

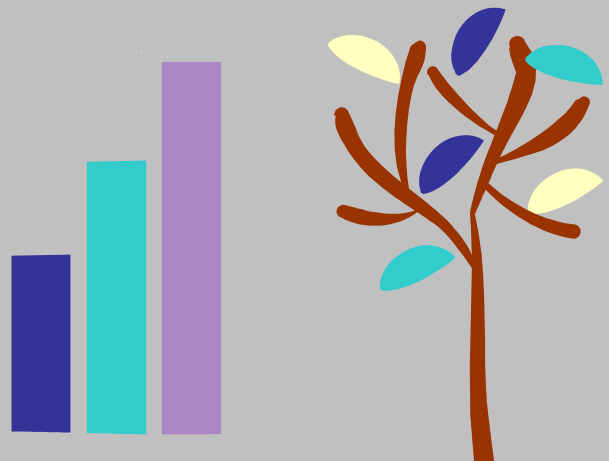
Darrell Lynn Hines College Preparatory Academy of Excellence

Programmatic Profile and Educational Performance

2005-06 School Year

Report Date: September 2006

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Appendix A: Contract Compliance Chart

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Prepared for:

Darrell Lynn Hines College Preparatory Academy of Excellence

7151 North 86th Street
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EXECUTIVE SUMMARY
For
Darrell Lynn Hines College Preparatory Academy of Excellence
Fourth Year of Operation as a City of Milwaukee Charter School
2005-06

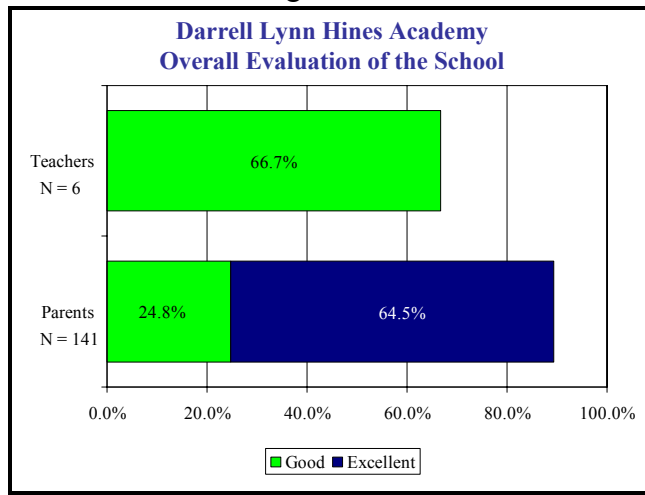
This fourth annual report on the operation of the Darrell Lynn Hines College Preparatory Academy of Excellence (the Academy) charter school is a result of the intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), the Academy staff, and the Children’s Research Center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

I. CONTRACT COMPLIANCE SUMMARY¹

The Academy has met all but two of the 17 provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. See Appendix A for an outline of specific contract provision compliance information.

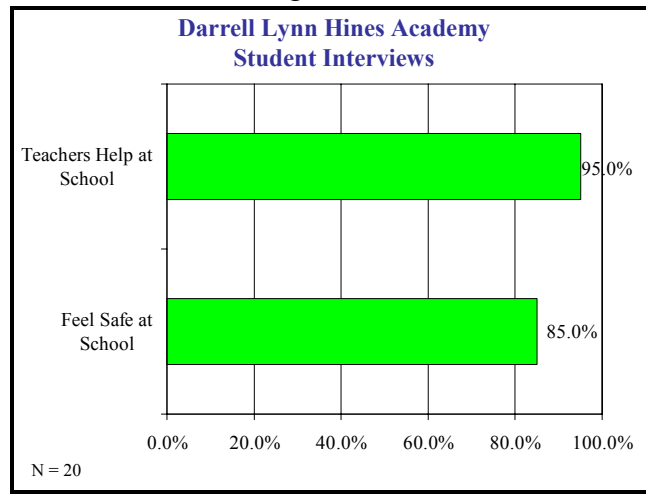
II. PARENT/TEACHER/STUDENT/BOARD MEMBER SATISFACTION

Figure ES1



¹ See Appendix A for a list of each educationally related contract provision, page references, and a description of whether or not each provision was met.

Figure ES2



- The two board members interviewed mentioned the need to increase outside financial resources and attain a more complete library.
- Among other things, teachers suggested that the school needed more resources, a more effective discipline policy, and more parental involvement.

III. PERFORMANCE CRITERIA

A. Local Measures

1. Educationally Related Outcomes

To meet City of Milwaukee requirements, the Academy identified measurable educationally related outcomes in the following areas:

- Attendance;
- Student demographics such as student return rate and reasons for leaving the school; and
- Parent involvement.

The school achieved its goals in all of these outcomes.

2. Local Measures of Academic Progress

The CSRC requires that the school track student progress in reading, writing, and mathematics throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, the Academy's local measures of academic progress resulted in the following outcomes:

- Fall and spring reading assessments indicated that 25.2% of the 111 first through sixth grade students who were “at risk” or “some risk” met the threshold of 20 words or more per minute increase, as measured by DIBELS.
- 73.3% of 60 seventh and eighth grade students read at least ten books and passed at least six of the ten Accelerating Reading program tests.
- 93.1% of sixth through eighth grade students either met or exceeded the math expectations by the end of the school year.
- 94.1% of 256 students demonstrated basic or better proficiency levels in writing using the Six Traits of Writing as a framework.

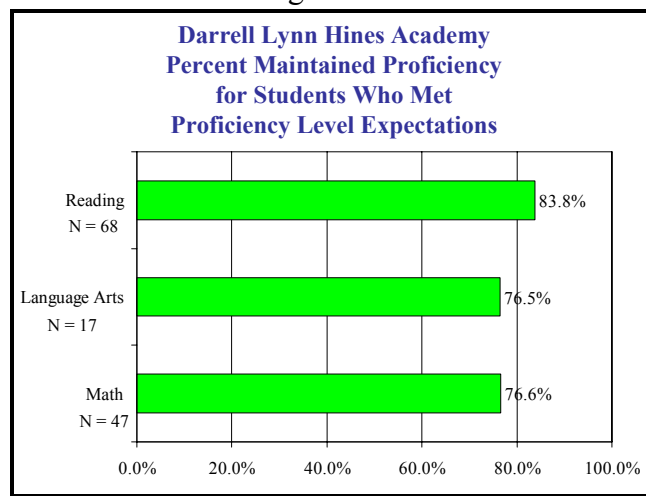
B. Year-to-Year Academic Achievement on Standardized Tests

The Academy administered all required standardized tests noted in their contract with the City of Milwaukee. Multiple-year student progress is described below.

Multiple-year advancement results indicated that second and third graders advanced an average of 1.1 and 0.9 grade level equivalencies (GLE) respectively. The school met the CSRC expectation of at least one year advancement for second graders but fell just short for third graders.

Multiple-year advancement results for students who met proficiency expectations in 2004-05 indicated that the school exceeded the CSRC’s expectation that at least 75.0% of these students would maintain their proficiency.

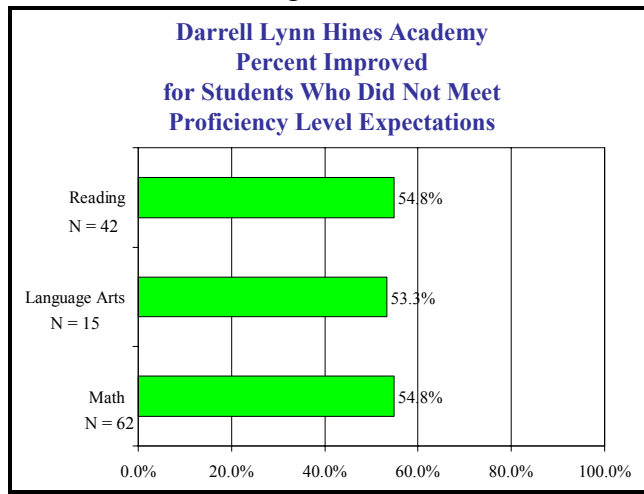
Figure ES3



Multiple-year advancement results for students below grade or proficiency level expectations in 2004-05 indicated that the following percentage of students either advanced more than a grade level, a proficiency level, or at least one quartile within their previous proficiency level:

- Eleven second and third grade students advanced an average of 1.0 GLE, falling just short of meeting CSRC’s expectation of more than one year GLE advancement.

Figure ES4



IV. RECOMMENDATIONS

The school fully addressed the recommendations made in its 2004-05 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2006-07 year include the following:

- Focus on math instruction and techniques to improve math performance.
- Continue to develop a balanced approach to literacy to enhance the Direct Instruction approach.
- Continue to develop teacher skills.
- Develop skills to make Powerschool more functional for teachers and parents.

I. INTRODUCTION

This report is the fourth annual program monitoring report to address educational outcomes for the Darrell Lynn Hines College Preparatory Academy of Excellence (the Academy), one of five schools chartered by the City of Milwaukee. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the Children's Research Center (CRC).

The process used to gather the information in this report included the following:

1. CRC staff assisted the school in developing its outcome measures agreement memo.
2. CRC staff visited the school and conducted a structured interview with the executive director and the instructional leader and reviewed pertinent documents. Additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations. At the end of the academic year, a structured interview was conducted with the executive director.
3. CRC created parent surveys, which the school distributed to parents during spring parent conferences. Parents were instructed to return the completed survey to the school in a sealed envelope. The school then forwarded completed surveys to CRC. CRC contacted parents who did not respond and offered to conduct the survey via telephone. Results were compiled and analyzed at CRC.
4. CRC staff interviewed a sample of teachers and students. Results were compiled and analyzed at CRC.
5. CRC staff interviewed two members of the school's Board of Directors.
6. The Academy provided electronic and paper data to CRC. Data were compiled and analyzed at CRC.

II. PROGRAMMATIC PROFILE

Darrell Lynn Hines College Preparatory Academy of Excellence

Address: 7151 North 86th Street
Milwaukee, WI 53224

Telephone: (414) 358-3542

Executive Director: Barbara P. Horton

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

The mission of the Academy is to accomplish excellence and equity in a kindergarten through eighth grade educational environment. The Academy provides a quality education in a co-educational, safe, nurturing, caring, and academically challenging learning environment.²

The school's vision is that:

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

² *Celebrating the Legacy, 2005-2006 Family and Student Handbook.*

2. Description of Educational Programs and Curriculum³

The Academy provided educational services to children in kindergarten through eighth grade during the 2005-06 academic year. This was the school's first year with eighth graders.

The Academy offers a transdisciplinary approach in various subject areas, going beyond the scope of each discipline by making meaningful connections through studying a conceptual theme. As of spring 2004, the school offers this transdisciplinary curriculum through the Primary Years Programme (PYP) of the International Baccalaureate Organization (IBO). Each fifth grader produces an exhibition project (the Academy uses guidelines adopted from IBO), which is a culminating project demonstrating the student's experience in PYP. During the 2004-05 academic year, the Academy began investigating the process to become authorized by the IBO for the Middle Years Programme (MYP) and participated in introductory training. However, workload precluded the Academy's implementation of the MYP during the 2005-06 school year, but the executive director reported that the school plans to begin implementation during the 2006-07 school year.

Each program of study provides the students with three vital lessons: knowledge about the world in which they live, skills to operate in the world in which they live, and attitudes that encourage being productive members of society. Each grade level includes thematic units, called Units of Inquiry, which include skill development appropriate for that unit of inquiry. Therefore, the students' academic day is shared between work on the units of inquiry and skill instruction.

The Academy has also developed grade-level writing objectives. The mathematics program is "Everyday Mathematics," which meets the Wisconsin model of content standards, with additional math curriculum built upon the model curriculum of the National Council for Teachers of Mathematics as a framework. The Academy also offers instruction in science and

³ Information is taken from the Academy's Family and Student Handbook for 2005-06, its Personnel Policies Manual, and Section II of the Academy's Charter Application for the 2002-03 academic year, which was subsequently incorporated into its contract with the City of Milwaukee.

social studies, geography, history, art, physical education, and health. In addition to academic subjects, the Academy provides opportunities for students to learn and be involved in community service projects.

The Academy uses a variety of methods of instruction including:

- The Learning Principles promoted by the work of Tuck and Coddling (1998). These principles include: valuing student effort; providing clear expectations that are the same for all students; utilizing a thinking curriculum; providing opportunities for students to address their own work and teach others; and having students work beside an expert who models, encourages, and guides the students.
- The Multiple Intelligences model developed by Howard Gardner. This model includes eight intelligences characteristic of student learners: Logical/Mathematical, Interpersonal, Intrapersonal, Linguistic, Kinesthetic, Spatial, Music, and Naturalist. These intelligences are personal, interrelated, and interdependent. Multiple Intelligence theory is used at the Academy as a learning style model.
- Transdisciplinary methods to integrate subject matter across themes.
- Promoting cohesiveness in learning by providing a central theme throughout the various subject areas.
- Direct Instruction, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and the Accelerated Reader program to develop reading, comprehension, and literacy skills.
- Everyday Mathematics to develop math skills for kindergarten through sixth grade students and Saxon Math for seventh and eighth grade students.
- The Six-Trait Analytic Model for Writing Assessment.

B. Student Population

At the beginning of the year, 257 students ranging from kindergarten through eighth grade were enrolled⁴ in the Academy. Ten students enrolled after the school year started, and 13 students withdrew from the school prior to the end of the year. Reasons for withdrawing included: four students moved away, two students were dissatisfied with the school program,

⁴ Enrolled as of September 1, 2005.

two students left due to disciplinary policy reasons, one student left the school because of transportation issues, and four students left for other unspecified reasons.

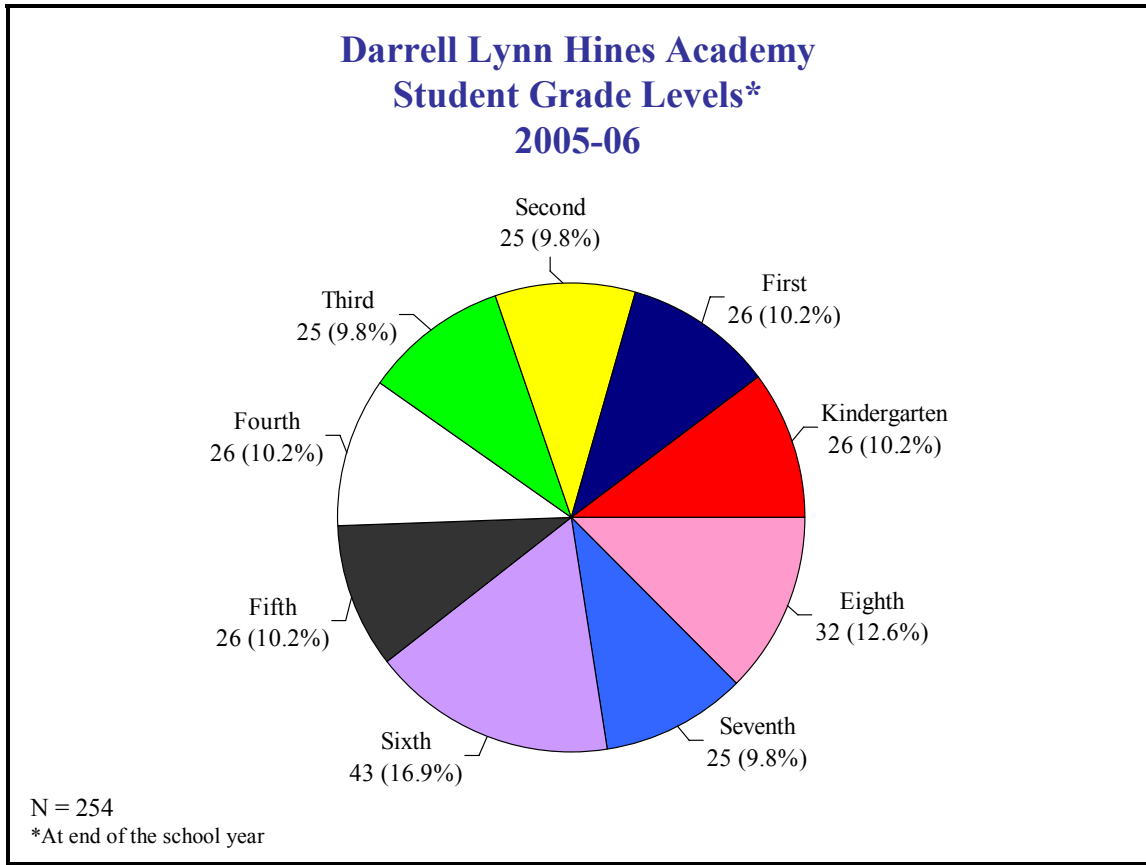
Most (264, or 98.9%) of the students enrolled in the Academy throughout the year⁵ were African American, two students were Hispanic, and one student was White. Twenty-eight students had special education needs – eight children had special needs in speech/language, six children had learning disabilities, six children had speech/language and learning disabilities, three children had emotional/behavioral issues, and five children had other health impairments.

Data regarding the number of students returning to the Academy from the previous year were gathered in the fall of 2005. Of the 237 students attending on the last day of the 2004-05 academic year who were eligible for continued enrollment at the school for the 2005-06 academic year, 215 were enrolled on the third Friday in September 2005, representing a return rate of 90.7%. This compares to a return rate in September of 2004 of 81.0%.

At the end of the school year, there were 129 (50.8%) girls and 125 (49.2%) boys enrolled at the Academy. The largest grade was sixth grade with 43 students. The number of students by grade level is illustrated in Figure 1.

⁵ Includes a total of 267 students enrolled at any time during the academic year.

Figure 1



The school had 11 classrooms with an average of 24 students. There was one classroom each for kindergarten, first, second, third, fourth, and fifth grades. There were two classrooms each for sixth and eighth grades and one classroom for seventh.

The kindergarten through fifth grade rooms were each staffed by one teacher and one teaching assistant. The sixth, seventh, and eighth grade classrooms each had one teacher per classroom. In addition to grade level teachers for the sixth, seventh, and eighth grades, the school employed a mathematics teacher and a health and social studies teacher⁶ for the sixth, seventh, and eighth grades. There was also an aide who worked with sixth graders in the morning and where needed in the afternoon. Parents also volunteered in the classroom.

⁶ This position was held by an Urban Fellow.

C. School Structure

1. Areas of Instruction

The Academy provides instruction in writing, reading, math, language arts and spelling, elementary Spanish, science, social studies, health, art, music, and physical education. These subjects are assessed on each student's report card. Each student is rated six times throughout the school year on academic progress and effort. Report cards also reflect the teacher's assessment of the child's work habits.

2. Teacher Information

During the 2005-06 school year, the Academy employed 12 classroom teachers, a literacy coach, one special education teacher, a librarian/media specialist, and a school psychologist. All of these professionals held a State of Wisconsin Department of Public Instruction (DPI) license or permit.

Prior to the beginning of school, the new teachers attended two days of new teacher training. All staff participated in two days of training prior to the beginning of school that focused on the Direct Instruction reading program. Regular Wednesday meetings, lasting for 75 minutes each, occurred throughout the year.

Throughout the year, the Academy's Instructional Leader provided supportive resources and mentoring for all teachers. Teacher leader positions were established for the year in the areas of reading and mathematics, as well as a teacher leader position for the IBO PYP. These teacher leaders led the Wednesday curriculum meetings in areas that included differentiating instruction, testing, transdisciplinary skills, parent communication, comprehension strategies, increasing vocabulary and writing, reading and literacy, special education issues, and the PYP.

In addition, staff development during banked days (non-student attendance days) included the following topics:

- Reading mastery training
- Teaching for understanding
- Building academic vocabulary
- Understanding poverty
- Reading and writing workshop

First-year employees' performance was formally reviewed three months after the school year began. The review included a self-assessment, a review of the job description and areas of responsibility, and progress toward goals and outcomes. A second review occurred six months into the school year. Returning employees were reviewed six months after the start of the school year. The Instructional Leader used observations and lesson plans as a basis for gathering information regarding reviews.

3. Hours of Instruction/School Calendar

The regular school day for students began at 7:45 a.m.⁷ and concluded at 3:10 p.m. The first day of school was September 1, 2005, and the last day of school was June 13, 2006.⁸ The highest possible number of days for student attendance in the academic year was 175. Five additional days were “banked” for teacher work days, with two additional organization/record days scheduled for teachers, one before the students attended and one after the last day of student attendance. The Academy has met the City of Milwaukee’s requirement to provide at least 875 instructional hours in charter schools, as well as its contract provision requiring the school to publish an annual calendar.

⁷ Students could arrive as early as 7:20 a.m. Breakfast was served between 7:20 a.m. and 7:45 a.m. daily.

⁸ Based on a calendar provided by the school for the 2005-06 year.

4. Parent and Family Involvement

Celebrating the Legacy, 2005-2006, Family & Student Handbook was provided to every family prior to the start of the school year. In this handbook, the Academy invites parents to become active members of the Family Involvement Team, which is comprised of all parents and guardians of the Academy's students. Its purpose is to provide positive communication between parents/guardians/family members and the school administration, to facilitate parental involvement in school governance and educational issues, to organize volunteers, to review and discuss school performance issues, and to assist in fundraising and family education training.

The Academy offers parents/guardians/family members an opportunity to review and sign its family agreement. This agreement is a contract that describes the role of the school and the family in the partnership to achieve academic and school goals for students. All parents/guardians of the students signed family agreements for the 2005-06 academic year.

Parent/guardians were required to attend a mandatory orientation session with their child prior to the start of school, as well as to attend family-teacher conferences. Family-teacher conferences were scheduled twice during the year, in October and March. Telephone conferences were substituted for in-person conferences when parents/guardians were unable to attend.

5. Waiting List

In the fall of 2005, the Academy developed a waiting list for students. During the fall interview, the school's executive director reported that grades kindergarten through sixth each had a waiting list of approximately five students. Parents were notified as openings occurred.

In June 2006, the Academy's executive director reported a total of 46 students, from first through eighth grade, waiting for openings in the fall.

6. Disciplinary Policy

The Academy clearly explains its discipline policy to parents and students in its *Family & Student Handbook*. The Student Management section of the handbook includes a statement of student expectations, parent and guardian expectations, and an explanation of the family agreement. In addition, an explanation of the school's discipline plan and disciplinary actions is provided. The types of disciplinary referrals include conferences with the student, the teacher, and the parent or guardian; referral to the Dean of Students; in-house suspensions; out-of-school suspensions; and expulsion recommendations. Each of these is explained in the handbook along with appeal rights and procedures. The school also has an explicit weapons and criminal offense policy that prohibits guns and other weapons, alcohol or drugs, and bodily harm to any member of the school community. These types of offenses can result in expulsion.

Students are also referred for awards. These include awards for attendance and the academic honor role. An annual awards convocation also honors students who have excelled in academic achievement and have demonstrated positive behavior and character traits that exemplify a model student.

D. Activities for Continuous School Improvement

Following is a description of the Academy's response to the activities that were recommended in its programmatic profile and education performance report for the 2004-05 academic year:

- Recommendation: Continue to develop specific expertise among teachers to allow for in-school consultation and ongoing support by subject area.

Response: First time teachers were assigned a teacher mentor who went into the classrooms to do model lessons and give feedback to the teachers. The mentor activities also included a mentor/mentee handbook with a calendar of topics for monthly meetings, video observations, and private written feedback.

Additionally, teachers visited other classrooms. This program will continue in the 2006-07 school year.

- Recommendation: Identify and implement the steps necessary to become a high performing school, including steps needed to:
 - ▶ Continue to develop classroom teachers' ability to meet all student's needs; and
 - ▶ Supply needed resources to teachers at the classroom level.

Response:

- ▶ Subject area teacher leaders were identified. These teachers shared their knowledge of particular subject areas during Wednesday subject area curriculum meetings. These staff led the curriculum meetings and strategized with teachers regarding specific problems related to a particular subject area. This approach will continue to evolve during the next year.
- ▶ Classroom level resources included the following:
 - Library materials were developed to better meet the classroom teachers' needs. The school hired a library media specialist who assisted with developing resources for PYP and created online folders for each unit by grade level, resulting in appropriate grade level internet sites.
 - The special education teacher provided specific assistance to teachers to modify and individualize their lessons.
 - A consultant from Alverno College provided support on a weekly basis regarding differentiation of lessons.

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

A. Parent Surveys

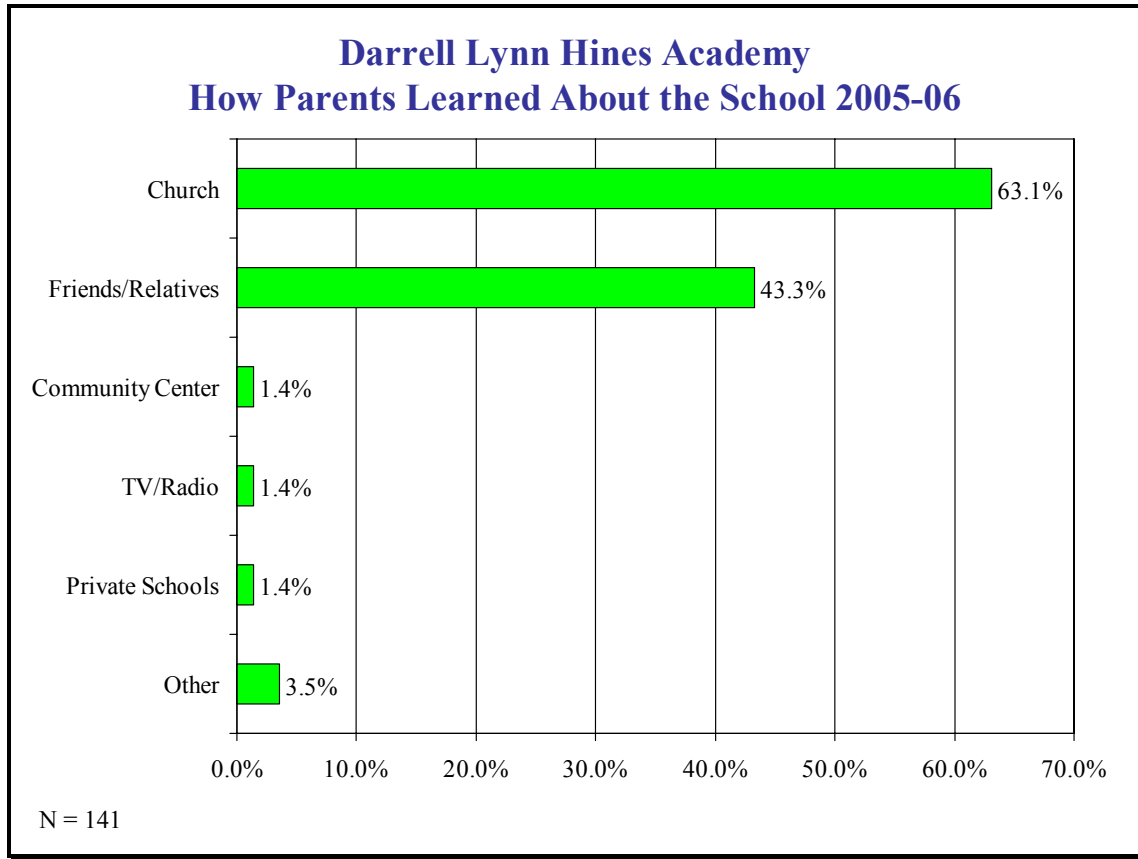
Parent opinions are qualitative in nature and provide a valuable external measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were asked to complete a parent survey. The survey was provided to them during the spring parent conferences on March 16 and 17, 2006. CRC made two attempts by telephone to gather survey information from parents who did not return a survey.

At the time of this report, 141 surveys (representing parents of 202 children, some whom lived in multiple households) had been completed and submitted to CRC.⁹ Results are presented in Figure 2.

Most parents heard about the school from a variety of places, such as church (63.1%) and/or friends or relatives (43.3%). (Note that parents could indicate multiple answers.)

⁹ There were 260 students enrolled in the school at the time of the survey. This represents a survey return rate of 77.7%.

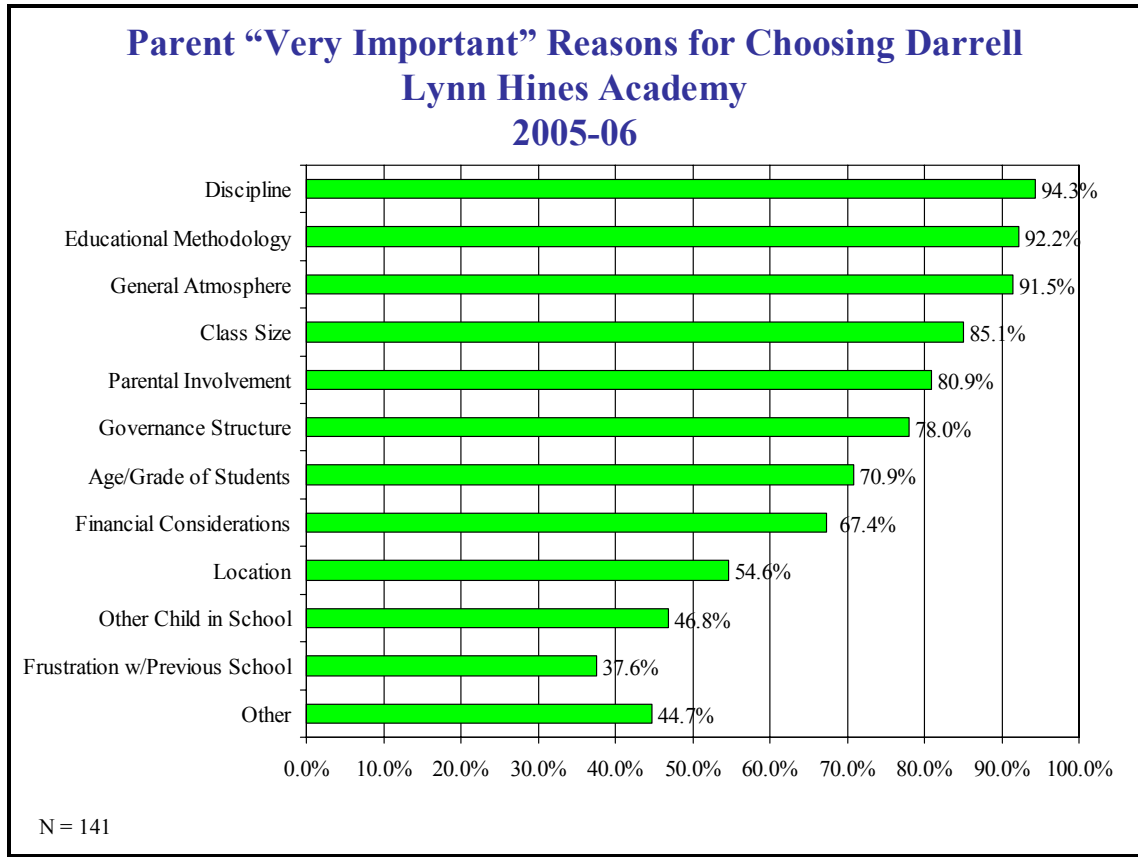
Figure 2



Parents chose to send their child(ren) to the Academy for a variety of reasons. Figure 3 illustrates the reasons parents considered “very important”¹⁰ when making the decision to send their child(ren) to this school. For example, 133 (94.3%) of 141 parents stated that discipline was a very important reason for selecting this school, 92.2% of parents indicated that the educational methodology was very important to them when choosing this school, and 91.5% indicated that the school’s general atmosphere was a very important reason for choosing this school.

¹⁰ Parents were given the following choices for each reason: very important, somewhat important, somewhat unimportant, and not at all important.

Figure 3

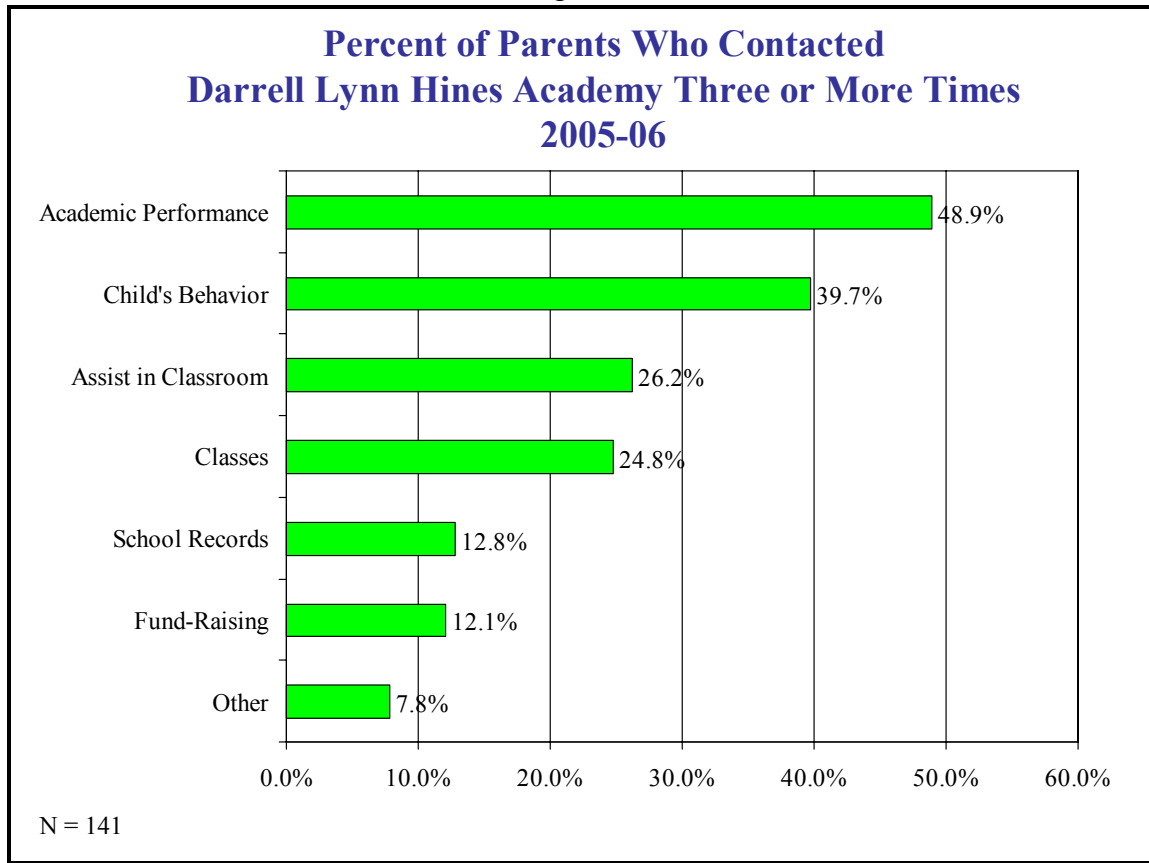


Parental involvement was also used as a measure of satisfaction with the school. Parental involvement was measured by:

- Number of contacts with the school initiated by the parent(s);
- Number of contacts with the parent(s) initiated by the school;
- Participation in school activities; and
- Participation in educational activities at home.

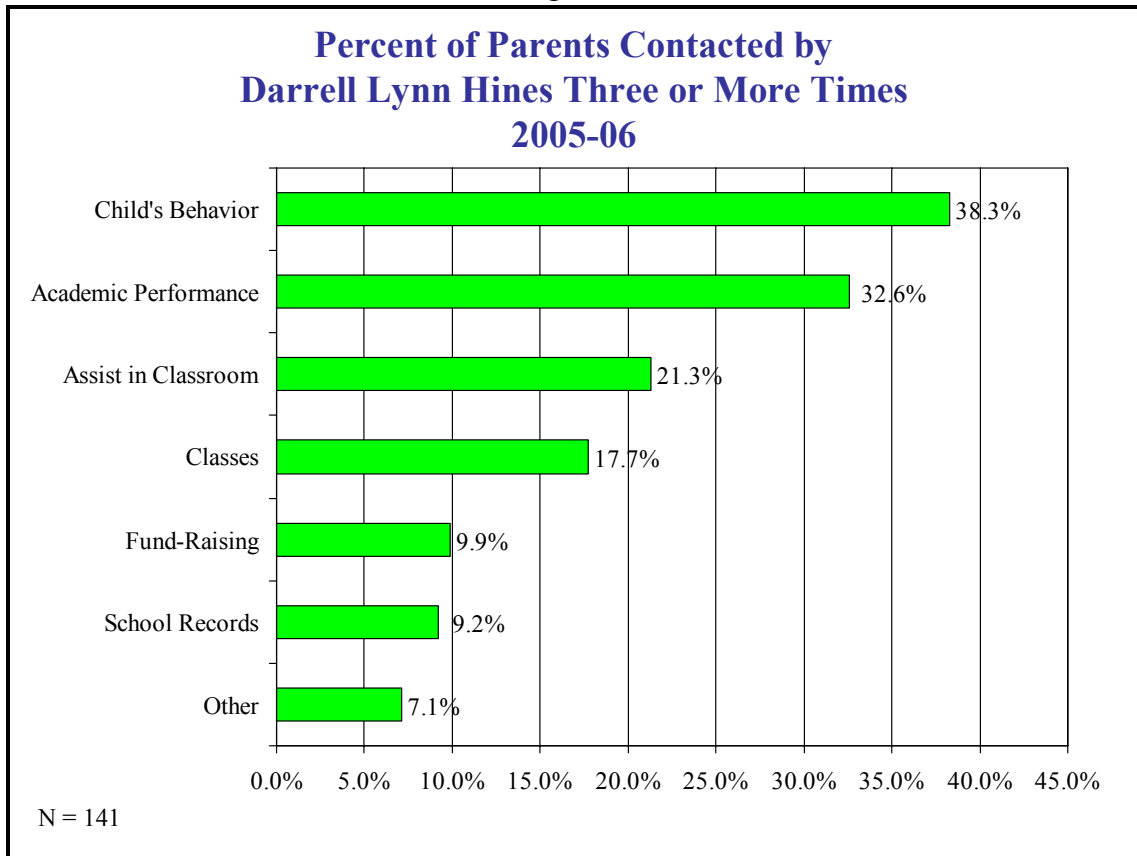
Parents and school staff were in contact for a variety of reasons, including the child's academic performance and behavior, as well as to assist in the classroom or to engage in fund-raising activities. For example, 69 (48.9%) of 141 parents contacted the school at least three times regarding their child's academic performance; 39.7% of parents contacted the school multiple times regarding their child's behavior; and 26.2% of parents contacted the school to assist in the classroom (see Figure 4).

Figure 4



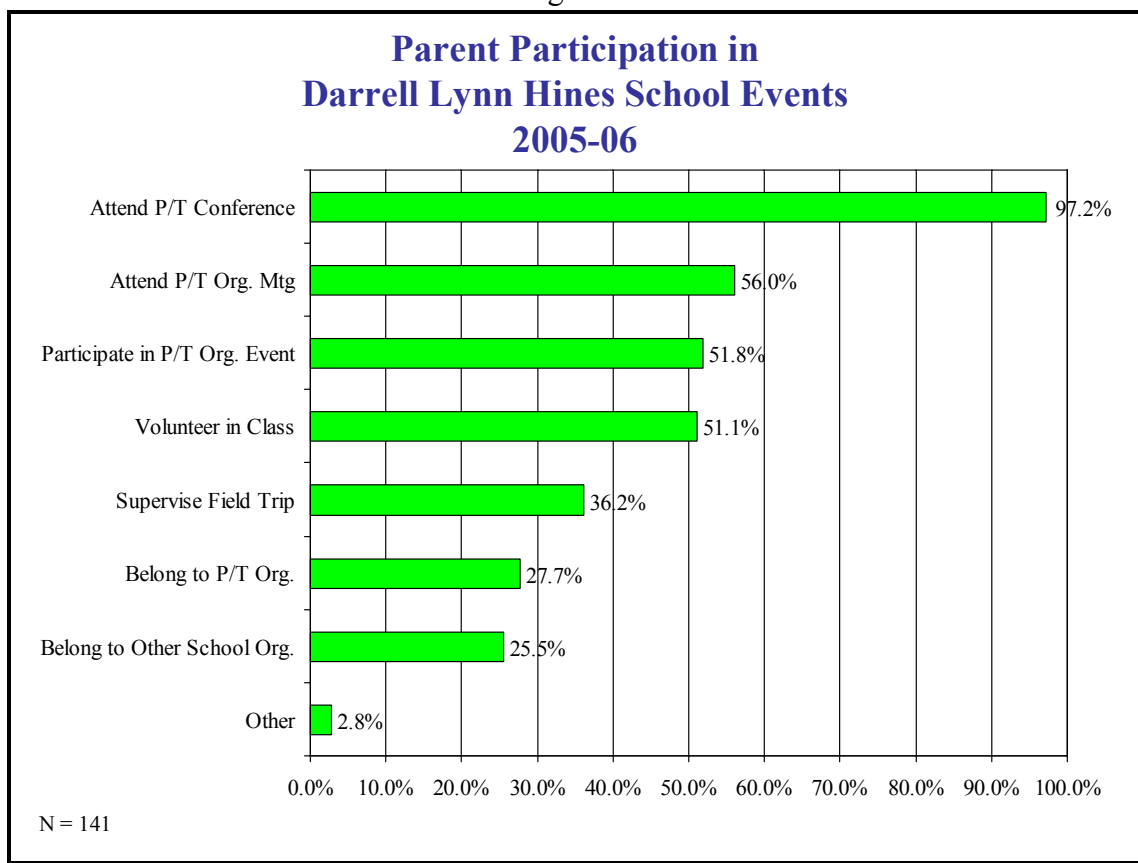
According to parents, the school initiated contact at least three times with 54 (38.3%) parents to discuss the child's behavior, 46 (32.6%) parents were contacted multiple times regarding the child's academic performance; and the school contacted 30 (21.3%) parents three or more times this year to discuss assisting in the classroom (see Figure 5).

Figure 5



The extent to which parents participated in school events is illustrated below. Nearly all (97.2%) parents who completed a survey attended at least one parent-teacher conference, and 56.0% participated in a parent-teacher organization meeting. Over half (51.8%) participated in at least one parent-teacher organization event this year, and 51.1% of parents volunteered in the classroom (see Figure 6).

Figure 6

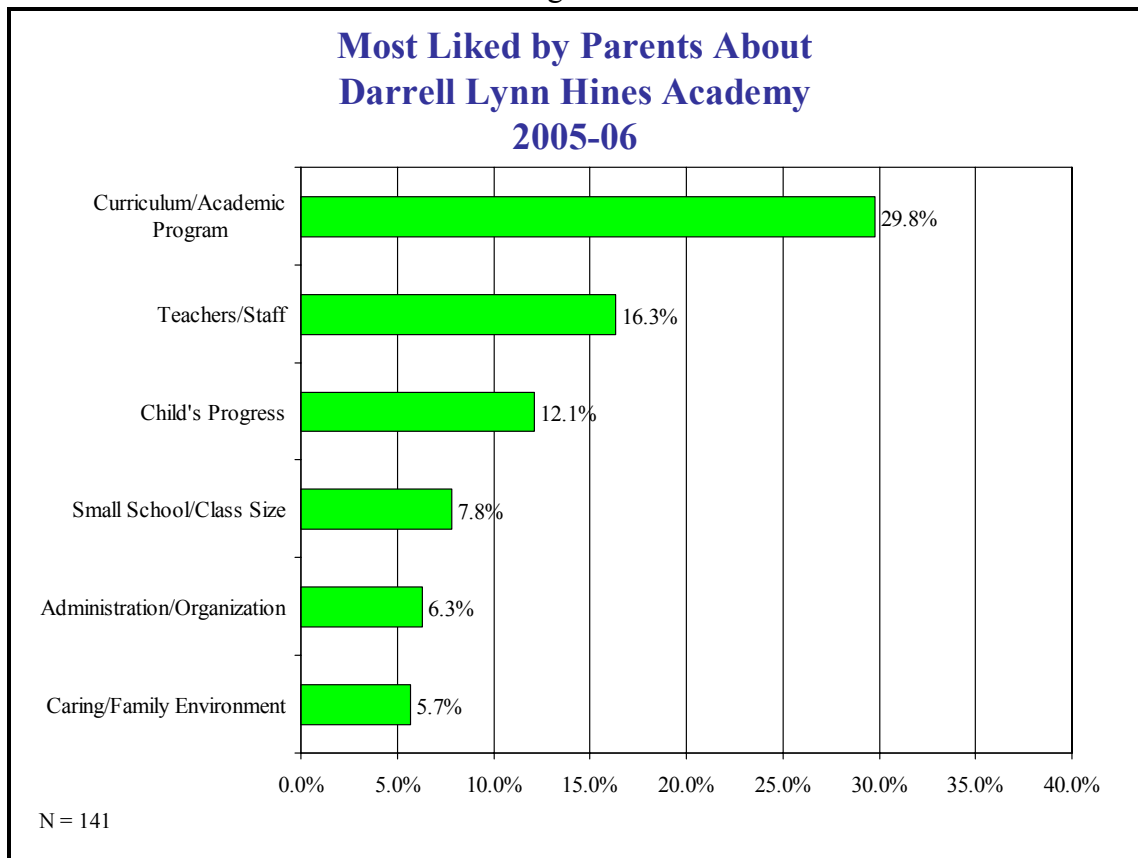


Parental participation can also be described in terms of educational activities the family engages in while at home. During a typical week:

- 95.7% worked on arithmetic or math;
- 92.9% of parents read to their child;
- 87.2% watched educational programs on TV;
- 84.4% worked on penmanship and/or writing;
- 78.7% participated in sports activities with their child; and/
- 96.5% worked on other homework with their children.

When asked what they most liked about the school, 29.8% of parents indicated the curriculum or academic program, 16.3% mentioned the teachers and staff, including the principal, and 12.1% liked how their child(ren) was progressing academically (see Figure 7).

Figure 7



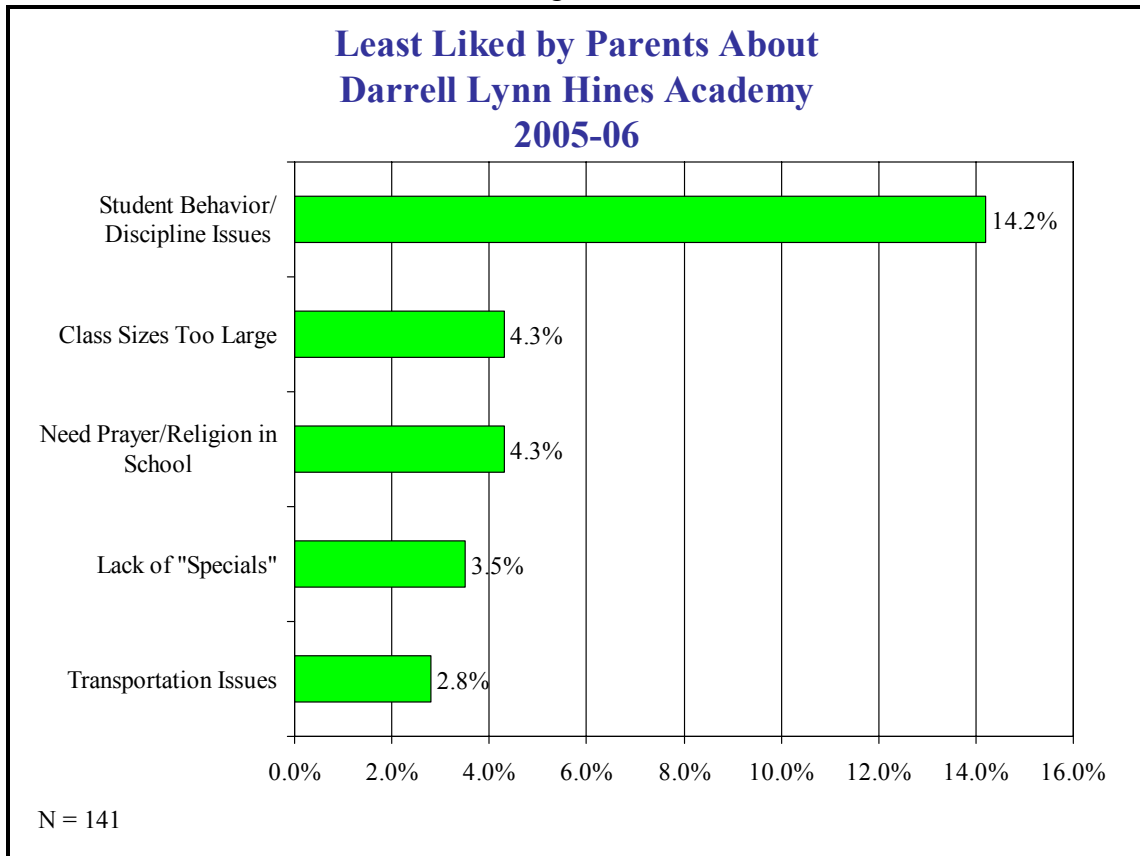
Other areas which at least one parent mentioned as most liked included:

- Communication between home and school (seven parents);
- Uniforms (two parents);
- School accountability (one parent);
- Discipline (one parent);
- Location (one parent);
- Flexibility (one parent);
- No tuition (one parent); and
- Christian-based (one parent).

Areas noted by parents as needing improvement included:

- Student behavior/discipline (14.2%);
- Class sizes too large (4.3%);
- No prayer/religion in the school (4.3%); and
- The lack of “specials” such as music and/or art (3.5%).

Figure 8



Other aspects of the school least liked by at least one parent included:

- School should go through twelfth grade (three parents);
- Uniform policy (two parents);
- Start time too early (two parents);
- Lunch (one parent);
- Should not have PYP (one parent);
- Lack of information about parent participation opportunities (one parent);
- Disorganized (one parent);
- Not enough follow-up with parents (one parent);
- Child is not challenged (one parent);
- No fellowship at lunch (one parent);
- Teacher turnover (one parent);
- Favoritism (one parent);
- Older students are too close to younger students (one parent); and
- Unequal balance between accelerated and all other students (one parent).

In terms of overall evaluation, parents were asked to rate the school’s performance in three areas (class size, materials and equipment, and student assessment plan), as well as to indicate their level of satisfaction in various aspects of the school ranging from academic progress to communication issues. As shown in Table 1, most parents rated class size, materials and equipment, and student assessment plan as “excellent” or “good.”

Table 1										
Darrell Lynn Hines Academy										
Parental Rating of School Performance										
2005-06										
(N = 141)										
Measure	Rating									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
1. Class size	65	46.1%	49	34.8%	22	15.6%	0	0.0%	5	3.5%
2. Materials and equipment	84	59.6%	41	29.1%	11	7.8%	0	0.0%	5	3.5%
3. Student assessment plan	87	61.7%	39	27.7%	8	5.7%	0	0.0%	7	5.0%
3a. Standardized tests	93	66.0%	38	27.0%	5	3.5%	0	0.0%	5	3.5%
3b. Progress reports	104	73.8%	30	21.3%	3	2.1%	0	0.0%	4	2.8%

Table 2 indicates that parents were very satisfied or somewhat satisfied most of the time with all 13 aspects of the academic environment. For example, most parents indicated they were very satisfied with the program of instruction (80.9%), enrollment policy and procedures (85.1%), their child(ren)'s academic progress (73.8%), and the student/teacher ratio (63.1%). Where "no response" was indicated, the parent either had no knowledge or experience with that aspect or had no opinion.

Most parents also expressed satisfaction with parent-teacher relationships (77.3% very satisfied), communication regarding learning expectations (77.3% very satisfied), parent involvement in policy and procedures (79.4% very satisfied), responsiveness to concerns (77.3% very satisfied), and teacher/principal accessibility (83.0% very satisfied).

Table 2										
Darrell Lynn Hines Academy										
Parental Satisfaction										
2005-06										
(N = 141)										
Area	Response									
	Very Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Very Dissatisfied		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	114	80.9%	20	14.2%	2	1.4%	0	0.0%	5	3.5%
Enrollment policy and procedures	120	85.1%	15	10.6%	2	1.4%	1	0.7%	3	2.1%
Child's academic progress	104	73.8%	31	22.0%	1	0.7%	1	0.7%	4	2.8%
Student/teacher ratio	89	63.1%	35	24.8%	9	6.4%	3	2.1%	5	3.5%
Discipline policy	94	66.7%	31	22.0%	7	5.0%	6	4.3%	3	2.1%
Adherence to discipline policy	88	62.4%	34	24.1%	9	6.4%	6	4.3%	4	2.8%
Parent-teacher relationships	109	77.3%	21	14.9%	3	2.1%	1	0.7%	7	5.0%
Communication regarding learning expectations	109	77.3%	23	16.3%	2	1.4%	1	0.7%	6	4.3%
Parent involvement in policy and procedures	112	79.4%	21	14.9%	3	2.1%	1	0.7%	4	2.8%
Teacher performance	110	78.0%	19	13.5%	7	5.0%	1	0.7%	4	2.8%
Principal performance	113	80.1%	19	13.5%	4	2.8%	1	0.7%	4	2.8%
Teacher/principal accessibility	117	83.0%	18	12.8%	2	1.4%	0	0.0%	4	2.8%
Responsiveness to concerns	109	77.3%	22	15.6%	4	2.8%	2	1.4%	4	2.8%

Last, a high level of overall parent satisfaction was most evident in that:

- Nearly all (90.1%) parents would recommend this school to other parents.
- 78.0% (110 of 141) of parents will send their child to the Academy next year.¹¹
- When asked to rate the school overall, most (64.5% or 91) parents indicated “excellent” and 35 (24.8%) parents rated the school “good.” Three parents

¹¹ There were 19 parents who indicated that their child(ren) would not return. Twelve of the 19 are graduating; three moved; one is leaving because of problems with another student, and one because of the administration. Two parents did not explain.

thought the school was “fair,” and no parents rated the school “poor.” Note that 12 (8.5%) parents did not respond to the question.

B. Teacher Interviews

In the spring of 2006, six teachers were interviewed regarding their reasons for teaching and overall satisfaction with the school.¹² Two teachers were responsible for teaching subjects in sixth through eighth grades, one taught fourth, one taught third, one taught first, and one teacher taught kindergarten. Teachers were responsible for 25 to 27 students at a given time. One of the six teachers used team teaching techniques and the other five did not team teach. One of the teachers had been teaching at this school for seven years, one teacher for six years, three teachers for two years, and one teacher was in his/her first year at the school. All six teachers indicated that they routinely used data to make decisions in the classroom. For example, some teachers indicated that they use standardized test results to identify children who may need additional assistance. Others use classroom assessments in multiple subject areas to refine, modify, and adjust interventions to meet students’ needs. Teachers also indicated that school leadership used data to make school-wide decisions such as examining student data to place students in classroom groupings and using test data to identify students in need of extra help. Teachers’ performance reviews occur at least annually.

¹² The school’s executive director and the instructional leader are not included in the teacher interview section.

When asked about reasons for teaching at the school, all six teachers indicated that discipline, general atmosphere, and class size were somewhat important reasons for teaching at the school. Three teachers indicated that educational methodology was very important. See Table 3 for more details.

Table 3				
Reasons for Teaching at Darrell Lynn Hines Academy 2005-06 (N = 6)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not At All Important
Location	0	2	2	2
Financial	1	4	0	1
Educational methodology	3	3	0	0
Age/grade of students	2	3	0	1
Discipline	0	6	0	0
General atmosphere	0	6	0	0
Class size	0	6	0	0
Governance structure	2	3	0	1
Parental involvement	2	3	1	0

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, the school's overall student assessment plan, shared leadership, professional support and development opportunities, and the school's progress toward becoming excellent. Most teachers rated these areas as good or excellent, except for materials and equipment. Four of the teachers indicated that the materials and equipment were "fair."

Table 4				
Darrell Lynn Hines Academy				
School Performance Rating				
2005-06				
(N = 6)				
Area	Rating			
	Excellent	Good	Fair	Poor
1. Class size	1	3	2	0
2. Materials and equipment	1	1	4	0
3. Student assessment plan	2	4	0	0
3a. Local measures	1	4	1	0
3b. Standardized tests	1	5	0	0
3c. Progress reports	3	3	0	0
4. Shared leadership	1	3	2	0
5. Professional support	1	3	2	0
6. Professional development opportunities	0	4	2	0
7. Progress toward becoming an excellent school	1	4	1	0

On a satisfaction rating scale ranging from “very satisfied” to “very dissatisfied,” teachers responded on the “satisfied” end of the response range in most areas. Areas where teachers expressed the most dissatisfaction were adherence to the discipline policy, parent involvement, and the effectiveness of staff meetings. Table 5 lists the teacher responses.

Table 5					
Darrell Lynn Hines Academy					
Teacher Satisfaction					
2005-06					
(N = 6)					
Performance Measure	Response				
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion/N/A
Program of instruction	1	4	1	0	0
Enrollment policy and procedures	2	1	0	0	3
Student's academic progress	2	3	1	0	0
Student/teacher ratio	2	3	1	0	0
Discipline policy	1	3	1	1	0
Adherence to discipline policy	0	1	4	1	0
Instructional support	3	2	1	0	0
Parent-teacher relationships	5	1	0	0	0
Parent-teacher collaboration to plan learning experiences	0	3	0	1	2
Teacher collaboration to plan learning experiences	4	2	0	0	0
Parent involvement	2	0	3	1	0
Community business involvement	0	0	3	0	3
Teacher performance	2	3	1	0	0
Principal performance*	1	4	1	0	0
Teacher involvement in policy and procedures decisions	1	3	1	1	0
Board of directors performance	0	1	0	0	5
Opportunity for continuing education	1	2	2	0	1
Frequency of staff meetings	1	4	1	0	0
Effectiveness of staff meetings	0	2	4	0	0

*Instructional leader.

When teachers were asked what they most liked about the school, at least one teacher noted: Ms. Horton's leadership, students, staff, parental involvement, flexibility, the school's mission and vision, the reading curriculum, and that the school is a model for educational reform.

Teachers most often mentioned the following as least liked about the school: discipline policy (four teachers), the math curriculum (two teachers), and lack of

communication/collaboration (two teachers). One teacher indicated that there was not enough academic support, and another mentioned the lack of “specials.” One teacher mentioned that there was not much distinction between the elementary and middle schools, and one teacher would like to see the number of students increased to allow for grade level teaming.

On a scale of poor, fair, good, or excellent, four teachers rated the school overall as “good” and two of the six teachers rated the school as “fair.” No teachers indicated that the school was “poor” or “excellent.” All six teachers indicated that they intended to continue teaching at the school next year.

When asked to make one suggestion for improving the school, the teachers’ responses were as follows:

- The school needs a more effective discipline policy (two teachers).
- Increase collaboration between administration and teaching staff (one teacher).
- Create more consistency across kindergarten through eighth grade (one teacher).
- Develop a plan to get parents and community more involved (one teacher).
- Create more resources for “specials” (one teacher).

When the teachers were asked to make one suggestion for improving their classroom, at least one indicated:

- More parental involvement;
- More resources to meet individual needs of students;
- Stronger classroom management techniques;
- Classroom computers;
- Additional resources for materials and equipment; and
- Smaller class size.

C. Student Interviews

Twenty seventh or eighth grade students were selected to participate in an interview. Students were asked several questions about their school. All children indicated that they use computers at school, and 19 of the 20 indicated they follow the rules, their teachers help them at

school, teachers talk to their parents, and there are after-school activities. When asked about safety, 17 students indicated that they felt safe in school. Seventeen of the students indicated that their teachers talked with them about high school plans (see Table 6 for details).

Table 6			
Darrell Lynn Hines Academy Student Interview 2005-06 (N = 20)			
Question	Answer		
	Yes	No	Don't Know/ No Response/ Not Applicable
1. Do you like the school?	17	3	0
2. Do you learn new things every day?	13	7	0
3. Is your school work fun?	6	14	0
4. Do you like the books at school?	16	4	0
5. Do you use computers at school?	20	0	0
6. Is your school clean?	15	4	1
7. Do you like the school rules?	5	15	0
8. Do you follow the rules?	19	0	1
9. Does your homework help you learn more?	17	3	0
10. Do your teachers help you at school?	19	1	0
11. Do you like being in school?	14	6	0
12. Do you feel safe in school?	17	2	1
13. Do people work together in school?	16	4	0
14. Do you feel the marks you get on class work, homework, and report cards are fair?	17	3	0
15. Do your teachers talk to your parents?	19	1	0
16. Does your school have after-school activities?	19	1	0
17. Do your teachers talk with you about high school plans?	17	3	0

Students were then asked what they liked best and least about the school. The responses most often provided are summarized below.

Like best:

- Education, i.e., learning what other kids do not; high standards so we try harder and do better; the chance to get a good education (seven students);
- Teachers, i.e., the teachers push us toward new goals (three students); and
- Uniforms (three students).

Like least:

- Uniforms (six students);
- Rules (five students);
- Classes and/or curriculum (three students); and
- Teachers, e.g., favoritism or unfairness (three students).

D. Board Member Interviews

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. Two members of the Academy's Board of Directors were personally interviewed by CRC staff using a prepared interview guide. These board members were involved with the school early on and had four to five years of service to the school as board members. One is currently the Board Chair and the other a regular board member. Both interviewees brought many years of teaching and administrative experience to the Board.

The interviewees were asked to rate the school's performance in class size, materials and equipment, and the student assessment plan (local measures of achievement, standardized testing, progress reports to parents) if they had knowledge of these school performance elements. The rating scale was excellent, good, fair or poor. The interviewees rated these elements as either excellent or good. One board member did not have enough knowledge to rate the standardized testing and progress reports to parents. Both interviewees stated that the school's

performance regarding shared leadership, decision making, and accountability was excellent. Board member ratings of the school's performance regarding professional support and professional development opportunities were either excellent or good. One of the interviewees indicated the school's progress toward becoming an excellent school was excellent and both board members indicated that overall, the school was excellent.

On a satisfaction rating scale ranging from "very satisfied" to "very dissatisfied," both board members indicated that they were very satisfied with the program of instruction, the enrollment policy/procedures, the discipline policy and the adherence to the discipline policy, the instructional support, community/business involvement, teachers' performance, the administrator's performance, opportunities for continuing education, the board of directors' performance, the administrative resources to fulfill the school's mission, the commitment of the school's leadership, and the safety of the educational environment. Areas where the two interviewees differed between very satisfied and somewhat satisfied were the students' academic progress, the student/teacher ratio/class size, and the financial resources to fulfill the school's mission.

One board member was somewhat dissatisfied with parent involvement while the other was somewhat satisfied.

When asked what they liked best about the school, the board members expressed liking the school's facility, the general atmosphere, the collaborative faculty, the IB program, and the excellent reputation of the school. Parental involvement was the only item identified as least liked by the board members. One interviewee wished for more understanding by the parents of what the staff were doing and trying to accomplish.

Suggestions for improving the school were to increase outside financial resources and attain a more complete library.

IV. EDUCATIONAL PERFORMANCE

To monitor the Academy's activities as described in its contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specified intervals during the past four academic years. At the start of this year, the school established attendance and parent participation goals, as well as goals related to special education students. The school also identified local and standardized measures of academic performance to monitor student progress. The local assessment measures included the DIBELS reading assessment system for kindergarten through sixth graders and the Accelerated Reader program for students in seventh and eighth grades, mathematics progress reports, and results of the Six Traits of Writing assessment. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination—Criterion Referenced Test (WKCE-CRT). Note that this is the first year that the WKCE-CRT was used in the State of Wisconsin. It is administered to third through eighth grade students to meet federal No Child Left Behind requirements that schools test children's skills in reading and math. The WKCE-CRT is similar to the old WKCE; however, it is administered not just to fourth or eighth graders but to all third through eighth grade students.¹³ Goals and measures are described in the annual outcome measures agreement memo in Appendix B.

A. Attendance

At the beginning of the academic year, the school established a goal to maintain an average attendance rate of 90.0%. Attendance rates were calculated for 267 students enrolled during the school year¹⁴ and averaged across all students. Not including excused absences, the

¹³ Additional subtests in language arts, social studies, and science are included in the WKCE – CRT for fourth and eighth graders. Items on these subtests are based primarily on the *TerraNova* test and are not CRT items.

¹⁴ Individual student attendance rate was calculated by dividing the total number of days present by the total number of days that the student was enrolled.

school's attendance rate was 95.0%. When excused absences were included, the attendance rate rose to 97.0%. Based on these calculations, the Academy exceeded its attendance goal.

B. Parent Participation

At the beginning of the academic year, the school set a goal that parents/guardians would attend at least two scheduled family-teacher conferences. This year, there were 263 children enrolled at the time of the first conference and 260 enrolled at the time of the second. Parents of all children (100.0%) attended the first and parents of 97.3% of children attended the second scheduled conference. The Academy has, therefore, met its goal related to parent participation.

C. Special Education Needs

This year, the school set a goal to develop and maintain records on all special education students. Individual Education Program (IEP) team assessments were completed for all 28 children with special education needs, and IEP reviews were conducted for all children requiring one. In addition, CRC conducted a review of a representative number of files during the year. This review showed that students had current IEPs indicating their eligibility for special education services and that their parents were invited to and involved in developing the IEP.

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to standardized testing, each charter school has the responsibility of describing the goals and expectations of its students in meaningful language, in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter school at the beginning of the academic year to measure the educational performance of its students. These local

measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks.

The CSRC required each city chartered school to submit a plan for using local measures. The CSRC established a committee to review the local measure plan and provide feedback to the school. The plan was to include:

1. A description of local measures that are reliable and valid in reading or literacy, writing, and math, as well as a description of other required or elected local measures.
2. A description of how teachers use the local measures in making instructional and curricular decisions in the classroom.
3. A description of how the administration uses local measures to inform decision making at the school level.
4. A description of the process the school uses to communicate local measures to CRC.
5. A description of staff development opportunities for staff to learn about using local measures.
6. A description of ways in which the school intends to improve the use of its local measures.

The Academy's administrator submitted the Academy's local measure plan in a timely manner and responded to the CSRC committee feedback. A revised local measure plan incorporating the suggestions made by the CSRC committee was submitted and updated during the year.

1. Reading Progress

At the beginning of the school year, the school set a goal that students in kindergarten through sixth grades who scored "at risk" or "some risk" on the DIBELS assessment would

increase their correct words per minute scores by at least 20 words per minute at the time of the spring DIBELS administration. Kindergarten students were tested using the DIBELS Word Use Fluency subtest, and first through sixth graders were tested on the Oral Reading Fluency subtest.

Results for all 194 students who were administered the fall and spring tests indicate that students, on average, improved by 11.1 points on the DIBELS assessment (see Table 7).¹⁵

Table 7				
Darrell Lynn Hines Academy				
DIBELS Reading Assessment for Kindergarten through Sixth Grade				
Points Scored				
Grade	N	Average Points		
		Fall	Spring	Change
Kindergarten	23	28.3	58.0	29.7
First	26	45.5	61.8	16.3
Second	25	81.2	93.9	12.7
Third	25	94.6	104.7	10.1
Fourth	26	116.0	124.4	8.4
Fifth	27	97.8	109.4	11.6
Sixth	42	122.5	121.1	-1.4
Total	194	87.8	98.9	11.1

*Includes students with both fall and spring test results.

¹⁵ Some students were not enrolled the entire year and therefore did not receive the fall and/or spring test.

Results for students who scored “at risk” or “some risk” on the fall administration indicate that the kindergarten students improved, on average, 23.7 points (see Table 8a).

Table 8a				
Darrell Lynn Hines Academy DIBELS Reading Assessment for Kindergartners Who Were “At Risk” or “Some Risk”				
Grade	N	Average Points		
		Fall	Spring	Average Change
Kindergarten	8	16.4	40.1	23.7

First through sixth grades improved, on average, 10.0 points (see Table 8b).

Table 8b				
Darrell Lynn Hines Academy DIBELS Reading Assessment for First through Sixth Grade Who Were “At Risk” or “Some Risk”				
Grade	N	Average Points		
		Fall	Spring	Average Change
First	15	24.1	43.6	19.5
Second	16	65.9	78.1	12.2
Third	14	68.4	84.2	15.8
Fourth	15	96.9	106.2	9.3
Fifth	24	92.5	103.2	10.7
Sixth	27	102.3	102.6	0.3
Total	111	79.4	89.4	10.0

Based on these results, 28 (25.2%) of the 111 first through sixth grade students who were “at risk” or “some risk” met the threshold of 20 words or more per minute increase (not shown).

Reading progress for seventh and eighth grade students was assessed using the Accelerated Reader program. Students were to show growth by reading at least ten grade level books and passing the Accelerated Reader test for at least six (60.0%) of the ten books. As

illustrated, students read, on average, 9.5 books and passed tests for 5.6 books. The average percent of tests passed was 56.0%.

Table 9				
Darrell Lynn Hines Academy Accelerated Reader Program Seventh and Eighth Grades				
Grade	N	Average Number Books Read	Average Number Tests Passed	Average Percent Tests Passed
Seventh	27	9.2	4.9	49.3%
Eighth	33	9.8	6.2	61.6%
Total	60	9.5	5.6	56.0%

Another way to examine the Accelerated Reader program results is to show the number of students who met the goal. Results indicated that 44 of 60 students read at least ten books and passed at least six of the ten tests. This means that 73.3% of seventh and eighth grade students met the goal related to reading progress.

2. Math Progress

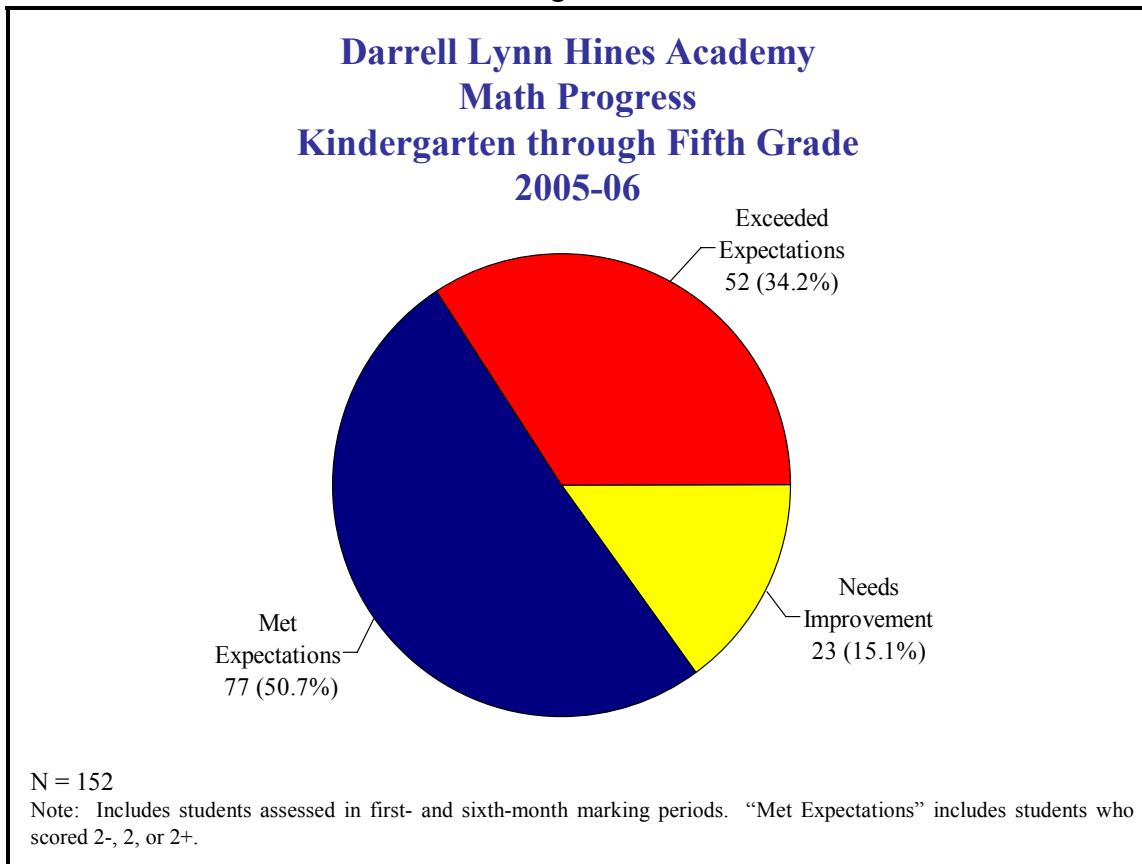
To track math progress at a local level, the Academy set a goal that students in kindergarten through fifth grades would exhibit a grade of “2” or better or show one or more levels of progress between the first and sixth marking periods using the following scale:

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

Sixth through eighth graders were to show a grade of C or better or show one or more levels of progress between the first and last marking period. Progress was assessed six times throughout the school year.

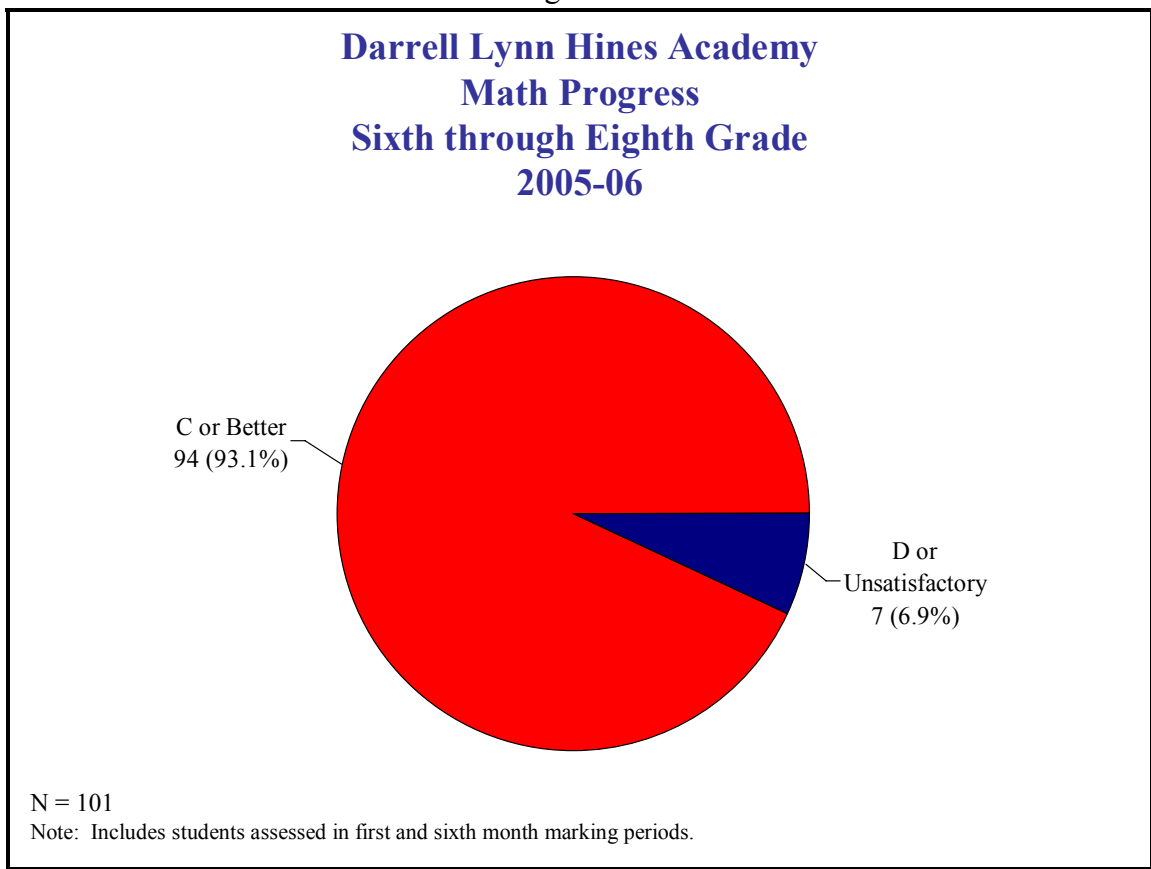
This year, math progress indicators for 152 kindergarten through fifth grade students assessed at the beginning (first marking period) and end of the school year (sixth marking period) showed that by the end of the year, 52 (34.2%) students exceeded expectations, 77 (50.7%) met expectations, and 23 (15.1%) students needed to improve their math skills (see Figure 9).

Figure 9



Most (93.1%) sixth through eighth graders exhibited a C or better in mathematics by the end of the school year (see Figure 10). An additional two students raised their grade from unsatisfactory to D, and two students did not meet the goal to obtain a C or better or to improve one level (not shown). Overall, the Academy substantially met its local academic measure goal related to math.

Figure 10



3. Writing Progress

To assess writing skills at the local level, the school set a goal that students would be able to produce a grade-appropriate piece of writing. The grade-level written assignment was assessed using the Six Traits of Writing rubric. The Six Traits of Writing is a framework for assessing the quality of student writing and offers a way to link assessments with revisions and

editing. Based on grade-level specific requirements, each student was categorized as having minimal, basic, proficient, or advanced writing skills.

Results provided for 256 students in kindergarten through eighth grade indicated that 15 (5.9%) students exhibited minimal, 60 (23.4%) basic, 101 (39.5%) proficient, and 80 (31.3%) students exhibited advanced writing skills on their grade-level writing piece. Since 94.1% of the students demonstrated basic or better proficiency levels in writing, this local measure of academic performance was substantially met (see Figure 11).

Figure 11

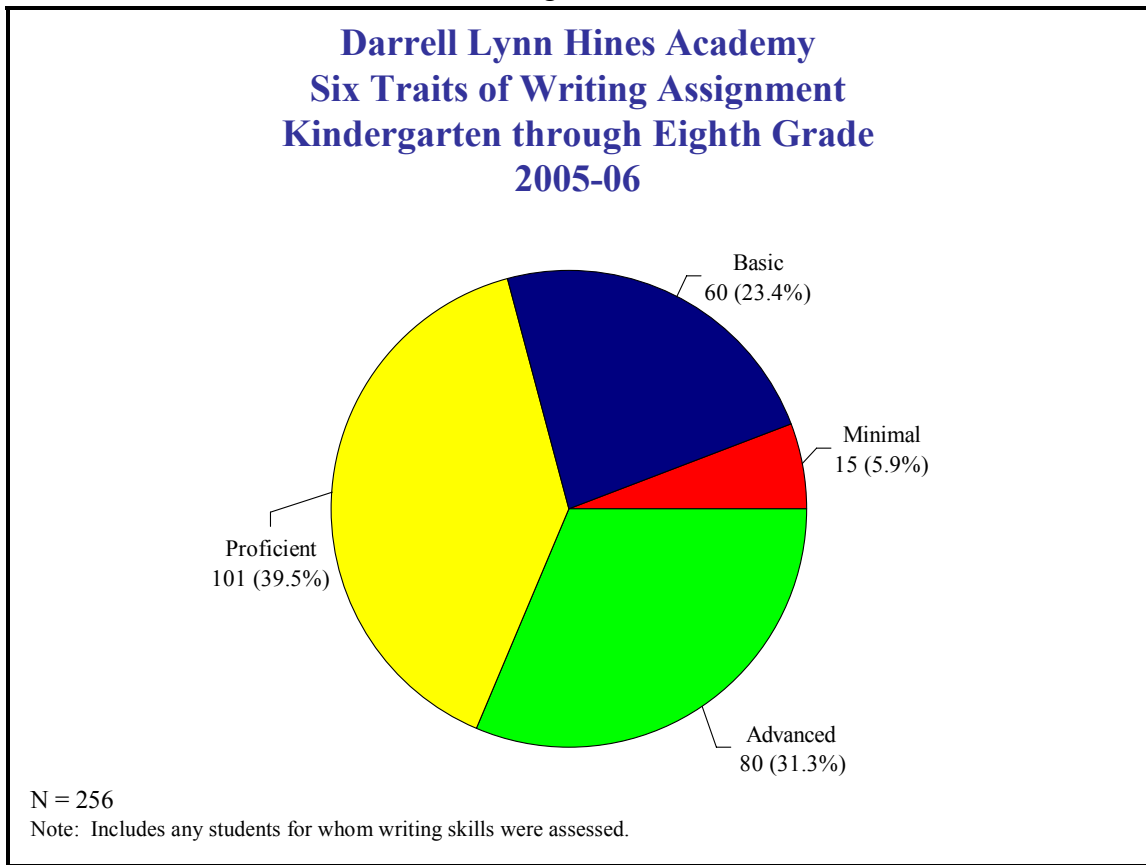


Table 10 illustrates the Six Traits of Writing results for each grade.

Table 10										
Darrell Lynn Hines Academy										
Six Traits of Writing Assessment Results by Grade										
2005-06										
Grade	Results									
	Minimal		Basic		Proficient		Advanced		Total	
Kindergarten	4	16.0%	5	20.0%	4	16.0%	12	48.0%	25	100.0%
First	5	19.2%	6	23.1%	9	34.6%	6	23.1%	26	100.0%
Second	0	0.0%	8	32.0%	7	28.0%	10	40.0%	25	100.0%
Third	4	16.0%	12	48.0%	4	16.0%	5	20.0%	25	100.0%
Fourth	1	3.7%	6	22.2%	6	22.2%	14	51.9%	27	100.0%
Fifth	0	0.0%	13	50.0%	13	50.0%	0	0.0%	26	100.0%
Sixth	0	0.0%	6	13.6%	22	50.0%	16	36.4%	44	100.0%
Seventh	1	3.8%	4	15.4%	13	50.0%	8	30.8%	26	100.0%
Eighth	0	0.0%	0	0.0%	23	71.9%	9	28.1%	32	100.0%
Total	15	5.9%	60	23.4%	101	39.5%	80	31.3%	256	100.0%

E. External Standardized Measures of Educational Performance

The CSRC requires that the school administer certain standardized tests depending upon the grade. The CSRC requires that the school administer the Stanford Diagnostic Reading Test (SDRT) to all first, second, and third graders enrolled in charter schools and that third through eighth graders take the Wisconsin Student Assessment System Tests. These tests were revised for 2005-06 school and now include the Wisconsin Knowledge and Concepts Examination – Criterion Referenced Test (WKCE-CRT) for reading and math. This is the first year the WKCE-CRT was available to students in Wisconsin. It is similar to the WKCE reading and math tests formerly given to fourth graders.¹⁶ However, the test is directly aligned to the State of

¹⁶ Note that the WKCE – CRT for fourth and eighth grades includes language arts, social studies, and science subtests. Items on these subtests are based primarily on the *TerraNova* test and are nationally normed. The items on the reading and math subtests are CRT items that reflect student performance relative to Wisconsin model academic standards.

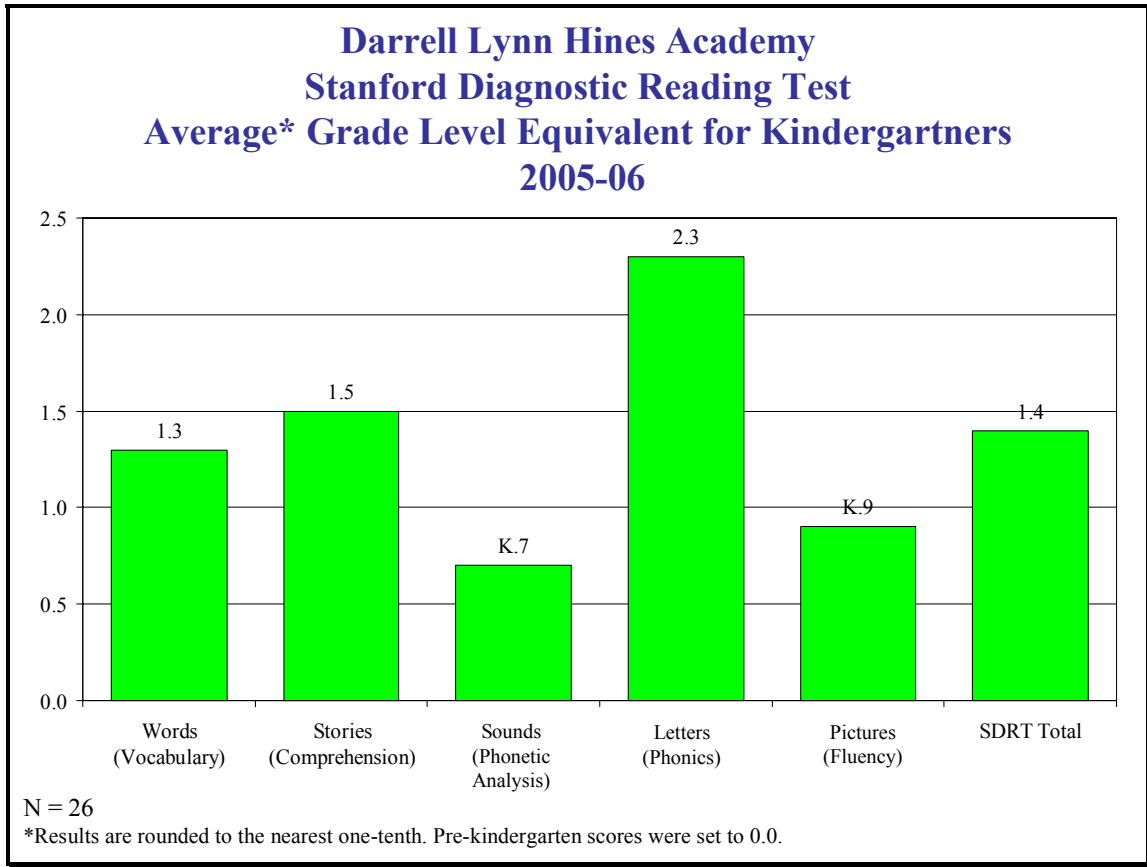
Wisconsin model academic standards and is available to students in third through eighth grades. The WKCE-CRT meets federal No Child Left Behind requirements to test students' reading and math skills. The following section describes results of these standardized tests for all children enrolled at the time of the tests.

Note that although not required, the school administered the SDRT to kindergartners. Results are included in this section.

1. Stanford Diagnostic Reading Test for Kindergartners

In April 2006, the school administered the SDRT to kindergartners. Students in kindergarten are assessed in Words (Vocabulary), Stories (Comprehension), Sounds (Phonetic Analysis), Letters (Phonics), and Pictures (Fluency). Results are combined into an SDRT total. As illustrated in Figure 12, kindergartners were reading at K.7 to 2.3 grade level equivalents (GLE) depending upon the area tested.

Figure 12



The GLE range and median score for kindergartners is illustrated in Table 11.

Table 11

**Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for Kindergartners
2005-06
(N = 26)**

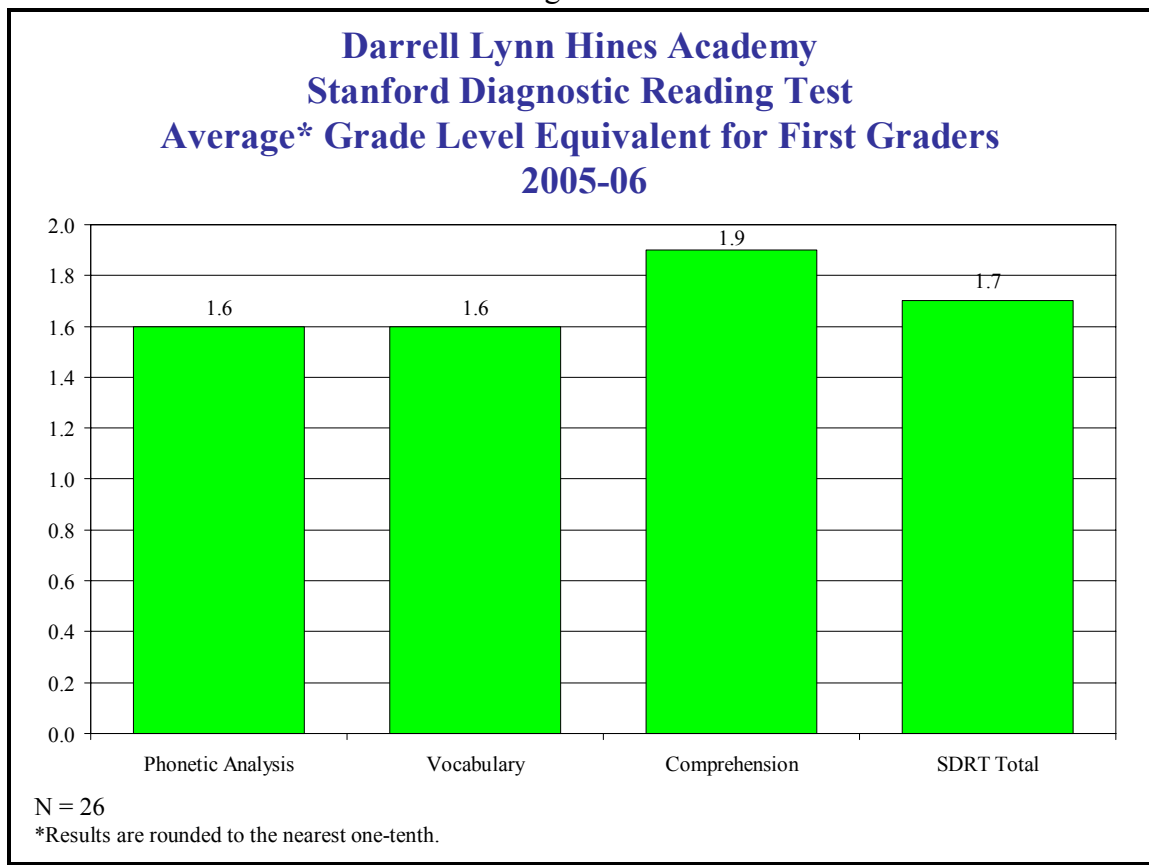
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Words (Vocabulary)	K.2	2.0	1.2
Stores (Comprehension)	K.3	2.5	1.5
Sounds (Phonetic Analysis)	Pre-K	2.8	K.2
Letters (Phonics)	Pre-K	5.1	1.8
Pictures (Fluency)	Pre-K	2.8	K.6
SDRT Total	K.3	2.2	1.4

Note: Pre-kindergarten scores were set to 0.0.

2. Stanford Diagnostic Reading Test for First Graders

For first graders, student performance on the SDRT is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score. In April 2006, the test was administered to 26 first graders. Results on this measure indicate that, on average, first graders were functioning in reading at GLEs of 1.6 to 1.9 in the three areas (see Figure 13).

Figure 13



The GLE range and median score for first graders is illustrated in Table 12. The range of levels in each area indicates a fairly wide distribution among the first graders.

Table 12 Darrell Lynn Hines Academy Stanford Diagnostic Reading Test Grade Level Equivalent Range for First Graders 2005-06 (N = 26)			
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	K.3	3.5	1.5
Vocabulary	K.9	2.4	1.6
Comprehension	K.8	2.9	1.9
SDRT Total	K.6	2.4	1.7

Note: Results are rounded to the nearest one-tenth.

3. Stanford Diagnostic Reading Test for Second Graders

Twenty-five second graders were administered the SDRT in April 2006. Results are presented in Figure 14 and Table 13. As illustrated, second graders were, on average, reading at or above grade level in each of the areas tested.

Figure 14

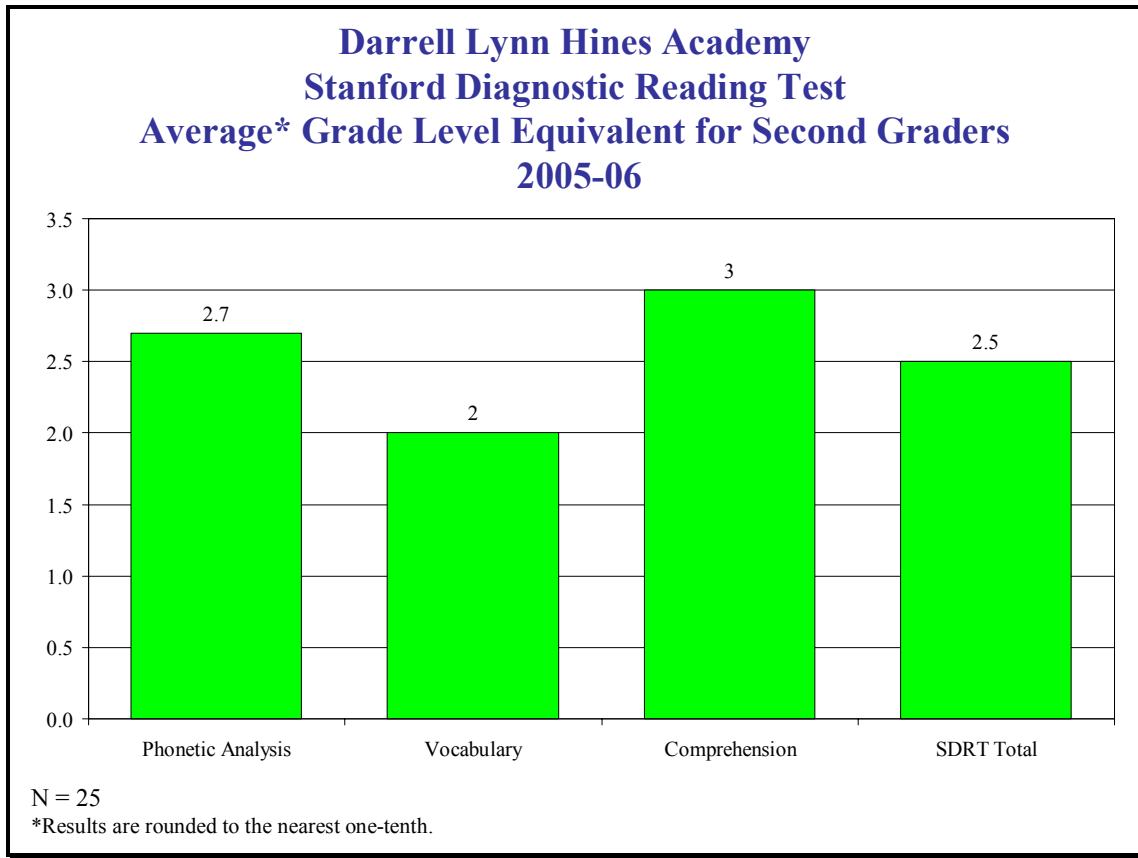


Table 13

**Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for Second Graders
2005-06
(N = 25)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.2	7.9	2.4
Vocabulary	K.8	4.2	1.7
Comprehension	1.9	5.7	2.8
SDRT Total	1.4	3.9	2.4

4. Standardized Tests for Third Graders

a. Stanford Diagnostic Reading Test for Third Graders

Results from this year’s SDRT, administered in April 2006, indicate that third graders are, on average, reading at or above grade level in all areas tested (see Figure 15 and Table 14).

Figure 15

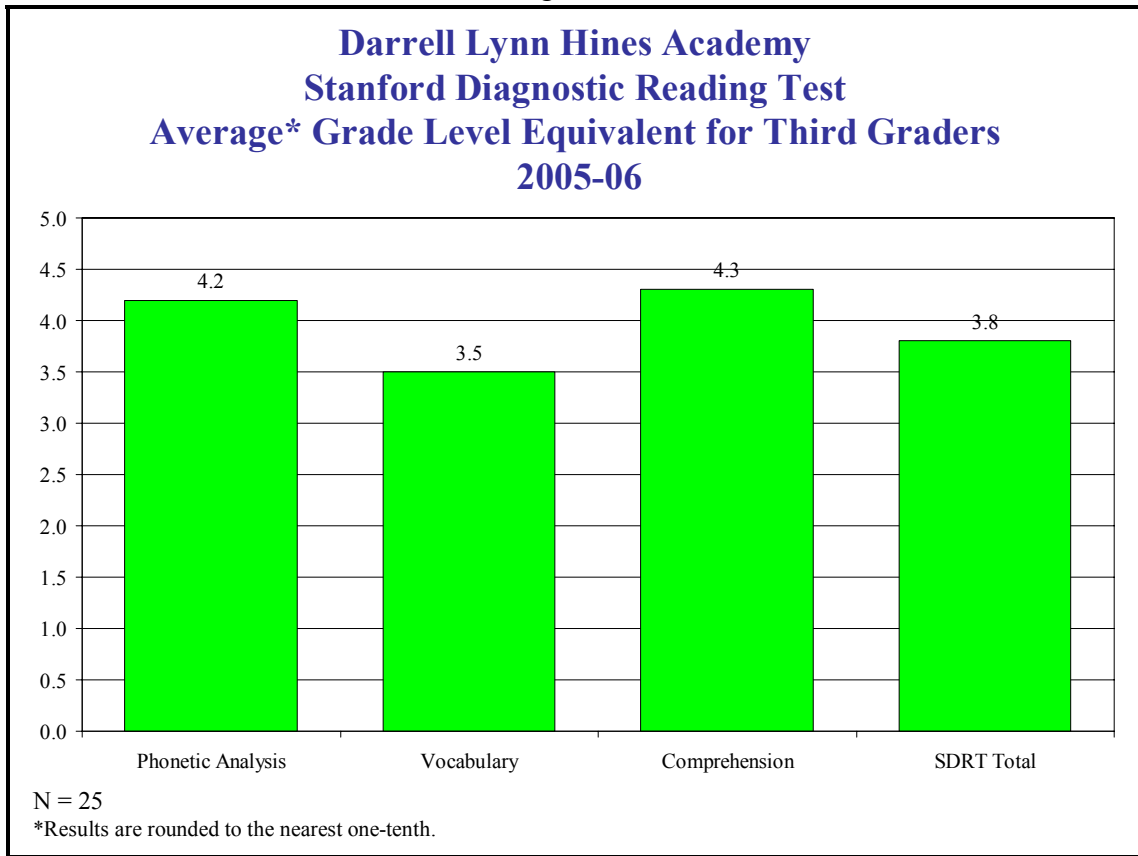


Table 14

**Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for Third Graders
2005-06
(N = 25)**

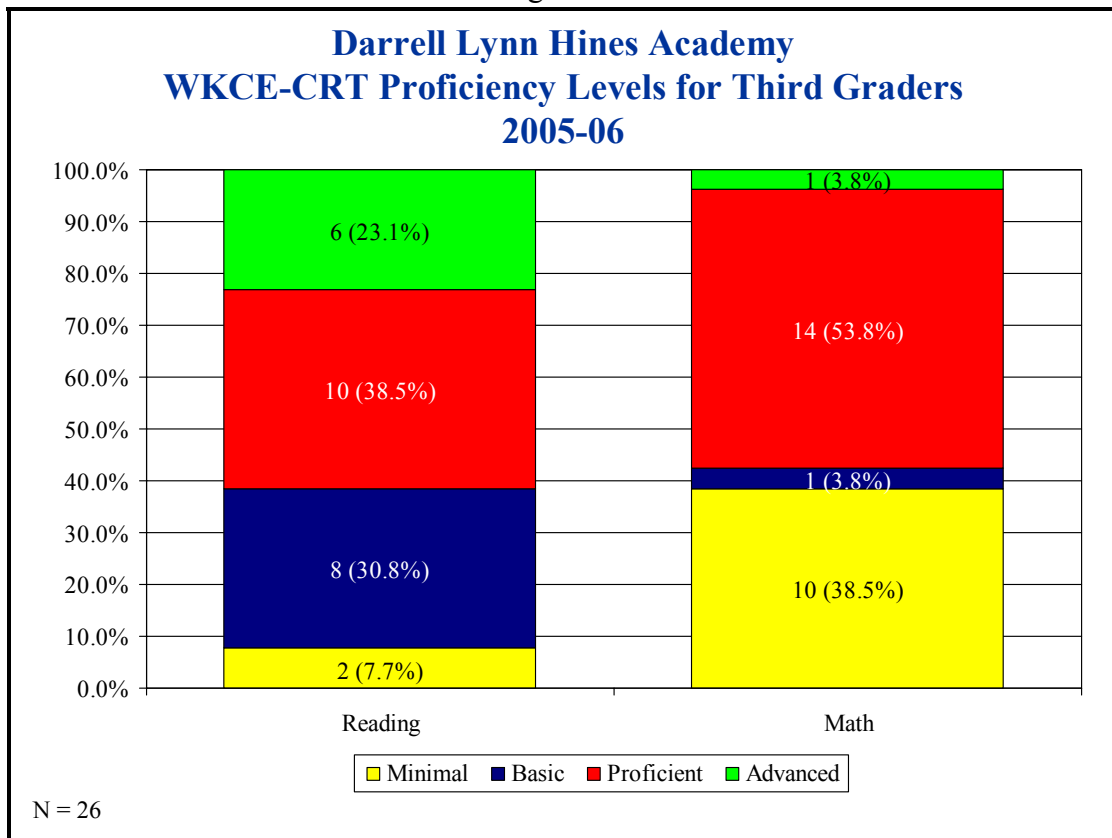
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	K.8	12.9	3.2
Vocabulary	1.6	5.5	3.6
Comprehension	1.9	12.9	3.4
SDRT Total	1.8	8.2	3.3

b. WKCE-CRT for Third Graders

This year, the CSRC required its charter schools to administer the WKCE-CRT to third graders. Based on how they scored on these assessments, students were placed in one of four proficiency categories: *advanced*, *proficient*, *basic*, and *minimal performance*.¹⁷ Results were used to assess third grade reading and math skills, as well as provide scores against which to measure progress over multiple years. This year, the test was administered in October 2005 to 26 third graders.

As illustrated in Figure 16, six (23.1%) third graders scored advanced, ten (38.5%) proficient, eight (30.8%) basic, and two (7.7%) scored in the minimal proficiency level in reading. In math, one (3.8%) scored advanced, 14 (53.8%) scored proficient, one (3.8%) scored in the basic level, and ten (38.5%) students scored minimal proficiency.

Figure 16



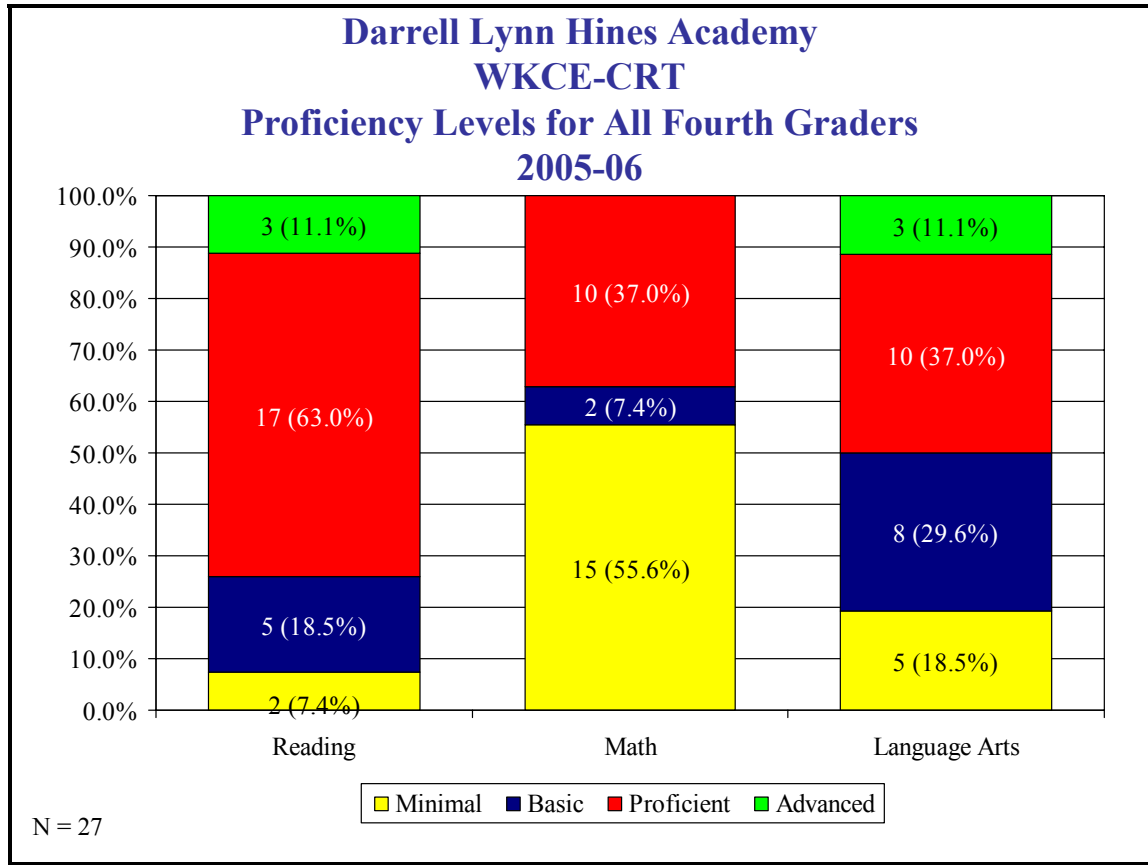
¹⁷ *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills; *Proficient*: demonstrates competency in the academic knowledge and skills; *Basic*: demonstrates some academic knowledge and skills; and *Minimal*: demonstrates very limited academic knowledge and skills.

5. WKCE-CRT for Fourth Graders

In October 2005, all fourth graders were given the WKCE-CRT. The WKCE-CRT is similar to the WKCE administered in past years except the reading portion is now the CRT-Reading and the math portion is now the CRT-Math. The fourth grade test also includes language arts, science, and social studies. Items on the language arts, science, and social studies subtests are based primarily on *TerraNova* test items and are nationally normed. Items on the reading and math subtests are CRT items directly aligned with Wisconsin model academic standards and reflect students' achievement relative to those standards. The CSRC requires that schools report student achievement on the WKCE-CRT in reading, language arts, and math for fourth graders.

The WKCE-CRT was administered to 27 fourth grade students at the Academy. This year, two (7.4%) fourth graders scored minimal reading proficiency, five (18.5%) had a basic understanding, 17 (63.0%) were proficient readers, and three (11.1%) fourth graders scored in the advanced reader category. In math, 15 (55.6%) students exhibited minimal, two (7.4%) scored in the basic range, and ten (37.0%) students achieved proficient. In language arts, five (18.5%) students exhibited minimal, eight (29.6%) scored in the basic range, ten (37.0%) achieved proficient, and three (11.1%) students scored in the advanced category (see Figure 17).

Figure 17



The final score from the WKCE-CRT is a writing score. The extended writing sample is evaluated using two scoring methods. A six-point composition score evaluates students' ability to control purpose, organization, content development, sentence fluency, and word choice. A three-point conventions score evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Scores are combined to produce a single score on the report ranging from 0.0 to a maximum possible score of 9.0.

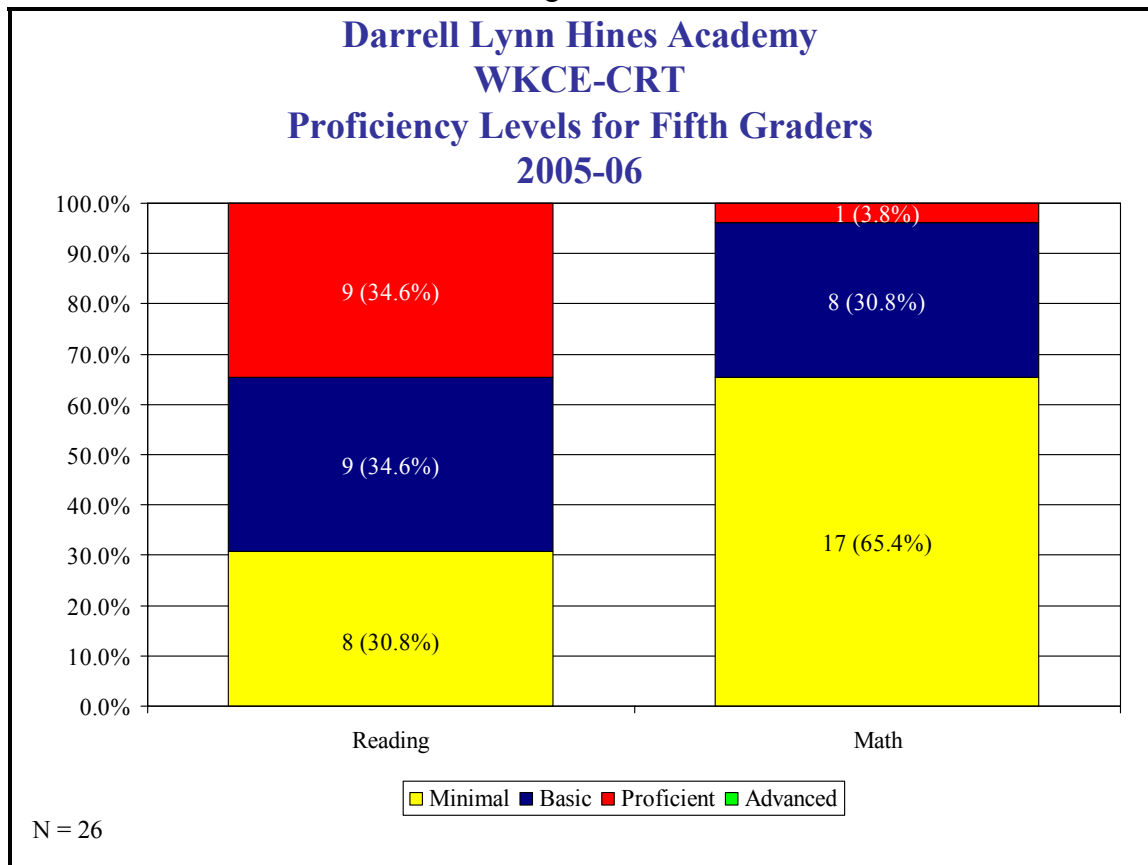
The Academy's fourth graders' writing scores ranged from 3.5 to 5.0. The median score was 4.5, meaning half of students scored at or below 4.5 and half scored 4.5 to 5.0.

6. WKCE-CRT for Fifth Graders

As required by the CSRC, fifth graders were administered the WKCE-CRT reading and math subtests. The CSRC requires that these subtests be administered to assess student achievement and provide a basis for multiple-year student progress.

The examinations were administered in October 2006 to 26 fifth grade students. Results indicated that no fifth graders scored advanced, nine (34.6%) were proficient, nine (34.6%) scored basic, and eight (30.8%) fifth graders scored in the minimal reading level. In math, no fifth graders scored advanced, one (3.8%) scored proficient, eight (30.8%) scored basic, and 17 (65.4%) fifth graders scored in the minimal proficiency level (see Figure 18).

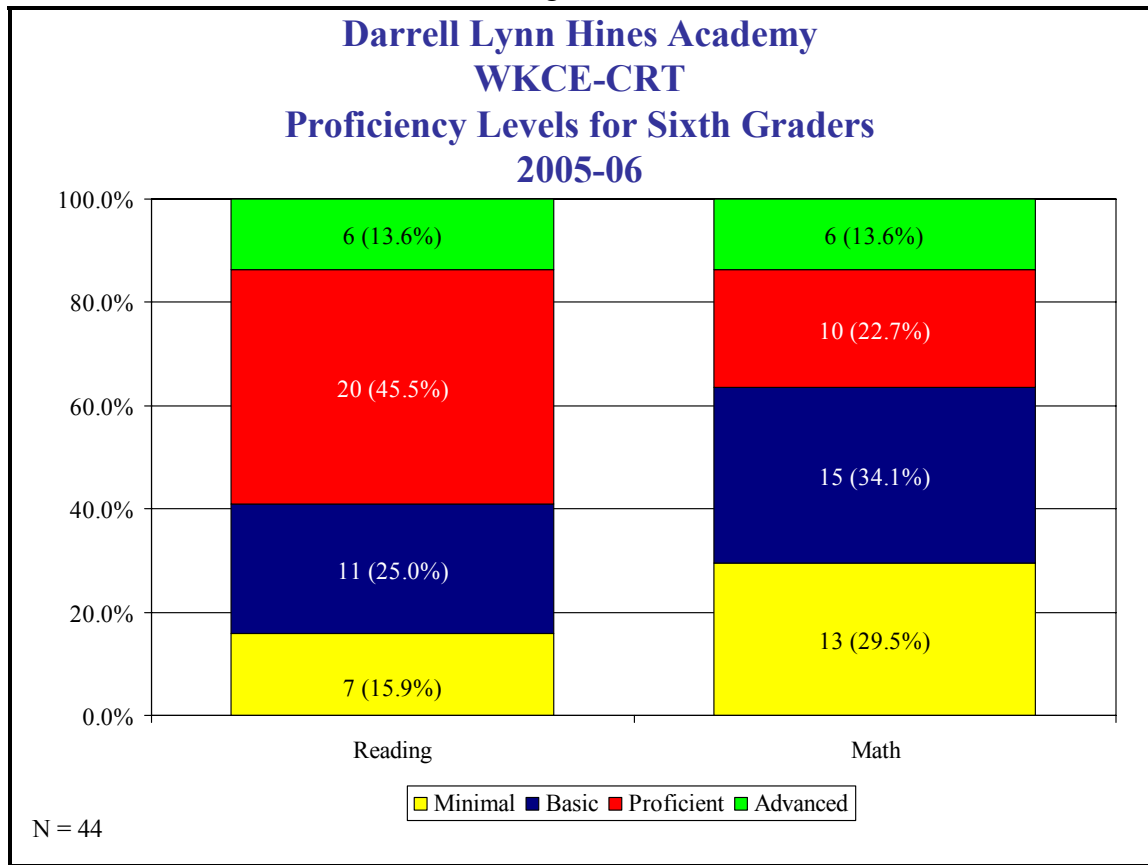
Figure 18



7. WKCE-CRT for Sixth Graders

Figure 19 illustrates proficiency levels for all sixth graders who took the WKCE-CRT in October 2005. Twenty (45.5%) scored proficient and six (13.6%) scored advanced in reading. Ten (22.7%) scored proficient and six (13.6%) scored advanced in math.

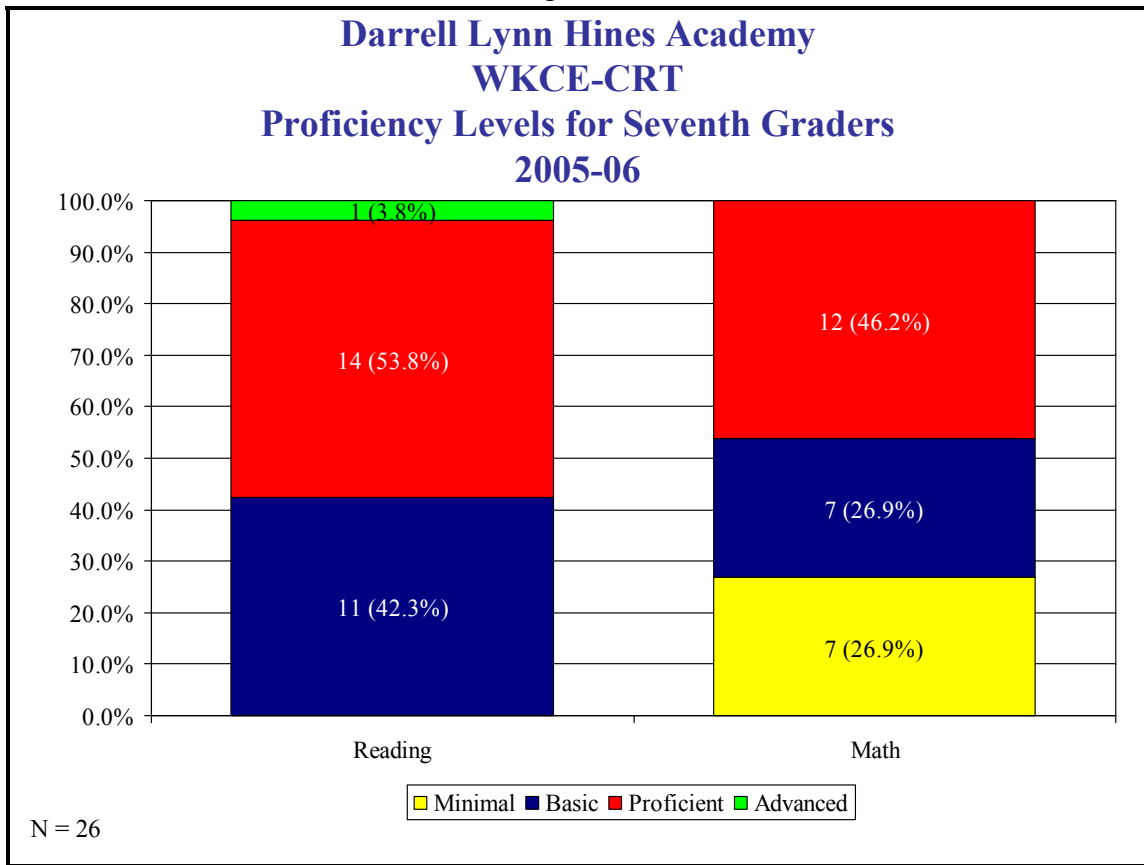
Figure 19



8. WKCE-CRT for Seventh Graders

Figure 20 illustrates the proficiency levels from the seventh grade WKCE-CRT, administered in October 2005. In reading, no seventh graders scored minimal, 11 (42.3%) scored basic, 14 (53.8%) scored proficient, and one (3.8%) seventh grader scored in the advanced reader level. In math, seven (26.9%) seventh graders scored minimal, seven (26.9%) scored basic, and 12 (46.2%) scored proficient. No seventh graders were in the advanced level in math.

Figure 20

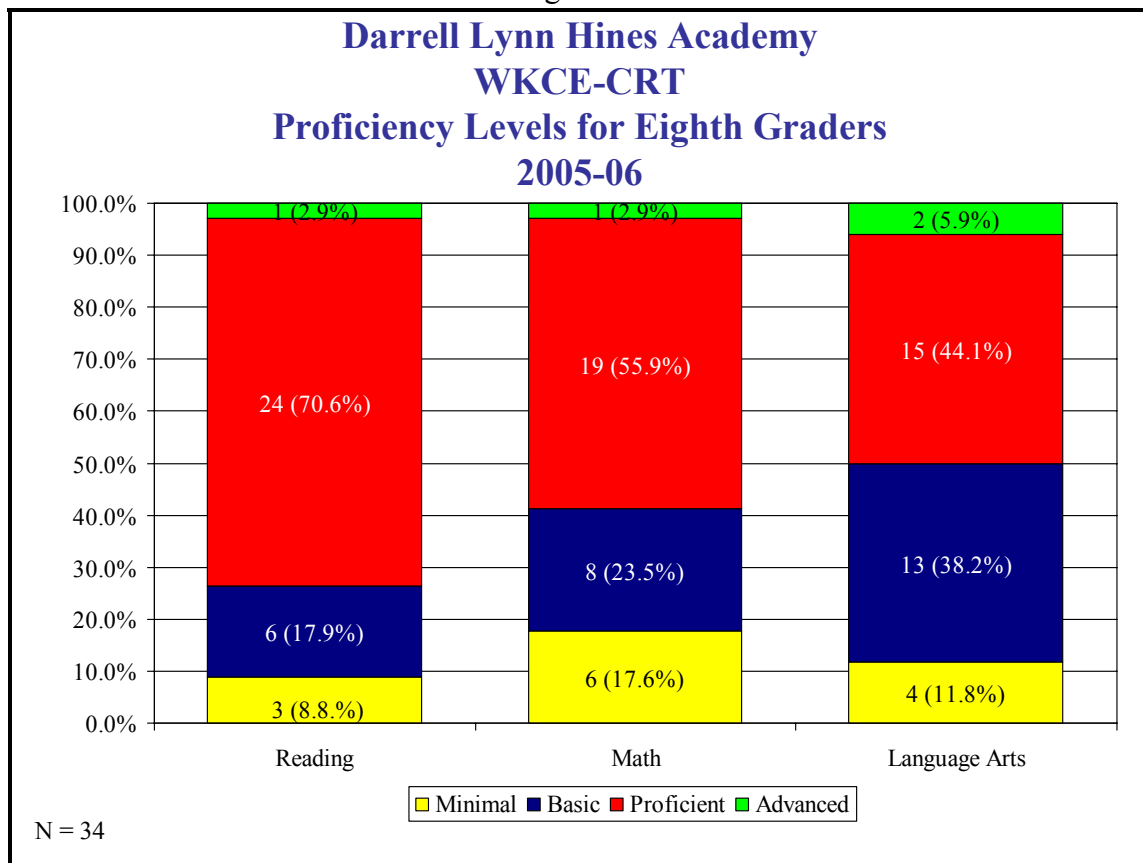


9. WKCE-CRT for Eighth Graders

Eighth graders were administered the WKCE-CRT in October 2005. The eighth grade test consists of reading, math, language arts, science, and social studies. The items on the language arts, science, and social studies subtests are based primarily on nationally normed *TerraNova* items. Items on the reading and math tests are CRT and are directly aligned with Wisconsin model academic standards. The CSRC requires results be reported in reading, math, and language arts.

As illustrated below, three (8.8%) eighth graders scored minimal, six (17.6%) scored basic, 24 (70.6%) scored proficient, and one (2.9%) scored advanced in reading. In math, six (17.6%) students scored minimal, eight (23.5%) were in the basic level, 19 (55.9%) scored proficient, and one (2.9%) student scored in the advanced level. In language arts, four students (11.8%) scored minimal, 13 (38.2%) scored basic, 15 (44.1%) students scored proficient, and two (5.9%) were in the advanced level (see Figure 21).

Figure 21



F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores in reading, language, and math on standardized tests from one year to the next. The tests used to examine progress are the SDRT (reading only), the WKCE, the *TerraNova* from 2004-05, and the WKCE-CRT from 2005-06. The requirements related to proficiency levels on the WKCE, *TerraNova*, and WKCE-CRT are similar. Therefore, it is acceptable to compare proficiency levels from these.¹⁸ That is, expectations were similar in terms of skill sets students were expected to have that place them into proficiency categories.

The CSRC requires that multiple-year student progress in first through third grades be reported for all students tested in consecutive years. Progress for fifth through eighth graders is to be reported for students enrolled a full academic year (FAY), i.e., since September 17, 2004. In addition to reporting grade level equivalent growth for second and third graders, the CSRC requires that progress for students who met proficiency expectations during the prior year be reported separately from those who did not.

1. First through Third Graders

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

The CSRC requires that all first through third grade students advance, on average, one GLE per year in reading. The following table describes reading progress results, as measured by the SDRT over consecutive academic years for 21 students enrolled in the Academy as first

¹⁸ Based on conversations between CRC and the CTB McGraw Hill Evaluation Consultant for the State of Wisconsin, the scale scores on the WKCE-CRT subtests are very different and cannot be compared across the academic years.

graders in 2004-05 and then as second graders in 2005-06, and 20 enrolled as second graders in 2004-05 and then as third graders in 2005-06.

Overall SDRT totals indicated an average improvement of 1.1 GLE from first to second and 0.9 GLE from second to third grade. Therefore, the school met the expectations for second graders but fell short for third graders (see Table 15).

Table 15				
Darrell Lynn Hines Academy				
Average GLE Advancement in Reading from First to Second and Second to Third Grade Based on SDRT				
SDRT Total 2004-05 to 2005-06	Grade Level Equivalent			
	Average GLE 2004-05	Average GLE 2005-06	Average Advancement	Median Advancement
First to Second (n = 21)	1.5	2.6	1.1	1.0
Second to Third (n = 20)	2.8	3.7	0.9	0.8

Note: Results are rounded to the nearest tenth.

It is possible to compare SDRT results over two academic years, i.e., 2003-04 to 2005-06, using scores from first grade students who took the SDRT in 2003-04 and again in 2005-06 as third graders. Progress for the 15 students with comparison scores from first to third grade indicates an average improvement of 1.8 GLE over two years (see Table 16).

Table 16				
Darrell Lynn Hines Academy				
Average GLE Advancement from First to Third Grade Based on SDRT (N = 15)				
Reading	Grade Level Equivalent			
	First Grade (2003-04)	Third Grade (2005-06)	Average Advancement	Median Advancement
SDRT Total	1.7	3.5	1.8	1.6

Note: Results are rounded to the nearest tenth.

2. Progress for Students Who Met Proficiency Level Expectations

During the 2004-05 school year, the CSRC required the *TerraNova* reading, language arts, and math subtests be administered to all third, fifth, sixth, and seventh grade students. The *TerraNova* yielded GLEs and proficiency levels based on scaled scores. This year, the CSRC required that schools administer the WKCE-CRT reading and math subsets to fourth through eighth grade students. Fourth and eighth grade students were also to be tested in language arts.

CSRC expects that at least 75.0% of the students who reached proficiency, i.e., proficient or advanced, in 2004-05 will maintain their status of proficient or above in 2005-06. As illustrated, most (83.8%) students were able to do so in reading, 76.6% met this expectation in math, and 76.5% of students were able to maintain proficient or advanced in language arts (see Tables 17a, 17b, and 17c).¹⁹

Table 17a			
Darrell Lynn Hines Academy			
Reading Proficiency Level Progress for			
FAY Students Who Tested at Proficient or Advanced in 2004-05			
Grade	Students Proficient/Advanced in 2004-05	Students Maintained Proficient/Advanced in 2005-06	
		N	%
Fourth to Fifth WKCE and WKCE-CRT	12	6	50.0%
Fifth to Sixth <i>TerraNova</i> and WKCE-CRT	13	12	92.3%
Sixth to Seventh <i>TerraNova</i> and WKCE-CRT	18	15	83.3%
Seventh to Eighth <i>TerraNova</i> and WKCE-CRT	25	24	96.0%
Total	68	57	83.8%

¹⁹ WKCE-CRT tests reading and mathematics in third through eighth and tenth grades. WKCE-CRT also tests language arts, science, and social studies for students in fourth, eighth, and tenth grades.

Table 17b			
Darrell Lynn Hines Academy			
Math Proficiency Level Progress for			
FAY Students Proficient or Advanced in 2004-05			
Grade	Students Proficient/Advanced in 2004-05	Students Maintained Proficient/Advanced in 2005-06	
		N	%
Fourth to Fifth WKCE and WKCE-CRT	2	*Cannot report due to N size	*Cannot report due to N size
Fifth to Sixth <i>TerraNova</i> and WKCE-CRT	15	11	73.3%
Sixth to Seventh <i>TerraNova</i> and WKCE-CRT	10	6	60.0%
Seventh to Eighth <i>TerraNova</i> and WKCE-CRT	20	18	90.0%
Total	47	36	76.6%

Table 17c			
Darrell Lynn Hines Academy			
Language Arts Proficiency Level Progress for			
FAY Students Proficient or Advanced in 2004-05			
Grade	Students Proficient/Advanced in 2004-05	Students Maintained Proficient/Advanced in 2005-06	
		N	%
Fourth to Fifth WKCE and WKCE-CRT	N/A*	N/A*	N/A*
Fifth to Sixth <i>TerraNova</i> and WKCE-CRT	N/A*	N/A*	N/A*
Sixth to Seventh <i>TerraNova</i> and WKCE-CRT	N/A*	N/A*	N/A*
Seventh to Eighth <i>TerraNova</i> and WKCE-CRT	17	13	76.5%
Total	17	13	76.5%

* N/A—Not applicable. WKCE-CRT includes language arts for fourth and eighth grades only.

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

The CSRC requires that student progress be examined separately for students who did not meet proficiency level expectations in 2004-05. Progress for first through third grade students is assessed using the SDRT. The SDRT GLE results do not translate into proficiency levels. Therefore, CRC selected students who scored below GLE in 2004-05. It is expected that these

students would improve more than one GLE. This year, there were three second and eight third graders who tested below grade level expectations last year as first and second graders. When combined, results indicate that students improved, on average, 1.0 GLE (see Table 18).

Table 18				
Darrell Lynn Hines Academy				
Average GLE Advancement for Students Below GLE Expectations				
Based on SDRT				
(N = 11)				
Area Tested	N	Average GLE 2004-05	Average GLE 2005-06	Average GLE Advancement
Reading (First to Second Grade)	3	Cannot report due to n size		
Reading (Second to Third Grade)	8	Cannot report due to n size		
Total	11	--	--	1.0

Analysis of progress from 2003-04 to 2005-06 (two full academic years) indicated that there were two third graders who tested below GLE in 2003-04 as first graders. Due to the small size of this cohort, results could not be included in this report.²⁰

Progress for fifth through eighth graders is assessed using proficiency levels from the WKCE and *TerraNova* from 2004-05 and the WKCE-CRT from 2005-06. CSRC expects these students to progress one level or, if they scored in the same level, to progress within that level. To examine whether or not students who remained within the same level, e.g., minimal in 2004-05 and minimal in 2005-06, CRC used the scale score thresholds used by DPI to establish proficiency levels. The basic and minimal levels were then divided into quartiles and CRC determined whether or not a child had progressed one or more quartiles.²¹

As illustrated in Table 19, 45.5% of fifth graders who were below proficiency expectations in reading showed improvement in reading by progressing a proficiency level or advancing to a higher quartile. One half (50.0%) of sixth graders were able to either advance

²⁰ To protect student identity, CSRC requires a minimum group size of ten students.

²¹ For 2004-05, CRC used the lowest scale score of any student in each grade as the lowest possible scale score. The low threshold for 2005-06 examinations is based on DPI's identification of the lowest scale score possible on the exam.

one proficiency level or improve at least one quartile. Overall, 54.8% of students who were below proficiency improved at least one proficiency level or advanced a quartile within their reading proficiency level.

Table 19
Darrell Lynn Hines Academy
Reading Proficiency Level Progress for
FAY Students Minimal or Basic in 2004-05

Grade	# Students Minimal/Basic in 2004-05	# Students Who Advanced One Proficiency Level	If Not Advanced, # Who Improved Quartile(s) within Proficiency Level	Total Advancement	
				N	%
Fourth to Fifth Grade WKCE and WKCE-CRT	11	3	2	5	45.5%
Fifth to Sixth Grade <i>TerraNova</i> and WKCE-CRT	16	4	4	8	50.0%
Sixth to Seventh Grade <i>TerraNova</i> and WKCE-CRT	8	*Cannot report due to N size	*Cannot report due to N size	*Cannot report due to N size	*Cannot report due to N size
Seventh to Eighth Grade <i>TerraNova</i> and WKCE-CRT	7	*Cannot report due to N size	*Cannot report due to N size	*Cannot report due to N size	*Cannot report due to N size
Total	42	12	11	23	54.8%

Proficiency level progress in math is described in Table 20. As illustrated, 54.8% of students who did not meet proficiency level expectations, i.e., scored minimal or basic, in 2004-05 either advanced one proficiency level (N = 19) or if they did not advance a level, improved at least one quartile within their level (N = 15).

Table 20					
Darrell Lynn Hines Academy					
Math Proficiency Level Progress for					
FAY Students Minimal or Basic in 2004-05					
Grade	# Students Minimal/Basic in 2003-04	# Students Who Advanced One Proficiency Level	If Not Advanced, # Who Improved Quartile(s) within Proficiency Level	Total Proficiency Level Advancement	
				N	%
Fourth to Fifth Grade WKCE and WKCE-CRT	20	7	4	11	55.0%
Fifth and Sixth Grade <i>TerraNova</i> and WKCE-CRT	14	2	4	6	42.9%
Sixth to Seventh Grade <i>TerraNova</i> and WKCE-CRT	16	6	4	10	62.5%
Seventh to Eighth Grade <i>TerraNova</i> and WKCE-CRT	12	4	3	7	58.3%
Total	62	19	15	34	54.8%

Proficiency level progress for this year’s eighth graders is illustrated in Table 21. Note that the WKCE-CRT tests administered in 2005-06 did not include language arts for fifth through seventh graders.

Table 21					
Darrell Lynn Hines Academy					
Language Arts Proficiency Level Progress for					
FAY Students Minimal or Basic in 2005-06					
Grade	# Students Minimal/Basic in 2003-04	# Students Who Advanced One Proficiency Level	If Not Advanced, # Who Improved Quartile(s) within Proficiency Level	Total Proficiency Level Advancement	
				N	%
Fourth to Fifth Grade WKCE and WKCE-CRT	N/A*	N/A*	N/A*	N/A*	N/A*
Fifth and Sixth Grade <i>TerraNova</i> and WKCE-CRT	N/A*	N/A*	N/A*	N/A*	N/A*
Sixth to Seventh Grade <i>TerraNova</i> and WKCE-CRT	N/A*	N/A*	N/A*	N/A*	N/A*
Seventh to Eighth Grade <i>TerraNova</i> and WKCE-CRT	15	6	2	8	53.3%
Total	15	6	2	8	53.3%

*WKCE-CRT consisted of reading and math tests only.

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

1. Background Information²²

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

²² This information is taken from the DPI website: www.dpi.state.wi.us/oea/annrvw05.html

In Wisconsin, DPI releases an Annual Review of School Performance for each chartered school with information about whether that school has met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to make AYP for two consecutive years in the same AYP objective, the school is designated as “identified for improvement.” Once designated as “identified for improvement,” the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from this designation.

The possible school status designations are as follows:

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

2. Three-Year Adequate Yearly Progress—The Academy Review Summary: 2005-06²³

According to the Academy’s Annual Review of School Performance: 2005-06, published on DPI’s website, the Academy met all four of the AYP objectives: test participation, attendance, reading and mathematics.

²³ For a copy of the Academy’s Annual Review of School Performance, see www.dpi.state.wi.us/sifi/AYP_Summary.

In addition, DPI has reported that the Academy has received a “Satisfactory” status designation in all four objectives for the past three years; therefore, the Academy has met the requirements for AYP all three years.

V. CONCLUSION/RECOMMENDATIONS

This report covers the fourth year that the Academy has operated as a City of Milwaukee charter school. For the 2005-06 academic year, the Academy has met all but two of its educationally related contract provisions. One provision that was not met was that third graders would advance, on average, one GLE from the previous year. This year's third graders showed an average increase of 0.9 GLE. The other unmet provision was that second and third graders who scored below GLE in 2004-05 advance more than one GLE. This year, these students showed an average increase of 1.0 GLE. In addition to the information explained in the body of this report, please see Appendix A for an outline of specific contract provision compliance information.

This year, the CSRC expanded its monitoring plans to include surveys of parents and interviews with staff and board members. A few highlights of the results indicated:

- 66.7% of the six teachers interviewed rated the school as “good” overall.
- 64.5% of the 141 parents surveyed indicated the school overall as “excellent,” and 24.8% indicated the school overall as “good.”
- 85.0% of the 20 students interviewed indicated that they felt safe at school and 95.0% indicated that their teachers helped them at school.
- The two board members interviewed mentioned the need to increase outside financial resources and attain a more complete library.
- Among other things, teachers suggested that the school needed more resources, a more effective discipline policy, and more parental involvement.

The major educationally related findings for this year were as follows:

- Average student attendance was 95.0%, exceeding the school's goal of 90.0%.
- Parents of all children attended the first family-teacher conference and parents of 97.3% of the children attended the second scheduled conference, meeting the Academy's goal.

The Academy's local measures of academic progress indicated that:

- Fall and spring reading assessment indicated that 25.2% of the 111 first through sixth grade students who were “at risk” or “some risk” met minimum expectations, based on DIBELS.
- 73.3% (44 of 60) seventh and eighth grade students read at least ten books and passed at least six of the ten Accelerating Reading program tests.
- 93.1% of sixth through eighth grade students either met or exceeded the math expectations by the end of the school year.
- 94.1% of the school 256 students demonstrated basic or better proficiency levels in writing using the Six Traits of Writing as a framework.

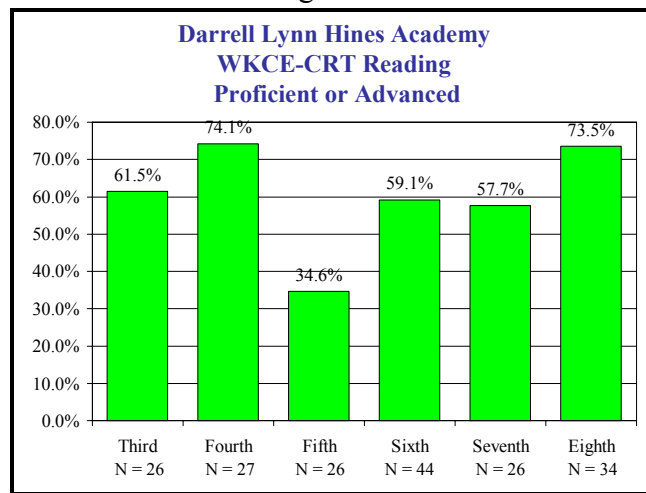
Required standardized tests results were as follows:²⁴

The April 2006 SDRT results indicated that:

- First graders were, on average, reading at 1.7 GLE overall;
- Second graders were at 2.5 GLE; and
- Third graders were at 3.8 GLE.

The WKCE-CRT reading, math, and language arts results are summarized below.

Figure 22



²⁴ Due to rounding, some of the percentages may not total 100.0% exactly.

Figure 23

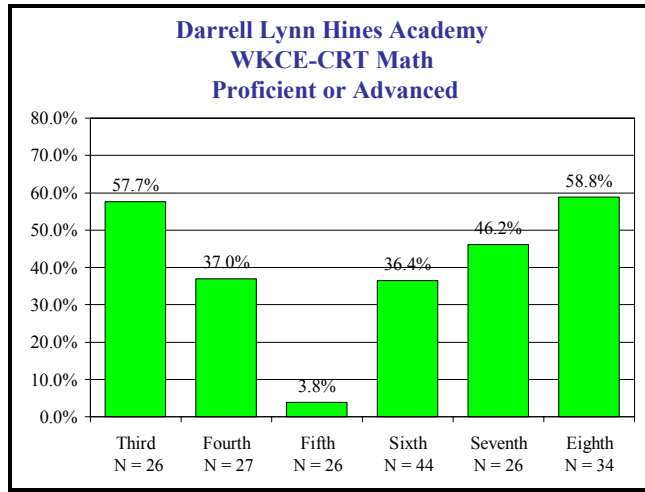
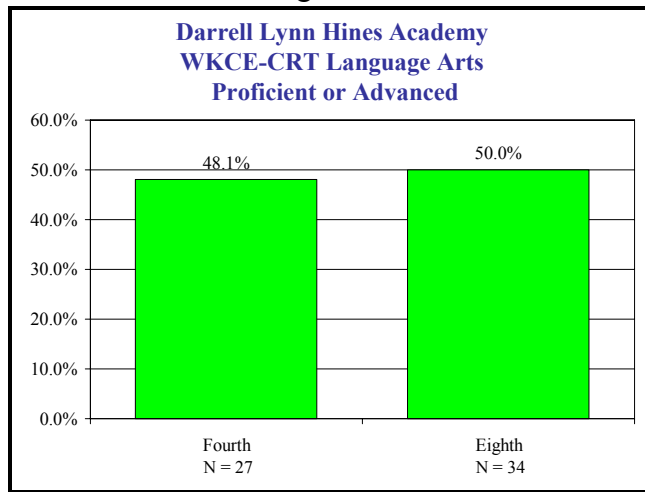


Figure 24



- SDRT multiple-year advancement results indicated that in reading, second and third graders advanced an average of 1.1 GLEs and 0.9 GLEs respectively. The school met the CSRC expectation of at least one year advancement for second graders but fell just short for third graders.
- WKCE-CRT results indicated that multiple-year advancement results for students who met proficiency level expectations in 2004-05 are as follows:
 - ▶ 83.8% of 68 fifth through eighth graders maintained a proficient or advanced level in reading, exceeding the CSRC's expectation of at least 75.0%.
 - ▶ 76.5% of 17 eighth graders maintained a proficient or advanced level in language arts, exceeding the CSRC's expectation of at least 75.0%.
 - ▶ 76.6% of 47 fifth through eighth graders maintained a proficient or advanced level in math, exceeding the CSRC's expectation of at least 75.0%.

- Multiple-year advancement results for students below grade level expectations in reading using the SDRT in 2004-05 indicated that eleven second and third grade students advanced an average of 1.0 GLE, just short of the CSRC's expectation of more than one year GLE advancement.
- Multiple-year advancement results for students below proficiency level expectations in 2004-05 indicated that:
 - ▶ 54.8% of 42 fifth through eighth graders either advanced one proficiency level or one quartile within the previous year's proficiency level in reading.
 - ▶ 53.3% of 15 eighth graders either advanced one proficiency level or one quartile within the previous year's proficiency level in language arts.
 - ▶ 54.8% of 62 fifth through eighth graders either advanced one proficiency level or one quartile within the previous year's proficiency level in math.

After reviewing the information in this report and considering the information gathered during the administration interview in June 2006, it is recommended that the focus of activities for the 2006-07 school year include the following:

- Focus on math instruction and techniques to improve math performance.
- Continue to develop a balance approach to literacy to enhance the direct instruction approach.
- Continue to develop teacher skills.
- Develop skills to make Powerschool more functional for teachers and parents.

APPENDIX A

Contract Compliance Chart

Darrell Lynn Hines Academy

**Overview of Compliance for Educationally Related Contract Provisions
2005-06**

Section of Contract	Educationally Related Contract Provision	Monitoring Report Reference Page	Contract Provisions Met or Not Met?
Section B	Description of educational program: student population served.	pp. 4-5	Met
Section I,V	Education program of at least 180 days (including five banked days of teacher work days).*	p. 8	Met
Section C	Educational methods.	pp. 3-4	Met
Section D	Administration of required standardized tests.	pp. 40-53	Met
Section D	Academic criteria #1: maintain local measures, showing pupil growth in demonstrating curricular goals	pp. 32-40	Met
Section D and subsequent memos from the CSRC	Academic criteria #2: Year-to-Year Achievement Measure: a. Second and third grade students: advance average of one GLE in reading. b. Fifth to eighth grade students proficient or advanced in reading: at least 75.0% maintain proficiency level. c. Fifth to eighth grade students proficient or advanced in language arts: at least 75.0% maintain proficiency level. d. Fifth to eighth grade students proficient or advanced in math: at least 75.0% maintain proficiency level.	a. pp. 54-55 b. pp. 56-57 c. pp. 56-57 d. pp. 56-57	a. Met for second graders; not met for third graders.** b. Met for 83.8% of 68 fifth through eighth grade students. c. Met for 76.5% of 17 eighth grade students. d. Met for 76.6% of 47 fifth through eighth grade students.
Section D	Academic criteria #3: a. Second and third grade students with below grade level 2004-05 scores in reading: advance more than one GLE in reading. b. Fifth to eighth grade students below proficient level in 2004-05 reading test: advance one level of proficiency or to the next quartile within their proficiency level range. c. Fifth to eighth grade students below proficient level in 2004-05 language test: advance one level of proficiency or to the next quartile within their proficiency level range. d. Fifth to eighth grade students below proficient level in 2004-05 math test: advance one level of proficiency or to the next quartile within their proficiency level range.	a. p. 58 b. pp. 58-59 c. p. 61 d. p. 60	a. Not met. Eleven students advanced 1.0 GLE on average. b. Met for 54.8% of 68 fifth through eighth grade students. c. Met for 53.3% of 15 eighth grade students. d. Met for 54.8% of 62 fifth through eighth grade students.
Section E	Parental involvement	p. 32	Met
Section F	Instructional staff hold a DPI license or permit to teach	p. 7	Met
Section I	Pupil database information	pp. 4-6	Met
Section K	Discipline procedures	p. 10	Met

*This follows the model used by MPS which has more instructional minutes per day, thus allowing for five “banked” teacher work days. The Academy has met the City of Milwaukee’s practice of requiring 875 instructional hours.

**Second graders with comparison first grade SDRT scores advanced 1.0 GLE on average; third graders advanced 0.9 GLE on average.

APPENDIX B

Outcome Measures Agreement and Memo

November 1, 2005

TO: Children's Research Center
FROM: Darrell Lynn Hines College Preparatory Academy Of Excellence
RE: Student Learning Memorandum for the 2005-2006 School Year

The following procedures and outcomes will be used for the 2005-2006 school-year monitoring of the educationally related activities described in the Darrell Lynn Hines College Preparatory Academy of Excellence's Charter School contract with the City of Milwaukee. The data will be provided to Children's Research Center, the monitoring agent contracted by the City of Milwaukee Charter School Review Committee.

Attendance:

The school will maintain an average daily attendance rate of 90%. Attendance rates will be reported present, excused, unexcused.

Enrollment:

Upon admission, individual student information will be added to the school database and new enrollees will be shared with Children's Research Center.

Termination:

The date and reason for every student leaving the school will be recorded in the school database.

Parent Participation:

On average, parents will participate in at least two (2) of the scheduled parent-teacher conferences. Dates for the events and names of the parent participants will be recorded by the school and provided to Children's Research Center in June of each school year.

Exceptional Education Needs Students:

The school will maintain updated records on all EEN students including date of m-team assessment, assessment outcome, IEP completion date, IEP review dates and any reassessment results.

Academic Achievement: Local Measures:

Reading

DIBELS

First through sixth grade students who scored at the "at risk" or "some risk" levels on the fall Oral Reading Fluency subtest of the DIBELS will increase their correct words per minute scores by at least 20 words per minute by the spring DIBELS administration.

Kindergarten students who scored at the "at risk" or "some risk" levels on the fall Word Use Fluency subtest of the DIBELS will increase their correct words per minute scores by at least 20 words per minute by the spring DIBELS administration.

Accelerated Reader

Seventh and eighth grade students will demonstrate growth in reading by reading at least 10 grade level books that are prescribed by the Accelerated reader program and passing the Accelerated Reader assessment for at least 60% of the books read.

Mathematics

On average, students in grades K5 –5th will exhibit a grade of 2 or better, or show one or more levels of progress between the 1st and 6th marking periods. On average, students in grades 6, 7 and 8 will exhibit a grade of C or better, or show one or more levels of progress between the 1st and 6th marking periods.

Writing

By the end of the 6th marking period, students will demonstrate a grade appropriate writing piece using the 6 traits - writing rubric that corresponds with the student's respective grade level.

Grading of the writing piece will be scored based on the 6-trait writing rubric. Students will be scored in the following way:

- Minimal
- Basic
- Proficient
- Advanced

Academic Achievement: Standardized Measures:

The following standardized test measures will assess academic achievements in two areas: reading and mathematics. On average, each class will demonstrate a minimum increase of one grade level as measured by the academic progress of each student in that grade. Students who initially test below grade level will demonstrate more than one grade-level gain.

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

Grades 3,4,5,6,7,8 **Wisconsin Knowledge Concept Examination** will be administered on an annual basis in the time frame identified by the State Department of Public Instruction for testing of fourth and eighth graders. The WKCE-CRT – Reading will provide each student with a proficiency level via a scale score in reading and the WKCE CRT – Math will provide each student with a proficiency level via a scale score in math.