



**EVIDENT  
CHANGE**

Inform Systems. Transform Lives.

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

**DR. HOWARD FULLER  
COLLEGIATE ACADEMY**

DRAFT

August 2023



## ABOUT EVIDENT CHANGE

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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 the purposes of this report.

# EXECUTIVE SUMMARY

## FOR DR. HOWARD FULLER COLLEGIATE ACADEMY 2022–23

This is the 12th annual report on the operation of Dr. Howard Fuller Collegiate Academy (HFCA), one of seven schools chartered by the City of Milwaukee during the 2022–23 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 seven provisions and partially met three provisions of its contract with the City of Milwaukee and the subsequent CSRC requirements that were applicable for the 2022–23 school year.

### 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 the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) reading assessment. At the time of the spring assessment, 61 (44.9%) of 136 students met the reading goal. The school's goal was 60%.

- Eleventh graders completed an aligned ACT reading assessment in the fall and the ACT Plus Writing in spring of the school year. Student progress in reading was examined by comparing fall and spring English/reading scores. By the spring test, 35 (74.5%) of 47 eleventh graders had improved their scores by at least one point on the reading and/or English subtest. The school's goal was 75.0%.
- Twelfth graders were assessed using an aligned ACT reading section in the fall and spring. Seventeen (29.8%) of 57 students improved their reading scores by at least one point from fall to spring. The school's goal was 65.0%.
- Overall, 113 (47.1%) of 240 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, 48 (34.8%) of 138 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 spring of the school year. Student progress in math was examined by comparing fall and spring math scores. By the spring test, 17 (36.2%) of 47 eleventh-grade students had improved their scores by at least one point on the math subtest. The school's goal was 75.0%.
- Based on math class performance or progress on the Early Math Placement Test, more than half (33, or 57.9%) of the 57 twelfth-grade students enrolled all year who had fall and spring results met their math goal. The school's goal was 75.0%.
- Overall, 98 (40.5%) of 242 students met the math local measure goal.

c. *Writing*

Of 194 students enrolled all year with fall and spring writing scores, 86 (44.3%) met the writing goal based on their fall writing cohort.

d. *IEP Goals*

More than four fifths (33, or 82.5%) of the 40 students with IEP goals reviewed during the year met at least one of their IEP goals. The school's goal was 75%.

## 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 one of five internal goals (special education student records) and partially met two goals (graduation plans and grade promotion/graduation).<sup>1</sup>

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

The Wisconsin Department of Public Instruction has discontinued the use of the ACT Aspire for ninth and tenth graders and replaced it with the PreACT Secure in the 2022–23 school year. Since Aspire uses a three-point scoring scale, the results are not directly comparable with results from PreACT Secure or ACT Plus Writing, which uses a two-point scoring scale. In prior years, year-to-year progress could not be measured from tenth to eleventh grade and for the current year, progress could not be measured from ninth to tenth grade either.

The PreACT uses the same scoring scale as the ACT Plus Writing. Eleventh graders will continue to take the ACT Plus Writing. In subsequent years, year-to-year progress measures will be available for ninth to tenth and from tenth to eleventh grade.

### C. SCHOOL SCORECARD

The school scored 68.8% out of 85 possible points on the CSRC scorecard.

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<sup>1</sup> The school met or exceeded its internal grade level promotion goals for ninth, eleventh, and twelfth graders this year.

### III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

School leadership and Evident Change jointly identified the following activities to continue a focused school improvement plan in the 2023–24 school year.

- 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.<sup>2</sup>
- The dean of culture will provide Leader in Me training for staff to create common language and practices schoolwide.
- 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.

### IV. RECOMMENDATION FOR ONGOING MONITORING

This is HFCA's 12th year as a City of Milwaukee charter school. After reviewing the school's past and current contract compliance status and data, Evident Change recommends continued annual monitoring and reporting for the next school year. Special attention needs to be given to increasing the number of students who are assessed in both the fall and spring on the required local measures.

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<sup>2</sup> More detailed information on this evidence-based comprehensive model can be found at <https://www.leaderinme.org/>



# 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.
- 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:** [howardfullerca.org](http://howardfullerca.org)

**Principal:** Judith Parker

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.

# 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.”<sup>3</sup>

## 2. INSTRUCTIONAL DESIGN

The school serves students who seek high academic standards and high character expectations as part of their learning environment.<sup>4</sup> 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 on an individual basis.

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

Students are also offered the following opportunities.

- The college coach/counselor helps students create a high school graduation plan to focus and monitor their progress toward their college and career goals. The coach uses a checklist designed for all four years of students’ HFCA attendance.
- Staff assist students with enrollment in credit recovery classes (i.e., classes designed to enable students to graduate within four years) if they have not achieved the grade requirement of 74.0% or higher at the end of each semester.
- Staff encourage and assist students with the school’s expectation that all students accumulate 20 hours of community service by the time they graduate.

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<sup>3</sup> This information comes from <https://howardfullerca.org/about-2>

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

## 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 policy for the school and hires the school principal, who hires 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 18 members: chair, founder/board chair emeritus, secretary, treasurer, and 14 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.

The board of directors hired a CEO this year. This new position leads the business of the school by (1) advancing the growth agenda; (2) strengthening the principal's focus on academics; and (3) improving relationships with external stakeholders to support programs and attract resources. The school leadership now consists of a CEO, principal, and assistant principal, all of whom manage the school's day-to-day activities.

### 2. AREAS OF INSTRUCTION

During the 2022–23 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.<sup>5</sup> The expectations for grade level promotion are that ninth graders will have completed five credits, tenth graders will have completed 10.5 credits, eleventh graders will

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<sup>5</sup> Specific credit requirements are four credits of English; three credits each of social studies, science, and math; two credits of foreign language; and six elective credits. This information is contained in the *Family Handbook*.

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.

All students are encouraged to engage in community service. To that end, HFCA requires community service for ninth- through eleventh-grade students; 20 cumulative hours of community service are required for graduates to participate in the graduation ceremony. Students can find their own community service opportunities or seek assistance from staff. The school provides service sites with materials to document students' service hours. These hours are incorporated into student transcripts each school year.

### **3. TEACHER INFORMATION**

At the end of the 2021–22 school year, HFCA had 23 instructional staff who were eligible to return for the 2022–23 school year. Of those, 21 returned, resulting in a 91.3% return rate.

At the beginning of the 2022–23 school year, the HFCA teacher/instructional roster included 28 professionals. The full-time teaching staff had expertise in English, math, science, social studies, foreign language, technology, special education, and physical education/health. All but six (21.4%) of the 28 instructional staff held current DPI licenses or permits to teach.<sup>6</sup> Of 28 staff members, 25 (89.3%) remained at the school for the entire year.

HFCA's administrative/support staff included the principal, an assistant principal, and numerous other professionals to assist with school culture, technology, admissions, operations, counseling, college admission/support counseling, credit recovery, family liaising, development, and office building support.

### **4. SCHOOL HOURS AND CALENDAR**

The school year started with Bridge Week, August 23–25, 2022, to acclimate students to the new school year through orientation activities. The first day of school was August 30, 2022, and the school year ended June 7, 2023. Instruction for all students was primarily in person, with few exceptions in cases related to student health.

HFCA's 40-week school year is broken into two semesters. At the beginning of the 2022–23 school year, HFCA provided Evident Change with its school calendar and bell schedule. Daily instruction begins at

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<sup>6</sup> This number includes one administrator with an expired administrator's license and one special education teacher who has a teacher license for ELA but not special education.

7:55 a.m. and ends at 3:37 p.m. Monday, Tuesday, Thursday, and Friday. On Wednesdays, the students have early release with instruction time beginning at 7:55 a.m. and ending at 12:37 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, 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 Monday, Tuesday, Thursday, and Friday (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 21 and ended July 18. 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 complete credits in areas of deficiency.

## **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.<sup>7</sup>

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<sup>7</sup> From the charter school application and HFCA's *Family Handbook*: <https://howardfullerca.org/wp-content/uploads/2021/09/HFCA-Family-Handbook-2021-2022.pdf>

- HFCA created a parent council that meets monthly to advise the principal and serve as the parents' voice. This body works with the student council to plan and help implement special events for the school.

## 6. DISCIPLINE POLICY<sup>8</sup>

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

- Fighting or arranging fights
- Possession of weapons
- Use or possession of an illegal substance
- Bullying or sexual harassment
- Fighting and/or engaging in a physical altercation in or within a two-mile radius of the academy<sup>9</sup>

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

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

## 7. GRADUATION INFORMATION

HFCA employs a full-time college coach/counselor whose primary responsibility is to work with students as they prepare for postsecondary careers and further educational experiences. The principal, dean of students,

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<sup>8</sup> Discipline procedures during virtual learning were handled individually by teachers and mentors when issues of engagement or assignment completion became an issue.

<sup>9</sup> From the *Family Handbook*, which is distributed and signed upon receipt by every student's parent or guardian.

and entire teaching staff assisted the coach with her efforts. During the school year, the college coach/counselor's activities included the following.

- During orientation, 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.
- Seniors enrolled in a seminar class, and the counseling team each took a caseload of seniors to provide one-on-one support to students 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.
- Graduation plans were tracked by administration, and information was provided to students and parents to keep students on track to graduation. All parents received written updates twice a year on their child's credits earned and progress toward graduation.
- Staff, working as mentors, consulted with students in every grade level to assist with postsecondary planning. Mentors provided information about high school graduation requirements, college admission process, college majors, careers, and their progress toward their goals. Students, their parents, and their mentors received weekly data on students' grades, attendance, and behavior. Mentors met with students in person to consult with changes they needed to make in order to stay on track for graduation. Mentors also consulted with parents on a biweekly basis to serve as a liaison between the school and the family.
- Students participated in college visits to Marquette University, University of Wisconsin–Milwaukee, University of Wisconsin–Platteville, University of Wisconsin–Whitewater, Milwaukee Area Technical College, Waukesha County Technical College, Northwestern University, University of Illinois Chicago, and Gateway Technical College.
- Along with the visits listed above, the counseling team led trips to the UWM Admitted Student Days and Tour Day and the All In Milwaukee student banquet.
- HFCA held three FAFSA workshops for families and offered one-on-one office hours to families and alumni in need of FAFSA assistance.
- 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.
- Juniors enrolled in a Workplace Essentials seminar course to learn about careers, research colleges that offered college majors related to these careers, and learn professional executive skills (such as interviewing, public speaking, and making digital presentations).
- HFCA supported a college-going culture through activities such as hosting a college fair, hosting a career 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,” hosting Alumni Day, and Decision Day for seniors to declare their college of choice for the fall of 2023.

- As part of our partnership with the Waukesha County Technical College Department of Workforce Development Consortium, students attended three career fairs and one that offered an opportunity to interview for summer jobs and internships.

A key outcome of these diverse activities, as reported by the school at the end of the school year, was that all 58 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 a total of \$3,202,472.

## C. STUDENT POPULATION

HFCA began the academic year with 332 students in ninth through twelfth grades.<sup>10</sup> During the year, 24 students enrolled, and 69 students withdrew.<sup>11</sup> Of the 69 students who withdrew during the year, 42 transferred to schools in state, 11 were expelled, four withdrew due to non-attendance, four dropped out, three moved out of state, three moved out of the city, one student graduated before the end of the school year, and one student left the school for another reason. At the end of the school year, 287 students were enrolled.

- Of the grade levels, ninth grade had the most students enrolled at the end of the year (89).
- Over half (155, or 54.0%) of the students were female, and 132 (46.0%) were male.<sup>12</sup>
- Most (283, or 98.6%) students were Black or African American.<sup>13</sup>
- All (100.0%) students were eligible for free lunch.
- A total of 52 (18.1%) students had documented special education needs. Of those, 20 had other health impairments, seven had specific learning disabilities, four had intellectual disabilities, four had emotional behavioral disabilities, one had autism, one had a speech impairment, and 16 had multiple identified needs.

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<sup>10</sup> There were 104 ninth graders, 93 tenth graders, 71 eleventh graders, and 64 twelfth graders.

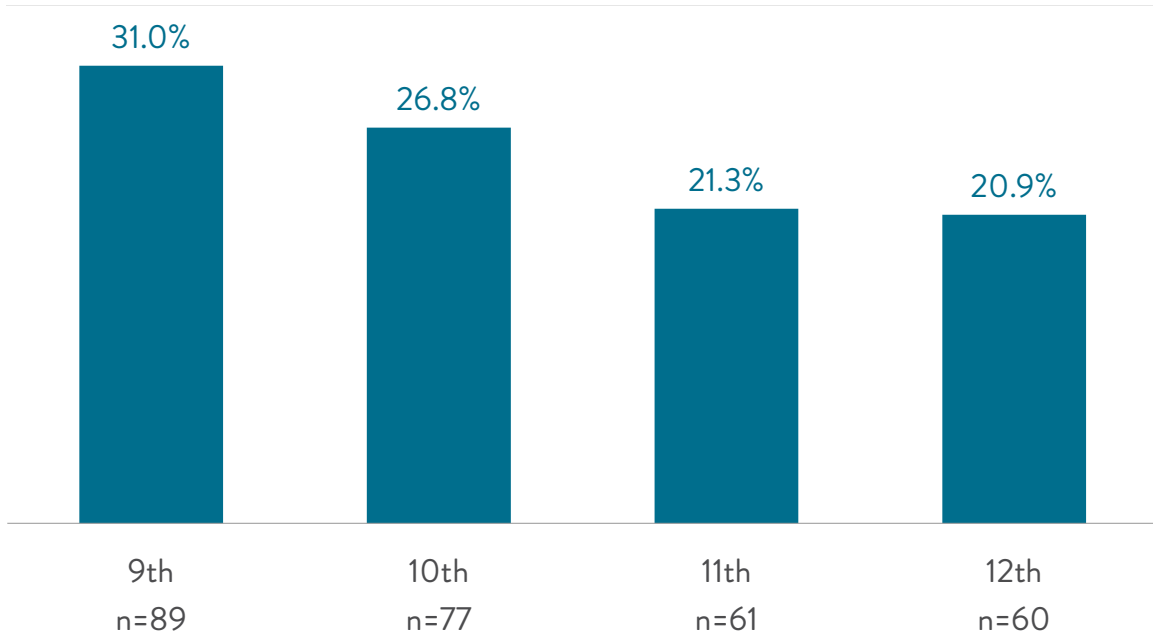
<sup>11</sup> Nine ninth graders, six tenth graders, eight eleventh graders, and one twelfth grader enrolled; 24 ninth graders, 22 tenth graders, 18 eleventh graders, and five twelfth graders withdrew.

<sup>12</sup> Gender categories reflect those reported by the school.

<sup>13</sup> Race/ethnicity category name reflects what was reported by the school.



Figure 1  
Dr. Howard Fuller Collegiate Academy End-of-Year Enrollment by Grade 2022–23  
N = 287



Of the 332 students enrolled at the beginning of the school year, 272 (81.9%) remained enrolled on the last day of school.

At the end of the 2021–22 school year, 233 of the enrolled students were eligible to return to the school (i.e., they were not in twelfth grade). Of these, 205 (88.0%) had reenrolled as of the third Friday in September 2022.

## D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

The following describes HFCA’s response to the recommended activities in its programmatic profile and educational performance report for the 2021–22 academic year.

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

**Response:** HFCA developed Professional Learning Communities (PLC) to provide a space for educators to focus on student learning.

- » Educators shared best practices in developing lesson plans using Universal Design for Learning as a framework.
- » During departmental meetings, educators conducted student work analyses including collaborative student scoring and review of grading practices.
- » Instructors also used PLCs to train math teachers in the new Illustrative Mathematics curriculum and common practices for implementing document-based questions across the curriculum.

- **Recommendation:** Implement new programs including Leader in Me<sup>14</sup> to create a high-trust school culture and to address social and emotional needs of students that continue to interfere with student's academic engagement in diverse and challenging ways.

**Response:** Instructional staff implemented Leader in Me curriculum during advisory class, which allowed student-led conversations and peer-to-peer accountability during high-level conversations focusing on career, college, leadership, and life readiness. Every Wednesday, students engaged with community partners such as PEARLS for Teen Girls, Heal the Hood, 414 Life, Neu Life, and STRYV365.

- **Recommendation:** Increase the number of students that are assessed using local measures as well as strengthen instructional practices so that more students make adequate academic gains in the critical basic skill areas.

**Response:** HFCA worked to build teacher capacity for small-group instruction for ACT readiness in the areas of math and English/language arts (ELA). This included working with students to understand their academic data and helping them set goals for improvement. Additionally, the leadership team developed a process to track students who have missing assessment data and weekly communication providing instructional staff with a list of students who need to be tested.

### 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.

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<sup>14</sup> More detailed information on this evidence-based comprehensive model can be found at: <https://www.leaderinme.org/>

This year, local assessment measures covered student progress in literacy, math, and writing; as well as 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, 356 students enrolled anytime during the year attended school an average of 79.0% of the time, below the school's goal. When excused absences were included, the attendance rate rose to 87.3%.

A total of 91 (25.5%) students served out-of-school suspension at least one time during the school year and spent, on average, 3.9 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 85.0% of students would participate in one of three scheduled parent-teacher conferences. Of the 272 students who were enrolled for the entire school year, parents of 217 (79.8%) of them attended at least one conference, below 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 53 students who received special education services during the year, 14 received an evaluation (three initial and 11 reevaluations). As a result of the 14 evaluations conducted this year, one student was dismissed from special education services and 13 qualified for new or continued services. The remaining 39 students received an initial or reevaluation during a previous year. An IEP was developed for all 52 special education students who required one.

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. Reevaluations are also conducted or waived by parents in accordance with special education laws and rules. The school has, therefore, 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.<sup>15</sup>

This year, plans were completed for 269 (93.7%) of 287 HFCA students enrolled at the end of the school year. Participation in planning activities and results for students with graduation plans are shown in Table 1.<sup>16</sup>

TABLE 1	
DR. HOWARD FULLER COLLEGIATE ACADEMY HIGH SCHOOL GRADUATION PLANS 2022–23	
N = 269	
	PERCENTAGE
<b>Percentage of Plans Including Documentation of Each Measure</b>	
Included postsecondary plans	100.0%
Shared with parents	
Includes schedule of credits to graduate	
Reviewed by counselor	
Review of progress toward graduation	
<b>Outcome of Graduation Progress Review</b>	
On track toward graduation	77.0%
Need to enroll in credit recovery activities	23.0%

## 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;

<sup>15</sup> 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.

<sup>16</sup> 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.

- 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 credits.

Credit and grade level promotion data were provided for all 272 students enrolled at HFCA for the entire school year. Overall, 80.9% (220) of those students earned enough credits to be promoted to the next grade level by the end of the summer program (Table 2).

<b>TABLE 2</b>			
<b>DR. HOWARD FULLER COLLEGIATE ACADEMY HIGH SCHOOL GRADUATION REQUIREMENTS 2022–23</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>MET GOAL*</b>	<b>% MET GOAL</b>
9th	81	52	64.2%
10th	75	57	76.0%
11th	56	53	94.6%
12th	60	58	96.7%
<b>Total</b>	<b>272</b>	<b>220</b>	<b>80.9%</b>

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

## **F. TWELFTH-GRADE COLLEGE APPLICATIONS AND ACCEPTANCE**

The HFCA college coach/counselor 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.<sup>17</sup> College application and acceptance information was available for all 58 seniors who were enrolled and graduated at the end of the school year; all 58 (100.0%) completed at least one application, and 52 (89.7%) completed the required number of applications. All 58 (100.0%) were accepted into at least one college.

<sup>17</sup> Students enrolled in special education services are required to complete three applications.

## G. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

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 the educational performance of their students. Local measures are useful for monitoring and reporting progress, guiding and improving instruction, and providing evidence that students are meeting local benchmarks. The CSRC's expectation is that, at a minimum, schools establish local measures in reading, writing, math, and special education. The following sections describe each assessment and student progress at each grade level.

### 1. LITERACY

#### a. MAP Reading/Language Arts for Ninth and Tenth Graders

Ninth and tenth graders completed the Measures of Academic Progress (MAP) reading subtest in the fall and spring.<sup>18</sup> 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 or language arts this year. Of 156 ninth and tenth graders students enrolled for the entire year, 136 had fall and spring reading assessment results; 61 (44.9%) met the reading goal (Table 3).

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<sup>18</sup> For more information about MAP tests, visit [www.nwea.org](http://www.nwea.org)

**TABLE 3****DR. HOWARD FULLER COLLEGIATE ACADEMY  
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP FALL-TO-SPRING READING PROGRESS  
FOR 9TH AND 10TH GRADERS 2022–23**

<b>GRADE LEVEL</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
9th	73	33	45.2%
10th	63	28	44.4%
<b>Overall Progress</b>	<b>136</b>	<b>61</b>	<b>44.9%</b>

**b. ACT for Eleventh Graders**

Eleventh graders completed an aligned ACT test, designed by Academic Approach, at the beginning of the school year and the DPI-required ACT Plus Writing at the end of the school year. The school’s goal was that at least 75.0% of students enrolled for the entire school year who completed both assessments would improve at least one point on the English or reading test from the fall to spring. A total of 47 eleventh graders enrolled for the entire school year completed both the fall and spring reading and English ACT tests. Of those students, 35 (74.5%) met the goal for reading and/or English.

**c. Aligned ACT Reading Test for Twelfth Graders**

Twelfth graders were assessed using an aligned ACT reading section in the fall and spring. The school’s goal was that at least 65.0% of students enrolled for the entire year would increase their score by one point from fall to spring. Of 57 twelfth graders enrolled for the entire year with fall and spring reading tests, 17 (29.8%) met the reading goal this year.

**2. MATH****a. MAP Progress for Ninth and Tenth Graders**

Ninth and tenth graders took the MAP math subtests in the fall and spring.<sup>19</sup> 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.

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<sup>19</sup> For more information about MAP tests, visit [www.nwea.org](http://www.nwea.org)

- 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 156 ninth and tenth grade students enrolled all year, 138 had fall and spring MAP math results; 48 (34.8%) met the math goal, short of the school’s goal (Table 4).

GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
9th	75	28	37.3%
10th	63	20	31.7%
<b>Overall Progress</b>	<b>138</b>	<b>48</b>	<b>34.8%</b>

**b. ACT for Eleventh Graders**

Eleventh-grade students completed an aligned ACT test, designed by Academic Approach at the beginning of the school year and the DPI-required ACT Plus Writing at the end of the school year. 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 47 eleventh grade students enrolled for the entire school year completed the aligned ACT math test in the fall and the ACT Plus Writing in the spring of the school year. Of those students, 17 (36.2%) met the math goal this year.

**c. EMPT for Twelfth Graders**

Twelfth graders were assessed using the Early Math Placement Tool (EMPT) practice test at the beginning and end of the school year. Students who achieved at least 84% in math class by the time of the spring semester were not required to take the EMPT at the end of the school year. The school’s goal was that at least 75% of students enrolled for the entire school year would achieve at least 84% or increase the EMPT scores by one placement level from fall to spring. Math results were available for 57 twelfth graders who were enrolled for the entire school year. Of those students, 33 (57.9%) met the goal.



### 3. WRITING

Ninth- through twelfth-grade writing skills were assessed in the fall and spring of the school year using the DBQ Project Method<sup>20</sup> in the following five domains: Mechanics/Language, Big Picture, Introduction, Body Paragraph, and Conclusion. Each domain will be assessed on the following scale: 1 = Not Yet/Missing, 2 = Emerging, 3= Proficient, and 4 = Advanced. 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 75% of students enrolled for the entire school year who scored 15 (Proficient) or more total points on the fall assessment would receive the same score or higher on the spring assessment.
- At least 60% of students who scored fewer than 15 total points on the fall assessment would receive a score of 15 or higher or increase their writing scores by at least five points at the time of the spring test.

Of 272 students enrolled for the entire school year, 194 (71.3%) had fall and spring writing assessment results. Overall, 86 (44.3%) met the writing goal as described above (Table 5).

TABLE 5			
DR. HOWARD FULLER COLLEGIATE ACADEMY			
9TH- THROUGH 12TH-GRADE WRITING PROGRESS 2022-23			
GRADE LEVEL	STUDENTS	# MET GOAL	% MET GOAL
9th	49	6	12.2%
10th	55	19	34.5%
11th	45	38	84.4%
12th	45	23	51.1%
<b>Total</b>	<b>194</b>	<b>86</b>	<b>44.3%</b>

### 4. SPECIAL EDUCATION STUDENT PROGRESS

This year, the school's goal was that 75.0% 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, 40 of the 52 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.

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<sup>20</sup> For more information, visit <https://www.dbqproject.com/>

Of those students, 33 (82.5%) had met one or more of their IEP goals at the time of their IEP review, exceeding the school's goal.

## H. 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 EXAM<sup>21</sup>

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 levels: advanced, proficient, basic, and below basic. The Forward Exam is administered in the spring of each school year.

In the spring of 2023, 54 tenth graders enrolled from the beginning of the school year completed the Forward social studies assessment. Ten (18.5%) students were proficient or advanced.

### 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 7.<sup>22</sup> Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration.

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<sup>21</sup> Information from the DPI website. For more information, visit <http://dpi.wi.gov/assessment/forward>

<sup>22</sup> For more information about PreACT Secure and ACT Plus Writing benchmarks, visit <https://success.act.org>

**TABLE 6**

**ACT COLLEGE READINESS BENCHMARK SCORES FOR THE PREACT SECURE AND ACT 2022–23**

<b>SUBTEST</b>	<b>9TH-GRADE PREACT SECURE</b>	<b>10TH-GRADE PREACT SECURE</b>	<b>11TH-GRADE ACT</b>
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 2023. A total of 153 ninth and tenth-grade students enrolled during that time period completed the tests, meeting the CSRC expectation that students be tested. Results are reported for 76 ninth graders and 66 tenth graders who were enrolled from the start of the school year until the time of testing (Table 7). Overall, 19 (13.4%) of ninth and tenth graders were at or above the English benchmark, and two (1.4%) were at or above the math benchmark.

**TABLE 7**

**MILWAUKEE ACADEMY OF SCIENCE  
STUDENTS AT OR ABOVE BENCHMARK FOR PREACT SECURE  
2022–23**

<b>SUBTEST</b>	<b>9TH GRADE (N = 76)</b>		<b>10TH GRADE (N = 66)</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
English	13	17.1%	6	9.1%
Math	1	1.3%	1	1.5%
Reading	7	9.2%	0	0.0%
Science	4	5.3%	1	1.5%
Composite*	4	5.3%	2	3.0%

\*ACT does not publish a benchmark for the PreACT Secure composite score; Evident Change calculated a composite benchmark score by averaging the benchmark scores from the four subtests.

## 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. ACT results from the current school year were available for 53 (86.9%) of 61 eleventh graders enrolled at the end of the year. Composite ACT scores for eleventh graders ranged from 10 to 21, with an average of 14.5. Six (11.3%) students met the English benchmark, one (1.9%) met the reading benchmark, and one (1.9%) met the composite benchmark.

Additionally, 55 (91.7%) of 60 twelfth graders enrolled at the end of the school year completed the ACT this year. Current year composite ACT scores for twelfth graders ranged from 11 to 17, with an average of 13.4.<sup>23</sup>

## 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.<sup>24</sup> In prior years, progress from ninth to tenth grade was measured using ACT Aspire scores from the spring of two consecutive years. Because of differences in score scales between the ACT Aspire and the ACT Plus Writing, year-to-year progress could not be validly measured from tenth to eleventh grade.

In 2019, the CSRC adopted a year-to-year academic expectation that 50% of tenth graders would maintain composite scale score benchmarks or improve their composite scale score by at least one point from ninth to tenth grade. Due to the discontinuation of ACT Aspire, year-to-year progress cannot be measured and reported from the spring of 2022 to spring of 2023. With the adoption of the PreACT Secure in 2022–23, year-to-year progress measures will be available for ninth to tenth grade and tenth to eleventh grade at the time of the 2023–24 monitoring reports.

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<sup>23</sup> Current-year results do not include ACT results from previous school years. To examine ACT results for graduating seniors, the highest composite score from this year or the previous year was considered. Using information from either of the last two years, ACT results were available for 57 of 58 students who graduated at the end of the year. None had a composite score of 19.6 or higher.

<sup>24</sup> For more information on ACT assessments and benchmarks, visit <https://success.act.org>

## J. CSRC SCHOOL SCORECARD

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard. The scorecard included multiple measures of student academic progress, including performance on standardized tests and local measures and point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return rates. Because of significant testing changes, the scorecard was revised, and a second pilot was initiated in 2014–15.

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

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data for this year. The school's score should not be compared with the score for any previous or subsequent year. The school scored 68.8% out of 85 possible points on the scorecard this year.

## IV. SUMMARY/RECOMMENDATIONS

After reviewing the school's past and current contract compliance status and data, Evident Change recommends continued annual monitoring and reporting for the next school year. Special attention needs to be given to increasing the number of students who are assessed in both the fall and spring on the required local measures.



# **APPENDICES**

**A. CONTRACT COMPLIANCE CHART**

**B. TREND INFORMATION**

**C. CSRC 2022–23 SCHOOL SCORECARD**

**D. STUDENT LEARNING MEMORANDUM**

# APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
DR. HOWARD FULLER COLLEGIATE ACADEMY			
OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2022–23			
SECTION OF CONTRACT	EDUCATION-RELATED CONTRACT PROVISION	REPORT REFERENCE PAGES	CONTRACT PROVISION MET
Section I, B	Description of educational program.	p. 2	Met
Section I, V	Annual school calendar provided.	pp. 4–5	Met
Section I, C	Educational methods.	p. 2	Met
Section I, D	Administration of required standardized tests.	pp. 18–20	Met
Section I, D	Written annual plan for graduation.	p. 12	Partially met
Section I, D	<b>Academic criterion #1:</b> Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education goals.	pp. 14–18	Met
Section I, D	<b>Academic criteria #2 &amp; #3:</b> Year-to-year achievement measures for students at or above proficient or who were below the previous year.  <b>9th- and 10th-grade students:</b> At least 50% of 10th graders will maintain composite scale score benchmarks or improve their composite score by at least one point from 9th to 10th grade.	Not available (N/A)	N/A
Section I, E	Parental involvement.	pp. 5–6	Partially Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 4	Partially met
Section I, I	Pupil database information, including special education needs students.	pp. 8–9, 11	Met
Section I, K	Discipline procedures.	p. 6	Met

## 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	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	RETAINED FOR ENTIRE YEAR*
2018–19	320	19	57	281	267 (83.4%)
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%)

\*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
2018–19	204	169	82.8%
2019–20	242	193	79.8%
2020–21	235	219	93.2%
2021–22	249	224	90.0%
2022–23	233	205	88.0%

\*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**

<b>YEAR</b>	<b>ATTENDANCE RATE</b>
2018–19	89.7%
2019–20	90.2%
2020–21	82.2%
2021–22	78.0%
2022–23	79.0%

**TABLE B4****DR. HOWARD FULLER COLLEGIATE ACADEMY  
OUT-OF-SCHOOL SUSPENSIONS**

<b>YEAR</b>	<b>% STUDENTS SUSPENDED</b>	<b>AVG. DAYS SUSPENDED</b>
2018–19	45.1%	4.3
2019–20	15.2%	3.5
2020–21 <sup>25</sup>	N/A	N/A
2021–22	20.1%	4.5
2022–23	25.5%	3.9

**TABLE B5****DR. HOWARD FULLER COLLEGIATE ACADEMY  
PARENT–TEACHER CONFERENCE ATTENDANCE**

<b>YEAR</b>	<b>CONFERENCE ATTENDANCE RATE</b>
2018–19	88.3%
2019–20	82.7%
2020–21	80.3%
2021–22	88.7%
2022–23	79.8%

<sup>25</sup> The 2022–21 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
2018-19	100.0%
2019-20	90.0%
2020-21	100.0%
2021-22	96.0%
2022-23	89.3%

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
2018-19	81.8%
2019-20	95.7%
2020-21	95.7%
2021-22	85.7%
2022-23	91.3%

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 2022–23 SCHOOL SCORECARD

## CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD

r: 06/20

### K–8TH GRADE

#### STUDENT READING READINESS: GRADES 1–2

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



#### STUDENT ACADEMIC PROGRESS: GRADES 3–8

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



#### LOCAL MEASURES

- % met reading 6.25
- % met math 6.25
- % met writing 6.25
- % met special education 6.25



#### STUDENT ACHIEVEMENT: GRADES 3–8

- Forward Exam reading—% proficient or advanced 2.5
- Forward Exam math—% proficient or advanced 2.5



#### ENGAGEMENT

- Student attendance 5.0
- Student reenrollment 5.0
- Student retention 5.0
- Teacher retention 5.0
- Teacher return\* 5.0



### HIGH SCHOOL

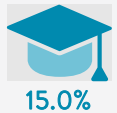
#### STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

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



#### POSTSECONDARY READINESS: GRADES 11 AND 12

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



#### LOCAL MEASURES

- % met reading 5.0
- % met math 5.0
- % met writing 5.0
- % met special education 5.0



#### STUDENT ACHIEVEMENT: GRADES 9 AND 10

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



#### ENGAGEMENT

- Student attendance 5.0
- 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 2022–23**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
<b>Student Academic Progress:</b>	<i>PreACT Secure</i> —% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	<b>35.0%</b>	Not available	
<b>9th to 10th Grade</b>	Adequate credits to move from 9th to 10th grade	7.5		64.2%	4.8
<b>10th to 11th Grade</b>	Adequate credits to move from 10th to 11th grade	7.5		76.0%	5.7
<b>12th Grade</b>	Graduation rate (DPI)*	5.0		61.3%	3.1
<b>Postsecondary Readiness: 11th and 12th Grades</b>	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	<b>15.0%</b>	100.0%	10.0
	% of 11th graders tested on ACT	2.5		86.9%	2.2
	% of graduates with ACT composite score of 19.6 or more	2.5		0.0%	0.0
<b>Local Measures</b>	% met reading	5.0	<b>20.0%</b>	47.1%	2.4
	% met math	5.0		40.5%	2.0
	% met writing	5.0		44.3%	2.2
	% met special education	5.0		82.5%	4.1
<b>Student Academic Achievement: 9th and 10th Grades</b>	<i>PreACT Secure English</i> : % of 9th and 10th grade students at or above benchmark	2.5	<b>5.0%</b>	13.4%	0.3
	<i>PreACT Secure Math</i> : % of 9th and 10th grade students at or above benchmark	2.5		1.4%	0.04
<b>Engagement</b>	Student attendance	5.0	<b>25.0%</b>	79.0%	4.0
	Student reenrollment	5.0		88.0%	4.4
	Student retention	5.0		81.9%	4.1
	Teacher retention rate	5.0		89.3%	4.5
	Teacher return rate	5.0		91.3%	4.6
<b>TOTAL</b>		<b>85.0</b>			<b>58.44</b>
<b>HIGH SCHOOL SCORECARD PERCENTAGE</b>					<b>68.8%</b>

\*Based on 2021–22 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 2022–23 Academic Year  
**DATE:** October 26, 2022

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 June 14, 2023.

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%.

## **PARENT/GUARDIAN PARTICIPATION**

Parents of at least 85% 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 NEEDS STUDENTS**

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

## **HIGH SCHOOL GRADUATION PLAN**

Each student (ninth through twelfth grades) will develop a graduation plan by the end of the third quarter of enrollment at HCFA. 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 and whether the student will need to pursue credit recovery activities to maintain consistent progress toward high school graduation and postsecondary enrollment.

## HIGH SCHOOL GRADUATION REQUIREMENTS<sup>26</sup>

Among students enrolled for the entire school year, at least 70% of ninth-grade students 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.<sup>27</sup> All graduating students will be accepted into at least one college. The director of 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 MEASURES

### LITERACY

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.

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<sup>26</sup> 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.

<sup>27</sup> Students with special education needs are expected to complete applications to at least three colleges by the end of the school year.

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.

All eleventh graders will complete an aligned ACT test, designed by Academic Approach,<sup>28</sup> at the beginning of the year and will complete the DPI-required ACT Plus Writing at the end of the school year. At least 75% of students enrolled for the entire school year will increase their score by at least one point from fall to spring in either the reading or English subtest.

All twelfth graders will be assessed using an aligned ACT Reading section in the fall and spring. At least 65% of students enrolled for the entire school year will increase their score by at least one point from fall to spring on the reading section.

## **MATH**

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 who are above the normative mean for their grade level and students at or below the normative mean for their grade level.

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<sup>28</sup> Detailed information about Academic Approach and its work can be found at <https://www.academicapproach.com/>



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.

All eleventh graders will complete an aligned ACT test at the beginning of the school year and the DPI-required ACT Plus Writing test at the end of the school year. 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.

All twelfth graders will complete the practice Early Math Placement Tool (EMPT) at the beginning and end of the school year. Students who achieve at least an 84% in math class by the time of the spring semester will not be required to take the EMPT at the end of the school year. At least 75% of students enrolled for the entire school year will achieve a grade of 84% or increase by one [placement level](#) from fall to spring on the EMPT practice assessment.

## WRITING

Ninth- through twelfth-grade writing skills will be assessed in the fall and spring of the school year using the DBQ Project Method<sup>29</sup> in the following five domains: Mechanics/Language, Big Picture, Introduction, Body Paragraph, and Conclusion. Each domain will be assessed on the following scale: 1 = Not Yet/Missing, 2 = Emerging, 3 = Proficient, and 4 = Advanced. Progress will be measured for students who had both fall and spring writing assessments.

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

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

- At least 75% of students enrolled for the entire school year who scored 15 (Proficient) or more total points on the fall assessment will receive the same score or higher on the spring assessment.
- At least 60% of students who scored fewer than 15 total points on the fall assessment will receive a score of 15 or higher or increase their writing scores by at least five points at the time of the spring test.

## **IEP GOAL**

At least 75% 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 program (IEP).

## **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.<sup>30</sup> 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.

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<sup>30</sup> For more information, visit <https://www.act.org/content/act/en/products-and-services/preact.html>

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

In prior years, Evident Change reported year-to-year progress from the ninth to tenth grade and from tenth to eleventh grade using comparable tests (ACT EXPLORE, ACT PLAN, and ACT for ninth through eleventh grades and subsequently the ACT Aspire for ninth to tenth grade). Starting with the 2022–23 school year, DPI changed the required standardized test for ninth and tenth graders from the ACT Aspire to the PreACT. A final decision regarding year-to-year progress from last year to the current school year will be made by the CSRC at a later date and reflected in the 2022–23 monitoring report.