

**2020–21
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

**DARRELL LYNN HINES
ACADEMY**

September 2021

Evident Change was previously NCCD Children's Research Center.



ABOUT EVIDENT CHANGE

Evident Change promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice. For more information, call (800) 306-6223 or visit us online at EvidentChange.org and [@Evident_Change](https://twitter.com/Evident_Change) on Twitter.

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

EXECUTIVE SUMMARY

FOR DARRELL LYNN HINES ACADEMY 2020–21

This is the 19th annual report on the operation of Darrell Lynn Hines (DLH) Academy, one of seven schools chartered by the City of Milwaukee during the 2020–21 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), DLH Academy staff, and Evident Change.

In 2020–21, the COVID-19 pandemic affected every aspect of our lives, including education systems. The findings discussed in this report should be interpreted with this in mind. On the basis of the information gathered and discussed in the attached report, Evident Change has determined the following.

I. CONTRACT COMPLIANCE SUMMARY

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

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

1. Primary Measures of Academic Progress

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

- *Reading.* Overall, 78 (44.6%) of 175 students met the local measures.
- *Math.* Overall, 89 (48.4%) of 184 students met the local measures.
- *Writing.* Overall, 147 (82.1%) of 179 met the local measures.
- *Special education.* Of the 23 special education students with active individualized education programs, all (100.0%) progressed on at least 50.0% of their subgoals, exceeding the school's goal of 75.0%.

2. Secondary Measures of Academic Progress

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

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

The Wisconsin Department of Public Instruction (DPI) withdrew the requirement for schools to administer any standardized tests for 2019–20. Therefore, year-to-year progress could not be measured from 2019–20 to 2020–21.

C. CSRC SCHOOL SCORECARD

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school's score should not be compared with the score for any previous year. This year, DLH Academy scored 73.1% of 59 possible points on its 2020–21 scorecard.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

DLH Academy addressed the recommendations in its 2019–20 programmatic profile and education performance report. On the basis of this report's results and in consultation with school staff, Evident Change recommends that the school continue a focused school improvement plan for 2021–22 by addressing the following recommendations.

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

IV. EVIDENT CHANGE 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 and spring local measure assessments in reading/literacy, math, writing, and special education, as well as the assessments required by DPI.

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

Since 2021–22 is the final year of DLH Academy’s contract with the city, Evident Change also recommends that the CSRC consider renewing the school’s contract for another five years.

I. INTRODUCTION

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

To produce this report, Evident Change:

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

II. PROGRAMMATIC PROFILE

Darrell Lynn Hines Academy

7151 N. 86th St.

Milwaukee, WI 53224

Telephone: (414) 358-3542

Website: dlhacademy.org

Director of Schools and Leadership: Precious Washington

Principal: Lois Fletcher

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

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION¹

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

2. INSTRUCTIONAL DESIGN²

Because of the COVID-19 pandemic, DLH Academy began the year with all students attending school virtually four days a week, with the fifth day for teacher preparation and help with individual students. DLH Academy administration submitted its virtual schedules to Evident Change staff. Beginning April 12, 2021, when in-person education was allowed and the school's safety plan was accepted by the city Health Department, the school offered students either in-person classes four days a week or continued virtual learning.

The school's leadership noted disadvantages to virtual learning that included the following.

- Teachers had insufficient personal access to the students even though efforts were made to reach out to the homes in many different ways.
- Social emotional health was affected by loss of connection, especially with the older students who experienced depression, among other conditions.

The main advantage of virtual learning was the development of new opportunities using various technologies to help students be more independent and confident; even K4 students learned to turn off their web cameras.

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

¹ From the 2020–21 *Family Handbook* and DLH Academy website.

² This information comes from the DLH Academy website, *Family Handbook*, and interviews with school administration.

instruction in reading/literacy, language arts (including writing), math, science, and social studies. During in-person learning, physical education was facilitated by teachers or teacher assistants.

The school continued to focus on reading and math development and improved use of Measures of Academic Progress (MAP) data to identify gaps in student academic progress. All new students in second through eighth grades are tested with the MAP to determine their level of functioning in reading and math. During in-person learning, the school also provided a free extended-care program from 7:00–7:30 a.m. and afterschool programming from 3:30–5:00 p.m.

During in-person learning, DLH Academy did not provide bus transportation this year. Parents provided transportation to and from school.

B. SCHOOL STRUCTURE

1. BOARD OF DIRECTORS AND LEADERSHIP

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

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. 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 INSTRUCTION³

In addition to offering reading/literacy, language arts, and math, DLH Academy offered instruction in science, health, and research methods. Special education programming was provided to students identified as needing an individualized education program (IEP). At the end of each nine-week quarter, report cards were distributed to parents; midway through each quarter, progress reports were sent home to update parents. Parents were encouraged to use PowerSchool, a web-based student information system that

³ From 2020–21 *Family Handbook* and information gathered during the fall interview.

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 used 10 classrooms in all. Designated classrooms included a combined K4/K5 classroom and one classroom each for first through fifth grades. Three other classrooms—used by sixth, seventh, and eighth graders who moved from class to class when attending in person—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), a library, a science lab, a cafeteria, and an additional space for small-group discussion including restorative meeting sessions and pull-out instruction. Each K4/K5 through fifth-grade level was staffed with a teacher. The middle school grades were staffed with teachers in the specific subject areas. Teachers were supported by six teacher assistants. At the end of the year, classroom size ranged from 17 students in third grade to 32 students in the combined K4/K5 classroom.

4. TEACHER INFORMATION

During the 2020–21 school year, DLH Academy employed a total of 15 instructional staff members, including a director of schools and leadership and a principal.

At the beginning of the year, there were nine grade level classroom teachers and six other instructional staff. There were nine elementary classroom teachers: one each for combined K4/K5 through fifth grade and three middle school classroom teachers (one each for math and English and one teacher who taught social studies and science). In addition to the principal and director of schools, other instructional staff consisted of a special education coordinator/teacher, two special education paraprofessionals, and a librarian/media specialist. A speech pathologist was added to the school's roster in October. A school psychologist was contracted through Cooperative Educational Service Agency (CESA) #1.

All nine (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%.

Eleven classroom teachers and six other instructional staff employed at the end of the 2019–20 school year were eligible to return. Eight (72.7%) classroom teachers and all six (100%) other instructional staff returned, resulting in a teacher/instructional staff return rate of 82.4%

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

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.⁴ The first day of school was September 1, 2020. The last day of student attendance was June 11, 2021. The school provided a calendar for the 2020–21 school year to Evident Change. The calendar is also posted on the school's website.

6. PARENT AND FAMILY INVOLVEMENT

DLH Academy's *2020–21 Family Handbook* was provided to families prior to the start of school. Parent orientation was provided virtually. The handbook is also available on the school's website. In this annually updated handbook, DLH Academy invites parents to become active members of the Family Involvement Team, 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.

Families participated in the following virtual activities throughout the year: open house, parent–teacher conferences, fifth-grade exhibition, high school and graduation planning for eighth grade, and pre-recorded principal orientation (one at the beginning of the year and one midyear). K5 and eighth-grade graduation ceremonies were held in person. Parent–teacher conferences were scheduled for October 2020 and March 2021 and were conducted virtually or by phone.

⁴ Breakfast was served daily during in-person learning.

7. DISCIPLINE POLICY

DLH Academy clearly explains its discipline and bullying policy and restorative plan to parents and students in the *Family Handbook*. The student management section includes a statement of student expectations, a statement of parent expectations, and an explanation of the School–Parent Compact. In addition, the handbook explains the school’s discipline plan and disciplinary actions. The types of disciplinary referrals include a conference with the student, teacher, and parent; in-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.

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

8. GRADUATION AND HIGH SCHOOL INFORMATION

In addition to providing regular phone contact, the assistant principal supported the eighth-grade families virtually. A virtual page was created to regularly communicate with students and parents regarding high school information.

Twenty three graduates were planning to attend Messmer, Bradley Tech, Carmen, Vincent, Eastbrook Academy, Milwaukee Lutheran, and Destiny in fall of 2021.

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

C. STUDENT POPULATION

At the beginning of the year, 225 students in K4 through eighth grade were enrolled.⁵ A total of seven students enrolled after the school year started, and 18 students withdrew prior to the end of the year.⁶ Students withdrew for a variety of reasons: Seven students moved out of state, five withdrew for unknown reasons, three were dissatisfied with the school/program, and three withdrew for other reasons. Of the

⁵ As of September 18, 2020.

⁶ The number of students who withdrew by grade follows: one from K4, four from K5, one from first grade, two from second grade, three from third grade, one from fourth grade, one from fifth grade, two from sixth grade, three from seventh grade, and none from eighth grade.

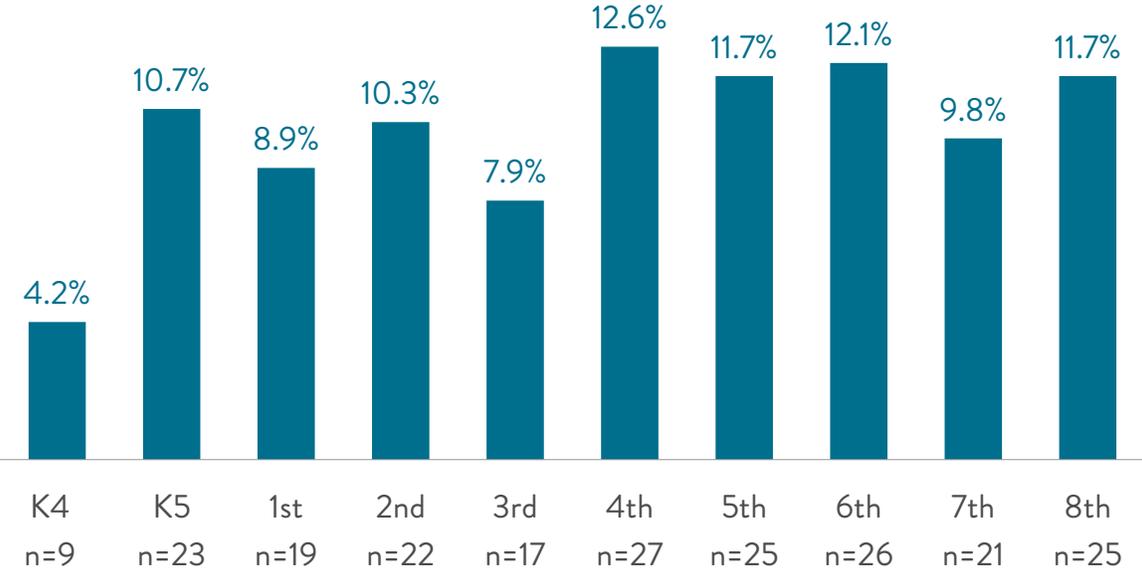
students who withdrew, two (11.1%) had special education needs. Of the 225 students who started the year at the school, 207 remained enrolled at the end of the school year, resulting in an 92.0% retention rate.

A total of 214 students were enrolled at DLH Academy at the end of the academic year.

- Most (182, 85.0%) students were African American, 30 (14.0%) were Asian, and two (0.9%) were Hispanic.
- There were 104 (48.6%) girls and 110 (51.4%) boys.
- There were 27 students (12.6%) with special education needs. Thirteen had speech and language impairments, 10 had other health impairments, one had intellectual disabilities, one had a specific learning disability, two had an emotional/behavioral disorder, and one had vision impairment.⁷
- Most (198, or 92.5%) students were eligible for free or reduced lunch prices.

The largest grade was the combined K4 and K5, with 32 students. Other grades had 17 to 27 students, with an average grade-level size of 21 students (Figure 1).

Figure 1
DLH Academy Student Enrollment Numbers by Grade Level 2020–21⁸
N = 214



⁷ Students may have more than one type of identified need. One student who had an identified need is not counted here because their parents did not consent to services.

⁸ This year, K4 and K5 were combined into one classroom with one teacher.

Of the 220 students attending on the last day of the 2019–20 academic year who were eligible for 2020–21 enrollment (i.e., they did not graduate from eighth grade), 195 were enrolled on or before the third Friday in September 2020, representing a return rate of 88.6%, higher than the return rate of 78.7% in the fall of 2019.

D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

DLH Academy’s response to the recommendations in its 2019–20 programmatic profile and education performance report follows.

- **Recommendation:** 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.

Response: CESA math experts provided assistance to the school’s principal and assistant principal regularly, not less than one time per month. CESA staff also worked with the teachers as needed depending on each teacher’s skill level.

- **Recommendation:** 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.

Response: School staff focused on the Common Core State Standards in biweekly meetings with teachers. The focus was on the DOK levels and the standards. The meetings were held either in groups or individually. The effort included analyzing student data such as assignments to determine correct completion of the subskills needed to meet the grade level standards. If grade level standards were not achieved, teachers provided additional learning activities to meet the standards.

- **Recommendation:** 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.

Response: This continued during 2020–21. In the fall, a schedule was established for weekly meetings on a rotating basis. In addition to the grade level information, teachers learned about plans to make the school safe for in-person learning.

- **Recommendation:** 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.

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

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

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

III. EDUCATIONAL PERFORMANCE

To monitor activities as described in the school’s contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specific intervals during the past several academic years. At the start of the 2020–21 school year, DLH Academy established goals for attendance, parent participation, and special education student records. The school also identified local and standardized measures of academic performance to monitor student progress.

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

A. ATTENDANCE

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

Attendance data were available for 232 students, and those students attended 87.2% of the time on average, falling short of the school's goal.⁹ When excused absences were included (including absences related to the COVID-19 pandemic), the attendance rate rose to 87.5%.

Evident Change also typically examines the time students spent, on average, suspended (in or out of school). This year, there were no suspensions.

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 218 students enrolled at the time of both fall and spring parent-teacher conferences, parents of 206 (94.5%) students participated in both conferences, falling short of 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 30 students during the year; 22 were continuing special education, six were newly assessed, and two transferred out of the school. All 24 continuing special education students had IEP reviews this year (including the two who transferred); those and two newly assessed students had new IEPs completed during the school year. Parents of 24 students participated in IEP development.

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

D. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

Charter schools, by their definition and nature, are autonomous entities with curricula reflecting each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that

⁹ Individual student attendance rates were calculated by dividing the total number of days present by the total number of days the student was enrolled any time between the third Friday of September and the end of the school year. Individual rates were then averaged across all students.

school's unique approach to education. These goals and expectations are established by each City of Milwaukee-chartered school at the beginning of the academic year to measure its students' educational performance. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC's expectation is that, at a minimum, schools establish local measures in reading, writing, math, and special education.

Reading progress was measured using the PALS and NWEA Measures of Academic Progress (MAP) reading assessment.¹⁰ 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 65.0% of K4 students who were enrolled since the start of the year and completed the spring PALS-PreK assessments would be at or above the developmental range for at least five of seven tasks at the time of the spring assessment. This year, one of the tasks was not assessed, and there were only eight students who were enrolled since the beginning of the year and completed the spring assessment; due to the small number, these results are not reported.

ii. PALS for K5 and First-Grade Students

The school's goal was that at least 75.0% of students in K5 and first grade enrolled all year and who completed the spring PALS assessment would achieve the summed score spring benchmark. Only four K5 students enrolled all year were assessed in the spring; due to the small size, their results are not reported. There were 15 (78.9%) out of 19 first-grade students enrolled all year who met the spring benchmark.

¹⁰ For more information about MAP assessments, visit www.nwea.org

b. Reading Progress for Second Through Eighth Graders Using MAP

The MAP assessments, which were used to measure second through eighth graders' progress in reading and math, are administered in the fall and again in the spring of the same academic year. Results provide educators with information necessary to build the curriculum to meet student needs. This year, the school based its goal on students' demonstrating progress from the fall to the spring assessment. This year, the school's goal was that at least 70% of students in second through eighth grade would meet at least 70% of their possible growth points. Typically, the number of possible growth points for each student is calculated as the difference between their score in fall of 2020 and their target RIT (Rasch unit) score. This year, the data contained the fall-to-spring observed growth and projected growth; therefore, Evident Change used this information to determine the percentage of growth points met out of the projected growth (i.e., observed growth divided by projected growth). These goals are based on the NWEA school norms in which about 50% of students are expected to meet or exceed their growth goals and 50% are expected to fall below.¹¹

Both the fall and spring MAP reading tests were completed by 144 second- through eighth-grade students. Of these students, 55 (38.2%) met at least 70.0% of their projected growth in the spring, falling short of their goal of 70.0% (Table 1).

TABLE 1			
DARRELL LYNN HINES ACADEMY MAP READING ASSESSMENT FOR 2ND – 8TH GRADERS 2020–21			
GRADE	STUDENTS	MET GOAL IN SPRING OF 2021	% MET GOAL IN SPRING OF 2021
2nd	23	15	65.2%
3rd	11	5	45.5%
4th	24	8	33.3%
5th	19	3	15.8%
6th	25	8	32.0%
7th	19	5	26.3%
8th	23	11	47.8%
Total	144	55	38.2%

Overall, 78 (44.6%) of 175 K4 through eighth-grade students met the school's local measure goals in reading.

¹¹ From NWEA's website: <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets>

2. MATH

a. Math in Focus for K5 and First Graders

Math skills for students in K5 and first grade are assessed on a four-point rubric in which 4 is advanced, 3 is proficient, 2 is basic, and 1 indicates a minimal skill level. The local measure goal for math was that by the end of the year, 80.0% of students enrolled in K5 and first grade since the beginning of the year would reach proficient or advanced levels of mastery on at least 70.0% of the skills on the Math in Focus curriculum. K5 students were taught 25 concepts, and first graders were taught 24 concepts. This year, a total of 29 (69.0%) of 42 K5 and first-grade students scored proficient or higher on 70.0% of math skills; therefore, the school did not meet its goal of 80.0% (Table 2).

TABLE 2			
DARRELL LYNN HINES ACADEMY MATH IN FOCUS ASSESSMENT FOR K5 – 1ST GRADE STUDENTS 2020–21			
GRADE	STUDENTS	MET GOAL	% MET GOAL
K5	23	14	60.9%
1st	19	15	78.9%
Total	42	29	69.0%

b. Math Progress for Second Through Eighth Graders Using MAP

As with reading progress, the school based its goal on students' demonstrating progress from the fall to the spring assessments. The school's goal was that at least 70% of students in second through eighth grade would meet at least 70% of their possible growth points. Typically, the possible growth points for each student is calculated as the difference between their score in fall of 2020 and their target RIT score. This year, the data contained the fall-to-spring observed growth and projected growth; therefore, Evident Change used this information to determine the percentage of growth points met out of the projected growth (i.e., observed growth divided by projected growth).

These goals are based 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.¹²

¹² From NWEA's website: <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets>

Both the fall and spring MAP reading tests were completed by 142 second- through eighth-grade students. Of these students, 60 (42.3%) met at least 70.0% of their projected growth in the spring, falling short of their goal of 70.0% (Table 3).

TABLE 3			
DARRELL LYNN HINES ACADEMY MAP MATH ASSESSMENT FOR 2ND – 8TH GRADE STUDENTS 2020–21			
GRADE	STUDENTS	MET GOAL IN SPRING OF 2021	% MET GOAL IN SPRING OF 2021
2nd	22	14	63.6%
3rd	10	2	20.0%
4th	25	9	36.0%
5th	21	5	23.8%
6th	23	10	43.5%
7th	19	7	36.8%
8th	22	13	59.1%
Total	142	60	42.3%

Overall, 89 (48.4%) of 184 K5 through eighth-grade 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 and were assessed in five areas: basic language (conventions of capitalization, punctuation, and spelling), language (conventions of grammar and usage), narrative techniques, organization/plot, and focus/setting.

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

a. Writing for K5 Through Sixth Grade

Writing skills for K5 through sixth-grade students were rated using a four-point rubric: 1 = below grade level, 2 = approaching grade level, 3 = at grade level, and 4 = above grade level. The average score for all five focus

areas was used to measure student progress. The school’s goals were that at least 70.0% of the students who achieved an overall average score of less than 2 on the fall writing sample would score an overall average of 2 or higher on the writing sample taken in the spring, and that at least 80.0% of students who score an overall average of 2 or higher on the fall writing sample would maintain a score of 2 or higher on the spring sample.

In K5 through sixth grade, 141 students were tested at both times. Of those, 64 (45.4%) students scored less than a 2 (approaching grade level) on the fall sample, and 40 (62.5%) of them showed improvement by achieving an overall average of 2 or higher by the spring, below the goal of 70% (data not shown). Of the 77 students who scored an overall average of 2 or higher in the fall, 73 (94.8%) maintained a score of 2 or higher in the spring, exceeding school’s goal of 80.0% (data not shown). Out of the 141 K5 through sixth-grade students tested at both times, 113 (80.1%) met the school’s writing goal (Table 4).

TABLE 4			
DARRELL LYNN HINES ACADEMY WRITING ASSESSMENT FOR K5 – 6TH GRADE STUDENTS 2020–21			
GRADE	STUDENTS	MET GOAL IN SPRING OF 2021	% MET GOAL IN SPRING OF 2021
K5	24	14	58.3%
1st	19	14	73.7%
2nd	21	17	81.0%
3rd	12	9	75.0%
4th	23	21	91.3%
5th	19	15	78.9%
6th	23	23	100.0%
Total	141	113	80.1%

b. Writing for Seventh and Eighth Grades

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

A total of 38 students in seventh and eighth grades had both fall and spring writing samples. Of those, two (5.3%) students scored less than a 3 (basic) on the fall sample; the performance of this group cannot be

reported due to the small number of students. Of the 36 students who scored an overall average of 3 or higher in the fall, 32 (88.9%) maintained a score of 3 or higher in the spring, exceeding the school’s goal of 80.0%. Of the 38 seventh- and eighth-grade students tested at both times, 34 (89.5%) met the school’s writing goal (Table 5).

TABLE 5 DARRELL LYNN HINES ACADEMY WRITING ASSESSMENT FOR 7TH – 8TH GRADE STUDENTS 2020–21			
GRADE	STUDENTS	MET GOAL IN SPRING OF 2021	% MET GOAL IN SPRING OF 2021
7th	18	15	83.3%
8th	20	19	95.0%
Total	38	34	89.5%

Overall, 147 (82.1%) of 179 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 75.0% of students with active IEPs would demonstrate progress toward meeting 50% of their total annual IEP goals at the time of their annual review or reevaluation. All (100.0%) of the 23 special education students who were at the school for an entire IEP year met at least 50.0% 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. For the 2020–21 school year, DPI was granted a federal waiver suspending the accountability requirement that achievement results be based on 95 percent of students. Because standardized tests could not be administered remotely,

families were allowed to “opt out” of the testing requirement this year.¹³ Therefore, these results include only students who completed the test and should not be compared with results from previous or subsequent years. These tests and results are described in the following sections.

1. PALS¹⁴

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

a. PALS-PreK

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

A total of eight K4 students enrolled since the start of the year completed the spring PALS assessment; due to the small number of students Evident Change cannot report these results.

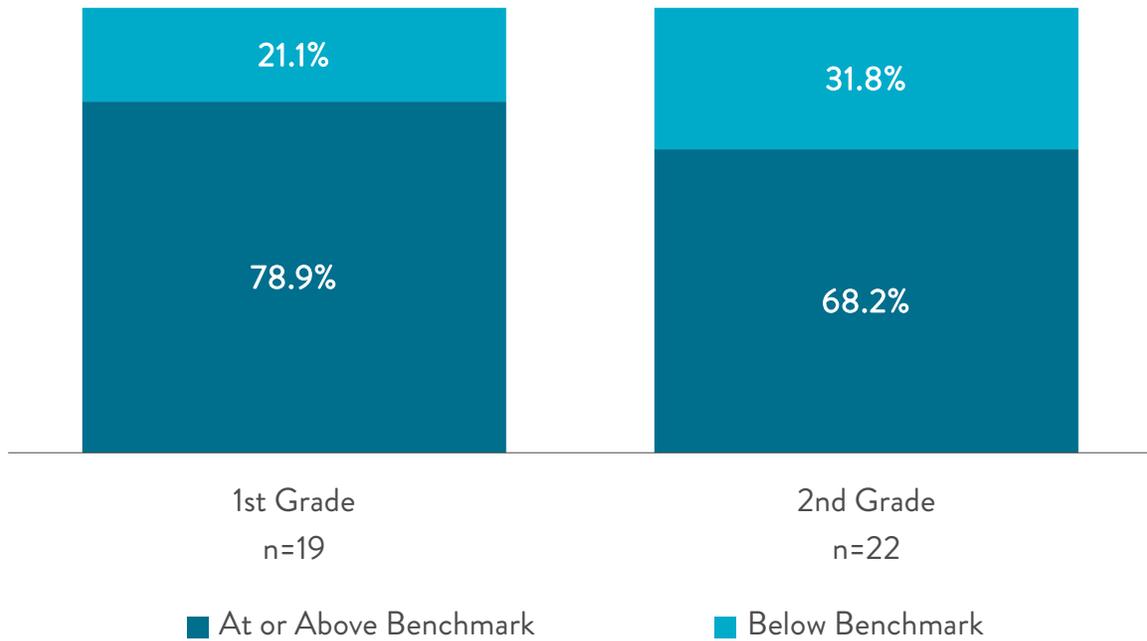
b. PALS-K and PALS Plus

The PALS-K and PALS Plus are administered in the fall and spring semester. Both tests result in a summed score that can be compared to a reading readiness benchmark set for each of the test administrations. Evident Change examined spring reading readiness for students who were enrolled at the entire school and completed the spring test. At the time of the spring assessment, only four K5 students enrolled all year were assessed at the K5 grade level; these results are not reported due to the small size. Of 19 first graders and 22 second graders, 78.9% and 68.2% were at or above the spring summed score benchmark for their grade level, respectively (Figure 2). Over three quarters (75.6%) of students were at or above the spring summed score benchmark for their grade level.

¹³ More detailed information about testing requirements and families right to opt out of testing can be found at dpi.wi.gov/assessment/COVID-19/FAQ#parent%20opt-out

¹⁴ Information about the PALS assessments comes from palsresource.info/wisconsin and pals.virginia.edu

Figure 2
DLH Spring 2021 PALS Results
N = 41



2. WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS

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

In the spring of 2021, 111 third through eighth graders who were enrolled in the school from the beginning of the year (third Friday of September) completed the ELA and 116 completed the math assessments. Of these students, 9.0% were proficient or advanced in ELA, and 1.9% were proficient in math, respectively. Results by grade level are presented in Figures 3 and 4.

Figure 3¹⁵
DLH Forward Exam ELA Assessment: 2020–21

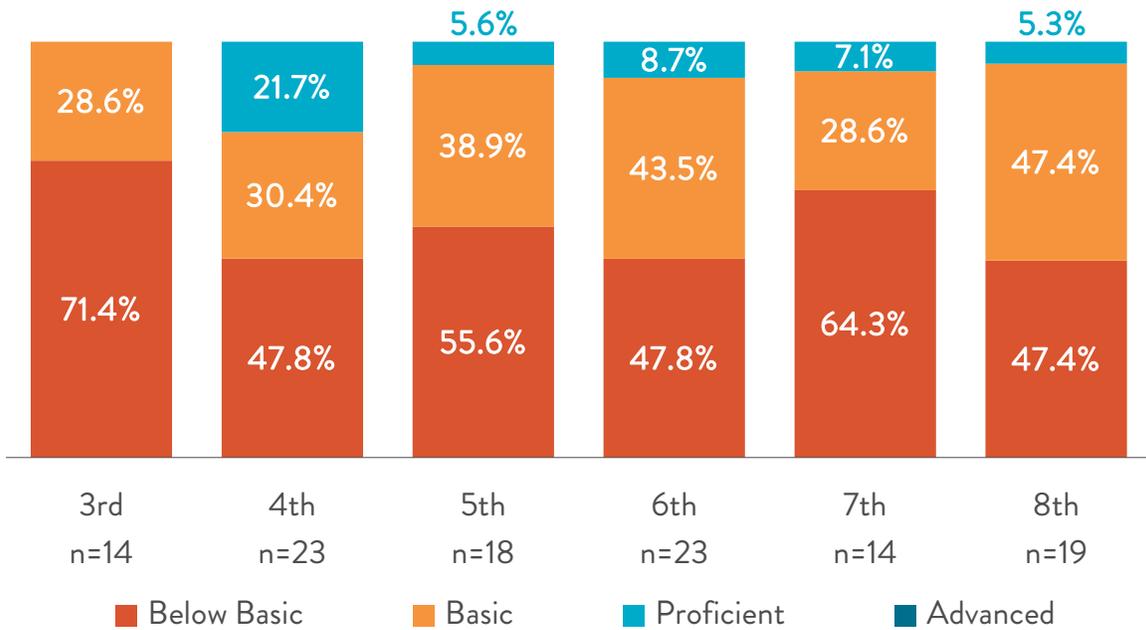
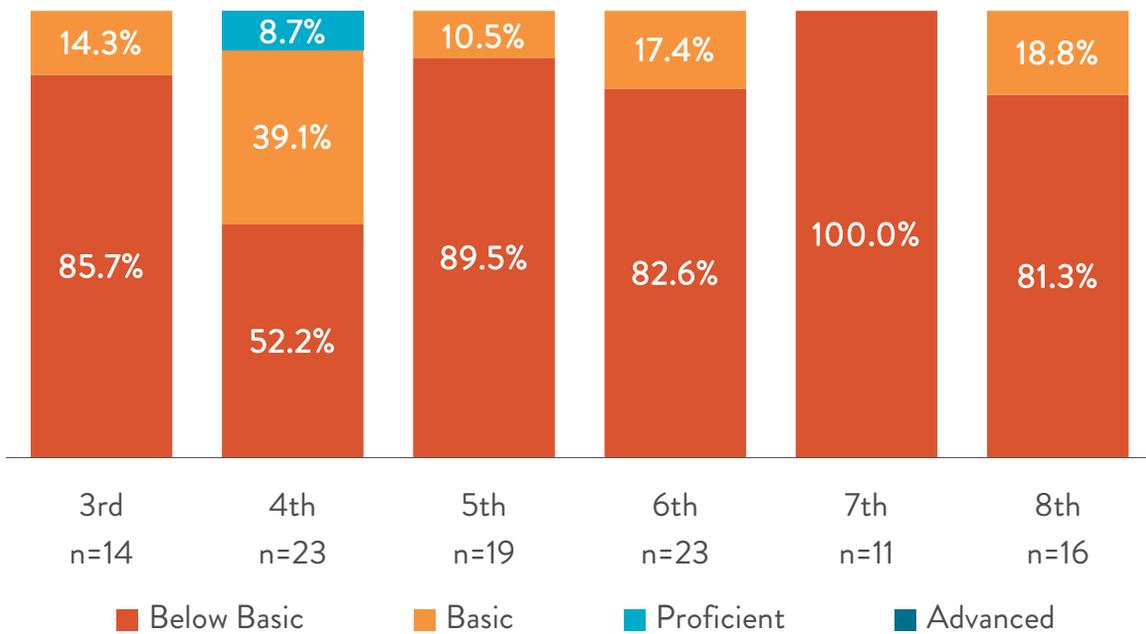


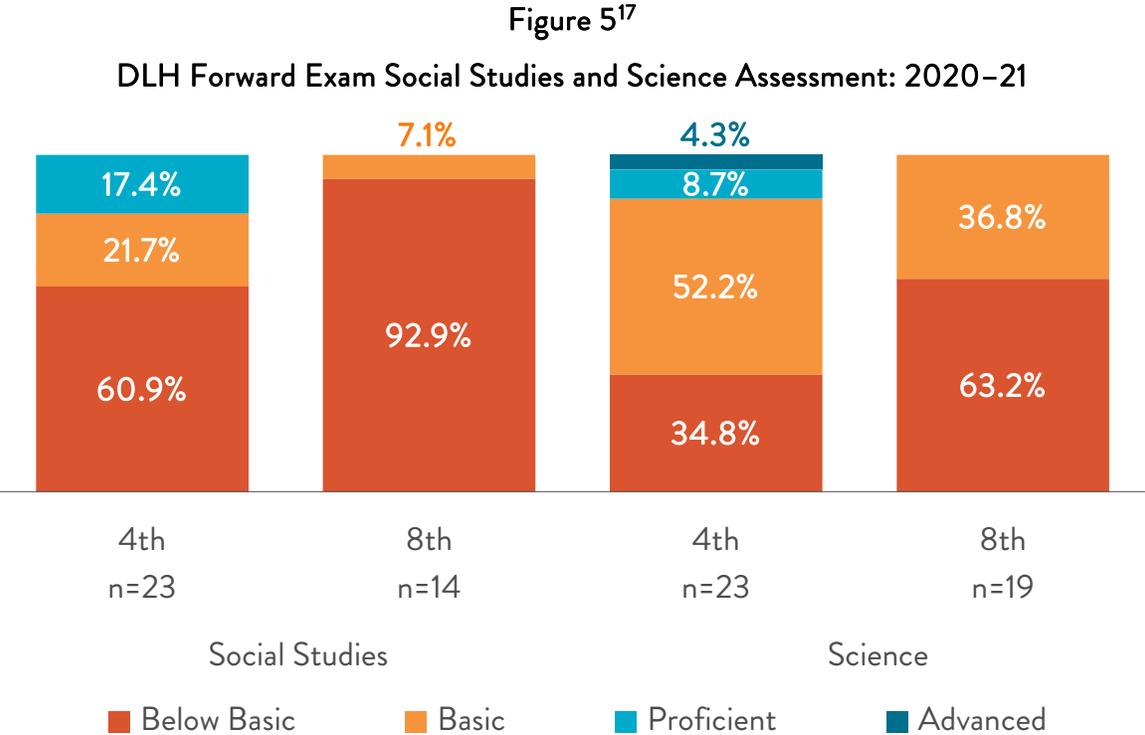
Figure 4¹⁶
DLH Forward Exam Math Assessment: 2020–21



¹⁵ Some percentages may not total 100% due to rounding.

¹⁶ Some percentages may not total 100% due to rounding.

Of 37 fourth and eighth graders enrolled since the start who completed the social studies and 42 who completed the science tests, 10.8% were proficient or advanced in social studies, and 7.1% were proficient in science, respectively. 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 includes different formats, sections, and scoring. Because only students who are in first and second grade during two consecutive years complete the same version of the test, Evident Change typically examines only year-to-year results for a cohort of students who were in first grade in the spring of one year and second grade in the spring of the following year. The CSRC’s performance expectation is at least 75.0% of students who were at or above the summed

¹⁷ Some percentages may not total 100% due to rounding.

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

Students in third through eighth grade take the Forward Exam in the spring of the school year. The CSRC expectations are that at least 60% of the fourth through eighth graders who were proficient in ELA the prior year 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.

DPI withdrew the requirement for schools to administer any standardized tests for 2019–20. Therefore, year-to-year progress could not be measured from 2019–20 to 2020–21.

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.¹⁸ 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.

¹⁸ 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.

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school's score should not be compared with the score for any previous or subsequent year. The school scored 73.1% of 59 possible points. These results should not be compared with scores in previous or subsequent school years.

IV. SUMMARY/RECOMMENDATIONS

This report covers the 19th year of DLH Academy's operation as a City of Milwaukee charter school. The school met all applicable contract requirements; met the academically related outcomes of attendance, parent conferences, and special education data files; and addressed all school improvement recommendations. The school administered fall and spring local measure assessments in reading/literacy, math, writing, and special education, as well as the required DPI assessments.

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

Since 2021–22 is the final year of DLH Academy's contract with the city, Evident Change also recommends that the CSRC consider renewing the school's contract for another five years.

APPENDICES

- A. CONTRACT COMPLIANCE CHART**
- B. STUDENT LEARNING MEMORANDUM**
- C. TREND INFORMATION**
- D. CSRC 2020–21 SCHOOL SCORECARD**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
DARRELL LYNN HINES ACADEMY			
OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2020–21			
SECTION OF CONTRACT	EDUCATION-RELATED CONTRACT PROVISION	REPORT PAGE NUMBER(S)	CONTRACT PROVISIONS MET OR NOT MET?
Section I, B	Description of educational program; student population served.	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. 5	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	Administration of required standardized tests.	pp. 16–21	Met
Section I, D	Academic criterion #1: Maintain local measures showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 10–16	Met
Section I, D and subsequent memos from the CSRC	<p>Academic criterion #2: Year-to-year achievement measures. Progress for students at or above proficient.</p> <p>a. 4th – 8th grade students at or above proficient on the Forward Exam in ELA the prior year: 60% will maintain proficiency.</p> <p>b. 4th – 8th grade students at or above proficient on the Forward Exam in math the prior year: 50% will maintain proficiency.</p> <p>c. 2nd grade students at or above summed score benchmark in reading (PALS): At least 75.0% will remain at or above.</p>	<p>pp. N/A</p> <p>pp. N/A</p> <p>pp. N/A</p>	<p>a. N/A</p> <p>b. N/A</p> <p>c. N/A</p>

TABLE A

**DARRELL LYNN HINES ACADEMY
OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2020-21**

SECTION OF CONTRACT	EDUCATION-RELATED CONTRACT PROVISION	REPORT PAGE NUMBER(S)	CONTRACT PROVISIONS MET OR NOT MET?
Section I, D	<p>Academic criterion #3: Year-to-year achievement measures. Progress for students below proficient.</p> <p>a. 4th – 8th grade students below proficiency on the Forward Exam in ELA the prior year: 35% will demonstrate progress.</p> <p>b. 4th – 8th grade students below proficiency on the Forward Exam in math the prior year: 35% will demonstrate progress.</p>	<p>pp. N/A</p> <p>pp. N/A</p>	<p>a. N/A</p> <p>b. N/A</p>
Section I, E	Parental involvement.	p. 5	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 4-5	Met
Section I, I	Pupil database information.	pp. 6-8	Met
Section I, K	Disciplinary procedures.	p. 6	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: November 13, 2020

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, 2021.

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%

During online instruction student attendance will be verified using the provisions provided by DPI.

When face-to-face instruction resumes students are 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. If face-to-face instruction resumes during the 2020-21 school year, students will have the option to continue virtual instruction. As such, their attendance will be measured as stated above for online attendance.

Parent/Guardian Participation

Parents of students enrolled for the entire school year (or other interested persons) will participate in both parent-teacher conferences. This year, virtual, zoom or phone conferences will take place. 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 Measures¹⁹

Reading

Reading for K4

At least 65% of K4 students who complete the 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 75% of the students in K5 who complete the spring PALS will achieve the spring summed score benchmark.

At least 75% of the students in first grade who complete the spring PALS will achieve the spring summed score benchmark.

Required data elements related to the reading local measure outcome are described in the "Learning Memo Data Requirements" section.

¹⁹ 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 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, 2020, 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.²⁰ Required data elements related to the reading local measure outcome are described in the "Learning Memo Data Requirements" section.

Math

Math for K5 and First Grade

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

- 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.
- 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.

²⁰ <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets/>

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:

- 70% of students in grades 2nd through 8th will meet at least 70% of their possible growth points. The possible growth points for each students is calculated as the difference between their fall, 2020 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.²¹ Required data elements related to the math local measure outcome are described in the "Learning Memo Data Requirements" section.

Writing

Writing for K5 Through Sixth Grades

Students in K5 through sixth grades will complete grade-level writing samples no later than November 30, 2020, and again in May 2021. The prompt for both writing samples will be at grade level, based on grade-level topics with the narrative genre.²² The writing samples will be assessed using the grade-level 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; the average, overall score for all five focus areas will be used to measure student progress.

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

- 70% of the students who score an overall average of less than 2 on the fall writing sample will score an overall average of 2 or higher on the writing sample taken in the spring.
- 80% of the students who score an overall average of 2 or higher on the fall writing sample will maintain a score of 2 or higher on the spring assessment.

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

²² The writing genres for K5 through sixth grades include opinion, informational, and narrative.

Writing for Seventh and Eighth Grades

Students in seventh and eighth grades will complete grade-level writing samples no later than November 30, 2020, and again in May 2021. The grade-level prompts for both writing samples will be based on grade-level topics with the argument genre.²³ 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. (**Note:** scores are averaged and rounded to the nearest whole number)

- At least 70% of the students who score an overall average score of less than 3 on the fall writing sample will increase their average score by at least 1 point on the second writing sample taken in the spring.
- At least 80% of the students who score an overall average of 3 or higher on the November writing sample will achieve an overall average score of 3 or higher 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

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

Academic Achievement: Standardized Measures

The PALS for K4 Through Second-Grade Students²⁴

The PALS will be administered to all K4 through second-grade students in the 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.

²³ The writing genres for seventh and eighth grades include argument, information/explanatory, and narrative.

²⁴ 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/>)

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.

Year-to-Year Achievement²⁵

1. CRC will report results from the 2020-21 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 2019-20 school year and met the summed score benchmark in the spring of 2020 will remain at or above the second-grade summed score benchmark in the spring of 2021.

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

APPENDIX C: TREND INFORMATION

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

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
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%)
2020–21	225	7	18	207	207 (92.0%)

TABLE C2	
DARRELL LYNN HINES ACADEMY	
STUDENT RETURN RATES	
SCHOOL YEAR	RETURN RATE
2016–17	80.3%
2017–18	83.5%
2018–19	79.7%
2019–20	78.7%
2020–21	88.6%

TABLE C3	
DARRELL LYNN HINES ACADEMY STUDENT ATTENDANCE RATES	
SCHOOL YEAR	ATTENDANCE RATE
2016–17	92.2%
2017–18	90.8%
2018–19	93.6%
2019–20	92.0%
2020–21	87.2%

TABLE C4	
DARRELL LYNN HINES ACADEMY TEACHER RETENTION RATES	
TEACHER TYPE	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2016–17	
Classroom teachers only	88.9%
All instructional staff	93.3%
2017–18	
Classroom teachers only	72.7%
All instructional staff	81.2%
2018–19	
Classroom teachers only	90%
All instructional staff	93.3%
2019–20	
Classroom teachers only	100.0%
All instructional staff	100.0%
2020–21	
Classroom teachers only	100%
All instructional staff	100%

*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
2016-17			
Classroom teachers only	10	8	80.0%
All instructional staff	16	14	87.5%
2017-18			
Classroom teachers only	8	8	100.0%
All instructional staff	13	13	100.0%
2018-19			
Classroom teachers only	9	6	66.7%
All instructional staff	14	11	78.6%
2019-20			
Classroom teachers only	9	7	77.8%
All Instructional staff	16	12	75.0%
2020-21			
Classroom teachers only	11	8	72.7%
All instructional staff	17	14	82.4%

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

APPENDIX D: CSRC 2020–21 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



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



LOCAL MEASURES

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



STUDENT ACHIEVEMENT: GRADES 3–8

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



ENGAGEMENT

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



HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

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



POSTSECONDARY READINESS: GRADES 11 AND 12

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



LOCAL MEASURES

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



STUDENT ACHIEVEMENT: GRADES 9 AND 10

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



ENGAGEMENT

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



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

TABLE D

**DARRELL LYNN HINES ACADEMY
CSRC ELEMENTARY SCHOOL (K4 – 8TH GRADE) SCORECARD
2020–21**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	78.9%	3.2
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 8th Grades	<i>Forward Exam English/ language arts: % maintained proficient/advanced</i>	5.0	35.0%	Not available	
	<i>Forward Exam math: % maintained proficient/advanced</i>	5.0			
	<i>Forward Exam English/ language arts: % below proficient who progressed</i>	12.5			
	<i>Forward Exam math: % below proficient who progressed</i>	12.5			
Local Measures*	% met reading	6.25	25.0%	44.6%	2.8
	% met math	6.25		48.4%	3.0
	% met writing	6.25		82.1%	5.1
	% met special education	6.25		100.0%	6.25
Student Academic Achievement: 3rd – 8th Grades	<i>Forward Exam English/language arts: % at/above proficient</i>	2.5	5.0%	9.0%	0.2
	<i>Forward Exam math: % at/above proficient</i>	2.5		1.9%	0.0
Engagement	Student attendance rate	5.0	25.0%	87.2%	4.4
	Student return rate	5.0		88.6%	4.4
	Student retention	5.0		92.0%	4.6
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		82.4%	4.1
TOTAL		59			43.1
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					73.1%