

2016–2017 Programmatic Profile and Educational Performance

Report Date: September 2017



Darrell Lynn Hines College Preparatory
Academy of Excellence

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This report includes text from Darrell Lynn Hines College Preparatory Academy of Excellence student/parent handbook and/or staff handbook. CRC obtained permission from the school to use this text for the purposes of this report.

**EXECUTIVE SUMMARY
FOR
DARRELL LYNN HINES COLLEGE PREPARATORY ACADEMY OF EXCELLENCE
2016–17**

This is the 15th annual report on the operation of Darrell Lynn Hines College Preparatory Academy of Excellence (DLH Academy). It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), DLH Academy staff, and the NCCD Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following.

I. CONTRACT COMPLIANCE SUMMARY

DLH Academy met all provisions of its contract with the CSRC.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Primary Measures of Academic Progress

The CSRC requires the school to track student progress in reading, writing, math, and special education goals throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students. The following are the results.

- *Reading.* Overall, 176 (67.7%) of 260 students met the local measures.
- *Math.* Overall, 141 (60.3%) of 234 students met the local measures.
- *Writing.* Overall, 193 (82.1%) of 235 met the local measures.
- *Special education.* All 23 special education students with active individualized education programs progressed on at least 70.0% of their subgoals, meeting the school’s goal.

2. Secondary Measures of Academic Progress

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

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.

A total of 22 first-grade students were at or above the spring of 2015 summed score benchmark for the PALS; as second graders, all of these students remained at or above the summed score benchmark in the spring of 2016.

A total of 13 third- through seventh-grade students were proficient or advanced in English/language arts, and eight were proficient or advanced in math. Of these students, the number of students who took the Forward assessments again in the spring of 2017 was not sufficient to report the results.

Of 89 students who were below proficient in English/language arts in the spring of 2016, 37.1% showed progress in 2017. Of the 91 students who were below proficient in math in the spring of 2016, 37.4% showed progress in 2017.

C. CSRC School Scorecard

This year DLH Academy scored 65.8% of the 90 possible points on its 2016–17 pilot scorecard. This compares to the 71.4% on the 2015–16 pilot scorecard, which was short of the CSRC expectation that the school would maintain at least a 70.0% on the pilot scorecard.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all recommendations in its 2015–16 programmatic profile and education performance report. Based on results in this report and consultation with school staff, CRC recommends that the school continue a focused school improvement plan by:

- Improving the practice of differentiation, particularly with students struggling in the areas of reading and math;
- Identifying and addressing issues affecting students' performance on the Forward Exam;

- Developing strategies to improve the student return rate;
- Improving implementation of Positive Behavioral Improvement Strategies to reduce in-school and out-of-school suspension rates;
- Continuing work in cultural relevance; and
- Building internal leadership capacity.

IV. CRC RECOMMENDATION FOR ONGOING MONITORING

The school met all contract requirements; met or nearly met the academically related outcomes of attendance, parent conferences, and special education data files; and addressed all school improvement recommendations. However, the scorecard results, at 65.8%, were below the CSRC expectation that DLH maintain at least a 70.0% threshold on this year's pilot scorecard.

Notwithstanding this year's pilot scorecard results, CRC's recommendation to the CSRC is that DLH Academy continue regular, annual academic monitoring and reporting for this coming year with the option of placing the school on probation, if needed, after two years of year-to-year pilot scorecard data. CRC considered the following in making its recommendation.

- This year is the first time that the pilot scorecard with different maximum point values for the DPI assessment, the Forward Exam, was used for point-in-time and year-to-year progress indicators. The items related to the Forward Exam represent 40.0% of the possible 100 points on the pilot scorecard.
- This is the first year the Forward Exam results are included in the scorecard and the first year of year-to-year data availability.
- The CSRC has not yet reviewed Milwaukee's school trends in Forward Exam results and therefore has not yet set ongoing expectations for growth in year-to-year Forward results.
- Other academic measures indicated student academic growth this year. Specifically, DLH Academy students improved their local measures in reading (from 59.4% to 67.7%), math (from 52.7% to 60.3%), and writing (from 71.4% to 82.1%). The special education local measure remained at 100.0%.
- Additionally, 100.0% of the second graders with comparable scores maintained summed score benchmark on the PALS for two consecutive years.

At its meeting on February 16, 2017, the CSRC adopted the pilot scorecard for future annual reports and set an expectation for 2017–18 that schools will be eligible for regular annual school monitoring if they either achieve an overall scorecard rating of 70.0% or, if below 70.0% on the pilot scorecard for 2016–17, they increase the overall scorecard rating by at least two points.

In light of this policy, the CSRC could at this time place DLH on probation solely on the scorecard results in pilot status or could adopt the CRC recommendation for continued annual monitoring with the option of placing the school on probation, if needed, after two years of pilot scorecard data.

I. INTRODUCTION

This is the 15th annual monitoring report for the Darrell Lynn Hines College Preparatory Academy of Excellence (DLH Academy), one of eight schools chartered by the City of Milwaukee during the 2016–17 school year. The 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). The following process was used to gather report information.

- CRC staff assisted the school in developing its student learning memorandum.
- CRC staff visited the school, conducted a structured interview with the executive director and principal, and reviewed pertinent documents.
- CRC staff, a member of the CSRC, and the CSRC staff attended a board of directors meeting to improve communications regarding the roles of the CSRC and CRC as the educational monitor and the expectations regarding board member involvement.
- CRC made additional site visits to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
- CRC conducted a structured interview at the end of the academic year with the executive director and the assistant principal to review the year and develop recommendations for school improvement.
- CRC read case files for selected special education students to ensure that individualized education programs (IEPs) were up to date.
- CRC staff verified the license or permit information for all instructional staff using the Wisconsin Department of Public Instruction (DPI) teacher license website.

II. PROGRAMMATIC PROFILE

Darrell Lynn Hines College Preparatory Academy of Excellence
7151 N. 86th St.
Milwaukee, WI 53224

Telephone: (414) 358-3542

Website: <http://www.dlhacademy.org/>

Director of Schools and Leadership: Precious Washington

Principal: Lois Fletcher

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

A. Description and Philosophy of Educational Methodology¹

1. Mission and Philosophy

The mission of DLH Academy is to prepare students academically, socially, physically, and emotionally. DLH graduates will be prepared to promote open-mindedness and social responsibility in their communities and the world around them. They will be equipped with the skills necessary to become well-balanced, caring, and knowledgeable individuals who understand that the many diverse voices in the world have a right to be heard and respected. The school's goals include the following.

- Deliver a quality education enriched with multiple opportunities to develop internationally minded students.

¹ From DLH Academy's 2016–17 *Family Handbook*, which is located on the school's website:
<http://www.dlhacademy.org>

- Provide broad access to an exemplary K4 through eighth-grade college preparatory education that is internationally benchmarked through the International Baccalaureate (IB) program framework.
- Create a school community that values and recognizes scholarship, high levels of student effort, academic achievement, and creativity.
- Establish 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 who develop an understanding of their role in a multicultural world.
- Create a professional setting for teachers and staff in which they are free to model and demonstrate best practices and engage in innovative pedagogical methods that promote international mindedness.
- Actualize partnerships with parents, families, and community-based organizations and develop global partnerships to build a holistic support system for students.

2. Educational Programs and Curriculum²

DLH Academy offers an interdisciplinary curriculum through the IB Primary Years Programme (PYP). Through the PYP curriculum, students learn to profile all of the characteristics of educated international persons.

The school offers instruction in reading/literacy, language arts (including writing), math, science, Spanish,³ music,⁴ physical education, health, and social studies. Art, as a subject, is

² This information comes from the family handbook and interviews with school administration.

³ Spanish was provided for second through fifth graders under a contract with Berlitz.

⁴ Music was provided through an agreement with the Wisconsin Conservatory of Music. General music was offered to K4 through eighth-grade students; violin was offered to first through third graders; and orchestra was offered to fourth through sixth graders.

integrated into the general curriculum. Students in K4 through fifth grade 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. The school also provided an extended-care program from 7:00 a.m. to 7:30 a.m. at no additional charge.

Parents were responsible for transportation to and from school, but bus transportation was also provided by a local bus company on a first-come, first-serve basis.

The school's leadership team consists of the director of schools and leadership, an assistant director of schools and leadership, a principal, an executive manager of finance and reporting, a special education coordinator, an executive assistant, and an administrative assistant. Other staff include a building operations specialist and a food services coordinator. The director of schools and leadership oversees the school's operations, including all administrative functions and administrative staff supervision. The principal directs and supervises the school on a day-to-day basis and is responsible for curriculum development, academic programming, and accountability for academic achievement. The principal also provides IB program oversight.

B. Student Population

At the beginning of the year, 290 students in K4 through eighth grade were enrolled in DLH Academy.⁵ One student enrolled after the school year started, and 31 students withdrew prior to the end of the year.⁶ Withdrawal reasons included the following: nine moved out of state, three withdrew due to expulsion, two left due to transportation issues, and 17 students withdrew for other unspecified reasons. Five (16.1%) students who withdrew had special education needs. Of the 290 students who started the year at the school, 259 remained enrolled at the end of the year, resulting in an 89.3% retention rate.

At the end of the year, 260 students were enrolled at DLH Academy.

- Most (235, or 90.4%) students were African American. Seven (2.7%) were Hispanic, and 18 (6.9%) were Asian.
- There were 149 (57.3%) girls and 111 (42.7%) boys.
- There were 27 students (10.4%) with continuing special education needs. During the year, four were dismissed but remained at the school.⁷ Eleven had other health impairments (OHI), 11 had speech and language impairments (SL), three had specific learning disabilities (SLD), two had emotional/behavioral disorders (EBD), two had occupational therapy (OT), two had visual impairment (VI), one had an intellectual disability (ID), and one had significant developmental delay (SDD).⁸
- Most (240, or 92.3%) students were eligible for free or reduced lunch prices. The remaining 20 (7.7%) were ineligible.

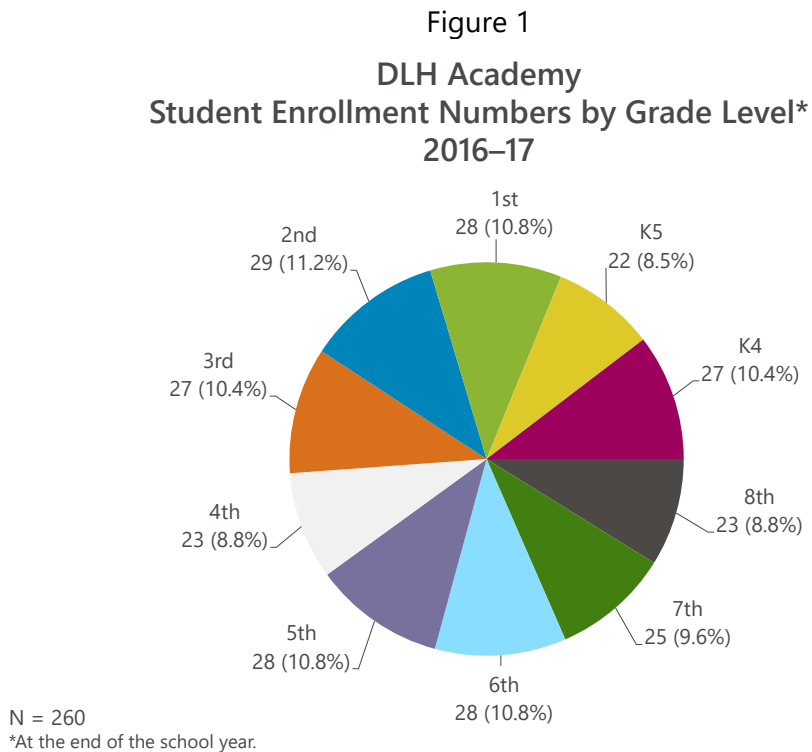
⁵ As of September 16, 2016.

⁶ Number of students who withdrew from each grade: K4 (one), K5 (three), first grade (two), second grade (one), third grade (two), fourth grade (five), fifth grade (one), sixth grade (one), seventh grade (eight), and eighth grade (seven).

⁷ The four students who were dismissed, but remained at the school, were excluded from the analysis.

⁸ Students may have more than one type of identified need.

The largest grade was second grade with 29 students. Other grade levels had 22–28 students, with an average grade-level size of 26 students (Figure 1).



Of the 239 students attending on the last day of the 2016–17 academic year who were eligible for 2017–18 enrollment (i.e., who did not graduate from eighth grade), 192 enrolled on the third Friday in September 2017, representing a return rate of 80.3%. This compares to 83.6% in the fall of 2015.

C. School Structure

1. Board of Directors

DLH Academy is governed by a volunteer board of directors. The school's website lists 10 board members, including a president, an executive vice president, a secretary, a treasurer, a teacher representative, a parent representative, two other members, the director of schools and leadership, and the principal.⁹

2. Areas of Instruction¹⁰

In addition to reading/literacy, language arts, and math, DLH Academy offered instruction in science, Spanish, music, physical education, health, and research methods. Special education programming was provided to students identified as needing an IEP. At the end of each nine-week quarter, report cards were distributed to parents, and midway through each quarter, progress reports were sent home to update parents. Parents also were encouraged to use PowerSchool, a web-based student information system that facilitates student information management and communication among 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 messages from teachers.

⁹ The director of schools and the principal are ex officio members.

¹⁰ From *2016–17 Family Handbook*.

3. Classrooms

DLH Academy had 11 classrooms. There was one classroom each for K4 through fifth grade; sixth, seventh, and eighth graders moved among four classrooms: one each for English, social studies, science, and math. The school also had a gym, a resource room (for special education services outside of the classrooms), a library, a health room, an additional classroom for small-group and pull-out instruction, and a cafeteria. Each K4 through fourth-grade classroom had a teacher and an educational assistant. Fifth, sixth, and seventh graders were supported by one teacher assistant. At the end of the year, there were 22–28 students per classroom.

4. Teacher Information

During the 2016–17 school year, DLH Academy employed a total of 17 instructional staff members, plus a director of schools and leadership and a principal. At the beginning of the year, there were 10 classroom teachers and six other instructional staff. Classroom teachers consisted of six elementary (one each for K4 through third and one fourth-/fifth-grade teacher) and four middle school classroom teachers (one each for math, English, science, and social studies). The six other instructional staff included one special education coordinator/teacher, two special education paraprofessionals, one speech language pathologist, one health/physical education teacher, and one librarian/media specialist. A school psychologist was contracted through the Cooperative Educational Service Agency #1.

Nine of the 10 teachers who started the school year were eligible to remain for the entire year. Of these nine, eight (88.9%) stayed the entire year. All of the six other instructional staff

were eligible and remained at the school for the entire year (100.0%). Overall, 93.3% (14 of 15) instructional staff who were eligible to stay remained the entire year.

Ten classroom teachers and six other instructional staff employed at the end of the 2015–16 school year were eligible to return. Eight (80.0%) classroom teachers returned and all six (100.0%) other instructional staff returned for an overall teacher/instructional staff return rate of 87.5% (14 of 16) eligible staff.

All of the instructional staff employed at the end of the year held DPI licenses or permits. The school engaged in many staff development activities prior to and during the 2016–17 school year. Topics covered in training included, but were not limited to, the following for small groups or the total staff, depending on the topic.

- Attendance at the 2017 IB Global Conference in Orlando, Florida
- Culturally Relevant Practices presented by Decouteau Irby and Dr. Jawanza Kunjufu
- Numbers Training: CTAG Training, Voyager
- Math in Focus
- PowerSchool Wisconsin User Group
- Nonviolent Crisis Prevention
- University of Wisconsin Fusion Technology Institute Framework
- Deviant Students
- Modeling in the Classroom
- National Charter School Conference
- Wisconsin Skyward User Group
- Skill Path for Administrative Assistants

- Writers' Workshop
- Google Classroom
- Exploring the Nurtured Heart Approach
- What Is Culturally Responsive Positive Behavioral Intervention and Supports (PBIS)?
- Mastering the Basic Math Facts
- Summer School Professional Development

First-year employees were formally evaluated twice during the school year. Each returning staff member received one formal evaluation during the year.

5. Hours of Instruction/School Calendar

The regular school day for all students began at 7:55 a.m. and ended at 3:30 p.m.¹¹ The first day of school was September 6, 2016, and the last day of school was June 9, 2017. The school provided a calendar for the 2016–17 school year.¹²

6. Parent and Family Involvement

DLH Academy's *2016–17 Family Handbook* was provided to new families at a required new family orientation and is also available to all families on the school's website.¹³ In this annually updated handbook, DLH Academy invites parents to become active members of the

¹¹ Breakfast was served daily.

¹² The school also offered a summer school program during the summer of 2016.

¹³ At the time of publication, the 2016–17 handbook is no longer available on the school's website. A copy is available from the school.

Family Involvement Team (FIT). FIT's purpose is to provide positive communication between parents/family members and the school administration, facilitate parental involvement in school governance and educational issues, organize volunteers, review and discuss school performance issues, and assist in fundraising and family education training.

DLH Academy expects parents/family members to review and sign its family agreement, the School-Parent Compact. This agreement is a contract that describes the school's and family's partnership roles to achieve academic and school goals for students.

All new students and their parents were required to attend a mandatory orientation session 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 student's future success. Parent-teacher conferences were scheduled twice during the year (October 2016 and March 2017). Phone conferences were substituted for in-person conferences when parents were unable to attend. Families also were invited to attend special programs and events scheduled throughout the year.

7. Waiting List

As of September 23, 2016, the school's leader reported that 10 students were waiting for admission spots. At the time of the spring interview, no students were on a waiting list for fall of 2017 enrollment.

8. Disciplinary Policy

DLH Academy clearly explains its discipline policy and plan to parents and students in the current handbook. The student management section includes a statement of student expectations, parent expectations, and an explanation of the School-Parent Compact. In addition, explanations of the school's discipline plan and disciplinary actions are provided. The types of disciplinary referrals include: a conference with the student, teacher, and 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 and other 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 also are referred for awards. These include attendance awards and the academic honor roll. An annual awards convocation honors students who have excelled in academic achievement and demonstrated positive behaviors and character traits that exemplify a model student.

9. Graduation and High School Information

In the fall, the school staff sent letters to the families of the eighth-grade students with information regarding high schools and sign-up dates. DLH Academy also hosted a parent meeting with high school information. At spring conferences, parents were provided additional

information, and staff facilitated the application process for some of the students. The school tracked high school applications and admission.

This year, 23 students graduated from DLH Academy. Of these, 10 were accepted at Milwaukee Lutheran High School; two at Wisconsin Lutheran High School; five at Messmer; and one each at Carmen High School of Science and Technology, Brown Deer High School, Destiny High School, and Vincent High School. One student is moving to Arizona, and information for one student was not available.

The school continues to use its DLH Academy alumni and friends Facebook page to identify former students who are enrolled in a college/university or a community college, are in the military, are actively employed, etc. The school is planning an alumni event for college graduates, which will be open to all alumni. An alumnus/alumna has always been invited to speak at graduation.

D. Activities for Continuous School Improvement

A description of DLH Academy's response to the recommendations in its 2015–16 programmatic profile and education performance report for the 2016–17 academic year follows.

- Recommendation: Continue to work with Cambium Learning to improve all local measure results.

Response: School staff continued working with Cambium Learning. This year the focus was on DLH Academy staff becoming more responsible for collecting and analyzing student data. In addition, teacher leadership was promoted to help support new teachers and improve in-house teacher development and growth.

- Recommendation: Continue and reinforce the practices of differentiation with a focus on writing and math, especially with new teachers.

Response: The school's leadership worked with teachers to implement a variety of instructional approaches (i.e., large group; small group; and individual, pull-out models), which resulted in increased collection and analysis and the use of more individualized approaches; this is the essence of differentiation. This approach also identified teachers' support and professional development needs, which will inform how they meet their students' needs.

In addition, the school staff reviewed the ongoing general assessments (MAP) that were given each quarter to be sure Common Core standards were being addressed. If not, these data informed subsequent instruction.

The school attempted to establish regular team meetings, but have yet to determine a practical time and schedule for consistent follow-up.

- Recommendation: Develop more culturally relevant practices throughout the school.

Response: This was specifically addressed in the school's professional development in a training held in the summer of 2016. It centered on understanding cultural relevance and the history of education for people of color and included discussion of how cultural relevance relates to differentiation practices in the classroom. Follow-up sessions were held during the school year. Also, the staff began a book study group, which will continue into the 2017–18 school year.

- Recommendation: Increase the depth of understanding and integration of the state standards to improve the fluidity of teaching.

Response: First- and second-year teachers received more professional development sessions with the principal and from the Cambian consultants to review lesson plans and use of standards. Teachers with three or more years of experience at DLH Academy rely more on support from coworkers and staff in the building, but the Cambian consultant can assist them with scaffolding specific lessons. For example, math teachers learn how to break down specific standards into discrete tasks and then incorporate them into individual lessons.

The DLH Academy addressed all the recommendations in its 2015–16 programmatic profile and education performance report. Based on this report's results and consultation with school staff, CRC recommends the school continue a focused school-improvement plan by:

- Improving differentiation, particularly with students struggling in reading and math;
- Identifying and addressing issues that affect students' performance on the Forward Exam;
- Developing strategies to improve the student return rate;
- Improving PBIS implementation to reduce in-school and out-of-school suspension rates;
- Continuing work in cultural relevance; and
- Building internal leadership capacity.

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 the 2016–17 year, the school established attendance, parent participation, and special education student records goals. The school also identified local and standardized measures of academic performance to monitor student progress.

This year, local assessment measures included student progress in reading, math, and writing skills, and special education students' IEP progress. The Phonological Awareness Literacy Screening (PALS) and the Wisconsin Forward Exam were used as the standardized assessment measures.

A. Attendance

CRC examined student attendance in two ways: actual student attendance and attendance plus excused absences. Both rates include all students enrolled at any time during

the school year. The school considered a student present if he/she attended for at least half of the day. At the academic year's start, the school established a goal of maintaining an average attendance rate of 90.0%. Attendance data were available for 291 students, and those students attended 92.2% of the time on average, exceeding the school's goal.¹⁴ When excused absences were included, the attendance rate rose to 94.3%.

CRC also examined the time students spent, on average, suspended (in or out of school). A total of 115 students spent an average of 4.3 days in out-of-school suspension and 17 students spent an average of 1.1 days in in-school suspension. A total of 117 (40.2%) students spent, on average, 4.3 days in either in-school or out-of-school suspension.

B. Parent Participation

At the beginning of the academic year the school set a goal that all parents of students enrolled for the entire school year would attend both scheduled parent-teacher conferences. Parents of all 259 students enrolled all year participated in both parent-teacher conferences, meeting the school's goal of 100.0% attendance.

C. Special Education Needs

This year, the school set a goal of developing and maintaining records for all special education students. The school provided some special education services to 36 students during the year, and five of the students withdrew before the end of the school year. All 23 continuing

¹⁴ Individual student attendance rates were calculated by dividing the total number of days present by the total number of days the student was enrolled. Individual rates were then averaged across all students.

special education students had IEP reviews this year; those and four newly assessed students had new IEPs completed during the school year. Parents of all 27 students participated in IEP development.

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 children's IEPs. 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 entities with curricula reflecting 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 its students' educational performance. 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's expectation is that, at a minimum, schools establish local measures in reading, writing, math, and special education.

Reading progress was measured using PALS and the MAP assessment. Math progress was measured using the Math in Focus curriculum and the MAP assessment. Writing progress

was examined using the Common Core standards for writing, and special education progress was determined by looking at progress on IEP goals.

1. Reading

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

DLH Academy elected to use the PALS as their local measure for students in K4, K5, and first grade. A full description of the PALS assessment can be found in the External Standardized Measures of Educational Performance section of this report.

i. *PALS-PreK*

The school's goal was that at least 85.0% of students who completed both the fall and spring PALS-PreK assessments would be at or above the developmental range for at least five of seven tasks at the time of the spring assessment. A total of 26 K4 students completed the fall and spring PALS-PreK; 23 (88.5%) of those students were at or above the range for at least five of seven tasks at the time of the spring assessment, exceeding the school's goal of 85.0%.

ii. *PALS for K5 and First-Grade Students*

The school's goal was that at least 85.0% of students in K5 and first grade who completed the fall and spring PALS would achieve the summed score spring benchmark. A total of 50 K5 and first-grade students completed the fall and spring PALS assessment for their respective grade level; most (44, or 88.0%) of those students were at or above the spring summed score benchmark, meeting the school's goal of 85.0% (Table 1).

Table 1 DLH Academy PALS for K5 and First-Grade Students 2016–17			
Grade	N	Students at or Above Benchmark Spring of 2016	
		N	%
K5	22	19	86.4%
1st	28	25	89.3%
Total	50	44	88.0%

b. Reading Progress for Second Through Eighth Graders Using MAP

The MAP assessments, which were used to measure second through eighth graders' progress in reading and math, are administered in the fall and again in the spring of the same academic year. Schools can choose to administer the MAP mid-year as well. Results provide educators with information necessary to build the curriculum to meet student needs. Based on individual performance, each student receives a percentile score at the time of each MAP test administration; DLH used fall percentile scores to place students into one of the following five goal performance groups.¹⁵

- Low = 20th percentile and below
- Low-average = 21st – 40th percentile
- Average = 41st – 60th percentile
- High-average = 61st – 80th percentile
- High = 81st percentile and above

¹⁵ These goal performance groups are used by the Northwest Evaluation Association (NWEA):
<http://www.teamcfareources.org/uploads/2/5/8/1/25810575/wb-map-reports-portfolio-d01.pdf>

School goals were related to fall performance level. At least 75.0% of students in the low, low-average, or average performance groups were expected to reach their target Rasch Unit (RIT) score on the spring test score; at least 75.0% of students in the high-average or high performance groups will earn at least 50.0% of their growth target RIT points by the end of the school year.

Both the fall and spring MAP reading tests were completed by 184 second- through eighth-grade students. At the time of the fall MAP test, 146 (79.3%) students were in the low, low-average, or average groups; 38 (20.7%) were in the high-average or high performance groups.

i. Progress for Students in the Low, Low-Average, and Average Performance Groups

Of the 146 second- through eighth-grade students in the low, low-average, or average groups, 85 (58.2%) met their target RIT score in the spring; the school did not meet their goal of 75.0% (Table 2). When broken out by the different percentiles (low, low-average, average), there was not a considerable difference in the proportion of students that met their target RIT; within each performance group approximately 60.0% met their target (data not shown).

Table 2 DLH Academy Local Measures of Academic Progress: MAP Reading Assessment Progress for Students in the Low, Low-Average, or Average Performance Group by Grade Level Fall of 2016			
Grade	N	Students Who Met Their Target Score	
		Spring of 2017	
		n	%
2nd	21	19	90.5%
3rd	21	13	61.9%
4th	17	7	41.2%
5th	25	12	48.0%
6th	22	10	45.5%
7th	20	10	50.0%
8th	20	14	70.0%
Total	146	85	58.2%

ii. *Students in the Average and High-Average Performance Groups*

Nearly two thirds (24 of 38, or 63.2%) of the students in the high-average and high performance groups had earned at least 50.0% of their target RIT points at the time of the spring test, falling short of the school's goal of 75.0%. In order to protect confidentiality, CRC will not report data on populations of less than 10, so results are not shown by grade level.

The school met its local reading goals for Pre-K through first grade and did not meet its goals for second- through eighth-grade students. Overall, 176 (67.7%) of 260 students met the school's local measure goals in reading.

2. Math

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

Math skills for students in K5 and first grade are assessed on a four-point rubric in which four is advanced, three is proficient, two is basic, and one indicates a minimal skill level. The local measure goal for math was that by the end of the year, 85.0% of students enrolled in K5 and first grade since the beginning of the year would reach proficient or advanced levels of mastery on at least 75.0% of the skills on the Math in Focus curriculum. K5 students were taught 30 concepts, and first graders were taught 28 concepts. This year, a total of 43 (86.0%) of 50 K5 and first-grade students scored proficient or higher on 75.0% of math skills; therefore, the school met its goal of 85.0% (Table 3).

Table 3			
DLH Academy			
Students Who Scored Proficient or Higher on 75.0% of Math Concepts			
K5 and First Graders			
2016–17			
Grade	N	Met	
		n	%
K5	22	19	86.4%
1st	28	24	85.7%
Total	50	43	86.0%

b. *Math Progress for Second Through Eighth Graders Using MAP*

As with reading progress, the school's goal for MAP math goals were related to fall performance level. At least 75.0% of students in the low, low-average, or average performance groups were expected to reach their target Rasch Unit (RIT) score on the spring test score, and

at least 75.0% of students in the high-average or high performance groups will earn at least 50.0% of their growth target RIT points at the end of the school year.

There were 184 second- through eighth-grade students who completed both the fall and spring MAP math tests. At the time of the fall test, 168 (57.7%) students scored were in the low, low-average, or average groups, and 16 (5.5%) were in the high-average or high performance groups (not shown).

i. Students in the Low, Low-Average, and Average Performance Groups

Of the 168 second- through eighth-grade students in the low, low-average, or average groups, 83 (49.4%) met their target RIT score in the spring; the school did not meet their goal of 75.0% (Table 4). When broken out by the different percentiles (low, low-average, average), approximately 50.0% of each performance group met their target (data not shown). Table 4 indicates the results by grade level.

Table 4 DLH Academy Local Measures of Academic Progress: MAP Math Assessment Progress for Students in the Low, Low-Average, or Average Performance Group by Grade Level in Fall of 2016			
Grade	N	Students Who Met Their Target Score Spring of 2017	
		n	%
2nd	23	16	69.6%
3rd	24	15	62.5%
4th	22	8	36.4%
5th	27	12	44.4%
6th	28	13	46.4%
7th	24	11	45.8%
8th	20	8	40.0%
Total	168	83	49.4%

ii. *Students in the High-Average or High Performance Groups*

Of the 16 students in the high-average or high performance groups based on fall scores, 15 (93.8%) achieved at least 50.0% of their target RIT points in the spring, thereby exceeding the school's goal of 75.0%.

The school met its math goal for K5 and first-grade students as well as second- through eighth-grade students who were in the high-average or high performance groups in the fall. The school did not achieve its goal for second- through eighth-grade students in the low, low-average, or average fall performance group. Overall, the school met local measures for math progress for 141 (60.3%) of 234 students.

3. Writing Progress

To assess writing skills at the local level, the school had students in K5 through eighth grade complete and submit a writing sample in October and again in May. The school assessed student writing samples using Common Core writing standards. Writing prompts for K5 through sixth-grade were based on grade-level topics in the narrative genre; they were assessed in these five areas: language (conventions of capitalization, punctuation, and spelling), language (conventions of grammar and usage), narrative techniques, organization/plot, and focus/setting.

Seventh- and eighth-grade writing prompts were also based on grade level but were in the argument genre and were assessed in these six areas: focus/claim, organization, support/evidence, language conventions (grammar and usage, capitalization, punctuation, and spelling), narrative techniques, and analysis.

a. *Writing for K5 Through Sixth Grade*

Writing skills for K5 through sixth-grade students were rated using a four-point rubric: 1 = below grade level, 2 = approaching grade level, 3 = at grade level, and 4 = above grade level. The average score for all five focus areas was used to measure student progress. The school's goals were that at least 80.0% of the students who achieved a score of 3 or above on the fall writing sample will maintain that score on the spring sample and that at least 80.0% of students who achieve an average score lower than 3 on the fall sample will increase their average score by at least one level on the spring sample.¹⁶

There were 187 students in K5 through sixth grades who were tested at both times. Of those, 173 (92.5%) students scored less than a 3 (below grade level) on the fall sample; 148 (85.5%) of those students improved their overall average score by at least one point on the spring sample (Table 5). The school exceeded its goal of 80.0%.

Table 5			
DLH Academy			
Local Measures of Academic Progress: Writing Assessment			
K5 Through Sixth-Grade Progress for Students Scoring Below Grade Level			
in the Fall of 2016			
Grade Level	N	Improved at Least One Point	
		N	%
K5	22	21	99.5%
1st	29	27	93.1%
2nd	29	29	100.0%
3rd	27	24	88.9%
4th	19	15	78.9%
5th	20	10	50.0%
6th	27	22	81.5%
Total	173	148	85.5%

¹⁶ The goal stated in the Learning Memo stated that students who score a 2 or lower will increase their score, but this excludes students who received an overall score higher than 2 but less than 3. The analysis of students in the lower performing group includes those who received a score of less than 3.

On the fall sample, 14 (7.5%) students were at or above grade level. Of those students, 12 (85.7%) maintained an overall score of 3 or more on the spring writing sample, meeting the school's goal of 80.0%.

b. Writing for Seventh and Eighth Grades

Seventh- and eighth-grade students were assessed using a rubric of 1 through 5 (1 = far below basic, 2 = below basic, 3 = basic, 4 = proficient [at grade level], 5 = advanced [above grade level]); the average, overall score for all six focus areas was used to measure student progress. The school's goal was that at least 75.0% of students who scored a 4 (proficient) or higher on the fall sample would maintain that level on the spring sample and that at least 70.0% of students who scored below a 4 on the fall sample would increase their score by at least one level on the spring test. A total of 48 students submitted both fall and spring writing samples, none of which had an overall writing score of proficient or advanced on the fall writing sample. Of the 48 students who were below proficient in the fall, 33 (68.8%) improved their overall average score by at least one point on the spring sample (Table 6), falling short of the school's 70.0% goal.

Table 6 DLH Academy Local Measures of Academic Progress: Writing Assessment Seventh- and Eighth-Grade Progress for Students Below Proficient in the Fall of 2016			
Grade Level	N	Maintained Proficient Status	
		N	%
7th	25	18	72.0%
8th	23	15	65.2%
Total	48	33	68.8%

Overall, 193 (82.1%) of 235 students in K5 through eighth grade who were assessed for writing in both the fall and the spring met the writing local measure goal for their grade level (data not shown).

4. IEP Progress for Special Education Students

The school set a goal that all students with active IEPs would demonstrate progress toward meeting their IEP goals at the time of their annual review or re-evaluation. Progress was determined by 70.0% achievement of the total number of subgoals reported for each student. All 23 (100.0%) special education students who were at the school for an entire IEP year met at least 70.0% of their goals.¹⁷ Of the 27 students who had IEP reviews this year, all 23 will continue to receive special education services next year and four were dismissed.

E. External Standardized Measures of Educational Performance

DPI requires all schools to administer a DPI-approved reading achievement test to K4 through second-grade students. In 2016, the CSRC selected the PALS assessment for students in first and second grade at all city-chartered schools; DLH also chose PALS to meet the DPI requirement for students in K4 and K5.

For students in third through eighth grade, DPI requires the Wisconsin Forward Exam. These tests and results are described in the following sections.

¹⁷ There were 24 students in total who were at the school for an entire IEP school year; however, one withdrew prior to the IEP review date. This student was excluded from the analysis.

1. PALS

The PALS assessment aligns with both the Common Core English standards and the Wisconsin Model Early Learning Standards. It is available in three versions: PALS-PreK for K4 students, PALS-K for K5 students, and PALS Plus for first and second graders.

a. PALS-PreK

The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Two additional tasks (lowercase alphabet recognition and letter sounds) are completed only by students who reach a high enough score on the uppercase alphabet task. Schools can choose whether to administer the optional nursery rhyme awareness task. Because this latter task is optional, CRC will not report data on nursery rhyme awareness.

The PALS-PreK does not have a summed score benchmark because the purpose is to learn students' abilities as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a 4-year-old.

A total of 27 K4 students completed the PALS-PreK in the fall, 26 students completed the spring assessment, and 26 students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see whether more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 7).

Table 7 DLH Academy PALS-PreK for K4 Students Students at or Above the Spring Developmental Range (N = 26)				
Task	Fall		Spring	
	n	%	N	%
Name writing	17	65.4%	26	100.0%
Uppercase alphabet recognition	11	42.3%	21	80.8%
Lowercase alphabet recognition*	10	90.9%	17	94.4%
Letter sounds**	10	76.9%	18	100.0%
Beginning sound awareness	15	57.7%	26	100.0%
Print and word awareness	13	50.0%	24	92.3%
Rhyme awareness	9	34.6%	20	76.9%

*Out of 11 students who qualified to complete the lowercase tasks in the fall and 18 who qualified in the spring.

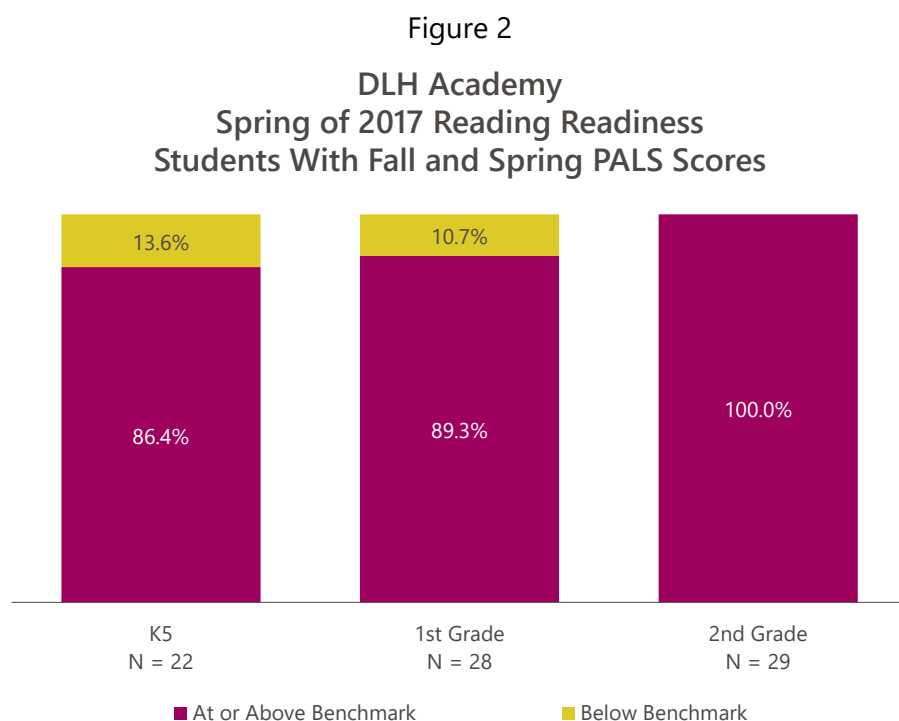
**Out of 13 students who qualified to complete the letter sound tasks in the fall and 18 who qualified in the spring.

b. PALS-K and PALS Plus

The PALS-K includes six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word recognition in isolation). The PALS Plus comprises two entry-level tasks (spelling and word recognition in isolation) as well as other tasks that can be administered based on student needs.

For the PALS-K and PALS Plus, specific task scores are added for an overall summed score. Student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; results from fall to spring should not be used as a measure of individual progress.

CRC examined spring reading readiness for students who completed both the fall and spring tests. At the time of the spring assessment, 86.4% of 22 K5 students, 89.3% of 28 first graders, and 100.0% of 29 second graders were at or above the spring summed score benchmark for their grade level (Figure 2).



2. Wisconsin Forward Exam for Third Through Eighth Graders¹⁸

In the spring of 2016, the Wisconsin Forward Exam was implemented as the state's standardized test for English/language arts (ELA) and math for third through eighth graders, science for fourth and eighth graders, and social studies for fourth, eighth, and tenth graders.

¹⁸ Retrieved from the DPI website (<http://dpi.wi.gov/assessment/forward>) and the Wisconsin Forward Exam family brochure: <https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward%20brochure%20for%20families%202016-17.pdf>

The Forward Exam, given in the spring, is a summative assessment providing information about what students know in each content area at the students' grade level. Each student receives a score based on his/her performance in each area. Scores are translated into one of four levels: advanced, proficient, basic, and below basic.

A total of 159 third through eighth graders completed the ELA and math assessments. Of all students enrolled in the school for the entire school year (third Friday of September through spring's Forward Exam), 6.3% were proficient or advanced in ELA, and 6.3% were proficient in math. No students were advanced in math (data not shown). Results by grade level are presented in Figures 3 and 4.

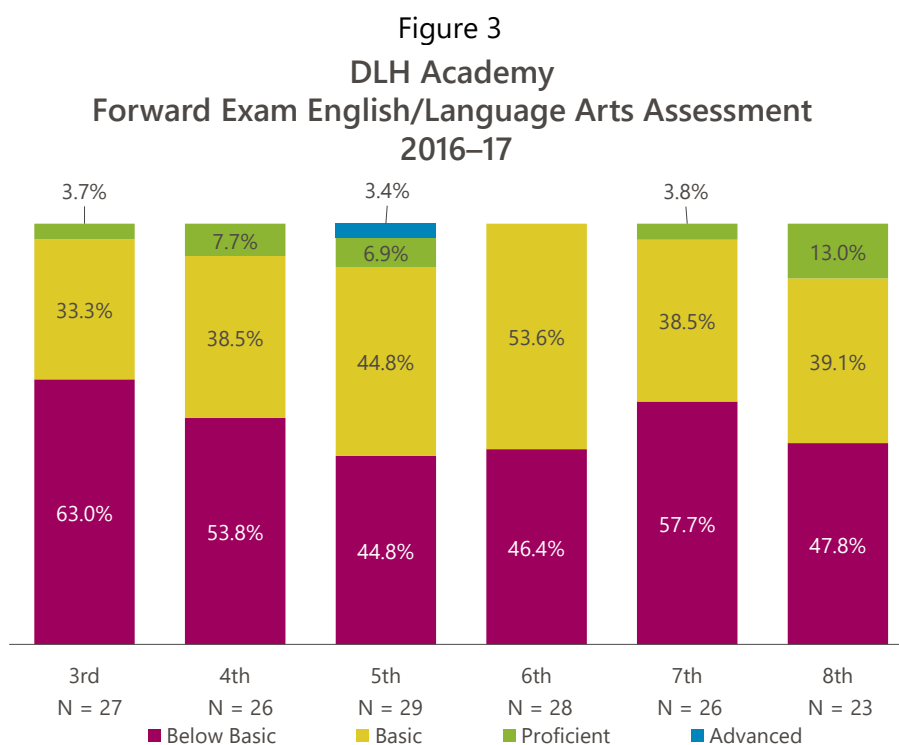
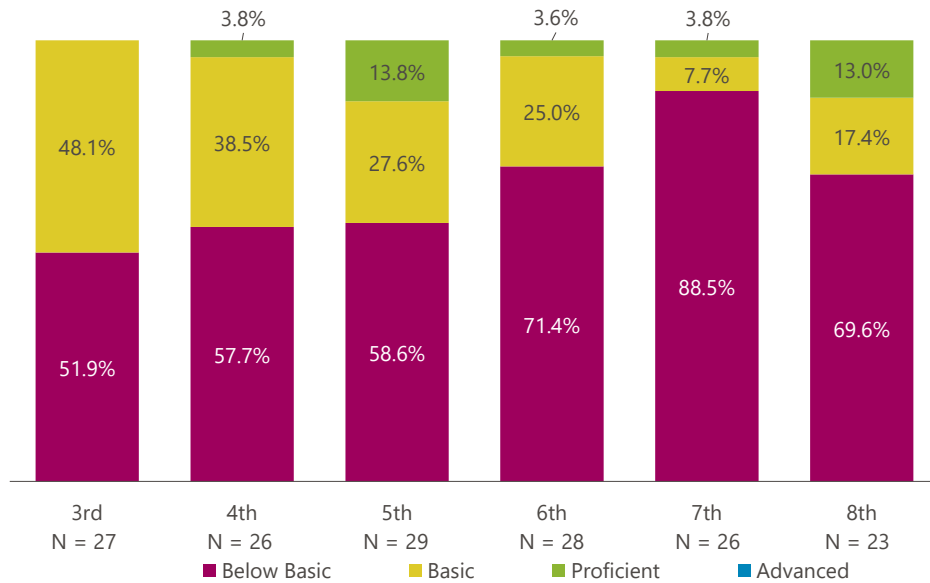
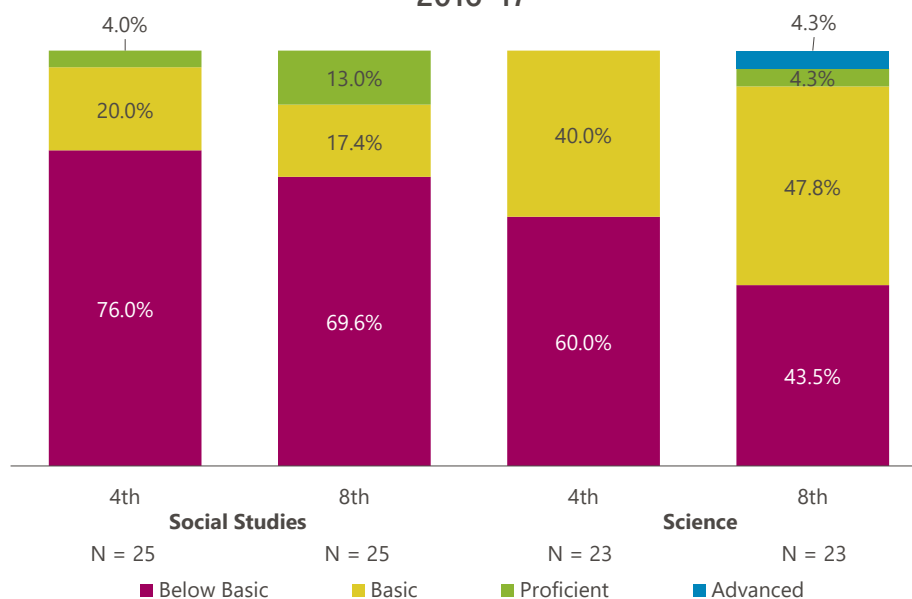


Figure 4
DLH Academy
Forward Exam Math Assessment
2016–17



Among 48 fourth and eighth graders who completed the social studies and science tests, 8.3% were proficient in social studies (none were advanced) and 4.2% were proficient or advanced in science (data not shown). Results by grade level appear in Figure 5.

Figure 5
DLH Academy
Forward Exam Social Studies and Science Assessments
2016–17



F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. In the fall of 2013, students in K4 through second grade began taking the PALS reading assessment. The PALS summed score benchmark is intended to show teachers which students require additional reading assistance—not to indicate that the student is reading at grade level. In addition, there are three versions of the test, which include different formats, sections, and scoring. For these reasons, an examination of PALS results from one test to another provides neither a valid nor a reliable measure of student progress. Therefore, CRC examined results for students who were in first grade in 2015 and second grade in 2016 who took the PALS Plus during two consecutive years. The CSRC's performance expectation is at least

75.0% of students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year.

In 2015–16, students in third through eighth grade began taking the Forward Exam in the spring of the school year. Because this is the first year that year-to-year progress can be measured using Forward Exam results from two consecutive school years, results will be used as baseline data to set expectations in subsequent school years.

1. Second-Grade Progress Based on PALS

A total of 23 students completed the PALS spring assessment in 2015–16 as first graders and in 2016–17 as second graders. Based on PALS results from the spring of 2016, 22 students were at or above the summed score benchmark as first graders; all of those students remained at or above the summed score benchmark in the spring of 2017 as second graders.

2. Fourth- through Eighth-Grade Progress Based on Forward Exam

Ninety-seven students completed the Forward ELA and math assessments in the spring of 2016 and the spring of 2017.¹⁹ Year-to-year progress was measured for students at or above and for students below proficient in ELA and/or math in the spring of 2015–16.

¹⁹ Two additional students completed the assessments both years but did not advance a grade level; these students were omitted from year-to-year analyses.

a. Students at or Above Proficient

Of the 97 students who completed Forward Exams two consecutive years, eight were proficient or advanced in ELA and six were proficient or advanced in math at the time of the 2016 assessment. To protect student identity, results are not reported for cohorts of less than 10 students. Therefore, year-to-year progress for students at or above proficient could not be reported this year.

b. Students Below Proficient

To determine if students who were not proficient or advanced the previous year were making progress, CRC examined whether or not these students were able to improve scores by moving up one or more categories, e.g., below basic to basic, basic to proficient, or below basic 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 below basic 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.²⁰

Of the 97 students who took the Forward Exam in two consecutive years, 89 were below proficient in ELA at the time of the spring 2016 assessment, and 37.1% showed progress in 2017 (Table 8a). Ninety-one students were below proficient (basic or below basic) in math in the spring of 2016, and 37.4% demonstrated progress in 2017 (Table 8b).

²⁰ This method is used by CRC to examine student progress in the schools chartered by the city.

Table 8a					
DLH Academy					
Year-to-Year Progress in English/Language Arts for Fourth Through Eighth Graders					
Wisconsin Forward Exam: Students Below Proficient in 2016					
Current Grade Level	Students Below Proficient in 2016	Student Progress in 2017			
		Improved at Least One Level	Improved at Least One Quartile Within Level	Overall Progress n	Overall Progress %
4th	18	4	1	5	27.8%
5th	16	3	1	4	25.0%
6th	20	5	4	9	45.0%
7th	17	4	3	7	41.2%
8th	18	6	2	8	44.4%%
Total	89	22	11	33	37.1%

Table 8b					
DLH Academy					
Year-to-Year Progress in Math for Fourth Through Eighth Graders					
Wisconsin Forward Exam: Students Below Proficient in 2016					
Current Grade Level	Students Below Proficient in 2016	Student Progress in 2017			
		Improved at Least One Level	Improved at Least One Quartile Within Level	Overall Progress n	Overall Progress %
4th	19	0	3	3	15.8%
5th	19	7	5	12	63.2%
6th	20	4	4	8	40.0%
7th	17	1	4	5	29.4%
8th	16	3	3	6	37.5%
Total	91	15	19	34	37.4%

G. CSRC School Scorecard

In the 2009–10 school year, the CSRC piloted a multiple measure scorecard for the schools 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. In 2014–15, the CSRC piloted a revised scorecard which, like the original, includes multiple measures of student academic progress such as performance on standardized tests and local measures; point-in-time academic achievement; and engagement elements, such as attendance and student and teacher retention and return. Revisions include the following.

- The reading readiness measure uses PALS results in place of the Stanford Diagnostic Reading Test, which is no longer available.
- Year-to-year student academic progress and point-in-time student achievement measures are based on Forward Exam results instead of WKCE to reflect changes to the statewide assessment.
- Point values for each local measure were increased from 3.75 to 6.25, while point values for some standardized test results were decreased; this was done to ensure that point values for a single standardized test were the same for elementary and high schools.²¹

Due to recent changes to the standardized assessments, the revised scorecard was only partially piloted over the last two years. Now that the same assessment has been used for two consecutive school years, the revised scorecard will be fully piloted this year; it was accepted by the CSRC in February 2017 to replace the original scorecard.

²¹ A copy of the revised scorecard is located in the appendix.

The summary score, as the name indicates, summarizes school performance; it is then translated into a school status rating using the ranges below.²²

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

The percentage score is then translated into a school status level (Table 9).

Table 9 City of Milwaukee Educational Performance Rating Scale for Charter Schools	
School Status	Scale
High Performing/Exemplary	83.3% – 100.0% (B to A)
Promising/Good	70.0% – 83.2% (C– to B–)
Problematic/Struggling	60.0% – 69.9% (D– to D+)
Poor/Failing	0.0% – 59.9% (F)

Since implementing the scorecard in 2014–15, the CSRC has used the score and rating to guide decisions about accepting a school's annual education performance, continued monitoring, and recommending a school for a five-year contract renewal. The school performance expectation under the original scorecard was that schools achieve a rating of

²² In 2014, the CSRC approved this scoring system to make scorecard percentages more meaningful and to provide schools with more opportunity to show improvement; it differs from the system used prior to that year.

70.0% (Promising/Good) or more; if a school fell below 70.0%, the CSRC carefully reviewed the school's performance to determine whether a probationary plan should be developed.

In 2016–17, the CSRC transitioned from the original to the revised pilot scorecard. During this transition year, they implemented an expectation for the current school year that schools achieve a rating of 70.0% or more on the revised scorecard, OR, if below 70.0%, the school shall increase their scorecard percentage by at least two points from the previous year.

This year DLH Academy scored 65.8% of the 90 possible points on its 2016–17 pilot scorecard. This result fell short of the expectation that the school would maintain at least a 70.0% on the pilot scorecard since their pilot scorecard for 2015–16 was 71.4%. See Appendix D for the 2016–17 scorecard results.

H. DPI School Report Card

At the time of this report, DPI had not published report cards for any schools for the 2016–17 school year.

IV. SUMMARY/RECOMMENDATIONS

This report covers the 15th year of DLH Academy's operation as a City of Milwaukee charter school.

The school met all contract requirements; met the academically related outcomes of attendance, parent conferences, and special education data files; and addressed all school improvement recommendations. However, the scorecard results (65.8%) were below the CSRC expectation that DLH Academy would maintain at least a 70.0% threshold on this year's pilot scorecard.

Notwithstanding this year's pilot scorecard results, CRC's recommendation to the CSRC is that DLH Academy continue regular, annual academic monitoring and reporting for this coming year with the option of placing the school on probation, if needed, after two years of year-to-year pilot scorecard data. CRC considered the following in making its recommendation.

- This is the first year the pilot scorecard with different maximum point values for the DPI assessment, the Forward Exam, was used for point-in-time and year-to-year progress indicators. The items related to the Forward Exam represent 40.0% of the possible 100 points on the pilot scorecard.
- This is the first year the Forward Exam results are included in the scorecard and the first year of year-to-year data availability.
- The CSRC has not yet reviewed Milwaukee's school trends in Forward Exam results and therefore has not yet set ongoing expectations for growth in year-to-year Forward results.
- Other academic measures indicated student academic growth this year. Specifically, DLH Academy students improved in their local measures in reading (from 59.4% to 67.7%), math (from 52.7% to 60.3%), and writing (from 71.4% to 82.1%). The special education local measure remained at 100.0%.
- Additionally, 100.0% of the second graders with comparable scores maintained the summed score benchmark on the PALS for two consecutive years.

At its meeting on February 16, 2017, the CSRC adopted the pilot scorecard for future annual reports and set this expectation for the 2017–18 report: Schools will be eligible for regular annual school monitoring if they either achieve an overall scorecard rating of 70.0% or, if below 70.0% in 2016–17, increase the overall scorecard rating by at least two points.

In light of this policy, the CSRC could at this time place DLH Academy on probation solely on the scorecard results remaining in pilot status or could adopt the CRC recommendation for continued annual monitoring with the option of placing the school on probation, if needed, after two years of pilot scorecard data.

Appendix A

Contract Compliance Chart

<p style="text-align: center;">Table A</p> <p style="text-align: center;">DLH Academy</p> <p style="text-align: center;">Overview of Compliance for Education-Related Contract Provisions</p> <p style="text-align: center;">2016–17</p>			
Section of Contract	Education-Related Contract Provision	Report Page Number(s)	Contract Provisions Met or Not Met?
Section I, B	Description of educational program; student population served.	pp. 2–6	Met
Section I, V	Charter school shall operate under the days and hours indicated in the calendar for the 2014–15 school year and provide the CSRC with a school year calendar prior to the conclusion of the preceding school year.	p. 10	Met
Section I, C	Educational methods.	pp. 2–4	Met
Section I, D	Administration of required standardized tests.	pp. 27–3	Met
Section I, D	<u>Academic criterion #1</u> : Maintain local measures showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 17–27	Met
Section I, D and subsequent memos from CSRC	<u>Academic criterion #2</u> : Year-to-year achievement measures.		
	a. Year-to-year for fourth through eighth graders at or above proficient the previous year. b. Second-grade students at or above summed score benchmark in reading: At least 75.0% will remain at or above.	pp. 34 pp. 34	NA* Met
Section I, D	<u>Academic criterion #3</u> : Year-to-year achievement measures.		
	Progress for students below proficiency level.	pp. 35	N/A*
Section I, E	Parental involvement.	p. 10–11	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 9	Met
Section I, I	Pupil database information.	pp. 5–6	Met
Section I, K	Disciplinary procedures.	pp. 12	Met

*N/A indicates expectations not yet set by the CSRC and therefore impossible to meet.

Appendix B

Student Learning Memorandum

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

To: NCCD Children's Research Center and Charter School Review Committee
From: Darrell Lynn Hines Preparatory Academy of Excellence
Re: Learning Memo for the 2016–17 Academic Year
Date: November 30, 2016

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children's Research Center (CRC) and CSRC. The school will record student data in Power School and/or MS Excel spreadsheets and provide the data to CRC, the educational monitoring agent contracted by CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section. CRC requests electronic submission of year-end data on the fifth working day following the last day of student attendance for the academic year, or June 16, 2017.

Enrollment

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

Termination/Withdrawal

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

Attendance

The school will maintain appropriate attendance records. The school will maintain an average daily attendance rate of 90%. A student is considered present for the day if he/she is present for a half day or more. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Parent/Guardian Participation

Parents (or other interested persons) of students enrolled for the entire school year will participate in both parent-teacher conferences. Face-to-face conferences are preferred, but phone conferences will be acceptable. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Special Education Needs Students

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

Academic Achievement: Local Measures²³

Reading

Reading for K4

At least 85% of K4 students who complete the fall and spring Phonological Awareness Literacy Screening (PALS)-PreK will be at or above the developmental range for at least five of seven tasks at the time of the spring assessment. Required data elements related to the reading local measure outcome are described in the "Learning Memo Data Requirements" section.

Reading for K5 and First Grade

At least 85% of the students in K5 who complete the fall and spring PALS will achieve the spring summed score benchmark.

At least 85% of the students in first grade who complete the fall and spring PALS will achieve the spring summed score benchmark.

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

²³ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school's unique philosophy and curriculum. CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and individualized education program (IEP) goals.

Reading for Second Through Eighth Grades

Students in second through eighth grades will demonstrate progress in reading on the Measures of Academic Progress (MAP) tests administered in the fall and spring.

Based on fall MAP percentile scores, students will be placed into low (20th percentile and below), low-average (21st-40th percentile), average (41st-60th percentile), high average (61st – 80th percentile) or high (>80th percentile) performance groups.²⁴ The school's goals are that:

- At least 75% of the students in the low, low-average, or average performance groups will reach their target RIT at the end of the year.
- At least 75% of the students in the high-average or high performance groups will earn at least 50% of their growth target RIT points at the end of the year.

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

Mathematics

Mathematics for K5 and First Grade

By the end of the year, 85% of K5 students enrolled since the third Friday in September will reach either proficient or advanced levels of mastery on at least 75% of the grade-level skills on the Math in Focus curriculum.²⁵

By the end of the year, 85% of first grade students enrolled since the third Friday in September will reach either proficient or advanced levels of mastery on at least 75% of the grade-level skills on the Math in Focus curriculum.²⁶

- 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.

²⁴ These goal performance groups are used by the Northwest Evaluation Association (NWEA): <https://www.nwea.org/content/uploads/2014/07/WB-MAP-Reports-Portfolio-D01.pdf>

²⁵ There are 22 skills for K5 students.

²⁶ There are 21 skills for first-grade students.

- 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

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

Mathematics for Second Through Eighth Grades

Students in second through eighth grades will demonstrate progress in mathematics on the MAP tests administered in the fall and spring.

Based on fall MAP percentile scores, students will be placed into low (20th percentile and below), low-average (21st-40th percentile), average (41st-60th percentile), high average (61st-80th percentile) or high (>80th percentile) performance groups. The school's goals are that:

- At least 75% of the students in the low, low-average, or average performance groups will reach their target RIT at the end of the year.
- At least 75% of the students in the high-average or high performance groups will earn at least 50% of their growth target RIT points at the end of the year.

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

Writing

Writing for K5 Through Sixth Grades

Students in K5 through sixth grades will complete grade-level writing samples no later than October 30, 2016, and again in May 2017. The prompt for both writing samples will be at grade level, based on grade-level topics with the narrative genre.²⁷ The writing samples will be assessed using the Common Core State Standards for writing, which include five focus areas: (1) language—conventions of capitalization, punctuation, and spelling; (2) language—conventions of grammar and usage; (3) narrative techniques; (4) organization/plot; and (5) focus/setting. Students receive a rubric score of 1 through 4 (1 = below grade level, 2 = approaching grade level, 3 = at grade level, 4 = above grade level) for each focus area; the average, overall score for all five focus areas will be used to measure student progress.

- At least 80% of the students who score 3 or above on the fall writing sample will maintain an overall score of 3 or more on the second writing sample taken in May 2017.
- At least 80% of the students who score 2 or lower on the fall writing sample will increase their overall score by at least 1 level on the second writing sample taken in May 2017.

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

Writing for Seventh and Eighth Grades

Students in seventh and eighth grades will complete grade-level writing samples no later than October 30, 2016, and again in May 2017. The grade-level prompts for both writing samples will be based on grade-level topics with the argument genre.²⁸ The writing sample will be assessed using the Common Core writing standards, which include six areas: focus/claim, organization, support/evidence, language conventions (grammar and usage, capitalization, punctuation, and spelling), narrative techniques, and analysis. Students receive a rubric score of 1 through 5 (1 = far below basic, 2 = below basic, 3 = basic, 4 = proficient [at grade level], 5 = advanced [above grade level]); the average, overall score for all six focus areas will be used to measure student progress.

- At least 75% of the students who score a 4 or higher on the October writing sample will achieve an overall score of 4 or higher on the second writing sample taken in May 2017.

²⁷ The writing genres for K5 through sixth grades include opinion, informational, and narrative.

²⁸ The writing genres for seventh and eighth grades include argument, information/explanatory, or narrative.

- At least 70% of the students who score a 3 or lower on the October writing sample will increase their score by at least 1 level on the second writing sample taken in May, 2017.

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

Special Education

All students with active individualized education programs (IEP) will demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation. Progress will be determined by 70% achievement of the total number of subgoals reported for each student. Note that ongoing student progress toward IEP goals is monitored and reported throughout the academic year through the special education progress reports, attached to the regular report cards. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Academic Achievement: Standardized Measures

The PALS for K4 Through Second-Grade Students

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

Wisconsin Forward Exam for Third- Through Eighth-Grade Students

The Wisconsin Forward Exam will be administered on an annual basis within the timeframe specified by DPI. This standardized assessment will produce an English/language arts and a math score for all third through eighth graders. Additionally, fourth- and eighth-grade students will complete the science and social studies tests. Data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Year-to-Year Achievement²⁹

1. CRC will report results from the 2015–16 and 2016–17 Wisconsin Forward Exams. If possible, beginning in the 2016–17 school year, CRC also will report year-to-year progress for students who completed the assessment in consecutive school years at the same school. When sufficient year-to-year data are available, CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.
2. Data from the 2016 spring PALS assessment will be used as baseline data. CSRC's expectation for students maintaining reading readiness is that at least 75% of students who met the first grade summed score benchmark in the spring of 2016 as first graders will achieve the second grade summed score benchmark in the spring of 2017 as second graders.

²⁹ CSRC will not have year-to-year achievement measurements for students in K4 and K5.

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 End of School Year	Number and Rate Enrolled for Entire School Year
2012–13	309	16	43	282	267 (86.4%)
2013–14	272	18	26	264	264 (97.1%)
2014–15	288	3	28	263	260 (90.3%)
2015–16	283	9	25	267	260 (91.9%)
2016–17	290	1	31	260	259 (89.3%)

Figure C1

DLH Academy
Student Return Rates

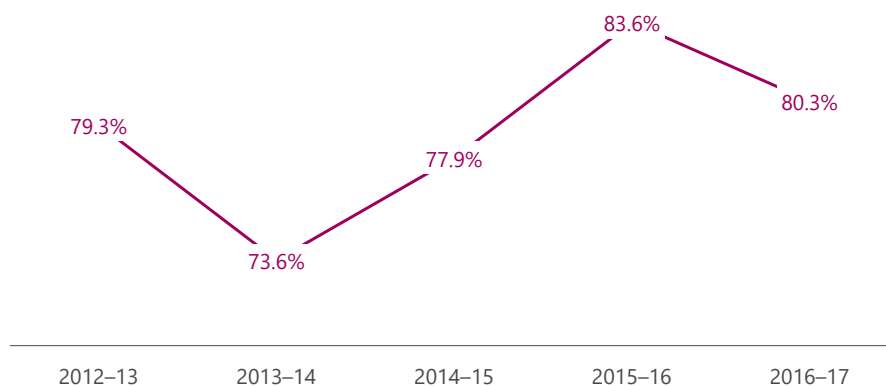


Figure C2

DLH Academy Student Attendance Rates

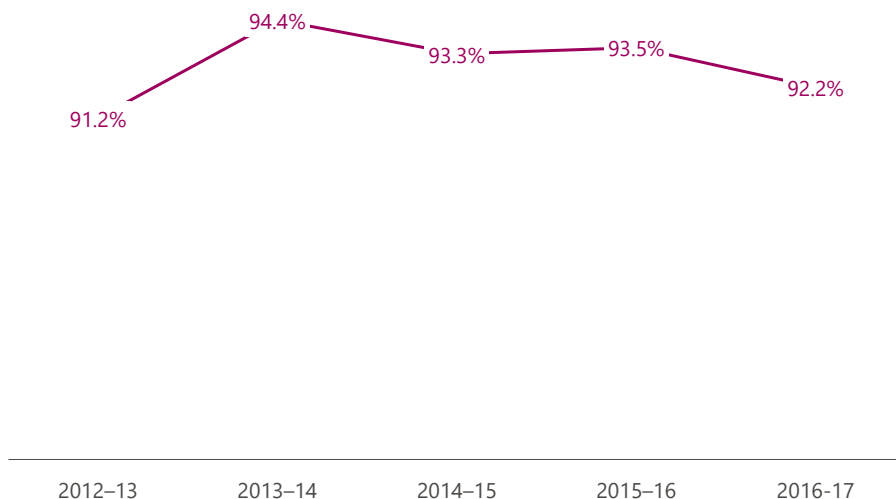


Table C2					
DLH Academy Teacher Retention Rates					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated During the Year	Number at End of School Year Who Began the Year*	Retention Rate: Rate Employed at School for Entire School Year
2012-13					
Classroom Teachers Only	12	1	2	10	83.3%
All Instructional Staff	21	1	4	17	81.0%
2013-14					
Classroom Teachers Only	12	0	2	10	83.3%
All Instructional Staff	18	0	2	16	88.9%
2014-15					
Classroom Teachers Only	11	0	1	10	91.0%
All Instructional Staff	17	1	2	15	88.2%

Table C2					
DLH Academy Teacher Retention Rates					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year Who Began the Year*	Retention Rate: Rate Employed at School for Entire School Year
2015–16					
Classroom Teachers Only	10	3	3	9	90.0%
All Instructional Staff	17	3	4	15	88.2%
2016–17					
Classroom Teachers Only	10	1	2	9	88.9%
All Instructional Staff	16	1	2	15	93.3%

*Reflects the teachers who were eligible to remain at the school all year.

Table C3			
DLH Academy Teacher Return Rates			
Teacher Type	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
2012–13			
Classroom Teachers Only	11	6	54.5%
All Instructional Staff	19	14	73.7%
2013–14			
Classroom Teachers Only	10	6	60.0%
All Instructional Staff	16	11	68.8%
2014–15			
Classroom Teachers Only	10	8	80.0%
All Instructional Staff	17	13	76.5%
2015–16			
Classroom Teachers Only	8	6	75.0%
All Instructional Staff	14	11	78.6%
2016–17			
Classroom Teachers Only	10	8	80.0%
All Instructional Staff	16	14	87.5%

Note: Includes only teachers who were eligible to return (i.e., who were offered a position for fall).

Table C4 DLH Academy CSRC Scorecard Results	
School Year	Result
2012–13	73.8%
2013–14	72.6%
2014–15	83.8%
2015–16	84.0%
2016–17*	65.8%

*The revised scorecard was implemented in 2016–17; results are not directly comparable to scorecard percentages in previous years.

Appendix D

CSRC 2016–17 School Scorecard

City of Milwaukee Charter School Review Committee Pilot School Scorecard

r: 6/15

K-8TH GRADE

HIGH SCHOOL

STUDENT READING READINESS: GRADES 1-2

• PALS—% 1st graders at or above spring summed score benchmark this year	(4.0)	10.0%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3-8

• Forward Exam reading—% maintained proficient	(5.0)	30.0%
• Forward Exam math—% maintained proficient	(5.0)	
• Forward Exam reading—% below proficient who progressed	(10.0)	
• Forward Exam math—% below proficient who progressed	(10.0)	

LOCAL MEASURES

• % met reading	(6.25)	25.0%
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	

STUDENT ACHIEVEMENT: GRADES 3-8

• Forward Exam reading—% proficient or advanced	(5.0)	10.0%
• Forward Exam math—% proficient or advanced	(5.0)	

ENGAGEMENT

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

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	(5.0)	30.0%
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	(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)	

POSTSECONDARY READINESS: GRADES 11 AND 12

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

LOCAL MEASURES

• % met reading	(5.0)	20.0%
• % met math	(5.0)	
• % met writing	(5.0)	
• % met special education	(5.0)	

STUDENT ACHIEVEMENT: GRADES 9 AND 10

• ACT Aspire English—% students at or above spring benchmark	(5.0)	10.0%
• ACT Aspire math—% students at or above spring benchmark	(5.0)	

ENGAGEMENT

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

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

Note: To protect student identity, CRC does not report data on scorecard items with less than 10 students. These cells will be reported as not available (N/A) on the scorecard, and the total score will be calculated to reflect each school's denominator.

Table D DLH Academy CSRC Pilot Elementary School (K Through Eighth Grade) Scorecard 2016–17					
Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
Student Reading Readiness: PALS, 1st Through 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	89.3%	3.6
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		100.0%	6.0
Student Academic Progress: 4th Through 8th Grades	<u>Forward Exam reading:</u> % maintained proficient/advanced	5.0	30.0%	N/A	N/A
	<u>Forward Exam math:</u> % maintained proficient/advanced	5.0		N/A	N/A
	<u>Forward Exam reading:</u> % below proficient who progressed	10.0		37.1%	3.7
	<u>Forward Exam math:</u> % below proficient who progressed	10.0		37.4%	3.7
Local Measures	% met reading	6.25	25.0%	67.7%	4.2
	% met math	6.25		60.3%	3.8
	% met writing	6.25		82.1%	5.1
	% met special education	6.25		100.0%	6.25
Student Academic Achievement: 4th Through Eighth Grades	<u>Forward Exam English/language arts:</u> % at/above proficient	5.0	10.0%	6.3%	0.3
	<u>Forward Exam math:</u> % at/above proficient	5.0		6.3%	0.3
Engagement	Student attendance rate	5.0	25.0%	92.2%	4.6
	Student return rate	5.0		80.3%	4.0
	Student retention	5.0		89.3%	4.5
	Teacher retention rate	5.0		93.3%	4.7
	Teacher return rate	5.0		87.5%	4.4
TOTAL		90			59.2
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					65.8%