

January 24, 2018



To: Charter School Review Committee

From: Gayle Peay, Institute For the Transformation of Learning

RE: Recommendations Related to ACT and Pilot Scorecard

MEMO

At the **January 30th** CSRC meeting you will have to make some policy decisions regarding all Seniors retaking the ACT. Secondly, you will discuss how to move forward with policies related to the pilot scorecard.

1. ACT TESTING

Should all Seniors have to re-take the ACT in fall if they've earned a score of 21 or better? The rationale for this revision is based on feedback from Milwaukee Collegiate Academy. The most recent version of the current policy was adopted November 12, 2015.

The current expectations for high schools include the following:

Twelfth-grade students: All twelfth-grade students are required to take all subtests of the ACT or ACT Plus Writing in the fall of the school year. Students who would benefit from retaking the ACT are encouraged to do so. Graduates' achievement on the ACT benchmarks will be monitored and reported annually.

Recommendation:

Twelfth-grade students: Twelfth-grade students are required to take all subtests of the ACT or ACT Plus Writing in the fall of the school year unless a student has achieved a composite score of 21 or more on a previous ACT test. Graduate's achievement on the ACT benchmarks will be monitored and reported annually.

2. Pilot Scorecard

Background Information:

CSRC initiated revisions to its original scorecard beginning in 2014–15 school year. During this school year, DPI launched new requirements for standardized testing of all students: the Badger Exam for elementary and the ASPIRE/ACT Series for high school students. DPI subsequently changed the elementary assessment to the Forward Assessment in the 2015-16 school year. The pilot scorecard was first completed for the city charter schools in the 2015-16 academic year but it only included the point in time Forward results. There were no year to year results available until the 2016-17 school year for the elementary school students. Therefore, the first year that the pilot scorecard contains all of the necessary data was only available starting with the 2016-17 school year.

It is anticipated that the pilot scorecards for each of the city chartered schools for the 2017-18, and 2018-19, school years will provide the same year to year academic growth information with all scorecard elements included. (Unless for some reason DPI would change the required academic tests). Therefore after the reports for the 2018-19 are completed and accepted by the CSRC and the common council, there will be three years of comprehensive data for each of the schools.

In the past, the CSRC has evaluated at least three years of comprehensive data for all of its schools prior to establishing expectations for any one of the year to year progress indicators. In addition, the pilot scorecard results with all of the elements included should be reviewed utilizing three years of data to set new expectations and policies on the current pilot scorecard.

With all of this information in mind, my recommendation, after consultation with CRC, are as follows:

- 1. That CRC complete the pilot scorecard with data for all elements in each school's annual report.*
- 2. That CRC use these pilot scorecard data as well as the school's compliance with contract requirements to make its annual recommendation about each school's status to the CSRC. The CRC would consider the school's progress rather than any expectation set by the CSRC.*
- 3. That the CSRC set new policies and expectations after the receipt of the school's annual reports for the 2018-19 school year which will enable the members to utilize three years of comparable pilot scorecard data.*

In addition the CSRC will need to set new policy expectations in the future for the standardized tests completed by the schools as follows:

Elementary Schools:

Forward Exam Reading:

- a. The percent of students who are expected to maintain proficiency from the prior year.
- b. Percent of the students who were at basic or minimal in reading who are expected to either progress to the next level or improve at least one quartile within the prior year's level.

Forward Exam Math:

- a. The percent of students who are expected to maintain proficiency from the prior year.
- b. Percent of the students who were at basic or minimal in math who are expected to either progress to the next level or improve at least one quartile within the prior year's level.

High Schools

ACT ASPIRE:

- a. The percent of 10th grades who are expected to remain at or above the composite benchmark score for two consecutive years
- b. The percent of 10th graders below the composite benchmark in 9th grade who are expected to progress at least one point by the 10th grade.

Total Scorecard Results Recommendation:

It is recommended that the total scorecard results be collected for each of the three years of this pilot that included year to year analysis in order to determine an appropriate expectation for the total pilot scorecard percentage.

Please note that some of the pilot scorecard elements do have existing expectations that have not been affected by the adoption of the FORWARD or ASPIRE/ACT. It is understood that these expectations will remain in place. The elements awaiting new expectations are highlighted below in yellow.

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)	10.0%

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	(10.0)	30.0%
• Forward Exam math—% below proficient who progressed	(10.0)	

LOCAL MEASURES

• % met reading	(6.25)	
• % met math	(6.25)	
• % met writing	(6.25)	25.0%
• % met special education	(6.25)	

STUDENT ACHIEVEMENT: GRADES 3–8

• Forward Exam reading—% proficient or advanced	(5.0)	
• Forward Exam math—% proficient or advanced	(5.0)	10.0%

ENGAGEMENT

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

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	(5.0)	
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	(10.0)	30.0%
• Adequate credits to move from 9th to 10th grade	(5.0)	
• Adequate credits to move from 10th to 11th grade	(5.0)	
• DPI graduation rate	(5.0)	

POSTSECONDARY READINESS: GRADES 11 AND 12

• Postsecondary acceptance for graduates (college, university, technical school, military)	(10)	
• % of 11th/12th graders tested	(2.5)	15.0%
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES

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

STUDENT ACHIEVEMENT: GRADES 9 AND 10

• ACT Aspire English—% students at or above spring benchmark	(5.0)	
• ACT Aspire math—% students at or above spring benchmark	(5.0)	10.0%

ENGAGEMENT

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

