

# 2018–2019 Programmatic Profile and Educational Performance

September 2019



Darrell Lynn Hines Academy

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

**EXECUTIVE SUMMARY  
FOR  
DARRELL LYNN HINES ACADEMY  
2018–19**

This is the 17th annual report on the operation of Darrell Lynn Hines (DLH) Academy, one of seven schools chartered by the City of Milwaukee during the 2018–19 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), DLH Academy staff, and the NCCD Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC 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**

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 in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students. The following are the results.

- *Reading.* Overall, 194 (80.2%) of 242 students met the local measures.
- *Math.* Overall, 170 (79.4%) of 214 students met the local measures.
- *Writing.* Overall, 204 (92.7%) of 220 met the local measures.
- *Special education.* Of the 29 special education students with active individualized education programs, 26 (89.7%) progressed on at least 75.0% of their subgoals, falling short of the school’s goal of 100.0%.

## 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 special education student records.

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

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

A total of 16 first-grade students were at or above the spring of 2018 summed score benchmark for the Phonological Awareness Literacy Screening (PALS); as second graders, all of these students remained at or above the summed score benchmark in the spring of 2019.

On the Wisconsin Forward Exam in the spring of 2018, 11 third- through seventh-grade students were proficient or advanced in English/language arts (ELA) and seven were proficient or advanced in math. Of these students, 63.6% of students maintained proficiency in ELA in the spring of 2019, however, the number who took the math assessment again in the spring of 2019 was not sufficient to report the results.

Of 91 students who were below proficient in ELA on the Forward Exam in the spring of 2018, 52.7% showed progress in 2019. Of the 95 students who were below proficient in math in the spring of 2018, 44.2% showed progress in 2019.

### **C. CSRC School Scorecard**

This year, DLH Academy scored 70.4% of the possible points on its 2018–19 pilot scorecard. This is an improvement compared with the 62.4% on the 2017–18 pilot scorecard, demonstrating an increase of 8.0 percentage points from the prior year.

## **III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT**

DLH Academy addressed the recommendations in its 2017–18 programmatic profile and education performance report. Based on this report's results and consultation with school staff, CRC recommends the school continue a focused school improvement plan by:

- Implementing the Depth of Knowledge (DOK 2 and DOK 3) instruction for math from the first level to the second and third level.

- Identifying and planning for focusing on the priority Common Core State Standards by grade level.
- Holding more data team sessions during the school day at each grade level to monitor students' growth. These sessions will be held for two hours per month for each grade level team (K4–second, third–fifth and sixth–eighth). The schedule will be set in the fall to allow teachers to plan classroom activities for their assistants while the team is meeting.

#### **IV. CRC RECOMMENDATION FOR ONGOING MONITORING**

The school met all contract requirements; met the academically related outcomes of attendance, parent conferences, and special education data files; and addressed all school improvement recommendations. The school also achieved a significant increase in the school's scorecard percentage, from 62.4% to 70.4%. This reflected the school's significant improvement in reading and math local measures as well as improvement in Wisconsin Forward Exam reading and math results.

Based on the above information, CRC 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 the NCCD Children's Research Center (CRC). 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, CRC:

- Conducted an initial school visit to collect information related to contract requirements and to draft a learning memo for the new school year;
- Conducted a year-end interview to review progress on recommendations and changes that occurred during the year;
- Visited the school throughout the year to observe classrooms and overall school operations and to conduct a random review of special education files;
- Attended 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:** <http://www.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 children in kindergarten (K4 and K5) through eighth grade.

## **A. Description and Philosophy of Educational Methodology**

### **1. Mission<sup>1</sup>**

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 Design<sup>2</sup>**

DLH Academy offers an interdisciplinary curriculum through the International Baccalaureate (IB) Primary Years Programme (PYP). Through the PYP curriculum, students learn the profile of educated international persons and attempt to embody those characteristics. The school offered instruction in reading/literacy, language arts (including writing), math, science,

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<sup>1</sup> From DLH Academy website: <http://www.dlhacademy.org>

<sup>2</sup> This information comes from the DLH Academy website, the Family and Student Handbook, and interviews with school administration.



Spanish,<sup>3</sup> music,<sup>4</sup> art, and social studies. Physical education was facilitated by teachers or teacher assistants. Students in K4 through fifth grade were included in the balanced literacy approach.

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. The school also provided an extended-care program from 7:00 to 7:30 a.m. at no additional charge.

DLH contracts with a bus company to provide transportation on a first-come, first-served basis. Parents also provide transportation to and from school. Bus policies are included in the Family and Student Handbook.

## **B. School Structure**

### **1. Board of Directors and Leadership**

DLH Academy is governed by a volunteer board of directors. The school reported nine board members, including a chair, a vice chair, a secretary, a treasurer, a teacher representative, and a parent representative.

The school's leadership team consists of the director of schools and leadership, an assistant director of schools and leadership, a principal, an executive manager of finance and reporting, and a special education coordinator/assistant principal. Other non-leadership staff

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<sup>3</sup> Spanish was provided for second through fifth graders under a contract with Berlitz.

<sup>4</sup> Music was provided through an agreement with the Wisconsin Conservatory of Music. General music was offered to K4 through eighth-grade students; violin was offered to first through third graders; and orchestra was offered to fourth through sixth graders.

include administrative professionals, a building engineer, and a food services coordinator. 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.

## 2. Areas of Instruction<sup>5</sup>

In addition to reading/literacy, language arts, and math, DLH Academy offered instruction in science, Spanish, music, 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; and midway through each quarter, progress reports were sent home to update parents. Parents also 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. Classrooms

DLH Academy had 10 classrooms. The classrooms for K4 through fifth grade were self-contained. Three other classrooms used by sixth, seventh, and eighth graders, who moved

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<sup>5</sup> From *2018–19 Family and Student Handbook* and information gathered during the fall interview.

from class to class, were designated by subject area (English, social studies/science, and math). The school also had a gym, a resource room (for special education services outside the classrooms), a library, a health room, an additional classroom for small-group and pullout instruction, and a cafeteria. Each classroom had a teacher and received varied support from the five educational assistants on staff. At the end of the year, classroom size ranged from 22 students in K5 to 30 in fifth grade.

#### 4. Teacher Information

During the 2018–19 school year, DLH Academy employed a total of 15 instructional staff members, plus a director of schools and leadership and a principal. At the beginning of the year, there were 10 classroom teachers and five other instructional staff. There were seven elementary classroom teachers—one each for K4 through fifth grade—and three middle school classroom teachers—one each for social studies/science, math, and English. The five other instructional staff included one special education coordinator/teacher, two special education paraprofessionals, one speech language pathologist, and one librarian/media specialist. A school psychologist was contracted through the Cooperative Educational Service Agency #1.

All 10 classroom teachers who started the school year were eligible to remain for the entire year. Of these, 90% stayed the entire year. The K5 teacher left in December 2018.<sup>6</sup> All (100.0%) other instructional staff were eligible and remained at the school for the entire year. Including the other instructional staff, 93.3% who were eligible to stay remained the entire year.

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<sup>6</sup> Due to difficulty finding a licensed teacher, the classroom was covered for the remainder of the year by the teacher assistant, a substitute teacher from Parallel Employment Wisconsin Education, with support from another teacher who prepared lessons and administered all the assessments for the class.

Nine classroom teachers and five other instructional staff employed at the end of the 2017–18 school year were eligible to return. Six of the nine (66.7%) of the classroom teachers and all (100.0%) of the five other instructional staff returned, for an overall teacher/instructional staff return of 78.6% (11 of 14).

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 provided to teachers and teacher assistants included sessions on non-violent crisis intervention, family engagement, nutrition and safe food service, science standards, reading intervention, teacher mentor training, training on English/language arts and Response to Intervention, classroom environment, and collaborative and proactive solutions. Administrators received information regarding nutrition and safe food service in addition to attending additional conferences and informational sessions geared toward leadership.

## 5. School Hours and Calendar

The regular school day for all students began at 7:55 a.m. and ended at 3:30 p.m.<sup>7</sup> The first day of school was September 4, 2018, and the last day was June 11, 2019. The school provided a calendar for the 2018–19 school year.

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<sup>7</sup> Breakfast was served daily.

## 6. Parent and Family Involvement

DLH Academy's *2018–19 Family Student Handbook* was provided to new families at a required new-family orientation and is also available to all families on the school's website.<sup>8</sup> In this annually updated handbook, DLH Academy invites parents to become active members of the Family Involvement Team (F.I.T.). F.I.T.'s purpose is to provide positive communication between parents/family members and the school administration, facilitate parental involvement in school governance and educational issues, organize volunteers, review and discuss school performance issues, and assist in fundraising and family education training.

DLH Academy expects parents/family members to review and sign its family agreement, the School-Parent Compact. This agreement is a contract that describes the school's and family's partnership roles to achieve academic and school goals for students.

All new students and their parents were required to attend a mandatory orientation session prior to the start of school. Parents of returning students who had not consistently adhered to school policies and guidelines were invited to individual meetings to determine strategies to ensure each student's future success. Parent-teacher conferences were scheduled twice during the year (October 2018 and March 2019). Phone conferences were substituted for in-person conferences when parents were unable to attend. Families also were invited to attend special programs and events scheduled throughout the year.

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<sup>8</sup> [www.dlhacademy.org](http://www.dlhacademy.org)

7. Waiting List

As of September 20, 2018, the school's leader reported that there were no students waiting for admission to the school. At the time of the spring interview in May 2019, the school reported that approximately 10 families were waiting for openings in various grades at DLH.

8. Discipline Policy

DLH Academy clearly explains its discipline policy and plan to parents and students in the current 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, explanations of the school's discipline plan and disciplinary actions are provided. The types of disciplinary referrals include: a conference with the student, teacher, and parent; referral to administration for Saturday detention; in-house 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.

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

## 9. Graduation and High School Information

A middle school teacher advisor worked with each eighth-grade student to provide information regarding the various high school enrollment dates/testing. This teacher required each student to submit acceptance letters once received by the family to confirm acceptance in the fall of 2019.

The high schools that some of the 24 graduates have been accepted to for 2019–20 include Carmen, Pius, Dominican, Messmer, Wisconsin Lutheran, Milwaukee Lutheran, Marshall, Rufus King, Milwaukee Collegiate Academy, Milwaukee High School of the Arts, Bradley Tech, Golda Meir, Brown Deer, Destiny, and Bayview.

This year, the school is attempting to conduct a more formalized method of tracking students after graduation. DLH plans on hosting an alumni weekend in June 2019. In addition, the school is reaching out to former students to determine who has graduated from high school, entered college, or is pursuing a career. Student ambassadors representing each graduating class are being identified to help keep alumni connected to current school events as well as to provide support to them through high school.

### **C. Student Population**

At the beginning of the year, 277 students in K4 through eighth grade were enrolled in DLH Academy.<sup>9</sup> A total of 35 students enrolled after the school year started, and 44 students

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<sup>9</sup> As of September 21, 2018.

withdrew prior to the end of the year.<sup>10</sup> Withdrawal reasons included the following: nine students moved out of state, four were dissatisfied with the school/program, and 31 withdrew for other or unspecified reasons. Three (6.8%) students who withdrew had special education needs. Of the 277 students who started the year at the school, 237 remained enrolled at the end of the year, resulting in an 85.6% retention rate.

At the end of the year, 268 students were enrolled at DLH Academy.

- Most (234, 87.3%) students were African American. Seven (2.6%) were Hispanic, and 27 (10.1%) were Asian.
- There were 133 (49.6%) girls and 135 (50.4%) boys.
- There were 31 students (11.6%) with special education needs. Twelve had speech and language impairments, 11 had other health impairments, six had specific learning disabilities, three had emotional/behavioral disorders, one needed occupational therapy, one had an intellectual disability, one had autism, one had cognitive delay, and one had significant developmental delay.<sup>11</sup>
- Most (261, or 97.4%) students were eligible for free or reduced lunch prices.

The largest grade was fifth grade, with 30 students. Other grade levels had 22 to 29 students, with an average grade-level size of 27 students (Figure 1).

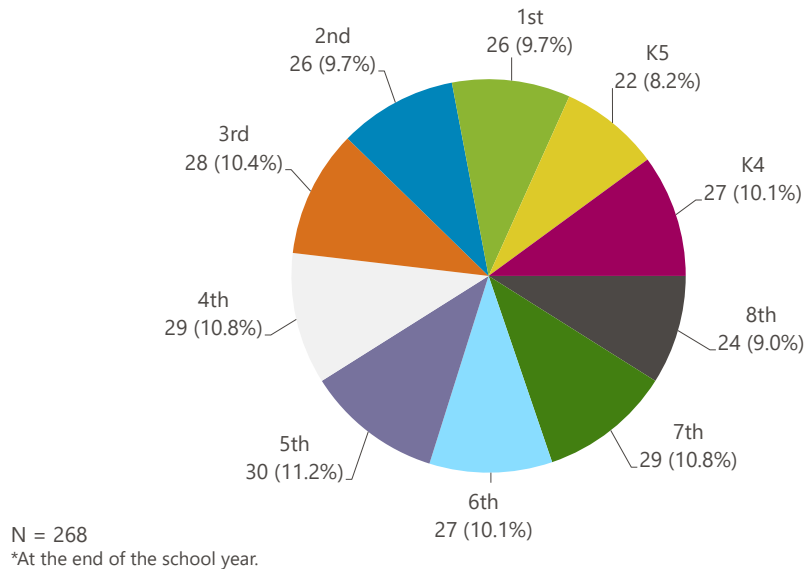
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<sup>10</sup> Number of students who withdrew by grade: seven from K4, five from K5, five from first grade, two from second grade, five from third grade, two from fourth grade, four from fifth grade, four from sixth grade, four from seventh grade, and six from eighth grade. One student who was enrolled in special education was dismissed during the year and is not included.

<sup>11</sup> Students may have more than one type of identified need.



Figure 1  
DLH Academy  
Student Enrollment Numbers by Grade Level\*  
2018–19



Of the 237 students attending on the last day of the 2017–18 academic year who were eligible for 2018–19 enrollment (i.e., who did not graduate from eighth grade), 189 enrolled on the third Friday in September 2018, representing a return rate of 79.7%, slightly lower than the return rate of 83.5% in the fall of 2017.

#### **D. Activities for Continuous School Improvement**

A description of DLH Academy's response to the recommendations in its 2017–18 programmatic profile and education performance report for the 2017–18 academic year follows.

- Recommendation: Implement specific strategies to improve student outcomes in reading and math for all students: those below, at, or above grade level expectation.

Response: For the improvement of math outcomes, the school reported that math support was provided once or twice per month to the middle school math teacher and other teachers by coaches from the Cooperative Educational Service Agency (CESA). In addition, staff attended professional development training on math practices.

Reading and math interventions included more close monitoring practices and further implementation of action plans for select students. The CESA consultant also came to the school to review Wisconsin Forward Exam data with the school's leadership, who in turn used this information for professional development with the teachers. The school plans to continue to receive support from CESA staff in English/language arts (ELA) and math during the 2019–20 academic year.

- Recommendation: Develop strategies to retain the teachers in place at the beginning of the year.

Response: In addition to providing each teacher with more support in ELA and math, the leadership worked to improve the culture and climate of the school. There was a greater sense of camaraderie, with evidence of teachers supporting each other. Notably, the teacher retention rate for 2018–19 was 90%, compared with 81.2% the prior year.

- Recommendation: Improve the implementation of a Positive Behavioral Interventions and Supports (PBIS) program during 2018–19.

Response: Positive behavior interventions included continuing to work on restorative practices with students and parents. This enabled families to work together to resolve conflict. The school held "Amazing Mondays," an all-school meeting, nearly every week to celebrate what was done well (GLOWS) and to identify what was needed for improvement (GROWS). In addition, on Founder's Day, a PBIS presentation was a part of the program.

- Recommendation: Identify and address the reasons attendance has been decreasing during the past three years.

Response: Transportation has been problematic because the bus companies need drivers. The school asked the bus companies for help to collect students after school as soon as drivers were free. The school leadership focused on attendance during the August parent orientation. In October, the school sent two rounds of letters and made phone calls. Meetings, including home visits with parents, occurred. If parents were not home, notes were left on the door. Another meeting with parents was held in December to discuss attendance and tardiness. This meeting was mandatory for families of children with chronic absences. The teachers were also provided an in-service program on increasing attendance.

DLH Academy addressed the recommendations in its 2017–18 programmatic profile and education performance report.

Based on this report’s results and consultation with school staff, CRC recommends the school continue a focused school-improvement plan by:

- Implementing the Depth of Knowledge (DOK 2 and DOK 3) instruction for math from the first level to the second and third level.<sup>12</sup>
- Identifying and planning for focusing on the priority Common Core State Standards by grade level.
- Holding more data team sessions during the school day at each grade level to monitor students’ growth. These sessions will be held for two hours per month for each grade level team (K4–second, third–fifth and sixth–eighth). The schedule will be set in the fall to allow teachers to plan classroom activities for their assistants while the team is meeting.

### **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 2018–19 year, the school established attendance, parent participation, and special education student records goals. The school also identified local and standardized measures of academic performance to monitor student progress.

This year, local assessment measures included student progress in reading, math, and writing skills; and special education students’ IEP progress. The Phonological Awareness Literacy

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<sup>12</sup> See the following link for information on the DOK system of linking math achievement with standards.  
<https://www.wisconsinrticenter.org/wp-content/uploads/2019/03/Webbs-Depth-of-Knowledge-Handout.pdf>

Screening (PALS) and the Wisconsin Forward Exam were used as the standardized assessment measures.

## **A. Attendance**

CRC examined student attendance in two ways: actual student attendance and attendance plus excused absences. Both rates include all students enrolled at any time during the school year. The school considered a student present if the student attended for at least half of the day. At the academic year's start, the school established a goal of maintaining an average attendance rate of 90.0%. Attendance data were available for 312 students, and those students attended 93.6% of the time on average, exceeding the school's goal.<sup>13</sup> When excused absences were included (including suspensions), the attendance rate rose to 94.4%.

CRC also examined the time students spent, on average, suspended (in or out of school). A total of 105 students spent an average of 2.8 days in out-of-school suspension, and 12 students spent an average of 1.1 days in in-school suspension. A total of 112 (35.9%) students spent, on average, 2.7 days in either in-school or out-of-school suspension, very similar to last year's results.

## **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.

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<sup>13</sup> 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 year. Individual rates were then averaged across all students.

Parents of all 237 students enrolled all year participated in both parent-teacher conferences, meeting the school's goal of 100.0% attendance.

### **C. Special Education Student Records**

This year, the school set a goal of developing and maintaining records for all special education students. The school provided some special education services to 35 students during the year; 26 were continuing special education, five were newly assessed, three were dismissed, and one transferred before the review. All 26 continuing special education students had IEP reviews this year; those and five newly assessed students had new IEPs completed during the school year. Parents of 31 (96.9%) of 32 students participated in IEP development.<sup>14</sup>

In addition, CRC reviewed a representative number of files during the year. This review showed that students had current IEPs indicating their eligibility for special education services, the IEPs were reviewed in a timely manner, and parents were invited to develop and be involved in their children's IEPs. Therefore, the school met its goal to develop and maintain records.

### **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

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<sup>14</sup> Parents of the three students who were dismissed from special education services also attended the final meeting.

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.<sup>15</sup> 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.

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 85.0% of students who completed both the fall and 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. Out of 25 students who took both fall and

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<sup>15</sup> For more information about MAP assessments, visit <https://www.nwea.org/>.

spring PALS assessments, 23 (92.0%) students were at or above the range for at least five of seven tasks at the time of the spring assessment, exceeding the school's goal of 85.0%.

*ii. PALS for K5 and First-Grade Students*

The school's goal was that at least 85.0% of students in K5 and first grade who completed the fall and spring PALS would achieve the summed score spring benchmark. A total of 43 K5 and first-grade students completed the fall and spring PALS assessment for their respective grade level. Both K5 and first grades exceeded the school's goal (Table 1); in total, 41 (95.3%) of K5 and first-grade students were at or above the spring summed score benchmark, surpassing the school's goal of 85.0%.

<b>Table 1</b> <b>Darrell Lynn Hines Academy</b> <b>Local Measures: PALS for K5 and First-Grade Students</b> <b>2018–19</b>			
Grade	Students	Students at or Above Benchmark Spring of 2019	
		n	%
K5	18	17	94.4%
1st	25	24	96.0%
<b>Total</b>	<b>43</b>	<b>41</b>	<b>95.3%</b>

*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. The school's goals were that:

- At least 70% of students in second through sixth grade will meet at least 70% of their possible growth points; and
- At least 50% of students in grades seven and eight will meet at least 50% of their possible growth points.

These goals are based off of the Northwest Evaluation Association's (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.<sup>16</sup>

Both the fall and spring MAP reading tests were completed by 174 second- through eighth-grade students.

*i. Progress for Students in the Second Through Sixth Grades*

Of the 127 second- through sixth-grade students who took both the fall and spring assessments, 98 (77.2%) met at least 70.0% of their projected growth in the spring, exceeding their goal of 70.0% (Table 2).

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<sup>16</sup> <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets/>



<b>Table 2</b> <b>Darrell Lynn Hines Academy</b> <b>Local Measures: MAP Reading Assessment for</b> <b>Second- through Sixth-Grade Students</b>			
<b>Grade</b>	<b>Students</b>	<b>Met Goal in Spring of 2019</b>	<b>% Met Goal in Spring of 2019</b>
2nd	23	20	87.0%
3rd	23	15	65.2%
4th	28	25	89.3%
5th	26	20	76.9%
6th	27	18	66.7%
<b>Total</b>	<b>127</b>	<b>98</b>	<b>77.2%</b>

ii. *Progress for Students in the Seventh and Eighth Grades*

More than half (68.1%) of the students in the seventh and eighth grades earned at least 50.0% of their target Rasch unit (RIT) points at the time of the spring test, exceeding the school's goal of 50.0% (Table 3).

<b>Table 3</b> <b>Darrell Lynn Hines Academy</b> <b>Local Measures: MAP Reading Assessment for</b> <b>Seventh- and Eighth-Grade Students</b>			
<b>Grade</b>	<b>Students</b>	<b>Met Goal in Spring of 2019</b>	<b>% Met Goal in Spring of 2019</b>
7th	25	16	64.0%
8th	22	16	72.7%
<b>Total</b>	<b>47</b>	<b>32</b>	<b>68.1%</b>

The school met all of its local reading goals for Pre-K through eighth grades. Overall, 194 (80.2%) of 242 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, 85.0% of students enrolled in K5 and first grade since the beginning of the year would reach proficient or advanced levels of mastery on at least 75.0% of the skills on the Math in Focus curriculum. K5 students were taught 30 concepts, and first graders were taught 28 concepts. This year, a total of 38 (90.5%) of 42 K5 and first-grade students scored proficient or higher on 75.0% of math skills; therefore, the school met its goal of 85.0% (Table 4).

Table 4			
Darrell Lynn Hines Academy			
Local Measures: Math in Focus for K5 and First-Grade Students			
Students Meeting Goal on Math Concepts			
2018–19			
Grade	Students	Met Goal	% Met Goal
K5	17	15	88.2%
1st	25	23	92.0%
<b>Total</b>	<b>42</b>	<b>38</b>	<b>90.5%</b>

b. *Math Progress for Second Through Eighth Graders Using MAP*

As with reading progress, the school's goal for the MAP math assessment related to demonstrating growth in the spring assessment. The school's goals were that:

- At least 85% of students in second through fourth grade will meet at least 80% of their possible growth points; and

- At least 65% of students in fifth through eighth grades will meet at least 70% of their possible growth points.

These goals are based off 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.<sup>17</sup>

Both the fall and spring MAP reading tests were completed by 172 second- through eighth-grade students.

*i. Progress for Students in the Second Through Fourth Grades*

Of the 74 second- through fourth-grade students who took both the fall and spring assessments, 65 (87.8%) met at least 80.0% of their projected growth in the spring, exceeding their goal of 85.0% (Table 2).

<b>Table 5</b> <b>Darrell Lynn Hines Academy</b> <b>Local Measures: MAP Math Assessment for</b> <b>Second- through Fourth-Grade Students</b>			
<b>Grade</b>	<b>Students</b>	<b>Met Goal in Spring of 2019</b>	<b>% Met Goal in Spring of 2019</b>
2nd	23	21	91.3%
3rd	23	20	87.0%
4th	28	24	85.7%
<b>Total</b>	<b>74</b>	<b>65</b>	<b>87.8%</b>

<sup>17</sup> <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets/>

ii. *Progress for Students in the Fifth Through Eighth Grades*

Of the 98 students in the fifth through eighth grades who took both fall and spring MAP math assessments, 67 (68.4%) students earned at least 70.0% of their target RIT points on the spring test. The school surpassed its goal of 65% (Table 6).

Table 6			
Darrell Lynn Hines Academy Local Measures: MAP Math Assessment for Fifth- through Eighth-Grade Students			
Grade	Students	Met Goal in Spring of 2019	% Met Goal in Spring of 2019
5th	24	17	70.8%
6th	27	18	66.7%
7th	25	18	72.0%
8th	22	14	63.6%
<b>Total</b>	<b>98</b>	<b>67</b>	<b>68.4%</b>

The school met all of its local math goals for Pre-K through eighth grades. Overall, 170 (79.4%) of 214 students met the school's local measure goals in math.

3. Writing Progress

To assess writing skills at the local level, the school had students in K5 through eighth grade complete and submit one writing sample in October and another in May. The school assessed student writing samples using Common Core writing standards. Writing prompts for K5 through sixth grade were based on grade-level topics in the narrative genre; they were assessed in these five areas: 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 these 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 80.0% of the students who achieved a score of 3 or above on the fall writing sample would maintain that score on the spring sample and that at least 80.0% of students who achieve an average score lower than 3 on the fall sample would increase their average score by at least one point on the spring sample.<sup>18</sup>

In K5 through sixth grade, 173 students were tested at both times. Of those, 132 (76.3%) students scored less than a 3 (below grade level) on the fall sample; 122 (92.4%) of those students improved their overall average score by at least one point on the spring sample (Table 7). The school exceeded its goal of 80.0%.

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<sup>18</sup> The goal in the learning memo stated that students who score a 2 or lower will increase their score, but this excludes students who received an overall score higher than 2 but less than 3. The analysis of students in the lower performing group includes those who received a score of less than 3.

<b>Table 7</b>  <b>Darrell Lynn Hines Academy</b> <b>Local Measures: Writing Assessment</b> <b>Progress for K5 Through Sixth-Grade Students Scoring Below Grade Level</b> <b>in the Fall of 2018</b>			
Grade Level	Students	Improved 1+ Point in the Spring of 2019	
		n	%
K5	17	15	88.2%
1st	24	23	95.8%
2nd	21	19	90.5%
3rd	23	21	91.3%
4th	20	19	95.0%
5th	11	9	81.8%
6th	16	16	100.0%
<b>Total</b>	<b>132</b>	<b>122</b>	<b>92.4%</b>

On the fall sample, 41 (23.7%) students were at or above grade level. Of those students, 40 (97.6%) maintained an overall score of 3 or more on the spring writing sample, exceeding the school's goal of 80.0%.

*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 75.0% of students who scored a 4 or higher on the fall sample would maintain that level on the spring sample and that at least 70.0% of students who scored below a 4 on the fall sample would increase their score by at least one point on the spring test. A total of 47 students submitted both fall and spring writing samples.

Of the 36 students who were below proficient in the fall, 31 (86.1%) improved their overall average score by at least one point on the spring sample (Table 8), meeting the school's 70.0% goal.

<b>Table 8</b> <b>Darrell Lynn Hines Academy</b> <b>Local Measures: Writing Assessment</b> <b>Progress for Seventh- and Eighth-Grade Students Below Proficient</b> <b>in the Fall of 2018</b>			
Grade Level	Students	Improved 1 + Point in the Spring of 2019	
		n	%
7th	19	16	84.2%
8th	17	15	88.2%
<b>Total</b>	<b>36</b>	<b>31</b>	<b>86.1%</b>

All (100.0%) 11 students who were proficient or higher in the fall maintained their proficiency in the spring. Overall, 204 (92.7%) of 220 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 (not shown).

#### 4. Special Education Student Progress

The school set a goal that all students with active IEPs would demonstrate progress toward meeting their IEP goals at the time of their annual review or re-evaluation. Progress was determined by 75.0% achievement of the total annual IEP goals reported for each student. Of

the 29 special education students who were at the school for an entire IEP year, 26 (89.7%) met at least 75.0% of their goals.<sup>19</sup>

## **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.

For students in third through eighth grade, DPI requires the Wisconsin Forward Exam. These tests and results are described in the following sections.

### **1. PALS<sup>20</sup>**

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

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<sup>19</sup> There were 30 students in total who were at the school for an entire IEP school year; however, one transferred. This student was excluded from the analysis.

<sup>20</sup> Information about the PALS assessments taken from <https://palsresource.info/wisconsin/> and <https://pals.virginia.edu/>; for more information, visit these sites.



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 completed the fall and spring PALS assessment. Although the spring developmental ranges relate to expected development by the time of the spring semester, CRC applied the spring ranges to both test administrations to see whether more students were at or above the range for each test by the spring administration (Table 9).

<b>Table 9</b> <b>Darrell Lynn Hines Academy</b> <b>PALS-PreK for K4 Students</b> <b>Students at or Above the Spring Developmental Range</b> <b>N = 25</b>				
Task	Fall		Spring	
	n	%	n	%
Name writing	8	32.0%	23	92.0%
Uppercase alphabet recognition	16	64.0%	23	92.0%
Lowercase alphabet recognition	12*	100.0%	22†	100.0%
Letter sounds	12*	100.0%	22†	100.0%
Beginning sound awareness	24	96.0%	25	100.0%
Print and word awareness	18	72.0%	25	100.0%
Rhyme awareness	12	48.0%	24	96.0%

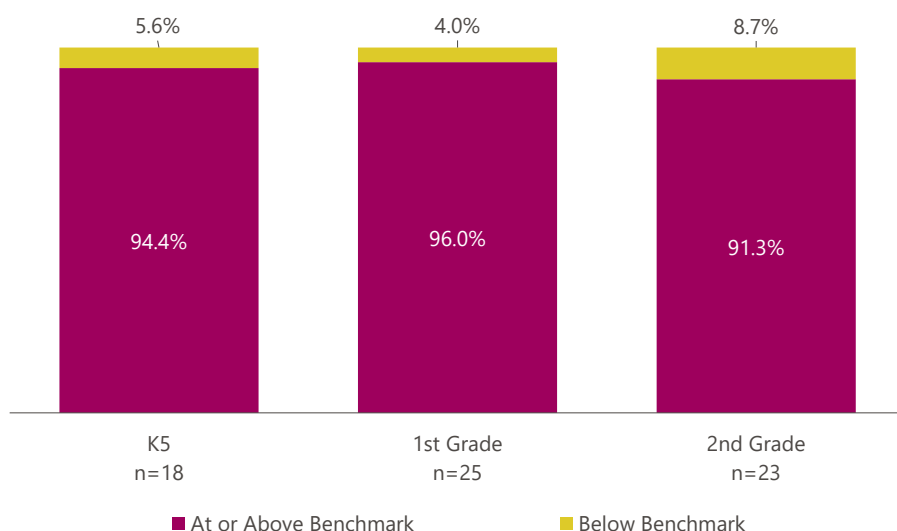
\*Out of 12 who qualified in the fall.

†Out of 22 who qualified in the spring.

*b. PALS-K and PALS Plus*

CRC examined spring reading readiness for students who completed both the fall and spring tests. At the time of the spring assessment, 94.4% of 18 K5 students, 96.0% of 25 first graders, and 91.3% of 23 second graders were at or above the spring summed score benchmark for their grade level (Figure 2).

Figure 2  
DLH Academy  
Spring of 2019 Reading Readiness  
Students With Fall and Spring PALS Scores



## 2. Wisconsin Forward Exam for Third Through Eighth Graders<sup>21</sup>

The Wisconsin 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 2019, 152 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, 16.4% were proficient or advanced in ELA, and 8.6% were proficient in math. No students were advanced in math. Results by grade level are presented in Figures 3 and 4.

<sup>21</sup> Retrieved from the DPI website (<http://dpi.wi.gov/assessment/forward>) and the Wisconsin Forward Exam family brochure: [https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward\\_brochure\\_for\\_families.pdf](https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward_brochure_for_families.pdf)

Figure 3  
DLH Academy  
Forward Exam English/Language Arts Assessment  
2018–19

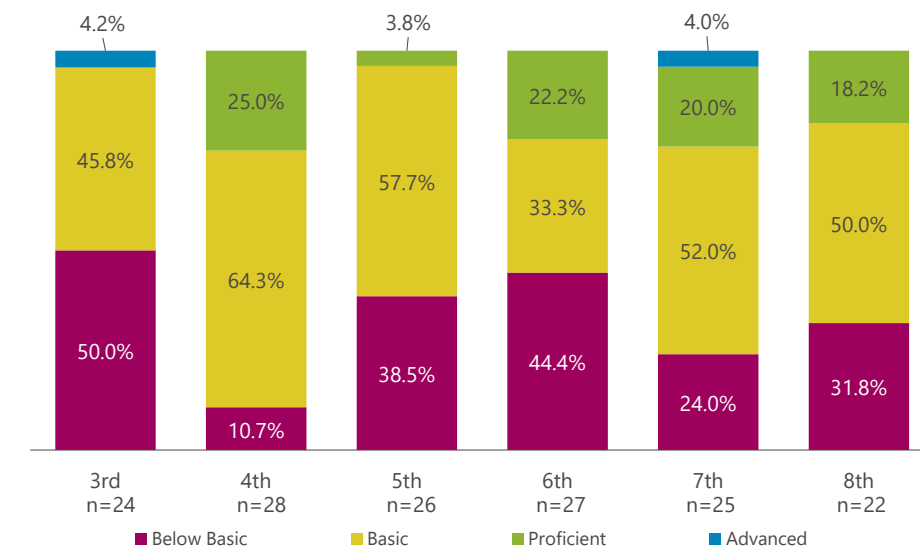
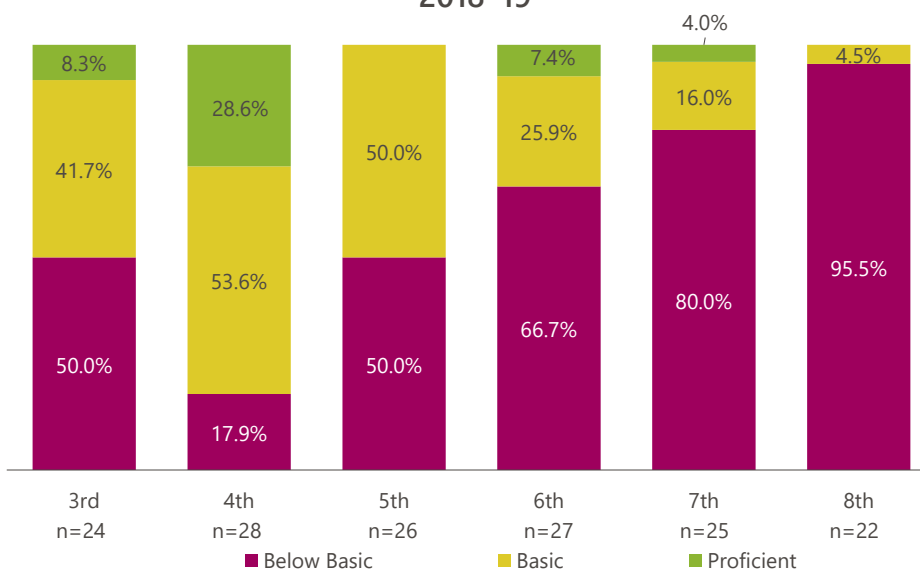
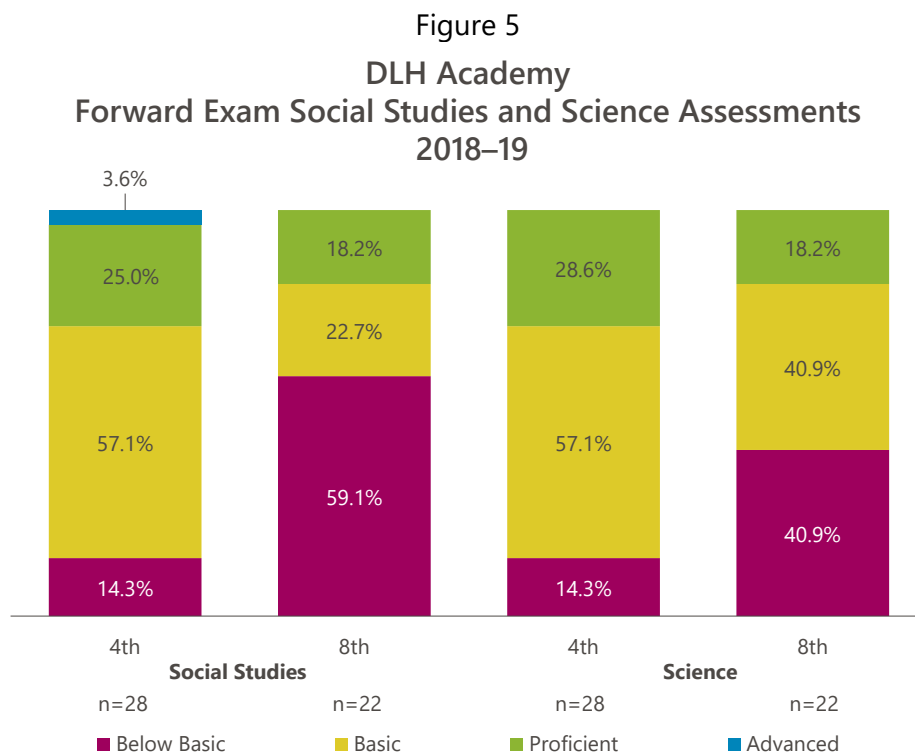


Figure 4  
DLH Academy  
Forward Exam Math Assessment  
2018–19



Of 50 fourth and eighth graders who completed the social studies and science tests, 24.0% were proficient or advanced in social studies, and 24.0% were proficient in science (none were advanced in science). Results by grade level appear in Figure 5.



## 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 include 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, CRC only examined year-to-year results for students who were in first grade in the spring of 2018 and second grade in the spring of 2019. The CSRC's performance expectation is at least 75.0% of students who were at or above the summed 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. This is the third year that year-to-year progress can be measured using Forward Exam results from consecutive school years; results will be used as baseline data to set expectations in subsequent school years.

1. Second-Grade Progress Based on PALS

A total of 17 students completed the PALS spring assessment in 2017–18 as first graders and in 2018–19 as second graders. Based on PALS results from the spring of 2018, 16 students were at or above the summed score benchmark as first graders; all of those students remained at or above the summed score benchmark in the spring of 2019 as second graders.

2. Fourth- Through Eighth-Grade Progress Based on Forward Exam

There were 102 students who completed the Forward ELA and math assessments in the spring of 2018 and the spring of 2019.<sup>22</sup> Year-to-year progress was measured for students at or above and for students below proficient in ELA and/or math in the spring of 2018.

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<sup>22</sup> One student completed the assessments both years but did not advance a grade level; this student was omitted from year-to-year analyses.

*a. Students at or Above Proficient*

There were 102 students who completed the Forward Exam in two consecutive years. At the time of the 2018 assessment, 11 were proficient or advanced in ELA, and seven were proficient or advanced in math. Of the 11 students who took the ELA assessment in the spring of 2019, seven (63.6%) maintained proficiency. To protect student identity, results are not reported for cohorts of fewer than 10. Therefore, year-to-year progress for students at or above proficiency in math could not be reported this year.

*b. Students Below Proficient*

To determine whether students who were not proficient or advanced the previous year were making progress, CRC examined whether these students were able to improve scores by moving up one or more categories, e.g., below basic to basic, basic to proficient, or below basic to proficient. If students were not able to improve by a level, CRC examined student progress within the student's skill level. To examine movement within a proficiency level, CRC equally divided the below basic and basic levels into quartiles. The lower threshold for the below basic level was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.<sup>23</sup>

Of the 102 students who took the Forward Exam in two consecutive years, 91 were below proficient in ELA at the time of the spring of 2018 assessment, and 52.7% showed progress in 2019 (Table 10a).

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<sup>23</sup> This method is used by CRC to examine student progress in the schools chartered by the city.

Table 10a					
Darrell Lynn Hines Academy Year-to-Year Progress in English/Language Arts for Fourth Through Eighth Graders Wisconsin Forward Exam: Students Below Proficient in 2018					
Current Grade Level	Students Below Proficient in 2018	Progress in 2019			
		Improved 1+ Level	Improved 1+ Quartile Within Level	Overall Progress n	Overall Progress %
4th	21	12	4	<b>16</b>	<b>76.2%</b>
5th	19	5	0	<b>5</b>	<b>26.3%</b>
6th	18	6	2	<b>8</b>	<b>44.4%</b>
7th	15	5	3	<b>8</b>	<b>53.3%</b>
8th	18	9	2	<b>11</b>	<b>61.1%</b>
<b>Total</b>	<b>91</b>	<b>37</b>	<b>11</b>	<b>48</b>	<b>52.7%</b>

There were 95 students below proficient (basic or below basic) in math in the spring of 2018, and 44.2% demonstrated progress in 2019 (Table 10b).

Table 10b					
Darrell Lynn Hines Academy Year-to-Year Progress in Math for Fourth Through Eighth Graders Wisconsin Forward Exam: Students Below Proficient in 2018					
Current Grade Level	Students Below Proficient in 2018	Progress in 2019			
		Improved 1+ Level	Improved 1+ Quartile Within Level	Overall Progress n	Overall Progress %
4th	19	7	7	<b>14</b>	<b>73.7%</b>
5th	20	0	4	<b>4</b>	<b>20.0%</b>
6th	19	5	4	<b>9</b>	<b>47.4%</b>
7th	19	0	7	<b>7</b>	<b>36.8%</b>
8th	18	1	7	<b>8</b>	<b>44.4%</b>
<b>Total</b>	<b>95</b>	<b>13</b>	<b>29</b>	<b>42</b>	<b>44.2%</b>

## **G. CSRC School Scorecard**

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard with related standards and expectations. In 2014–15, due to significant changes required by DPI for new standardized tests, the scorecard was revised. Like the original, the revised scorecard includes multiple measures of student academic progress, including performance on standardized tests and local measures; point-in-time academic achievement; and engagement elements, such as attendance and student and teacher retention and return. The revised scorecard was partially piloted for the first two years. In February 2017, after the same standardized tests had been used for two consecutive school years, the revised scorecard was accepted by the CSRC to replace the original scorecard as an indicator of school performance but will remain a pilot for an additional two to three years. The overall scorecard percentage (percentage of available points earned) is used to monitor school improvement from year to year.

The school scored 70.4% on the pilot scorecard this year. This is an improvement from the score of 62.4% on the 2017–18 pilot scorecard and is an increase of eight percentage points. See Appendix D for school scorecard information.

## **IV. SUMMARY/RECOMMENDATIONS**

This report covers the 17th year of DLH Academy's operation as a City of Milwaukee charter school. The school met all contract requirements; met the academically related outcomes of attendance, parent conferences, and special education data files; and addressed all school improvement recommendations. The school also achieved a significant increase in the school's



scorecard percentage, from 62.4% to 70.4%. This reflected the school's significant improvement in reading and math local measures as well as improvement in the Forward Exam reading and math results.

Based on the above information, CRC recommends that the CSRC continue annual monitoring.

## **Appendix A**

### **Contract Compliance Chart**

<p><b>Table A</b></p> <p><b>Darrell Lynn Hines Academy</b></p> <p><b>Overview of Compliance for Education-Related Contract Provisions</b></p> <p><b>2018–19</b></p>			
<b>Section of Contract</b>	<b>Education-Related Contract Provision</b>	<b>Report Page Number(s)</b>	<b>Contract Provisions Met or Not Met?</b>
Section I, B	Description of educational program; student population served.	pp. 2–3	Met
Section I, V	Charter school shall operate under the days and hours indicated in the calendar for the 2018-19 school year and provide the CSRC with a school year calendar prior to the conclusion of the preceding school year.	p. 6	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	Administration of required standardized tests.	pp. 30–33	Met
Section I, D	<u>Academic criterion #1</u> : Maintain local measures showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 15–26	Met
Section I, D and subsequent memos from the CSRC	<u>Academic criterion #2</u> : Year-to-year achievement measures. Progress for students at or above proficient.		
	a. Due to recent change in standardized assessments for fourth- through eighth-grade students, no expectation is in place at this time. b. Second-grade students at or above summed score benchmark in reading: At least 75.0% will remain at or above.	pp. 28  pp. 26	Not available (N/A)  Met
Section I, D	<u>Academic criterion #3</u> : Year-to-year achievement measures. Progress for students below proficient.  Due to recent change in standardized assessments for third through eighth-grade students, no expectation is in place at this time.	pp. 28	N/A
Section I, E	Parental involvement.	pp. 7	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 5–6	Met
Section I, I	Pupil database information.	pp. 9–11	Met
Section I, K	Disciplinary procedures.	pp. 8	Met

## **Appendix B**

### **Student Learning Memorandum**

**Student Learning Memorandum for  
Darrell Lynn Hines Preparatory Academy of Excellence**

**To:** NCCD Children’s Research Center and Charter School Review Committee  
**From:** Darrell Lynn Hines Preparatory Academy of Excellence  
**Re:** Learning Memo for the 2018–19 Academic Year  
**Date:** November 1, 2018

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 the NCCD Children’s Research Center (CRC) and the CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide the data to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section. CRC requests electronic submission of year-end data on the fifth working day following the last day of student attendance for the academic year, or June 18, 2019.

**Enrollment**

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

**Termination/Withdrawal**

The exit date and reason for every student leaving the school 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**

The school will maintain appropriate attendance records. The school will maintain an average daily attendance rate of 90%. A student is considered present for the day if he/she is present for a half day or more. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

### **Parent/Guardian Participation**

Parents of students enrolled for the entire school year (or other interested persons) will participate in both parent-teacher conferences. Face-to-face conferences are preferred, but phone conferences will be acceptable. 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 Measures<sup>24</sup>**

#### Reading

##### *Reading for K4*

At least 85% of K4 students who complete the fall and spring Phonological Awareness Literacy Screening (PALS)-PreK 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.

##### *Reading for K5 and First Grade*

At least 85% of the students in K5 who complete the fall and spring PALS will achieve the spring summed score benchmark.

At least 85% of the students in first grade who complete the fall and 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.

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<sup>24</sup> 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 are reflective of 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 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's goals are that:

- 70% of students in grades 2nd through 6th 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 fall, 2018, score and their target RIT (Rasch unit) score.
- 50% of students in grade 7th and 8th will meet at least 50% of their possible growth points. The possible growth points for each student are calculated as the difference between their fall 2018 score and their target RIT (Rasch unit) score.

These goals are based off of the Northwest Evaluation Association's (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.<sup>25</sup> 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, 85% of K5 students enrolled since the third Friday in September will reach either proficient or advanced levels of mastery on at least 75% of the grade-level skills on the Math in Focus curriculum.

By the end of the year, 85% of first-grade students enrolled since the third Friday in September will reach either proficient or advanced levels of mastery on at least 75% of the grade-level skills on the Math in Focus curriculum.

- 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.

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<sup>25</sup> <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 goals are that:

- 85% of students in in grades 2nd through 4th will meet at least 80 % of their possible growth points. The number of possible growth points for each students is calculated as the difference between their fall 2018 score and their target RIT (Rasch unit) score.
- 65% of students in grades 5th through 8th 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 fall 2018 score and their target RIT (Rasch unit) score.

These goals are based off of the 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.<sup>26</sup> Required data elements related to the math local measure outcome are described in the "Learning Memo Data Requirements" section.

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



## Writing

### *Writing for K5 Through Sixth Grades*

Students in K5 through sixth grades will complete grade-level writing samples no later than October 30, 2017, and again in May 2018. The prompt for both writing samples will be at grade level, based on grade-level topics with the narrative genre.<sup>27</sup> The writing samples will be assessed using the Common Core State Standards for writing, which include five focus areas: (1) language—conventions of capitalization, punctuation, and spelling; (2) language—conventions of grammar and usage; (3) narrative techniques; (4) organization/plot; and (5) focus/setting. Students receive a rubric score of 1 through 4 (1 = below grade level, 2 = approaching grade level, 3 = at grade level, 4 = above grade level) for each focus area; the average, overall score for all five focus areas will be used to measure student progress.

At least 80% of the students who score 3 or higher on the fall writing sample will maintain an overall score of 3 or higher on the second writing sample taken in the spring.

- At least 80% of the students who score 2 or lower on the fall writing sample will increase their overall score by at least 1 point on the second writing sample taken in the spring.

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

### *Writing for Seventh and Eighth Grades*

Students in seventh and eighth grades will complete grade-level writing samples no later than October 30, 2017, and again in May 2018. The grade-level prompts for both writing samples will be based on grade-level topics with the argument genre.<sup>28</sup> The writing sample will be assessed using the Common Core writing standards, which include six areas: focus/claim, organization, support/evidence, language conventions (grammar and usage, capitalization, punctuation, and spelling), narrative techniques, and analysis. Students 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 average, overall score for all six focus areas will be used to measure student progress.

- At least 75% of the students who score a 4 or higher on the October writing sample will achieve an overall score of 4 or higher on the second writing sample taken in the spring.

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

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

- At least 70% of the students who score a 3 or lower on the October writing sample will increase their score by at least 1 point on the second writing sample taken in the spring.

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

#### Special Education

All students with active individualized education programs (IEP) will demonstrate progress toward meeting 75% 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**

#### The PALS for K4 Through Second-Grade Students<sup>29</sup>

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

#### Wisconsin Forward Exam for Third- Through Eighth-Grade Students

The Wisconsin Forward Exam will be administered on an annual basis within the timeframe specified by DPI. This standardized assessment will produce an English/language arts 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.

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<sup>29</sup> 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 from <https://palsresource.info/>)

## **Year-to-Year Achievement**<sup>30</sup>

1. CRC will report results from the 2017–18 Wisconsin Forward Exam. In addition, progress will be reported for students who completed the Forward Exam in two consecutive years at the same school. When sufficient year-to-year data are available, the CSRC will set its expectations for student progress, and these expectations may be effective in subsequent years.
2. 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 2016–17 school year and met the summed score benchmark in the spring of 2017 will remain at or above the second-grade summed score benchmark in the spring of 2018.

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

## **Appendix C**

### **Trend Information**

Table C1					
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
2014–15	288	3	28	263	260 (90.3%)
2015–16	283	9	25	267	260 (91.9%)
2016–17	290	1	31	260	259 (89.3%)
2017–18	286	12	32	266	256 (89.5%)
2018–19	277	35	44	268	237 (85.6%)

Table C2	
Darrell Lynn Hines Academy Student Return Rates	
School Year	Return Rate
2014–15	77.9%
2015–16	83.6%
2016–17*	80.3%
2017–18	83.5%
2018–19	79.7%

Table C3	
Darrell Lynn Hines Academy Student Attendance Rates	
School Year	Attendance Rate
2014–15	93.3%
2015–16	93.5%
2016–17*	92.2%
2017–18	90.8%
2018–19	93.6%

Table C4	
Darrell Lynn Hines Academy Teacher Retention Rates	
Teacher Type	Retention Rate: Employed Entire School Year
<b>2014-15</b>	
Classroom teachers only	91.0%
All instructional staff	88.2%
<b>2015-16</b>	
Classroom teachers only	90.0%
All instructional staff	88.2%
<b>2016-17</b>	
Classroom teachers only	88.9%
All instructional staff	93.3%
<b>2017-18</b>	
Classroom teachers only	72.7%
All instructional staff	81.2%
<b>2018-19</b>	
Classroom teachers only	90%
All instructional staff	93.3%

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

Table C5			
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
<b>2014–15</b>			
Classroom teachers only	10	8	80.0%
All instructional staff	17	13	76.5%
<b>2015–16</b>			
Classroom teachers only	8	6	75.0%
All instructional staff	14	11	78.6%
<b>2016–17</b>			
Classroom teachers only	10	8	80.0%
All instructional staff	16	14	87.5%
<b>2017–18</b>			
Classroom teachers only	8	8	100.0%
All instructional staff	13	13	100.0%
<b>2018–19</b>			
Classroom teachers only	9	6	66.7%
All instructional staff	14	11	78.6%

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

Table C6	
Darrell Lynn Hines Academy CSRC Scorecard Results	
School Year	Result
2014–15	83.8%
2015–16	84.0%
2016–17*	65.8%
2017–18	62.4%
2018–19	70.4%

\*The revised scorecard was implemented in 2016–17; results are not directly comparable to scorecard percentages in previous years.

## **Appendix D**

### **CSRC 2018–19 School Scorecard**




**City of Milwaukee Charter School Review Committee Pilot School Scorecard**  
**K-8TH GRADE**


r: 6/15

**HIGH SCHOOL**


**STUDENT READING READINESS: GRADES 1-2**

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


**STUDENT ACADEMIC PROGRESS: GRADES 3-8**

• Forward Exam reading—% maintained proficient	5.0	
• Forward Exam math—% maintained proficient	5.0	
• Forward Exam reading—% below proficient who progressed	10.0	
• Forward Exam math—% below proficient who progressed	10.0	
		<b>30.0%</b>


**LOCAL MEASURES**

• % met reading	6.25	
• % met math	6.25	
• % met writing	6.25	
• % met special education	6.25	
		<b>25.0%</b>


**STUDENT ACHIEVEMENT: GRADES 3-8**

• Forward Exam reading—% proficient or advanced	5.0	
• Forward Exam math—% proficient or advanced	5.0	
		<b>10.0%</b>


**ENGAGEMENT**

• Student attendance	5.0	
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	
		<b>25.0%</b>


**STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12**

• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5.0	
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	10.0	
• Adequate credits to move from 9th to 10th grade	5.0	
• Adequate credits to move from 10th to 11th grade	5.0	
• DPI graduation rate	5.0	
		<b>30.0%</b>


**POSTSECONDARY READINESS: GRADES 11 AND 12**

• Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	
• % of 11th/12th graders tested	2.5	
• % of graduates with ACT composite score of 21.25 or higher	2.5	
		<b>15.0%</b>


**LOCAL MEASURES**

• % met reading	5.0	
• % met math	5.0	
• % met writing	5.0	
• % met special education	5.0	
		<b>20.0%</b>

**STUDENT ACHIEVEMENT: GRADES 9 AND 10**

• ACT Aspire English—% students at or above spring benchmark	5.0	
• ACT Aspire math—% students at or above spring benchmark	5.0	
		<b>10.0%</b>

**ENGAGEMENT**

• Student attendance	5.0	
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	
		<b>25.0%</b>

\*Teachers not offered continuing contracts are excluded when calculating this rate.

NOTE: To protect student identity, CRC 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.

<b>Table D</b> <b>Darrell Lynn Hines Academy</b> <b>CSRC Pilot Elementary School (K Through 8th Grade) Scorecard</b> <b>2018–19</b>					
Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
<b>Student Reading Readiness: PALS, 1st Through 2nd Grades</b>	% 1st graders at or above spring summed score benchmark this year	4.0	<b>10.0%</b>	96.0%	3.8
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		100.0%	6.0
<b>Student Academic Progress: 4th Through 8th Grades</b>	<u>Forward Exam reading:</u> % maintained proficient/advanced	5.0	<b>30.0%</b>	63.6%	3.2
	<u>Forward Exam math:</u> % maintained proficient/advanced	5.0		N/A	N/A
	<u>Forward Exam reading:</u> % below proficient who progressed	10.0		52.7%	5.3
	<u>Forward Exam math:</u> % below proficient who progressed	10.0		44.2%	4.4
<b>Local Measures</b>	% met reading	6.25	<b>25.0%</b>	80.2%	5.0
	% met math	6.25		79.4%	5.0
	% met writing	6.25		92.7%	5.8
	% met special education	6.25		89.7%	5.6
<b>Student Academic Achievement: 4th Through 8th Grades</b>	<u>Forward Exam English/language arts:</u> % at/above proficient	5.0	<b>10.0%</b>	16.4%	0.8
	<u>Forward Exam math:</u> % at/above proficient	5.0		8.6%	0.4
<b>Engagement</b>	Student attendance rate	5.0	<b>25.0%</b>	93.6%	4.7
	Student return rate	5.0		79.7%	4.0
	Student retention	5.0		85.6%	4.3
	Teacher retention rate	5.0		93.3%	4.7
	Teacher return rate	5.0		78.6%	3.9
<b>TOTAL</b>		<b>95</b>			<b>66.9</b>
<b>ELEMENTARY SCHOOL SCORECARD PERCENTAGE</b>					<b>70.4%</b>