EVIDENT CHANGE
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2023–2024 PROGRAMMATIC PROFILE AND EDUCATIONAL PERFORMANCE

DARRELL LYNN HINES ACADEMY

September 2024

CONTENTS

This report includes text from Darrell Lynn Hines Academy's student/parent handbook and staff handbook. Evident Change obtained permission from the school to use this text for this report.

EXECUTIVE SUMMARY

For Darrell Lynn Hines Academy 2023–24

This is the 22nd annual report on the operation of Darrell Lynn Hines Academy (DLH) Academy, one of seven schools chartered by the City of Milwaukee during the 2023–24 school year. It results from intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), DLH Academy staff, and Evident Change.

Evident Change has determined the following based on the information gathered and discussed in the attached report.

I. CONTRACT COMPLIANCE SUMMARY

DLH Academy met all and partially met one provision of its contract with the City of Milwaukee. See Appendix A.

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

1. Primary Measures of Academic Progress

The CSRC requires the school to track student progress in reading, writing, math, and special education goals throughout the year to identify students who need additional help and help teachers develop strategies to improve the academic performance of all students. This year, DLH Academy's primary measures of academic progress resulted in the following outcomes.

- **Reading.** Overall, 86 (56.2%) of 153 students met the local measures.
- **Math.** Overall, 71 (48.0%) of 148 students met the local measures.
- **Writing.** Overall, 97 (67.4%) of 144 students met the local measures.
- **Special education.** All 22 (100.0%) special education students enrolled at DLH Academy for an entire year made at least one goal defined in their individualized education program (IEP), exceeding the school's goal of 90.0%.

2. **Secondary Measures of Academic Progress**

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

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.

Early Literacy year-to-year measures for first and second graders could not be examined this year due to a change in assessment caused by the discontinuation of the PALS early literacy assessment.

Additionally, the Department of Public Instruction (DPI) changed the performance categories and cut score ranges for each performance level for each content area for the Forward Exam. Due to this change, year-to-year progress cannot be measured and will resume in the 2024–25 reporting year.

C. CSRC SCHOOL SCORECARD

The CSRC elementary and junior academy school scorecard contains partial outcome data due to year-to-year data being unavailable for the early literacy and Forward exams. The school's score should not be compared to the previous year's score. DLH Academy scored 67.7% of 59 possible points this year on its 2023–24 scorecard.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

DLH Academy addressed the recommendations in its programmatic profile and education performance report from the previous school year. Based on this report's results and in consultation with school staff, Evident Change recommends that the school continue a focused school-improvement plan by addressing the following recommendations.

- Leadership will implement restorative community circles with teachers and students to build student voices and help students lead discussions.
- Leadership team will actively improve parent engagement by hiring a parent coordinator and developing a more systematic way of communicating school events, academic support, and student needs.

V. EVIDENT CHANGE RECOMMENDATION FOR ONGOING MONITORING

This report covers the 22nd year of Darrell Lynn Hines Academy's operation as a City of Milwaukee charter school. Darrell Lynn Hines Academy has consistently complied with past contract requirements; this year, it has met all and partially met one. Based on contract compliance and the school's trend data, Evident Change recommends that the CSRC continue regular, annual academic monitoring and reporting with special attention to improving basic skills in math and reading.

I. INTRODUCTION

This report was prepared as part of a contract between the City of Milwaukee and Evident Change. It is one component of the program that the Charter School Review Committee (CSRC) uses to monitor the performance of all city-chartered schools.

Evident Change performed the following to produce this report.

- Conducted an initial session with the school to collect information related to contract requirements and to draft a learning memo for the new school year, along with an in-person year-end interview to review progress about recommendations and changes that occurred during the year.
- Visited the school to conduct a random review of special education files.
- Visited the school to observe classroom instruction and school culture.
- Attended a school board of directors meeting with CSRC representatives to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements.
- Surveyed the school community to understand the experiences and perspectives of the school community, including students, parents, teachers, staff, school leadership, and board members to determine areas of improvement. The survey highlights strengths and opportunities for growth based on five elements that support school improvement.
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

Darrell Lynn Hines Academy

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Milwaukee, WI 53224

Telephone: (414) 358-3542

Website: dlhacademy.org

Superintendent: Precious Washington, Ed.D

Principal: Lois Fletcher

Darrell Lynn Hines (DLH) Academy is on the northwest side of Milwaukee. DLH Academy provides educational programming for students in kindergarten (K4 and K5) through eighth grade.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION

The mission of DLH Academy is to prepare students academically, socially, physically, and emotionally.[1] DLH Academy graduates will be ready to promote open-mindedness and social responsibility in their communities and the world. They will be equipped with the skills necessary to become well-balanced, caring, and knowledgeable individuals who understand that the many diverse voices in the world have a right to be heard and respected.

2. INSTRUCTIONAL DESIGN

DLH Academy offers an interdisciplinary curriculum, including the International Baccalaureate (IB) Primary Years Programme, which enhances students' ability to prepare to meet the challenges of today's ever-changing- world.[2] The IB framework offers students a rich, diverse educational program. The school provided instruction in reading/literacy, language arts (including writing), math, science, and social studies. Teachers or teacher assistants facilitated physical education.

B. SCHOOL STRUCTURE

1. BOARD OF DIRECTORS AND LEADERSHIP

A volunteer board of directors governs DLH Academy. The school's superintendent reported that the school currently has eight board members, including a chair, a vice chair, a secretary, a treasurer, a teacher representative, and a parent representative. The superintendent and the growth strategist are two of the four non-voting members of the board.

The school's leadership team consists of the superintendent, principal, assistant principal, operations administrator, and executive manager of finance and reporting. The superintendent and leadership oversee the school's operations, including all administrative functions and administrative staff supervision. The principal directs and supervises the school daily and is responsible for curriculum development, academic programming, and accountability for academic achievement. The assistant principal oversees the IB program.

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[1] From the *2021–22 Family Handbook* and the DLH Academy website.

[2] From the DLH Academy website, the *Family Handbook*, and interviews with school administration.

2. AREAS OF INSTRUCTION

In addition to offering reading/literacy, language arts, and math, DLH Academy offered instruction in science, health, and research methods.[3] Special education programming was provided to students needing an individualized education program (IEP). Parents received report cards at the end of each nine-week quarter; midway through each quarter, progress reports were sent home to update parents. Parents were encouraged to use PowerSchool, a web-based student information system that facilitates student information management and communication among administrators, teachers, parents, and students. The parent portal gives parents and students access to real-time information, including attendance, grades, detailed assignment descriptions, school bulletins, lunch menus, and teacher messages.

3. CLASSROOMS

DLH Academy used 10 classrooms. These included one classroom each for K4 through eighth grade; however, fourth and fifth grades were merged midyear due to a staff departure. The sixth, seventh, and eighth graders who moved from class to class based on subject area (English, social studies, science, and math) used four other classrooms. The school also has a gym, two music rooms, an art room, a resource room (for small-group or individual support as needed based on students' IEP service needs), a library, a science lab, a cafeteria, and an additional space for small-group discussion including restorative meeting sessions. Each K4 and K5 through fifth-grade level was staffed with a teacher. The middle school grades were staffed with teachers in the specific subject areas. Six teacher assistants supported teachers. Class sizes ranged from 20 to 23 students.

4. STAFF INFORMATION

At the end of the 2022–23 school year, DLHA had 15 instructional staff eligible to return for the 2022–23 school year. Of those, 12 returned, which is an 80.0% return rate.

During the 2023–24 school year, the DLHA instructional roster included 16 professionals in certified positions. Of those staff, 37.5% were African American and 62.5% were White. All but three of the 16 staff in certified positions held current Wisconsin DPI licenses or permits to teach. Of 16 eligible staff members, 14 (87.5%) remained at the school for the entire year. Throughout the school year, DLHA employed 14 support staff, which included eight educational assistants, an assistant executive director, a wellness and student support advocate, a food service coordinator, a maintenance coordinator, an administrative assistant, and an executive manager of business and finance. All of those staff members were African American.

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[3] From the *Family Handbook* and information gathered during the fall interview.

Staff members receive two formal evaluations during their first year at the school. After that, they receive one formal evaluation per year, plus annual progress reports using DPI's educational evaluation model. Professional development was provided to teachers, teacher assistants, and school leaders throughout the year. Notable topics included classroom management, new teacher orientation, social-emotional learning, new curriculum review, school culture, primary education program review, CESA, reading and math instructional practice, and IB framework training.

5. SCHOOL HOURS AND CALENDAR

The regular school day for all students began at 7:55 a.m. and ended at 3:30 p.m. The first day of school was September 5, 2023. The last day of student attendance was June 11, 2024. The school provided a calendar for the 2023–24 school year to Evident Change. The calendar is also posted on the school's website.

6. PARENT AND FAMILY INVOLVEMENT

DLH Academy's *2023–24 Family Handbook* was provided to families before the start of school. The handbook is also available on the school's website. With this annually updated handbook, DLH Academy invites parents to become active Family Involvement Team (F.I.T.) members. This team provides positive communication between parents and family members and the school administration, facilitates parental involvement in school governance and educational issues, organizes volunteers, reviews and discusses school performance issues, and assists in fundraising and family education training.

DLH Academy expects parents and family members to review and sign its school–parent compact. This agreement describes the school's and family's partnership roles to achieve academic and school goals for students.

Families participated in the following activities throughout the year: new parent orientation, open house, parent–teacher conferences, winter concert, Black history program, spring concert, an All School Awards Ceremony, eighth-grade banquet, family F.I.T. meetings, family F.I.T. night, fifth-grade exhibition, high school and graduation planning for eighth grade, K4 end-of-year celebration, k5 completion ceremony, and eighth-grade graduation ceremonies. Parent–teacher conferences were scheduled for October 12 and 13 and March 14 and 15.

7. DISCIPLINE POLICY

DLH Academy clearly explains its discipline and bullying policy and restorative plan to parents and students in the *Family Handbook*. The student management section includes a statement of student expectations, a statement of parent expectations, and an explanation of the school–parent compact. In addition, the handbook explains the school's discipline plan and disciplinary actions. The disciplinary referrals include a conference with the student, teacher, and parent; out-of-school suspension; and expulsion recommendation. Each disciplinary referral is explained in the handbook, along with appeal rights and procedures. The school also has an explicit weapons and criminal offense policy that prohibits guns and other weapons, alcohol, drugs, or bodily harm to any member of the school community. These offenses can result in expulsion. The discipline plan states an action for each type of infraction.

Students are referred for awards in attendance and academic honor roll, as well as positive behaviors and character traits that exemplify a model student. Honors awards were provided to the eighth-grade class during the graduation ceremony.

8. GRADUATION AND HIGH SCHOOL INFORMATION

K5 and eighth-grade graduation was held on June 3, 2024. Eighth-grade graduates plan to attend the following high schools in the fall of 2024.

- Milwaukee Lutheran High School
- Destiny High School
- Rufus King International High School
- Nathan Hale High School
- Messmer High School
- Wauwatosa Virtual Academy
- Wisconsin Lutheran High School
- Nicolet High School
- Hmong American Peace Academy
- St. Joan Antida High School

The school has no formal method to track the high school achievement of its graduates.

C. STUDENT POPULATION

At the beginning of the year, 172 students in K4 through eighth grade were enrolled.[4] A total of 30 students enrolled after the school year started, and 36 students left the school before the end of the year.[5] Students left for a variety of reasons: Ten withdrew instead of expulsion or disciplinary hearing, nine moved away, four because of dissatisfaction with the school/program, four because the parent decided their student wasn't ready for K4, three withdrew because of problems with transportation, two were expelled, one graduated, and three withdrew for other reasons. Of the 172 students who started the year at the school, 143 remained enrolled at the end of the school year, which is a retention rate of 83.1%.

A total of 166 students were enrolled at DLH Academy at the end of the academic year.

- Most (n=153, 92.2%) students were African American, 11 (6.6%) were Asian, and two (1.2%) were Hispanic.[6]
- There were 92 (55.4%) boys and 74 (44.6%) girls.[7]
- There were 24 students (14.5%) with special education needs. Of these, nine had speech and language impairments, eight had other health impairments, five had a specific learning disability, three had significant developmental delay, one had autism, and one had an emotional/behavioral disorder.[8]
- Most (n=142, 85.5%) students were eligible for free or reduced lunch prices.

The largest grade level was K5, with 23 students. Grade sizes ranged from nine to 23 students, averaging 17 (Figure 1).

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[4] As of September 15, 2023.

[5] The number of students who withdrew by grade were: five from K4, two from K5, two from first grade, three from second grade, five from third grade, three from fourth grade, three from fifth grade, eight from sixth grade, three from seventh grade, and two from eighth grade.

[6] Race/ethnicity categories reflect those reported by the school.

[7] Gender categories reflect those reported by the school.

[8] Students may have more than one type of identified need. One student was dismissed from special education services during the year and two were evaluated and did not qualify; these students are not included.

Figure 1
Darrell Lynn Hines Academy Student Enrollment Numbers by Grade Level 2023–24
N = 166
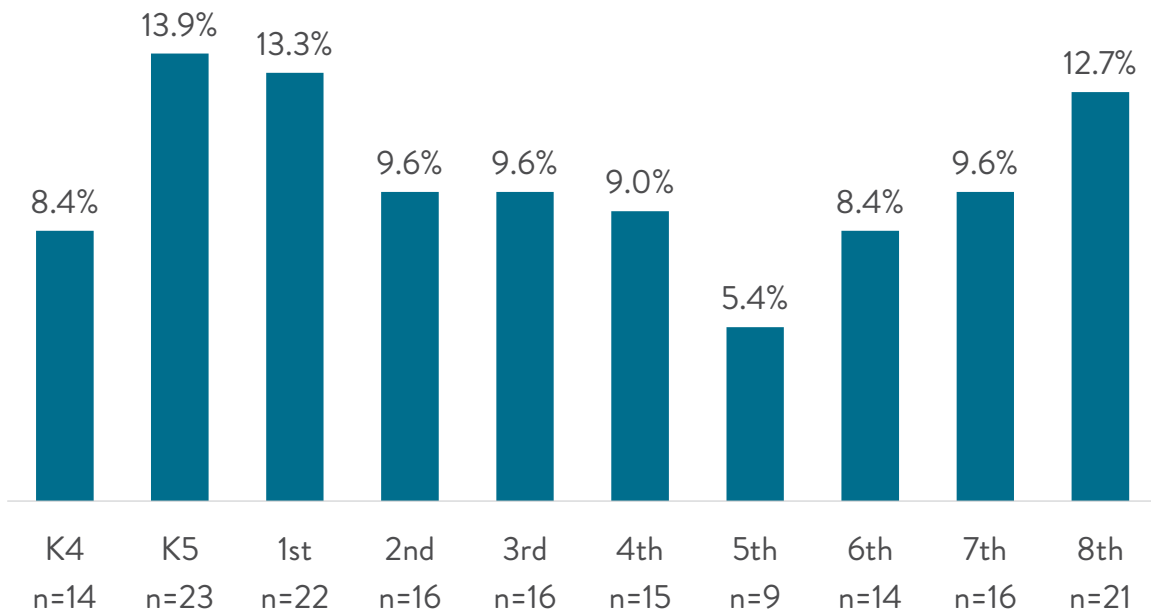
Of the 148 students attending on the last day of the 2022–23 academic year eligible for 2023–24 enrollment (i.e., they did not graduate from eighth grade), 122 were enrolled on or before the third Friday in September 2023. This enrollment represents a return rate of 82.4% and was higher than the return rate of 78.4% in the fall of 2022.

D. SCHOOL CULTURE AND CLIMATE SURVEY

Evident Change conducts biennial school culture and climate surveys. These surveys provide a platform to understand the experience and perspective of the school community, including students, parents, teachers, staff, school leadership, and board members to determine areas of improvement. The survey highlights strengths and opportunities for growth based on five elements that support school improvement.

1. FIVE INDICATORS OF SCHOOL IMPROVEMENT

The School Culture and Climate Survey is loosely based on the 5Essentials framework created by the Consortium of School Research at the University of Chicago.[9] This survey measured school culture and climate by aligning questions with five indicators of school improvement.

- Supportive environment
- Ambitious instruction
- Collaborative staff
- Effective leadership
- Involved families

Strong scores in these five areas improve student outcomes, including improved attendance and larger test score gains. Research indicates that students enrolled in schools that show strength in at least three of these indicators were up to 10 times more likely to increase their math and reading scores than those weak in three or more indicators.[10]

2. SURVEY PARTICIPATION

Students, parents, staff, and school leaders were invited to participate in the survey (Table 1). Evident Change staff visited all schools to explain and proctor surveys to sixth- through twelfth-grade students. Each school designated a survey coordinator to create a distribution schedule with Evident Change staff. The school shared the survey link or QR code with families twice a week for three months via text messages, newsletters, flyers, postcards, and emails. The school also set up a survey station equipped with Chromebooks for parents to participate in the on-site survey during parent–teacher conferences. Teachers, support staff, board members, and school leaders were invited to participate through email.

TABLE 1				
		RESPONSE RATE		
STUDENTS	**CERTIFIED STAFF**	**SUPPORT STAFF**	**LEADERSHIP**	**PARENTS**
91.0%	75.0%	57.0%	43.0%	35.0%

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[9] 5Essentials | UChicago Impact

[10] Supporting School Improvement

3. SURVEY RESULTS

The comprehensive scores (Table 3) are based on climate and culture questions organized by the five indicators of school improvement (Table 2).[11] Schools are considered in a strong position for improvement if the community has a positive rate of 60% or more in three or more indicators of success.

TABLE 2	
RANGE OF SCORES	
POSITION FOR IMPROVEMENT	**POSITIVE SENTIMENT SCORES**
Well-organized for improvement	80–100
Organized for improvement	60–79
Moderately organized for improvement	40–59
Partially organized for improvement	20–39
Not yet organized for improvement	0–19

- **Supportive environment:** Students, parents, and staff feel safe and find the school community members trustworthy and responsive to the academic needs of all students.

- **Ambitious instruction:** Instruction is planned, concise, and well-structured. Taps into prior knowledge and encourages students to build and apply new information.

- **Collaborative staff:** All staff actively work together toward school improvement and are committed to the school's mission and vision.

- **Effective leadership:** Leaders work together to develop and implement a shared vision with a cohesive approach to resource allocation, quality instruction, and policy implementation.

- **Involved families:** Staff view the parents as valuable and as partners in increasing academic achievement.

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[11] The School Culture and Climate Survey can be found in Appendix E. Themes from open-ended questions were provided to school leadership.

TABLE 3						
POSITIVE SENTIMENT SCORE						
INDICATOR OF IMPROVEMENT	SURVEY					OVERALL
	Certified Staff	Support Staff	Leadership	Parents	Students	
Supportive environment	68.1	76.2	n/a	84.0	67.7	**74.0**
Ambitious instruction	88.3	n/a	n/a	n/a	78.7	**83.5**
Collaborative staff	72.9	87.1	n/a	83.6	n/a	**81.2**
Effective leadership	61.7	90.2	87.9	96.4	88.1	**84.9**
Involved families	65.9	94.3	n/a	n/a	n/a	**80.1**
Overall Rating	**71.4**	**87.0**	**87.9**	**88.0**	**78.2**	**80.7**

Note: N/A indicates that the questions related to the listed indicator did not apply to the specific subgroup.

E. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

DLH Academy's response to the recommendations in its programmatic profile and education performance report from the previous year follows.

- **Recommendation**: Staff will implement culturally relevant engagement practices to reduce stressors and increase protective factors for students, parents, and staff.[12]

   Response: Students in K4 through second grade participated in A Little Spot of Feelings and Emotions curriculum. Students in upper grades engaged in mental wellness workshops. Additionally, the school conducted staff professional development training on the following topics.

   » Empathy and culturally relevant literacy materials and instruction

   » History of education for students of color

   » Teaching with self-awareness of tone

   » Culture in education

- **Recommendation:** Staff will stabilize and strengthen the professional learning community (PLC) by adopting PLC norms, developing schoolwide instructional strategies, and using data to drive instruction, specifically in math and reading.

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[12] School "characteristics or conditions that promote the health and emotional well-being of children and adolescents. Enhancing protective factors can help students engage in positive health behaviors and avoid many risk behaviors. They also can buffer students from the potentially harmful effects of negative situations and events." (Information comes from Protective Factors in Schools on the CDC website.)

Response: Staff worked to identify professional learning needs, which included work to better manage meeting time, veteran teacher, and leadership support. Needs assessment led to increased leadership support in organizing professional learning meetings and content.

- **Recommendation:** The leadership team will consistently assess school culture through empathy interviews, classroom observations, and the development of appropriate professional development training based on school needs.

  Response: Staff participated in self-regulation and restorative practice training, which supported the development of a positive culture and climate to help mitigate stressors for students and staff. Additionally, empathy interviews revealed teachers needed help making connections and building empathy with students.

After a review of this report's results and in consultation with school staff, Evident Change recommends that the school continue a focused school improvement plan through the following activities.

- Leadership will implement restorative community circles with teachers and students to build student voices and help students lead discussions.
- The leadership team will actively improve parent engagement by hiring a parent coordinator and developing a more systematic way of communicating school events, academic support, and student needs.

III. EDUCATIONAL PERFORMANCE

Various qualitative and quantitative information was collected at specific intervals during the past several academic years to monitor activities as described in the school's contract with the City of Milwaukee. At the start of the 2023–24 school year, DLH Academy established goals for attendance, parent participation, and special education student records. The school also identified local and standardized measures of academic performance to monitor student progress.

This year, local assessment measures comprised student reading, math, writing skills, and IEP progress. The Star Early Literacy Assessment and the Wisconsin Forward Exam were used as the standardized assessment measures.

A. ATTENDANCE

Evident Change examined student attendance in two ways: actual student attendance and attendance plus excused absences. Both rates include all students enrolled at any time during the school year and until the last day of school. The school considered a student present if the student attended for at least half the day. At the start of the academic year, the school established a goal of maintaining an average attendance rate of 90%.

Attendance data were available for 202 students, who attended 88.6% of the time on average, just short of the school's goal.[13] When excused absences were included, the attendance rate rose to 90.8%.

Evident Change also examined the average time students were suspended (in or out of school). A total of 76 (37.6%) students spent an average of 3.6 days in out-of-school suspension. This year, there were no students with in-school suspension.

B. PARENT–TEACHER CONFERENCES

At the beginning of the academic year, the school set a goal for all parents of students enrolled for the entire school year to attend both scheduled parent–teacher conferences. If parents did not attend the in-person conference, the school followed up with phone conferences. All parents of the 143 students enrolled all year participated in both conferences, meeting the school's goal of 100.0% attendance.

C. SPECIAL EDUCATION STUDENT RECORDS

This year, the school set a goal of developing and maintaining records for all special education students. The school provided special education services to 31 students during the year. A total of 17 students received an evaluation during the 2023–24 school year (eight initial and nine reevaluations); four students evaluated during the current year did not qualify or were dismissed from special education services, and 13 students qualified for new or continued services. The remaining 14 students received an initial or reevaluation during a previous year or withdrew prior to an evaluation scheduled for this school year. An IEP was developed for all 26 new or returning special education students who required one (one student transferred before the IEP date.) In addition, Evident Change staff reviewed several files in the spring. This review revealed no special education compliance issues.

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[13] Individual student attendance rates were calculated by dividing the total number of days present by the total number of days the student was enrolled any time between the third Friday of September and the end of the school year. Individual rates were then averaged across all students.

D. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

Charter schools, by their definition, are autonomous entities with curricula reflecting each school's 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. Each City of Milwaukee–chartered school established these goals and expectations at the beginning of the academic year to measure its students' educational performance. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC expects that, at a minimum, schools establish local measures in reading, writing, math, and special education.

Reading progress was measured using the Star Early Literacy and Star Reading assessments. Math progress was measured using the Star Math and NWEA Measures of Academic Progress (MAP) math assessment. Writing progress was examined using the Common Core State Standards for writing, and special education progress was determined by looking at progress on IEP goals.

1. READING

a. Star Early Literacy for K4 through Second Graders

DLH Academy elected to use the Renaissance Star Early Literacy assessment as its local measure for K4 through second-grade students. At the time of the fall test, each student's score was compared with national grade-level averages based on the 2022 Renaissance Star Early Literacy normative study, which identified the 40th percentile rank as a proficiency benchmark for each grade level. For students who complete both fall and spring assessments, the school set the following grade-level specific goals based on benchmark status at the time of the spring test.

- At least 70% of K4 and K5 students will test at or above the proficiency benchmark on the spring assessment.
- At least 75% of first and second-grade students will test at or above the proficiency benchmark on the spring assessment.

A total of 29 (90.6%) out of 32 K4 and K5 students who completed the fall and spring assessments were at or above the spring proficiency benchmark, surpassing the school's goal of 70%. Of 34 first and second-grade students who completed both fall and spring assessments, 14 (41.2%) were at or above the spring proficiency benchmark, below the school's goal of 75%. Overall, 43 (65.2%) of 66 K4 through second-grade students who completed both fall and spring Star assessments were at the percentile rank benchmark at the time of the spring assessment (Table 4).

TABLE 4		
DARRELL LYNN HINES ACADEMY STAR EARLY LITERACY ASSESSMENT FOR K4 – 2ND GRADERS 2023–24		
GRADE	STUDENTS	STUDENTS AT OR ABOVE SPRING BENCHMARK 2024	
		n	%
K4	12	11	91.7%
K5	20	18	90.0%
1st	21	5	23.8%
2nd	13	9	69.2%
Total	**66**	**43**	**65.2%**

b. Star Reading Assessment for Third Through Eighth Graders

Third through eighth graders completed the Renaissance Star Reading assessment in the fall and spring. Progress was measured by examining how many students met the school's expected Student Growth Percentile (SGP) during the spring test. Renaissance Star Assessments determines an expected Student Growth Percentile within the range of 35 to 65 as an indication of adequate growth from fall to spring. DLH identified an expected SGP of 35 for the current school year. The school's goal was that at least 65% of students with fall and spring scores would demonstrate progress from fall to spring. Of 87 third through eighth graders with fall and spring scores, 43 (49.4%) made progress this year, falling short of the school's goal of 65% (Table 2). Grade-level progress could not be reported for fifth grade due to the small size; therefore, fifth and fourth grades were combined in Table 5.

TABLE 5		
DARRELL LYNN HINES ACADEMY STAR READING ASSESSMENT FOR 3RD – 8TH GRADES 2023–24		
GRADE	STUDENTS	MET GOAL IN SPRING OF 2024	% MET GOAL IN SPRING OF 2024
3rd	14	11	78.6%
4th and 5th	23	7	30.4%
6th	15	8	53.3%
7th	14	6	42.9%
8th	21	11	52.4%
Total	**87**	**43**	**49.4%**

Overall, 86 (56.2%) of 153 K4 through eighth grade met the school's local measure goals in reading.

2. MATH

a. Star Math Assessment for K5 and First Graders

This year, the school-based its goal on the Star Math assessment. Like the Early Literacy Assessment, Renaissance identified the 40th percentile rank as a proficiency benchmark for each grade level based on the 2022 normative study.[14] Because the school did not have access to the fall assessment, the students were tested in the winter and again in the spring; therefore, this year, the school's goal will be based on students who took both the winter and spring assessments. The local measure goal for math was that at least 50% of K5 and first graders who complete the winter Star math assessment will score at or above the proficiency benchmark on the spring assessment.

A total of 45 K5 and first graders completed the winter and spring Star math assessments, of which 19 (42.2%) students scored at or above the proficiency benchmark in spring, falling short of the school's goal of 50% (Table 6).

TABLE 6 DARRELL LYNN HINES ACADEMY STAR MATH FOR K5 AND FIRST GRADE 2023–24			
GRADE	**STUDENTS**	**STUDENTS AT OR ABOVE SPRING BENCHMARK 2024**	
		n	%
K5	23	15	65.2%
1st	22	4	18.2%
Total	**45**	**19**	**42.2%**

b. MAP Math Assessment Second Through Eighth Graders

Second through eighth graders were administered MAP math assessment in the fall and again in the spring of the same academic year. Results provide educators with the information necessary to build the curriculum to meet student needs. The school based its goal on students demonstrating progress from the fall to the spring assessment; the school's goal was that at least 65% of second- through eighth-grade students would meet at least 70% of their growth points.

Both the fall and spring MAP reading tests were completed by 103 second through eighth graders. Of these students, 52 (50.5%) met at least 70.0% of their projected growth in the spring, falling short of their goal of

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[14] For more information 2022 Star Benchmarks and Cut Scores

65.0% (Table 7). Grade-level progress could not be reported for fifth grade due to the small size; therefore, fifth and fourth grades were combined in Table 7.

TABLE 7 DARRELL LYNN HINES ACADEMY MAP MATH ASSESSMENT FOR 2ND – 8TH GRADES 2023–24			
GRADE	**STUDENTS**	**MET GOAL IN SPRING OF 2024**	**% MET GOAL IN SPRING OF 2024**
2nd	15	14	93.3%
3rd	16	7	43.8%
4th and 5th	23	4	17.4%
6th	15	7	46.7%
7th	14	6	42.9%
8th	20	14	70.0%
Total	**103**	**52**	**50.5%**

Overall, 71 (48.0%) of 148 K5 through eighth graders met the school's local measure goals in math.

3. WRITING PROGRESS

To assess writing skills at the local level, the school had students in K5 through eighth grade complete and submit one writing sample in October and another in May. The school assessed student writing samples using Common Core writing standards. Writing prompts for K5 through sixth grade were based on grade-level narrative genre topics and assessed in the following five areas.

- Basic language (conventions of capitalization, punctuation, and spelling)
- Language (conventions of grammar and usage)
- Narrative techniques
- Organization and plot
- Focus and setting

Seventh- and eighth-grade writing prompts were also based on grade level but were in the argument genre and assessed in the following six areas.

- Focus and claim
- Organization

- Support and evidence
- Language conventions (grammar and usage, capitalization, punctuation, and spelling)
- Narrative techniques
- Analysis

a. Writing for K5 Through Sixth Grade

Writing skills for K5 through sixth graders were rated using a four-point rubric: 1 = below grade level, 2 = approaching grade level, 3 = at grade level, and 4 = above grade level. The average score for all five focus areas was used to measure student progress.

The school's goals were that at least 80% of students whose overall average score is 2 or less on the fall writing sample would increase their average score by at least 1 point on the spring writing sample. Also, 80% of students whose overall average score is 3 or higher on the fall writing sample would maintain a score of 3 or higher on the spring writing sample.

In K5 through sixth grade, 110 students were tested at both times. Of those, 96 (87.3%) students scored an overall average of 2 (approaching grade level) or less on the fall sample, and 14 (12.7%) scored an average of 3 or higher. Of the 96 students who scored an overall average of 2 or lower in the fall, 57 (59.4%) showed improvement by increasing their average score by at least 1 point by the spring, below the goal of 80%. Of the 14 students who scored an overall average of 3 or higher in the fall, 11 (78.6%) had an overall average spring score that was the same or higher than their average fall score, just short of the school's goal of 80.0%. Overall, 68 (61.8%) of the 110 K5 through sixth graders tested simultaneously met the school's writing goal (Table 8). Grade-level progress could not be reported for fifth grade due to the small size; therefore, fifth and fourth grades were combined in Table 8.

TABLE 8 DARRELL LYNN HINES ACADEMY WRITING ASSESSMENT FOR K5 – 6TH GRADES 2023–24			
GRADE	**STUDENTS**	**MET GOAL IN SPRING OF 2024**	**% MET GOAL IN SPRING OF 2024**
K5	20	16	80.0%
1st	21	13	61.9%
2nd	16	13	81.3%
3rd	16	6	37.5%
4th and 5th	22	10	45.5%
6th	15	10	66.7%
Total	**110**	**68**	**61.8%**

b. Writing for Seventh and Eighth Grades

Seventh and eighth graders were assessed using a rubric of 1–5 (1 = far below basic, 2 = below basic, 3 = basic, 4 = proficient [at grade level], 5 = advanced [above grade level]). The average overall score for all six focus areas was used to measure student progress. The school's goal was that at least 80% of students whose overall average score was 3 or lower would increase their average score by at least 1 point on the spring writing sample. At least 80% of students whose overall average score was 4 or higher on the fall writing sample would maintain a 4 or higher on the spring writing sample.

A total of 34 students in seventh and eighth grades had fall and spring writing samples. Of those, only nine (26.5%) students had an overall average score of 3 (basic) or less on the fall sample. To protect the identity of the small number of students in this group, the percentage of those who met the school's goal is not reported. Of the 25 students who scored an overall average of 4 or higher in the fall, 24 (96.0%) had an overall average of 4 or higher in the spring. In summary, 29 (85.3%) of the 34 seventh and eighth graders tested simultaneously met the school's writing goal (Table 9).

TABLE 9 DARRELL LYNN HINES ACADEMY WRITING ASSESSMENT FOR 7TH – 8TH GRADES 2023–24			
GRADE	**STUDENTS**	**MET GOAL IN SPRING OF 2024**	**% MET GOAL IN SPRING OF 2024**
7th	14	12	85.7%
8th	20	17	85.0%
Total	34	29	85.3%

Overall, 97 (867.4%) of 144 students in K5 through eighth grade who were assessed for writing in both the fall and the spring met the writing local measure goal for their grade level.

4. SPECIAL EDUCATION STUDENT PROGRESS

The school set a goal that at least 90% of students enrolled in special education at DLH Academy for an entire year will meet one or more of the goals defined in their IEP. Of the 22 special education students who were at the school for an entire IEP year, all (100.0%) met at least one of their IEP goals, exceeding the school's goal of 90%.[15]

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[15] This includes one student enrolled in special education at DLH Academy for at least a year who was evaluated and dismissed from services. It excludes one student enrolled in special education at DLH Academy for at least a year who transferred prior to the IEP review.

E. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires all schools to administer a DPI-approved reading achievement test to K4 through second graders. In 2023, the CSRC selected the Star Early Literacy assessment for K5 through second-grade students at all city-chartered schools; DLH Academy also chose Star to meet the DPI requirement for K4 students. For students in third through eighth grade, DPI requires the Forward Exam. These tests and results are described in the following sections.

1. STAR EARLY LITERACY FOR K4 – SECOND GRADE

The Renaissance Star Early Literacy Assessment was administered in the fall and spring. Based on a 2022 normative study, Renaissance set the 40th percentile as the proficiency benchmark for the reading test. The percentage of students at or above benchmark status (40th percentile or higher) was used as the standardized measure for early literacy among K4 through second-grade students. Overall, 63.9% of students enrolled from the beginning of the school year until the time of the test were at or above the benchmark in the spring (not shown). Results by grade level are presented in Figure 2.

Figure 2
Darrell Lynn Hines Academy
Spring 2024 Star Early Literacy Students At or Above Benchmark
N = 61

| K4 | K5 | 1st Grade | 2nd Grade |
| n=10 | n=20 | n=20 | n=11 |

K4: 90.0%
K5: 90.0%
1st Grade: 25.0%
2nd Grade: 63.6%
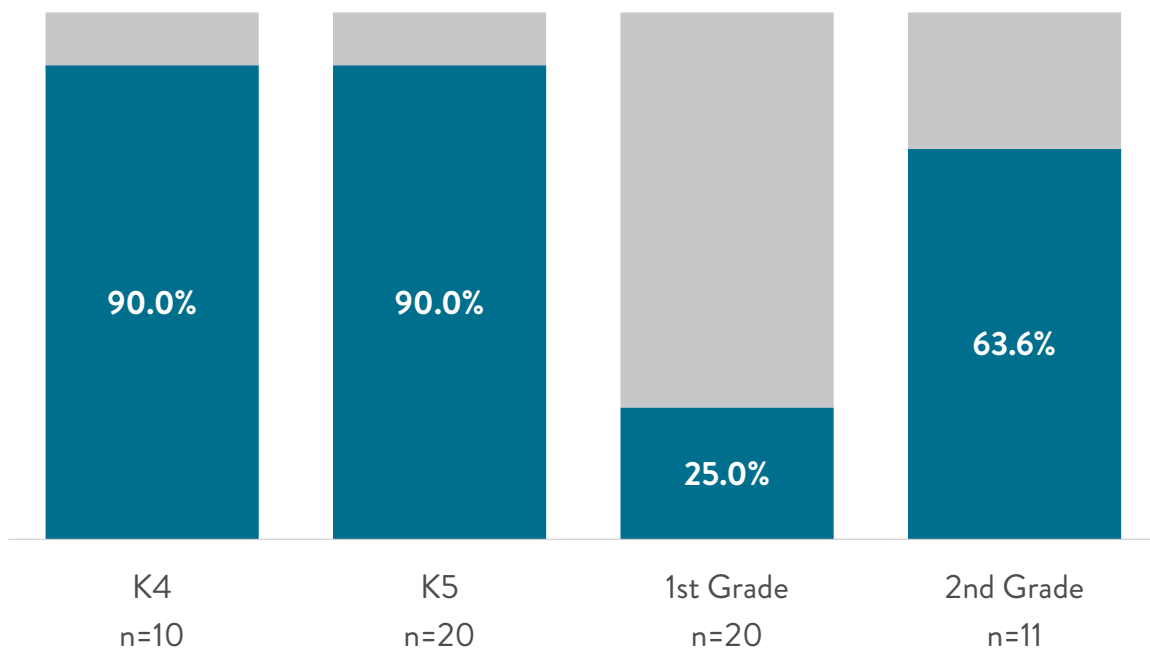
2. WISCONSIN FORWARD EXAM[16]

The Forward Exam was implemented as the state's standardized test for English/language arts (ELA) and math for third through eighth graders, science for fourth and eighth graders, and social studies for fourth and eighth graders. Scores for each test are translated into one of four levels: advanced, meeting, approaching, and developing. The Forward Exam is administered in the spring of each school year.

In the spring of 2024, 87 third through eighth graders enrolled in the school from the beginning of the year (third Friday of September) completed the ELA and math assessments. Of these students, 20.7% were at the meeting or advanced performance level in ELA, and 17.2% were at the meeting or advanced performance level in math (not shown). Results by grade level are presented in Figures 3 and 4. Due to the small size of the fifth grade, results were combined for the fourth and fifth grades. Due to rounding, some percentages in Figures 3 and 4 may not add to 100%.

Figure 3
Darrell Lynn Hines Academy Forward Exam ELA Assessment: 2023–24
N=87
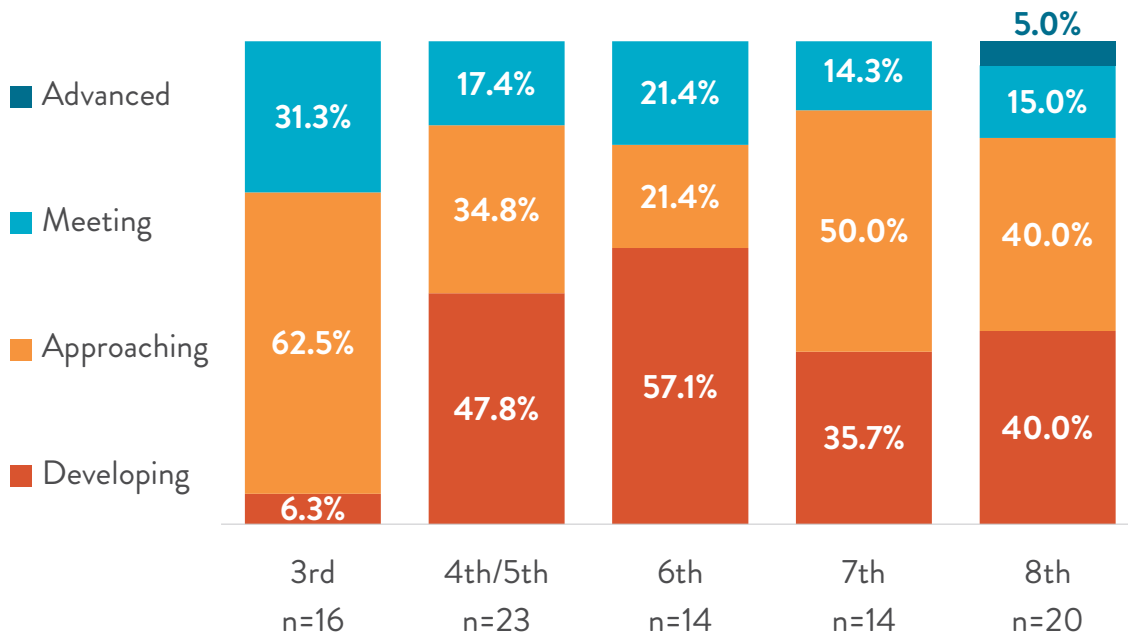
The average English/language arts scale score by grade level is shown in Table 10, along with the performance level, where that average score is situated for that specific grade level.

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[16] Information from the DPI website. For more information, visit dpi.wi.gov/assessment/forward

TABLE 10			
DARRELL LYNN HINES ACADEMY FORWARD EXAM ELA ASSESSMENT 2023–24 AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	N	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	16	1549.1	Approaching
4th	14	1558.4	Approaching
5th	Not reported due to the small size		
6th	14	1560.1	Developing
7th	14	1586.1	Approaching
8th	20	1605.4	Approaching

Figure 4
Darrell Lynn Hines Academy Forward Exam Math Assessment: 2023–24
N=87
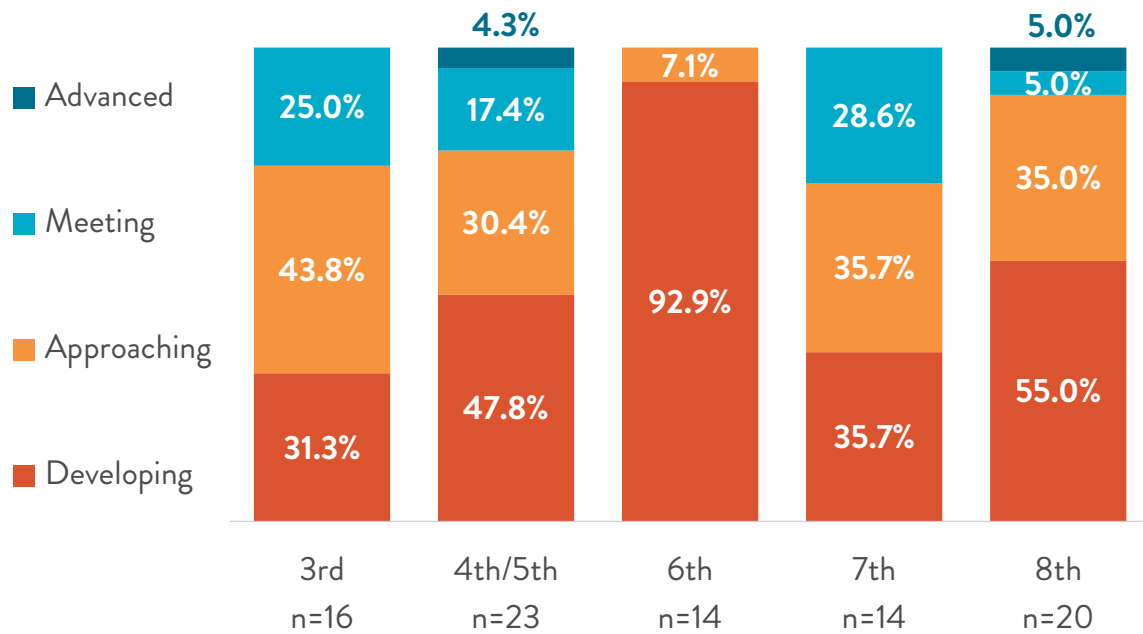
The average math scale score by grade level is shown in Table 11, along with the performance level in which that average score is situated for that specific grade level.

TABLE 11

DARRELL LYNN HINES ACADEMY
FORWARD EXAM MATH ASSESSMENT 2023–24
AVERAGE SCALE SCORE BY GRADE LEVEL

GRADE LEVEL	N	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	16	1525.7	Approaching
4th	14	1558.4	Approaching
5th	Not reported due to the small size		
6th	14	1532.7	Developing
7th	14	1598.0	Approaching
8th	20	1603.6	Approaching

Of 34 fourth and eighth graders enrolled since the beginning of the year who completed the social studies and science tests, 23.5% were at the meeting or advanced performance level in social studies and 14.7% were at the meeting or advanced performance level in science (not shown). Results by grade level appear in Figure 5. Due to rounding, some percentages in the figure may not add to 100%.

Figure 5
Darrell Lynn Hines Academy Forward Exam Social Studies and Science Assessment: 2023–24
N=34
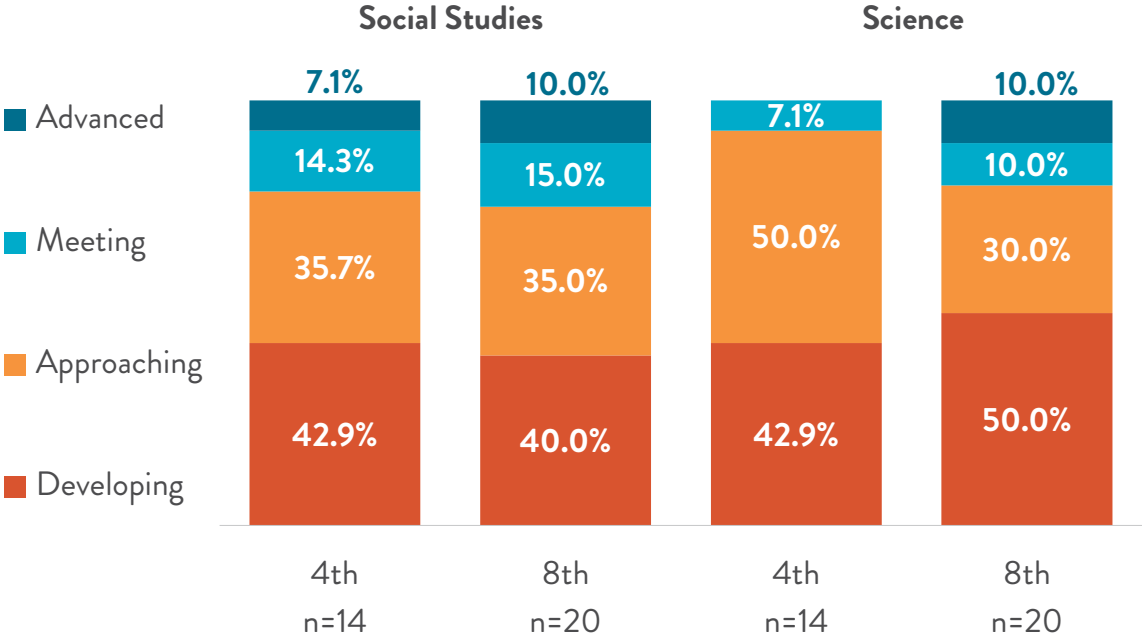
F. MULTIPLE-YEAR STUDENT PROGRESS

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. Students in K4 through second grade take the Star Early Literacy assessment. The CSRC's performance expectation is that at least 75.0% of students who were at or above the benchmark (40th percentile) in first grade would remain at or above the benchmark as second graders in the subsequent school year.

The Forward Exam results from two consecutive school years are used to assess student progress. The CSRC adopted expectations for year-to-year progress on the Forward Exam for the 2019–20 school year. The CSRC's performance expectations are that at least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year would maintain proficiency, and at least 50% of fourth through eighth graders who were proficient or advanced in math the prior year would maintain proficiency. Additionally, at least 35% of fourth through eighth graders who were below proficiency in ELA the prior year are expected to demonstrate progress. At least 35% of fourth through eighth graders with below proficiency in math will demonstrate progress.

Early Literacy year-to-year measures for first and second graders could not be examined this year due to a change in assessment caused by the discontinuation of the PALS early literacy assessment.

Additionally, the DPI changed the performance categories and cut score ranges for each performance level for each content area for the Forward Exam. Due to this change, year-to-year progress cannot be measured and will resume for the 2024–25 reporting year.

G. CSRC SCHOOL SCORECARD

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard. The scorecard includes multiple measures of student academic progress, including performance on standardized tests, local measures, and point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return rates. The scorecard has been updated three times since the initial pilot in 2012.

The 2023–24 scorecard reflects the most recent changes to the high school scorecard. The first update was the addition of a year-to-year progress measure for eleventh graders. The second was a modification to the post-secondary readiness section that emphasizes post-secondary enrollment in a college, university, technical school or enrollment in a certification/occupational-based training program, apprenticeship, military enlistment, or dual enrollment program. Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will be used to guide decisions about a

school's status as a city-chartered school for subsequent school years. See Appendix C for detailed information on the most recent scorecard.

The school scored 67.7% of 59 possible points. These results should not be compared with scores in previous or subsequent school years.

IV. SUMMARY/RECOMMENDATIONS

This report covers the 22nd year of DLH Academy's operation as a City of Milwaukee charter school. The school met or partially met all applicable contract requirements; met the academically related outcomes of attendance, parent conferences, and special education data files; and addressed all school improvement recommendations. The school administered fall and spring local measure assessments in reading/literacy, math, writing, and special education, as well as the required DPI assessments.

Based on the above information, Evident Change recommends that the CSRC continue annual monitoring with special attention to improving reading and math skills.

APPENDICES

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A DARRELL LYNN HINES ACADEMY OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2023–24			
SECTION OF CONTRACT	**EDUCATION-RELATED CONTRACT PROVISION**	**REPORT PAGE NUMBER(S)**	**CONTRACT PROVISIONS MET OR NOT MET?**
Section I, B	Description of the educational program; student population served.	pp. 2, 6–7	Met
Section I, V	Charter schools shall operate under the days and hours indicated in the calendar for the school year and provide the CSRC with a school year calendar prior to the conclusion of the preceding school year.	p. 4	Met
Section I, C	Educational methods.	p. 3	Met
Section I, D	Administration of required standardized tests.	pp. 19–22	Met
Section I, D	**Academic criterion #1:** Maintain local measures showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 12–18	Met
Section I, D, and subsequent memos from the CSRC	**Academic criterion #2:** Year-to-year achievement measures. Progress for students meeting/advanced expectations a. 4th through 8th graders meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain proficiency. b. 4th through 8th graders meeting/advanced expectations on the Forward Exam in math the prior year: 50% will maintain proficiency. c. 2nd graders at or above the summed score benchmark in reading (Early Literacy): At least 75.0% will remain at or above.	p. 23 p. 23 p. 23	a. N/A b. N/A c. N/A

TABLE A			
DARRELL LYNN HINES ACADEMY **OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2023–24**			
SECTION OF CONTRACT	**EDUCATION-RELATED CONTRACT PROVISION**	**REPORT PAGE NUMBER(S)**	**CONTRACT PROVISIONS MET OR NOT MET?**
Section I, D	**Academic criterion #3:** Year-to-year achievement measures. Progress for students developing/approaching expectations a. 4th – 8th graders developing/approaching expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress. b. 4th – 8th graders developing/approaching expectations on the Forward Exam in math the prior year: 35% will demonstrate progress.	p. 23 p. 23	a. N/A b. N/A
Section I, E	Parental involvement.	pp. 4, 11–12	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	pp. 3–4	Partially met
Section I, I	Pupil database information.	pp. 6–7; 12	Met
Section I, K	Disciplinary procedures.	pp. 4–5	Met

Note: N/A indicates unavailability of comparable assessment data from spring of 2023.

APPENDIX B: TREND INFORMATION

The following tables present five-year trends for enrollment and measures of academic progress. In 2019–20 and 2020–21, the COVID-19 pandemic impacted every aspect of student education, including attendance, enrollment, and academic assessment. Therefore, while data from these two years are included in the trend tables, results should not be compared with results from prior or subsequent years.

TABLE B1				
DARRELL LYNN HINES ACADEMY STUDENT ENROLLMENT AND RETENTION				
YEAR	**NUMBER ENROLLED AT THE START OF THE SCHOOL YEAR**	**ENROLLED DURING YEAR**	**WITHDREW**	**NUMBER AT END OF SCHOOL YEAR**	**ENROLLED FOR THE ENTIRE SCHOOL YEAR (RETENTION)***
2019–20	255	21	33	243	233 (91.4%)
2020–21	225	7	18	214	207 (92.0%)
2021–22	199	25	41	183	171 (85.9%)
2022–23	192	14	33	173	163 (84.9%)
2023–24	172	30	36	166	143 (83.1%)

*Students enrolled on the third Friday of September (considered the beginning of the school year) also enrolled at the end of the year.

TABLE B2	
DARRELL LYNN HINES ACADEMY STUDENT RETURN RATES	
SCHOOL YEAR	**RETURN RATE**
2019–20	78.7%
2020–21	88.6%
2021–22	74.1%
2022–23	78.4%
2023–24	82.4%

TABLE B3

DARRELL LYNN HINES ACADEMY STUDENT ATTENDANCE RATES

SCHOOL YEAR	ATTENDANCE RATE
2019–20	92.0%
2020–21	87.2%
2021–22	83.0%
2022–23	89.1%
2023–24	88.6%

TABLE B4

DARRELL LYNN HINES ACADEMY OUT-OF-SCHOOL SUSPENSIONS

YEAR	% SUSPENDED	AVG. DAYS SUSPENDED
2019–20	22.5%	2.6
2020–21	0.0%[17]	Not applicable
2021–22	28.1%	3.4
2022–23	30.1%	2.8
2023–24	37.6%	3.6

TABLE B5

DARRELL LYNN HINES ACADEMY INSTRUCTIONAL STAFF RETENTION RATES

YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2019–20	100.0%
2020–21	100.0%
2021–22	94.1%
2022–23	88.8%
2023–24	87.5%

[17] The 2020–21 school year was partially virtual due to COVID restrictions; suspension data were not applicable.

	TABLE B6		
	DARRELL LYNN HINES ACADEMY INSTRUCTIONAL STAFF RETURN RATES		
YEAR	**NUMBER AT END OF PRIOR SCHOOL YEAR**	**RETURNED FIRST DAY OF CURRENT SCHOOL YEAR**	**RETURN RATE**
2019–20	16	12	75.0%
2020–21	17	14	82.4%
2021–22	16	14	87.5%
2022–23	16	16	100.0%
2023–24	18	12	66.7%

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

APPENDIX C: CSRC 2023–24 SCHOOL SCORECARD

CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD

r: 05/23

K–8TH GRADE

STUDENT READING READINESS: GRADES 1–2

- Star Early Literacy—% 1st graders at or above spring benchmark this year — 4.0
- Star Early Literacy—% 2nd graders who maintained spring benchmark two consecutive years — 6.0

10.0%

STUDENT ACADEMIC PROGRESS: GRADES 3–8

- Forward Exam reading—% maintained meeting/advanced expectations — 5.0
- Forward Exam math—% maintained meeting/advanced expectations — 5.0
- Forward Exam reading—% approaching/developing progressed — 12.5
- Forward Exam math—% approaching/developing who progressed — 12.5

35.0%

LOCAL MEASURES

- % met reading — 6.25
- % met math — 6.25
- % met writing — 6.25
- % met special education — 6.25

25.0%

STUDENT ACHIEVEMENT: GRADES 3–8

- Forward Exam reading—% meeting or advanced expectations — 2.5
- Forward Exam math—% meeting or advanced expectations — 2.5

5.0%

ENGAGEMENT

- Student attendance — 5.0
- Student reenrollment — 5.0
- Student retention — 5.0
- Teacher retention — 5.0
- Teacher return* — 5.0

25.0%

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9 - 12

- PreACT Secure—% 10th graders who maintained benchmark on composite score or progressed at least one point — 7.5
- PreACT to ACT—% 11th graders who maintained benchmark on composite score or progressed at least one point — 7.5
- Adequate credits to move from 9th to 10th grade — 7.5
- Adequate credits to move from 10th to 11th grade — 7.5
- DPI graduation rate — 5.0

35.0%

POSTSECONDARY READINESS: GRADE 12

Postsecondary acceptance for graduates (college, university, technical school) or enrollment in a certification/occupational-based training program, apprenticeship, military enlistment or dual enrollment program. — 15.0

15.0%

LOCAL MEASURES

- % met reading — 5.0
- % met math — 5.0
- % met writing — 5.0
- % met special education — 5.0

20.0%

STUDENT ACHIEVEMENT: GRADES 9 AND 10

- ACT Aspire English—% students at or above spring benchmark — 2.5
- ACT Aspire math—% students at or above spring benchmark — 2.5

5.0%

ENGAGEMENT

- Student attendance — 5.0
- Student reenrollment — 5.0
- Student retention — 5.0
- Teacher retention — 5.0
- Teacher return* — 5.0

25.0%

*Teachers not offered continuing contracts or who moved farther than 25 miles from any Milwaukee County border due to a transfer of a family member are excluded when calculating this rate. Note: To protect student identity, Evident Change does not report data on scorecard items with fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard, and the total score will be calculated to reflect each school's denominator.

| | | | TABLE C

DARRELL LYNN HINES ACADEMY
CSRC ELEMENTARY SCHOOL (K4 – 8TH GRADE) SCORECARD
2023–24 | | |
AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: Star Early Literacy, 1st – 2nd Grades	% 1st graders at or above spring benchmark this year	4.0	10.0%	25.0%	1.0
	% 2nd graders who maintained spring benchmark two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 8th Grades	*Forward Exam English/language arts*: % maintained meeting/advanced expectations	5.0	35.0%	N/A	N/A
	Forward Exam math: % maintained meeting/advanced expectations	5.0		N/A	N/A
	Forward Exam English/language arts: % developing/approaching expectations who progressed	12.5		N/A	N/A
	Forward Exam math: % developing/approaching expectations who progressed	12.5		N/A	N/A
Local Measures	% met reading	6.25	25.0%	56.2%	3.5
	% met math	6.25		48.0%	3.0
	% met writing	6.25		67.4%	4.2
	% met special education	6.25		100.0%	6.25
Student Academic Achievement: 3rd – 8th Grades	*Forward Exam English/language arts*: % meeting/advanced expectations	2.5	5.0%	20.7%	0.5
	Forward Exam math: % meeting/advanced expectations	2.5		17.2%	0.4
Engagement	Student attendance rate	5.0	25.0%	88.6%	4.4
	Student return rate	5.0		82.4%	4.1
	Student retention	5.0		83.1%	4.2
	Teacher retention rate	5.0		87.5%	4.4
	Teacher return rate	5.0		80.0%	4.0
TOTAL[18]		59.0			39.95
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					67.7%

[18] Excludes points for measures for which performance could not be measured or reported this year.

APPENDIX D: STUDENT LEARNING MEMORANDUM

TO: Evident Change and the CSRC
FROM: Darrell Lynn Hines Preparatory Academy of Excellence
SUBJECT: Learning Memo for the 2023–24 Academic Year
DATE: October 5, 2023

This memorandum of understanding includes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from Evident Change and the CSRC.

The school will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide the data to Evident Change, the educational monitoring agent contracted by the CSRC. The school will also provide—for all standardized tests—data files downloaded directly from the test publisher. If such files are not available, the school will provide paper printouts (scanned or via mail) that include standardized test results from the test publisher. Evident Change requests electronic submission of year-end data by the fifth workday following the last day of student attendance for the academic year, or June 17, 2024.

All required data elements related to the following outcomes are described in the "Learning Memo Data Requirements" section of this memo.

ENROLLMENT

Darrell Lynn Hines Preparatory Academy of Excellence (DLHA) will record enrollment dates for every student. Individual student information and actual enrollment date will be added to the school's database upon admission.

TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason will be determined and recorded in the school's database. Specific reasons for each expulsion are required for each student.

ATTENDANCE

Students are considered present for the day if they attend a half-day or longer. The goal is that students attend 90% of the time during their enrollment. If online instruction is needed, attendance will be verified during virtual learning sessions using the provisions provided by Department of Public Instruction (DPI). Teachers must verify students visually and/or via attendance assignments.

TEACHER RETURN AND RETENTION

Teacher return and retention rates will be monitored through maintaining a running staff roster from the start of the school year until the final day.

- **Return rate:** Determined by the number of instructional staff employed the previous school year and returned for the current year.
- **Retention rate:** Determined by the number of instructional staff employed for the entire year.

PARENT PARTICIPATION

Parents of 100% of students enrolled for the entire school year will participate in both parent–teacher conferences. Conferences will take place at the school, virtually, or over the phone this school year.

SPECIAL EDUCATION SERVICES

The school will maintain updated records on all students who received special education services at the school, including students who were evaluated but not eligible for services.

INDIVIDUALIZED EDUCATION PLANS

At least 90% of students who have been enrolled in special education at DLH for an entire year will meet one or more of the goals defined in their individualized education plan (IEP). Note that ongoing student progress toward IEP goals is monitored and reported throughout the academic year through the special education progress reports attached to the regular report cards.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES[19]

READING

Reading for K4 Through Second Grade

Students in K4 through second grade will be administered the Star Early Literacy assessment in the fall and spring. Each student's development will be reported to their parents or guardians on report cards.

At the time of the fall test, each student's score will be compared with the national grade-level averages based on the 2022 Renaissance Star Early Literacy normative study.[20] Renaissance has determined the 40th percentile as the proficiency benchmark. For the cohort of students who complete the fall and spring tests, progress will be based on benchmark status at the time of the spring test.

The school has set the following goals.

- At least 70% of K4 – K5 graders will test at or above the proficiency benchmark on the spring assessment.
- At least 75% of first- through second-grade students will score at or above the proficiency benchmark on the spring assessment.

Reading for Third Through Eighth Grade

Students in third through eighth grade will be administered the Star Reading assessment in the fall and spring. At the time of the fall test, each student's score will be compared with the national grade level averages based on the 2022 Renaissance Star Reading normative study[21]. Renaissance has determined the 40th percentile as the proficiency benchmark. Based on fall test scores and the student's current grade level, a projected scale score for the spring test is given to the student. Progress will be determined by examining whether students have met the spring projected growth score target. Students who met their growth target for the year will be considered to have made adequate progress for the school year.

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[1] Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in literacy, math, writing, and IEP goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

[20] For more information, read the Star Reading Unified Benchmarks and Cut Scores PDF.

[21] For more information, read the Star Reading Unified Benchmarks and Cut Scores PDF.

The school has set the following goal: At least 65% of third through eighth graders will meet their projected growth goal on the spring assessment.

MATH

Math for K5 and First Grade

K5 and first-grade students will complete the Star Math assessment in the fall and spring. At the time of the fall test, each student's score will be compared with the national grade-level averages based on the 2022 Renaissance Star Math normative study[22]. Renaissance has determined the 40th percentile as the proficiency benchmark. For the cohort of students who complete the fall and spring tests, progress will be measured based on benchmark status at the time of the spring test.

The school has set the following goal: At least 50% of students who complete the fall Star Math assessment will score at or above the proficiency benchmark on the spring assessment.

Math for Second Through Eighth Grades

Second through eighth graders will complete Measures of Academic Progress (MAP) math tests in the fall and spring of the school year. At the time of the fall test, each student's math score will be compared with national grade-level averages based on the 2020 NWEA normative study. For the cohort of students who complete the fall and spring tests, Evident Change will report progress for students who are above the normative mean for their grade level and students at or below the normative mean for their current grade level. Based on fall test scores and the student's current grade level, a target growth Rasch Unit (RIT) score for the spring test is given to each student. The target growth points for each student are calculated as the difference between their fall score and their target RIT score.

The school has set the following goal: At least 65% of students in second through eighth grades will meet at least 70% of their growth points.

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[22] For more information, read the Star Math Unified Benchmarks and Cut Scores PDF.

WRITING

Writing for K5 Through Sixth Grades

Students in K5 through sixth grade will complete grade-level writing samples in the fall and again in the spring. The prompt for both writing samples will be based on grade-level topics within the narrative genre.[23] The writing samples will be assessed using the grade-level Common Core State Standards in the following five focus areas.

- Language—conventions of capitalization, punctuation, and spelling
- Language—conventions of grammar and usage
- Narrative techniques
- Organization/plot
- Focus/setting

The overall average score for all five focus areas will be used to measure student progress.

Students in K5 through sixth grade will receive an average rubric score assigned to the grade-level standards. The rubric scale is 1 through 4 (1 = below grade level, 2 = approaching grade level, 3 = at grade level, 4 = above grade level) for each focus area. The overall average score for grade-level standards will be used to measure student progress. Note: Scores are averaged and rounded to the nearest whole number.

The school set the following goals.

- At least 80% of students whose overall average score is 2 or less on the fall writing sample will increase their average score by at least 1 point on the spring writing sample.
- At least 80% of students whose overall average score is 3 or higher on the fall writing sample will maintain a score of 3 or higher on the spring writing sample.

Writing for Seventh and Eighth Grades

Students in seventh and eighth grades will complete grade-level writing samples in the fall and again in the spring. The prompt for both writing samples will be based on grade-level topics within the argument genre.[24]

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[23] The writing genres for K5 through sixth grades include opinion, informational, and narrative.

[24] The writing genres for seventh and eighth grades include argument, information/explanatory, and narrative.

The writing samples will be assessed using the grade-level Common Core writing standards in the following six areas.

- Focus/claim
- Organization
- Support/evidence
- Language—conventions of grammar and usage, capitalization, punctuation, and spelling
- Narrative techniques
- Analysis

Students will receive a rubric score of 1 through 5 (1 = far below basic, 2 = below basic, 3 = basic, 4 = proficient [at grade level], 5 = advanced [above grade level]). The overall average score for all six focus areas will be used to measure student progress. Note: Scores are averaged and rounded to the nearest whole number.

The school set the following goals.

- At least 80% of students whose overall average score is 3 or less on the fall writing sample will increase their average score by at least 1 point on the spring writing sample.
- At least 80% of students whose overall average score is 4 or higher on the fall writing sample will maintain a 4 or higher on the spring writing sample.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

STAR EARLY LITERACY FOR K4 THROUGH SECOND GRADE

The Star Early Literacy assessment will be administered to all K4 through second-grade students in the spring of each school year within the timeframe required by DPI. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADES

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

YEAR-TO-YEAR ACHIEVEMENT[25]

Evident Change will report the results of the DPI-required assessments in each school's annual report. Evident Change will report year-to-year progress for students who completed the assessments in consecutive school years at the same school.

- The CSRC expects at least 75% of first graders who met the Star Early Literacy benchmark for reading readiness in the spring will remain at or above the second-grade benchmark in the spring of the subsequent year.
    » Due to the discontinuation of the Phonological Awareness Literacy Screening, this year will be the first-year students take the Star Early Literacy assessment. Year-to-year reporting on the early literacy screening will resume next school year.
- For fourth- through eighth-grade students who complete the Forward Exam, the CSRC has the following expectations.
    » At least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency. At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency. At least 35% of fourth through eighth graders who were below proficiency in ELA and math the prior year will demonstrate progress.
    » At least 35% of students who were below proficiency in ELA and/or math the prior year will demonstrate progress.

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[25] The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

APPENDIX E: SCHOOL CULTURE AND CLIMATE SURVEY

PARENT SURVEY

Dear Parent,

As a parent of a youth in a City of Milwaukee charter school, we invite you to contribute to the enhancement of your child's educational experience. The City of Milwaukee's Charter School Review Committee (CSRC) is responsible for monitoring the quality of the educational experience for students. The CSRC has contracted with Evident Change, a nonprofit that uses data and research to improve social systems, to monitor the educational program and academic outcomes for children enrolled in the city charter schools.

As a parent of a youth in a school chartered by the City of Milwaukee, your insights are crucial in providing a comprehensive understanding of the inner workings of your school. This survey is designed to capture your perspectives on key aspects of school.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Your individual responses will remain confidential and will not be linked to any individual information about you or your child.

Lastly, your participation in this survey is voluntary. You may elect not to respond to individual questions and may discontinue participation at any time.

Grade Level of student(s) (select all that apply)

☐ Elementary (K4–5)
☐ Middle School (6th–8th grade)
☐ High school (9th–12th grade)

1. How much do you agree with the following statements about your child's school?	Strongly disagree	Disagree	Agree	Strongly agree
The office staff greets visitors warmly.	○	○	○	○
The support staff (teacher assistants, office staff, security, cafeteria workers, etc.) seem to care about the students.	○	○	○	○
The school invites me to meetings and special school events.	○	○	○	○
The school regularly shares important issues.	○	○	○	○
I have opportunities to participate in making decisions that affect the whole school community.	○	○	○	○
The school's policies and programs reflect the diversity of the families in the community.	○	○	○	○

2. Would you like to share anything else about the school community?

3. How would you rate the quality of the following facilities at your school?[26]	Poor	Fair	Good	Excellent
Your child's classroom	○	○	○	○
Access to technology (ex. computers, tablets, etc.)	○	○	○	○
Food services/nutritious meals	○	○	○	○
Gym	○	○	○	○
Exterior area (parking lot, playground)	○	○	○	○
The waiting area or front desk area	○	○	○	○
Overall cleanliness of the school	○	○	○	○

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[26] Data for schools that do not have a gym or provide food services was eliminated from analysis.

4. Would you like to share anything else about the quality of the school's facilities?

5. How much do you agree or disagree with the following statements about your child's school?	Strongly disagree	Disagree	Agree	Strongly agree
Bullying is not a problem at this school.	○	○	○	○
My child feels like they are part of a community at this school.	○	○	○	○
My child's social and emotional needs are met at this school.	○	○	○	○
Students and parents are treated fairly regardless of social or cultural background.	○	○	○	○

6. My child is safe riding the bus to school.[27]	Strongly disagree	Disagree	Agree	Strongly agree	My child does not ride the bus
	○	○	○	○	○

7. Would you like to share anything else about school safety?

8. How much do you agree with the following statements?	None at all	A little	A moderate amount	A lot	A great deal
The teacher respects me.	○	○	○	○	○
I am comfortable sharing my concerns with the teachers.	○	○	○	○	○
The teacher lets me know what they are working on in class.	○	○	○	○	○
The teacher contacts me personally to discuss my child's (strengths and accomplishments) before calling about behavior problems.	○	○	○	○	○
The teacher listens to my suggestions on how to help my child with behavioral or learning needs.	○	○	○	○	○

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[27] Data for schools that do not provide transportation was eliminated from analysis.

9. Would you like to share anything else about partnering with your child's teacher?

For this survey, the leadership team refers to any of the following leaders: CEO, principal, assistant principal, and associate principal.

10. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership team is accessible when I need to speak about a concern.	○	○	○	○
The leadership team is approachable and cares about the academic achievement of my child(ren).	○	○	○	○
The leadership team supports me when I have concerns about teachers, curriculum, and other issues.	○	○	○	○
The leadership understands and respects my culture and community.	○	○	○	○

11. Would you like to share anything else about partnering with your school's leadership team?

12. Name two things you like most about this charter school.

13. Name two things you like least about this charter school.

14. If you could make one suggestion for improving this school, what would it be?

STUDENT SURVEY

Have you always wanted to tell the school leadership about your experience as a student? Well, here is your chance! Welcome to the Student Experience Survey! Your insights matter, and we want to hear all about your unique perspective as a student.

This survey provides a platform for you to share your thoughts on your classes and overall school experience. Your responses are completely confidential, and there are no wrong answers. This survey gives you a chance to tell us what you think of your classes and school. There are no wrong answers, and your answers are confidential. We will review student answers to help school leaders improve the school.

Thank you for helping us determine how to improve your school by answering these questions!

Participation in this survey is entirely voluntary, and you have the flexibility to discontinue at any point. Let your voice be heard—together, we can make a positive impact on your school experience!

1. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teacher notices if I have trouble learning something.	○	○	○	○
My teacher is willing to give extra help on schoolwork if I need it.	○	○	○	○
My teacher helps me catch up if I am behind.	○	○	○	○
My teacher gives me specific suggestions about how I can improve my work in this class.	○	○	○	○
My teacher explains things in a different way if I don't understand something in class.	○	○	○	○

2. Would you like to share anything else about how teachers make your learning personal?

3. How many of your classmates ...	All	Most	About half	A few	None
Think doing homework is important.	○	○	○	○	○
Feel it is important to pay attention in class.	○	○	○	○	○
Feel it is important to attend school every day.	○	○	○	○	○
Try hard to get good grades.	○	○	○	○	○

4. Would you like to share anything else about your classmate's seriousness about school?

5. How safe do you feel?	Very safe	Mostly safe	Somewhat safe	Not safe
I feel safe in class.	○	○	○	○
I feel safe in the hallways of the school.	○	○	○	○
I feel safe in the bathrooms.	○	○	○	○
I feel safe when talking to school staff alone in an office/hallway or classroom.	○	○	○	○

6. I feel safe riding the bus to school.[28]	Strongly disagree	Disagree	Agree	Strongly agree	I do not ride the bus
	○	○	○	○	○

7. Would you like to share anything else about your feelings of safety?

8. How much do you agree or disagree with these statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teachers care about my well-being.	○	○	○	○
My teachers treat me with respect.	○	○	○	○
I feel comfortable with my teachers at this school.	○	○	○	○
My teacher always listens to students' ideas.	○	○	○	○
My teacher understands and respects my culture.	○	○	○	○

9. How much do you agree or disagree with these statements?	Strongly agree	Agree	Disagree	Strongly disagree
The school principal cares about me.	○	○	○	○
The principal speaks to me with respect.	○	○	○	○
The principal is fair.	○	○	○	○
I feel comfortable with the principal at this school.	○	○	○	○
The principal always listens to my side of the story when I'm sent to the office.	○	○	○	○
The school principal understands and respects my culture.	○	○	○	○

10. Would you like to share anything else about trusting your teachers/principal?

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[28] Data from schools that do not offer transportation was removed from analyses.

11. How much do you agree or disagree with these statements?[29]	Strongly agree	Agree	Disagree	Strongly disagree
Teachers make sure that all students are planning for life after graduation.	○	○	○	○
This school shares information about trade professions (plumber, electrician, mechanic, carpenter, etc.)	○	○	○	○
All students receive information about college and career planning events in the community.	○	○	○	○
Teachers at this school help students plan for college and careers outside of class time.	○	○	○	○
The curriculum at this school is focused on helping students get ready for college and careers.	○	○	○	○

12. Would you like to share anything else to share about how your school is preparing you for life after high school?[30]

13. How would you rate the quality of the following facilities at your school?[31]	Poor	Fair	Good	Excellent
Your classroom	○	○	○	○
Technology (ex. computers, tablets, etc.)	○	○	○	○
Food services/nutritious meals	○	○	○	○
Gym	○	○	○	○
Exterior area (parking lot, playground)	○	○	○	○
The waiting area or front desk area	○	○	○	○
Hallways	○	○	○	○
Bathrooms	○	○	○	○
Overall cleanliness of the school	○	○	○	○

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[29] This question was for high school students only.

[30] This question was for high school students only.

[31] Data for schools without a gym or food service was eliminated from analysis.

14. Would you like to share anything else about the quality of your school's facilities?

15. How much do you agree or disagree with these statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teacher expects everyone to work hard.	○	○	○	○
My classes challenge me.	○	○	○	○
My teacher asks difficult questions on tests.	○	○	○	○
My classes require me to work hard to do well.	○	○	○	○
I really learn a lot in my classes.	○	○	○	○
When I take the state exams (Forward or ACT exam) I take it seriously and try my best.	○	○	○	○

16. Would you like to share anything else about how your teachers push you to do your best?

17. How often do you experience the following?	Almost every day	Once or twice a month	Once or twice a year	Never
In my English class we discuss connections between what we read and real-life people or situations.	○	○	○	○
In my English class we discuss how times, place or culture affects an author's writing.	○	○	○	○
In my English class we improve a piece of writing as a class or with partners.	○	○	○	○
In my English class we debate the meaning of things we read.	○	○	○	○
In my math class we write a few sentences to explain how we solved a math problem.	○	○	○	○
In math class we write math problems for other students to solve.	○	○	○	○

17. How often do you experience the following?	Almost every day	Once or twice a month	Once or twice a year	Never
In math class we discuss possible solutions to problems with other students.	○	○	○	○
In math class we apply math to life outside of school.	○	○	○	○

18. Name two things you like most about this school.

19. Name two things you like least about this school.

20. If you could make one suggestion for improving this school, what would it be?

SCHOOL BOARD/LEADERSHIP SURVEY

Dear Board Member and School Leader,

As a School Board member or School Leader, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights and perspective are crucial to help us paint a comprehensive picture of your school from an organizational perspective.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment. Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

What is your highest level of education?

- ○ Did not graduate high school
- ○ High school diploma
- ○ GED
- ○ Associate's degree
- ○ Bachelor's degree
- ○ Master's degree
- ○ Doctorate degree

What expertise do you bring to the Board of Directors? (Select all that apply.)

- ☐ Finance & Accounting
- ☐ Fundraising
- ☐ Governance
- ☐ Education
- ☐ Human Resources
- ☐ Facilities
- ☐ Management
- ☐ Parent or Community Member
- ☐ Marketing
- ☐ Leadership
- ☐ Growth & Innovation
- ☐ Operations & Technology

How do you identify?

- ○ African-American/Black
- ○ Native American
- ○ Asian
- ○ White
- ○ Multi-racial/Multi-ethic
- ○ Hispanic
- ○ Other

1. How much do you agree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
The Board understands the issues that hinder school improvement and work with the leadership to develop plans to transform the school.	○	○	○	○	○
Program of instruction (including curriculum, equipment, and building) is consistent with the school's mission.	○	○	○	○	○
The school offers teachers a competitive salary.	○	○	○	○	○
The school's' financial management is transparent and efficient.	○	○	○	○	○
This school has an ongoing recruitment plan or has an ongoing waiting list for enrollment.	○	○	○	○	○
This school has strong links to community organizations.	○	○	○	○	○
This school has strong links to local corporations.	○	○	○	○	○
The school's leadership staff implements policies and practices that advance measurable results and accelerate learning outcomes for all students.	○	○	○	○	○
The majority (over 50%) of the board members offer expertise to support the school's goals.	○	○	○	○	○
The board and leadership understand the issues related to student engagement and regularly discuss plans to improve student engagement.	○	○	○	○	○
The school has a recruitment plan to diversify the school's teacher population to be more reflective of the student population.	○	○	○	○	○

2. If your board decides to pursue new members, what expertise is most needed?

3. Is there anything more you would like to share about the effectiveness of your school's leadership and Board of Directors?

CERTIFIED STAFF SURVEY

Dear Staff,

As a certified staff member, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights are crucial in helping us paint a comprehensive picture of your institution from an organizational perspective.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment.

Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

Please select your position

○ Special education paraprofessional
○ Classroom teacher
○ Specialist teacher (art, music, PE, etc.)
○ Special education teacher
○ Instructional coach/curriculum coordinator
○ Counselor
○ Social worker
○ Occupational therapist
○ Speech pathologist
○ Other

How long have you worked at this school?

○ First year
○ 2–5 years
○ 6 or more years

1. How often do …	Never	Rarely	Sometimes	Almost always
Students build on each other's ideas during discussions.	○	○	○	○
Students use data and text references to support their ideas.	○	○	○	○
Students show each other respect.	○	○	○	○
Students provide constructive feedback to their peers and to me.	○	○	○	○
Most students participate in the discussion at some point.	○	○	○	○

2. Would you like to share anything else about the quality of student discussion?

For the sake of this survey, the leadership team refers to the CEO, principal, assistant, and associate principal.

3. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
Makes clear to the staff the leadership expectations for meeting instructional goals.	○	○	○	○
Communicates a clear vision for our school.	○	○	○	○
Presses teachers to implement what they have learned in professional development.	○	○	○	○
Knows what's going on in my classroom, hallways, playground and cafeteria.	○	○	○	○
Provides me with useful feedback to improve my teaching.	○	○	○	○
Has provided me with the support I need to improve my teaching.	○	○	○	○
Sets high standards for student learning.	○	○	○	○
Participates in instructional planning with team teachers.	○	○	○	○

4. Would you like to share anything else about instructional leadership?

5. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
Once we start a new program in this school, leadership follows up to make sure that it's working.	○	○	○	○
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level.	○	○	○	○
Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.	○	○	○	○
Discipline procedures are well coordinated across different grade levels at this school.	○	○	○	○

6. Would you like to share anything else about program coherence?

7. How much do you influence the following?	No influence	A little influence	Some influence	A great deal of influence
Determining which books and other instructional materials are used in classrooms.	○	○	○	○
Develop curriculum maps and instructional design.	○	○	○	○
Determining the content of in-service programs.	○	○	○	○
Setting standards for student behavior.	○	○	○	○
Planning how discretionary school funds should be used.	○	○	○	○

8. Would you like to share anything else about your influence on instruction and/or behavioral standards?

9. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
The leadership has confidence in the expertise of the teachers.	○	○	○	○
The leadership takes a personal interest in the professional development of teachers.	○	○	○	○
The leadership looks out for the personal welfare of the teachers.	○	○	○	○
The leadership places the needs of the children ahead of personal and political interests.	○	○	○	○
Teachers feel respected by the leadership team.	○	○	○	○
The school leader is an effective manager who makes the school run smoothly.	○	○	○	○
The leadership team functions as a cohesive team.	○	○	○	○

10. Would you like to share anything else about teacher–leadership trust?

11. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
I would recommend this school to parents seeking a place for their child.	○	○	○	○
I usually look forward to each working day at this school.	○	○	○	○
I wouldn't want to work in any other school.	○	○	○	○
I would recommend this school to other teachers as a place to work.	○	○	○	○

12. Would you like to share anything else about your commitment to this school?

13. During the course of the school year, how often have you done the following?	Never	Once	2 or 3 times	4 or more times
Observed another teacher's classroom to get ideas for your own instruction.	○	○	○	○
Gone over student assessment data with other teachers to make instructional decisions.	○	○	○	○
Worked with other teachers to develop materials or activities for particular classes.	○	○	○	○
Worked on instructional strategies with other teachers.	○	○	○	○
Received support around how to incorporate students' cultural and linguistic backgrounds in my practice.	○	○	○	○
Received support in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.	○	○	○	○
Worked with other teachers to monitor the progress of students with Individual Education Plan goals.	○	○	○	○
Ensured instruction represents multiple perspectives, cultures and backgrounds.	○	○	○	○

14. Would you like to share anything else about collaborative practices?

15. How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
Teachers and support staff in this school trust each other.	○	○	○	○
It is okay in this school to discuss feelings, worries, and frustrations with support staff.	○	○	○	○
Support staff respect the work of the classroom teachers.	○	○	○	○
Support staff are effective when working with disengaged or disruptive students.	○	○	○	○
Teachers feel respected by support staff.	○	○	○	○

16. Would you like to share anything else about teacher and support staff trust?

17. How many adults in the school ...

	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom.	○	○	○	○	○
Take responsibility for improving the school.	○	○	○	○	○
Feel responsible to help each other do their best.	○	○	○	○	○
Feel responsible that all students learn.	○	○	○	○	○
Feel responsible for helping students develop self-control.	○	○	○	○	○
Feel responsible when students in this school do not follow school expectations.	○	○	○	○	○
Help build a welcoming school environment not just their class or office space.	○	○	○	○	○

18. Would you like to share anything else about collective responsibility?

19. Professional development this year has ...	Strongly agree	Agree	Disagree	Strongly disagree
Been sustained and coherently focused, rather than short-term and unrelated.	○	○	○	○
Been closely connected to our school's improvement plan.	○	○	○	○
Included enough time to think carefully about, try, and evaluate new ideas.	○	○	○	○
Included opportunities to work productivity with colleagues in my school.	○	○	○	○
Included opportunities to work productively with peers/mentors from other schools.	○	○	○	○
Directly related to the needs of the students.	○	○	○	○

20. Would you like to share anything else about professional development?

21. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
School staff understand family challenges and concerns of most parents.	○	○	○	○
School staff work closely with families to meet the students' needs.	○	○	○	○
School staff regularly communicate with families about how they can help students advance.	○	○	○	○
School staff value families' race, ethnicity, culture, or background.	○	○	○	○
School staff incorporate feedback from families into supporting children in the program.	○	○	○	○

22. Our school …	Not at all	A little	Sometimes	Almost always
Involves parents in the development of programs aimed at improving students' academic outcomes.	○	○	○	○
Develops formal networks to link all families with each other (for example: providing a website for parents to connect with one another).	○	○	○	○
Encourages more involved parents/guardians to reach out to less involved parents/guardians.	○	○	○	○
Involves parents in commenting on school curricula.	○	○	○	○
The school considers the input of parent leaders from all backgrounds when planning school improvement efforts.	○	○	○	○

23. Would you like to share anything else about family involvement and community ties?

24. Name two things you like most about this school.

25. Name two things you like least about this school.

26. If you could make one suggestion for improving this school, what would it be?

STUDENT SUPPORT STAFF SURVEY

Dear Support Staff,

As Support Staff member, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights on crucial aspects of school operations will help us paint a comprehensive picture of your institution from an organizational standpoint.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment. Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

1. How many adults in the school …	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom.	○	○	○	○	○
Take responsibility for improving the school.	○	○	○	○	○
Feel responsible to help each other do their best.	○	○	○	○	○
Feel responsible that all students learn.	○	○	○	○	○
Feel responsible for helping students develop self-control.	○	○	○	○	○
Feel responsible when students in this school do not follow school expectations.	○	○	○	○	○
Help build a welcoming school environment not just their class or office space.	○	○	○	○	○

2. Would you like to share anything else about collective responsibility?

3. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
I would recommend this school to parents seeking a place for their child.	○	○	○	○
I usually look forward to each working day at this school.	○	○	○	○
I wouldn't want to work in any other school.	○	○	○	○
I would recommend this school to others as a place to work.	○	○	○	○

4. Would you like to share anything else about your commitment to this school?

5. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
Teachers and support staff in this school trust each other.	○	○	○	○
It's okay in this school to discuss feelings, worries, and frustrations with other staff.	○	○	○	○
Teachers respect the work of the support staff.	○	○	○	○
Teachers try to work with disengaged and disruptive students before calling for support.	○	○	○	○
Student support workers respect the classroom teachers.	○	○	○	○

6. Would you like to share anything else about trust and respect between support staff and teachers?

For the sake of this survey, the leadership team refers to the CEO, principal, assistant, and associate principal. Program coherence is a shared understanding about the purpose and nature of the work in the minds and actions of the adults in the school, individually and especially collectively.

7. How much do you agree with the follow statements about program coherence?	Strongly disagree	Disagree	Agree	Strongly agree
There is consistency in disciplinary policies and practices schoolwide.	○	○	○	○
The leadership makes clear to the staff the leadership expectations for meeting school goals.	○	○	○	○
The leadership communicates a clear vision for our school.	○	○	○	○
The leadership presses staff to implement what they have learned in professional development.	○	○	○	○
The leadership knows what's going on in the classrooms, hallways, playground and cafeteria.	○	○	○	○
The leadership provides me with useful feedback to improve my interactions with students.	○	○	○	○
Once we start a new program in this school, the leadership follows up to make sure that it is working.	○	○	○	○

7. How much do you agree with the follow statements about program coherence?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership has provided me with the support I need to improve my interactions with students.	○	○	○	○
The leadership sets high standards for student learning.	○	○	○	○
The leadership sets high standards for student behavior.	○	○	○	○
The leadership participates in school culture planning with student support teams.	○	○	○	○
Discipline procedures are well coordinated across different grade levels at this school.	○	○	○	○
The leadership team functions as a cohesive team.	○	○	○	○

8. Is there anything else you would like to say about program coherence?

9. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
School leadership takes a personal interest in the professional development of support staff.	○	○	○	○
School leadership looks out for the personal welfare of support staff.	○	○	○	○
School leadership places the needs of the children ahead of personal and political interests.	○	○	○	○
School leadership respects support staff.	○	○	○	○
School leadership works effectively to make the school run smoothly.	○	○	○	○

10. Would you like to share anything else about the trust and respect between leadership–staff?

11. Career development: How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership encourages me to continue my education by attaining a college degree or teacher certification.	O	O	O	O
The leadership team provides information about workshops, training and college courses that will support my work and career goals.	O	O	O	O
I have a mentor who supports my career growth at this school.	O	O	O	O
There are opportunities for promotion at this school.	O	O	O	O

12. I would like my school to help me enroll in a teacher education program.

O Yes
O Maybe
O No

13. Would you like to share anything else about career development opportunities at your school?

14. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
School staff understand the challenges and concerns of most parents.	O	O	O	O
School staff work closely with families to meet the students' needs.	O	O	O	O
School staff regularly communicate with families about how they can help students advance.	O	O	O	O
School staff value the race, ethnicity, culture, or background of the students and their families.	O	O	O	O
School staff incorporate feedback from families to support student behavior and academic achievement.	O	O	O	O

15. Would you like to share anything else about parent involvement?

16. Name two things you like most about this school.

17. Name two things you like least about this school.

18. If you could make one suggestion for improving this school, what would it be?