

A photograph of a young Black man with short, dark hair, smiling warmly at the camera. He is wearing a green t-shirt, blue jeans, and a brown leather belt. A black backpack strap is visible over his right shoulder. His left hand is in his pocket, and his right hand is resting on his hip. The background is a blurred outdoor setting with warm, golden-hour lighting.

2024–25 PROGRAMMATIC PROFILE AND EDUCATIONAL PERFORMANCE

**DR. HOWARD FULLER
COLLEGIATE ACADEMY**

September 2025



ABOUT EVIDENT CHANGE

Evident Change is a nonprofit that uses data and research to improve our social systems. For more information, call (800) 306-6223 or visit EvidentChange.org. You can also find us on social media by visiting Linktr.ee/EvidentChange.

© 2025 Evident Change

CONTENTS

- Executive Summaryi
- I. Introduction 1
- II. Programmatic Profile 1
 - A. Description and Philosophy of Educational Methodology 2
 - 1. Mission and Vision 2
 - 2. Instructional Design 2
 - B. School Structure 3
 - 1. Leadership and Board of Directors 3
 - 2. Areas of Instruction..... 3
 - 3. Staff Information 4
 - a. Instructional Staff 4
 - b. Instructional Staff Demographics..... 4
 - c. Support Staff Demographics 5
 - 4. School Hours and Calendar 5
 - 5. Parent Involvement..... 6
 - 6. Discipline Policy 6
 - 7. Graduation Information7
 - C. Student Population 8
 - 1. Return Rate 8
 - 2. Enrollment Summary 9
 - 3. Retention Rates..... 9
 - 4. Student Demographics Summary 9
 - D. Activities for Continuous School Improvement11
- III. Educational Performance 12
 - A. Attendance and Suspension Rates 12
 - B. Parent–Teacher Conferences.....13
 - C. Special Education Student Records 13
 - D. High School Graduation Plan15
 - E. High School Graduation Requirements16
 - F. Postsecondary Plans for Twelfth Graders16

G. Local Measures of Educational Progress.....	17
1. Literacy.....	17
a. MAP Reading for Sixth Through Tenth Graders.....	17
c. ACT for Eleventh and Twelfth Graders.....	18
d. Overall Literacy Progress for High School	19
2. Math	19
a. MAP Math for Sixth Through Tenth Graders.....	19
b. ACT for Eleventh and Twelfth Graders.....	20
c. Overall Math Progress for High School.....	21
3. Writing.....	21
a. Middle School.....	21
b. High School	22
4. Special Education Student Progress	22
H. External Standardized Measures of Educational Performance	22
1. Forward Exam	22
2. PreACT Secure and Act Plus Writing	25
a. PreACT Secure for Ninth and Tenth Graders.....	26
b. ACT for Eleventh and Twelfth Graders.....	27
I. Multiple-Year Student Progress	28
1. Seventh- and Eighth-Grade Progress Based on Forward Exam.....	28
2. Tenth- and Eleventh-Grade Progress Based on ACT Tests.....	28
J. CSRC School Scorecard	29
IV. Summary/Recommendations	29
 Appendix A: Contract Compliance Chart	 A1
Appendix B: Trend Information	B1
Appendix C: CSRC 2024–25 School Scorecards.....	C1
Appendix D: Student Learning Memorandum	D1

This report includes text from Dr. Howard Fuller Collegiate Academy’s student/parent handbook, staff handbook, and the CEO introductory letter. Evident Change obtained permission from the school to use this text for this report.

EXECUTIVE SUMMARY

For Dr. Howard Fuller Collegiate Academy 2024–25

This is the 14th annual report on the operation of Dr. Howard Fuller Collegiate Academy (HFCA), one of seven schools chartered by the City of Milwaukee during the 2024–25 school year. It is the result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and Evident Change.

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

I. CONTRACT COMPLIANCE SUMMARY

HFCA met or partially met all except two provisions of its contract with the City of Milwaukee and the subsequent CSRC requirements applicable for the 2024–25 school year. (See Appendix A.)

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

1. Primary Measures of Educational Progress

The CSRC requires each school to track student progress in reading, writing, math, and individualized education plan (IEP) goals throughout the year to identify students who need additional help and to assist teachers in developing strategies to improve the academic performance of all students. This year, HFCA's local measures of academic progress resulted in the following outcomes.

a. Literacy

- Sixth through eighth graders completed the NWEA Measures of Academic Progress (MAP) reading assessment. At the time of the spring assessment, 53 (58.2%) of 91 students met the reading goal. The school's goal was 80.0%.

- Ninth and tenth graders completed the MAP reading assessment. At the time of the spring assessment, 84 (50.3%) of 167 students met the reading goal. The school's goal was 60.0%.
- Eleventh graders completed an aligned ACT reading assessment in the fall and the ACT Plus Writing in the spring of the school year. Twelfth graders completed the aligned ACT reading test in the fall but did not take the test in the spring. Eleventh-grade student progress in reading was examined by comparing fall and spring reading scores. By the spring test, 36 (46.8%) of 77 eleventh graders had improved their scores by at least one point on the reading subtest. The school's goal was 75.0%.

b. Math

- Sixth through eighth graders completed the MAP math assessment. At the time of the spring assessment, 49 (55.7%) of 88 students met the math goal. The school's goal was 80.0%.
- Ninth and tenth graders completed the MAP math assessment. At the time of the spring assessment, 106 (59.6%) of 178 students met the math goal. The school's goal was 60.0%.
- Eleventh graders completed aligned ACT math assessments in the fall and the ACT Plus Writing in the spring of the school year. Twelfth graders were assessed using the aligned ACT math section in the fall and spring. Student progress in math was examined by comparing fall and spring math scores. By the spring test, 29 (27.9%) of 104 eleventh- and twelfth-grade students had improved their scores by at least one point on the math subtest. The school's goal was 75.0%.

c. Writing

Student writing progress was measured based on student scores at the time of the fall writing assessment.

- Of 100 middle school students with fall and spring writing assessments, 54 (54.0%) met the writing goal this year. The school's goal was 75.0%.
- Of 115 high school students who had a fall and spring writing assessment, 18 (15.7%) made progress from fall to spring. The school's goal was 60.0%.

d. IEP Goals

Three quarters (20, or 74.1%) of the 27 students with IEP goals reviewed during the year met at least one of their IEP goals. The school's goal was 80.0%.

2. Secondary Measures of Educational Outcomes

To meet City of Milwaukee requirements, HFCA identified measurable outcomes in the following secondary areas of academic progress.

This year, the middle school partially met one of three internal goals, while the high school met one goal and partially met two out of five total goals (Table ES1).

TABLE ES1		
HFCA 2024–2025		
SECONDARY MEASURES OF ACADEMIC PROGRESS: GOALS		
GOAL AREA	OUTCOME	GOAL MET?
Middle School		
Student Attendance	84.9% average; goal of 90%	No
Parent/Teacher Conferences	68.9% attended one; goal of 90%	No
Special Education Records	Maintained all required records	Partially ¹
High School		
Student Attendance	84.0% average; goal of 90%	No
Parent/Teacher Conferences	81.0%; goal of 80.0%	Yes
Special Education Records	Maintained all required records	Partially
Graduation Plans	79.7%; goal of 100%	No
Grade Promotion/Graduation	9th: 73.1% promoted; goal of 70% 10th: 69.8% promoted; goal of 75% 11th: 86.6% promoted or graduated; goal of 80% 12th: 98.6% graduated; goal of 90%	Partially ²

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

Year-to-year progress for seventh and eighth graders is assessed using Forward Exam results completed in two consecutive school years. Because this is the first year of operation for sixth- through eighth grade at HFCA, Forward Exam results for two years were not available. Therefore, Forward Exam progress could not be measured this year.

¹ A random review of special education files at both sites revealed an inconsistency in transferring contact logs from the student management system to the official special education file.

² The school met or exceeded its internal grade-level promotion goals for ninth, eleventh, and twelfth graders this year.

Progress toward college readiness from ninth to tenth and tenth to eleventh grade was assessed using benchmarks from ACT tests available for each grade level.³

- A total of 54 tenth graders completed the PreACT Secure in two consecutive school years; 23 (42.6%) of those students demonstrated progress from 2024 to 2025.
- A total of 49 eleventh graders completed the PreACT Secure in 2024 and the ACT Plus Writing in 2025; 18 (36.7%) of those students demonstrated progress from 2024 to 2025.

The CSRC’s expectation is that 50.0% of students in each cohort will demonstrate progress.

C. SCHOOL SCORECARD

The CSRC scorecard for sixth through eighth graders contains partial outcome data due to unavailable year-to-year data for the Forward Exams. The weighted overall score was 66.9% (Table ES2).

TABLE ES2			
HFCA 2024–2025			
CSRC SCORECARD SUMMARY			
GRADE LEVELS	SCORE	POSSIBLE POINTS	PERCENTAGE
6th – 8th Grade	36.9	56.25	65.6%
9th – 12th Grade	67.2	100	67.2%
Total (Weighted)	N/A		66.9%

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

HFCA addressed all recommendations for school improvement in its programmatic profile and educational performance report for the previous school year. On the basis of the results in this report and consultation with school staff, Evident Change recommends that the school continue a focused school improvement plan with the following activities.

- Improve student outcomes in reading, writing, and math by implementing data-driven instruction, targeted interventions, and consistent progress monitoring, with the aim of increasing proficiency rates on standardized assessments.

³ For more information on ACT assessments and benchmarks, visit <https://success.act.org>.

- Improve student attendance through targeted communication strategies and incentive programs while ensuring effective implementation of a high-quality, content-specific curriculum supported by instructional experts.
- Establish a comprehensive data and compliance management system to ensure accurate and up-to-date student records, particularly for special education files. Implement a standardized local assessment schedule to ensure consistent administration and equitable data collection across all students.

IV. RECOMMENDATION FOR ONGOING MONITORING

HFCA has elected not to renew their contract with the City of Milwaukee. Therefore, there are no recommendations for ongoing monitoring for the coming school year.

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 performance of all city-chartered schools.

To produce this report, Evident Change:

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

II. PROGRAMMATIC PROFILE

Dr. Howard Fuller Collegiate Academy

Middle School Location: 4030 North 29th St., Milwaukee, WI 53216

High School Location: 2212 Vel Phillips Ave., Milwaukee, WI 53212

Telephone: (414) 873-4014

Website: hfca.org

Chief Executive Officer: Rodney Lynk

Chief School Officer: Kanika Burks

High School Principal: Philip Smith

Middle School Principal: LaQuasha Logan

HFCA, on the north side of Milwaukee, opened its doors to high school students in September 2003. It initially operated as a private “choice” high school affiliated with Clergy for Educational Options, a group of interdenominational church leaders. HFCA has been chartered by the City of Milwaukee since the fall of

2011. HFCA expanded to serve middle school students in the 2024–25 academic year and relocated its high school to a newly constructed facility in Milwaukee’s Bronzeville neighborhood.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION AND VISION

The school’s mission is “to nurture scholars, capable of transforming their world, by sending them to and through college.” Its vision is “to produce responsible leaders through academic mastery, community focused education, and the fostering of lifelong learning in any environment.”⁴

2. INSTRUCTIONAL DESIGN

The school serves students who seek high academic standards and high character expectations as part of their learning experience.⁵ The school’s updated strategic plan embodies a goal that HFCA’s comprehensive curriculum will meet students at their individual levels and prepare them for a four-year college. The school strives to be at the forefront of education and technology and to have a comprehensive and rigorous curriculum that uses blended learning to advance students individually.

HFCA’s curriculum relies on interim assessments aligned with college readiness tests (PreACT Secure and ACT), which require regular attention to data-driven instruction. The curriculum also incorporates Wisconsin’s Common Core State Standards and ensures that HFCA students will satisfy state requirements for graduation and entrance requirements for most colleges and universities.

Students are also offered the following opportunities.

- The college coach/counselor helps students create a high school graduation plan to focus and monitor their progress toward their college and career goals. The coach uses a checklist designed for all four years of students’ HFCA attendance.
- Staff assist students with enrollment in credit recovery classes (i.e., classes designed to enable students to graduate within four years) if they have not achieved the grade requirement of 74.0% or higher at the end of each semester.

⁴ This information comes from the school’s [2024–25 Family Handbook](#).

⁵ HFCA’s goal is to instill in each student eight character strengths: love, optimism, zest, social intelligence, grit, curiosity, self-control, and gratitude.

Staff support and guide students in fulfilling the school's expectation that each student will complete 20 hours of community service prior to graduation.

B. SCHOOL STRUCTURE

1. LEADERSHIP AND BOARD OF DIRECTORS

HFCA is governed by a board of directors, which has ultimate responsibility for the success of the school and is accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all charter terms are met. The board sets policies for the academy and hires the school CEO. The board meets regularly to discuss issues, set policy, and conduct school business. Much of the board's work is conducted by committees that meet more frequently than the full board. Four of the board's six committees meet at least quarterly: academic excellence, executive, finance, and resource development.

This year, the board of directors was composed of 12 members. Board members represent a variety of educational organizations and major local businesses, and they contribute their expertise in administrative and fiscal management. HFCA board members' experience includes education administration, nonprofit leadership and management, law, and an HFCA parent.

2. AREAS OF INSTRUCTION

During the 2024–25 school year, HFCA served sixth- through twelfth-grade students. The school has a comprehensive middle and high school education plan for all students. The plan is designed to enable students to meet all the school's expectations for annual grade-level promotion; high school graduation; and, ultimately, college success. Staff used assessments designed by Academic Approach three times throughout the school year to review with students their individual progress and adapt lesson plans to focus on current student needs.

HFCA has stated requirements in two areas: academic and community service. The academic requirement is that students earn at least 21 credits to graduate.⁶ The expectations for grade-level promotion are that ninth graders will have completed 5.5 credits, tenth graders will have completed 10.5 credits, eleventh graders will have completed 16.5 credits, and twelfth graders will have completed 21 credits. Credit recovery activities were offered during Personalized Learning Time and during a four-week summer program.

⁶ The *Family Handbook* specifies requirements of four credits of English; three credits each of social studies, science, and math; two credits of physical education/health; one senior seminar credit; and six elective credits.

3. STAFF INFORMATION

This section presents return and retention data for instructional staff eligible to return for the 2024–25 school year, as well as demographic profiles of instructional and support staff. 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.

a. Instructional Staff⁷

TABLE 1		
HFCA 2024–2025		
STAFF RETURN AND RETENTION RATES		
RETURN AND RETENTION	STAFF	%
Return Rate		82.4%
Eligible to return from spring of 2024	17	
Returned	14	
Retention Rate		89.6%
Employed during 2024–25 school year	48	
Resigned	5	
Remaining	43	

b. Instructional Staff Demographics

TABLE 2		
HFCA 2024–2025		
INSTRUCTIONAL STAFF BY RACE/ETHNICITY (N = 54)		
RACE/ETHNICITY	STAFF	%
Black/African American	38	70.4%
White	16	29.6%

⁷ Terminated staff are excluded from return and retention rates. At the time of reporting, nine teachers lacked current DPI licensure. Two administrators held teaching licenses but not administrative licensure. One teacher, certified in history, was assigned to teach math and science, outside the scope of their licensure.

c. Support Staff Demographics

During the 2024–25 academic year, the school employed 41 support staff,⁸ serving in a wide range of roles. These included student tutors, facilities managers, building substitute teachers, paraprofessionals, teacher fellows, food service workers, security guards, education assistants, help desk analysts, student support coordinators, and operations assistants. Additional roles included the chief operations officer, dean of culture, chief schools officer, human resources manager, college advisor, finance manager, front office managers at both the high school and middle school levels, executive assistant/director of strategies, business associate, director of student life, school social worker, dean of students, managing director of human resources, director of data and technology, recruitment specialist, facilities technician, front desk assistant, development manager, and chief development officer. This diverse team supported school operations, student well-being, academic services, and organizational leadership, reflecting the school’s commitment to creating a comprehensive and supportive educational environment (Table 3).

TABLE 3		
HFCA 2024–2025		
SUPPORT STAFF BY RACE/ETHNICITY (N = 41)		
RACE/ETHNICITY	STAFF	%
Black or African American	33	80.5%
White	7	17.1%
Multiracial	1	2.4%

4. SCHOOL HOURS AND CALENDAR

The 2024–2025 school year began with Orientation Days the week of August 19, designed to help students transition into the new year through scheduled orientation activities. Grade levels attended on a rotating basis, with all students present on August 23, 2024. The school year concluded on May 29, 2025.

HFCA’s 40-week school year is broken into four quarters. At the beginning of the 2024–25 school year, HFCA provided Evident Change with its school calendar and bell schedule. Daily instruction began at 8:00 a.m. and ended at 3:30 p.m. Monday, Tuesday, Thursday, and Friday. On Wednesdays, instruction began at 10:00 a.m. and ended at 3:30 p.m.

⁸ Eight support staff were terminated, and one resigned.

Teachers taught courses or worked with students in their areas of expertise and assumed responsibilities for related learning opportunities, such as study skills, student council, leadership team, Technology Ambassadors, and Student Ambassadors.

Throughout the school year, HFCA students had the opportunity to participate in afterschool activities from 3:45 to 4:45 p.m. These activities included organized sports; College Possible; Personal Responsibility, Empathy, Awareness, Respect, Leadership, and Support (PEARLS) for Teen Girls; computer club; newsletter; and tutoring for academic assistance. Detention also took place after school.

To support students' transition to middle and high school, incoming sixth graders were offered an optional summer camp held June 23–27, 2025. Incoming ninth graders were required to attend a four-week summer program held July 7–31, 2025. The high school readiness program focused on fostering academic skills and social habits essential for success in the upcoming school year.

5. PARENT INVOLVEMENT

HFCA recognizes that parent involvement is a critical component of student success. This year, some parent participation was conducted via phone, text, or virtual sessions. Procedures were set up to enable parents to regularly monitor students' assignments and grades. The school encourages and solicits parental engagement and involvement in the following ways.

- HFCA employed a family liaison who worked with families to ensure that students attended school regularly. They also provided parents with regular feedback about student behaviors and achievements.
- HFCA informs parents in the *Family Handbook* that HFCA has a commitment to them, and they are always welcome to observe or volunteer at the school, make suggestions or voice opinions to staff, and speak with teachers about their students' academic progress.⁹
- HFCA created a parent council that meets monthly to advise the principal and serve as the parents' voice. This body works with the student council to plan and help implement special events for the school.

6. DISCIPLINE POLICY

HFCA places a strong emphasis on a safe and orderly learning environment. As stated in the handbook, all students are expected to respect, uphold, and adhere to academy rules, regulations, and policies. HFCA has

⁹ From the charter school application and HFCA's [Family Handbook](#).

non-negotiable rules that are considered so critical to the school's culture that violation results in expulsion. These rules expressly prohibit students from the following.

- Fighting or arranging fights
- Possession of weapons
- Use or possession of an illegal substance
- Bullying or sexual harassment
- Fighting and/or engaging in a physical altercation in or within a two-mile radius of the academy

The *Family Handbook* provides detailed information about the consequences students will experience for violating the school's policies or rules. The school implements a merit/demerit system for a variety of student behaviors. A student may receive merits for things such as strong character demonstration and positive academic achievements and demerits for things such as tardiness, uniform violations, disruptive behavior, or theft. Details of how HFCA operates its merit/demerit system can be found in the handbook.

The school also uses in- and out-of-school suspensions, afterschool detentions, and expulsions as consequences for students' negative choices. The handbook states, "The Academy will always correct student behavior and promote character development. Earned consequences will be distributed in a fair, consistent manner." The handbook contains detailed information about detention, suspension, and expulsion procedures.

7. GRADUATION INFORMATION

HFCA employs college advisors and dual enrollment coordinators whose primary responsibilities are to work with students as they prepare for postsecondary careers and further educational experiences. The principal, assistant principal, and entire teaching staff assisted the college advisors and coordinators with these efforts. During the school year, the college advisors' activities included the following.

- During orientation days, all students were introduced to HFCA's graduation requirements and the school schedule. Information was shared on how to earn credits and how many credits are required for grade promotion and on-track graduation. Students also reviewed their credit status with their mentors (advisory leader) at the beginning of the year and periodically throughout the school year, including at the beginning of semester 2 and around parent-teacher conferences.
- Twelfth graders were either enrolled in a seminar class designed to assist with the college application process or in a dual enrollment study hall where students worked on college course material. During the study hall, dual enrollment students also received support in the college application process through the dual enrollment coordinators.

- Twelfth graders enrolled in a senior seminar class, and each counseling team member took on a caseload of students to provide them with one-on-one college and scholarship application process support. The senior seminar teacher, in consultation with the college advisors, worked one on one with students to complete their college applications and Free Application for Federal Student Aid (FAFSA) applications.
- Students received support with college search and match, the FAFSA, scholarship applications, the Common App, and the other technical requirements needed for completing applications.
- Students participated in college visits to Marquette University, University of Wisconsin–Milwaukee (UWM), University of Wisconsin–Green Bay, Carroll University, Duke University, University of North Carolina Greensboro, North Carolina Agricultural & Technical State University, Winston-Salem State University, University of North Carolina School of the Arts, University of North Carolina at Chapel Hill, North Carolina Central University, Milwaukee Area Technical College (MATC), University of Wisconsin–Whitewater, and Alverno College. Visits were also arranged with advisers from MATC, UWM, and Carroll to meet with accepted students.
- HFCA held a FAFSA workshop for families and offered one-on-one office hours to families and alumni in need of FAFSA assistance.
- All twelfth graders who were eligible for the All-In Milwaukee scholarship received support in completing the application process through one-on-one meetings with the senior director of college and career readiness.
- Students attended career talks by visiting professionals or visiting professional workplaces throughout Milwaukee to build awareness about careers and to serve in internships at various work sites throughout the city.
- HFCA supported a college-going culture through activities such as hosting a college fair, enrolling eleventh through twelfth graders in early college classes, announcing college acceptance notices weekly during all-school assembly and posting them prominently on lockers, decorating classrooms with “college corners,” and hosting Alumni Day and Decision Day for seniors to declare their college of choice for the fall of 2025.

A key outcome of these diverse activities, as reported by the school at the end of the school year, was that all 82 high school graduates who were enrolled at the end of the school year were accepted into different postsecondary institutions. According to information reported to the school, these students were offered scholarships worth \$4,752,000.

C. STUDENT POPULATION

1. RETURN RATE

Of 212 eligible students, 174 (82.1%) returned for the 2024–25 school year.

2. ENROLLMENT SUMMARY

TABLE 4	
HFCA 2024-25 STUDENT ENROLLMENT	
ENROLLMENT	STUDENTS
Beginning Enrollment (Sept. 20, 2024)	609
New Enrollments During the Year	25
Withdrawals During the Year	94
End-of-Year Enrollment	540

3. RETENTION RATES

There were 609 students enrolled on the third Friday of September. Of those students, 519 (85.2%) were still enrolled on the last day of school. Note that the end-of-year enrollment in Table 5 includes only those students who were also enrolled at the beginning of the year; as a result, the total may differ from Table 4.

TABLE 5			
HFCA 2024-25 RETENTION DETAILS			
GRADE LEVELS	BEGINNING ENROLLMENT	END-OF-YEAR ENROLLMENT	RETENTION RATE
6th – 8th	136	103	75.7%
9th – 12th	473	416	87.9%
Total	609	519	85.2%

4. STUDENT DEMOGRAPHICS SUMMARY

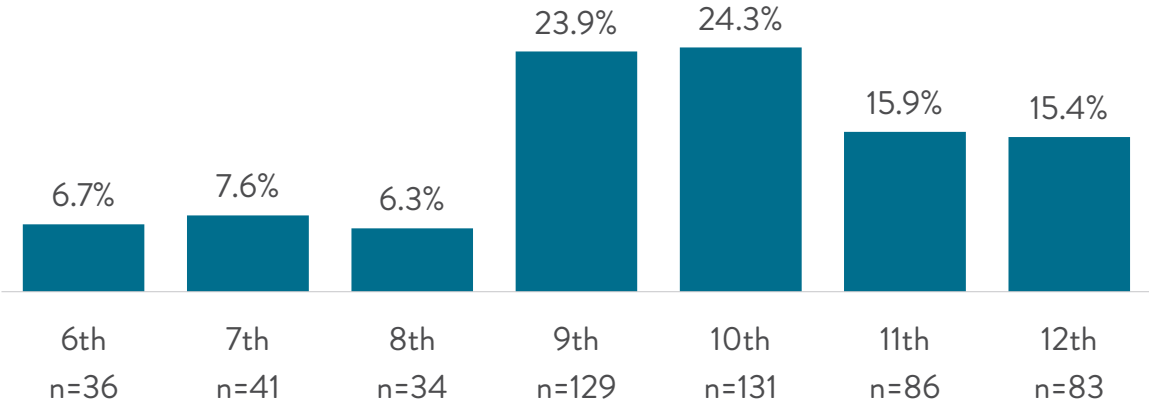
The demographics in Tables 6 and 7 and Figure 1 include students enrolled at the end of the school year.

TABLE 6		
HFCA 2024-25 STUDENTS BY GENDER		
GENDER	STUDENTS	%
Female	283	52.4%
Male	256	47.4%

TABLE 6		
HFCA 2024–25 STUDENTS BY GENDER		
GENDER	STUDENTS	%
Not reported	1	0.2%
Total	540	100.0%

TABLE 7		
HFCA 2024–25 STUDENTS BY RACE/ETHNICITY		
RACE/ETHNICITY	STUDENTS	%
Black/African American	517	95.7%
Latinx/Hispanic	15	2.8%
White	2	0.4%
Multiple Races/Ethnicities	6	1.1%
Total	540	100.0%

Figure 1
HFCA 2024–25
Enrollment by Grade (N = 540)



D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

The following describes HFCA's response to the recommended activities in its programmatic profile and educational performance report for the 2023–24 academic year.

Recommendation: Improve school climate by developing and implementing schoolwide coherence by aligning policies and daily practices to ensure that all students achieve academic success.

Response

- Staff roles were adjusted to strengthen vertical alignment across grade levels, ensuring consistent academic and behavioral expectations. This restructuring is ongoing, with a focus on improving coordination and continuity throughout the campus.
- To support behavior management and student engagement, the school implemented *Minga*, a digital tool that tracks merit and demerit points. This system promotes consistency, provides immediate feedback, and reinforces clear behavioral expectations. Together, these actions reflect a focused and coordinated effort to create a positive, structured environment that supports academic achievement for all students.

Recommendation: Continue to foster a positive and supportive school culture by promoting collaboration, communication, and community engagement among teachers, students, parents, and the broader community.

Response

- Professional Learning Communities (PLCs) were established to support content-area collaboration and lesson plan alignment. Across both campuses, a culture of teacher consultancy has been promoted, encouraging peer collaboration and shared professional growth as core elements of instructional practice.
- At the middle school, a student council was formed to encourage civic engagement, leading initiatives such as an Earth Day cleanup, a 500-can food drive, community service projects, and school beautification through student art. Parent engagement has been enhanced through regular communication on student attendance, including data updates and meetings that emphasize its importance. Individual conferences offer tailored strategies to support families in improving attendance.
- At the high school level, parent meetings address attendance trends and strategies for improvement. Teacher coaching has expanded, with educators facilitating professional development aligned to immediate school needs and the *Simply Great Schools* framework.

Evident Change recommends the school continue a focused school improvement plan with the following activities.

- Improve student outcomes in reading, writing, and math by implementing data-driven instruction, targeted interventions, and consistent progress monitoring, with the aim of increasing proficiency rates on standardized assessments.
- Improve student attendance through targeted communication strategies and incentive programs while ensuring effective implementation of a high-quality, content-specific curriculum supported by instructional experts.
- Establish a comprehensive data and compliance management system to ensure accurate and up-to-date student records, particularly for special education files. Implement a standardized local assessment schedule to ensure consistent administration and equitable data collection across all students.

III. EDUCATIONAL PERFORMANCE

To monitor performance as it relates to the CSRC contract, HFCA collected various qualitative and quantitative information. This year, the school established goals for attendance, parent–teacher conferences, and special education student records. In addition, it identified local and standardized measures of academic performance to monitor student progress.

This year, local assessment measures covered student progress in literacy, math, writing, and individualized education plan (IEP) goals for special education students. The standardized assessment measures used were the PreACT Secure, the Wisconsin Forward Exam, and the ACT Plus Writing.

A. ATTENDANCE AND SUSPENSION RATES

Students are considered present when the student engages in face-to-face instruction consistent with the DPI standard for attendance in WISEdata. Attendance and suspension rates include all students enrolled anytime during the school year.

The attendance goal was 90% for both the middle school and high schools. HFCA did not meet their attendance goal for either school level (Table 8).

TABLE 8					
HFCA 2024–25					
ATTENDANCE AND SUSPENSION RATES BY GRADE LEVEL					
GRADE LEVELS	STUDENTS	AVG. ATTENDANCE RATE ¹⁰	SUSPENDED		
			n	%	AVG. DAYS
6th – 8th	146	84.9%	55	37.7%	3.7
9th – 12th	488	84.0%	137	28.1%	4.5
Overall	634	84.2%	192	30.3%	4.2

B. PARENT–TEACHER CONFERENCES

The parent participation goals for 2024–25 were that parents of at least 90% of middle school and 80% of high school students enrolled for the entire school year would attend one of three scheduled parent–teacher conferences.¹¹ Overall, parents of 408 (78.6%) students attended at least one conference (Table 9). HFCA did not meet its parent participation goal for middle school but did for high school.

TABLE 9			
HFCA 2024–25			
PARENT–TEACHER CONFERENCE ATTENDANCE BY GRADE LEVEL			
GRADE LEVELS	STUDENTS	MET GOAL	
		n	%
6th – 8th	103	71	68.9%
9th – 12th	416	337	81.0%
Total	519	408	78.6%

C. SPECIAL EDUCATION STUDENT RECORDS

This year, the school established a goal to develop and maintain records for all special education students, including students who were evaluated but not eligible for services. Of 97 students who received special education services during the year, 33 received an evaluation (seven initial and 26 re-evaluations). As a result

¹⁰ When excused absences were included, the attendance rate for middle school students rose to 91.2% and for high school students, the attendance rate rose to 90.8%. The overall attendance rate for all grades, including excused absences, was 90.9%.

¹¹ Conferences with any teacher—at the school, in the home, via phone, or virtually—were counted in the participation rate. Note that the school only offered fall and spring conferences this year.

of the 33 evaluations conducted this year, five students were dismissed from special education services, five did not qualify, and 23 qualified for new or continued services. The remaining 64 students received an initial or re-evaluation during a previous year. Overall, 87 students qualified for new or continued services resulting from a current or prior-year evaluation. An IEP was developed for all 77 special education students who required one.¹²

A random review of special education IEP files at both sites revealed that one special education teacher was unaware of the requirement to document three attempts to contact parents within the IEP file. Following the IEP file audit, the evaluator was informed that parent communication had occurred and was recorded in Infinite Campus, the student management system (SMS). However, the review was limited to the physical IEP documents and did not include access to SMS contact logs. While school staff reported that communication with parents did take place, it is important to note that the IEP constitutes the official compliance record. Documentation of parental contact must therefore be consistently maintained within the IEP file, with the SMS serving as a supplementary tool. This practice is essential to fully verify parental involvement and ensure adherence to regulatory requirements. Disability classifications were provided for all 87 students who qualified for special education services. Each student may have more than one disability type indicated. Therefore, the sum of all disability types is greater than the total number of students (Table 10).

TABLE 10	
HFCA 2024–25	
SPECIAL EDUCATION DETAILS	
DISABILITY CLASSIFICATION	STUDENTS
Other Health Impairments	51
Specific Learning Disabilities	19
Speech and Language Impairments	12
Autism	8
Intellectual Disabilities	8
Emotional and Behavioral Disabilities	6
Significant Developmental Delays	3
Total	87

¹² Eight students who were evaluated during a previous school year and qualified for special education services withdrew from HFCA before their IEP review date in 2024–25, and the parents of two students declined, so the students were dismissed from special education services.

D. HIGH SCHOOL GRADUATION PLAN

A high school graduation plan is to be developed for each student by the end of the student’s first semester at the school. Each plan should include information regarding the student’s postsecondary plans; a schedule reflecting plans for completing credits in English, math, science, social studies, and elective credits; and evidence of parent/family involvement.¹³

Table 11 shows documentation regarding student participation in graduation plan activities and discussions with students with graduation plans.¹⁴ Additionally, there was a record of formal notification to students who were in the top 5% or top 10% of their class. This year, graduation plans were completed for 341 of the 428 HFCA high school students enrolled at the end of the school year, representing 79.7% of the student population (not shown).

TABLE 11	
HFCA 2024–25	
HIGH SCHOOL GRADUATION PLANS	
N = 341	
PROGRESS MEASURE	%
Percentage of Plans Including Documentation of Each Measure	
Included postsecondary plans	100.0%
Shared with parents	
Includes schedule of credits to graduate	
Reviewed by counselor	
Review of progress toward graduation	
Outcome of Graduation Progress Review	
Student is on track toward graduation	79.3%
Student needs to enroll in credit recovery activities	21.7%

¹³ Evidence of involvement reflects whether the school provided the student’s parent with a copy of the plan. Parents also are encouraged to review the plan as part of scheduled parent–teacher conferences.

¹⁴ HFCA offered credit recovery activities during the school year. Students could enroll in summer courses offered at other local high schools.

E. HIGH SCHOOL GRADUATION REQUIREMENTS

As part of high school graduation requirements, the school set goals regarding the number of credits students in each grade level would earn by the end of the school year.

- At least 70.0% of ninth graders will have completed 5.5 or more credits;
- At least 75.0% of tenth graders will have completed 10.5 or more credits;
- At least 80.0% of eleventh graders will have completed 16.5 or more credits; and
- At least 90.0% of twelfth graders will have completed 21.0 credits.

Credit and grade level promotion data were provided for all 416 high school students enrolled at HFCA for the entire school year. Overall, 79.3% (330) of those students earned enough credits to be promoted to the next grade level by the end of the school year (Table 12).

TABLE 12			
HFCA 2024–25			
HIGH SCHOOL GRADUATION REQUIREMENTS			
GRADE ¹⁵	STUDENTS	MET GOAL	
		n*	%
9th	134	98	73.1%
10th	126	88	69.8%
11th	82	71	86.6% ¹⁶
12th	74	73	98.6%
Total	416	330	79.3%

*The students received at least the minimum number of credits required for their grade level by the end of the school year; data include students enrolled at HFCA for the entire school year.

F. POSTSECONDARY PLANS FOR TWELFTH GRADERS

The HFCA director of counseling tracks college application submissions and acceptance for graduating students. This year, the school set a goal that all graduating students would complete applications to at least

¹⁵ Because some students are promoted mid-year, grade level in this table represents student grade level at the beginning of the school year.

¹⁶ Includes nine students who began the year in eleventh grade and earned enough credits to graduate by the end of the school year.

four colleges by the end of the school year, and all graduating students would be accepted into at least one college.¹⁷ College application and acceptance information was available for all 82 students who were enrolled and graduated at the end of the school year; almost all (79, or 96.3%) completed the required number of applications. All 82 (100.0%) were accepted into at least one college or postsecondary option.

G. LOCAL MEASURES OF EDUCATIONAL PROGRESS

Charter schools are autonomous schools with curricula that reflect 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 at the beginning of the academic year to measure their students' educational performance. Local measures are useful for monitoring and reporting progress, guiding and improving instruction, 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. The following sections describe each assessment and student progress at each grade level.

1. LITERACY

a. MAP Reading for Sixth Through Tenth Graders

Midde school students and high school students in ninth and tenth grade completed the NWEA Measures of Academic Progress (MAP) reading subtest in the fall and spring.¹⁸ Based on fall test scores and the student's current grade level, each student received a target growth Rasch unit (RIT) score for the spring test. MAP progress goals were set based on whether the student was above the 2020 normative mean or at or below the normative mean for their grade level at the time of the fall test.

- Progress for students above the normative mean for their grade level at the time of the fall test was measured by examining the change in RIT scores from fall to spring; an increase of one RIT point indicated progress for the current school year.
- Progress for students at or below the normative grade-level average in the fall was determined by examining whether the student met the MAP growth target based on their fall test score and current grade level; students who met their growth target were considered to have made adequate progress.

¹⁷ Students enrolled in special education services are required to complete three applications.

¹⁸ For more information about MAP tests, visit www.nwea.org.

The school’s goal for the middle school was that at least 80% of sixth- through eighth-grade students who complete the fall and spring assessments and are enrolled for the entire school year will show progress as described above. Of 103 sixth through eighth graders who were enrolled for the entire year, 91 had fall and spring reading assessment results; 53 (58.2%) met the reading goal (Table 13).

TABLE 13			
HFCA 2024–25			
MAP READING ASSESSMENT FOR 6TH – 8TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
6th	34	19	55.9%
7th	32	20	62.5%
8th	25	14	56.0%
Total	91	53	58.2%

The school’s goal for ninth and tenth graders was that at least 60.0% of students would show progress as described this year. Of 260 students enrolled in ninth and tenth grade who were enrolled for the entire year, 167 had fall and spring reading assessment results; 84 (50.3%) met the reading goal (Table 14).¹⁹

TABLE 14			
HFCA 2024–25			
MEASURES OF ACADEMIC PROGRESS READING ASSESSMENT FOR 9TH AND 10TH GRADES			
GRADE LEVEL IN FALL	STUDENTS	MET GOAL	
		n	%
9th	91	50	54.9%
10th	76	34	44.7%
Overall Progress	167	84	50.3%

c. ACT for Eleventh and Twelfth Graders

Eleventh graders completed an aligned ACT reading test, designed by Academic Approach, at the beginning of the school year and the DPI-required ACT Plus Writing at the end of the school year. Twelfth graders were to complete the aligned ACT reading subtest in the fall and spring. The school’s goal was that at least

¹⁹ Some students in ninth grade in the fall semester were promoted mid-year. Fall grade levels were used to determine the normative mean cohort for each student, and results are reported based on fall testing grade levels, even when they differed from the student’s grade level in the spring.

75.0% of students enrolled for the entire school year who completed both assessments would demonstrate progress from fall to spring. Students were considered to have made progress if they improved their reading score by one point from fall to spring.

At the end of the school year, HFCA reported that twelfth-grade students had not completed the spring aligned ACT reading test. A total of 77 eleventh graders enrolled for the entire school year completed both the fall and spring ACT tests conducted for their grade level. Of those 77 students, 36 (46.8%) demonstrated progress (not shown).

d. Overall Literacy Progress for High School

Overall, 244 high school students enrolled all year took both respective reading assessments for their grade level; of these, 120 (49.2%) met the school's goal for reading.

2. MATH

a. MAP Math for Sixth Through Tenth Graders

Middle school students and high school students in ninth and tenth grades completed the MAP math subtest in the fall and spring.²⁰ 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. MAP progress goals were set based on whether the student was above the 2020 normative mean or at or below the normative mean for their grade level at the time of the fall test.

- Progress for students above the normative mean for their grade level at the time of the fall test was measured by examining the change in RIT scores from fall to spring; an increase of one RIT point indicated progress for the current school year.
- Progress for students at or below the normative grade-level average in the fall was determined by examining whether the student met the MAP growth target based on their fall test score and current grade level; students who met their growth target were considered to have made adequate progress.

The school's goal for the middle school was that at least 80% of sixth through eighth-grade students who complete both the fall and spring assessments and are enrolled for the entire school year will show progress as described above. Of 103 students enrolled in sixth- through eighth-grade who were enrolled for the entire year, 88 had fall and spring math assessment results; 49 (55.7%) met the math goal (Table 15).

²⁰ For more information about MAP tests, visit www.nwea.org.

TABLE 15			
HFCA 2024–25			
MAP MATH ASSESSMENT FOR 6TH – 8TH GRADES			
GRADE LEVEL IN FALL	STUDENTS	MET GOAL	
		n	%
6th	34	23	67.6%
7th	32	19	59.4%
8th	22	7	31.8%
Total	88	49	55.7%

The school’s overall goal for ninth and tenth grade was that at least 60.0% of students would show progress (as described earlier) in math this year. Of 260 students enrolled in ninth and tenth grade in the fall who remained at the school for the entire year, 178 had fall and spring MAP math results; 106 (59.6%) met the math goal, short of the school’s goal (Table 16).

TABLE 16			
HFCA 2024–25			
MAP MATH ASSESSMENT FOR 9TH AND 10TH GRADES			
GRADE LEVEL IN FALL	STUDENTS	MET GOAL	
		n	%
9th	97	64	66.0%
10th	81	42	51.9%
Total	178	106	59.6%

b. ACT for Eleventh and Twelfth Graders

Eleventh-grade students completed an aligned ACT at the beginning of the school year and the DPI-required ACT Plus Writing at the end of the school year. Twelfth graders took the aligned ACT math test in the fall and spring. The school’s goal was that at least 75.0% of students enrolled for the entire school year who took both assessments would improve at least one point in math from fall to spring. A total of 80 eleventh graders and 24 twelfth graders enrolled for the entire school year completed both tests.²¹ Of those students, 29 (27.9%) met the math goal this year.

²¹ Grade level is based on the student’s tested grade level.

c. Overall Math Progress for High School

Overall, 282 high school students enrolled all year took both respective math assessments for their grade level; of these, 135 (47.9%) met the school’s goal for math.

3. WRITING

Sixth- through twelfth-grade writing skills were assessed in the fall and spring of the school year using the Savvas Writing Rubric, using a six-point scale in four domains: audience and purpose, organization, elaboration, and use of language. Progress was measured for students who had both fall and spring writing assessments. The following outcomes are expected by the end of the school year.

- At least 60.0% of students enrolled for the entire school year who scored an average less than 5 on the fall writing sample will increase their score by at least one point on the spring assessment.
- At least 75.0% of students who scored an average of 5 or higher on the fall writing sample will maintain or increase their score by the spring assessment.

a. Middle School

Of 103 middle school students enrolled for the entire school year, 100 had fall and spring writing assessment results. Overall, 54 (54.0%) met the writing goal as described above (Table 17).

TABLE 17			
HFCA 2024–25			
6TH–8TH GRADE WRITING			
GRADE LEVEL	STUDENTS	MET GOAL	
		n	%
6th	32	14	43.8%
7th	37	20	54.1%
8th	31	20	64.5%
Total	100	54	54.0%

b. High School

Of 416 high school students enrolled for the entire school year, 115 had fall and spring writing assessment results. Overall, 18 (15.7%) students met the writing goal as described above (not shown).

4. SPECIAL EDUCATION STUDENT PROGRESS

This year, the school's goal for both the middle and high school was that 80.0% of special education students enrolled at the end of the year would meet one or more of their IEP goals, as assessed by participants in their most recent annual IEP review.

- **Middle school:** All students were new to the middle school this year; therefore, no middle school students had been enrolled in special education services for a full IEP year in 2024–25.
- **High school:** An IEP was reviewed for 27 high school students who were enrolled in special education at HFCA for an entire year and were still enrolled at the end of the school year; 20 (74.1%) met one or more of their IEP goals.

H. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires all schools to administer the Forward Exam to third through eighth graders. The Forward Exam social studies test is also required for tenth graders.

For ninth and tenth graders, DPI requires the PreACT Secure, and eleventh graders must complete the ACT Plus Writing in spring of the school year.

In addition to the testing requirements described earlier, the CSRC encourages twelfth graders to take the ACT again in the fall semester of their senior year, but it is no longer required. These tests and results are described in the following sections.

1. FORWARD EXAM²²

The Forward Exam was implemented as the state's standardized test for English/language arts (ELA) and math for third through eighth graders; science for fourth and eighth graders; and social studies for fourth,

²² Information from the DPI website. For more, visit <http://dpi.wi.gov/assessment/forward>.

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 the spring of 2025, 104 sixth- through eighth-grade students enrolled since the third Friday of September completed the ELA assessment. Of those students, 25 (24.0%) were at the meeting or advanced performance level (not shown). Figure 2 shows results by grade level.

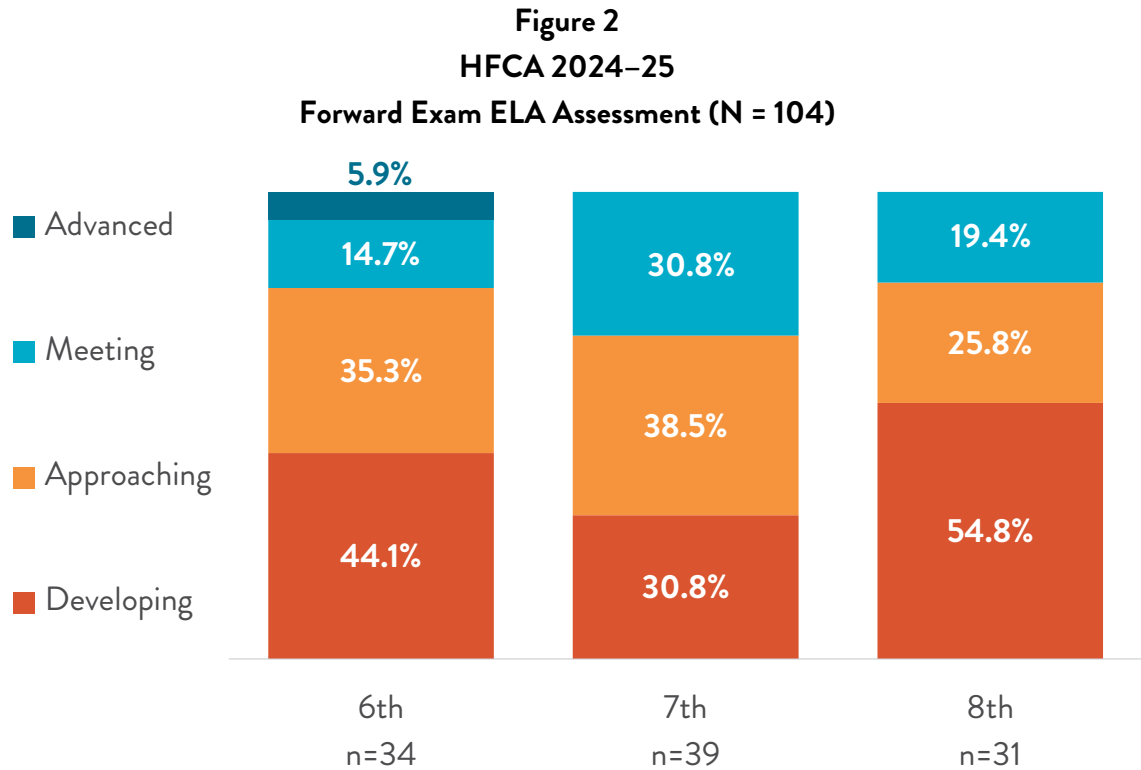


Table 18 shows the average ELA scale score by grade level along with the performance level in which that average score is situated for that specific grade level.

TABLE 18			
HFCA2024–25			
FORWARD EXAM ELA ASSESSMENT			
AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE	N	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
6th	34	1581.6	Approaching
7th	39	1596.1	Approaching
8th	31	1590.1	Approaching

In the spring of 2025, 104 sixth- through eighth-grade students enrolled since the third Friday of September completed the math assessment. Of those students, 19 (18.3%) were at the meeting or advanced

performance level in math (not shown). Figure 3 shows results by grade level.

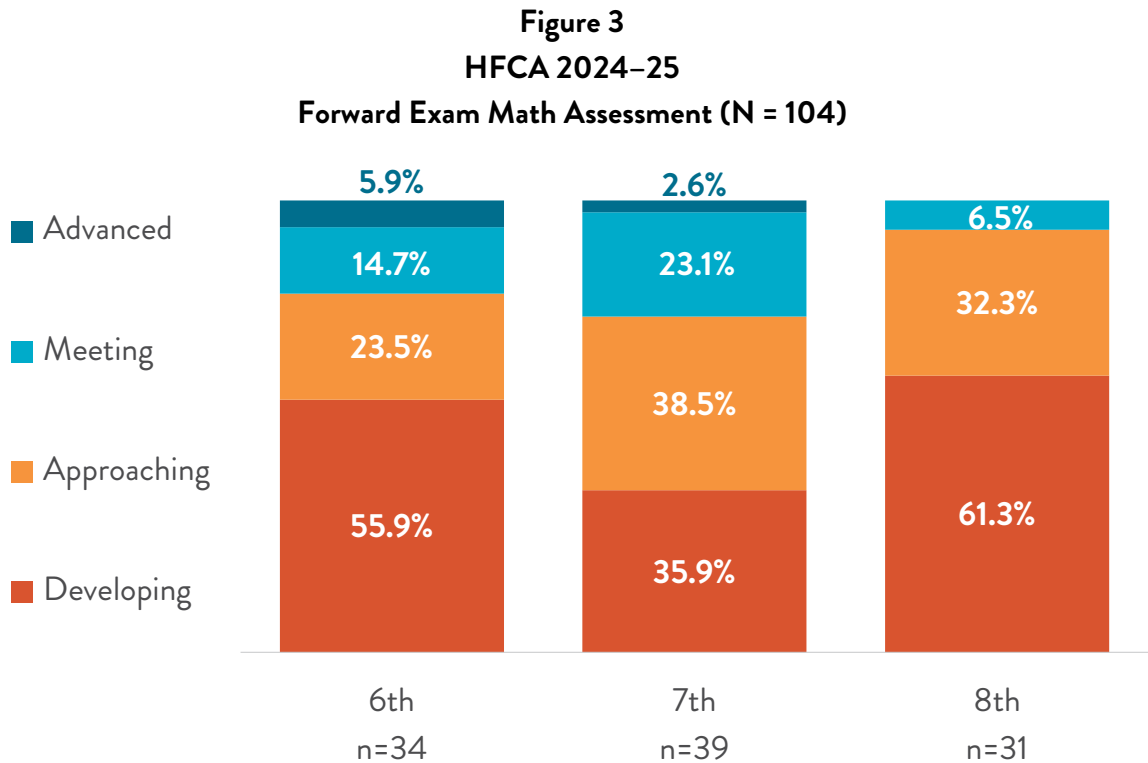
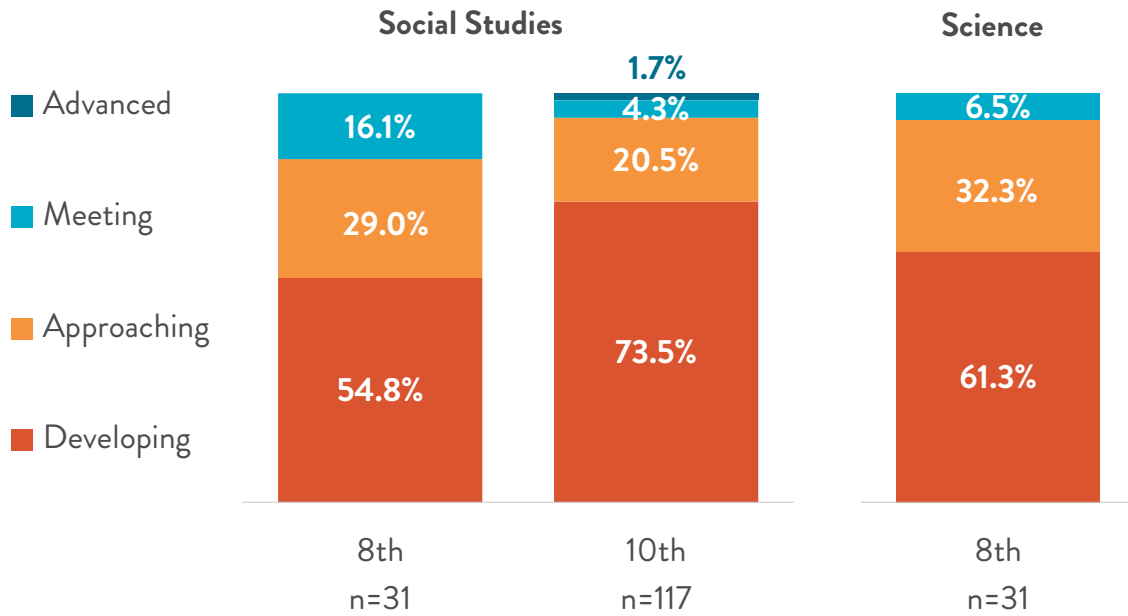


Table 19 shows the average math scale score by grade level along with the performance level in which that average score is situated for that specific grade level.

TABLE 19			
HFCA 2024–25			
FORWARD EXAM MATH ASSESSMENT			
AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE	N	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
6th	34	1588.5	Approaching
7th	39	1604.3	Approaching
8th	31	1597.9	Developing

Of the 31 eighth graders who completed the social studies and science tests, five (16.1%) were at the meeting performance level in social studies, and two (6.5%) were at the meeting performance level in science. Additionally, 117 tenth graders enrolled from the beginning of the school year to the time of the Forward Exam took the exam’s social studies test. Seven (6.0%) students were at the meeting or advanced performance level. Figure 4 shows results by grade level.

Figure 4
HFCA 2024–25
Forward Exam Social Studies and Science Assessments for Eighth and Tenth Graders



2. PREACT SECURE AND ACT PLUS WRITING

The ACT has set college readiness benchmarks for the subject-specific subtests of both the PreACT Secure and the ACT. The most recent benchmarks (published in 2022) for each grade level and test are shown in Table 20.²³ Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration.

TABLE 20			
HFCA 2024–25			
ACT COLLEGE READINESS BENCHMARK SCORES FOR THE PREACT SECURE AND ACT			
SUBTEST	9TH-GRADE PREACT	10TH-GRADE PREACT	11TH-GRADE ACT
English	13	15	18
Math	18	19	22
Reading	18	20	22
Science	19	20	23
Composite*	17	18	21

²³ For more information about PreACT Secure and ACT Plus Writing benchmarks, visit <https://success.act.org>.

*ACT does not publish composite benchmark scores for the PreACT Secure or the ACT. Evident Change calculated composite benchmark scores by averaging each grade level’s benchmark scores from the four subtests, as published by ACT.

Student progress on these tests is based on year-to-year results, which are included in a separate section of this report. The results presented in the following tables reflect student achievement on the PreACT Secure and ACT during the current school year.

a. PreACT Secure for Ninth and Tenth Graders

The PreACT Secure was administered in spring of 2025. A total of 209 ninth- and tenth-grade students enrolled at that time completed the tests, meeting the CSRC expectation that students be tested. Results are reported for 104 ninth graders and 105 tenth graders who were enrolled from the start of the school year until the time of testing (Table 21). Overall, 17 (8.1%) ninth and tenth graders were at or above the English benchmark, and six (2.9%) were at or above the math benchmark. Figure 5 shows average composite scores by grade level.

TABLE 21				
HFCA 2024–25				
STUDENTS AT OR ABOVE BENCHMARK FOR PREACT SECURE				
SUBTEST	TESTED GRADE LEVEL ²⁴			
	9TH GRADE (N = 104)		10TH GRADE (N = 105)	
	n	%	n	%
English	13	12.5%	4	3.8%
Math	3	2.9%	3	2.9%
Reading	10	9.6%	9	8.6%
Science	3	2.9%	1	1.0%
Composite	6	5.8%	3	2.9%

²⁴ Tested grade level reflects the grade level for which the student was enrolled in PreACT Secure.

Figure 5
HFCA 2024–25
Average PreACT Secure Composite Scores by Grade Level

12.7

9th
N = 104

12.8

10th
N = 105

b. ACT for Eleventh and Twelfth Graders

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing in the timeframe required by DPI (spring semester). Twelfth graders are encouraged, but not required, to take the ACT. Students were administered the ACT in the timeframe required based on their grade level at the beginning of the school year, even if the student was promoted mid-year.

ACT results from the current school year were available for 82 students tested as eleventh graders who were still enrolled at the end of the year. Composite ACT scores for eleventh graders ranged from 10 to 25, with an average of 13.8 (Figure 6). Three (3.7%) students met the English benchmark, one (1.2%) met the math benchmark, two (2.4%) met the reading benchmark, and one (1.2%) met the science benchmark. Additionally, six students enrolled at the end of the year completed the test as twelfth graders in the fall of 2024. Due the small number of students, ACT results are not included.²⁵

Figure 6
HFCA 2024–25
Average ACT Composite Score for Eleventh Grade (N = 82)

13.8

²⁵ Current-year results do not include ACT results from previous school years.

I. MULTIPLE-YEAR STUDENT PROGRESS

1. SEVENTH- AND EIGHTH-GRADE PROGRESS BASED ON FORWARD EXAM

The Forward Exam results from two consecutive school years is used to assess student progress. Expectations for year-to-year progress on the Forward Exam were adopted by the CSRC for the 2019–20 school year. The CSRC’s performance expectations are that at least 60.0% of fourth through eighth graders who were meeting or advanced in ELA the prior year would remain at the meeting or advanced level, and at least 50.0% of fourth through eighth graders who were meeting or advanced in math the prior year would maintain meeting or advanced levels. Additionally, it is expected that at least 35.0% of fourth through eighth graders who were developing or approaching in ELA the prior year will demonstrate progress. At least 35.0% of fourth through eighth graders who were developing or approaching in math will demonstrate progress.

Since this is the first year of enrollment at HFCA for students in seventh and eighth grades, results from two consecutive school years were not available and therefore, year-to-year progress could not be examined.

2. TENTH- AND ELEVENTH-GRADE PROGRESS BASED ON ACT TESTS

Progress toward college readiness from ninth to tenth and tenth to eleventh grade is assessed using benchmarks from ACT tests available for each grade level.²⁶ Tenth-grade progress is based on PreACT Secure scores from two consecutive school years, and eleventh-grade progress is based on PreACT scores from the student’s tenth-grade year and ACT Plus Writing scores from the student’s eleventh-grade year.

In 2019, the CSRC adopted a year-to-year academic expectation that at least 50.0% of tenth graders will demonstrate progress from ninth to tenth grade and at least 50.0% of eleventh graders will demonstrate progress from tenth to eleventh grade. Student progress is measured based on the student’s composite benchmark status for the previous school year. Students who met the composite benchmark for their grade level the previous school year will also meet the composite benchmark during the current school year. Students below the composite benchmark the previous school year will improve their composite scale score by at least one point during the current school year.

Progress was measured for 54 tenth-grade and 49 eleventh-grade students who had test scores from two consecutive grade levels and school years. At the time of the 2025 assessment, 23 (42.6%) tenth graders and 18 (36.7%) eleventh graders demonstrated progress from the previous school year (Table 22).

²⁶ For more information on ACT assessments and benchmarks, visit <https://success.act.org>.

TABLE 22			
HFCA 2024–25			
YEAR-TO-YEAR PROGRESS FOR TENTH AND ELEVENTH GRADES			
GRADE LEVEL	STUDENTS	DEMONSTRATED PROGRESS	
		n	%
10th	54	23	42.6%
11th	49	18	36.7%

J. CSRC SCHOOL SCORECARD

The scorecards were 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.

The school scored 65.6% of 56.25 possible points for sixth through eighth grades and 67.2% of 100 possible points for the high school. See Appendix C for school scorecard information.

Additionally, Evident Change calculated a weighted average score for the entire school (sixth through twelfth grade). The weighted average 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 each academy at the end of the school year.

HFCA’S overall weighted average score was 66.9% for the 2024–25 school year.²⁷

IV. SUMMARY/RECOMMENDATIONS

The HFCA Board of Directors decided not to pursue renewal of the school's charter with the City of Milwaukee. As a result, no further recommendations are warranted at this time.

²⁷ Of the 539 students enrolled at the end of the school year, 20.6% were in sixth through eighth grades, and 79.4% were in ninth through twelfth grades. Those percentages were used to calculate the weighted scorecard percentages.

APPENDICES

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

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
HFCA 2024–25			
OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS			
CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGES	PROVISION MET
Section I, B	Description of educational program.	pp. 2–3	Met
Section I, V	Annual school calendar provided.	pp. 5–6	Met
Section I, C	Educational methods.	p. 3	Met
Section I, D	Administration of required standardized tests.	pp. 22–27	Met
Section I, D	Written annual plan for graduation.	p. 15	Partially met
Section I, D	<i>Academic criterion #1:</i> Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education goals.	pp. 17–22	Met
Section I, D	<p><i>Academic criteria #2 & 3:</i> Year-to-year achievement measures for students meeting/advanced expectations the previous year.</p> <p>a. 6th – 8th graders meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain meeting/advanced expectations.</p> <p>b. 6th – 8th graders meeting/advanced expectations on the Forward Exam in math the prior year: 50% will maintain meeting/advanced expectations.</p> <p>c. 9th and 10th graders: At least 50% of 10th graders will maintain composite scale score benchmarks or improve their composite score by at</p>	<p>a. p. 28</p> <p>b. p. 28</p> <p>c. pp. 28–29</p>	<p>a. N/A</p> <p>b. N/A</p> <p>c. Not met (42.6%)</p>

TABLE A			
HFCA 2024–25			
OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS			
CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGES	PROVISION MET
	least one point from 9th to 10th grade. ²⁸ d. 10th and 11th graders: At least 50% of 11th graders will maintain composite scale score benchmarks or improve their composite score by at least one point from 10th to 11th grade.	d. pp. 28–29	d. Not met (36.7%)
Section I, E	Parental involvement.	p. 6	Partially Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 4	Partially met
Section I, I	Pupil database information, including special education needs students.	pp. 8–10, 13–14	Partially Met
Section I, K	Discipline procedures.	pp. 6–7	Met

Note: N/A indicates unavailability of comparable assessment data from spring of 2025.

²⁸ This requirement meets academic criteria 2 and 3 for ninth- and tenth-grade students.

APPENDIX B: TREND INFORMATION

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

TABLE B1					
HFCA 2020–25					
STUDENT ENROLLMENT AND RETENTION					
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	318	4	15	307	305 (95.9%)
2021–22	325	13	31	307	295 (90.8%)
2022–23	332	24	69	287	272 (81.9%)
2023–24	317	26	72	271	250 (78.9%)
2024–25	609	25	94	540	519 (85.2%)

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

TABLE B2			
HFCA 2020–25			
STUDENT RETURN RATES			
SCHOOL YEAR	ENROLLED AT END OF PREVIOUS YEAR*	ENROLLED AT START OF THIS SCHOOL YEAR	RETURN RATE
2020–21	235	219	93.2%
2021–22	249	224	90.0%
2022–23	233	205	88.0%
2023–24	227	178	78.4%
2024–25	212	174	82.1%

*Includes only students enrolled at the end of the previous year who were eligible for enrollment in the following year.

TABLE B3	
HFCA 2020–25 STUDENT ATTENDANCE	
SCHOOL YEAR	ATTENDANCE RATE
2020–21	82.2%
2021–22	78.0%
2022–23	79.0%
2023–24	80.9%
2024–25	84.2%

TABLE B4		
HFCA 2020–25 OUT-OF-SCHOOL SUSPENSIONS		
SCHOOL YEAR	% STUDENTS SUSPENDED	AVG. DAYS SUSPENDED
2020–21 ²⁹	N/A	N/A
2021–22	20.1%	4.5
2022–23	25.5%	3.9
2023–24	47.5%	6.3
2024–25	30.3%	4.2

TABLE B5	
HFCA 2020–25 PARENT–TEACHER CONFERENCE ATTENDANCE	
SCHOOL YEAR	CONFERENCE ATTENDANCE RATE
2020–21	80.3%
2021–22	88.7%
2022–23	79.8%
2023–24	88.4%
2024–25	78.6%

²⁹ The 2020–21 school year was partially virtual due to COVID-19 restrictions; suspension data not applicable.

TABLE B6	
HFCA 2020–25 TEACHER RETENTION	
SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2020–21	100.0%
2021–22	96.0%
2022–23	89.3%
2023–24	86.1%
2024–25	89.6%

Note: These numbers reflect only the number of teachers eligible to remain at the school for the entire year. This does not include teachers who were terminated.

TABLE B7	
HFCA 2020–25 TEACHER RETURN RATE	
SCHOOL YEAR	RETURN RATE
2020–21	95.7%
2021–22	85.7%
2022–23	91.3%
2023–24	84.6%
2024–25	82.4%

Note: These numbers reflect only teachers eligible to remain at the school for the entire year or to return for the next school year. They do not include teachers who were not offered contracts for the subsequent school year or teachers whose positions were eliminated.

APPENDIX C: CSRC 2024–25 SCHOOL SCORECARDS

TABLE C1					
HFCA 2024–25					
6TH – 8TH GRADE SCORECARD					
AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress: 6th – 8th Grade	Forward Exam reading: % maintained meeting/advanced expectations or progressed	17.5	35.0%	N/A	N/A
	Forward Exam math: % maintained meeting/advanced expectations or progressed	17.5		N/A	N/A
Local Measures	% met reading	8.75	35.0%	58.2%	5.1
	% met math	8.75		55.7%	4.9
	% met writing	8.75		54.0%	4.7
	% met special education ³⁰	8.75		N/A	N/A
Student Academic Achievement: 6th – 8th Grade	Forward Exam reading: % meeting/advanced expectations	2.5	5.0%	24.0%	0.6
	Forward Exam math: % meeting/advanced expectations	2.5		18.3%	0.5
Engagement	Student attendance rate	5.0	25.0%	84.9%	4.2
	Student reenrollment rate*	5.0		82.1%	4.1
	Student retention rate*	5.0		85.2%	4.3
	Teacher retention rate*	5.0		89.6%	4.4
	Teacher return rate*	5.0		82.4%	4.1
TOTAL		56.25			36.9
MIDDLE SCHOOL SCORECARD PERCENTAGE					65.6%

*Combined rate for all grade levels.

³⁰ Because the HFCA middle school was newly opened in 2024–25, no students were enrolled at HFCA for a full IEP year. Therefore, the special education local measure progress was not applied to the middle school scorecard this year.

TABLE C2					
HFCA 2024–25					
9TH – 12TH GRADE SCORECARD					
AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress	PreACT Secure —% 10th graders who maintained benchmark on composite score or progressed at least one point	7.5	35.0%	42.6%	3.2
	PreACT to ACT —% 11th graders who maintained benchmark on composite score or progressed at least one point	7.5		36.7%	2.8
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		73.1%	5.5
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		69.8%	5.2
12th Grade	Graduation rate (DPI)*	5.0		92.2%	4.6
Postsecondary Readiness: 12th Grade	Postsecondary acceptance for graduates ³¹	15.0	15.0%	100.0%	15.0
Local Measures	% met reading	5.0	20.0%	49.2%	2.5
	% met math	5.0		47.9%	2.4
	% met writing	5.0		15.7%	0.8
	% met special education	5.0		74.1%	3.7
Student Academic Achievement: 9th and 10th Grades	PreACT Secure English: % at or above benchmark	2.5	5.0%	8.1%	0.2
	PreACT Secure math: % at or above benchmark	2.5		2.9%	0.1
Engagement	Student attendance	5.0	25.0%	84.0%	4.2
	Student reenrollment†	5.0		82.1%	4.1
	Student retention†	5.0		85.2%	4.3
	Teacher retention rate†	5.0		89.6%	4.5
	Teacher return rate†	5.0		82.4%	4.1
TOTAL		100.0			67.2
HIGH SCHOOL SCORECARD PERCENTAGE					67.2%

*Based on 2023–24 DPI four-year cohort graduation rate, the most recent available at the time of this report.

†Combined rate for all grade levels.

³¹ Percentage of seniors who completed at least one of the following: received postsecondary acceptance (college, university, technical school) OR enrollment in a certification/occupation-based training program, apprenticeship, military enlistment, or dual enrollment program.

APPENDIX D: STUDENT LEARNING MEMORANDUM

STUDENT LEARNING MEMORANDUM FOR DR. HOWARD FULLER COLLEGIATE ACADEMY MIDDLE SCHOOL

TO: Evident Change and the CSRC
FROM: HFCA Middle School
SUBJECT: Learning Memo for the 2024–25 Academic Year
DATE: October 30, 2024

This memorandum of understanding describes 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 school leadership and/or staff at Dr. Howard Fuller Collegiate Academy Middle School (HFCA) in consultation with staff from Evident Change and the CSRC. HFCA will record student data in Infinite Campus and/or Microsoft Excel spreadsheets and provide those data to Evident Change, the educational monitoring agent contracted by the CSRC. When available, the school will provide local measure test results downloaded directly from the test publisher. The school also will provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are unavailable, 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 day after the last day of student attendance for the academic year, or June 5, 2025.

All required elements related to the following outcomes are described in the "Learning Memo Data Requirements" section.

ENROLLMENT

HFCA will record enrollment dates for all students. Upon admission, each student will have their information and actual enrollment date added to Infinite Campus.

TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason for withdrawal will be recorded in Infinite Campus. Specific reasons for each expulsion are required.

ATTENDANCE

HCFA will maintain appropriate attendance records. Students are considered present when the student engages in face-to-face instruction consistent with the Wisconsin Department of Public Instruction (DPI) standard for attendance in WISEdata. HFCA will achieve an attendance rate of at least 90%.

TEACHER RETURN AND RETENTION

Teacher return and retention rates will be monitored through a running staff roster that will be maintained 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/GUARDIAN PARTICIPATION

Parents of at least 90% of students enrolled for the entire school year will participate in one of three scheduled parent–teacher conferences. Note that a conference taking place at the school, in the home, via phone, or virtually with any teacher during each of the conference periods will be counted as participation.

SPECIAL EDUCATION SERVICES

HFCA will maintain updated records on all students who receive special education services at the school, including students who were evaluated but not eligible for services.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES³²

LITERACY

Middle school students will complete Measures of Academic Progress (MAP) reading tests 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. 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 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 the students met 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.

At least 80% of all students who complete both the fall and spring assessments and are enrolled for the entire school year will show progress this year.

MATH

Middle school students will complete MAP math tests in the fall and spring. 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

³² This item depends on the school's high school graduation requirements and the timing of the student's coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year.

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.

- For students above normative mean for their current grade at 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 the students met 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 all students who complete the fall and spring assessments and are enrolled for the entire school year, at least 80% will show progress this year.

WRITING

Writing skills will be assessed in the fall and spring using the Savvas Writing Rubric in the following four domains, with each graded on a six-point scale.

- Audience and purpose
- Organization
- Elaboration
- Use of language

The following outcomes are expected by the end of the school year.

- At least 60% of students who receive an average score less than 5 on the fall writing sample will increase their score by at least one point on the spring assessment.
- At least 75% of the students who receive an average score of 5 or higher on the fall writing sample will maintain or increase their score by the spring assessment.

INDIVIDUALIZED EDUCATION PLAN

At least 80% of students enrolled in special education at HFCA for an entire year will meet one or more of the goals defined in their individualized education plan (IEP).

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

The Wisconsin Forward Exam will be administered to students in sixth, seventh, and eighth grades annually within the timeframes specified by the DPI. This standardized assessment will produce an English/language arts (ELA) score and a math score for middle school students. Eighth graders also will complete the science and social studies tests. Results will be reported for students enrolled on the third Friday of September and who remained at the school until the spring Forward Exam.

YEAR-TO-YEAR PROGRESS

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.³³

- The CSRC expects that at least 60% of sixth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency. At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency.
- At least 35% of sixth through eighth graders who were below proficiency in ELA and/or math the prior year will demonstrate progress.

³³ This item depends on the school's high school graduation requirements and the timing of the student's coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year.

STUDENT LEARNING MEMORANDUM FOR DR. HOWARD FULLER COLLEGIATE ACADEMY

TO: Evident Change and the CSRC
FROM: Dr. Howard Fuller Collegiate Academy
SUBJECT: Learning Memo for the 2024–25 Academic Year
DATE: October 30, 2024

This memorandum of understanding describes 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 school leadership and/or staff at Dr. Howard Fuller Collegiate Academy (HFCA) in consultation with staff from Evident Change and the CSRC.

HFCA will record student data in Infinite Campus and/or Microsoft Excel spreadsheets and provide those data to Evident Change, the educational monitoring agent contracted by the CSRC. The school will also provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are unavailable, the school will provide paper printouts (scanned or via mail) that include standardized test results from the test publisher.

Evident Change requests electronic submission of year-end data by the fifth day after the last day of student attendance for the academic year, or June 5, 2024.

All required data elements related to the following outcomes are described in the “Learning Memo Data Requirements” section.

ENROLLMENT

HFCA will record enrollment dates for every student. Upon admission, each student will have their information and actual enrollment date added to the school’s database.

TERMINATION/WITHDRAWAL

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

ATTENDANCE

HFCA will maintain appropriate attendance records. Students are considered present when the student engages in face-to-face instruction consistent with the Wisconsin Department of Public Instruction (DPI) standard for attendance in WISEdata. HFCA will achieve an attendance rate of at least 90%.

TEACHER RETURN AND RETENTION

Teacher return and retention rates will be monitored through 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/GUARDIAN PARTICIPATION

Parents of at least 80% of students enrolled for the entire school year will participate in one of three scheduled parent-teacher conferences. Note that a conference taking place at the school, in the home, via phone, or virtually with any teacher during each of the conference periods will be counted as participation.

SPECIAL EDUCATION SERVICES

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.

HIGH SCHOOL GRADUATION PLAN

Each student (ninth through twelfth grade) will develop a graduation plan by the end of the third quarter of enrollment at HFCA. Each student will incorporate the following into their high school graduation plan.

- Information regarding the student's postsecondary plans.
- A schedule reflecting plans for completing four credits of English; three credits each of social studies, science, and math; two credits of foreign language; and six elective credits.

- Evidence of parent/family involvement. Involvement means that by the end of each semester, parents will receive a letter that reviews the student's credit acquisition status and describes the steps the student must take to graduate with their class and prepare for postsecondary enrollment.
- Each student's schedule will be reviewed by the counseling department by the end of the school year to determine whether the student is on track toward earning credits. The department will also determine whether the student will need to pursue credit recovery activities to maintain consistent progress toward high school graduation and postsecondary enrollment.
- Formal notification is provided to students who rank in the top 5% and top 10% of their class at the end of their junior year.
- This notification is delivered in the form of a letter addressed to the student and their family and is officially recorded on the student's transcript

Along with the required documentation mentioned above, each graduation plan must also include evidence that this review took place, along with the results of the review.

HIGH SCHOOL GRADUATION REQUIREMENTS³⁴

Among students enrolled for the entire school year, at least 70% of ninth graders will complete 5.0 or more credits; 75% of tenth graders will complete 10.5 or more credits; 80% of eleventh graders will complete 16.0 or more credits; and 90% of twelfth graders will complete 21 credits by the end of the school year.

POSTSECONDARY PLANS FOR TWELFTH GRADERS

By the end of the school year, all graduating twelfth-grade students will have completed applications to at least four colleges. It is anticipated that every graduating student will be accepted into at least one college. The director of counseling will oversee student progress toward this goal, tracking the number of college applications submitted by each student and the number of acceptance letters received.

The school will track and document the postsecondary plans of all twelfth graders, including participation in dual enrollment programs; acceptance into colleges, universities, or technical schools; enrollment in certification or occupational training programs; apprenticeships; military enlistment; and the total amount of scholarships awarded.

³⁴ This item depends on the school's high school graduation requirements and the timing of the student's coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES³⁵

LITERACY FOR NINTH AND TENTH GRADE

Ninth and tenth graders will complete the Measures of Academic Progress (MAP) reading test in the fall and spring of the school year. At the time of the fall test, each student's score will be compared with national grade-level averages (i.e., normative means) 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 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 the student.

- For students above the normative mean for their current grade at the time of the fall test, their 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, their progress will be determined by examining whether the students met 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 students who complete the fall and spring assessments and are enrolled for the entire school year, at least 60% will show progress in reading this year.

LITERACY FOR ELEVENTH AND TWELFTH GRADE

Eleventh-grade literacy progress will be measured by their performance on the Academic Approach–aligned ACT reading subtest in the fall compared to the ACT reading subtest in the spring.

Twelfth graders will be administered the Academic Approach–aligned ACT reading subtest in the fall and spring.

³⁵ 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 individualized education plan (IEP) goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

At least 75% of eleventh and twelfth graders enrolled for the entire school year will increase their score by at least one point from fall to spring on the reading subtest.

MATH FOR NINTH AND TENTH GRADE

Ninth and tenth graders will complete the MAP math test in the fall and spring of 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 at or 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 RIT score for the spring test is given to the student.

- For students above normative mean for their current grade at the time of the fall test, their 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, their progress will be determined by examining whether the student met 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 all students who complete the fall and spring assessments and are enrolled for the entire school year, at least 60% will show progress this year.

MATH FOR ELEVENTH AND TWELFTH GRADE

Eleventh-grade math progress will be measured by their performance on the Academic Approach-aligned ACT reading subtest in the fall compared to the ACT math subtest in the spring.

Twelfth graders will be administered the Academic Approach-aligned ACT math subtest in the fall and spring.

At least 75% of students enrolled for the entire school year will increase their score by at least one point from fall to spring on the math subtest.

WRITING

Ninth- through twelfth-grade writing skills will be assessed in the fall and spring using the Savvas Writing Rubric in the following four domains, with each graded on a six-point scale.

- Audience and purpose
- Organization
- Elaboration
- Use of language

The following outcomes are expected by the end of the school year.

- At least 60% of students who score an average of less than 5 on the fall writing sample will increase their score by at least one point on the spring assessment.
- At least 75% of the students who score an average of 5 or higher on the fall writing sample will maintain or increase their score by the spring assessment.

INDIVIDUALIZED EDUCATION PLANS

At least 80% of students enrolled in special education at HFCA for an entire year will meet one or more of the goals defined in their individualized education plan (IEP).

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

WISCONSIN FORWARD EXAM SOCIAL STUDIES ASSESSMENT FOR TENTH GRADERS

All tenth graders are required to complete the Wisconsin Forward Exam social studies assessment in the timeframe specified by DPI. Results will be reported for students who were enrolled on the third Friday of September and remained at the school until the spring Forward Exam.

PREACT SECURE FOR NINTH AND TENTH GRADERS

All ninth- and tenth-grade students are required to take all subtests of the PreACT in the timeframe required by DPI.³⁶ Results will be reported for students who were enrolled on the third Friday of September and remained at the school until the spring test.

ACT FOR ELEVENTH AND TWELFTH GRADERS

All eleventh graders are required to take all subtests of the ACT Plus Writing in the timeframe required by DPI. Results will be reported for students who were enrolled at the end of the school year.

HFCA will encourage all twelfth graders to take the ACT or ACT Plus Writing in the fall. The ACT for twelfth graders is not required but encouraged by the CSRC. Results will be reported for students who were enrolled at the end of the school year.

YEAR-TO-YEAR PROGRESS

NINTH- TO TENTH-GRADE PREACT SECURE

Ninth and tenth graders will take the Pre-ACT in the spring. At least 50% of tenth graders who completed the test at the school in two consecutive school years will demonstrate progress from ninth to tenth grade. Progress will be measured based on the student's composite benchmark status at the time of the ninth-grade test.

- Students who met the ninth-grade composite score benchmark the previous year will also meet the tenth-grade composite scale benchmarks during the current school year.
- Students below the composite score benchmark in ninth grade will improve their composite scale score by at least one point from ninth to tenth grade.

TENTH-GRADE PREACT SECURE TO ELEVENTH-GRADE ACT PLUS WRITING

Progress from tenth to eleventh grade will be measured for students who completed the PreACT as tenth graders and the ACT Plus Writing as eleventh graders in two consecutive school years.

³⁶ For more information, visit [ACT: PreACT Assessments](#).

At least 50% of eleventh graders will demonstrate progress from tenth to eleventh grade. Progress will be measured based on the student’s composite benchmark status at the time of the tenth-grade test.

- Students who met the tenth-grade composite score benchmark on the PreACT Secure the previous year will also meet the eleventh-grade composite scale benchmark on the ACT Plus Writing during the current school year.
- Students below the composite score benchmark in tenth grade will improve their composite scale score by at least one point from tenth to eleventh grade.

ACT COLLEGE READINESS BENCHMARK SCORES FOR THE PREACT SECURE AND ACT 2023–24			
SUBTEST	9TH-GRADE PREACT SECURE	10TH-GRADE PREACT SECURE	11TH-GRADE ACT
English	13	15	18
Math	18	19	22
Reading	18	20	22
Science	19	20	23
Composite*	17	18	21

*ACT does not publish composite benchmark scores for the PreACT Secure or the ACT. Evident Change calculated composite benchmark scores by averaging each grade level’s benchmark scores from the four subtests, as published by ACT.