

2021–22 PROGRAMMATIC PROFILE AND EDUCATIONAL PERFORMANCE

**DR. HOWARD FULLER
COLLEGIATE ACADEMY**

September 2022



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This report includes text from Dr. Howard Fuller Collegiate Academy's student/parent handbook and/or staff handbook. 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 2021–22

This is the 11th annual report on the operation of Dr. Howard Fuller Collegiate Academy (HFCA), one of seven schools chartered by the City of Milwaukee during the 2021–22 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 eight provisions, partially met one provision, and significantly met one provision of its contract with the City of Milwaukee and the subsequent CSRC requirements that were applicable for this 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.

Ninth and tenth graders completed the Northwest Evaluation Association Measures of Academic Progress (MAP) reading and math assessments. At the time of the spring assessment, two fifths (n=41, 41.4%) of 99 students met the reading goal, and two fifths (n=41, 39.4%) of 104 students met the math goal.

The school's goal was 60.0% for both outcomes.

Eleventh graders completed aligned ACT reading, English, and math assessments in the fall and the ACT Plus Writing in spring of the school year. Student progress in reading and math was examined by comparing fall and spring English/reading and math scores.

- By the spring test, 93.5% of eleventh-grade students had improved their scores by at least one point on the reading and/or English subtests. The school's goal was 75.0%.
- By the spring test, 54.0% of eleventh-grade students had improved their scores by at least one point on the math subtest. The school's goal was 75.0%.

Twelfth graders completed the AP English Language and Composition skills rubrics 3.A and 4.A in the fall and spring. More than half (n=38, 57.6%) of the 66 students enrolled all year who completed both the fall and spring tests met their goal. The school's goal was 65.0%.

Based on math class performance or progress on the Early Math Placement Test, over half (n=37, 57.8%) of the 64 students enrolled all year who had fall and spring results met their math goal. The school's goal was 85.0%.

Of 149 students enrolled all year with fall and spring writing scores, 113 (75.8%) met the writing goal based on their fall writing cohort.

More than four fifths (n=32, 84.2%) of the 38 students with IEP goals reviewed during the year met at least one of their IEP goals. The school's goal was 70.0%.

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 or exceeded two of five internal goals (parent–teacher conferences and special education student records) and partially met two goals (graduation plans and grade promotion and graduation).¹

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

The Wisconsin Department of Public Instruction allowed parents to “opt their child out” of the requirement to take any standardized tests for the 2020–21 school year. This resulted in varied completion rates across the schools, making it difficult to have adequate or comparable cohorts to measure or to report year-to-year progress from 2020–21 to 2021–22.

C. SCHOOL SCORECARD

Because year-to-year student progress was not measured this year, the CSRC scorecard contains partial outcome data. The school’s score should not be compared with the score for any previous or subsequent years. The school scored 72.9% out of 85 possible points on the CSRC scorecard.

III. SURVEY/INTERVIEW RESULTS

Evident Change conducted parent and student surveys and interviewed board members and teachers to obtain feedback on their perceptions of the school. Some key results include the following.

Of 270 HCFA families, 134 (49.6%) responded to the survey.

- Most (87.3%) parents would recommend this school to other parents.
- Most (81.3%) parents rated the school’s overall contribution to their child’s learning as excellent or good.

Of 17 board members, 13 participated in interviews. All 13 rated the school as excellent or good overall.

- Themes that emerged when asked what they like most about the school included academic rigor and the focus on helping students get to and through college; that every student is assigned a mentor; and how staff meet every student wherever they are in their educational journey.

¹ The school met or exceeded their internal grade level promotion goals for twelfth graders this year.

A total of 14 instructional staff/classroom teachers participated in interviews.

- Nearly three quarters (71.4%) of teachers listed the school's progress toward becoming a high-performing school as excellent or good.
- Only half (50.0%) of teachers rated the students' academic progress as excellent or good, and 42.9% rated it as fair.

A total of 87 students in attendance the day of the survey participated.

- Most (81.6%) indicated that they had improved in English/writing, and 73.6% said they had improved in math.
- Three quarters (73.6%) said that adults in their school help them understand what they need to do to succeed.
- Half (49.4%) agreed or strongly agreed that they plan to enroll in a postsecondary institution after graduation.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

School leadership and Evident Change jointly identified the following activities to continue a focused school improvement plan in the 2022–23 school year.

- 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.
- Implement new programs including Leader in Me² 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.
- 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.

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

V. RECOMMENDATION FOR ONGOING MONITORING

This is HFCA's 11th 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 that are assessed in both the fall and spring on the required local measures.

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;
- Surveyed or interviewed parents, board members, and a sample of teachers and students to gather feedback about the school;
- Attended a school board of directors' meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements; and
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

Dr. Howard Fuller Collegiate Academy
4030 N. 29th St.
Milwaukee, WI 53216

Telephone: (414) 873-4014

Website: 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."³

2. INSTRUCTIONAL DESIGN

HFCA began the year with all students attending in person. During the year, the school experienced two major COVID-19 outbreaks, which resulted in five to six weeks of virtual learning. Staff members were also required to quarantine at different times during the year. When this occurred, substitute teachers temporarily assumed some teaching responsibilities. Staff reported that these challenges were exacerbated by students presenting with intensified social and emotional needs due to their experiences with virtual learning and lack of social contacts during the pandemic.

The school serves students who seek high academic standards and high character expectations as part of their learning environment.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 on an individual basis. HFCA's curriculum relies on interim assessments aligned with college readiness tests (ACT Aspire 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 also are 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.

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

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 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.

Teachers were asked about the methodology/curriculum and program of instruction during end-of-year interviews. All 14 teachers interviewed considered the educational methodology/curriculum approach a very or somewhat important reason for continuing to teach at the school. More than half (57.1%) rated the program of instruction as excellent or good.

B. SCHOOL STRUCTURE

1. 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 17 members: chair, founder/board chair emeritus, secretary, treasurer, and 13 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.

This year, Evident Change conducted phone interviews with the 13 (76.4%) of 17 board members who responded to a request for feedback. All 13 said they participated in strategic planning for the school, attended a presentation on the school's annual academic performance report, reviewed the school's annual financial audit, and received and approved the school's annual budget. All 13 rated the school as "excellent" or "good" overall. Some suggestions made by board members for improving the school included hiring a CEO or other external leader so that the principal can focus on leading educational needs, moving to a new building and/or general facility improvements, and adding more student support services.

2. AREAS OF INSTRUCTION

During the 2021–22 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. This year staff was trained by the Standards Institute on practices to better align the curriculum with diverse content standards. To monitor this practice, 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 10.5 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.

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.

During the interview and survey process, board members and teachers were asked about the school’s program of instruction. Less than half (46.2%) of board members agreed or strongly agreed that the program of instruction (including curriculum, equipment, and building) is consistent with the school’s mission, and 57.1% of teachers rated the program of instruction as “excellent” or “good.”

3. TEACHER INFORMATION

At the end of the 2020–21 school year, HFCA had 27 instructional staff; 21 were eligible to return for the 2021–22 school year. Of those, 18 (85.7%) returned.

At the beginning of the 2021–22 school year, the HFCA teacher/instructional roster included 25 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 two of the 25 instructional

⁵ 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*.

staff held DPI licenses or permits to teach.⁶ Of 25 staff members, 24 (96.0%) 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.

During the interview process, teachers were asked about the teacher assessment process. Two thirds (64.3%) of teachers agreed or strongly agreed that the school has a clear teacher assessment process, and 78.6% were satisfied with performance assessment criteria. See Appendix G for additional information from interviews with teachers.

4. SCHOOL HOURS AND CALENDAR

The first day of school was designated on a rolling basis for all HFCA students. Ninth graders started on August 23, 2021, and all students were engaged by August 26, 2021. The school year ended June 15, 2022. Instruction for all students was primarily in person, but the school did have two COVID-19 outbreaks at which time all students engaged in virtual learning.

HFCA's 40-week school year is broken into two semesters. At the beginning of the 2021–22 school year, HFCA provided Evident Change with its school calendar and bell schedule. During in-person learning, the school day started at 7:55 a.m. and ended at 3:30 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.

During a normal school year, HFCA students also had the opportunity to participate in afterschool activities from 3:45 p.m. to 6:00 p.m. These activities included College Possible; organized sports; 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 Monday, Tuesday, Thursday, and Friday; with the exception of basketball, which was only held on Mondays (practice) and Fridays (games). The school also operated a summer program for four weeks in July. This program made study support and tutoring available to students.

⁶ One of the unlicensed staff members will not be returning to the school next year due to problems obtaining a DPI license. The other teacher's application is pending at DPI.

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 9:00 a.m. to 2:00 p.m. The session was designed to enable students to complete credits in areas of deficiency or engage in enrichment activities such as technology ambassadorship or AP book club.

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 that 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.⁷
- 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.

Parents and teachers were asked about parental involvement during the survey/interview process. Almost all (90.3%) parents indicated that they felt welcome at the school. All 14 teachers interviewed agreed or strongly agreed that the staff encourage all families to become involved in school activities, but only half (50.0%) rated parent involvement as excellent or good.

6. DISCIPLINE POLICY⁸

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

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

⁸ 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 culture of HFCA 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 academy⁹

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.

This year, teachers, parents, and students were asked about the discipline (rules) policy at HFCA.

- *Teachers:* All (100.0%) teachers considered the discipline at the school a very or somewhat important reason for continuing to teach there. Half (50.0%) of teachers rated adherence to discipline practices/procedures as excellent or good, and 50.0% rated it as fair.
- *Parents:* Nearly three quarters (71.6%) parents agreed or strongly agreed that they are comfortable with how staff at the school handle discipline.
- *Students:* Just half (50.6%) of students surveyed agreed or strongly agreed that the discipline policy is enforced fairly.

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,

⁹ 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 in-person orientation, all new 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.
- Staff taught senior seminar classes to provide 1:1 support to students in the college and scholarship application process.
- Staff worked with students in every grade level to assist with postsecondary planning. She provided information about many topics, from graduation requirements to college applications and financial aid applications. Graduation plans were tracked by staff and information was provided to students and parent updating credit status throughout the school year.
- Students participated in college visits to Marquette University, University of Wisconsin-Milwaukee, University of Wisconsin-Platteville, University of Wisconsin-Whitewater, and Cardinal Stritch University.
- HFCA held three Free Application for Federal Student Aid (FAFSA) workshops for families and offered 1:1 office hour to families and alumni in need of FAFSA assistance.
- HFCA supported a college-going culture through activities such as announcing college acceptance notices, decorating classrooms with "college corners," and hosting Alumni Day and Decision Day for seniors to declare their college of choice for the fall of 2022.

A key outcome of these diverse activities, as reported by the school at the end of the school year, was that all 72 high school graduates who were enrolled at the end of the school year were accepted into different postsecondary institutions. Based on information reported to the school, these students were offered scholarships worth a total of \$7,488,000.

Of 87 eleventh and twelfth graders surveyed at the end of the school year, 73.6% indicated that adults at the school helped them to understand what they need to do to succeed. A total of 49.4% said that they are planning to enroll in a postsecondary program after high school, while 34.5% neither agreed nor disagreed.

C. STUDENT POPULATION

HFCA began the academic year with 325 students in ninth through twelfth grades.¹⁰ During the year, 13 students enrolled, and 31 students withdrew.¹¹ Of the 31 students who withdrew during the year, 12

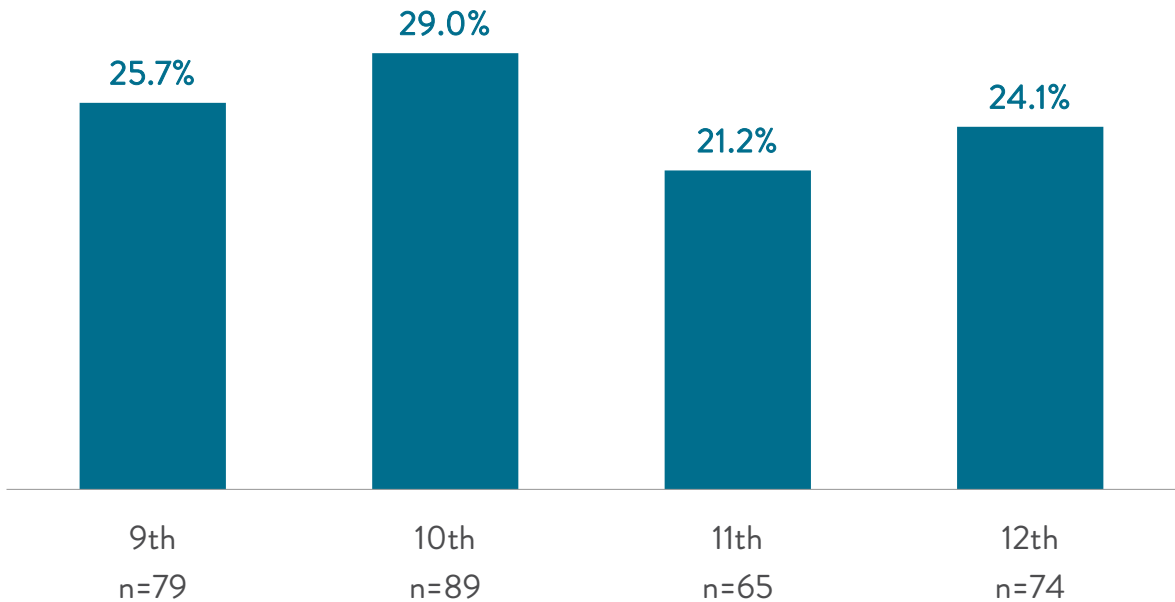
¹⁰ There were 83 ninth graders, 90 tenth graders, 73 eleventh graders, and 79 twelfth graders.

¹¹ Two ninth graders, four tenth graders, two eleventh graders, and five twelfth graders enrolled.

transferred to schools in state, one moved out of state, 10 dropped out, and eight were expelled. At the end of the school year, 307 students were enrolled.

- Of the grade levels, tenth grade had the most students enrolled at the end of the year (Dr. Howard Fuller Collegiate Academy End-of-Year Enrollment by Grade 2021–22) .
- Just over half (n=157, 51.1%) of the students were female, and just under half (n=150, 48.9%) were male.¹²
- Most (n=300, 98.0%) students were Black or African American.¹³
- All (100.0%) students were eligible for free lunch.
- Of the 60 (19.5%) students with documented special education needs, 23 had other health impairments, 12 had specific learning disabilities, four had intellectual disabilities, four had emotional behavioral disabilities, one was autistic, and 16 had multiple identified needs.

Dr. Howard Fuller Collegiate Academy End-of-Year Enrollment by Grade 2021–22
N = 307



Of the 325 students enrolled at the beginning of the school year, 295 (90.8%) were still enrolled on the last day of school.

¹² Gender categories reflect those reported by the school.

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

At the end of the 2020–21 school year, 249 of the enrolled students were eligible to return to the school (i.e., they were not in twelfth grade). Of these, 224 (90.0%) had reenrolled as of the third Friday in September 2021.

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 2020–21 academic year.

- **Recommendation:** All staff will work to enhance the rigor of their instruction by focusing curriculum and instructional practices to more consistently align with the standards for all content areas.
Response: All staff participated in the Standards Institute’s¹⁴ immersive learning experience to enhance their instructional practices focusing on ways to align their curriculum to the standards for all content areas. This training occurred prior to the state of the school year. Training was also provided to staff on the assessments that were developed for the school by Academic Approach.¹⁵
- **Recommendation:** HFCA will offer several new courses to build career awareness opportunities for students. For some students, this will include dual enrollments in local postsecondary education institutions.
Response: The school offered several new opportunities for students to explore diverse career paths. Examples included courses in anatomy and physiology related to a medical pathway. Student participated in a job fair and were given detailed information about requirements for numerous careers. There were also 58 students who participated in dual enrollment courses through Milwaukee Area Technical College (MATC), University of Wisconsin-Milwaukee, and other postsecondary institutions to obtain college credits. These students earned a total of 174 credits during the school year.

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,

¹⁴ More information about the training offered by the Standards Institute is available at <http://www.unbounded.org/what-we-offer/professional-learning/five-day-standards-institute>

¹⁵ More information about the work of Academic Approach is available at <https://www.academicapproach.com/>

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, and writing; as well as IEP goals for special education students. The standardized assessment measures used were the ACT Aspire, 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 instruction and completes specific, pre-assigned coursework through asynchronous learning, synchronous virtual learning, or face-to-face instruction consistent with the DPI standard for attendance in WISEdata. This year, 338 students enrolled anytime during the year attended school an average of 78.0% of the time, below the school's goal. When excused absences were included, the attendance rate rose to 80.5%.

A total of 68 students served out-of-school suspension at least one time during the school year and spent, on average, 4.5 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 295 students who were enrolled for the entire school year, complete conference participation data was reported for 293. Of those 293 students, parents of 260 (88.7%) of them attended at least one conference, meeting 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 63 students who received special education services during the year, 26 received an evaluation (four initial and 22 reevaluations). Of the 26 students who were evaluated during the current year, 23 qualified for special education services and three did not. The remaining 37 students received an initial or reevaluation during a previous year. An IEP was developed for all 60 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.¹⁶

This year, plans were completed for 257 (83.7%) of 307 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 1.¹⁷

TABLE 1	
DR. HOWARD FULLER COLLEGIATE ACADEMY	
HIGH SCHOOL GRADUATION PLANS 2021–22	
N = 257	
MEASURE	% PLANS INCLUDING MEASURE
Included postsecondary plans	100.0%
Shared with parents	100.0%
Includes schedule of credits to graduate	100.0%
Reviewed by counselor	100.0%
On track toward graduation	76.3%
Need to enroll in credit recovery activities	15.2%

¹⁶ 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.

¹⁷ 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.

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 credits.

Credit and grade level promotion data were provided for all 295 students enrolled at HFCA for the entire school year. Overall, 73.2% of students earned enough credits to be promoted to the next grade level by the end of the summer program (Table 2).

TABLE 2			
DR. HOWARD FULLER COLLEGIATE ACADEMY HIGH SCHOOL GRADUATION REQUIREMENTS 2021–22			
GRADE	STUDENTS	MET GOAL*	% MET GOAL
9th	78	47	60.3%
10th	85	52	61.2%
11th	63	50	79.4%
12th	69	67	97.1%
Total	295	216	73.2%

*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.¹⁸ College application and acceptance information was available for all 72 seniors who were enrolled

¹⁸ Students enrolled in special education services are required to complete three applications.

and graduated at the end of the school year: All 72 (100.0%) students completed the required number of applications and were accepted into at least one college.

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. This year, HFCA used the NWEA Measures of Academic Progress (MAP), the ACT, and the Early Math Placement Tool (EMPT) to monitor student progress in reading and math and a local writing scale to assess student writing progress. 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 MAP reading subtest in the fall and spring.¹⁹ 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 163 ninth and tenth graders students enrolled for the entire year, 99 (60.7%) had fall and spring reading assessment results; 41 (41.4%) met the reading goal (Table 3).

¹⁹ For more information about MAP tests, visit 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 2021–22			
GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
9th	48	19	39.6%
10th	51	22	43.1%
Overall Progress	99	41	41.4%

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 46 eleventh graders enrolled for the entire school year completed both the fall and spring reading and English ACT tests. Of those students, 43 (93.5%) met the goal for reading and/or English (Table 4).

TABLE 4			
DR. HOWARD FULLER COLLEGIATE ACADEMY LOCAL MEASURES OF ACADEMIC PROGRESS: ACT READING AND ENGLISH FALL-TO-SPRING PROGRESS FOR 11TH GRADERS 2021–22			
SUBTEST	N	MET GOAL	% MET GOAL
Either test	46	43	93.5%
English	49	36	73.5%
Reading	47	35	74.5%

c. AP English Language and Composition for Twelfth Graders

Twelfth graders were assessed using the AP English Language and Composition skills rubric 3.A and 4.A.²⁰ The school's goal was that at least 65.0% of students enrolled for the entire year who scored below a 3 on the rubric at the beginning of the year would grow by one point by the end of the year. Students who scored a 3 or above in the fall were expected to maintain a score of 3 or more at the end of the year. Of 69 twelfth

²⁰ Skills rubric 3.A assesses if a student can identify and explain claims and evidence within an argument. Skill rubric 4.A requires students to develop a paragraph that includes a claim and evidence supporting that claim.

graders enrolled for the entire year, 66 completed the fall and spring reading tests; 38 (57.6%) 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.²¹ 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 163 ninth and tenth grade students enrolled all year, 104 (63.8%) had fall and spring MAP math results; 41 (39.4%) met the math goal, short of the school’s goal (Table 5).

TABLE 5			
DR. HOWARD FULLER COLLEGIATE ACADEMY			
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP FALL-TO-SPRING MATH PROGRESS			
FOR 9TH AND 10TH GRADERS 2021–22			
GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
9th	53	23	43.4%
10th	51	18	35.3%
Overall Progress	104	41	39.4%

²¹ For more information about MAP tests, visit www.nwea.org

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 50 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, 27 (54.0%) met the math goal this year.

c. EMPT for Twelfth Graders

Twelfth graders were assessed using the 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 80% 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 64 of 69 twelfth graders who were enrolled for the entire school year. Of those students, 37 (57.8%) met the goal.

3. WRITING

Ninth through twelfth-grade writing skills are assessed in the fall and spring of the school year using the 6+1 Trait Writing Model in the following six domains: ideas, organization, voice, word choice, sentence fluency, and conventions. Each domain is assessed on the following scale: 1 = beginning, 2 = emerging, 3 = developing, 4 = proficient, 5 = strong, and 6 = exemplary. Progress is measured for students who took both fall and spring writing assessments. By the end of the year, the school's goal was:

- At least 75% of students enrolled for the entire school year who scored 4 or higher on the fall assessment would receive a score of 4 or higher on the spring assessment; and
- At least 60% of students who received an average score of 4 or lower on the fall assessment would improve their average writing scores by at least half a point on a six-point scale.

Of 295 students enrolled for the entire school year 149 (50.5%) had fall and spring writing assessment results. Overall, 113 (75.8%) met the writing goal as described above (Table 6).

TABLE 6

**DR. HOWARD FULLER COLLEGIATE ACADEMY
9TH- THROUGH 12TH-GRADE WRITING PROGRESS 2021-22**

GRADE LEVEL	STUDENTS	# MET GOAL	% MET GOAL
9th	41	28	68.3%
10th	36	34	94.4%
11th	44	30	68.2%
12th	28	21	75.0%
Total	149	113	75.8%

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, 38 of the 60 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 2021-22. Of those students, 32 (84.2%) 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 the ACT Aspire, 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 EXAM²²

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 2022, 67 tenth graders enrolled from the beginning of the school year completed the Forward social studies assessment. Five (7.5%) students were proficient or advanced.

2. ACT ASPIRE AND ACT PLUS WRITING

ACT has set college readiness benchmarks for the subject-specific subtests of both the Aspire and the ACT. The most recent benchmarks (published in 2013) for each grade level and test are shown in Table 7.²³

TABLE 7			
ACT COLLEGE READINESS BENCHMARK SCORES FOR THE ASPIRE AND ACT			
SUBTEST	9TH-GRADE ASPIRE	10TH-GRADE ASPIRE	11TH-GRADE ACT
English	426	428	18
Math	428	432	22
Reading	425	428	22
Science	430	432	23
Composite*	427	430	21

*ACT does not publish composite benchmark scores for the Aspire or the ACT. Evident Change created 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 Aspire and ACT during the current school year.

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

²³ More information about ACT Aspire and ACT Plus Writing benchmarks can be found at www.discoveractaspire.org and www.act.org

a. Aspire for Ninth and Tenth Graders

The Aspire was administered in the spring of 2022. A total of 128 ninth and tenth graders enrolled since the beginning of the year completed the Aspire. Of the 68 ninth graders who completed the test, seven (10.3%) were at or above the benchmark in English, and one (1.5%) was at or above the math benchmark, three (4.4%) the reading benchmark, one (1.5%) the science benchmark, and three (4.4%) were at or above the composite benchmark (not shown).

Of the 60 tenth graders who completed the test, six (10.0%) were at or above the benchmark in English, one (1.7%) was at or above the math benchmark, one (1.7%) was at or above the reading benchmark, and one (1.7%) was at or above the composite benchmark (not shown).

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 61 (93.8%) of 65 eleventh graders enrolled at the end of the year. Composite ACT scores for eleventh graders ranged from 8 to 17, with an average of 13.5. One (1.6%) student met the English benchmark, and one (1.6%) met the reading benchmark.

Additionally, 46 (62.2%) of 74 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 9 to 28, with an average of 13.1. One (2.2%) twelfth-grade student met the benchmark for each of the four subtests and the composite score.²⁴

²⁴ Does 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. ACT results were available for 66 of 72 students who graduated at the end of the year. One (1.5%) had a composite score of 19.6 or higher.

I. MULTIPLE-YEAR STUDENT PROGRESS

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Progress toward college readiness from ninth to tenth grade is assessed using benchmarks²⁵ from the ACT Aspire.²⁶ In 2019, the CSRC adopted a year-to-year academic expectation that 50% of tenth graders will maintain composite scale score benchmarks or improve their composite scale score by at least one point from ninth to tenth grade.

The Wisconsin Department of Public Instruction allowed parents to opt their child out of the requirement to take any standardized tests for the 2020–21 school year. This resulted in varied completion rates across the schools making it difficult to have adequate or comparable cohorts to measure or report year-to-year progress from 2020–21 to 2021–22.

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 to 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 this year. The school's score should not be compared with the score for any previous or subsequent year. The school scored 72.9% out of 85 possible points on the scorecard this year.

²⁵ For more information on Aspire benchmarks, visit www.discoveractaspire.org

²⁶ Progress from tenth to eleventh grade cannot be validly measured, using available data, in the same way that progress was measured from the ACT PLAN to the ACT in previous years. Therefore, year-to-year progress from tenth to eleventh grade is not reported.

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 2021–22 SCHOOL SCORECARD**
- D. PARENT/GUARDIAN SURVEY RESULTS**
- E. BOARD INTERVIEW RESULTS**
- F. STUDENT SURVEY RESULTS**
- G. TEACHER INTERVIEW RESULTS**
- H. STUDENT LEARNING MEMORANDUM**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
DR. HOWARD FULLER COLLEGIATE ACADEMY OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2021–22			
SECTION OF CONTRACT	EDUCATION-RELATED CONTRACT PROVISION	REPORT REFERENCE PAGES	CONTRACT PROVISION MET
Section I, B	Description of educational program.	pp. 2–3	Met
Section I, V	Annual school calendar provided.	pp. 5–6	Met
Section I, C	Educational methods.	pp. 2–3	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	Academic criterion #1: 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	Academic criteria #2 & #3: Year-to-year achievement measures for students at or above proficient or who were below the previous year. 9th- and 10th-grade students: 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.	p. 6	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 4–5	Significantly met
Section I, I	Pupil database information, including special education needs students.	pp. 8–10	Met
Section I, K	Discipline procedures.	pp. 6–7	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*
2017–18	287	12	46	253	244 (85.0%)
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%)

*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
2017–18	215	183	85.1%
2018–19	204	169	82.8%
2019–20	242	193	79.8%
2020–21	235	219	93.2%
2021–22	249	224	90.0%

*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	
YEAR	ATTENDANCE RATE
2017–18	89.8%
2018–19	89.7%
2019–20	90.2%
2020–21	82.2%
2021–22	78.0%

TABLE B4	
DR. HOWARD FULLER COLLEGIATE ACADEMY PARENT–TEACHER CONFERENCE ATTENDANCE	
YEAR	CONFERENCE ATTENDANCE RATE
2017–18	79.5%
2018–19	88.3%
2019–20	82.7%
2020–21	80.3%
2021–22	88.7%

TABLE B5	
DR. HOWARD FULLER COLLEGIATE ACADEMY TEACHER RETENTION	
YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2017–18	90.9%
2018–19	100.0%
2019–20	90.0%
2020–21	100.0%
2021–22	96.0%

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 B6	
DR. HOWARD FULLER COLLEGIATE ACADEMY TEACHER RETURN RATE	
YEAR	RETURN RATE
2017–18	71.4%
2018–19	81.8%
2019–20	95.7%
2020–21	95.7%
2021–22	85.7%

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 2021–22 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 2021–22**

Area	Measure	Maximum Points	% Total Score	Performance		Points Earned
Student Academic Progress:	ACT Aspire—% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	35.0%	Not available		
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		60.3%	4.5	
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		61.2%	4.6	
12th Grade	Graduation rate (DPI)*	5.0		98.3%	4.9	
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	100.0%	10.0	
	% of 11th graders tested on ACT	2.5		93.8%	2.3	
	% of graduates with ACT composite score of 19.6 or more	2.5		1.5%	0.04	
Local Measures	% met reading	5.0	20.0%	57.8%	2.9	
	% met math	5.0		48.2%	2.4	
	% met writing	5.0		75.8%	3.8	
	% met special education	5.0		84.2%	4.2	
Student Academic Achievement: 9th and 10th Grades	ACT Aspire English: % of 9th and 10th grade students at or above benchmark	2.5	5.0%	10.2%	0.3	
	ACT Aspire math: % of 9th and 10th grade students at or above benchmark	2.5		1.2%	0.03	
Engagement	Student attendance	5.0	25.0%	78.0%	3.9	
	Student reenrollment	5.0		90.0%	4.5	
	Student retention	5.0		90.8%	4.5	
	Teacher retention rate	5.0		96.0%	4.8	
	Teacher return rate	5.0		85.7%	4.3	
TOTAL		85.0				62.0
HIGH SCHOOL SCORECARD PERCENTAGE					72.9%	

*Based on 2020–21 four-year graduation rate, the most recent available at the time of this report. Note that HFCA's graduation rate on the WISEDash graduation dashboard is 47.1%. A data errata letter submitted to and accepted by DPI shows the corrected graduation rate of 98.3%, as reflected in Table C. A copy of the letter is linked to the HFCA graduation rate page on the WISEDash portal: <https://wisedash.dpi.wi.gov/Dashboard/dashboard/17880>

APPENDIX D: PARENT/GUARDIAN SURVEY RESULTS

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine parents' satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed a link to the online survey and also made paper copies available to parents.

Evident Change made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, Evident Change completed the survey with them over the telephone. In all, 134 surveys, representing 49.6% of 270 HFCA families, were completed and submitted to Evident Change.

Most (n=123, 91.8%) parents agreed or strongly agreed that they are comfortable talking with staff, believe their child is learning what is needed to succeed in life (n=109, 81.3%), are kept informed about their child's academic performance (n=108, 80.6%), feel welcomed at HFCA (n=121, 90.3%), and clearly understand the school's academic expectations (n=123, 91.8%; Table D1).

TABLE D1						
DR. HOWARD FULLER COLLEGIATE ACADEMY PARENT SATISFACTION WITH SCHOOL, 2021–22 N = 134						
STATEMENT	RESPONSE					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	59.7%	32.1%	5.2%	0.7%	1.5%	0.7%
The staff keep me informed about my child's academic performance.	51.5%	29.1%	9.0%	6.7%	3.0%	0.7%
I am comfortable with how the staff handle discipline.	42.5%	29.1%	16.4%	7.5%	3.7%	0.7%
I am satisfied with the overall performance of the staff.	44.8%	35.1%	14.9%	4.5%	0.7%	0.0%
The staff recognize my child's strengths and weaknesses.	47.0%	32.8%	13.4%	3.7%	3.0%	0.0%
I feel welcome at my child's school.	55.2%	35.1%	6.0%	3.0%	0.7%	0.0%
The staff respond to my worries and concerns.	47.0%	34.3%	11.9%	4.5%	2.2%	0.0%

TABLE D1 DR. HOWARD FULLER COLLEGIATE ACADEMY PARENT SATISFACTION WITH SCHOOL, 2021–22 N = 134						
STATEMENT	RESPONSE					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
My child and I clearly understand the school's academic expectations.	56.7%	35.1%	2.2%	3.7%	2.2%	0.0%
My child is learning what is needed to succeed in life.	49.3%	32.1%	12.7%	2.2%	2.2%	1.5%
My child is safe in school.	45.5%	41.0%	9.0%	3.7%	0.0%	0.7%
People in this school treat each other with respect.	32.8%	33.6%	24.6%	3.7%	4.5%	0.7%
The school offers a variety of courses and afterschool activities to keep my child interested.	37.3%	32.1%	14.2%	12.7%	3.0%	0.7%

Most parents monitored homework completion (n=123, 91.8%) and discussed their children's progress toward graduation (n=117, 87.3%) at least once a week. Two thirds discussed plans for education after graduation (n=89, 66.4%) and participated in activities outside of school with them (n=86, 64.2%) at least once a week.

TABLE D3 MILWAUKEE ACADEMY OF SCIENCE PARENT PARTICIPATION IN ACTIVITIES 9TH – 12TH GRADE, 2021–22 N = 134					
ACTIVITY	RESPONSE				
	Never	Monthly	Weekly	Daily	No Response
Monitor homework completion	1.5%	3.7%	20.1%	71.6%	3.0%
Participate together in activities outside of school	3.7%	27.6%	42.5%	21.6%	4.5%
Discuss with your child their progress toward graduation	0.7%	9.0%	32.8%	54.5%	3.0%
Discuss plans for education after graduation	3.0%	27.6%	25.4%	41.0%	3.0%

Parents of high school students were also asked to rate the school on two measures related to progress toward graduation and school assistance in helping the family understand and plan for life after high school. Many (n=95, 70.9%) parents rated their child's progress toward graduation as excellent or good. Nearly three quarters of parents (n=97, 72.4%) rated the school's assistance in helping them plan for education after high school as excellent or good (Table D2).

TABLE D2 DR. HOWARD FULLER COLLEGIATE ACADEMY PARENTS' RATING OF CHILD'S HIGH SCHOOL PROGRESS, 2021-22 N = 134					
ITEM	RATING				
	Excellent	Good	Fair	Poor	No Response
Your child's progress toward graduation	43.3%	27.6%	17.9%	9.7%	1.5%
The school's assistance in helping my child and me understand and plan for my child's education after high school	47.0%	25.4%	17.9%	6.7%	3.0%

Parental satisfaction was also evident in the following results.

- Most (n=117, 87.3%) parents would recommend this school to other parents.
- More than half (n=81, 60.4%) of parents who responded to the survey will send their child to the school next year. A total of 47 (35.1%) said they will not send their child to the school next year, and six (4.5%) were not sure. The remaining 0.7% did not respond to the question. Of the 47 who reported that their child would not be returning next year, 37 indicated that their child will have graduated.
- When asked to rate the school's overall contribution to their child's learning, a majority (n=109, 81.3%) of parents rated it as excellent or good. A total of 16 (11.9%) respondents rated the school's contribution as fair, and seven (5.2%) rated it as poor. Two (1.5%) surveys did not have a response for this question.

When parents were asked what they liked most about the school, responses included:

- The high standards and how they push students to succeed along with providing opportunities and chances for students to succeed;
- The teachers, including their commitment and strong communication with families; and
- The college focus.

When parents were asked what they like least about the school, responses included:

- Discipline practices;
- Lack of enough afterschool activities; and
- Communication.

APPENDIX E: BOARD INTERVIEW RESULTS

Board member opinions are qualitative and provide valuable, albeit subjective, insight about school performance and organizational competency. HFCA’s board of directors consists of 17 members. Evident Change conducted phone interviews using a prepared interview guide with 13 (76.5%) board members who agreed to participate.

The board members have served for an average of eight years. Their backgrounds include education, law, finance, fundraising, development, and school alumni.

All 13 of the board members said they participated in strategic planning for the school; 13 received a presentation on the school’s annual academic performance report and reviewed the school’s annual financial audit; 13 received and approved the school’s annual budget.

Rating on a scale of “excellent” to “poor,” four of the board members rated the school as excellent, and the remaining nine rated it as good. All 13 members either agreed or strongly agreed that the school was making progress toward becoming a high-performing school and that board members took their responsibilities seriously.

TABLE E DR. HOWARD FULLER COLLEGIATE ACADEMY BOARD MEMBER INTERVIEW RESULTS, 2021–22 N = 13					
PERFORMANCE MEASURE	RESPONSE				
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Teacher–student ratio/class size at this school is appropriate.	30.8%	53.8%	7.7%	7.7%	0.0%
Program of instruction (including curriculum, equipment, and building) is consistent with the school’s mission.	23.1%	23.1%	38.5%	15.4%	0.0%
Students make significant academic progress at this school.	23.1%	61.5%	15.4%	0.0%	0.0%
The administrator’s financial management is transparent and efficient.	46.2%	30.8%	23.1%	0.0%	0.0%
This school is making progress toward becoming a high-performing school.	7.7%	92.3%	0.0%	0.0%	0.0%

TABLE E

**DR. HOWARD FULLER COLLEGIATE ACADEMY
BOARD MEMBER INTERVIEW RESULTS, 2021–22
N = 13**

PERFORMANCE MEASURE	RESPONSE				
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
This school has strong links to the community, including businesses.	38.5%	46.2%	15.4%	0.0%	0.0%
The administrative staff's performance meets the board's expectations.	7.7%	76.9%	7.7%	7.7%	0.0%
The majority of the board of directors take their varied responsibilities seriously.	53.8%	46.2%	0.0%	0.0%	0.0%
This school has the financial resources to fulfill its mission.	0.0%	38.5%	38.5%	23.1%	0.0%
The environment of this school ensures the safety of its students and staff.	46.2%	46.2%	7.7%	0.0%	0.0%

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

- Academic rigor and the focus on helping students get to and through college.
- That every student is assigned a mentor.
- How staff meet every student wherever they are in their educational journey.

Regarding things they like least, the board members mentioned:

- Lack of resources (athletics, buildings/facilities, operating funds);
- The lack of non-college options for students for whom college might not be the best/most desired option; and
- The relative lack of focused leadership.

When asked for one suggestion for improving the school, board members said:

- Hiring a CEO or other external leader so that the principal can focus on leading educational needs;
- Moving to a new building and/or general facility improvements; and
- Adding more student support services.

APPENDIX F: STUDENT SURVEY RESULTS

At the end of the school year, 87 students in eleventh and twelfth grades completed an online survey about their school.

- Most (n=71, 81.6%) students said their English/writing skills improved, and 73.6% (n=64) said their math abilities improved.
- Nearly three quarters (n=64, 73.6%) said the adults at the school help them understand what they need to do to succeed in school.
- A total of 63 (72.4%) said that the adults in the school help them develop goals that challenge them academically.

Some areas that deserve attention from school leadership and staff include the following.

- Only 50.6% (n=44) of the students surveyed agreed or strongly agreed that discipline is enforced fairly at the school.
- Just over half (51.7%) agreed or strongly agreed that teachers at HFCA respect students' different points of view.

TABLE F						
DR. HOWARD FULLER COLLEGIATE ACADEMY HIGH SCHOOL STUDENT SURVEY, 2021-22 N = 87						
QUESTION	ANSWER					
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
This school is important to me.	27.6%	47.1%	17.2%	4.6%	3.4%	0.0%
My English/writing skills have improved.	31.0%	50.6%	11.5%	5.7%	1.1%	0.0%
My math skills have improved.	27.6%	46.0%	17.2%	9.2%	0.0%	0.0%
I regularly use computers/tablets in my schoolwork.	57.5%	32.2%	6.9%	2.3%	0.0%	1.1%
Disciplinary policies are enforced fairly at my school.	17.2%	33.3%	28.7%	5.7%	13.8%	1.1%
I like being in school.	12.6%	26.4%	36.8%	11.5%	12.6%	0.0%
I feel safe in school.	19.5%	46.0%	18.4%	8.0%	8.0%	0.0%

TABLE F DR. HOWARD FULLER COLLEGIATE ACADEMY HIGH SCHOOL STUDENT SURVEY, 2021–22 N = 87						
QUESTION	ANSWER					
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
The grades I get on classwork, homework, and report cards are fair.	27.6%	48.3%	17.2%	5.7%	1.1%	0.0%
My school offers enough classes and activities to keep me interested in school.	12.6%	36.8%	28.7%	11.5%	10.3%	0.0%
The adults at my school help me understand what I need to do in order to succeed in school.	37.9%	35.6%	18.4%	3.4%	1.1%	3.4%
The adults at my school help me develop goals that challenge me academically.	29.9%	42.5%	17.2%	5.7%	1.1%	3.4%
Adults at my school respect students.	26.4%	33.3%	24.1%	4.6%	11.5%	0.0%
Adults respect students' different points of view.	13.8%	37.9%	35.6%	1.1%	10.3%	1.1%
Adults at my school helped me develop a high school graduation plan.	33.3%	42.5%	17.2%	4.6%	1.1%	1.1%
Adults expect that I will continue my education after high school graduation.	40.2%	43.7%	13.8%	0.0%	1.1%	1.1%
I plan to enroll in a postsecondary program after high school.	26.4%	23.0%	34.5%	6.9%	8.0%	1.1%

When asked what they liked best about the school, students said:

- The teachers, including the support and motivation they provide so students succeed;
- The college focus; and
- Afterschool activities.

When asked what they liked least, students said:

- Differences in rules and expectations across grade levels and favoritism shown to some students;
- The school food; and
- The phone policy and other rules.

APPENDIX G: TEACHER INTERVIEW RESULTS

In the spring of 2022, Evident Change interviewed 14 teachers about why they teach at HFCA and solicited feedback on their overall satisfaction with the school. Interviews included a variety of classroom teachers as well as teachers with a variety of specializations.

The teachers interviewed had been teaching for an average of 6.1 years. The number of years teaching at HFCA ranged from one year to over 10 years.

A total of 12 teachers rated the school's overall progress in contributing to students' academic progress as good, and two rated it as fair (not shown).

Nine (64.3%) teachers agreed or strongly agreed that the school has clear teacher performance assessment processes, and 11 (78.6%) were satisfied with the performance assessment criteria (Table G1).

TABLE G1 DR. HOWARD FULLER COLLEGIATE ACADEMY TEACHER PERFORMANCE ASSESSMENT, 2021–22 N = 14						
QUESTION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
The school has a clear teacher performance assessment process.	28.6%	35.7%	14.3%	21.4%	0.0%	0.0%
I am satisfied with my school's teacher performance assessment criteria.	35.7%	42.9%	21.4%	0.0%	0.0%	0.0%
Student academic performance is an important part of teacher assessment.	42.9%	35.7%	7.1%	0.0%	0.0%	14.3%

Teachers seem to have a favorable view of school climate. Most (n=12, 85.7%) staff said that staff typically work well with one another. All (100.0%) teachers said that staff encourage all families to become involved in school activities. Most (n=13, 92.9%) staff said that adults who work in the school respect students and their different points of view (Table G2).

TABLE G2 DR. HOWARD FULLER COLLEGIATE ACADEMY SCHOOL CLIMATE, 2021–22 N = 14					
QUESTION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Staff who work in this school respect students and their different points of view.	28.6%	64.3%	0.0%	7.1%	0.0%
Staff at this school typically work well with one another.	35.7%	50.0%	7.1%	0.0%	7.1%
Staff at this school encourage all families to become involved in school activities.	78.6%	21.4%	0.0%	0.0%	0.0%

When asked to rate the importance of various reasons for continuing to teach at the school, all (100.0%) staff rated educational methodology, discipline practices/procedures, general atmosphere, class sizes, and administrative leadership as somewhat important or very important for teaching at this school (Table G3).

TABLE G3 REASONS FOR CONTINUING TO TEACH AT DR. HOWARD FULLER COLLEGIATE ACADEMY, 2021–22 N = 14				
REASON	IMPORTANCE			
	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Financial considerations	64.3%	28.6%	7.1%	0.0%
Educational methodology/ curriculum approach	71.4%	28.6%	0.0%	0.0%
Age/grade level of students	14.3%	50.0%	35.7%	0.0%
Discipline practices/procedures	85.7%	14.3%	0.0%	0.0%
General atmosphere	78.6%	21.4%	0.0%	0.0%
Class size	57.1%	42.9%	0.0%	0.0%
Administrative leadership	100.0%	0.0%	0.0%	0.0%
Colleagues	35.7%	57.1%	7.1%	0.0%

Evident Change asked teachers to rate the school's performance related to class size, shared leadership, professional support and development, and the school's progress toward becoming a high-performing school. The categories teachers most often rated as excellent or good were professional support/development activities, instructional support, and their performance as a teacher. Students' academic progress, adherence to discipline policy, and parent involvement were the categories most often rated as fair or poor (Table G4).

TABLE G4 DR. HOWARD FULLER COLLEGIATE ACADEMY SCHOOL PERFORMANCE RATING, 2021–22 N = 14				
AREA	RATING			
	Excellent	Good	Fair	Poor
Class size/student–teacher ratio	35.7%	50.0%	7.1%	7.1%
Program of instruction	7.1%	50.0%	28.6%	14.3%
Shared leadership, decision making, and accountability	42.9%	42.9%	7.1%	7.1%
Professional support/development opportunities	50.0%	42.9%	0.0%	7.1%
Progress toward becoming a high-performing school	7.1%	64.3%	21.4%	7.1%
Students' academic progress	7.1%	42.9%	42.9%	7.1%
Adherence to discipline policy	21.4%	28.6%	50.0%	0.0%
Instructional support	50.0%	42.9%	7.1%	0.0%
Parent–teacher relationships	28.6%	50.0%	21.4%	0.0%
Collaboration among teachers on planning learning experiences	28.6%	42.9%	14.3%	14.3%
Parent involvement	14.3%	35.7%	35.7%	14.3%
Your performance as a teacher	28.6%	64.3%	7.1%	0.0%
Administrative staff's performance	42.9%	35.7%	21.4%	0.0%

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

- The mission and culture of the school;
- Priority and focus on students; and
- Opportunities for professional development.

Things teachers liked least about the school include:

- Lack of opportunities for expanded extracurricular activities; and
- Inconsistent discipline at times.

APPENDIX H: STUDENT LEARNING

MEMORANDUM

TO: Evident Change and the CSRC
FROM: Dr. Howard Fuller Collegiate Academy
SUBJECT: Learning Memo for the 2021–22 Academic Year
DATE: October 8, 2021

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 in consultation with staff from Evident Change and the CSRC.

Dr. Howard Fuller Collegiate Academy (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. Also, paper printouts of tests or data directly from the test publisher or the Wisconsin Department of Public Instruction (DPI) will be provided to Evident Change for all standardized tests. All required data elements related to the following outcomes are described in the "Learning Memo Data Requirements" section.

Evident Change requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 24, 2022.

ENROLLMENT

HFCA will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school's database. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

TERMINATION/WITHDRAWAL

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

ATTENDANCE

HCFA will maintain appropriate attendance records. Students are considered present when the student engages in instruction and completes specific, pre-assigned coursework through asynchronous learning, synchronous virtual learning, or face-to-face instruction consistent with the DPI standard for attendance in WISEdata. HCFA will achieve an attendance rate of at least 90%. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

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 parent conference at the school, in the home, via phone, or virtually with any teacher during each of the conference periods will be counted as participation. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

STUDENTS WITH SPECIAL EDUCATION NEEDS

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

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 the school. 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, a letter will be submitted to parents reviewing the student’s credit acquisition status and describing the steps the student needs to take to graduate with their class and prepare for postsecondary enrollment.

For ninth through twelfth grades, student schedules 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.

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

HIGH SCHOOL GRADUATION REQUIREMENTS²⁷

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.²⁸ 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 dollars offered to graduates will also be recorded.

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

²⁷ 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.

²⁸ Students with special education needs are expected to complete applications to at least three colleges by the end of the school year.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES

LITERACY

Ninth and tenth graders will complete MAP reading and language arts tests in the fall and spring of the school year. At the time of the fall test, each student's score will be compared to 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 above the normative mean for their grade level and students at or below the normative mean for their current grade level. Based on fall test scores and the student's current grade level, the student receives a target growth Rasch unit (RIT) score for the spring test.

- Progress for students above the normative mean for their current grade at the time of the fall test 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 normative grade-level average for their current grade, progress will be determined by examining whether students met the MAP growth target based on their fall test score and current grade level; students who met their growth target for the year will be considered to have made adequate progress for the school year.

At least 60% of students who complete both the fall and spring assessments and are enrolled for the entire school year will show progress in reading or language arts this year.

All eleventh graders will complete an aligned ACT test, designed by Academic Approach,²⁹ at the beginning of the year and 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 at least one point from fall to spring in either the reading or English subtest.

All twelfth graders will be assessed using the AP English Language and Composition skills rubrics 3.A and 4.A.³⁰ At least 65% of students enrolled for the entire school year who score below a 3 on the rubric at the beginning of the year will grow by one point by the end of the year. Those students who score a 3 or above on the rubric at the beginning of the year will continue to maintain at least a score of 3 at the end of the year.

²⁹ Detailed information about Academic Approach and its work can be found at <https://www.academicapproach.com/>

³⁰ Skills rubric 3.A assesses whether a student can identify and explain claims and evidence within an argument. Skills rubric 4.A requires students to develop a paragraph that includes a claim and evidence supporting that claim.

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

MATH

Ninth and tenth graders will complete the MAP math test in the fall and spring of the school year. At the time of the fall test, each student’s math score will be compared to 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 above the normative mean for their grade level and students at or below the normative mean for their current grade level.

Based on fall test scores and the student’s current grade level, the student receives a target growth RIT score for the spring test.

- Progress for students above normative mean for their current grade at the time of the fall test 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 normative grade-level average for their current grade, 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.

At least 60% of all students who complete both the fall and spring assessments and are enrolled for the entire school year will show progress this year.

All eleventh graders will complete an aligned ACT test at the beginning and the actual ACT test at the end of the school year. At least 75% of students enrolled for the entire school year will increase at least one point from fall to spring on the math subtest.

All twelfth graders will complete the practice 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 80% 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.

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

WRITING

Ninth- through twelfth-grade writing skills will be assessed in the fall and spring of the school year using the 6+1 Trait® Writing Model in the following six domains: ideas, organization, voice, word choice, sentence fluency, and conventions. Each domain will be assessed on the following scale: 1 = beginning, 2 = emerging, 3 = developing, 4 = proficient, 5 = strong, and 6 = exemplary. Progress will be measured for students who had both fall and spring writing assessments.

By the end of the year:

- At least 75% of students enrolled for the entire school year who scored 4 or above on the fall assessment will receive a score of 4 or higher on the spring assessment.
- At least 60% of students who received an average score below 4 (proficient) on the fall assessment will improve their average writing scores by at least one half of a point on a six-point scale.

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

IEP GOALS

At least 75% of students who have been 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). Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

FORWARD EXAM SOCIAL STUDIES ASSESSMENT FOR TENTH-GRADE STUDENTS

All tenth graders are required to complete the Forward Exam social studies assessments in the timeframe(s) 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. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

ACT ASPIRE FOR NINTH- AND TENTH-GRADE STUDENTS

All ninth- and tenth-grade students are required to take all subtests of the ACT Aspire (the pre-ACT test that will identify student readiness for the ACT and college courses) in the timeframe required by DPI.³¹ Results will be reported for students who were enrolled on the third Friday of September and remained at the school until the spring Aspire. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

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

HFCA will encourage all seniors to take the ACT or ACT Plus Writing in the fall of the school year. The ACT for twelfth graders is not required but is encouraged by the CSRC. Results will be reported for students who were enrolled at the end of the school year. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

YEAR-TO-YEAR PROGRESS

Evident Change reports year-to-year progress from the ninth- to tenth-grade ACT Aspire for students who complete the test in two consecutive years. Progress is reported for students at or above benchmark and for students below benchmark on any of the subtests or the composite score. The CSRC expects that at least 50% of tenth graders will maintain composite score benchmarks or improve their composite score by at least one point from ninth to tenth grade.

³¹ Subtests are English, math, reading, science, and writing.