

**2024–25
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**
DARRELL LYNN HINES ACADEMY

September 2025



ABOUT EVIDENT CHANGE

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

EXECUTIVE SUMMARY

For Darrell Lynn Hines Academy 2024–25

This is the 23rd annual report on the operation of Darrell Lynn Hines Academy (DLHA), one of seven schools chartered by the City of Milwaukee during the 2024–25 school year. It results from intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), DLHA staff, and Evident Change.

Evident Change has determined the following based on the information gathered and discussed in the attached report.

I. CONTRACT COMPLIANCE SUMMARY

DLHA met all but one provision and partially met another provision of its contract with the City of Milwaukee. See Appendix A.

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

1. Primary Measures of Academic Progress

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

- **Reading**
 - » Of 75 4K through second-grade students who completed fall and spring Star assessments, 58 (77.3%) met the benchmark at the time of the spring assessment.
 - » Of 96 third- through eighth-grade students who completed fall and spring Star assessments, 69 (71.9%) met the benchmark at the time of the spring assessment.
 - » Overall, of the 171 students in 4K through eighth grade who completed fall and spring Star assessments, 127 (74.3%) met the benchmark at the time of the spring assessment.

- **Math.** Overall, 119 (78.8%) of 151 students with fall and spring math assessments met the local math measure.
- **Writing.** Overall, 116 (74.4%) of 156 students with fall and spring assessments met the local writing measure.
- **Special education.** Overall, 15 (88.2%) of 17 special education students enrolled at DLHA for an entire year met at least one goal in their individualized education program (IEP), falling short of the school’s goal of 90.0%.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, DLHA identified measurable education-related outcomes in attendance, parental involvement, and special education student records. The school met its goals for parent–teacher conferences and special education records and substantially met its goal for attendance.

TABLE ES1		
DLHA 2024–25		
SECONDARY MEASURES OF ACADEMIC PROGRESS: GOALS		
GOAL AREA	OUTCOME	GOAL MET?
Student attendance	89.6% average, substantially meeting 90.0% goal	Yes
Parent–teacher conferences	100.0% attended both conferences, meeting 100.0% goal	Yes
Special education records	Maintained all required records	Yes

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

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

Year-to-year early literacy outcomes for first- and second-grade students could not be analyzed for this reporting period due to a statewide mandate requiring all schools to transition to the aimswebPlus assessment beginning in the 2024–25 academic year.

A total of 53 students completed the Wisconsin Forward Exam’s English language/arts (ELA) and math assessments in spring of 2024 and spring of 2025, and in consecutive grade levels. Of those students:

- A total of 23 (43.4%) students showed progress in ELA in 2025; and
- A total of 27 (50.9%) students showed progress in math in 2025.

C. CSRC SCHOOL SCORECARD

The CSRC scorecard for 4K through fifth grade includes partial outcome data because year-to-year data for the early literacy measure were unavailable, and some measures were excluded due to small student populations that could compromise confidentiality. The school scored 64.4% of the 94 possible points on the scorecard for 4K through fifth grade and 71.3% of the 100 possible points on the scorecard for sixth through eighth grade. The weighted overall score was 66.1%.

TABLE ES2			
DLHA 2024–25			
CSRC SCORECARD SUMMARY			
GRADE LEVELS	SCORE	POSSIBLE POINTS	%
4K–5th	60.5	94	64.4%
6th–8th	71.3	100	71.3%
Total (Weighted)	N/A	N/A	66.1%

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

DLHA addressed the recommendations in its programmatic profile and education performance report from the previous school year. Evident Change recommends that the school continue a focused school-improvement plan by addressing the following recommendations, which are based on this report’s results and in consultation with school staff.

- **Strengthen school–community collaboration and engagement:** The school will enhance communication and collaboration with families and the community by increasing transparency, expanding engagement beyond the school building, and incorporating student voice. Efforts will include improved messaging around the school’s mission, training in restorative practices, and using disciplinary and attendance data to guide supports.
- **Advance early literacy through Act 20 implementation:** The school will build staff capacity to implement Act 20 by providing targeted training and aligning instruction to support reading readiness in early grades.

IV. EVIDENT CHANGE RECOMMENDATION FOR ONGOING MONITORING

This report covers the 23rd year of DLHA's operation as a City of Milwaukee charter school. DLHA has consistently met contract requirements in previous years. This year, it met all but one requirement and partially met another. On the basis of contract compliance and the school's trend data, Evident Change recommends that the CSRC continue regular, annual academic monitoring and reporting with special attention to improving basic skills in math and reading.

I. INTRODUCTION

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

Evident Change performed the following to produce this report.

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

II. PROGRAMMATIC PROFILE

Darrell Lynn Hines Academy

7151 N. 86th St.

Milwaukee, WI 53224

Telephone: (414) 358-3542

Website: dlhacademy.org

Superintendent: Precious Smith, Ed.D

Principal: Lois Fletcher

Darrell Lynn Hines Academy (DLHA) is on the northwest side of Milwaukee. DLHA provides educational programming for students in 4K through eighth grade.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION

DLHA's mission is to prepare students academically, socially, physically, and emotionally.¹ DLHA graduates will be ready to promote open-mindedness and social responsibility in their communities and the world. 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

DLHA offers an interdisciplinary curriculum, including the International Baccalaureate (IB) Primary Years Programme, which enhances students' ability to prepare to meet the challenges of today's ever-changing world.² The IB framework offers students a rich, diverse educational program. The school provided instruction in reading/literacy, language arts (including writing), math, science, and social studies. Teachers or teacher assistants facilitated physical education.

B. SCHOOL STRUCTURE

1. BOARD OF DIRECTORS AND LEADERSHIP

A volunteer board of directors governs DLHA. The school's superintendent reported that the school currently has eight board members, including a chair, vice chair, secretary, treasurer, teacher representative, and parent representative. The superintendent and the growth strategist are two of the four non-voting members of the board.

The school's leadership team consists of the superintendent, principal, assistant principal, operations administrator, and executive manager of finance and reporting. The superintendent and leadership oversee the school's operations, including all administrative functions and administrative staff supervision. The principal directs and supervises the school daily and is responsible for curriculum development, academic programming, and accountability for academic achievement. The assistant principal oversees the IB program.

¹ From the 2021–22 *Family Handbook* and the DLHA website.

² From the DLHA website, the *Family Handbook*, and interviews with school administration.

2. AREAS OF INSTRUCTION

In addition to offering reading/literacy, language arts, and math, DLHA offered instruction in science, health, and research methods.³ Special education programming was provided to students who needed an individualized education program (IEP). Parents received report cards at the end of each nine-week quarter; midway through each quarter, progress reports were sent home to update parents.

Parents were encouraged to use PowerSchool, a web-based student information system that facilitates student information management and communication among administrators, teachers, parents, and students. The parent portal gives parents and students access to real-time information, including attendance, grades, detailed assignment descriptions, school bulletins, lunch menus, and teacher messages.

3. CLASSROOMS

The school has one classroom each for 4K through fifth grade. Sixth, seventh, and eighth graders move from class to class based on subject area (English, social studies, science, and math). The school also has a gym, two music rooms, an art room, a resource room (for small-group or individual support as needed based on students' IEP service needs), a library, a science lab, a cafeteria, and an additional space for small-group discussion including restorative meeting sessions. Sixth through eighth grades were staffed with teachers in specific subject areas.

4. STAFF INFORMATION

a. 2024–25 Staff

This section presents return and retention data for instructional staff eligible to return for the 2024–25 school year (Table 1), as well as demographic profiles of both instructional and support staff (Tables 2 and 3).⁴ The analysis offers insight into staffing stability and workforce composition for the 2024–25 academic year. These data support ongoing efforts to build and sustain an experienced, representative, and well-supported educational team.

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

⁴ Race/ethnicity categories reflect those reported by the school.

b. Instructional Staff⁵

TABLE 1		
DLHA 2024–25		
INSTRUCTIONAL STAFF RETURN AND RETENTION RATES		
INSTRUCTIONAL STAFF	STAFF	%
Return		100%
Eligible to return from spring of 2024	13	
Returned	13	
Retention		100%
Employed during 2024–25 school year	15	
Resigned	0	

c. Instructional Staff Demographics

TABLE 2		
DLHA 2024–25		
INSTRUCTIONAL STAFF BY RACE/ETHNICITY (N = 15)		
RACE/ETHNICITY	STAFF	%
White	10	66.7%
Black/African American	5	33.3%

Staff members receive two formal evaluations during their first year at the school. After that, they receive one formal evaluation per year, plus annual progress reports using the educational evaluation model from the Wisconsin Department of Instruction (DPI). Professional development was provided to teachers, teacher assistants, and school leaders throughout the year. Notable topics included classroom management, new teacher orientation, social–emotional learning, new curriculum review, school culture, primary education program review, CESA, reading and math instructional practice, and IB framework training.

d. Support Staff Demographics

The school employed a diverse team of support staff during the academic year, fulfilling a range of essential roles that contribute to the institution’s overall functionality and student well-being. The team included seven educational assistants who provided direct instructional and behavioral support to students and

⁵ Terminated staff are not included in return and retention rates. At the time of this report, three teachers did not hold current licenses issued by the Wisconsin Department of Public Instruction because their certifications had expired.

teachers, enhancing the learning environment. Additionally, operational and administrative functions were supported by a food service coordinator, administrative assistant, and maintenance coordinator, who each ensured that daily school operations ran smoothly. Leadership and strategic support were provided by an assistant superintendent and a business manager, overseeing organizational and financial responsibilities. The student support advocate and wellness coach played a critical role in promoting student mental health and well-being, reflecting the school’s commitment to holistic student support. This multifaceted team demonstrates the school’s investment in maintaining both academic and operational excellence.

TABLE 3		
DLHA 2024–25		
SUPPORT STAFF BY RACE/ETHNICITY (N = 13)		
RACE/ETHNICITY	STAFF	%
Black/African American	13	100%

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. The first day of school was September 3, 2024. The last day of student attendance was June 9, 2025. The school provided a calendar for the 2024–25 school year to Evident Change. The calendar is also posted on the school’s website.

6. PARENT AND FAMILY INVOLVEMENT

DLHA’s 2024–25 *Family Handbook* was provided to families before the start of school. The handbook is also available on the school’s website. With this annually updated handbook, DLHA invites parents to become active Family Involvement Team (F.I.T.) members. This team provides positive communication between parents and family members and the school administration, facilitates parental involvement in school governance and educational issues, organizes volunteers, reviews and discusses school performance issues, and assists in fundraising and family education training.

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

Families participated in the following activities throughout the year: new parent orientation, open house, parent–teacher conferences, winter concert, Black history program, spring concert, All School Awards Ceremony, eighth-grade banquet, family F.I.T. meetings, family F.I.T. night, fifth-grade exhibition, high school and graduation planning for eighth grade, 4K end-of-year celebration, 5K completion ceremony, and

eighth-grade graduation ceremonies. Parent–teacher conferences were scheduled October 17 and 18, 2024, and March 20 and 21, 2025.

7. DISCIPLINE POLICY

DLHA clearly explains its discipline and bullying policy and restorative plan to parents and students in the *Family Handbook*. The student management section includes a statement of student expectations, a statement of parent expectations, and an explanation of the school–parent compact.

In addition, the handbook explains the school’s discipline plan and disciplinary actions. The disciplinary referrals include a conference with the student, teacher, and parent; out-of-school suspension; and expulsion recommendation. Each disciplinary referral is explained in the handbook, along with appeal rights and procedures.

The school also has an explicit weapons and criminal offense policy that prohibits guns and other weapons, alcohol, drugs, or 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 are referred for awards in attendance and academic honor roll, as well as positive behaviors and character traits that exemplify a model student. Honors awards were provided to the eighth-grade class during the graduation ceremony.

8. GRADUATION AND HIGH SCHOOL INFORMATION

Graduation for 5K and eighth-grade students was held June 2, 2025. Eighth-grade graduates plan to attend the following high schools in the fall of 2025.

- Milwaukee Lutheran High School
- Destiny High School
- Tenor High School
- Whitefish Bay High School
- Golda Meir School
- Riverside University High School
- Harwood Junior High (Bedford, Texas)

C. STUDENT POPULATION

1. RETURN RATE

Of 145 students eligible to return after the 2023–24 school year, 118 (81.4%) returned for the 2024–25 school year.

2. ENROLLMENT SUMMARY

TABLE 4	
DLHA 2024–25 STUDENT ENROLLMENT	
ENROLLMENT	STUDENTS
Beginning enrollment (September 20, 2024)	180
New enrollments during the year	8
Withdrawals during the year	17
End-of-Year Enrollment	171

3. RETENTION RATES

Table 5 shows the number of students who were enrolled for the full academic year, from the third Friday in September through the last day of school. As a result, the total may differ from the end-of-year enrollment figures.

TABLE 5			
DLHA 2024–25 STUDENT RETENTION DETAILS			
GRADE LEVELS	BEGINNING ENROLLMENT	END-OF-YEAR ENROLLMENT	RETENTION RATE
4K–5th	133	123	92.5%
6th–8th	47	42	89.4%
Total	180	165	91.7%

4. DEMOGRAPHICS SUMMARY

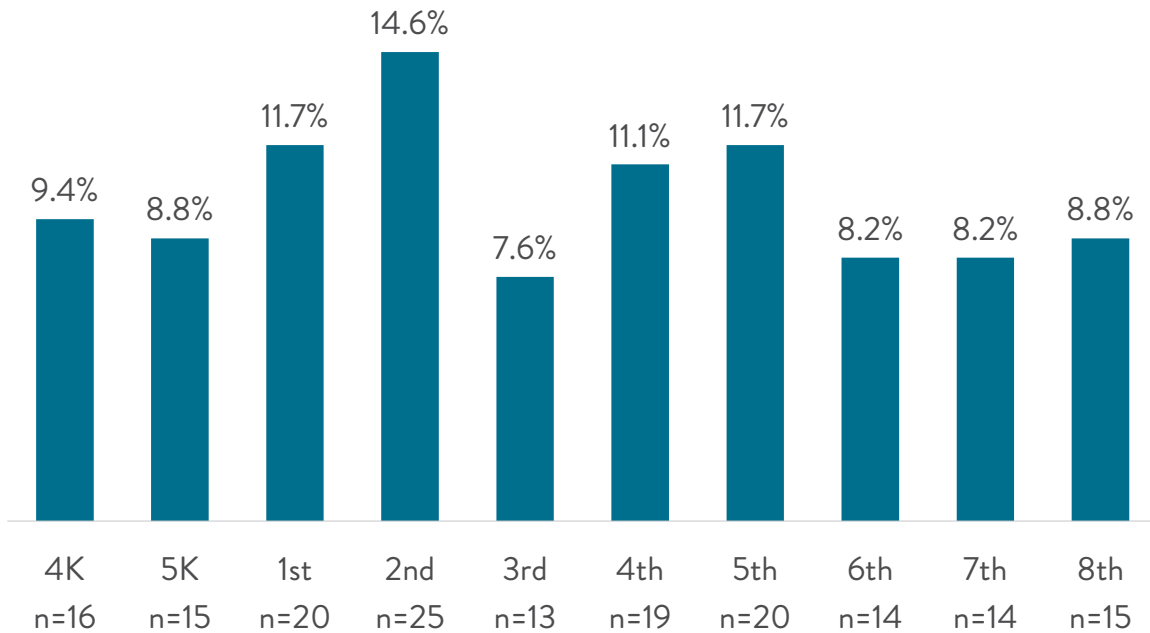
The demographic summaries in Tables 6 and 7 and Figure 1 reflect students enrolled at the end of the 2024–25 school year.⁶

TABLE 6		
DLHA 2024–25 STUDENTS BY GENDER		
GENDER	STUDENTS	%
Female	80	46.8%
Male	91	53.2%

TABLE 7		
DLHA 2024–25 STUDENTS BY RACE/ETHNICITY		
RACE/ETHNICITY	STUDENTS	%
Black/African American	159	93.0%
Hispanic or Latino	9	5.3%
Asian American and Pacific American	3	1.8%

⁶ Race/ethnicity and gender categories reflect those reported by the school.

Figure 1
DLHA 2024–25
Student Enrollment by Grade Level (N = 171)



D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

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

- **Recommendation:** Leadership will implement restorative community circles with teachers and students to build student voices and help students lead discussions.

Response: Professional development sessions were held to introduce restorative circles, including two full days of training led by an external consultant. Additional consultant-led sessions were conducted during the year to deepen staff understanding and support implementation. The school is working to normalize the use of restorative practices as a foundational approach to student support, emphasizing dialogue, reflection, and repair. Middle school students, particularly eighth graders, are being trained to facilitate restorative circles for younger peers, fostering leadership and student voice. This work is being prioritized in the middle school, where staff are increasingly shifting toward restorative responses, with growing evidence of teacher buy-in.

- **Recommendation:** Leadership team will actively improve parent engagement by hiring a parent coordinator and developing a more systematic way of communicating school events, academic support, and student needs.

Response: The school hired a parent coordinator to lead outreach efforts and enhance communication with families. The coordinator played a key role in disseminating information, supporting school events, and promoting family involvement. As a result, the school experienced increased parent participation across various activities throughout the year. Initiatives, such as classroom observations and the introduction of room parents, encouraged more meaningful engagement. This year marked the initial phase of implementation, focused on building connections and piloting strategies. Efforts for the upcoming academic year will concentrate on formalizing systems to ensure sustained and consistent parent engagement.

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

- **Strengthen school-community collaboration and engagement:** The school will enhance communication and collaboration with families and the community by increasing transparency, expanding engagement beyond the school building, and incorporating student voice. Efforts will include improved messaging around the school's mission, training in restorative practices, and using disciplinary and attendance data to guide support.
- **Advance early literacy through Act 20 implementation:** The school will build staff capacity to implement Act 20 by providing targeted training and aligning instruction to support reading readiness in early grades.

III. EDUCATIONAL PERFORMANCE

Various qualitative and quantitative information was collected at specific intervals during the past several academic years to monitor activities as described in the school's contract with the City of Milwaukee.

At the start of the 2024–25 school year, DLHA established goals for attendance, parent participation, and special education student records. The school also identified local and standardized measures of academic performance to monitor student progress. This year, the local assessment measures were student reading, math, writing skills, and IEP progress. The Star Early Literacy Assessment and the Wisconsin Forward Exam were used as standardized assessment measures.

A. ATTENDANCE

Evident Change measured 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 and until the last day of school. The school considered a student present if the student attended for at least half the day.

At the start of the academic year, the school established a goal of maintaining an average attendance rate of 90% for all grade levels and fell just short of that goal (Table 8).⁷

TABLE 8					
DLHA 2024–25					
ATTENDANCE AND SUSPENSION RATES BY GRADE LEVEL					
GRADE LEVELS	STUDENTS	AVG. ATTENDANCE RATE	SUSPENDED		
			n	%	AVG. DAYS
4K–5th	139	89.5%	25	18.0%	1.8
6th–8th	49	89.8%	25	51.0%	3.1
Total	188	89.6%	50	26.6%	2.4

B. PARENT–TEACHER CONFERENCES

At the beginning of the academic year, the school set a goal for all parents of students enrolled for the entire school year to attend both scheduled parent–teacher conferences. If parents did not attend the in-person conference, the school followed up with phone conferences. All parents of the 165 students enrolled all year participated in both conferences, meeting the school’s goal of 100.0% attendance.

C. SPECIAL EDUCATION STUDENT RECORDS

This year, the school set a goal of developing and maintaining records for all special education students. The school provided special education services to 31 students during the year. A total of 17 students received an evaluation during the 2024–25 school year (11 initial and six re-evaluations). Three students evaluated during the current year did not qualify or were dismissed from special education services, and 14 students qualified for new or continued services. The remaining 14 students received an initial or re-evaluation during a previous year. Overall, 43 students qualified for new or continued services resulting from a current or prior-year evaluation. An IEP was developed for all 28 new or returning special education students who required one. In addition, Evident Change staff reviewed several files in the spring. This review revealed no special education compliance issues.

⁷ The attendance rates reported in this table reflect actual student attendance. When excused absences are included, the rates are 92.8% for elementary, 91.6% for middle, and 92.4% for all grades.

D. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

Charter schools, by their definition, are autonomous entities with curricula reflecting each school's 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. Each City of Milwaukee–chartered school established these goals and expectations 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 expects that, at a minimum, schools establish local measures in reading, writing, math, and special education.

Reading progress was measured using the Renaissance Star Early Literacy and Star Reading assessments. Math progress was measured using the Star Math and NWEA Measures of Academic Progress (MAP) math assessments. 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. Star Early Literacy for 4K Through Second-Grade Students

DLHA elected to use the Star Early Literacy assessment as its local measure for 4K through second-grade students. Progress was measured by examining how many students met the school's expected Student Growth Percentile (SGP) during the spring test. Renaissance Star assessments have determined that an expected SGP between 35 and 65 indicates adequate growth from fall to spring. For those who complete the fall and spring assessments, progress was evaluated by determining how many students achieved the school's expected SGP by the spring test.

The school set the following goals.

- At least 70% of 4K and 5K students' expected SGP will be at or above 35 on the spring assessment.
- At least 75% of first- and second-grade students' expected SGP will be at or above 35 on the spring assessment.

A total of 21 (70.0%) out of 30 4K and 5K students who completed the fall and spring assessments demonstrated progress, meeting the school's goal of 70%.

Of 45 first and second graders who completed both fall and spring assessments, 37 (82.2%) demonstrated progress, surpassing the school's goal of 75%.

Overall, 58 (77.3%) of 75 4K through second-grade students who completed both fall and spring Star assessments were at the percentile rank benchmark at the time of the spring assessment (Table 9).

TABLE 9			
DLHA 2024–25			
STAR EARLY LITERACY ASSESSMENT FOR 4K – 2ND GRADE			
GRADE	STUDENTS	MET GOAL	
		n	%
4K	15	8	53.3%
5K	15	13	86.7%
1st	20	14	70.0%
2nd	25	23	92.0%
Total	75	58	77.3%

b. Star Reading Assessment for Third Through Eighth Graders

Third through eighth graders completed the Star Reading assessment in the fall and spring. Like the Star Early Literacy assessment, progress was measured by examining how many students met the school's expected SGP of 35 during the spring test.

The school's goal was that at least 65% of students with fall and spring scores would demonstrate progress from fall to spring. Of 96 third through eighth graders with fall and spring scores, 69 (71.9%) made progress this year, exceeding the school's goal (Table 10).

TABLE 10			
DLHA 2024–25			
STAR READING ASSESSMENT FOR 3RD – 8TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
3rd	14	10	71.4%
4th	19	13	68.4%
5th	19	12	63.2%
6th	14	8	57.1%
7th	15	11	73.3%
8th	15	15	100.0%
Total	96	69	71.9%

Overall, 127 (74.3%) of 171 students in 4K through eighth grade met the school’s local measure goals in reading.

2. MATH

a. Star Math Assessment for 5K and First Graders

This year, 5K and first-grade students were administered the Star Math assessment. Similar to the Early Literacy and Star Reading assessments, progress was measured by the SGP benchmark with a goal that at least 50% of students who took both the fall and spring tests will have an expected SGP at or above 35 on the spring assessment.

A total of 35 5K and first graders completed the winter and spring Star Math assessments, of which 26 (74.3%) students had an expected SGP at or above the proficiency benchmark in spring, surpassing the school’s goal of 50% (Table 11).

TABLE 11			
DLHA 2024–25			
STAR MATH FOR 5K AND 1ST GRADE			
GRADE	STUDENTS	MET GOAL	
		n	%
5K	15	12	80.0%
1st	20	14	70.0%
Total	35	26	74.3%

b. MAP Math Assessment Second Through Eighth Graders

This year, the school administered the MAP math assessment to second through eighth graders in the fall and spring. At the time of the fall test, each student’s math score was compared with national grade-level averages (i.e., normative means) based on the 2020 NWEA normative study.⁸ The school established a goal that at least 65.0% of students would meet one of the following goals based on grade level and fall scores.

- For students above the normative mean for their current grade at the time of the fall test, progress will be measured by examining the change in Rasch Unit (RIT) scores from fall to spring. An increase of one RIT point indicates progress for the current school year.

⁸ For more information, visit mapnwea.org.

- For students at or below the national grade-level average for their current grade, progress will be determined by examining whether they met 70% of the MAP growth target based on their fall test score and current grade level. Students who met their growth target for the year will be considered to have made adequate progress for the school year.

Of the 116 second through eighth graders who completed the MAP math test in the fall and spring, 98 (84.5%) were at or below and 18 (15.5%) were above the normative mean for their current grade at the time of the fall test. Of the students who were at or below the normative mean on the fall test, 77 (78.6%) met their goal, and 16 (88.9%) who were above the normative mean on the fall test met their goal (data not shown).

Overall, 93 (80.2%) of 116 second through eighth graders who completed the MAP math test in the fall and spring met the math goal (Table 12).

TABLE 12			
DLHA 2024–25			
MAP MATH ASSESSMENT FOR 2ND – 8TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
2nd	25	24	96.0%
3rd	12	11	91.7%
4th	17	15	88.2%
5th	18	9	50.0%
6th	14	9	64.3%
7th	15	11	73.3%
8th	15	14	93.3%
Total	116	93	80.2%

Overall, 119 (78.8%) of 151 5K through eighth graders met the school’s local measure goals in math.

3. WRITING

To assess writing skills at the local level, the school had students in 5K through eighth grade complete and submit one writing sample in October and another in May. The school assessed student writing samples using Common Core writing standards.

Writing prompts for 5K through sixth grade were based on grade-level narrative genre topics and assessed in five areas: basic language, which includes conventions of capitalization, punctuation, and spelling; language, referring to grammar and usage; narrative techniques; organization and plot; and focus and setting.

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

a. Writing for 5K Through Sixth Grade

Writing skills for 5K through sixth graders were rated using a four-point rubric: 1 = below grade level, 2 = approaching grade level, 3 = at grade level, and 4 = above grade level. The average score for all five focus areas was used to measure student progress.

The school’s goals were that at least 80% of students whose overall average score is 2 or lower on the fall writing sample would increase their average score by at least 1 point on the spring writing sample. Also, 80% of students whose overall average score is 3 or higher on the fall writing sample would maintain a score of 3 or higher on the spring writing sample.

Of the 126 5K through sixth-grade students tested in both fall and spring, 103 (81.7%) scored an average of 2 or lower in the fall. Of those, 72 (69.9%) improved their score by at least one point by spring, falling short of the 80% goal. The remaining 23 students (18.3%) scored an average of 3 or higher in the fall, and 20 (87.0%) maintained or improved their score, exceeding the school’s 80% goal. Overall, 92 students (73.0%) met the school’s writing goal (Table 13).

TABLE 13			
DLHA 2024–25			
WRITING ASSESSMENT FOR 5K – 6TH GRADE			
GRADE	STUDENTS	MET GOAL	
		n	%
5K	15	12	80.0%
1st	20	6	30.0%
2nd	25	23	92.0%
3rd	14	12	85.7%
4th	19	11	57.9%
5th	19	16	84.2%
6th	14	12	85.7%
Total	126	92	73.0%

b. Writing for Seventh and Eighth Grades

Seventh and eighth graders were assessed using a rubric of 1–5 (1 = far below basic, 2 = below basic, 3 = basic, 4 = proficient [at grade level], 5 = advanced [above grade level]). The average overall score for all six focus areas was used to measure student progress. The school’s goal was that at least 80% of students whose overall average score was 3 or lower would increase their average score by at least 1 point on the spring writing sample. At least 80% of students whose overall average score was 4 or higher on the fall writing sample would maintain a 4 or higher on the spring writing sample.

Of the 30 seventh- and eighth-grade students with both fall and spring writing samples, 11 (36.7%) scored an average of 3 or lower in the fall, and seven (63.6%) improved by at least one point by the spring assessment, below the 80% goal. The other 19 students (63.3%) scored an average of 4 or higher in the fall, and 17 (89.5%) maintained or improved their scores, exceeding the school’s goal. Overall, 24 students (80.0%) met the school’s writing goal (Table 14).

TABLE 14			
DLHA 2024–25			
WRITING ASSESSMENT FOR 7TH – 8TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
7th	15	9	60.0%
8th	15	15	100.0%
Total	30	24	80.0%

Overall, 116 (74.4%) of 156 students in 5K through eighth grade who were assessed for writing in both the fall and the spring met the local writing goal for their grade level.

4. SPECIAL EDUCATION STUDENT PROGRESS

The school set a goal that at least 90% of students enrolled in special education at DLHA for an entire year will meet one or more of the goals defined in their IEP. Of the 17 special education students who were at the school for an entire IEP year, 15 (88.2%) met at least one of their IEP goals, just falling short of the school’s goal of 90%.⁹

⁹ This includes one student enrolled in special education at DLHA for at least a year who was evaluated and dismissed from services. It excludes one student enrolled in special education at DLHA for at least a year who transferred prior to the IEP review.

E. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires all schools to administer the aimswebPlus early literacy assessment for students in 4K through third grade. Schools are required to administer the assessment to 5K through third-grade students midyear, and to students in 4K through third grade in the spring.

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

1. AIMSWEBPLUS EARLY LITERACY ASSESSMENT

The following benchmarks we set for each grade level.

- Students in 4K are expected to score at or above the 25th percentile on the spring assessment for the Initial Sounds and Letter Word Sounds Fluency subtests.
- Students in 5K are expected to attain an aimswebPlus early literacy composite score at or above the 25th percentile (i.e., 80 or above on the spring assessment). The Kindergarten Early Literacy composite score is determined by combining the performance on the Letter Naming Fluency and Letter Word Sounds Fluency subtests.
- First through third graders are expected to score an Oral Reading Fluency score at or above the 25th percentile.

A total of 88 4K through third-grade students enrolled since the beginning of the school year completed the aimswebPlus in the spring. The number of students meeting the defined benchmark for their grade level is shown in Table 15.

TABLE 15			
DLHA 2024–25			
AIMSWEBPLUS FOR 4K – 3RD GRADE			
GRADE	STUDENTS	MET BENCHMARK	
		n	%
4K			
Initial sounds	15	9	60.0%
Letter word sounds fluency		3	20.0%
5K	15	10	66.7%
1st	20	15	75.0%

TABLE 15			
DLHA 2024–25			
AIMSWEBPLUS FOR 4K – 3RD GRADE			
GRADE	STUDENTS	MET BENCHMARK	
		n	%
2nd	25	15	60.0%
3rd	13	3	23.1%

2. WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS¹⁰

The Forward Exam was implemented as the state’s standardized test for ELA and math for third through eighth graders; for science for fourth and eighth graders; and for social studies for fourth, eighth, and tenth graders. Scores for each test are translated into one of four performance levels: advanced, meeting, approaching, and developing. The Forward Exam is administered in the spring of each school year.

In spring of 2025, 92 third through eighth graders enrolled since the third Friday in September completed the ELA assessment, and 92 completed the math assessment. Of these students, 16.3% were at the meeting or advanced level in ELA, and 12.0% were at the meeting or advanced level in math (not shown). Results by grade level are presented in Figures 2 and 3.

¹⁰ Information from the DPI website (dpi.wi.gov/assessment/forward) and Wisconsin Forward Exam family brochure (https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward_Brochure_for_Families.pdf).

Figure 2
DLHA 2024–25
Forward Exam ELA Assessment (N = 92)

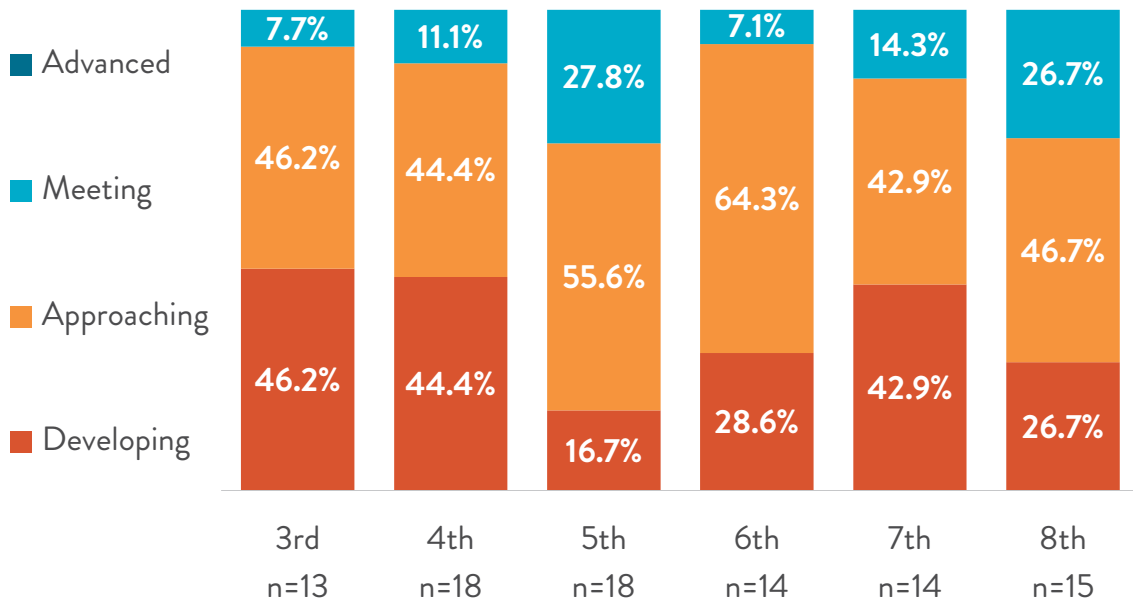


Table 16 shows the average ELA scale score and associated performance level for each grade.

TABLE 16			
DLHA 2024–25			
FORWARD EXAM ELA ASSESSMENT			
AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	STUDENTS	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	13	1515.4	Approaching
4th	18	1536.8	Approaching
5th	18	1577.4	Approaching
6th	14	1583.5	Approaching
7th	14	1582.7	Approaching
8th	15	1609.9	Approaching

Figure 3
DLHA 2024–25
Forward Exam Math Assessment (N = 92)

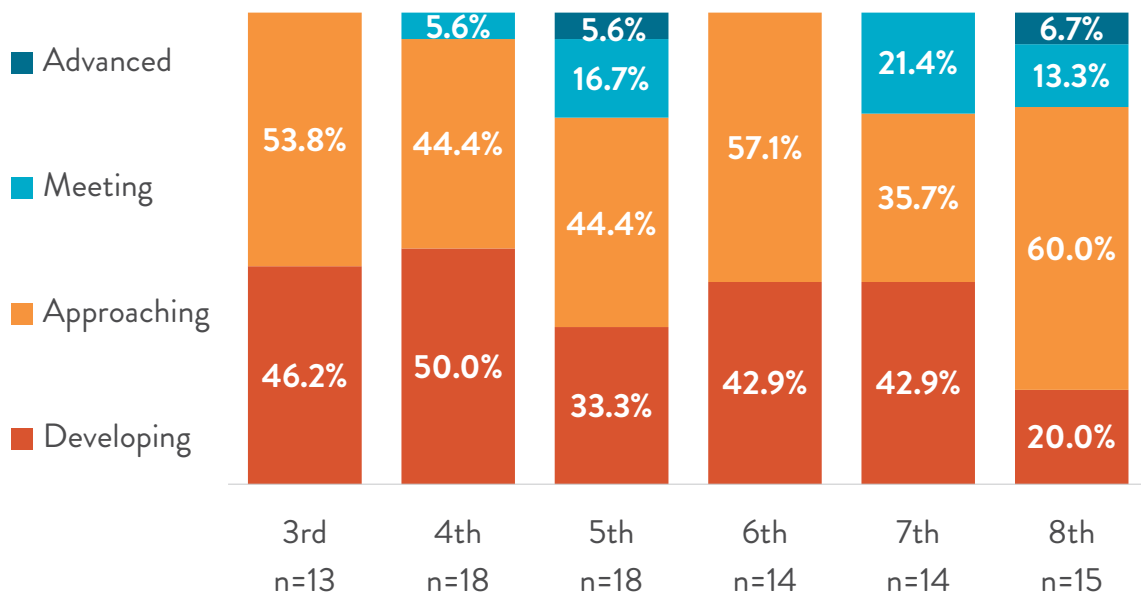
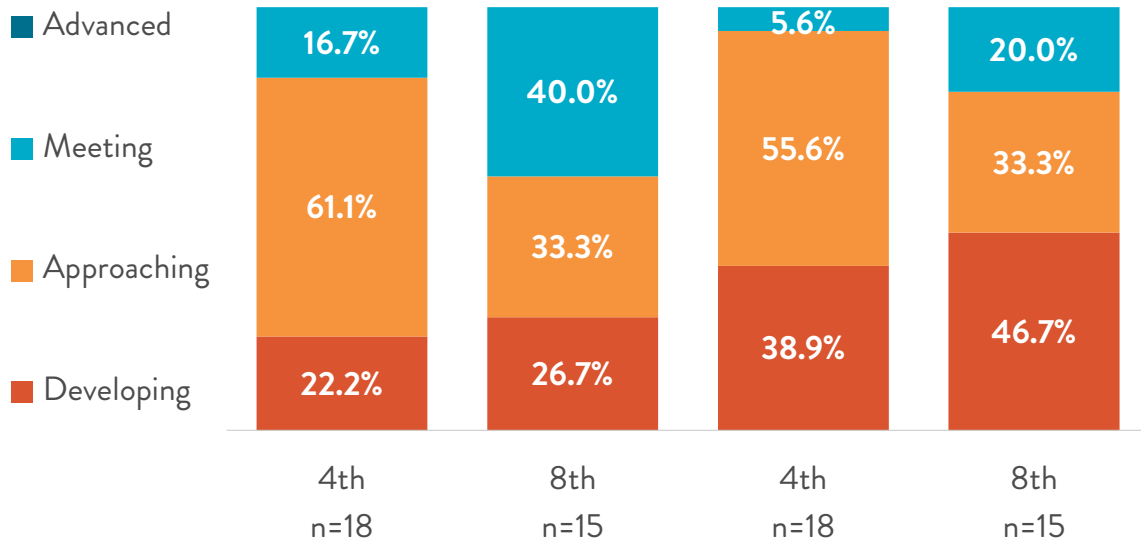


Table 17 shows the average math scale score and associated performance level for each grade.

TABLE 17			
DLHA 2024–25			
FORWARD EXAM MATH ASSESSMENT			
AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	STUDENTS	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	13	1502.3	Developing
4th	18	1535.7	Approaching
5th	18	1575.9	Approaching
6th	14	1584.4	Approaching
7th	14	1599.4	Approaching
8th	15	1640.0	Approaching

Of 33 fourth and eighth graders enrolled since the beginning of the year who completed the social studies and science tests, 27.3% were at the meeting or advanced performance level in social studies, and 12.1% were at the meeting or advanced performance level in science (not shown). Results by grade level appear in Figure 4. Some percentages in the figure may not add to 100% due to rounding.

Figure 4
DLHA 2024–25
Forward Exam Social Studies and Science Assessment (N = 33)
Social Studies Science



F. MULTIPLE-YEAR STUDENT PROGRESS

Year-to-year early literacy outcomes for first- and second-grade students could not be analyzed for this reporting period due to a statewide mandate requiring all schools to transition to the aimswebPlus assessment beginning in the 2024–25 academic year.

The CSRC expects that at least 60% of fourth through eighth graders who were meeting or advanced expectations in ELA, and at least 50% in math, will maintain that level. Additionally, at least 35% of students who were developing or approaching expectations in ELA or math are expected to show progress.

A total of 53 students completed the Forward Exam in spring 2024 and spring 2025 in consecutive grade levels. Year-to-year progress was measured for students at or above meeting expectations and for students below meeting expectations in ELA and/or math in spring of 2024.

1. STUDENTS AT THE MEETING OR ADVANCED LEVELS

In spring of 2024, eight students were at the meeting or advanced performance levels in ELA; because of the small number of students in this group, their results are not reported. Ten students met or exceeded expectations in math in 2024, and four (40.0%) maintained that level in 2025. Due to the small sample size, results are not shown by grade level.

2. STUDENTS AT THE DEVELOPING OR APPROACHING LEVELS

To determine if students who were at the developing or approaching levels the previous year were making progress, Evident Change examined whether these students improved scores by moving up one or more categories (i.e., developing to approaching, approaching to meeting, or developing to meeting). If students did not improve by a level, Evident Change examined progress within the student’s level by equally dividing the developing and approaching levels into quartiles. The lowest and upper thresholds for both levels reflected the scale score ranges used by DPI to establish proficiency levels.¹¹

In spring of 2024, 45 students were developing or approaching expectations in ELA, and 40.0% of those students showed progress in 2025. For math, 43 students were developing or approaching expectations in spring of 2024, and 53.5% demonstrated progress in 2025 (Table 18). Due to the small number of students, results are not shown by grade level.

TABLE 18					
DLHA 2024–2025					
YEAR-TO-YEAR FORWARD EXAM ELA AND MATH PROGRESS FOR 4TH – 8TH GRADES					
DEVELOPING OR APPROACHING IN SPRING OF 2024					
SUBJECT	STUDENTS DEVELOPING OR APPROACHING	STUDENTS PROGRESSED IN 2025			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
ELA	45	33.3%	6.7%	18	40.0%
Math	43	32.6%	20.9%	23	53.5%

3. OVERALL

Overall progress includes students who progressed from any performance level, including those maintaining meeting or advanced expectations and those advancing within or across lower performance quartiles. Of the 53 students who participated in the assessment in both 2024 and 2025 in two consecutive grades, 23 students (43.4%) demonstrated growth in ELA and 27 students (50.9%) demonstrated growth in math in 2025 (Table 19). Grade level progress for sixth grade could not be reported due to the small size; therefore, sixth through eighth grades were combined in Table 19.

¹¹ This method is used by Evident Change to examine student progress in the schools chartered by the city.

TABLE 19			
DLHA 2024–2025			
YEAR-TO-YEAR PROGRESS IN ELA FOR 4TH – 8TH GRADES			
SUBJECT AND CURRENT GRADE LEVEL	STUDENTS	OVERALL PROGRESS	
		n	%
ELA			
4th	12	2	16.7%
5th	13	7	53.8%
6th–8th	28	14	50.0%
ELA Total	53	23	43.4%
Math			
4th	12	4	33.3%
5th	13	7	53.8%
6th–8th	28	16	57.1%
Math Total	53	27	50.9%

G. CSRC SCHOOL SCORECARD

The CSRC scorecard was designed to monitor school improvement from year to year and will be used to guide decisions about a school’s status as a city-chartered school for subsequent school years. See Appendix C for detailed information on the most recent scorecard.

DLHA scored 64.4% of 94 possible points for 4K through fifth grade and 71.3% of 100 possible points for sixth through eighth grades.

Evident Change calculated a weighted average score for the entire school (4K through eighth grade). The weighted average is a measure that considers the number of students to which it was applied. Evident Change assigned the weight of each individual report card’s score based on the number of students enrolled in elementary and middle school at the end of the school year. DLHA had an overall weighted average score of 66.1% for the 2024–25 school year.¹²

¹² Of the 171 students enrolled at the end of the school year, 74.9% were in K through fifth grades, and 25.1% were in sixth through eighth grades. Those percentages were used to calculate the weighted scorecard percentage.

IV. SUMMARY/RECOMMENDATIONS

This report covers the 23rd year of DLHA's operation as a City of Milwaukee charter school. The school met or partially met all applicable contract requirements; met the academically related outcomes of attendance, parent-teacher conferences, and special education data files; and addressed all school improvement recommendations. The school administered fall and spring local measure assessments in reading/literacy, math, writing, and special education, as well as the required DPI assessments.

Based on the above information, Evident Change recommends that the CSRC continue annual monitoring with special attention to improving reading and math skills.

APPENDICES

- A. CONTRACT COMPLIANCE CHART**
- B. TREND INFORMATION**
- C. CSRC 2024–25 SCHOOL SCORECARD**
- D. STUDENT LEARNING MEMORANDUM**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
DLHA 2024–2025			
OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS			
CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGES	PROVISION MET
Section I, B	Description of the educational program; student population served.	pp. 2, 7–9	Met
Section I, V	Charter schools shall operate under the days and hours indicated in the calendar for the school year and provide the CSRC with a school year calendar prior to the conclusion of the preceding school year.	p. 5	Met
Section I, C	Educational methods.	p. 3	Met
Section I, D	Administration of required standardized tests.	pp. 18–22	Met
Section I, D	Academic criterion #1: Maintain local measures showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 12–17	Met
Section I, D, and subsequent memos from the CSRC	Academic criterion #2: Year-to-year achievement measures. Progress for students meeting/advanced expectations. a. 4th through 8th graders meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain proficiency. b. 4th through 8th graders meeting/advanced expectations on the Forward Exam in math the prior year: 50% will maintain proficiency. c. 2nd graders at or above the benchmark in reading (Early Literacy): At least 75.0% will remain at or above.	p. 22 p. 22 p. 22	a. N/A b. Not met (40.0%) c. N/A

TABLE A			
DLHA 2024–2025			
OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS			
CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGES	PROVISION MET
Section I, D	Academic criterion #3: Year-to-year achievement measures. Progress for students developing/approaching expectations	p. 23	a. Met (40.0%)
	a. 4th – 8th graders developing/approaching expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress. b. 4th – 8th graders developing/approaching expectations on the Forward Exam in math the prior year: 35% will demonstrate progress.	p. 23	b. Met (53.5%)
Section I, E	Parental involvement.	pp. 5–6, 11	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	pp. 3–4	Partially met
Section I, I	Pupil database information.	pp. 7–9; 11	Met
Section I, K	Disciplinary procedures.	p. 6	Met

Note: N/A indicates unavailability of comparable assessment data from spring of 2024.

APPENDIX B: TREND INFORMATION

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

TABLE B1					
DLHA 2020–2025					
STUDENT ENROLLMENT AND RETENTION					
SCHOOL YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	NUMBER AND RATE ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)*
2020–21	225	7	18	214	207 (92.0%)
2021–22	199	25	41	183	171 (85.9%)
2022–23	192	14	33	173	163 (84.9%)
2023–24	172	30	36	166	143 (83.1%)
2024–25	180	8	17	171	165 (91.7%)

*Students enrolled on the third Friday of September (considered the beginning of the school year) also enrolled at the end of the year.

TABLE B2	
DLHA 2020–2025	
STUDENT RETURN RATES	
SCHOOL YEAR	RETURN RATE
2020–21	88.6%
2021–22	74.1%
2022–23	78.4%
2023–24	82.4%
2024–25	81.4%

TABLE B3	
DLHA 2020–2025 STUDENT ATTENDANCE RATES	
SCHOOL YEAR	ATTENDANCE RATE
2020–21	87.2%
2021–22	83.0%
2022–23	89.1%
2023–24	88.6%
2024–25	89.6%

TABLE B4		
DLHA 2020–2025 OUT-OF-SCHOOL SUSPENSIONS		
SCHOOL YEAR	% OF STUDENTS SUSPENDED	AVG. DAYS SUSPENDED
2020–21	0.0% ¹³	Not applicable
2021–22	28.1%	3.4
2022–23	30.1%	2.8
2023–24	37.6%	3.6
2024–25	26.6%	2.4

TABLE B5	
DLHA 2020–2025 INSTRUCTIONAL STAFF RETENTION RATES	
SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2020–21	100.0%
2021–22	94.1%
2022–23	88.8%
2023–24	87.5%
2024–25	100.0%

¹³ The 2020–21 school year was partially virtual due to COVID restrictions; suspension data were not applicable.

TABLE B6			
DLHA 2020–2025			
INSTRUCTIONAL STAFF RETURN RATES			
SCHOOL YEAR	NUMBER AT END OF PRIOR SCHOOL YEAR	RETURNED FIRST DAY OF CURRENT SCHOOL YEAR	RETURN RATE
2020–21	17	14	82.4%
2021–22	16	14	87.5%
2022–23	16	16	100.0%
2023–24	18	12	66.7%
2024–25	13	13	100.0%

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

APPENDIX C: CSRC 2024–25 SCHOOL SCORECARD

TABLE C1					
DLHA 2024–25					
ELEMENTARY SCHOOL (4K – 5TH GRADE) SCORECARD					
AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: 1st – 2nd Grades	aimswebPlus: % 1st graders at or above the 25th percentile	4.0	10.0%	75.0%	3.0
	aimswebPlus: % 2nd graders at or above the 25th percentile for two consecutive years	6.0		N/A	N/A
Student Academic Growth: 3rd – 5th Grades	Forward Exam ELA: % maintained meeting/advanced expectations or progressed ¹⁴	17.5	35.0%	36.0%	6.3
	Forward Exam math: % maintained meeting/advanced expectations or progressed	17.5		44.0%	7.7
Local Measures	% met reading	6.25	25.0%	73.2%	4.6
	% met math	6.25		79.4%	5.0
	% met writing	6.25		71.4%	4.5
	% met special education*	6.25		88.2%	5.5
Student Academic Achievement: 3rd – 5th Grades	Forward Exam ELA: % meeting/advanced expectations	2.5	5.0%	16.3%	0.4
	Forward Exam math: % meeting/advanced expectations	2.5		10.2%	0.3
Engagement*	Student attendance rate	5.0	25.0%	89.5%	4.5
	Student return rate	5.0		81.4%	4.1
	Student retention	5.0		91.7%	4.6
	Teacher retention*	5.0		100.0%	5.0
	Teacher return rate*	5.0		100.0%	5.0
TOTAL ¹⁵		94.0			60.5
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					64.4%

*With the exception of student attendance, engagement measures represent the school's performance across all grade levels.

¹⁴ Progress in reading or math for students who were at the developing or approaching level the previous school year is defined as improving one proficiency level or improving one or more quartiles within the performance level for their grade level.

¹⁵ Excludes points for measures for which performance could not be measured or reported this year.

TABLE C2					
DLHA 2024–25					
MIDDLE SCHOOL (6TH – 8TH GRADE) SCORECARD					
AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Growth: 6th – 8th Grades	<i>Forward Exam ELA:</i> maintained meeting/advanced expectations or progressed	17.5	35.0%	50.0%	8.8
	<i>Forward Exam math:</i> % maintained meeting/advanced expectations or progressed	17.5		57.1%	10.0
Local Measures	% met reading	8.75	35.0%	77.3%	6.8
	% met math	8.75		77.3%	6.8
	% met writing	8.75		81.8%	7.2
	% met special education*	8.75		88.2%	7.7
Student Academic Achievement: 6th – 8th Grades	<i>Forward Exam English/language arts:</i> % meeting/advanced expectations	2.5	5.0%	16.3%	0.4
	<i>Forward Exam math:</i> % meeting/advanced expectations	2.5		14.0%	0.4
Engagement*	Student attendance rate	5.0	25.0%	89.8%	4.5
	Student return rate	5.0		81.4%	4.1
	Student retention	5.0		91.7%	4.6
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		100.0%	5.0
TOTAL		100			71.3
MIDDLE SCHOOL SCORECARD PERCENTAGE					71.3%

*With the exception of student attendance measures represent the school's performance across all grade levels.

APPENDIX D: STUDENT LEARNING

MEMORANDUM

TO: Evident Change and the CSRC
FROM: Darrell Lynn Hines Preparatory Academy of Excellence
SUBJECT: Learning Memo Draft for the 2024–25 Academic Year
DATE: October 30, 2024

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 or staff at the school in consultation with staff from Evident Change and the CSRC.

The school will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide the data to Evident Change, the educational monitoring agent contracted by the CSRC. The school will provide local measure test results downloaded directly from the test publisher when available. The school will also provide data files for all standardized tests downloaded directly from the test publisher. If such files are not available, the school will provide paper printouts (scanned and transferred via File Drop) that include standardized test results from the test publisher. Evident Change requests electronic submission of year-end data by the fifth workday following the last day of student attendance for the academic year or June 13, 2025.

All required data elements related to the following outcomes are described in this memo's Learning Memo Data Requirements section.

ENROLLMENT

Darrell Lynn Hines Preparatory Academy of Excellence (DLHA) will record enrollment dates for every student. Upon admission, individual student information and enrollment dates will be added to the school's database.

TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason will be determined and recorded in the school's database. Specific reasons for each expulsion are required for each student.

ATTENDANCE

Students are considered present for the day if they attend a half-day or longer. The goal is for students to attend 90% of the time during their enrollment. If online instruction is needed, attendance will be verified during virtual learning sessions using the provisions of the Department of Public Instruction (DPI). Teachers must verify students visually or via attendance assignments.

TEACHER RETURN AND RETENTION

Teacher return and retention rates will be monitored by maintaining a running staff roster from the start of the school year until the final day.

- **Return rate:** Determined by the number of instructional staff employed the previous school year and returned for the current year.
- **Retention rate:** Determined by the number of instructional staff employed for the entire year.

PARENT PARTICIPATION

Parents of 100% of students enrolled for the entire school year will participate in parent-teacher conferences. Conferences will occur virtually or over the phone at the school this school year.

SPECIAL EDUCATION SERVICES

The school will maintain updated records on all students who received special education services, including students who were evaluated but not eligible for services.

INDIVIDUALIZED EDUCATION PLANS

At least 90% of students enrolled in special education at DLHA for an entire year will meet one or more goals defined in their individualized education plan (IEP). 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.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES

In 4K through second grade, students will take the Renaissance Star Early Literacy assessment in the fall and spring. Report cards will communicate each student's progress to parents or guardians.¹⁶

READING

Reading for 4K Through Second Grade

For those who complete the fall and spring assessments, progress will be evaluated by determining how many students achieved the school's expected Student Growth Percentile (SGP) by the spring test. Renaissance defines adequate progress from fall to spring as an SGP between 35 and 65.¹⁷

The school has set the following goals.

- At least 70% of 4K – 5K graders will test at or above the 35th SGP on the spring assessment.
- At least 75% of first through second-grade students will score at or above the 35th SGP on the spring assessment.

Reading for Third Through Eighth Grade

Fourth- and fifth-grade students will take the Renaissance Star Reading assessment in both the fall and spring. Progress for those completing both assessments will be evaluated by determining how many students met the school's Student Growth Percentile (SGP) benchmark. Renaissance defines adequate progress

¹⁷ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in literacy, math, writing, and IEP goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

¹⁷ For more information, visit [Renaissance Student Growth Percentile](#).

from fall to spring as an SGP between 35 and 65. Students who reach this benchmark will be considered to have made adequate progress for the school year.

The school has set the following goal.

At least 65% of third through eighth graders will test at or above the 35th SGP on the spring assessment.

MATH

Math for 5K and First Grade

Students in 5K through first grade will take the Renaissance Star Math assessment in the fall and spring. For students who complete both assessments, progress will be measured by how many meet the school's Student Growth Percentile (SGP) benchmark. According to Renaissance, an SGP between 35 and 65 indicates adequate progress from fall to spring. Students who meet this benchmark will be considered to have made sufficient progress for the school year.¹⁸

The school has set the following goal: At least 50% of students will test at or above the 35th SGP on the spring assessment.

Math for Second Through Eighth Grades

Second through eighth graders will complete the Measures of Academic Progress (MAP) reading assessment in the fall and spring. At the time of the fall test, each student's reading score will be compared with national grade-level averages (i.e., normative means) based on the 2020 NWEA normative study.¹⁹ Evident Change will report progress for students who are above the normative mean for their grade level and students at or below the normative mean for their grade level. Based on fall test scores and the student's current grade level, a target growth Rasch unit (RIT) score for the spring test is given to each student.

- For students above the normative mean for their current grade at the time of the fall test, progress will be measured by examining the change in RIT scores from fall to spring. An increase of one RIT point will indicate progress for the current school year.
- For students at or below the national grade-level average for their current grade, progress will be determined by examining whether they met 70% of the MAP growth target based on their fall test score

¹⁸ For more information, visit [Renaissance Student Growth Percentile](#).

¹⁹ For more information, visit [MAPGrowthNormativeDataOverview.pdf \(mapnwea.org\)](#).

and current grade level. Students who met their growth target for the year will be considered to have made adequate progress for the school year.

At the time of the fall test, each student's math score will be compared with national grade-level averages based on the 2020 NWEA normative study. For the cohort of students who complete the fall and spring tests, Evident Change will report progress for students who are above the normative mean for their grade level and students at or below the normative mean for their current grade level. Based on fall test scores and the student's current grade level, a target growth RIT score for the spring test is given to each student. The target growth points for each student are calculated as the difference between their fall score and their target RIT score.

The school has set the following goal.

At least 65% of the students who completed the fall MAP math assessment will meet or exceed their target RIT score in the spring.

WRITING

Writing for 5K Through Sixth Grades

Students in 5K through sixth grade will complete grade-level writing samples in the fall and again in the spring. The prompt for both writing samples will be based on grade-level topics within the narrative genre.²⁰ The writing samples will be assessed using the grade-level Common Core State Standards in the following five focus areas.

- Language—conventions of capitalization, punctuation, and spelling
- Language—conventions of grammar and usage
- Narrative techniques
- Organization/plot
- Focus/setting

The overall average score for all five focus areas will be used to measure student progress.

Students in 5K through sixth grade will receive an average rubric score assigned to the grade-level standards. The rubric scale is 1 through 4 (1 = below grade level, 2 = approaching grade level, 3 = at grade level,

²⁰ The writing genres for 5K through sixth grade include opinion, informational, and narrative.

4 = above grade level) for each focus area. The overall average score for grade-level standards will be used to measure student progress. Note: Scores are averaged and rounded to the nearest whole number.

The school set the following goals.

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

Writing for Seventh and Eighth Grades

Students in seventh and eighth grades will complete grade-level writing samples in the fall and again in the spring. The prompt for both writing samples will be based on grade-level topics within the argument genre.²¹ The writing samples will be assessed using the grade-level Common Core writing standards in the following six areas.

- Focus/claim
- Organization
- Support/evidence
- Language—conventions of grammar and usage, capitalization, punctuation, and spelling
- Narrative techniques
- Analysis

Students will receive a rubric score of 1 through 5 (1 = far below basic, 2 = below basic, 3 = basic, 4 = proficient [at grade level], 5 = advanced [above grade level]). The overall average score for all six focus areas will be used to measure student progress. Note: Scores are averaged and rounded to the nearest whole number.

The school set the following goals.

- At least 80% of students whose overall average score is 3 or less on the fall writing sample will increase their average score by at least 1 point on the spring writing sample.
- At least 80% of students whose overall average score is 4 or higher on the fall writing sample will maintain a 4 or higher on the spring writing sample.

²¹ The writing genres for seventh and eighth grades include argument, information/explanatory, and narrative.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

AIMSWEBPLUS²² EARLY LITERACY ASSESSMENT

The Department of Public Instruction mandates that all schools administer the aimswebPlus early literacy assessment for students in 4K through third grade. For the 2024–25 school year, the fall assessment has been deemed optional by the department. However, all schools are required to administer the exam to 5K through third-grade students at mid-year and to 4K through third-grade students in the spring of 2025.

4K Fundamental Skills Screening

Four-year-old kindergarten students are expected to score at or above the 25th percentile on the spring assessment for both subtests: initial sounds and letter-word sound fluency.

5K Universal Reading Screening

Five-year-old kindergarten students are expected to attain an aimswebPlus Early Literacy score at or above the 25th percentile. The Kindergarten Early Literacy composite score is determined by combining their performance on the subtest: Letter Naming Fluency (LNF) and Letter Word Sounds Fluency.

First through Third Graders Universal Reading Screening

Students are expected to score an Oral Reading Fluency (ORF) score at or above the 25th percentile.

WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADES

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

²² For more information, visit [AWP WI Assessment Matrix Updated \(pearsonassessments.com\)](https://www.pearsonassessments.com).

YEAR-TO-YEAR ACHIEVEMENT

Evident Change will include the results of the DPI-required assessments in each school's annual report. Additionally, Evident Change will report year-to-year progress for students who completed the assessments in consecutive school years at the same school.

- The CSRC expects at least 75% of first graders who met the early literacy benchmark for reading readiness in the spring will remain at or above the second-grade benchmark in the spring of the subsequent year.
- Year-to-year progress will not be measured this year due to the assessment change from Star Early Literacy to aimswebPlus as the early literacy screener for the 2024–25 school year. Year-to-year reporting on early literacy screening will resume next school year.
- For fourth- through eighth-grade students who complete the Forward Exam, the CSRC has the following expectations.
- At least 60% of fourth through eighth graders proficient or advanced in ELA the prior year will maintain proficiency.
- At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency.
- At least 35% of fourth through eighth graders below proficiency in ELA and math the prior year will demonstrate progress.