

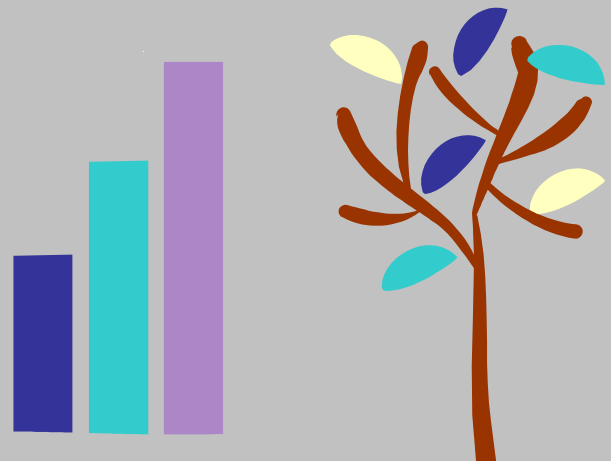
# Darrell Lynn Hines College Preparatory Academy of Excellence

## Programmatic Profile and Educational Performance

2012–13 School Year

Report Date: September 2013

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**EXECUTIVE SUMMARY**  
**for**  
**Darrell Lynn Hines College Preparatory Academy of Excellence**  
**2012–13**

This 11th 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**

Beginning in 2012–13, the Wisconsin Department of Public Instruction applied more rigorous proficiency-level cut scores to the Wisconsin Knowledge and Concepts Examination (WKCE) reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Progress (NAEP) and require students to achieve higher scale scores in order to be considered proficient. The school's contract compliance is affected by how students perform on the WKCE tests. In order to view the impact that the revised cut scores have on the school's overall contract compliance, contract compliance is shown when both the former and revised cut scores were applied to WKCE results below.

Applying the former WKCE proficiency level standards, DLH met all but the two of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC.

- The school did not meet the expectation that at least 60.0% of the students below proficiency in reading and math the previous year improve by moving to the next level or at least one quartile within their level (58.1% of 31 students met the expectation in reading and 54.5% of 44 students met the expectation in math).

Applying the revised WKCE proficiency level standards, DLH met all but the four year-to-year expectations related to growth on the WKCE, specifically:

- The school did not meet the expectation that at least 75.0% of the students proficient the previous year maintain proficiency (30.0% of the 10 students met the expectation in reading and 61.5% of 13 students met the expectation in math); and
- The school did not meet the expectation that at least 60.0% of the students who were below proficiency the previous year would advance one level of proficiency or to the next quartile within the proficiency level range (38% of 92 students met the expectation in reading; 34.8% of 89 students met the expectation in math).

## **II. PERFORMANCE CRITERIA**

### **A. Local Measures**

#### **1. Primary Measures of Academic Progress**

The CSRC requires that the school track student progress in reading, writing, mathematics, 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.

This year, DLH Academy's local measures of academic progress resulted in the following K5 and first-grade student progress: 21 (87.5%) of 24 K5 students and 24 (85.7%) of 28 first-grade students scored proficient or higher on 75.0% of math concepts. In total, 45 (86.5%) of 52 K5 and first-grade students either met or exceeded math expectations.

#### *Reading*

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

- Overall, 46 (67.6%) of 68 second- through eighth-grade students who met MAP target scores last year met target scores again this year, exceeding the school's goal of 60.0%.
- Overall, 26 (60.5%) of 43 second- through eighth-grade students who did not meet MAP target scores last year met target scores this year, exceeding the school's goal of 50.0%.
- A total of 53 (71.6%) of 74 new or newly tested second- through eighth-grade students met MAP target scores, exceeding the school's goal of 50.0%.

#### *Math*

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

- Overall, 37 (62.7%) of 59 second- through eighth-grade students who met targets last year met targets again this year, exceeding the school's goal of 60.0%
- Overall, 30 (58.8%) of 51 second- through eighth-grade students who did not meet target scores last year met target scores this year, exceeding the school's goal of 50.0%.
- A total of 50 (68.5%) of 73 new or newly tested second- through eighth-grade students met target scores, exceeding the school's goal of 50.0%.

## *Writing*

- A total of 157 (66.5%) of 236 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, exceeding the school's goal of 65.0%.
- All (100.0%) 29 special education students with active individualized education programs demonstrated progress on at least one goal.

## 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.

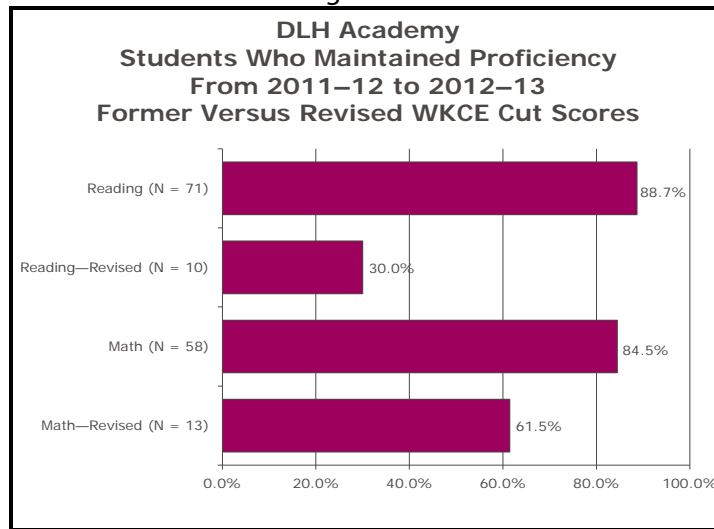
### **B. Year-to-Year Academic Achievement on Standardized Tests**

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.

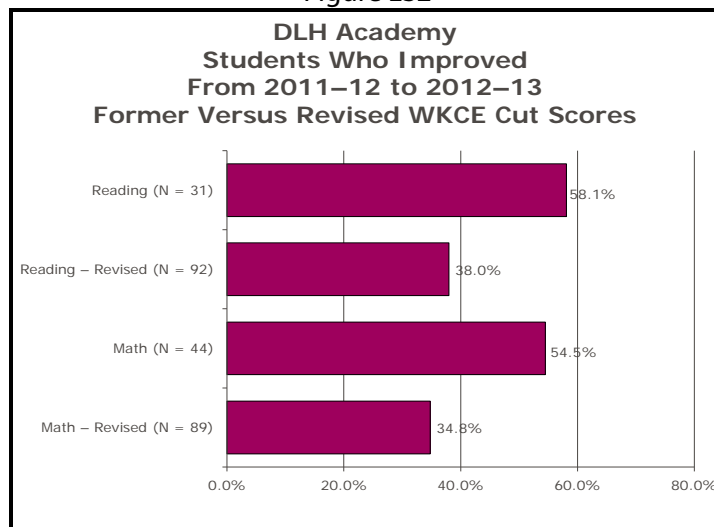
- A total of 30 (90.9%) of 33 second and third graders at or above grade-level expectations (GLE) last year maintained GLE during the current school year. The CSRC goal is that 75.0% of these students maintain GLE from one year to the next.
- There were too few second- and third-grade students below GLE to include in this report. The CSRC expectation is that these students advance more than 1.0 GLE.
- Of 71 fourth through eighth graders, 88.7% maintained proficiency in reading, and 84.5% of 58 students maintained proficiency in math, based on former proficiency cut scores used up until the current school year. The CSRC goal is 75.0%.
- Of 10 fourth through eighth graders, 30.0% maintained proficiency in reading, and 61.5% of 13 fourth through eighth graders maintained proficiency in math, based on the revised proficiency cut scores (Figure ES1).

Figure ES1



- Of 31 fourth- through eighth-grade students who were below proficient in reading, 58.1% showed improvement, while 54.5% of 44 students who were below proficient in math showed improvement, based on former proficiency cut scores used up until the current school year. The CSRC goal is 60.0%.
- Of 92 fourth- through eighth-grade students who were below proficient in reading, 38.0% showed improvement, while 34.8% of 89 students who were below proficient in math showed improvement when using the revised WKCE cut scores (Figure ES2).

Figure ES2



### **C. Scorecard**

The school scored 73.8% on the scorecard based on the former WKCE cut score standards and 55.0% on the scorecard based on the revised WKCE standards this year.

### **IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT**

The school addressed all of the recommendations in its 2011–12 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 through the turnaround program provided by the Department of Public Instruction; and
- Focus on math and reading strategies throughout the year to improve the MAP results for students below their actual grade level.

### **V. CRC RECOMMENDATION FOR ONGOING MONITORING**

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



## **I. INTRODUCTION**

This is the 11th annual program monitoring report to address educational outcomes for the Darrell Lynn Hines College Preparatory Academy of Excellence (DLH Academy), one of nine schools chartered by the City of Milwaukee during the 2012–13 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 the CSRC and the NCCD Children’s Research Center (CRC).<sup>1</sup>

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 the principal, and reviewed pertinent documents.
3. CRC made additional site visits to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
4. 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.
5. CRC read case files for selected special education students to ensure that individualized education programs (IEPs) were up-to-date.
6. CRC staff verified the license or permit information for all instructional staff using the Wisconsin Department of Public Instruction (DPI) teacher license website.
7. DLH Academy provided electronic and paper data to CRC, which were compiled and analyzed at CRC.

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<sup>1</sup> CRC is a nonprofit social science research organization and a division of the National Council on Crime and Delinquency.

## II. PROGRAMMATIC PROFILE

Darrell Lynn Hines College Preparatory Academy of Excellence

Address: 7151 North 86th Street  
Milwaukee, WI 53224

Telephone: (414) 358-3542

Executive Director: Barbara P. Horton<sup>2</sup>  
Principal: Precious Washington

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 Methodology<sup>3</sup>

#### 1. Mission and Philosophy

The mission of DLH Academy is to accomplish excellence and equity in a kindergarten 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:

- 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;

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<sup>2</sup> Sadly, Ms. Horton passed away on May 16, 2013.

<sup>3</sup> 2012–13 *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 Curriculum<sup>4</sup>

DLH Academy offers a trans-disciplinary curriculum through the International Baccalaureate Organization's 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, and math, DLH Academy offers instruction in science, Spanish,<sup>5</sup> music,<sup>6</sup> 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.

DLH Academy uses a variety of methods of instruction, including the following.

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<sup>4</sup> Based on DLH Academy's 2012–13 *Family Handbook* and interviews with school administration.

<sup>5</sup> Spanish was provided for students grades two through five under a contract with Berlitz.

<sup>6</sup> Music was provided through an agreement with the Wisconsin Conservatory of Music. General music was offered to all grades K4 through fifth; violin was offered to grades first through third; and, gospel choir was offered to grades sixth through eighth.

- The learning principles promoted by the work of Tuck and Coddling (1998). These principles include valuing student effort; providing clear expectations that are the same for all students; using a thinking curriculum; providing opportunities for students to address their own work and teach others; and having students work beside an expert who models, encourages, and guides the students.
- The multiple intelligences model developed by Howard Gardner. This model includes eight intelligences characteristic of student learners: logical/mathematical, interpersonal, intrapersonal, linguistic, kinesthetic, spatial, musical, and naturalist. These intelligences are personal, interrelated, and interdependent. Multiple intelligence theory is used at DLH Academy as a learning style model.
- Trans-disciplinary methods to integrate subject matter across themes.
- Promoting cohesiveness in learning by providing a central theme throughout the various subject areas.
- The use of a balanced literacy program for K4 through fifth-grade students. Balanced literacy includes graded reading and leveled books.
- The use of Everyday Math to develop math skills for kindergarten through sixth-grade students and Saxon Math for seventh- and eighth-grade students.
- The use of the MAP program in reading and math to monitor student progress and assist teachers with strategies to meet the needs of individual students.

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

This year, the school implemented 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 & Human Services. Implementation and operation of the program was awarded to Boys & 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.<sup>7</sup>

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 an executive director, principal, and assistant principal. The executive director 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 for and ensures that appropriate guidance and support are given to staff to implement it. The assistant principal helps the principal to coordinate DLH Academy's attainment of its mission and goals and also is responsible for various aspects of student achievement, discipline, parental support, and school staff leadership support.<sup>8</sup>

## **B. Student Population**

At the beginning of the year, there were 309 students, ranging from K4 through eighth grade, enrolled in DLH Academy.<sup>9</sup> A total of 16 students enrolled after the school year started, and 43 students withdrew from the school prior to the end of the year. Reasons for withdrawing included the following: 23 students left because of transportation issues, eight students were dissatisfied with the school program, five students moved away, three students left DLH for a military school, two students left for a Christian-focused school, one student left for a more arts-focused school, and one student

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<sup>7</sup> *Wisconsin Community Journal*, October 19, 2012.

<sup>8</sup> 2012–13 Family Handbook.

<sup>9</sup> As of September 21, 2012.

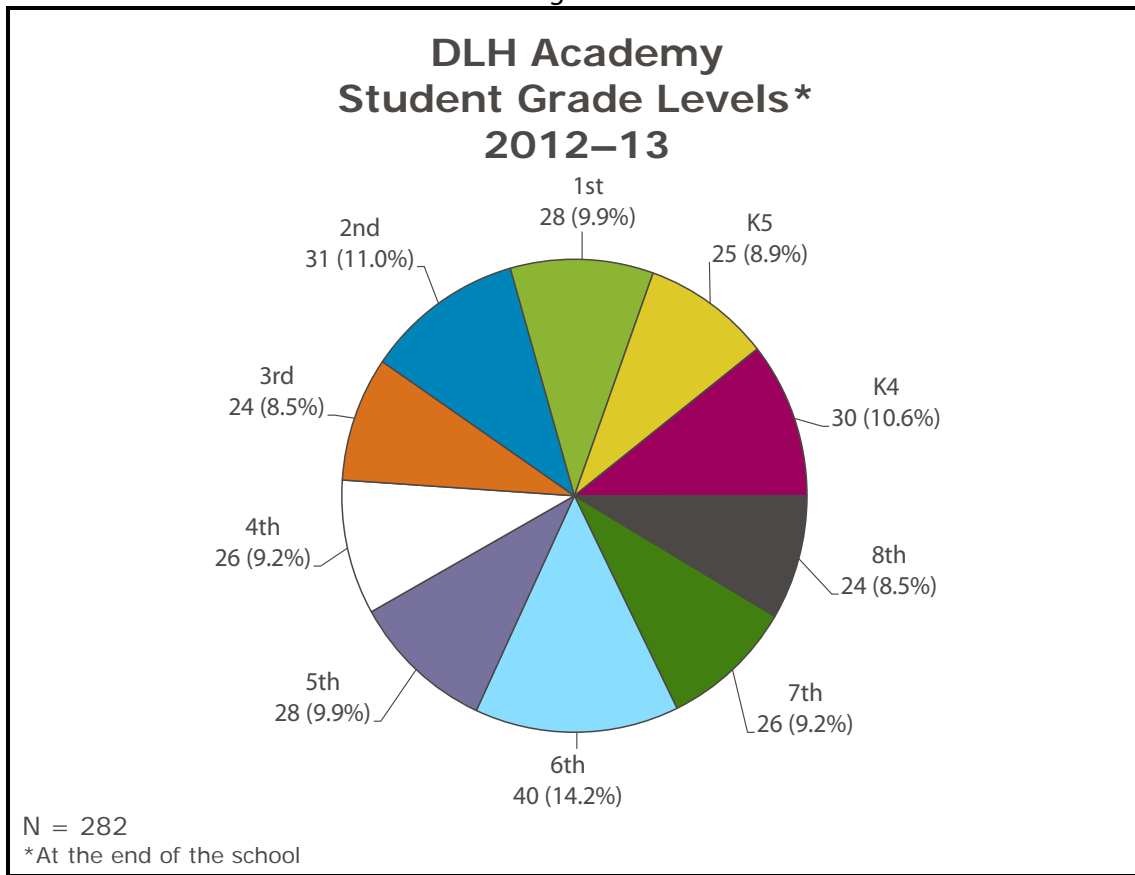
left for a gifted and talented school. Five students withdrew from K5, four from first grade, three from second, five from fourth, three from fifth, seven from sixth, seven from seventh, and nine from eighth grade. Four (9.3%) of the students who withdrew had special education needs. Of the 309 students who started the year at the school, 267 remained enrolled at the end of the year, resulting in an 86.4% retention rate.

At the end of the year, 282 students were enrolled at DLH Academy.

- Most (266, or 94.3%) of the students were African American, 10 (3.5%) students were Asian, and six (2.1%) were Hispanic.
- There were 155 (55.0%) girls and 127 (45.0%) boys.
- A total of 38 (13.5%) students had special education needs. Eight students had special needs in speech/language (SP/L), four had specific learning disabilities (SLD), four had emotional/behavioral disorders (EBD), four had SLD with SP/L, one had a significant developmental delay and SP/L, 16 students had other health impairments (OHI), and one student had OHI with SP/L.
- There were 264 (93.6%) students eligible for free (n=246) or reduced (n=18) lunch prices. The remaining 18 (6.4%) were not eligible.

The largest grade level was sixth, with 40 students. The number of students by grade level is illustrated in Figure 1.

Figure 1



Of the 251 students attending on the last day of the 2011–12 academic year who were eligible for continued enrollment at the school for the 2012–13 academic year (i.e., who did not graduate from eighth grade), 199 were enrolled on the third Friday in September 2012, representing a return rate of 79.3%. This compares to a return rate of 80.9% in September 2011, 82.2% in September 2010, and 76.9% in September 2009. See Appendix C for trend information.

## **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 teacher representative. The school's executive director is an ex officio member. There is a board chair, a vice chair, a secretary, a treasurer, and four other board members.

#### *a. Areas of Instruction*

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 period, progress reports were sent home to update parents on student progress. Parents were also encouraged to use 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.

### **2. Classrooms**

DLH Academy had 11 classrooms, each with an average of 30 students. There was one classroom for all grades except sixth, 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 fourth grade had a teacher and an educational assistant. Fifth- and sixth-



grade teachers were supported by paraprofessionals and tutors through the Carrera Program.<sup>10</sup>

Seventh- and eighth-grade teachers did not have educational assistants.

### 3. Teacher Information

During the 2012–13 school year, DLH Academy employed a total of 22 instructional staff members plus a principal and a vice principal. There were 13 classroom teachers and nine other instructional staff. Classroom teachers consisted of seven elementary (one for each grade from K4 through fifth) and five middle school classroom teachers (two in math and one each in English, science, and social studies). The nine other instructional staff consisted of two special education teachers, one school psychologist, one speech language pathologist, one health/physical education teacher, one PYP coordinator, one librarian/media specialist, a reading teacher, and a teacher mentor.

Of the 12 teachers who started the school year in the fall, 10 completed the entire school year for a teacher retention rate of 83.3%. Seven (77.8%) of the nine other staff who started in the fall completed the entire school year. Of the 21 instructional staff who began in the fall of 2012, 17 completed the entire year, demonstrating an overall retention rate of 81.0%. A middle school science teacher left the school in October 2012, a math teacher left the school in November 2012, a newly hired special education teacher left the school in December 2012, and the PYP coordinator left the school in March 2013.

At the beginning of the year, seven of the 12 classroom teachers were new to the school, and another replaced the math teacher in December 2012. Of the 10 classroom teachers at the school the entire academic year, four had been teaching at the school for five to nine years, one completed his/her second year, and five completed their first year. The average years of experience for classroom teachers was 3.3 years. The range of experience of the seven other instructional staff at the school the

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<sup>10</sup> As mentioned previously in this report, these staff were employees of the Boys & Girls Club.

entire year was three to 10 years, with an average of seven years. All 17 instructional staff combined taught at this school for an average of 4.8 years.

Of the 11 classroom teachers employed at the end of the 2011–12 school year who were eligible to return, six came back to the school in the fall of 2012, for a return rate of 54.5%. <sup>11</sup> All eight (100%) other instructional staff who were employed at the end of the 2011–12 school year and were eligible to return came back to the school in the fall of 2012. Overall, all 14 of the 19 instructional staff who were eligible returned to the school, for a return rate of 73.7%.

All of the instructional staff employed throughout the year held a DPI license or permit.

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

<b>Table 1</b>		
<b>DLH Academy Staff Development Activities</b>		
<b>Date</b>	<b>Event</b>	<b>Focus</b>
August 20–21, 2012	New Teacher Induction	Introduce teachers to DLH Academy vision, mission, operational structures
August 29–30	Organizational Day	Staff preparation for school opening (review last year's scores and create school improvement plan)
August 31	Banking Day	Review mission, vision, school goals
September 10	Planning Meeting	Wisconsin Knowledge and Concepts Examination (WKCE) preparation
September 17	Planning Meeting	Unit planning; formative/summative assessments
September 24	Banking Day	Developing the school PYP improvement plan
October 26–29	Teacher Trainings	PYP training (K4 through 5th-grade teachers and PYP coordinator in attendance)
October 29	Banking Day	WKCE preparation
November 5	Planning Meeting	Reviewing action plan folders
November 12	Planning Meeting	Assessment policy reflection and trackers
November 26	Planning Meeting	Review math trackers/PYP evaluation
December 3	Banking Day	PYP essential elements
December 17	Planning Meeting	Literacy updates
January 7, 2013	Planning Meeting	Update assessment practices

<sup>11</sup> All of the classroom teachers who did not return were Teach for America teachers, four of whom had completed their second and final year of the program.

<p style="text-align: center;"><b>Table 1</b></p> <p style="text-align: center;"><b>DLH Academy</b> <b>Staff Development Activities</b></p>		
<b>Date</b>	<b>Event</b>	<b>Focus</b>
January 14	Planning Meeting	Review MAP data
January 25	Banking Day	Planning
January 28	Planning Meeting	How to meet with students to review MAP results
February 4	Planning Meeting	Assessments in lesson plans
February 7–8	Teacher Trainings	Reading conference (reading specialist in attendance)
February 18	Banking Day	Lead turnaround partner teacher interviews
March 4	Planning Meeting	Student engagement
March 25	Planning Meeting	Stanford Diagnostic Test preparation
April 8	Planning Meeting	Update academic trackers
April 15	Planning Meeting	Discussion regarding students not progressing to next grade level
April 23–27	Teacher Trainings	Physical education conference (physical education teacher in attendance)
April 29	Planning Meeting	Review MAP scores
May 6	Planning Meeting	Writing prompts
May 13	Planning Meeting	Final promotion decisions
May 20	Planning Meeting	MAP testing

First-year employees' performances were formally evaluated twice during the school year.

Returning staff received a formal evaluation once during the year.

#### 4. 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.<sup>12</sup> The first day of school was September 4, 2012, and the last day of school was June 12, 2013.<sup>13</sup> The school provided a school calendar.

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<sup>12</sup> Breakfast was served daily.

<sup>13</sup> Based on a calendar provided by the school in the 2012–13 *Family Handbook*.

## 5. Parent and Family Involvement

DLH Academy's 2012–13 *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 (FIT), 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, to facilitate parental involvement in school governance and educational issues, to organize volunteers, to review and discuss school performance issues, and to 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 roles of the school and the family in partnership to achieve academic and school goals for students. This year, the school administrator reported that all (100%) 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. Family-teacher conferences were scheduled twice during the year, in October 2012 and March 2013. Telephone conferences were substituted for in-person conferences when parents/guardians were unable to attend. Families were also invited to attend special programs and events scheduled throughout the year.

## 6. Waiting List

As of June 6, 2013, school leadership indicated that the school had a waiting list of approximately 10 students across all grades.

## 7. 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.

## 8. Graduation and High School Information

DLH Academy eighth-grade teachers and the assistant principal worked with students and parents in the fall of 2012 to provide information about high schools and the early enrollment process, open enrollment, the parental choice program, and the 220 transfer program. A parent meeting was held early in the second semester, followed by continued individual support from the assistant principals to facilitate high school placements.

This year, 19 students graduated from DLH Academy. At the time of this report, six students were enrolled at Messmer High School, four at Destiny High School, and one each at Milwaukee Lutheran High School, Brown Deer High School, Milwaukee High School of the Arts, Dominican High

School, Carmen High School of Science and Technology, West Allis Central High School, and James Madison Academic Campus. Two students are waiting for enrollment acceptance.

The school intends 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.

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

The following is a description of DLH Academy's response to the activities during 2012–13 that were recommended in its programmatic profile and education performance report for the 2011–12 academic year.

- Recommendation: Continue to expand summer programs for reading and math.

Response: The school held a six-week summer program from 8:00 a.m. to 1:00 p.m. Monday through Thursday during the summer of 2012. The program consisted of reading and math classes for students in fourth through seventh grades who were behind in their skills as identified by test results at the end of the school year. In addition, the school was a site for the Marquette University reading program for second and third graders, which was held from 8:00 a.m. to 1:00 p.m. Monday through Friday.

The school also planned a summer program for the summer of 2013 to include the Marquette University reading program for students entering second and third grades as well as math and reading for kindergarten through first-grade students and fourth-through seventh-grade students. This program was scheduled to run every weekday for six weeks from 8:00 a.m. to 1:00 p.m.

The school requests a copy of summer school report cards for students who attend summer school elsewhere, as some students go out of town for the summer.

- Recommendation: Develop classroom-level strategies to increase student engagement in learning.

Response: To increase student engagement, staff worked on developing classroom strategies and a team approach by implementing the teacher time, alone time, partner time and small group time (TAPS) model. This was suggested by the principal's mentor to keep all students engaged. Another strategy was using the Turn to Talk and Write to Learn strategy to help students explain what they have learned.

The leadership team, comprised of the reading specialist, the teacher mentor, the principal, and the vice-principal, improved on their commitment to follow-up with what was being implemented. The feedback was that these strategies were implemented more consistently and in greater depth during the 2012–13 school year.

The leadership team also followed up with teachers regarding the use of MAP strategies provided within the MAP support program, DesCartes. Teachers met with each student individually to discuss progress toward his/her goals. They also discussed the MAP results with parents at the October and March parent conferences to explain student scores and grade-level information. At the end of the year, the teachers held meetings with the parents of students who had not made significant growth to discuss the need for summer school.

Fifth-grade students expressed goals for middle school using a “rites of passage” approach at the end of fifth grade.

In addition, the school developed the integration of the library program—including library services and technology—with classroom instructional programming.

- Recommendation: Continue to focus on data-driven decision making to increase the use of student-level data to inform teacher strategies and approaches for students at all levels, and improve the team approach to developing growth strategies.

Response: The leadership team provided extended time for new teachers (two additional days) to cover curriculum and to understand the importance of planning and the tools available. For example, they studied the standards and used a backward planning design to develop activities to meet the standards. They also worked on what questions to ask and how to enter data into the tracking system to be able to look at it on a regular basis. The teacher mentor also embedded re-teaching days into the calendar and provided a passing guide to jump-start the data review process. Through these activities, the teachers knew what to expect at team-level review meetings.

### **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, and results of the Six Traits of Writing assessment for all students.

The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT) and the WKCE. 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 in the school at any time. 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).

This year, 81 (18.6%) students ranging from K5 to eighth grade were suspended at least once. A total of 117 students spent, on average, 3.2 days out of school on suspension, and 56 students spent an average of 1.8 days in school and on suspension. (Note that some students were given both in- and out-of-school suspensions during the year.) The attendance rate this year was 91.2%.<sup>14</sup> When excused absences were included, the attendance rate rose to 93.5%.

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 90.0%. Based on these calculations, DLH Academy exceeded its attendance goal.

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<sup>14</sup> 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.



## **B. Parent Participation**

At the beginning of the academic year, the school set a goal that parents would attend both scheduled family-teacher conferences, held in October and March. There were 267 students enrolled at the time of both conferences (i.e., for the year). All (100.0%) parents of 267 children attended both parent-teacher conferences; therefore, DLH Academy met its goal related to parent participation.

## **C. Special Education Needs**

This year, the school set a goal to develop and maintain records for all special education students. Five students were assessed for eligibility this year, and six students were re-evaluated for special education services. IEPs were completed for all 11 students; parents of 10 (90.9%) students participated in completing the IEP. IEP reviews were scheduled for an additional 31 students. Two students transferred to a different school prior to their IEP meetings and two students were determined to be no longer eligible for special education services. Annual IEPs were reviewed and updated for the remaining 27 students. Parents of 24 (88.9%) of the 27 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 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. The CSRC expectation is that at a minimum, schools establish local measures in reading, writing, math, and special education.

DLH Academy uses the MAP in order to measure second through eighth graders' progress in both reading and math. The reading and math tests are administered once in the fall and again in the spring of the same academic year. The test yields a Rasch Unit (RIT) scale that shows student understanding, regardless of grade level, which allows easy comparison of students' progress from the beginning of the year to the end of year and/or from one year to the next. Results provide educators with information necessary to build curriculum to meet their students' needs.

Student progress can be measured by MAP tests in several ways. A student's academic progress can be measured either by examining whether the student reaches a target RIT score on the spring test or by 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 5 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 8 points.<sup>15</sup> 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.<sup>16</sup>

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<sup>15</sup> Scores are rounded to the nearest whole number for analysis.

<sup>16</sup> Retrieved from <http://www.nwea.org/support/article/normative-data-2011>

<b>Table 2</b>  <b>2011 NWEA Measures of Academic Progress</b> <b>National Average (Normative Mean) RIT Scores</b> <b>Fall and Spring</b>				
<b>Grade Level</b>	<b>Reading</b>		<b>Math</b>	
	<b>Beginning-of-Year Average RIT Score</b>	<b>End-of-Year Average RIT Score</b>	<b>Beginning-of-Year Average RIT Score</b>	<b>End-of-Year Average RIT Score</b>
K5	142.5	156.0	143.7	156.1
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 traditionally utilizes the first method described. For this report, however, CRC examined students' progress on the reading and math MAP tests using both methods. Results are described for both students who met their target RIT score in 2012 as well as those who did not. Additionally, student performance on the reading and math tests using the normative average will serve as a baseline for future comparisons.

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

This year, the school set goals for returning students 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 2012 would again meet their target score in the spring of 2013 and that at least 50.0% of students who did *not* meet their target scores in 2012 would meet target scores in 2013 as measured by MAP test

results.<sup>17</sup> Goals for new students (i.e., those without spring 2012 scores) were that 50.0% would meet target scores based on the spring 2013 MAP test.

*a. Students Who Met Targets in 2012*

As illustrated in Table 3, of the 68 students who met target scores when given the exam in the spring of 2012, 46 (67.6%) met their target reading score on the spring 2013 test administration, exceeding the school's goal of 60.0%.

<b>Table 3</b>  <b>DLH Academy</b> <b>Reading Progress for Students Who Met</b> <b>Target Reading Scores in Spring 2012</b> <b>2nd Through 8th Grade</b> <b>Based on Measures of Academic Progress Tests</b>			
Grade	N	Met Target RIT Score in Spring 2013	
		N	%
2nd*	N/A	N/A	N/A
3rd	13	8	61.5%
4th	11	7	63.6%
5th	10	4	40.0%
6th	13	12	92.3%
7th	10	7	70.0%
8th	11	8	72.7%
<b>Total</b>	<b>68</b>	<b>46</b>	<b>67.6%</b>

\*Second graders were not tested as first graders in 2012.

<sup>17</sup> 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, [www.nwea.org/assessments/researchbased.asp](http://www.nwea.org/assessments/researchbased.asp).

b. *Students Who Did Not Meet Targets in 2012*

As illustrated in Table 4, 43 students did not meet targets in the spring of 2012; 26 (60.5%) of those students met targets this year, exceeding the school's goal of 50.0%.

<b>Table 4</b>  <b>DLH Academy</b> <b>Reading Progress for Students Who Did Not Meet</b> <b>Target Reading Scores in Spring 2012</b> <b>2nd Through 8th Grade</b> <b>Based on Measures of Academic Progress Tests</b>			
Grade	N	Met Target RIT Score in Spring 2013	
		N	%
2nd*	N/A	N/A	N/A
3rd	5	Cannot report due to <i>n</i> size	
4th	9	Cannot report due to <i>n</i> size	
5th	9	Cannot report due to <i>n</i> size	
6th	7	Cannot report due to <i>n</i> size	
7th	7	Cannot report due to <i>n</i> size	
8th	6	Cannot report due to <i>n</i> size	
<b>Total</b>	<b>43</b>	<b>26</b>	<b>60.5%</b>

\*Second graders were not tested as first graders in 2012.

c. *Students First Tested in Fall 2012*

The spring 2013 results for students who were first tested in the fall of 2012 (i.e., who were not enrolled in the prior year or were too young to take the test in the spring of 2012) indicate that 53 (71.6%) of 74 students met their target score in reading for their grade level, exceeding the school's goal of 50.0% (Table 5).

<b>Table 5</b> <b>DLH Academy</b> <b>Target Reading Scores for New* 2nd Through 8th Graders</b> <b>Based on Measures of Academic Progress Tests</b>			
Grade	N	Met Target RIT Score in Spring 2013	
		N	%
2nd	29	22	75.9%
3rd	5	Cannot report due to <i>n</i> size	
4th	5	Cannot report due to <i>n</i> size	
5th	7	Cannot report due to <i>n</i> size	
6th	15	11	73.3%
7th	8	Cannot report due to <i>n</i> size	
8th	5	Cannot report due to <i>n</i> size	
<b>Total</b>	<b>74</b>	<b>53</b>	<b>71.6%</b>

\*Not tested in spring 2012.

The school exceeded its goals pertaining to local measures in reading, including all goals for students who completed the MAP reading test in the previous year as well as goals associated with students who were new to the school (or not tested the prior year). Overall, 125 (67.6%) of 185 students met their local measure goals in reading.<sup>18</sup>

<sup>18</sup> Calculation for the scorecard was determined by adding the number of returning students who were able to meet their target scores again to those who did not meet target scores last year but did this year, as well as new students who tested at their appropriate level divided by the total number of students.

2. Math Progress

a. *K5 and First Graders*

Math skills for students in K5 and first grade 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 at least 85.0% of K5 and 85.0% of first-grade students would demonstrate a 3 or 4 on at least 75.0% of grade-level math concepts taught during the year. There were 57 concepts taught to K5 students and 55 concepts taught to first graders.

This year, 21 (87.5%) of 24 K5 students and 24 (85.7%) of 28 first graders scored proficient or higher on 75.0% of math skills (Table 6). The school, therefore, has met its goal of 85.0% for both K5 and first-grade students. Overall, 45 (86.5%) of 52 K5 and first-grade students scored proficient or higher on 75.0% of math skills.

<b>Table 6</b>			
<b>DLH Academy</b>			
<b>Students Who Scored Proficient or Higher on 75.0% of Math Concepts</b>			
<b>K5 and 1st Grade</b>			
<b>2012-13</b>			
<b>Grade</b>	<b>N</b>	<b>Met</b>	
		<b>N</b>	<b>%</b>
K5	24	21	87.5%
1st	28	24	85.7%
<b>Total</b>	<b>52</b>	<b>45</b>	<b>86.5%</b>

b. *Second Through Eighth Graders*

This year, the school set the following goals: (1) at least 60.0% of students who met target scores in the spring of 2012 would again meet target scores; (2) at least 50.0% of students who did not meet target scores in 2012 would meet target scores; and (3) 50.0% of students who were not tested in the spring of 2012 but were tested in the spring of 2013 would meet target scores.



Results indicate that 37 (62.7%) of 59 students who previously met their target math scores met their target score again (Table7), slightly exceeding school's goal of 60.0%.

<b>Table 7</b>  <b>DLH Academy</b> <b>Progress for Students Who Met Target Math Scores in Spring 2012</b> <b>2nd Through 8th Graders</b> <b>Based on Measures of Academic Progress Tests</b>			
<b>Grade</b>	<b>N</b>	<b>Met Target in Spring 2013</b>	
		<b>N</b>	<b>%</b>
2nd*	N/A	N/A	N/A
3rd	12	9	75.0%
4th	10	7	70.0%
5th	9	Cannot report due to <i>n</i> size	
6th	10	8	80.0%
7th	9	Cannot report due to <i>n</i> size	
8th	9	Cannot report due to <i>n</i> size	
<b>Total</b>	<b>59</b>	<b>37</b>	<b>62.7%</b>

\*Second graders were not tested as first graders in 2012.

As illustrated in Table 8, 30 (58.8%) of the 51 students who did not meet target scores in the spring of 2012 did so in the spring of 2013, exceeding the school's goal of 50.0%.

<b>Table 8</b>  <b>DLH Academy</b> <b>Progress for Students Who Did Not Meet National Average in Math</b> <b>Spring 2012</b> <b>2nd Through 8th Graders</b> <b>Based on Measures of Academic Progress Tests</b>			
Grade	N	Met Target RIT Score in Spring 2013	
		N	%
2nd*	N/A	N/A	N/A
3rd	6	Cannot report due to <i>n</i> size	
4th	10	5	50.0%
5th	10	5	50.0%
6th	10	7	70.0%
7th	8	Cannot report due to <i>n</i> size	
8th	7	Cannot report due to <i>n</i> size	
<b>Total</b>	<b>51</b>	<b>30</b>	<b>58.8%</b>

\*Second graders were not tested as first graders in 2012.

Results for the 73 students who were not tested in the spring of 2012 (i.e., who were in first grade in 2012 or were new to the school this year) indicate that 50 (68.5%) met target scores in math, exceeding the expectation of 50.0% (Table 9).

<b>Table 9</b> <b>DLH Academy</b> <b>Target Math Scores for New* 2nd Through 8th Graders</b> <b>Based on Measures of Academic Progress Tests</b>			
Grade	N	Met Target in Spring 2013	
		N	%
2nd	29	22	75.9%
3rd	5	Cannot report due to <i>n</i> size	
4th	4	Cannot report due to <i>n</i> size	
5th	7	Cannot report due to <i>n</i> size	
6th	15	11	73.3%
7th	8	Cannot report due to <i>n</i> size	
8th	5	Cannot report due to <i>n</i> size	
<b>Total</b>	<b>73</b>	<b>50</b>	<b>68.5%</b>

\*Students not tested in the spring of 2012.

The school met all local measures in math for students in K5 through first grades. The school also met all math goals for students in second through eighth grade who met their target RIT score in 2012, who did not meet their target score during 2012, and for students who were newly tested in the spring of 2013. Overall, the school met local measures for math progress for 63.9% of students.<sup>19</sup>

### 3. Reading Progress for Second Through Eighth Graders Using Normative Mean Scores

Using the normative mean scores, the school's local measure goal for MAP reading and math results was that students who completed both the fall and spring reading tests would increase their

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<sup>19</sup> Calculation is based on the total number of returning students who maintained their target scores from spring 2012 to spring 2013, students who did not meet the target score in 2012 who were able to meet their target scores in spring 2013, new students who met their scores, and K5 and first-grade students who achieved 75% of math concepts.

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 and math 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 2012 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 (basically, this indicates whether students who were functioning at or above grade level improved, on average, the same 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.

a. *Reading*

At the time of the fall MAP test, 56 (30.3%) students were at or above the national average for their respective grade level, while 129 (69.7%) scored below the average (Table 10).

<b>Table 10</b>  <b>DLH Academy</b> <b>Local Measures of Academic Progress: MAP Reading Assessment</b> <b>Student Scores Relative to National Average (Normative Mean)<sup>20</sup></b> <b>Fall 2012</b>					
Grade Level	N	Students at or Above National Average Fall 2012		Students Below National Average Fall 2012	
		N	%	N	%
2nd	29	7	24.1%	22	75.9%
3rd	23	8	34.8%	15	65.2%
4th	25	11	44.0%	14	56.0%
5th	26	10	38.5%	16	61.5%
6th	35	7	20.0%	28	80.0%
7th	25	5	20.0%	20	80.0%
8th	22	8	36.4%	14	63.6%
<b>Total</b>	<b>185</b>	<b>56</b>	<b>30.3%</b>	<b>129</b>	<b>69.7%</b>

<sup>20</sup> For the student's current grade level.

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

Of the 56 second- through eighth-grade students at or above the national average for their grade level on the fall test, 41 (73.2%) scored the national average again on the spring test (Table 11).

<b>Table 11</b> <b>DLH Academy</b> <b>Progress for Students at or Above the National Average in Reading</b> <b>Fall 2012</b>			
Grade	N	At or Above National Average in Spring 2013	
		N	%
2nd	7	Cannot report due to <i>n</i> size	
3rd	8	Cannot report due to <i>n</i> size	
4th	11	8	72.7%
5th	10	5	50.0%
6th	7	Cannot report due to <i>n</i> size	
7th	5	Cannot report due to <i>n</i> size	
8th	8	Cannot report due to <i>n</i> size	
<b>Total</b>	<b>56</b>	<b>41</b>	<b>73.2%</b>

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

There were 129 students who scored less than the national average for their current grade level on the fall test. By the time of the spring test, 26 (20.2%) had reached the national reading score for their current grade level, and 54 (41.9%) 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 62.0% for second- through eighth-grade students (Table 12).

<b>Table 12</b>  <b>DLH Academy</b> <b>Local Measures of Academic Progress: MAP Reading Assessment</b> <b>Progress for Students Below the National Average (Normative Mean) in Fall 2012<sup>21</sup></b> <b>Fall 2012 to Spring 2013</b>							
Grade Level	Below National Average in Fall 2012	Reached Grade-Level National Average Score in Spring 2013		Increased National Average From Fall to Spring		Overall Progress	
	N	N	%	N	%	N	%
2nd	22	5	22.7	10	45.5%	15	68.2%
3rd	15	5	33.3	4	26.7%	9	60.0%
4th	14	1	7.1	4	28.6%	5	35.7%
5th	16	3	18.8	7	43.8%	10	62.5%
6th	28	8	28.6	11	39.3%	16	57.1%
7th	20	2	10.0	12	60.0%	14	70.0%
8th	14	2	14.3	6	42.9%	8	57.1%
<b>Total</b>	<b>129</b>	<b>26</b>	<b>20.2%</b>	<b>54</b>	<b>41.9%</b>	<b>80</b>	<b>62.0%</b>

<sup>21</sup> For the student's current grade level.

b. *Math*

There were 183 second- through eighth-grade students who completed both the fall and spring MAP math tests. As illustrated in Table 13, at the time of the fall test, 33 (18.0%) students scored at or above the national average for their current grade level, while 150 (82.0%) scored below the national average.

<b>Table 13</b>  <b>DLH Academy</b> <b>Local Measures of Academic Progress: MAP Math Assessment</b> <b>Student Scores Relative to the National Average (Normative Mean)<sup>22</sup></b> <b>Fall 2012</b>					
Grade Level	N	Students at or Above National Average Fall 2012		Students Below National Average Fall 2012	
		N	%	N	%
2nd	29	6	20.7%	23	79.3%
3rd	23	4	17.4%	19	82.6%
4th	24	8	33.3%	16	66.7%
5th	26	5	19.2%	21	80.8%
6th	35	2	5.7%	33	94.3%
7th	25	3	12.0%	22	88.0%
8th	21	5	23.8%	16	76.2%
<b>Total</b>	<b>183</b>	<b>33</b>	<b>18.0%</b>	<b>150</b>	<b>82.0%</b>

<sup>22</sup> 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 33 second- through eighth-grade students at or above the national average for their grade level on the fall test, 26 (78.8%) 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, results are not broken down by grade (Table 14).

<b>Table 14</b> <b>DLH Academy</b> <b>Progress for Students at or Above the National Average in Math</b> <b>Fall 2012</b>			
<b>Grade</b>	<b>N</b>	<b>At or Above National Average in Spring 2013</b>	
		<b>N</b>	<b>%</b>
2nd	6	Cannot report due to <i>n</i> size	
3rd	4	Cannot report due to <i>n</i> size	
4th	8	Cannot report due to <i>n</i> size	
5th	5	Cannot report due to <i>n</i> size	
6th	2	Cannot report due to <i>n</i> size	
7th	3	Cannot report due to <i>n</i> size	
8th	5	Cannot report due to <i>n</i> size	
<b>Total</b>	<b>33</b>	<b>26</b>	<b>78.8%</b>

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

There were 150 students who scored less than the national average for their current grade level on the fall test. By the time of the spring test, 19 (12.7%) of those students had reached the national average math score for their grade level, and 59 (39.3%) had improved their math scores by the average change in scores for their functional grade level. This represents a total growth rate of 52.0%. Results by grade level are in Table 15.

<b>Table 15</b>  <b>DLH Academy</b> <b>Local Measures of Academic Progress: MAP Math Assessment</b> <b>Progress for Students Below the National Average (Normative Mean) in Fall 2012<sup>23</sup></b> <b>Fall 2012 to Spring 2013</b>							
Grade Level	Below National Average in Fall 2012	Reached Grade-Level National Average Score in Spring 2013		Increased National Average From Fall to Spring		Overall Progress	
	N	N	%	N	%	N	%
2nd	23	6	26.1%	11	47.8%	17	73.9%
3rd	19	4	21.1%	9	47.4%	13	68.4%
4th	16	1	6.3%	6	37.5%	7	43.8%
5th	21	0	0.0%	7	33.3%	7	33.3%
6th	33	3	9.1%	16	48.5%	19	57.6%
7th	22	1	4.5%	5	22.7%	6	27.3%
8th	16	4	25.0%	5	31.3%	9	56.3%
<b>Total</b>	<b>150</b>	<b>19</b>	<b>12.7%</b>	<b>59</b>	<b>39.3%</b>	<b>78</b>	<b>52.0%</b>

4. Writing Progress

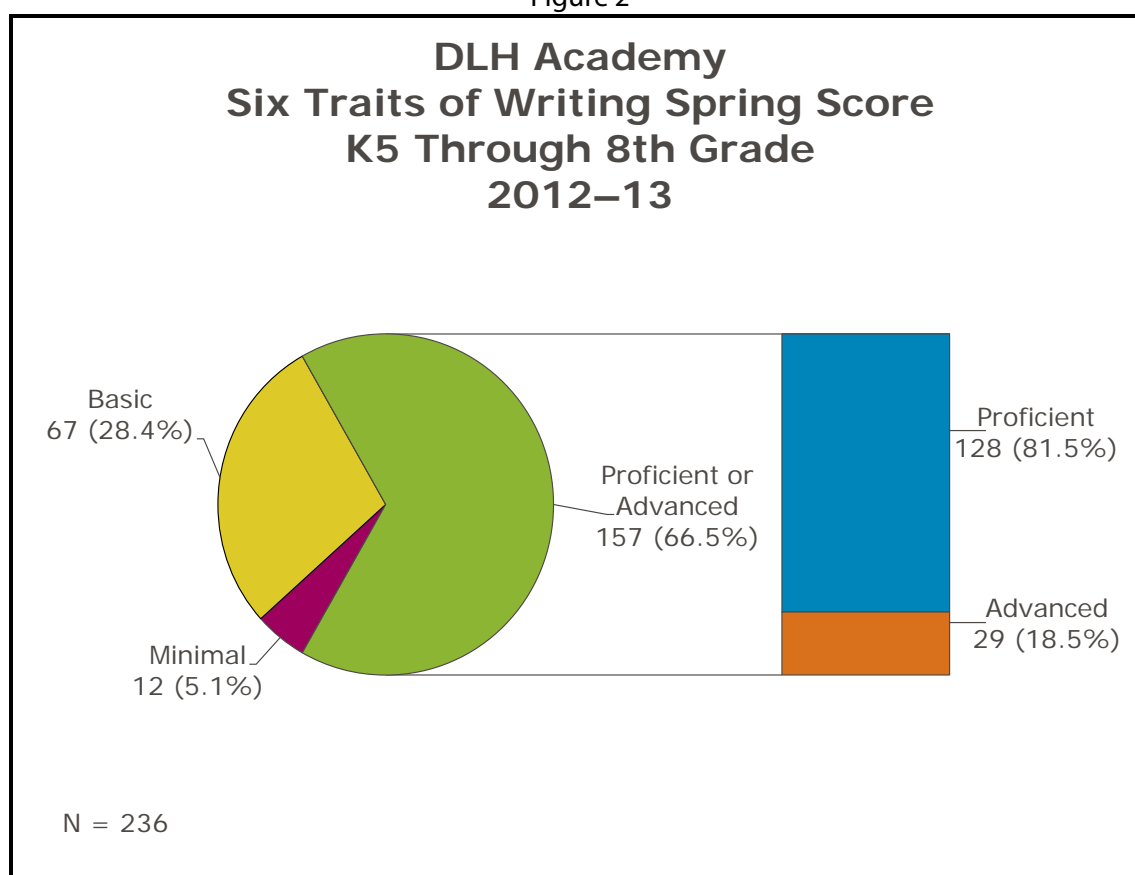
To assess writing skills at the local level, the school had students in K5 through eighth grade complete and submit a writing sample by October 2012. The school used the Six Traits of Writing rubric to assess students' ability to produce writing samples appropriate for their respective grade

<sup>23</sup> For the student's current grade level.

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 2013.<sup>24</sup>

Results were provided for 236 students in K5 through eighth grades who were tested at both times. Figure 2 demonstrates that 157 (66.5%) students scored as proficient or advanced, 67 (28.4%) scored as basic, and 12 (5.1%) students scored as minimal on their May writing sample, therefore exceeding the school's local measure goal.

Figure 2



<sup>24</sup> Students were tested both times on the same narrative genre. Writing genres include expository, descriptive, persuasive, and narrative.

Table 16 illustrates the Six Traits of Writing proficiency levels for each grade. There were 128 (54.2%) students with proficient and 29 (12.3%) with advanced writing skills by the end of the school year.

<b>Table 16</b> <b>DLH Academy</b> <b>Six Traits of Writing Assessment Proficiency Levels Results by Grade</b> <b>2012-13</b>										
Grade	Results									
	Minimal		Basic		Proficient		Advanced		Total	
	N	%	N	%	N	%	N	%	N	%
K5	2	8.3%	2	8.3%	20	83.3%	0	0.0%	24	100.0%
1st	0	0.0%	0	0.0%	20	74.1%	7	25.9%	27	100.0%
2nd	0	0.0%	11	37.9%	10	34.5%	8	27.6%	29	100.0%
3rd	1	4.3%	8	34.8%	12	52.2%	2	8.7%	23	100.0%
4th	2	8.0%	7	28.0%	12	48.0%	4	16.0%	25	100.0%
5th	0	0.0%	14	53.8%	8	30.8%	4	15.4%	26	100.0%
6th	2	5.6%	15	41.7%	18	50.0%	1	2.8%	36	100.0%
7th	5	20.0%	9	36.0%	11	44.0%	0	0.0%	25	100.0%
8th	0	0.0%	1	4.8%	17	81.0%	3	14.3%	21	100.0%
<b>Total</b>	12	5.1%	67	28.4%	128	54.2%	29	12.3%	236	100.0%

#### 5. 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 re-evaluation. Progress was measured by assessing the number of sub-goals each student identified (ranging between one and six) and the number of sub-goals each student met. During the year, 31 students with active IEPs were reviewed/re-evaluated and continued in special education services. This year, all 29 (100%) special education students demonstrated progress (including achieving) on at least one goal, therefore

meeting the school's goal related to special education students. On average, students exhibited progress on 83.8% of IEP goals.

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

In 2012–13, DPI required that all students in K5 take the Phonological Awareness Literacy Screening for Kindergarten (PALS-K) assessment. PALS-K aligns with both the Common Core State Standards (CCSS) for English and the Wisconsin Model Early Learning Standards (WMELS). The tests is composed 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). Task scores are summed for an overall score; if the students overall score is below the benchmark (28 for the fall test and 81 for spring), the student may need additional reading instruction in order to master basic literacy fundamentals.<sup>25</sup>

The CSRC also required that the SDRT and WKCE be administered to students attending city-chartered elementary schools to provide a basis for multiple-year student progress. The SDRT must be administered to all first-, second-, and third-grade students between April 15 and May 15 of each year, and the WKCE must be administered to all third- through eighth-grade students in the DPI-established timeframe, generally in the fall of each school year.

The SDRT is an assessment of reading skills that indicates the grade level at which a child can read. 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

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<sup>25</sup> Information retrieved from [http://www.palswisconsin.info/pals\\_wi.html](http://www.palswisconsin.info/pals_wi.html)

Behind requirements. Note that results in this section include students who have been enrolled at the school for a full academic year (FAY)<sup>26</sup> 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. During this year of transition from the old to the new cut scores, CRC reported reading and math proficiency levels using both the former and the current cut scores to report proficiency levels. This allows schools and stakeholders to see how students 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.

#### 1. PALS-K for K5 Students

The PALS-K was administered in the fall and spring of the school year.<sup>27</sup> A total of 24 K5 students completed the fall and spring PALS-K. The minimum, maximum, and average overall scores increased from fall to spring. Twenty-two (91.7%) of the 24 students who completed the fall and spring tests were at or above the benchmark on the fall assessment and 87.5% of students were at or above the benchmark on the spring test (Table 17). All students (100.0%) students improved their overall scores by at least 10 points. The minimum change in scores was 12 points, the maximum change was 61 points, and the average change in scores from fall to spring was 31.1 points (not shown).

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<sup>26</sup> Enrolled since September 16, 2011.

<sup>27</sup> During 2012–13, the PALS was only required in the spring; in subsequent years, schools must administer the test during the fall and the spring.

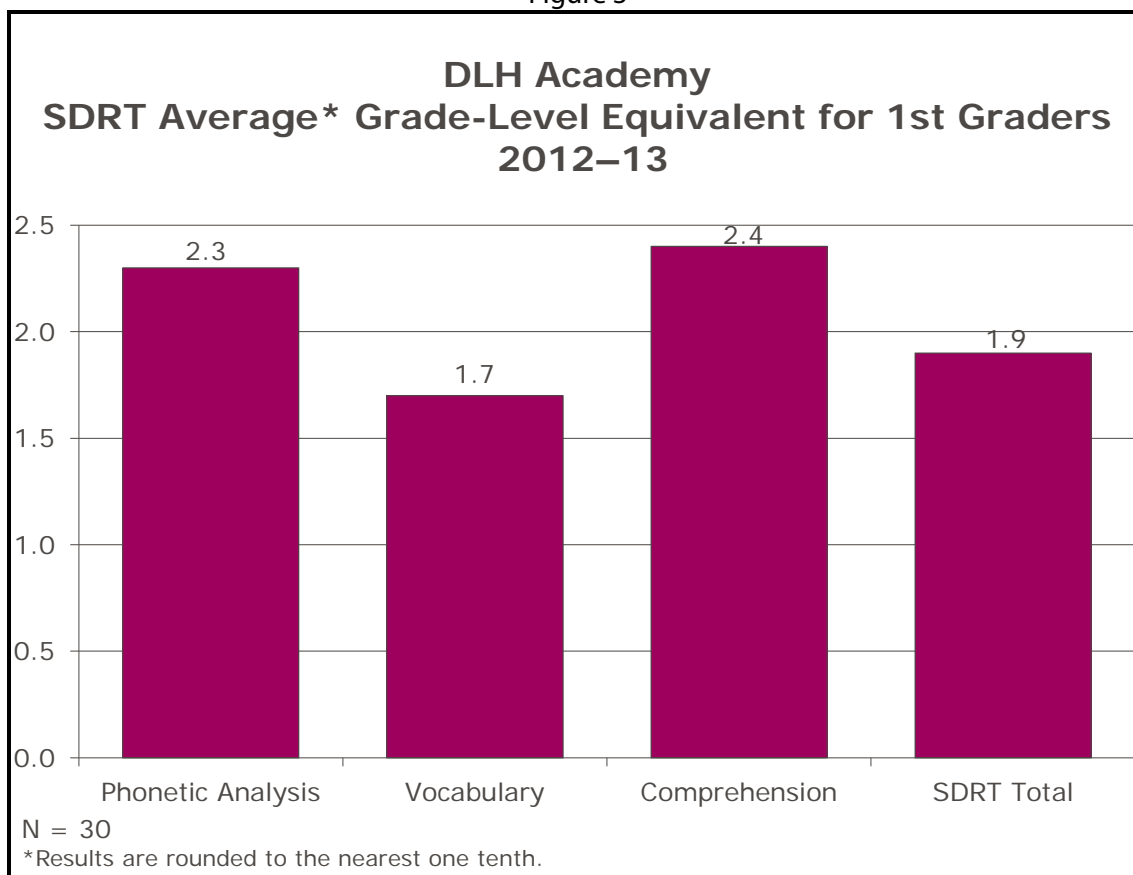
<b>Table 17</b>  <b>DLH Academy</b> <b>PALS-K for K5 Students</b> <b>2012–13</b> <b>(N = 24)</b>				
<b>Test Periods</b>	<b>Lowest Overall Score</b>	<b>Highest Overall Score</b>	<b>Average Overall Score</b>	<b>% at or Above Benchmark*</b>
Fall 2012	13.0	88.0	57.0	91.7%
Spring 2013	45.0	101.0	88.1	87.5%

\*The overall fall benchmark is 28 and the spring benchmark is 81.

## 2. SDRT for First Graders

For first graders, student performance on the SDRT is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score. The test was administered to 30 first graders. Results on this measure indicate that first graders, on average, were functioning at or above GLE in all areas tested (Figure 3).

Figure 3



The GLE range, median score, and percentage of students at or above grade level for first graders are illustrated in Table 18. Overall, 83.3% of first graders scored at or above GLE.

<b>Table 18</b>  <b>DLH Academy</b> <b>Stanford Diagnostic Reading Test</b> <b>GLE Range for 1st Graders</b> <b>2012–13</b> <b>(N = 30)</b>				
<b>Area Tested</b>	<b>Lowest Grade Level Scored</b>	<b>Highest Grade Level Scored</b>	<b>Median GLE</b>	<b>Percentage at or Above GLE</b>
Phonetic Analysis	K.3	5.2	1.6	86.7%
Vocabulary	K.6	2.8	1.7	86.7%
Comprehension	K.8	7.7	2.1	90.0%
<b>SDRT Total</b>	<b>K.6</b>	<b>3.3</b>	<b>1.8</b>	<b>83.3%</b>

Note: Results are rounded to the nearest one tenth.



### 3. SDRT for Second Graders

Results for second graders are presented in Figure 4 and Table 19. As illustrated, second graders were, on average, reading at 2.6 to 3.9 GLE in the areas tested. This indicates a wide range of skills among students.

Figure 4

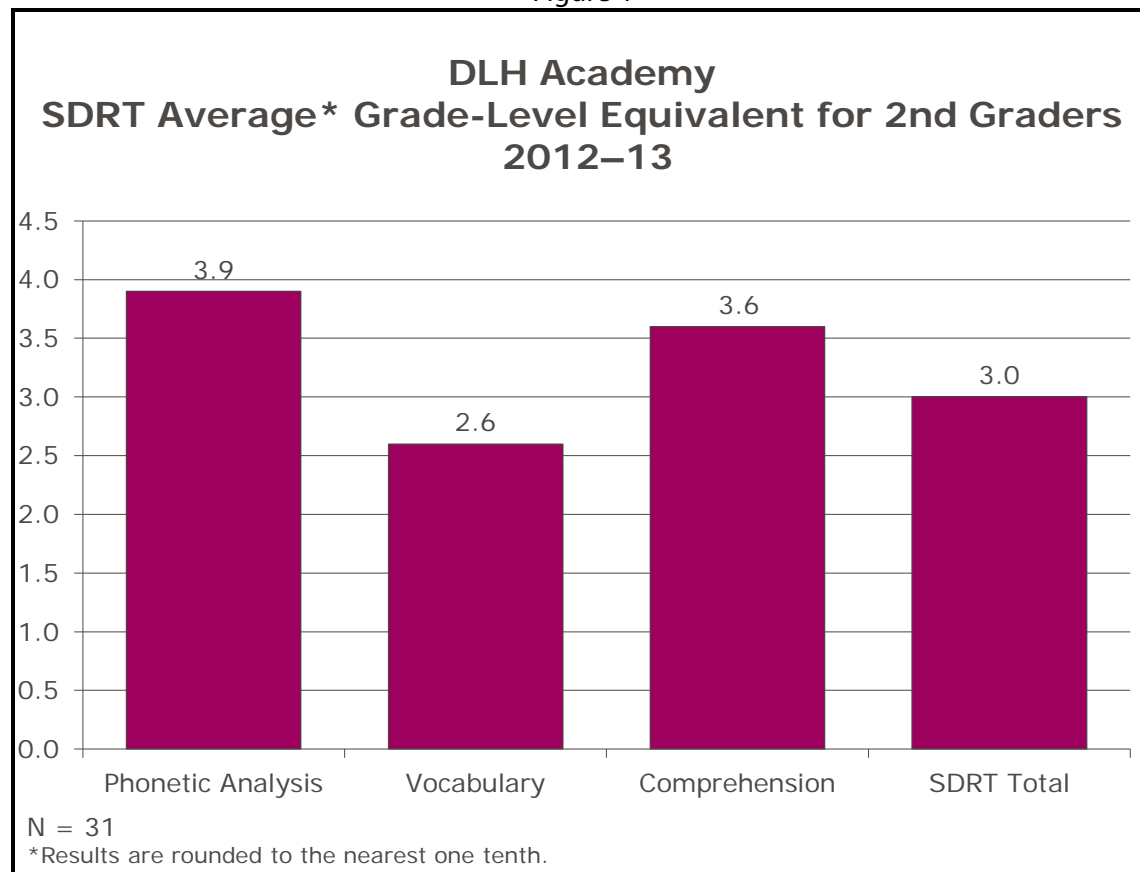


Table 19

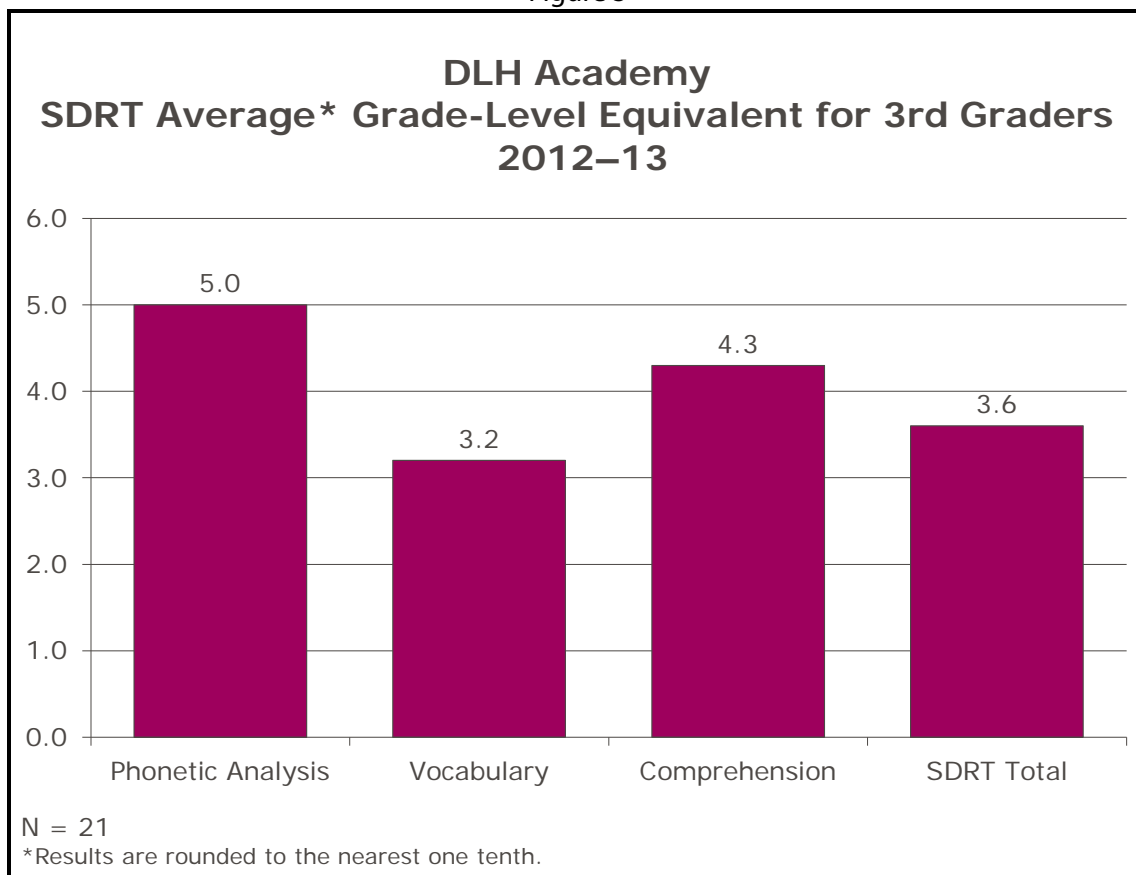
**DLH Academy  
SDRT GLE Range for 2nd Graders  
2012–13  
(N = 31)**

Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median GLE	Percentage at or Above GLE
Phonetic Analysis	1.2	10.9	3.1	83.9%
Vocabulary	K.5	5.6	2.8	74.2%
Comprehension	1.3	8.9	3.4	87.1%
<b>SDRT Total</b>	<b>1.0</b>	<b>5.7</b>	<b>2.8</b>	<b>87.1%</b>

## 5. SDRT for Third Graders

Results for third graders indicated that students were, on average, reading at third- to fourth-grade levels in the areas tested. More than half (66.7%) were reading at or above grade level (see Figure 5 and Table 20).

Figure 5



<b>Table 20</b>  <b>DLH Academy</b> <b>SDRT GLE Range for 3rd Graders</b> <b>2012–13</b> <b>(N = 21)</b>				
<b>Area Tested</b>	<b>Lowest Grade Level Scored</b>	<b>Highest Grade Level Scored</b>	<b>Median GLE</b>	<b>Percentage at or Above GLE</b>
Phonetic Analysis	1.5	PHS*	3.5	76.2%
Vocabulary	2.5	4.3	3.2	71.4%
Comprehension	1.9	PHS*	3.4	76.2%
<b>SDRT Total</b>	<b>1.9</b>	<b>7.1</b>	<b>3.3</b>	<b>66.7%</b>

\*Post-high school.

*a. WKCE Results for Third Through Eighth Graders*

Overall, 182 third- through eighth-grade students completed the WKCE reading test and the WKCE math test in the 2012–13 school year. Results were used to assess third- through eighth-grade reading and math skills and to provide scores against which to measure progress over multiple years.

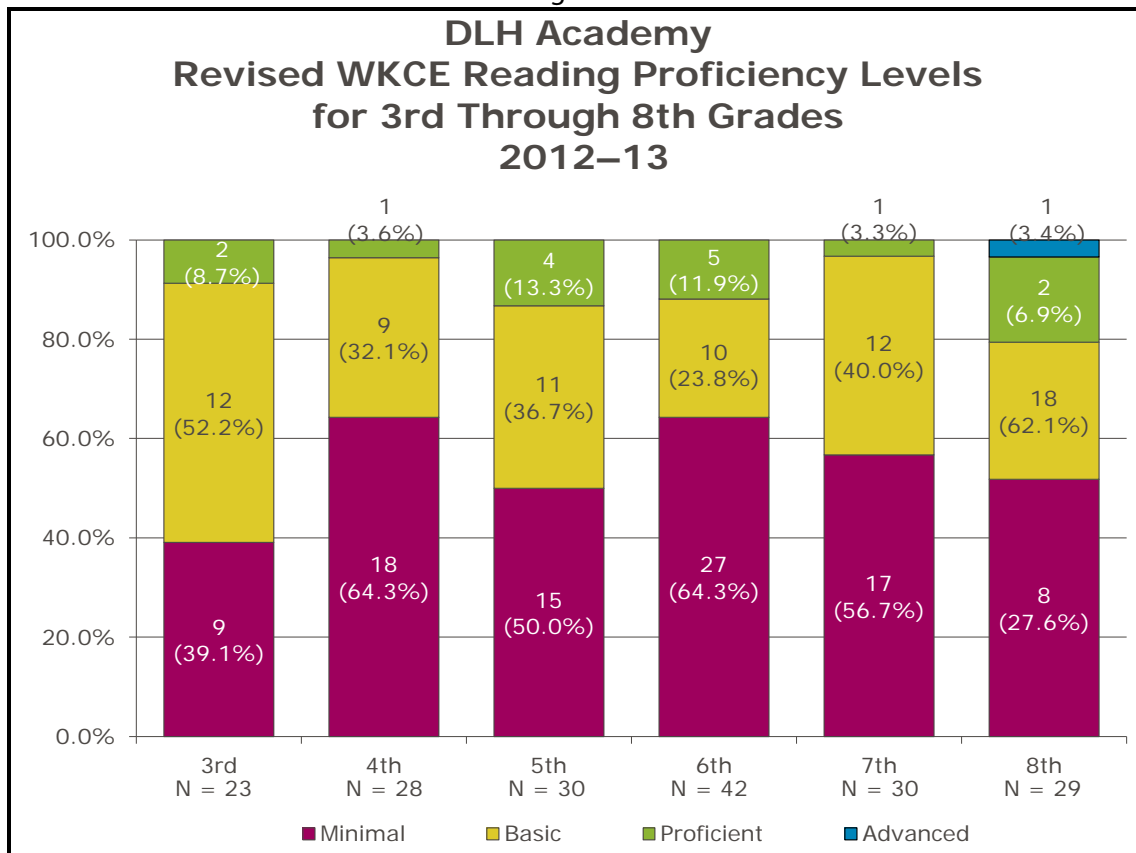
*i. Reading*

As illustrated in Figure 6, using the revised cut scores, two (8.7%) third graders scored at the proficient level; one (3.6%) fourth grader scored proficient; four (13.3%) fifth graders scored proficient; five (11.9%) sixth graders scored proficient; one (3.3%) seventh grader scored proficient; and one (3.4%) eighth-grade student scored advanced and two (6.9%) were proficient in reading. Overall, 16 (8.8%) third- through eighth-grade students scored proficient or advanced in reading (not shown).

When the former cut scores used prior to 2012–13 were applied to this year's scale scores, four (17.4%) third graders were advanced and 14 (60.9%) were proficient in reading; three (10.7%) fourth graders were at the advanced level and 17 (60.7%) were proficient; four (13.3%) fifth-graders were advanced and 18 (60.0%) were proficient in reading; six (14.3%) sixth graders were at the advanced level and 23 (54.8%) were proficient; two (6.7%) seventh graders were at the advanced level

and 17 (56.7%) were proficient; and three (10.3%) eighth graders were at the advanced level and 20 (69.0%) were proficient (not shown). Overall, 131 (71.9%) third- through eighth-grade students scored proficient or advanced in reading when using the cut scores prior to 2012–13 (not shown).

Figure 6



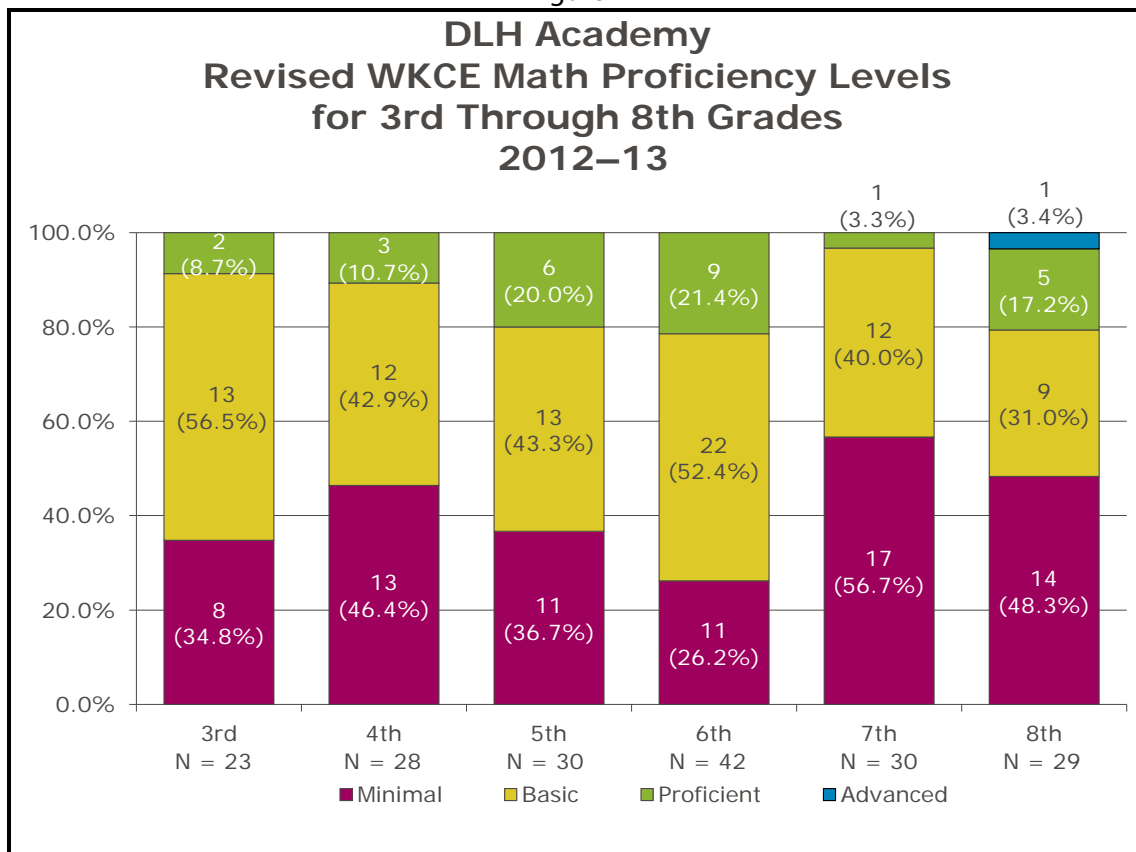
On average, third-grade students scored in the 36th percentile statewide. This means that, on average, students scored higher than 36% of all third graders who took the WKCE reading test this year. Fourth graders scored in the 31st percentile, fifth graders scored in the 30th percentile, sixth graders scored in the 28th percentile, seventh graders scored in the 22nd percentile, and eighth graders scored in the 33rd percentile in reading on average.

ii. Math

Math results for third through eighth grades using the revised cut scores are illustrated in Figure 7. Overall, 27 (14.8%) of students scored proficient or advanced in math (not shown).

When the former cut scores used prior to 2012–13 were applied to this year's scale scores, 13 (56.5%) third graders were proficient in math, two (7.1%) fourth graders were at the advanced level and 10 (35.7%) were proficient, four (13.3%) fifth-graders were advanced and 12 (40.0%) were proficient, three (7.1%) sixth graders were at the advanced level and 26 (61.9%) were proficient, 13 (43.3%) seventh graders were proficient, and three (10.3%) eighth graders were at the advanced level and 11 (37.9%) were proficient (not shown). Overall, (52.7%) third- through eighth-grade students scored proficient or advanced in reading, using the cut scores prior to 2012–13 (not shown).

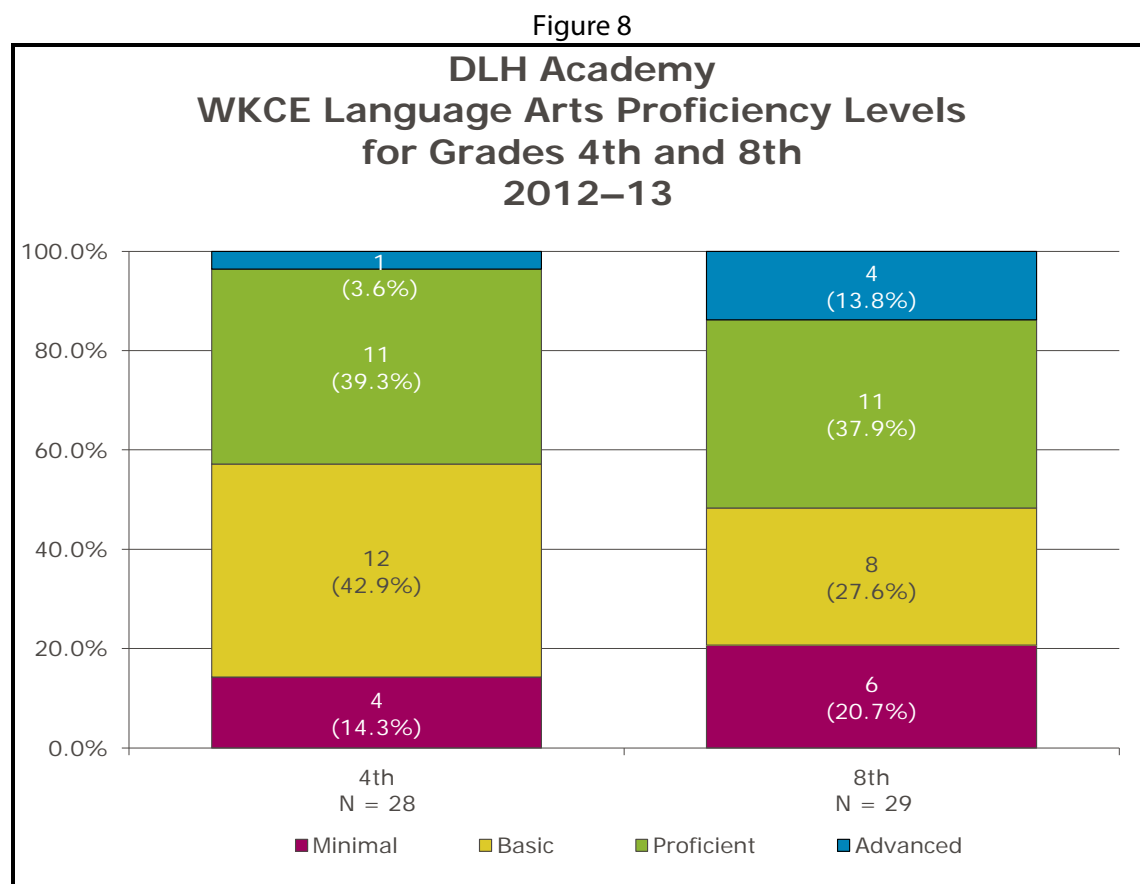
Figure 7



On average, third-grade students scored in the 27th percentile statewide. Fourth graders scored in the 24th percentile, fifth graders scored in the 28th percentile, sixth graders scored in the 28th percentile, seventh graders scored in the 22nd percentile, and eighth graders scored in the 30th percentile in math.

*iii. Language Arts*

Fourth- and eighth-grade students completed a subtest in language arts on the WKCE. Results for fourth graders show that one (3.6%) scored advanced, 11 (39.3%) scored proficient, 12 (42.9%) scored basic, and four (14.3%) scored minimal. For eighth graders, four (13.8%) scored advanced, 11 (37.9%) scored proficient, 8 (27.6%) scored basic, and six (20.7%) scored minimal on the language arts test (Figure 8).



*iv. 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 3.0 to 6.0. The average score was 4.7. 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 3.0 to 6.0. The average score was 4.6, and the median score was 5.0.

**F. Multiple-Year Student Progress**

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. First- through third-grade skills are assessed based on the SDRT. Year-to-year progress expectations apply to all students with scores in consecutive 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 a full academic year. This year, WKCE progress will be measured using the revised cut scores based on the NAEP standards as well as the scores used prior to the current school year.

The CSRC expectations on the SDRT are that at least 75% of students who were at or above grade level the previous year maintain at or above grade-level status during the current year. Students below grade level are expected to advance, on average, more than 1.0 GLE. For the WKCE, the

expectation is that at least 75.0% of the students who were at the proficient or advanced levels on the previous year's WKCE reading and math subtests and who met the full academic year definition would maintain their status of proficient or above. For those 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% of students would either advance to the next proficiency level or advance to the next highest quartile within their previous year's proficiency level.<sup>28</sup>

1. SDRT Results for First Through Third Graders

A total of 22 students who were enrolled at DLH Academy as first graders in 2011–12 took the test in 2012–13 as second graders, and 17 students who were enrolled in 2011–12 as second graders took the test in 2012–13 as third graders.

a. *Students at or Above GLE*

A total of 19 (86.4%) second-grade students scored at or above grade level as first-grade students, and 14 (82.4%) third-grade students scored at or above grade level as second-grade students in 2011–12.

A total of 18 (94.7%) of the 19 second graders and 12 (85.7%) of the 14 third graders maintained grade level status or above during 2012–13. Overall, 30 (90.9%) of 33 students at or above grade level in 2011–12 maintained grade level status or above in 2012–13, exceeding CSRC expectations (Table 21).

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<sup>28</sup> Students had to be enrolled in the school on or before September 16, 2011, to meet the FAY definition.



<b>Table 21</b> <b>DLH Academy</b> <b>Average GLE Advancement in Reading</b> <b>For Students at or Above GLE</b>		
<b>Grade</b> <b>(2011–12 to 2012–13)</b>	<b># Met Goal*</b>	<b>% Met Goal*</b>
1st to 2nd (n = 19)	18	94.7%
2nd to 3rd (n = 14)	12	85.7%
<b>Total (N = 33)</b>	<b>30</b>	<b>90.9%</b>

\*Maintained GLE status in 2012–13.

*b. Students Below GLE*

Only six students scored below GLE in 2011–12. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, CRC could not include results on the number of students who improved their GLE on the 2012–13 test.

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

Proficiency levels (advanced, proficient, basic, and minimal) are determined by leveling scale scores, referred to as cut scores. Until the current school year, WKCE proficiency levels were based on cut scores developed by the state that aligned with state reading and math standards. In 2012–13, the state began using revised cut scores that are based on those used by NAEP and more closely align with national and international standards. During this transition year, year-to-year student progress will be measured using both the former cut scores and revised cut scores. In order to do so, the former proficiency-level cut scores and quartiles will be applied to the scale scores for the current year and the revised cut scores will be applied to last year's scale scores. This section describes progress from last year to this year using the former cut scores; the following section will describe progress using the revised cut scores.

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

Based on WKCE data from the fall of 2011, 71 students reached proficiency in reading, and 58 were proficient or higher in math. As illustrated in Tables 22 and 23, 88.7% of students maintained their reading levels and 84.5% maintained proficient or advanced levels in math, exceeding the CRSC expectation of 75%.

<b>Table 22</b>  <b>DLH Academy</b> <b>Reading Proficiency Level Progress</b> <b>for Proficient or Advanced Full-Academic-Year Students in 2011–12</b> <b>Based on Former WKCE Proficiency Cut Scores</b>			
Grade	Students Who Were Proficient/Advanced in 2011–12	Students Who Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	19	15	78.9%
4th to 5th	11	11	100.0%
5th to 6th	14	12	85.7%
6th to 7th	11	10	90.9%
7th to 8th	16	15	93.8%
<b>Total</b>	<b>71</b>	<b>63</b>	<b>88.7%</b>

<b>Table 23</b>  <b>DLH Academy</b> <b>Math Proficiency Level Progress</b> <b>for Proficient or Advanced Full-Academic-Year Students in 2011–12</b> <b>Based on Former WKCE Proficiency Cut Scores</b>			
Grade	Students Who Were Proficient/Advanced in 2011–12	Students Who Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	13	10	76.9%
4th to 5th	10	8	80.0%
5th to 6th	11	11	100.0%
6th to 7th	10	10	100.0%
7th to 8th	14	10	71.4%
<b>Total</b>	<b>58</b>	<b>49</b>	<b>84.5%</b>

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

The CSRC expects that at least 60% of students who did not meet proficiency-level expectations (i.e., were at the minimal or basic levels) on the WKCE in 2011–12 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, 58.1% of 31 students met the goal in reading and 54.5% of 44 students met the goal in math (Tables 24 and 25).

Table 24					
DLH Academy					
Reading Proficiency-Level Progress					
for Minimal or Basic Full-Academic-Year Students in 2011–12					
Based on Former WKCE Proficiency Cut Scores					
Grade	# Students Minimal/ Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	Cannot report due to <i>n</i> size				
4th to 5th	Cannot report due to <i>n</i> size				
5th to 6th	Cannot report due to <i>n</i> size				
6th to 7th	Cannot report due to <i>n</i> size				
7th to 8th	Cannot report due to <i>n</i> size				
Total	31	12	6	18	58.1%

Table 25					
DLH Academy					
Math Proficiency-Level Progress					
for Minimal or Basic Full-Academic-Year Students in 2011–12					
Based on Former WKCE Proficiency Cut Scores					
Grade	# Students Minimal/ Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	Cannot report due to <i>n</i> size				
4th to 5th	Cannot report due to <i>n</i> size				
5th to 6th	Cannot report due to <i>n</i> size				
6th to 7th	Cannot report due to <i>n</i> size				
7th to 8th	Cannot report due to <i>n</i> size				
Total	44	18	6	24	54.5%

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

The previous section described progress for students from 2011–12 to 2012–13 using Wisconsin-based WKCE proficiency-level cut scores. This section describes progress for these same students using the NAEP-based proficiency-level cut scores that were implemented in 2012–13. In order to do this, the new cut scores were applied to scale scores from 2011–12. It is important to note that the range of scale scores used to assign the proficiency level differ from the ranges using the former Wisconsin-based cut scores; therefore, it may not be possible to directly compare results using the two different models. The results described in this section simply provide a look at student progress using the new cut scores but the same standards.

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

Based on WKCE data from the fall of 2011, 10 students reached proficiency in reading when NAEP-based cut scores were applied, and 13 were proficient or higher in math. As illustrated in tables

26 and 27, 30.0% of students maintained their reading levels and 61.5% maintained proficient or advanced levels in math.

<b>Table 26</b>  <b>DLH Academy</b> <b>Reading Proficiency Level Progress</b> <b>for Full-Academic-Year Students Proficient or Advanced in 2011–12</b> <b>Based on Revised WKCE Proficiency Cut Scores</b>			
Grade	Students Proficient/Advanced in 2011–12	Students Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	Cannot report due to <i>n</i> size		
4th to 5th	Cannot report due to <i>n</i> size		
5th to 6th	Cannot report due to <i>n</i> size		
6th to 7th	Cannot report due to <i>n</i> size		
7th to 8th	Cannot report due to <i>n</i> size		
<b>Total</b>	<b>10</b>	<b>3</b>	<b>30.0%</b>

<b>Table 27</b>  <b>DLH Academy</b> <b>Math Proficiency Level Progress</b> <b>for Full-Academic-Year Students Proficient or Advanced in 2011–12</b> <b>Based on Revised WKCE Proficiency Cut Scores</b>			
Grade	Students Proficient/Advanced in 2011–12	Students Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	Cannot report due to <i>n</i> size		
4th to 5th	Cannot report due to <i>n</i> size		
5th to 6th	Cannot report due to <i>n</i> size		
6th to 7th	Cannot report due to <i>n</i> size		
7th to 8th	Cannot report due to <i>n</i> size		
<b>Total</b>	<b>13</b>	<b>8</b>	<b>61.5%</b>

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.<sup>29</sup>

There were 92 students who scored in the minimal or basic categories in reading during 2011–12 based on the NAEP proficiency-level cut scores. Of these, 38.0% showed improvement by progressing to a higher proficiency level (N = 16) or quartile (N = 19) in reading (Table 28).

<b>Table 28</b>  <b>DLH Academy</b> <b>Reading Proficiency Level Progress</b> <b>for Full-Academic-Year Students Minimal or Basic in 2011–12</b> <b>Based on Revised WKCE Proficiency Cut Scores</b>					
Grade	# Students Minimal/Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	18	1	2	3	16.7%
4th to 5th	19	5	3	8	42.1%
5th to 6th	18	1	4	5	27.8%
6th to 7th	18	3	4	7	38.9%
7th to 8th	19	6	6	12	63.2%
<b>Total</b>	<b>92</b>	<b>16</b>	<b>19</b>	<b>35</b>	<b>38.0%</b>

<sup>29</sup> This method is used by CRC to examine student progress in the schools chartered by the city.

Proficiency-level progress in math is described in Table 29. When the NAEP-based cut scores were applied to the 2011–12 scale scores, 89 students scored below proficient on the fall of 2011 WKCE. Overall, 34.8% of these students either advanced one proficiency level (N = 20) or, if they did not advance a level, improved at least one quartile within their level (N = 11).

<b>Table 29</b> <b>DLH Academy</b> <b>Math Proficiency Level Progress</b> <b>for Full-Academic-Year Students Minimal or Basic in 2011–12</b> <b>Based on Revised WKCE Proficiency Cut Scores</b>					
Grade	# Students Minimal/Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	18	1	1	<b>2</b>	11.1%
4th to 5th	17	3	6	<b>9</b>	52.9%
5th to 6th	20	12	3	<b>15</b>	75.0%
6th to 7th	18	1	1	<b>2</b>	11.1%
7th to 8th	16	3	0	<b>3</b>	18.8%
<b>Total</b>	<b>89</b>	<b>20</b>	<b>11</b>	<b>31</b>	<b>34.8%</b>

## G. School Scorecard

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The pilot ran for three years, and in the fall of 2012, the 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 is then translated into a school status rating (Table 30).

<b>Table 30</b>  <b>City of Milwaukee</b> <b>Educational Performance Rating Scale for Charter Schools</b>	
<b>School Status</b>	<b>Scorecard % Total</b>
High Performing/Exemplary	100%–85%
Promising/Good	84%–70%
Problematic/Struggling	69%–55%
Poor/Failing	54% or less

The 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. The CSRC expectation is that schools achieve a rating of 70.0% or more; if a school falls under 70.0%, the CSRC will carefully review the school's performance and determine whether a probationary plan should be developed.

This year, due to the change in WKCE cut-score standards, CRC prepared two scorecards, one each reflecting the WKCE results using the former proficiency-level cut scores used until the current school year and one each reflecting the revised cut scores. When WKCE results using the former cut scores were included, DLH Academy scored 73.8% percent on the scorecard. When the revised WKCE cut scores were included, the school scored 55.0% on the scorecard. This compares to 77.3% on the school's 2011–12 scorecard and 71.2% on the 2010–11 scorecard (see Appendix D for school scorecard information).



## H. Wisconsin Department of Public Instruction School Report Card: 2011–12<sup>30</sup>

As part of the new state accountability system, reflected in Wisconsin's approved Elementary and Secondary Education Act (ESEA) Flexibility Request,<sup>31</sup> 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. Some schools have had data replaced by an asterisk (\*) because there are fewer than 20 students in a group.

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

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<sup>30</sup> Information for this section was retrieved from the DPI website, <http://reportscards.dpi.wi.gov>. The DPI report card reflects the school's performance for the 2011–12 school year. Report cards for the 2012–13 school year will be issued in the fall of 2013.

<sup>31</sup> Wisconsin Department of Public Instruction. (n.d.). Accounting reform. Retrieved from [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability)

measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings:

- 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 2011–12 school year indicated an overall accountability rating of 61.6 points, resulting in a rating of Meets Few Expectations. Further information on the DLH Academy report card is included in Appendix E.

#### **IV. SUMMARY/RECOMMENDATIONS**

This report covers the 11th 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 requirements of the CSRC. In addition, the school's report card for the 2012–13 school year was 73.6%. 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**

<b>Table A</b> <b>DLH Academy</b> <b>Overview of Compliance for Education-Related Contract Provisions</b> <b>2012–13</b>			
<b>Section of Contract</b>	<b>Education-Related Contract Provision</b>	<b>Report Page Number</b>	<b>Contract Provisions Met or Not Met?</b>
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. 11	Met
Section C	Educational methods.	pp. 2–5	Met
Section D	Administration of required standardized tests.	pp. 37–47	Met
Section D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 18–37	Met
Section D and subsequent memos from the CSRC	Academic criteria #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. pp. 48–49	a. Met (90.9%)
	b. 4th- to 8th-grade students proficient or advanced in reading: At least 75.0% will maintain proficiency level.	b. pp. 50–53	b. Met when former cut scores were applied (88.7% of 71 students); not met when revised cut scores were applied (30.0% of 10 students).
	c. 4th- to 8th-grade students proficient or advanced in math: At least 75.0% will maintain proficiency level.	c. pp. 50–55	c. Met when former cut scores were applied (84.5% of 58 students); not met when revised cut scores were applied (61.5% of 13 students).

<b>Table A</b> <b>DLH Academy</b> <b>Overview of Compliance for Education-Related Contract Provisions</b> <b>2012–13</b>			
<b>Section of Contract</b>	<b>Education-Related Contract Provision</b>	<b>Report Page Number</b>	<b>Contract Provisions Met or Not Met?</b>
Section D	Academic criteria #3		
	a. 2nd- and 3rd-grade students with below grade-level scores in reading: Advance more than 1.0 grade-level equivalent (GLE) in reading.	a. p. 49	a. N/A. Could not be reported (n=6).
	b. 4th- to 8th-grade students below proficient level in reading test: At least 60% will advance one level of proficiency or to the next quartile within the proficiency level range.	b. pp. 51–54	b. Not met when former cut scores were applied (58.1% of 31 students); not met when revised cut scores were applied (38.0% of 92 students).
	c. 4th- to 8th-grade students below proficient level in math test: at least 60% will advance one level of proficiency or to the next quartile within the proficiency level range.	c. pp. 51–55	c. Not met when former cut scores were applied (54.5% of 44 students); not met when revised cut scores were applied (34.8% of 89 students).
Section E	Parental involvement.	p. 12	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 10	Met
Section I	Pupil database information.	pp. 5–7	Met
Section K	Disciplinary procedures.	p. 13	Met

## **Appendix B**

### **Student Learning Memorandum**

## **Learning Memo for Darrell Lynn Hines College Preparatory Academy of Excellence**

**To:** City of Milwaukee Charter School Review Committee and Children's Research Center  
**From:** Darrell Lynn Hines College Preparatory Academy of Excellence  
**Re:** FINAL Student Learning Memorandum for the 2012–13 School Year  
**Date:** October 8, 2012

The following procedures and outcomes will be used for the 2012–13 school year to monitor the educational-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 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 identification number (WSN). All spreadsheets and/or the database will include all students enrolled at any time during the school year.

### **Attendance**

The school will maintain an average daily attendance rate of 90.0%. 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 a half-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 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 review 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 demonstrated by reporting the number of sub-goals identified for each student and the number of sub-goals that have been met for each student. Please note that ongoing student progress toward IEP goals is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards.

## **Academic Achievement: Local Measures**

### Mathematics for K5 and First Grade

At least 85.0% of K5 students will demonstrate a 3 or 4 on at least 75.0% of the grade-level concepts taught throughout the year. There are 57 concepts expected for K5 students.<sup>32</sup>

At least 85.0% of first-grade students will demonstrate a 3 or 4 on at least 75.0% of the grade-level concepts taught throughout the year. There are 61 concepts expected for first-grade students.

Results will be reported by grade level.

The scoring rubric is:

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 and Mathematics for Second Through Eighth Grades<sup>33</sup>

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 again in the spring. Specifically:

For returning students:<sup>34</sup>

- At least 60.0% of the students in second through eighth grades who reached their target RIT score in reading and/or math in the spring of 2012 will again meet their target RIT score on the spring 2013 MAP test.
- At least 50.0% of students who did not meet target RIT scores on the spring 2012 test will meet target RIT scores on the spring 2013 test.

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<sup>32</sup> Teachers document proficiency of each concept for each student on a school-designed Excel spreadsheet.

<sup>33</sup> 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.

<sup>34</sup> Students who completed all MAP assessments in 2010–11.



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 2011–12, or are new to the school this year), at least 50.0% will meet target scores in reading, and 50.0% will meet target scores in math on the spring 2013 MAP test.<sup>35</sup>

In addition, CRC will conduct the following data analysis to determine MAP baseline 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 as well as progress for students below the normative mean for their current grade level will be reported.

#### Writing for K5 Through Eighth Grade

Students in K5 through eighth grades will complete a writing sample no later than October 30, 2012. 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 during the month of May 2013. The prompt for both writing samples will be the same and will be based on grade-level topics with the narrative genre.<sup>36</sup>

#### **Academic Achievement: Standardized Measures**

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

##### K5

The Phonological Awareness Literacy Screening (PALS) will be administered each year within the timeframe required by the Department of Public Instruction (DPI).<sup>37</sup> 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 their grade level.<sup>7</sup>

##### Grades 1, 2, and 3

The Stanford Diagnostic Reading Test (SDRT) will be administered between April 17 and May 12, 2013. The first-year testing will serve as baseline data. Reading progress will be assessed based on the results of the test in the second and subsequent years.

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<sup>35</sup> CRC will also conduct analysis using a pilot analysis developed to measure student progress on the MAP tests.

<sup>36</sup> Writing genres include expository, descriptive, persuasive, and narrative.

<sup>37</sup> The school must administer the 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.

<sup>7</sup> 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>.)

### Grades 3 Through 8

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.

### CSRC Expectations

- For current second- and third-grade students with comparison SDRT scores from the previous spring:
  - a. At least 75.0% of the students who scored at or above grade level the previous spring will maintain at or above grade-level status.
  - b. Students below grade level on the previous year's SDRT will advance, on average, more than one year using grade-level equivalencies (GLE) from spring test to spring test.

(The results for third-grade students with comparable first-grade SDRT test results will be reported as supplementary information.)
- At least 75.0% of the students who were proficient or advanced on the WKCE in reading and/or math in 2011–12 will maintain their status of proficient or above.
- At least 60.0% of the fourth- through eighth-grade students who tested below proficient (basic or minimal) in reading and/or math on the WKCE in 2011–12 will improve a level or move at least one quartile within their level.

**Learning Memo 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 2012–13 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 ID 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 occur 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 75.0%, or the attendance rate was 92.0%).

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

<b>Learning Memo Section/Outcome</b>	<b>Data Description</b>	<b>Location of Data</b>	<b>Person Responsible for Collecting Data</b>
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"> <li>• Wisconsin student ID number (WSN)</li> <li>• School student ID number (school-based)</li> <li>• Student name</li> <li>• Grade level</li> <li>• Race/ethnicity</li> <li>• Gender (M/F)</li> <li>• Eligibility for free/reduced lunch (free, reduced, full pay)</li> <li>• Enrollment date</li> <li>• Termination date, or N/A if the student did not withdraw</li> <li>• Reason for termination, if applicable</li> <li>• Number of days the student was enrolled at the school</li> </ul>	Excel spreadsheet designed by school	Cathy Stampley

Learning Memo Section/Outcome	Data Description	Location of Data	Person Responsible for Collecting Data
	<p>this year (number of days expected attendance)</p> <ul style="list-style-type: none"> <li>• Number of days the student attended this year</li> <li>• Number of excused absences this year</li> <li>• Number of unexcused absences this year</li> <li>• 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)</li> </ul>		
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"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• Create one column labeled <u>conference 1</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the first conference. If the student was not enrolled at the time of this conference, enter N/E.</li> <li>• Create one column labeled <u>conference 2</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the second conference. If the student was not enrolled at the time of this conference, enter N/E.</li> </ul>	Excel spreadsheet designed by school	Cathy Stampley
Special Education Needs Students	<p>For each student who had or was assessed for special education, i.e., with "yes and eligible" in the enrollment data file above, include the following:</p> <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> </ul>	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"> <li>• The special education need, e.g., ED, CD, LD, OHI, etc.</li> <li>• Eligibility assessment date (date the team met to determine eligibility)</li> <li>• IEP completion date (date the IEP was developed)</li> <li>• Parent participation in IEP completion (Y/N)</li> <li>• IEP review date (date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A)</li> <li>• IEP review results, e.g., continue in special education, no longer eligible for special education</li> <li>• Parent participation in IEP review (Y/N)</li> <li>• Number of goals, including sub-goals, on IEP</li> <li>• Number of goals, including sub-goals, met on IEP</li> </ul>		
Academic Achievement: Local Measures  <i>Math</i>	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> </ul> For K5 and 1st graders include the following: <ul style="list-style-type: none"> <li>• Number of concepts on which student earned "3"</li> <li>• Number of concepts on which student earned "4"</li> <li>• Total number of concepts on which student was assessed</li> </ul> For 2nd through 8th graders include the following: <ul style="list-style-type: none"> <li>• Fall RIT score for math</li> <li>• Target RIT score for math</li> <li>• Spring RIT test score for math</li> <li>• Met target in math (Y/N)</li> </ul>	Excel spreadsheet designed by school	Cathy Stampley
Academic	For 2nd- through 8th-grade	Excel spreadsheet	Cathy Stampley

<b>Learning Memo Section/Outcome</b>	<b>Data Description</b>	<b>Location of Data</b>	<b>Person Responsible for Collecting Data</b>
Achievement: Local Measures  <i>Reading and Language Arts</i>	students enrolled at any time during the year, include the following: <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• Fall RIT test score for reading</li> <li>• Target RIT score for reading</li> <li>• Spring RIT test score for reading</li> <li>• Met target in reading (Y/N)</li> <li>• Fall RIT test score for language arts</li> <li>• Target RIT score for language arts</li> <li>• Spring RIT test score for language arts</li> <li>• Met target in language arts (Y/N)</li> </ul>	designed by school	
Academic Achievement: Local Measures  <i>Writing</i>	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• Fall writing score</li> <li>• Fall writing sample date</li> <li>• Spring writing score</li> <li>• Spring writing sample date</li> </ul>	Excel spreadsheet designed by school	Cathy Stampley
Academic Achievement: Standardized Measures  <i>SDRT</i>	Create a spreadsheet including all 1st- through 3rd-grade students enrolled at any time during the school year. Include the following: <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• Grade</li> <li>• Phonetics scale score</li> <li>• Phonetics GLE</li> <li>• Vocabulary scale score</li> <li>• Vocabulary GLE</li> <li>• Comprehension scale score</li> <li>• Comprehension GLE</li> <li>• Total scale score</li> <li>• Total GLE</li> </ul>	Excel spreadsheet designed by school	Cathy Stampley

Learning Memo Section/Outcome	Data Description	Location of Data	Person Responsible for Collecting Data
	Please provide the test date(s) in an email or other document.		
Academic Achievement: Standardized Measures  <i>WKCE</i>	<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"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• Grade</li> <li>• 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)</li> <li>• Proficiency level for each WKCE test</li> <li>• State percentile for each WKCE test</li> </ul> <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 DPI.</p> <p>Please provide the test date(s) in an email or other document.</p>	Excel spreadsheet designed by school, or grant CRC access to the Turnleaf website to download school data	Cathy Stampley
Academic Achievement: Standardized Measures  <i>PALS</i>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> <li>• WSN</li> <li>• Student name</li> <li>• Grade</li> <li>• Summed score from fall PALS test</li> </ul>	Spreadsheet; provide paper copies of the test publisher's printout	Cathy Stampley

## **Appendix C**

### **Trend Information**



Table C1					
DLH Academy Student Enrollment and Retention					
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%)

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

Figure C1

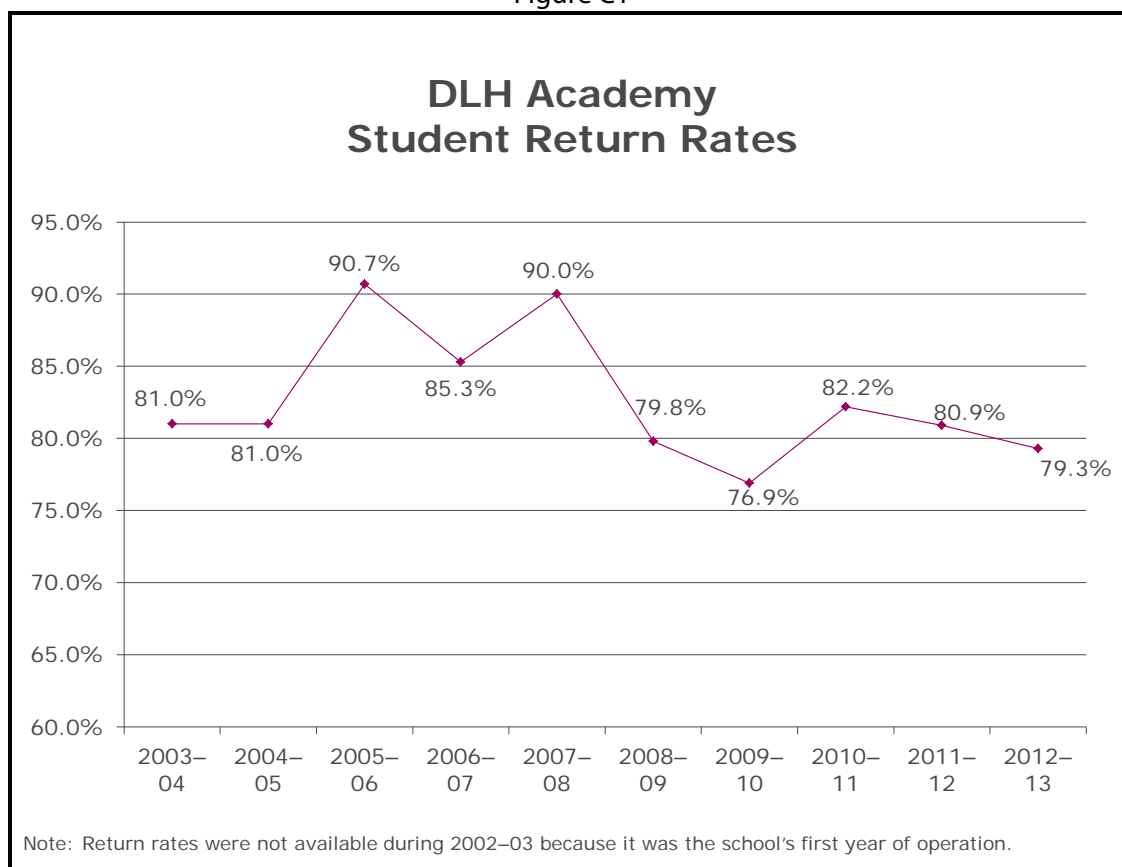


Figure C2

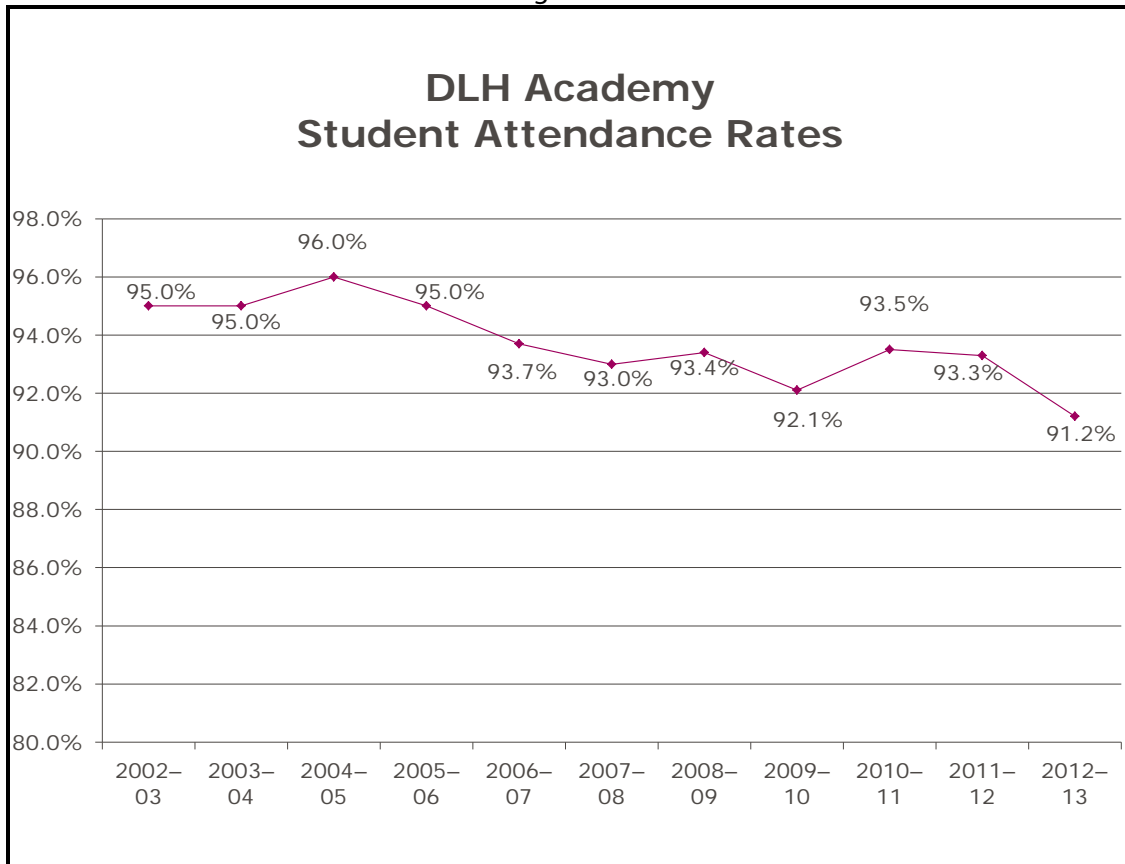
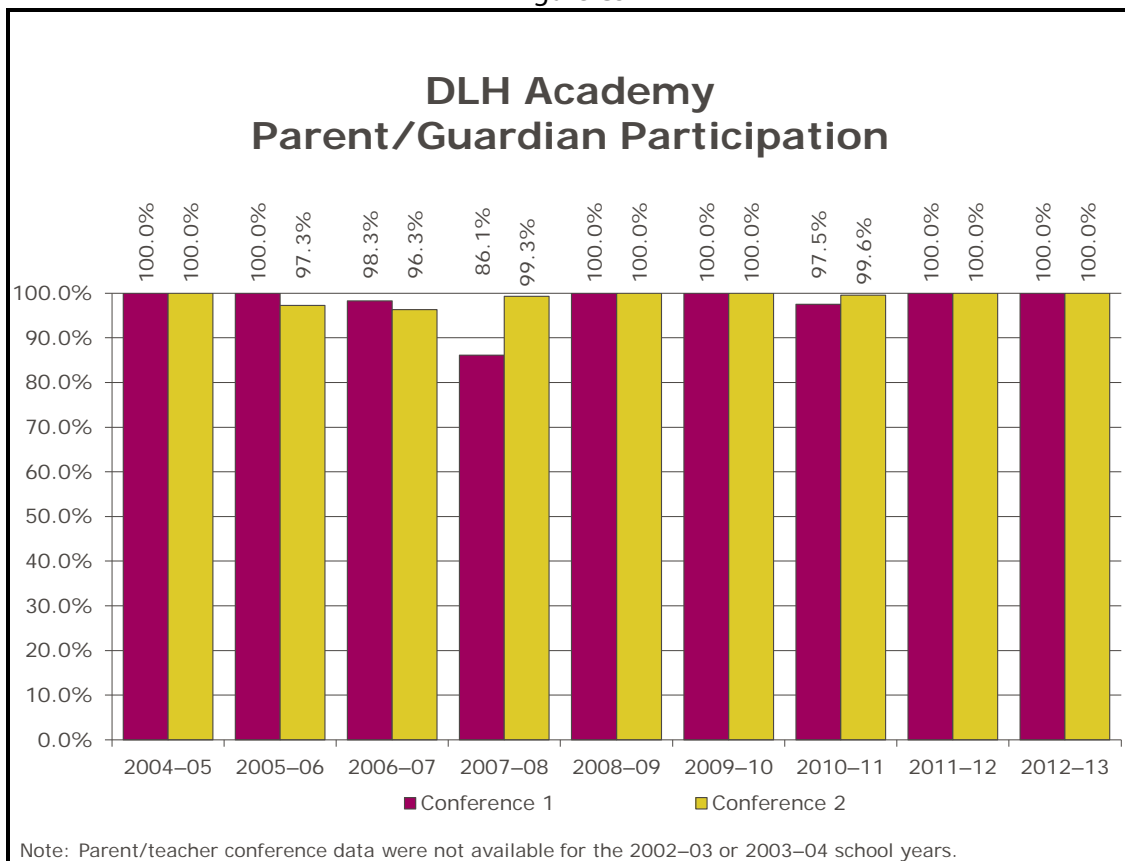


Figure C3



<b>Table C2</b>  <b>DLH Academy</b> <b>Stanford Diagnostic Reading Test Year-to-Year Progress</b> <b>Percentage of Students Who Remained at or Above Grade Level</b> <b>Grades 2nd – 3rd</b>	
<b>School Year</b>	<b>Percent</b>
2011–12	91.7%
2012–13	90.9%

<b>Table C3</b>  <b>DLH Academy</b> <b>Stanford Diagnostic Reading Test Year-to-Year Progress</b> <b>Students Who Were Below Grade Level and Showed Improvement</b> <b>Grades 2nd – 3rd</b>	
<b>School Year</b>	<b>Average GLE Advancement</b>
2011–12	Cannot report due to <i>n</i> size
2012–13	Cannot report due to <i>n</i> size

<b>Table C4</b>  <b>DLH Academy</b> <b>WKCE Year-to-Year Progress</b> <b>Students Who Remained Proficient or Showed Advancement</b> <b>Based on Former Proficiency-Level Cut Scores*</b> <b>Grades 4th – 8th</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
2005–06	72.7%	64.2%
2006–07	82.2%	73.1%
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	89.9%	90.0%
2012–13	88.7%	84.5%

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.

<b>Table C5</b>  <b>DLH Academy</b> <b>WKCE Year-to-Year Progress</b> <b>Students Who Were Minimal or Basic and Showed Improvement</b> <b>Based on Former Proficiency Level Cut Scores*</b> <b>Grades 4th – 8th</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
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%

\*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.

<b>Table C6</b>  <b>DLH Academy</b> <b>WKCE Year-to-Year Progress</b> <b>Based on Revised Proficiency Level Cut Scores</b> <b>Percentage of Students Who Remained Proficient or Showed Advancement</b> <b>Grades 4th – 8th</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
2012–13	30.0%	61.5%

<b>Table C7</b>  <b>DLH Academy</b> <b>WKCE Year-to-Year Progress</b> <b>Percentage of Students Who Were Minimal or Basic and Showed Improvement</b> <b>Grades 4th – 8th</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
2012–13	38.0%	34.8%

Table C8					
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
<b>2009–10</b>					
Classroom Teachers Only	12	0	0	12	100.0%
All Instructional Staff	21	0	0	21	100.0%
<b>2010–11</b>					
Classroom Teachers Only	13	0	2	11	84.6%
All Instructional Staff	21	0	2	19	90.5%
<b>2011–12</b>					
Classroom Teachers Only	13	0	0	13	100%
All Instructional Staff	21	0	0	21	100%
<b>2012–13</b>					
Classroom Teachers Only	12	1	2	10	83.3%
All Instructional Staff	21	1	4	17	81.0%

<b>Table C9</b>  <b>DLH Academy</b> <b>Teacher Return Rate*</b>			
<b>Teacher Type</b>	<b>Number at End of Prior School Year</b>	<b>Number Returned at Beginning of Current School Year</b>	<b>Return Rate</b>
<b>2009–10</b>			
Classroom Teachers Only	11	11	100.0%
All Instructional Staff	19	18	94.7%
<b>2010–11</b>			
Classroom Teachers Only	6	6	100.0%
All Instructional Staff	13	13	100.0%
<b>2011–12</b>			
Classroom Teachers Only	9	9	100.0%
All Instructional Staff	17	17	100.0%
<b>2012–13</b>			
Classroom Teachers Only	11	6	54.5%
All Instructional Staff	19	14	73.7%

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

<b>Table C10</b>  <b>DLH Academy</b> <b>Using Former WKCE Cut Scores</b>	
<b>School Year</b>	<b>Scorecard Result</b>
2009–10	67.2%
2010–11	71.2%
2011–12	77.3%
2012–13	73.8%

## **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)
  - SDRT—% below GL who improved more than 1 GL (6.0)
- 10.0%**

**STUDENT ACADEMIC PROGRESS: GRADES 3-8**

- WKCE reading—% maintained proficient and advanced (7.5)
  - WKCE math—% maintained proficient and advanced (7.5)
  - WKCE reading—% below proficient who progressed (10.0)
  - WKCE math—% below proficient who progressed (10.0)
- 35.0%**

**LOCAL MEASURES**

- % met reading (3.75)
  - % met math (3.75)
  - % met writing (3.75)
  - % met special education (3.75)
- 15.0%**

**STUDENT ACHIEVEMENT: GRADES 3-8**

- WKCE reading—% proficient or advanced (7.5)
  - WKCE math—% proficient or advanced (7.5)
- 15.0%**

**ENGAGEMENT**

- Student attendance (5.0)
  - Student reenrollment (5.0)
  - Student retention (5.0)
  - Teacher retention (5.0)
  - Teacher return\* (5.0)
- 25.0%**

**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)
  - 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)
- 30.0%**

**POST-SECONDARY READINESS: GRADES 11 and 12**

- Post-secondary acceptance for graduates (college, university, technical school, military) (10.0)
  - % of 11th/12th graders tested (2.5)
  - % of graduates with ACT composite score of 21.25 or more (2.5)
- 15.0%**

**LOCAL MEASURES**

- % met reading (3.75)
  - % met math (3.75)
  - % met writing (3.75)
  - % met special education (3.75)
- 15.0%**

**STUDENT ACHIEVEMENT: GRADE 10**

- WKCE reading—% proficient and advanced (7.5)
  - WKCE math—% proficient and advanced (7.5)
- 15.0%**

**ENGAGEMENT**

- Student attendance (5.0)
  - Student reenrollment (5.0)
  - Student retention (5.0)
  - Teacher retention (5.0)
  - Teacher return\* (5.0)
- 25.0%**

\*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, the Wisconsin Department of Public Instruction applied more rigorous proficiency-level cut scores to the Wisconsin Knowledge and Concepts Examination (WKCE) reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Progress (NAEP) and require students to achieve higher-scale scores in order to be considered proficient. The school scorecards both include points related to current year and year-to-year performance on the WKCE. In order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two scorecards: one each using the former WKCE cut scores and one each using the revised cut scores that were implemented this year. In order to compare results from last year and this year, the former cut scores were applied to the current year scale scores, and the revised cut scores were applied to scale scores from last year. Progress was then measured from last year to this year using the former cut-score proficiency levels and from last year to this year using the revised proficiency levels.

The scorecard in Table D1 was compiled using the former WKCE cut scores and can be compared to scorecard results from previous years.

<b>Table D1</b> <b>City of Milwaukee</b> <b>Charter School Review Committee Scorecard</b> <b>WKCE Scores Based on Former Proficiency Level Cut Scores</b> <b>2012–13 School Year</b>					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
<b>Student Academic Progress Grades 1–3</b>	SDRT: % remained at or above grade level (GL)	4.0	<b>10.0%</b>	90.9%	3.6
	SDRT: % below GL who improved more than 1 GL	N/A (6.0)		--	--
<b>Student Academic Progress Grades 3–8</b>	WKCE reading: % maintained proficient and advanced	7.5	<b>35.0%</b>	88.7%	6.7
	WKCE math: % maintained proficient and advanced	7.5		84.5%	6.3
	WKCE reading: % below proficient who progressed	10.0		58.1%	5.8
	WKCE math: % below proficient who progressed	10.0		54.5%	5.5
<b>Local Measures</b>	% met reading	3.75	<b>15.0%</b>	67.6%	2.5
	% met math	3.75		68.9%	2.6
	% met writing	3.75		66.5%	2.5
	% met special education	3.75		100.0%	3.8
<b>Student Achievement Grades 3–8</b>	WKCE reading: % proficient or advanced	7.5	<b>15.0%</b>	71.9%	5.4
	WKCE math: % proficient or advanced	7.5		52.7%	4.0
<b>Engagement</b>	Student attendance	5.0	<b>25.0%</b>	91.2%	4.6
	Student reenrollment	5.0		79.3%	4.0
	Student retention rate	5.0		86.4%	4.3
	Teacher retention rate	5.0		81.0%	4.1
	Teacher return rate	5.0		74.0%	3.7
<b>TOTAL</b>		<b>94.0</b>			<b>69.4 (73.8%)</b>

Note: To protect student identity, results for cohorts of fewer than 10 students are not applicable; these cells are reported as not available (N/A). The percentage is calculated based on the modified denominator, rather than 100 possible points. Teacher retention and return rates include both classroom teachers and other instructional staff.

The scorecard in Table D2 was compiled using the revised WKCE cut scores.

<b>Table D2</b> <b>City of Milwaukee</b> <b>Charter School Review Committee Scorecard</b> <b>WKCE Scores Based on Revised Proficiency Level Cut</b> <b>2012–13 School Year</b>					
<b>Area</b>	<b>Measure</b>	<b>Max. Points</b>	<b>% Total Score</b>	<b>Performance</b>	<b>Points Earned</b>
<b>Student Academic Progress Grades 1–3</b>	SDRT: % remained at or above GL	4.0	<b>10.0%</b>	90.9%	3.6
	SDRT: % below GL who improved more than 1 GL	N/A (6.0)		--	--
<b>Student Academic Progress Grades 3–8</b>	WKCE reading: % maintained proficient and advanced	7.5	<b>35.0%</b>	30.0%	2.3
	WKCE math: % maintained proficient and advanced	7.5		61.5%	4.6
	WKCE reading: % below proficient who progressed	10.0		38.0%	3.8
	WKCE math: % below proficient who progressed	10.0		34.8%	3.5
<b>Local Measures</b>	% met reading	3.75	<b>15.0%</b>	67.6%	2.5
	% met math	3.75		68.9%	2.6
	% met writing	3.75		66.5%	2.5
	% met special education	3.75		100.0%	3.8
<b>Student Achievement Grades 3–8</b>	WKCE reading: % proficient or advanced	7.5	<b>15.0%</b>	8.8%	0.7
	WKCE math: % proficient or advanced	7.5		14.8%	1.1
<b>Engagement</b>	Student attendance	5.0	<b>25.0%</b>	91.2%	4.6
	Student reenrollment	5.0		79.3%	4.0
	Student retention rate	5.0		86.4%	4.3
	Teacher retention rate	5.0		81.0%	4.1
	Teacher return rate	5.0		74.0%	3.7
<b>TOTAL</b>		<b>94.0</b>			<b>51.7 (55.0%)</b>

## **Appendix E**

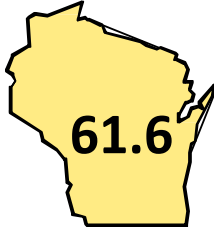
### **2011–12 Wisconsin Department of Public Instruction Report Card**



## DLH Academy | DLH Academy

### School Report Card | 2011-12 | 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
<b>Student Achievement</b>	<b>31.4/100</b>		<b>66.4/100</b>	
Reading Achievement	13.5/50		29.4/50	
Mathematics Achievement	17.9/50		37.0/50	
<b>Student Growth</b>	<b>78.3/100</b>		<b>62.3/100</b>	
Reading Growth	40.9/50		31.2/50	
Mathematics Growth	37.4/50		31.1/50	
<b>Closing Gaps</b>	<b>NA/NA</b>		<b>65.9/100</b>	
Reading Achievement Gaps	NA/NA		32.5/50	
Mathematics Achievement Gaps	NA/NA		33.4/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>81.7/100</b>		<b>86.5/100</b>	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	74.7/80		73.9/80	
3rd Grade Reading Achievement	2.9/10		5.6/10	
8th Grade Mathematics Achievement	4.1/10		7.0/10	
ACT Participation and Performance	NA/NA		NA/NA	

<b>Student Engagement Indicators</b>	<b>Total Deductions: 0</b>
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