

# 2019–2020 Programmatic Profile and Educational Performance

September 2020



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 2019–20**

This is the 18th annual report on the operation of Darrell Lynn Hines (DLH) Academy, one of seven schools chartered by the City of Milwaukee during the 2019–20 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).

Because of the COVID-19 pandemic that resulted in Wisconsin school closures from March 13, 2020, through the end of the school year, data available for this report are more limited than usual. Therefore, the overall academic achievements described throughout the report should not be compared with the outcomes of previous years. Detailed descriptions about differences from previous years will be reported in each of the affected sections of the report.

On the basis of 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 that were applicable for this abbreviated school year. 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 in need of additional help and to help teachers develop strategies to improve the academic performance of all students.

This year, DLH Academy’s progress on local measures could be calculated only for individualized education program (IEP) goals since end-of-year local measures for reading, writing, and math could not be uniformly administered due to school closure. Fall data on other local measures can be found in the report. Outcomes for IEP goals follow.

*Special education.* Of the 26 special education students with active IEPs, 25 (96.2%) progressed on at least 75.0% of their subgoals. Although this falls short of the school's goal of 100.0% of students, this is an improvement from last year, when 89.7% of students met the school's goal.

## 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**

Because of school closures, the Wisconsin Department of Public Instruction withdrew the requirement for schools to administer any standardized tests. DLH Academy was unable to administer standardized tests required in its contract with the City of Milwaukee.

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

Because of limited data available to examine student progress, the CSRC scorecard contains partial outcome data this year. The CSRC has determined that it will not use the scorecard to guide its decision about DLH Academy's status for the next school year, and the school's score should not be compared with the score for any previous year. This year, DLH Academy scored 89.3% of 31.25 possible points on its 2019–20 pilot scorecard.

## **III. SURVEY/INTERVIEW RESULTS**

Every other year, CRC collects feedback from parents, students, board members, and teachers to assess their perceptions of the school. Teacher interviews and student surveys were not conducted this year because of school closure. Parent surveys and board interviews were conducted, and the results are summarized in this report, including the following highlights.

- Parent surveys represented 83 (50.6%) of 164 families.
  - » A majority (71.1%) of parents rated the school's overall performance in contributing to their child's learning as "excellent" or "good."
  - » Most (75.9%) parents would recommend this school to other parents.

- » The characteristics that parents liked most were academics and education, welcoming environment, dedicated and responsive staff, and staff communication. Characteristics least liked were staffing turnover and inconsistency, classroom management and discipline, limited afterschool activities, and unreliable transportation.
- All seven of the school's board members were interviewed.
  - » Two rated the school overall as "excellent," four rated the school as "good," and one rated the school as "fair."
  - » All reported that the board received a presentation of the school's annual academic performance report, received and approved the school's annual budget, and reviewed the annual financial audit.
  - » Suggestions for improving the school included finding ways to increase family involvement, increasing the number of teaching staff to decrease student-teacher ratios, and building a consortium among the city-chartered schools to share resources.

#### **IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT**

DLH Academy addressed the recommendations in its 2018–19 programmatic profile and education performance report. On the basis of this report's results and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan for 2020–21 by addressing the following recommendations.

- Continue implementing the Depth of Knowledge (DOK 2 and DOK 3) instruction for math at all grade levels from the first level to the second and third level.<sup>1</sup>
- Continue to focus on the Common Core State Standards for each grade level. This includes identifying and prioritizing individual student needs and adjusting instruction to meet those needs.
- Continue to hold 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 to second, third to fifth, and sixth to eighth grades). The schedule will be set in the fall to allow teachers to plan classroom activities for their assistants while the team is meeting.

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<sup>1</sup> Visit 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>

- Follow the same format for data entry that is indicated on the school's data addendum to the Learning Memorandum: for example, entering the correct student identification numbers, completing all special education data elements (even for students who withdraw during the year), and entering the IEP review date of the current academic year.

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

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 local measure assessments in reading/literacy, math, writing, and special education.

On the basis of 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;
- Surveyed parents and interviewed board members to gather feedback about the school (teacher interviews and student surveys could not be conducted due to school closure);
- 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://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>2</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>3</sup>**

DLH Academy offers an interdisciplinary curriculum, including the International Baccalaureate (IB) Primary Years Programme, which enhances students' ability to prepare to meet the challenges in today's ever changing world. The IB framework offers students a rich, diverse educational program. The school offered instruction in reading/literacy, language arts

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<sup>2</sup> From the 2019–2020 *Family Handbook* and DLH Academy website.

<sup>3</sup> This information comes from the DLH Academy website, *Family Handbook*, and interviews with school administration.

(including writing), math, science, Spanish,<sup>4</sup> music,<sup>5</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. for free.

DLH Academy 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 handbook.

## **B. School Structure**

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

DLH Academy is governed by a volunteer board of directors. The school reported seven board members: a chair, a vice chair, a secretary, a treasurer, a teacher representative, a parent representative, and a board member without a specific title.

This year, CRC conducted phone interviews with all seven (100.0%) board members. Six out of seven rated the school as good or excellent overall. They all reported that they

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<sup>4</sup> Spanish was provided by the third-grade teacher for second through fifth graders.

<sup>5</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, including many string instruments and recorders, was offered to fourth through sixth graders.

participated in strategic planning, received a presentation on the school's annual academic performance, and reviewed the annual budget and financial audit. Three things most liked by the board members were the IB curriculum, the staff (both administrative and teaching), and the strong financial management at the school. Suggestions to improve the school included finding ways to increase family involvement, increasing the number of teaching staff to decrease student-teacher ratios, and building a consortium among the city-chartered schools to share resources. See Appendix E for additional board member interview results.

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 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>6</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;

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<sup>6</sup> From 2019–20 *Family Handbook* and information gathered during the fall interview.

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.

During the interview and survey process, board members were asked about the school's program of instruction. All seven board members agreed or strongly agreed that the program of instruction is consistent with the school's mission.

When parents were asked about the school's areas of instruction, 84.4% agreed or strongly agreed that they and their children understand the school's academic expectations, and 69.8% agreed or strongly agreed that their child is learning what is needed to succeed in life. However, just over half (54.2%) agreed or strongly agreed that the school offers a variety of courses and afterschool activities to keep their child interested.

### 3. Classrooms

DLH Academy has 10 classrooms, one for each grade level. The classrooms for K4 through fifth grade are self-contained. Three other classrooms used by sixth, seventh, and eighth graders, who moved from class to class, are designated by 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),<sup>7</sup> a library, a science

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<sup>7</sup> The school uses a push-in model for special education services and uses pull-outs only if necessary.

lab, an additional classroom for small-group discussion including restorative meeting sessions and pull-out instruction, and a cafeteria. Each classroom had a teacher with varied support from the four educational assistants on staff. In the fall, the school reported an average of 27 students per classroom. At the end of the year, classroom size ranged from 21 students in pre-K and first grade to 28 students in fourth grade.

When asked about class size or student-teacher ratio, the board members had varying opinions. Four agreed that class size was appropriate, one disagreed, and two strongly disagreed.

#### 4. Teacher Information

During the 2019–20 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 11 classroom teachers and six other instructional staff. There were eight elementary classroom teachers (one each for K4 through fourth grade and two who shared fifth grade)<sup>8</sup> and three middle school classroom teachers (one each for math and English and one teacher who taught social studies and science). The four other instructional staff consisted of a special education coordinator/teacher, two special education paraprofessionals, and a librarian/media specialist. A school psychologist and a speech language pathologist were contracted through Cooperative Educational Service Agency (CESA) #1.

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<sup>8</sup> Both fifth-grade teachers started the year, but one left in October and returned part time in January.

All 11 (100.0%) classroom teachers who started the school year remained the entire year. All six (100.0%) other instructional staff also remained at the school for the entire year, resulting in a teacher/instructional staff retention rate of 100.0%.

Nine classroom teachers and seven other instructional staff employed at the end of the 2018–19 school year were eligible to return. Seven (77.8%) classroom teachers and five (71.4%) other instructional staff returned, resulting in a teacher/instructional staff return rate of 75.0%.

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, teacher assistants, and school leaders included sessions on Depth of Knowledge (DOK) & Questioning, trauma-sensitive practices, CPR refresher, child maltreatment, forward testing protocols, math training, nutrition training, PowerSchool, and WISEdash.

Parents were asked about school staff in the survey. Nearly three quarters (73.5%) agreed or strongly agreed that the staff recognize their child's strengths and weaknesses, 77.1% agreed or strongly agreed that they were satisfied with overall staff performance, and 73.5% agreed or strongly agreed that people in this school treat each other with respect. Many parents mentioned teachers as one of the things they like most about the school.

## 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>9</sup> The first day of school was September 3, 2019. The school planned its last day of student attendance for June 11, 2020. The actual last day of in-person classes was March 13, 2020. The school provided a calendar for the 2019–20 school year. The calendar is also posted on the school's website.

## 6. Parent and Family Involvement

DLH Academy's *2019–20 Family Handbook* was provided to families prior to the start of school, usually at parent orientation sessions. The handbook is also available to all families on the school's website. In this annually updated handbook, DLH Academy invites parents to become active members of the Family Involvement Team, which 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.

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

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<sup>9</sup> Breakfast was served daily.

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 for October 2019 and March 2020.<sup>10</sup> 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.

When asked about the school's staff, 89.2% of parents agreed or strongly agreed that they are comfortable talking with staff. Most (78.3%) parents indicated that staff respond to their worries and concerns, and 84.3% agreed or strongly agreed that the staff keep them informed about their child's academic performance. When asked about parental involvement, almost all (84.3%) parents indicated that they feel welcome at the school. Many reported that what they like most about the school is the communication between teachers and parents and activities involving parents.

## 7. Discipline Policy

DLH Academy clearly explains its discipline 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; referral to administration for Saturday detention; in-house suspension; out-of-school suspension; and expulsion recommendation. Each disciplinary referral is explained in the

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<sup>10</sup> The March parent-teacher conferences coincided with the school closure.



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.

The parent survey included questions about the school's disciplinary process. Almost 70% of parents agreed or strongly agreed with the statement that they feel comfortable with how the staff handle discipline, 14.5% were neutral, 8.4% disagreed, and 2.4% strongly disagreed (4.8% did not respond). Most (86.7%) parents agreed or strongly agreed that their child is safe in school.

## 8. Graduation and High School Information

A middle school teacher worked with each eighth-grade student to provide information regarding the various high school enrollment dates and testing. This teacher required each student to submit acceptance letters once received by the family to confirm acceptance in the fall of 2020.

All but one of the 23 graduates were accepted into high schools for the 2020–21 school year. These include Carmen, Messmer, Milwaukee Lutheran, Rufus King, Golda Meir, Destiny, Riverside, and GreenTree Preparatory Academy. One student was undecided.

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

### **C. Student Population**

Enrollment information is based on information known about students enrolled any time from the third Friday of September through March 13, 2020, the date of school closure as a result of the pandemic.

At the beginning of the year, 255 students in K4 through eighth grade were enrolled.<sup>11</sup> A total of 21 students enrolled after the school year started, and 33 students withdrew prior to the end of the year.<sup>12</sup> Students withdrew for a variety of reasons: Ten students moved out of state, eight were dissatisfied with the school/program, six had behavior conflicts, five were expelled, two moved out of the city, and two withdrew for unknown reasons. Six (18.2%) students who withdrew had special education needs. Of the 255 students who started the year at the school, 233 remained enrolled on March 13, 2020, resulting in a 91.4% retention rate. The school was not notified of any withdrawals after March 13, 2020.

A total of 243 students were enrolled at DLH Academy at the time of school closure.

- Most (212, 87.2%) students were African American, 29 (11.9%) were Asian, and two (0.8%) were Hispanic.
- There were 122 (50.2%) girls and 121 (49.8%) boys.

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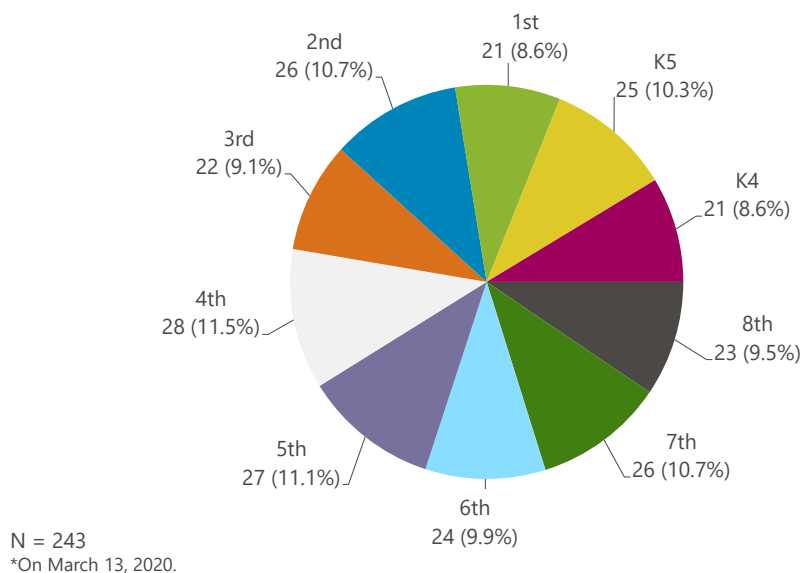
<sup>11</sup> As of September 20, 2019.

<sup>12</sup> The number of students who withdrew by grade follows: two from K4, five from K5, two from first grade, one from second grade, one from third grade, none from fourth grade, four from fifth grade, six from sixth grade, four from seventh grade, and eight from eighth grade. Withdrawals that occurred after March 13, 2020, are not reflected.

- There were 27 students (11.1%) with special education needs. Fifteen had speech and language impairments, nine had other health impairments, two had intellectual disabilities, one had a specific learning disability, one had an emotional/behavioral disorder, one had autism, and one had vision impairment.<sup>13</sup>
- Most (190, or 78.2%) students were eligible for free or reduced lunch prices.

The largest grade was fourth, with 28 students. Other grades had 21 to 27 students, with an average grade-level size of 24 students (Figure 1).

**Figure 1**  
**DLH Academy**  
**Student Enrollment Numbers by Grade Level\***  
**2019–20**



Of the 244 students attending on the last day of the 2018–19 academic year who were eligible for 2019–20 enrollment (i.e., they did not graduate from eighth grade), 192 were

<sup>13</sup> Students may have more than one type of identified need. This does not include one student who was enrolled at the time of school closure and had been dismissed from special education services during the school year.

enrolled on or before the third Friday in September 2019, representing a return rate of 78.7%, slightly lower than the return rate of 79.7% in the fall of 2018.

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

DLH Academy's response to the recommendations in its 2018–19 programmatic profile and education performance report follows.

- Recommendation: Implement DOK 2 and DOK 3 instruction for math from the first level to the second and third level.

Response: The school began the year implementing DOK 2 and DOK 3 for students beyond first and second grade. This involved professional development at the beginning of the school year. As the year progressed, a consultant from CESA came to the school to increase the teachers' understanding of the standards. The visits included classroom observations with feedback provided to the teachers on DOK implementation. The focus this year was on the middle school and upper elementary grades (third through eighth). The first- and second-grade program was implemented last year.

- Recommendation: Identify and plan for focusing on the priority Common Core State Standards by grade level.

Response: In addition to the DOK training, all new teachers were provided professional development specifically on Common Core at the beginning of the year. Common Core continued to be addressed throughout the year with teachers as part of their ongoing supervision.

- Recommendation: Hold 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 to second, third to fifth, and sixth to eighth). The schedule will be set in the fall to allow teachers to plan classroom activities for their assistants while the team is meeting.
- Response: The teachers' feedback was very positive. Having the meetings scheduled ahead of time and during the day worked very well. The school plans to continue this model of data team sessions in the 2020–21 school year.

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

- Continue the implementation of DOK 2 and DOK 3 instruction for math at all grade levels from the first level to the second and third level.<sup>14</sup>
- Continue to focus on Common Core for each grade level. This includes identifying and prioritizing individual student needs and adjusting instruction to meet those needs.
- Continue to hold 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 to second, third to fifth, and sixth to eighth). The schedule will be set in the fall to allow teachers to plan classroom activities for their assistants while the team is meeting.
- Follow the same format for data entry that is indicated on the school's data addendum to the Learning Memorandum: for example, entering the correct student identification numbers, completing all special education data elements (even for students who withdraw during the year), and entering the IEP review date of the current academic year.

### **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 2019–20 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.

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<sup>14</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>

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**

CRC 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 in-person attendance, March 13, 2020.<sup>15</sup> 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%.

Attendance data were available for 276 students, and those students attended 92.0% of the time on average, exceeding the school's goal.<sup>16</sup> When excused absences were included (including out-of-school 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 62 students spent an average of 2.6 days in out-of-school suspension, and nine students spent an average of 1.2 days in in-school suspension. A total of 62 (22.5%) students spent, on average, 2.7 days in either in-school or out-of-school suspension.

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<sup>15</sup> March 13, 2020 was a scheduled parent-teacher conference date, so the last day of student attendance was March 12, 2020.

<sup>16</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.

## **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 233 students enrolled at the time of both fall and spring parent-teacher conferences, parents of 226 (97.0%) students participated in both conferences, nearly meeting the school's goal of 100.0% attendance. The second conference was scheduled right at the time of school closure (March 13, 2020) and prior to Governor Tony Evers' safer-at-home order. The school held the second conference, but attendance may have been conditionally impacted.

## **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; 25 were continuing special education, six transferred out of the school before the review, two were newly assessed, and one was dismissed. All 25 continuing special education students had IEP reviews this year; those and two newly assessed students had new IEPs completed during the school year. Parents of 28 students participated in IEP development.<sup>17</sup>

In addition, CRC typically reviews a representative number of files in the spring. Because of school closure, CRC could not conduct the reviews this year.

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<sup>17</sup> Parents of one student who was dismissed from special education services also attended the final meeting.

#### **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.

Because of school closure as result of the pandemic, academic progress from fall to spring could not be measured. It was intended that reading progress would be measured using the PALS and MAP reading assessments;<sup>18</sup> math progress would be measured using the Math in Focus curriculum and the MAP math assessment; and writing progress would be examined using the Common Core writing standards. Although progress during the academic year could not be demonstrated, fall results are reported here instead. Special education progress was determined by looking at progress on IEP goals.

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<sup>18</sup> For more information about MAP assessments, visit <https://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 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. Because of school closure, spring data were not available this year, so progress from fall to spring could not be measured. The school did administer the fall assessment, and a summary of these results are presented in the External Standardized Measures of Educational Performance section.

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 assessment would achieve the summed score spring benchmark. Because of school closure, spring scores were not available this year, so progress from fall to spring could not be measured.

A total of 52 students completed the fall PALS-K and first-grade assessments. Of these students, 45 (86.5%) were at or above the fall summed score benchmark for the grade level at which they were tested (Table 1).

<b>Table 1</b> <b>Darrell Lynn Hines Academy</b> <b>PALS-K for K5 and First-Grade Students</b> <b>Fall 2019</b>			
Grade Level Tested	Students	Students at or Above Benchmark Fall of 2019	
		n	%
K5	30 <sup>19</sup>	25	83.3%
1st	22 <sup>20</sup>	20	90.9%
<b>Total</b>	<b>52</b>	<b>45</b>	<b>86.5%</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 would meet at least 70% of their possible growth points; and
- At least 60% of seventh and eighth graders would meet at least 50% of their possible growth points.

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<sup>19</sup> Two pre-K students are included in this count: One student took the PALS-K assessment and subsequently moved to pre-K, and one student who is too young to be enrolled in kindergarten attends kindergarten classes and takes the assessments.

<sup>20</sup> This includes one first grader who took the first-grade PALS assessment but later moved to the second grade.

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.<sup>21</sup>

Normally, the school would provide fall and spring scores as well as the target growth points, which then can be used to determine the extent that the school's goals were met. Because of school closure, spring scores and target growth were not available this year. In order to provide some information on the status of students in the fall, CRC used the normative mean scores developed by NWEA as a point of reference. NWEA calculated the normative mean scores, or average Rasch unit (RIT) scores for each grade level at the time of each MAP administration (fall, winter, and spring).<sup>22</sup> Because CRC cannot assess growth from fall to spring this year, the percentage of students who scored the same or greater than the normative mean for their grade level in the fall assessment is reported instead to provide information on the status of students in the fall.

The fall MAP reading tests were completed by 181 second- through eighth-grade students. Of these students, 87 (48.1%) tested at or above the fall normative mean for their grade level (Table 2).

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<sup>21</sup> <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets>

<sup>22</sup> Based on results of a 2015 NWEA normative study: <https://www.nwea.org/content/uploads/2015/11/Normative-Data-2015.pdf>

<b>Table 2</b> <b>Darrell Lynn Hines Academy</b> <b>MAP Reading Assessment</b> <b>for 2nd – 8th graders</b> <b>Fall 2019</b>			
<b>Grade</b>	<b>Students</b>	<b>Students at or Above Normative Mean</b>	<b>% at or Above Normative Mean</b>
2nd	26	18	69.2%
3rd	22	14	63.6%
4th	27	9	33.3%
5th	29	19	65.5%
6th	25	8	32.0%
7th	28	8	28.6%
8th	24	11	45.8%
<b>Total</b>	<b>181</b>	<b>87</b>	<b>48.1%</b>

## 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. The school intended to assess students in the spring; however, the spring assessment was not conducted because of school closure, so data were not available.

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 goals were that:

- At least 85% of students in second through fourth grade would meet at least 80% of their possible growth points; and
- At least 70% of students in fifth through eighth grades would 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>23</sup>

Because of school closure, spring scores were not available this year, so progress from fall to spring could not be measured. Similar to the MAP fall reading assessment, CRC used the normative mean scores developed by NWEA as a point of reference. Table 3 lists the percentage of students who scored the same or greater than the normative mean for their grade level in the fall math assessment. Of the 181 second- through eighth-grade students who took the fall assessment, 55 (30.4%) scored the same as or higher than the normative mean for the fall math assessment.

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<sup>23</sup> <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets>

<b>Table 3</b> <b>Darrell Lynn Hines Academy</b> <b>MAP Math Assessment for</b> <b>2nd – 8th Grade Students</b> <b>Fall 2019</b>			
<b>Grade</b>	<b>Students</b>	<b>Students at or Above Normative Mean</b>	<b>% at or Above Normative Mean</b>
2nd	26	19	73.1%
3rd	22	13	59.1%
4th	27	6	22.2%
5th	29	7	24.1%
6th	25	1	4.0%
7th	28	4	14.3%
8th	24	5	20.8%
<b>Total</b>	<b>181</b>	<b>55</b>	<b>30.4%</b>

### 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 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.

Because of school closure, spring scores were not available this year, so progress from fall to spring could not be determined. The intended writing goals for each grade-level group are outlined below; however, only fall data are presented.

*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 85.0% of the students who achieved an average score of 3 or higher on the fall writing sample would maintain that score on the spring sample and that at least 85.0% of students who achieved an average score lower than 3 on the fall sample would increase their average score by at least one point on the spring sample.

In K5 through sixth grade, 182 students were tested in the fall. Of those, 160 (87.9%) students scored less than a 3 (below grade level) and 22 (12.1%) students scored greater than or equal to a 3 on the fall sample.

*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 80.0% of students who scored a 4 or higher on the fall sample would maintain that level on the spring sample and that at least 80.0% 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 50 seventh- and eighth-grade students submitted fall writing samples; of these students, 19 (38.0%) were below proficient and 31 (62.0%) were proficient or advanced.

#### 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 reevaluation. Progress was determined by 75.0% achievement of the total annual IEP goals reported for each student. Of the 26 special education students who were at the school for an entire IEP year, 25 (96.2%) met at least 75.0% of their goals.

### **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>24</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 students who reach a high enough score on the uppercase alphabet task. There is no summed score benchmark for the PALS-PreK. Although the spring developmental ranges relate to expected development by the time of the spring semester, CRC typically applies 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.

Because of school closure, spring scores were not available. This year, the spring developmental range was applied to the fall scores simply as a benchmark, but it is important to note that these are meant to be used only on the spring assessment, and it is not the expectation that K4 students are to be at this range in the fall. A total of 19 K4 students completed the fall PALS assessment; these results are presented in Table 4.

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<sup>24</sup> Information about the PALS assessments is taken from <https://palsresource.info/wisconsin> and <https://pals.virginia.edu>. For more information, visit these sites.

<b>Table 4</b> <b>Darrell Lynn Hines Academy</b> <b>PALS-PreK for K4 Students</b> <b>Students' Fall Scores at or Above the Spring Developmental Range</b> <b>(N = 19)</b>		
Task	Fall Scores at or Above the Spring Developmental Range	
	n	%
Name writing	12	63.2%
Uppercase alphabet recognition	12	63.2%
Lowercase alphabet recognition	10*	100.0%
Letter sounds	8†	80.0%
Beginning sound awareness	18	94.7%
Print and word awareness	12	63.2%
Rhyme awareness	9	47.4%

\*Out of 10 who qualified in the fall.

†Out of 10 who qualified in the spring.

*b. PALS-K and PALS Plus*

The PALS-K and PALS Plus are administered in the fall and spring semester. Because of school closure, the spring assessments were not completed this year. Of 78 students who completed the K5 through second-grade PALS assessments, 57 (73.1%) were at their fall benchmark on the PALS assessment based on the grade level tested (Table 5).

<b>Table 5</b> <b>Darrell Lynn Hines Academy</b> <b>K5 – 2nd Grade Students Who Met PALS Fall Benchmark</b>			
Grade Level Tested	N	Students	%
K5	30 <sup>25</sup>	25	83.3%
1st grade	22 <sup>26</sup>	20	90.9%
2nd grade	26	12	46.2%
<b>Total</b>	<b>78</b>	<b>57</b>	<b>73.1%</b>

<sup>25</sup> One student took the K5 PALS assessment who was too young to be enrolled in K5 but attends K5 classes, and one student took the K5 PALS assessment who subsequently moved to K4.

<sup>26</sup> Includes one student who completed the first-grade test and subsequently moved to second grade.

## 2. Wisconsin Forward Exam for Third Through Eighth Graders

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. Because of closures, schools were not required to administer the Forward exam in the 2019–20 school year.

### **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, CRC typically only examines 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 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 would maintain proficiency, and that at least 50% of fourth through eighth graders who were proficient or advanced in math the prior year would maintain proficiency. For students below proficiency in ELA the prior year, at least 35% would demonstrate progress, and 35% of the students below proficiency in math the prior year also were expected to demonstrate progress. Because of school closure, spring 2020 results were not available, so year-to-year progress could not be assessed.

#### **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.<sup>27</sup> 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 D for detailed information on the revised scorecard.

Because of school closure, several of the progress measures on the revised scorecard were unavailable for 2019–20. Knowing this in advance of compiling reports for this year, the CSRC decided that the abbreviated scorecard will not be the primary source for making decisions about a school's status for the 2020–21 school year.

On the significantly abbreviated scorecard, the school scored 89.3% of 31.25 possible points. These results should not be compared with scores in previous or subsequent school years.

#### **IV. SUMMARY/RECOMMENDATIONS**

This report covers the 18th 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, with a few exceptions, special education data files; and addressed all school improvement recommendations.

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

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<sup>27</sup> The CSRC continues to focus on the schools' impact on student achievement over time. Therefore, the changes assigned more points to the progress indicators rather than point-in-time assessments. For the elementary scorecard, the year-to-year progress for students below proficiency in ELA and math was increased by 2.5 points, and the point-in-time ELA and math proficiencies were decreased by 2.5 points. For the high school scorecard, the first two items related to ACT Aspire were merged, two items related to grade promotion were given 2.5 additional points, and point-in-time measures on ACT Aspire in English and math were decreased by 2.5 points each.

## **Appendix A**

### **Contract Compliance Chart**

<p style="text-align: center;"><b>Table A</b></p> <p style="text-align: center;"><b>Darrell Lynn Hines Academy</b></p> <p style="text-align: center;"><b>Overview of Compliance for Education-Related Contract Provisions</b></p> <p style="text-align: center;"><b>2019–20</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 2019–20 school year and provide the CSRC with a school year calendar prior to the conclusion of the preceding school year.	p. 8	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	Administration of required standardized tests.	pp. 28–29	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. 17–25	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. <ul style="list-style-type: none"> <li>a. 4th – 8th grade students at or above proficient on the Forward Exam in ELA the prior year: 60% will maintain proficiency.</li> <li>b. 4th – 8th grade students at or above proficient on the Forward Exam in math the prior year: 50% will maintain proficiency.</li> <li>c. 2nd grade students at or above summed score benchmark in reading (PALS): At least 75.0% will remain at or above.</li> </ul>	pp. N/A  pp. N/A  pp. N/A	a. N/A  b. N/A  c. N/A
Section I, D	<u>Academic criterion #3</u> : Year-to-year achievement measures. Progress for students below proficient. <ul style="list-style-type: none"> <li>a. 4th – 8th grade students below proficiency on the Forward Exam in ELA the prior year: 35% will demonstrate progress.</li> <li>b. 4th – 8th grade students below proficiency on the Forward Exam in math the prior year: 35% will demonstrate progress.</li> </ul>	pp. N/A  pp. N/A	a. N/A  b. N/A
Section I, E	Parental involvement.	pp. 8–9	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 6–7	Met
Section I, I	Pupil database information.	pp. 11–13	Met
Section I, K	Disciplinary procedures.	pp. 9–10	Met

N/A indicated due to unavailability of spring 2020 assessment data.

## **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 2019–20 Academic Year  
**Date:** September 26, 2019

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, 2020.

**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>28</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.

##### *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.

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<sup>28</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 reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, math, writing, and IEP goals.

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, 2019, score and their target RIT score.
- 60% of students in grade 7th and 8th will meet at least 50% of their possible growth points. The possible growth points for each student is calculated as the difference between their fall, 2019 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>29</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.
- 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.

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<sup>29</sup> <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets>

- 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 grades 2nd through 4th will meet at least 80% of their possible growth points. The possible growth points for each student is calculated as the difference between their fall, 2019 score and their target RIT (Rasch unit) score.
- 70% 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, 2019, 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>30</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>30</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, 2019, and again in May 2020. The prompt for both writing samples will be at grade level, based on grade-level topics with the narrative genre.<sup>31</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 85% 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 85% 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.

### *Writing for Seventh and Eighth Grades*

Students in seventh and eighth grades will complete grade-level writing samples no later than October 30, 2019, and again in May 2020. The grade-level prompts for both writing samples will be based on grade-level topics with the argument genre.<sup>32</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 80% 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.
- At least 80% 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.

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<sup>31</sup> The writing genres for K5 through sixth grades include opinion, informational, and narrative.

<sup>32</sup> The writing genres for seventh and eighth grades include argument, information/explanatory, and narrative.

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>33</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>33</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>34</sup>

1. CRC will report results from the 2019–20 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 2018–19 school year and met the summed score benchmark in the spring of 2019 will remain at or above the second-grade summed score benchmark in the spring of 2020.

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<sup>34</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
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%)
2019–20	255	21	33	243	233 (91.4%)

Table C2	
Darrell Lynn Hines Academy Student Return Rates	
School Year	Return Rate
2015–16	83.6%
2016–17	80.3%
2017–18	83.5%
2018–19	79.7%
2019–20	78.7%

Table C3	
Darrell Lynn Hines Academy Student Attendance Rates	
School Year	Attendance Rate
2015–16	93.5%
2016–17	92.2%
2017–18	90.8%
2018–19	93.6%
2019–20	92.0%

Table C4	
Darrell Lynn Hines Academy Teacher Retention Rates	
Teacher Type	Retention Rate: Employed Entire School Year
<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%
<b>2019–20</b>	
Classroom teachers only	100.0%
All instructional staff	100.0%

\*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>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%
<b>2019-20</b>			
Classroom teachers only	9	7	77.8%
All Instructional staff	16	12	75.0%

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

## **Appendix D**


### **CSRC 2019–20 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	
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0	
		10.0%


### 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	12.5	
• Forward Exam math—% below proficient who progressed	12.5	
		35.0%


### LOCAL MEASURES

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

### STUDENT ACHIEVEMENT: GRADES 3-8


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

### ENGAGEMENT


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

## HIGH SCHOOL


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

• ACT Aspire—% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	
• 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	
		35.0%


### 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 19.6 or higher	2.5	
		15.0%


### LOCAL MEASURES

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

### STUDENT ACHIEVEMENT: GRADES 9 AND 10

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

### ENGAGEMENT

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

\*Teachers not offered continuing contracts or who moved farther than 25 miles from any Milwaukee County border due to a transfer of a family member are excluded when calculating this rate.

Note: To protect student identity, 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.

Table D1					
Darrell Lynn Hines Academy CSRC Elementary School (K4 – 8th Grade) Scorecard Revised for 2019–20					
Area	Measure	Maximum Points	% Total Score	Performance	
<b>Student Reading Readiness: PALS, 1st – 2nd Grades</b>	% 1st graders at or above spring summed score benchmark this year	4.0	<b>10.0%</b>	Not available	
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0			
<b>Student Academic Progress: 3rd – 8th Grades</b>	Forward Exam English/language arts: % maintained proficient/advanced	5.0	<b>35.0%</b>	Not available	
	Forward Exam math: % maintained proficient/advanced	5.0			
	Forward Exam English/language arts: % below proficient who progressed	12.5			
	Forward Exam math: % below proficient who progressed	12.5			
<b>Local Measures*</b>	% met reading	6.25	<b>25.0%</b>	Not available	
	% met math	6.25			
	% met writing	6.25			
	% met special education	6.25		96.2%	6.0
<b>Student Academic Achievement: 3rd – 8th Grades</b>	Forward Exam English/language arts: % at/above proficient	2.5	<b>5.0%</b>	Not Available	
	Forward Exam math: % at/above proficient	2.5			
<b>Engagement</b>	Student attendance rate	5.0	<b>25.0%</b>	92.0%	4.6
	Student return rate	5.0		78.7%	3.9
	Student retention	5.0		91.4%	4.6
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		75.0%	3.8
<b>TOTAL</b>		<b>31.25</b>		<b>27.9</b>	
<b>ELEMENTARY SCHOOL SCORECARD PERCENTAGE</b>					<b>89.3%</b>

## **Appendix E**

### **Board Member Interview Results**

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. DLH Academy's board of directors consists of seven members. CRC conducted phone interviews using a prepared interview guide with all seven (100.0%) board members who agreed to participate.

The board members have served on the board for an average of 17 years. Their backgrounds included financial, education, school parent, community stakeholder, law, and technology.

All seven board members said they participated in strategic planning for the school, received 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.

Asked to rate on a scale from excellent to poor, two board members rated the school as excellent, four rated the school as good, and one rated it as fair. All members agreed or strongly agreed that the school's program of instruction is consistent with the school's mission, that the administrator's financial management is transparent and efficient, that the school is making progress toward becoming a high-performing school, that the administrative staff's performance meets the board's expectations, and that the environment of this school ensures the safety of its students and staff. Two (28.6%) members strongly disagreed that the teacher-student ratio/class size is appropriate, and two disagreed that the school has the financial resources to fulfill its mission (Table E).

<b>Table E</b>  <b>Darrell Lynn Hines Academy</b> <b>Board Member Interview Results</b> <b>2019–20</b> <b>(N = 7)</b>					
Performance Measure	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher-student ratio/class size at this school is appropriate.	0.0%	57.1%	0.0%	14.3%	28.6%
Program of instruction (includes curriculum, equipment, and building) is consistent with the school's mission.	71.4%	28.6%	0.0%	0.0%	0.0%
Students make significant academic progress at this school.	0.0%	57.1%	28.6%	14.3%	0.0%
The administrator's financial management is transparent and efficient.	85.7%	14.3%	0.0%	0.0%	0.0%
This school is making progress toward becoming a high-performing school.	14.3%	85.7%	0.0%	0.0%	0.0%
This school has strong linkages to the community, including businesses.	0.0%	57.1%	42.9%	0.0%	0.0%
The administrative staff's performance meets the board's expectations.	71.4%	28.6%	0.0%	0.0%	0.0%



<b>Table E</b>  <b>Darrell Lynn Hines Academy</b> <b>Board Member Interview Results</b> <b>2019–20</b> <b>(N = 7)</b>					
Performance Measure	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The majority of the board of directors take their varied responsibilities seriously.	57.1%	28.6%	14.3%	0.0%	0.0%
This school has the financial resources to fulfill its mission.	0.0%	57.1%	14.3%	28.6%	0.0%
The environment of this school ensures the safety of its students and staff.	57.1%	42.9%	0.0%	0.0%	0.0%

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

- The IB curriculum;
- The staff (administrative and teaching); and
- Strong financial management.

Regarding things they like least, the board members mentioned:

- Student-teacher ratio should be lower;
- Lack of access to financial resources; and
- Would like to see increased parent participation.

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

- Finding ways to increase family involvement;
- Increasing number of teaching staff to decrease student-teacher ratios; and
- Building a consortium among the city-chartered schools to share resources.

## **Appendix F**

### **Parent Survey Results**

Parent/guardian opinions are qualitative and provide a valuable measure of school performance. To determine 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 made the survey available online. CRC made at least two follow-up phone calls to parents/guardians who had not completed a survey. If these parents/guardians were available and willing, CRC completed the survey over the telephone. Eighty-three (50.6%) surveys out of 164 DLH Academy families were completed and submitted to CRC.

Most parents agreed or strongly agreed that they are comfortable talking with staff (89.2%) and their child is safe in school (86.7%). About one fifth of parents disagreed or strongly disagreed that the school offers a variety of courses and afterschool activities to keep my child interested (19.2%; Table E1).

<b>Table E1</b>  <b>Darrell Lynn Hines Academy</b> <b>Parent Satisfaction With School</b> <b>2019–20</b> <b>(N = 83)</b>						
Statement	Response					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	68.7%	20.5%	4.8%	0.0%	2.4%	3.6%
The staff keep me informed about my child's academic performance.	57.8%	26.5%	3.6%	3.6%	4.8%	3.6%
I am comfortable with how the staff handle discipline.	42.2%	27.7%	14.5%	8.4%	2.4%	4.8%
I am satisfied with the overall performance of the staff.	44.6%	32.5%	9.6%	2.4%	4.8%	6.0%
The staff recognize my child's strengths and weaknesses.	45.8%	27.7%	13.3%	7.2%	1.2%	4.8%
I feel welcome at my child's school.	57.8%	26.5%	6.0%	3.6%	1.2%	4.8%
The staff respond to my worries and concerns.	49.4%	28.9%	9.6%	3.6%	3.6%	4.8%
My child and I clearly understand the school's academic expectations.	44.6%	39.8%	3.6%	4.8%	2.4%	4.8%
My child is learning what is needed to succeed in life.	36.1%	33.7%	12.0%	7.2%	3.6%	7.2%
My child is safe in school.	54.2%	32.5%	2.4%	0.0%	2.4%	8.4%
People in this school treat each other with respect.	39.8%	33.7%	13.3%	1.2%	2.4%	9.6%
The school offers a variety of courses and afterschool activities to keep my child interested.	28.9%	25.3%	15.7%	12.0%	7.2%	10.8%

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) read to or with their children (83.1%), work on arithmetic or math (83.1%), work on homework with their children (81.4%), and participate together in activities outside of school (71.2%; Table E2).

<b>Table E2</b>  <b>Darrell Lynn Hines Academy</b> <b>Parent Participant in Activities</b> <b>K4 – 5th Grade</b> <b>2019–20</b> <b>(N = 59)</b>					
Activity	Response				
	Never	Monthly	Weekly	Daily	No Response
Read with or to your child(ren)	0.0%	3.4%	33.9%	49.2%	13.6%
Work on arithmetic or math	1.7%	0.0%	33.9%	49.2%	15.3%
Work on homework	0.0%	3.4%	5.1%	76.3%	15.3%
Participate together in activities outside of school	3.4%	10.2%	42.4%	28.8%	15.3%

Parents of older children (sixth through eighth grades) engaged in similar activities during the week. For example, 92.9% of 28 parents monitored homework completion, and 71.4% participated in activities outside of school with their children and discussed progress toward graduation at least once a week.

<b>Table E3</b>  <b>Darrell Lynn Hines Academy</b> <b>Parent Participant in Activities</b> <b>6th – 8th Grade</b> <b>2019–20</b> <b>(N = 28)</b>					
Activity	Response				
	Never	Monthly	Weekly	Daily	No Response
Monitor homework completion	0.0%	3.6%	25.0%	67.9%	3.6%
Participate together in activities outside of school	7.1%	17.9%	42.9%	28.6%	3.6%
Discuss with your child his/her progress toward graduation	3.6%	21.4%	25.0%	46.4%	3.6%
Discuss plans for education after graduation	10.7%	21.4%	32.1%	32.1%	3.6%

Parental satisfaction was also evident in the following results.

- Three quarters (75.9%) of parents would recommend this school to other parents, 8.4% had no response, and 15.7% said they would not recommend the school. Parents' reasons for not recommending the school include that they do not talk to other parents or have no opportunities to recommend the school; others mentioned communication problems; and some stated that they would no longer recommend due to recent changes.
- Over half (63.9%) of parents responded that they will send their child to the school next year. Thirteen (15.7%) parents said they will not send their child to the school next year, and 13 (15.7%) were not sure. The remaining four did not respond to the question. Of the students not returning, most reasons provided were that the student graduated (46.2%); other reasons included the school does not meet expectations and the family is moving out of the district.
- When asked to rate the school's overall contribution to their child's learning, a majority (71.1%) of parents rated it as excellent or good.

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

- Academics and education: The educational values and academics, small class sizes, motivating and encouraging students to learn.
- Welcoming environment and family-oriented community: Families feel safe and welcome; staff are approachable and responsive to concerns; positive and caring relationships; families enjoy the family events.
- Great teachers and administrative staff: They are approachable and responsive, communicate regularly about students' progress or upcoming events, and show investment in and dedication to students' success.

When asked what they like least about the school, responses included the following.

- Staffing problems: High staff turnover; poor communication with parents and lack of familiarity with students; inconsistent teaching styles; lack of classroom management and discipline; and lack of correspondence from administration when problems arise with students.
- Lack of academic resources and school programs: Lack of afterschool tutoring and/or extracurricular activities available at the school, especially for girls; needs better special education program.
- Unreliable transportation.