

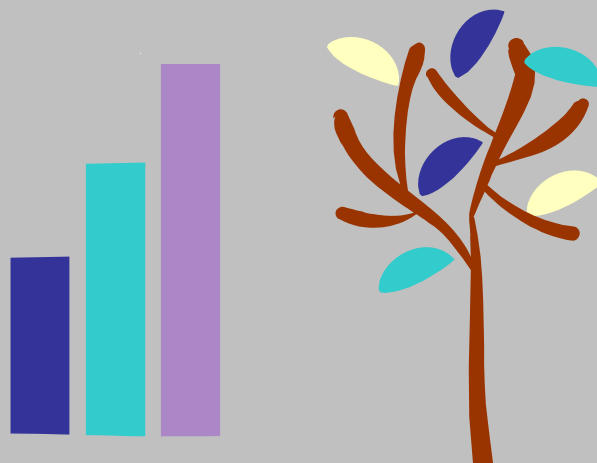
Darrell Lynn Hines College Preparatory Academy of Excellence

Programmatic Profile and Educational Performance

2008–09 School Year

Report Date: August 2009

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Prepared for:
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EXECUTIVE SUMMARY
for
Darrell Lynn Hines College Preparatory Academy of Excellence
Seventh Year of Operation as a City of Milwaukee Charter School
2008–09

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

I. CONTRACT COMPLIANCE SUMMARY

For the 2008–09 academic year, DLHA has met nearly all of its education-related contract provisions. The provisions not met were the following:

- That second- and third-grade students advance at least 1 grade-level equivalent (GLE) in reading (actual: 0.9 GLE);
- That second- and third-grade students with below-grade-level 2007–08 scores in reading advance more than 1 GLE in reading (actual: 0.8 GLE); and
- That at least 75% of fourth- to eighth-grade students proficient or advanced in math the previous year maintain their proficiency (actual: 67.9% GLE).

See Appendix A for an outline of specific contract provision compliance information, page references, and a description of whether or not each provision was met.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Academic Progress

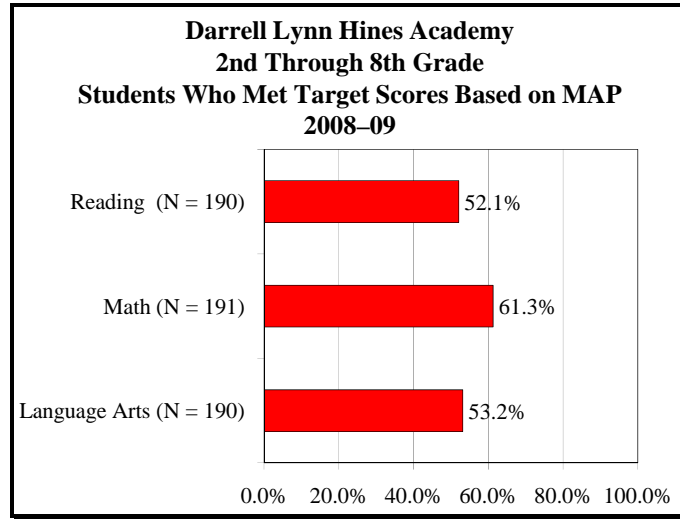
- Average student attendance was 93.4%, exceeding the school’s goal of 90.0%.
- Parents of all students enrolled at the time of each of the two scheduled family-teacher conferences attended, meeting DLHA’s goal.

2. Primary Educational 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.

- In math, 43 (82.7%) of 52 kindergarten and first-grade students either met or exceeded math expectations from the first to the sixth marking periods.
- This year, DLHA’s local Measures of Academic Progress (MAP) testing for second- through eighth-grade students indicated that the majority of students met target scores in reading, math, and language arts, based on MAP tests (see Figure ES1).

Figure ES1



- In writing, 148 (58.0%) K5 through eighth-grade students demonstrated a grade-appropriate writing piece, based on the Six Traits of Writing rubric.
- Of the 31 students with active IEPs, 27 (87.1%) demonstrated progress on at least one goal.

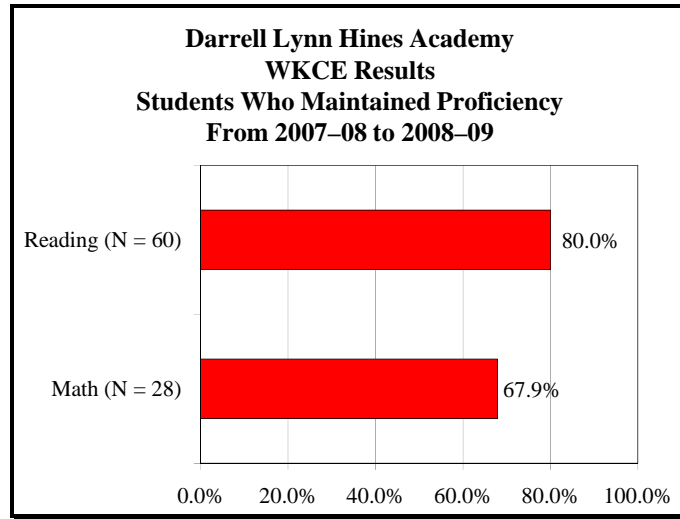
B. Year-to-year Academic Achievement on Standardized Tests

DLHA administered all required standardized tests noted in its contract with the City of Milwaukee.

Multiple-year advancement results indicated that second and third graders progressed an average of 0.9 GLE in reading on the Stanford Diagnostic Reading Test (SDRT). The school therefore did not meet the CSRC expectation of at least one year of advancement in reading for second and third graders.

Multiple-year advancement results for fourth- through eighth-grade students who were proficient or advanced on the Wisconsin Knowledge and Concepts Examination (WKCE) in 2007–08 indicated that the school exceeded the CSRC’s expectation that at least 75.0% of these students would maintain their proficiency in reading, but fell short of meeting this expectation in math (see Figure ES2).

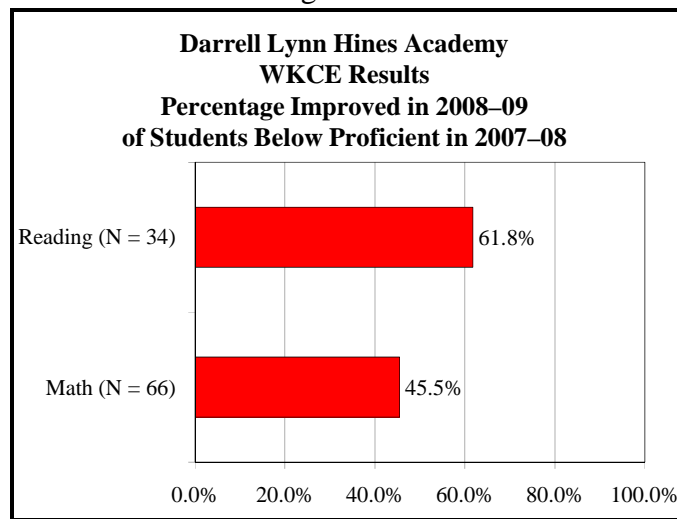
Figure ES2



Multiple-year advancement results for second and third graders who were reading below GLE on the SDRT in 2007–08 indicate that these students advanced an average of 0.8 GLE, below the CSRC expectation for greater than 1.0 GLE.

Multiple-year advancement results for fourth- through eighth-grade students who were below proficiency level expectations on their 2007–08 WKCE indicated that the following percentage of students either advanced a proficiency level or at least one quartile within their previous proficiency level (see Figure ES3). The expectation was that they exceed last year’s percentages, 52.1% in reading and 30.6% in math.

Figure ES3



C. Adequate Yearly Progress

DLHA met all of four of the adequate yearly progress (AYP) objectives: test participation, attendance, reading, and math. The school received a “satisfactory” status designation in all four objectives for the past three years, and the school’s improvement status remains “satisfactory.”

IV. RECOMMENDATIONS

The school fully addressed the recommendations made in its 2007–08 programmatic profile and educational performance report. After reviewing the information in this report and considering the information gathered during the administration interview in May 2009, CRC and the school jointly recommend that the focus of activities for the 2008–09 school year should be to continue to differentiate instruction based on students’ needs by conducting the following activities:

- Train new teachers on how to differentiate instruction for all students;
- Use the MAP results more effectively, especially by obtaining the third level of training geared toward differentiation; and
- Continue the student and teacher support process, e.g., providing extra reading and math support.

I. INTRODUCTION

This is the seventh annual program monitoring report to address educational outcomes for the Darrell Lynn Hines College Preparatory Academy of Excellence (DLHA), one of five schools chartered by the City of Milwaukee. 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 Children's Research Center (CRC).¹

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

1. CRC staff assisted the school in developing its student learning memorandum.
2. CRC staff visited the school, conducted a structured interview with the executive director and the instructional leader, and reviewed pertinent documents. Additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations. At the end of the academic year, a structured interview was conducted with the executive director and the assistant principal to review the year and develop recommendations for school improvement.
3. CRC read case files for selected special education students to ensure that individualized education programs (IEPs) were up-to-date.
4. DLHA provided electronic data to CRC. Data were compiled and analyzed at CRC.

¹ CRC is a nonprofit social research organization and division of the National Council on Crime and Delinquency.

II. PROGRAMMATIC PROFILE

Darrell Lynn Hines College Preparatory Academy of Excellence

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Executive Director: Barbara P. Horton

A. Description and Philosophy of Educational Methodology²

1. Mission and Philosophy

The mission of DLHA is to accomplish excellence and equity in a kindergarten through eighth-grade educational environment. DLHA provides a quality education in a coeducational, safe, nurturing, caring, and academically challenging learning environment.

The school's vision is the following:

- All students will be given a quality education and will model good character and principles.
- All students will be afforded a quality K–8 college preparatory education.
- All students will experience diversity and multiculturalism.
- All students will adhere to high moral and ethical standards.
- All students will grow and develop their gifts, talents, character, and academic potential.
- All students will successfully master high academic standards and will exit the school prepared to continue their education with high expectations for successfully entering a college/university and becoming productive citizens.
- With the support of parents, staff, and community members, all students will develop spiritually, socially, emotionally, intellectually, and physically.

² 2008–2009 Student and Family Handbook 10th Anniversary, “Our Children, Our Passion.”

2. Description of Educational Programs and Curriculum³

DLHA provided educational services to children in kindergarten (K4 and K5) through eighth grade during the 2008–09 academic year.

DLHA offers a transdisciplinary approach using the Primary Years Programme (PYP) of the International Baccalaureate (IB) Organization. Through the IB curriculum, the students learn to profile all of the characteristics of educated international persons. They are taught to value diversity and celebrate multiculturalism. Each program of study provides the students with three vital lessons: knowledge about the world in which they live, skills to operate in the world in which they live, and attitudes that encourage being productive members of society. Each grade level includes thematic units, called units of inquiry, which include skill development appropriate for that unit of inquiry. Therefore, the students' academic day is shared between work on the units of inquiry and skill instruction.

In addition to reading/literacy, language arts, and math, DLHA offers instruction in science, Spanish, music, art, physical education, health, and research methods. Spanish was taught to students in grades 2 through 5. Students in sixth, seventh, and eighth grades received an added reading class and math enrichment class. The elementary grade students (grades 1 through 5) received reading and math enrichment on a pull-out basis based on which students were behind. Music and art was provided from K4 through fourth grade. Students in fifth through eighth grades were offered a variety of activities, such as African drumming, drumline, dance, gospel chorus, and computer club.

DLHA uses a variety of methods of instruction, including the following:

- 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; utilizing a thinking curriculum; providing

³ Information is taken from personal interviews, DLHA's 2008–09 *Student and Family Handbook*, its personnel policies manual, and Section II of DLHA's charter application for the 2002–03 academic year, which was subsequently incorporated into its contract with the City of Milwaukee.

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 DLHA as a learning style model.
- Transdisciplinary methods to integrate subject matter across themes.
- Promoting cohesiveness in learning by providing a central theme throughout the various subject areas.
- Direct Instruction for the K4 through first-grade students and the use of a “Balanced Literacy” program for second- through fifth-grade students. Balanced literacy includes graded reading and leveled books.
- Everyday Math to develop math skills for kindergarten through sixth-grade students and Saxon Math for seventh- and eighth-grade students.
- 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, DLHA provides opportunities for students to learn and be involved in community service projects.

This year, the school instituted an extended care program. Under this program, students could stay at school until 6 p.m. (Parents were responsible for transportation.) The time was spent doing homework, then structured play activities, movies, or other activities. This service was offered for a fee and the program was staffed by school staff.

B. Student Population

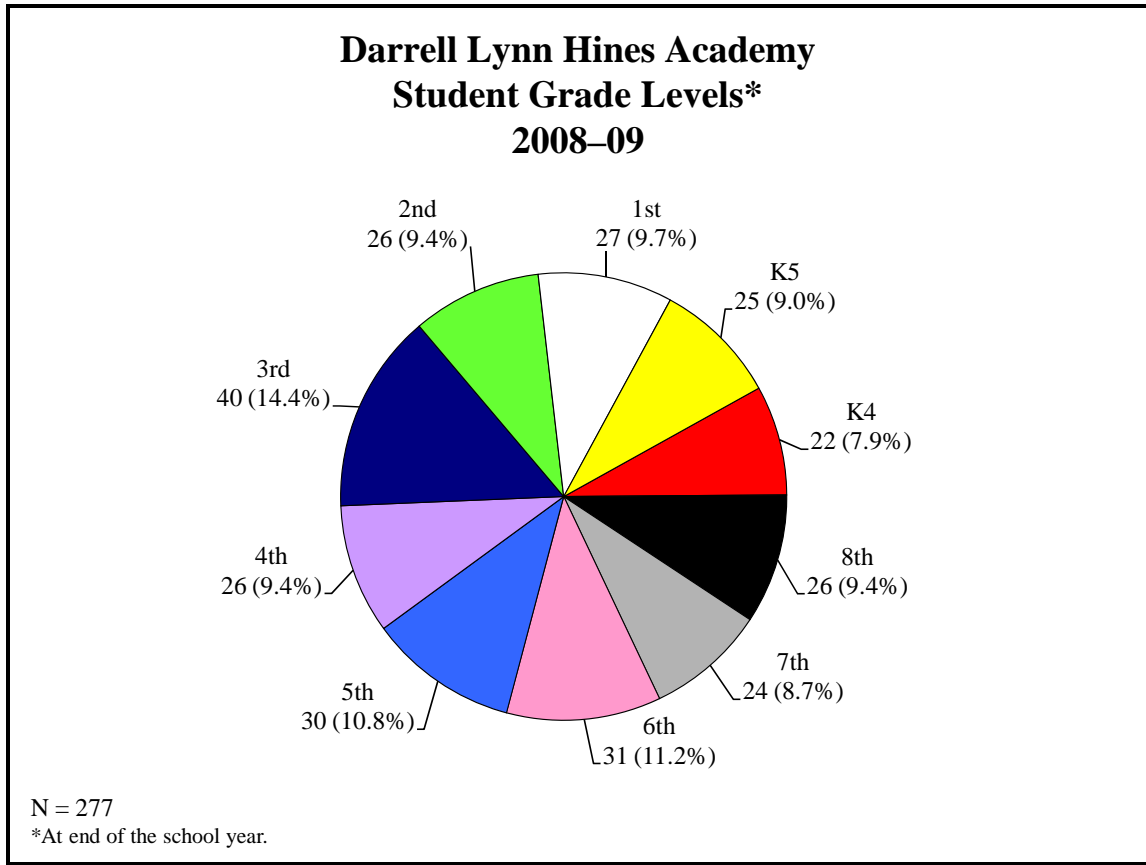
At the beginning of the year, there were 281 students, ranging from K4 through eighth grade, enrolled in DLHA.⁴ Eleven students enrolled after the school year started, and 15 students withdrew from the school prior to the end of the year. Reasons for withdrawing included the following: 5 students were dissatisfied with the school program, 4 students moved away, 2 students left for disciplinary reasons, 2 left because of transportation issues, 1 left to be homeschooled, and 1 student left for unspecified reasons. Four students withdrew from K4, 3 from K5, 2 from third grade, 2 from fourth, 1 from sixth, 1 from seventh, and 2 students withdrew from eighth grade. Of the 281 students who started the year at the school, 267 remained enrolled at the end of the year. This is a 95% retention rate.

At the end of the year, there were 277 students enrolled at DLHA. They can be described as follows:

- Most (267, or 96.4%) of the students were African American, 9 (3.2%) students were Asian, and 1 (0.4%) student was Hispanic;
- Thirty-one students had special education needs. Twelve had special needs in speech/language, 7 had learning disabilities, 5 had emotional/behavioral issues, 2 had speech/language and learning disabilities, 1 student had a cognitive disability, and 4 students had other health impairments;
- There were 155 (56.0%) girls and 122 (44.0%) boys;
- The largest grade was third, with 40 students. The number of students by grade level is illustrated in Figure 1.

⁴ As of September 19, 2008.

Figure 1



Data regarding the number of students returning to DLHA from the previous year were gathered in the fall of 2008. Of the 238 students attending on the last day of the 2007-08 academic year who were eligible for continued enrollment at the school for the 2008-09 academic year, 190 were enrolled on the third Friday in September 2008, representing a return rate of 79.8%. This compares to a return rate of 90.0% in September 2007 and 85.3% in September of 2006. See Appendix C for trend information.

DLHA gathered information regarding the reasons that students did not return. Of the 48 students who did not return to DLHA in the fall, 16 went to Milwaukee public schools (MPS), 12 to suburban public schools, 13 to private/Christian/parental choice schools, 4 moved out of state, and 3 went to other independent charter schools.

C. School Structure

1. Areas of Instruction

In addition to reading/literacy, language arts, and math, DLHA offers instruction in science, Spanish, music, art, physical education, health, and research methods. Special education programming is provided to students identified as needing an IEP. Each student is rated six times throughout the school year on academic progress and effort. Report cards also reflect the teacher's assessment of the student's work habits.

2. Classrooms

The school had 11 classrooms, each with approximately 26 students. There was 1 classroom each for K4 through eighth grades, except for third grade, which had 2 classrooms.

3. Teacher Information

During the 2008–09 school year, DLHA employed a total of 20 instructional staff members, including the following:

- A classroom teacher for each grade K4 through 5 (8 in all);
- Four middle school teachers (1 in English, 1 in science, and 2 in math);
- Special education staff, including a special education teacher, a school psychologist, and a speech language pathologist (3 in all);
- A health/physical education teacher, a librarian/media specialist, a reading teacher, and a teacher mentor (4 in all); and
- An assistant principal.

All of these personnel remained at the school the entire year, and have worked at DLHA an average of 2.4 years. Teachers' number of years of teaching at the school ranged from 1 to 6. Seven of these staff members were new to the school in the fall of 2008. The remaining teachers

had taught at DLHA in the previous year(s). All of these professionals held a Wisconsin Department of Public Instruction (DPI) license or permit.

The school reported that prior to the beginning of school, staff participated in five days of development that included the following activities:

- A balanced literacy workshop;
- New teacher training;
- Vocabulary workshop;
- Expectations for this school year; and
- Creating curriculum improvement plans for 2008–09.

Other staff development activities that occurred throughout the year included Wednesday meetings, which covered the following topics:

- PYP planning;
- Special education assessments and differentiating instruction;
- Wisconsin Knowledge and Concepts Examination (WKCE) Math and math topics such as games, lesson format, websites, and basic facts;
- Wisconsin Public Law (PL-34) by the teacher mentor;
- Best practices in language by the speech pathologist;
- Meeting reading standards through using reading centers in the classroom;
- Middle school standards alignment;
- Effective use of educational assistants; and
- Data review.

In addition, some staff members, including educational assistants, attended the following off-campus workshops:

- August 11–15, 2008: Differentiation: Train the Trainer;
- August 11–15, 2008: Direct Instruction reading training;

- September 18–19, 2008: PYP workshop for elementary teachers;
- Winter: Kindergarten/first grade Madison conference;
- April: National Physical Education Training; and
- May: Special education training.

First-year employees' performance was formally reviewed three months after the school year began. The review included a discussion concerning a lesson taught by a teacher that had been observed by the instructional leader, mentor/mentee discussions, and areas in need of improvement. A second review occurred six months after the start of the school year. Returning employees were reviewed six months after the start of the school year. The instructional leader used observations and lesson plans as a basis for gathering information regarding reviews.

4. Hours of Instruction/School Calendar

The regular school day for all students began at 7:55 a.m. and ended at 3:10 p.m.⁵ The first day of school was September 2, 2008, and the last day of school was June 15, 2009.⁶ The highest possible number of days for student attendance in the academic year was 175. Five additional days were “banked” for teacher work days. DLHA has met the City of Milwaukee’s requirement of providing at least 875 instructional hours, as well as its contract provision requiring the school to publish an annual calendar.

5. Parent and Family Involvement

DLHA’s *2008–2009 Student and Family: 10th Year Anniversary, “Our Children, Our Passion”* was provided to every family prior to the start of the school year. In this handbook, DLHA invites parents to become active members of the family involvement team (FIT), which is comprised of all parents and guardians of DLHA students. Its purpose is to provide positive

⁵ Students could arrive as early as 7:25 a.m. Breakfast was served daily between 7:25 a.m. and 7:45 a.m.

⁶ Based on a calendar for the 2007–08 year provided by the school.

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.

DLHA 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 administrator of the school reported that 169 (92.9%) of 182 of DLHA signed the family agreement.

Parents/guardians of all new students were required to attend a mandatory orientation session with their child prior to the start of school. Parents/guardians of returning students who had not consistently adhered to school policies and guidelines were invited to individual meetings to determine strategies to ensure the child's future success. Family-teacher conferences were scheduled twice during the year, in October and March. 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 throughout the year such as Founder's Day, Harvest Day, Honors and Awards Convocation and Reception, and the Fifth-grade Rites of Passage Ceremony and Luncheon.

6. Waiting List

In October 2008, the school's leadership reported that there was a waiting list of students for K4, K5, and sixth grade. At the end of the academic year, the school leadership indicated that the school had a waiting list of approximately 41 students spread across all of the grades except K4.

7. Disciplinary Policy

DLHA clearly explains its discipline policy to parents and students in its *Student and Family Handbook*. The student management section of the handbook includes a statement of student expectations, parent and guardian expectations, and an explanation of the family agreement. 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 or guardian; referral to the dean of students; in-house suspension; out-of-school suspension; and expulsion recommendation. Each of these 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 types of offenses can result in expulsion.

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 have demonstrated positive behavior and character traits that exemplify a model student.

8. Graduation and High School Information

DLHA provides an eighth-grade advisor who works with students and parents to assist them with their high school choices. This involves help with completing and tracking the paperwork for school admission, including early admission. Students were encouraged to attend the MPS high school fair. Letters of recommendation were provided as needed. Calls were made to parents for follow-up.

The school's leadership reported that 26 students graduated from DLHA in June 2009. As of that time, DLHA received confirmation letters from each admitting school confirming that the following students were enrolled: 1 student was enrolled at Bay View High School, 1 at

Bradley Tech High School, 1 at CEO Leadership High School, 2 at Destiny High School, 1 at Hamilton High School, 2 at Homestead High School, 1 at Insight Virtual High School, 2 at Messmer High School, 2 at Milwaukee Lutheran High School, 1 at Pewaukee High School, 1 at Pius XI High School, 4 at Riverside University High School, 1 at Vincent High School and 4 Wisconsin Lutheran High School. One student moved out of state and 1 was undecided as to where to attend high school.

The upcoming 2009–10 academic year will be the first year that former DLHA eighth-grade students will be graduating from high school. At this time, the school does not have a formal method to track DLHA eighth-grade graduates through high school. However, the school is planning to establish a method in the future. DLHA has an alumni basketball day and is hoping to develop an alumni section in its database to track former graduates.

D. Activities for Continuous School Improvement

The following is a description of DLHA’s response to the activities that were recommended in its programmatic profile and education performance report for the 2007–08 academic year.

- Recommendation: Continue to focus on math instruction and techniques to improve math performance.

Response: In the fall of 2008, DLHA hired an additional math teacher to work with students to prepare for the WKCE and to provide enrichment classes in math for middle school students. This teacher worked collaboratively with the other middle school math teacher, provided elementary teachers with support such as monthly data to monitor progress related to Wisconsin math standards, and monitored the “secure goals” identified in the Everyday Math program at each grade level. In addition, an afterschool math tutoring program was implemented with volunteer teachers using the accelerated math program. The tutoring program targeted students who were not proficient in math, tracked their attendance, and tried to encourage parents to work with their child.

- Recommendation: Continue to focus on improving the rate of progress in reading for second and third graders as measured by the year-to-year Stanford Diagnostic Reading Test (SDRT).

Response: The school hired a reading teacher who worked with both elementary and middle school students and teachers. For the first through fifth grades, the reading teacher worked on specific skill development with teachers by identifying a weekly reading objective relative to the Wisconsin standards in reading, then tracked the progress on a monthly basis, i.e., teachers submitted reports on how they met the reading standard in the classroom. The reading teacher also provided enrichment classes for middle school students, focused on comprehension.

- Recommendation: Continue to focus on staff development.

Response: As indicated earlier in the report, many opportunities for staff development were provided before and during the academic year. There was a special emphasis this year on reading instruction.

III. EDUCATIONAL PERFORMANCE

To monitor DLHA's activities as described in its contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specified 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; mathematics progress reports for K5 and first graders and MAP math results for students in second through eighth grades; language arts progress as measured by MAP for second through eighth graders; and results of the Six Traits of Writing assessment.

The standardized assessment measures used were the 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 student's skills in reading and math.

A. Attendance

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 90.0%. Attendance rates were calculated for 292 students enrolled at any time during the school year and averaged across all students.⁷ Not including excused absences, the school's attendance rate was 93.4%. When excused absences were included, the attendance rate rose to 96.1%. Based on these calculations, DLHA exceeded its attendance goal.

⁷ Individual student attendance rate was 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/guardians would attend at least two scheduled family-teacher conferences. This year, there were 273 students enrolled at the time of both conferences. Parents of all (100.0%) children attended both scheduled conferences. DLHA has, therefore, 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. IEPs were completed for all 31 students with special education needs, and IEP reviews were conducted for all students requiring one. 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 and that their parents were invited to develop and be involved in the IEP.

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 must establish local measures in reading, writing, math, and special education.

A description of the local measures developed by DLHA and a discussion of outcomes follows.

1. Reading Progress for Second Through Eighth Graders

This year, the school set a goal that 51% of students in second through eighth grades would demonstrate progress in reading, as measured by the MAP tests administered in the fall and again in the spring. Results from the fall assessment were used to establish an individual target reading growth score.⁸ Spring assessment scores were used to determine if a student had reached the target.

As illustrated in Table 1, 99, or 52.1%, of the 190 students who were administered the exam on both occasions met their target reading score. The school has therefore met its goal. Note that a grade-level analysis indicates that three of the seven grade levels met the goal.

Table 1					
Darrell Lynn Hines Academy					
Target Reading Scores for 2nd Through 8th Graders					
Based on Measures of Academic Progress Tests					
Grade	N	Did Not Meet Target		Met Target	
		N	%	N	%
2nd	23	15	65.2%	8	34.8%
3rd	36	20	55.6%	16	44.4%
4th	26	15	57.7%	11	42.3%
5th	30	9	30.0%	21	70.0%
6th	28	12	42.9%	16	57.1%
7th	22	7	31.8%	15	68.2%
8th	25	13	52.0%	12	48.0%
Total	190	91	47.9%	99	52.1%

*Includes students with both fall and spring test results.

⁸ 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 Northwest Evaluation Association (NWEA) norming study who started the year with a 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.

2. Math Progress

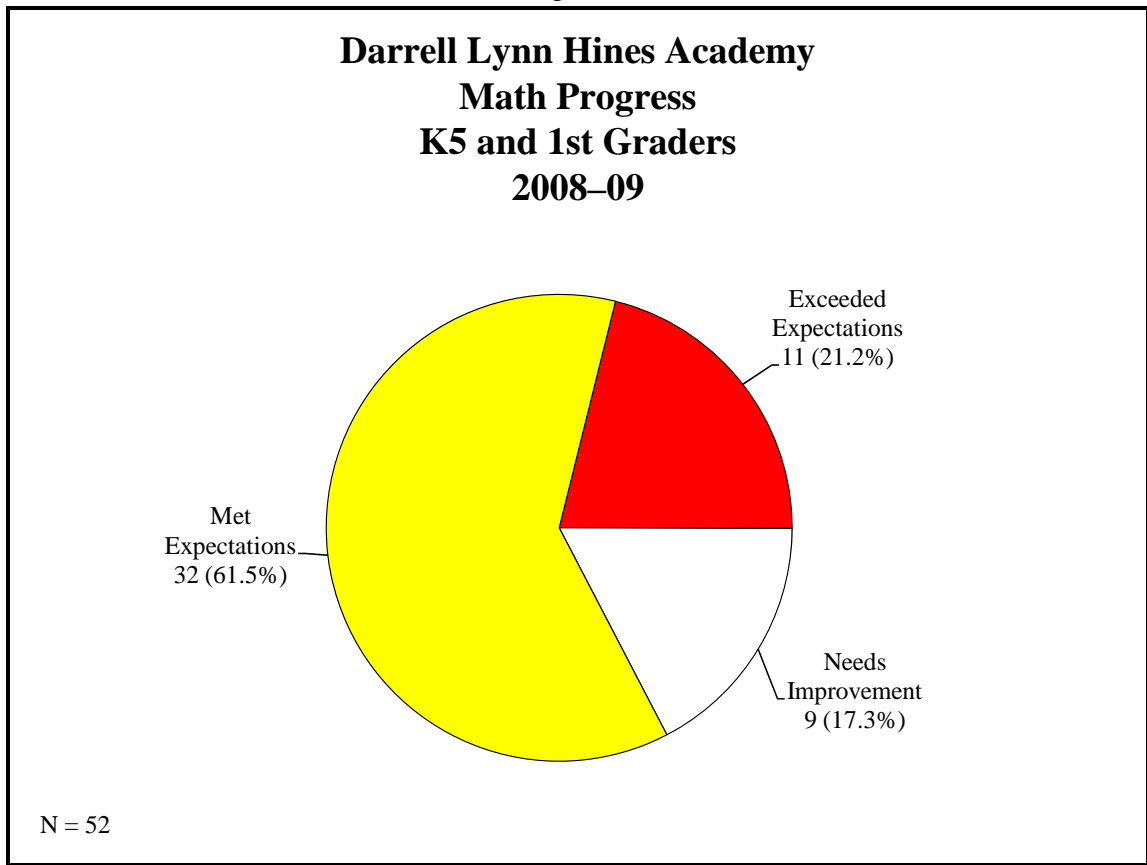
a. *K5 and First Graders*

To track math progress at a local level, DLHA set a goal that students in K5 and first grade would exhibit a grade of 2 or better or show one or more levels of progress between the first and sixth marking periods using the following scale:

- 1 Indicates that the student exceeds expectations, demonstrating exemplary performance.
- 2+ Indicates that the student meets expectations, demonstrating slightly above-average performance.
- 2 Indicates that the student meets expectations, demonstrating average performance.
- 2- Indicates that the student is demonstrating slightly below-average performance and meets expectations.
- 3 Indicates that the student needs improvement, demonstrating far below-average performance.

This year, math progress indicators for 52 K5 and first-grade students assessed at the beginning (first marking period) and end of the school year (sixth marking period) showed that by the end of the year, 11 (21.2%) students exceeded expectations; 32 (61.5%) met expectations; and 9 (17.3%) students needed to improve math skills (Figure 2).

Figure 2



b. *Second Through Eighth Graders*

This year, the school set a goal that 51% of students in second through eighth grades would demonstrate math progress on the MAP tests administered in the fall and again in the spring. Results from the first assessment were used to set a target math growth score for each student. MAP results were submitted for 191 students who were administered the test at both times.

Results indicate that 61.3% of students met their target math scores at the time of the spring test administration, surpassing the school's goal (Table 2). Note that in math, all of the grade levels exceeded the goal.

Table 2					
Darrell Lynn Hines Academy					
Target Math Scores for 2nd Through 8th Graders					
Based on Measures of Academic Progress Tests					
Grade	N	Did Not Meet Target		Met Target	
		N	%	N	%
2nd	26	9	34.6%	17	65.4%
3rd	36	12	33.3%	24	66.7%
4th	26	15	57.7%	11	42.3%
5th	30	9	30.0%	21	70.0%
6th	27	8	29.6%	19	70.4%
7th	21	9	42.9%	12	57.1%
8th	25	12	48.0%	13	52.0%
Total	191	74	38.7%	117	61.3%

3. Language Arts Progress for Second Through Eighth Graders

The school also used MAP test results from the fall and spring to assess student progress in language arts. Results from the first assessment were used to set a target math growth score for each student. The school’s goal was that 51% of students would reach their target score on the spring test administration. Test results were submitted for 190 students who were administered MAP on both occasions. Results indicate that 53.2% of students met their target score, surpassing the school’s goal (Table 3). Note that four of the seven grades tested reached the school’s goal.

Table 3					
Darrell Lynn Hines Academy					
Target Language Arts Scores for 2nd Through 8th Graders					
Based on Measures of Academic Progress Tests					
Grade	N	Did Not Meet Target		Met Target	
		N	%	N	%
2nd	26	15	57.7%	11	42.3%
3rd	36	15	41.7%	21	58.3%
4th	26	17	65.4%	9	34.6%
5th	29	7	24.1%	22	75.9%
6th	28	16	57.1%	12	42.9%
7th	20	9	45.0%	11	55.0%
8th	25	10	40.0%	15	60.0%
Total	190	89	46.8%	101	53.2%

4. Writing Progress

To assess writing skills at the local level, the school set a goal that by the end of the sixth marking period, students would be able to produce a grade-appropriate piece of writing. The grade-level written assignment was assessed using the Six Traits of Writing rubric. 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. Based on grade-level-specific requirements, each student was categorized as having minimal, basic, proficient, or advanced writing skills.

Results provided for 255 students in K5 through eighth grades indicated that 51 (20.0%) exhibited advanced skills, 97 (38.0%) were proficient, 69 (27.1%) exhibited basic skills, and 38 (14.9%) students exhibited minimal writing skills on their grade-level writing pieces.

Figure 3

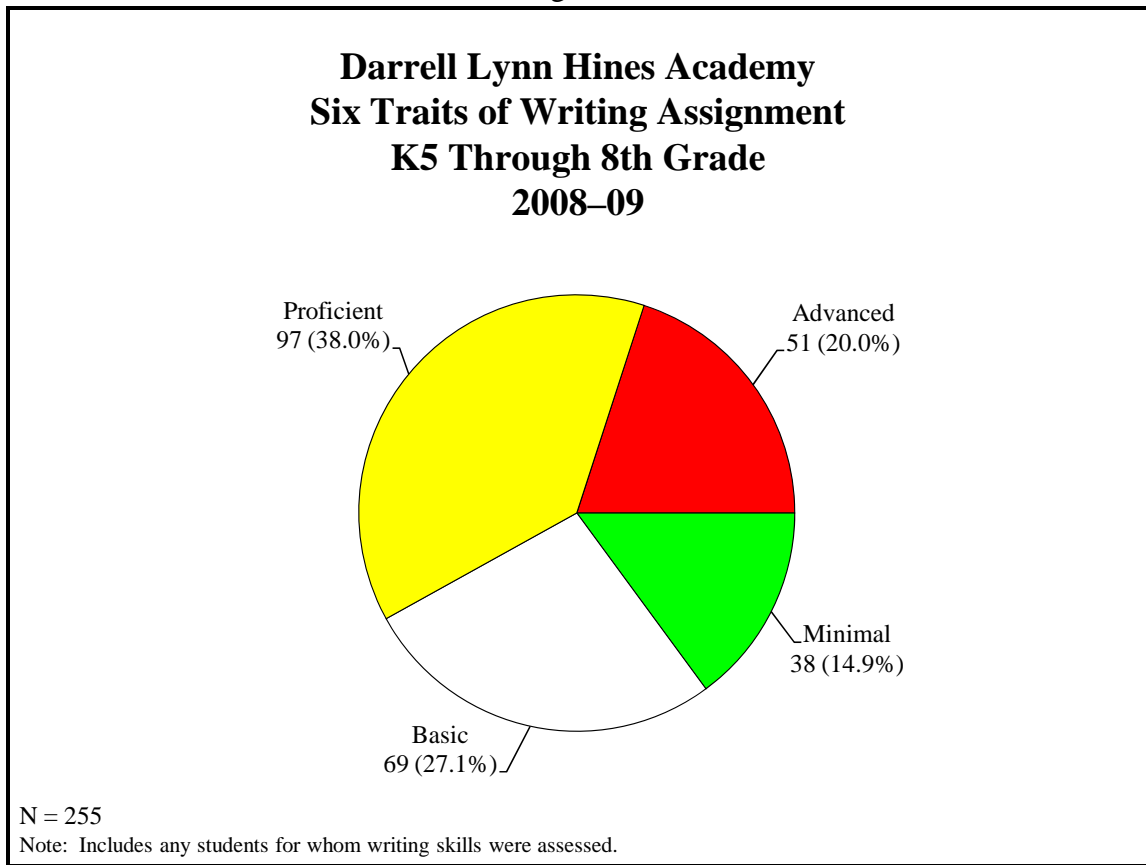


Table 4 illustrates the Six Traits of Writing results for each grade.

Table 4										
Darrell Lynn Hines Academy										
Six Traits of Writing Assessment Results by Grade										
2008–09										
Grade	Results									
	Minimal		Basic		Proficient		Advanced		Total	
	N	%	N	%	N	%	N	%	N	%
K5	0	0.0%	10	40.0%	11	44.0%	4	16.0%	25	100.0%
1st	13	50.0%	6	23.1%	4	15.4%	3	11.5%	26	100.0%
2nd	0	0.0%	6	23.1%	11	42.3%	9	34.6%	26	100.0%
3rd	7	17.1%	6	14.6%	23	56.1%	5	12.2%	41	100.0%
4th	5	19.2%	6	23.1%	5	19.2%	10	38.5%	26	100.0%
5th	2	6.7%	13	43.3%	10	33.3%	5	16.7%	30	100.0%
6th	5	16.1%	11	35.5%	12	38.7%	3	9.7%	31	100.0%
7th	5	20.8%	9	37.5%	7	29.2%	3	12.5%	24	100.0%
8th	1	3.8%	2	7.7%	14	53.8%	9	34.6%	26	100.0%
Total	38	14.9%	69	27.1%	97	38.0%	51	20.0%	255	100.0%

5. IEP Progress for Special Education Students

The school also set a goal that students who had IEPs would demonstrate progress towards meeting their IEP goals. Students were rated as having made no progress, emerging, progressing, or having achieved each goal. Students had between 1 and 9 goals. Of the 31 students with active IEPs, 27 (87.1%) were able to demonstrate progress (including achieving) on at least 1 goal. On average, students exhibited progress in 83.6% of IEP goals.

The school has met its goal related to special education students.

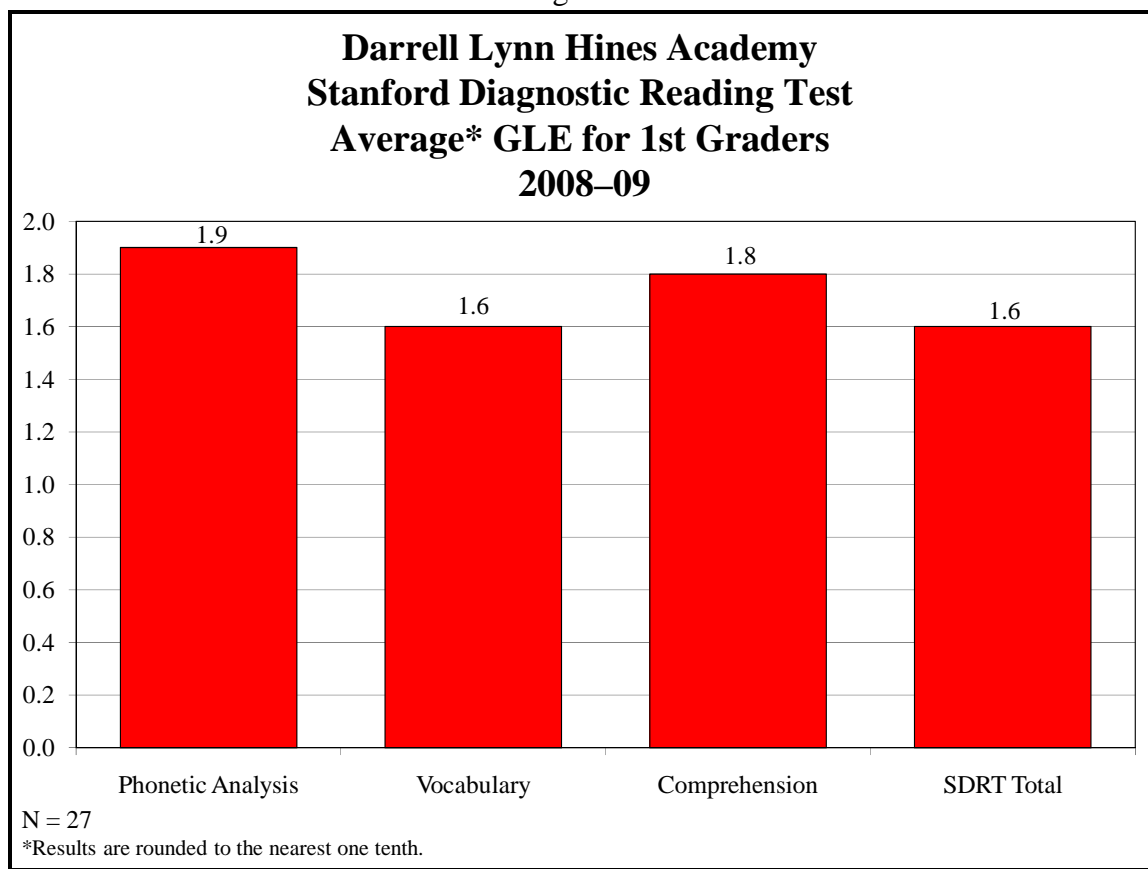
E. External Standardized Measures of Educational Performance

The CSRC requires that the school administer certain standardized tests to students in city-chartered schools. The school is required to administer the SDRT to all first, second, and third graders enrolled in charter schools, while third through eighth graders take the WKCE. The test is directly aligned with Wisconsin model academic standards and is available to students in third through eighth grades. The WKCE meets federal No Child Left Behind requirements to test students' reading and math skills. The following section describes results of these standardized tests for all children who took the tests. This includes student who have been enrolled in the school for a full academic year (FAY) or longer as well as students who were new to the school.

1. SDRT for First Graders

For first graders, student performance on the SDRT is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score. In April 2009, the test was administered to 27 first graders. Results on this measure indicate that first graders were functioning in reading, on average, at grade-level equivalents (GLEs) of 1.6 to 1.9 in the three areas (Figure 4).

Figure 4



The GLE range and median score for first graders is illustrated in Table 5.

Table 5 Darrell Lynn Hines Academy Stanford Diagnostic Reading Test GLE Range for 1st Graders 2008–09 (N = 27)			
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	K.5	5.2	1.9
Vocabulary	K.7	2.6	1.6
Comprehension	K.7	5.3	1.7
SDRT Total	K.6	2.4	1.6

Note: Results are rounded to the nearest one tenth.

2. SDRT for Second Graders

Second graders were administered the SDRT in April 2009. Results are presented in Figure 5 and Table 6. As illustrated, second graders were, on average, reading at 2.2 to 2.9 GLE in the areas tested.

Figure 5

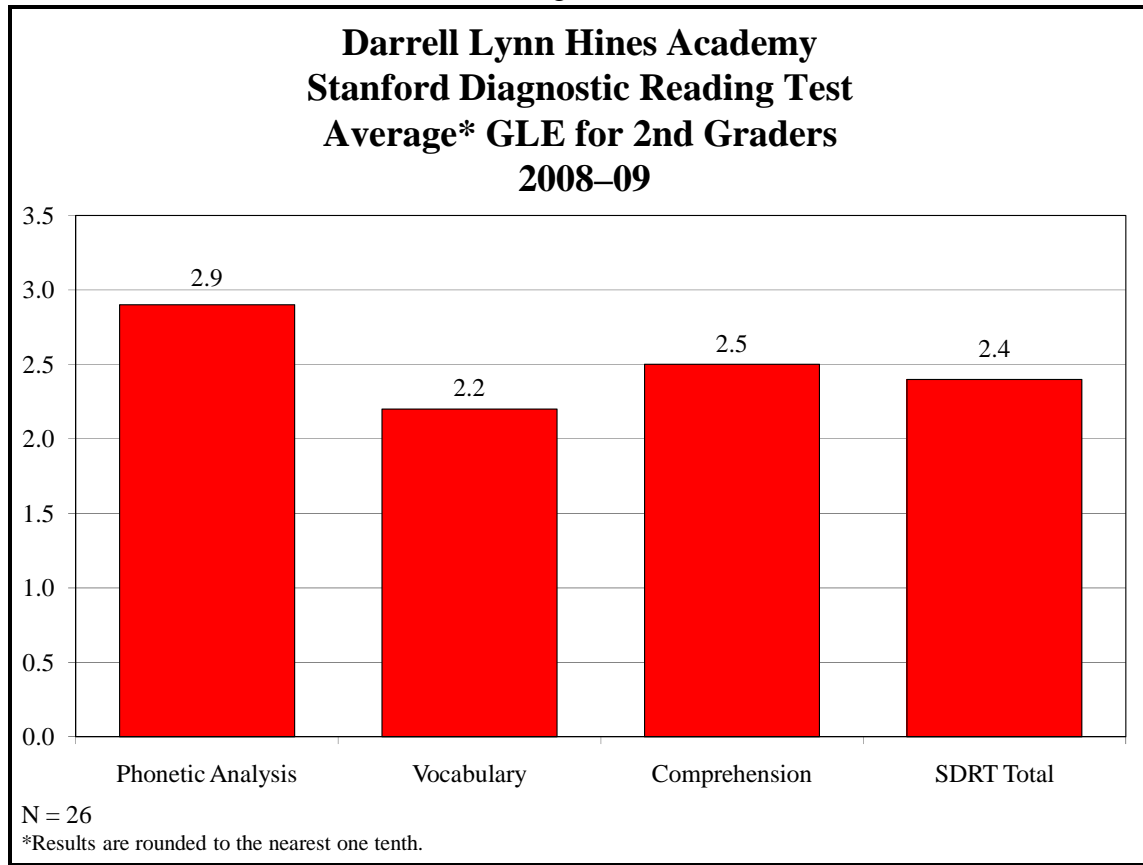


Table 6

**Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
GLE Range for 2nd Graders
2008–09
(N = 26)**

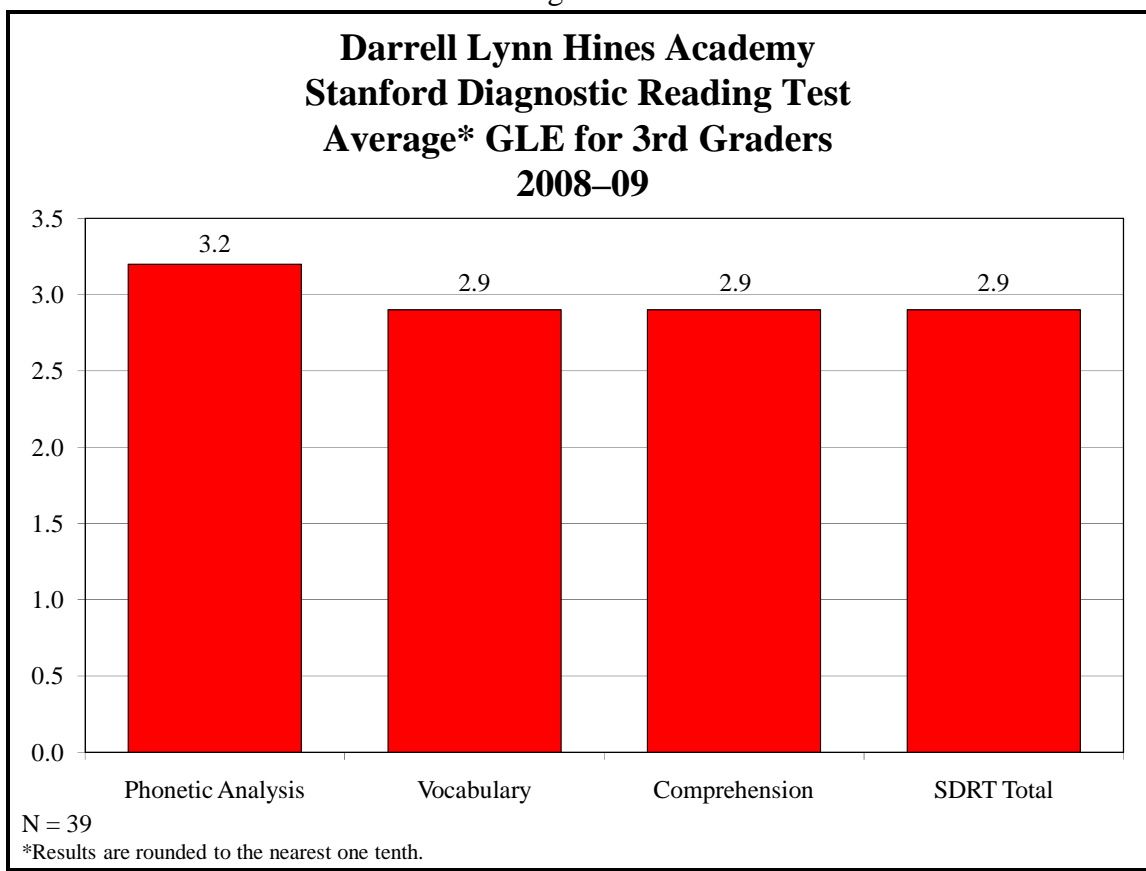
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.4	7.9	2.3
Vocabulary	K.5	4.2	2.1
Comprehension	1.2	3.6	2.5
SDRT Total	1.1	3.9	2.4

3. Standardized Tests for Third Graders

a. *SDRT for Third Graders*

Results from this year's SDRT, administered in April 2009, indicate that third graders were, on average, reading at second- to third-grade levels in the areas tested (see Figure 6 and Table 7).

Figure 6



<p style="text-align: center;">Table 7</p> <p style="text-align: center;">Darrell Lynn Hines Academy Stanford Diagnostic Reading Test GLE Range for 3rd Graders 2008–09 (N = 39)</p>			
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.9	10.8	3.2
Vocabulary	1.0	7.2	2.8
Comprehension	1.1	7.1	2.7
SDRT Total	1.3	7.1	2.9

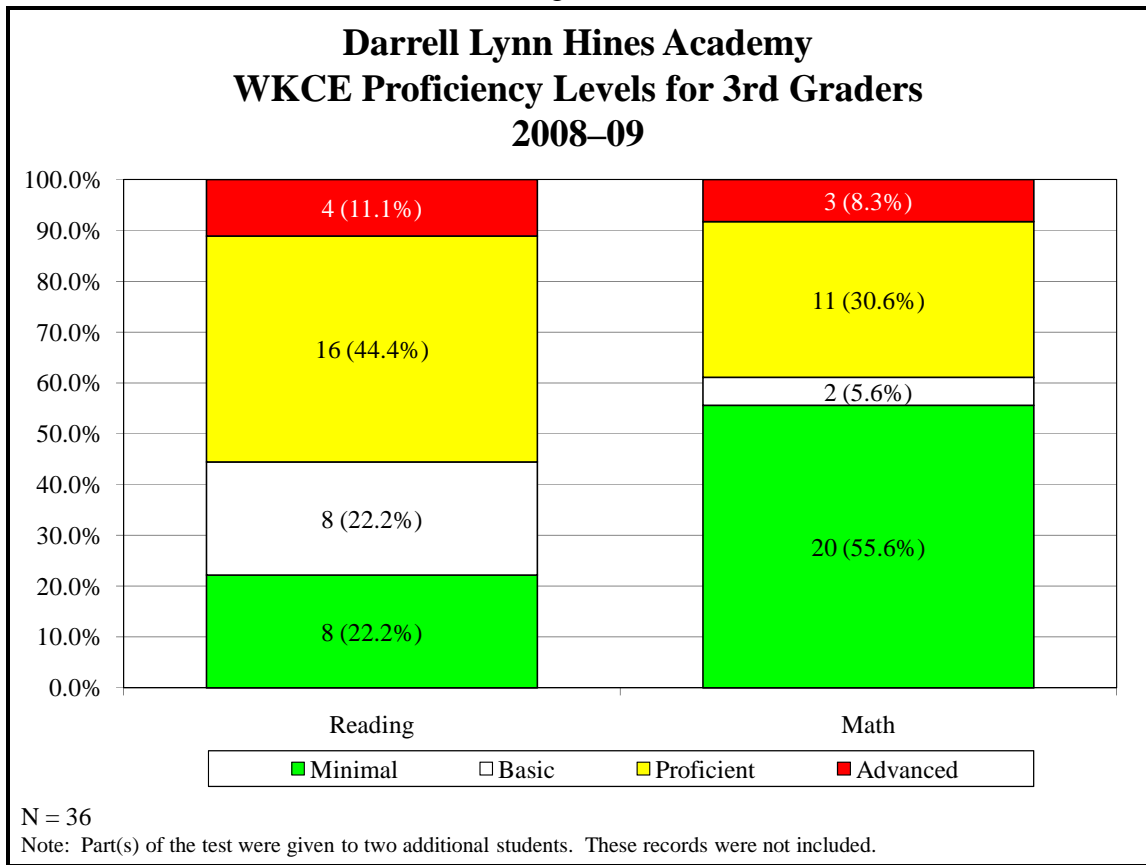
b. WKCE for Third Graders

Every year, the CSRC requires its charter schools to administer the WKCE to third graders. Based on how they scored on these assessments, students were placed in one of four proficiency categories: advanced, proficient, basic, and minimal performance.⁹ Results were used to assess third-grade reading and math skills, as well as to provide scores against which to measure progress over multiple years. This year, the test was administered in October 2008.

⁹ *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills; *proficient*: demonstrates competency in the academic knowledge and skills; *basic*: demonstrates some academic knowledge and skills; and *minimal*: demonstrates very limited academic knowledge and skills.

As illustrated in Figure 7, 4 (11.1%) third graders scored advanced, 16 (44.4%) scored proficient, 8 (22.2%) scored basic, and 8 (22.2%) scored in the minimal proficiency level in reading. In math, 3 (8.3%) students scored advanced, 11 (30.6%) scored proficient, 2 (5.6%) scored basic, and 20 (55.6%) students scored minimal proficiency.

Figure 7



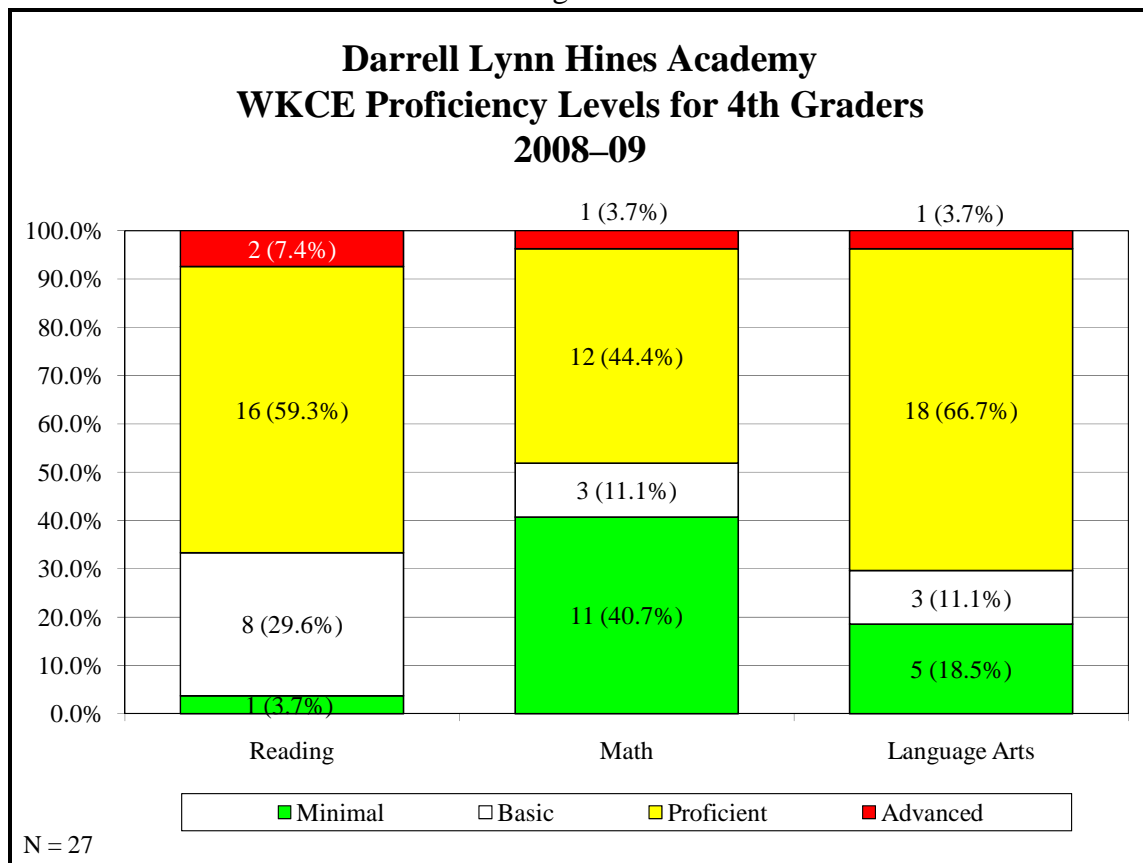
On average, students scored in the 26th percentile statewide in reading. This means that, on average, students scored higher than 26% of all third graders who took the WKCE this year. In math, students, on average, scored in the 23rd percentile.

4. WKCE for Fourth Graders

In October 2008, all fourth graders in Wisconsin public schools were given the WKCE. The WKCE for fourth graders consists of subtests in reading, math, language arts, science, and social studies. The CSRC requires that schools report student achievement on the WKCE in reading, language arts, and math for fourth graders.

The WKCE was administered to 27 fourth-grade students at DLHA. This year, in reading, 2 (7.4%) fourth graders scored advanced, 16 (59.3%) scored proficient, 8 (29.6%) scored basic, and 1 (3.7%) fourth grader scored in the minimal category. In math, 1 (3.7%) student exhibited advanced skills, 12 (44.4%) students scored proficient, 3 (11.1%) scored basic, and 11 (40.7%) students exhibited minimal skills. In language arts, 1 (3.7%) student was advanced, 18 (66.7%) were proficient, 3 (11.1%) had basic skills, and 5 (11.1%) students exhibited minimal skills (see Figure 8).

Figure 8



On average, students scored in the 29th percentile statewide in reading, the 24th in math, and the 33rd in language arts.

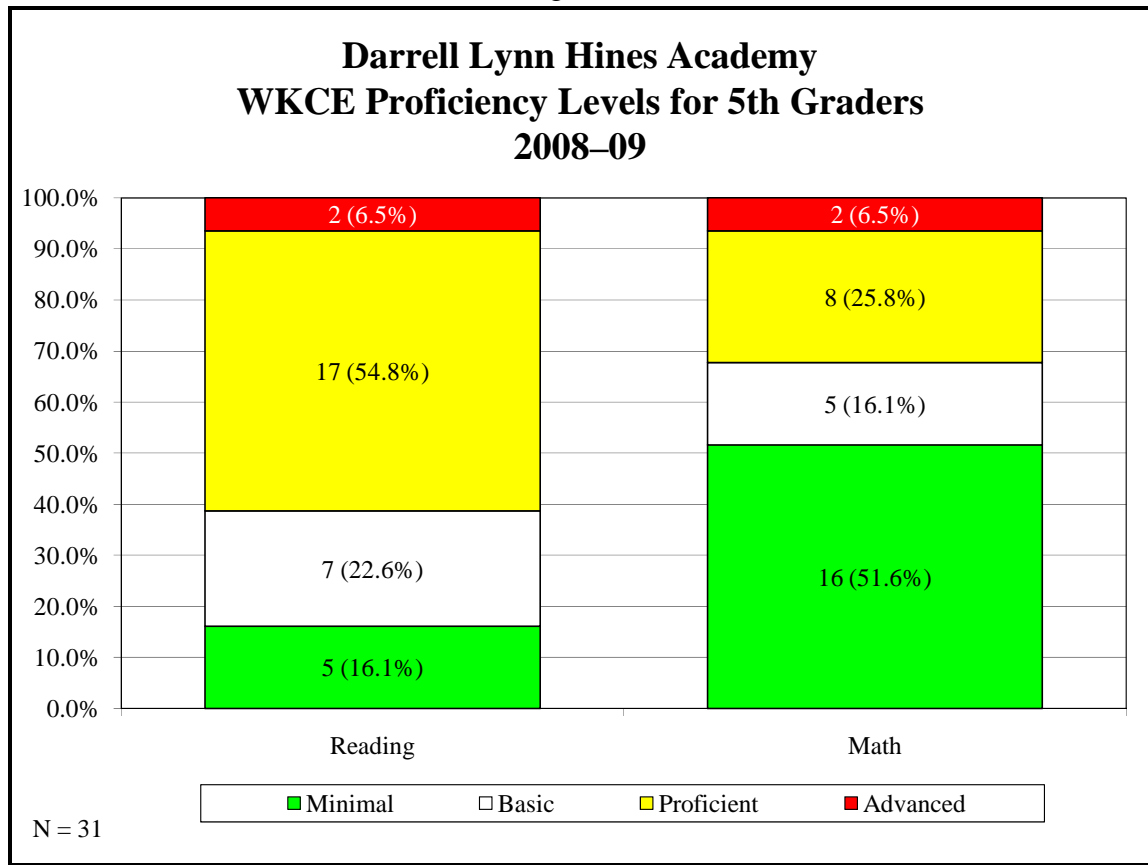
The final score from the WKCE is a writing score. The extended writing sample is evaluated using two holistic rubrics. A 6-point composition rubric evaluates students' ability to control purpose, organization, content development, sentence fluency, and word choice. A 3-point conventions rubric evaluates 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.

DLHA's fourth graders' writing scores ranged from 2.0 to 6.5. The average score was 4.2. The median score was 4.5, meaning half of students scored at or below 4.5 and half scored 4.5 to 6.5.

5. WKCE for Fifth Graders

As required by the CSRC, fifth graders were administered the WKCE reading and math subtests. The examinations were administered in October 2008 to 31 fifth-grade students. Results indicated that 2 (6.5%) fifth graders scored advanced, 17 (54.8%) were proficient, 7 (22.6%) scored basic, and 5 (16.1%) fifth graders scored in the minimal reading level. In math, 2 (6.5%) fifth graders scored advanced, 8 (25.8%) scored proficient, 5 (16.1%) scored basic, and 16 (51.6%) fifth graders scored in the minimal proficiency level (see Figure 9).

Figure 9

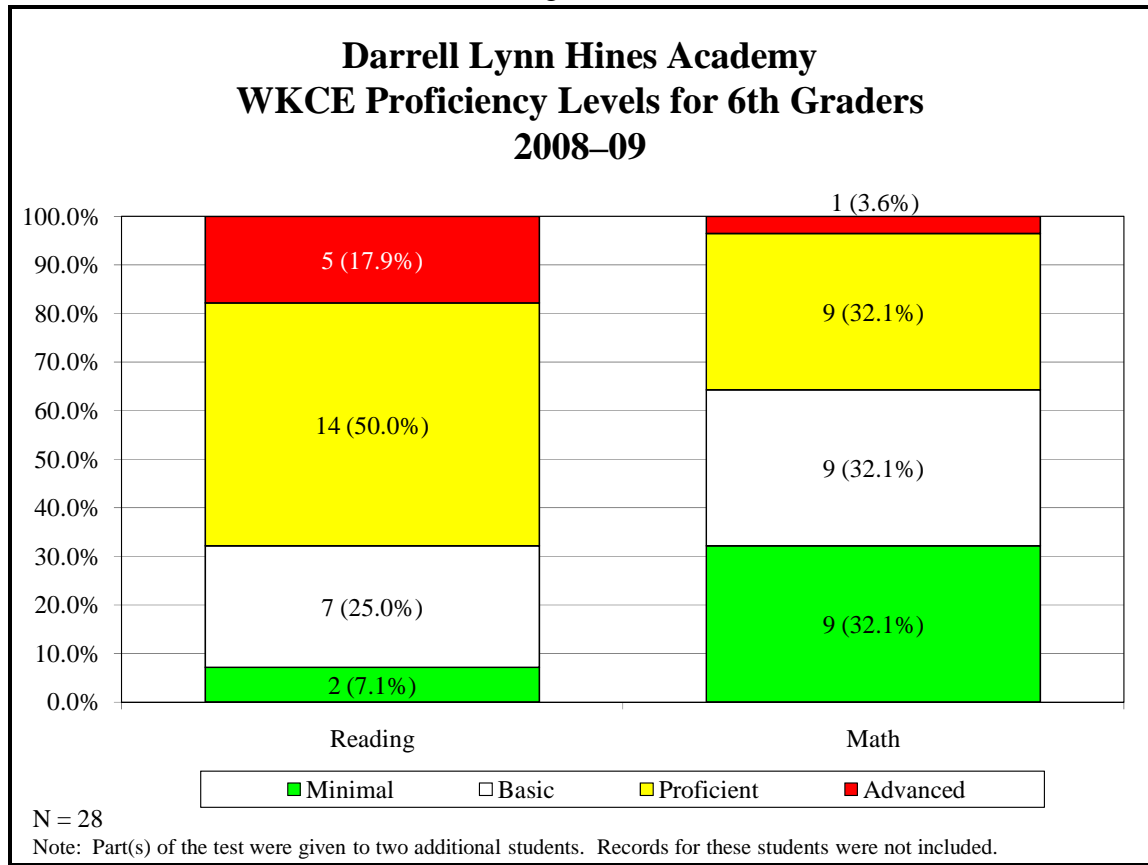


On average, students scored in the 28th percentile statewide in reading and the 20th percentile in math.

6. WKCE for Sixth Graders

Figure 10 illustrates proficiency levels for all sixth graders who took the WKCE in October 2008. Five (17.9%) scored advanced, 14 (50.0%) scored proficient, 7 (25.0%) scored basic, and 2 (7.1%) students scored minimal in reading. One (3.6%) student scored advanced, 9 (32.1%) scored proficient, 9 (32.1%) scored basic, and 9 (32.1%) students scored minimal in math (see Figure 10).

Figure 10

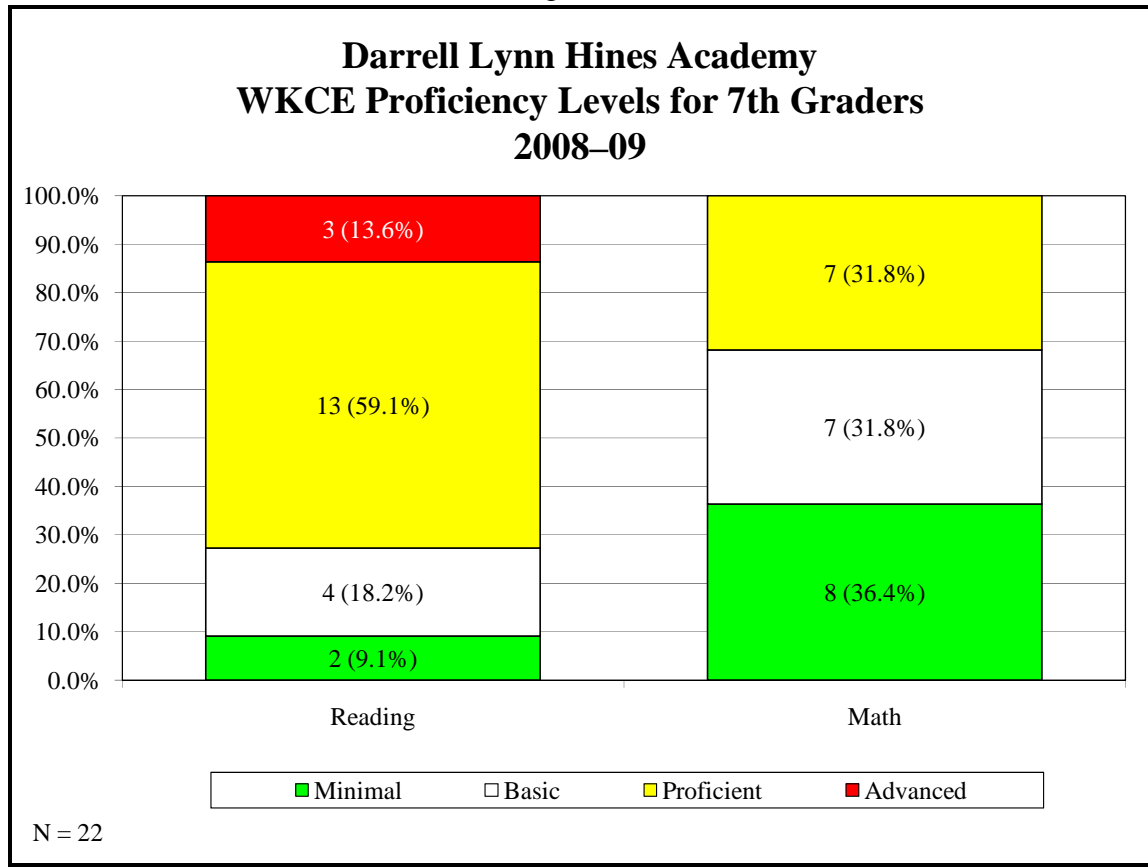


On average, students scored in the 34th percentile statewide in reading and the 23rd in math.

7. WKCE for Seventh Graders

Figure 11 illustrates the proficiency levels from the seventh-grade WKCE, administered in October 2008. In reading, 3 (13.6%) seventh graders scored advanced, 13 (59.1%) scored proficient, 4 (18.2%) scored basic, and 2 (9.1%) scored at the minimal reader level. In math, no seventh graders scored advanced, 7 (31.8%) scored proficient, 7 (31.8%) scored basic, and 8 (36.4%) seventh graders were at the minimal level in math.

Figure 11



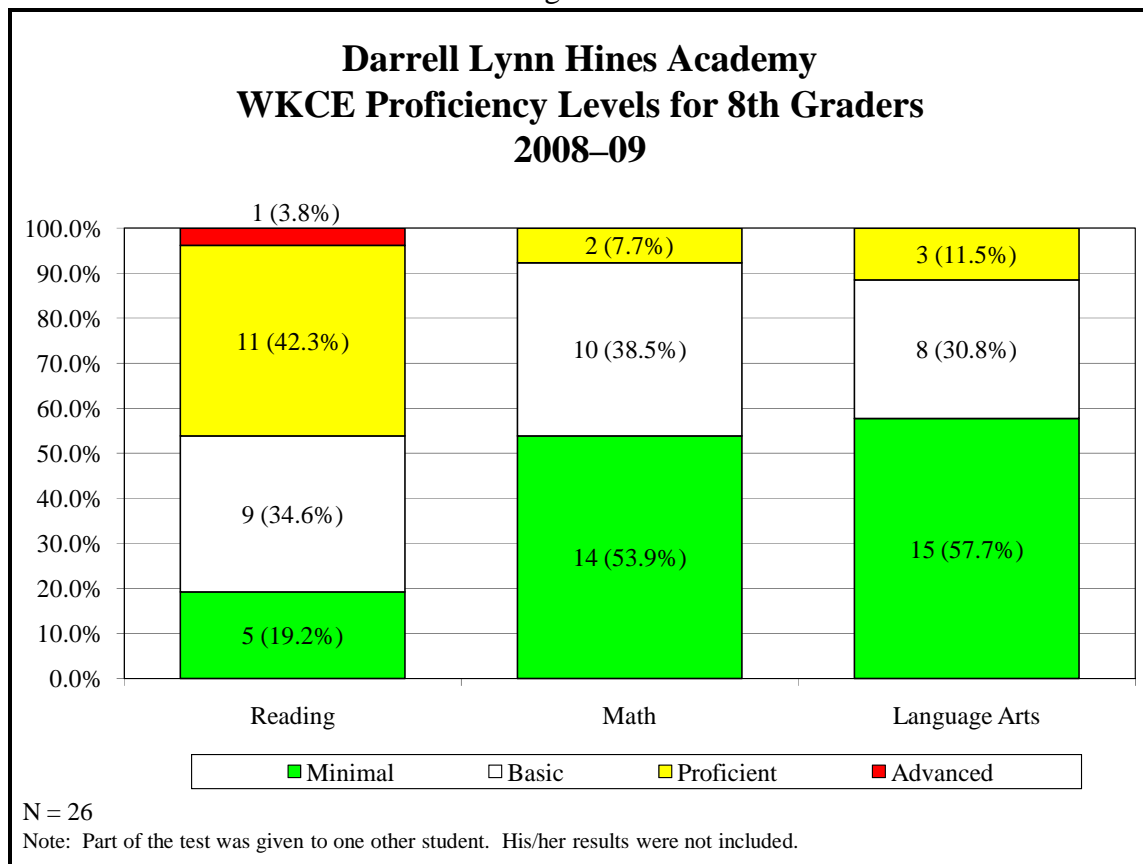
On average, students scored in the 27th percentile statewide in reading and the 20th percentile in math.

8. WKCE for Eighth Graders

Eighth graders were administered the WKCE in October 2008. The eighth-grade test consists of reading, math, language arts, science, and social studies. The CSRC requires that results be reported in reading, math, and language arts.

This year, the test was administered to 26 students. One (3.8%) eighth grader scored advanced, 11 (42.3%) scored proficient, 9 (34.6%) scored basic, and 5 (19.2%) scored minimal in reading. In math, no students scored advanced, 2 (7.7%) scored proficient, 10 (38.5%) scored basic, and 14 (53.9%) students scored at the minimal level. In language arts, no students scored advanced, 3 (11.5%) students scored proficient, 8 (30.8%) scored basic, and 15 (57.7%) students were at the minimal level (see Figure 12).

Figure 12



On average, eighth graders scored in the 16th percentile statewide in reading, the 11th percentile in math, and the 15th percentile in language arts.

Eighth graders are also assessed on an extended writing sample. The extended writing sample is assigned up to three points for punctuation, grammar, capitalization, and spelling, and up to six points for purpose, organization, content development, sentence fluency, and word choice. The maximum possible score is nine points.

This year, eighth graders' scores ranged from 2.5 to 5.0. The average score was 4.3, and the median score was 4.0.

F. Multiple-year Student Progress

Year-to-year progress is measured by comparing scores in reading, language, and math on standardized tests from one year to the next. The tests used to examine progress are the SDRT (reading only) and the WKCE.

The CSRC requires that multiple-year student progress in first through third grades be reported for all students tested in consecutive years. Progress for fourth through eighth graders is to be reported for students enrolled a full academic year (FAY), i.e., since September 21, 2007. In addition to reporting GLE growth for second and third graders, the CSRC requires that progress for students who met proficiency expectations during the prior year be reported separately from those who did not.

1. First Through Third Graders

First- through third-grade reading progress is measured using the SDRT. Results from this test are stated in GLE and do not translate into proficiency levels. The CSRC expects students to advance, on average, at least one GLE per year from spring-to-spring testing. Results in this section include all students who were administered the SDRT in consecutive years.

The following table describes reading progress results, as measured by the SDRT, over consecutive academic years for 22 students enrolled in the school as first graders in 2007–08 and then as second graders in 2008–09, and 23 students enrolled as second graders in 2007–08 and then as third graders in 2008–09.

Overall, SDRT totals indicated an average improvement of 0.9 GLE in reading from first to second grade and 0.9 GLE from second to third grade. The school did not meet the CSRC expectations for second graders or third graders (see Table 8).

Table 8				
Darrell Lynn Hines Academy				
Average GLE Advancement in Reading From 1st to 2nd and 2nd to 3rd Grade				
Based on SDRT				
SDRT Total 2007–08 to 2008–09	Average GLE 2007–08	Average GLE 2008–09	Median GLE Advancement	Average GLE Advancement
1st to 2nd (n = 22)	1.5	2.4	0.8	0.9
2nd to 3rd (n = 23)	2.1	3.0	0.7	0.9

Note: Results are rounded to the nearest tenth.

It is possible to compare SDRT results over two academic years for third-grade students who took the SDRT in 2006–07 as first graders to scores they earned as third graders in 2008–09. As illustrated, in 2006–07, first-grade students were reading at GLE and were able to maintain grade-level skills in 2008–09. Over two years, these students improved, on average, 1.6 GLE (see Table 18).

Table 9				
Darrell Lynn Hines Academy				
Average GLE Advancement From 1st to 3rd Grade				
Based on SDRT				
Reading	Average GLE 2006–07	Average GLE 2008–09	Median GLE Advancement	Average GLE Advancement
1st to 3rd (n = 20)	1.6	3.2	1.3	1.6

Note: Results are rounded to the nearest tenth.

2. Progress for Students Who Met Proficiency Level Expectations

The CSRC expects that at least 75.0% of the students who reached proficiency, i.e., proficient or advanced on the WKCE, in 2007–08 will maintain their status of proficient or above in 2008–09. As illustrated, 80.0% of students met this expectation in reading, exceeding the CSRC expectation, and 67.9% met this expectation in math, falling short of CSRC’s requirement (see Tables 10a and 10b). Note that in Table 10b, results from each grade could not be reported. However, three of the five grades were able to meet or exceed the CSRC expectation that at least 75.0% of students maintain proficiency in math (not shown).

Table 10a			
Darrell Lynn Hines Academy			
Reading Proficiency Level Progress			
for FAY Students Who Tested Proficient or Advanced in 2007–08			
Based on WKCE			
Grade	Students Proficient/Advanced in 2007–08	Students Maintained Proficient/Advanced in 2008–09	
		N	%
3rd to 4th	15	14	93.3%
4th to 5th	10	9	90.0%
5th to 6th	18	12	66.7%
6th to 7th	8	Cannot report due to N size	Cannot report due to N size
7th to 8th	9	Cannot report due to N size	Cannot report due to N size
Total	60	48	80.0%

Table 10b			
Darrell Lynn Hines Academy			
Math Proficiency Level Progress			
for FAY Students Proficient or Advanced in 2007–08			
Based on WKCE			
Grade	Students Proficient/Advanced in 2007–08	Students Maintained Proficient/Advanced in 2008–09	
		N	%
3rd to 4th	6	Cannot report due to N size	Cannot report due to N size
4th to 5th	7	Cannot report due to N size	Cannot report due to N size
5th to 6th	8	Cannot report due to N size	Cannot report due to N size
6th to 7th	2	Cannot report due to N size	Cannot report due to N size
7th to 8th	5	Cannot report due to N size	Cannot report due to N size
Total	28	19	67.9%

3. Progress for Students Who Did Not Meet Proficiency Level Expectations

The CSRC requires that student progress be examined separately for students who did not meet proficiency level expectations in 2007–08. Progress for first- through third-grade students is assessed using the SDRT. The SDRT results do not translate into proficiency levels. Therefore, CRC selected students who scored below GLE in 2007–08. It is expected that these students would improve more than one GLE. This year, there were six second graders and eight third graders who tested below grade-level expectations in the prior year as first and second graders. Combined, the average progress for these students was 0.8 GLE (see Table 11).

Table 11			
Darrell Lynn Hines Academy			
Reading Progress for Students Below GLE			
on 2007–08 SDRT			
Grade	Average GLE 2007–08	Average GLE 2008–09	Average GLE Advancement
1st to 2nd (n = 6)	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
2nd to 3rd (n = 8)	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
TOTAL (N = 14)	--	--	0.8

Analysis of scores from 2006–07 to 2008–09 (two academic years) indicated that there were four third graders who tested below GLE in 2006–07 as first graders. Due to the small size of this group, results over this two-year period could not be reported.

Progress for fourth through eighth graders is assessed using proficiency levels from the WKCE over two consecutive years. The CSRC expects students who scored minimal or basic on the 2007–08 test to progress at least one level or, if they scored in the same level, to progress within that level.¹⁰ The goal is that the rate of students showing progress this year should be higher than the rate from last year.

As illustrated in Table 12, 61.8% of FAY students who were below proficiency improved at least one proficiency level or advanced a quartile within their reading proficiency level. Last year (2007–08), 52.1% of students showed progress. The school has therefore exceeded this expectation.

Table 12					
Darrell Lynn Hines Academy					
Reading Proficiency Level Progress					
for FAY Students Minimal or Basic in 2007–08					
Based on WKCE					
Grade	# Students Minimal/Basic in 2007–08	# Students Who Advanced One Proficiency Level	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level	Total Advancement	
				N	%
3rd to 4th	6	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
4th to 5th	10	3	1	4	40.0%
5th to 6th	5	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
6th to 7th	4	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
7th to 8th	9	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
Total	34	16	5	21	61.8%

¹⁰ To examine whether or not students who remained within the same level, e.g., minimal in 2007–08 and minimal in 2008–09, CRC used the scale score thresholds used by the DPI to establish proficiency levels. The basic and minimal levels were then equally divided into quartiles, and CRC determined whether or not a student had progressed one or more quartiles.

Proficiency level progress in math is described in Table 13. As illustrated, 45.5% of students who did not meet proficiency level expectations, i.e., scored minimal or basic, in 2007–08, either advanced one proficiency level (n = 23) or if they did not advance a level, improved at least one quartile within their level (n = 7). This compares to 30.6% who were able to improve scores last year (2007–08), exceeding the CSRC expectation.

Table 13					
Darrell Lynn Hines Academy					
Math Proficiency Level Progress for					
FAY Students Minimal or Basic in 2007–08					
Grade	# Students Minimal/Basic in 2007–08	# Students Who Advanced One Proficiency Level	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level	Total Proficiency Level Advancement	
				N	%
3rd to 4th	15	6	2	8	53.3%
4th to 5th	13	2	0	2	15.4%
5th to 6th	15	5	0	5	33.3%
6th to 7th	10	6	2	8	80.0%
7th to 8th	13	4	3	7	53.9%
Total	66	23	7	30	45.5%

G. Annual Review of the School’s Adequate Yearly Progress

1. Background Information¹¹

State and federal laws require the annual review of school performance to determine student academic achievement and progress. Annual review of performance required by the federal No Child Left Behind Act is based on the test participation of all students enrolled, a required academic indicator (either graduation or attendance rate), and the proficiency rate in reading and mathematics. Science achievement is also considered in some instances.

In Wisconsin, DPI releases an annual review of school performance for each chartered school with information about whether that school has met the criteria for each of the four

¹¹ This information is taken from the DPI website: www.dpi.state.wi.us/sifi/AYP_Summary.

required adequate yearly progress (AYP) objectives. If a school fails to make AYP for two consecutive years in the same objective, the school is designated as “identified for improvement.” Once designated as “identified for improvement,” the school must meet the annual review criteria for two consecutive years in the same objective to be removed from this designation.

The possible school status designations are as follows:

- “Satisfactory,” which means the school is not in improvement status.
- “School Identified for Improvement” (SIFI), which means the school has not met AYP for two consecutive years in the same objective.
- SIFI Levels 1–5, which means the school missed at least one of the AYP objectives and is subject to the state requirements and additional Title I sanctions assigned to that level.
- SIFI Levels 1–4 Improved, which means the school met AYP in the year tested but remains subject to sanctions due to the prior year. AYP must be met for two consecutive years in that objective to be removed from “improvement” status and returned to “satisfactory” status.
- Title I status, which identifies if Title I funds are directed to the school. If so, the schools are subject to federal sanctions.

2. Adequate Yearly Progress Review Summary

According to DLHA’s *Adequate Yearly Progress Review for 2008–09*, published on the DPI’s website, DLHA met all four of the AYP objectives: test participation, attendance, reading, and mathematics.¹²

The school received a “satisfactory” status for all four objectives and therefore met the AYP requirements. The DLHA’s improvement status remains “satisfactory.”

¹² For a copy of DLHA’s Annual Review of School Performance, see www.dpi.state.wi.us/sifi/AYP_Summary.

IV. SUMMARY/RECOMMENDATIONS

A. Contract Compliance

This report covers the seventh year that DLHA has operated as a City of Milwaukee–chartered school. For the 2008–09 academic year, DLHA has met nearly all of its education-related contract provisions. The provisions not met were the following:

- That second- and third-grade students advance at least 1 GLE in reading (actual: 0.9 GLE);
- That second- and third-grade students with below-grade-level 2007–08 scores in reading advance more than 1 GLE in reading (actual: 0.8 GLE); and
- That at least 75% of fourth- to eighth-grade students proficient or advanced in math the previous year maintain their proficiency (actual: 67.9%).

B. Education-related Findings

- Average student attendance was 93.4%, exceeding the school’s goal of 90.0%.
- Parents of all students enrolled at the time of each of the two scheduled family-teacher conferences attended, meeting DLHA’s goal.

C. Local Measure Results

Results of DLHA’s local measures of academic progress indicated the following.

- Of 52 kindergarten and first-grade students, 43 (82.7%) either met or exceeded math expectations from the first to the sixth marking periods.
- Fall to spring MAP scores for second- through eighth-grade students were as follows:
 - » In reading, 52.1% met target scores;
 - » In math, 61.3% met target scores; and
 - » In language arts, 53.2% met target scores.

- Of the school's 255 students, 148 (58.0%) demonstrated proficient or advanced proficiency levels in writing using the Six Traits of Writing as a framework for each grade level.
- Of the 31 students with active IEPs, 27 (87.1%) demonstrated progress on at least one goal.

D. Standardized Test Results

The April 2009 SDRT results indicate the following:

- First graders were, on average, reading at 1.6 GLE overall;
- Second graders were reading at 2.4 GLE; and
- Third graders were reading at 2.9 GLE overall.

The WKCE reading and math results are summarized in Figures 13 and 14.

Figure 13

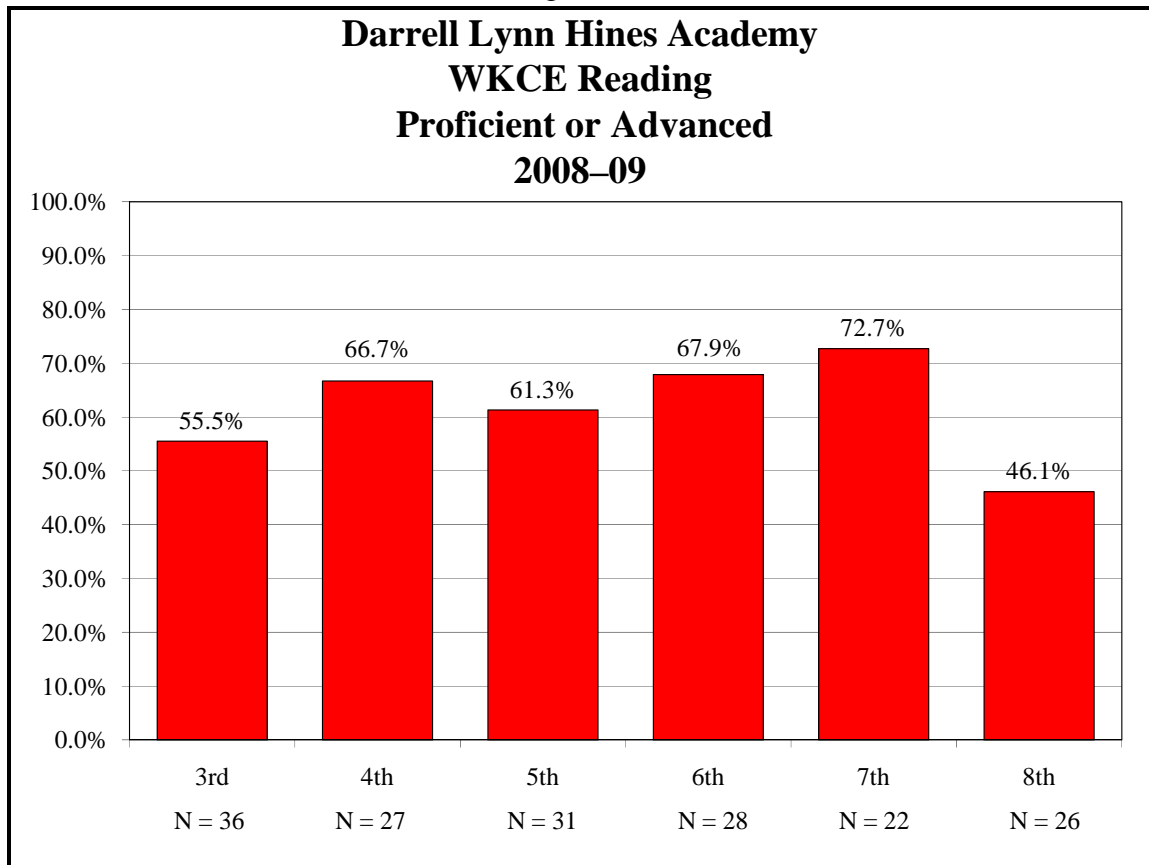
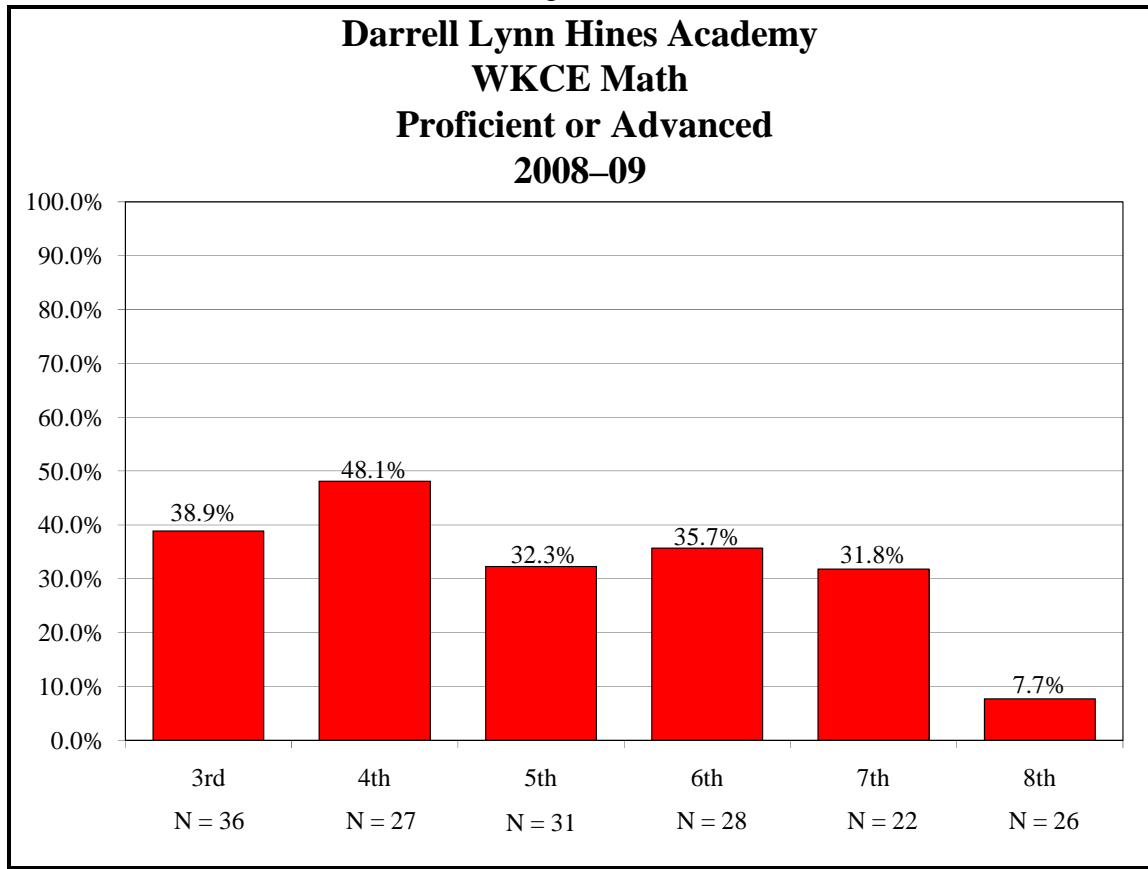


Figure 14



E. Multiple-year Advancement Results

- Second and third graders advanced an average of 0.9 GLE, falling short of the CSRC’s expectation of 1.0 GLE.
- Of 60 fourth through eighth graders, 48 (80.0%) maintained a proficient or advanced level in reading, exceeding the CSRC’s expectation of at least 75.0%.
- Of 28 fourth through eighth graders, 19 (67.9%) maintained a proficient or advanced level in math, falling short of the CSRC’s expectation of at least 75.0%.
- Second- and third-grade students who scored below grade-level expectations in reading using the 2007–08 SDRT advanced, on average, 0.8 GLE, short of the CSRC’s expectation of more than 1.0 GLE.
- Of the students testing below proficiency in the fall of 2007:
 - » Of 34 fourth through eighth graders, 61.8% either advanced one proficiency level or one quartile within the previous year’s proficiency level in reading. This exceeded the goal of 52.1% who advanced last year.

- » Of 66 fourth through eighth graders, 45.5% either advanced one proficiency level or one quartile within the previous year's proficiency level in math. This exceeded the goal of 30.6% who advanced last year.

F. Recommendations

After reviewing the information in this report and considering the information gathered during the administration interview in May 2009, CRC and the school jointly recommend that the focus of activities for the 2008–09 school year should be to continue to differentiate instruction based on student's needs by conducting the following activities:

- Train new teachers on how to differentiate instruction for all students;
- Use the MAP results more effectively, especially by obtaining the third level of training geared toward differentiation; and
- Continue the student and teacher support process, e.g., providing extra reading and math support.

Appendix A

Contract Compliance Chart

Darrell Lynn Hines Academy

**Overview of Compliance for Education-related Contract Provisions
2008–09**

Section of Contract	Education-related Contract Provision	Report Page Number	Contract Provisions Met or Not Met?
Section B	Description of educational program: student population served.	pp. 3–7	Met.
Section I,V	Education program of at least 180 days (including five banked and two organization days).	p. 9	Met.
Section C	Educational methods.	pp. 1–4	Met.
Section D	Administration of required standardized tests.	pp. 23–36	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. 15–22	Met.
Section D and subsequent memos from the CSRC	Academic criteria #2: Year-to-year achievement measure.		
	a. 2nd- and 3rd-grade students: advance average of one GLE in reading.	a. pp. 36–37	a. Not met.*
	b. 4th- to 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency level.	b. pp. 38–39	b. Met. 80.0% maintained proficiency in reading.
	c. 4th- to 8th-grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	c. pp. 38–39	c. Not met. 67.9% maintained proficiency in math.
Section D	Academic criteria #3:		
	a. 2nd- and 3rd-grade students with below grade-level 2007–08 scores in reading: advance more than one GLE in reading.	a. pp. 39–40	a. Not met.**
	b. 4th- to 8th-grade students below proficient level in 2007–08 reading test: increase the percentage of students who have advanced one level of proficiency or to the next quartile within the proficiency level range, i.e., >52.1%.	b. p. 40	b. Met. 61.8% of 34 students advanced this year, compared to 52.1% last year.
	c. 4th- to 8th-grade students below proficient level in 2007–08 math test: increase the percentage of students who have advanced one level of proficiency or to the next quartile within their proficiency level range, i.e., >30.6%.	c. p. 41	c. Met. 45.5% of 66 advanced this year, compared to 30.6% last year.
Section E	Parental involvement.	pp. 9–10, 14	Met.
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 7–8	Met.
Section I	Pupil database information.	pp. 5–6	Met.
Section K	Disciplinary procedures.	p. 11	Met.

*2nd and 3rd graders with comparison 1st-grade SDRT scores advanced, on average, 0.9 GLE.

**2nd and 3rd graders below grade level last year advanced, on average, 0.8 GLE.

Appendix B

Student Learning Memorandum

To: Children's Research Center
From: Darrell Lynn Hines College Preparatory Academy Of Excellence
Re: Student Learning Memorandum for the 2008–09 School Year
Date: October 16, 2008

The following procedures and outcomes will be used for the 2008–09 school year to monitor the educationally related activities described in the Darrell Lynn Hines College Preparatory Academy of Excellence's charter school contract with the City of Milwaukee. The data will be provided to the Children's Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee. Data will be reported in a spreadsheet or database that includes each student's ID number(s). The spreadsheet or database should include all students enrolled at any time during the school year and each student's race/ethnicity and gender.

Attendance

The school will maintain an average daily attendance rate of 90.0%. Attendance rates will be reported as present, excused absence, or unexcused absence.

Enrollment

The school will record the enrollment date for every student. Upon admission, individual student information, including gender and race/ethnicity, 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

On average, parents will participate in at least two of the 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 Individual Education Program (IEP) team assessment, assessment outcome, IEP completion date, IEP review dates, and any reassessment results.

Students who have active IEP's will demonstrate progress toward meeting their IEP goals at the time of their annual review or re-evaluation. Progress will be demonstrated by reporting the number of sub-goals toward each annual goal on the IEP that have been met. Please note that ongoing student progress on 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

On average, students in K5 and first grades will exhibit a grade of 2 or better or show one or more levels of progress between the first and sixth marking periods in mathematics.

Students from second through eighth grades will demonstrate progress in reading, language arts, and mathematics on the Measures of Academic Progress (MAP) tests administered in the fall and

again in the spring.¹³ The school's goal for this academic year is that 51% of the students will meet their target RIT score in each area (reading, language arts and mathematics) as reported on their Spring, 2009 MAP test results. The outcomes for this item will be used as a baseline for future progress goals.¹⁴

Writing

By the end of the sixth marking period, students will demonstrate a grade appropriate writing piece using the 6 traits - writing rubric that corresponds with the student's respective grade level. Grading of the writing piece will be scored based on the 6-trait writing rubric. Students will be scored in the following way:

- Minimal
- Basic
- Proficient
- Advanced

Academic Achievement: Standardized Measures

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

CSRC Expectations:

On average, 2nd and 3rd grade students will demonstrate a minimum increase of one grade level on the SDRT as measured by the year to year SDRT scores. Students who initially test below grade level on the SDRT will demonstrate more than one grade level gain.

At least 75.0% of the students who were proficient or advanced on the Wisconsin Knowledge and Concepts Examination – Criterion Referenced Test (WKCE – CRT) in 2007–08 will maintain their status of proficient or above.

More than 51.2% of the fourth through eighth grade students who tested below proficient (basic or minimal) on the WKCE – CRT in reading in 2007-08 will improve a level or move at least one quartile within their level

More than 30.6% of the fourth through eighth grade students who tested below proficient (basic or minimal) on the WKCE –CRT in mathematics in 2007-08 will improve a level or move at least one quartile within their level.

Grades 1, 2, & 3 **Stanford Diagnostic Reading Test** will be administered each spring between March 15th and April 15th. The first year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent years.

¹³ In addition to fall and spring testing, all second through eighth grade students will be assessed using the MAP in January 2008 to inform classroom instruction.

¹⁴ Data for reading, language arts and mathematics to be submitted for each student by grade level will include: fall 08 RIT score, fall 2008 Standard Error, spring 2009RIT; spring 2009 Standard Error, Growth Standard Error, spring 2009 Target Growth, Spring 2009 Target RIT, Growth Target met, and Growth Target Index.

Grades 3,4,5,6,7,8 Wisconsin Knowledge Concept Examination – Criterion Referenced Test will be administered on an annual basis in the timeframe identified by the Wisconsin Department of Public Instruction. The WKCE – CRT reading subtest will provide each student with a proficiency level via a scale score in reading, and the WKCE – CRT math subtest will provide each student with a proficiency level via a scale score in math.

Appendix C

Trend Information

**Darrell Lynn Hines College Preparatory Academy of Excellence
Trend Information**

Table C1					
Darrell Lynn Hines Academy Enrollment					
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	288	--
2008-09	281	11	15	277	267* (95.0%)

*This is the first year CSRC required that retention rate be included in this report.

Figure C1

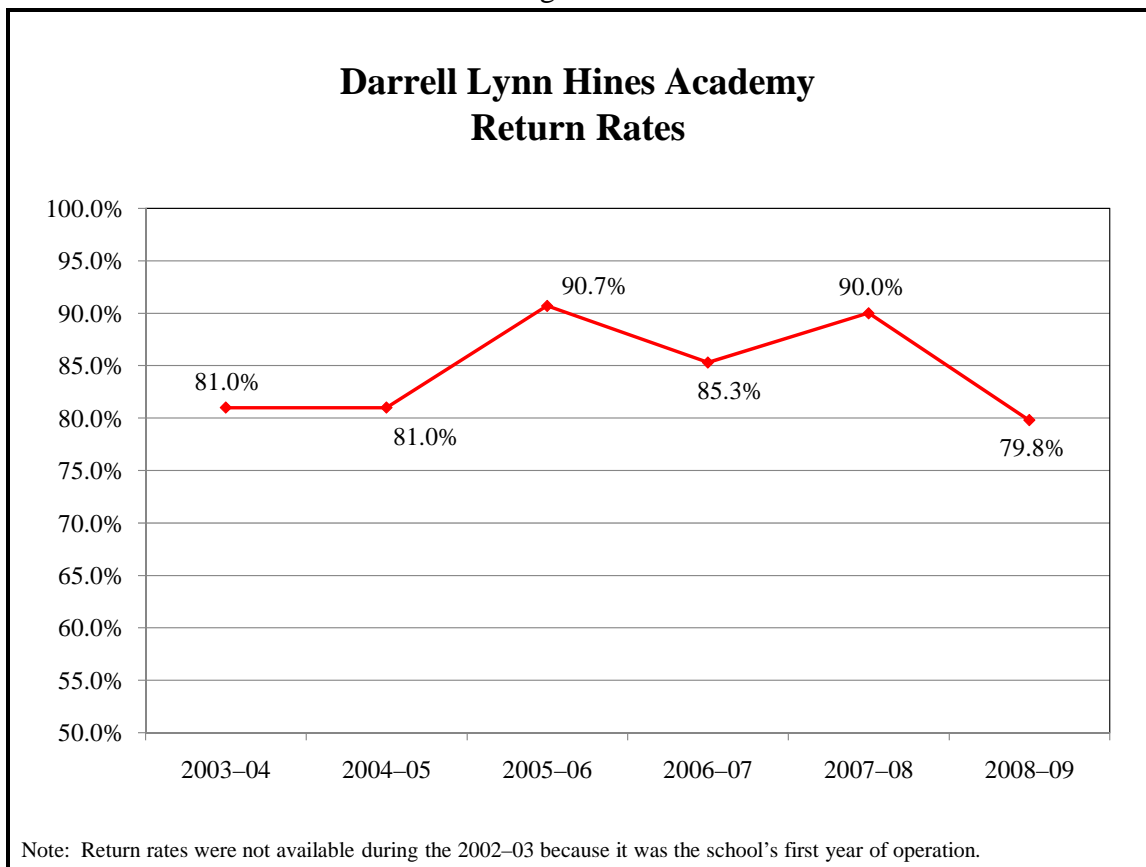


Figure C2

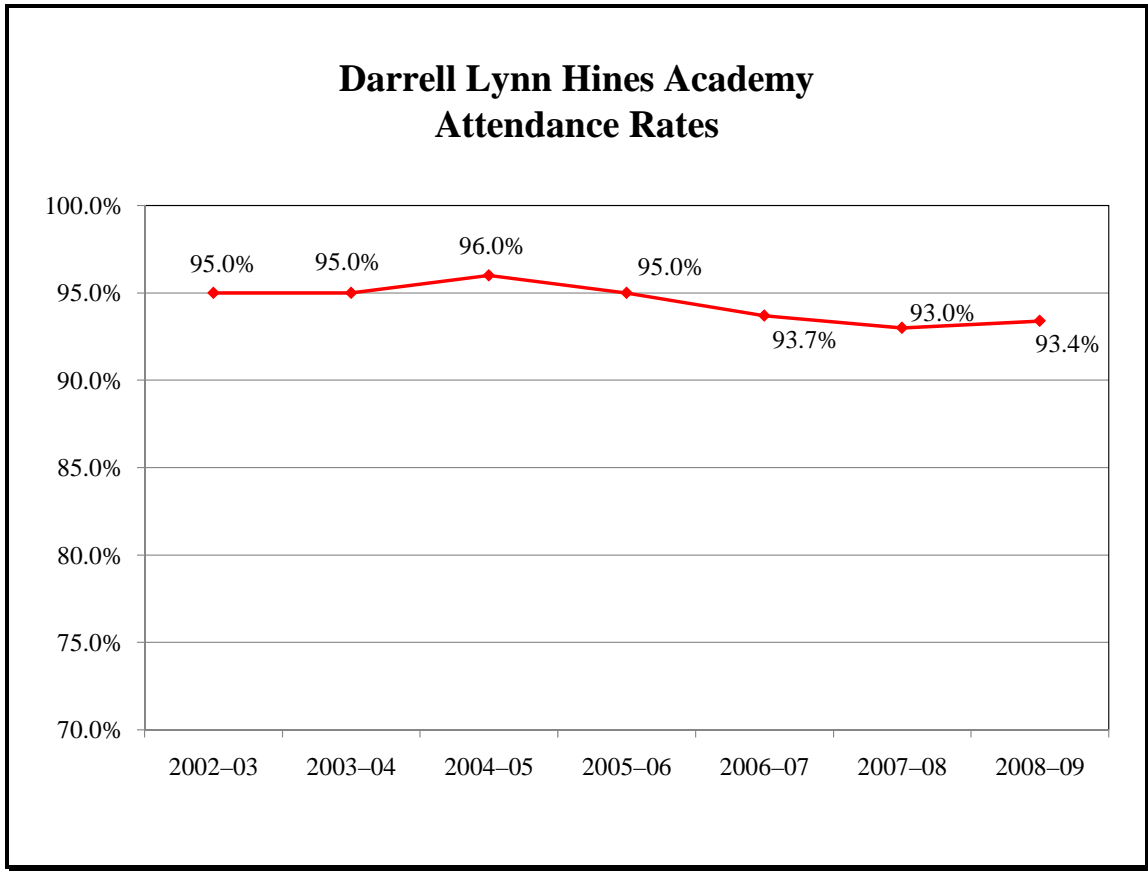


Figure C3

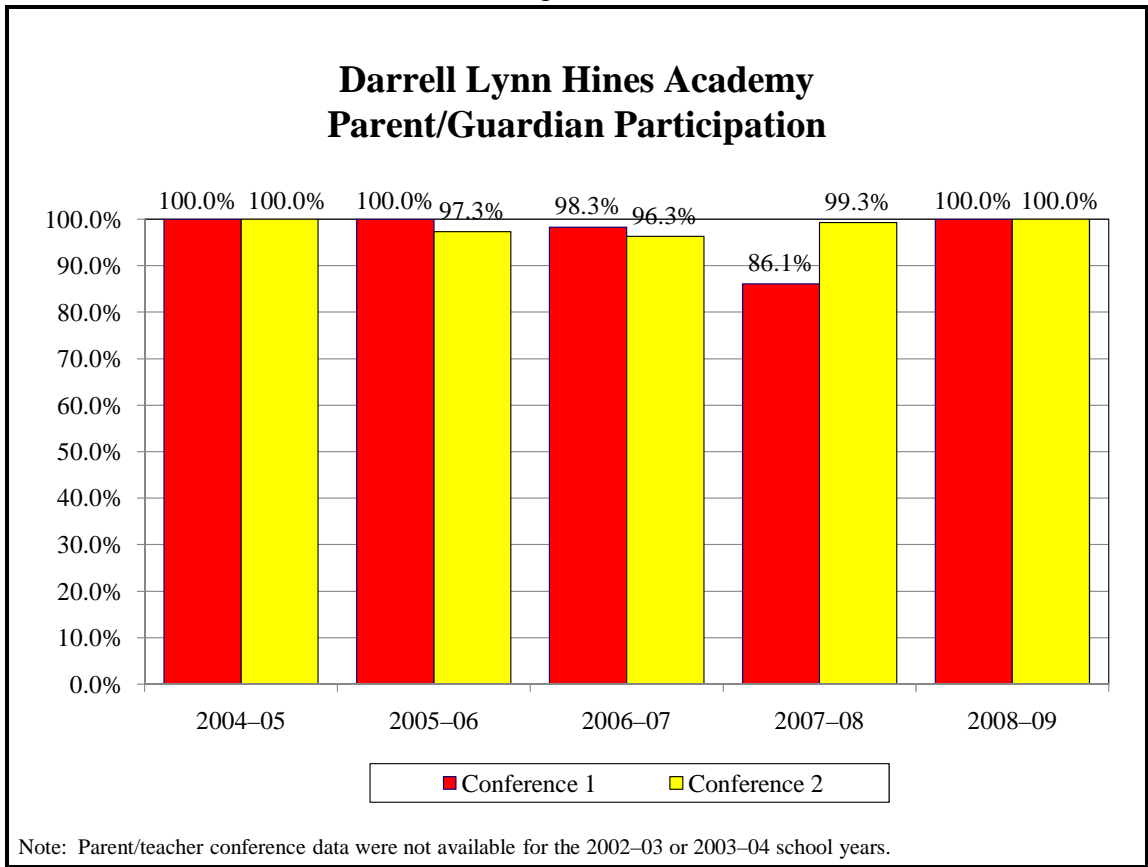


Table C2		
Darrell Lynn Hines Academy		
Stanford Diagnostic Reading Test Year-to-year Progress		
Average Grade Level Advancement		
Grades 1–3		
School Year	N	Average Grade Level Advancement
2004–05	38	0.9
2005–06	41	1.0
2006–07	46	0.5
2007–08	52	0.7
2008–09	45	0.9

Note: SDRT scores were not calculated the same way during the 2002–03 and 2003–04 school years. Therefore, data for those years are not included in this table.

Table C3		
Darrell Lynn Hines Academy		
WKCE Year-to-year Progress		
Students Who Remained Proficient or Showed Advancement		
Grades 4–8		
School Year	Reading	Math
2005–06	72.7%	64.2%
2006–07	82.2%	73.1%
2007–08	83.8%	76.7%
2008–09	80.0%	67.9%

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.

Table C4		
Darrell Lynn Hines Academy		
WKCE Year-to-year Progress		
Students Who Were Minimal or Basic and Showed Improvement		
Grades 4–8		
School Year	Reading	Math
2005–06	54.8%	54.8%
2006–07	71.2%	68.4%
2007–08	52.1%	30.6%
2008–09	61.8%	45.5%