

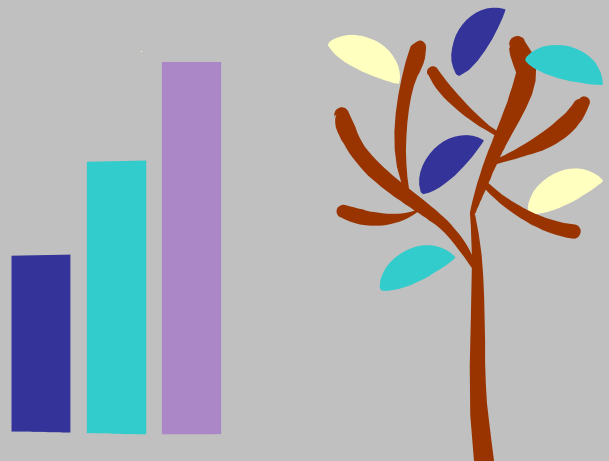
Darrell Lynn Hines College Preparatory Academy of Excellence

Programmatic Profile and Educational Performance

2009–10 School Year

Report Date: August 2010

Prepared by:
Janice Ereth, Ph.D.
Susan Gramling
Theresa Healy



Children's Research Center

*A nonprofit social research agency and division of the National Council on Crime and Delinquency
426 S. Yellowstone Drive, Suite 250*

Madison, WI 53719

Voice (608) 831-1180 fax (608) 831-6446

www.nccd-crc.org

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Prepared for:
Darrell Lynn Hines College Preparatory Academy of Excellence
7151 North 86th Street
Milwaukee, WI 53224

EXECUTIVE SUMMARY
for
Darrell Lynn Hines College Preparatory Academy of Excellence
2009–10

This eighth annual report on the operation of Darrell Lynn Hines College Preparatory Academy of Excellence (DLH Academy) is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), DLH Academy staff, and the 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 2009–10 academic year, DLH Academy has met all but two of its education-related contract provisions. The provisions not met were the following:

- That second- and third-grade students advance at least 1.0 grade-level equivalent (GLE) in reading (actual: second graders advanced 1.0 GLE, third graders advanced 0.5 GLE);
- That more than 61.8% of students below proficient on the Wisconsin Knowledge and Concepts Examination (WKCE) in reading show advancement (actual: 45.7%).

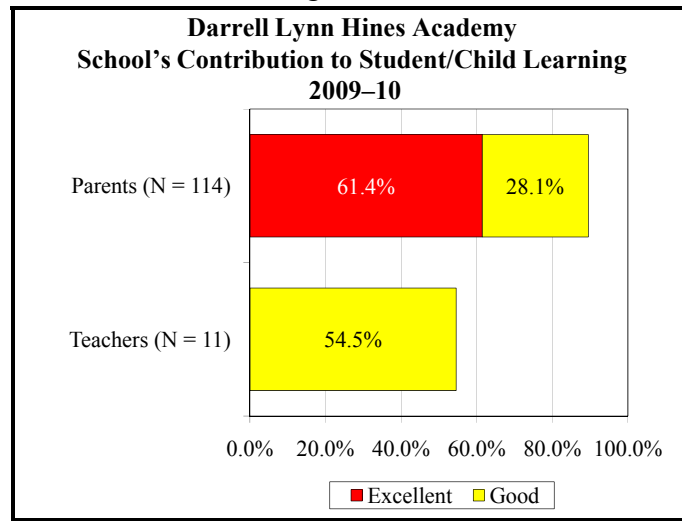
See Appendix A for an outline of specific contract provision compliance information, page references, and a description of whether or not each provision was met.

II. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

On a scale of excellent, good, fair, or poor, 89.5% of 114 parents rated the school’s contribution toward their child’s learning as good (28.1%) or excellent (61.4%).

Six (54.5%) of 11 teachers rated the school’s contribution toward student academic progress as good. No teachers rated the school’s contribution as excellent.

Figure ES1



- All 20 students interviewed indicated that they use computers at school; 19 of 20 said they have improved in reading.
- Four of five members of the board of directors interviewed indicated that the school's progress toward becoming an excellent school was good, while the other indicated the school's progress toward becoming an excellent school was excellent.
- Teachers suggested that revising the discipline policy would help improve the school.
- Board members mentioned increasing funding to add more seasoned staff as the main suggestion to improve the school.

III. PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Academic Progress

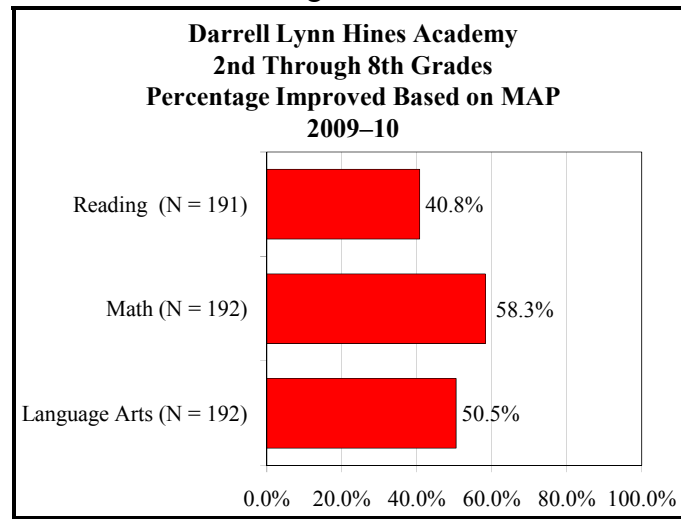
- Average student attendance was 92.1%, exceeding the school's goal of 90.0%.
- Parents of all students enrolled at the time of the two scheduled family-teacher conferences attended, meeting DLH Academy's goal.

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, 44 (88.0%) of 50 kindergarten and first-grade students either met or exceeded math expectations by scoring at least 85% mastery of Everyday Math concepts.
- This year, DLH Academy's local Measures of Academic Progress (MAP) testing for second- through eighth-grade students indicated that the following students met target scores in reading, math, and language arts, based on MAP tests (see Figure ES2).

Figure ES2



- In writing, 131 (53.0%) of 247 K5 through eighth-grade students demonstrated at least grade-level writing skills, based on the Six Traits of Writing rubric.
- Of the 33 students with active IEPs, 31 (93.9%) demonstrated progress on at least one goal.

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

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

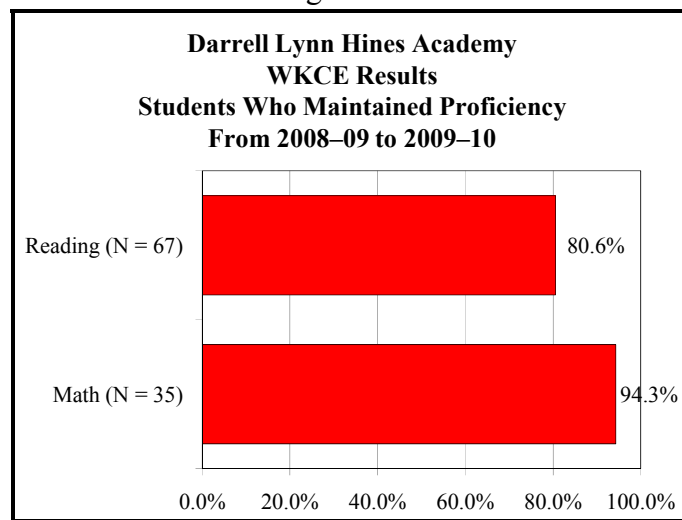
Multiple-year advancement results indicated that second graders progressed an average of 1.0 GLE and third graders progressed an average of 0.5 GLE in reading on the Stanford Diagnostic Reading Test (SDRT), for an average of 0.7 GLE growth from year to year. The school therefore

did not meet the CSRC's expectation of at least one year of advancement in reading for second and third graders.

There were only eight students who tested below GLE on the SDRT in 2008–09. Due to the small size of this cohort, year-to-year advancement for these students could not be included in this report.

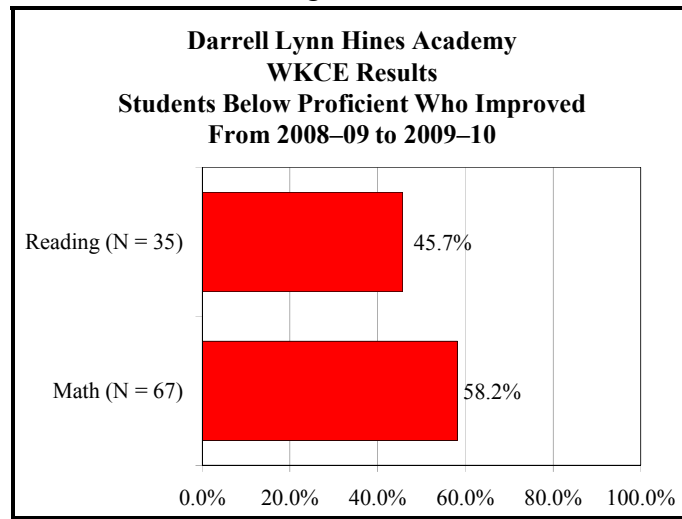
Multiple-year advancement results for fourth- through eighth-grade students who were proficient or advanced on the WKCE in 2008–09 indicated that the school exceeded the CSRC's expectation that at least 75.0% of these students would maintain their proficiency in reading and math (see Figure ES3).

Figure ES3



Multiple-year advancement results for fourth- through eighth-grade students who were below proficiency level expectations on their 2008–09 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 ES4). The expectation was that they would exceed last year's percentages, 61.8% in reading and 45.5% in math. The school met expectations in math but not in reading.

Figure ES4



C. Adequate Yearly Progress

DLH Academy 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 2008–09 programmatic profile and educational performance report. After reviewing the information in this report and considering the information gathered during the administration interview in May 2010, CRC and the school jointly recommend that the focus of activities for the 2010–11 school year should be to continue to differentiate instruction based on students’ needs by conducting the following activities:

- Implement more focused staff development, especially with newer staff, that specifically addresses the need for commitment to developing excellence.
- Increase the use of student-level data to inform teacher strategies and approaches to meet the needs of individual students.
- Increase the math block across all grade levels.
- Realign math standards so that the math curriculum adequately addresses the second- and third-grade standards.
- Target second- and third-grade students by introducing test-taking strategies and identifying enrichment activities to increase performance on the SDRT.
- Target second- and third-grade students with more intense phonics instruction.

I. INTRODUCTION

This is the eighth annual program monitoring report to address educational outcomes for the Darrell Lynn Hines College Preparatory Academy of Excellence (DLH Academy), 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 principal, 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. At the end of the school year, CRC conducted face-to-face interviews with a selection of students and teachers. CRC also interviewed six members of the school's board of directors. Parent surveys were distributed by the school at the spring parent conferences in March 2010. CRC made two attempts by telephone to gather survey information from parents who did not return a survey.
5. DLH Academy provided electronic and paper data to CRC. Data were compiled and analyzed at CRC.

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

II. PROGRAMMATIC PROFILE

Darrell Lynn Hines College Preparatory Academy of Excellence

Address: 7151 North 86th Street
Milwaukee, WI 53224

Telephone: (414) 358-3542

Executive Director: Barbara P. Horton

A. Description and Philosophy of Educational Methodology²

1. Mission and Philosophy

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

The school's Vision of Excellence has been and continues to be that all students will:

- Strive to achieve high academic standards;
- Model good character, strong values, and principles;
- Receive a quality K–8 college preparatory education; and
- Value diversity and multiculturalism.

2. Description of Educational Programs and Curriculum³

DLH Academy provided educational services to children in kindergarten (K4 and K5) through eighth grade during the 2009–10 academic year.

DLH Academy offers a transdisciplinary curriculum through the Primary Years Programme (PYP) of the International Baccalaureate (IB) Organization. Through the IB

² 2009–2010 *Student and Family Handbook*.

³ Information is taken from personal interviews, DLH Academy's 2009–10 *Student and Family Handbook*, its personnel policies manual, and Section II of DLH Academy's charter application for the 2002–03 academic year, which was subsequently incorporated into its contract with the City of Milwaukee.

curriculum, the students learn to profile all of the characteristics of educated international persons. They are taught to value diversity and celebrate multiculturalism.

In addition to reading/literacy, language arts, and math, DLH Academy offers instruction in science, Spanish, music, art, physical education, health, and research methods. K4 through fifth-grade students were included in the balanced literacy approach.⁴ A “Balanced Literacy” consultant visited the school twice a month to observe classes, provide feedback to the teachers, and assist with analyzing data. Spanish was taught to students in grades two through five, with some Spanish instruction for students in sixth grade. Students in sixth, seventh, and eighth grades received an added reading class and math enrichment class. Music and art were provided from K4 through fourth grade. Violin instruction was provided for students in grades K5 through two and general music was provided for grades K4, three, and four. Students in fifth through eighth grades were offered a variety of activities, such as African drumming, drumline, dance, gospel chorus, and computer club.

DLH Academy 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 opportunities for students to address their own work and teach others; and having students work beside an expert who models, encourages, and guides the students.
- The multiple intelligences model developed by Howard Gardner. This model includes eight intelligences characteristic of student learners: logical/mathematical, interpersonal, intrapersonal, linguistic, kinesthetic, spatial, musical, and naturalist. These intelligences are personal, interrelated, and interdependent. Multiple intelligence theory is used at DLH Academy as a learning style model.
- Transdisciplinary methods to integrate subject matter across themes.
- Promoting cohesiveness in learning by providing a central theme throughout the various subject areas.

⁴ The emphasis on Direct Instruction for the K4 through first-grade students was discontinued this year.

- The use of a “Balanced Literacy” program for K4 through fifth-grade students. Balanced literacy includes graded reading and leveled books.
- The use of Everyday Math to develop math skills for kindergarten through sixth-grade students and Saxon Math for seventh- and eighth-grade students.
- The use of the Measures of Academic Progress (MAP) program in reading and math to monitor student progress and assist teachers with strategies to meet the needs of individual students.

In addition to academic subjects, DLH Academy provides opportunities for students to learn and be involved in community service projects.

The school provided an extended care program. Under this program, students could come to school as early as 7:00 a.m. for no charge and stay at school until 6:00 p.m. Parents were responsible for transportation and paid a fee for the afterschool care. Parents also had the option of using emergency drop-off, which allowed parents to bring their child to school early on occasion. 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.

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

B. Student Population

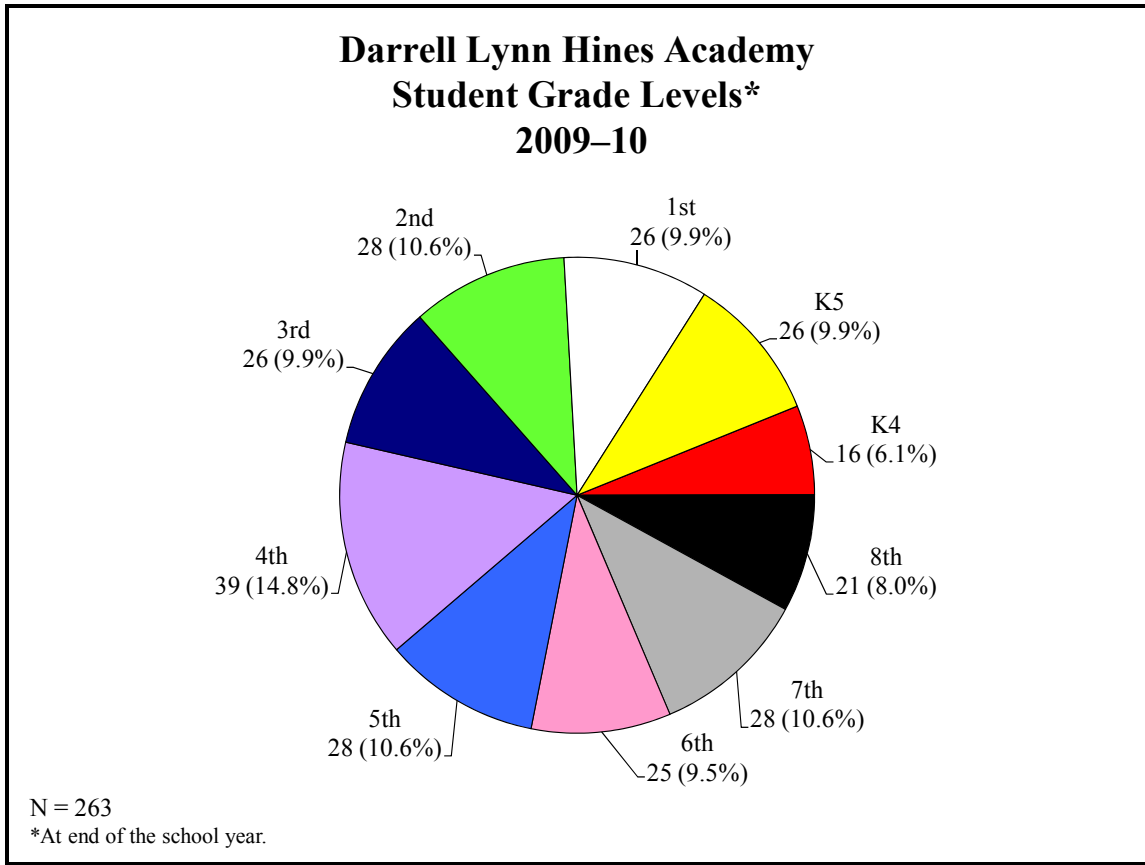
At the beginning of the year, there were 289 students, ranging from K4 through eighth grade, enrolled in DLH Academy.⁵ Seven students enrolled after the school year started and 33 students withdrew from the school prior to the end of the year. Reasons for withdrawing included the following: 17 students were dissatisfied with the school program, 7 students moved away, 7 left because of transportation issues, 1 left due to medical reasons, and 1 student left for unspecified reasons. Three students withdrew from K4, 4 from K5, 3 from first, 3 from second, 4 from third grade, 3 from fourth, 2 from fifth, 5 from sixth, and 6 from eighth grade. Six of the students who withdrew had special education needs. Of the 289 students who started the year at the school, 258 remained enrolled at the end of the year. This is an 89.3% retention rate.

At the end of the year, there were 263 students enrolled at DLH Academy. They can be described as follows:

- Most (252, or 95.8%) of the students were African American, 8 (3.0%) students were Asian, 2 (0.8%) were White, and 1 (0.4%) student was Hispanic;
- There were 149 (56.7%) girls and 114 (43.3%) boys;
- Thirty-nine students had special education needs. Twelve students had special needs in speech/language (SP/L), 6 had learning disabilities (LD), 5 had learning disabilities with speech and language (SP/L/LD) disabilities, 3 had emotional/behavioral disorder (EBD), 2 had cognitive disability (CD), 1 had SP/L/SDD, and 1 student had SP/L with occupational therapy (SP/L/OT). Seven students had other health impairments (OHI) and 2 students had OHI/SP/L impairments; and
- The largest grade was fourth, with 39 students. The number of students by grade level is illustrated in Figure 1.
- There were 200 (76.0%) students eligible for free and 27 (10.3%) for reduced lunch prices. The remaining 36 (13.7%) were not eligible.

⁵ As of September 18, 2009.

Figure 1



Of the 251 students attending on the last day of the 2008–09 academic year who were eligible for continued enrollment at the school for the 2009–10 academic year (i.e., did not graduate from eighth grade), 193 were enrolled on the third Friday in September 2009, representing a return rate of 76.9%. This compares to a return rate of 79.8% in September 2008, 90.0% in September 2007, and 85.3% in September of 2006.⁶ See Appendix C for trend information.

The school provided reasons why 58 of the students did not return to DLH Academy in the fall. The reasons were as follows: 21 went to Milwaukee public schools (MPS), 7 to suburban public schools, 18 to private/Christian/parental choice schools, 7 moved out of state, 3 went to other independent charter schools, 1 was home schooled, and 1 was deceased.

⁶ Until 2009–10, student return rates were self-reported by the school. This year, data files from 2008–09 and 2009–10 were used by CRC to calculate return rate.

C. School Structure

1. Areas of Instruction

In addition to reading/literacy, language arts, and math, DLH Academy 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 (half-day only) through eighth grades, except for fourth grade, which had 2 classrooms. Each classroom from K4 through third grades had a teacher and an educational assistant. Teachers in the fourth and fifth grades shared an educational assistant. The sixth-, seventh-, and eighth-grade teachers did not have an educational assistant.

3. Teacher Information

During the 2009–10 school year, DLH Academy employed a total of 21 instructional staff members. There were 12 classroom teachers and 9 other instructional staff. Classroom teachers consisted of 8 elementary (1 for each grade, K4 through 5, except for fourth grade which had 2) and 4 middle school classroom teachers (1 in English, 1 in science, and 2 in math). The 9 other instructional staff consisted of 3 special education staff, including a special education teacher, a school psychologist, and a speech language pathologist; 1 health/physical education teacher; 1 IB coordinator; 1 librarian/media specialist; a reading teacher; a teacher mentor; and a principal.

All of these personnel remained at the school the entire year. The 12 classroom teachers had been teaching at the school for 1 to 6 years, with an average of 2.3 years. All 21 instructional staff combined taught at this school from 1 to 7 years, with an average of 3.4 years. Two of the staff members, a classroom teacher and the school psychologist, were new to the school in the fall of 2009. All of the 11 classroom teachers who were employed at the end of the 2008–09 school year and were eligible to return came back to the school in fall of 2009. Seven of the 8 instructional staff who were employed at the end of the 2008–09 school year and were eligible to return came back to the school in fall of 2009. Overall, 18 of 19 instructional staff returned to the school. All of these professionals held a Wisconsin Department of Public Instruction (DPI) license or permit.

The school reported the following staff development activities prior to and during the school year:

- Everyday Math training in Chicago, Illinois (August; two elementary math leaders and one middle school leader);
- New teacher orientation (August);
- Everyday Math training at Central City Cyberschool (August, K4 through sixth grade);
- Organizational Day for all teachers, establishing school climate, culture, and routines (August);
- Banking Day for all teachers establishing school climate, culture, and routines (September);
- Southeastern Wisconsin Assessment Collaborative (SEWAC; throughout the year; K4 through eighth-grade teachers);
- Special Education Legal Issues training (three times; Ms. Jasinski and Ms. Washington);
- International Baccalaureate training (October; K4 through fifth-grade teachers);
- Curriculum meetings (throughout the year);

- Wisconsin Promise Conference (January; 11 instructional staff);
- Kindergarten conference (January; K4 and K5 teachers);
- Wisconsin Reading Convention (January; reading specialist);
- Banking Days to analyze school data (January);
- Banking Day for the Northwest Evaluation Association Measures of Academic Progress (March);
- P.A.V.E. data workshop (April; Ms. Horton, Ms. Washington, Ms. Boling, and Ms. Carrington);
- Banking Day: Teachers observed Everyday Math lessons at Central City Cyberschool (May).

First-year employees' performance was formally reviewed three months after the school year began. The review included discussion of 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.⁷ The first day of school was September 2, 2009, and the last day of school was June 14, 2010.⁸ The highest possible number of days for student attendance in the academic year was 175. Four additional days were “banked” for teacher work days. DLH Academy 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.

⁷ Breakfast was served daily.

⁸ Based on a calendar for the 2009–10 year provided by the school.

5. Parent and Family Involvement

DLH Academy's *2009–2010 Student and Family Handbook* was provided to every family prior to the start of the school year. In this handbook, DLH Academy invites parents to become active members of the family involvement team (FIT), which is composed of all parents and guardians of DLH Academy students. Its purpose is to provide positive communication between parents/guardians/family members and the school administration, to facilitate parental involvement in school governance and educational issues, to organize volunteers, to review and discuss school performance issues, and to assist in fundraising and family education training.

DLH Academy offers parents/guardians/family members an opportunity to review and sign its family agreement. This agreement is a contract that describes the roles of the school and the family in partnership to achieve academic and school goals for students. This year the administrator of the school reported that 145 (77.5%) of 187 DLH Academy families signed the 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 scheduled 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 September 2009, the school's leadership reported that the school did not have an active waiting list. At the end of the academic year, the school leadership indicated that as of June 1, 2010, the school had no waiting list and was still in the process of enrolling students.

7. Disciplinary Policy

DLH Academy clearly explains its discipline policy and plan 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 administrative team; 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. The discipline plan states an action for each type of infraction. The actions include a conference between the student and the teacher, a conference including the parent, referral to the administrative team, a Saturday detention, an in-school or out-of-school suspension, or an expulsion recommendation.

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

DLH Academy provides an eighth-grade advisor who works with students and parents to assist students with their high school choices and apply for enrollment by the early admission timeline established by MPS. This advisor helps with completing and tracking the paperwork for school admission. Students were encouraged to attend the MPS high school fair, the school provided letters of recommendation as needed, and calls were made to parents for follow-up.

This year, 21 students graduated from DLH Academy. At the time of this report, 5 students were enrolled at Messmer High School; 5 at Vincent High School; 3 at Riverside University; and 1 student each was enrolled at Shorewood, Whitefish Bay Dominican, Marquette University High School, Milwaukee Lutheran, and Eastbrook Academy. One student moved out of state and 2 were undecided as to where to attend high school.

The spring of 2010 marks the first year that former DLH Academy eighth-grade graduates graduated from high school. The school is setting up a DLH Academy alumni and friends Facebook page as an attempt to track the high school graduates of the class of 2006. The school intends to use Facebook to identify former students who might be enrolled in a university/college, a community college, in the military, and/or actively employed, etc.

D. Activities for Continuous School Improvement

The following is a description of DLH Academy's response to the activities that were recommended in its programmatic profile and education performance report for the 2008–09 academic year.

- Recommendation: Train new teachers on how to differentiate instruction for all students.

Response: As mentioned above in the teacher information section, training occurred throughout the year using the banking days and other meeting times. All teachers, including the one new teacher, attended nine day-long sessions at

Alverno College as part of the Southeastern Wisconsin Assessment Collaborative (SEWAC) program. All teachers and staff used banking days to focus on analyzing school data and to learn more about how to use MAP data. School staff representatives and teachers also attended a day-long data workshop provided by PAVE.

- Recommendation: Use MAP more effectively, especially by obtaining the third level of training geared toward differentiation.

Response: Training focused on differentiating according to students' needs using formative and summative assessments. As mentioned above, all teachers and staff attended the third level of training geared to differentiation provided by Northwest Evaluation Association on the Measures of Academic Progress (MAP).

- Recommendation: Continue the student and teacher support process, e.g., providing extra reading and math support.

Response: The reading coordinator pulled the “naïve” students out of the classroom for instruction, kept progress notes, and subsequently met with the teacher and then with the principal to make changes to the instructional program.

The math enrichment person worked with K4 through eighth-grade students who were identified by the math team as needing help. Enrichment work focused on math concepts that were based on the MAP.

Educational assistants from K4 through fifth grade also worked under the direction of teachers in the classroom to work with small groups of students. Notebooks were used in the classroom to record the skills that were worked on.

Afterschool tutoring was available on Wednesdays and Thursdays for students in second through eighth grades who were identified as needing help. This tutoring program was staffed by the school's teachers.

III. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

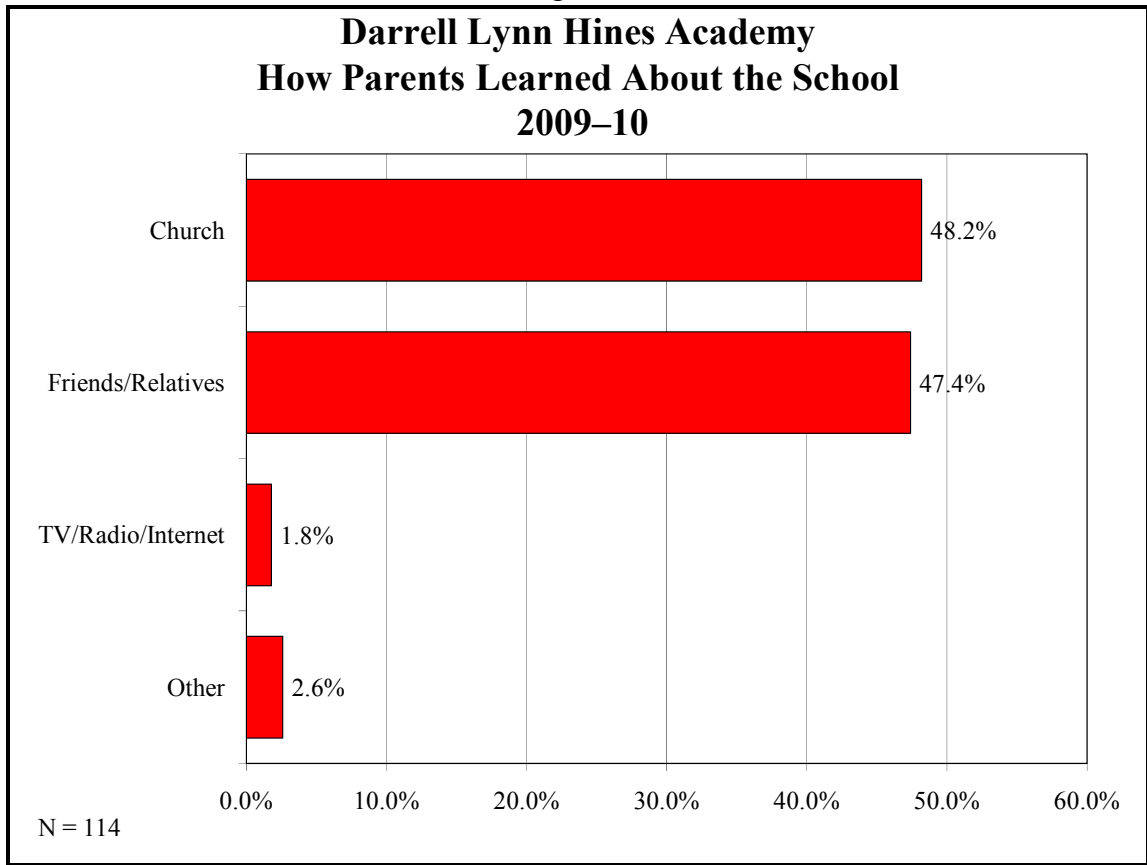
A. Parent Surveys

Parent opinions are qualitative in nature and provide a valuable external measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were provided a survey during the March parent-teacher conferences. Parents were asked to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. For families who had not submitted a survey, CRC completed the survey over the telephone or sent the parents/guardians a survey in the mail. All completed interview and survey forms were forwarded to CRC for data entry. At the time of this report, 114 (64.4%) of 177 family surveys (representing parents of 185 children) had been completed and submitted to CRC.⁹ Results are presented below.

⁹ As of July 15, 2010.

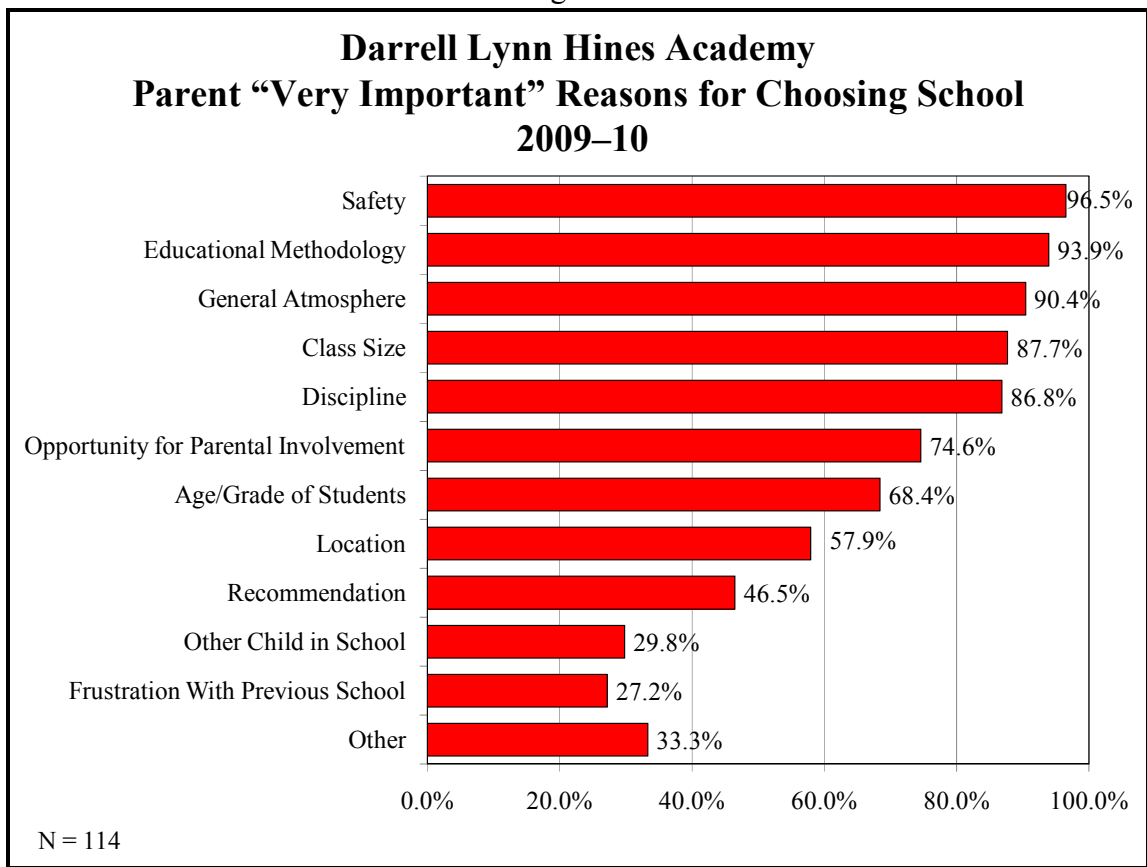
Approximately 48.2% of parents heard about the school from church, 47.4% from friends or relatives, 1.8% from television/radio/Internet, and 2.6% heard about the school from other sources (see Figure 2).

Figure 2



Parents chose to send their child to DLH Academy for a variety of reasons. Figure 3 illustrates the reasons parents considered very important when making the decision to send their child to the school.¹⁰ For example, 96.5% of parents stated that safety was a very important reason for selecting this school, while 93.9% of parents indicated that educational methodology was very important to them when choosing this school.

Figure 3

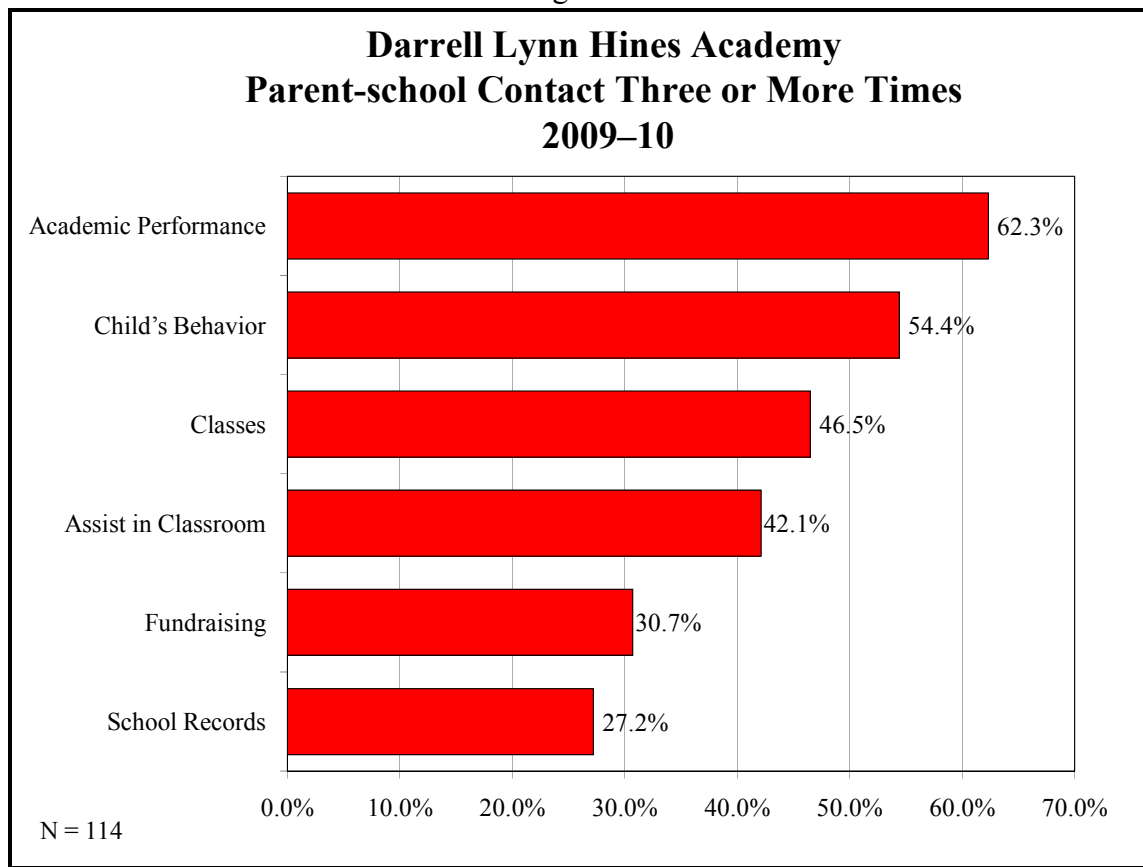


¹⁰ Parents could choose “very important,” “somewhat important,” “somewhat unimportant,” or “not at all important.”

Parental involvement was also used as a measure of satisfaction with the school. Parental involvement was measured by number of contacts between the school and the parent(s) and parents' participation in educational activities at home.

Parents and the school were in contact for a variety of reasons, including a child's academic performance and behavior, assisting in the classroom, or engaging in fundraising activities. For example, 62.3% of the parents reported contact with the school at least three times regarding the student's academic performance; 54.4% of parents were in contact with the school regarding their child's behavior; and 46.5% of parents were in contact with the school to discuss classes in which their child was enrolled (see Figure 4).

Figure 4



The second measure of parental participation was the extent to which parents engaged in educational activities while at home. During a typical week, parents of elementary-aged children engaged in the following activities:¹¹ 89.3% worked on arithmetic or math with their child; 88.4% worked on homework with their child; 84.5% of parents read to or with their child; 68.9% watched educational programs on television; and 64.1% participated in activities such as sports, library visits, or museum visits with their child.

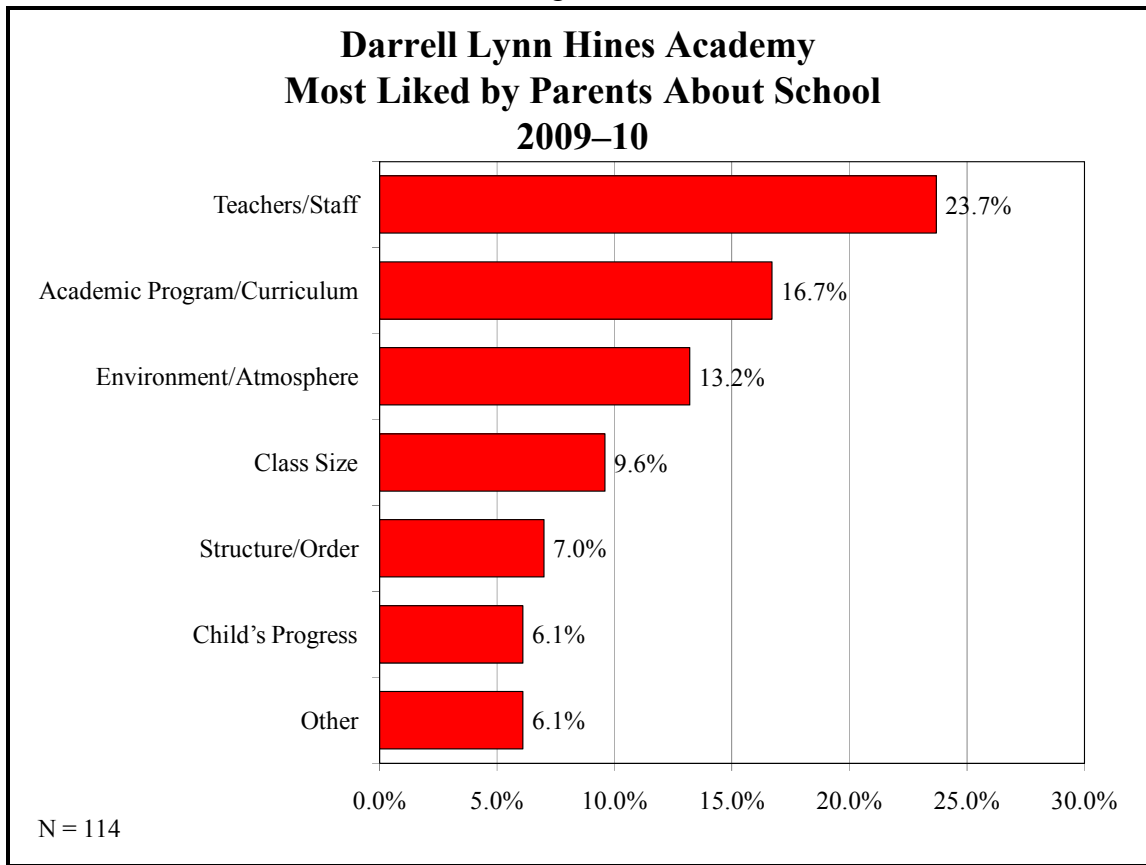
Parents of older students (grades six through eight) engaged in the following activities at least monthly:¹² 98.3% monitored homework completion, 93.1% discussed their child's progress toward graduation, 91.3% participated in activities outside of school, 89.6% watched educational programs with their child, and 89.7% discussed post-secondary plans with their child.

¹¹ N = 103.

¹² N = 58.

When asked what they most liked about the school, 23.7% of parents indicated an appreciation for the teachers and/or staff, 16.7% indicated that they like the academic program/curriculum, 13.2% mentioned the overall environment and atmosphere at the school, e.g., warm, caring, family-like (see Figure 5).¹³

Figure 5

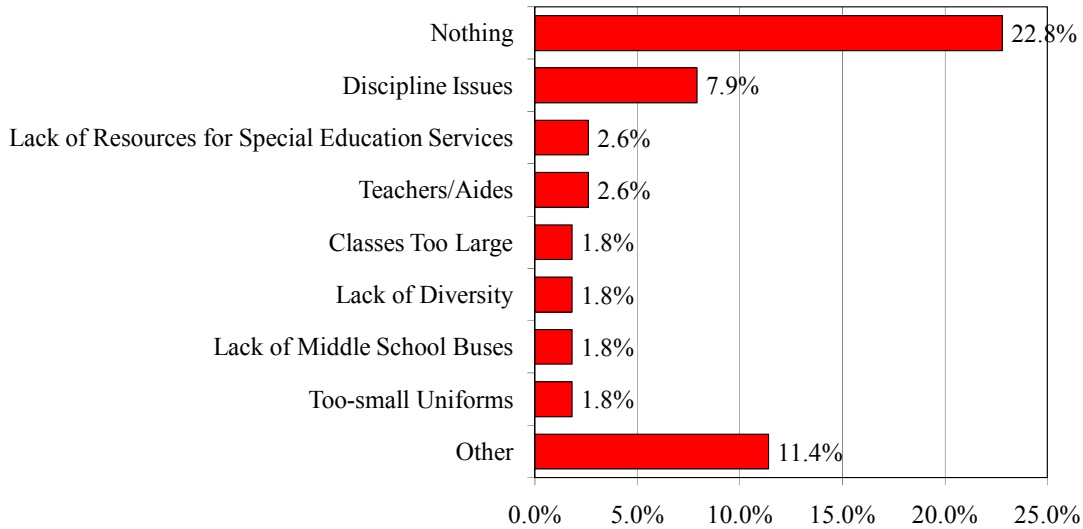


Parents were then asked what they least liked about the school. Responses included discipline issues at the school (7.9%); the need for more resources for children with special education needs (2.6%); and a few parents were unhappy with a few teachers and/or aides (2.6%). Twenty-six (22.8%) parents indicated that there was nothing they disliked about the school. See Figure 6 for additional responses.

¹³ Other responses included location, communication, that all children can attend the same school, attend church, and “everything.”

Figure 6

**Darrell Lynn Hines Academy
Least Liked by Parents About School
2009–10**



N = 114

*Other responses included no school nurse, a parent who would like all-day K4, unsafe security practices, parent volunteer requirements, the current focus on behavior instead of academics, the school should be year-round, lack of foreign language classes, lack of daycare when school is out, cost of supplies, lack of extracurricular activities, location, lack of African American teachers, and lack of afterschool homework help.

Parents were also asked to rate the school on various aspects including the program of instruction, the school’s responsiveness, and progress reports provided to parents/guardians. Table 1 indicates that parents rated the school as good or excellent in most of the aspects of the academic environment. For example, most parents indicated that the program of instruction was excellent (60.5%) or good (32.5%). Parents indicated that the enrollment policies and procedures were excellent (59.6%) or good (33.3%) and that their child’s academic progress at the school was excellent (56.1%) or good (36.8%). Where “no response” was indicated, the parent either had no knowledge or experience with that aspect or had no opinion.

Table 1										
Darrell Lynn Hines Academy										
Parental Satisfaction										
2009–10										
(N = 114)										
Area	Response									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	69	60.5%	37	32.5%	5	4.4%	111	97.4%	3	2.6%
Enrollment policy and procedures	68	59.6%	38	33.3%	5	4.4%	0	0.0%	3	2.6%
Child’s academic progress	64	56.1%	42	36.8%	5	4.4%	1	0.9%	2	1.8%
Student-teacher ratio	57	50.0%	38	33.3%	16	14.0%	3	2.6%	0	0.0%
Discipline policy methods	48	42.1%	36	31.6%	21	18.4%	6	5.3%	3	2.6%
Parent-teacher relations	69	60.5%	35	30.7%	6	5.3%	2	1.8%	2	1.8%
Communication regarding learning expectations	69	60.5%	34	29.8%	9	7.9%	1	0.9%	1	0.9%
Parent involvement in policy and procedures	73	64.0%	34	29.8%	6	5.3%	1	0.9%	0	0.0%
Teacher performance	65	57.0%	39	34.2%	10	8.8%	0	0.0%	0	0.0%
Principal performance	72	63.2%	34	29.8%	6	5.3%	1	0.9%	1	0.9%
Teacher/principal accessibility	74	64.9%	36	31.6%	3	2.6%	0	0.0%	1	0.9%
Responsiveness to concerns	72	63.2%	37	32.5%	4	3.5%	0	0.0%	1	0.9%
Progress reports	81	71.1%	32	28.1%	1	0.9%	0	0.0%	0	0.0%

Parents were then asked to indicate their level of agreement with several statements about school staff. Results are summarized below (see Table 2).

Table 2												
Darrell Lynn Hines Academy Parental Rating of School Staff 2009–10 (N = 114)												
Statement	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with the staff	76	66.7%	26	22.8%	6	5.3%	0	0.0%	0	0.0%	6	5.3%
The staff welcomes suggestions from parents	67	58.8%	31	27.2%	10	8.8%	0	0.0%	0	0.0%	6	5.3%
The staff keeps me informed about my child's performance	71	62.3%	30	26.3%	6	5.3%	1	0.9%	0	0.0%	6	5.3%
I am comfortable with how the staff handles discipline	51	44.7%	34	29.8%	14	12.3%	5	4.4%	4	3.5%	6	5.3%
I am satisfied with the number of adult staff available to work with the students	60	52.6%	33	28.9%	9	7.9%	4	3.5%	1	0.9%	7	6.1%
I am satisfied with the overall performance of the staff	64	56.1%	30	26.3%	10	8.8%	2	1.8%	1	0.9%	7	6.1%
The staff recognizes my child's strengths and weaknesses	67	58.8%	34	29.8%	4	3.5%	0	0.0%	0	0.0%	9	7.9%

Finally, parental satisfaction was evident in the following results:

- Nearly all (83.3%) parents would recommend this school to other parents;
- Of surveyed parents, 74.8% will send their child to the school next year;¹⁴ and
- When asked to rate the school's overall contribution to their child's learning, most (61.4%, or 70) parents indicated "excellent" and 32 (28.1%) parents rated the school "good." Five (4.4%) parents thought the school's contribution was "fair"

¹⁴ Sixteen parents did not know if their child(ren) would return to the school and 10 indicated "no." One family was moving away, one parent mentioned transportation as an issue, one family is looking for more diversity and better behavior, one is leaving because of disciplinary actions, one due to scheduling conflict, one because of lack of academic challenge, one because older children do not want to wear uniforms. The other families did not indicate why their child may not or will not attend next year. These data do not include three families whose children are graduating.

and 1 (0.9%) parent rated the school as poor. Six (5.3%) parents did not respond to the question.

- When asked how their child would rate the school, 36.8% of parents indicated excellent, 46.5% indicated good, 6.1% indicated fair, and 3.5% indicated poor. Note that 7.0% of parents did not respond to this question.

B. Teacher Interviews

In the spring of 2010, CRC interviewed 11 teachers regarding their reasons for teaching and overall satisfaction with the school. At least one teacher from each grade from K4 through eighth grade (except third grade) was interviewed. Teachers were responsible for 4 to 30 students at a given time. One of the 11 teachers used team-teaching techniques, and the other 7 did not team teach. One teacher had been teaching at this school for six years, 1 teacher for four years, 2 teachers for three years, 5 teachers for two years, and 2 teachers had been at the school for one year.¹⁵ All teachers indicated that they routinely used data to make decisions in the classroom, and 9 of the 11 indicated that school leadership used data to make schoolwide decisions. Seven teachers' performance reviews occurred at least annually, 2 teachers' performance was reviewed at least two times during this year, and the other 2 had not had a formal evaluation yet. Five teachers indicated that students' academic performance was part of the evaluation. Nine of the 11 teachers were satisfied with the process and 2 were not.

¹⁵ The executive director and founder is not included in the teacher interview section.

Teachers were asked to rate how important various reasons were for teaching at the school. Nine teachers rated location as a somewhat important reason for teaching at this school. Ten teachers rated financial considerations as important or very important. See Table 3 for more details.

Table 3				
Reasons for Teaching at Darrell Lynn Hines Academy				
2009–10				
(N = 11)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not At All Important
Location	0	9	1	1
Financial considerations	2	8	0	1
Educational methodology	3	4	3	1
Age/grade of students	5	2	4	0
Discipline	2	5	2	2
General atmosphere	2	5	2	2
Class size	2	5	3	1
Governance structure	0	1	3	7
Parental involvement	3	3	2	3

Other reasons given for teaching at the school included dedicated staff, responsive administration, and the attitude of the administration team; five teachers indicated that they needed the full-time work and/or there were no other jobs available.

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, and student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated standardized tests and progress reports to parents as excellent or good. Class size, materials and equipment, and shared leadership were rated the lowest by the most teachers.

Table 4				
Darrell Lynn Hines Academy				
School Performance Rating				
2009–10				
(N = 11)				
Area	Rating			
	Excellent	Good	Fair	Poor
1. Class size	1	1	5	4
2. Materials and equipment	1	2	5	3
3. Student assessment plan	3	6	2	0
3a. Local measures	1	7	3	0
3b. Standardized tests	3	7	0	1
3c. Progress reports	5	5	1	0
4. Shared leadership, decision making, and accountability	0	3	5	3
5. Professional support	3	5	1	2
6. Professional development opportunities	5	4	1	1
7. Progress toward becoming an excellent school	1	5	3	2

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, teachers responded on the “satisfied” end of the response range in most areas. Areas where teachers expressed the most satisfaction were the students’ academic progress, parent-teacher relationships, and their own performance as a teacher. Teachers expressed the most dissatisfaction with the discipline policy and the school’s adherence to the discipline policy. Table 5 lists all of the teacher responses.

Table 5					
Darrell Lynn Hines Academy					
Teacher Satisfaction					
2009–10					
(N = 11)					
Performance Measure	Response				
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion/N/A
Program of instruction	1	6	4	0	0
Enrollment policy and procedures	2	5	0	0	4
Students’ academic progress	4	5	1	1	0
Student-teacher ratio	1	4	3	3	0
Discipline policy	0	4	6	1	0
Adherence to discipline policy	0	2	7	2	0
Instructional support	3	5	2	1	0
Parent-teacher relationships	3	6	2	0	0
Teacher collaboration to plan learning experiences	4	3	3	1	0
Parent involvement	2	3	5	1	0
Community/business involvement	0	2	2	3	4
Performance as a teacher	7	4	0	0	0
Principal performance	4	3	3	1	0
Professional support staff performance	4	4	2	1	0
Opportunities for teacher involvement	0	4	6	1	0
Board of directors’ performance	1	0	0	0	10
Opportunities for continuing education	2	3	4	2	0
Frequency of staff meetings	4	4	3	0	0
Effectiveness of staff meetings	1	4	4	2	0

When teachers were asked to name the three things they most liked about the school, teachers noted the following:

- Colleagues (n=5)
- Administration team (n=2);
- Environment (n=2);
- Students (n=2);
- The facility (n=2);
- Values and mission of the school (n=2);
- Autonomy (n=1);
- Location (n=1);
- Meal program (n=1);
- Professional development (n=1);
- PYP program, IB emphasis (n=1);
- Reading program (n=1);
- Special education department (n=1);
- Support teachers (n=1);
- Tutoring program (n=1); and
- Violin program (n=1).

Teachers most often mentioned the following as least liked about the school:

- Discipline issues/student behavior (n=6);
- Class size (n=4)
- Administration (n=3);
- Time for special classes, e.g., art, music, etc. (n=3);
- Lack of clear curriculum for reading and language arts (n=1);
- Lack of clear responsibilities for support staff (n=1);
- Lack of meaningful teacher involvement (n=1);
- Lack of organized computer class (n=1);
- Lack of standards-based report card/grading system (n=1);
- Lack of student diversity (n=1);
- Lack of supplies (n=1);
- Lack of support (n=1);
- Lack of teacher planning time (n=1);
- Lack of technology (n=1); and
- Lack of urgency in responding to failing kids (n=1).

Teachers were also asked to rate the school's progress toward becoming an excellent school. On a scale of poor, fair, good, or excellent, 1 (9.1%) of the teachers rated the school's

progress as excellent, 5 (45.5%) rated the school's contribution as good, 3 (27.3%) rated it as fair, and 2 (18.2%) rated the progress as poor. Teachers were also asked to rate the school's contribution to student academic progress. None of the teachers indicated excellent, 6 (54.5%) indicated good, 3 (27.3%) indicated fair, and 2 (18.2%) rated the school's contribution as poor. Nine of the 11 teachers stated that they intended to continue teaching at the school.

When asked for a suggestion to improve the school, teachers responded as follows:

- Revise entire discipline policy (n=4);
- Continue efforts to retain teachers (n=1);
- Decrease class size (n=1);
- Implement a character-building program (n=1);
- More education for assistants (n=1);
- More teacher involvement in curriculum development (n=1);
- Revise budget to eliminate classroom aides/hire additional teachers (n=1); and
- Stronger program to engage parents (n=1).

When asked to provide a suggestion to improve the classroom, teachers indicated the following:

- Smaller class size (n=4);
- More computers and/or a smart board for each classroom (n=3);
- More materials (n=2);
- Respect for each teacher's professionalism (n=1).

One teacher did not respond.

C. Student Interviews

At the end of the school year, 20 randomly selected students in seventh or eighth grade were asked several questions about their school. All 20 students indicated that they use computers at school and 19 said they have improved in reading. See Table 6 for additional responses.

Table 6			
Darrell Lynn Hines Academy			
Student Interview			
2009–10			
(N = 20)			
Question	Answer		
	Yes	No	No Response/ Not Applicable
1. Do you like your school?	13	5	2
2. Do you learn new things every day?	17	3	0
3. Have you improved in reading?	19	1	0
4. Have you improved in math?	16	3	1
5. Do you use computers at school?	20	0	0
6. Is your school clean?	13	3	4
7. Do you like the school rules?	8	12	0
8. Do you follow the rules?	12	7	1
9. Does your homework help you learn more?	18	2	0
10. Do your teachers help you at school?	17	2	1
11. Do you like being in school?	14	5	1
12. Do you feel safe in school?	18	0	2
13. Do people work together in school?	14	5	1
14. Do you feel the marks you get on classwork, homework, and report cards are fair?	15	5	0
15. Do your teachers talk to your parents?	18	1	1
16. Does your school have afterschool activities?	18	2	0
17. Do your teachers talk with you about high school plans?	18	2	0

Students were then asked what they liked best and least about the school. Students liked the following aspects best:

- Teachers (n=5);
- Extracurricular sports/activities (n=4);
- Gym (n=3);
- Academics (n=1);
- English class (n=1);
- High expectations (n=1);
- I just like it (n=1);
- Learn new things (n=1); and
- Math class (n=1).

Two students did not respond.

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

- Uniforms/dress code (n=6);
- Teachers (n=5);
- Lunch (n=2);
- Rules (n=2);
- Science (n=2);
- School day too long (n=1);
- Would like to be challenged more (n=1).

One student did not provide an answer.

D. Board Member Interviews

Board member opinions are qualitative in nature and provide valuable insight regarding school performance and organizational competency. Five members of DLH Academy's Board of Directors were interviewed via telephone by CRC staff using a prepared interview guide. Four of these board members have served since the school started in 1999 and one has served for three years. One interviewee is currently the board chair, another is the vice president, another the treasurer, another the secretary, and one is a community representative. These board members

represented experience in administrative and spiritual leadership, the law, technical skills, banking, and nonprofit and for-profit business administration. One board member's experience also reflected the parent perspective.

The interviewees were asked to rate the school's performance in class size, materials and equipment, and the student assessment plan (local measures of achievement, standardized testing, progress reports to parents) if they had knowledge of these school performance elements; shared leadership; decision making and accountability; professional support; and professional development opportunities. The rating scale was excellent, good, fair, or poor. The interviewees generally rated these elements as either excellent or good. However, one board member rated class size and professional support as fair, and three members rated materials and equipment as fair.¹⁶

One of the board members indicated that the school's progress toward becoming an excellent school was excellent, while the other four indicated that the school's progress toward becoming an excellent school was good. Two of the interviewees indicated that, overall, the school was excellent, and the other three interviewees rated the school as good overall. These board members reported that the board of directors uses data to make decisions and cited several examples.

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, all interviewees who had knowledge of these factors indicated that they were either very satisfied or somewhat satisfied with the following areas:¹⁷

- Program of instruction;
- Enrollment policy/procedures;

¹⁶ There were two instances in which a board member did not know enough to make a judgment: student assessment plan overall and progress reports to parents.

¹⁷ At least one board member did not have knowledge of the following: enrollment policy/procedures, instructional support, parent involvement, community business involvement, teachers' performance, and opportunities for continuing education.

- Student-teacher ratio/class size;
- Discipline policy and adherence to the discipline policy;
- Instructional support, particularly the principal's performance;
- Opportunities for teacher involvement in policy/procedure decisions;
- The current role of the board of directors and the board's performance;
- Opportunities for continuing education, the commitment of the school's leadership; and
- The safety of the environment.

The only areas where board members were either somewhat or very dissatisfied were parent involvement and the financial resources to fulfill the school's mission. In one instance, board members expressed being somewhat dissatisfied with the students' academic progress and the administrative resources available to fulfill the school's mission.

When asked what they liked best about the school, board members noted the following:

- The strong administrative staff, particularly leadership who care about the students;
- The curriculum, specifically the IB program which sets high standards; the foreign language program; and the inclusion of the arts;
- The plan for assisting the students in making yearly progress;
- The facility (particularly the library and resource center); and
- The safety and pleasantness of the environment.

Regarding dislikes, the two main themes were the need for increased funding (particularly to lessen the student-teacher ratio) and the lack of sufficient and consistent parental involvement. One board member also mentioned high teacher turnover rate.

When asked for one suggestion for improving the school, board members mentioned money to hire more seasoned teachers and other staff such as psychologists, teachers, and teacher aides to provide more individualized help for students in need and to lower the teacher/student ratio. More parental involvement was also suggested.

IV. EDUCATIONAL PERFORMANCE

To monitor DLH Academy's activities as described in its contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specific intervals during the past several academic years. At the start of this year, the school established attendance and parent participation goals, as well as goals related to special education student records. The school also identified local and standardized measures of academic performance to monitor student progress. The local assessment measures included reading assessments based on the MAP for second through eighth graders; 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 Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination (WKCE). The WKCE is administered to all public school third- through eighth-grade students to meet federal No Child Left Behind requirements that schools test students' skills in reading and math.

A. Attendance

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

The attendance rate this year was 92.1%.¹⁸ When excused absences were included, the attendance rate rose to 96.1%. This year, 139 students were suspended at least once. Grade levels ranged from K5 to eighth grade. Ninety-four students spent, on average, 3.5 days out of school on suspension, and 120 students spent an average of 3.1 days in school and on suspension. (Note that some students were given in- and out-of-school suspensions during the year.)

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

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 258 students enrolled at the time of both conferences (i.e., for the year). Parents of all (100.0%) children attended both scheduled conferences. DLH Academy 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 43 students with special education needs, and IEP reviews were conducted for all students requiring one; the school has therefore met its goal.¹⁹ 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

¹⁸ 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.

¹⁹ One child withdrew prior to the midterm assessment. This student was not included in the analysis.

were reviewed in a timely manner, and that parents were invited to develop and be involved in their child's 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 DLH Academy and a discussion of outcomes follows.

1. Reading Progress for Second Through Eighth Graders

This year, the school set a goal that more than 52.1% 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.²⁰ Spring assessment scores were used to determine if a student had reached the target.

As illustrated in Table 7, 78, or 40.8%, of the 191 students who were administered the exam on both occasions met their target reading score. The school has therefore not met its goal. Note that a grade-level analysis indicates none that of the seven grade levels met the goal.

Table 7					
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	28	15	53.6%	13	46.4%
3rd	26	17	65.4%	9	34.6%
4th	39	22	56.4%	17	43.6%
5th	28	14	50.0%	14	50.0%
6th	25	14	56.0%	11	44.0%
7th	26	15	57.7%	11	42.3%
8th	19	16	84.2%	3	15.8%
Total	191	113	59.2%	78	40.8%

*Includes students with both fall and spring test results.

²⁰ 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.

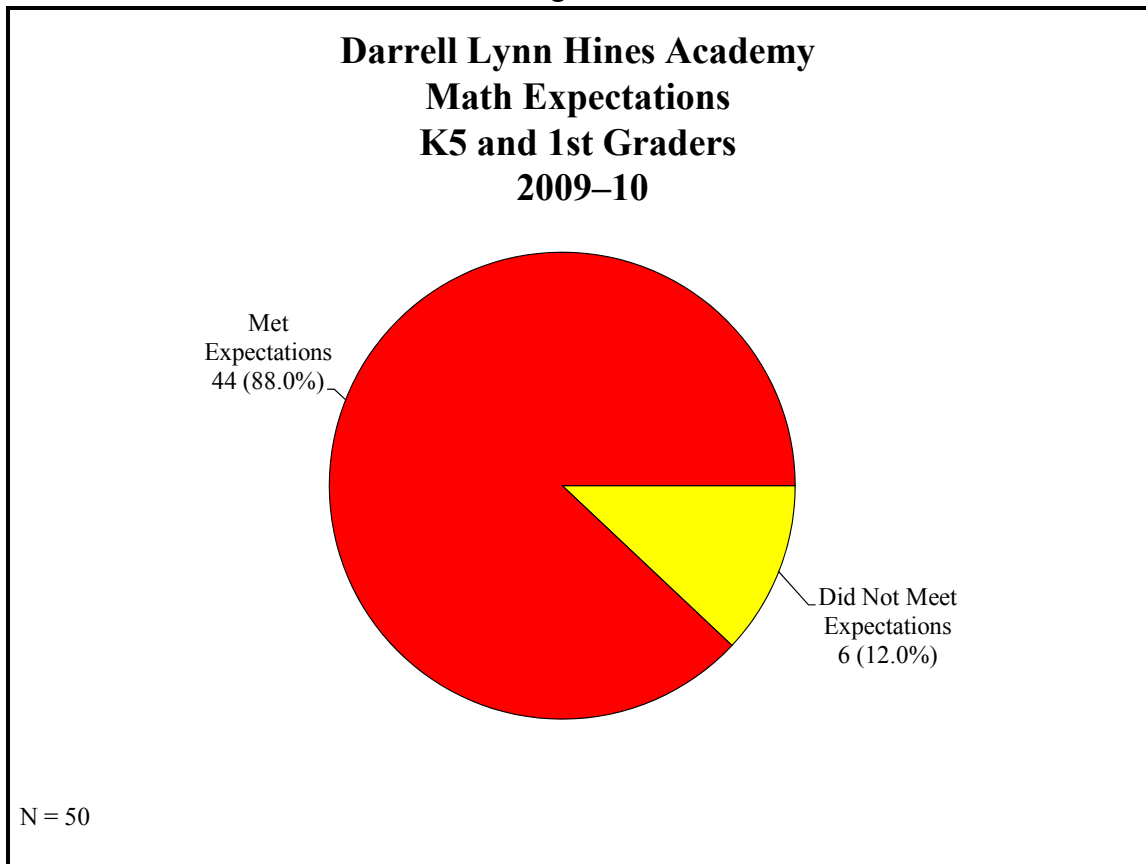
2. Math Progress

a. *K5 and First Graders*

To track math progress at a local level, DLH Academy set a goal that students in K5 and first grade would demonstrate an average of at least 85% mastery of grade-level math concepts on the Everyday Math unit assessments. The percentage of students meeting this expectation will be used as baseline data for future planning.

This year, 44 (88.0%) of 50 students met the goal to master 85% of unit assessment content (Figure 7).

Figure 7



b. *Second Through Eighth Graders*

This year, the school set a goal that more than 61.3% 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 192 students who were administered the test at both times.

Results indicate that 58.3% of students met their target math scores at the time of the spring test administration, falling short of the school’s goal. Three of the grade levels exceeded the goal (Table 8).

Table 8					
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	28	9	32.1%	19	67.9%
3rd	26	12	46.2%	14	53.8%
4th	38	14	36.8%	24	63.2%
5th	28	13	46.4%	15	53.6%
6th	26	10	38.5%	16	61.5%
7th	26	13	50.0%	13	50.0%
8th	20	9	45.0%	11	55.0%
Total	192	80	41.7%	112	58.3%

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 at least 53.2% of students would reach their target score on the spring test administration. Test results were submitted for 192 students who were administered MAP on both occasions. Results indicate that 50.5% of students met their target score, falling short of the school’s goal. Four of the grades tested reached the school’s goal (Table 9).

Table 9					
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	28	13	46.4%	15	53.6%
3rd	26	8	30.8%	18	69.2%
4th	40	24	60.0%	16	40.0%
5th	28	11	39.3%	17	60.7%
6th	25	11	44.0%	14	56.0%
7th	26	16	61.5%	10	38.5%
8th	19	12	63.2%	7	36.8%
Total	192	95	49.5%	97	50.5%

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 assessed as at, above, or below grade level. Student skills were rated as advanced, proficient, basic, or minimal.

Results provided for 247 students in K5 through eighth grades indicated that 23 (9.3%) exhibited skills above grade level, 108 (43.7%) exhibited skills at grade level, and 116 (47.0%) students exhibited skills below grade level on their writing pieces.

Figure 8

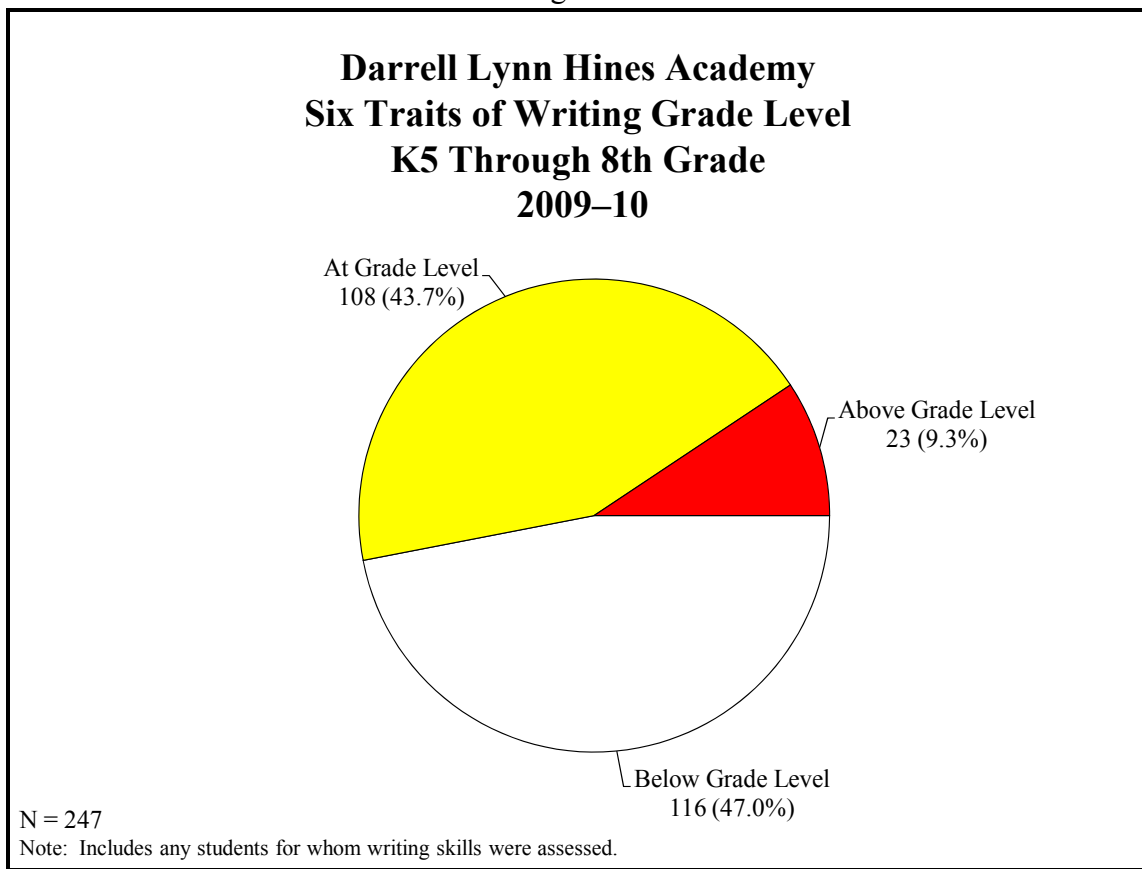


Table 10 illustrates the Six Traits of Writing proficiency levels for each grade. There were 108 (43.7%) students with proficient and 23 (9.3%) with advanced writing skills.

Table 10										
Darrell Lynn Hines Academy										
Six Traits of Writing Assessment Proficiency Levels Results by Grade										
2009–10										
Grade	Results									
	Minimal		Basic		Proficient		Advanced		Total	
	N	%	N	%	N	%	N	%	N	%
K5	0	0.0%	2	8.0%	15	60.0%	8	32.0%	25	100.0%
1st	0	0.0%	7	26.9%	13	50.0%	6	23.1%	26	100.0%
2nd	7	24.1%	7	24.1%	11	37.9%	4	13.8%	29	100.0%
3rd	15	57.7%	11	42.3%	0	0.0%	0	0.0%	26	100.0%
4th	7	17.9%	17	43.6%	12	30.8%	3	7.7%	39	100.0%
5th	2	7.1%	13	46.4%	11	39.3%	2	7.1%	28	100.0%
6th	2	8.0%	11	44.0%	12	48.0%	0	0.0%	25	100.0%
7th	3	10.7%	7	25.0%	18	64.3%	0	0.0%	28	100.0%
8th	1	4.8%	4	19.0%	16	76.2%	0	0.0%	21	100.0%
Total	37	15.0%	79	32.0%	108	43.7%	23	9.3%	247	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. There were 33 students with at least one goal. (Goals were identified for 9 other students, but they were new goals and insufficient time had elapsed for review.) At the time of the final marking period, there were students with active IEPs with at least one goal. Students had between one and seven goals. This year, 31 (93.9%) of 33 special education students were able to demonstrate progress (including achieving) on at least one goal. On average, students exhibited progress in 87.4% 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 K5

Although not required to do so by the CSRC, DLH administered the SDRT to K5 students. Results provide a measure of student skills at the end of kindergarten. This year, the test was given to 26 K5 students in April 2010. Results indicate that students were reading, on average, at the K.5 to 1.4 level, depending on area tested. See Figure 9 and Table 11.

Figure 9

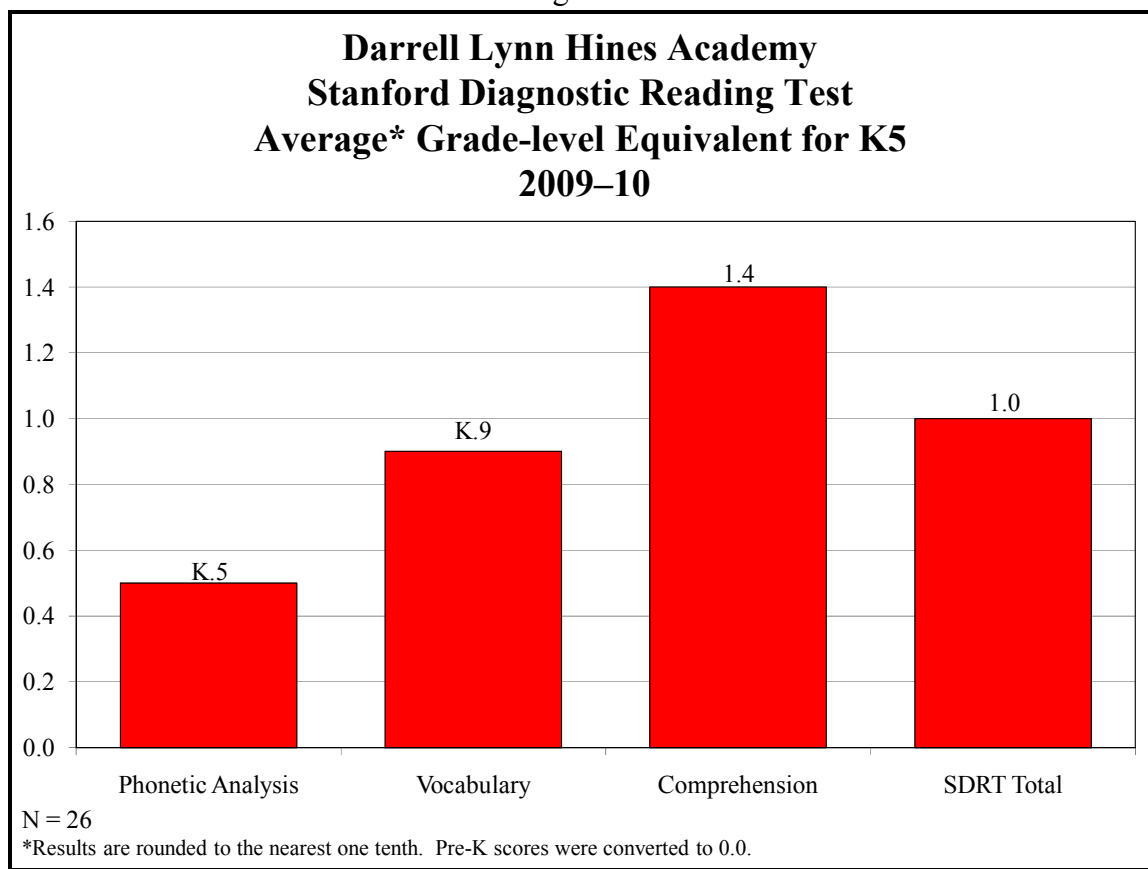


Table 11

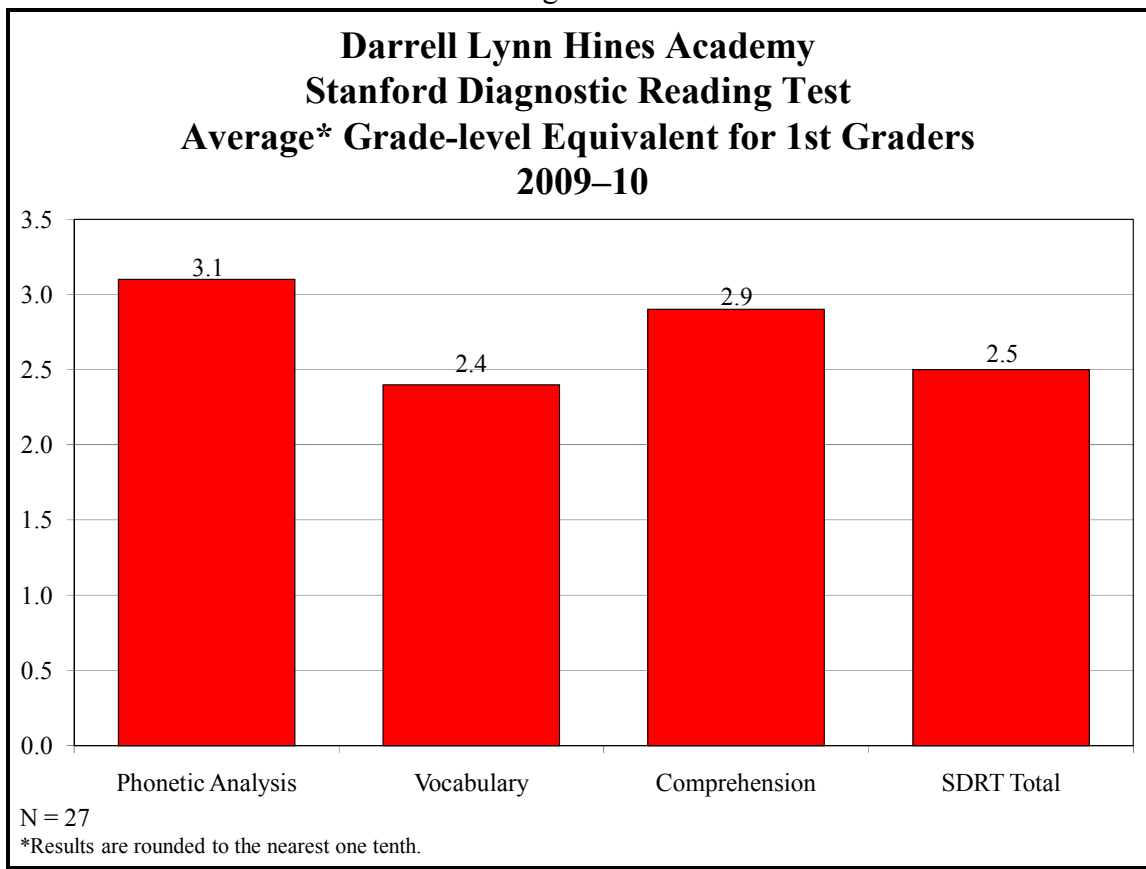
**Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
GLE Range for K5
2009–10
(N = 26)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	PK/K.0	3.5	K.0
Vocabulary	K.1	2.5	K.7
Comprehension	K.6	5.3	1.2
SDRT Total	K.2	2.8	K.9

2. SDRT for First Graders

For first graders, student performance on the SDRT is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score. In April 2010, the test was administered to 27 first graders. Results on this measure indicate that first graders were functioning above grade-level equivalents (GLEs) in all three areas tested (Figure 10).

Figure 10



The GLE range and median score for first graders are illustrated in Table 12.

Table 12 Darrell Lynn Hines Academy Stanford Diagnostic Reading Test GLE Range for 1st Graders 2009–10 (N = 27)				
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median GLE	Percentage At or Above GLE
Phonetic Analysis	K.5	5.2	3.5	96.3%
Vocabulary	1.1	4.3	2.4	100.0%
Comprehension	K.5	7.7	2.6	92.6%
SDRT Total	K.8	5.4	2.3	96.3%

Note: Results are rounded to the nearest one tenth.

3. SDRT for Second Graders

Second graders were administered the SDRT in April 2010. Results are presented in Figure 11 and Table 13. As illustrated, second graders were, on average, reading at 2.3 to 2.7 GLE in the areas tested.

Figure 11

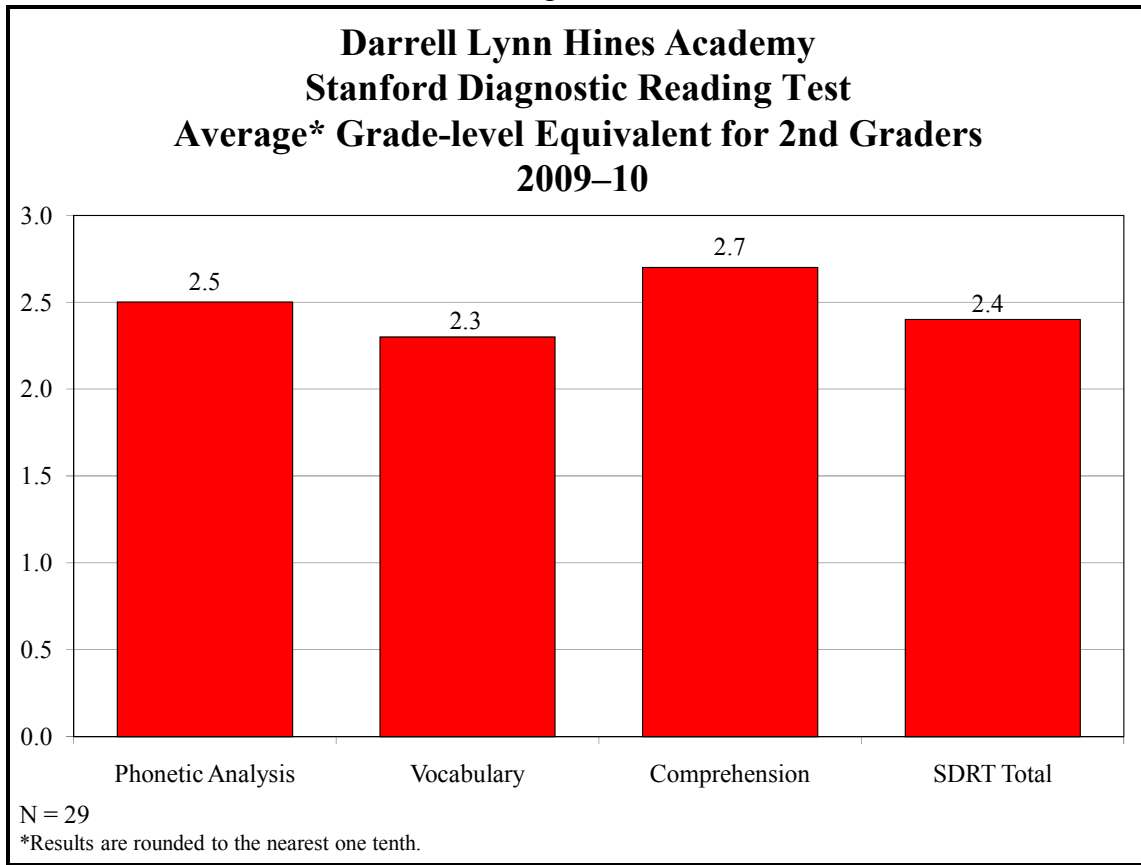


Table 13

**Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
GLE Range for 2nd Graders
2009–10
(N = 29)**

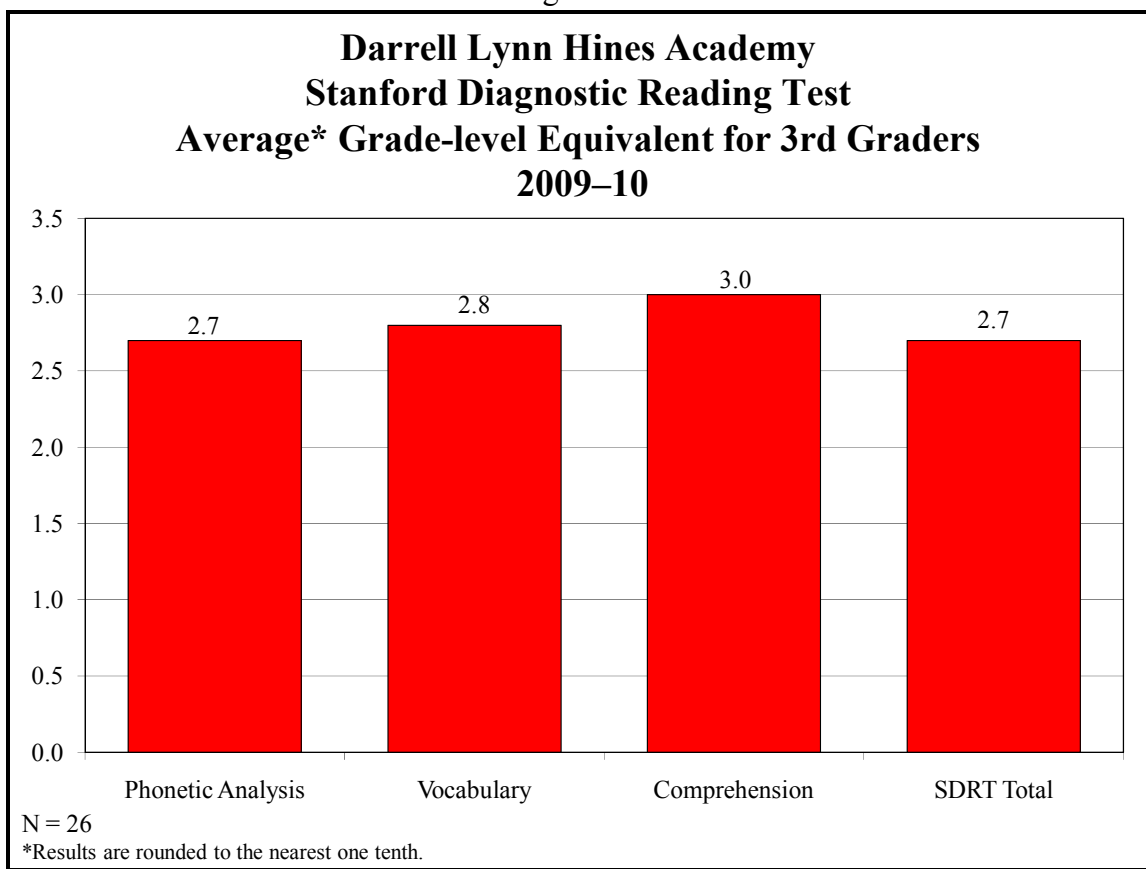
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median GLE	Percentage At or Above GLE
Phonetic Analysis	1.5	4.7	2.2	62.1%
Vocabulary	K.6	3.9	2.3	69.0%
Comprehension	1.0	8.9	2.4	82.8%
SDRT Total	1.1	3.7	2.3	65.5%

4. Standardized Tests for Third Graders

a. *SDRT for Third Graders*

Results from this year's SDRT, administered in April 2010, indicate that third graders were, on average, reading at second- to third-grade levels in the areas tested (see Figure 12 and Table 14).

Figure 12



<p align="center">Table 14</p> <p align="center">Darrell Lynn Hines Academy</p> <p align="center">Stanford Diagnostic Reading Test</p> <p align="center">GLE Range for 3rd Graders</p> <p align="center">2009–10</p> <p align="center">(N = 26)</p>				
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median GLE	Percentage At or Above GLE
Phonetic Analysis	1.1	10.8	2.7	30.8%
Vocabulary	1.2	4.5	2.8	42.3%
Comprehension	1.1	8.1	2.8	53.9%
SDRT Total	1.5	5.1	2.8	38.5%

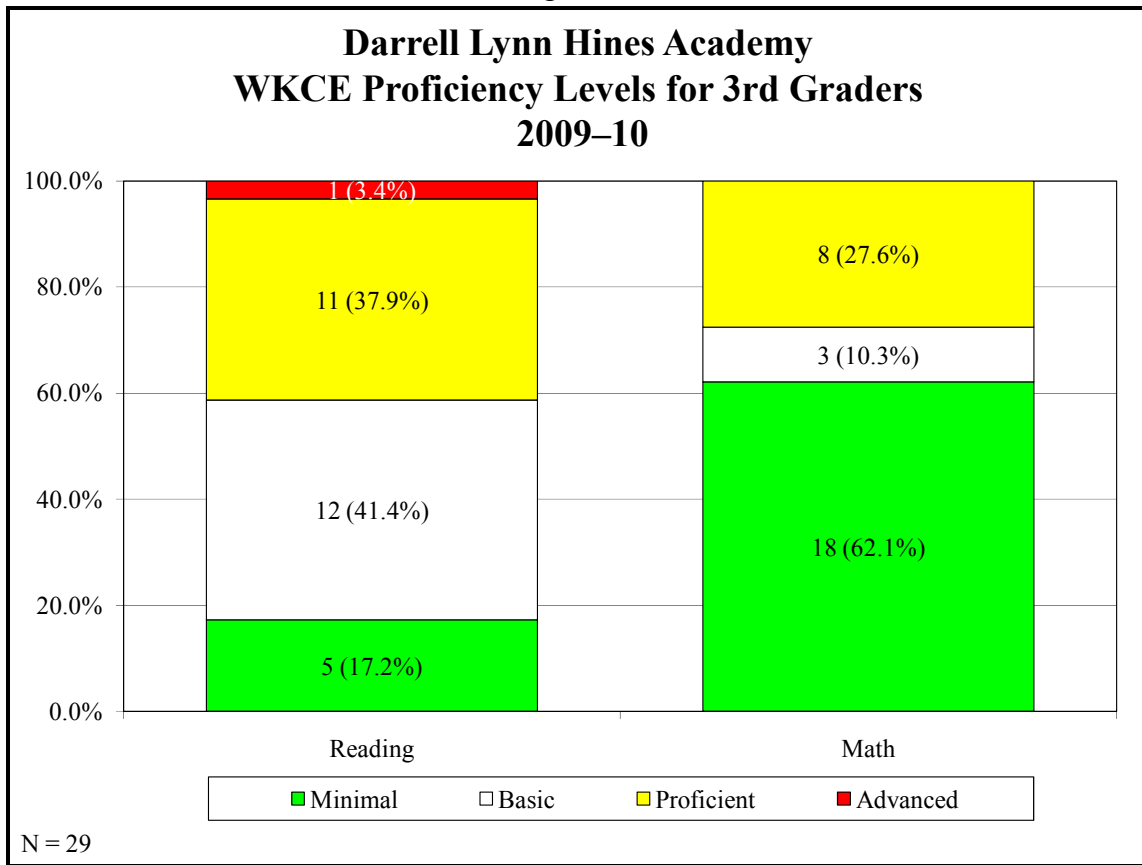
b. WKCE for Third Graders

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.²¹ 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 2009.

²¹ *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 13, 1 (3.4%) third grader scored advanced, 11 (37.9%) scored proficient, 12 (41.4%) scored basic, and 5 (17.2%) scored in the minimal proficiency level in reading. In math, no students scored advanced, 8 (27.6%) scored proficient, 3 (10.3%) scored basic, and 18 (62.1%) students scored minimal proficiency.

Figure 13



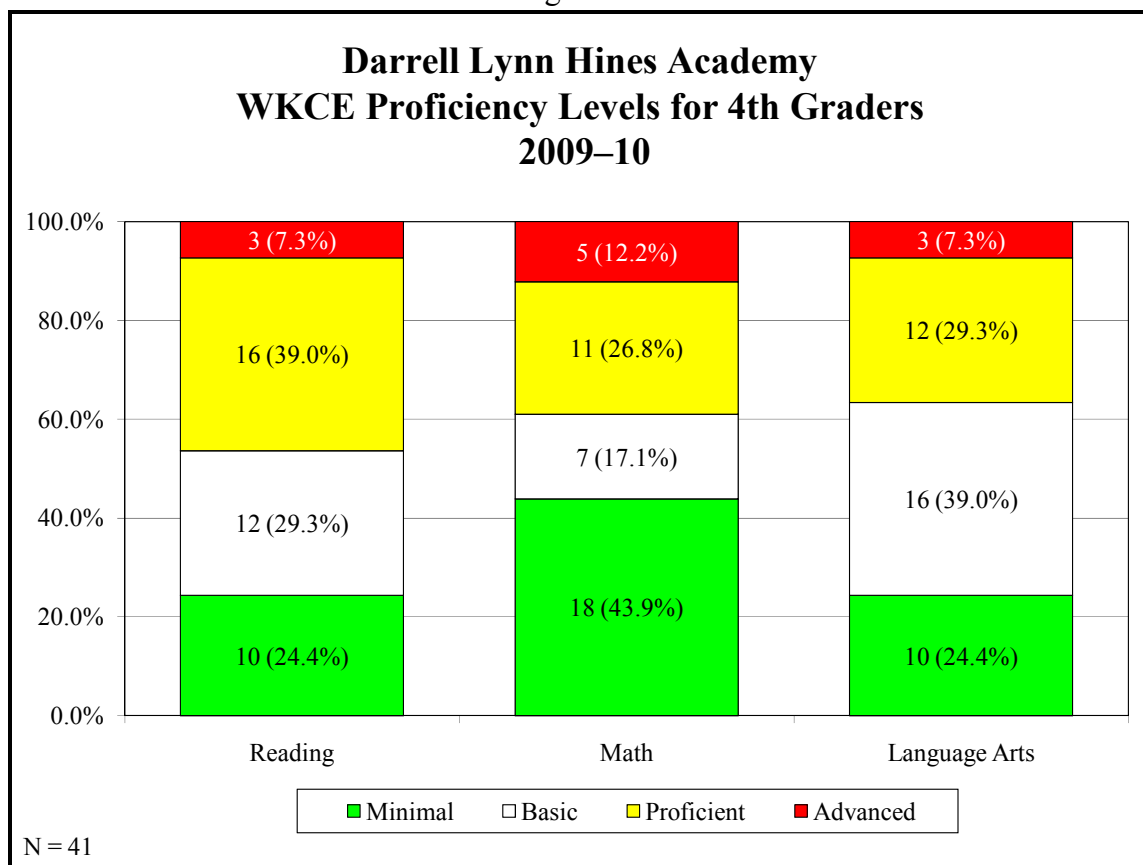
On average, students scored in the 20th percentile statewide in reading. This means that, on average, students scored higher than 20% of all third graders who took the WKCE this year. In math, students scored, on average in the 15th percentile.

5. WKCE for Fourth Graders

In October 2009 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 41 fourth-grade students at DLH Academy. This year, in reading, 3 (7.3%) fourth graders scored advanced, 16 (39.0%) scored proficient, 12 (29.3%) scored basic, and 10 (24.4%) fourth graders scored in the minimal category. In math, 5 (12.2%) students exhibited advanced skills, 11 (26.8%) students scored proficient, 7 (17.1%) scored basic, and 18 (43.9%) students exhibited minimal skills. In language arts, 3 (7.3%) students were advanced, 12 (29.3%) were proficient, 16 (39.0%) had basic skills, and 10 (24.4%) students exhibited minimal skills (see Figure 14).

Figure 14



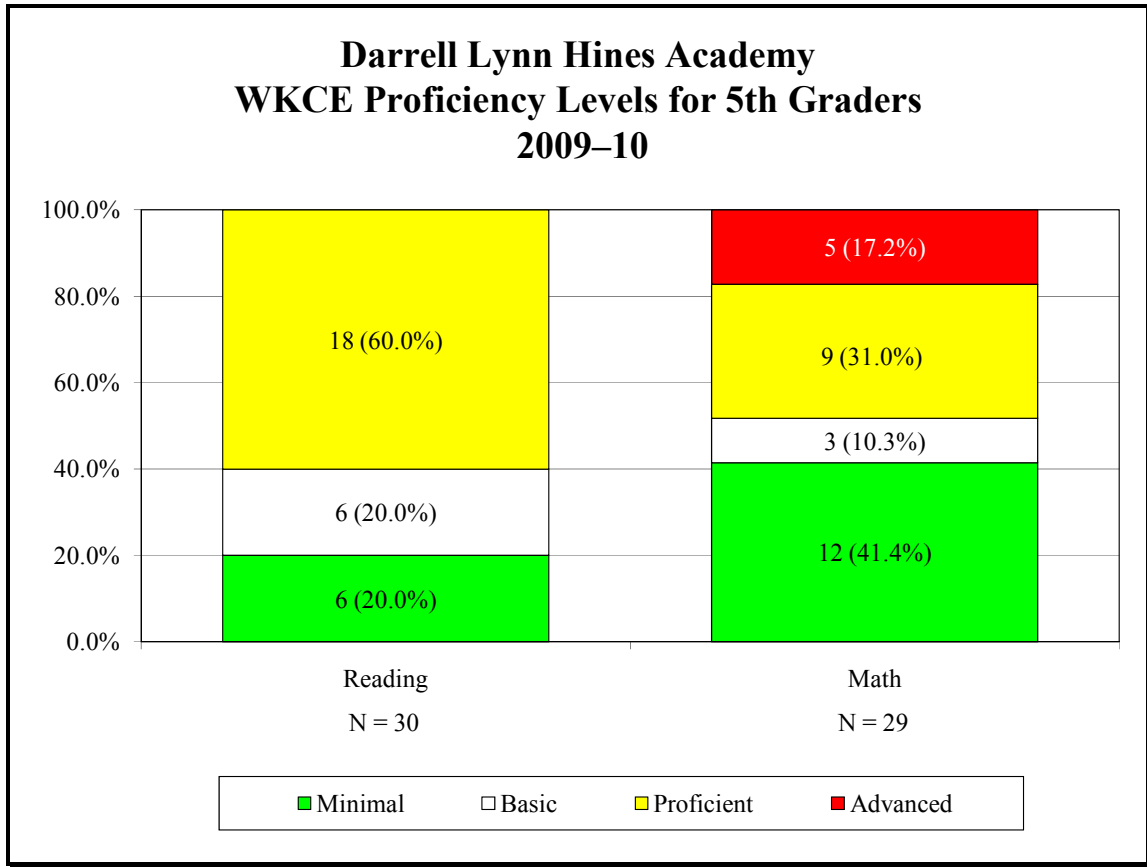
On average, students scored in the 24th percentile statewide in reading, the 23rd in math, and the 24th in language arts.

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. DLH Academy's fourth graders' writing scores ranged from 2.0 to 7.0. The average score was 4.8. The median score was 5.0, meaning half of students scored at or below 5.0 and half scored 5.0 to 7.0.

6. WKCE for Fifth Graders

As required by the CSRC, fifth graders were administered the WKCE reading and math subtests. The examination was administered in October 2009. The reading subtest was given to 30 fifth-grade students and math was given to 29 students. Results indicated that no fifth graders scored advanced, 18 (60.0%) were proficient, 6 (20.0%) scored basic, and 6 (20.0%) scored in the minimal reading level. In math, 5 (17.2%) fifth graders scored advanced, 9 (31.0%) scored proficient, 3 (10.3%) scored basic, and 12 (41.4%) scored in the minimal proficiency level (see Figure 15).

Figure 15



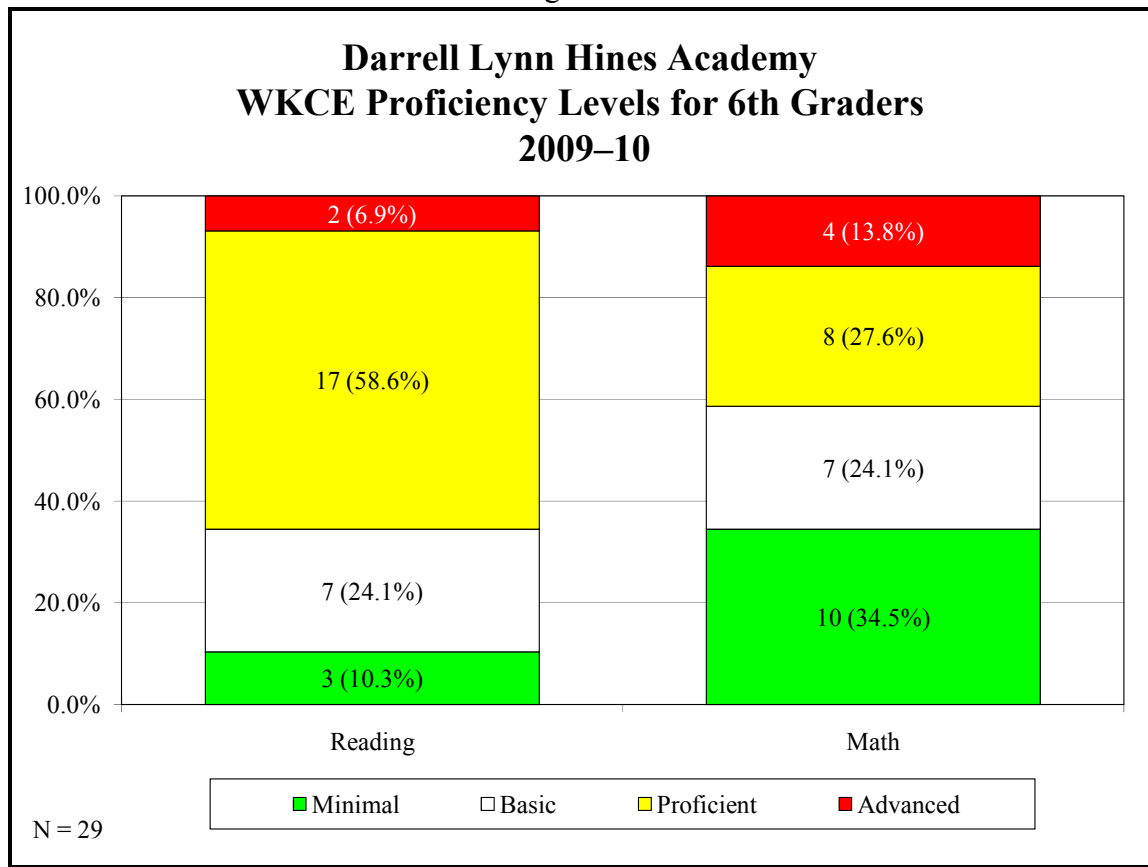
On average, students scored in the 28th percentile statewide in reading and the 26th percentile in math.²²

²² Based on reading scores for 30 students and math scores for 29 students.

7. WKCE for Sixth Graders

Figure 16 illustrates proficiency levels for all sixth graders who took the WKCE in October 2009. Two (6.9%) scored advanced, 17 (58.6%) scored proficient, 7 (24.1%) scored basic, and 3 (10.3%) students scored minimal in reading. Four (13.8%) students scored advanced, 8 (27.6%) scored proficient, 7 (24.1%) scored basic, and 10 (34.5%) students scored minimal in math (see Figure 16).

Figure 16

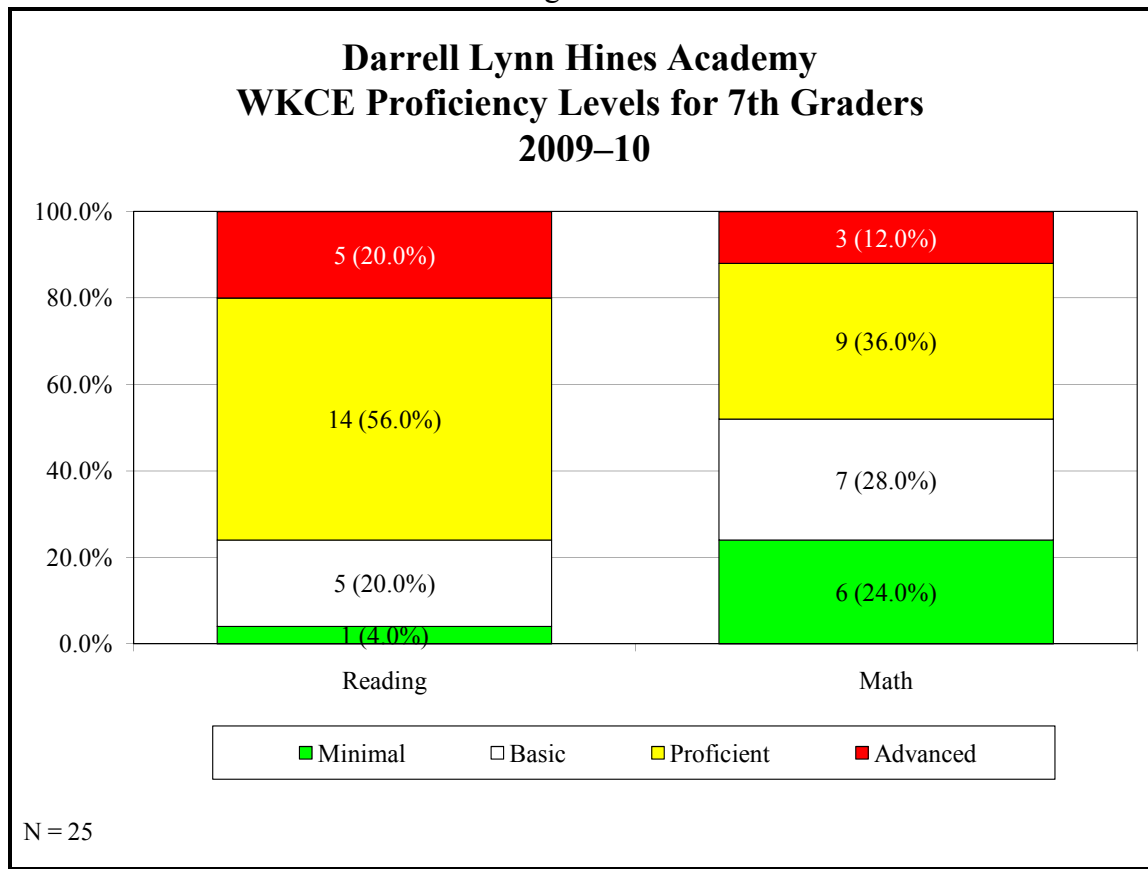


On average, students scored in the 27th percentile statewide in reading and the 25th in math.

8. WKCE for Seventh Graders

Figure 17 illustrates the proficiency levels from the seventh-grade WKCE, administered to 25 students in October 2009. In reading, 5 (20.0%) seventh graders scored advanced, 14 (56.0%) scored proficient, 5 (20.0%) scored basic, and 1 (4.0%) scored at the minimal reader level. In math, 3 (12.0%) seventh graders scored advanced, 9 (36.0%) scored proficient, 7 (28.0%) scored basic, and 6 (24.0%) seventh graders were at the minimal level in math.

Figure 17



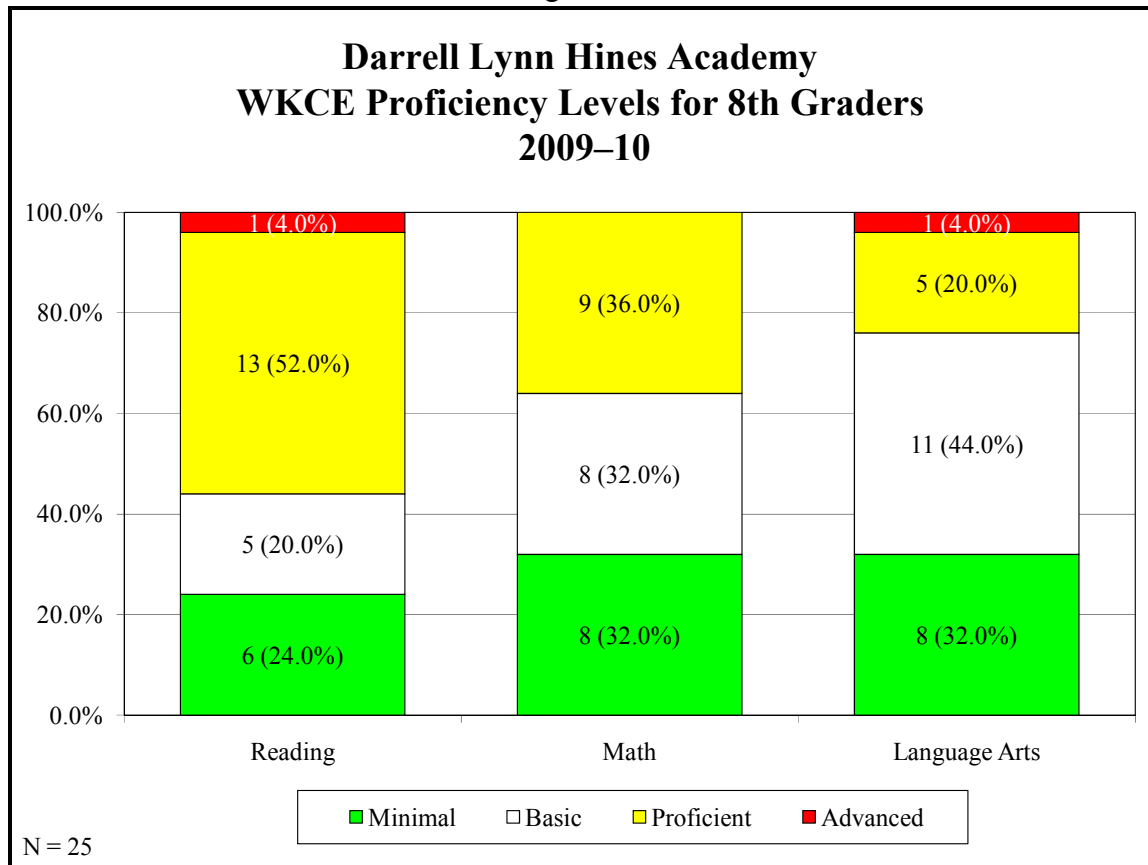
On average, students scored in the 28th percentile statewide in reading and the 27th percentile in math.

9. WKCE for Eighth Graders

Eighth graders were administered the WKCE in October 2009. 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 25 students. One (4.0%) eighth grader scored advanced, 13 (52.0%) scored proficient, 5 (20.0%) scored basic, and 6 (24.0%) scored minimal in reading. In math, no students scored advanced, 9 (36.0%) scored proficient, 8 (32.0%) scored basic, and 8 (32.0%) students scored at the minimal level. In language arts, 1 (4.0%) student scored advanced, 5 (20.0%) students scored proficient, 11 (44.0%) scored basic, and 8 (32.0%) students were at the minimal level (see Figure 18).

Figure 18



On average, eighth graders scored in the 23rd percentile statewide in reading, the 20th percentile in math, and the 25th percentile in language arts.

Eighth graders are also assessed on an extended writing sample. The extended writing sample is assigned up to 3 points for punctuation, grammar, capitalization, and spelling, and up to 6 points for purpose, organization, content development, sentence fluency, and word choice. The maximum possible score is 9 points. This year, eighth graders' scores ranged from 2.0 to 6.0. The average score was 4.6, and the median score was 5.0.

F. Multiple-year Student Progress

Year-to-year progress is measured by comparing scores 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 for a FAY, i.e., since September 19, 2008. 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 1.0 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 19 students enrolled in the school as first graders in 2008–09 and then as second graders in 2009–10, and 17 students enrolled as second graders in 2008–09 and then as third graders in 2009–10. SDRT totals indicated an average improvement of 1.0 GLE in reading from first to second grade and 0.5 GLE from second to third grade. Overall, students advanced 0.7 GLE. The school did not meet the CSRC expectations for third graders (see Table 15).

Table 15					
Darrell Lynn Hines Academy					
Average GLE Advancement in Reading From 1st to 2nd and 2nd to 3rd Grade					
Based on SDRT					
SDRT Total 2008–09 to 2009–10	Average GLE 2008–09	Average GLE 2009–10	Median GLE Advancement	Average GLE Advancement	Percentage Advanced At Least One GLE
1st to 2nd (n = 19)	1.6	2.6	1.0	1.0	52.6%
2nd to 3rd (n = 17)	2.4	2.9	0.5	0.5	11.8%
Total (N = 36)	--	--	--	0.7	33.3%

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 2007–08 as first graders to scores they earned as third graders in 2009–10. As illustrated, in 2007–08, first-grade students were reading at GLE and were not able to maintain grade-level skills in 2009–10. Over two years, these students improved, on average, 1.2 GLE (see Table 16).

Table 16				
Darrell Lynn Hines Academy				
Average GLE Advancement From 1st to 3rd Grade				
Based on SDRT				
Reading	Average GLE 2007–08	Average GLE 2009–10	Median GLE Advancement	Average GLE Advancement
1st to 3rd (n = 15)	1.5	2.7	1.2	1.2

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 2008–09 will maintain their status of proficient or above in 2009–10. As illustrated, 80.6% of students met this expectation in reading, and 94.3% met this expectation in math, exceeding CSRC’s requirements (see Tables 17a and 17b).

Table 17a			
Darrell Lynn Hines Academy			
Reading Proficiency Level Progress			
for FAY Students Who Tested Proficient or Advanced in 2008–09			
Based on WKCE			
Grade	Students Proficient/Advanced in 2008–09	Students Maintained Proficient/Advanced in 2009–10	
		N	%
3rd to 4th	13	11	84.6%
4th to 5th	14	11	78.6%
5th to 6th	14	12	85.7%
6th to 7th	14	12	85.7%
7th to 8th	12	8	66.7%
Total	67	54	80.6%

Table 17b			
Darrell Lynn Hines Academy			
Math Proficiency Level Progress			
for FAY Students Proficient or Advanced in 2008–09			
Based on WKCE			
Grade	Students Proficient/Advanced in 2008–09	Students Maintained Proficient/Advanced in 2009–10	
		N	%
3rd to 4th	9	Cannot report due to N size	Cannot report due to N size
4th to 5th	9	Cannot report due to N size	Cannot report due to N size
5th to 6th	6	Cannot report due to N size	Cannot report due to N size
6th to 7th	6	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	35	33	94.3%

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 2008–09. 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 2008–09. It is expected that these students would improve more than one GLE. This year, there were two second graders and six third graders who tested below grade-level expectations in the prior year as first and second graders. Due to the small size of this cohort, results could not be included in this report.

Table 18				
Darrell Lynn Hines Academy				
Reading Progress for Students Below GLE				
on 2008–09 SDRT				
Grade	Average GLE 2008–09	Average GLE 2009–10	Average GLE Advancement	Percentage Advanced At Least One GLE
1st to 2nd (n=2)	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
2nd to 3rd (n=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
Total (N = 8)	--	--	--	--

Analysis of scores from 2007–08 to 2009–10 (two academic years) indicated that there were third graders who tested below GLE in 2007–08 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 for FAY students using proficiency levels from the WKCE over two consecutive years. The CSRC expects students who scored minimal or basic on the 2008–09 test to progress at least one level or, if they scored in the same level, to progress within that level.²³ 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 19, 45.7% of FAY students who were below proficiency improved at least one proficiency level or advanced a quartile within their reading proficiency level. Last year (2008–09), 61.8% of students showed progress and the year before that (2007–08), 52.1% of students showed progress. The school has therefore not met this expectation.

Grade	# Students Minimal/Basic in 2008–09	# Students Who Advanced One Proficiency Level	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level	Total Advancement	
				N	%
3rd to 4th	12	4	2	6	50%
4th to 5th	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
5th to 6th	8	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	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
7th to 8th	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
Total	35	12	4	16	45.7%

²³ To examine whether or not students who remained within the same level, e.g., minimal in 2008–09 and minimal in 2009–10, 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 20. As illustrated, 58.2% of students who did not meet proficiency level expectations, i.e., scored minimal or basic, in 2008–09, either advanced one proficiency level (n=21) or if they did not advance a level, improved at least one quartile within their level (n=18). This compares to 45.5% who were able to improve scores last year (2008–09), exceeding the CSRC expectation.

Table 20					
Darrell Lynn Hines Academy					
Math Proficiency Level Progress for					
FAY Students Minimal or Basic in 2008–09					
Grade	# Students Minimal/Basic in 2008–09	# Students Who Advanced One Proficiency Level	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level	Total Proficiency Level Advancement	
				N	%
3rd to 4th	16	3	7	10	62.5%
4th to 5th	10	1	1	2	20.0%
5th to 6th	16	7	5	12	75.0%
6th to 7th	13	6	4	10	76.9%
7th to 8th	12	4	1	5	41.7%
Total	67	21	18	39	58.2%

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

1. Background Information²⁴

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

²⁴ 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 DLH Academy’s *Adequate Yearly Progress Review for 2009–10*, published on the DPI’s website, DLH Academy met all four of the AYP objectives: test participation, attendance, reading, and mathematics.²⁵

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

²⁵ For a copy of DLH Academy’s Annual Review of School Performance, see www.dpi.state.wi.us/sifi/AYP_Summary.

V. SUMMARY AND RECOMMENDATIONS

A. Contract Compliance

This report covers the eighth year that DLH Academy has operated as a City of Milwaukee–chartered school. For the 2009–10 academic year, DLH Academy 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 1.0 GLE in reading (actual: second graders advanced 1.0 GLE, third graders advanced 0.5 GLE);
- That more than 61.8% of students below proficient on the WKCE in reading show advancement (actual: 45.7%).

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.

B. Parent, Teacher, Student, and Board Member Satisfaction

- On a scale of excellent, good, fair, or poor, 89.5% of 114 parents rated the school’s contribution toward their child’s learning as good (28.1%) or excellent (61.4%).
- Six (54.5%) of 11 teachers rated the school’s contribution toward student academic progress as good. No teachers rated the school’s contribution as excellent.
- All 20 students interviewed indicated that they use computers at school; 19 of 20 said they have improved in reading.
- Four of five members of the board of directors interviewed indicated that the school’s progress toward becoming an excellent school was good, while the other indicated the school’s progress toward becoming an excellent school was excellent.
- Teachers suggested that revising the discipline policy would help improve the school.
- Board members mentioned increasing funding to add more seasoned staff as the main suggestion to improve the school.

C. Education-related Findings

- Average student attendance was 92.1%, exceeding the school's goal of 90.0%.
- Parents of all students enrolled at the time of the two scheduled family-teacher conferences attended, meeting DLH Academy's goal.

D. Local Measure Results

Results of DLH Academy's local measures of academic progress indicated the following.

- Of 50 kindergarten and first-grade students, 44 (88.0%) met or exceeded math expectations by scoring at least 85% mastery of Everyday Math concept.
- Fall to spring MAP scores for second- through eighth-grade students were as follows:
 - » In reading, 40.8% of 191 students met target scores, falling short of the school's goal of 52.1%;
 - » In math, 58.3% of 192 students met target scores, falling short of the school's goal of 61.3%; and
 - » In language arts, 50.5% of 192 students met target scores, falling short of the school's goal of 53.2%.
- In writing, 131 (53.0%) of 247 students demonstrated at least grade-level writing skills based on the Six Traits of Writing.
- Of the 33 students with active IEPs, 31 (93.9%) demonstrated progress on at least one goal.

E. Standardized Test Results

The April 2010 SDRT results indicate the following:

- Kindergarteners were, on average, reading at 1.0 GLE overall;
- First graders were, on average, reading at 2.5 GLE overall;
- Second graders were reading at 2.4 GLE; and
- Third graders were reading at 2.7 GLE overall.

The WKCE reading and math results are summarized in Figures 19 and 20.

Figure 19

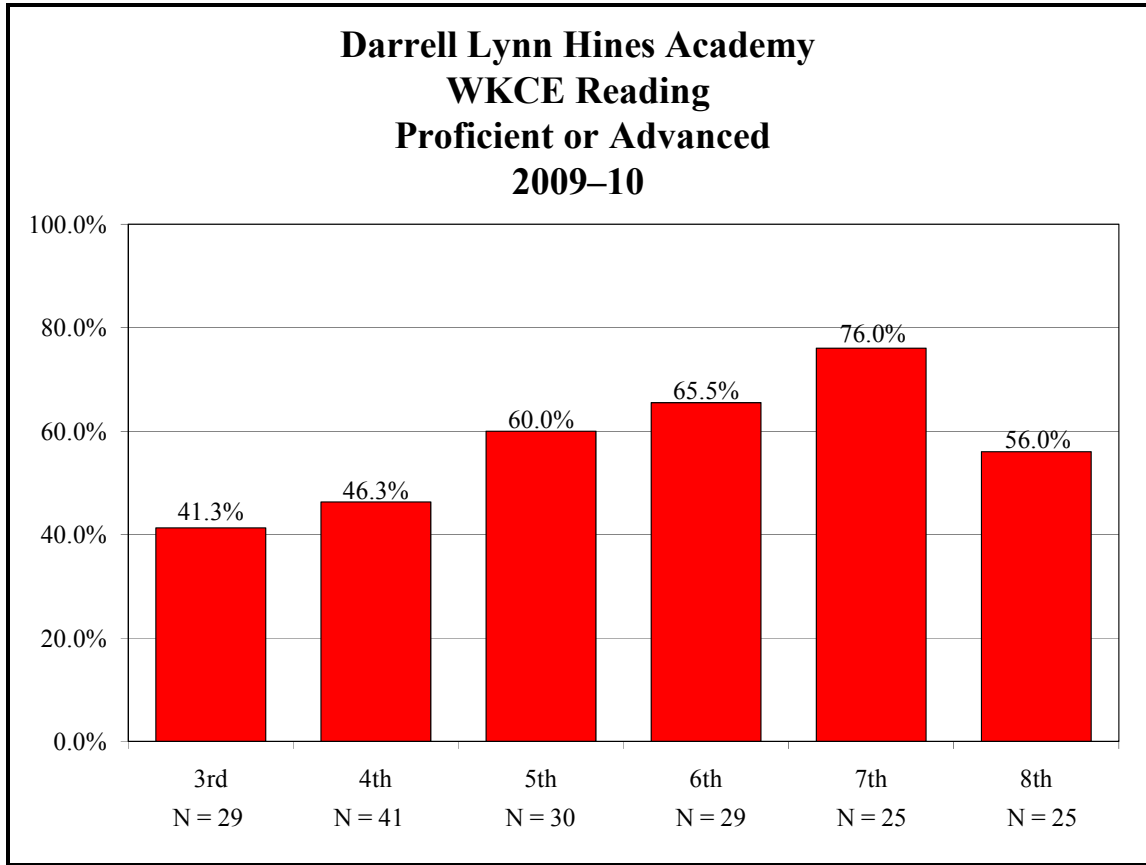
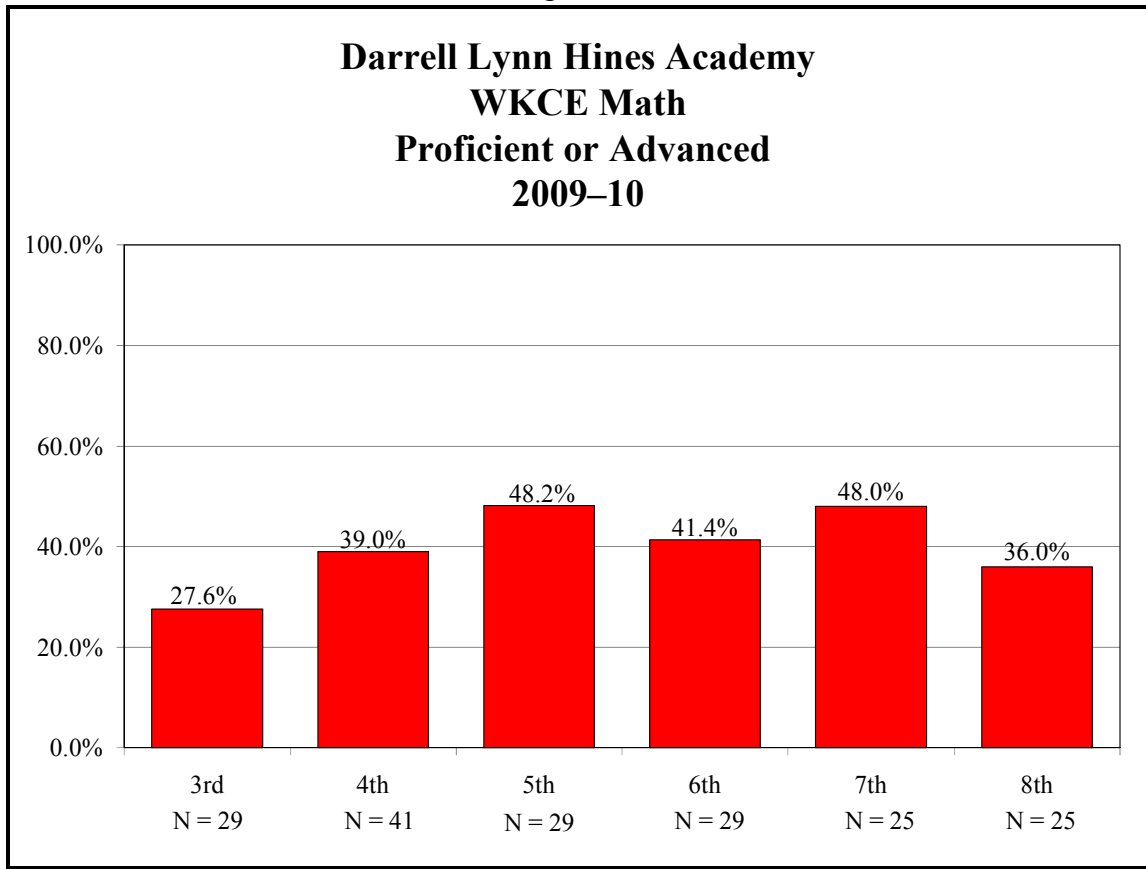


Figure 20



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

- Second and third graders advanced an average of 0.5 GLE, falling short of the CSRC’s expectation of 1.0 GLE.
- Of 67 fourth through eighth graders, 54 (80.6%) maintained a proficient or advanced level in reading, exceeding the CSRC’s expectation of at least 75.0%.
- Of 35 fourth through eighth graders, 33 (94.3%) maintained a proficient or advanced level in math, exceeding the CSRC’s expectation of at least 75.0%.
- There were only eight students who tested below GLE on the SDRT in 2008–09. Due to the small size of this cohort, year-to-year advancement could not be included in this report.
- Of the students testing below proficiency in the fall of 2008:
 - » Of 35 fourth through eighth graders, 45.7% either advanced one proficiency level or one quartile within the previous year’s proficiency level in reading. This does not meet the goal of 61.8%, which reflects the percentage of students who advanced last year.

- » Of 67 fourth through eighth graders, 58.2% either advanced one proficiency level or one quartile within the previous year's proficiency level in math. This exceeded the goal of 45.5%, which reflects the percentage of students who advanced last year.

G. Recommendations

After reviewing the information in this report and considering the information gathered during the administration interview in May 2010, CRC and the school jointly recommend that the focus of activities for the 2010–11 school year should be to continue to differentiate instruction based on student's needs by conducting the following activities:

- Implement more focused staff development, especially with newer staff, that specifically addresses the need for commitment to developing excellence.
- Increase the use of student-level data to inform teacher strategies and approaches to meet the needs of individual students.
- Increase the math block across all grade levels.
- Realign math standards so that the math curriculum adequately addresses the second- and third-grade standards.
- Target second- and third-grade students by introducing test-taking strategies and identifying enrichment activities to increase performance on the SDRT.
- Target second- and third-grade students with more intense phonics instruction.

Appendix A

Contract Compliance Chart

Darrell Lynn Hines Academy

**Overview of Compliance for Education-related Contract Provisions
2009–10**

Section of Contract	Education-related Contract Provision	Report Page Number	Contract Provisions Met or Not Met?
Section B	Description of educational program: student population served.	pp. 2–6	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. 2–12	Met.
Section D	Administration of required standardized tests.	pp. 43–58	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. 36–42	Met.
Section D and subsequent memos from the CSRC	<p>Academic criteria #2: Year-to-year achievement measure.</p> <p>a. 2nd- and 3rd-grade students: advance average of 1.0 GLE in reading.</p> <p>b. 4th- to 8th-grade students proficient or advanced in reading: at least 75.0% maintain proficiency level.</p> <p>c. 4th- to 8th-grade students proficient or advanced in math: at least 75.0% maintain proficiency level.</p>	<p>a. pp. 58–60</p> <p>b. p. 60</p> <p>c. pp. 60–61</p>	<p>a. Not met. Met for first graders, not met for second graders.*</p> <p>b. Met. 80.6% maintained proficiency in reading.</p> <p>c. Met. 94.3% maintained proficiency in math.</p>
Section D	<p>Academic criteria #3:</p> <p>a. 2nd- and 3rd-grade students with below grade-level 2008–09 scores in reading: advance more than 1.0 GLE in reading.</p> <p>b. 4th- to 8th-grade students below proficient level in 2008–09 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%.</p> <p>c. 4th- to 8th-grade students below proficient level in 2008–09 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., >45.5%.</p>	<p>a. pp. 61–62</p> <p>b. pp. 61–63</p> <p>c. pp. 61–63</p>	<p>a. Could not be reported (n=8).</p> <p>b. Not met. 45.7% of 35 students advanced this year, compared to 61.8% last year.</p> <p>c. Met. 58.2% of 67 advanced this year, compared to 45.5% last year.</p>
Section E	Parental involvement.	pp. 10, 35	Met.
Section F	Instructional staff hold a DPI license or permit to teach.	p. 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, 1.0 GLE, and 0.5 GLE respectively, for an average advancement of 0.7 GLE.

Appendix B

Student Learning Memorandum

Learning Memo for Darrell Lynn Hines College Preparatory Academy Of Excellence

To: City of Milwaukee Charter School Review Committee and Children's Research Center
From: Darrell Lynn Hines College Preparatory Academy Of Excellence
Re: Student Learning Memorandum for the 2009–10 School Year
Date: November 3, 2009

The following procedures and outcomes will be used for the 2009–10 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). All spreadsheets and/or the database should include all students enrolled at any time during the school year.

Attendance

The school will maintain an average daily attendance rate of 90.0%. Attendance will be reported as present, excused absence, or unexcused absence. A student is considered present for the day if he/she is in attendance for half a day or more.

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 individualized education program (IEP) team assessment, assessment outcome, IEP completion date, IEP review dates, and any reassessment results.

Students who have active IEPs will demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation. Progress will be demonstrated by reporting the number of sub-goals that have been met for each annual goal on the IEP. 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

Mathematics

Each student in grades K5 and 1 will demonstrate an average of at least 85% mastery of grade-level math concepts on their Everyday Mathematics unit assessments. The percentage of students meeting this expectation during the 2009–10 school year will be used as baseline data for future planning.

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. Specifically:

- More than 52.1% of the students in grades 2 through 8 will meet their target RIT score in reading.
- More than 61.3% of the students in grades 2 through 8 will meet their target RIT score in math.
- More than 53.2% of the students in grades 2 through 8 will meet their target RIT score in language arts.

Writing

By the end of the sixth marking period, students will demonstrate a grade-appropriate writing piece using the Six Traits of Writing rubric that corresponds with the student's grade level. Grading of the writing piece will be scored based on the Six Traits rubric. Students will be scored as minimal, basic, proficient, or advanced.

Academic Achievement: Standardized Measures

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

CSRC Expectations

- On average, second- and third-grade students will demonstrate a minimum increase of one grade level on the Stanford Diagnostic Reading Test (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 (WKCE) in 2008–09 will maintain their status of proficient or above.
- More than 61.8% of fourth- through eighth-grade students who tested below proficient (basic or minimal) in reading on the WKCE in 2008–09 will improve a level or move at least one quartile within their level.
- Of the fourth- through eighth-grade students who tested below proficient (basic or minimal) in mathematics on the WKCE in 2008–09, more than 40.5% will improve a level or move at least one quartile within their level.

Grades 1, 2, and 3

The SDRT will be administered between March 15 and April 15, 2010. The first-year testing will serve as baseline data. Progress will be assessed based on the results of the test in reading in the second and subsequent years.

Grades 3 Through 8

The WKCE will be administered on an annual basis in the timeframe identified by the Wisconsin Department of Public Instruction. The WKCE reading subtest will provide each student with a proficiency level via a scale score in reading, and the WKCE math subtest will provide each student with a proficiency level via a scale score in math.

Learning Memo Data Addendum
Darrell Lynn Hines College Preparatory Academy Of Excellence

The following describes the data collection and submission process related to each of the outcomes in the learning memo for the 2009–10 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1. All students attending the school at any time during the academic year should be included in all student data files. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique Wisconsin student ID number and school-based ID number in each data file.
2. All data fields must be completed for each student enrolled at any time during the school year. If a student is not enrolled when a measure is completed, record N/E to indicate "not enrolled." If the measure did not apply to the student for another reason, enter N/A for that student to indicate "not applicable." N/E may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year. N/A may apply if a student is absent when a measure is completed.
3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

Staff person(s) responsible for year-end data submission: _____

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment, Termination, and Attendance	<p>Create a column for each of the following. Include for all students enrolled at any time during the school year:</p> <ul style="list-style-type: none"> • WI student ID number • School student ID number (school-based) • Student name • Grade level • Race/ethnicity • Gender (M/F) • Enrollment date • Termination date, or N/A if the student did not withdraw • Reason for termination • The number of days the student was enrolled at the school this year • The number of days the student attended this year • The number of excused absences this year • The number of unexcused absences this year • Indicate if the student had and/or was assessed for special education needs during the school year (yes and eligible, yes and not eligible, or no) 		

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Parent Participation	<p>Create a column for each of the following. Include for all students enrolled at any time during the school year:</p> <ul style="list-style-type: none"> • WI student ID number • School student ID number • Student name • Create one column labeled <u>conference 1</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the first conference. If the student was not enrolled at the time of this conference, enter N/E. • Create one column labeled <u>conference 2</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the second conference. If the student was not enrolled at the time of this conference, enter N/E. 	Excel spreadsheet designed by school	
Special Education Needs Students	<p>For each student who had or was assessed for special education, i.e., with “yes and eligible” in the data file above, include the following:</p> <ul style="list-style-type: none"> • WI student ID number • School student ID number • Student name • The special education need, e.g., ED, CD, LD, OHI, etc. • Assessment date • IEP completion date • IEP review date • IEP review results, e.g., continue in special education, no longer eligible for special education • Number of goals, including sub-goals, on IEP • Number of goals, including sub-goals, met on IEP 	Excel spreadsheet designed by school	

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<p>Academic Achievement: Local Measures</p> <p><i>Math</i></p>	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • WI student ID number • School student ID number • Student name <p>For K5 and first graders, include the percentage of items for which student showed mastery of grade-level math concepts. Create a field for each unit test and enter results.</p> <p>For second through eighth graders include the following:</p> <ul style="list-style-type: none"> • Fall MAP test score • Target RIT score • Spring MAP test score 	<p>Excel spreadsheet designed by school</p>	
<p>Academic Achievement: Local Measures</p> <p><i>Reading and Language Arts</i></p>	<p>For second- through eighth-grade students enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • WI student ID number • School student ID number • Student name • Fall MAP test score for reading • Target RIT score for reading • Spring MAP test score for reading • Fall MAP test score for language arts • Target RIT score for language arts • Spring MAP test score for language arts 	<p>Excel spreadsheet designed by school</p>	

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Local Measures <i>Writing</i>	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> • WI student ID number • School student ID number • Student name • Indication of whether student demonstrated a grade-appropriate writing piece (at grade, below grade, above grade) • Writing level (minimal, basic, proficient, advanced) 	Excel spreadsheet designed by school	
Academic Achievement: Standardized Measures <i>SDRT</i>	Create a spreadsheet including all first- through third-grade students enrolled at any time during the school year. Include the following: <ul style="list-style-type: none"> • WI student ID number • School student ID number • Student name • Grade • Phonetics scale score • Phonetics GLE • Vocabulary scale score • Vocabulary GLE • Comprehension scale score • Comprehension GLE • Total scale score • Total GLE Please provide the test date(s) in an email or other document.	Excel spreadsheet designed by school	Steven Shaw Shree Brooks

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<p>Academic Achievement: Standardized Measures</p> <p><i>WKCE</i></p>	<p>For each third through eighth-grade student enrolled at any time during the school year, include the following:</p> <ul style="list-style-type: none"> • WI student ID number • School student ID number • Student name • Grade • Scale scores for each WKCE test (e.g., math and reading for all grades, plus language, social studies, and science for fourth and eighth graders) • Proficiency level for each WKCE test <p>Note: Enter N/E if the student was not enrolled at the time of the test. Enter N/A if the test did not apply for another reason.</p> <p>Please provide the test date(s) in an email or other document.</p>	<p>Excel spreadsheet designed by school, or grant CRC access to the Turnleaf website to download school data</p>	

Appendix C

Trend Information

Table C1					
Darrell Lynn Hines Academy Student Enrollment and Retention					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number and Rate Enrolled for Entire School Year
2002-03	225	17	26	216	--
2003-04	246	2	20	228	--
2004-05	235	13	11	237	--
2005-06	257	10	13	254	--
2006-07	303	7	21	289	--
2007-08	298	19	32	288	--
2008-09*	281	11	15	277	267 (95.0%)
2009-10	289	7	33	263	258 (89.3%)

*2008-09 was the first year CSRC required that retention rate be included in this report.

Figure C1

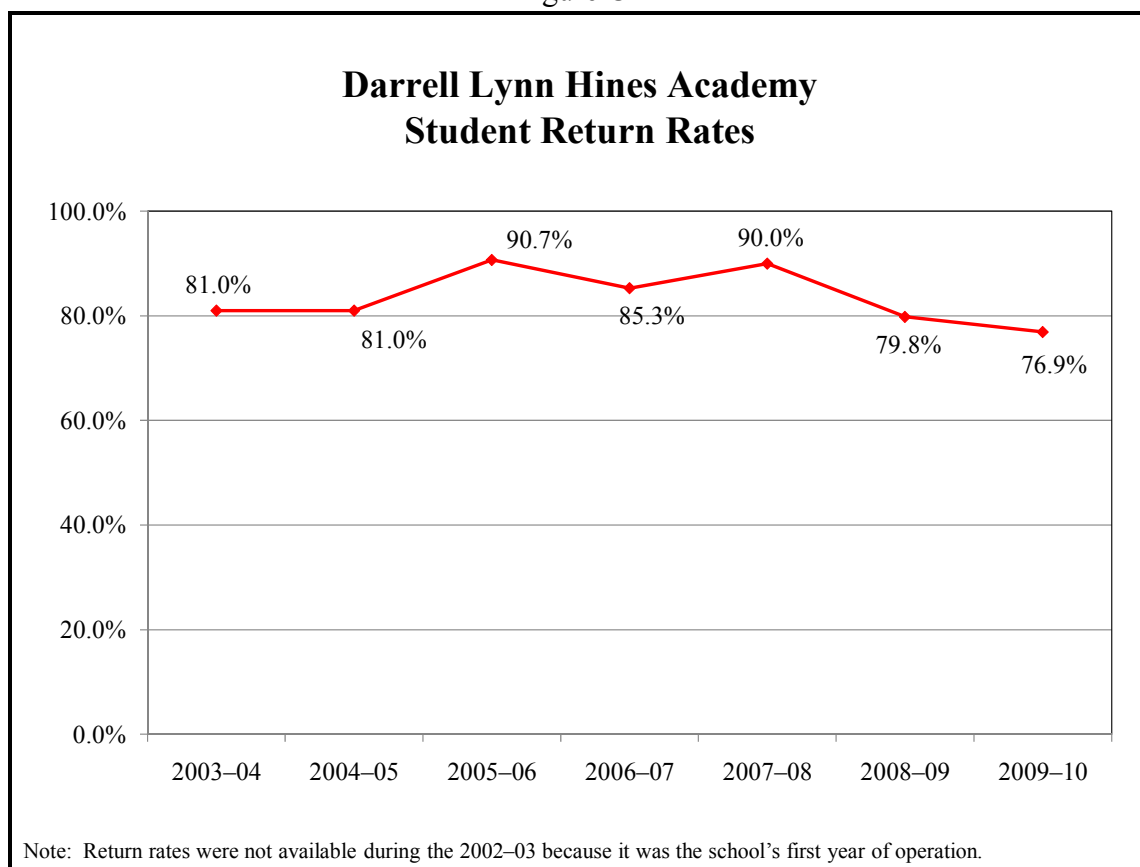


Figure C2

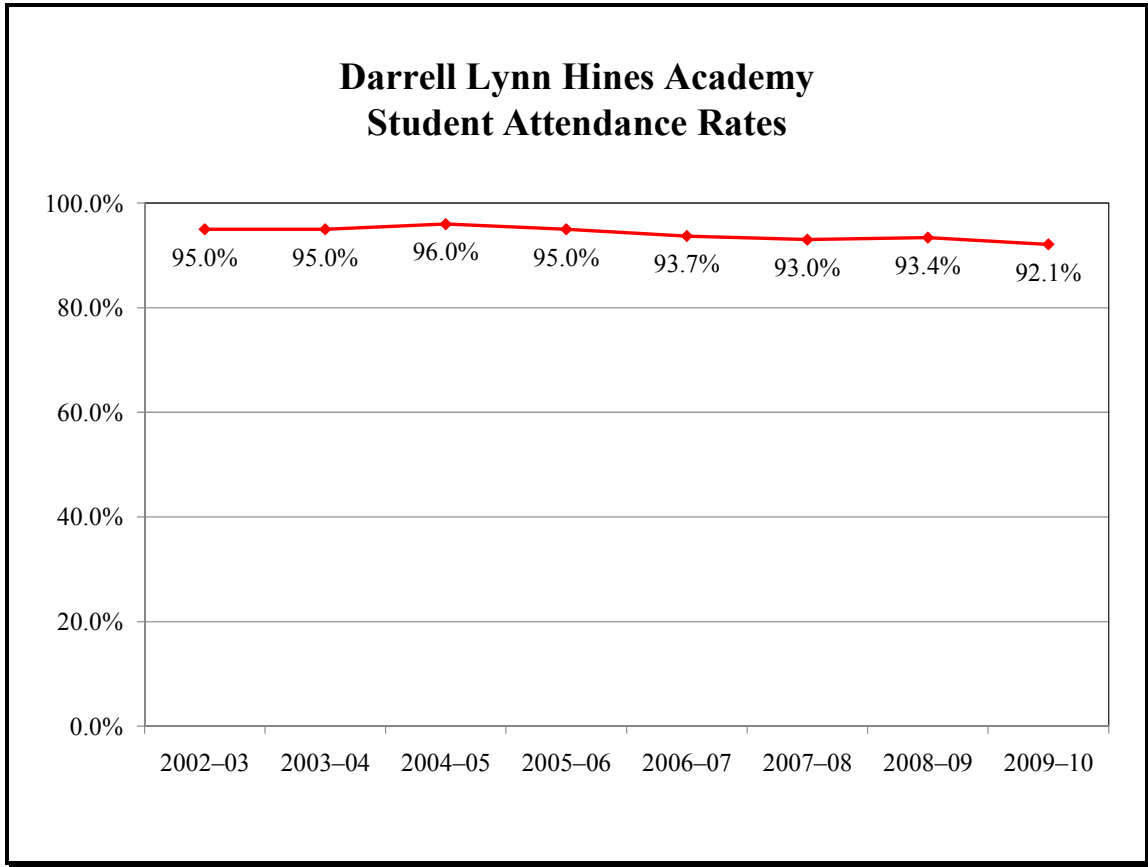


Figure C3

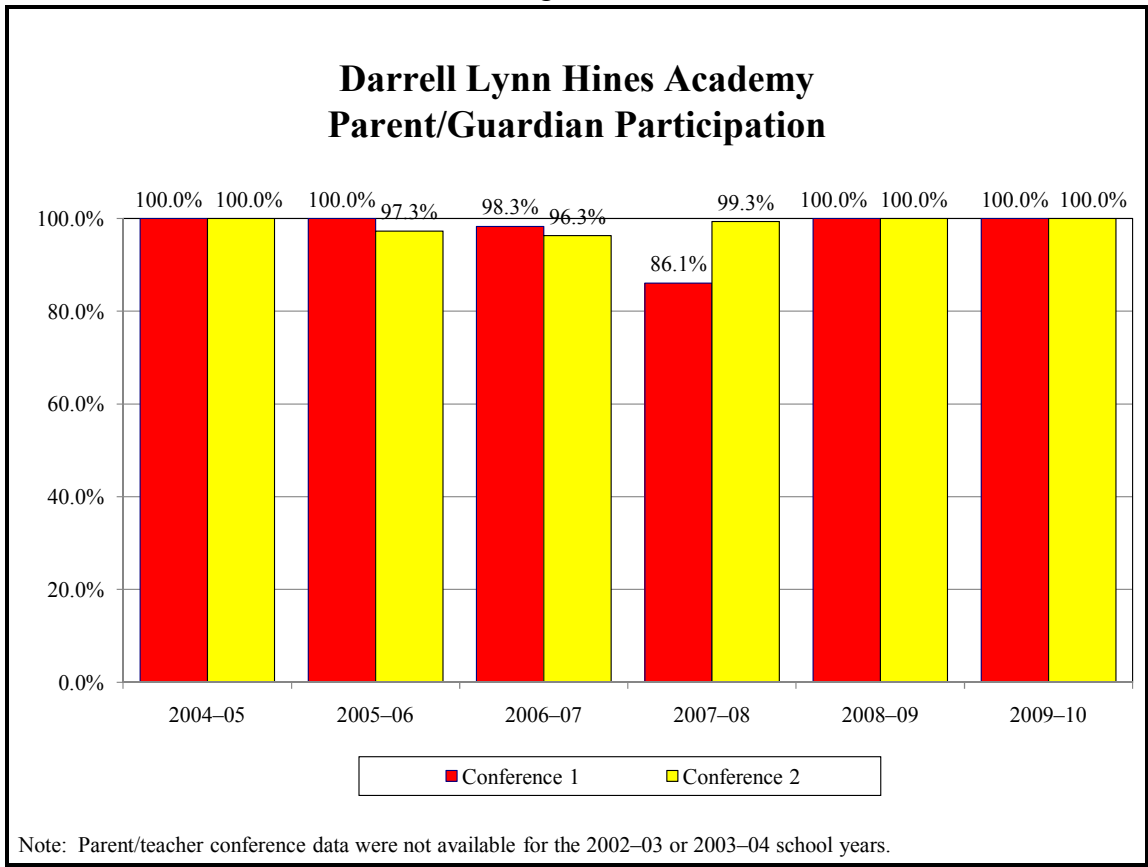


Table C2		
Darrell Lynn Hines Academy Stanford Diagnostic Reading Test Year-to-year Progress Average Grade Level Advancement Grades 1–3		
School Year	N	Average Grade Level Advancement
2004–05	38	0.9
2005–06	41	1.0
2006–07	46	0.5
2007–08	52	0.7
2008–09	45	0.9
2009–10	36	0.7

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%
2009–10	80.6%	94.3%

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%
2009–10	45.7%	58.2%

Table C5						
Darrell Lynn Hines Academy Teacher Retention						
Teacher Type	Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at the End of School Year	Retention Rate: Number and Rate Employed at the School for Entire School Year
Classroom Teachers Only	2009–10	12	0	0	12	100.0%
All Instructional Staff	2009–10	21	0	0	21	100.0%

Table C6				
Darrell Lynn Hines Academy Teacher Return Rate*				
Teacher Type	Year	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
Classroom Teachers Only	2009–10	11	11	100.0%
All Instructional Staff	2009–10	19	18	94.7%

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

Table C7		
Darrell Lynn Hines Academy Adequate Yearly Progress		
Year	Met	Improvement Status
2003–04	Yes	Satisfactory
2004–05	Yes	Satisfactory
2005–06	Yes	Satisfactory
2006–07	Yes	Satisfactory
2007–08	No	Satisfactory
2008–09	Yes	Satisfactory
2009–10	Yes	Satisfactory