

**2021–22
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

**DARRELL LYNN HINES
ACADEMY**

September 2022



ABOUT EVIDENT CHANGE

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

EXECUTIVE SUMMARY

FOR DARRELL LYNN HINES ACADEMY 2021–22

This is the 20th annual report on the operation of Darrell Lynn Hines (DLH) Academy, one of seven schools chartered by the City of Milwaukee during the 2021–22 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), DLH Academy staff, and Evident Change.

On the basis of the information gathered and discussed in the attached report, Evident Change has determined the following.

I. CONTRACT COMPLIANCE SUMMARY

DLH Academy met all provisions of its contract with the City of Milwaukee. See Appendix A.

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

1. Primary Measures of Academic Progress

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

- *Reading.* Overall, 111 (62.7%) of 177 students met the local measures.
- *Math.* Overall, 101 (67.3%) of 150 students met the local measures.
- *Writing.* Overall, 135 (90.0%) of 150 met the local measures.
- *Special education.* Of the 17 special education students with active individualized education programs, 16 (94.1%) progressed on at least 50.0% of their subgoals, exceeding the school's goal of 75.0%.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, DLH Academy identified measurable education-related outcomes in attendance, parental involvement, and special education student records. The school met its goals in attendance; parent conferences; and, with a few exceptions, special education student records.

B. YEAR-TO-YEAR ACADEMIC ACHIEVEMENT ON STANDARDIZED TESTS

The Wisconsin Department of Public Instruction allowed parents to “opt their child out” of the requirement to take any standardized tests for the 2020–21 school year. This resulted in varied completion rates across the schools making it difficult to have adequate or comparable cohorts measure or to report year-to-year progress from 2020–21 to 2021–22.

C. CSRC SCHOOL SCORECARD

Because year-to-year student progress was not measured this year, the CSRC scorecard contains partial outcome data this year. The school’s score should not be compared with the score for any previous year. This year, DLH Academy scored 74.1% of 59 possible points on its 2021–22 scorecard.

III. SURVEY/INTERVIEW RESULTS

Every other year, Evident Change collects feedback from parents, students, board members, and teachers to assess their perceptions of the school. This year, parents and students were offered the ability to complete their surveys online. Teachers and board members were interviewed personally.

- Parent surveys represented 64 (54.7%) of 117 families.
 - » Most (84.4%) parents rated the school’s overall performance in contributing to their child’s learning as “excellent” or “good.”
 - » Most (85.9%) parents would recommend this school to other parents.
 - » The characteristics that parents liked most were: communication, teachers and staff, welcoming environment, and academics. Those least liked were the communication when there are issues with students and how discipline is addressed, lack of transportation, and limited extracurricular and afterschool activities.
- Five of the school’s board members participated in personal interviews.
 - » Two rated the school overall as excellent, and three rated it as good.

- » All reported that the board received a presentation of the school’s annual academic performance report and participated in strategic planning for the school.
- » Suggestions for improving the school included obtaining more funding and making mental health counseling available.
- Evident Change interviewed 10 teachers.
 - » School climate opinions indicated that 90.0% or more of the teachers agreed or strongly agreed that:
 - School staff respect students and their different points of view (90.0%);
 - Staff typically work well with one another (100.0%); and
 - All families are encouraged to become involved in school (90.0%).
 - » All (100.0%) teachers indicated that educational methodology, age/grade level of students, discipline practices, general atmosphere, and administrative leadership were very or somewhat important reasons for continuing to teach at DLH Academy.
 - » While 70.0% rated the progress toward becoming a high-performing school as excellent or good, 60.0% of the teachers rated the program of instruction as only good, and 50.0% rated the students’ academic progress as good.
- A total of 28 seventh and eighth graders completed online surveys.
 - » A total of 85.7% agreed or strongly agreed that their reading/writing have improved, and 67.8% agreed or strongly agreed that their math skills have improved.
 - » Most (78.6%) agreed or strongly agreed that their teachers help them succeed in school; however, less than half (46.4%) agreed or strongly agreed that their teachers talk with them about high school plans.
 - » Only 28.6% of the students surveyed agreed or strongly agreed that the school rules are fair.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

DLH Academy addressed the recommendations in its 2021–22 programmatic profile and education performance report. On the basis of this report’s results and in consultation with school staff, Evident Change recommends that the school continue a focused school improvement plan for 2022–23 by addressing the following recommendations.

- Continue identifying the stressors created by the pandemic on the school community, including students, teachers, and administrators.
- Continue to help students become critical thinkers and evaluators of their own work.
- Continue to maintain focus on accuracy of the data entry process.

V. EVIDENT CHANGE RECOMMENDATION FOR ONGOING MONITORING

The school met all applicable contract requirements. On the basis of the above information, Evident Change recommends that the CSRC continue annual monitoring.

I. INTRODUCTION

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

To produce this report, Evident Change:

- Conducted an initial session with the school to collect information related to contract requirements and to draft a learning memo for the new school year as well as an in-person year-end interview to review progress about recommendations and changes that occurred during the year;
- Visited the school to conduct a random review of special education files;
- Surveyed or interviewed parents, board members, and a sample of teachers and students to gather feedback about the school;
- Attended (virtually) a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements; and
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

Darrell Lynn Hines Academy
7151 N. 86th St.
Milwaukee, WI 53224

Telephone: (414) 358-3542

Website: dlhacademy.org

Director of Schools and Leadership: Precious Washington

Principal: Lois Fletcher

Darrell Lynn Hines (DLH) Academy is on the northwest side of Milwaukee. It was founded in 1998 as a private school affiliated with the Christian Faith Fellowship Church. In 2002, the school became an independent charter (public) school, chartered by the City of Milwaukee. DLH Academy provides educational programming for students in kindergarten (K4 and K5) through eighth grade.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION¹

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

2. INSTRUCTIONAL DESIGN²

DLH Academy returned to in-person classes this school year. DLH Academy offers an interdisciplinary curriculum, including the International Baccalaureate (IB) Primary Years Programme, which enhances students' ability to prepare to meet the challenges of today's ever-changing world. The IB framework offers students a rich, diverse educational program. The school offered instruction in reading/literacy, language arts (including writing), math, science, and social studies. Physical education was facilitated by teachers or teacher assistants.

The school continued to focus on reading and math development and improved use of Measures of Academic Progress (MAP) data to identify gaps in student academic progress. All new students in second through eighth grades are tested with the MAP to determine their level of functioning in reading and math.

Teachers were asked about the methodology/curriculum and program of instruction during end-of-year interviews. All (100.0%) 10 teachers interviewed considered the educational methodology/curriculum approach an important reason for continuing to teach at the school.

Although in-person learning resumed this year, the COVID-19 pandemic continues to affect many families and their children, both personally and academically. Social-emotional health has been affected by loss of connection. DLH Academy staff continue to support families during this transition.

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

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

B. SCHOOL STRUCTURE

1. BOARD OF DIRECTORS AND LEADERSHIP

DLH Academy is governed by a volunteer board of directors. The school leader reported that the school currently has 10 board members for this year. This includes a chair, a vice chair, a secretary, a treasurer, a teacher representative, and a regular board member. The director of schools and the principal are two of the four non-voting members of the board.

The school's leadership team consists of the director of schools and leadership, the assistant director of schools and leadership, the principal, the executive manager of finance and reporting, and the special education coordinator/assistant principal. The director of schools and leadership oversees the school's operations, including all administrative functions and administrative staff supervision. The principal directs and supervises the school day to day and is responsible for curriculum development, academic programming, and accountability for academic achievement. The principal also provides IB program oversight.

This year, Evident Change conducted interviews with five (62.5%) out of eight eligible board members. All five said they participated in strategic planning for the school, attended a presentation on the school's annual academic performance report, reviewed the school's annual financial audit, and received and approved the school's annual budget. All five rated the school as "excellent" or "good" overall. Some suggestions made by board members for improving the school included obtaining more funding and making mental health counseling available.

2. AREAS OF INSTRUCTION³

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

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

During the interview and survey process, board members and teachers were asked about the school's program of instruction. All board members strongly agreed that the program of instruction is consistent with the school's mission, and 60.0% of the teachers rated the program of instruction as "good."

3. CLASSROOMS

DLH Academy used 10 classrooms in all. These included one classroom each for K4 through fifth grade, with the exception of fourth grade. Fourth graders were assigned to either the third-grade or fifth-grade classroom. Four other classrooms—used by sixth, seventh, and eighth graders who moved from class to class when attending in person—were based on subject area (English, social studies/science, and math). The school also has a gym, two music rooms, an art room, a resource room (for pull-out services as needed based on students' IEP service needs), a library, a science lab, a cafeteria, and an additional space for small-group discussion including restorative meeting sessions and pull-out instruction. Each K4/K5 through fifth-grade level was staffed with a teacher. The middle school grades were staffed with teachers in the specific subject areas. Teachers were supported by six teacher assistants. At the end of the year, class size ranged from nine students in K5 to 24 students each in K4, second grade, and sixth grade.

The board members had varying opinions about class size or student/teacher ratio. Three strongly agreed that class size was appropriate and two disagreed. Only 50.0% of the teachers rated class size/student-teacher ratio as excellent or good; 40.0% rated this area as fair, and 10.0% rated it as poor. However, when parents were asked to identify what they like most about the school, the small class size was one of the most common responses.

4. TEACHER INFORMATION

During the 2021–22 school year, DLH Academy employed a total of 17 instructional staff members, including a director of schools and leadership and a principal.

At the beginning of the year, there were 10 classroom teachers: one each for K4 through the combined fourth and fifth grade and four middle school classroom teachers (two for math, one for English, and one who taught both social studies and science). There were also seven other instructional staff. These included the principal, the director of schools, a special education coordinator/teacher, two special education paraprofessionals, a librarian/media specialist, and a speech pathologist. A school psychologist was contracted through Cooperative Educational Service Agency (CESA) #1.

Nine teachers out of the 10 who started the school year remained the entire year, for a retention rate of 90.0%. All (100.0%) seven other instructional staff also remained at the school for the entire year, resulting in a teacher/instructional staff retention rate of 94.1%.

Nine classroom teachers and seven other instructional staff employed at the end of the 2020–21 school year were eligible to return. Seven (77.8%) classroom teachers and all (100.0%) seven other instructional staff returned, resulting in a teacher/instructional staff return rate of 87.5%.

All instructional staff employed at the end of the year held Wisconsin Department of Public Instruction (DPI) licenses or permits. Staff members receive a formal evaluation every three years, with annual progress reports using DPI's Educational Evaluation model. Professional development was provided to teachers, teacher assistants, and school leaders throughout the year. Some notable topics included sessions with the City Forward Collective, classroom management, leading for learning, new teacher orientation, social-emotional learning, special education legal update and IEP information, virtual learning with Google Classroom, Crisis Prevention Intervention (CPI) refresher training, and cultivating resilience.

During the interview process, teachers and other instructional staff were asked about the teacher-assessment process. All (100.0%) 10 interviewed agreed or strongly agreed that the process was clear, and 80.0% agreed or strongly agreed that they were satisfied with performance assessment criteria. A total of 80.0% agreed or strongly agreed that student academic performance is an important part of teacher assessment.

Teachers were also asked about issues related to school climate. All (100.0%) teachers agreed or strongly agreed that staff work well with one another, and 90.0% agreed or strongly agreed that school staff respect the students and their different points of view and that staff encourage all families to become involved in the school.

Of teachers, 70.0% rated professional support/development activities as excellent or good, with the remaining 20.0% indicating this area as fair. One teacher did not respond.

Parents were also asked about school staff. Most (89.1%) agreed or strongly agreed that staff recognize their child's strengths and weaknesses, 86.0% agreed or strongly agreed that their children are learning what is needed to succeed in life, and 85.9% agreed or strongly agreed that they were satisfied with overall staff performance.

More than three quarters (78.6%) of the 28 seventh- and eighth-grade students surveyed agreed or strongly agreed that the teachers help them succeed in school; 10.7% had no opinion, and 10.7% disagreed or strongly disagreed. Over half (53.5%) of students agreed or strongly agreed that teachers respect students, while 25.0% had no opinion and 21.4% disagreed or strongly disagreed; the remaining students chose not to respond to this item.

5. SCHOOL HOURS AND CALENDAR

The regular school day for all students began at 7:30 a.m. and ended at 3:30 p.m. The first day of school was September 1, 2021. The last day of student attendance was June 10, 2022. The school provided a calendar for the 2021–22 school year to Evident Change. The calendar is also posted on the school’s website.

6. PARENT AND FAMILY INVOLVEMENT

DLH Academy’s *2021–22 Family Handbook* was provided to families prior to the start of school. Parent orientation was provided virtually. The handbook is also available on the school’s website. In this annually updated handbook, DLH Academy invites parents to become active members of the Family Involvement Team. This team provides positive communication between parents/family members and the school administration, facilitates parental involvement in school governance and educational issues, organizes volunteers, reviews and discusses school performance issues, and assists in fundraising and family education training.

DLH Academy expects parents/family members to review and sign its School–Parent Compact. This agreement describes the school’s and family’s partnership roles to achieve academic and school goals for students.

Families participated in the following activities throughout the year: open house, parent–teacher conferences, fifth-grade exhibition, high school and graduation planning for eighth grade, and pre-recorded principal orientation (one at the beginning of the year and one midyear). K5 and eighth-grade graduation ceremonies were held in person. Parent–teacher conferences were scheduled for October 2021 and March 2022.

Teachers were asked about parental involvement. Four fifths (40.0%) of the teachers interviewed rated parent involvement as fair or poor while 50.0% rated it as good. (One teacher did not respond.) However, all (100.0%) teachers indicated that parent–teacher relationships were excellent or good, and 90.0% agreed or strongly agreed that the staff encourage all families to become involved.

Of parents, 92.2% agreed or strongly agreed that they were comfortable talking with staff. Most (89.1%) parents indicated that staff respond to their worries and concerns, and 89.0% agreed or strongly agreed that the staff kept them informed about their child’s academic performance. When asked about parental involvement during the survey/interview process, most (89.1%) parents indicated that they felt welcome at the school, and 75.0% said that people treat each other with respect. Many reported that what they like most about the school is the communication between teachers and parents.

7. DISCIPLINE POLICY

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

Typically, students are referred for awards in attendance and academic honor roll as well as positive behaviors and character traits that exemplify a model student. Honors awards were provided to the eighth-grade class during the graduation ceremony. No other awards were provided this year.

This year, teachers, parents, and students provided opinions related to the school’s discipline and culture.

- **Teachers**
 - » All (100.0%) of the 10 teachers interviewed considered the discipline at the school as a very important or somewhat important reason for continuing to teach there.
 - » Half (50.0%) rated adherence to the discipline policy as excellent or good; all others rated it as fair (40.0%) or poor (10.0%).
- **Parents**
 - » More than three quarters (78.1%) of parents agreed or strongly agreed that they feel comfortable with how the staff handles discipline, 10.9% were neutral, 4.7% disagreed, 1.6% strongly disagreed, and 4.7% did not respond.
 - » Almost all (92.2%) parents agreed or strongly agreed that their child is safe in school.
- **Students:** Of the 28 students who completed the survey, 28.6% agreed or strongly agreed that the school rules are fair, 53.6% neither agreed nor disagreed, and 17.8% disagreed or strongly disagreed that the school rules are fair.

8. GRADUATION AND HIGH SCHOOL INFORMATION

K5 and eighth-grade graduation was held on June 6, 2022.

High schools that the 12 graduates were planning to attend were Messmer High School, Carmen High School of Science and Technology, Milwaukee Lutheran High School, and Destiny High School in the fall of 2022.

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

C. STUDENT POPULATION

At the beginning of the year, 199 students in K4 through eighth grade were enrolled.⁴ A total of 25 students enrolled after the school year started, and 41 students left the school prior to the end of the year.⁵ Students left for a variety of reasons: 11 withdrew because they were dissatisfied with the school/program, nine withdrew because of problems with transportation, eight withdrew for unknown reasons, six moved out of state, four withdrew in lieu of expulsion, and three were expelled. Of the 199 students who started the year at the school, 171 remained enrolled at the end of the school year, resulting in an 85.9% retention rate.

A total of 183 students were enrolled at DLH Academy at the end of the academic year.

- Most (n=155, 84.7%) students were African American, 26 (14.2%) were Asian, and two (1.1%) were Hispanic.⁶
- There were 102 (55.7%) boys and 81 (44.3%) girls.⁷
- There were 28 students (15.3%) with special education needs. Of these, 14 had speech and language impairments, 11 had other health impairments, two had an emotional/behavioral disorder, one had intellectual disabilities, one had autism, one had a specific learning disability, and one had vision impairment.⁸
- Most (n=176, 96.2%) students were eligible for free or reduced lunch prices.

⁴ As of September 17, 2021.

⁵ The number of students who withdrew by grade were: four from K4, three from K5, one from first grade, four from second grade, three from third grade, two from fourth grade, three from fifth grade, three from sixth grade, eight from seventh grade, and 10 from eighth grade.

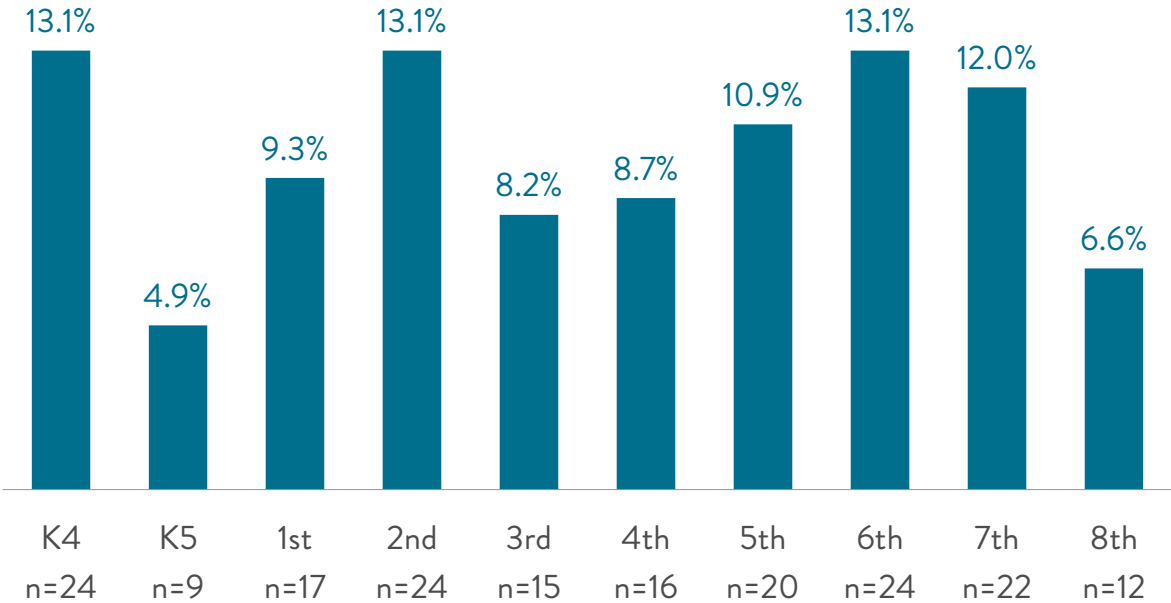
⁶ Race/ethnicity categories reflect those reported by the school.

⁷ Gender categories reflect those reported by the school.

⁸ Students may have more than one type of identified need. One student was dismissed from special education services during the year and is not included.

The largest grade was the combined fourth and fifth grade, with 36 students. Grade sizes ranged from nine to 36 students, with an average grade-level size of 18 students (Figure 1).

Figure 1
DLH Academy Student Enrollment Numbers by Grade Level 2021–22⁹
N = 183



Of the 189 students attending on the last day of the 2020–21 academic year who were eligible for 2021–22 enrollment (i.e., they did not graduate from eighth grade), 140 were enrolled on or before the third Friday in September 2021, representing a return rate of 74.1%. This was lower than the return rate of 88.6% in the fall of 2020.¹⁰

D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

DLH Academy’s response to the recommendations in its 2021–22 programmatic profile and education performance report follows.

⁹ This year, fourth grade was split between the third- and fifth-grade classrooms.

¹⁰ This excludes eight students who returned after the start of the year.

- **Recommendation:** Further identify the stressors created by the pandemic on the school community, including students, teachers, and administrators. This will involve implementing plans to meet the individual needs of community members.

Response: The most significant stressor this year was the unpredictability of students' and staff's COVID-19 absences. To address these concerns, DLH Academy helped staff adjust instructions and systems to deal with inconsistency in attendance. For example, the school provided resources for students to engage in independent education, tracked attendance, and adjusted instructional pacing with select groups based on absences.

- **Recommendation:** Continue to help students become critical thinkers and evaluators of their own work.

Response: Select curriculum pieces were updated to help teachers facilitate instructional practices that allowed significantly higher engagement from students. Students were able to take leadership roles during instruction—additionally, a greater focus on effectively communicating allowed for more independent small group studies.

- **Recommendation:** Continue to maintain focus on accuracy of data entry process, which has been improved.

Response: The data entry process is now on track with the suggested improvements in place.

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

- Further identify the stressors created by the pandemic on the school community, including students, teachers, and administrators. This will involve the implementation of plans to meet the individual needs of community members.
- Continue to help students become critical thinkers and evaluators of their own work.
- Continue to maintain focus on accuracy of data entry process, which has been improved.

III. EDUCATIONAL PERFORMANCE

To monitor activities as described in the school's contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specific intervals during the past several academic years. At the start of the 2021–22 school year, DLH Academy established goals for attendance, parent participation, and special education student records. The school also identified local and standardized measures of academic performance to monitor student progress.

This year, local assessment measures consisted of student progress in reading, math, writing skills, and IEP progress. The Phonological Awareness Literacy Screening (PALS) assessment and the Wisconsin Forward Exam were used as the standardized assessment measures.

A. ATTENDANCE

Evident Change examined student attendance in two ways: actual student attendance and attendance plus excused absences. Both rates include all students enrolled any time during the school year and up until the last day of school. The school considered a student present if the student attended for at least half the day. At the academic year's start, the school established a goal of maintaining an average attendance rate of 90.0%.¹¹

Attendance data were available for 224 students, and those students attended 83.0% of the time on average, falling short of the school's goal.¹² When excused absences were included, the attendance rate rose to 89.6%.

Evident Change also examined the time students spent, on average, suspended (in or out of school). A total of 63 (28.1%) students spent an average of 3.4 days in out-of-school suspension, and two students spent an average of one day in in-school suspension.

B. PARENT-TEACHER CONFERENCES

At the beginning of the academic year, the school set a goal that all parents of students enrolled for the entire school year would attend both scheduled parent-teacher conferences. If parents did not attend the in-person conference, the school followed up with phone conferences. Of the 178 students enrolled at the time of both fall and spring parent-teacher conferences, parents of 173 (97.2%) students participated in both conferences, falling short of the school's goal of 100.0% attendance.

¹¹ This goal was omitted from the learning memorandum but was discussed during the fall interview with the school.

¹² Individual student attendance rates were calculated by dividing the total number of days present by the total number of days the student was enrolled any time between the third Friday of September and the end of the school year. Individual rates were then averaged across all students.

C. SPECIAL EDUCATION STUDENT RECORDS

This year, the school set a goal of developing and maintaining records for all special education students. The school provided some special education services to 34 students during the year: 16 had been enrolled in special education services at DLH for at least a year and continued services this school year, one was evaluated and dismissed, three transferred out of the school, 12 had their initial qualifying evaluation at DLH during 2021–22 school year, and two students were not enrolled for a full year at DLH and had the initial qualifying evaluation at their previous school.

A total of 19 students had IEPs reviewed during the 2021–22 school year: 16 continuing special education students, two students with the IEPs from other schools, and one who was dismissed from special education services. Parents of all 19 students participated in these IEP reviews. Six of the 12 students who had their initial qualifying evaluation at DLH had new IEPs developed, while the other six newly assessed students did not have new IEPs developed due to lack of parental consent.

In addition, Evident Change staff reviewed a representative number of files in the spring. This review revealed no special education compliance issues.

D. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

Charter schools, by their definition and nature, are autonomous entities with curricula reflecting each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee–chartered school at the beginning of the academic year to measure its students' educational performance. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC's expectation is that, at a minimum, schools establish local measures in reading, writing, math, and special education.

Reading progress was measured using the PALS and NWEA Measures of Academic Progress (MAP) reading assessment.¹³ Math progress was measured using the Math in Focus curriculum and the MAP math assessment. Writing progress was examined using the Common Core State Standards for writing, and special education progress was determined by looking at progress on IEP goals.

¹³ For more information about MAP assessments, visit www.nwea.org

1. READING

a. PALS for K4, K5, and First-Grade Students

DLH Academy elected to use the PALS assessment as its local measure for students in K4, K5, and first grade. A full description of the PALS assessment can be found in the External Standardized Measures of Educational Performance section of this report.

i. PALS-PreK

The school's goal was that at least 65.0% of K4 students who were enrolled since the start of the year and completed the spring PALS-PreK assessments would be at or above the developmental range for at least five of seven tasks at the time of the spring assessment. Of 25 K4 students enrolled since the start of the school year, 20 (80.0%) were at or above the developmental range for at least five of seven tasks at the time of the spring assessment, exceeding the school's goal.

ii. PALS for K5 and First-Grade Students

The school's goal was that at least 75.0% of students in K5 and first grade enrolled since the start of the year and who completed the spring PALS assessment would achieve the summed score spring benchmark. The number of K5 students enrolled all year and assessed in the spring was too small to allow reporting results by grade level. In total, 68.0% of K5 students and first-grade students who were enrolled all year and were assessed in the spring met the spring benchmark, below the school's goal of 75.0%.

b. Reading Progress for Second Through Eighth Graders Using MAP

The MAP assessments, which were used to measure second through eighth graders' progress in reading and math, are administered in the fall and again in the spring of the same academic year. Results provide educators with information necessary to build the curriculum to meet student needs. This year, the school based its goal on students' demonstrating progress from the fall to the spring assessment. This year, the school's goal was that at least 70% of students in second through eighth grade would meet at least 70% of their possible growth points. Typically, the number of possible growth points for each student is calculated as the difference between their score in fall of 2021 and their target RIT (Rasch unit) score. This year, the data contained the fall-to-spring observed growth and projected growth; therefore, Evident Change used this information to determine the percentage of growth points met out of the projected growth (i.e., observed

growth divided by projected growth). These goals are based on the NWEA school norms in which about 50% of students are expected to meet or exceed their growth goals and 50% are expected to fall below.¹⁴

Both the fall and spring MAP reading tests were completed by 127 second- through eighth-grade students. Of these students, 74 (58.3%) met at least 70.0% of their projected growth in the spring, falling short of their goal of 70.0% (Table 1).

TABLE 1			
DARRELL LYNN HINES ACADEMY MAP READING ASSESSMENT FOR 2ND – 8TH GRADERS 2021–22			
GRADE	STUDENTS	MET GOAL IN SPRING OF 2022	% MET GOAL IN SPRING OF 2022
2nd	21	18	85.7%
3rd	15	4	26.7%
4th	15	5	33.3%
5th	20	15	75.0%
6th	22	14	63.6%
7th	22	11	50.0%
8th	12	7	58.3%
Total	127	74	58.3%

Overall, 111 (62.7%) of 177 K4 through eighth-grade students met the school’s local measure goals in reading.

2. MATH

a. Math in Focus for K5 and First Graders

Math skills for students in K5 and first grade are assessed on a four-point rubric in which 4 is advanced, 3 is proficient, 2 is basic, and 1 indicates a minimal skill level. The local measure goal for math was that by the end of the year, 80.0% of students enrolled in K5 and first grade since the beginning of the year (i.e., students enrolled all year) would reach proficient or advanced levels of mastery on at least 70.0% of the skills on the Math in Focus curriculum. K5 students were taught 25 concepts, and first graders were taught 24 concepts. Due to the small number of K5 students enrolled all year, grade-level results are not reported. A total of

¹⁴ From NWEA’s website: <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets>

88.0% out of 25 K5 and first-grade students enrolled all year scored proficient or higher on 70.0% of math skills, surpassing the school’s goal of 80.0%.

b. Math Progress for Second Through Eighth Graders Using MAP

As with reading progress, the school based its goal on students’ demonstrating progress from the fall to the spring assessments. The school’s goal was that at least 70% of students in second through eighth grade would meet at least 70% of their possible growth points. Typically, the possible growth points for each student are calculated as the difference between their score in fall of 2021 and their target RIT score. This year, the data contained the fall-to-spring observed growth and projected growth; therefore, Evident Change used this information to determine the percentage of growth points met out of the projected growth (i.e., observed growth divided by projected growth).

These goals are based on the NWEA school norms in which about 50% of students are expected to meet or exceed their growth goals and 50% are expected to fall below.¹⁵

Both the fall and spring MAP reading tests were completed by 125 second- through eighth-grade students. Of these students, 79 (63.2%) met at least 70.0% of their projected growth in the spring, falling short of their goal of 70.0% (Table 2).

TABLE 2			
DARRELL LYNN HINES ACADEMY MAP MATH ASSESSMENT FOR 2ND – 8TH GRADERS 2021–22			
GRADE	STUDENTS	MET GOAL IN SPRING OF 2021	% MET GOAL IN SPRING OF 2022
2nd	20	20	100.0%
3rd	15	5	33.3%
4th	15	10	66.7%
5th	20	11	55.0%
6th	22	13	59.1%
7th	21	11	52.4%
8th	12	9	75.0%
Total	125	79	63.2%

Overall, 101 (67.3%) of 150 K5 through eighth-grade students met the school’s local measure goals in math.

¹⁵ From NWEA’s website: <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets>

3. WRITING PROGRESS

To assess writing skills at the local level, the school had students in K5 through eighth grade complete and submit one writing sample in October and another in May. The school assessed student writing samples using Common Core writing standards. Writing prompts for K5 through sixth grade were based on grade level topics in the narrative genre and were assessed in five areas: basic language (conventions of capitalization, punctuation, and spelling), language (conventions of grammar and usage), narrative techniques, organization/plot, and focus/setting.

Seventh- and eighth-grade writing prompts were also based on grade level but were in the argument genre and were assessed in six areas: focus/claim, organization, support/evidence, language conventions (grammar and usage, capitalization, punctuation, and spelling), narrative techniques, and analysis.

a. Writing for K5 Through Sixth Grade

Writing skills for K5 through sixth-grade students were rated using a four-point rubric: 1 = below grade level, 2 = approaching grade level, 3 = at grade level, and 4 = above grade level. The average score for all five focus areas was used to measure student progress. The school's goals were that at least 70.0% of the students who achieved an overall average score of less than 2 on the fall writing sample would score an overall average of 2 or higher on the writing sample taken in the spring, and that at least 80.0% of students who score an overall average of 2 or higher on the fall writing sample would maintain a score of 2 or higher on the spring sample.

In K5 through sixth grade, 116 students were tested at both times. Of those, 69 (59.5%) students scored less than a 2 (approaching grade level) on the fall sample, and 55 (79.7%) of those showed improvement by achieving an overall average of 2 or higher by the spring, above the goal of 70% (not shown). Of the 47 students who scored an overall average of 2 or higher in the fall, all (100.0%) 47 maintained a score of 2 or higher in the spring, exceeding school's goal of 80.0% (not shown). Of the 116 K5 through sixth-grade students tested at both times, 102 (87.9%) met the school's writing goal. Results are reported in aggregate due to the small K5 class size.

b. Writing for Seventh and Eighth Grades

Seventh- and eighth-grade students were assessed using a rubric of 1 through 5 (1 = far below basic, 2 = below basic, 3 = basic, 4 = proficient [at grade level], 5 = advanced [above grade level]). The average, overall score for all six focus areas was used to measure student progress. The school's goal was that at least 70.0% of students who scored less than 3 would increase their average score by at least 1 point on the second writing sample taken in the spring, and at least 80.0% of students who scored an overall average of 3

or higher on the November writing sample would achieve an overall average score of 3 or higher on the second writing sample taken in the spring.

A total of 34 students in seventh and eighth grades had both fall and spring writing samples. Of those, two (5.9%) students scored less than a 3 (basic) on the fall sample; the performance of this group cannot be reported due to the small number of students. The remaining 32 students scored an overall average of 3 or higher in the fall. Results are not reported out by performance group due to the small size of the group that scored less than a 3 on the fall sample. Overall, 33 (97.1%) of the 34 seventh- and eighth-grade students tested at both times met the school’s writing goal (Table 3).

TABLE 3 DARRELL LYNN HINES ACADEMY WRITING ASSESSMENT FOR 7TH – 8TH GRADERS 2021–22			
GRADE	STUDENTS	MET GOAL IN SPRING OF 2022	% MET GOAL IN SPRING OF 2022
7th	22	22	100.0%
8th	12	11	91.7%
Total	34	33	97.1%

Overall, 135 (90.0%) of 150 students in K5 through eighth grade who were assessed for writing in both the fall and the spring met the writing local measure goal for their grade level.

4. SPECIAL EDUCATION STUDENT PROGRESS

The school set a goal that 75.0% of students with active IEPs would demonstrate progress toward meeting 50% of their total annual IEP goals at the time of their annual review or reevaluation. Of the 17 special education students who were at the school for an entire IEP year, 16 (94.1%) met at least 50.0% of their goals, exceeding the school’s goal of 75.0%.¹⁶

¹⁶ This includes one student who was evaluated and dismissed from services and excludes two students who had IEPs reviewed but were not enrolled at DLH Academy for a full year.

E. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires all schools to administer a DPI-approved reading achievement test to K4 through second-grade students. In 2016, the CSRC selected the PALS assessment for students in first and second grade at all city-chartered schools; DLH Academy also chose PALS to meet the DPI requirement for K4 and K5 students.

These tests and results are described in the following sections.

1. PALS¹⁷

The PALS assessment is available in three versions: PALS-PreK for K4 students, PALS-K for K5 students, and PALS Plus for first and second graders.

a. PALS-PreK

The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Two additional tasks (lowercase alphabet recognition and letter sounds) are completed only by students who reach a high enough score on the uppercase alphabet task. There is no summed score benchmark for the PALS-PreK.

A total of 25 K4 students enrolled since the start of the year completed the spring PALS assessment; the number of students above the spring developmental range for each is shown in Table 4.

TASK	STUDENTS	%
Name writing	24	96.0%

¹⁷ Information about the PALS assessments comes from palsresource.info/wisconsin and pals.virginia.edu

TABLE 4**DARRELL LYNN HINES ACADEMY PALS-PREK FOR K4 STUDENTS
STUDENTS AT OR ABOVE THE SPRING DEVELOPMENTAL RANGE: 2021–22****N = 25**

TASK	STUDENTS	%
Uppercase alphabet recognition	24	96.0%
Lowercase alphabet recognition ¹⁸	21	100.0%
Letter sounds ¹⁹	20	95.2%
Beginning sound awareness	19	76.0%
Print and word awareness	21	84.0%
Rhyme awareness	24	96.0%

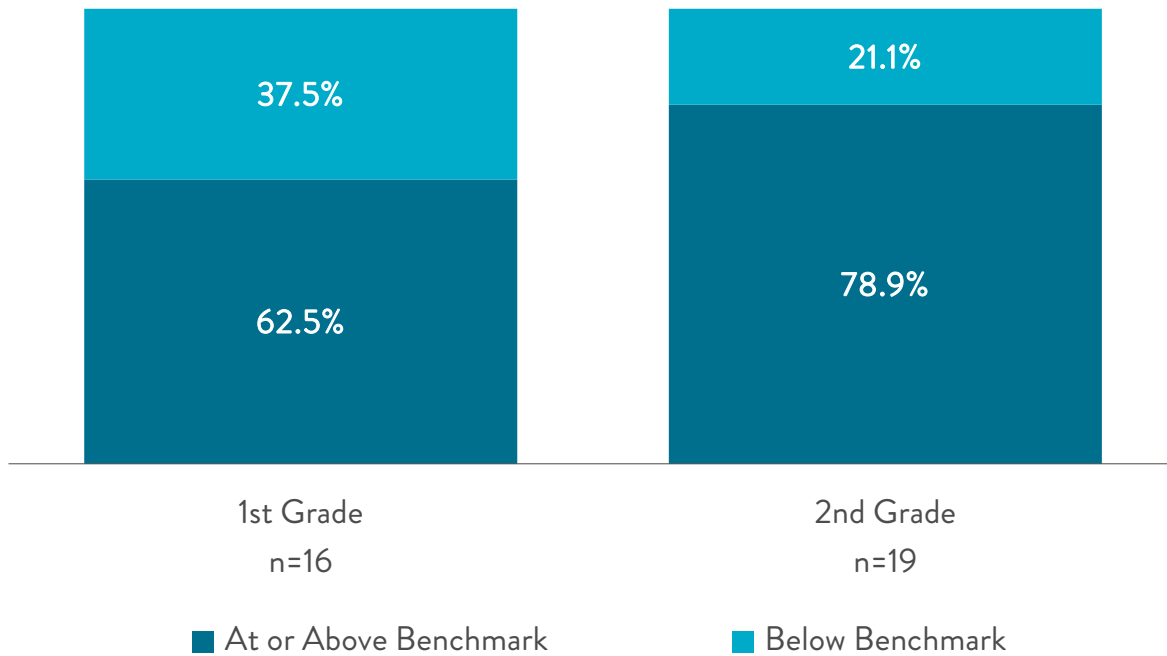
b. PALS-K and PALS Plus

The PALS-K and PALS Plus are administered in the fall and spring semester. Both tests result in a summed score that can be compared to a reading readiness benchmark set for each of the test administrations. Evident Change examined spring reading readiness for students who were enrolled at the entire school and completed the spring test. At the time of the spring assessment, only nine K5 students enrolled all year were assessed at the K5 grade level; these results are not reported due to the small size. Of 16 first graders and 19 second graders, 62.5% and 78.9% were at or above the spring summed score benchmark for their grade level, respectively (Figure 2).

¹⁸ Students who score 16 or higher on the uppercase alphabet recognition task complete the lowercase alphabet recognition task; 21 students qualified. Four students had scores for the lowercase task in the spring despite not scoring 16 or higher on the uppercase alphabet recognition task; these students are not included in the results.

¹⁹ Students who score 9 or higher on the lowercase alphabet recognition task complete the letter sounds task; 21 students qualified. Four students had scores for the letter sounds task in the spring despite not scoring 9 or higher on the lowercase alphabet recognition task or a 16 or higher on the preceding uppercase alphabet task. These students are not included in the results.

Figure 2
DLH Spring 2021 PALS Results
N = 35



2. WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS

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

In the spring of 2022, 104 third through eighth graders who were enrolled in the school from the beginning of the year (third Friday of September) completed the ELA and math assessments. Of these students, 8.7% were proficient or advanced in ELA, and 3.8% were proficient in math. Results by grade level are presented in Figures 3 and 4.

Figure 3²⁰
DLH Forward Exam ELA Assessment: 2021–22

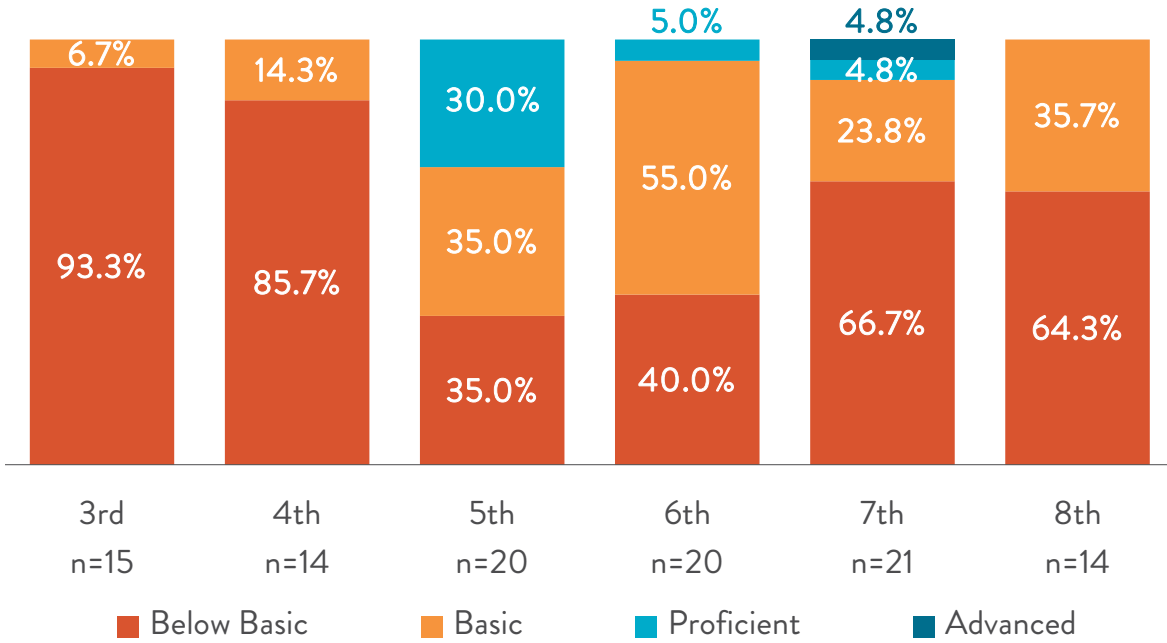
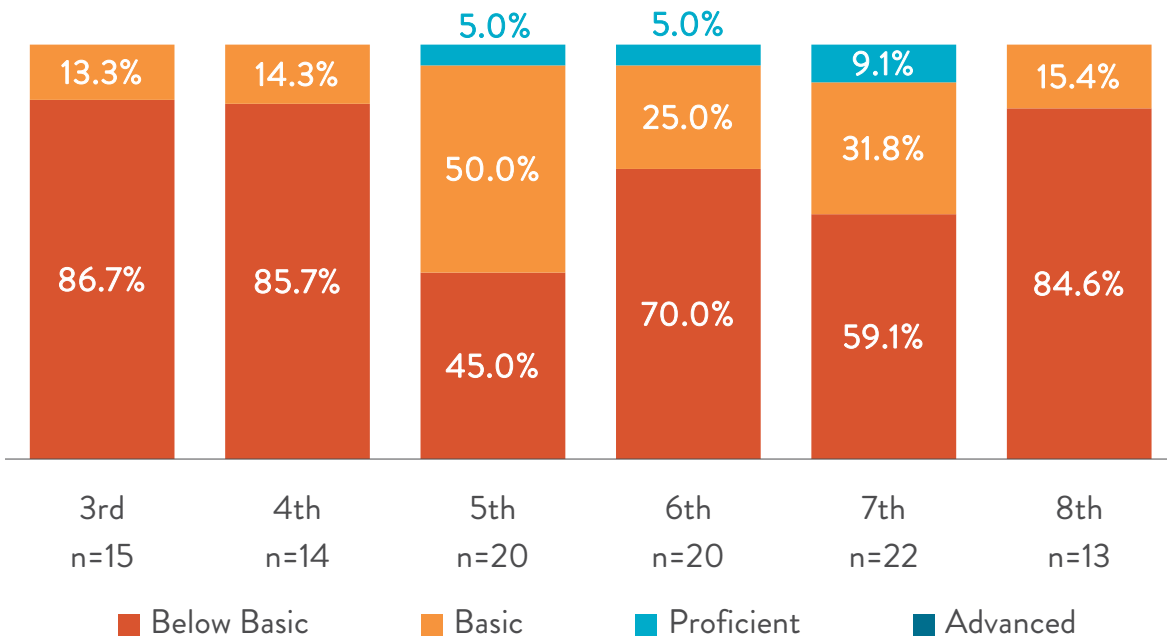


Figure 4²¹
DLH Forward Exam Math Assessment: 2021–22



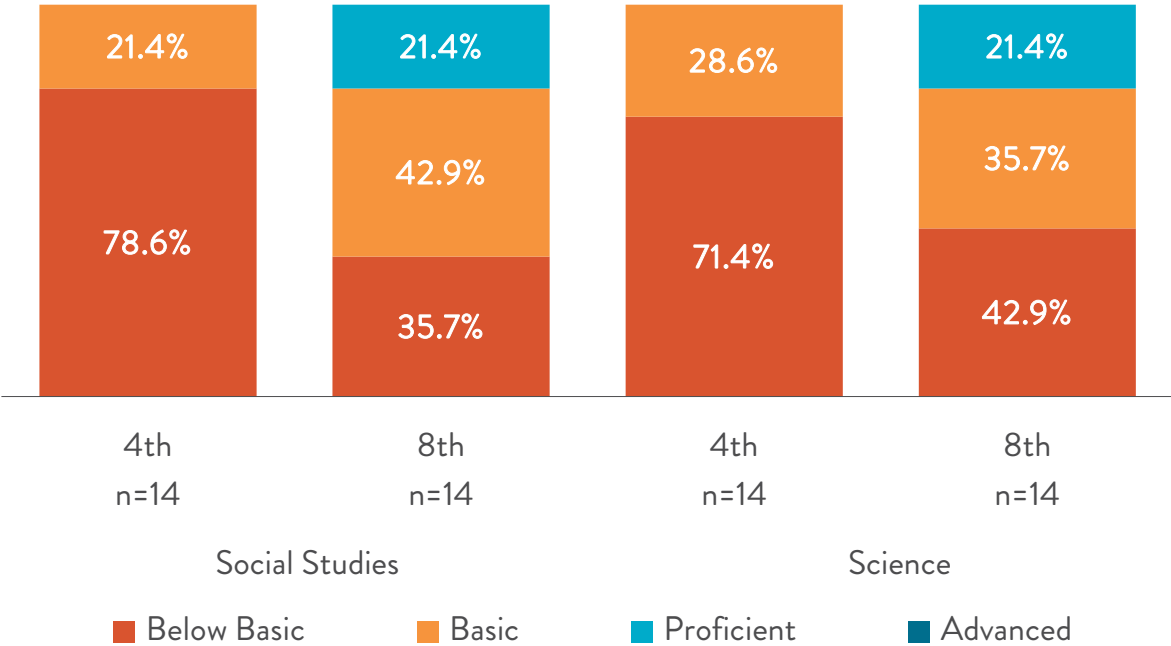
²⁰ Some percentages may not add to 100% due to rounding.

²¹ Some percentages may not add to 100% due to rounding.

Of 28 fourth and eighth graders enrolled since the start who completed the social studies and science tests, 10.7% were proficient or advanced in social studies, and 10.7% were proficient in science. Results by grade level appear in Figure 5.

Figure 5²²

DLH Forward Exam Social Studies and Science Assessment: 2021–22



F. MULTIPLE-YEAR STUDENT PROGRESS

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years.

Students in K4 through second grade take the PALS reading assessment. The PALS summed score benchmark indicates when a student requires additional reading assistance, not that the student is reading at grade level. In addition, there are three versions of the test, which includes different formats, sections, and scoring. Because only students who are in first and second grade during two consecutive years complete the same version of the test, Evident Change typically examines only year-to-year results for a cohort of students who were in first grade in the spring of one year and second grade in the spring of the following year. The CSRC’s performance expectation is at least 75.0% of students who were at or above the summed

²² Some percentages may not add up to 100% due to rounding.

score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year.

Students in third through eighth grade take the Forward Exam in the spring of the school year. The CSRC expectations are that at least 60% of the fourth through eighth graders who were proficient in ELA the prior year will maintain proficiency, and that at least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency. For students below proficiency in ELA the prior year, at least 35% will demonstrate progress, and 35% of the students below proficiency in math the prior year are also expected to demonstrate progress.

The Wisconsin Department of Public Instruction allowed parents to “opt their child out” of the requirement to take any standardized tests for the 2020–21 school year. This resulted in varied completion rates across the schools, making it difficult to have adequate or comparable cohorts to measure or to report year-to-year progress from 2020–21 to 2021–22.

G. CSRC SCHOOL SCORECARD

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard. The scorecard included multiple measures of student academic progress, including performance on standardized tests and local measures and point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return rates. Due to significant testing changes, the scorecard was revised, and a second pilot was initiated in 2014–15.

In February 2020, when three years of comparable data on all elements in the second pilot scorecard were available, the CSRC reviewed data trends and made minor modifications to the scoring rubric. The changes place more emphasis on year-to-year student progress and less on point-in-time measures in order to capture a more realistic picture of the school’s impact on student growth over time. Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will be used to guide decisions about a school’s status as a city-chartered school for subsequent school years. See Appendix C for detailed information on the revised scorecard.

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school scored 74.1% of 59 possible points. These results should not be compared with scores in previous or subsequent school years.

IV. SUMMARY/RECOMMENDATIONS

This report covers the 20th year of DLH Academy’s operation as a City of Milwaukee charter school. The school met all applicable contract requirements; met the academically related outcomes of attendance, parent conferences, and special education data files; and addressed all school improvement recommendations. The school administered fall and spring local measure assessments in reading/literacy, math, writing, and special education, as well as the required DPI assessments.

On the basis of the above information, Evident Change recommends that the CSRC continue annual monitoring.

APPENDICES

- A. CONTRACT COMPLIANCE CHART**
- B. TREND INFORMATION**
- C. CSRC 2021–22 SCHOOL SCORECARD**
- D. PARENT/GUARDIAN SURVEY RESULTS**
- E. BOARD INTERVIEW RESULTS**
- F. STUDENT SURVEY RESULTS**
- G. TEACHER INTERVIEW RESULTS**
- H. STUDENT LEARNING MEMORANDUM**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
DARRELL LYNN HINES ACADEMY			
OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2021–22			
SECTION OF CONTRACT	EDUCATION-RELATED CONTRACT PROVISION	REPORT PAGE NUMBER(S)	CONTRACT PROVISIONS MET OR NOT MET?
Section I, B	Description of educational program; student population served.	p. 2	Met
Section I, V	Charter school shall operate under the days and hours indicated in the calendar for the 2020–21 school year and provide the CSRC with a school year calendar prior to the conclusion of the preceding school year.	p. 5	Met
Section I, C	Educational methods.	p. 2	Met
Section I, D	Administration of required standardized tests.	pp. 18–22	Met
Section I, D	Academic criterion #1: Maintain local measures showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 12–17	Met
Section I, D and subsequent memos from the CSRC	<p>Academic criterion #2: Year-to-year achievement measures. Progress for students at or above proficient.</p> <p>a. 4th – 8th grade students at or above proficient on the Forward Exam in ELA the prior year: 60% will maintain proficiency.</p> <p>b. 4th – 8th grade students at or above proficient on the Forward Exam in math the prior year: 50% will maintain proficiency.</p> <p>c. 2nd grade students at or above summed score benchmark in reading (PALS): At least 75.0% will remain at or above.</p>	<p>pp. N/A</p> <p>pp. N/A</p> <p>pp. N/A</p>	<p>a. N/A</p> <p>b. N/A</p> <p>c. N/A</p>

TABLE A

**DARRELL LYNN HINES ACADEMY
OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2021–22**

SECTION OF CONTRACT	EDUCATION-RELATED CONTRACT PROVISION	REPORT PAGE NUMBER(S)	CONTRACT PROVISIONS MET OR NOT MET?
Section I, D	<p>Academic criterion #3: Year-to-year achievement measures. Progress for students below proficient.</p> <p>a. 4th – 8th grade students below proficiency on the Forward Exam in ELA the prior year: 35% will demonstrate progress.</p> <p>b. 4th – 8th grade students below proficiency on the Forward Exam in math the prior year: 35% will demonstrate progress.</p>	<p>pp. N/A</p> <p>pp. N/A</p>	<p>a. N/A</p> <p>b. N/A</p>
Section I, E	Parental involvement.	p. 6	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	pp. 4–5	Met
Section I, I	Pupil database information.	pp. 8–9	Met
Section I, K	Disciplinary procedures.	p. 7	Met

Note: N/A indicates unavailability of comparable assessment data for the spring of 2021.

APPENDIX B: TREND INFORMATION

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

TABLE B1					
DARRELL LYNN HINES ACADEMY STUDENT ENROLLMENT AND RETENTION					
YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR
2017–18	286	12	32	266	256 (89.5%)
2018–19	277	35	44	268	237 (85.6%)
2019–20	255	21	33	243	233 (91.4%)
2020–21	225	7	18	214	207 (92.0%)
2021–22	199	25	41	183	171 (85.9%)

TABLE B2	
DARRELL LYNN HINES ACADEMY STUDENT RETURN RATES	
SCHOOL YEAR	RETURN RATE
2017–18	83.5%
2018–19	79.7%
2019–20	78.7%
2020–21	88.6%
2021–22	74.1%

TABLE B3	
DARRELL LYNN HINES ACADEMY STUDENT ATTENDANCE RATES	
SCHOOL YEAR	ATTENDANCE RATE
2017–18	90.8%
2018–19	93.6%
2019–20	92.0%
2020–21	87.2%
2021–22	83.0%

TABLE B4	
DARRELL LYNN HINES ACADEMY TEACHER RETENTION RATES	
TEACHER TYPE	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2017–18	
Classroom teachers only	72.7%
All instructional staff	81.2%
2018–19	
Classroom teachers only	90.0%
All instructional staff	93.3%
2019–20	
Classroom teachers only	100.0%
All instructional staff	100.0%
2020–21	
Classroom teachers only	100.0%
All instructional staff	100.0%
2021–22	
Classroom teachers only	90.0%
All instructional staff	94.1%

*Of teachers eligible to remain at the school all year.

TABLE B5**DARRELL LYNN HINES ACADEMY
TEACHER RETURN RATES**

TEACHER TYPE	NUMBER AT END OF PRIOR SCHOOL YEAR	RETURNED FIRST DAY OF CURRENT SCHOOL YEAR	RETURN RATE
2017-18			
Classroom teachers only	8	8	100.0%
All instructional staff	13	13	100.0%
2018-19			
Classroom teachers only	9	6	66.7%
All instructional staff	14	11	78.6%
2019-20			
Classroom teachers only	9	7	77.8%
All Instructional staff	16	12	75.0%
2020-21			
Classroom teachers only	11	8	72.7%
All instructional staff	17	14	82.4%
2021-22			
Classroom teachers only	9	7	77.8%
All instructional staff	16	14	87.5%

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


APPENDIX C: CSRC 2021–22 SCHOOL SCORECARD

CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD


r: 06/20

K–8TH GRADE


STUDENT READING READINESS: GRADES 1–2

• PALS—% 1st graders at or above spring summed score benchmark this year	4.0	 10.0%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0	


STUDENT ACADEMIC PROGRESS: GRADES 3–8

• Forward Exam reading—% maintained proficient	5.0	 35.0%
• Forward Exam math—% maintained proficient	5.0	
• Forward Exam reading—% below proficient who progressed	12.5	
• Forward Exam math—% below proficient who progressed	12.5	


LOCAL MEASURES

• % met reading	6.25	 25.0%
• % met math	6.25	
• % met writing	6.25	
• % met special education	6.25	

STUDENT ACHIEVEMENT: GRADES 3–8


• Forward Exam reading—% proficient or advanced	2.5	 5.0%
• Forward Exam math—% proficient or advanced	2.5	

ENGAGEMENT


• Student attendance	5.0	 25.0%
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

HIGH SCHOOL


STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

• ACT Aspire—% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	 35.0%
• Adequate credits to move from 9th to 10th grade	7.5	
• Adequate credits to move from 10th to 11th grade	7.5	
• DPI graduation rate	5.0	


POSTSECONDARY READINESS: GRADES 11 AND 12

• Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	 15.0%
• % of 11th/12th graders tested	2.5	
• % of graduates with ACT composite score of 19.6 or higher	2.5	


LOCAL MEASURES

• % met reading	5.0	 20.0%
• % met math	5.0	
• % met writing	5.0	
• % met special education	5.0	

STUDENT ACHIEVEMENT: GRADES 9 AND 10

• ACT Aspire English—% students at or above spring benchmark	2.5	 5.0%
• ACT Aspire math—% students at or above spring benchmark	2.5	

ENGAGEMENT

• Student attendance	5.0	 25.0%
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

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

TABLE C

**DARRELL LYNN HINES ACADEMY
CSRC ELEMENTARY SCHOOL (K4 – 8TH GRADE) SCORECARD
2021–22**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	62.5%	2.5
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 8th Grades	<i>Forward Exam English/ language arts: % maintained proficient/advanced</i>	5.0	35.0%	Not available	
	<i>Forward Exam math: % maintained proficient/advanced</i>	5.0			
	<i>Forward Exam English/ language arts: % below proficient who progressed</i>	12.5			
	<i>Forward Exam math: % below proficient who progressed</i>	12.5			
Local Measures*	% met reading	6.25	25.0%	62.7%	3.9
	% met math	6.25		67.3%	4.2
	% met writing	6.25		90.0%	5.6
	% met special education	6.25		94.1%	5.9
Student Academic Achievement: 3rd – 8th Grades	<i>Forward Exam English/language arts: % at/above proficient</i>	2.5	5.0%	8.7%	0.2
	<i>Forward Exam math: % at/above proficient</i>	2.5		3.8%	0.1
Engagement	Student attendance rate	5.0	25.0%	83.0%	4.2
	Student return rate	5.0		74.1%	3.7
	Student retention	5.0		85.9%	4.3
	Teacher retention rate	5.0		94.1%	4.7
	Teacher return rate	5.0		87.5%	4.4
TOTAL		59			43.7
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					74.1%

APPENDIX D: PARENT/GUARDIAN SURVEY RESULTS

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine parents’ satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent–teacher conferences and allowed parents to complete the survey online.

Evident Change made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, Evident Change completed the survey with them over the telephone. In all, 64 surveys, representing 54.7% of DLH Academy families, were completed and submitted to Evident Change.

Most parents agreed or strongly agreed that they (and their child) clearly understand the school’s academic expectations (93.7%), they are comfortable talking with staff (92.2%), and that their child is safe in school (92.2%; Table D1).

TABLE D1						
DARRELL LYNN HINES ACADEMY						
PARENT SATISFACTION WITH SCHOOL, 2021–22						
N = 64						
ITEM	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	64.1%	28.1%	1.6%	3.1%	0.0%	3.1%
The staff keep me informed about my child’s academic performance.	53.1%	35.9%	4.7%	3.1%	0.0%	3.1%
I am comfortable with how the staff handle discipline.	42.2%	35.9%	10.9%	4.7%	1.6%	4.7%
I am satisfied with the overall performance of the staff.	37.5%	48.4%	7.8%	3.1%	0.0%	3.1%
The staff recognize my child’s strengths and weaknesses.	43.8%	45.3%	3.1%	4.7%	0.0%	3.1%
I feel welcome at my child’s school.	54.7%	34.4%	6.3%	1.6%	0.0%	3.1%
The staff respond to my worries and concerns.	50.0%	39.1%	1.6%	6.3%	0.0%	3.1%
My child and I clearly understand the school’s academic expectations.	48.4%	45.3%	1.6%	1.6%	0.0%	3.1%

TABLE D1						
DARRELL LYNN HINES ACADEMY						
PARENT SATISFACTION WITH SCHOOL, 2021–22						
N = 64						
ITEM	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
My child is learning what is needed to succeed in life.	43.8%	42.2%	7.8%	1.6%	1.6%	3.1%
My child is safe in school.	46.9%	45.3%	3.1%	1.6%	0.0%	3.1%
People in this school treat each other with respect.	39.1%	35.9%	15.6%	4.7%	1.6%	3.1%
The school offers a variety of courses and afterschool activities to keep my child interested.	39.1%	35.9%	15.6%	4.7%	0.0%	4.7%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, most of the parents of younger children (K4 through fifth grades) worked on homework with their children (90.0%); worked on arithmetic or math (90.0%); read to or with their children (90.0%); and/or participated in activities such as sports, library visits, or museum visits with their children (60.0%).

TABLE D2					
DARRELL LYNN HINES ACADEMY					
PARENT PARTICIPATION IN ACTIVITIES					
K4 – 5TH GRADE, 2021–22					
N = 50					
ITEM	NEVER	MONTHLY	WEEKLY	DAILY	NO RESPONSE
Read with or to your child(ren)	0.0%	6.0%	40.0%	50.0%	4.0%
Work on arithmetic or math	2.0%	4.0%	36.0%	54.0%	4.0%
Work on homework	2.0%	2.0%	16.0%	74.0%	6.0%
Participate together in activities outside of school	2.0%	32.0%	44.0%	16.0%	6.0%

Parents of older children (sixth through eighth grades) engaged in similar activities during the week. For example, 93.3% of 30 parents monitored homework completion, 76.7% discussed their children’s progress toward graduation, and 60.0% discussed plans for education after graduation.

TABLE D3 DARRELL LYNN HINES ACADEMY PARENT PARTICIPATION IN ACTIVITIES 6TH – 8TH GRADE, 2021–22 N = 30					
ACTIVITY	NEVER	MONTHLY	WEEKLY	DAILY	NO RESPONSE
Monitor homework completion	0.0%	6.7%	16.7%	76.7%	0.0%
Participate together in activities outside of school	13.3%	46.7%	20.0%	13.3%	6.7%
Discuss with your child their progress toward graduation	6.7%	16.7%	40.0%	36.7%	0.0%
Discuss plans for education after graduation	6.7%	30.0%	26.7%	33.3%	3.3%

Parental satisfaction was also evident in the following results.

- Most (85.9%) parents would recommend this school to other parents.
- Most (79.7%) parents will send their child to the school next year. Eight (12.5%) parents said they will not send their child to the school next year, and three (4.7%) were not sure; 3.1% did not respond to the question.
- When asked to rate the school’s overall contribution to their child’s learning, a majority (84.4%) of parents rated the school’s overall contribution to their child’s learning as excellent or good; eight (12.5%) rated the school as fair; and two (3.1%) did not respond to the question.

When parents were asked what they liked most about the school, responses included:

- General communication and engagement with parents;
- The teachers and staff: their communication with parents about children’s progress, issues, and needs, as well as activities and events; their approachability and respect for others; their dedication to students’ learning and progress;
- Small size of classes and school and the school’s family-focused, welcoming, and safe environment; and
- Academics: noticeable progress in children’s learning.

When parents were asked what they like least about the school, responses included:

- Poor, untimely, or lacking communication particularly when there is an issue with their child
- Lack of transportation
- Lack of sports, arts, and extracurricular or afterschool activities; and
- How discipline is enforced.

APPENDIX E: BOARD INTERVIEW RESULTS

Board member opinions are qualitative in nature and provide valuable, albeit subjective, insight about school performance and organizational competency. DLH Academy’s board of directors consists of 10 members; the eight voting members were eligible to participate in the interviews. Evident Change conducted phone interviews using a prepared interview guide with five (62.5%) out of eight eligible board members who agreed to participate.

The board members have served for an average of 18 years. Their backgrounds include financial, education, school parent, and school history (e.g., founding of the school).

All five of the board members who responded said they participated in strategic planning for the school, five received a presentation on the school’s annual academic performance report and reviewed the school’s annual financial audit, and five received and approved the school’s annual budget.

On a scale of excellent to poor, two of the board members rated the school as excellent, three rated it as good, and none rated it as fair. Four either agreed or strongly agreed that the school was making progress toward becoming a high-performing school, and five either agreed or strongly agreed that board members took their responsibilities seriously.

TABLE E					
DARRELL LYNN HINES ACADEMY					
BOARD MEMBER INTERVIEW RESULTS, 2021–22					
N = 5					
PERFORMANCE MEASURE	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher–student ratio/class size at this school is appropriate.	60.0%	0.0%	0.0%	40.0%	0.0%
Program of instruction (including curriculum, equipment, and building) is consistent with the school’s mission.	100.0%	0.0%	0.0%	0.0%	0.0%
Students make significant academic progress at this school.	0.0%	80.0%	0.0%	20.0%	0.0%
The administrator’s financial management is transparent and efficient.	80.0%	20.0%	0.0%	0.0%	0.0%
This school is making progress toward becoming a high-performing school.	40.0%	40.0%	20.0%	0.0%	0.0%

TABLE E DARRELL LYNN HINES ACADEMY BOARD MEMBER INTERVIEW RESULTS, 2021–22 N = 5					
PERFORMANCE MEASURE	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This school has strong links to the community, including businesses.	20.0%	60.0%	20.0%	0.0%	0.0%
The administrative staff's performance meets the board's expectations.	80.0%	20.0%	0.0%	0.0%	0.0%
The majority of the board of directors take their varied responsibilities seriously.	40.0%	60.0%	0.0%	0.0%	0.0%
This school has the financial resources to fulfill its mission.	20.0%	40.0%	20.0%	20.0%	0.0%
The environment of this school ensures the safety of its students and staff.	80.0%	20.0%	0.0%	0.0%	0.0%

When asked what they liked most about the school, the board members mentioned:

- The curriculum (the IB program was specifically mentioned multiple times);
- The relationships between the school and its students and their families; and
- Consistent striving to be better.

Regarding things they like least, the board members mentioned:

- Lack of funds;
- Student–teacher ratio; and
- Lack of transportation services.

When asked for one suggestion for improving the school, board members said:

- More funding; and
- Available mental health counseling.

APPENDIX F: STUDENT SURVEY RESULTS

At the end of the school year, 28 students in seventh and eighth grades completed an online survey about their school. Survey responses were generally positive.

- Most (85.7%) students agreed or strongly agreed that their reading ability improved, and 67.8% agreed or strongly agreed that their math abilities improved.
- Most (78.6%) agreed or strongly agreed that the teachers help them succeed in school.
- Most (60.7%) agreed or strongly agreed that the marks they get on classwork, homework, and report cards are fair; and the same percentage said that they feel safe in school.

Some areas that deserve attention from school leadership and staff include the following.

- Only 28.6% of the students surveyed agreed or strongly agreed that the school rules are fair.
- One third (32.1%) agreed or strongly agreed that they like being in school (Table F).

ITEM	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
I like my school.	14.3%	25.0%	32.1%	17.9%	10.7%	0.0%
My reading/writing skills have improved.	21.4%	64.3%	3.6%	3.6%	7.1%	0.0%
My math skills have improved.	21.4%	46.4%	21.4%	0.0%	10.7%	0.0%
The school rules are fair.	10.7%	17.9%	53.6%	7.1%	10.7%	0.0%
The teachers at my school help me to succeed in school.	28.6%	50.0%	10.7%	3.6%	7.1%	0.0%
I like being in school.	14.3%	17.9%	35.7%	17.9%	10.7%	3.6%
I feel safe in school.	25.0%	35.7%	25.0%	7.1%	7.1%	0.0%
The marks I get on classwork, homework, and report cards are fair.	28.6%	32.1%	28.6%	0.0%	7.1%	3.6%
My school has afterschool activities (e.g., field trips, clubs, computers).	7.1%	32.1%	28.6%	14.3%	17.9%	0.0%
My teachers/school staff talk with me about high school plans.	14.3%	32.1%	14.3%	14.3%	21.4%	3.6%

TABLE F**DARRELL LYNN HINES ACADEMY
STUDENT SURVEY, 2021–22****N = 28**

ITEM	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
The students at my school respect each other and each other's different points of view.	21.4%	17.9%	32.1%	3.6%	21.4%	3.6%
Teachers/staff at my school respect students and their different points of view.	21.4%	32.1%	25.0%	7.1%	14.3%	0.0%

When asked what they liked best about the school, students said:

- The teachers;
- The positive environment and support;
- Friends; and
- The classes, reading, spending time in the library, and gym.

When asked what they liked least, students said:

- The food;
- Other students/classmates;
- Teachers' treatment of students; and
- School rules and dress code.

APPENDIX G: TEACHER INTERVIEW RESULTS

In the spring of 2022, Evident Change interviewed 10 teachers about why they teach at DLH Academy and solicited feedback on their overall satisfaction with the school. Interviewees included a variety of classroom teachers from K4 through eighth grade.

The teachers interviewed had been teaching for an average of 10.3 years. The number of years teaching at DLH Academy ranged from one year to more than 10 years.

Seven teachers rated the school’s overall progress in contributing to students’ academic progress as good, and three teachers it as fair.

All (100.0%) teachers agreed or strongly agreed that the school has clear teacher performance assessment processes, but only eight (80.0%) agreed or strongly agreed that they were satisfied with the performance assessment criteria (Table G1).

TABLE G1						
DARRELL LYNN HINES ACADEMY						
TEACHER PERFORMANCE ASSESSMENT, 2021–22						
N = 10						
ITEM	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
The school has a clear teacher performance assessment process.	10.0%	90.0%	0.0%	0.0%	0.0%	0.0%
I am satisfied with my school’s teacher performance assessment criteria.	10.0%	70.0%	20.0%	0.0%	0.0%	0.0%
Student academic performance is an important part of teacher assessment.	20.0%	60.0%	10.0%	0.0%	0.0%	10.0%

Teachers seem to have a favorable view of school climate. All (100.0%) staff agreed or strongly agreed that staff typically work well with one another (Table G2). Similarly, 90.0% of teachers agreed or strongly agreed that staff encourage all families to become involved in school activities, and most (90.0%) staff agreed or strongly agreed that adults who work in the school respect students and their different points of view.

TABLE G2					
DARRELL LYNN HINES ACADEMY					
SCHOOL CLIMATE, 2021–22					
N = 10					
ITEM	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Staff who work in this school respect students and their different points of view.	50.0%	40.0%	10.0%	0.0%	0.0%
Staff at this school typically work well with one another.	40.0%	60.0%	0.0%	0.0%	0.0%
Staff at this school encourage all families to become involved in school activities.	30.0%	60.0%	0.0%	10.0%	0.0%

When asked to rate the importance of various reasons for continuing to teach at the school, all (100.0%) staff rated administrative leadership, general atmosphere, age/grade level of students, educational methodology, and discipline practices/procedures as somewhat important or very important (Table G3).

TABLE G3					
REASONS FOR CONTINUING TO TEACH AT DARRELL LYNN HINES ACADEMY, 2021–22					
N = 10					
ITEM	VERY IMPORTANT	SOMEWHAT IMPORTANT	SOMEWHAT UNIMPORTANT	NOT AT ALL IMPORTANT	NO RESPONSE
Financial considerations	40.0%	50.0%	0.0%	10.0%	0.0%
Educational methodology/ curriculum approach	60.0%	40.0%	0.0%	0.0%	0.0%
Age/grade level of students	80.0%	20.0%	0.0%	0.0%	0.0%
Discipline practices/procedures	50.0%	50.0%	0.0%	0.0%	0.0%
General atmosphere	80.0%	20.0%	0.0%	0.0%	0.0%
Class size	40.0%	40.0%	20.0%	0.0%	0.0%
Administrative leadership	90.0%	10.0%	0.0%	0.0%	0.0%

TABLE G3					
REASONS FOR CONTINUING TO TEACH AT DARRELL LYNN HINES ACADEMY, 2021–22					
N = 10					
ITEM	VERY IMPORTANT	SOMEWHAT IMPORTANT	SOMEWHAT UNIMPORTANT	NOT AT ALL IMPORTANT	NO RESPONSE
Colleagues	50.0%	30.0%	10.0%	0.0%	10.0%

Evident Change asked teachers to rate the school’s performance related to class size, materials and equipment, student assessment plan, shared leadership, professional support and development, and the school’s progress toward becoming a high-performing school. The categories that all participating teachers rated as excellent or good were parent–teacher relationships and collaboration among teachers on planning learning experiences. Class size/student–teacher ratio, students’ academic progress, and adherence to discipline policy were the categories most often rated as fair or poor (Table G4).

TABLE G4					
DARRELL LYNN HINES ACADEMY					
SCHOOL PERFORMANCE RATING, 2021–22					
N = 10					
ITEM	EXCELLENT	GOOD	FAIR	POOR	NO RESPONSE
Class size/student–teacher ratio	10.0%	40.0%	40.0%	10.0%	0.0%
Program of instruction	0.0%	60.0%	40.0%	0.0%	0.0%
Shared leadership, decision making, and accountability	10.0%	60.0%	20.0%	10.0%	0.0%
Professional support/development opportunities	10.0%	60.0%	20.0%	0.0%	10.0%
Progress toward becoming a high-performing school	10.0%	60.0%	20.0%	0.0%	10.0%
Students’ academic progress	0.0%	50.0%	30.0%	20.0%	0.0%
Adherence to discipline policy	10.0%	40.0%	40.0%	10.0%	0.0%
Instructional support	20.0%	50.0%	30.0%	0.0%	0.0%
Parent–teacher relationships	10.0%	90.0%	0.0%	0.0%	0.0%
Collaboration among teachers on planning learning experiences	40.0%	60.0%	0.0%	0.0%	0.0%
Parent involvement	0.0%	50.0%	20.0%	20.0%	10.0%
Your performance as a teacher	10.0%	70.0%	20.0%	0.0%	0.0%
Administrative staff’s performance	20.0%	60.0%	20.0%	0.0%	0.0%

When asked to name two things they liked most about the school, teachers noted:

- The supportive and positive environment among staff as well as with administration;
- The culture and values of the school; and educational approach that focuses on student empowerment and family relationships;
- Opportunities for collaboration; and
- Flexibility.

Things teachers liked least about the school include:

- Discipline policy and enforcement of;
- Class sizes too large this year and not enough staff; staff retention; and
- Limited access to resources for teachers (e.g., technology) and for students (e.g., financial assistance, art class).

APPENDIX H: STUDENT LEARNING

MEMORANDUM

TO: Evident Change and the CSRC
FROM: Darrell Lynn Hines Preparatory Academy of Excellence
SUBJECT: Learning Memo for the 2021–22 Academic Year
DATE: November 19, 2021

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

The school will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide the data to Evident Change, the educational monitoring agent contracted by the CSRC. Paper test printouts or data directly from a test publisher or the Wisconsin Department of Public Instruction (DPI) will be provided to Evident Change for all standardized tests. All required elements related to the following outcomes are described in the “Learning Memo Data Requirements” section of this memo.

Evident Change requests electronic submission of year-end data by the fifth workday following the last day of student attendance for the academic year, or June 17, 2022.

ENROLLMENT

Darrell Lynn Hines Preparatory Academy of Excellence will record enrollment dates for every student. Individual student information and actual enrollment date will be added to the school's database upon admission. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason will be determined and recorded in the school's database. Specific reasons for each expulsion are required for each student. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

ATTENDANCE

Students are considered present for the day if they attend a half-day or longer. If online instruction is needed, attendance will be verified during virtual learning sessions using the provisions provided by DPI. Teachers must verify students visually and/or via attendance assignments. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

PARENT PARTICIPATION

Parents of students enrolled for the entire school year (or other interested persons) will participate in both parent–teacher conferences. Conferences will take place virtually or over the phone this school year. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

SPECIAL EDUCATION NEEDS STUDENTS

The school will maintain updated records on all students who received special education services at the school, including students who were evaluated but not eligible for services. Required data elements related to the special education outcome are described in the “Learning Memo Data Requirements” section.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES²³

READING

Reading for K4

At least 65% of K4 students enrolled since the start of the year who complete the spring Phonological Awareness Literacy Screening (PALS) PreK assessment will be at or above the developmental range for at least five of seven tasks at the time of the spring assessment. Required data elements related to the reading local measure outcome are described in the “Learning Memo Data Requirements” section.

²³ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school’s unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, math, writing, and individualized education program goals.

Reading for K5 and First Grade

At least 75% of K5 and first-grade students enrolled since the start of the year who complete the spring PALS will achieve the spring summed score benchmark. Required data elements related to the reading local measure outcome are described in the “Learning Memo Data Requirements” section.

Reading for Second Through Eighth Grades

Students in second through eighth grades will demonstrate progress in reading on the Measures of Academic Progress (MAP) tests administered in the fall and spring. The school set a goal that at least 70% of students in second through eighth grades will meet at least 70% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their score in fall of 2021 and their target Rasch unit (RIT) score.²⁴

The goal is based off the Northwest Evaluation Association’s (NWEA’s) school norms in which about 50% of students are expected to meet or exceed their growth goals and 50% are expected to fall below.²⁵ Required data elements related to the reading local measure outcome are described in the “Learning Memo Data Requirements” section.

MATH

Math for K5 and First Grade

By the end of the year, 80% of K5 and first-grade students enrolled since the start of the year will reach either proficient or advanced levels of mastery on at least 70% of their grade-level Math in Focus goals. Descriptions of the levels follow.

- 4 = *Advanced*: Student demonstrates an advanced understanding of the concept or skill and is consistently working above grade-level expectations. Student repeatedly uses unique problem-solving tasks. Student communicates a sophisticated, well-articulated mathematical understanding of the concept.
- 3 = *Proficient*: Student solves problems independently, consistently, and efficiently (any errors that the student may make are infrequent and minor). Student may have some difficulty communicating his/her mathematical understanding of the concept.

²⁴ If the target RIT score is unavailable, please provide the observed and projected growth points. Evident Change will determine the percentage of growth points met by dividing the projected growth points by the observed growth points.

²⁵ <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets/>

- 2 = *Student demonstrates a basic understanding of the concept or skill and is performing below grade-level expectations. Correct answers are not consistent/efficient, and/or reminders, suggestions, and learning aids may be necessary to complete the task.*
- 1 = *Student demonstrates a minimal understanding of the concept or skill and is performing noticeably below grade-level expectations. Student may require intensive assistance from the teacher to further develop his/her understanding.*

Required data elements related to the math local measure outcome are described in the “Learning Memo Data Requirements” section.

Math for Second Through Eighth Grades

Students in second through eighth grades will demonstrate progress in math on the MAP tests administered in the fall and spring. The school’s goal is that 70% of students in second through eighth grades will meet at least 70% of their possible growth points. The possible growth points for each students is calculated as the difference between their score in fall of 2021 and their target RIT score. Growth will be calculated by dividing the observed growth by projected growth.

This goal is based off NWEA’s school norms in which about 50% of students are expected to meet or exceed their growth goals and 50% are expected to fall below.²⁶ Required data elements related to the math local measure outcome are described in the “Learning Memo Data Requirements” section.

WRITING

Writing for K5 Through Sixth Grades

Students in K5 through sixth grades will complete grade-level writing samples no later than November 30, 2021, and again in May 2022. The prompt for both writing samples will be based on grade-level topics within the narrative genre.²⁷ The writing samples will be assessed using the grade-level Common Core State Standards in the following five focus areas: language—conventions of capitalization, punctuation, and spelling; language—conventions of grammar and usage; narrative techniques; organization/plot; and focus/setting. The overall average score for all five focus areas will be used to measure student progress.

²⁶ <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets/>

²⁷ The writing genres for K5 through sixth grades include opinion, informational, and narrative.

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

The school set the following goals.

- At least 70% of students whose overall average score is lower than 2 on the fall writing sample will score an overall average of 2 or higher on the spring writing sample.
- At least 80% of students whose overall average score is 2 or higher on the fall writing sample will maintain a score of 2 or higher on the spring writing sample.

Writing for Seventh and Eighth Grades

Students in seventh and eighth grades will complete grade-level writing samples no later than November 30, 2021, and again in May 2022. The prompt for both writing samples will be based on grade-level topics within the argument genre.²⁸ The writing samples will be assessed using the grade-level Common Core writing standards in the following six areas: focus/claim, organization, support/evidence, language conventions (grammar and usage, capitalization, punctuation, and spelling), narrative techniques, and analysis. Students will receive a rubric score of 1 through 5 (1 = far below basic, 2 = below basic, 3 = basic, 4 = proficient [at grade level], 5 = advanced [above grade level]); the overall average score for all six focus areas will be used to measure student progress. (Note: Scores are averaged and rounded to the nearest whole number.)

The school set the following goals.

- At least 70% of students whose overall average score is lower than 3 on the fall writing sample will increase their average score by at least 1 point on the spring writing sample.
- At least 80% of students whose overall average score is 3 or higher on the fall writing sample will achieve an overall average score of 3 or higher on the spring writing sample.

Required data elements related to the writing outcome are described in the “Learning Memo Data Requirements” section.

²⁸ The writing genres for seventh and eighth grades include argument, information/explanatory, and narrative.

SPECIAL EDUCATION

The school set a goal that 75% of students with active individualized education programs (IEP) will demonstrate progress toward meeting 50% of their total annual IEP goals at the time of their annual review or reevaluation. Note that ongoing student progress toward IEP goals is monitored and reported throughout the academic year through the special education progress reports attached to the regular report cards. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

PALS FOR K4 THROUGH SECOND GRADE²⁹

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

WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADES

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

YEAR-TO-YEAR ACHIEVEMENT³⁰

Evident Change will report results from the 2021–22 Wisconsin Forward Exam. In addition, progress will be reported for students who completed the Forward Exam in two consecutive years at the same school.

²⁹ Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. Meeting this benchmark does not guarantee that the student is at grade level. (Information comes from <https://palsresource.info/>.)

³⁰ The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

- Evident Change will report the DPI-required assessment results in each school's annual report. Evident Change will report year-to-year progress for students who completed the assessments in consecutive school years at the same school.
- The CSRC expects at least 75% of the first graders who met the summed score benchmark for reading readiness in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year.
- At least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency. At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency.
- At least 35% of fourth through eighth graders who were below proficiency in ELA the prior year will demonstrate progress. At least 35% of fourth through eighth graders who were below proficiency in math will demonstrate progress.
 - » The CSRC's expectation for students maintaining reading readiness on the PALS is that at least 75% of students who were in first grade in the 2020–21 school year and met the summed score benchmark in the spring of 2021 will remain at or above the second-grade summed score benchmark in the spring of 2022.