



**EVIDENT
CHANGE**
Inform Systems. Transform Lives.

**2022–23
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

**DARRELL LYNN HINES
ACADEMY**

September 2023



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 2022–23

This is the 21st annual report on the operation of Darrell Lynn Hines Academy (DLH) Academy, one of seven schools chartered by the City of Milwaukee during the 2022–23 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), DLH Academy staff, and Evident Change.

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

I. CONTRACT COMPLIANCE SUMMARY

DLH Academy met all and partially met one provision 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, 110 (67.5%) of 163 students met the local measures.
- *Math.* Overall, 72 (49.3%) of 146 students met the local measures.
- *Writing.* Overall, 111 (75.0%) of 148 students met the local measures.
- *Special education.* Of the 21 special education students enrolled in special education at DLH Academy for an entire year, all 21 (100.0%) made at least one goal defined in their individualized education program (IEP), exceeding the school's goal of 90.0%.

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 for parent conferences and special education records and substantially met its goal for attendance.

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

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

Evident Change examined year-to-year results of the Phonological Awareness Literacy Screening (PALS) exam for second graders. Of the 10 students at or above the summed score benchmark as first graders, nine (90.0%) remained at or above the summed score benchmark as second graders. The goal was 75.0%.

To protect the identity of the small number of students who were proficient or advanced on the Forward exam in English/language arts (ELA) and math in 2022 who also took the assessments in 2023, findings are not reported.

Of the 63 students who were below proficient in ELA in the spring of 2022, 30 (47.6%) showed progress in 2023. Of the 67 students who were below proficient in math in the spring of 2022, 29 (43.3%) showed progress in 2023.

C. CSRC SCHOOL SCORECARD

Due to the small sample size, year-to-year student progress could not be reported for students who maintained proficiency from last year's Forward exam. Therefore, the CSRC scorecard contains partial outcome data for this year. The school's score should not be compared with the score for any previous year. This year, DLH Academy scored 67.8% of 90 possible points on its 2022–23 scorecard.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

DLH Academy addressed the recommendations in its programmatic profile and education performance report from the previous school year. 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 2023–24 by addressing the following recommendations.

- Staff will implement culturally relevant engagement practices to reduce stressors and increase protective factors¹ for students, parents, and staff.
- Staff will stabilize and strengthen the professional learning community (PLC) through adopting PLC norms, developing schoolwide instructional strategies, and using data to drive instruction specifically in math and reading.
- The leadership team will consistently assess school culture through empathy interviews, classroom observations, and the development of appropriate professional development training based on school needs.

V. EVIDENT CHANGE RECOMMENDATION FOR ONGOING MONITORING

This report covers the 21st year of Darrell Lynn Hines Academy’s operation as a City of Milwaukee charter school. Darrell Lynn Hines Academy has consistently complied with past contract requirements, and this year, it has met all of the contract requirements. Based on contract compliance, as well as the school’s trend data, Evident Change recommends that the CSRC continue regular, annual academic monitoring and reporting with special attention to improving basic skills in math and reading.

¹ School “characteristics or conditions that promote the health and emotional well-being of children and adolescents. Enhancing protective factors can help students engage in positive health behaviors and avoid many risk behaviors. Protective factors also can buffer students from the potentially harmful effects of negative situations and events.” (Information comes from https://www.cdc.gov/healthyschools/protective_factors_schools.htm)

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 performed the following.

- Conducted an initial session with the school to collect information related to contract requirements and to draft a learning memo for the new school year, along with 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.
- Visited the school to observe classroom instruction and school culture.
- 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.
- 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: Pamela Jasinski

Darrell Lynn Hines (DLH) Academy is on the northwest side of Milwaukee. DLH Academy provides educational programming for students in kindergarten (K4 and K5) through eighth grade.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION²

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 DESIGN³

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

B. SCHOOL STRUCTURE

1. BOARD OF DIRECTORS AND LEADERSHIP

DLH Academy is governed by a volunteer board of directors. The school's superintendent reported that the school currently has eight board members. This includes a chair, a vice chair, a secretary, a treasurer, a teacher representative, and a parent representative. The superintendent and the growth strategist are two of the four non-voting members of the board.

The school's leadership team consists of the superintendent, growth strategist, principal, assistant principal, and executive manager of finance and reporting. The superintendent and leadership oversee 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 and growth strategist also provide IB program oversight.

² From the 2021-22 *Family Handbook* and the DLH Academy website.

³ From the DLH Academy website, the *Family Handbook*, and interviews with school administration.

2. AREAS OF INSTRUCTION⁴

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

3. CLASSROOMS

DLH Academy used 10 classrooms. These included one classroom each for K4 through first grade, while the other lower elementary grades merged.⁵ Four other classrooms were used by sixth, seventh, and eighth graders who moved from class to class based on subject area (English, social studies, science, and math). The school also has a gym, two music rooms, an art room, a resource room (for small-group or individual support 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. 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. Class sizes ranged from 20 to 23 students.

4. TEACHER INFORMATION

During the 2022–23 school year, DLH Academy employed a total of 18 instructional staff members, including the district superintendent and a principal.

At the beginning of the year, there were nine classroom teachers: one each for K4 through the combined third and fourth grade and four subject-specific school classroom teachers for grades fifth through eighth grade (two for math, one for English, and one who taught both social studies and science). There were also nine other instructional staff. These included the district superintendent, principal, assistant principal, a growth strategist, three special education paraprofessionals, a librarian/media specialist, and a speech

⁴ From the *Family Handbook* and information gathered during the fall interview.

⁵ There was a combined second- and third-grade classroom, a combined third- and fourth-grade classroom, and a combined fifth- and sixth-grade classroom.

pathologist. A school psychologist was contracted through Cooperative Educational Service Agency (CESA) #1.

Of the 18 instructional staff who started the school year, 16 remained the entire year, for a retention rate of 88.8%.

All 16 instructional staff members employed at the end of the 2021–22 school year were eligible to return. All (100.0%) returned. All instructional staff employed at the end of the year held current Wisconsin Department of Public Instruction (DPI) licenses or permits with the exception of one.⁶

Staff members receive two formal evaluations during their first year at the school. After that, they receive one formal evaluation per year, plus annual progress reports using DPI’s Educational Evaluation model. Professional development was provided to teachers, teacher assistants, and school leaders throughout the year. Some notable topics included classroom management, new teacher orientation, social-emotional learning, new curriculum review, school culture, primary education program review, CESA, reading and math instructional practice, and IB framework training.

5. SCHOOL HOURS AND CALENDAR

The regular school day for all students began at 7:30 a.m. and ended at 3:30 p.m. The first day of school was September 1, 2022. The last day of student attendance was June 9, 2023. The school provided a calendar for the 2022–23 school year to Evident Change. The calendar is also posted on the school’s website.

6. PARENT AND FAMILY INVOLVEMENT

DLH Academy’s *2022–23 Family Handbook* was provided to families prior to the start of school. 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 (F.I.T.). This team provides positive communication between parents/family members and the school administration, facilitates parental involvement in school governance and educational issues, organizes volunteers, reviews and discusses school performance issues, and assists in fundraising and family education training.

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

⁶ One administrator has a lifetime teacher license but not an administrator’s license.

Families participated in the following activities throughout the year: open house, parent–teacher conferences, family F.I.T. meetings, family F.I.T. night, fifth-grade exhibition, high school and graduation planning for eighth grade, and K5 and eighth-grade graduation ceremonies. Parent–teacher conferences were scheduled for October 2022 and March 2023.

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; 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

K5 and eighth-grade graduation was held on June 5, 2023. The 24 graduates are planning to attend the following high schools in the fall of 2023.

- Milwaukee Lutheran High School
- Destiny High School
- Pulaski High School
- Bradley Tech High School
- James Madison Academic Campus
- Dr. Howard Fuller Collegiate Academy
- Hmong American Peace Academy
- Brown Deer High School
- Carmen School of Science and Technology, Northwest
- Nicolet High School

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

C. STUDENT POPULATION

At the beginning of the year, 192 students in K4 through eighth grade were enrolled.⁷ A total of 14 students enrolled after the school year started, and 33 students left the school prior to the end of the year.⁸ Students left for a variety of reasons: seven withdrew in lieu of expulsion or disciplinary hearing, four moved out of state, three withdrew because of problems with transportation, five were expelled, one withdrew because of dissatisfaction with the school/program, and 13 withdrew for other reasons. Of the 192 students who started the year at the school, 163 remained enrolled at the end of the school year, resulting in a retention rate of 84.9%.

A total of 173 students were enrolled at DLH Academy at the end of the academic year.

- Most (n=148, 85.5%) students were African American, 24 (13.9%) were Asian, and one (0.6%) was Hispanic.⁹
- There were 97 (56.1%) boys and 76 (43.9%) girls.¹⁰
- There were 22 students (12.7%) with special education needs. Of these, 11 had speech and language impairments, eight had other health impairments, two had a specific learning disability, one had autism, one had an emotional/behavioral disorder, one had language impairment, and one had significant developmental delay.¹¹
- Most (n=153, 88.4%) students were eligible for free or reduced lunch prices.

⁷ As of September 16, 2022.

⁸ The number of students who withdrew by grade were: five from K4, four from K5, four from first grade, two from second grade, zero from third grade, two from fourth grade, one from fifth grade, four from sixth grade, 11 from seventh grade, and zero from eighth grade.

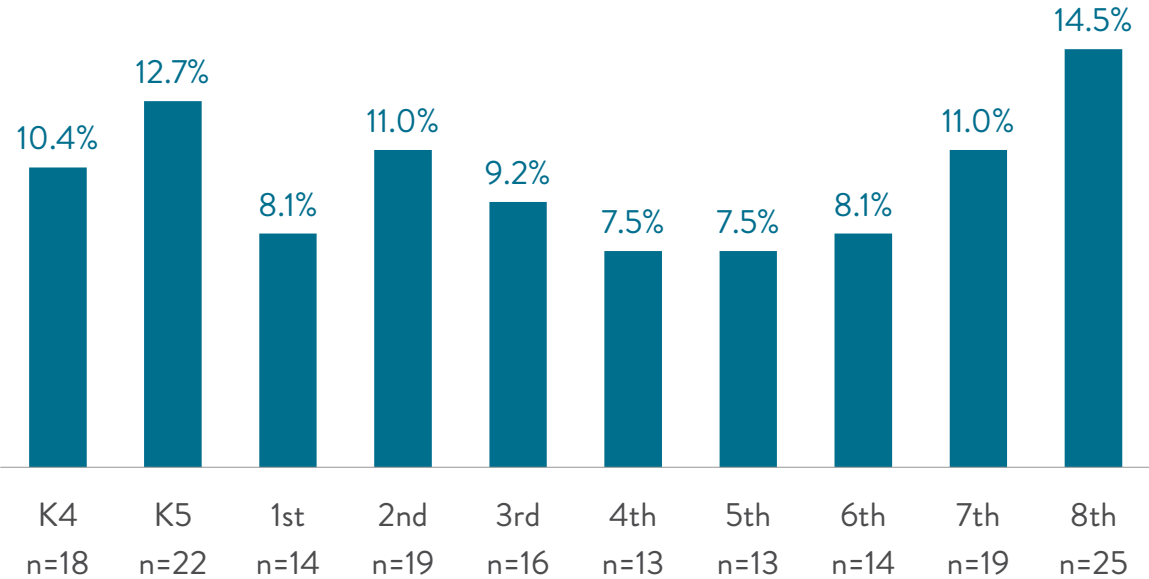
⁹ Race/ethnicity categories reflect those reported by the school.

¹⁰ Gender categories reflect those reported by the school.

¹¹ Students may have more than one type of identified need. One student was dismissed from special education services during the year and is not included.

The largest grade level was eighth grade, with 25 students. Grade sizes ranged from 13 to 25 students, with an average of 17 (Figure 1).

Figure 1
Darrell Lynn Hines Academy Student Enrollment Numbers by Grade Level 2022–23¹²
N = 173



Of the 171 students attending on the last day of the 2021–22 academic year who were eligible for 2022–23 enrollment (i.e., they did not graduate from eighth grade), 134 were enrolled on or before the third Friday in September 2022, representing a return rate of 78.4%. This was higher than the return rate of 74.1% in the fall of 2021.

D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

DLH Academy’s response to the recommendations in its programmatic profile and education performance report from the previous year follows.

¹² This year, third grade was split between the second- and fourth-grade classrooms; and fifth and sixth grades were combined.

- **Recommendation:** Continue identifying the stressors created by the pandemic on the school community, including students, teachers, and administrators.

Response: Leadership developed surveys to gauge community needs and conducted one-on-one reflection meetings to determine how to support those community needs. Leadership found that teachers needed to feel appreciated and supported. School leadership provided appreciation gifts and additional classroom support. Parents desired more communication and feedback on how to support their students, and teachers desired assistance in providing feedback to parents. Staff also reported risk factors such as low wages and the need for an internal social worker.

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

Response: Staff became more aware of the need to share the cognitive load with students. This awareness led to more training on the IB framework to improve teachers' ability to model inquiry and critical thinking. This includes extending learning through open-ended questions, implementing hands-on learning, providing time for exploration and research, and personalizing learning.

- **Recommendation:** Continue to maintain focus on accuracy of the data entry process.

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

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

- Staff will implement culturally relevant engagement practices to reduce stressors and increase protective factors¹³ for students, parents, and staff.
- Staff will stabilize and strengthen the professional learning community through adopting PLC norms, developing schoolwide instructional strategies, and using data to drive instruction specifically in reading and math.
- Leadership team will consistently assess school culture through empathy interviews, classroom observations, and the development of appropriate professional development training based on school needs.

¹³ School "characteristics or conditions that promote the health and emotional well-being of children and adolescents. Enhancing protective factors can help students engage in positive health behaviors and avoid many risk behaviors. They also can buffer students from the potentially harmful effects of negative situations and events." (Information comes from https://www.cdc.gov/healthyschools/protective_factors_schools.htm)

III. EDUCATIONAL PERFORMANCE

To monitor activities as described in the school’s contract with the City of Milwaukee, various qualitative and quantitative information was collected at specific intervals during the past several academic years. At the start of the 2022–23 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 start of the academic year, the school established a goal of maintaining an average attendance rate of 90%.

Attendance data were available for 206 students, and those students attended 89.1% of the time on average, just short of the school’s goal.¹⁴ When excused absences were included, the attendance rate rose to 91.3%.

Evident Change also examined the time students spent, on average, suspended (in or out of school). A total of 62 (30.1%) students spent an average of 2.8 days in out-of-school suspension, and three students spent an average of 1.7 days in in-school suspension.

B. PARENT–TEACHER CONFERENCES

At the beginning of the academic year, the school set a goal that all parents of students enrolled for the entire school year would attend both scheduled parent–teacher conferences. If parents did not attend the

¹⁴ 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.

in-person conference, the school followed up with phone conferences. All parents of the 163 students enrolled all year participated in both conferences, meeting the school's goal of 100.0% attendance.

C. SPECIAL EDUCATION STUDENT RECORDS

This year, the school set a goal of developing and maintaining records for all special education students. The school provided special education services to 28 students during the year: 20 had been enrolled in special education services at DLH Academy for at least a year and continued services this school year, five transferred out of the school, one was evaluated and dismissed from special education services, one had their initial qualifying evaluation at DLH Academy during the 2022–23 school year, and one student was not enrolled for a full year at DLH Academy and had the initial qualifying evaluation at their previous school.

A total of 22 students had IEPs reviewed during the 2022–23 school year: 20 continuing special education students, one student with an IEP from another school, and one who was dismissed from special education services. Parents of 21 students participated in these IEP reviews. The one student who had their initial qualifying evaluation at DLH Academy had a new IEP developed.

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

D. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

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

Reading progress was measured using the PALS and NWEA Measures of Academic Progress (MAP) reading assessment.¹⁵ Math progress was measured using the MAP math assessment. Writing progress was

¹⁵ MAP 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. For more information about MAP assessments, visit www.nwea.org

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 75% of K4 students who were enrolled since the start of the year and completed the spring PALS-PreK assessments would be at or above the developmental range for at least five of seven tasks at the time of the spring assessment. Of 18 K4 students enrolled since the start of the school year, 14 (77.8%) were at or above the developmental range for at least five of seven tasks at the time of the spring assessment, exceeding the school’s goal.

ii. PALS for K5 and First-Grade Students

The school’s goal was that at least 75.0% of students in K5 and first grade enrolled since the start of the year and who completed the spring PALS assessment would achieve the summed score spring benchmark. A total of 32 K5 and first graders enrolled since the start of the year completed spring PALS assessment for their respective grade level. Both K5 and first grades exceeded the school’s goal (Table 1); in total, 28 (87.5%) of K5 and first graders were at or above the spring summed score benchmark, surpassing the school’s goal of 75.0%.

TABLE 1			
DARRELL LYNN HINES ACADEMY PALS READING ASSESSMENT FOR K5 AND FIRST GRADE 2022–23			
GRADE	STUDENTS	STUDENTS AT OR ABOVE SPRING BENCHMARK 2023	
		n	%
K5	20	18	90.0%
1st	12	10	83.3%
Total	32	28	87.5%

b. MAP Reading Test for Second Through Eighth Graders

The MAP assessments, which measured 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. The school based its goal on students demonstrating progress from the fall to the spring assessment; the school's goal was that at least 70% of students in second through eighth grade would meet at least 70% of their projected growth points. Typically, the number of projected growth points for each student is calculated as the difference between their score in fall 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).

The fall and spring MAP reading tests were completed by 113 second through eighth graders. Of these students, 68 (60.2%) met at least 70.0% of their projected growth in the spring, falling short of the school's goal of 70% (Table 2).

TABLE 2			
DARRELL LYNN HINES ACADEMY MAP READING ASSESSMENT			
FOR 2ND – 8TH GRADES 2022–23			
GRADE	STUDENTS	MET GOAL IN SPRING OF 2023	% MET GOAL IN SPRING OF 2023
2nd	18	15	83.3%
3rd	14	5	35.7%
4th	14	8	57.1%
5th	13	7	53.8%
6th	13	8	61.5%
7th	16	10	62.5%
8th	25	15	60.0%
Total	113	68	60.2%

Overall, 110 (67.5%) of 163 K4 through eighth grade met the school's local measure goals in reading.

2. MATH

a. MAP Math Assessment for K5 and First Graders

This year, the school based its goal on the MAP assessment as described above in the reading progress section. The local measure goal for math was that at least 50% of K5 and first graders who complete the fall MAP math assessment will meet or exceed their target RIT score in the spring.

A total of 34 K5 and first graders enrolled since the start of the year completed the spring MAP math assessment for their respective grade level. Only one (2.9%) of 34 K5 and first graders met the target growth points on the spring assessment.

b. MAP Math Assessment Second Through Eighth Graders

As with reading, the school based its math goal on students demonstrating progress from the fall to the spring assessment. 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 projected growth points for each student are calculated as the difference between their score in the fall 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).

Both the fall and spring MAP reading tests were completed by 112 second through eighth graders. Of these students, 71 (63.4%) 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 GRADES 2022–23			
GRADE	STUDENTS	MET GOAL IN SPRING OF 2023	% MET GOAL IN SPRING OF 2023
2nd	18	16	88.9%
3rd	14	7	50.0%
4th	13	7	53.8%
5th	13	6	46.2%
6th	13	8	61.5%
7th	16	11	68.8%
8th	25	16	64.0%
Total	112	71	63.4%

Overall, 72 (49.3%) of 146 K5 through eighth graders 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 graders 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% of students whose overall average score is 2 or less on the fall writing sample would increase their average score by at least 1 point on the spring writing sample, and that 80% of students whose overall average score is 3 or higher on the fall writing sample would maintain a score of 3 or higher on the spring writing sample.

In K5 through sixth grade, 105 students were tested at both times. Of those, 83 (79.0%) students scored an overall average of 2 (approaching grade level) or less on the fall sample, and 22 (21.0%) scored an average of 3 or higher. Of the 83 students who scored an overall average of 2 or lower in the fall, 60 (72.3%) of those showed improvement by increasing their average score by at least 1 point by the spring, above the goal of 70%. Of the 22 students who scored an overall average of 3 or higher in the fall, 21 (95.5%) had an overall average spring score that was the same or higher than their average fall score, exceeding the school's goal of 80.0%. Overall, 81 (77.1%) of the 105 K5 through sixth graders tested at both times met the school's writing goal. Results are reported in aggregate due to the small number of students in some grade levels.

b. Writing for Seventh and Eighth Grades

Seventh and eighth graders were assessed using a rubric of 1–5 (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% of students whose overall average score was 3 or lower would increase their average score by at least 1 point on the spring writing sample, and at least 80% of students whose overall average score was 4 or higher on the fall writing sample would maintain a 4 or higher on the spring writing sample.

A total of 43 students in seventh and eighth grades had both fall and spring writing samples. Of those, 14 (5.9%) students had an overall average score of 3 (basic) or less on the fall sample, four (28.6%) of whom increased their average score by at least 1 point on the spring writing sample. Of the 29 students who scored an overall average of 4 or higher in the fall, 26 (89.7%) had an overall average of 4 or higher in the spring. In summary, 30 (69.8%) of the 43 seventh and eighth graders tested at both times met the school’s writing goal (Table 4).

TABLE 4			
DARRELL LYNN HINES ACADEMY WRITING ASSESSMENT			
FOR 7TH – 8TH GRADES 2022–23			
GRADE	STUDENTS	MET GOAL IN SPRING OF 2023	% MET GOAL IN SPRING OF 2023
7th	18	8	44.4%
8th	25	22	88.0%
Total	43	30	69.8%

Overall, 111 (75.0%) of 148 students in K5 through eighth grade who were assessed for writing in both the fall and the spring met the writing local measure goal for their grade level.

4. SPECIAL EDUCATION STUDENT PROGRESS

The school set a goal that at least 90% of students enrolled in special education at DLH Academy for an entire year will meet one or more of the goals defined in their IEP. Of the 21 special education students who

were at the school for an entire IEP year, all (100.0%) met at least one of their IEP goals, exceeding the school's goal of 90%.¹⁶

E. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires all schools to administer a DPI-approved reading achievement test to K4 through second graders. 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 Forward Exam. These tests and results are described in the following sections.

1. PALS-PREK¹⁷

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.

PALS-PreK does not have a summed score benchmark because the purpose is to learn students' abilities as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a 4-year-old.

A total of 18 K4 students enrolled since the start of the year completed the spring PALS assessment; the number of students above the spring developmental range for each is shown in Table 5.

¹⁶ This includes one student enrolled in special education at DLH Academy for at least a year who was evaluated and dismissed from services. It excludes one student enrolled in special education at DLH Academy for at least a year who transferred prior to the IEP review.

¹⁷ Information about the PALS assessments is from <https://dpi.wi.gov/assessment/historical/pals>

TABLE 5		
DARRELL LYNN HINES ACADEMY PALS-PREK FOR K4 STUDENTS STUDENTS AT OR ABOVE THE SPRING DEVELOPMENTAL RANGE 2022–23 N = 18		
TASK	STUDENTS	%
Name writing	18	100.0%
Uppercase alphabet recognition	16	88.9%
Lowercase alphabet recognition ¹⁸	15	100.0%
Letter sounds ¹⁹	14	93.3%
Beginning sound awareness	15	83.3%
Print and word awareness	12	66.7%
Rhyme awareness	14	77.8%

2. PALS-K AND PALS 1–3

The PALS-K and PALS 1–3 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 for the entire school year and completed the spring test. Overall, 84.0% of 50 K5 through second graders were at or above the spring summed score benchmark for their grade level (not shown). Results by grade level are presented in Figure 2.

¹⁸ Students who score 16 or higher on the uppercase alphabet recognition task complete the lowercase alphabet recognition task; 15 students qualified.

¹⁹ Students who score 9 or higher on the lowercase alphabet recognition task complete the letter sounds task; 15 students qualified.

Figure 2
Darrell Lynn Hines Academy Spring 2023 PALS Results
N = 50



3. WISCONSIN FORWARD EXAM

The Forward Exam was implemented as the state’s standardized test for English/language arts (ELA) and math for third through eighth graders, science for fourth and eighth graders, and social studies for fourth and eighth 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 2023, 99 third through eighth graders who were enrolled in the school from the beginning of the year (third Friday of September) completed the ELA and math assessments. Of these students, 14.1% were proficient or advanced in ELA, and 11.1% were proficient in math. Results by grade level are presented in Figures 3 and 4.

Figure 3²⁰

Darrell Lynn Hines Academy Forward Exam ELA Assessment: 2022–23

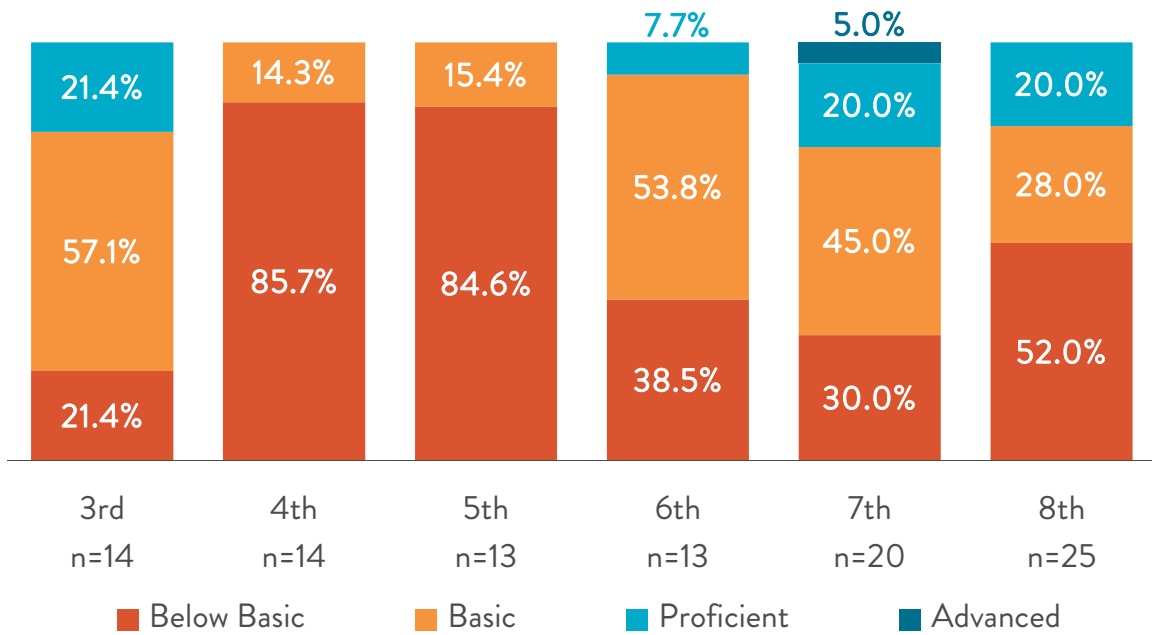
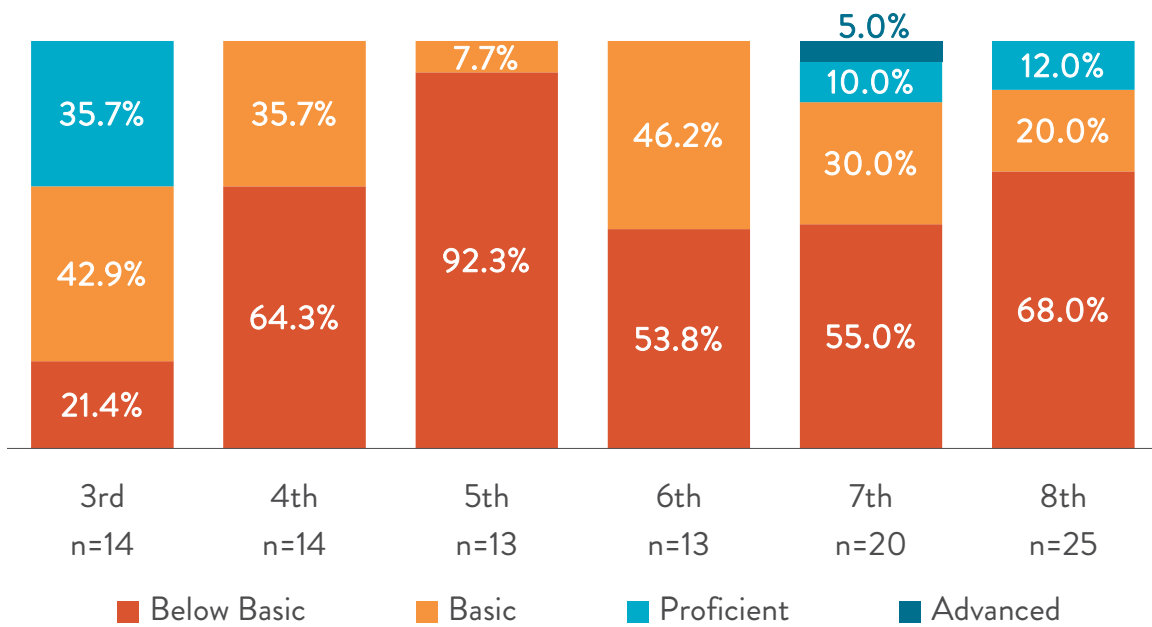


Figure 4²¹

Darrell Lynn Hines Academy Forward Exam Math Assessment: 2022–23



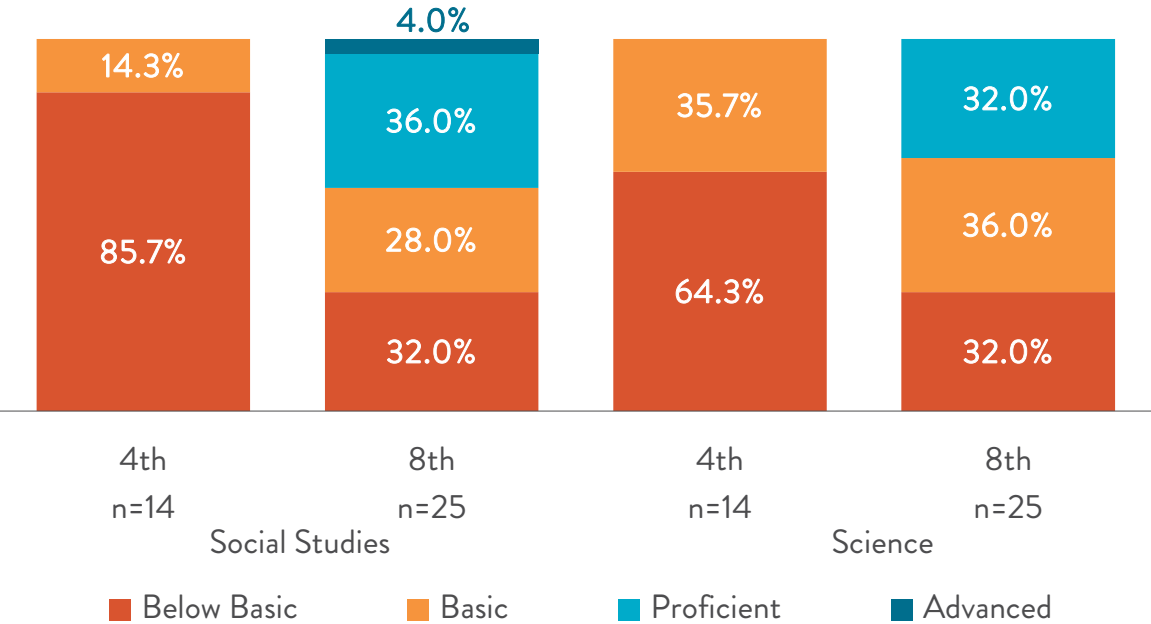
²⁰ Some percentages may not add to 100% due to rounding.

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

Of 39 fourth and eighth graders enrolled since the beginning of the year who completed the social studies and science tests, 25.6% were proficient or advanced in social studies and 20.5% were proficient in science. Results by grade level appear in Figure 5.

Figure 5²²

Darrell Lynn Hines Academy Forward Exam Social Studies and Science Assessment: 2022–23



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. Additionally, there are three versions of the test, with different formats, sections, and scoring. Because only students in first and second grade during two consecutive years complete the same version of the test, Evident Change examined only year-to-year results for students in first grade in the spring of 2022 and second grade in the spring of 2023. The CSRC’s performance expectation is at least 75% 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.

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

The Forward Exam results from two consecutive school years are used to assess student progress. Expectations for year-to-year progress on the Forward Exam were adopted by the CSRC for the 2019–20 school year. The CSRC’s performance expectations are that at least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency, and at least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency. Additionally, it is expected that at least 35% of fourth through eighth graders who were below proficiency in ELA the prior year will demonstrate progress; and that at least 35% of fourth through eighth graders who were below proficiency in math will demonstrate progress.

1. SECOND-GRADE PROGRESS BASED ON PALS

A total of 12 students completed the PALS spring assessment in 2021–22 as first graders and 2022–23 as second graders. Of those, 10 were at or above the spring summed score benchmark as first graders, and nine (90.0%) remained at or above the summed score benchmark in the spring of 2023 as second graders (not shown).

2. FOURTH- THROUGH EIGHTH-GRADE PROGRESS BASED ON FORWARD EXAM

A total of 67 students completed the ELA Forward Exam in the spring of 2022 and the spring of 2023, and 68 students completed the ELA Forward Exam in the spring of 2022 and the spring of 2023.²³ Year-to-year progress was measured for students at or above proficient and for students below proficient in ELA and/or math in the spring of 2022.

a. Students At or Above Proficient

In the spring of 2022, fewer than 10 students were proficient or advanced in ELA and math; to protect student identity, results are not reported for a group of this size.

b. Students Below Proficient

To determine whether students who were not proficient or advanced the previous year were making progress, Evident Change examined whether these students improved scores by moving up one or more categories (e.g., below basic to basic, basic to proficient, below basic to proficient). If students did not

²³ This excludes two students who completed the ELA and math Forward Exam in the spring of 2022 and the spring of 2023 who were in the same grade level both years.

improve by a level, Evident Change examined student progress within the student’s skill level by equally dividing the below-basic and basic levels into quartiles. The lower threshold for “below basic” was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.²⁴

In the spring of 2022, 63 students were below proficient in ELA; and 47.6% of those students showed progress in 2023. Results by grade level are not shown due to the small number of students in one grade level. For math, 67 students were at or below proficient in the spring of 2022; and 43.3% demonstrated progress in 2023 (Table 6).

TABLE 6					
DARRELL LYNN HINES ACADEMY YEAR-TO-YEAR PROGRESS IN MATH FOR 4TH – 8TH GRADES WISCONSIN FORWARD EXAM: STUDENTS BELOW PROFICIENT IN 2022					
CURRENT GRADE LEVEL	STUDENTS BELOW PROFICIENT IN 2022	STUDENTS PROGRESSED IN 2023			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th	11	3	1	4	36.4%
5th	10	1	3	4	40.0%
6th	11	0	3	3	27.3%
7th	17	5	5	10	58.8%
8th	18	1	7	8	44.4%
Total	67	10	19	29	43.3%

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. These included performance on standardized tests and local measures and point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return rates. Due to significant testing changes, the scorecard was revised, and a second pilot was initiated in 2014–15.

In February 2020, when three years of comparable data on all elements in the second pilot scorecard were available, the CSRC reviewed data trends and made minor modifications to the scoring rubric. The changes place more emphasis on year-to-year student progress and less on point-in-time measures in order to capture a more realistic picture of the school’s impact on student growth over time. Like the previous

²⁴ Evident Change uses this method to examine student progress in the schools chartered by the city.

versions, the updated scorecard was designed to monitor school improvement from year to year and will guide decisions about a school's status as a city-chartered school for subsequent school years. See Appendix C for detailed information on the revised scorecard.

Due to a small sample size for maintaining year-to-year proficiency, student progress cannot be fully reported; therefore, the CSRC scorecard contains partial outcome data for this year. The school scored 67.8% of 90 possible points. These results should not be compared with scores in previous or subsequent school years.

IV. SUMMARY/RECOMMENDATIONS

This report covers the 21st year of DLH Academy's operation as a City of Milwaukee charter school. The school met or partially 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 with special attention to improving reading and math skills.

APPENDICES

- A. CONTRACT COMPLIANCE CHART**
- B. TREND INFORMATION**
- C. CSRC 2022–23 SCHOOL SCORECARD**
- D. STUDENT LEARNING MEMORANDUM**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
DARRELL LYNN HINES ACADEMY			
OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2022–23			
SECTION OF CONTRACT	EDUCATION-RELATED CONTRACT PROVISION	REPORT PAGE NUMBER(S)	CONTRACT PROVISIONS MET OR NOT MET?
Section I, B	Description of educational program; student population served.	p. 2	Met
Section I, V	Charter school shall operate under the days and hours indicated in the calendar for the school year and provide the CSRC with a school year calendar prior to the conclusion of the preceding school year.	p. 4	Met
Section I, C	Educational methods.	p. 2	Met
Section I, D	Administration of required standardized tests.	pp. 16–20	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 graders at or above proficient on the Forward Exam in ELA the prior year: 60% will maintain proficiency.</p> <p>b. 4th – 8th graders at or above proficient on the Forward Exam in math the prior year: 50% will maintain proficiency.</p> <p>c. 2nd graders at or above summed score benchmark in reading (PALS): At least 75.0% will remain at or above.</p>	<p>p. 21</p> <p>p. 21</p> <p>p. 21</p>	<p>a. N/A</p> <p>b. N/A</p> <p>c. Met</p>

TABLE A

**DARRELL LYNN HINES ACADEMY
OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2022–23**

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 graders below proficiency on the Forward Exam in ELA the prior year: 35% will demonstrate progress.</p> <p>b. 4th – 8th graders below proficiency on the Forward Exam in math the prior year: 35% will demonstrate progress.</p>	<p>pp. 21–22</p> <p>pp. 21–22</p>	<p>a. Met</p> <p>b. Met</p>
Section I, E	Parental involvement.	pp. 4–5	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	pp. 3–4	Partially met
Section I, I	Pupil database information.	pp. 6–7, 10	Met
Section I, K	Disciplinary procedures.	p. 5	Met

Note: N/A indicates that results could not be reported this year due to small *n* size.

APPENDIX B: TREND INFORMATION

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

TABLE B1					
DARRELL LYNN HINES ACADEMY STUDENT ENROLLMENT AND RETENTION					
YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR
2018–19	277	35	44	268	237 (85.6%)
2019–20	255	21	33	243	233 (91.4%)
2020–21	225	7	18	214	207 (92.0%)
2021–22	199	25	41	183	171 (85.9%)
2022–23	192	14	33	173	163 (84.9%)

TABLE B2	
DARRELL LYNN HINES ACADEMY STUDENT RETURN RATES	
SCHOOL YEAR	RETURN RATE
2018–19	79.7%
2019–20	78.7%
2020–21	88.6%
2021–22	74.1%
2022–23	78.4%

TABLE B3	
DARRELL LYNN HINES ACADEMY STUDENT ATTENDANCE RATES	
SCHOOL YEAR	ATTENDANCE RATE
2018–19	93.6%
2019–20	92.0%
2020–21	87.2%
2021–22	83.0%
2022–23	89.1%

TABLE B4		
DARRELL LYNN HINES ACADEMY OUT-OF-SCHOOL SUSPENSIONS		
YEAR	% SUSPENDED	AVG. DAYS OUT
2018–19	33.7%	2.8
2019–20	22.5%	2.6
2020–21 ²⁵	0.0%	Not applicable
2021–22	28.1%	3.4
2022–23	30.1%	2.8

TABLE B5	
DARRELL LYNN HINES ACADEMY INSTRUCTIONAL STAFF RETENTION RATES	
YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2018–19	93.3%
2019–20	100.0%
2020–21	100.0%
2021–22	94.1%
2022–23	88.8%

²⁵ The 2020–21 school year was partially virtual due to COVID restrictions; suspension data not applicable.

TABLE B6**DARRELL LYNN HINES ACADEMY INSTRUCTIONAL STAFF RETURN RATES**

YEAR	NUMBER AT END OF PRIOR SCHOOL YEAR	RETURNED FIRST DAY OF CURRENT SCHOOL YEAR	RETURN RATE
2018-19	14	11	78.6%
2019-20	16	12	75.0%
2020-21	17	14	82.4%
2021-22	16	14	87.5%
2022-23	16	16	100.0%

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


APPENDIX C: CSRC 2022–23 SCHOOL SCORECARD

CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD


r: 06/20

K–8TH GRADE


STUDENT READING READINESS: GRADES 1–2

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


STUDENT ACADEMIC PROGRESS: GRADES 3–8

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


LOCAL MEASURES

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

STUDENT ACHIEVEMENT: GRADES 3–8


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

ENGAGEMENT


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

HIGH SCHOOL


STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

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


POSTSECONDARY READINESS: GRADES 11 AND 12

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


LOCAL MEASURES

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

STUDENT ACHIEVEMENT: GRADES 9 AND 10

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

ENGAGEMENT

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

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

TABLE C

**DARRELL LYNN HINES ACADEMY
CSRC ELEMENTARY SCHOOL (K4 – 8TH GRADE) SCORECARD
2022–23**

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%	83.3%	3.3
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		90.0%	5.4
Student Academic Progress: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % maintained proficient/advanced	5.0	35.0%	Cannot report due to <i>n</i> size (< 10 students)	
	<i>Forward Exam math:</i> % maintained proficient/advanced	5.0		Cannot report due to <i>n</i> size (< 10 students)	
	<i>Forward Exam English/language arts:</i> % below proficient who progressed	12.5		47.6%	6.0
	<i>Forward Exam math:</i> % below proficient who progressed	12.5		43.3%	5.4
Local Measures	% met reading	6.25	25.0%	67.5%	4.2
	% met math	6.25		49.3%	3.1
	% met writing	6.25		75.0%	4.7
	% met special education	6.25		100.0%	6.25
Student Academic Achievement: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % at/above proficient	2.5	5.0%	14.1%	0.4
	<i>Forward Exam math:</i> % at/above proficient	2.5		11.1%	0.3
Engagement	Student attendance rate	5.0	25.0%	89.1%	4.5
	Student return rate	5.0		78.4%	3.9
	Student retention	5.0		84.9%	4.2
	Teacher retention rate	5.0		88.8%	4.4
	Teacher return rate	5.0		100.0%	5.0
TOTAL		90.0			61.05
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					67.8%

APPENDIX D: STUDENT LEARNING

MEMORANDUM

TO: Evident Change and the CSRC
FROM: Darrell Lynn Hines Preparatory Academy of Excellence
SUBJECT: Learning Memo Draft for the 2022–23 Academic Year
DATE: November 11, 2022

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

The school will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide the data to Evident Change, the educational monitoring agent contracted by the CSRC. The school will also provide, for all standardized tests, data files downloaded directly from the test publisher. If such files are not available, the school will provide paper printouts (scanned or via mail) that include standardized test results from the test publisher. All required elements related to the following outcomes are described in the “Learning Memo Data Requirements” section of this memo.

Evident Change requests electronic submission of year-end data by the fifth workday following the last day of student attendance for the academic year, or June 16, 2023.

ENROLLMENT

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

TERMINATION/WITHDRAWAL

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

ATTENDANCE

Students are considered present for the day if they attend a half-day or longer. The goal is that students attend 90% of the time during their enrollment. If online instruction is needed, attendance will be verified during virtual learning sessions using the provisions provided by DPI. Teachers must verify students visually and/or via attendance assignments. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

PARENT PARTICIPATION

Parents of 100% of students enrolled for the entire school year will participate in both parent-teacher conferences. Conferences will take place at the school, virtually, or over the phone this school year. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

SPECIAL EDUCATION NEEDS STUDENTS

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

ACADEMIC ACHIEVEMENT: LOCAL MEASURES²⁶

READING

Reading for K4

At least 75% of K4 students enrolled since the start of the year who complete the spring Phonological Awareness Literacy Screening (PALS) PreK assessment will be at or above the developmental range for at least five of seven tasks at the time of the spring assessment. Required data elements related to the reading local measure outcome are described in the “Learning Memo Data Requirements” section.

Reading for K5 and First Grade

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

Reading for Second Through Eighth Grades

Students in second through eighth grades will demonstrate progress in reading on the Measures of Academic Progress (MAP) tests administered in the fall and spring. The school set a goal that at least 70% of students in second through eighth grades will meet at least 70% of their possible growth points. The number of possible growth points for each student is calculated as the difference between their score in fall of 2022 and their target Rasch unit (RIT) score.²⁷

The goal is based off the Northwest Evaluation Association’s (NWEA’s) school norms in which about 50% of students are expected to meet or exceed their growth goals and 50% are expected to fall below.²⁸ Required

²⁶ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school’s unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, math, writing, and individualized education program goals.

²⁷ If the target RIT score is unavailable, please provide the observed and projected growth points. Evident Change will determine the percentage of growth points met by dividing the projected growth points by the observed growth points.

²⁸ <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets/>

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

K-5 and First Grade Students will complete the MAP Assessment in the fall and spring. At least 50% of students who complete the fall MAP assessment will meet or exceed their target Rasch unit (RIT) score in the spring.

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

Math for Second Through Eighth Grades

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

This goal is based off NWEA’s school norms in which about 50% of students are expected to meet or exceed their growth goals and 50% are expected to fall below.²⁹ 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 in the fall and again in the spring. The prompt for both writing samples will be based on grade-level topics within the narrative genre.³⁰ The writing samples will be assessed using the grade-level Common Core State Standards in the following five focus areas: language—conventions of capitalization, punctuation, and spelling; language—conventions

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

³⁰ The writing genres for K5 through sixth grades include opinion, informational, and narrative.

of grammar and usage; narrative techniques; organization/plot; and focus/setting. The overall average score for all five focus areas will be used to measure student progress.

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

The school set the following goals.

- At least 70% of students whose overall average score is 2 or less³¹ on the fall writing sample will increase their average score by at least 1 point on the spring writing sample.
- At least 80% of students whose overall average score is 3 or higher on the fall writing sample will maintain a score of 3 or higher on the spring writing sample.

Writing for Seventh and Eighth Grades

Students in seventh and eighth grades will complete grade-level writing samples in the fall and again in the spring. The prompt for both writing samples will be based on grade-level topics within the argument genre.³² The writing samples will be assessed using the grade-level Common Core writing standards in the following six areas: focus/claim, organization, support/evidence, language conventions (grammar and usage, capitalization, punctuation, and spelling), narrative techniques, and analysis. Students will receive a rubric score of 1 through 5 (1 = far below basic, 2 = below basic, 3 = basic, 4 = proficient [at grade level], 5 = advanced [above grade level]); the overall average score for all six focus areas will be used to measure student progress. (Note: Scores are averaged and rounded to the nearest whole number.)

The school set the following goals.

- At least 70% of students whose overall average score is 3 or less³³ on the fall writing sample will increase their average score by at least 1 point on the spring writing sample.

³¹ The original Learning Memo listed the goal as “less than 2” this was a typo and was meant to be “2 or less”; capturing students who scored 2 or less in this category. Additionally, students are expected to increase their average score by at least one point by the Spring.

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

³³ The original Learning Memo listed the goal as “less than 3” this was a typo and was meant to be “3 or less”; capturing students who scored 3 or less in this category.

- At least 80% of students whose overall average score is 4 or higher on the fall writing sample will maintain a 4 or higher on the spring writing sample.

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

Special Education

At least 90% of students who have been enrolled in special education at DLH for an entire year will meet one or more of the goals defined in their individualized education program (IEP). Note that ongoing student progress toward IEP goals is monitored and reported throughout the academic year through the special education progress reports attached to the regular report cards. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

PALS FOR K4 THROUGH SECOND GRADE³⁴

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

WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADES

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

³⁴ Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. Meeting this benchmark does not guarantee that the student is at grade level. (Information comes from <https://dpi.wi.gov/assessment/historical/pals>)

YEAR-TO-YEAR ACHIEVEMENT³⁵

Evident Change will report results from the 2022–23 Wisconsin Forward Exam. In addition, progress will be reported for students who completed the Forward Exam in two consecutive years at the same school.

- Evident Change will report the DPI-required assessment results in each school’s annual report. Evident Change will report year-to-year progress for students who completed the assessments in consecutive school years at the same school.
- The CSRC expects at least 75% of the first graders who met the summed score benchmark for reading readiness in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year.
- At least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency. At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency.
- At least 35% of fourth through eighth graders who were below proficiency in ELA the prior year will demonstrate progress. At least 35% of fourth through eighth graders who were below proficiency in math will demonstrate progress.
- The CSRC’s expectation for students maintaining reading readiness on the PALS is that at least 75% of students who were in first grade in the 2021–22 school year and met the summed score benchmark in the spring of 2022 will remain at or above the second-grade summed score benchmark in the spring of 2023.

³⁵ The CSRC will not have year-to-year achievement measurements for students in K4 and K5.