following.

I. CONTRACT COMPLIANCE SUMMARY

DLH Academy met all but two provisions of its contract with CSRC: that all instructional staff hold a valid DPI license or permit (one teacher did not hold a license this year) and the WKCE year-to-year requirement that at least 60.0% of fourth to eighth graders below the proficient level in math in 2012–13 would advance in 2013-2014 (52.4% advanced).

II. PERFORMANCE CRITERIA

A. Local Measures

1. Primary Measures of Academic Progress

CSRC requires that the school track student progress in reading, writing, math, and special education goals 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.

a. Reading

K4 through first-grade reading skills were assessed using the Phonological Awareness Literacy Screening (PALS). A total of 72 students completed the fall and spring PALS assessments; 57 (79.2%) of those students met the spring reading benchmark. For K4 students, this meant reaching the developmental range for at least five of seven tasks and for K5 and first-grade students, this meant meeting the spring summed score benchmark.

Second- through eighth-grade student reading skills were tested using Measures of Academic Progress (MAP).

- Overall, 45 (62.5%) of 72 second- through eighth-grade students who met MAP target scores last year met target scores again this year, meeting the school’s goal of 60.0%.
- Of 38 second- through eighth-grade students who did not meet MAP target scores last year, 23 (60.5%) met target scores this year, exceeding the school’s goal of 50.0%.

- A total of 40 (60.6%) of 66 new or newly tested second- through eighth-grade students met their MAP target reading scores in the spring of 2014; the school's goal was 70.0%.

b. Math

K5 and first-grade students were tested using the Math in Focus curriculum. Of 42 students, 35 (83.3%) scored proficient or higher on 75.0% of math skills; the school's goal was 100.0%.

Second- through eighth-grade student math skills were tested using MAP.

- Overall, 34 (48.6%) of 70 second- through eighth-grade students who met targets last year met targets again this year, falling short the school's goal of 60.0%
- Of 39 second- through eighth-grade students who did not meet target scores last year, 21 (53.8%) met target scores this year, exceeding the school's goal of 50.0%.
- A total of 47 (70.1%) of 67 new or newly tested second- through eighth-grade students met target scores, meeting the school's goal of 70.0%.

c. Writing

A total of 148 (66.4%) of 223 K5 through eighth-grade students scored at least three of four points on grade-level writing skills based on the Six Traits of Writing rubric, meeting the school's goal of 65.0%.

d. Special Education

Of 33 special education students with active individualized education programs, 27 (81.8%) demonstrated progress on at least 70.0% of their subgoals.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, DLH Academy identified measureable education-related outcomes in attendance, parental involvement, and special education student records. The school met its goals in all of these outcomes.

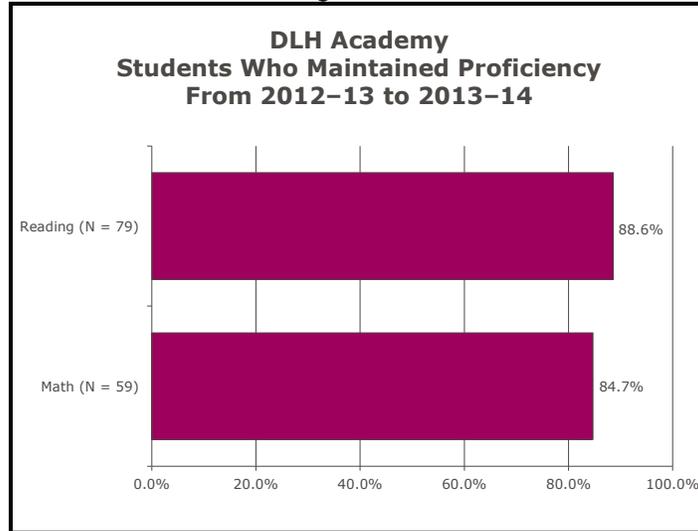
B. Year-to-Year Academic Achievement on Standardized Tests

DLH Academy administered all required standardized tests noted in their contract with the City of Milwaukee. Multiple-year student progress is summarized below.

The following summarizes year-to-year achievement based on standardized test scores.

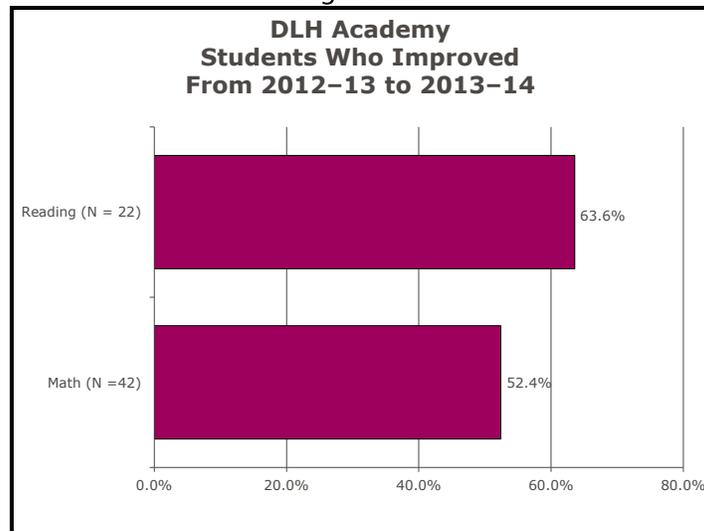
- Of 79 fourth through eighth graders, 88.6% maintained proficiency in reading, and 84.7% of 59 students maintained proficiency in math, based on former proficiency-level cut scores used up until the current school year (Figure ES1). CSRC's goal is 75.0%.

Figure ES1



- Of 22 fourth- through eighth-grade students who were below proficient in reading, 63.6% showed improvement, while 52.4% of 42 students who were below proficient in math showed improvement, based on former proficiency-level cut scores (Figure ES2). CSRC's goal is 60.0%.

Figure ES2



C. Scorecard

The school scored 72.6% on the scorecard using former Wisconsin Knowledge and Concepts Examination (WKCE) cut scores.

III. SURVEY/INTERVIEW RESULTS

Every other year CRC conducts parent surveys and interviews board members, teachers, and students to obtain feedback on their perceptions about the school. Some of the key results include the following.

- Parents of 84 of 181 (46.4%) students responded to the survey.
 - » Most (86.9%) parents would recommend this school to other parents.
 - » A majority (88.1%) of parents rated the school's overall contribution to their child's learning as excellent or good. Some (8.3%) parents rated the school's contribution as fair and a small percentage (2.4%) rated the school's contribution as poor. Two parents did not respond to the question.
- Seven board members participated in interviews.
 - » All seven board members rated the school, overall, as good.
 - » When asked for one suggestion for improving the school, board members indicated a range of suggestions, from finding a way to keep quality teachers to providing more information to parents for classroom support.
- A total of 10 instructional staff participated in interviews.
 - » Six (66.7%) teachers listed the school's progress toward becoming a high-performing school as good, three (33.3%) teachers reported the school's progress as fair, and one teacher did not respond.
 - » One (10.0%) teacher rated the school's overall progress in contributing to students' academic progress as excellent, five (50.0%) as good, and four (40.0%) teachers rated the school's progress as fair.
- There were 20 students interviewed.
 - » All students said they had improved their reading ability and 90.0% said their math abilities had also improved.
 - » Most students said they felt safe while at school.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all of the recommendations in its 2012–13 programmatic profile and educational performance report. Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities.

- Continue to implement the recommendations resulting from the partnership with Cambium Learning to improve the local measure results.
- Continue and reinforce the practices related to data use and differentiation when programming for each student.
- Develop and implement a plan for monitoring licensure and keeping teachers for the entire year and from year to year.
- Develop and implement a plan to improve the number of returning students from year to year.

V. CRC RECOMMENDATION FOR ONGOING MONITORING

CRC recommends that DLH Academy continue regular, annual academic monitoring and reporting.

I. INTRODUCTION

This is the 12th annual program monitoring report to address educational outcomes for the Darrell Lynn Hines College Preparatory Academy of Excellence (DLH Academy), one of 10 schools chartered by the City of Milwaukee during the 2013–14 school year. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between CSRC and the NCCD Children’s Research Center (CRC).¹

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

1. CRC staff assisted the school in developing its student learning memorandum.
2. CRC staff visited the school, conducted a structured interview with the executive director and principal, and reviewed pertinent documents.
3. CRC staff and the CSRC chair attended a meeting of the board of directors of this school to improve communications regarding the roles of CSRC and CRC as the educational monitor and the expectations regarding board member involvement.
4. CRC made additional site visits to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
5. At the end of the academic year, CRC conducted a structured interview with the executive director and the assistant principal to review the year and develop recommendations for school improvement.
6. CRC read case files for selected special education students to ensure that individualized education programs (IEP) were up to date.
7. CRC staff verified the license or permit information for all instructional staff using the Wisconsin Department of Public Instruction (DPI) teacher license website.
8. CRC staff conducted interviews with a random selection of students, teachers, and members of the school’s board of directors.
9. CRC conducted a survey of parents of all students enrolled in the school.
10. DLH Academy provided electronic and paper data to CRC, which were compiled and analyzed at CRC in order to produce the monitoring report.

¹ CRC is a nonprofit social science research organization and a center of the National Council on Crime and Delinquency (NCCD).

II. PROGRAMMATIC PROFILE

Darrell Lynn Hines College Preparatory Academy of Excellence

Address: 7151 N. 86th St.
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Telephone: (414) 358-3542

Director of Schools
and Leadership: Precious Washington
Principal: Lois Fletcher

DLH Academy is on the Northwest side of Milwaukee. It was founded in 1998 as a private school affiliated with the Christian Faith Fellowship Church. In 2002, the school became an independent charter (public) school, chartered by the City of Milwaukee. DLH Academy provides educational programming for children in kindergarten (K4 and K5) through eighth grade.

A. Description and Philosophy of Educational Methodology²

1. Mission and Philosophy

The mission of DLH Academy is to accomplish excellence and equity in a K4 through eighth-grade educational environment. DLH Academy provides quality education in a coeducational, safe, nurturing, caring, and academically challenging learning environment. The school's goals include the following.

- Provide training and excellence in education and daily opportunities for students to grow and reach their potential;
- Provide broad access to an exemplary K4 through eighth-grade college preparatory education;
- Be a school community that values and recognizes scholarship, high levels of student effort, academic achievement, and creativity;

² 2013–14 *Family Handbook*.

- Provide an environment in which each student is known, respected, and valued as an individual of great potential and promise;
- Prepare students to become active, ethical, and responsible citizens of an interdependent and ever-changing world;
- Create a professional setting for teachers and staff in which they are free to model and demonstrate best practices, engage in innovative pedagogical methods, and stretch their imaginations and knowledge for continuous improvement; and
- Actualize partnerships with parents, families, and community-based organizations to build a holistic support system for students.

2. Description of Educational Programs and Curriculum³

DLH Academy offers a transdisciplinary curriculum through the IB Primary Years Programme (PYP). Through the PYP curriculum, students learn to profile all of the characteristics of educated international persons. They are taught to value diversity and celebrate multiculturalism.

In addition to reading/literacy, language arts (including writing), and math, DLH Academy offers instruction in science, Spanish,⁴ music,⁵ physical education, health, and research methods. K4 through fifth-grade students were included in the balanced literacy approach.

The school continued to focus on reading and math development and improved use of Measures of Academic Progress (MAP) data to identify gaps in student academic progress. All new students in second through eighth grades are tested with the MAP to determine their level of functioning in reading and math.

In addition to academic subjects, DLH Academy provides other community-based opportunities for students.

³ Based on DLH Academy's 2013–14 *Family Handbook*, the daily schedule for each grade, and interviews with school administration.

⁴ Spanish was provided for students grades two through five under a contract with Berlitz.

⁵ Music was provided through an agreement with the Wisconsin Conservatory of Music. General music was offered to K4 through fifth grades; violin was offered to students in first through third grades; and fourth and fifth graders were offered orchestra.

This was the second year of the Carrera Program, a teen pregnancy prevention program. The Carrera Program is the only three-year fully funded evaluated teenage pregnancy program in the country with statistically proven effectiveness. It uses a long-term, comprehensive “above-the-waist” approach to ensure young people develop personal goals, improve their sexual literacy, and cultivate the desire for a productive future. The Carrera Program’s debut in Wisconsin was made possible through a partnership with Community Advocates and the Wisconsin Department of Children and Families, funded by the US Department of Health and Human Services. Implementation and operation of the program was awarded to Boys and Girls Clubs of Greater Milwaukee. Club staff work with DLH Academy administration to deliver the Carrera Program curriculum to fifth- and sixth-grade students, with current plans to follow them through eighth grade.⁶

The school provided an extended care program from 7:00 to 7:30 a.m. at no additional charge. Parents were responsible for transportation.

The school’s leadership team consisted of the director of schools and leadership and a principal. The director of schools and leadership oversees the school’s operations, including all administrative functions and administrative staff supervision. The principal directs and supervises the school on a day-to-day basis. The principal is responsible for curriculum development, academic programming, and accountability for academic achievement. The principal provides PYP coordination and oversight and ensures that appropriate guidance and support are given to staff to implement it.⁷

⁶ Wisconsin Community Journal. (2012, October 19). Nationally recognized teen pregnancy prevention program launches in Milwaukee. *Wisconsin Community Journal*. Retrieved from <http://communityjournal.net/nationally-recognized-teen-pregnancy-prevention-program-launches-in-milwaukee/>

⁷ From the 2013–14 *Family Handbook*.

B. Student Population

At the beginning of the year, there were 272 students, ranging from K4 through eighth grade, enrolled in DLH Academy.⁸ A total of 18 students enrolled after the school year started, and 26 students withdrew from the school prior to the end of the year. Reasons for withdrawing included: 14 moved away, nine left because of transportation issues, one was dissatisfied with the school program, one indicated that they were in need of additional services, and one student left for noneducational services in the community.⁹ Two (7.7%) of the students who withdrew had special education needs. Of the 272 students who started the year at the school, 249 remained enrolled at the end of the year, resulting in a 91.5% retention rate.

At the end of the year, there were 264 students enrolled at DLH Academy.

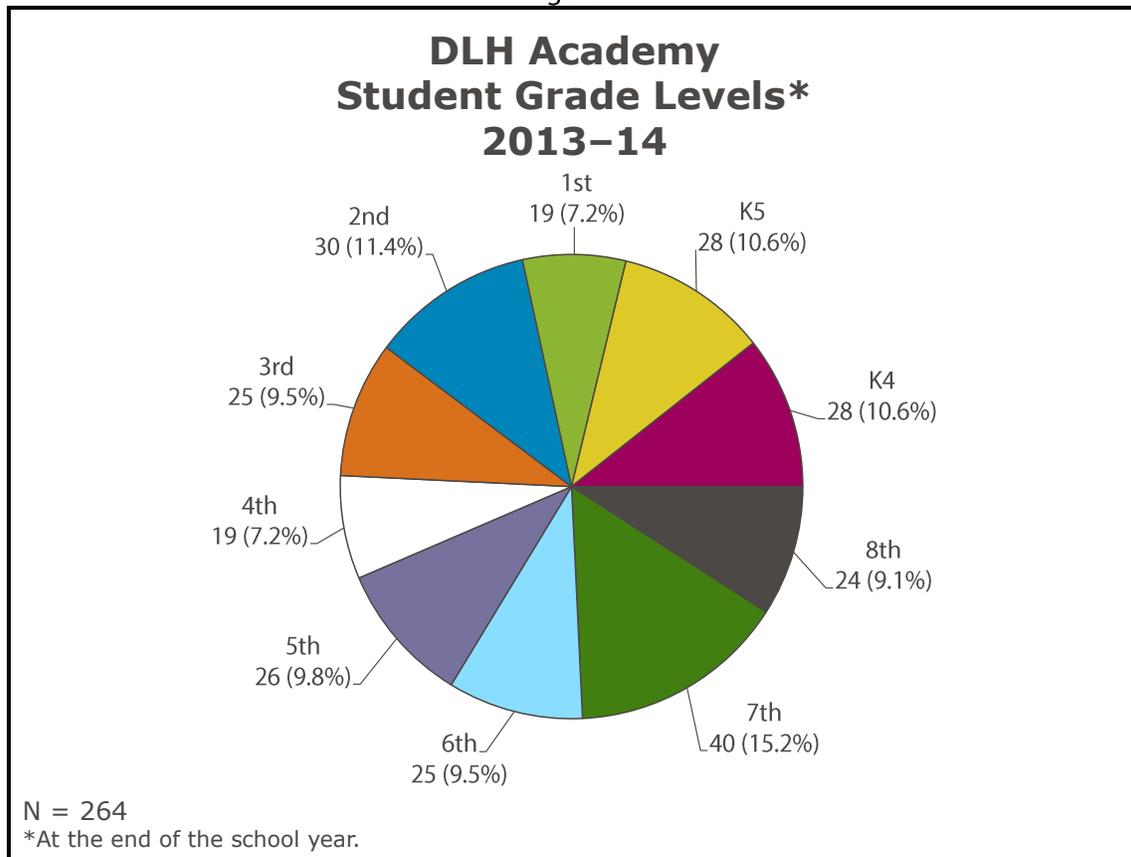
- Most (244, or 92.4%) of the students were African American, 12 (4.5%) were Hispanic, and eight (3.0%) students were Asian.
- There were 151 (57.2%) girls and 113 (42.8%) boys.
- A total of 41(15.5%) students had special education needs. There were 14 students with other health impairments (OHI), eight had speech and language impairments (SL), seven had specific learning disabilities (SLD), five had emotional/behavioral disorders, three had SLD with SL, two had OHI and SL, one had cognitive disability, and one had a significant developmental delay and SL.
- There were 247 (93.6%) students eligible for free (n=237) or reduced (n=10) lunch prices. The remaining 17 (6.4%) were not eligible.

The largest grade level was seventh, with 40 students. Most grade levels had 20 to 30 students, and first and fourth grades had fewer than 20 (Figure 1).

⁸ As of September 20, 2013.

⁹ Four students withdrew from K4 and two students withdrew from K5. Four withdrew from first, two from second, two from third, one from fourth, three from fifth, two from sixth, one from seventh, and five from eighth grade.

Figure 1



Of the 258 students attending on the last day of the 2012–13 academic year who were eligible for continued enrollment at the school for 2013–14 (i.e., who did not graduate from eighth grade), 190 were enrolled on the third Friday in September 2013, representing a return rate of 73.6%.

A random sample of 20 seventh- and eighth-grade students participated in satisfaction interviews at the end of the school year. When asked whether they felt safe in school, 13 (65.0%) of students responded “a lot” and six (30.0%) said “some.” When asked about improvement in reading, 16 said they had improved “a lot” and three said “some.” Six students said they improved “a lot” in math and 12 said they had improved “some.” Of the students sampled, 100.0% reported that their teachers helped them at school (13 “a lot” and seven “some”) and that they liked being in school (nine “a lot” and seven “some”). When asked what they liked best about the school, students mentioned the

afterschool activities and that the teachers challenge students, have confidence in them, and help a lot. Students least liked some of the rules (e.g., no hugs) and the uniforms.

C. School Structure

1. Board of Directors

DLH Academy is governed by a volunteer board of directors. The board consists of eight members, including a president, an executive vice-president, a secretary, a treasurer, a teacher representative, a parent representative, and two other members. The school's executive director is an ex officio member.

Seven of eight board members participated in the interview process. All seven rated the school as good overall. They all reported that they use data to make decisions regarding the school, participated in strategic planning, received a presentation on the school's annual academic performance, and reviewed the annual budget and the annual financial audit. The board members mentioned several suggestions for improving the school, including finding a way to keep quality teachers, developing more resources, and providing more information to parents so they can help support classroom instruction. See Appendix I for additional results from board member interviews.

2. Areas of Instruction¹⁰

In addition to reading/literacy, language arts, and math, DLH Academy offered instruction in science, Spanish, music, physical education, health, and research methods. Special education programming was provided to students identified as needing an IEP. At the end of each quarter (every nine weeks), report cards were distributed to parents. Midway through each quarter, progress reports were sent home to update parents on student progress. Parents were also encouraged to use

¹⁰ 2013–14 *Family Handbook*.

Powerschool, a web-based student information system that facilitates student information management and communication among school administrators, teachers, parents, and students. The parent portal gives parents and students access to real-time information, including attendance, grades, detailed assignment descriptions, school bulletins, lunch menus, and personal messages from teachers.

3. Classrooms

DLH Academy had 11 classrooms, ranging from 20 to 32 students throughout the year. There was one classroom for all grades except seventh, which had two. The school also had a gym, a resource room (for special education services outside of the classrooms), a library, a health room, and a cafeteria. Each classroom from K4 through fifth grade had a teacher and an educational assistant. Fifth- and sixth-grade teachers were supported by paraprofessionals and tutors through the Carrera Program.¹¹ Seventh- and eighth-grade teachers did not have educational assistants.

The seven board members differed in their rating of teacher-student ratio/class size; two (28.6%) rated this area as good, four (57.1%) as fair, and one (14.3%) as poor. Parents and teachers were also divided on this issue. Of 84 parents, 39.3% rated this as excellent, 34.5% as good, and 20.2% as fair. Among the 10 teachers interviewed, one rated class size as excellent, four as good, four as fair, and one as poor.

¹¹ As mentioned previously in this report, these staff were employees of the Boys and Girls Club.

4. Teacher Information

During the 2013–14 school year, DLH Academy employed a total of 18 instructional staff members plus a director of schools and a principal. There were 12 classroom teachers and six other instructional staff. Classroom teachers consisted of seven elementary (one each for K4 through fifth grade) and five middle school classroom teachers (two in math and one each in English, science, and social studies). The six other instructional staff included two special education teachers, one speech language pathologist, one health/physical education teacher, one curriculum coordinator, and one librarian/media specialist. A school psychologist was contracted through the Cooperative Educational Service Agency.

Of the 12 teachers who started the school year in the fall, 10 remained for the entire school year for a teacher retention rate of 83.3%. All six (100%) of the other instructional staff who started in the fall completed the entire school year. Of the 18 instructional staff who began in the fall of 2013, 16 completed the entire year for an overall retention rate of 88.9%. A middle school English teacher left the school in February 2014 and a middle school social studies teacher left in October 2013.¹²

At the beginning of the year, six of the 12 classroom teachers were new to the school. Of the 10 classroom teachers at the school the entire academic year, one had been teaching at the school for 10 years, one six years, two for two years, and six completed their first year. The average years of experience for classroom teachers was 2.6 years. The experience of the six other instructional staff at the school the entire year ranged from one to 11 years, with an average of 7.8 years.

Of the 10 classroom teachers employed at the end of the 2012–13 school year who were eligible to return, six came back to the school in the fall of 2013 for a return rate of 60.0%. Six other instructional staff were employed at the end of the 2012–13 school year and were eligible to return in

¹² The curriculum coordinator filled in and taught English until the end of the year. The school contracted with Parallel Employment Agency for social studies for the remainder of the year.

the fall of 2013. Five (83.3%) of these six returned. Overall, 11 of the 16 instructional staff who were eligible returned to the school, for an overall return rate of 68.8%.

All of the instructional staff employed at the end of the year held a DPI license or permit except for the fourth-grade teacher.¹³

The school engaged in the following staff development activities prior to and during the 2013–14 school year.

Date	Activity
August 22, 2013	Staff development training with Project Achieve—social development for students (Stop and Think training)
August 23, 2013	Part I: Integrating IB with Stop and Think Part II: Classroom Behavior Plans
August 26, 2013	MAP data: Student profiles and differentiation
August 27, 2013	Common Core State Standards, Strategies and Lesson Planning
September 9, 2013	Stop and Think; unit/lesson plans; implementing TAPS
September 11, 2013	All school: School improvement plan/Indistar/message of change
September 12, 2013	Lesson plans, preassessments, writing samples
September 16, 2013	Differentiation—Multiple intelligence checklist
September 19, 2013	Assessment Focus—using MAP data to guide planning
September 23, 2013	Six-Week WKCE Targeted Instructional Plan
October 2, 2013	All-school meeting: Building Operations and WKCE Test Preparation
October 3, 2013	Michigan Survey follow-up—Differentiating in planning
October 10, 2013	<ul style="list-style-type: none"> • MTEC Mentoring Coordination Meeting (planning support from MTEC and Voyager team meetings) • Student-led conferences; writing instruction update
October 11, 2013	Discipline plan and implementation; backwards design; WKCE instructional plan
October 14, 2013	Classroom structure/implementation follow-up (unit plans, TAPS, WKCE practice update, re-teaching)
October 31, 2013	Report student data; Stop and Think; conference update
November 4, 2013	WKCE testing procedures: Guidelines for students and proctors
November 11, 2013	Classroom observation rotation; student counseling

¹³ This teacher held a license that expired in June 2013. The DPI teacher license website indicates an application but has no other information.

Table 1
DLH Academy
Staff Development Activities

Date	Activity
November 18, 2013	Make-up Conferences: Maintaining Classroom Norms
November 21, 2013	PowerSchool update; tracker update
December 9, 2013	Instruction versus management; TAPS implementation
January 10, 2014	Leadership Team Meeting—Assessments; support rotation; RTI; Indistar monitoring
January 13, 2014	ASI progress; discipline policies; building student vocabulary
January 14, 2014	Middle school meeting: Student management
January 15, 2014	<ul style="list-style-type: none"> • All-school meeting—Problem Solving For Difficult Students; Logistics Maintenance • RTI—Solidifying establishment/overview
January 18, 2014	Leadership team meeting (DLH Academy/Voyager/DPI consultant) data/planning retreat—operating efficiency
January 23, 2014	DPI monitoring visit
January 27, 2014	<ul style="list-style-type: none"> • Teachers—Math Standards and Math Scope and Sequence; Common Core standards; middle school schedule adjustments
	<ul style="list-style-type: none"> • Education Assistants—Routines and Procedures
February 3, 2014	Updating Scope and Sequence; Homework Practices
February 6, 2014	Using MAP data and ongoing assessments to plan differentiated homework; identifying domains for math and reading
February 7, 2014	Leadership Team Meeting—Improvement Plan Updates/Pace
February 12, 2014	RTI support meeting with Heidi (RTI Consultant)
February 24, 2014	Bite Sized PD on Project Achieve—Classroom Management; Student Incentives
March 3, 2014	Project Achieve Follow-Up— Reflection/Collaboration on New Management Implementations/Next Steps
March 7, 2014	RTI planning meeting
March 10, 2014	Project Achieve, continued (Judy Zimny conducted several virtual sessions)
March 17, 2014	Project Achieve; Assessment Model; Learning Memo Expectations/Smart Goals
March 20, 2014	Solidifying Smart Goals (aligning with MAP data and learning memo expectations)
March 21, 2014	Educational Assistants—S.T.R.O.N.G. System S.T.R.O.N.G. Structure
March 24, 2014	Project Achieve—Building a Roadmap for Better Self-Management
March 27, 2014	Student Improvement Follow-Up; Data Collection Procedures
March 31, 2014	Performance Evidence—MAP Scores, Student Trackers, Student Charts, Posted Work, Friday Planning Sessions
April 5, 2014	Leadership team meeting (DLH Academy/Voyager/DPI consultant) data/planning retreat
April 7, 2014	Learning memo update; formative assessment cycle; analyzing student data
April 24, 2014	TAPS implementation in small group instruction
April 28, 2014	Using MAP Des Carte to Match Scope and Sequence With Student Needs

Table 1	
DLH Academy Staff Development Activities	
Date	Activity
May 4, 2014	Leadership team meeting (DLH Academy/Voyager/DPI consultant) data/planning retreat
May 5, 2014	Q3 and Q4 AR reports
May 14, 2014	Summer school planning (after DPI visit)
June 2, 2014	Maximizing our minutes

Performance of first-year employees was formally evaluated twice during the school year. Returning staff received a formal evaluation once during the year.

During the interview process, teachers were asked about professional development opportunities. Seven of the 10 teachers rated professional development opportunities as excellent (four) or good (three); three indicated these opportunities were fair.

Nine of the 10 teachers reported that their performance reviews incorporate students' academic progress; three of the teachers were very satisfied with the performance review process, six were somewhat satisfied, and one teacher was very dissatisfied.

5. Hours of Instruction/School Calendar

The regular school day for all students began at 7:55 a.m. and ended at 3:30 p.m.¹⁴ The first day of school was September 3, 2013, and the last day of school was June 13, 2014. The school provided a school calendar for the 2013–14 school year.

¹⁴ Breakfast was served daily.

6. Parent and Family Involvement

DLH Academy's 2013–14 *Family Handbook* was provided to every family prior to the start of the school year. In this handbook, DLH Academy invites parents to become active members of the family involvement team, which is composed of all parents and guardians of DLH Academy students. Its purpose is to provide positive communication between parents/guardians/family members and the school administration, facilitate parental involvement in school governance and educational issues, organize volunteers, review and discuss school performance issues, and assist in fundraising and family education training.

DLH Academy offers parents/guardians/family members an opportunity to review and sign its family agreement. This agreement is a contract that describes the school's and family's partnership roles to achieve academic and school goals for students. This year, the school administrator reported that all but one of the DLH Academy families signed the agreement, known as the School-Parent Compact.

Parents of all new students were required to attend a mandatory orientation session with their children prior to the start of school. Parents of returning students who had not consistently adhered to school policies and guidelines were invited to individual meetings to determine strategies to ensure each child's future success. Parent-teacher conferences were scheduled twice during the year, in October 2013 and March 2014. Telephone conferences were substituted for in-person conferences when parents were unable to attend. Families were also invited to attend special programs and events scheduled throughout the year.

Teachers, parents, and board members were asked about parental involvement. Of the seven board members interviewed, three said that parental involvement was fair and four said it was poor. Similarly, nine of the 10 teachers interviewed rated this area as fair and one gave parental involvement a poor rating.

Almost three quarters (71.4%) of the 84 parents who responded to the survey said opportunities for parental participation was a very important reason for choosing DLH Academy; 22.6% said this was a somewhat important reason for choosing the school. More than half (58.3%) of the parents rated opportunities for parental involvement as excellent and another 29.8% rated this area as good.

7. Waiting List

As of June 5, 2014, school leadership indicated that the school had a waiting list of approximately 15 students across all grades.

8. Disciplinary Policy

DLH Academy clearly explains its discipline policy and plan to parents and students in the *Family Handbook*. The student management section of the handbook includes a statement of student expectations, parent and guardian expectations, and an explanation of the School-Parent Compact. In addition, an explanation of the school's discipline plan and disciplinary actions is provided. The types of disciplinary referrals include conferences with the student, the teacher, and the parent; referral to administration for Saturday detention; in-house suspension; out-of-school suspension; and expulsion recommendation. Each disciplinary referral is explained in the handbook, along with appeal rights and procedures. The school also has an explicit weapons and criminal offense policy that prohibits guns and other weapons, alcohol or drugs, and bodily harm to any member of the school community. These offenses can result in expulsion. The discipline plan states an action for each type of infraction.

Students are also referred for awards. These include awards for attendance and the academic honor roll. An annual awards convocation honors students who have excelled in academic achievement and demonstrated positive behavior and character traits that exemplify a model student.

This year, teachers, parents, and board members were asked about the discipline policy at the school. The opinions expressed were very favorable regarding discipline policy:

- Teachers
 - » All 10 teachers considered the discipline at the school as a very important (80.0%) or somewhat important (20.0%) reason for continuing to teach there.
 - » Four of the 10 teachers rated adherence to the discipline policy as good, four as fair, and two as poor.
- Parents
 - » Most (90.5%) parents considered discipline as a very important factor in choosing the school.
 - » A majority of parents (72.6%) rated the discipline methods at the school as excellent (35.7%) or good (36.9%).
 - » Most (77.4%) were comfortable with how the staff handles discipline.¹⁵
- Board Members
 - » One board member interviewed rated adherence to the discipline policy as excellent, two as good, and two as fair.¹⁶

9. Graduation and High School Information

This year, the school held advisory sessions with eighth graders to share high school information regarding open houses; application deadlines; and other programmatic information, such as the open enrollment to other school districts and the parental choice program. The school held an evening event for parents of eighth graders to share information. Staff followed up with phone calls to ensure that everyone had applied and to track who was accepted or waiting for acceptance letters.

¹⁵ Agreed or strongly agreed with the statement, "I am comfortable with how the staff handles discipline."

¹⁶ Two of the seven board members interviewed did not know enough about adherence to the discipline policies to form an opinion.

This year, 24 students graduated from DLH Academy. At the time of this report, eight students were enrolled at Destiny High School; five at Messmer High School; two at Milwaukee Lutheran High School; two at Carmen High School of Science and Technology; and one each at Milwaukee High School of the Arts, Dominican High School, North Division High School, Hamilton High School, Dominican High School, Wisconsin Lutheran High School, Right Step Inc. (Choice Military School), and in a high school in Arizona.

The school continues to use its DLH Academy alumni and friends Facebook page to identify former students who are enrolled in a university/college, a community college, in the military, actively employed, etc.¹⁷

D. Activities for Continuous School Improvement

The following is a description of DLH Academy's response to the activities during 2013–14 that were recommended in its programmatic profile and education performance report for the 2012–13 academic year.

- **Recommendations:** Continue to implement the recommendations resulting from the partnership with Cambium Learning through the turnaround program provided by DPI.

Focus on math and reading strategies throughout the year to improve the MAP results for students below their actual grade level.

Response: The school continued to implement these recommendations through the partnership with Cambium Learning to meet the needs of students below their actual grade level in reading and/or math.

1. The school used Indistar, an online monitoring program, to monitor 25 specific objectives established throughout the year. Indistar provides a cumulative report three times during the year. For example, the overall goal is "Differentiation for Students." There are then 25 objectives especially targeted to focus on this goal. Objectives addressed issues such as classroom

¹⁷ This year (2014) was the first time DLH Academy graduates could graduate from college. The school's commencement ceremony keynote address was given by a former DLH Academy eighth-grade graduate who graduated from college and is enrolled in medical school.

management (staff development, reflection, and working with a coach) or building standards (aligning classroom-based assessment with standards, formative MAP assessments, and implementing strategies to meet the standards).

2. Using the aforementioned methodology, teachers focused on the local measures outcomes by identifying the number of students in their classes that had not yet reached their MAP goals in reading and/or math.
3. The teachers' progress on Indistar use and student development was discussed regularly to assist teachers and students in moving forward.

The school addressed all of the recommendations in its 2012–13 programmatic profile and education performance report. Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities.

- Continue to implement the recommendations resulting from the partnership with Cambium Learning to improve the local measure results.
- Continue and reinforce the practices related to the use of data and differentiation when programming for each student.
- Develop and implement a plan for monitoring licensure and keeping teachers for the entire year and from year to year.
- Develop and implement a plan to improve the number of returning students from year to year.

III. EDUCATIONAL PERFORMANCE

To monitor activities as described in the school's contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specific intervals during the past several academic years. At the start of this year, the school established attendance and parent participation goals, as well as goals related to special education student records. The school also identified local and standardized measures of academic performance to monitor student progress. The local assessment

measures included reading assessments based on the MAP for second through eighth graders, math progress reports for K5 and first graders, MAP math results for second through eighth graders, results of the Six Traits of Writing assessment for all students, and special education progress measured using student IEP goals.

The standardized assessment measures used were Phonological Awareness Literacy Screen (PALS) and the Wisconsin Knowledge and Concepts Examination (WKCE). The PALS assessments are administered to K4 through second-grade students and the WKCE is administered to all public school third- through eighth-grade students to meet federal No Child Left Behind requirements that schools test students' skills in reading and math.

A. Attendance

CRC examined student attendance in two ways. The first reflected the average time students actually attended school, and the second included excused absences. Both rates include all students enrolled any time during the school year. The school considered a student present if he/she attended for at least half of the day. CRC also examined the time students spent, on average, suspended (in or out of school).

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 90.0%. Attendance data were available for 290 students. Those students attended 94.4% of the time on average, exceeding the school's goal.¹⁸ When excused absences were included, the attendance rate rose to 96.7%.

¹⁸ Individual student attendance rates were calculated by dividing the total number of days present by the total number of days that the student was enrolled. Individual rates were then averaged across all students.

This year, 92 (31.7%) students ranging from K5 to eighth grade were suspended at least once. Those students spent 2.8 days on average out of school on suspension and an average of 2.9 days in school and on suspension.¹⁹

B. Parent Participation

At the beginning of the academic year, the school set a goal that parents would attend both scheduled parent-teacher conferences, held in October and March. There were 252 students enrolled at the time of both conferences (i.e., enrolled before October 17, 2013, and still enrolled on March 14, 2014). Parents of all (100.0%) 252 children attended both parent-teacher conferences, meeting the school's goal.

C. Special Education Needs

This year, the school set a goal to develop and maintain records for all special education students. Six students were assessed for eligibility this year. IEPs were completed for all six students and parents all six (100.0%) participated in completing the IEP. IEP reviews were scheduled for an additional 35 students. Two students moved away prior to their IEP meetings and one student was determined to be no longer eligible for special education services. Annual IEPs were reviewed and updated for the remaining 32 students. Parents of 30 (93.8%) of the 32 students participated in the review. Overall, IEPs were completed for all students with special education needs, and IEP reviews were conducted for all students requiring one; the school has therefore met its goal. In addition, CRC conducted a review of a representative number of files during the year. This review showed that students had current IEPs indicating their eligibility for special education services, the IEPs were

¹⁹ Of students with out-of-school suspensions, a small number also were given an in-school-suspension; however, the number is too small to report. A total of 92 students spent, on average, 2.9 days in both in-school and out-of-school suspension.

reviewed in a timely manner, and parents were invited to develop and be involved in their child's IEP. Therefore, the school met its goal to develop and maintain 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 of Milwaukee-chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. CSRC's expectation is that at a minimum, schools establish local measures in reading, writing, math, and special education.

Reading progress was measured using PALS and the MAP assessment. Math progress was measured using the Math in Focus Curriculum and the MAP assessment. Writing progress was examined using the Six Traits of Writing and special education progress was determined by looking at progress on IEP goals.

A full description of the PALS assessment can be found in Section E, External Standardized Measures of Educational Performance. The MAP assessments, which were used to measure second through eighth graders' progress in both reading and math, are administered once in the fall and again in the spring of the same academic year. Schools can choose to administer the MAP midyear as well. Results provide educators with information necessary to build curriculum to meet their students' needs.

Student academic progress can be measured by MAP tests by either examining whether the student reaches a target Rasch unit (RIT) score on the spring test or comparing the student's score to the national average reading or math score associated with that student's grade level. In the first method, students who complete MAP tests in reading and math in the fall receive an overall score and a unique target score that the student should strive to meet on the spring test. Academic progress is determined by whether each student meets or exceeds his/her individual target RIT score on the spring test.

Through the second method, student progress is measured by comparing each student's performance to nationally normed scores for his/her grade level. In 2008 and 2011, the Northwest Evaluation Association (NWEA) conducted a norming study using data from school districts nationwide and calculated a normative mean (i.e., national average) score for the fall, winter, and spring administrations of each MAP test for each grade level. For example, on a national level, fifth-grade students scored, on average, 207 RIT points on the fall MAP reading test and 212 points on the spring MAP reading test for an overall improvement of five points. On the math test, fifth-grade students scored, on average, 213 points on the fall test and 221 points on the spring test for an overall improvement of eight points.²⁰ Using these national averages, teachers and parents can determine whether students are above, at, or below the national average score for all students in the same grade level at each test administration. For example, if a third-grade student scored 175 points in the beginning of the year, he/she is functioning below the national average for his/her grade level; the student is functioning, rather, within the range of a first- or second-grade student. National average scores for each grade level are presented in Table 2.²¹

²⁰ Scores are rounded to the nearest whole number for analysis.

²¹ NWEA. Retrieved from <http://www.nwea.org/support/article/normative-data-2011>

Table 2				
2011 NWEA Measures of Academic Progress National Average (Normative Mean) RIT Scores Fall and Spring				
Grade Level	Reading		Math	
	Beginning-of-Year Average RIT Score	End-of-Year Average RIT Score	Beginning-of-Year Average RIT Score	End-of-Year Average RIT Score
K5	142.5	157.7	143.7	159.1
1st	160.3	176.9	162.8	179.0
2nd	175.9	189.6	178.2	191.3
3rd	189.9	199.2	192.1	203.1
4th	199.8	206.7	203.8	212.5
5th	207.1	212.3	212.9	221.0
6th	212.3	216.4	219.6	225.6
7th	216.3	219.7	225.6	230.5
8th	219.3	222.4	230.2	234.5
9th	221.4	222.9	233.8	236.0
10th	223.2	223.8	234.2	236.6
11th	223.4	223.7	236.0	238.3

DLH Academy traditionally uses the first method described (met target RIT); target RIT results are described for both students who met their target RIT score in 2013 and those who did not. For this report, however, CRC also examined students' progress on the reading and math MAP tests using the second method (based on the normative mean). Student performance on the reading and math tests using the normative average will serve as a baseline for future comparisons.

1. Reading

a. *PALS for K4, K5, and First-Grade Students*

The PALS assessment and benchmarks are described in detail in the standardized test section of this report (Section E, External Standardized Measures of Educational Performance). In addition to administering the assessment as required by DPI and CSRC, DLH Academy also elected to use the PALS as their local measure for students in grades K4, K5, and first grade. The school's goal was that at least 85.0% of students who completed both the fall and spring assessments would achieve the summed score benchmark on the spring assessment. The PALS-PreK does not include a summed score benchmark but does include developmental ranges for each of the required tasks. For K4 students, in lieu of a sum score benchmark, CRC examined how many students were at or above the developmental range for five or more of the seven tasks. The measure for K5 and first graders remained the percentage at the summed score benchmark in the spring.

A total of 29 K4 students completed the fall and spring PALS-PreK. Overall, 19 (65.5%) of the K4 students were at or above the range for at least five of seven tasks. A total of 27 K5 students completed the fall and spring PALS-K; most (24, or 88.9%) of those students were at or above the spring summed score benchmark. There were 16 first graders who completed the fall and spring PALS-K; 14 (87.5%) were at or above the spring summed score benchmark (Table 3). Overall, 79.2% of K4, K5, and first graders met the spring target, falling short of the school's goal.

Table 3			
DLH Academy PALS for K4, K5, and 1st-Grade Students 2013–14			
Grade	N	Met Goal Spring 2014*	
		N	%
K4	29	19	65.5%
K5	27	24	88.9%
1 st	16	14	87.5%
Total	72	57	79.2%

*For K4, students were at or above the developmental range for at least five of seven tasks; for K5 and first grade, students were at or above the spring summed score benchmark.

b. Reading Progress for Second Through Eighth Graders Using MAP Target RIT Scores

This year, the school set goals for returning and for new students. The goal for returning students was that at least 60.0% of students who met target RIT scores in the spring of 2013 would again meet their target score in the spring of 2014 and that at least 50.0% of students who did *not* meet their target scores in 2013 would meet target scores in 2014 as measured by MAP test results.²² Goals for new students (i.e., those without spring 2013 scores) were that 70.0% would meet target scores at the time of the spring 2014 MAP test.

i. Students Who Met Targets in 2013

As illustrated in Table 4, of the 72 students who met target scores when given the exam in the spring of 2013, 45 (62.5%) met their target reading score on the spring 2014 test, exceeding the school's goal of 60.0%.

²² The RIT score indicates student skills on developmental curriculum scales or continua. There are RIT scales for each subject, so scores from one subject are not the same as for another. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest NWEA norming study who started the year with an RIT score in the same 10-point RIT block as the individual student. For more information on the RIT score and the mean growth target score, see the NWEA website, <https://www.nwea.org/content/uploads/2014/07/MAP-Normative-Data-One-Sheet-Dec11.pdf>.

Table 4			
DLH Academy			
Reading Progress for Students Who Met			
Target Reading Scores in Spring 2013			
2nd Through 8th Grade			
Based on Measures of Academic Progress Tests			
Grade	N	Met Target RIT Score in Spring 2014	
		N	%
2nd*	N/A	N/A	N/A
3 rd	11	8	72.7%
4 th	10	8	80.0%
5 th	9	5	55.6%
6 th	9	5	55.6%
7 th	23	13	56.5%
8 th	10	6	60.0%
Total	72	45	62.5%

*Second graders were not tested as first graders in 2013.

**The school reported that of the 27 students who did not meet their target RIT scores, six (22.2%) were actually at or above the end-of-the-year normative mean for their grade level.

ii. *Students Who Did Not Meet Targets in 2013*

As illustrated in Table 5, 38 students did not meet targets in the spring of 2013; 23 (60.5%) of those students met targets this year, exceeding the school’s goal of 50.0%.

Table 5			
DLH Academy			
Reading Progress for Students Who Did Not Meet			
Target Reading Scores in Spring 2013			
2nd Through 8th Grade			
Based on Measures of Academic Progress Tests			
Grade	N	Met Target RIT Score in Spring 2014	
		N	%
2nd*	N/A	N/A	N/A
3 rd	4	Cannot report due to <i>n</i> size	
4 th	5	Cannot report due to <i>n</i> size	
5 th	10	4	40.0%
6 th	9	Cannot report due to <i>n</i> size	
7 th	4	Cannot report due to <i>n</i> size	
8 th	6	Cannot report due to <i>n</i> size	
Total	38	23	60.5%

*Second graders were not tested as first graders in 2013.

iii. *Students First Tested in Fall of 2013*

The spring 2014 results for students who were first tested in the fall of 2013 (i.e., who were not enrolled in the prior year or were too young to take the test in the spring of 2013) indicate that 40 (60.6%) of 66 students met their target score in reading for their grade level, falling short of the school’s goal of 70.0% (Table 6).

Table 6			
DLH Academy			
Target Reading Scores for New 2nd Through 8th Graders*			
Based on Measures of Academic Progress Tests			
Grade	N	Met Target RIT Score in Spring 2014	
		N	%
2nd	28	14	50.0%
3rd	8	Cannot report due to <i>n</i> size	
4th	4	Cannot report due to <i>n</i> size	
5th	5	Cannot report due to <i>n</i> size	
6th	4	Cannot report due to <i>n</i> size	
7th	11	9	81.8%
8th	6	Cannot report due to <i>n</i> size	
Total	66	40	60.6%

*Not tested in spring 2013.

**Of the 26 students who did not meet their target RIT score, 11 (42.3%) were at or above the end-of-the-year normative mean for their grade level.

The school exceeded three of four goals pertaining to local measures in reading, including the PALS assessment and all goals for students who completed the MAP reading test in the previous year. The school did not meet the goal associated with students who were new to the school (or not tested the prior year). Overall, 165 (66.5%) of 248 students met their local measure goals in reading.²³

²³ Calculation for the scorecard was determined by adding the number of K4 through first-grade students who met their spring target, third- through eighth-grade returning students who were able to meet their target scores again, those who did not meet target scores last year but did this year, and new students who tested at their appropriate level, which was divided by the total number of students (K4 through eighth grades).

c. *Reading Progress for Second Through Eighth Graders Using MAP Normative Mean Scores*

Although the school's official local measures in reading were based on PALS and MAP RIT target results, CRC also examined reading progress using MAP normative mean analysis. Using the normative mean scores, the school's goal was that students who completed both the fall and spring reading tests would increase their RIT scores by at least as much as the national sample did (i.e., the difference in the normative mean [average] scores for the grade-level average at which the student tested in the fall). CRC examined progress for students who were at or above the national average and for students who were below the national average for their current grade level at the time of the fall test. Following is the analysis of student performance on the reading tests using the normative average that may serve as a baseline for future comparisons.

Progress for students at or above the grade-level national average in the fall of 2013 was measured by determining whether the student was able to again score at or above the grade-level national average at the time of the spring test. This indicates whether students who were functioning at or above grade level improved, on average, the same amount as their national counterparts.

For students below grade-level average, CRC examined how many reached the national grade-level average for their current grade by the spring test. For students who were still below the grade-level average on the spring test, progress was measured by determining whether student scores increased by the national average increase associated with the student's functional grade level (i.e., the grade-level average at which the student tested in the fall). For example, if a fourth-grade student scored 161 RIT points on the fall reading test and 185 RIT points on the spring test, the student scored below the national fourth-grade average on both tests. With a score of 161, the student's fall score was between the national fall and spring averages for first-grade students; therefore, the student's functional grade level was first grade. The average change in scores for all first-grade students was 17 RIT points. Because the student increased his/her score by 24 points, he/she progressed by at least the national average increase for his/her functional grade level.

At the time of the fall MAP test, 58 (32.8%) students were at or above the national average for their respective grade levels, while 119 (67.2%) scored below the average (Table 7).

Table 7					
DLH Academy					
Local Measures of Academic Progress: MAP Reading Assessment					
Student Scores Relative to National Average (Normative Mean) in Fall 2013²⁴					
Grade Level	N	Students at or Above National Average Fall 2013		Students Below National Average Fall 2013	
		N	%	N	%
2nd	28	15	53.6%	13	46.4%
3rd	23	5	21.7%	18	78.3%
4th	19	7	36.8%	12	63.2%
5th	24	8	33.3%	16	66.7%
6th	22	6	27.3%	16	72.7%
7th	39	9	23.1%	30	76.9%
8th	22	8	36.4%	14	63.6%
Total	177	58	32.8%	119	67.2%

²⁴ For the student's current grade level.

i. *Students at or Above the National Average (Normative Mean) for Their Current Grade Level on the Fall MAP Reading Test*

Of the 58 second- through eighth-grade students at or above the national average for their grade level on the fall test, 44 (75.9%) scored the national average again on the spring test (Table 8).

Table 8			
DLH Academy			
Progress for Students at or Above the National Average in Reading in Fall 2013			
Grade	N	At or Above National Average in Spring 2014	
		N	%
2nd	15	15	100.0%
3rd	5	Cannot report due to <i>n</i> size	
4th	7	Cannot report due to <i>n</i> size	
5th	8	Cannot report due to <i>n</i> size	
6th	6	Cannot report due to <i>n</i> size	
7th	9	Cannot report due to <i>n</i> size	
8th	8	Cannot report due to <i>n</i> size	
Total	58	44	75.9%

ii. *Students Below the National Average (Normative Mean) for Their Current Grade Level on the Fall MAP Reading Test*

There were 119 students who scored less than the national average for their current grade levels on the fall test. By the time of the spring test, 31 (26.1%) had reached the national reading score for their current grade level, and 58 (48.7%) had improved their reading scores by at least the average change in scores for their functional grade level. This represents a total growth rate of 74.8% for second- through eighth-grade students (Table 9).

Table 9							
DLH Academy							
Local Measures of Academic Progress: MAP Reading Assessment							
Progress for Students Below the National Average (Normative Mean) in Fall 2013 ²⁵							
Fall 2013 to Spring 2014							
Grade Level	Below National Average in Fall 2013	Reached Grade-Level National Average Score in Spring 2014		Increased National Average From Fall to Spring		Overall Progress	
	N	N	%	N	%	N	%
2nd	13	6	46.2%	5	38.5%	11	84.6%
3rd	18	1	5.6%	12	66.7%	13	72.2%
4th	12	3	25.0%	7	58.3%	10	83.3%
5th	16	6	37.5%	7	43.8%	13	81.3%
6th	16	5	31.3%	5	31.3%	10	62.5%
7th	30	8	26.7%	13	43.3%	21	70.0%
8th	14	2	14.3%	9	64.3%	11	78.6%
Total	119	31	26.1%	58	48.7%	89	74.8%

2. Math

a. *Math in Focus for K5 and First Graders*

Math skills for students in K5 are assessed on a three-point rubric in which 3 is mastery (getting 5 out of 5 concepts), 2 is proficiency (getting 3 out of 5 concepts), and 1 is struggling (getting zero or one out of five concepts).²⁶ In first grade, students are assessed on a four-point rubric in which 4 is advanced, 3 is proficient, 2 is basic, and 1 indicates a minimal skill level. The local measure goal for math was that by the end of the year, all students enrolled in K5 and first grade since the beginning of the year would reach proficient or advanced levels of mastery on at least 75.0% of the skills on the

²⁵ For the student's current grade level.

²⁶ The school decided to change to a three-point rubric for K5 students from the originally planned four point rubric in the learning memo. Students earning a two or three with this rubric were considered proficient or advanced for purposes of reaching the school's local measure goal.

Math in Focus curriculum. There were 25 concepts taught to K5 students and 21 concepts taught to first graders.

This year, 23 (88.5%) of 26 K5 students and 12 (75.0%) of 16 first graders scored proficient or higher on 75.0% of math skills (Table 10). The school, therefore, fell short of its goal of 100.0% for both K5 and first-grade students scoring proficient or higher on 75.0% of math skills. Overall, 35 (83.3%) of 42 K5 and first-grade students scored proficient or higher on 75.0% of math skills.

Table 10			
DLH Academy			
Students Who Scored Proficient or Higher on 75.0% of Math Concepts			
K5 and 1st Grade			
2013–14			
Grade	N	Met	
		N	%
K5	26 ²⁷	23	88.5%
1 st	16 ²⁸	12	75.0%
Total	42	35	83.3%

b. Math Progress for Second Through Eighth Graders Using MAP Target RIT Scores

This year, the school set the following goals: 1) at least 60.0% of students who met target scores in the spring of 2013 would again meet target scores; 2) at least 50.0% of students who did not meet target scores in 2013 would meet target scores; and 3) 70.0% of students who were not tested in the spring of 2013 but were tested in the spring of 2014 would meet target scores.

²⁷ One student was not exposed to all 25 concepts and was excluded from the N value; one student who did not meet the math concepts target was new to DLH Academy and not exposed to the previous year's grade level concepts.

²⁸ There were five students who were excluded because they withdrew or enrolled after the start of the year.

i. *Students Who Met Targets in 2013*

Results indicate that 34 (48.6%) of 70 students who previously met their target math scores met their target score again (Table 11), falling short of the school’s goal of 60.0%.

Table 11			
DLH Academy			
Progress for Students Who Met Target Math Scores in Spring 2013			
2nd Through 8th Graders			
Based on Measures of Academic Progress Tests			
Grade	N	Met Target in Spring 2014	
		N	%
2nd*	N/A	N/A	N/A
3rd	12	6	50.0%
4th	11	5	45.5%
5th	12	6	50.0%
6th	7	Cannot report due to <i>n</i> size	
7th	20	9	45.0%
8th	8	Cannot report due to <i>n</i> size	
Total	70	34	48.6%

*Second graders were not tested as first graders in 2013.

ii. *Students Who Did Not Meet Targets in 2013*

As illustrated in Table 12, 21 (53.8%) of the 39 students who did not meet target scores in the spring of 2013 did so in the spring of 2014, exceeding the school’s goal of 50.0%

Table 12			
DLH Academy			
Progress for Students Who Did Not Meet Target Math Scores in Spring 2013			
2nd Through 8th Graders			
Based on Measures of Academic Progress Tests			
Grade	N	Met Target RIT Score in Spring 2014	
		N	%
2nd*	N/A	N/A	N/A
3rd	3	Cannot report due to <i>n</i> size	
4th	4	Cannot report due to <i>n</i> size	
5th	6	Cannot report due to <i>n</i> size	
6th	11	4	36.4%
7th	7	Cannot report due to <i>n</i> size	
8th	8	Cannot report due to <i>n</i> size	
Total	39	21	53.8%

*Second graders were not tested as first graders in 2013.

iii. *Students First Tested in Fall of 2013*

Results for the 67 students who were not tested in the spring of 2013 (i.e., who were in first grade in 2013 or were new to the school this year) indicate that 47 (70.1%) met target scores in math, slightly exceeding the expectation of 70.0% (Table 13).

Table 13			
DLH Academy			
Target Math Scores for New 2nd Through 8th Graders*			
Based on Measures of Academic Progress Tests			
Grade	N	Met Target in Spring 2014	
		N	%
2nd	28	26	92.9%
3rd	8	Cannot report due to <i>n</i> size	
4th	4	Cannot report due to <i>n</i> size	
5th	6	Cannot report due to <i>n</i> size	
6th	4	Cannot report due to <i>n</i> size	
7th	11	6	54.5%
8th	6	Cannot report due to <i>n</i> size	
Total	67	47	70.1%

*Students not tested in the spring of 2013.

The school did not meet the local measures in math for students in K5 through first grades or for students in second through eighth grades who met their target RIT score in the spring of 2013. The school did meet the goals for students who did not meet their target score during 2013, and for students who were newly tested in the fall of 2013. Overall, the school met local measures for math progress for 137 (62.8%) of 218 students.²⁹

c. *Math Progress for Second Through Eighth Graders Using MAP Normative Mean Scores*

There were 175 second- through eighth-grade students who completed both the fall and spring MAP math tests. As illustrated in Table 14, at the time of the fall test, 37 (20.9%) students scored at or above the national average for their current grade level, while 140 (79.1%) scored below the national average.

Table 14					
DLH Academy					
Local Measures of Academic Progress: MAP Math Assessment					
Student Scores Relative to the National Average (Normative Mean) in Fall of 2013³⁰					
Grade Level	N	Students at or Above National Average Fall 2013		Students Below National Average Fall 2013	
		N	%	N	%
2nd	28	12	42.9%	16	57.1%
3rd	23	5	22.7%	18	78.3%
4th	19	3	15.8%	16	84.2%
5th	24	5	20.8%	19	79.2%
6th	22	4	18.2%	18	81.8%
7th	39	3	7.9%	36	92.3%
8th	22	5	22.7%	17	77.3%
Total	177	37	20.9%	140	79.1%

²⁹ Calculation is based on the total number of returning students who maintained their target scores from spring of 2013 to spring of 2014, students who did not meet the target score in 2013 who were able to meet their target scores in spring of 2014, new students who met their scores, and K5 and first-grade students who achieved 75.0% of math concepts.

³⁰ For the student's current grade level.

i. *Students at or Above the National Average (Normative Mean) on the Fall MAP Math Test*

Of the 37 second- through eighth-grade students at or above the national average for their grade level on the fall test, 28 (75.7%) met the national average again on the spring test. In order to protect students' confidentiality, CRC does not report results for cohorts smaller than 10 students; therefore, most results are not broken down by grade (Table 15).

Table 15			
DLH Academy			
Progress for Students at or Above the National Average in Math			
Fall 2013			
Grade	N	At or Above National Average in Spring 2014	
		N	%
2 nd	12	11	91.7%
3 rd	5	Cannot report due to <i>n</i> size	
4 th	3	Cannot report due to <i>n</i> size	
5 th	5	Cannot report due to <i>n</i> size	
6 th	4	Cannot report due to <i>n</i> size	
7 th	3	Cannot report due to <i>n</i> size	
8 th	5	Cannot report due to <i>n</i> size	
Total	37	28	75.7%

ii. *Students Below the National Average (Normative Mean) on the Fall MAP Math Test*

There were 140 students who scored less than the national average for their current grade level on the fall test. By the time of the spring test, 16 (11.4%) of those students had reached the national average math score for their grade level and 79 (56.4%) had improved their math scores by the average change in scores for their functional grade level. This represents a total growth rate of 67.9%. Results by grade level are in Table 16.

Table 16							
DLH Academy							
Local Measures of Academic Progress: MAP Math Assessment							
Progress for Students Below the National Average (Normative Mean) in Fall 2013 ³¹							
Fall 2013 to Spring 2014							
Grade Level	Below National Average in Fall 2013	Reached Grade-Level National Average Score in Spring 2014		Increased National Average From Fall to Spring		Overall Progress	
	N	N	%	N	%	N	%
2nd	16	8	50.0%	8	50.0%	16	100.0%
3rd	18	1	56%	13	72.2%	14	77.8%
4th	16	1	6.3%	9	56.3%	10	62.5%
5th	19	2	10.5%	9	47.4%	11	57.9%
6th	18	1	5.6%	8	44.4%	9	50.0%
7th	36	1	2.8%	22	61.10%	23	63.9%
8th	17	2	11.8%	10	58.8%	12	70.6%
Total	140	16	11.4%	79	56.4%	95	67.9%

3. Writing Progress

To assess writing skills at the local level, the school had students in K5 through eighth grade complete and submit a writing sample by October 2013. The school used the Six Traits of Writing rubric to assess students' ability to produce writing samples appropriate for their respective grade levels. The Six Traits of Writing is a framework for assessing the quality of student writing and offers a way to link assessments with revisions and editing. Student skills were rated as advanced, proficient, basic, or minimal. The school set a goal that 65.0% of students who were tested in the fall would score as proficient or advanced on a second writing sample in May 2014.³²

³¹ For the student's current grade level.

³² Students were tested both times on the same narrative genre. Writing genres include expository, descriptive, persuasive, and narrative.

Results were provided for 223 students in K5 through eighth grades who were tested at both times. Of those, 148 (66.4%) students scored as proficient or advanced on their May writing sample, thereby exceeding the school's local measure goal (Table 17).

Table 17										
DLH Academy										
Six Traits of Writing Assessment Proficiency Levels Results by Grade										
2013-14										
Grade	Results									
	Minimal		Basic		Proficient		Advanced		Total	
	N	%	N	%	N	%	N	%	N	%
K5	8	29.6%	13	48.1%	6	22.2%	0	0.0%	27	100.0%
1st	1	6.3%	2	12.5%	13	81.3%	0	0.0%	16	100.0%
2nd	0	0.0%	3	10.7%	17	60.7%	8	28.6%	28	100.0%
3rd	2	9.1%	10	45.5%	6	27.3%	4	18.2%	22	100.0%
4th	4	21.1%	9	47.4%	6	31.6%	0	0.0%	19	100.0%
5th	0	0.0%	5	21.7%	15	65.2%	3	13.0%	23	100.0%
6th	1	4.3%	3	13.0%	12	52.2%	7	30.4%	23	100.0%
7th	0	0.0%	7	17.9%	22	56.4%	10	25.6%	39	100.0%
8th	0	0.0%	7	26.9%	8	30.8%	11	42.3%	26	100.0%
Total	16	7.2%	59	26.5%	105	47.1%	43	19.3%	223	100.0%

4. IEP Progress for Special Education Students

The school also set a goal that students who had active IEPs would demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation. Progress was determined by 70.0% achievement of the total number of subgoals reported for each student. This year, 27 (81.8%) of 33 special education students who were at the school for an entire IEP year demonstrated progress (achieving at least 70.0% of their subgoals), therefore falling short of the goal that all students with active IEPs would achieve at least 70% of their subgoals. Of the 33 students who had IEP reviews this year, 32 will continue to receive special education services next year.

E. External Standardized Measures of Educational Performance

1. PALS

In 2013–14, DPI required that all students in K4 through first grade take the PALS assessment in the fall and spring of the school year. In addition, CSRC required that all second graders take the PALS in the spring semester.³³ PALS aligns with both the Common Core standards in English and the Wisconsin Model Early Learning Standards.

There are three versions of the PALS assessment: the PALS-PreK for K4 students, the PALS-K for K5 students, and the PALS 1–3 for first through third graders. The PALS-PreK is comprised of five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). There are two additional tasks (lowercase alphabet recognition and letter sounds) that students complete only if they reach a high enough score on the uppercase alphabet task. Finally, there is one optional task (nursery rhyme awareness) that schools can choose to administer or not. Because this later task is optional, CRC will not report data on nursery rhyme awareness.

The PALS-K is comprised of six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word recognition in isolation). The PALS 1–3 is comprised of three required tasks (spelling, word recognition in isolation, and oral reading in context). The PALS 1–3 also includes one additional required task for first graders during the fall administration (letter sounds) and additional tasks for students who score below the summed score benchmark. These additional tasks are used to gather further diagnostic information about those students.

³³ Per the contract with CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS. The timeframe for the fall PALS assessment was October 14 to November 8, 2013, for K4 and K5 students and September 16 to October 25, 2013, for first graders. The spring testing window was April 28 to May 23, 2014, for all grade levels. In anticipation of a DPI requirement to test second-grade students using the PALS in the fall and spring of 2014-15, CSRC required that all second-grade students in city-chartered schools complete the PALS in the spring of 2014.

For the PALS-K and PALS 1–3, specific task scores are summed for an overall summed score. For the PALS 1–3, the fall and spring summed scores are calculated using different task combinations. The summed score is then compared to benchmarks set for each grade level and test administration. Reaching or surpassing the benchmark is not an indicator that the student is reading at grade level; the benchmark simply helps teachers identify which students may have difficulty learning to read. For example, if the student’s summed score is below the designated benchmark for their grade level and test administration, the student is identified as requiring additional instruction to master basic literacy skills.³⁴ Students who are at or above the benchmark have the basic skills required to, with targeted instruction, continue learning to read without intervention. Teachers may use PALS assessment results to help plan classroom reading and spelling instruction according to student needs.

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

a. PALS-PreK

A total of 32 K4 students completed the PALS-PreK in the fall and 29 students completed the spring assessment; 29 students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see whether more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 18). By the time of the spring assessment, 19 (65.5%) of 29 students

³⁴ PALS. Retrieved from http://www.palswisconsin.info/about_overview.shtml

who completed both were at or above the developmental range for five or more tasks; 16 (55.2%) were at or above the range for six of seven tasks, and 11 (37.9%) were at or above the range for all seven tasks (not shown).

Table 18				
DLH Academy				
PALS-PreK for K4 Students				
Students at or Above the Spring Developmental Range				
2013–14				
(N = 29)				
Task	Fall		Spring	
	N	%	N	%
Name writing	11	37.9%	28	96.6%
Uppercase alphabet recognition	13	44.8%	24	82.8%
Lowercase alphabet recognition	8*	100.0%	22**	95.7%
Letter sounds	8*	100.0%	19**	82.6%
Beginning sound awareness	15	51.7%	21	72.4%
Print and word awareness	7	24.1%	17	58.6%
Rhyme awareness	11	37.9%	20	69.0%

*Out of eight students who qualified to complete the lowercase and letter sound tasks in the fall.

**Out of 23 students who qualified to complete the lowercase and letter sound tasks in the fall.

b. PALS-K and PALS 1–3

As mentioned above, each of these tests has a summed score benchmark for the fall and spring (Table 19). The fall and spring summed score benchmarks are calculated using different task combinations. Therefore, the spring benchmark may be lower than the fall benchmark. Additionally, student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; measures of student progress from fall to spring should be interpreted with caution.

Table 19		
PALS-K and PALS 1–3 Published Summed Score Benchmarks		
PALS Assessment	Fall Benchmark	Spring Benchmark
PALS-K	28	81
PALS—1st Grade	39	35
PALS—2nd Grade	35	54

A total of 27 K5 and 16 first-grade students completed the fall and spring PALS assessments. CRC examined progress from fall to spring for students who completed both tests. By the time of the spring assessment, 24 (88.9%) K5 students and 14 (87.5%) first graders were at or above the spring summed score benchmark for their grade level. All K5 students and the majority (93.3%) of first-grade students who were at or above the fall benchmark were also at or above the spring benchmark (Table 20). Additionally, 26 (86.7%) of 30 second graders were at or above the spring summed score benchmark (not shown).

Table 20					
DLH Academy					
Reading Readiness for K5 and 1st-Grade Students					
Fall 2013 to Spring 2014					
Grade Level and Fall Benchmark Status	N	Spring Benchmark Status			
		Below Benchmark		At or Above Benchmark	
		N	%	N	%
K5					
Below Benchmark	5	Cannot report due to <i>n</i> size			
At or Above Benchmark	22	0	0.0%	22	100.0%
Total K5	27	3	11.1%	24	88.9%
1st Grade					
Below Benchmark	1	Cannot report due to <i>n</i> size			
At or Above Benchmark	15	1	6.7%	14	93.3%
Total 1st Grade	16	2	12.5%	14	87.5%

2. WKCE Results for Third Through Eighth Graders

The WKCE is directly aligned with Wisconsin model academic standards in reading and math and assesses student skills as advanced, proficient, basic, or minimal. DPI requires all students in third through eighth grade and in tenth grade to participate in WKCE testing to meet federal No Child Left Behind requirements. Note that results in this section include students who have been enrolled at the school for a full academic year (FAY)³⁵ or longer and students who are new to the school.

In order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were redrawn in 2012–13 to mimic cut scores used by the National Assessment of Educational Progress (NAEP). The revised cut scores require that students achieve higher scale scores in order to be considered proficient in each subject. Because this is only the second year the revised scores have been applied, CRC is reporting reading and math proficiency levels using both the former and the revised standards. This allows schools and stakeholders to see how students

³⁵ Enrolled since September 20, 2013

and the school performed when different standards were applied. Both current school year and year-to-year student progress will be described using both sets of cut scores.

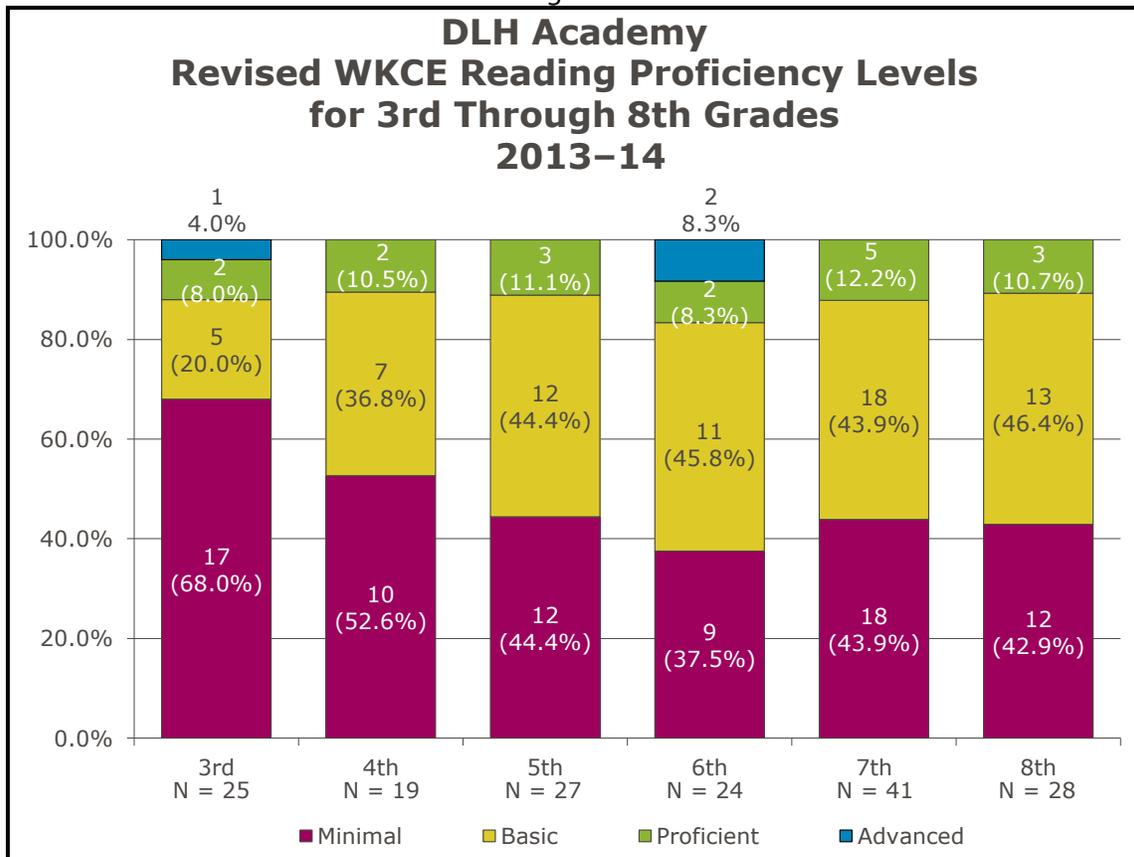
Overall, 164 third- through eighth-grade students completed the WKCE reading test and the WKCE math test in the 2013–14 school year. Results were used to assess third- through fifth-grade reading and math skills and to provide scores against which to measure progress over multiple years.

a. Reading

Using the revised cut scores, two (8.0%) third graders scored at the proficient level and one (4.0%) at the advanced level, two (10.5%) fourth graders scored proficient, three (11.1%) fifth graders scored proficient, two (8.3%) sixth graders scored proficient and two (8.3%) at the advanced level, five (12.2%) seventh graders scored proficient, and three (10.7%) eighth graders scored proficient in reading (Figure 2). Overall, 20 (12.2%) third- through eighth-grade students scored proficient or advanced in reading (not shown).

When the former cut scores used prior to 2013–14 were applied to this year’s scale scores, three (12.0%) third graders were advanced and eight (32.0%) were proficient in reading, two (10.5%) fourth graders were advanced and 11 (57.9%) were proficient, three (11.1%) fifth graders were advanced and 17 (63.0%) were proficient, five (20.8%) sixth graders were advanced and 16 (66.7%) were proficient, seven (17.1%) seventh graders were advanced and 27 (65.9%) were proficient, and five (17.9%) eighth graders were at the advanced level and 16 (57.1%) were proficient in reading (not shown). Overall, 120 (73.2%) third- through eighth-grade students scored proficient or advanced in reading when using the cut scores prior to 2012–13 (not shown).

Figure 2

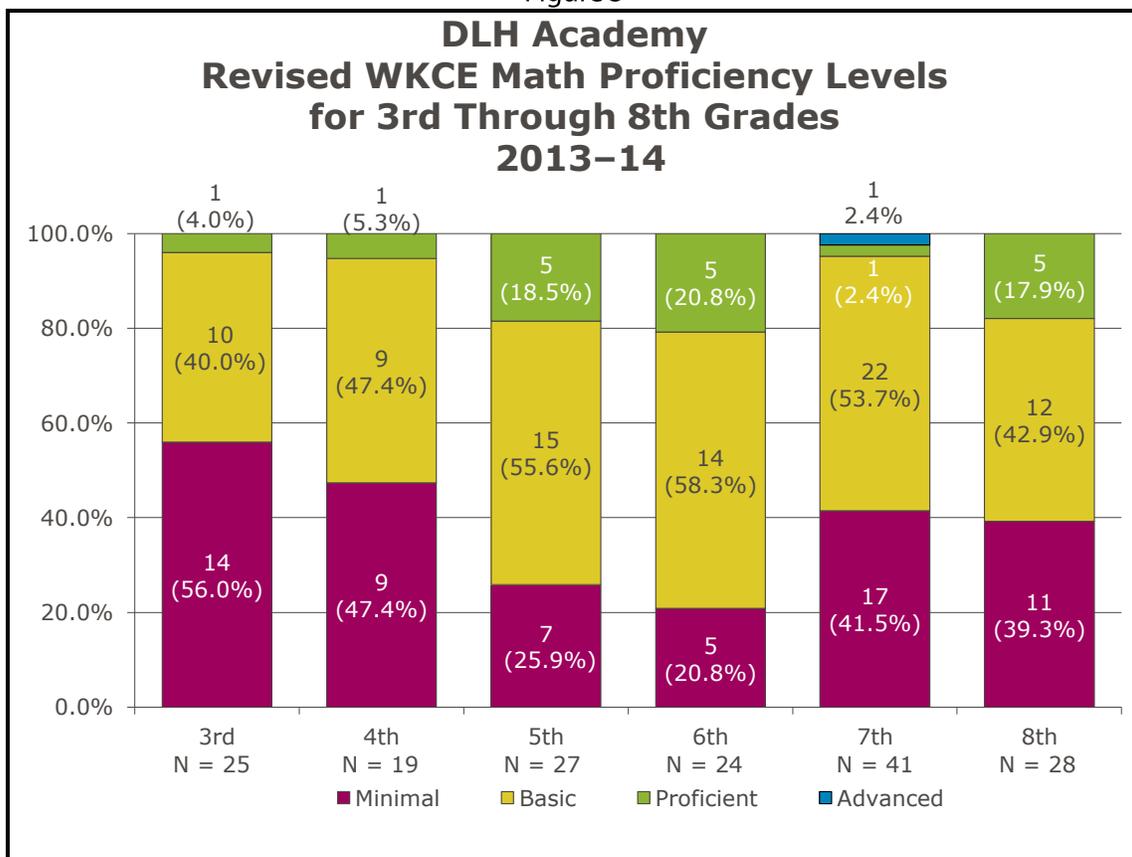


On average, third-grade students scored in the 29th percentile statewide. This means that, on average, students scored higher than 29.0% of all third graders who took the WKCE reading test this year. Fourth graders scored in the 31st percentile, fifth graders scored in the 35th percentile, sixth graders scored in the 35th percentile, seventh graders scored in the 23rd percentile, and eighth graders scored in the 33rd percentile in reading on average.

b. *Math*

Overall, 19 (11.6%) of students scored proficient or advanced in math when revised cut scores were used. When the former cut scores used prior to 2012–13 were applied to this year’s scale scores, six (24.0%) third graders were proficient in math; eight (42.1%) fourth graders were at the proficient level; five (18.5%) fifth-graders were advanced and 12 (44.4%) were proficient; three (12.5 %) sixth graders were at the advanced level and 13 (54.2%) were proficient; one (2.4%) seventh grader was advanced and 21 (51.2%) were proficient; and 17 (60.7%) eighth graders were proficient. Overall, 86 (52.4%) third- through eighth-grade students scored proficient or advanced in reading when using the cut scores prior to 2012–13 (not shown).

Figure 3

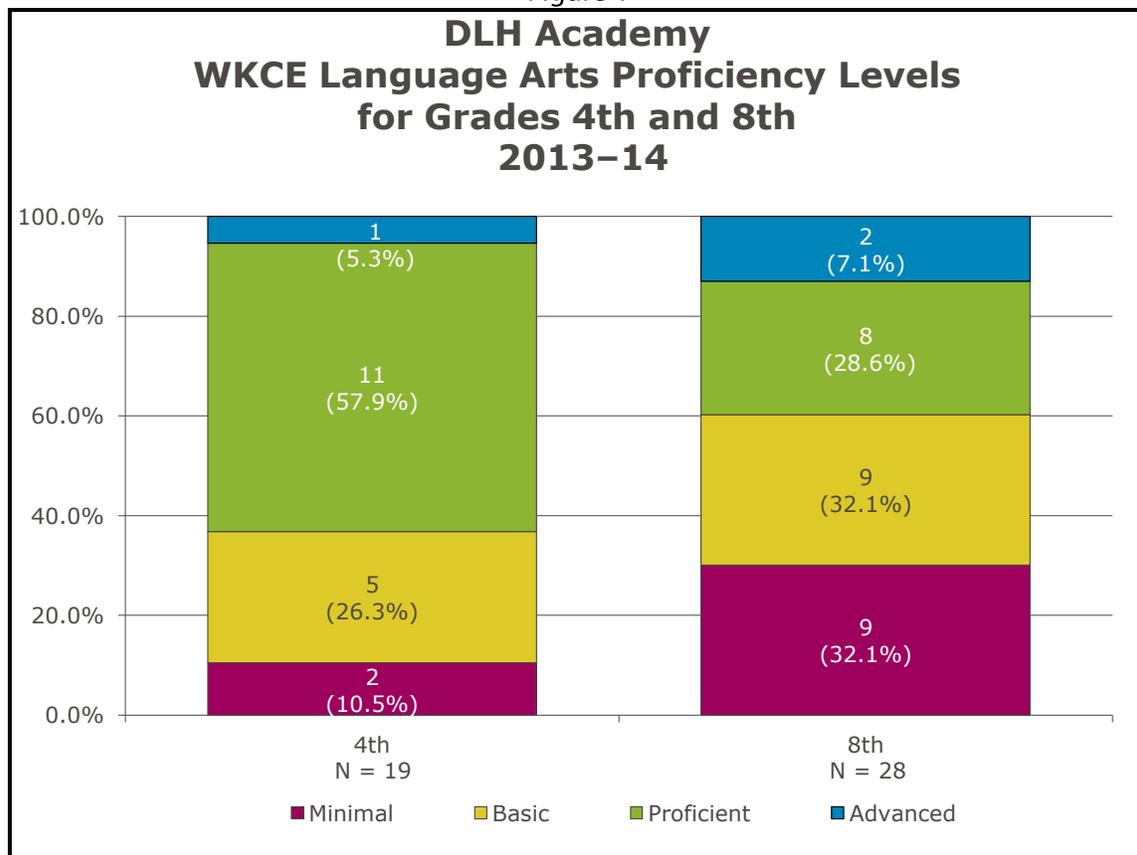


On average, third-grade students scored in the 18th percentile statewide. Fourth graders scored in the 19th percentile, fifth graders scored in the 25th percentile, sixth graders scored in the 32nd percentile, seventh graders scored in the 26th percentile, and eighth graders scored in the 31st percentile in math.

c. *Language Arts*

Fourth- and eighth-grade students completed a language arts subtest on the WKCE. Results for fourth graders show that one (5.3%) scored advanced, 11 (57.9%) scored proficient, five (26.3%) scored basic, and two (10.5%) scored minimal. For eighth graders, two (7.1%) scored advanced, eight (28.6%) scored proficient, nine (32.1%) scored basic, and nine (32.1%) scored minimal on the language arts test (Figure 4).

Figure 4



d. *Writing*

The final score from the WKCE is a writing score. The extended writing sample is evaluated using two holistic rubrics. A six-point composition rubric evaluates students' ability to control purpose, organization, content development, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to manage punctuation, grammar, capitalization, and spelling. Rubric scores are combined to produce a single score ranging from 0.0 to a maximum possible score of 9.0. DLH Academy's fourth graders' writing scores ranged from 4.0 to 6.0. The average score was 5.1. The median score was 5.0, meaning half of students scored at or below 5.0 and half scored 5.0 to 6.0.

Eighth graders are also assessed on an extended writing sample and can earn a total score ranging from 0.0 to 9.0 based on the same criteria outlined above. This year, eighth graders' scores ranged from 2.0 to 6.0. The average score was 4.1, and the median score was 4.0.

F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students who have been enrolled at DLH Academy for an FAY and have scores in consecutive years. Prior to the 2013–14 school year, first-through third-grade skills are assessed based on the Stanford Diagnostic Reading Test (SDRT). The SDRT was discontinued for the 2013–14 school year; therefore, year-to-year results are not available. Schools began using the PALS reading assessment this year. CRC and CSRC are exploring options for using this as a year-to-year measure in subsequent years.

Fourth- through eighth-grade reading and math skills are tested on the WKCE. Year-to-year progress expectations apply to students who have been enrolled at the school for an FAY. This year,

WKCE progress will be measured using the revised cut scores based on the NAEP standards and the former scores used prior to the current school year.

CSRC's expectations related to the WKCE are that at least 75.0% of students who were at the proficient or advanced levels on the previous year's WKCE reading and math subtests and who met the FAY definition would maintain their status of proficient or above. For students who scored below expectations, i.e., at the minimal or basic levels on their previous year's WKCE reading or math tests, the expectation is that at least 60.0% of students would either advance to the next proficiency level or advance to the next highest quartile within their previous year's proficiency level.^{36, 37}

1. Multiple-Year Student Progress for Fourth Through Eighth Graders Using Former Cut Scores

As mentioned above, CRC examined year-to-year progress using both the former and revised cut scores. Because the former cut scores were only used up until the 2012–13 school year, CRC applied those cut scores to scale scores from 2012–13 and 2013–14 to complete the former score analysis.

a. *Students Who Met Proficiency-Level Expectations (Former Cut Scores)*

Based on WKCE data from the fall of 2012, 79 students reached proficiency in reading and 59 were proficient or higher in math. As illustrated in Tables 21 and 22, 88.6% of students maintained their reading levels and 84.7% maintained proficient or advanced levels in math, exceeding CRSC's expectation of 75.0%.

³⁶ CSRC's expectations related to the WKCE are based on the former WKCE cut scores because the revised cut scores have been in place for too short a period for the development of valid expectations.

³⁷ Students had to be enrolled in the school on or before September 21, 2012, to meet the FAY definition.

Table 21			
DLH Academy Reading Proficiency Level Progress for Proficient or Advanced FAY Students in 2012–13 Based on Former WKCE Proficiency-Level Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2012–13	Students Who Maintained Proficient/Advanced in 2013–14	
		N	%
3rd to 4th	11	8	72.7%
4th to 5th	15	14	93.3%
5th to 6th	16	15	93.8%
6th to 7th	23	20	87.0%
7th to 8th	14	13	92.9%
Total	79	70	88.6%

Table 22			
DLH Academy Math Proficiency Level Progress for Proficient or Advanced FAY Students in 2012–13 Based on Former WKCE Proficiency-Level Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2012–13	Students Who Maintained Proficient/Advanced in 2013–14	
		N	%
3rd to 4th	7	Cannot report due to <i>n</i> size	
4th to 5th	11	11	100.0%
5th to 6th	11	9	81.8%
6th to 7th	21	15	71.4%
7th to 8th	9	Cannot report due to <i>n</i> size	
Total	59	50	84.7%

b. *Students Who Did Not Meet Proficiency-Level Expectations (Former Cut Scores)*

CSRC expects that at least 60.0% of students who did not meet proficiency-level expectations (i.e., were at the minimal or basic levels) on the WKCE in 2012–13 to progress one or more levels or, if they scored in the same level, to show progress to a higher quartile within that level. To examine movement within a proficiency level, CRC divided the minimal and basic levels equally into quartiles.

The lower threshold for the minimal level was the lowest scale score possible on the examination. The upper threshold reflected the scale score used by DPI to establish proficiency levels.

As illustrated, 63.6% of 22 students met the goal in reading and 52.4% of 42 students met the goal in math (Tables 23 and 24).

Table 23					
DLH Academy					
Reading Proficiency Level Progress					
for Minimal or Basic FAY Students in 2012–13					
Based on Former WKCE Proficiency-Level Cut Scores					
Grade	# Students Minimal/Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	4	Cannot report due to <i>n</i> size			
4th to 5th	5	Cannot report due to <i>n</i> size			
5th to 6th	3	Cannot report due to <i>n</i> size			
6th to 7th	5	Cannot report due to <i>n</i> size			
7th to 8th	5	Cannot report due to <i>n</i> size			
Total	22	9	5	14	63.6%

Table 24					
DLH Academy Math Proficiency Level Progress for Minimal or Basic Full-Academic-Year Students in 2012–13 Based on Former WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	8	Cannot report due to <i>n</i> size			
4th to 5th	9	Cannot report due to <i>n</i> size			
5th to 6th	8	Cannot report due to <i>n</i> size			
6th to 7th	7	Cannot report due to <i>n</i> size			
7th to 8th	10	3	2	5	50.0%
Total	42	17	5	22	52.4%

2. Multiple-Year Student Progress for Fourth Through Eighth Graders Using Revised Cut Scores

The previous section described progress for students from 2012–13 to 2013–14 using former WKCE proficiency-level cut scores (i.e., those used until the previous school year). This section describes progress for these same students using the revised proficiency-level cut scores that were implemented in 2012–13. It is important to note that the range of scale scores used to assign the proficiency levels differ from the ranges using the former cut scores; therefore, it may not be possible to directly compare results using the two different models. The results described in this section provide a look at student progress using the revised cut scores but the same standards.

a. *Students Who Met Proficiency-Level Expectations (Revised Cut Scores)*

Based on WKCE data from the fall of 2012, nine students reached proficiency in reading when revised cut scores were applied and 16 were proficient or higher in math. As illustrated in tables 25 and 26, 66.7% of students maintained their reading levels and 43.8% maintained proficient or advanced levels in math.

Table 25			
DLH Academy Reading Proficiency Level Progress for Proficient or Advanced Full-Academic-Year Students in 2012–13 Based on Revised WKCE Proficiency-Level Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2012–13	Students Who Maintained Proficient/Advanced in 2013–14	
		N	%
3rd to 4th	1	Cannot report due to <i>n</i> size	
4th to 5th	0	Cannot report due to <i>n</i> size	
5th to 6th	3	Cannot report due to <i>n</i> size	
6th to 7th	4	Cannot report due to <i>n</i> size	
7th to 8th	1	Cannot report due to <i>n</i> size	
Total	9	6	66.7%

Table 26			
DLH Academy Math Proficiency Level Progress for Proficient or Advanced Full-Academic-Year Students in 2012–13 Based on Revised WKCE Proficiency-Level Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2012–13	Students Who Maintained Proficient/Advanced in 2013–14	
		N	%
3rd to 4th	1	Cannot report due to <i>n</i> size	
4th to 5th	2	Cannot report due to <i>n</i> size	
5th to 6th	5	Cannot report due to <i>n</i> size	
6th to 7th	7	Cannot report due to <i>n</i> size	
7th to 8th	1	Cannot report due to <i>n</i> size	
Total	16	7	43.8%

b. *Students Who Did Not Meet Proficiency-Level Expectations (Revised Cut Scores)*

To determine whether students who did not meet proficient or advanced levels were making progress, CRC examined whether these students were able to improve scores by moving up one or more categories, e.g., minimal to basic, basic to proficient, or minimal to proficient. If students were not able to improve by a level, CRC examined student progress within the student’s skill level. To

examine movement within a proficiency level, CRC equally divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.³⁸

There were 92 students who scored in the minimal or basic categories in reading during 2012–13 based on the revised proficiency-level cut scores. Of these, 37.0% showed improvement by progressing to a higher proficiency level (n=19) or quartile (n=15) in reading (Table 27).

Table 27					
DLH Academy					
Reading Proficiency Level Progress					
for Full-Academic-Year Students Minimal or Basic in 2012–13					
Based on Revised WKCE Proficiency-Level Cut Scores					
Grade	# Students Minimal/Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	14	1	2	3	21.4%
4th to 5th	20	7	3	10	50.0%
5th to 6th	16	3	3	6	37.5%
6th to 7th	24	3	3	6	25.0%
7th to 8th	18	5	4	9	50.0%
Total	92	19	15	34	37.0%

Proficiency-level progress in math is described in Table 28. When the revised cut scores were applied to the 2012–13 scale scores, 85 students scored below proficient on the fall of 2012 WKCE. Overall, 34.1% of these students either advanced one proficiency level (n=18) or, if they did not advance a level, improved at least one quartile within their level (n=11).

³⁸This method is used by CRC to examine student progress in the schools chartered by the city.

Table 28					
DLH Academy					
Math Proficiency Level Progress					
for Full-Academic-Year Students Minimal or Basic in 2012–13					
Based on Revised WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	14	2	2	4	28.6%
4th to 5th	18	8	4	12	66.7%
5th to 6th	14	3	2	5	35.7%
6th to 7th	21	1	0	1	4.8%
7th to 8th	18	4	3	7	38.9%
Total	85	18	11	29	34.1%

G. School Scorecard

In the 2009–10 school year, CSRC piloted a scorecard for each school that it charters. The pilot ran for three years, and in the fall of 2012, CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures as well as point-in-time academic achievement and engagement elements, such as attendance and student/teacher retention and return. The score provides a summary indicator of school performance, which is then translated into a school status rating (Table 29).

Table 29	
City of Milwaukee	
Educational Performance Rating Scale for Charter Schools	
School Status	Scorecard % Total
High Performing/Exemplary	100.0%–85.0%
Promising/Good	84.9%–70.0%
Problematic/Struggling	69.9%–55.0%
Poor/Failing	54.9% or less

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

This year, CRC prepared one DLH Academy scorecard based on the WKCE results using the former cut scores. This was done because the revised cut scores have been in place too short a time to develop valid measures and because CSRC's expectations related to the WKCE and the scorecard were developed using former WKCE cut scores. DLH Academy scored 72.6%% on the scorecard, which places them at the Promising/Good level. This compares to 73.8% for the 2012–13 school year.

H. DPI School Report Card³⁹

As part of the new state accountability system, reflected in Wisconsin's approved Elementary and Secondary Education Act Flexibility Request,⁴⁰ DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas.

- **Student Achievement**—Performance on the WKCE and Wisconsin Alternative Assessment for Students with Disabilities in reading and mathematics.
- **Student Growth**—Improvement over time on the WKCE in reading and mathematics.
- **Closing Gaps**—Progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates.
- **On-Track and Postsecondary Readiness**—Performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career.

Schools receive a score from 0 to 100 for each priority area, which is included on each school's report card. The report cards are public documents and can be found on the DPI website. Data are not shown for groups of fewer than 20 students.

In addition to priority area scores, performance on three student engagement indicators is also reported. These include test participation rate (goal of 95.0% for all students and each subgroup), absenteeism rate (goal of 13.0% or less), and dropout rate (goal of 6.0% or less). Schools that do not meet the goal receive a point deduction from their overall scores.

The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings:

³⁹ Information for this section was retrieved from the DPI website, <http://reportcards.dpi.wi.gov>. The DPI report card reflects the school's performance for the 2012–13 school year. Report cards for the 2013–14 school year will be issued in the fall of 2014.

⁴⁰ Wisconsin DPI. (n.d.). Accounting reform. Retrieved from <http://oea.dpi.wi.gov/accountability>

- Significantly Exceeds Expectations (83.0–100.0);
- Exceeds Expectations (73.0–82.9);
- Meets Expectations (63.0–72.9);
- Meets Few Expectations (53.0–62.9); and
- Fails to Meet Expectations (0.0–52.9).

DLH Academy's report card for the 2012–13 school year indicated an overall accountability rating of 61.2 points, resulting in a rating of "Meets Few Expectations." Further information on the DLH Academy report card is included in Appendix E.

I. Parent/Teacher/Board Satisfaction Regarding Student Academic Progress

Based on 84 parent surveys, 45.2% of parents indicated that the program of instruction was excellent and 39.3% indicated that it was good and that teacher performance was excellent (48.8%) or good (34.5%). In addition, 88.1% of the parents indicated that the school's contribution to their child's learning was excellent or good. Six of the nine teachers listed the school's progress toward becoming a high-performing school as good and three teachers reported the school's progress as fair (one teacher did not respond). When asked about satisfaction with student academic progress, 40.5% of the parents surveyed rated their child's academic progress as excellent and 38.1% as good. Seven teachers interviewed indicated that their students' academic progress was good. Four (57.1%) out of seven board members indicated the program of instruction and the students' academic progress were excellent or good. For full interview and survey results, see appendices F through I.

IV. SUMMARY/RECOMMENDATIONS

This report covers the 12th year of DLH Academy's operation as a City of Milwaukee charter school. The school met all but two of the educational provisions in its contract with the City of Milwaukee, and subsequent CSRC requirements. The school's fourth grade teacher did not hold a Wisconsin DPI license or permit. In addition, the school fell short (52.4%) of the requirement that 60.0% of fourth to eighth graders below proficient in math on the WKCE in 2012–2013 would advance one proficiency level or to the next quartile within the proficiency level range in 2013–2014. The school's report card score for the 2013–14 school year was 72.6%. Based on current and past contract compliance and scorecard results, CRC recommends that DLH Academy continue regular, annual academic monitoring and reporting.

Appendix A

Contract Compliance Chart

**Table A
DLH Academy**

**Overview of Compliance for Education-Related Contract Provisions
2013–14**

Section of Contract	Education-Related Contract Provision	Report Page Number	Contract Provisions Met or Not Met?
Section B	Description of educational program: Student population served.	pp. 2–7	Met
Section I, V	The school will provide a copy of the calendar prior to the end of the previous school year.	p. 12	Met
Section C	Educational methods.	pp. 2–4	Met
Section D	Administration of required standardized tests.	pp. 39–55	Met
Section D	Academic criterion #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 20–38	Met
Section D and subsequent CSRC memos	Academic criterion #2: Year-to-year achievement measure.		
	a. 2nd- and 3rd-grade students at or above grade level in reading: At least 75% will maintain at- or above-grade-level status.	a. N/A	a. N/A
	b. 4th- to 8th-grade students proficient or advanced in reading: At least 75.0% will maintain proficiency level.	b. pp. 49–53	b. Met when former cut scores were applied (88.6% of 79 students)
	c. 4th- to 8th-grade students proficient or advanced in math: At least 75.0% will maintain proficiency level.	c. pp. 49–53	c. Met when former cut scores were applied (84.7% of 59 students)
Section D	Academic criterion #3.		
	a. 2nd- and 3rd-grade students with below grade-level scores in reading: Advance more than 1.0 grade-level equivalent in reading.	a. N/A	a. N/A
	b. 4th- to 8th-grade students below proficient level in reading test: At least 60% will advance one proficiency level or to the next quartile within the proficiency level range.	b. pp. 50–54	b. Met when former cut scores were applied (63.6% of 22 students)
	c. 4th- to 8th-grade students below proficient level in math test: At least 60% will advance one level of	c. pp. 50–55	c. Not met when former cut scores were applied (52.4% of 42 students)

**Table A
DLH Academy**

**Overview of Compliance for Education-Related Contract Provisions
2013–14**

Section of Contract	Education-Related Contract Provision	Report Page Number	Contract Provisions Met or Not Met?
	proficiency or to the next quartile within the proficiency level range.		
Section E	Parental involvement.	p. 13–14	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 10	Not Met ⁴¹
Section I	Pupil database information.	pp. 5–7	Met
Section K	Disciplinary procedures.	p. 14–15	Met

⁴¹ The fourth-grade teacher did not hold a current DPI license or permit.

Appendix B

Student Learning Memorandum

**Student Learning Memorandum for Darrell Lynn Hines
College Preparatory Academy of Excellence**

To: City of Milwaukee Charter School Review Committee and NCCD Children’s Research Center
From: Darrell Lynn Hines College Preparatory Academy of Excellence
Re: Draft Student Learning Memorandum for the 2013–14 School Year
Date: November 08, 2013

The following procedures and outcomes will be used for the 2013–14 school year to monitor the educationally-related activities described in the Darrell Lynn Hines College Preparatory Academy of Excellence’s charter school contract with the City of Milwaukee. The data will be provided to the NCCD Children’s Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee (CSRC). Data will be reported in a spreadsheet or database that includes each student’s Wisconsin student number (WSN). All spreadsheets and/or the database will include all students enrolled at any time during the school year. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 20, 2014. Additionally, paper test printouts or data directly from the test publisher must be provided to CRC for all standardized tests.

Attendance

The school will maintain an average daily attendance rate of 90%. Attendance will be reported as present, excused absence, or unexcused absence. A student is considered present for the day if he/she is in attendance for half a day or more.

Enrollment

The school will record the enrollment date for every student. Upon admission, individual student information, including 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 school will be recorded in the school database.

Parent Participation

Parents will participate in both scheduled parent-teacher conferences. The date of the conference and whether a parent/guardian or other interested person participated in the conference (in person or by phone) will be recorded by the school for each student.

Special Education Needs Students

The school will maintain updated records on all special education students, including disability type, date of the individualized education program (IEP) team eligibility assessment, eligibility assessment outcome, IEP completion date, parent participation in IEP completion, IEP review date and results, and parent participation in review.

Students with active IEPs will demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation. Progress will be determined by 70% achievement of the total number of sub-goals reported for each student. Note that ongoing student progress toward IEP goals is

monitored and reported throughout the academic year through the special education progress reports, attached to the regular report cards.

Academic Achievement: Local Measures

Math for K5 and First Grades

By the end of the year, all students enrolled in K5 since the third Friday in September will reach either proficient or advanced levels of mastery on at least 75% of the 22 grade-level skills on the Math in Focus curriculum, which reflects the common core state standards (CCSS) in math.

By the end of the year, all students enrolled in first grade since the third Friday in September will reach either proficient or advanced levels of mastery on at least 75% of the 21 grade-level skills on the Math in Focus curriculum, which reflects the CCSS in math.

The rubric used to determine mastery is as follows.

4 = Advanced: Student demonstrates an advanced understanding of the concept or skill and is consistently working above grade-level expectations. Student repeatedly uses unique problem-solving tasks. Student communicates a sophisticated, well-articulated mathematical understanding of the concept.

3 = Proficient: Student solves problems independently, consistently, and efficiently (any errors that the student may make are infrequent and minor). Student may have some difficulty communicating his/her mathematical understanding of the concept.

2 = Student demonstrates a basic understanding of the concept or skill and is performing below grade-level expectations. Correct answers are not consistent/efficient, and/or reminders, suggestions, and learning aids may be necessary to complete the task.

1 = Student demonstrates a minimal understanding of the concept or skill and is performing noticeably below grade-level expectations. Student may require intensive assistance from the teacher to further develop his/her understanding

Reading for K4, K5, and First Grades

At least 85% of the students in K4, K5, and first grades who completed the fall and spring Phonological Awareness Literacy Screenings (PALS) will achieve the summed score spring benchmark.

Reading and Mathematics for Second Through Eighth Grades⁴²

Students from second through eighth grades will demonstrate progress in reading and mathematics on the Measures of Academic Progress (MAP) tests administered in the fall and spring. Specifically, for returning students:⁴³

- At least 60.0% of students in second through eighth grades who reached their target Rasch Unit (RIT) score in reading and/or math in the spring of 2013 will again meet their target RIT score on the spring of 2014 MAP test; and
- At least 50.0% of students who did not meet target RIT scores on the spring of 2013 test will meet target RIT scores on the spring of 2014 test.

Of the students who are not in the year-to-year cohort (i.e., those who were first graders last year, did not complete all MAP assessments in 2012–13, or are new to the school this year), at least 70% will meet target scores in reading, and 70% will meet target scores in math on the spring of 2014 MAP test.

In addition, CRC will conduct the following data analysis to provide trend data regarding MAP performance based on each student's grade-level score. Students who complete both the fall and spring reading and math MAP tests will increase their RIT scores by at least the difference in the normative mean score for the grade-level average at which the student tested in the fall. Progress for students at or above the normative mean for their current grade level and progress for students below the normative mean for their current grade level will be reported.

Writing for K5 Through Eighth Grades

Students in K5 through eighth grades will complete writing samples no later than October 30, 2013. The writing sample will be assessed using the 6+1 Traits of Writing. The six traits of writing include ideas, organization, voice, word choice, sentence fluency, and conventions. Students receive a rubric score of 1 through 4 (1 = minimal, 2 = basic, 3 = proficient, 4 = advanced) for each trait; the average, overall score for all six traits will be used to measure student progress. At least 65.0% of the students who complete the writing sample in October will achieve an overall score of 3 or higher on a second writing sample taken in May 2013. The prompt for both writing samples will be the same and will be based on grade-level topics with the narrative genre.⁴⁴

⁴² The school will continue to provide language arts scores in order to track language arts achievement but will not include a language arts local measure goal.

⁴³ Students who completed all MAP assessments in 2012–13.

⁴⁴ Writing genres include expository, descriptive, persuasive, and narrative.

Academic Achievement: Standardized Measures

The following standardized test measures will assess academic achievement in reading and/or mathematics.

K4, K5, First, and Second Grades

PALS will be administered within the timeframes (fall and spring) required by the Wisconsin Department of Public Instruction (DPI) for all K4 through first-grade students.⁴⁵ PALS will be administered to second-grade students during the spring timeframe only. PALS provides information about each student's level of mastery of early literacy fundamentals. Each student will receive a summed score, which will be compared to fall developmental expectations for his/her grade level.⁴⁶

Because this is the first year that schools are required to administer PALS to students in K4, first, and second grades, CSRC has not yet set any specific academic expectations for students taking PALS. Pending expectations by CSRC, CRC plans to complete the following analysis for this assessment series:⁴⁷

- Benchmark achievement levels for students on both the fall and spring assessments (spring only for second graders);
- For K4, K5, and first grade students, student cohort progress from fall to spring on each grade-level assessment (not applicable for second graders); and
- If applicable, year-to-year progress for students who completed the PALS-K in 2012–13 and also completed the PALS-1 in 2013–14.⁴⁸

Third Through Eighth Grades

The Wisconsin Knowledge and Concepts Examination (WKCE) will be administered on an annual basis in the timeframe identified by DPI. The WKCE subtests will provide each student with a proficiency level, scale score, and state percentile in reading and math. Fourth and eighth graders will also be assessed for proficiency in science, social studies, and language arts. In addition, fourth- and eighth-grade writing skills will be assessed.

In 2012–13, the WKCE cut scores for reading and math were revised based on cut scores for the National Assessment of Educational Progress. As in the 2012–13 school year, CRC will analyze the data using both the revised cut scores and the former cut scores that were used through the 2011–12 school year. The standards below apply only to results based on the former cut scores, pending a different decision by CSRC.

⁴⁵ The school must administer PALS in the fall of the school year; if DPI requires additional test administrations, CRC may request data from the winter and/or spring test periods.

⁴⁶ PALS was developed by researchers at the University of Virginia and is considered a scientifically based reading assessment for kindergarten students. It assesses key literacy fundamentals, including phonic awareness, fluency, and vocabulary. Specifically, PALS assesses rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation (optional). (Note: This information was taken from the DPI website: <http://www.palswisconsin.info>.)

⁶ If during the school year, CSRC sets specific expectations or requests different analyses, CRC will replace these current plans with the plans and expectations formulated and adopted by the CSRC.

⁷ At the time of this memo, CRC was researching whether examining year-to-year reading progress using PALS was possible. If year-to-year progress can be measured, CRC will include those results in the report.

- At least 75% of students who were proficient or advanced in reading and/or math on the WKCE in 2012–13 will maintain their status of proficient or above in the subsequent year.
- More than 60% of students who tested below proficient (basic or minimal) in reading and/or mathematics on the WKCE in 2012–13 will improve a proficiency level or at least one quartile within their proficiency level in the next school year. This is a school-wide expectation.

Student Learning Memorandum Data Addendum
Darrell Lynn Hines College Preparatory Academy of Excellence

The following describes the data collection and submission process related to each of the outcomes in the learning memo for the 2013–14 academic year. Additionally, important principles applicable to all data collection must be considered.

1. All students attending the school at any time during the 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 Wisconsin student number (WSN) and 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 N/E to indicate “not enrolled.” If the measure did not apply to the student for another reason, enter N/A for that student to indicate “not applicable.” N/E may apply if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year. N/A may apply if 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%, or the attendance rate was 92%).

Staff person responsible for year-end data submission: Cathy Stampley.

Learning Memo Section/Outcome	Data Description	Location of Data	Person 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 student ID number • Student name • Grade level • Race/ethnicity • Gender (M/F) • Eligibility for free/reduced lunch (free, reduced, full pay) • Enrollment date • Termination date, or N/A if the student did not withdraw • Reason for termination, if applicable • Number of days the student was enrolled at the school this year (number of days expected attendance) • Number of days the student attended this year 	Microsoft Excel spreadsheet designed by school	Cathy Stampley

Learning Memo Section/Outcome	Data Description	Location of Data	Person Responsible for Collecting Data
	<ul style="list-style-type: none"> • Number of excused absences this year • Number of unexcused absences this year • Indicate if the student had and/or was assessed for special education needs during the school year (yes and eligible, yes and not eligible, or no) 		
Parent Participation	<p>Create a column for each of the following. Include for all students enrolled at any time during the school year.</p> <ul style="list-style-type: none"> • WSN • School student ID number • Student name • Create a 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 N/E. • Create a 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 N/E. 	Excel spreadsheet designed by school	Cathy Stampley
Special Education Needs Students Student Population/Local Measure	<p>For each student assessed for special education needs (as indicated on the student roster), include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Special education need, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at the school during the previous school year (i.e., was student continuing special education or did special education services begin this year)? • Eligibility assessment date (date the team met to determine eligibility; may be during previous school year) 	Excel spreadsheet designed by school	Cathy Stampley

Learning Memo Section/Outcome	Data Description	Location of Data	Person Responsible for Collecting Data
	<ul style="list-style-type: none"> • Eligibility reevaluation date (three-year reevaluation date to determine whether the child is still eligible for special education; may be during a subsequent school year) • Individualized education program (IEP) completion date (date the IEP in place during this school year was developed; may have been during a prior year; if initial, the date will be this school year) • IEP review date (date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A) • IEP review results, e.g., continue in special education, no longer eligible for special education, or N/A • Parent participation in the IEP review. <p>At the time of the annual review/reevaluation, please record:</p> <ul style="list-style-type: none"> • The number of sub-goals that were on the previous IEP; and • The number of those sub-goals that were met. 		
<p>Academic Achievement: Local Measures</p> <p><i>Math</i></p>	<p>For each student enrolled at any time during the year, include the following.</p> <ul style="list-style-type: none"> • WSN • School student ID number • Student name <p>For K5 and 1st graders, include the following.</p> <ul style="list-style-type: none"> • Number of concepts on which student earned "3" • Number of concepts on which student earned "4" • Total number of concepts on which student was assessed <p>For 2nd through 8th graders, include the following.</p> <ul style="list-style-type: none"> • Fall Rasch Unit (RIT) score for math • Target RIT score for math 	<p>Excel spreadsheet designed by school</p>	<p>Cathy Stampley</p>

Learning Memo Section/Outcome	Data Description	Location of Data	Person Responsible for Collecting Data
	<ul style="list-style-type: none"> • Spring RIT test score for math • Met target in math (Y/N) 		
<p>Academic Achievement: Local Measures</p> <p><i>Reading and Language Arts</i></p>	<p>Reading results for K4 through 1st grade students will be included in the Phonological Awareness Literacy Screening (PALS) data description below.</p> <p>For 2nd- through 8th-grade students enrolled at any time during the year, include the following.</p> <ul style="list-style-type: none"> • WSN • School student ID number • Student name • Fall RIT test score for reading • Target RIT score for reading • Spring RIT test score for reading • Met target in reading (Y/N) • Fall RIT test score for language arts • Target RIT score for language arts • Spring RIT test score for language arts • Met target in language arts (Y/N) 	Excel spreadsheet designed by school	Cathy Stampley
<p>Academic Achievement: Local Measures</p> <p><i>Writing</i></p>	<p>For each student enrolled at any time during the year, include the following.</p> <ul style="list-style-type: none"> • WSN • School student ID number • Student name • Fall writing score • Fall writing sample date • Spring writing score • Spring writing sample date 	Excel spreadsheet designed by school	Cathy Stampley
<p>Academic Achievement: Standardized Measures</p> <p><i>PALS</i></p>	<p>For each K4 and K5 student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Fall PALS summed score • Spring PALS summed score <p>For each 1st and 2nd grade student, include the following:</p> <p><u>Fall (1st graders only)</u></p> <ul style="list-style-type: none"> • Fall entry-level summed score 	<p>Excel spreadsheet designed by school</p> <p>Additionally, paper copies must be submitted to CRC at the end of the school year.</p>	Cathy Stampley

Learning Memo Section/Outcome	Data Description	Location of Data	Person Responsible for Collecting Data
	<ul style="list-style-type: none"> • If applicable, fall Level B summed score • If applicable, fall Level C blending and sound-to-letter scores <p><u>Spring (1st and 2nd graders)</u></p> <ul style="list-style-type: none"> • Spring entry-level summed score • If applicable, spring Level B summed score • If applicable, spring Level C blending and sound-to-letter scores 		
<p>Academic Achievement: Standardized Measures</p> <p><i>Wisconsin Knowledge and Concepts Examination</i></p>	<p>For each 3rd- through 8th-grade student enrolled at any time during the school year, include the following.</p> <ul style="list-style-type: none"> • WSN • School student ID number • Student name • Grade • Scale scores for each WKCE test (e.g., math and reading for all grades, plus language, social studies, science, and writing for 4th and 8th graders) • Proficiency level for each WKCE test • State percentile for each WKCE test <p>Note: Enter N/E if the student was not enrolled at the time of the test. Enter N/A if the test did not apply for another reason.</p> <p>CRC encourages the school to download WKCE data from the Turnleaf website. This website contains the official WKCE scores used by the Wisconsin Department of Public Instruction.</p> <p>Please provide the test date(s) in an email or other document.</p>	<p>Excel spreadsheet designed by school, or grant CRC access to the Turnleaf website to download school data</p> <p>Additionally, paper copies must be submitted to CRC at the end of the school year.</p>	<p>Cathy Stampley</p>

Appendix C

Trend Information

Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number and Rate Enrolled for Entire School Year
2002-03	225	17	26	216	--
2003-04	246	2	20	228	--
2004-05	235	13	11	237	--
2005-06	257	10	13	254	--
2006-07	303	7	21	289	--
2007-08	298	19	32	285	--
2008-09*	281	11	15	277	267 (95.0%)
2009-10	289	7	33	263	258 (89.3%)
2010-11	288	27	58	257	237 (82.3%)
2011-12	303	10	33	280	272 (89.8%)
2012-13	309	16	43	282	267 (86.4%)
2013-14	272	18	26	264	264 (97.1%)

*2008-09 was the first year that CSRC required that retention rate be calculated.

Figure C1

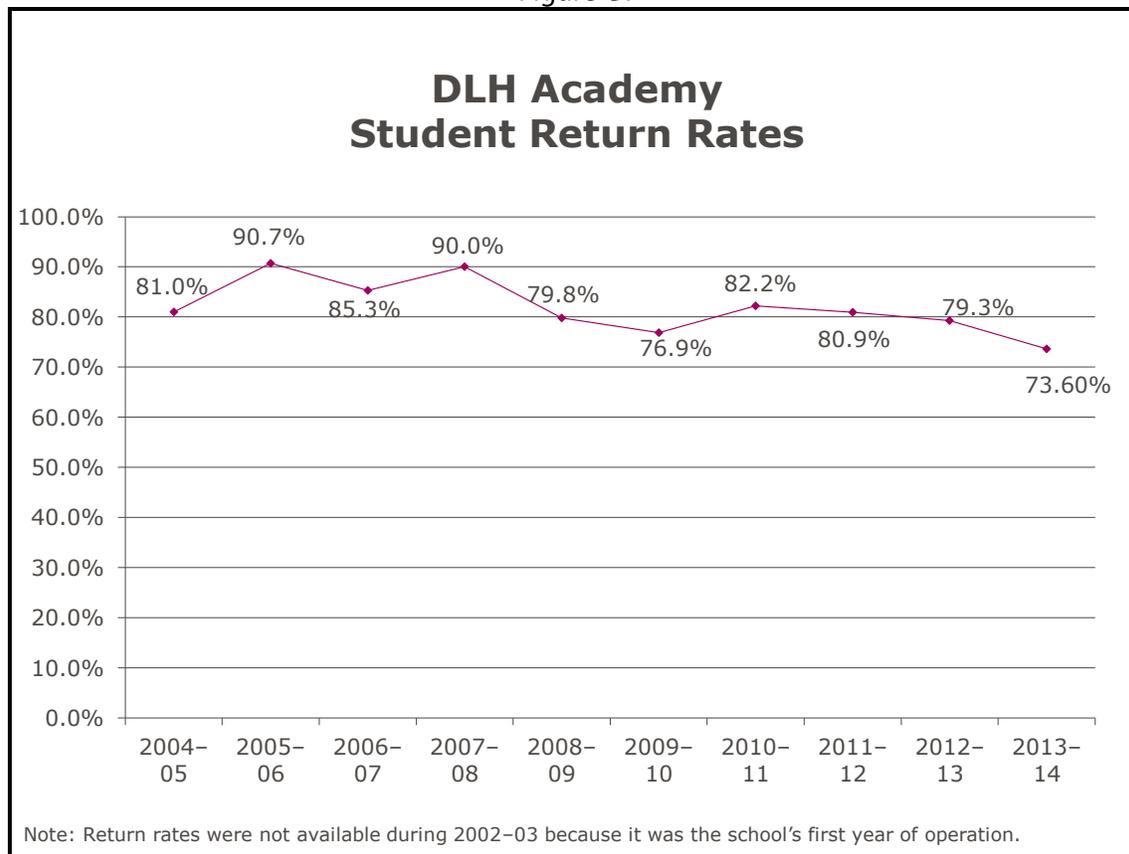


Figure C2

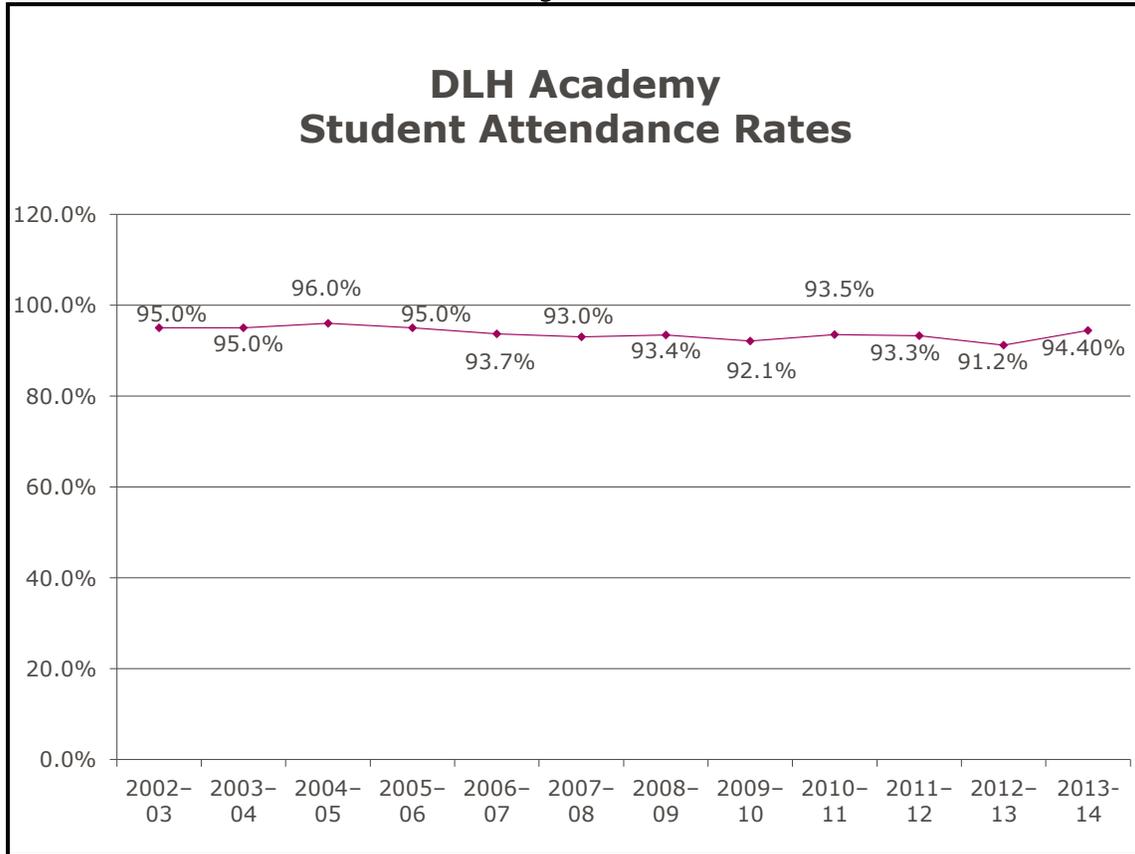


Figure C3

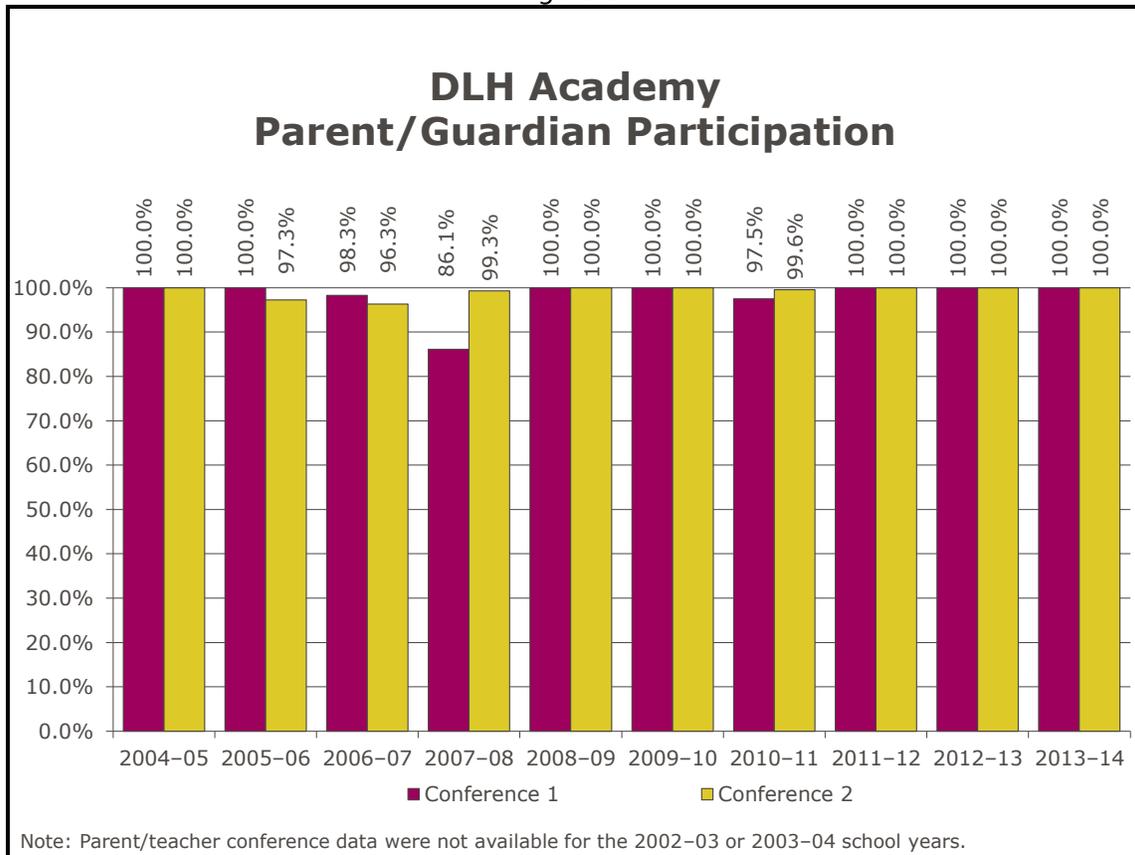


Table C2		
DLH Academy WKCE Year-to-Year Progress Students Who Maintained Proficient or Advanced Based on Former Proficiency-Level Cut Scores* 4th Through 8th Grades		
School Year	Reading	Math
2005-06	83.8%	76.6%
2006-07	92.4%	73.7%
2007-08	83.8%	76.7%
2008-09	80.0%	67.9%
2009-10	80.6%	94.3%
2010-11	86.7%	82.2%
2011-12	89.8%	90.0%
2012-13	88.7%	84.5%
2013-14	88.6%	84.7%

Note: WKCE scores were not reported the same way during the 2002-03, 2003-04, and 2004-05 school years. Therefore, data for those years are not included in this table.

*In 2012-13, the state began using revised NAEP-based cut scores; the former cut scores were applied to the 2012-13 data in order to examine progress from 2011-12 to 2012-13.

Table C3		
DLH Academy WKCE Year-to-Year Progress Students Who Were Minimal or Basic and Showed Improvement Based on Former Proficiency Level Cut Scores* 4th Through 8th Grades		
School Year	Reading	Math
2005-06	54.8%	54.8%
2006-07	71.2%	68.4%
2007-08	52.1%	30.6%
2008-09	61.8%	45.5%
2009-10	45.7%	58.2%
2010-11	55.3%	41.9%
2011-12	60.0%	65.3%
2012-13	58.1%	54.5%
2013-14	63.6%	52.4%

*In 2012-13, the state began using revised NAEP-based cut scores; the former cut scores were applied to the 2012-13 data in order to examine progress from 2011-12 to 2012-13.

Table C4					
DLH 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 Who Began the Year	Retention Rate: Rate Employed at the School for Entire School Year
2009–10					
Classroom Teachers Only	12	0	0	12	100.0%
All Instructional Staff	21	0	0	21	100.0%
2010–11					
Classroom Teachers Only	13	0	2	11	84.6%
All Instructional Staff	21	0	2	19	90.5%
2011–12					
Classroom Teachers Only	13	0	0	13	100%
All Instructional Staff	21	0	0	21	100%
2012–13					
Classroom Teachers Only	12	1	2	10	83.3%
All Instructional Staff	21	1	4	17	81.0%
2013–14					
Classroom Teachers Only	12	0	2	10	83.3%
All Instructional Staff	18	0	2	16	88.9%

Table C5			
DLH Academy Teacher 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 Only	11	11	100.0%
All Instructional Staff	19	18	94.7%
2010–11			
Classroom Teachers Only	6	6	100.0%
All Instructional Staff	13	13	100.0%
2011–12			
Classroom Teachers Only	9	9	100.0%
All Instructional Staff	17	17	100.0%
2012–13			
Classroom Teachers Only	11	6	54.5%
All Instructional Staff	19	14	73.7%
2013–14			
Classroom Teachers Only	10	6	60.0%
All Instructional Staff	16	11	68.8%

*Includes only teachers who were eligible to return, i.e., were offered a position for fall.

Table C6	
DLH Academy CSRC Scorecard Results Using Former WKCE Cut Scores	
School Year	Result
2009–10	67.2%
2010–11	71.2%
2011–12	77.3%
2012–13	73.8%
2013–14	72.6%

Table C7	
DLH Academy DPI Report Card Rating	
School Year	Scorecard Result
2011-12	61.6
2012-13	61.2

Appendix D

CSRC School Scorecards

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

r: 4/11

K5-8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1-3		
• SDRT—% remained at or above grade level (GL)	(4.0)	10.0%
• 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)	35.0%
• 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)	15.0%
• % 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)	15.0%
• WKCE math—% proficient or advanced	(7.5)	

ENGAGEMENT		
• Student attendance	(5.0)	25.0%
• 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	(5.0)	30.0%
• EXPLORE to PLAN—Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	(10.0)	
• Adequate credits to move from 9th to 10th grade	(5.0)	
• Adequate credits to move from 10th to 11th grade	(5.0)	
• DPI graduation rate	(5.0)	

POST-SECONDARY READINESS: GRADES 11 and 12		
• Post-secondary acceptance for graduates (college, university, technical school, military)	(10.0)	15.0%
• % 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)	15.0%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	15.0%
• WKCE math—% proficient and advanced	(7.5)	

ENGAGEMENT		
• Student attendance	(5.0)	25.0%
• 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 fewer than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

Beginning in 2012–13, DPI applied more rigorous proficiency-level cut scores to the WKCE reading and math tests. These revised cut scores are based on standards set by the NAEP and require students to achieve higher scale scores in order to be considered proficient. The K through eighth-grade and the high school scorecard includes points related to current year and year-to-year WKCE performance. Last year, in order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two K through eighth-grade scorecards (one using the former WKCE cut scores and one using the revised cut scores). However, because CSRC's standards and the scorecard were developed based on the former cut scores, CRC prepared only one K through eighth-grade scorecard this year using WKCE results and progress based on the former cut scores.

Table D					
DLH Academy (K Through 8th Grade)					
Charter School Review Committee Scorecard					
WKCE Scores Based on Former Proficiency-Level Cut Scores					
2013–14 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: 1st –3rd Grades	SDRT: % remained at or above grade level (GL)	4.0	10.0%	N/A*	--
	SDRT: % below GL who improved more than 1 GL	6.0		N/A*	--
Student Academic Progress: 3rd – 8th Grades	WKCE reading: % maintained proficient and advanced	7.5	35.0%	88.6%	6.6
	WKCE math: % maintained proficient and advanced	7.5		84.7%	6.4
	WKCE reading: % below proficient who progressed	10.0		63.6%	6.4
	WKCE math: % below proficient who progressed	10.0		52.4%	5.2
Local Measures	% met reading	3.75	15.0%	66.5%	2.5
	% met math	3.75		62.8%	2.4
	% met writing	3.75		66.4%	2.5
	% met special education	3.75		81.8%	3.1
Student Achievement: 3rd – 8th Grades	WKCE reading: % proficient or advanced	7.5	15.0%	73.2%	5.5
	WKCE math: % proficient or advanced	7.5		52.4%	3.9
Engagement	Student attendance	5.0	25.0%	94.4%	4.7
	Student reenrollment	5.0		73.6%	3.7
	Student retention rate	5.0		91.5%	4.6
	Teacher retention rate	5.0		88.9%	4.4
	Teacher return rate	5.0		68.8%	3.4
TOTAL		90.0*			65.3 (72.6%)

*The SDRT was discontinued prior to the 2013–14 school year; therefore, year-to-year results were not available this year. The number of points for those measures was subtracted from the total 100 points possible and the scorecard percentage is based on the modified denominator.

Appendix E

2012–13 DPI Report Card



DLH Academy | DLH Academy

School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating



Meets Few Expectations

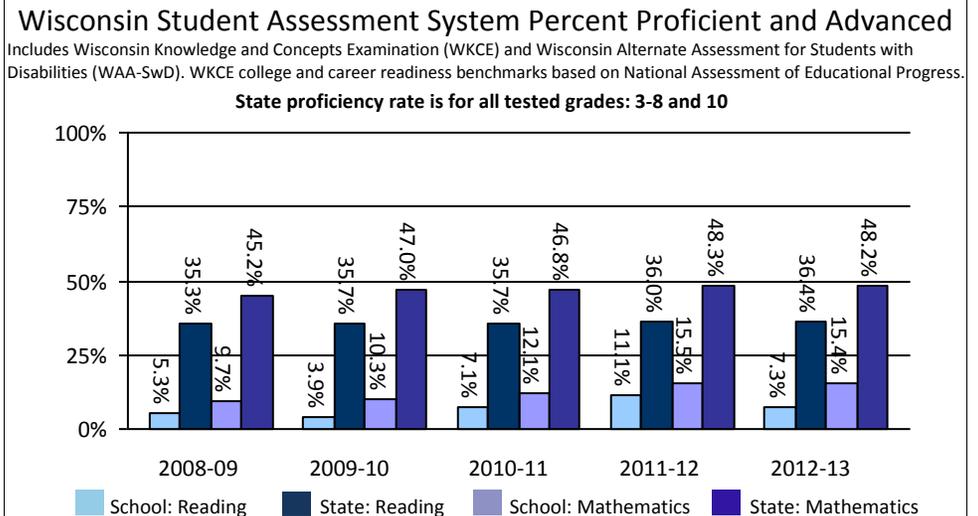
Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-8 State	K-8 Max
Student Achievement	34.1/100		67.0/100	
Reading Achievement	14.4/50		29.7/50	
Mathematics Achievement	19.7/50		37.3/50	
Student Growth	57.3/100		60.9/100	
Reading Growth	27.0/50		30.0/50	
Mathematics Growth	30.3/50		30.9/50	
Closing Gaps	70.4/100		65.4/100	
Reading Achievement Gaps	34.0/50		33.2/50	
Mathematics Achievement Gaps	36.4/50		32.2/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	83.1/100		88.1/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	74.8/80		75.3/80	
3rd Grade Reading Achievement	4.0/10		5.7/10	
8th Grade Mathematics Achievement	4.3/10		7.1/10	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

School Information

Grades	K4-8
School Type	Elementary School
Enrollment	309
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.0%
Asian or Pacific Islander	2.6%
Black not Hispanic	93.2%
Hispanic	4.2%
White not Hispanic	0.0%
<i>Student Groups</i>	
Students with Disabilities	12.6%
Economically Disadvantaged	92.9%
Limited English Proficient	0.0%



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://acct.dpi.wi.gov/acct_accountability. This report serves for both school and district accountability purposes for this school.

Appendix F

Teacher Interview Results

In the spring of 2014, CRC interviewed 10 teachers regarding their reasons for teaching and overall satisfaction with the school. Interviews included one teacher from each grade from K4 through fourth, one middle school science teacher, one physical education/health teacher, one special education teacher, and one curriculum coordinator.

The teachers interviewed had been teaching for an average of six years. The number of years teaching at DLH Academy ranged from one to 10 years.

Nine teachers reported that they routinely use data to make decisions in the classroom; one teacher did not respond because the question was not applicable. All 10 teachers indicated that the school's leadership uses data to make school-wide decisions. Methods of tracking student progress on the school's local measures included a variety of subject area tests routinely throughout the year.

One teacher rated the school's overall progress in contributing to students' academic progress as excellent, five as good, and four as fair.

When asked to describe how teacher performance is assessed, most (90.0%) teachers reported that they are formally assessed at least once each year. All teachers are observed in the classroom at least once each year (Table F1).

Table F1								
DLH Academy Teacher Performance Assessment 2013-14 (N=10)								
Type of Assessment	Frequency							
	Never		At Least Monthly or More Often		At Least Once Each Semester		At Least Once Yearly	
	N	%	N	%	N	%	N	%
Formal evaluation using evaluation form	1	10.0%	1	10.0%	6	60.0%	2	20.0%
Classroom observations*	0	0.0%	8	80.0%	0	0.0%	1	10.0%
Discussions regarding student progress/data*	2	20.0%	7	70.0%	0	0.0%	0	0.0%
Informal feedback/suggestions*	1	10.0%	8	80.0%	0	0.0%	0	0.0%

*One teacher reported that these methods of assessment were not applicable to his/her position.

Nine teachers reported that their performance reviews incorporate students' academic progress or performance. Reviews were completed by the principal and/or the director of schools or special education coordinator. Three of the teachers said they are very satisfied with the performance review process, six are somewhat satisfied, and one teacher is very dissatisfied.

Seven of the 10 teachers reported plans to continue teaching at the school.

When asked to rate the importance of various reasons for continuing to teach at the school, all teachers rated financial considerations, educational methodology, discipline, general atmosphere, class size, and administrative leadership as somewhat important or very important reasons for teaching at this school (Table F2).

Table F2				
Reasons for Continuing to Teach at DLH Academy 2013–14 (N = 10)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Location	3	4	1	2
Financial considerations	5	5	0	0
Educational methodology/ curriculum approach	5	5	0	0
Age/grade level of students ⁴⁹	5	2	1	1
Discipline	8	2	0	0
General atmosphere	6	4	0	0
Class size	5	5	0	0
Parental involvement	2	6	2	0
Administrative leadership	7	3	0	0
Colleagues	4	4	2	0
Students	3	5	1	1

⁴⁹ One teacher did not respond to this question.

CRC asked teachers to rate the school's performance related to class size, materials and equipment, student assessment plan, shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated professional development opportunities as excellent. Program of instruction, measures for assessing students' progress, student academic progress, performance as a teacher, and principal's performance were most often rated as good. Six of the 10 teachers listed the school's progress toward becoming a high-performing school as good and three teacher reported the school's progress as fair (Table F3).

Table F3				
DLH Academy				
School Performance Rating				
2013–14				
(N = 10)				
Area	Rating			
	Excellent	Good	Fair	Poor
Class size/student-teacher ratio	1	4	4	1
Program of instruction	1	5	3	1
Measures for assessing students' progress overall	0	9	1	0
Shared leadership, decision making, and accountability	1	3	6	0
Professional support	3	3	4	0
Professional development opportunities	4	3	3	0
Progress toward becoming a high-performing school ⁵⁰	0	6	3	0
Your students' academic progress*	0	7	2	0
Adherence to discipline policy	0	4	4	2
Instructional support	0	5	4	1
Parent/teacher relationships	2	1	7	0
Teacher collaboration to plan learning experiences	0	5	5	0
Parent involvement	0	0	9	1
Your performance as a teacher	2	7	1	0
Principal's performance	2	6	2	0

*One teacher reported that these methods of assessment were not applicable to his/her position.

⁵⁰ One teacher did not respond to this question.

When asked to name two things they liked most about the school, teachers noted the following.

- The professional development.
- The students and population served.
- The support from other teachers and the principal.

Teachers most often mentioned the following as things they like least about the school.

- Lack of sufficient classroom coverage (class sizes are too large, need more special education support, and not enough coverage if teacher needs to be out of the classroom).
- Lack of support and follow through regarding student discipline.
- Need better communication between staff and administration.
- Need more planning time and time to complete data and formative assessments.
- Need more teacher recognition (lack of ability to be promoted with increased salary, inability to retain teachers during the year, and lack of consequences for staff members who do not meet expectations).

Teachers identified the following barriers that could affect their decision to remain at the school.

- Salary.
- Location of the school.
- Fear of future instability of the school.
- Other opportunities that may arise.
- Lack of consistent classroom support.
- Disciplinary procedures.

When asked if they have any suggestions for improving the school, teachers stated the following.

- Additional staff (decrease class sizes or add trained classroom assistants or “floaters”).
- Increased communication (between principal and teachers; between special education and regular education teachers).
- Increased funding for extracurricular, art, physical education, and special education students.
- Align the Common Core standards with the PYP approach.
- Increase teachers’ time without students that can be dedicated to planning and other activities.

Appendix G
Parent Interviews

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, each school distributed surveys during spring parent-teacher conferences. DLH Academy asked parents to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone or sent a new survey in the mail. A total of 84 surveys, representing 84 (46.4%) of 181 families were completed and submitted to CRC.⁵¹

Most (53.6%) of the parents who completed a survey heard about the school from friends or relatives. Smaller proportions heard about the school through other means (Table G1).

Table G1		
DLH Academy		
How Parents Learned About the School		
2013–14		
(N = 84)		
Method	Response	
	N	%
Newspaper	1	1.2%
Private school	1	1.2%
Community center	1	1.2%
Church	21	25.0%
Friends/relatives	45	53.6%
TV/radio/Internet	2	2.4%
Other	21	25.0%

Parents chose to send their children to DLH Academy for a variety of reasons. Most rated the school’s general atmosphere (91.7%) and educational methodology (94.0%) as very important reasons for selecting this school. In addition, many parents (96.4%) rated school safety as very important to them when choosing this school (Table G2).

Some parents (31.0%) identified other reasons for enrolling their child in the school, including the school’s affiliation with church, location, transportation, and desire to have child enrolled in a non-public school in Milwaukee (not shown).

⁵¹ If more than one parent in the family or household completed a survey, both were included. If one parent completed more than one survey, the survey completed for the oldest child was retained for analysis.

Table G2

**DLH Academy
Parent Reasons for Choosing the School
2013–14
(N = 84)**

Factor	Response									
	Very Important		Somewhat Important		Somewhat Unimportant		Not at All Important		No Response	
	N	%	N	%	N	%	N	%	N	%
Location	68	81.0%	8	9.5%	3	3.6%	5	6.0%	0	0.0%
Other children or relative already attending this school	28	33.3%	20	23.8%	1	1.2%	32	38.1%	3	3.6%
Educational methodology	79	94.0%	3	3.6%	0	0.0%	1	1.2%	1	1.2%
Range of grades in school	62	73.8%	15	17.9%	2	2.4%	3	3.6%	2	2.4%
Discipline	76	90.5%	7	8.3%	0	0.0%	1	1.2%	0	0.0%
General atmosphere	77	91.7%	6	7.1%	0	0.0%	0	0.0%	1	1.2%
Class size	78	92.9%	5	6.0%	0	0.0%	0	0.0%	1	1.2%
Recommendation of family and friends	38	45.2%	18	21.4%	8	9.5%	14	16.7%	6	7.1%
Opportunities for parental participation	60	71.4%	19	22.6%	2	2.4%	1	1.2%	2	2.4%
School safety	81	96.4%	2	2.4%	0	0.0%	1	1.2%	0	0.0%
Frustration with previous school	32	38.1%	20	23.8%	1	1.2%	29	34.5%	2	2.4%

CRC examined parental involvement as another measure of satisfaction with the school. Involvement was based on the number of contacts between the school and the parent(s) and parents' participation in educational activities in the home.

For the first measure (parent-school contacts), contacts occurred for a variety of reasons. For example, most parents reported contact with the school at least once regarding their child's academic progress or behavior (Table G3).

Table G3										
DLH Academy										
Parent-School Contacts										
2013-14										
(N = 84)										
Areas of Contact	Number of Contacts									
	0 Times		1-2 Times		3-4 Times		5+ Times		No Response	
	N	%	N	%	N	%	N	%	N	%
Your child(ren)'s academic performance	7	8.3%	20	23.8%	26	31.0%	29	34.5%	2	2.4%
Your child(ren)'s behavior	11	13.1%	17	20.2%	25	29.8%	29	34.5%	2	2.4%
Providing information for school records	21	25.0%	32	38.1%	23	27.4%	6	7.1%	2	2.4%
Other	14	16.7%	3	3.6%	3	3.6%	0	0.0%	64	76.2%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, a majority of 66 parents of younger children (K4 through fifth grade) worked on homework with their children (95.5%); read to or with their children (93.9%); watched educational programs on television (80.3%); and/or participated in activities such as sports, library visits, or museum visits with their children (69.7%). Parents of older children (sixth through eighth grades) engaged in similar activities during the week. For example, all 44 parents monitored homework completion, 93.2% discussed their children's postsecondary plans with them, 93.3% watched educational programs on television, 95.4% participated in activities outside of school, and 95.4% discussed their children's progress toward graduating with them at least once a month.

Parents also rated the school on various aspects using a scale from poor to excellent. Parents rated the school as good or excellent in most aspects of the academic environment. For example, 84.5% of parents said the program of instruction and 88.1% said communication regarding learning expectations were excellent or good (Table G4.)

Table G4										
DLH Academy Parental Satisfaction 2013–14 (N = 84)										
Area	Response									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	38	45.2%	33	39.3%	10	11.9%	2	2.4%	1	1.2%
Child's academic progress	34	40.5%	32	38.1%	15	17.9%	2	2.4%	1	1.2%
Student-teacher ratio/ class size	33	39.3%	29	34.5%	17	20.2%	3	3.6%	2	2.4%
Discipline methods	30	35.7%	31	36.9%	19	22.6%	3	3.6%	1	1.2%
Parent/teacher relationships	42	50.0%	29	34.5%	11	13.1%	1	1.2%	1	1.2%
Communication regarding learning expectations	46	54.8%	28	33.3%	5	6.0%	4	4.8%	1	1.2%
Opportunities for parental involvement	49	58.3%	25	29.8%	6	7.1%	2	2.4%	2	2.4%
Teacher(s)'s performance	41	48.8%	29	34.5%	12	14.3%	1	1.2%	1	1.2%
Principal's performance	45	53.6%	24	28.6%	10	11.9%	2	2.4%	3	3.6%
Teacher/principal availability	42	50.0%	29	34.5%	10	11.9%	2	2.4%	1	1.2%
Responsiveness to concerns	44	52.4%	28	33.3%	11	13.1%	0	0.0%	1	1.2%
Progress reports for parents/guardians	46	54.8%	28	33.3%	6	7.1%	2	2.4%	2	2.4%

Parents indicated their level of agreement with several statements about school staff. Most (96.5%) reported that they were comfortable talking with their child’s teachers and/or school staff and many (86.9%) were satisfied with how the school kept them informed about their child’s academic performance (Table G5).

Table G5												
DLH Academy Parental Rating of School Staff 2013–14 (N = 84)												
Statement	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with staff	57	67.9%	24	28.6%	1	1.2%	1	1.2%	0	0.0%	1	1.2%
The staff keeps me informed about my child(ren)’s performance	48	57.1%	25	29.8%	3	3.6%	6	7.1%	1	1.2%	1	1.2%
I am comfortable with how the staff handles discipline	40	47.6%	25	29.8%	7	8.3%	8	9.5%	3	3.6%	1	1.2%
I am satisfied with the overall performance of the staff	40	47.6%	31	36.9%	7	8.3%	5	6.0%	0	0.0%	1	1.2%
The staff recognizes my child(ren)’s strengths and weaknesses	46	54.8%	26	31.0%	6	7.1%	4	4.8%	1	1.2%	1	1.2%

Parental satisfaction was also evident in the following results.

- Most (86.9%) parents would recommend this school to other parents.
- More than two thirds (70.2%) of parents will send their child to the school next year. A total of 11 (13.1%) parents said they will not send their child to the school next year and some (16.7%) were not sure. Parents who said they would not cited child graduation from the school, transportation, and child needs; five parents did not provide a reason.
- When asked to rate the school’s overall contribution to their child’s learning, a majority (88.1%) of parents rated the school’s overall contribution to their child’s learning as excellent or good. Some (8.3%) parents rated the school’s contribution as fair, and a small percentage (2.4%) rated the school’s contribution as poor. One parent did not respond to the question.

When asked what they like most about the school, parents commonly cited the following.

- Small class sizes.
- The teachers are involved, supportive, and caring.
- The school communicates with parents and keeps them up to date.
- The family and inviting atmosphere.
- The challenging curriculum and high expectations.
- Familiar faces with the addition of the Carrera Program.

When asked what they like least about the school, responses included the following.

- Communication could be better (school waits too long before informing parent).
- Bus system (children have to wake up early to catch it; too many kids on bus).
- Dismissal/pick-up rules.
- Could be better discipline.

Appendix H
Student Interviews

At the end of the school year, CRC staff asked 20 randomly selected students in seventh and eighth grade several questions about their school. Responses from the student interviews were generally positive.

- All students indicated that they used computers at school.
- All students said that teachers were helpful.
- All but one student felt that the marks they received on their classwork, homework, and report cards were fair.
- All students said they had improved their reading ability and 90% said that their math abilities had also improved.
- A total of 19 students said that they felt safe while at school.
- There were 19 students who stated that people work collaboratively at DLH Academy (Table H).

Table H				
DLH Academy Student Interview 2013-14 (N = 20)				
Question	Answer			
	A Lot	Some	No/Not At All	No Response/ Don't Know/ N/A
Do you like your school?	7	12	1	0
Have you improved in reading?	16	3	0	1
Have you improved in math?	6	12	1	1
Do you use computers at school?	18	2	0	0
Do you like the school rules?	1	10	8	1
Do you think the school rules are fair?	5	12	3	0
Do you get homework on a regular basis?	7	9	4	0
Do your teachers help you at school?	13	7	0	0
Do you like being in school?	9	11	0	0
Do you feel safe at school?	13	6	1	0
Do people work together in school?	10	9	1	0
Do you feel the marks you get on classwork, homework, and report cards are fair?	9	10	1	0
Do your teachers talk to your parents?	11	8	0	1
Does your school have afterschool activities?	14	4	1	1
Do your teachers talk with you about high school plans?	10	9	1	0

When asked what they liked best about the school, students reported the following.

- The afterschool activities.
- The teachers.
- The teachers challenge students and have confidence that they can achieve their goals.
- Teachers help students a lot.
- They influence students to strive for success.
- Students learn and get help when they need it.

When asked what they liked least, students responded as follows.

- Some of the rules (no hugs).
- The uniforms.

Appendix I

Board Member Interviews

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. DLH Academy's board of directors consists of eight members: a president, an executive vice president, a secretary, a treasurer, a teacher representative, a parent representative, and two other board members. CRC conducted phone interviews using a prepared interview guide with seven of the eight board members who agreed to participate.

Two board members have served on the board for 15 years, one for 14 years, one for six years, one for three years, one for two years, and one did not report the number of years served. The backgrounds of the board members included ministry, finance, education, law, and parenting.

All seven board members said they participate in strategic planning for the school, received a presentation on the school's annual academic performance report, received and approved the school's annual budget, and reviewed the school's annual financial audit.

Table I					
DLH Academy Board Member Interview Results 2013-14 (N = 7)					
Performance Measure	Response				
	Excellent	Good	Fair	Poor	Don't Know
Teacher-student ratio/class size	0	2	4	1	0
Program of instruction	5	2	0	0	0
Students' academic progress	1	3	2	0	1
Adherence to discipline policy	1	2	2	0	2
Administrator's financial management	4	3	0	0	0
Professional development opportunities	0	5	2	0	0
Instructional support	2	5	0	0	0
Progress toward becoming a high-performing school	3	3	1	0	0
Parental involvement	0	0	3	4	0
Community/business involvement	0	2	2	1	2
Teachers' performance	0	4	0	0	3
Principal's performance	5	2	0	0	0
Current role of the board of directors	2	3	2	0	0
Financial resources to fulfill school's mission	1	2	2	2	0
Safety of the educational environment	3	4	0	0	0

All seven board members reported that the board uses data to make decisions regarding the school. On a scale of poor to excellent, all seven board members rated the school, overall, as good. When asked what they liked most about the school, the board members mentioned the following items.

- The curriculum.
- The teachers strive for excellence and are committed to improvement.
- The commitment of the administrative staff.
- The leadership of the principal.

Regarding things they like least, the board members mentioned the following.

- Financial resources are insufficient.
- Difficulties with teacher retention.
- Lack of parental support and involvement.

When asked for one suggestion for improving the school, board members said the following.

- Find a way to keep quality teachers.
- Develop more resources.
- Provide more information to parents to have more support in classroom.