

# 2017–2018 Programmatic Profile and Educational Performance

Revised: November 2018



Darrell Lynn Hines Academy

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

**EXECUTIVE SUMMARY  
FOR  
DARRELL LYNN HINES ACADEMY  
2017–18**

This is the 16th annual report on the operation of Darrell Lynn Hines (DLH) Academy, one of eight schools chartered by the City of Milwaukee during the 2017–18 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), DLH Academy staff, and the NCCD Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following.

**I. CONTRACT COMPLIANCE SUMMARY**

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

**II. PERFORMANCE CRITERIA**

**A. Local Measures**

1. Primary Measures of Academic Progress

The CSRC requires the school to track student progress in reading, writing, math, and special education goals throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students. The following are the results.

- *Reading.* Overall, 160 (63.2%) of 253 students met the local measures.
- *Math.* Overall, 125 (53.2%) of 235 students met the local measures.
- *Writing.* Overall, 210 (86.8%) of 242 met the local measures.
- *Special education.* Of the 26 special education students with active individualized education programs, 23 (88.5%) progressed on at least 70.0% of their subgoals, falling short of the school’s goal of 100.0%.

## 2. Secondary Measures of Academic Progress

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

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

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

A total of 21 first-grade students were at or above the spring of 2017 summed score benchmark for the Phonological Awareness Literacy Screening; as second graders, all of these students remained at or above the summed score benchmark in the spring of 2018.

On the Wisconsin Forward Exam in the spring of 2017, four third- through seventh-grade students were proficient or advanced in English/language arts (ELA) and six were proficient or advanced in math. Of these students, the number who took the Forward Exam assessments again in the spring of 2018 was not sufficient to report the results.

Of 97 students who were below proficient in ELA on the Forward Exam in the spring of 2017, 29.9% showed progress in 2018. Of the 95 students who were below proficient in math in the spring of 2017, 24.4% showed progress in 2018.

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

This year, DLH Academy scored 62.4% of the possible points on its 2017–18 pilot scorecard. This compares to the 65.8% on the 2016–17 pilot scorecard, which demonstrated a decrease of 3.4% from the prior year.

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

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

- Parent surveys represented 100 (53.2%) of 188 families.
  - » A majority (80.0%) of parents rated the school's overall performance in contributing to their child's learning as "excellent" or "good."
  - » Most (80.0%) parents would recommend this school to other parents.

- » The characteristics that parents liked most were: communication, welcoming environment, small class sizes, and the friendly and responsive staff. Those least liked were the lack of discipline, limited afterschool activities, and issues with transportation.
- All six of the school's board members participated in personal interviews.
  - » Two rated the school overall as "excellent," three rated the school as "good," and one rated the school as "fair."
  - » All reported that the board receives a presentation of the school's annual academic performance report.
  - » Suggestions for improving the school included obtaining more resources, having smaller classes, and further engaging parents.
- CRC interviewed 11 teachers.
  - » School climate opinions indicated that over 50% of the teachers agreed or strongly agreed that:
    - Adults in the school respect students and their different points of view (72.7%);
    - Staff typically work well with one another (63.6%); and
    - All families are encouraged to become involved in school (54.5%).
  - » All (100.0%) teachers indicated that financial reasons, educational methodology, age/grade level of students, discipline practices, general atmosphere, administrative leadership, and colleagues were very or somewhat important reasons for continuing to teach at DLH Academy.
  - » While 72.7% of the teachers rated the program of instruction as excellent or good, only 50.0% rated the progress toward becoming a high-performing school as excellent or good, and 27.3% rated the students' academic progress as good.
- A total of 59 seventh and eighth graders completed online surveys.
  - » A total of 61.0% agreed or strongly agreed that their reading/writing have improved, and 57.6% agreed or strongly agreed that their math skills have improved.

- » Only 39.0% agreed or strongly agreed that they use computers/tablets in their school work, and 28.8% disagreed.
- » Nearly half (45.8%) agreed or strongly agreed that their teachers talk with them about high school plans.
- » Less than half (40.7%) agreed or strongly agreed that they feel safe in school, 25.4% disagreed or strongly disagreed, and 28.8% neither agreed nor disagreed.

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

DLH Academy addressed most of the recommendations in its 2016–17 programmatic profile and education performance report. Based on this report’s results and consultation with school staff, CRC recommends the school continue a focused school improvement plan by:

- Implementing specific strategies to improve student outcomes in reading and math for all students (those below, at, and above grade level expectation);
- Developing strategies to retain the teachers in place at the beginning of the year;
- Improving the implementation of a Positive Behavior Intervention and Supports program during 2018–19; and
- Identifying and addressing the reasons attendance is on a downward pattern over the past three years.

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

The school met all contract requirements; met the academically related outcomes of attendance, parent conferences, and special education data files; and addressed all school improvement recommendations. However, the scorecard results (62.4%) were slightly lower than the previous year’s (65.8%). Scorecard results this year were primarily affected by year-to-year and fall-to-spring reading and math results (a decrease in percentage of students below proficiency on the Wisconsin Forward Exam who progressed and a decrease in the percentage of students who met the local measures). Another area negatively affected was the teacher retention rate compared to the previous year. However, first-grade reading readiness results indicated that both first and second graders were on track for reading. The writing local measure showed significant improvement, and student and teacher return rates improved.

Based on the above information, CRC recommends that the CSRC continue annual monitoring; if local measures and Forward Exam results in reading and math do not improve during the 2018–19 school year, CSRC may want to consider placing the school on probation for the 2019–20 school year.

## I. INTRODUCTION

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

To produce this report, CRC:

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

## II. PROGRAMMATIC PROFILE

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

**Telephone:** (414) 358-3542

**Website:** <http://www.dlhacademy.org/>

**Director of Schools and Leadership:** Precious Washington

**Principal:** Lois Fletcher

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

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

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

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

### 2. Instructional Design<sup>2</sup>

DLH Academy offers an interdisciplinary curriculum through the International Baccalaureate (IB) Primary Years Programme (PYP). Through the PYP curriculum, students learn the profile of educated international persons and attempt to embody those characteristics.

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

<sup>2</sup> This information comes from the family handbook and interviews with school administration.

The school offered instruction in reading/literacy, language arts (including writing), math, science, Spanish,<sup>3</sup> music,<sup>4</sup> art, and social studies. Because physical education was eliminated due to difficulty finding licensed personnel, fitness and wellness were facilitated by teachers or teacher assistants. Students in K4 through fifth grade were included in the balanced literacy approach.

The school continued to focus on reading and math development and improved use of Measures of Academic Progress (MAP) data to identify gaps in student academic progress. All new students in second through eighth grades are tested with the MAP to determine their level of functioning in reading and math. The school also provided an extended-care program from 7:00–7:30 a.m. at no additional charge.

Parents were responsible for transportation to and from school, but bus transportation was also provided by a local bus company on a first-come, first-serve basis.

Teachers were asked about the methodology/curriculum and program of instruction during end-of-year interviews. All (100.0%) 11 teachers interviewed considered the educational methodology/curriculum approach an important reason for continuing to teach at the school.

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

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

## **B. School Structure**

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

DLH Academy is governed by a volunteer board of directors. The school reported six board members, including a chair, a vice chair, a secretary, a treasurer, a teacher representative, and a parent representative. All board members participated in the interview process, with results shown in Appendix E and throughout the report.

All six board members participated in the interview process. Five out of six rated the school as good or excellent overall. They all reported that they participated in strategic planning, received a presentation on the school's annual academic performance, and reviewed the annual budget and financial audit. Three things most liked by the board members included the IB curriculum, financial management at the school, and connecting families to support students' education. Improvement suggestions included increased resources, smaller classes, and engaging parents in school development including fundraising. See Appendix E for additional board member interview results.

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

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

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

During the interview and survey process, board members and teachers were asked about the school's program of instruction. All board members agreed or strongly agreed that the program of instruction is consistent with the school's mission, and 72.7% of the teachers rated the program of instruction as "excellent" or "good."

## 3. Classrooms

DLH Academy had 10 classrooms. The classrooms for K4 through fifth grade were self-contained classrooms while the sixth, seventh, and eighth graders moved among the other classroom and subject area rooms (for English, social studies, science, and math). The school also had a gym, a resource room (for special education services outside of the classrooms), a

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<sup>5</sup> From *2017–18 Family Handbook* and information gathered during the fall interview.

library, a health room, an additional classroom for small-group and pullout instruction, and a cafeteria. Each K4 through fourth-grade classroom had a teacher and an educational assistant. Fifth, sixth, and seventh graders were supported by one teacher assistant. At the end of the year, classroom size ranged from 19 students in K4 to 31 in each of the second and fourth grades.

When asked about class size or student/teacher ratio, the board members had varying opinions. One strongly agreed that class size was appropriate, three were neutral, and two disagreed. Only 36.4% of the teachers rated class size/student-teacher ratio as excellent or good; 18.2% rated this area as fair, and 45.5% rated it as poor.

#### 4. Teacher Information

During the 2017–18 school year, DLH Academy employed a total of 18 instructional staff members plus a director of schools and leadership and a principal. At the beginning of the year, there were 11 classroom teachers and five other instructional staff. There were six elementary classroom teachers, one each for K4 through fifth grade. There were four middle school classroom teachers—one each for math, English, science, and social studies. The five other instructional staff included one special education coordinator/teacher, two special education paraprofessionals, one speech language pathologist, and one librarian/media specialist. A school psychologist was contracted through the Cooperative Educational Service Agency 1.

All 11 classroom teachers who started the school year were eligible to remain for the entire year. Of these, 72.7% stayed the entire year. A first-grade and a third-grade teacher left in September 2017 and were replaced at the beginning of the second semester. The middle school

science teacher left at the end of January 2018 and was not replaced<sup>6</sup>. All (100.0%) other instructional staff were eligible and remained at the school for the entire year. Overall, 81.2% instructional staff who were eligible to stay remained the entire year.

Eight classroom teachers and five other instructional staff employed at the end of the 2016–17 school year were eligible to return. All eight (100.0%) of the classroom teachers and all (100.0%) of the other instructional staff returned for an overall teacher/instructional staff return of 13 (100.0%) eligible staff.

All instructional staff employed at the end of the year held Wisconsin Department of Public Instruction (DPI) licenses or permits.

Staff members receive a formal evaluation every three years, with annual progress reports using DPI's "Educational Evaluation" model.

Professional development provided to school staff included sessions on courageous conversations about race, CPR, teaching strategies, immunization training, MobyMax, PowerSchool, PYP training, and restorative justice practices. Various DLH Academy staff also attended conferences such as the Association for Supervision and Curriculum Development (ASCD) Educational Conference, the National Charter Schools Conference, the Innovative Schools Network National Conference on Educational Innovation, and the WISEdata Conference.

During the interview process, teachers and other instructional staff were asked about the teacher-assessment process. More than half (60.0%) agreed or strongly agreed that the process was clear and were satisfied with performance assessment criteria. A total of 80.0% agreed or strongly agreed that student academic performance is an important part of teacher assessment.

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<sup>6</sup> The school used substitute teachers provided by Parallel Employment Group.

Teachers were also asked about issues related to school climate. More than half (72.7%) agreed that adults who work in the school respect the students, and 63.6% agreed that staff work well with one another. A total of 54.5% agreed that staff encourage all families to become involved in the school.

Only 45.5% of teachers rated professional support/development activities as excellent or good, with the remaining 54.5% indicating this area as fair.

Parents were also asked about school staff. The majority (87.0%) of parents agreed or strongly agreed that the staff recognize their child's strengths and weaknesses, 81.0% agreed or strongly agreed that they were satisfied with overall staff performance, and 80.0% of agreed or strongly agreed that people in this school treat each other with respect.

Just over half (52.5%) of the 59 seventh- and eighth-grade students surveyed agreed or strongly agreed that the teachers help them succeed in school. The others either had no opinion (18.6%) or disagreed or strongly disagreed (23.8%); three students did not respond to the question. Only 35.6% of students agreed or strongly agreed that teachers respect students, while 22.0% had no opinion and 37.3% disagreed or strongly disagreed; the remaining students chose not to respond to this item.

## 5. School Hours and Calendar

The regular school day for all students began at 7:55 a.m. and ended at 3:30 p.m.<sup>7</sup> The first day of school was September 5, 2017, and the last day was June 8, 2018. The school provided a calendar for the 2017–18 school year.<sup>8</sup>

## 6. Parent and Family Involvement

DLH Academy's *2017–18 Family Handbook* was provided to new families at a required new family orientation and is also available to all families on the school's website.<sup>9</sup> In this annually updated handbook, DLH Academy invites parents to become active members of the Family Involvement Team (F.I.T.). F.I.T.'s purpose is to provide positive communication between parents/family members and the school administration, facilitate parental involvement in school governance and educational issues, organize volunteers, review and discuss school performance issues, and assist in fundraising and family education training.

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

All new students and their parents were required to attend a mandatory orientation session prior to the start of school. Parents of returning students who had not consistently adhered to school policies and guidelines were invited to individual meetings to determine strategies to ensure each student's future success. Parent-teacher conferences were scheduled

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

<sup>9</sup> Available at <http://www.dlhacademy.org/userfiles/26/my%20files/family%20and%20student%20handbook%202017-2018.pdf?id=455>.

twice during the year (October 2017 and March 2018). Phone conferences were substituted for in-person conferences when parents were unable to attend. Families also were invited to attend special programs and events scheduled throughout the year.

Teachers and parents were asked about parental involvement. Almost all (90.9%) of the 11 teachers interviewed rated parent involvement as fair or poor. However, more than half indicated that parent/teacher relationships were excellent (9.1%) or good (45.5%). Slightly more than half (54.5%) agreed or strongly agreed that the staff encourage all families to become involved.

When asked about the school's staff, 95.0% of parents agreed or strongly agreed that they were comfortable talking with staff. Most parents (84.0%) indicated that staff respond to their worries and concerns, and 80.0% agreed or strongly agreed that the staff kept them informed about their child's academic performance. When asked about parental involvement during the survey/interview process, almost all (92.0%) parents indicated that they felt welcome at the school. Many reported that what they like most about the school is the communication between teachers and parents.

#### 7. Waiting List

As of September 20, 2017, the school's leader reported that there were five or six students waiting for admission openings in third, fifth, and eighth grades. At the time of the spring interview in May 2018, no students were on a waiting list for fall of 2018 enrollment.

## 8. Discipline Policy

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

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

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

- *Teachers*
  - » All (100.0%) of the 11 teachers interviewed considered the discipline at the school as a very important or somewhat important reason for continuing to teach there.

- » Only 18.2% rated adherence to the discipline policy as good; all others rated it as fair (36.4%) or poor (45.5%).
- *Parents*
  - » Nearly three quarters (73.0%) of parents agreed or strongly agreed with the statement that they feel comfortable with how the staff handles discipline, 9.0% were neutral, 14.0% disagreed, and 4.0% strongly disagreed.
  - » Almost all (93.0%) parents agreed or strongly agreed that their child is safe in school.
- *Students*
  - » Of the 59 students who completed the survey, 18.6% agreed or strongly agreed that the school rules are fair, 16.9% neither agreed nor disagreed, and 59.3% indicated that they did not think the school rules are fair.

## 9. Graduation and High School Information

Eighth graders at DLH Academy started the high school selection process in September. Parent and student meetings began in October at the first conference and occurred a couple more times throughout the year. Students began receiving acceptance letters as early as November and as late as June. When students received an acceptance letter, DLH Academy gave them a T-shirt from their future high school.

The high schools that some of the 29 graduates have been accepted to for their 2018–19 school year include: Destiny High School (six); Carmen High School of Science and Technology (five); Milwaukee Lutheran High School (four); Rufus King High School (two); Messmer High School (three); Madison High School (one); Milwaukee Collegiate Academy (one); Milwaukee High School of the Arts (one); Golda Meir School (one); and Henry County High School in Atlanta, Georgia (one). At the time of this writing, two students were waiting for open

enrollment acceptance to Wauwatosa West High School, and one or two students were waiting for acceptance into the special education program at Riverside University High School.

The school continues to use its DLH Academy alumni and friends Facebook page to identify former students who are enrolled in a college/university or a community college, are in the military, are actively employed, etc. for the purpose of tracking how graduates are doing and building an alumni group. The school is planning its 20th anniversary, a major event where it will connect with alumni as well as try to add them to the school's board of directors. An alumnus/alumna has always been invited to speak at graduation.

### **C. Student Population**

At the beginning of the year, 286 students in K4 through eighth grade were enrolled in DLH Academy.<sup>10</sup> A total of 12 students enrolled after the school year started, and 32 students withdrew prior to the end of the year.<sup>11</sup> Withdrawal reasons included the following: eight students moved out of state, six withdrew due to expulsion, and 18 withdrew for other unspecified reasons. Seven (21.9%) students who withdrew had special education needs. Of the 286 students who started the year at the school, 256 remained enrolled at the end of the year, resulting in an 89.5% retention rate.

At the end of the year, 266 students were enrolled at DLH Academy.

- Most (239, 89.8%) students were African American. Nine (3.4%) were Hispanic, and 18 (6.8%) were Asian.

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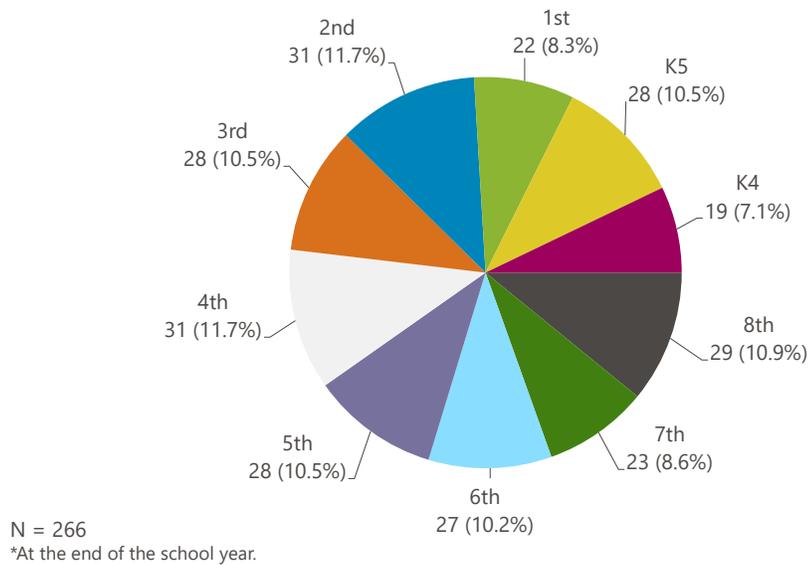
<sup>10</sup> As of September 15, 2017.

<sup>11</sup> Number of students who withdrew by grade: two from K5, three from first grade, two from second grade, three from third grade, one from fourth grade, two from fifth grade, five from sixth grade, 10 from seventh grade, and four from eighth grade.

- There were 145 (54.5%) girls and 121 (45.5%) boys.
- There were 29 students (10.9%) with special education needs. Thirteen had other health impairments, 13 had speech and language impairments, two had specific learning disabilities, two had emotional/behavioral disorders, one had occupational therapy, one had an intellectual disability, one had autism, one had cognitive delay, and one had significant developmental delay.<sup>12</sup>
- Most (250, 94.0%) students were eligible for free or reduced lunch prices. The remaining 16 (6.0%) were ineligible.

The largest grades were second and fourth grades with 31 students each. Other grade levels had 19–29 students, with an average grade-level size of 27 students (Figure 1).

Figure 1  
DLH Academy  
Student Enrollment Numbers by Grade Level\*  
2017–18



<sup>12</sup> Students may have more than one type of identified need.

Of the 237 students attending on the last day of the 2016–17 academic year who were eligible for 2017–18 enrollment (i.e., who did not graduate from eighth grade), 198 enrolled on the third Friday in September 2017, representing a return rate of 83.5%, slightly higher than the return rate of 80.3% in the fall of 2016.

A total of 59 seventh and eighth graders completed an online survey. Less than half (40.7%) agreed or strongly agreed that they feel safe in school, 25.4% disagreed or strongly disagreed, and 28.8% neither agreed nor disagreed. While quite a few, 44.1%, agreed or strongly agreed that they liked being in school, 37.3% disagreed or strongly disagreed that they liked being in school. When asked what they liked best about the school, students most frequently mentioned their friends, the gym, and physical education. Some things mentioned that were least liked were some of the teachers who demonstrated negative attitudes and favoritism, the lunch food, and the fact there are many unnecessary rules.

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

A description of DLH Academy’s response to the recommendations in its 2016–17 programmatic profile and education performance report for the 2017–18 academic year follows.

- Recommendation: Improving the practice of differentiation, particularly with students struggling in the areas of reading and math.

Response: The school reported three major efforts in this area. An initial focus was on improving the documentation of progress to allow for teacher and student reflection and allow for teachers to prepare variations of student work when working independently, in order for students to benefit from the practice opportunities.

New teachers were provided with teacher leader support so that students' learning would be more fluid and allow for differentiation to occur. This involved increasing teacher skills in collecting and interpreting the data, planning that included how to group students, what learning targets to emphasize, and providing appropriate materials.

Finally, to improve test results (MAP and Wisconsin Forward Exam), the school examined how students are tested. The principal monitored and interviewed students about what they needed. The results include grouping the students differently so faster-working students were together, and students who took more time testing were together. The school also decreased the special classes during test time so those classes would not compete with the testing program.

- Recommendation: Identifying and addressing issues affecting students' performance on the Forward Exam.

Response: See the paragraph above.

- Recommendation: Developing strategies to improve the student return rate.

Response: The school did not report specific activities in response to this recommendation. The student return rate did increase slightly from 80.3% in the fall of 2016 to 83.5% in the fall of 2017.

- Recommendation: Improving implementation of Positive Behavioral Improvement Strategies to reduce in-school and out-of-school suspension rates.

Response: To improve the overall student behavior and thus keep students returning year after year, the school planned to develop a Positive Behavior Intervention and Supports (PBIS) program. However, the school leadership explained that this was not done this year. However, the school developed a restorative discipline approach that included morning meetings and/or a meeting right after lunch in each classroom or middle-school homeroom. The school also added the school pledge as an affirmation. The assistant principal conducted restorative circles regarding problem issues or incidents. The school also emphasized the IB learner profiles by focusing on specific profiles each month. The teachers would receive monthly materials for emphasis each month.

- Recommendation: Continuing work in cultural relevance.

Response: Professional development focused on restorative practices and trauma informed practices. In addition there were two sessions focused on crucial conversations about race. The school is planning more work on this area.

- Recommendation: Building internal leadership capacity.

Response: The school focused on increasing their internal leadership capacity by identifying three leader teachers: one for K4 through second-grade teachers, one for third- through fifth-grade teachers, and one for middle-school teachers. The teacher leaders primarily worked one on one with the teachers in their group, with occasional team meetings.

DLH Academy addressed most of the recommendations in its 2016–17 programmatic profile and education performance report. Based on this report’s results and consultation with school staff, CRC recommends the school continue a focused school-improvement plan by:

- Implementing specific strategies to improve student outcomes in reading and math for all students, those below, at, or above grade level expectation;
- Developing strategies to retain the teachers in place at the beginning of the year;
- Improving the implementation of a PBIS program during 2018–19;
- Identifying and addressing the reasons attendance has been decreasing during the past three years.

### **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 2017–18 year, the school established attendance, parent participation, and special education student records goals. The school also identified local and standardized measures of academic performance to monitor student progress.

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

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

## **A. Attendance**

CRC examined student attendance in two ways: actual student attendance and attendance plus excused absences. Both rates include all students enrolled at any time during the school year. The school considered a student present if the student attended for at least half of the day. At the academic year's start, the school established a goal of maintaining an average attendance rate of 90.0%. Attendance data were available for 298 students, and those students attended 90.8% of the time on average, exceeding the school's goal.<sup>13</sup> When excused absences were included, the attendance rate rose to 92.3%.

CRC also examined the time students spent, on average, suspended (in or out of school). A total of 94 students spent an average of 2.6 days in out-of-school suspension, and 21 students spent an average of 1.1 days in in-school suspension. A total of 103 (34.6%) students spent, on average, 2.6 days in either in-school or out-of-school suspension.<sup>14</sup>

## **B. Parent-Teacher Conferences**

At the beginning of the academic year, the school set a goal that all parents of students enrolled for the entire school year would attend both scheduled parent-teacher conferences.

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<sup>13</sup> Individual student attendance rates were calculated by dividing the total number of days present by the total number of days the student was enrolled. Individual rates were then averaged across all students.

<sup>14</sup> During the 2016–17 school year, a total of 117 students spent, on average, 4.3 days in either in-school or out-of-school suspension.

Parents of all 256 students enrolled all year participated in both parent-teacher conferences, meeting the school's goal of 100.0% attendance.

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

This year, the school set a goal of developing and maintaining records for all special education students. The school provided some special education services to 36 students during the year, and seven of those students withdrew before the end of the school year. All 24 continuing special education students had IEP reviews this year; those and five newly assessed students had new IEPs completed during the school year. Parents of 28 (96.6%) of 29 students participated in IEP development.

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

### **D. Local Measures of Educational Performance**

Charter schools, by their definition and nature, are autonomous entities with curricula reflecting each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee–chartered school at the beginning of the 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 PALS and the MAP assessment. Math progress was measured using the Math in Focus curriculum and the MAP 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 as their local measure for students in K4, K5, and first grade. A full description of the PALS assessment can be found in the External Standardized Measures of Educational Performance section of this report.

i. *PALS-PreK*

The school's goal was that at least 85.0% of students who completed both the fall and spring PALS-PreK assessments would be at or above the developmental range for at least five of seven tasks at the time of the spring assessment. All 18 (100.0%) K4 students who completed the fall and spring PALS-PreK were at or above the range for at least five of seven tasks at the time of the spring assessment, exceeding the school's goal of 85.0%.

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

The school’s goal was that at least 85.0% of students in K5 and first grade who completed the fall and spring PALS would achieve the summed score spring benchmark. A total of 50 K5 and first-grade students completed the fall and spring PALS assessment for their respective grade level. While the K5 students fell short of the goal, the first-grade students exceeded the goal (Table 1); when averaged, nearly three quarters (36, 72.0%) of those students were at or above the spring summed score benchmark, below the school’s goal of 85.0%.

<b>Table 1</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>PALS for K5 and 1st-Grade Students</b>			
<b>2017–18</b>			
<b>Grade</b>	<b>Students</b>	<b>Students at or Above Benchmark</b>	
		<b>Spring of 2018</b>	
		<b>n</b>	<b>%</b>
K5	28	16	57.1%
1st	22	20	90.9%
<b>Total</b>	<b>50</b>	<b>36</b>	<b>72.0%</b>

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

The MAP assessments, which were used to measure second through eighth graders’ progress in reading and math, are administered in the fall and again in the spring of the same academic year. Results provide educators with information necessary to build the curriculum to meet student needs. Based on individual performance, each student receives a percentile score

at the time of each MAP test administration; DLH Academy used fall percentile scores to place students into one of the following five goal performance groups.<sup>15</sup>

- Low = 20th percentile and below
- Low-average = 21st – 40th percentile
- Average = 41st – 60th percentile
- High-average = 61st – 80th percentile
- High = 81st percentile and above

School goals were related to fall performance level. At least 75.0% of students in the low, low-average, or average performance groups were expected to reach their target Rasch unit (RIT) score on the spring test score; at least 75.0% of students in the high-average or high performance groups were expected to earn at least 50.0% of their growth-target RIT points by the end of the school year.

Both the fall and spring MAP reading tests were completed by 185 second- through eighth-grade students. At the time of the fall MAP test, 151 (81.6%) students were in the low, low-average, or average groups; 34 (18.4%) were in the high-average or high performance groups.

*i. Progress for Students in the Low, Low-Average, and Average Performance Groups*

Of the 151 second- through eighth-grade students in the low, low-average, or average groups, 89 (58.9%) met their target RIT score in the spring; the school did not meet their goal of 75.0% (Table 2). Students in the low group in the fall were most likely to meet their target

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<sup>15</sup> These goal performance groups are used by the Northwest Evaluation Association (NWEA): <http://www.teamcfareources.org/uploads/2/5/8/1/25810575/wb-map-reports-portfolio-d01.pdf>

RIT (69.5%) compared to students in the low-average group (52.8%) and students in the average group (51.3%, not shown).

<b>Table 2</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>Local Measures of Academic Progress: MAP Reading Assessment</b>			
<b>Low, Low-Average, or Average Performance Group Progress by Grade Level</b>			
<b>Fall of 2017</b>			
<b>Grade</b>	<b>Students</b>	<b>Met Goal in Spring of 2018</b>	<b>% Met Goal in Spring of 2018</b>
2nd	24	20	83.3%
3rd	19	8	42.1%
4th	29	18	62.1%
5th	21	11	52.4%
6th	17	7	41.2%
7th	18	10	55.6%
8th	23	15	65.2%
<b>Total</b>	<b>151</b>	<b>89</b>	<b>58.9%</b>

*ii. Students in the Average and High-Average Performance Groups*

Half (17, 50.0%) of the students in the high-average and high performance groups had earned at least 50.0% of their target RIT points at the time of the spring test, falling short of the school’s goal of 75.0%. In order to protect confidentiality, CRC does not report data on populations of less than 10, so results are not shown by grade level.

The school met its local reading goals for Pre-K and did not meet its goals for K5 through eighth-grade students. Overall, 160 (63.2%) of 253 students met the school’s local measure goals in reading.

Of the 59 seventh- and eighth-grade students surveyed, 61.0% indicated that their reading/writing skills improved.

2. Math

a. *Math in Focus for K5 and First Graders*

Math skills for students in K5 and first grade are assessed on a four-point rubric in which 4 is advanced, 3 is proficient, 2 is basic, and 1 indicates a minimal skill level. The local measure goal for math was that by the end of the year, 85.0% of students enrolled in K5 and first grade since the beginning of the year would reach proficient or advanced levels of mastery on at least 75.0% of the skills on the Math in Focus curriculum. K5 students were taught 30 concepts, and first graders were taught 28 concepts. This year, a total of 41 (82.0%) of 50 K5 and first-grade students scored proficient or higher on 75.0% of math skills; therefore, the school did not meet its goal of 85.0% (Table 3).

<b>Table 3</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>Students Meeting Goal on Math Concepts</b>			
<b>K5 and 1st Graders</b>			
<b>2017-18</b>			
<b>Grade</b>	<b>Students</b>	<b>Met Goal</b>	<b>% Met Goal</b>
K5	28	21	75.0%
1st	22	20	90.9%
<b>Total</b>	<b>50</b>	<b>41</b>	<b>82.0%</b>

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

As with reading progress, the school's goal for MAP math goals related to fall performance level. At least 75.0% of students in the cohort consisting of the low, low-average, and average performance groups were expected to reach their target RIT score on the spring test score, and at least 75.0% of students in the cohort consisting of the high-average and high performance groups were expected to earn at least 50.0% of their growth target RIT points at the end of the school year.

There were 185 second- through eighth-grade students who completed both the fall and spring MAP math tests. At the time of the fall test, 168 (90.8%) students scored were in the low, low-average, or average groups; 17 (9.2%) were in the high-average or high performance groups (not shown).

*i. Students in the Low, Low-Average, and Average Performance Groups*

Of the 168 second- through eighth-grade students in the low, low-average, or average groups, 71 (42.3%) met their target RIT score in the spring; the school did not meet their goal of 75.0% (Table 4). When broken out by the different percentiles (low, low-average, average), 45.5% of low, 36.8% of low-average, and 43.5% of average met their target (not shown).

<b>Table 4</b> <b>Darrell Lynn Hines Academy</b> <b>Local Measures of Academic Progress: MAP Math Assessment</b> <b>Low, Low-Average, and Average Performance Group Progress by Grade Level</b> <b>in Fall of 2017</b>			
<b>Grade</b>	<b>Students</b>	<b>Met Goal in Spring of 2018</b>	<b>% Met Goal in Spring of 2018</b>
2nd	25	17	68.0%
3rd	21	8	38.1%
4th	30	7	23.3%
5th	26	6	23.1%
6th	22	10	45.5%
7th	20	12	60.0%
8th	24	11	45.8%
<b>Total</b>	<b>168</b>	<b>71</b>	<b>42.3%</b>

ii. *Students in the High-Average or High Performance Groups*

Of the 17 students in the high-average or high performance groups based on fall scores, 13 (76.5%) achieved at least 50.0% of their target RIT points in the spring, exceeding the school's goal of 75.0%.

The school did not meet its math goal for K5 and first-grade students or for second- through eighth-grade students who were in the low, low-average, or average fall performance groups in the fall. The school did, however, achieve its goal for second- through eighth-grade students in the high-average or high fall performance group. Overall, the school met local measures for math progress for 125 (53.2%) of 235 students.

Seventh and eighth graders were also asked rate their progress in math. Of them, 57.6% agreed or strongly agreed that their math skills have improved.

### 3. Writing Progress

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

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

#### *a. Writing for K5 Through Sixth Grade*

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

80.0% of students who achieve an average score lower than 3 on the fall sample would increase their average score by at least one level on the spring sample.<sup>16</sup>

In K5 through sixth grade, 191 students were tested at both times. Of those, 158 (82.7%) students scored less than a 3 (below grade level) on the fall sample; 134 (84.8%) of those students improved their overall average score by at least one point on the spring sample (Table 5). The school exceeded its goal of 80.0%.

<b>Table 5</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>Local Measures of Academic Progress: Writing Assessment</b>			
<b>K5 Through 6th-Grade Progress for Students Scoring Below Grade Level</b>			
<b>in the Fall of 2017</b>			
<b>Grade Level</b>	<b>Students</b>	<b>Improved 1+ Point in the Spring of 2018</b>	
		<b>n</b>	<b>%</b>
K5	28	24	85.7%
1st	22	19	86.4%
2nd	30	30	100.0%
3rd	24	19	79.2%
4th	29	22	75.9%
5th	10	8	80.0%
6th	15	12	80.0%
<b>Total</b>	<b>158</b>	<b>134</b>	<b>84.8%</b>

On the fall sample, 33 (17.3%) students were at or above grade level. Of those students, 31 (93.9%) maintained an overall score of 3 or more on the spring writing sample, exceeding the school’s goal of 80.0%.

<sup>16</sup> The goal in the learning memo stated that students who score a 2 or lower will increase their score, but this excludes students who received an overall score higher than 2 but less than 3. The analysis of students in the lower performing group includes those who received a score of less than 3.

b. *Writing for Seventh and Eighth Grades*

Seventh- and eighth-grade students were assessed using a rubric of 1 through 5 (1 = far below basic, 2 = below basic, 3 = basic, 4 = proficient [at grade level], 5 = advanced [above grade level]); the average, overall score for all six focus areas was used to measure student progress. The school’s goal was that at least 75.0% of students who scored a 4 or higher on the fall sample would maintain that level on the spring sample and that at least 70.0% of students who scored below a 4 on the fall sample would increase their score by at least one point on the spring test. A total of 51 students submitted both fall and spring writing samples. Of the 36 students who were below proficient in the fall, 30 (83.3%) improved their overall average score by at least one point on the spring sample (Table 6), meeting the school’s 70.0% goal.

<b>Table 6</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>Local Measures of Academic Progress: Writing Assessment</b>			
<b>7th- and 8th-Grade Progress for Students Below Proficient</b>			
<b>in the Fall of 2017</b>			
<b>Grade Level</b>	<b>Students</b>	<b>Improved 1+ Point in the Spring of 2018</b>	
		<b>n</b>	<b>%</b>
7th	20	16	80.0%
8th	16	14	87.5%
<b>Total</b>	<b>36</b>	<b>30</b>	<b>83.3%</b>

All (100.0%) 15 students who were proficient or higher in the fall maintained their proficiency in the spring. Overall, 210 (86.8%) of 242 students in K5 through eighth grade who were assessed for writing in both the fall and the spring met the writing local measure goal for their grade level (not shown).

#### 4. Special Education Student Progress

The school set a goal that all students with active IEPs would demonstrate progress toward meeting their IEP goals at the time of their annual review or re-evaluation. Progress was determined by 70.0% achievement of the total number of subgoals reported for each student. Of the 26 special education students who were at the school for an entire IEP year, 23 (88.5%) met at least 70.0% of their goals.<sup>17</sup>

#### **E. External Standardized Measures of Educational Performance**

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

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

##### 1. PALS<sup>18</sup>

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

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<sup>17</sup> There were 28 students in total who were at the school for an entire IEP school year; however, two withdrew prior to the IEP review date. These students were excluded from the analysis.

<sup>18</sup> Information about the PALS assessments taken from <https://palsresource.info/wisconsin/> and <https://pals.virginia.edu/>; for more information, visit these sites.

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 18 K4 students completed the fall and spring PALS assessment. Although the spring developmental ranges relate to expected development by the time of the spring semester, CRC applied the spring ranges to both test administrations to see whether more students were at or above the range for each test by the spring administration (Table 7).

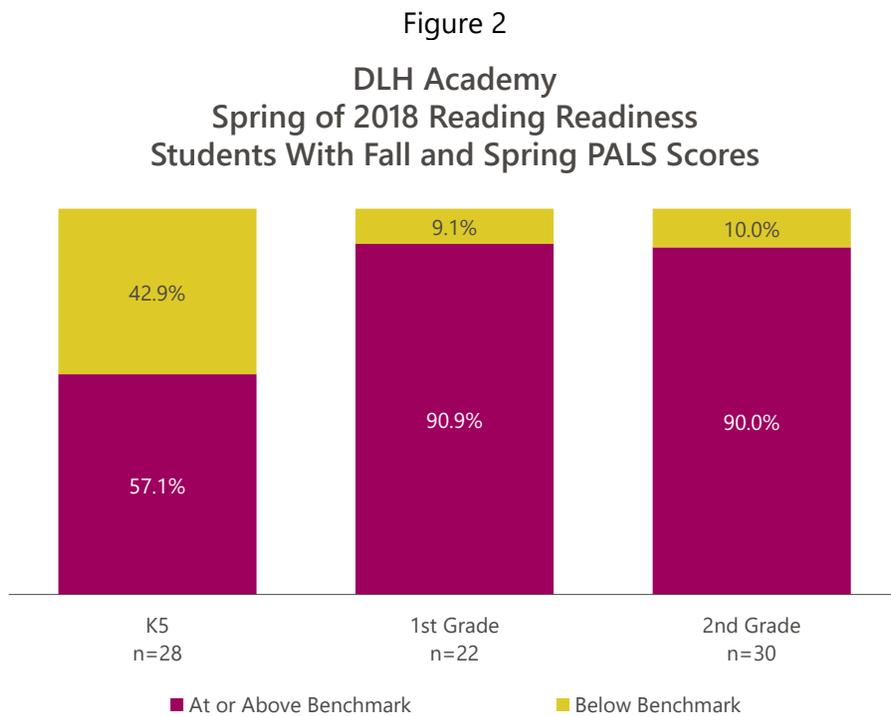
<b>Table 7</b>				
<b>Darrell Lynn Hines Academy</b>				
<b>PALS-PreK for K4 Students</b>				
<b>Students at or Above the Spring Developmental Range</b>				
<b>N = 18</b>				
<b>Task</b>	<b>Fall</b>		<b>Spring</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Name writing	8	44.4%	18	100.0%
Uppercase alphabet recognition	9	50.0%	18	
Lowercase alphabet recognition	Cannot report due to <i>n</i> size*		17†	
Letter sounds	Cannot report due to <i>n</i> size*		18	
Beginning sound awareness	17	94.4%	18	
Print and word awareness	13	72.2%	18	
Rhyme awareness	9	50.0%	18	

\*Fewer than 10 students qualified for the lowercase alphabet recognition and letter sounds tests in the fall. To protect student identity, results are not reported for cohorts of fewer than 10.

†Out of 17 who qualified in the spring.

b. *PALS-K and PALS Plus*

CRC examined spring reading readiness for students who completed both the fall and spring tests. At the time of the spring assessment, 57.1% of 28 K5 students, 90.9% of 22 first graders, and 90.0% of 30 second graders were at or above the spring summed score benchmark for their grade level (Figure 2).



2. Wisconsin Forward Exam for Third Through Eighth Graders<sup>19</sup>

The Wisconsin Forward Exam was implemented as the state’s standardized test for English/language arts and math for third through eighth graders; for science for fourth and

<sup>19</sup> Retrieved from the DPI website (<http://dpi.wi.gov/assessment/forward>) and the Wisconsin Forward Exam family brochure: <https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward%20brochure%20for%20families%202017-18.pdf>

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 2018, 165 third through eighth graders completed the English/language arts (ELA) and math assessments. Of all students enrolled in the school for the entire school year (third Friday of September through spring’s Forward Exam), 7.3% were proficient in ELA, and 5.5% were proficient in math. No students were advanced in either subject. Results by grade level are presented in Figures 3 and 4.

**Figure 3**  
**DLH Academy**  
**Forward Exam English/Language Arts Assessment**  
**2017–18**

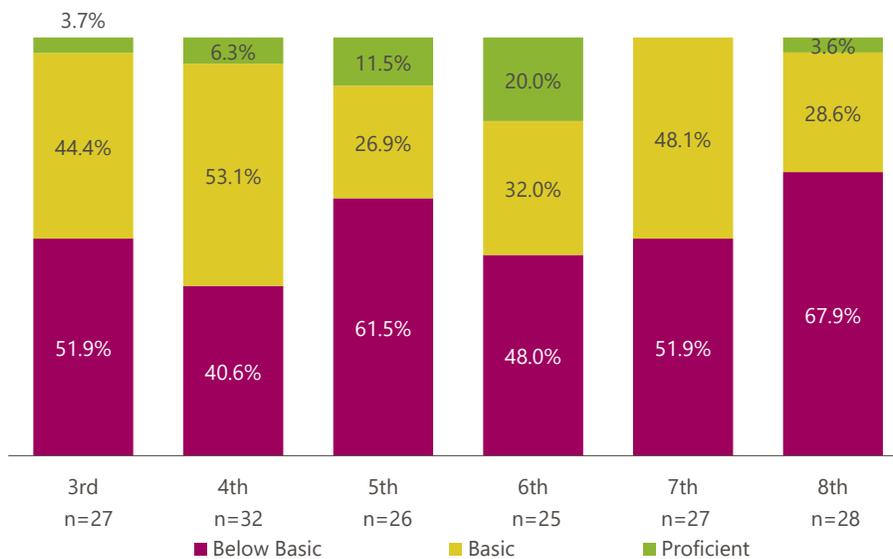
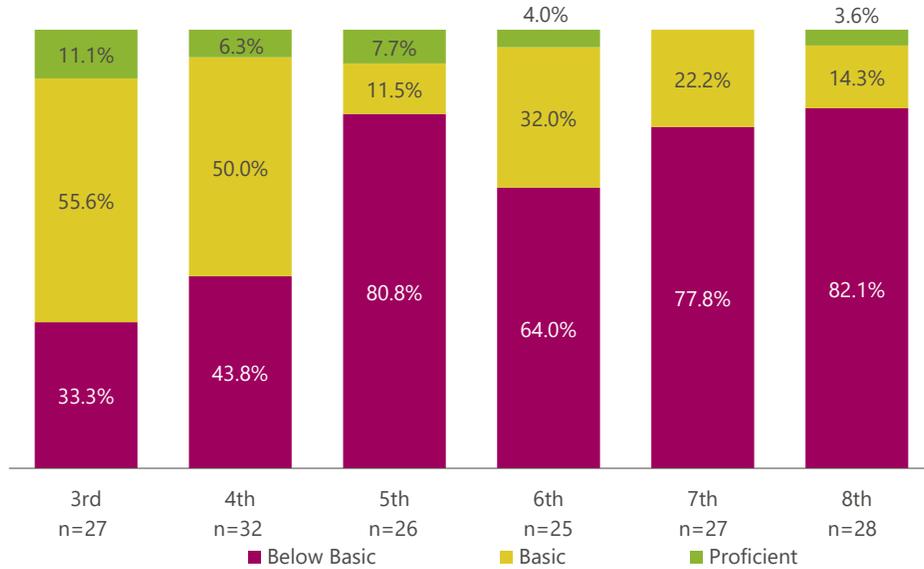
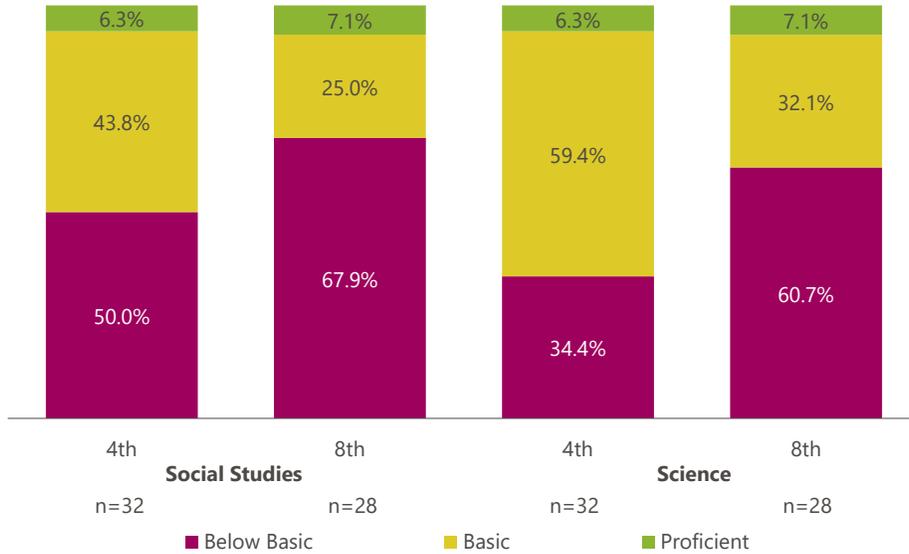


Figure 4  
DLH Academy  
Forward Exam Math Assessment  
2017–18



Of 60 fourth and eighth graders who completed the social studies and science tests, 6.7% were proficient in social studies, and 7.1% were proficient in science (none were advanced in either subject). Results by grade level appear in Figure 5.

Figure 5  
DLH Academy  
Forward Exam Social Studies and Science Assessments  
2017–18



**F. Multiple-Year Student Progress**

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. Students in K4 through second grade take the PALS reading assessment. The PALS summed score benchmark indicates when a student requires additional reading assistance—not that the student is reading at grade level. In addition, there are three versions of the test, which include different formats, sections, and scoring. Because only students who are in first and second grade during two consecutive years complete the same version of the test, CRC only examined year-to-year results for students who were in first grade in the spring of 2017 and second grade in in the spring of 2018. The CSRC’s performance expectation is at least

75.0% of students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year.

Students in third through eighth grade take the Forward Exam in the spring of the school year. This is only the second year that year-to-year progress can be measured using Forward Exam results from two consecutive school years; results will be used as baseline data to set expectations in subsequent school years.

1. Second-Grade Progress Based on PALS

A total of 24 students completed the PALS spring assessment in 2016–17 as first graders and in 2017–18 as second graders. Based on PALS results from the spring of 2017, 21 students were at or above the summed score benchmark as first graders; all of those students remained at or above the summed score benchmark in the spring of 2018 as second graders.

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

There were 101 students who completed the Forward ELA and math assessments in the spring of 2017 and the spring of 2018.<sup>20</sup> Year-to-year progress was measured for students at or above and for students below proficient in ELA and/or math in the spring of 2015–16.

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<sup>20</sup> One student completed the assessments both years but did not advance a grade level; this student was omitted from year-to-year analyses.

a. *Students at or Above Proficient*

There were 101 students who completed Forward Exams two consecutive years. At the time of the 2017 assessment, four were proficient or advanced in ELA, and six were proficient or advanced in math. To protect student identity, results are not reported for cohorts of fewer than 10. Therefore, year-to-year progress for students at or above proficient could not be reported this year.

b. *Students Below Proficient*

To determine if students who were not proficient or advanced the previous year were making progress, CRC examined whether these students were able to improve scores by moving up one or more categories, e.g., below basic to basic, basic to proficient, or below basic to proficient. If students were not able to improve by a level, CRC examined student progress within the student's skill level. To examine movement within a proficiency level, CRC equally divided the below basic and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.<sup>21</sup>

Of the 101 students who took the Forward Exam in two consecutive years, 97 were below proficient in ELA at the time of the spring of 2017 assessment, and 29.9% showed progress in 2018 (Table 8a).

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<sup>21</sup> This method is used by CRC to examine student progress in the schools chartered by the city.

<b>Table 8a</b>					
<b>Darrell Lynn Hines Academy</b>					
<b>Year-to-Year Progress in English/Language Arts for 4th – 8th Graders</b>					
<b>Wisconsin Forward Exam: Students Below Proficient in 2017</b>					
<b>Current Grade Level</b>	<b>Students Below Proficient in 2017</b>	<b>Progress in 2018</b>			
		<b>Improved 1+ Level</b>	<b>Improved 1+ Quartile Within Level</b>	<b>Overall Progress n</b>	<b>Overall Progress %</b>
4th	22	9	1	<b>10</b>	<b>45.5%</b>
5th	17	4	4	<b>8</b>	<b>47.1%</b>
6th	17	1	4	<b>5</b>	<b>29.4%</b>
7th	22	1	3	<b>4</b>	<b>18.2%</b>
8th	19	1	1	<b>2</b>	<b>10.5%</b>
<b>Total</b>	<b>97</b>	<b>16</b>	<b>13</b>	<b>29</b>	<b>29.9%</b>

There were 95 students below proficient (basic or below basic) in math in the spring of 2017, and 24.2% demonstrated progress in 2018 (Table 8b).

<b>Table 8b</b>					
<b>Darrell Lynn Hines Academy</b>					
<b>Year-to-Year Progress in Math for 4th – 8th Graders</b>					
<b>Wisconsin Forward Exam: Students Below Proficient in 2017</b>					
<b>Current Grade Level</b>	<b>Students Below Proficient in 2017</b>	<b>Progress in 2018</b>			
		<b>Improved 1+ Level</b>	<b>Improved 1+ Quartile Within Level</b>	<b>Overall Progress n</b>	<b>Overall Progress %</b>
4th	22	6	1	<b>7</b>	<b>31.8%</b>
5th	18	1	6	<b>7</b>	<b>38.9%</b>
6th	15	1	0	<b>1</b>	<b>6.7%</b>
7th	21	2	1	<b>3</b>	<b>14.3%</b>
8th	19	1	4	<b>5</b>	<b>26.3%</b>
<b>Total</b>	<b>95</b>	<b>11</b>	<b>12</b>	<b>23</b>	<b>24.2%</b>

## **G. CSRC School Scorecard**

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

The school scored 62.4% on the pilot scorecard this year. This compares with 65.8% on the 2016–17 pilot scorecard and is a decrease of 3.4%. See Appendix D for school scorecard information.

## **H. Satisfaction Regarding Student Academic Progress**

Sections D through G above describe student academic progress across several measures using multiple metrics. In addition to those quantitative measures, CRC surveyed 100 parents and interviewed 13 teachers and six board members regarding student academic progress at DLH Academy. Of the parents surveyed, most (88.0%) agreed or strongly agreed that their child is learning what is needed to succeed in life, 80.0% indicated that they are informed

about their child's academic performance, and 80.0% rated the school's contribution to their child's learning as excellent or good. Of the 11 teachers, 27.3% rated student academic progress as excellent or good. However, all six of the board members agreed or strongly agreed that students are making significant academic progress, while five agreed or strongly agreed that the school is making progress toward becoming a high-performing school.

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

This report covers the 16th year of DLH Academy's operation as a City of Milwaukee charter school.

The school met all contract requirements; met the academically related outcomes of attendance, parent conferences, and special education data files; and addressed all school improvement recommendations. However, the scorecard results (62.4%) were slightly lower than the previous year (65.8%). Scorecard results this year were primarily affected by year-to-year and fall-to-spring reading and math results (a decrease in percentage of students below proficiency on the Forward Exam who progressed and the decrease in the percentage of students who met the local measures). Another area affected negatively was the teacher retention rate compared to the previous year. However, first-grade reading readiness results indicated that both first and second graders were on track for reading; and the writing local measure showed significant improvement. Student and teacher return rates improved.

Based on the above information, CRC recommends that the CSRC continue annual monitoring; if local measures and Forward Exam results in reading and math do not improve during the 2018–19 school year, CSRC may want to consider placing the school on probation for the 2019–20 school year.

## **Appendix A**

### **Contract Compliance Chart**

**Table A**  
**Darrell Lynn Hines Academy**  
**Overview of Compliance for Education-Related Contract Provisions**  
**2016–17**

<b>Section of Contract</b>	<b>Education-Related Contract Provision</b>	<b>Report Page Number(s)</b>	<b>Contract Provisions Met or Not Met?</b>
Section I, B	Description of educational program; student population served.	pp. 2–3	Met
Section I, V	Charter school shall operate under the days and hours indicated in the calendar for the 2014–15 school year and provide the CSRC with a school year calendar prior to the conclusion of the preceding school year.	p. 9	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	Administration of required standardized tests.	pp. 30–35	Met
Section I, D	<u>Academic criterion #1</u> : Maintain local measures showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 19–30	Met
Section I, D and subsequent memos from the CSRC	<u>Academic criterion #2</u> : Year-to-year achievement measures. Progress for students at or above proficient.		
	a. Due to recent change in standardized assessments for 4th – 8th grade students, no expectation is in place at this time. b. Second-grade students at or above summed score benchmark in reading: At least 75.0% will remain at or above.	pp. 32–35 pp. 32	Not available (N/A) Met
Section I, D	<u>Academic criterion #3</u> : Year-to-year achievement measures. Progress for students below proficient.  Due to recent change in standardized assessments for 3rd – 8th grade students, no expectation is in place at this time.	pp. 33–35	N/A
Section I, E	Parental involvement.	pp. 9–10	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 6	Met
Section I, I	Pupil database information.	pp. 13–15	Met
Section I, K	Disciplinary procedures.	pp. 11–12	Met

## **Appendix B**

### **Student Learning Memorandum**

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

**To:** NCCD Children’s Research Center and Charter School Review Committee  
**From:** Darrell Lynn Hines Preparatory Academy of Excellence  
**Re:** Learning Memo for the 2017–18 Academic Year  
**Date:** October 9, 2017

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 15, 2018.

**Enrollment**

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

**Termination/Withdrawal**

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

**Attendance**

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

### **Parent/Guardian Participation**

Parents of students enrolled for the entire school year (or other interested persons) will participate in both parent-teacher conferences. Face-to-face conferences are preferred, but phone conferences will be acceptable. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

### **Special Education Needs Students**

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

### **Academic Achievement: Local Measures<sup>22</sup>**

#### Reading

##### *Reading for K4*

At least 85% of K4 students who complete the fall and spring Phonological Awareness Literacy Screening (PALS)-PreK will be at or above the developmental range for at least five of seven tasks at the time of the spring assessment. Required data elements related to the reading local measure outcome are described in the "Learning Memo Data Requirements" section.

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

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

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

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

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<sup>22</sup> Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, math, writing, and individualized education program goals.

### *Reading for Second Through Eighth Grades*

Students in second through eighth grades will demonstrate progress in reading on the Measures of Academic Progress (MAP) tests administered in the fall and spring.

Based on fall MAP percentile scores, students will be placed into low (20th percentile and below), low-average (21st – 40th percentile), average (41st – 60th percentile), high-average (61st – 80th percentile), or high (>80th percentile) performance groups. The school's goals are that:

- At least 75% of the students in the low, low-average, or average performance groups will reach their target Rasch unit (RIT) score at the end of the year; and
- At least 75% of the students in the high-average or high performance groups will earn at least 50% of their growth target RIT points at the end of the year.

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

### Math

#### *Math for K5 and First Grade*

By the end of the year, 85% of K5 students enrolled since the third Friday in September will reach either proficient or advanced levels of mastery on at least 75% of the grade-level skills on the Math in Focus curriculum.

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

- 4** Advanced: Student demonstrates an advanced understanding of the concept or skill and is consistently working above grade-level expectations. Student repeatedly uses unique problem-solving tasks. Student communicates a sophisticated, well-articulated mathematical understanding of the concept.
- 3** Proficient: Student solves problems independently, consistently, and efficiently (any errors that the student may make are infrequent and minor). Student may have some difficulty communicating his/her mathematical understanding of the concept.
- 2** Student demonstrates a basic understanding of the concept or skill and is performing below grade-level expectations. Correct answers are not consistent/efficient, and/or reminders, suggestions, and learning aids may be necessary to complete the task.

- 1 Student demonstrates a minimal understanding of the concept or skill and is performing noticeably below grade-level expectations. Student may require intensive assistance from the teacher to further develop his/her understanding.

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

### *Math for Second Through Eighth Grades*

Students in second through eighth grades will demonstrate progress in math on the MAP tests administered in the fall and spring.

Based on fall MAP percentile scores, students will be placed into low (20th percentile and below), low-average (21st – 40th percentile), average (41st – 60th percentile), high average (61st – 80th percentile), or high (>80th percentile) performance groups. The school's goals are that:

- At least 75% of the students in the low, low-average, or average performance groups will reach their target RIT at the end of the year; and
- At least 75% of the students in the high-average or high performance groups will earn at least 50% of their growth target RIT points at the end of the year.

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 October 30, 2017, and again in May 2018. The prompt for both writing samples will be at grade level, based on grade-level topics with the narrative genre.<sup>23</sup> The writing samples will be assessed using the Common Core State Standards for writing, which include five focus areas: (1) language—conventions of capitalization, punctuation, and spelling; (2) language—conventions of grammar and usage; (3) narrative techniques; (4) organization/plot; and (5) focus/setting. Students receive a rubric score of 1 through 4 (1 = below grade level, 2 = approaching grade level, 3 = at grade level, 4 = above grade level) for each focus area; the average, overall score for all five focus areas will be used to measure student progress.

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<sup>23</sup> The writing genres for K5 through sixth grades include opinion, informational, and narrative.

- At least 80% of the students who score 3 or higher on the fall writing sample will maintain an overall score of 3 or higher on the second writing sample taken in the spring.
- At least 80% of the students who score 2 or lower on the fall writing sample will increase their overall score by at least 1 point on the second writing sample taken in the spring.

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

### *Writing for Seventh and Eighth Grades*

Students in seventh and eighth grades will complete grade-level writing samples no later than October 30, 2017, and again in May 2018. The grade-level prompts for both writing samples will be based on grade-level topics with the argument genre.<sup>24</sup> The writing sample will be assessed using the Common Core writing standards, which include six areas: focus/claim, organization, support/evidence, language conventions (grammar and usage, capitalization, punctuation, and spelling), narrative techniques, and analysis. Students receive a rubric score of 1 through 5 (1 = far below basic, 2 = below basic, 3 = basic, 4 = proficient [at grade level], 5 = advanced [above grade level]); the average, overall score for all six focus areas will be used to measure student progress.

- At least 75% of the students who score a 4 or higher on the October writing sample will achieve an overall score of 4 or higher on the second writing sample taken in the spring.
- At least 70% of the students who score a 3 or lower on the October writing sample will increase their score by at least 1 point on the second writing sample taken in the spring.

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

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<sup>24</sup> The writing genres for seventh and eighth grades include argument, information/explanatory, and narrative.

### Special Education

All students with active individualized education programs (IEP) will demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation. Progress will be determined by 70% achievement of the total number of subgoals reported for each student. Note that ongoing student progress toward IEP goals is monitored and reported throughout the academic year through the special education progress reports, attached to the regular report cards. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

### **Academic Achievement: Standardized Measures**

#### The PALS for K4 Through Second-Grade Students<sup>25</sup>

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

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

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

### **Year-to-Year Achievement**<sup>26</sup>

1. CRC will report results from the 2017–18 Wisconsin Forward Exam. In addition, progress will be reported for students who completed the Forward Exam in two consecutive years at the same school. When sufficient year-to-year data are available, the CSRC will set its expectations for student progress, and these expectations may be effective in subsequent years.
2. The CSRC’s expectation for students maintaining reading readiness on the PALS is that at least 75% of students who were in first grade in the 2016–17 school year and met the summed score benchmark in the spring of 2017 will remain at or above the second-grade summed score benchmark in the spring of 2018.

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<sup>25</sup> Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. Meeting this benchmark does not guarantee that the student is at grade level. (Information from <https://palsresource.info/>)

<sup>26</sup> The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

## **Appendix C**

### **Trend Information**

Table C1					
Darrell Lynn Hines Academy Student Enrollment and Retention					
Year	Enrolled at Start of School Year	Enrolled During Year	Withdrew	Number at End of School Year	Enrolled for Entire School Year
2013–14	272	18	26	264	264 (97.1%)
2014–15	288	3	28	263	260 (90.3%)
2015–16	283	9	25	267	260 (91.9%)
2016–17	290	1	31	260	259 (89.3%)
2017–18	286	12	32	266	256 (89.5%)

Figure C1

DLH Academy  
Student Return Rates

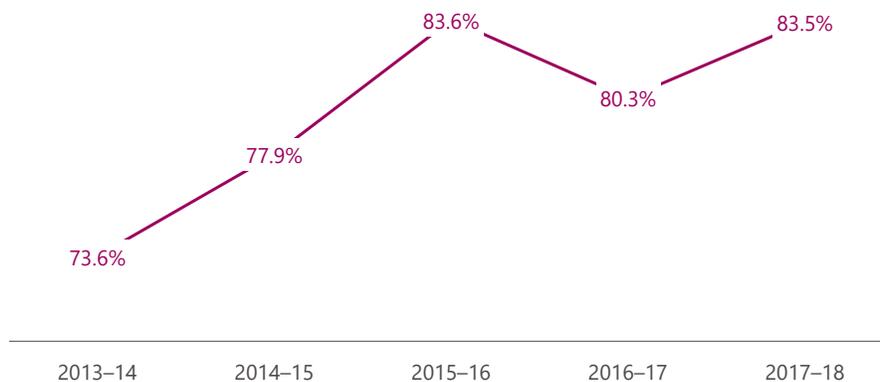
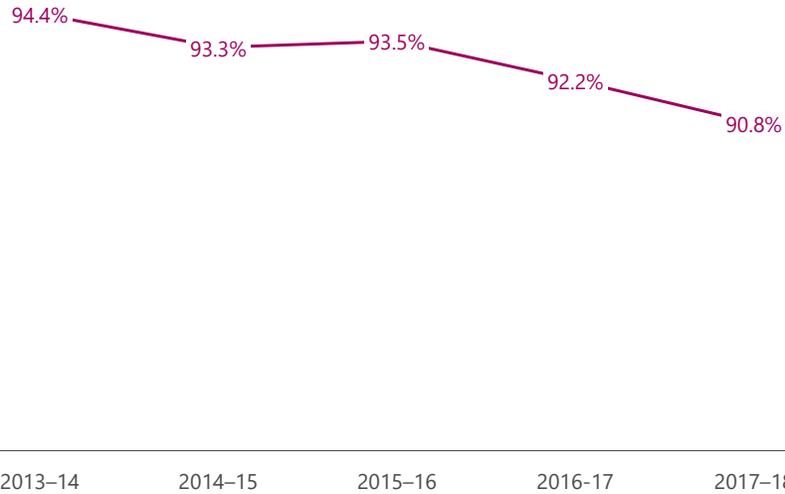


Figure C2  
DLH Academy  
Student Attendance Rates



<b>Table C2</b>	
<b>Darrell Lynn Hines Academy</b>	
<b>Teacher Retention Rates</b>	
<b>Teacher Type</b>	<b>Retention Rate: Employed Entire School Year</b>
<b>2012-13</b>	
Classroom teachers only	83.3%
All instructional staff	81.0%
<b>2013-14</b>	
Classroom teachers only	83.3%
All instructional staff	88.9%
<b>2014-15</b>	
Classroom teachers only	91.0%
All instructional staff	88.2%
<b>2015-16</b>	
Classroom teachers only	90.0%
All instructional staff	88.2%
<b>2016-17</b>	
Classroom teachers only	88.9%
All instructional staff	93.3%

<b>Table C2</b>	
<b>Darrell Lynn Hines Academy Teacher Retention Rates</b>	
<b>Teacher Type</b>	<b>Retention Rate: Employed Entire School Year</b>
<b>2017-18</b>	
Classroom teachers only	72.7%
All instructional staff	81.2%

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

<b>Table C3</b>			
<b>Darrell Lynn Hines Academy Teacher Return Rates</b>			
<b>Teacher Type</b>	<b>Number at End of Prior School Year</b>	<b>Returned First Day of Current School Year</b>	<b>Return Rate</b>
<b>2013-14</b>			
Classroom teachers only	10	6	60.0%
All instructional staff	16	11	68.8%
<b>2014-15</b>			
Classroom teachers only	10	8	80.0%
All instructional staff	17	13	76.5%
<b>2015-16</b>			
Classroom teachers only	8	6	75.0%
All instructional staff	14	11	78.6%
<b>2016-17</b>			
Classroom teachers only	10	8	80.0%
All instructional staff	16	14	87.5%
<b>2017-18</b>			
Classroom teachers only	8	8	100.0%
All instructional staff	13	13	100.0%

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

<b>Table C4</b>	
<b>Darrell Lynn Hines Academy CSRC Scorecard Results</b>	
<b>School Year</b>	<b>Result</b>
2013–14	72.6%
2014–15	83.8%
2015–16	84.0%
2016–17*	65.8%
2017–18	62.4%

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

## **Appendix D**

### **CSRC 2017–18 School Scorecard**

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

r. 6/15

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

<b>STUDENT ACADEMIC PROGRESS: GRADES 3-8</b>		
• Forward Exam reading—% maintained proficient	5.0	 <b>30.0%</b>
• Forward Exam math—% maintained proficient	5.0	
• Forward Exam reading—% below proficient who progressed	10.0	
• Forward Exam math—% below proficient who progressed	10.0	

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

<b>STUDENT ACHIEVEMENT: GRADES 3-8</b>		
• Forward Exam reading—% proficient or advanced	5.0	 <b>10.0%</b>
• Forward Exam math—% proficient or advanced	5.0	

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

<b>STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12</b>		
• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5.0	 <b>30.0%</b>
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	10.0	
• Adequate credits to move from 9th to 10th grade	5.0	
• Adequate credits to move from 10th to 11th grade	5.0	
• DPI graduation rate	5.0	

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

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

<b>STUDENT ACHIEVEMENT: GRADES 9 AND 10</b>		
• ACT Aspire English—% students at or above spring benchmark	5.0	 <b>10.0%</b>
• ACT Aspire math—% students at or above spring benchmark	5.0	

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

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

NOTE: To protect student identity, CRC does not report data on scorecard items with fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard and the total score will be calculated to reflect each school's denominator.

<p align="center"><b>Table D</b></p> <p align="center"><b>Darrell Lynn Hines Academy</b></p> <p align="center"><b>CSRC Pilot Elementary School (K Through 8th Grade) Scorecard</b></p> <p align="center"><b>2017–18</b></p>					
<b>Area</b>	<b>Measure</b>	<b>Maximum Points</b>	<b>% Total Score</b>	<b>Performance</b>	<b>Points Earned</b>
<b>Student Reading Readiness: PALS, 1st Through 2nd Grades</b>	% 1st graders at or above spring summed score benchmark this year	4.0	<b>10.0%</b>	90.9%	3.6
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		100.0%	6.0
<b>Student Academic Progress: 4th Through 8th Grades</b>	<u>Forward Exam reading:</u> % maintained proficient/advanced	5.0	<b>30.0%</b>	N/A	N/A
	<u>Forward Exam math:</u> % maintained proficient/advanced	5.0		N/A	N/A
	<u>Forward Exam reading:</u> % below proficient who progressed	10.0		29.9%	3.0
	<u>Forward Exam math:</u> % below proficient who progressed	10.0		24.4%	2.4
<b>Local Measures</b>	% met reading	6.25	<b>25.0%</b>	63.2%	4.0
	% met math	6.25		53.2%	3.3
	% met writing	6.25		86.8%	5.4
	% met special education	6.25		88.5%	5.5
<b>Student Academic Achievement: 4th Through 8th Grades</b>	<u>Forward Exam English/language arts:</u> % at/above proficient	5.0	<b>10.0%</b>	7.3%	0.4
	<u>Forward Exam math:</u> % at/above proficient	5.0		5.5%	0.3
<b>Engagement</b>	Student attendance rate	5.0	<b>25.0%</b>	90.8%	4.5
	Student return rate	5.0		83.5%	4.2
	Student retention	5.0		89.5%	4.5
	Teacher retention rate	5.0		81.2%	4.1
	Teacher return rate	5.0		100.0%	5.0
<b>TOTAL</b>		<b>90</b>			<b>56.2</b>
<b>ELEMENTARY SCHOOL SCORECARD PERCENTAGE</b>					<b>62.4%</b>

## **Appendix E**

### **Board Interview Results**

Board member opinions are qualitative and provide valuable, although subjective, insight regarding school performance and organizational competency. DLH Academy's board of directors consists of seven members. CRC conducted phone interviews using a prepared interview guide with six board members.

The board members have served on the board for an average of just under 19 years. The backgrounds of the board members included financial, legal, education, and being a school parent.

All board members interviewed said they participated in strategic planning for the school. All six received a presentation on the school's annual academic performance report and reviewed the school's annual financial audit; all received and approved the school's annual budget.

All six reported that the board uses data to make decisions regarding the school. On a scale of excellent to poor, two of the board members rated the school as "excellent," three rated the school as "good," and one rated it as "fair." Five members agreed or strongly agreed that the school was making progress toward becoming a high-performing school and that board members took their responsibilities seriously.

<b>Table E</b>					
<b>Darrell Lynn Hines Academy</b>					
<b>Board Member Interview Results</b>					
<b>2017-18</b>					
<b>N = 6</b>					
<b>Measure</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Teacher-student ratio/class size at this school is appropriate.	1	0	3	2	0
Program of instruction (includes curriculum, equipment, and building) is consistent with the school's mission.	5	1	0	0	
Students make significant academic progress at this school.	2	4	0	0	
The administrator's financial management is transparent and efficient.	5	1	0	0	
This school is making progress toward becoming a high-performing school.	4	1	1	0	
This school has strong linkages to the community, including businesses.	3	2	1	0	
The administrative staff's performance meets the board's expectations.	5	1	0	0	

<b>Table E</b>					
<b>Darrell Lynn Hines Academy</b>					
<b>Board Member Interview Results</b>					
<b>2017-18</b>					
<b>N = 6</b>					
<b>Measure</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The majority of the board of directors take their varied responsibilities seriously.	5	1	0	0	
This school has the financial resources to fulfill its mission.	1	1	0	4	
The environment of this school ensures the safety of its students and staff.	5	1	0	0	

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

- Academic curriculum (IB curriculum)
- Financial management at school
- Connecting with families to support students' education

Regarding things they like least, the board members mentioned the following.

- Classroom size and teacher-student ratio
- Limited funding
- Teacher turnover

Suggestions for improving the school included the following.

- More resources
- Smaller classes
- Further engagement of parents in school-building process, including fundraising

## **Appendix F**

### **Parent Survey/Interview Results**

Parent opinions are qualitative and provide a valuable measurement of school performance. To determine parent’s satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent-teacher conferences as well as offered the ability to complete the survey online. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone. There were 100 surveys, representing 100 (53.2%) of 188 DLH Academy families, completed and submitted to CRC.

Most parents agreed or strongly agreed with all statements related to their satisfaction with the school (Table F1).

<b>Table F1</b>						
<b>Darrell Lynn Hines Academy</b>						
<b>Parent Satisfaction with School</b>						
<b>2017–18</b>						
<b>N = 100</b>						
<b>Factor</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
I am comfortable talking with the staff.	65.0%	30.0%	2.0%	2.0%	1.0%	0.0%
The staff keep me informed about my child’s academic performance.	59.0%	21.0%	13.0%	5.0%	2.0%	0.0%
I am comfortable with how the staff handle discipline.	45.0%	28.0%	9.0%	14.0%	4.0%	0.0%
I am satisfied with the overall performance of the staff.	46.0%	35.0%	10.0%	8.0%	1.0%	0.0%
The staff recognize my child’s strengths and weaknesses.	51.0%	36.0%	5.0%	7.0%	1.0%	0.0%
I feel welcome at my child’s school.	61.0%	31.0%	3.0%	4.0%	1.0%	0.0%
The staff respond to my worries and concerns.	53.0%	31.0%	8.0%	6.0%	2.0%	0.0%
My child and I clearly understand the school’s academic expectations.	55.0%	38.0%	3.0%	2.0%	1.0%	1.0%
My child is learning what is needed to succeed in life.	48.0%	40.0%	6.0%	4.0%	1.0%	1.0%
My child is safe in school.	57.0%	36.0%	5.0%	2.0%	0.0%	0.0%
People in this school treat each other with respect.	50.0%	30.0%	10.0%	7.0%	3.0%	0.0%
The school offers a variety of courses and afterschool activities to keep my child interested.	31.0%	20.0%	22.0%	19.0%	8.0%	0.0%

The second measure examined the extent to which parents engaged in educational activities while at home. Most parents of younger students participated in each activity at least weekly (Table F2).

<b>Table F2</b>					
<b>Darrell Lynn Hines Academy</b>					
<b>Parent Participant in Activities</b>					
<b>K4 Through 5th Grade</b>					
<b>2017–18</b>					
<b>N = 79</b>					
<b>Activity</b>	<b>Never</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>	<b>No Response</b>
Read with or to your child(ren)	1.3%	8.9%	30.4%	58.2%	1.3%
Encourage the use of phones, tablets, or computers for learning	0.0%	6.3%	31.6%	59.5%	2.5%
Work on arithmetic or math	0.0%	3.8%	30.4%	63.3%	2.5%
Work on homework	0.0%	0.0%	10.1%	87.3%	2.5%
Participate together in activities outside of school (e.g., sports, library/museum visits)	0.0%	19.0%	43.0%	35.4%	2.5%

Parents of older children (sixth through eighth grade) engaged in similar activities during the average week (Table F3).

<b>Table F3</b>					
<b>Darrell Lynn Hines Academy</b>					
<b>Parent Participant in Activities</b>					
<b>6th – 8th Grade</b>					
<b>2017–18</b>					
<b>N = 47</b>					
<b>Activity</b>	<b>Never</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>	<b>No Response</b>
Monitor homework completion	2.1%	0.0%	31.9%	59.6%	6.4%
Encourage the use of phones, tablets, or computers to do research	2.1%	2.1%	42.6%	44.7%	8.5%
Participate together in activities outside of school (e.g., sports, library/museum visits)	2.1%	14.9%	48.9%	27.7%	6.4%
Discuss with your child his/her progress toward graduation	4.3%	10.6%	42.6%	36.2%	6.4%
Discuss plans for education after graduation	2.1%	23.4%	27.7%	40.4%	6.4%

Parental satisfaction was also evident in the following results.

- Most (80.0%) parents would recommend this school to other parents.
- More than two thirds (69.0%) reported that they will send their child to the school next year, 14.0% of parents said they will not send their child to the school next year, and 16.0% were not sure. Of the parents who said their child will not be returning, over half (57.1%) said it was because their child graduated.
- When asked to rate the school's overall contribution to their child's learning, most (80.0%) of parents rated the school's overall contribution to their child's learning as excellent or good.

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

- Communication
- Welcoming environment
- Small class sizes
- Friendly and responsive staff

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

- Lack of discipline
- Limited afterschool activities
- Transportation issues

## **Appendix G**

### **Student Survey Results**

At the end of the school year, 59 students in seventh and eighth grades completed an online survey about their school (Table G). Survey responses spanned a wide range of views, averaging out to a neutral view overall.

- More than half (61.0%) of the students said they had improved their reading ability, and 57.6% said that their math abilities had improved.
- About half (52.5%) of students said the teachers help them succeed in school.
- Nearly half (45.8%) of students indicated that teachers at DLH Academy talk to students about high school plans.

Some areas deserving attention from the school leadership and its staff include the following.

- Only about one fifth (18.6%) of students agreed or strongly agreed that the school rules are fair and that students at DLH Academy respect each other and their different points of view (20.3%).
- Only 28.8% of students said that their school has afterschool activities, 35.6% agreed or strongly agreed that they like their school, and 35.6% agreed or strongly agreed that teachers at DLH Academy respect students and their different points of view.
- Just over one third (39.0%) of students indicated that they use computers in school.

<b>Table G</b>						
<b>Darrell Lynn Hines Academy</b>						
<b>Elementary/Junior High Student Survey</b>						
<b>2017–18</b>						
<b>N = 59</b>						
<b>Topic</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
I like my school.	5.1%	30.5%	16.9%	15.3%	28.8%	3.4%
My reading/writing skills have improved.	30.5%	30.5%	23.7%	5.1%	3.4%	6.8%
My math skills have improved.	18.6%	39.0%	16.9%	13.6%	6.8%	5.1%
I regularly use computers/tablets in my schoolwork.	5.1%	33.9%	27.1%	18.6%	10.2%	5.1%
The school rules are fair.	5.1%	13.6%	16.9%	25.4%	33.9%	5.1%

<b>Table G</b>						
<b>Darrell Lynn Hines Academy Elementary/Junior High Student Survey 2017-18 N = 59</b>						
<b>Topic</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
The teachers at my school help me to succeed in school.	18.6%	33.9%	18.6%	8.5%	15.3%	5.1%
I like being in school.	13.6%	30.5%	13.6%	10.2%	27.1%	5.1%
I feel safe in school.	13.6%	27.1%	28.8%	8.5%	16.9%	5.1%
The marks I get on classwork, homework, and report cards are fair.	10.2%	32.2%	25.4%	13.6%	13.6%	5.1%
My school has afterschool activities (e.g., field trips, clubs, computers).	8.5%	20.3%	15.3%	16.9%	33.9%	5.1%
My teachers talk with me about high school plans.	13.6%	32.2%	16.9%	18.6%	13.6%	5.1%
The students at my school respect each other and their different points of view.	1.7%	18.6%	16.9%	16.9%	35.6%	10.2%
Teachers at my school respect students and their different points of view.	15.3%	20.3%	22.0%	15.3%	22.0%	5.1%

When asked what they liked best about the school, students named the following.

- Friends and the opportunities to see them
- Gym
- Physical education

When asked what they liked least, students named the following.

- Teachers with negative attitudes and favoritism
- Lunch food
- Many unnecessary rules

## **Appendix H**

### **Teacher Interview Results**

In the spring of 2018, CRC interviewed 11 teachers regarding their reasons for teaching at DLH Academy and solicited feedback on their overall satisfaction with the school. Interviews included a variety of classroom teachers from most grades K4 through eighth grade and included specialties such as English/language arts, math, social studies, and special education.

The teachers interviewed had been teaching for an average of 5.6 years. The number of years teaching at DLH Academy ranged from under one year to 15 years.

Of teachers, 45.5% rated the school’s overall progress in contributing to students’ academic progress as good and 54.5% rated it as fair.

More than half (60.0%) of the teachers interviewed agreed or strongly agreed that the school has clear teacher performance assessment processes, but just over half (54.5%) were satisfied with the performance assessment criteria (Table H1).

<b>Table H1</b>					
<b>Darrell Lynn Hines Academy</b>					
<b>Teacher Performance Assessment</b>					
<b>2017–18</b>					
<b>N = 11</b>					
<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The school has a clear teacher performance assessment process.*	20.0%	40.0%	20.0%	20.0%	0.0%
I am satisfied with my school’s teacher performance assessment criteria.	9.1%	45.5%	36.4%	9.1%	
Student academic performance is an important part of teacher assessment.*	30.0%	50.0%	20.0%	0.0%	

\*Response missing for one teacher; percentage based on n=10.

Teachers seem to have a favorable view of school climate, but not all agreed. More than half of staff said that staff work well with one another, encourage all families to become involved in school activities, and respect students and their different points of view; but some staff disagreed with these statements (Table H2).

<b>Table H2</b>					
<b>Darrell Lynn Hines Academy School Climate</b>					
<b>2017–18</b>					
<b>N = 11</b>					
<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Adults who work in this school respect students and their different points of view.	0.0%	72.7%	9.1%	18.2%	0.0%
Staff at this school typically work well with one another.	0.0%	63.6%	9.1%	27.3%	
Staff at this school encourage all families to become involved in school activities.	9.1%	45.5%	18.2%	27.3%	

When asked to rate the importance of various reasons for continuing to teach at the school, most teachers rated reasons as very important or somewhat important. The two reasons with the most “somewhat important” ratings were class size and students (Table H3).

<b>Table H3</b>				
<b>Reasons for Continuing to Teach at Darrell Lynn Hines Academy</b>				
<b>2017–18</b>				
<b>N = 11</b>				
<b>Reason</b>	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Somewhat Unimportant</b>	<b>Not at All Important</b>
Financial considerations	63.6%	36.4%	0.0%	0.0%
Educational methodology and/or curriculum approach	63.6%	36.4%	0.0%	
Age/grade level to which my position is assigned	72.7%	27.3%	0.0%	
Discipline practices and procedures	63.6%	36.4%	0.0%	
General atmosphere	72.7%	27.3%	0.0%	
Class size	54.5%	27.3%	18.2%	
Administrative leadership	90.9%	9.1%	0.0%	
My colleagues	45.5%	54.5%	0.0%	
The students*	90.0%	0.0%	10.0%	

\*Response missing for one teacher; percentage based on n=10.

CRC asked teachers to rate the school’s performance across several measures. Areas with the highest ratings (excellent or good) include their own performance as a teacher and the program of instruction. The areas with the lowest ratings (fair or poor) included parent involvement, adherence to discipline policy, teacher collaboration, and students’ academic progress (Table H4).

<b>Table H4</b>				
<b>Darrell Lynn Hines Academy</b>				
<b>School Performance Rating</b>				
<b>2017–18</b>				
<b>N = 13</b>				
<b>Area</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Class size/student-teacher ratio	18.2%	18.2%	18.2%	45.5%
Program of instruction (including curriculum, materials, equipment, and building)	18.2%	54.5%	18.2%	9.1%
Shared leadership, decision making, and accountability	0.0%	36.4%	45.5%	18.2%
Professional support and professional development opportunities	18.2%	27.3%	54.5%	0.0%
Progress toward becoming a high-performing school*	0.0%	50.0%	30.0%	20.0%
Students’ academic progress	0.0%	27.3%	63.6%	9.1%
Adherence to discipline policy	0.0%	18.2%	36.4%	45.5%
Instructional support	18.2%	36.4%	45.5%	0.0%
Parent-teacher relationships	9.1%	45.5%	27.3%	18.2%
Teacher collaboration to plan learning experiences	0.0%	27.3%	54.5%	18.2%
Parent involvement	0.0%	9.1%	36.4%	54.5%
Your performance as a teacher	36.4%	63.6%	0.0%	0.0%
Administrative staff’s performance	9.1%	54.5%	18.2%	18.2%

\*Response missing for one teacher; percent based on n=10.

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

- Dedicated and hardworking colleagues
- Students
- Collaboration among teachers

Things teachers liked least about the school included the following.

- Inconsistency in discipline and lack of support in behavior management
- Salary and limited benefits
- Lack of family engagement
- Administration's need for greater open-mindedness

Teachers identified the following barriers that could affect their decision to remain at the school.

- Low salary
- Leadership not addressing current issues
- Inconsistent discipline practices