

**2023–24
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

**DR. HOWARD FULLER
COLLEGIATE ACADEMY**

September 2024



ABOUT EVIDENT CHANGE

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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
 - 4. School Hours and Calendar 4
 - 5. Parent Involvement 5
 - 6. Discipline Policy 5
 - 7. Graduation Information 6
 - C. Student Population 8
 - D. School culture and climate survey 9
 - 1. Five Indicators of School Improvement.....10
 - 2. Survey Participation10
 - 3. Survey Results11
 - E. Activities for Continuous School Improvement 12
- III. Educational Performance 13
 - A. Attendance..... 13
 - B. Parent–Teacher Conferences.....14
 - C. Special Education Student Records14
 - D. High School Graduation Plan14
 - E. High School Graduation Requirements15
 - F. Postsecondary plans for twelfth graders 16
 - G. Local Measures of Educational Performance16
 - 1. Literacy..... 17
 - a. MAP Reading for Ninth and Tenth Graders..... 17

b. ACT for Eleventh and Twelfth Graders.....	17
2. Math	18
a. MAP Progress for Ninth and Tenth Graders.....	18
b. ACT for Eleventh and Twelfth Graders.....	19
3. Writing.....	19
4. Special Education Student Progress	20
H. Standardized Measures of Educational Performance	20
1. Forward Exam	21
2. PreACT secure and ACT Plus Writing	21
a. PreACT Secure for Ninth and Tenth Graders.....	21
b. ACT for Eleventh and Twelfth Graders.....	23
I. Multiple-Year Student Progress.....	24
J. CSRC School Scorecard	24
IV. Summary/Recommendations.....	25
Appendix A: Contract Compliance Chart	A1
Appendix B: Trend Information	B1
Appendix C: CSRC 2023–24 School Scorecard	C1
Appendix D: Student Learning Memorandum	D1
Appendix E: school culture and climate survey	E1

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

EXECUTIVE SUMMARY

For Dr. Howard Fuller Collegiate Academy 2023–24

This is the 13th annual report on the operation of Dr. Howard Fuller Collegiate Academy (HFCA), one of seven schools chartered by the City of Milwaukee during the 2023–24 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.

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

I. CONTRACT COMPLIANCE SUMMARY

HFCA met or partially met all provisions of its contract with the City of Milwaukee and the subsequent CSRC requirements applicable for the 2023–24 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 program (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

- Ninth and tenth graders completed NWEA Measures of Academic Progress (MAP) reading assessment. At the time of the spring assessment, 57 (46.7%) of 122 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 and

spring. Student progress in reading was examined by comparing fall and spring reading scores. By the spring test, 34 (40.5%) of 84 eleventh and twelfth graders had improved their scores by at least one point on the reading subtest. The school's goal was 75.0%.

Overall, 91 (44.2%) of 206 students met the reading local-measure goal.

b. *Math*

- Ninth and tenth graders completed the NWEA MAP math assessment. At the time of the spring assessment, 46 (37.7%) of 122 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, 25 (28.7%) of 87 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%.

Overall, 71 (34.0%) of 209 students met the math local-measure goal.

c. *Writing*

Student writing progress was measured based on student scores at the time of the fall writing assessment. Overall, 250 students enrolled for the entire school year had both fall and spring writing assessments.

- Among 19 students who received an average score of 5 or higher in the fall, 13 (68.4%) maintained or increased their scores in the spring. The school's goal was 75.0%.
- Among 231 students who received average scores below 5 in the fall, 118 (51.1%) increased their score by at least one point at the time of the spring assessment. The school's goal was 60.0%.

Overall, 131 (52.4%) of 250 students met the writing goal.

d. *IEP Goals*

Three quarters (18, or 75.0%) of the 24 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.

- Attendance
- Parent–teacher conferences
- Special education student records
- Graduation plans
- Grade promotion and graduation

This year, the school met two of five internal goals (parent–teacher conferences and special education student records) and partially met two goals (graduation plans and grade promotion/graduation).¹

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

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.²

- A total of 43 tenth graders completed the PreACT two consecutive school years; 22 (51.2%) of those students demonstrated progress from 2023 to 2024.
- A total of 40 eleventh graders completed the PreACT in 2023 and the ACT Plus Writing in 2024; 20 (50.0%) of those students demonstrated progress from 2023 to 2024.

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

C. SCHOOL SCORECARD

The school scored 68.9% out of 100 possible points on the CSRC scorecard.

¹ The school met or exceeded its internal grade level promotion goals for tenth, eleventh, and twelfth graders this year.

² For more information on ACT assessments and benchmarks, visit <https://success.act.org>.

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, survey results, and consultation with school staff, Evident Change recommends that the school continue a focused school improvement plan with the following activities.

- Improve school climate by developing and implementing schoolwide coherence by aligning policies and daily practices to ensure that all students achieve academic success.
- Continue to foster a positive and supportive school culture by promoting collaboration, communication, and community engagement among teachers, students, parents, and the broader community.

IV. RECOMMENDATION FOR ONGOING MONITORING

This is HFCA's 13th year as a City of Milwaukee charter school. After reviewing the school's past and current contract compliance status and data, Evident Change recommends that HFCA receive another five-year contract to operate as a charter school authorized by the City of Milwaukee with annual monitoring and reporting.

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 that occurred during the year.
- Visited the school to conduct a random review of special education files.
- Visited the school to observe classroom instruction and school culture.
- Attended a school board of directors' meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements.
- Surveyed the school community to understand the experiences and perspectives of the school community—including students, parents, teachers, staff, school leadership, and board members—to determine areas of improvement. The survey highlights strengths and opportunities for growth based on five elements that support school improvement.
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

Dr. Howard Fuller Collegiate Academy

4030 N. 29th St.

Milwaukee, WI 53216

Telephone: (414) 873-4014

Website: hfca.org

Principal: Philip Smith

CEO: Rodney Lynk

Dr. Howard Fuller Collegiate Academy (HFCA) is on the north side of Milwaukee. It opened its doors to high school students in September 2003. It initially operated as a private “choice” high school affiliated with a group of interdenominational church leaders, known as Clergy for Educational Options. It has been

chartered by the City of Milwaukee since the fall of 2011. HFCA will expand to include middle school students for the 2024–25 school year.

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.”³

2. INSTRUCTIONAL DESIGN

The school serves students who seek high academic standards and high character expectations as part of their learning experience.⁴ 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 70.0% or higher at the end of each semester.

³ This information comes from the school’s 2021–22 [Family Handbook](#).

⁴ HFCA’s goal is to instill in each student eight character strengths: love, optimism, zest, social intelligence, grit, curiosity, self-control, and gratitude.

- Staff encourage and assist students with the school’s expectation that all students accumulate 20 hours of community service by the time they graduate.

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 school and hires the school CEO and principal, who hire the school staff. 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. The three main committees are academic excellence, audit, and resource development.

This year, the board of directors was composed of 15 members: chair, founder/board chair emeritus, secretary, treasurer, and 11 other directors who are members of the community at large. 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, prior HFCA graduates, and teaching.

2. AREAS OF INSTRUCTION

During the 2023–24 school year, HFCA served ninth- through twelfth-grade students. The school has a comprehensive four-year 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.⁵ The expectations for grade level promotion are that ninth graders will have completed five credits, tenth graders will have completed 10 credits, eleventh graders will have completed 16 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.

⁵ Specific credit requirements are four credits of English; three credits each of social studies, science, and math; and six elective credits. This information is contained in the *Family Handbook*. Starting with the Class of 2028 students must acquire 22 credits to graduate.

3. STAFF INFORMATION

At the end of the 2022–23 school year, HFCA had 26 instructional staff eligible to return for the 2023–24 school year. Of those, 22 returned, resulting in an 84.6% return rate.

During the 2023–24 school year, the HFCA teacher/instructional roster included 36 professionals in certified positions. Of those staff, 47% were white, 45.2% were African American, 4.7% were multi-racial/multiethnic, and 2.3% were Asian.⁶ The full-time certified staff had expertise in English, math, science, social studies, technology, special education, physical education/health, counseling, and leadership. All but 10 (27.7%) of the 36 staff in certified positions held current DPI licenses or permits to teach. Of 36 eligible staff members, 31 (86.1%) remained at the school for the entire year.⁷

Throughout the school year, HFCA employed 19 support staff,⁸ which included a financial officer and professionals to assist with school culture, technology, admissions, operations, counseling, college admission/support counseling, dual enrollment, credit recovery, family engagement, development, and office building support.

4. SCHOOL HOURS AND CALENDAR

The school year started with Bridge Week, August 21–30, 2023, to acclimate students to the new school year through orientation activities. The first day of school was August 21, 2023, and the school year ended May 22, 2024.

HFCA’s 40-week school year is broken into two semesters. At the beginning of the 2023–24 school year, HFCA provided Evident Change with its school calendar and bell schedule. Daily instruction begins at 8:00 a.m. and ends at 3:35 p.m. Monday, Tuesday, Thursday, and Friday. On Wednesdays, the students have early release with instruction time beginning at 8:00 a.m. and ending at 12:48 p.m. for all students.

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 7:00 p.m. These activities included organized sports; College Possible; Personal Responsibility,

⁶ Race/ethnicity category name reflects what was reported by the school.

⁷ Seven staff were terminated and are not included in the retention calculation.

⁸ Four support staff were terminated, and three resigned.

Empathy, Awareness, Respect, Leadership, and Support (PEARLS) for Teen Girls; computer club; newsletter; and tutoring for academic assistance. Detention also took place after school. All extended-day program activities operated on Mondays, Tuesdays, Thursdays, and Fridays (except for basketball, which was held only on Mondays for practice and Fridays for games). The school also operated a summer program for four weeks in July. This program made study support and tutoring available to students. It also provided credit recovery instruction for students who needed to acquire additional competencies to receive credit for a specific course.

This year, HFCA offered a summer school session that was open to all grade levels. The session started June 17 and ended July 17. Instructional sessions were in person five days a week from 8:30 a.m. to 12:30 p.m. The session was designed to enable students to achieve credit recovery.

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 POLICY¹⁰

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*.

¹⁰ Discipline procedures during virtual learning were handled individually by teachers and mentors when issues of engagement or assignment completion became an issue.

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 academy¹¹

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-school 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 two school counselors and two 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 counselors and coordinators with these efforts. During the school year, the counselor’s 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

¹¹ From the *Family Handbook*, which is distributed and signed upon receipt by every student’s parent or guardian.

study hall, those 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 member of the counseling team took a caseload of students to provide them with one-on-one support in the college and scholarship application process. The senior seminar teacher, in consultation with the counselors, 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.
- All students completed a graduation plan that asked students to monitor their credit status against requirements for promotion and graduation, reflect on the successes and challenges of the year, and plan for the future after high school. These plans were completed with the students' mentors in advisory (Pride) and shared with families upon completion. All parents received written updates twice a year about their child's earned credits and progress toward graduation, as well as a weekly report (sent via email) that includes information about their child's grades, attendance, and behavior.
- Students participated in college visits to Marquette University, University of Wisconsin–Milwaukee, University of Wisconsin–Green Bay, Carroll University, Duke University, University of North Carolina Greensboro, North Carolina A&T, 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, 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 three FAFSA workshops 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 dual enrollment coordinators, counselors, and other members of the administration team.
- Students attended career talks by visiting professionals or visiting professional workplaces throughout Milwaukee to build awareness about careers and to serve in internships in various work sites throughout the city.
- HFCA supported a college-going culture through activities such as hosting a college fair, enrolling tenth- through twelfth-grade students in early college classes, announcing college acceptance notices weekly during all-school assembly and posting them prominently in the main entryway, decorating classrooms with “college corners,” and hosting Alumni Day and Decision Day for Seniors to declare their college of choice for the fall of 2024.

A key outcome of these diverse activities, as reported by the school at the end of the school year, was that all 59 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 \$3,451,950.

C. STUDENT POPULATION

HFCA began the academic year with 317 students in ninth through twelfth grades.¹² During the year, 26 students enrolled, and 72 students withdrew.¹³ Of the 72 students who withdrew during the year, 51 transferred to schools in state, 12 were expelled, six withdrew due to non-attendance, and three moved out of state. At the end of the school year, 271 students were enrolled.

- Of the grade levels, ninth grade had the most students enrolled at the end of the year (84).
- Over half (151, or 55.7%) of the students were female, and 120 (44.3%) were male.¹⁴
- Most (261, or 96.3%) students were Black or African American.¹⁵
- Over three quarters (216 or 79.7%) of students were eligible for free or reduced lunch.
- A total of 44 (16.2%) students enrolled at the end of the year had documented special education needs. Of those, 19 had other health impairments, nine had specific learning disabilities, seven had intellectual disabilities, six had emotional behavioral disabilities, and three had autism.

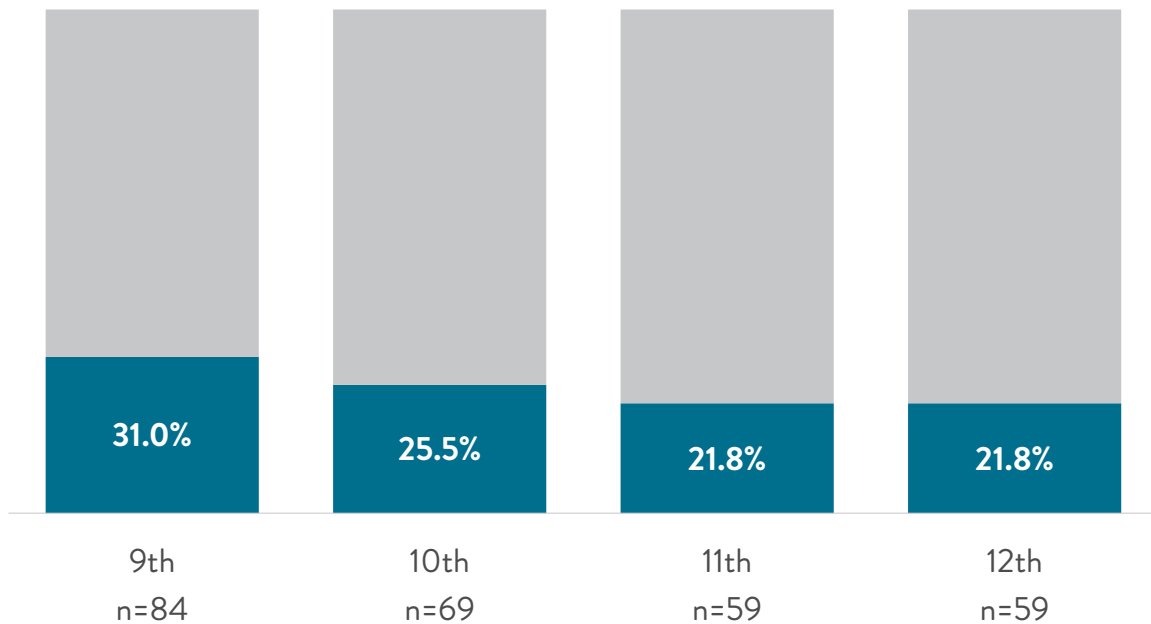
¹² There were 120 ninth graders, 80 tenth graders, 59 eleventh graders, and 58 twelfth graders.

¹³ Eleven ninth graders, eight tenth graders, six eleventh graders, and one twelfth grader enrolled; 47 ninth graders, 19 tenth graders, and six eleventh graders withdrew.

¹⁴ Gender categories reflect those reported by the school.

¹⁵ Race/ethnicity category name reflects what was reported by the school.

Figure 1
Dr. Howard Fuller Collegiate Academy End-of-Year Enrollment by Grade 2023–24
N = 271



Of the 317 students enrolled at the beginning of the school year, 250 (78.9%) remained enrolled on the last day of school.

At the end of the 2022–23 school year, 227 of the enrolled students were eligible to return to the school (i.e., they were not in twelfth grade). Of these, 178 (78.4%) had re-enrolled as of the third Friday in September 2023.

D. SCHOOL CULTURE AND CLIMATE SURVEY

Evident Change conducts biennial surveys on school culture and climate. These surveys provide a platform to understand the experiences and perspectives of members of the school community—including students, parents, teachers, staff, school leadership, and board members—to determine areas of improvement. The survey highlights strengths and opportunities for growth based on five elements that support school improvement.

1. FIVE INDICATORS OF SCHOOL IMPROVEMENT

The School Culture and Climate Survey is loosely based on the 5Essentials framework created by the Consortium on School Research at the University of Chicago.¹⁶ This survey measured school culture and climate by aligning questions with five indicators of school improvement:

- Supportive Environment
- Ambitious Instruction
- Collaborative Staff
- Effective Leadership
- Involved Families

Strong scores in these five areas lead to improved outcomes for all students, including improved attendance and larger gains in test scores. Research indicates that students enrolled in schools that are strong in at least three of these indicators are up to 10 times more likely to increase their math and reading scores than students in schools that are weak in three or more indicators.¹⁷

2. SURVEY PARTICIPATION

Students, parents, staff, and school leaders were invited to participate in the survey (Table 1). Evident Change staff visited the school to explain and proctor surveys to ninth- through twelfth-grade students. The school designated a survey coordinator to work with Evident Change staff to create a distribution schedule. Twice a week for three months, the school shared the survey link and/or QR code to families via text messages, newsletters, flyers, postcards, and emails. The school also set up a survey station equipped with Chromebooks for parents to participate in the survey onsite during parent-teacher conferences. Teachers, support staff, board members, and school leaders were invited to participate through email.

TABLE 1				
RESPONSE RATE				
STUDENTS	CERTIFIED STAFF	SUPPORT STAFF	LEADERSHIP	PARENTS
84.0%	50.0%	26.0%	12.0%	46.0%

¹⁶ For more information, visit <https://uchicagoimpact.org/our-offerings/5essentials>.

¹⁷ Supporting School Improvement: Early Findings from a Reexamination of the 5Essentials Survey

3. SURVEY RESULTS

The comprehensive scores (Table 3) are based on culture and climate questions¹⁸ organized by the five indicators of school improvement (Table 2). Schools are considered in a strong position for school improvement if the school community has a positive sentiment score of 60 or higher in three or more indicators of success.

TABLE 2	
RANGE OF SCORES	
POSITION FOR IMPROVEMENT	POSITIVE SENTIMENT SCORE
Well organized for improvement	80–100
Organized for improvement	60–79
Moderately organized for improvement	40–59
Partially organized for improvement	20–39
Not yet organized for improvement	0–19

Supportive Environment: Students, parents, and staff feel safe and find the school community members trustworthy and responsive to the academic needs of all students.

Ambitious Instruction: Instruction is planned, concise, and well-structured and taps into prior knowledge and encourages students to build and apply new information.

Collaborative Staff: All staff actively work together toward school improvement and are committed to the school's mission and vision.

Effective Leadership: Leaders work together to develop and implement a shared vision with a cohesive approach to resource allocation, quality instruction, and policy implementation.

Involved Families: Staff view parents as valuable and as partners in increasing academic achievement.

¹⁸ Survey questions can be found in Appendix E. Themes from open-ended questions were provided to school leadership.

TABLE 3						
POSITIVE SENTIMENT SCORES						
INDICATOR OF IMPROVEMENT	SURVEY					OVERALL
	Certified Staff	Supportive Staff	Leadership	Parents	Students	
Supportive Environment	78.6	50.0	N/A	72.7	65.2	66.6
Ambitious Instruction	79.3	N/A	N/A	N/A	77.4	78.4
Collaborative Staff	69.6	54.3	n/a	62.1	N/A	62.0
Effective Leadership	70.4	65.0	90.0	88.5	75.7	77.9
Involved Families	59.3	95.0	N/A	N/A	N/A	77.2
Overall Rating	71.4	66.1	90.0	74.4	72.8	72.4

Note: N/A indicates that the questions related to the listed indicator did not apply to the specific subgroup.

E. 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 2022–23 academic year.

- Recommendation:** Improve school culture through intentional development and implementation of social emotional learning programs, including Leader in Me, to create a high-trust school culture and address students’ social and emotional needs that continue to interfere with academic engagement in diverse and challenging ways.¹⁹

Response: HFCA used the Leader in Me curriculum weekly during advisory. Weekly topics in the Leader in Me curriculum included building student resilience, bullying, sense of belonging, self-directed learning, positive and safe school culture, and mental wellness.
- Recommendation:** The dean of culture will provide Leader in Me training for staff to create common language and practices schoolwide.

Response: The dean of culture supported the instructional and support staff in implementing common language and practices schoolwide through professional development training. The staff focused on using practices that build student and staff resilience, restorative practices, and building the confidence of teachers to guide students toward success.

¹⁹ More detailed information on this evidence-based comprehensive model can be found at <https://www.leaderinme.org>.

- **Recommendation:** The school will continue to work to engage all staff and students more regularly in the use of standard-based instructional materials and assessments to improve student competencies, especially in basic skill areas.

Response: HFCA purchased a researched curriculum aligned with state standards and extensive hands-on support. The academic dean and dual enrollment coordinators worked closely with classroom teachers to support implementation of the new curriculum.

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

- Improve school climate by developing and implementing schoolwide coherence by aligning policies and daily practices to ensure that all students achieve academic success.
- Continue to foster a positive and supportive school culture by promoting collaboration, communication, and community engagement among teachers, students, parents, and the broader community.

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 program (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

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 90.0%. Students are considered present when the student engages in face-to-face instruction consistent with the DPI standard for attendance in WISEdata. This year, 343 students enrolled anytime during the year attended school an average of 80.9% of the time, below the school’s goal. When excused absences were included, the attendance rate rose to 90.1%.

A total of 163 (47.5%) students served out-of-school suspension at least once during the school year and spent, on average, 6.3 days out of school.

B. PARENT–TEACHER CONFERENCES

At the beginning of the academic year, the school established a goal that parents of at least 80.0% of students would participate in one of three scheduled parent–teacher conferences. Of the 250 students who were enrolled for the entire school year, the parents of 221 (88.4%) of them attended at least one conference, exceeding the goal for this year.

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 57 students who received special education services during the year, 20 received an evaluation (four initial and 16 re-evaluations). As a result of the 20 evaluations conducted this year, three students were dismissed from special education services, one did not qualify, and 16 qualified for new or continued services. Seven students withdrew before their annual IEP review. The remaining 37 students received an initial or re-evaluation during a previous year. An IEP was developed for all 45 special education students who required one.²⁰

In addition, Evident Change conducted a random review of special education files. This review indicated that IEPs are routinely being completed and that parents are being invited to help develop IEPs. Re-evaluations are also conducted or waived by parents in accordance with special education laws and rules. The school, therefore, has met its goal of maintaining accurate records and implementing the required practices for all students with special needs.

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, foreign language, and elective credits; and evidence of parent/family involvement.²¹

²⁰ Seven students who were evaluated during a previous school year and qualified for special education services withdrew from HFCA before their IEP review date in 2023–24, and the parents of one student declined, so the student was dismissed from special education services.

²¹ 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.

This year, plans were completed for 260 (95.9%) of 271 HFCA students enrolled at the end of the school year. Documentation regarding student participation in graduation plan activities and discussions with students with graduation plans are shown in Table 4.²²

TABLE 4 DR. HOWARD FULLER COLLEGIATE ACADEMY HIGH SCHOOL GRADUATION PLANS 2023–24 N = 260	
PROGRESS MEASURE	PERCENTAGE
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	72.7%
Student needs to enroll in credit recovery activities	27.3%

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 5.0 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 16.0 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 250 students enrolled at HFCA for the entire school year. Overall, 82.4% (206) of those students earned enough credits to be promoted to the next grade level by the end of the school year (Table 5).

²² HFCA offered credit recovery activities during the school year and during the summer program. Students could enroll in summer courses offered at other local high schools.

TABLE 5

**DR. HOWARD FULLER COLLEGIATE ACADEMY
HIGH SCHOOL GRADUATION REQUIREMENTS 2023–24**

GRADE	STUDENTS	MET GOAL*	% MET GOAL
9th	76	49	64.5%
10th	62	50	80.6%
11th	54	49	90.7%
12th ²³	58	58	100.0%
Total	250	206	82.4%

*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 four colleges by the end of the school year, and all graduating students would be accepted into at least one college.²⁴ College application and acceptance information was available for all 59 seniors who were enrolled and graduated at the end of the school year; almost all (96.6%) completed the required number of applications. All 59 (100.0%) were accepted into at least one college.

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.

²³ There was one additional twelfth grader who was not enrolled all year but who graduated in the spring of 2024 for a total of 59 graduates.

²⁴ Students enrolled in special education services are required to complete three applications.

1. LITERACY

a. MAP Reading for Ninth and Tenth Graders

Ninth and tenth graders completed the Measures of Academic Progress (MAP) reading subtest in the fall and spring.²⁵ 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 Rasch unit (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 overall goal was that at least 60.0% of students would show progress as described earlier in reading this year. Of 146 students enrolled in ninth and tenth grade in the fall who were enrolled for the entire year, 122 had fall and spring reading assessment results; 57 (46.7%) met the reading goal (Table 6).²⁶

TABLE 6

**DR. HOWARD FULLER COLLEGIATE ACADEMY
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP FALL-TO-SPRING READING PROGRESS
FOR 9TH AND 10TH GRADERS 2023–24**

GRADE LEVEL IN FALL	STUDENTS	MET GOAL	% MET GOAL
9th	73	38	52.1%
10th	49	19	38.8%
Overall Progress	122	57	46.7%

b. ACT for Eleventh and Twelfth Graders

Eleventh graders completed an aligned ACT, 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 completed the aligned ACT reading subtest in the fall and spring. The school's goal was that at least 75.0% of

²⁵ For more information about MAP tests, visit www.nwea.org.

²⁶ Some students in ninth- or tenth-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.

students enrolled for the entire school year who completed both assessments would demonstrate progress from fall to spring. Eleventh graders were considered to have made progress if they increased their English or reading score at least one point from fall to spring, and twelfth graders were considered to have made progress if they increased their reading score at least one point from fall to spring. A total of 43 eleventh graders and 41 twelfth graders enrolled for the entire school year completed both the fall and spring ACT tests conducted for their grade level. Of those 84 students, a total of 34 (40.5%) demonstrated progress (Table 7).

TABLE 7 DR. HOWARD FULLER COLLEGIATE ACADEMY LOCAL MEASURES OF ACADEMIC PROGRESS: MAP FALL-TO-SPRING LITERACY PROGRESS FOR 11TH AND 12TH GRADERS 2023–24			
GRADE LEVEL TESTED	STUDENTS	MET GOAL	% MET GOAL
11th	43	23	53.5%
12th	41	11	26.8%
Overall Progress	84	34	40.5%

2. MATH

a. MAP Progress for Ninth and Tenth Graders

Ninth and tenth graders took the MAP math subtests in the fall and spring.²⁷ 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 overall goal was that at least 60.0% of students would show progress (as described earlier) in math this year. Of 146 students enrolled in ninth and tenth grade in the fall who remained at the school for

²⁷ For more information about MAP tests, visit www.nwea.org.

the entire year, 122 had fall and spring MAP math results; 46 (37.7%) met the math goal, short of the school’s goal (Table 8).

TABLE 8 DR. HOWARD FULLER COLLEGIATE ACADEMY LOCAL MEASURES OF ACADEMIC PROGRESS: MAP FALL-TO-SPRING MATH PROGRESS FOR 9TH AND 10TH GRADERS 2023–24			
GRADE LEVEL IN FALL	STUDENTS	MET GOAL	% MET GOAL
9th	72	21	29.2%
10th	50	25	50.0%
Overall Progress	122	46	37.7%

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 44 eleventh graders and 43 twelfth graders enrolled for the entire school year completed both tests.²⁸ Of those students, 25 (28.7%) met the math goal this year.

3. WRITING

Ninth- through twelfth-grade writing skills were assessed in the fall and spring of the school year using the Savvas Writing Rubric²⁹ in the following four domains: Audience and Purpose, Organization, Elaboration, and Use of Language. Each domain will be assessed on a six-point scale. 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.

²⁸ Grade level is based on the student’s tested grade level.

²⁹ For more information, visit <https://www.dbqproject.com>.

- 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.

All 250 students enrolled for the entire school year had fall and spring writing assessment results. Overall, 131 (52.4%) met the writing goal as described above (Table 9).

TABLE 9			
DR. HOWARD FULLER COLLEGIATE ACADEMY			
9TH- THROUGH 12TH-GRADE WRITING PROGRESS 2023–24			
GRADE LEVEL	STUDENTS	# MET GOAL	% MET GOAL
9th	76	45	59.2%
10th	62	25	40.3%
11th	54	30	55.6%
12th	58	31	53.4%
Total	250	131	52.4%

4. SPECIAL EDUCATION STUDENT PROGRESS

This year, the school’s goal was that 80.0% of special education students enrolled at the end of the year would meet one or more goals on their IEPs, as assessed by participants in their most recent annual IEP review. At the end of the year, 24 of the 44 special education students had been enrolled in special education services at HFCA for a full IEP year and had an IEP review at the school during the school year. Of those students, 18 (75.0%) had met one or more of their IEP goals at the time of their IEP review, below the school’s goal.

H. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

Schools are required to assess ninth and tenth graders using PreACT Secure, and eleventh graders must complete the ACT Plus Writing in spring of the school year. Additionally, tenth-grade students are required to take the social studies portion of the Forward Exam.

In addition to the testing requirements described earlier, the CSRC encourages twelfth-grade students 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 EXAM³⁰

The Forward Exam was implemented as the state’s standardized test for social studies for tenth graders. The score is 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 2024, 51 tenth graders enrolled from the beginning of the school year completed the Forward social studies assessment. Two (3.9%) students were at the meeting performance level.

2. PREACT SECURE AND ACT PLUS WRITING

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 10.³¹ Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration.

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

*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 tables that follow 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 2024. A total of 146 ninth- and tenth-grade students enrolled during that time period completed the tests, meeting the CSRC expectation that students be

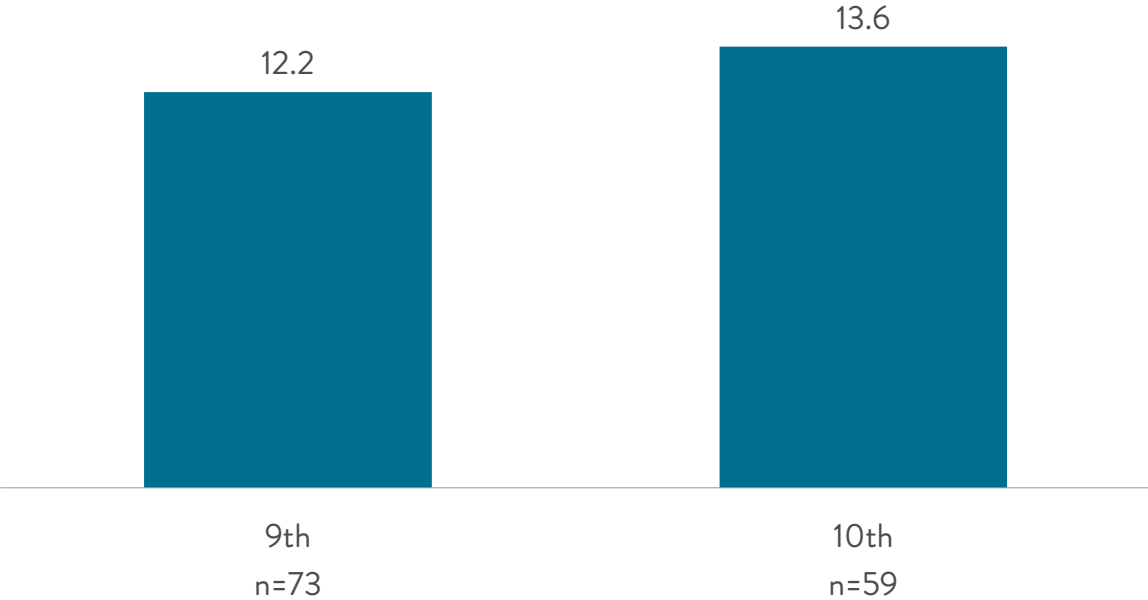
³⁰ Information from the DPI website. For more information, visit <http://dpi.wi.gov/assessment/forward>.

³¹ For more information about PreACT Secure and ACT Plus Writing benchmarks, visit <https://success.act.org>.

tested. Results are reported for 73 ninth graders and 59 tenth graders who were enrolled from the start of the school year until the time of testing (Table 11). Overall, 14 (10.6%) of ninth and tenth graders were at or above the English benchmark, and three (2.3%) were at or above the math benchmark. Average composite scores by grade level are shown in Figure 2.

TABLE 11				
DR. HOWARD FULLER COLLEGIATE ACADEMY				
STUDENTS AT OR ABOVE BENCHMARK FOR PRACT SECURE, 2023–24				
SUBTEST	TESTED GRADE LEVEL ³²			
	9TH GRADE (N = 73)		10TH GRADE (N = 59)	
	n	%	n	%
English	5	6.8%	9	15.3%
Math	3	4.1%	0	0.0%
Reading	7	9.6%	6	10.2%
Science	3	4.1%	2	3.4%
Composite	3	4.1%	5	8.5%

Figure 2
Dr. Howard Fuller Collegiate Academy
Average ACT Composite Scores by Grade Level 2023–24



³² Tested grade level reflects the grade level for which the student was enrolled in PreACT Secure.

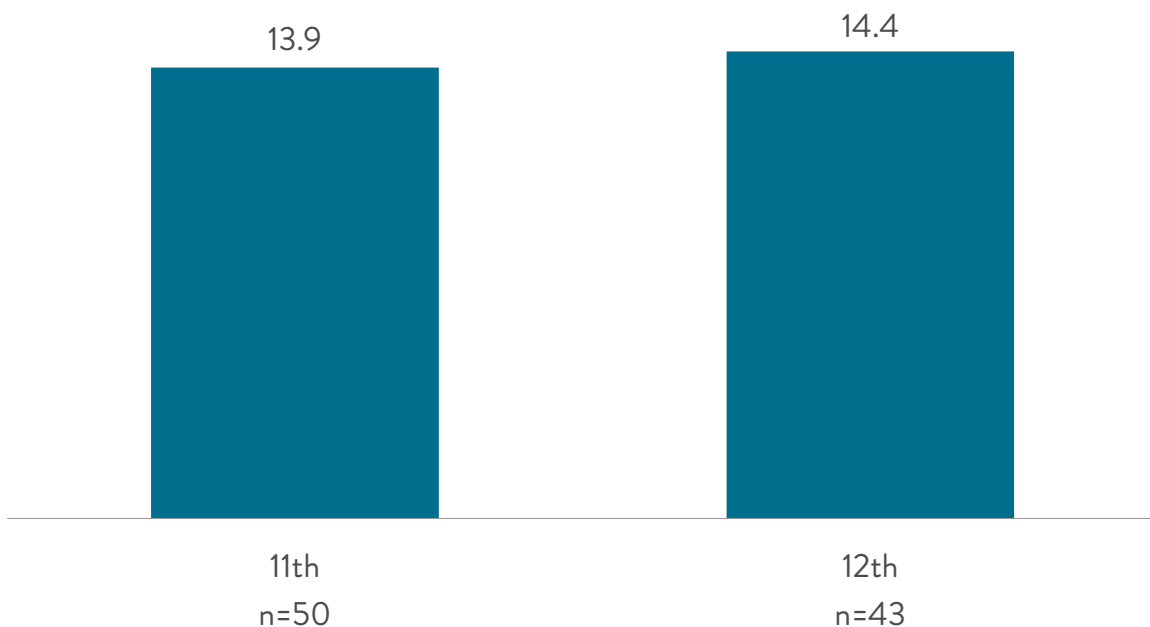
b. ACT for Eleventh and Twelfth Graders

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 50 (82.0%) of 61 students tested as eleventh graders who were still enrolled at the end of the year. Composite ACT scores for eleventh graders ranged from 11 to 20, with an average of 13.9. Five (10.0%) students met the English benchmark, and two (4.0%) met the reading benchmark.

Additionally, 43 students enrolled at the end of the year completed the test as twelfth graders in the fall of 2023. Current-year composite ACT scores for twelfth graders ranged from 10 to 21, with an average of 14.4.³³

Average composite scores by grade level are displayed in Figure 3.

Figure 3
Dr. Howard Fuller Collegiate Academy
Average ACT Composite Scores by Grade Level 2023–24



³³ Current-year results do not include ACT results from previous school years.

I. MULTIPLE-YEAR STUDENT PROGRESS

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.³⁴ 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 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 50.0% of tenth graders will demonstrate progress from ninth to tenth grade and that 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 43 tenth-grade and 40 eleventh-grade students who had test scores from two consecutive grade levels and school years. At the time of the 2024 assessment, 22 (51.2%) tenth graders and 20 (50.0%) eleventh graders demonstrated progress from the previous school year (Table 12).

TABLE 12

**DR. HOWARD FULLER COLLEGIATE ACADEMY
YEAR-TO-YEAR PROGRESS FOR TENTH AND ELEVENTH GRADERS
2023–24**

2023–24 GRADE LEVEL	N	DEMONSTRATED PROGRESS	
		N	%
10th	43	22	51.2%
11th	40	20	50.0%

J. CSRC SCHOOL SCORECARD

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard. The scorecard includes multiple measures of student academic progress, including performance on standardized tests and local measures and point-in-time academic achievement and engagement elements, such as attendance and

³⁴ For more information on ACT assessments and benchmarks, visit <https://success.act.org>.

student and teacher retention and return rates. The scorecard has been updated three times since the initial pilot in 2012.

The 2023–24 scorecard reflects the most recent changes made to the high school scorecard. The first update was the addition of a year-to-year progress measure for eleventh graders. The second was a modification to the postsecondary readiness section that puts more emphasis on postsecondary enrollment in a college, university, or technical school or enrollment in a certification/occupational-based training program, apprenticeship, military enlistment, or dual enrollment program. Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will be used to guide decisions about a school’s status as a city-chartered school for subsequent school years. See Appendix C for detailed information on the most recent scorecard.

The school scored 68.9% out of 100 possible points on the scorecard this year.

IV. SUMMARY/RECOMMENDATIONS

HFCA experienced frequent changes in teaching staff and pivotal leadership positions during the 2023–24 school year. This disruption impacted school culture and led to lower engagement and less collaboration and cohesion. HFCA spent the end of the spring semester establishing a new leadership team and hiring new staff. The new leadership team began setting the tone for staff collaboration, school policy cohesion, and developing a model of success moving forward.

HFCA raised over \$20 million to build a new high school building in the Bronzeville neighborhood at 2212 N. Vel Phillips Ave. and to renovate the current high school building at 4030 N. 29th St. Both buildings are scheduled to be complete prior to the start of the 2024–25 school year.

After reviewing the school’s past and current contract compliance status and data, Evident Change recommends that Howard Fuller Collegiate Academy receive another five-year contract to operate as a charter school authorized by the City of Milwaukee with annual monitoring and reporting.

APPENDICES

A. CONTRACT COMPLIANCE CHART

B. TREND INFORMATION

C. CSRC 2023–24 SCHOOL SCORECARD

D. STUDENT LEARNING MEMORANDUM

E. SCHOOL CULTURE AND CLIMATE SURVEY

APPENDIX B: TREND INFORMATION

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

TABLE B1					
DR. HOWARD FULLER COLLEGIATE ACADEMY STUDENT ENROLLMENT AND RETENTION					
YEAR	NUMBER ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)*
2019–20	303	19	33	289	272 (89.8%)
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%)

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

TABLE B2			
DR. HOWARD FULLER COLLEGIATE ACADEMY STUDENT RETURN RATES			
YEAR	ENROLLED AT END OF PREVIOUS YEAR*	ENROLLED AT START OF THIS SCHOOL YEAR	RETURN RATE
2019–20	242	193	79.8%
2020–21	235	219	93.2%
2021–22	249	224	90.0%
2022–23	233	205	88.0%
2023–24	227	178	78.4%

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

TABLE B3	
DR. HOWARD FULLER COLLEGIATE ACADEMY STUDENT ATTENDANCE	
YEAR	ATTENDANCE RATE
2019–20	90.2%
2020–21	82.2%
2021–22	78.0%
2022–23	79.0%
2023–24	80.9%

TABLE B4		
DR. HOWARD FULLER COLLEGIATE ACADEMY OUT-OF-SCHOOL SUSPENSIONS		
YEAR	% STUDENTS SUSPENDED	AVG. DAYS SUSPENDED
2019–20	15.2%	3.5
2020–21 ³⁵	N/A	N/A
2021–22	20.1%	4.5
2022–23	25.5%	3.9
2023–24	47.5%	6.3

TABLE B5	
DR. HOWARD FULLER COLLEGIATE ACADEMY PARENT–TEACHER CONFERENCE ATTENDANCE	
YEAR	CONFERENCE ATTENDANCE RATE
2019–20	82.7%
2020–21	80.3%
2021–22	88.7%
2022–23	79.8%
2023–24	88.4%

³⁵ The 2020–21 school year was partially virtual due to COVID restrictions; suspension data not applicable.

TABLE B6**DR. HOWARD FULLER COLLEGIATE ACADEMY
TEACHER RETENTION**

YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2019–20	90.0%
2020–21	100.0%
2021–22	96.0%
2022–23	89.3%
2023–24	86.1%

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

TABLE B7**DR. HOWARD FULLER COLLEGIATE ACADEMY
TEACHER RETURN RATE**

YEAR	RETURN RATE
2019–20	95.7%
2020–21	95.7%
2021–22	85.7%
2022–23	91.3%
2023–24	84.6%


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 2023–24 SCHOOL SCORECARD


CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD r: 05/23

HIGH SCHOOL


STUDENT ACADEMIC PROGRESS: GRADES 9 - 12

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


POSTSECONDARY READINESS: GRADE 12

Postsecondary acceptance for graduates (college, university, technical school) or enrollment in a certification/occupational-based training program, apprenticeship, military enlistment or dual enrollment program.	15.0	 15.0%
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LOCAL MEASURES

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

STUDENT ACHIEVEMENT: GRADES 9 AND 10

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

ENGAGEMENT

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

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

TABLE C

**DR. HOWARD FULLER COLLEGIATE ACADEMY
CSRC HIGH SCHOOL (9TH – 12TH GRADE) SCORECARD 2023–24**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress:	<i>PreACT Secure</i> —% 10th graders who maintained benchmark on composite score or progressed at least one point	7.5	35.0%	51.2%	3.8
	<i>PreACT to ACT</i> —% 11th graders who maintained benchmark on composite score or progressed at least one point	7.5		50.0%	3.8
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		64.5%	4.8
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		80.6%	6.0
12th Grade	Graduation rate (DPI)*	5.0		90.3%	4.5
Postsecondary Readiness: 12th Grade	Postsecondary acceptance for graduates	15.0	15.0%	100.0%	15.0
Local Measures	% met reading	5.0	20.0%	44.2%	2.2
	% met math	5.0		34.0%	1.7
	% met writing	5.0		52.4%	2.6
	% met special education	5.0		75.0%	3.8
Student Academic Achievement: 9th and 10th Grades	<i>PreACT Secure English</i> : % of 9th and 10th grade students at or above benchmark	2.5	5.0%	10.6%	0.3
	<i>PreACT Secure Math</i> : % of 9th and 10th grade students at or above benchmark	2.5		2.3%	0.1
Engagement	Student attendance	5.0	25.0%	80.9%	4.0
	Student reenrollment	5.0		78.4%	3.9
	Student retention	5.0		78.9%	3.9
	Teacher retention rate	5.0		86.1%	4.3
	Teacher return rate	5.0		84.6%	4.2
TOTAL		100.0			68.9
HIGH SCHOOL SCORECARD PERCENTAGE					68.9%

*Based on 2022–23 four-year graduation rate, the most recent available at the time of this report.

APPENDIX D: STUDENT LEARNING

MEMORANDUM

TO: Evident Change and the CSRC
FROM: Dr. Howard Fuller Collegiate Academy
SUBJECT: Learning Memo for the 2023–24 Academic Year
DATE: October 9, 2023

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 that 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 not available, 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 May 29, 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

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. HCFA 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.

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).

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.

HIGH SCHOOL GRADUATION REQUIREMENTS³⁶

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

All graduating twelfth-grade students will have completed applications to at least four colleges by the end of the school year.³⁷ All graduating students will be accepted into at least one college. The director of

³⁶ 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.

³⁷ Students with special education needs are expected to complete applications to at least three colleges by the end of the school year.

counseling will monitor student progress on this outcome and record the total number of college applications completed by each student and the number of acceptance letters received by each graduate. For all graduates, their choice of a postsecondary option will be reported. The total amount of scholarship money offered to graduates will also be recorded.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES³⁸

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.

³⁸ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in literacy, math, writing, and IEP goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

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.

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-grade students 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 of the school year 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 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 score an average of 5 or higher on the fall writing sample will maintain or increase their score by the spring assessment.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

WISCONSIN FORWARD EXAM SOCIAL STUDIES ASSESSMENT FOR TENTH-GRADE STUDENTS

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 FOR NINTH- AND TENTH-GRADE STUDENTS

All ninth- and tenth-grade students are required to take all subtests of the PreACT in the timeframe required by DPI.³⁹ 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-GRADE STUDENTS

All eleventh-grade students 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-grade students 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

This is the second year ninth and tenth graders will take the PreACT assessment. Therefore, Evident Change will resume reporting year-to-year progress from the ninth to tenth grade and from tenth to eleventh grade using comparable tests (PreACT and ACT Plus Writing) of students who complete the test in two consecutive years. Progress is measured for students at or above benchmark and for students below benchmark on any of the subtests or the composite score.

The CSRC expects the following progress.

NINTH- TO TENTH-GRADE PREACT SECURE

At least 50% of 10th graders 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.

³⁹ For more information, visit [ACT's website](#).

- 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

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.

APPENDIX E: SCHOOL CULTURE AND CLIMATE SURVEY

PARENT SURVEY

Dear Parent,

As a parent of a youth in a City of Milwaukee charter school, we invite you to contribute to the enhancement of your child's educational experience. The City of Milwaukee's Charter School Review Committee (CSRC) is responsible for monitoring the quality of the educational experience for students. The CSRC has contracted with Evident Change, a nonprofit that uses data and research to improve social systems, to monitor the educational program and academic outcomes for children enrolled in the city charter schools.

As a parent of a youth in a school chartered by the City of Milwaukee, your insights are crucial in providing a comprehensive understanding of the inner workings of your school. This survey is designed to capture your perspectives on key aspects of school.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Your individual responses will remain confidential and will not be linked to any individual information about you or your child.

Lastly, your participation in this survey is voluntary. You may elect not to respond to individual questions and may discontinue participation at any time.

Grade Level of student(s) (select all that apply)

- Elementary (K4–5)
- Middle School (6th–8th grade)
- High school (9th–12th grade)

1. How much do you agree with the following statements about your child's school?

Strongly disagree Disagree Agree Strongly agree

The office staff greets visitors warmly.

The support staff (teacher assistants, office staff, security, cafeteria workers, etc.) seem to care about the students.

The school invites me to meetings and special school events.

The school regularly shares important issues.

I have opportunities to participate in making decisions that affect the whole school community.

The school's policies and programs reflect the diversity of the families in the community.

2. Would you like to share anything else about the school community?

3. How would you rate the quality of the following facilities at your school?⁴⁰

Poor Fair Good Excellent

Your child's classroom

Access to technology (ex. computers, tablets, etc.)

Food services/nutritious meals

Gym

Exterior area (parking lot, playground)

The waiting area or front desk area

Overall cleanliness of the school

⁴⁰ Data for schools that do not have a gym or provide food services were eliminated from analysis.

4. Would you like to share anything else about the quality of the school's facilities?

5. How much do you agree or disagree with the following statements about your child's school?

Bullying is not a problem at this school.

My child feels like they are part of a community at this school.

My child's social and emotional needs are met at this school.

Students and parents are treated fairly regardless of social or cultural background.

Strongly disagree	Disagree	Agree	Strongly agree
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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6. My child is safe riding the bus to school.⁴¹

Strongly disagree	Disagree	Agree	Strongly agree	My child does not ride the bus
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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7. Would you like to share anything else about school safety?

8. How much do you agree with the following statements?

The teacher respects me.

I am comfortable sharing my concerns with the teachers.

The teacher lets me know what they are working on in class.

The teacher contacts me personally to discuss my child's (strengths and accomplishments) before calling about behavior problems.

The teacher listens to my suggestions on how to help my child with behavioral or learning needs.

None at all	A little	A moderate amount	A lot	A great deal
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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⁴¹ Data for schools that do not provide transportation were eliminated from analysis.

9. Would you like to share anything else about partnering with your child's teacher?

For this survey, the leadership team refers to any of the following leaders: CEO, principal, assistant principal, and associate principal.

10. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership team is accessible when I need to speak about a concern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team is approachable and cares about the academic achievement of my child(ren).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team supports me when I have concerns about teachers, curriculum, and other issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership understands and respects my culture and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Would you like to share anything else about partnering with your school's leadership team?

12. Name two things you like most about this charter school.

13. Name two things you like least about this charter school.

14. If you could make one suggestion for improving this school, what would it be?

STUDENT SURVEY

Have you always wanted to tell the school leadership about your experience as a student? Well, here is your chance! Welcome to the Student Experience Survey! Your insights matter, and we want to hear all about your unique perspective as a student.

This survey provides a platform for you to share your thoughts on your classes and overall school experience. Your responses are completely confidential, and there are no wrong answers. This survey gives you a chance to tell us what you think of your classes and school. There are no wrong answers, and your answers are confidential. We will review student answers to help school leaders improve the school.

Thank you for helping us determine how to improve your school by answering these questions!

Participation in this survey is entirely voluntary, and you have the flexibility to discontinue at any point. Let your voice be heard—together, we can make a positive impact on your school experience!

1. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teacher notices if I have trouble learning something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher is willing to give extra help on schoolwork if I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher helps me catch up if I am behind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher gives me specific suggestions about how I can improve my work in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher explains things in a different way if I don't understand something in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to share anything else about how teachers make your learning personal?

3. How many of your classmates ...	All	Most	About half	A few	None
Think doing homework is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel it is important to pay attention in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel it is important to attend school every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try hard to get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would you like to share anything else about your classmate's seriousness about school?

5. How safe do you feel?	Very safe	Mostly safe	Somewhat safe	Not safe
I feel safe in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the hallways of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the bathrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe when talking to school staff alone in an office/hallway or classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I feel safe riding the bus to school.⁴²

Strongly disagree

Disagree

Agree

Strongly agree

I do not ride the bus

7. Would you like to share anything else about your feelings of safety?

8. How much do you agree or disagree with these statements?

Strongly agree

Agree

Disagree

Strongly disagree

My teachers care about my well-being.

My teachers treat me with respect.

I feel comfortable with my teachers at this school.

My teacher always listens to students' ideas.

My teacher understands and respects my culture.

9. How much do you agree or disagree with these statements?

Strongly agree

Agree

Disagree

Strongly disagree

The school principal cares about me.

The principal speaks to me with respect.

The principal is fair.

I feel comfortable with the principal at this school.

The principal always listens to my side of the story when I'm sent to the office.

The school principal understands and respects my culture.

10. Would you like to share anything else about trusting your teachers/principal?

⁴² Data from schools that do not offer transportation were removed from analyses.

11. How much do you agree or disagree with these statements? ⁴³	Strongly agree	Agree	Disagree	Strongly disagree
Teachers make sure that all students are planning for life after graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school shares information about trade professions (plumber, electrician, mechanic, carpenter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students receive information about college and career planning events in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school help students plan for college and careers outside of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum at this school is focused on helping students get ready for college and careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Would you like to share anything else to share about how your school is preparing you for life after high school?⁴⁴

13. How would you rate the quality of the following facilities at your school? ⁴⁵	Poor	Fair	Good	Excellent
Your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (ex. computers, tablets, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food services/nutritious meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gym	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exterior area (parking lot, playground)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The waiting area or front desk area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bathrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall cleanliness of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁴³ This question was for high school students only.

⁴⁴ This question was for high school students only.

⁴⁵ Data for schools without a gym or food service were eliminated from analysis.

14. Would you like to share anything else about the quality of your school's facilities?

15. How much do you agree or disagree with these statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teacher expects everyone to work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes challenge me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher asks difficult questions on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes require me to work hard to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really learn a lot in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I take the state exams (Forward or ACT exam) I take it seriously and try my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Would you like to share anything else about how your teachers push you to do your best?

17. How often do you experience the following?	Almost every day	Once or twice a month	Once or twice a year	Never
In my English class we discuss connections between what we read and real-life people or situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my English class we discuss how times, place or culture affects an author's writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my English class we improve a piece of writing as a class or with partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my English class we debate the meaning of things we read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my math class we write a few sentences to explain how we solved a math problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In math class we write math problems for other students to solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How often do you experience the following?	Almost every day	Once or twice a month	Once or twice a year	Never
In math class we discuss possible solutions to problems with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In math class we apply math to life outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Name two things you like most about this school.

19. Name two things you like least about this school.

20. If you could make one suggestion for improving this school, what would it be?

SCHOOL BOARD/LEADERSHIP SURVEY

Dear Board Member and School Leader,

As a School Board member or School Leader, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights and perspective are crucial to help us paint a comprehensive picture of your school from an organizational perspective.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment. Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

What is your highest level of education?

- Did not graduate high school
- High school diploma
- GED
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctorate degree

What expertise do you bring to the Board of Directors? (Select all that apply.)

- Finance & Accounting
- Fundraising
- Governance
- Education
- Human Resources
- Facilities
- Management
- Parent or Community Member
- Marketing
- Leadership
- Growth & Innovation
- Operations & Technology

How do you identify?

- African-American/Black
- Native American
- Asian
- White
- Multi-racial/Multi-ethnic
- Hispanic
- Other

1. How much do you agree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
The Board understands the issues that hinder school improvement and work with the leadership to develop plans to transform the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program of instruction (including curriculum, equipment, and building) is consistent with the school's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school offers teachers a competitive salary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's financial management is transparent and efficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has an ongoing recruitment plan or has an ongoing waiting list for enrollment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has strong links to community organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has strong links to local corporations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's leadership staff implements policies and practices that advance measurable results and accelerate learning outcomes for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The majority (over 50%) of the board members offer expertise to support the school's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board and leadership understand the issues related to student engagement and regularly discuss plans to improve student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has a recruitment plan to diversify the school's teacher population to be more reflective of the student population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If your board decides to pursue new members, what expertise is most needed?

3. Is there anything more you would like to share about the effectiveness of your school's leadership and Board of Directors?

CERTIFIED STAFF SURVEY

Dear Staff,

As a certified staff member, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights are crucial in helping us paint a comprehensive picture of your institution from an organizational perspective.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment.

Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

Please select your position

- Special education paraprofessional
- Classroom teacher
- Specialist teacher (art, music, PE, etc.)
- Special education teacher
- Instructional coach/curriculum coordinator
- Counselor
- Social worker
- Occupational therapist
- Speech pathologist
- Other

How long have you worked at this school?

- First year
- 2–5 years
- 6 or more years

1. How often do ...	Never	Rarely	Sometimes	Almost always
Students build on each other's ideas during discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use data and text references to support their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students show each other respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide constructive feedback to their peers and to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students participate in the discussion at some point.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to share anything else about the quality of student discussion?

For the sake of this survey, the leadership team refers to the CEO, principal, assistant, and associate principal.

3. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
Makes clear to the staff the leadership expectations for meeting instructional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates a clear vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presses teachers to implement what they have learned in professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows what's going on in my classroom, hallways, playground and cafeteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides me with useful feedback to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has provided me with the support I need to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets high standards for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates in instructional planning with team teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would you like to share anything else about instructional leadership?

5. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
Once we start a new program in this school, leadership follows up to make sure that it's working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline procedures are well coordinated across different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Would you like to share anything else about program coherence?

7. How much do you influence the following?	No influence	A little influence	Some influence	A great deal of influence
Determining which books and other instructional materials are used in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop curriculum maps and instructional design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the content of in-service programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting standards for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning how discretionary school funds should be used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Would you like to share anything else about your influence on instruction and/or behavioral standards?

9. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
The leadership has confidence in the expertise of the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership takes a personal interest in the professional development of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership looks out for the personal welfare of the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership places the needs of the children ahead of personal and political interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel respected by the leadership team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school leader is an effective manager who makes the school run smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team functions as a cohesive team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Would you like to share anything else about teacher–leadership trust?

11. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
I would recommend this school to parents seeking a place for their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually look forward to each working day at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wouldn't want to work in any other school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to other teachers as a place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Would you like to share anything else about your commitment to this school?

13. During the course of the school year, how often have you done the following?	Never	Once	2 or 3 times	4 or more times
Observed another teacher's classroom to get ideas for your own instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone over student assessment data with other teachers to make instructional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other teachers to develop materials or activities for particular classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on instructional strategies with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received support around how to incorporate students' cultural and linguistic backgrounds in my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received support in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other teachers to monitor the progress of students with Individual Education Plan goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensured instruction represents multiple perspectives, cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Would you like to share anything else about collaborative practices?

15. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Teachers and support staff in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is okay in this school to discuss feelings, worries, and frustrations with support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff respect the work of the classroom teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff are effective when working with disengaged or disruptive students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel respected by support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Would you like to share anything else about teacher and support staff trust?

17. How many adults in the school ...	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for improving the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible that all students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible for helping students develop self-control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible when students in this school do not follow school expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help build a welcoming school environment not just their class or office space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Would you like to share anything else about collective responsibility?

19. Professional development this year has ...	Strongly agree	Agree	Disagree	Strongly disagree
Been sustained and coherently focused, rather than short-term and unrelated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been closely connected to our school's improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included enough time to think carefully about, try, and evaluate new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included opportunities to work productively with colleagues in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included opportunities to work productively with peers/mentors from other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly related to the needs of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Would you like to share anything else about professional development?

21. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
School staff understand family challenges and concerns of most parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff work closely with families to meet the students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff regularly communicate with families about how they can help students advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff value families' race, ethnicity, culture, or background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff incorporate feedback from families into supporting children in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Our school ...	Not at all	A little	Sometimes	Almost always
Involves parents in the development of programs aimed at improving students' academic outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops formal networks to link all families with each other (for example: providing a website for parents to connect with one another).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages more involved parents/guardians to reach out to less involved parents/guardians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involves parents in commenting on school curricula.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school considers the input of parent leaders from all backgrounds when planning school improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Would you like to share anything else about family involvement and community ties?

24. Name two things you like most about this school.

25. Name two things you like least about this school.

26. If you could make one suggestion for improving this school, what would it be?

STUDENT SUPPORT STAFF SURVEY

Dear Support Staff,

As Support Staff member, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights on crucial aspects of school operations will help us paint a comprehensive picture of your institution from an organizational standpoint.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment. Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

1. How many adults in the school ...	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for improving the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible that all students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible for helping students develop self-control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible when students in this school do not follow school expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help build a welcoming school environment not just their class or office space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to share anything else about collective responsibility?

3. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
I would recommend this school to parents seeking a place for their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually look forward to each working day at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wouldn't want to work in any other school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to others as a place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would you like to share anything else about your commitment to this school?

5. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
Teachers and support staff in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's okay in this school to discuss feelings, worries, and frustrations with other staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers respect the work of the support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers try to work with disengaged and disruptive students before calling for support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student support workers respect the classroom teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Would you like to share anything else about trust and respect between support staff and teachers?

For the sake of this survey, the leadership team refers to the CEO, principal, assistant, and associate principal. Program coherence is a shared understanding about the purpose and nature of the work in the minds and actions of the adults in the school, individually and especially collectively.

7. How much do you agree with the follow statements about program coherence?	Strongly disagree	Disagree	Agree	Strongly agree
There is consistency in disciplinary policies and practices schoolwide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership makes clear to the staff the leadership expectations for meeting school goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership communicates a clear vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership presses staff to implement what they have learned in professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership knows what's going on in the classrooms, hallways, playground and cafeteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership provides me with useful feedback to improve my interactions with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once we start a new program in this school, the leadership follows up to make sure that it is working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How much do you agree with the follow statements about program coherence?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership has provided me with the support I need to improve my interactions with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership sets high standards for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership sets high standards for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership participates in school culture planning with student support teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline procedures are well coordinated across different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team functions as a cohesive team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Is there anything else you would like to say about program coherence?

9. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
School leadership takes a personal interest in the professional development of support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership looks out for the personal welfare of support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership places the needs of the children ahead of personal and political interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership respects support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership works effectively to make the school run smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Would you like to share anything else about the trust and respect between leadership–staff?

11. Career development: How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership encourages me to continue my education by attaining a college degree or teacher certification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team provides information about workshops, training and college courses that will support my work and career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a mentor who supports my career growth at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are opportunities for promotion at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. I would like my school to help me enroll in a teacher education program.

- Yes
- Maybe
- No

13. Would you like to share anything else about career development opportunities at your school?

14. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
School staff understand the challenges and concerns of most parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff work closely with families to meet the students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff regularly communicate with families about how they can help students advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff value the race, ethnicity, culture, or background of the students and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff incorporate feedback from families to support student behavior and academic achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Would you like to share anything else about parent involvement?

16. Name two things you like most about this school.

17. Name two things you like least about this school.

18. If you could make one suggestion for improving this school, what would it be?