

December 9, 2016

Precious Washington
Executive Director
Darrell Lynn Hines Academy
7151 North 86th Street
Milwaukee, WI 53224

Dear Ms. Washington,

The United States Department of Education (USDE) offered states flexibility to waive elements of the accountability provisions in No Child Left Behind (NCLB) in 2011. With that opportunity came the chance to design a new statewide system of accountability and support. Within the waiver states, states were required to identify five percent of Title I schools demonstrating the lowest combined performance in reading and mathematics as Priority Schools.

Darrell Lynn Hines Academy (DLHA) was identified as a Priority School to join the third cohort of Priority Schools beginning in the 2013-2014 School Year.

With this identification, DLHA has fulfilled the following requirements:

- Contract with a Department of Public Instruction (DPI)-approved Turnaround Partner to implement state-directed reforms.
- Participate in a school diagnostic review.
- Implement a school reform plan based off of the diagnostic review that must include:
 - Response to Intervention (RtI): Describe how Priority Schools will implement both academic and behavioral RtI to meet the needs of all student subgroups.
 - Extended Learning Time: Articulate how Priority Schools will redistribute resources in order to add a minimum of 300 hours of instruction for all students. This extended learning time may be achieved through alternative schedules, extended day, Saturday school, or extended year or calendar.
 - Highly Skilled Educators: Demonstrate how the district will implement an Educator Evaluation System aligned to the statewide framework by 2014-15, and address opportunities for continuous learning through job-embedded professional development.
 - Highly Skilled Leaders: Create opportunities for continuous learning through job-embedded professional development to increase the principal's capacity to implement reform and lead change.

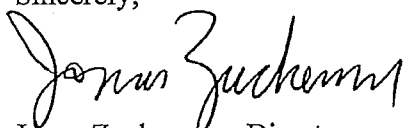
- Positive and Safe Learning Environments: Prioritize the distribution of pupil services staff (e.g., school social workers, nurses, psychologists, and guidance counselors) to each Priority School; allow pupil services staff schedules to include adequate time to serve students. Implement Positive Behavioral Interventions and Supports (PBIS) for all students to increase positive academic outcomes.
- Family Engagement: Align family engagement plans with the research of Dr. Joyce Epstein, Johns Hopkins University, Baltimore, Maryland. Priority Schools must implement training programs to help parents understand the school's universal screening methods, universal screening data, criteria for entering and exiting interventions, and progress monitoring methods and data in reading and mathematics.

DLHA has participated in multiple yearly monitoring visits with the Department of Public Instruction to confirm their compliance with the requirements. DLHA has also recorded their plan and progress with the online tool Indistar to ensure compliance and build evidence of their school improvement efforts.

As of this letter DLHA has fulfilled all requirements regarding the Priority School identification and grants.

If you have questions please contact the DPI Priority School consultant for DLHA, Kyle Peaden, at kyle.peaden@dpi.wi.gov or (608) 266-5404.

Sincerely,



Jonas Zuckerman, Director
Title I and School Support Team
Division for School and Student Success

JZ:ds

c: Alisia Moutry, Department of Public Instruction Liaison
Kyle Peaden, Education Consultant, Wisconsin Department of Public Instruction