

**2020–21  
PROGRAMMATIC  
PROFILE AND  
EDUCATIONAL  
PERFORMANCE**

**DR. HOWARD FULLER  
COLLEGIATE ACADEMY**

September 2021

Evident Change was previously the NCCD Children's Research Center.



## **ABOUT EVIDENT CHANGE**

Evident Change promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice. For more information, call (800) 306-6223 or visit us online at [EvidentChange.org](https://EvidentChange.org) and [@Evident\\_Change](https://twitter.com/Evident_Change) on Twitter.

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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 2020–21

This is the 10th annual report on the operation of Dr. Howard Fuller Collegiate Academy (HFCA), formerly known as Milwaukee Collegiate Academy, one of seven schools chartered by the City of Milwaukee during the 2020–21 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 (formerly NCCD Children’s Research Center).

In 2020–21, the COVID-19 pandemic affected every aspect of our lives, including education systems. The findings discussed in this report should be interpreted with this in mind.

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

### I. CONTRACT COMPLIANCE SUMMARY

HFCA met or significantly met all but one of the provisions of its contract with the City of Milwaukee and the subsequent CSRC requirements that were applicable for this school year.<sup>1</sup> Due to difficulties of getting students to take standardized tests in person at the school, the Aspire was not administered to the ninth graders 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

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<sup>1</sup> The school did not meet the requirement related to teacher licensure. See Appendix A for a list of each education-related contract provision, page references, and a description of whether each provision was met.

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 Measures of Academic Progress (MAP) reading and math assessments. Results at the time of the spring assessment follow.

- Just over two fifths (58 or 41.7%) of 139 students had met the reading goal.
- Nearly half (65 or 45.8%) of 142 students had met the math goal.

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

Eleventh graders completed retired ACT reading, English, and math assessments in the fall and the ACT 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, 88.5% of eleventh-grade students had improved their scores at least one point on the reading and/or English subtests. The school's goal was 75.0%.
- By the spring test, 27.1% 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 a retired version of the ACT reading assessment and the Early Placement Math Test in the fall and spring.

- Over two thirds (37 or 69.8%) of the 53 students who completed both the fall and spring retired ACT tests met the literacy goal.
- More than two thirds (40 or 71.4%) of 56 twelfth-grade students who were enrolled for the entire year and had math scores met the math goal.

Of 162 students enrolled all year with fall and spring writing scores, 112 (69.1%) met the writing goal for their grade level.

Over four fifths (32 of 38 or 84.2%) of the 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 three of five internal goals (parent–teacher conferences, special education student records, and graduation plans) and substantially met one goal (grade promotion and graduation).<sup>2</sup>

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

The Wisconsin Department of Public Instruction (DPI) withdrew the requirement for schools to administer any standardized tests for 2019–20. Therefore, year-to-year progress could not be measured from 2019–20 to 2020–21.

### **C. SCHOOL SCORECARD**

DPI withdrew the requirement for schools to administer any standardized tests for 2019–20; therefore, year-to-year progress could not be measured from 2019–20 to 2020–21. The school’s score should not be compared with the score for any previous or subsequent years. The school scored 64.1 (75.4%) out of 85 possible points on the CSRC scorecard.

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<sup>2</sup> The school met or exceeded their internal grade level promotion goals for tenth, eleventh, and twelfth graders this year.

### III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school leadership and Evident Change jointly identified the following activities to continue a focused school improvement plan in the 2021–22 school year.

- 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.
- 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.

### IV. RECOMMENDATION FOR ONGOING MONITORING

This is HFCA’s 10th 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 should be given to increasing completion of all standardized and local measure assessments in the upcoming year.



# I. INTRODUCTION

This report was prepared as a result 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 (virtually) 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;
- Attended (virtually) 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](http://howardfullerca.org)

**Principal:** Judith Parker

Dr. Howard Fuller Collegiate Academy (HFCA), previously Milwaukee Collegiate Academy, is on the north side of Milwaukee. It opened its doors to high school students in September 2003. It initially operated as a private “choice” high school affiliated with a group of interdenominational church leaders, known as Clergy for Educational Options. It has been chartered by the City of Milwaukee since the fall of 2011.

## A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

### 1. MISSION AND VISION

The school's mission is "to nurture scholars capable of transforming their world, by sending them to and through college." Its vision is "to produce responsible leaders through academic mastery, community focused education, and the fostering of lifelong learning in any environment."<sup>3</sup>

### 2. INSTRUCTIONAL DESIGN

Because of the COVID-19 pandemic, HFCA began the year with all students attending virtually. The school submitted its virtual learning plan to Evident Change staff. On March 3, 2021, twelfth graders returned for in-person learning five days a week. On March 18, 2021, the remaining students returned with a hybrid learning schedule that consisted of two days of in-person learning and two days of virtual.

HFCA's leadership noted the following primary disadvantages to virtual learning.

- There was often a delay in students' learning engagement due to technological issues.
- It was difficult for students to maintain consistent attention spans and, sometimes, a strong sense of purpose because of the lack of face-to-face contact.
- Removing the need for students to obtain work permits for employment enabled them to spend more time at work sites, thereby reducing time spent on learning activities.

The same team noted the following advantages.

- Students were able to have more contact with diverse professionals through virtual sessions.
- Every student was assigned an adult mentor, and daily contact created strong connections for each youth. The same mentor also had weekly contact with parents to discuss student progress and to problem solve.

The school serves students who seek high academic standards and high character expectations as part of their learning environment.<sup>4</sup> The school's updated strategic plan embodies a goal that HFCA's comprehensive curriculum will meet students at their individual levels and prepare them for a four-year

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

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

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.

In 2016–17, HFCA began incorporating Summit into the ninth-grade curriculum. This personalized learning model emphasizes project-based learning, self-paced mastery, and one-on-one mentoring. Summit is an online platform loaded with a comprehensive teacher-created curriculum and performance-based assessments.<sup>5</sup> Starting in 2019–20, Summit became the focus for all four grades. Summit is supplemented with standard-based instructional learning for several content areas.<sup>6</sup>

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.
- 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.
- HFCA collaborated with College Possible Milwaukee to help students gain admission to college and ultimately obtain a four-year college degree.

## 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

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<sup>5</sup> Additional information about the Summit model can be found at [www.summitlearning.org](http://www.summitlearning.org)

<sup>6</sup> HFCA uses SAVVAS as a resource for standard-based instruction. More detailed information can be found at [www.savvas.com](http://www.savvas.com)

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 13 members: chair, founder/board chair emeritus, secretary, treasurer, and nine other directors serving as 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, and teaching.

## **2. AREAS OF INSTRUCTION**

During the 2020–21 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. With the adoption of the Summit model, HFCA has grounded its learning approach on what science says about how students learn best. This translates into an intentional design that enables student success in four key outcomes: cognitive skills, content knowledge, habits of success, and sense of purpose.<sup>7</sup>

HFCA has stated requirements in two areas: academic and community service. The academic requirement is that students earn at least 21 credits to graduate.<sup>8</sup> The expectations for grade level promotion are that ninth graders complete 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 twelfth-grade 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.

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<sup>7</sup> More detailed descriptions of these four key outcome areas can be found at <https://blog.summitlearning.org/2017/08/science-of-summit-framework-research>

<sup>8</sup> Specific credit requirements are four credits of English; three credits each of social studies, science, and math; two credits of foreign language; and six elective credits. This information is contained in the *Family Handbook*.

### **3. TEACHER INFORMATION**

At the end of the 2019–20 school year, HFCA had 27 teachers; 23 were eligible to return for the 2020–21 school year. Of those, 22 (95.7%) returned.

At the beginning of the 2020–21 school year, the HFCA teacher/instructional roster included 28 professionals. The full-time teaching staff had expertise in English, math, science, social studies, foreign language, technology, special education, and physical education/health. All but two of the 28 instructional staff held DPI licenses or permits to teach.<sup>9</sup> All of the staff (100.0%) remained at the school for the entire year.

In addition to its teaching staff, HFCA operated with an administrative/support staff that included the principal, two deans of instruction, a director of school culture, two assistant deans of school culture/support, director of administration and operations, counselor and college counselor, credit recovery manager, family liaison, and office building staff.

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

The first day of school for all HFCA students was August 31, 2020, and the school year ended June 11, 2021. Instruction for all students was virtual until March 2021. Students were expected to participate in two 50-minute classes per day Tuesday through Friday. In addition to virtual class time, students had daily mentor check-ins, personal learning time and group Pride/Morning meetings for 35 minutes. On Mondays, all students were involved in personalized learning assignments/projects.

HFCA's 40-week school year is broken into two semesters. At the beginning of the 2020–21 school year, HFCA provided Evident Change with its school calendar and virtual learning plan. During virtual learning, the school day started at 9:00 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; Boys and Girls Club Community Learning Center; computer club; newsletter; and tutoring for academic assistance.

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<sup>9</sup> The unlicensed staff members were teachers of physical education and a counselor. All had applications pending at DPI.

Detention also took place after school. The extended-day program operated Mondays through Thursdays; the exception to this schedule was that basketball activities were held Friday afternoons/evenings. The school also operated a summer program for four weeks in July. Study support and tutoring were available for students, along with credit recovery instruction for students who need 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 15. 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 deficiencies 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, parent participation was primarily conducted in via phone, text, or virtual sessions. Procedures were set up to enable parents to regularly monitor students' assignments and grades. During a normal school year, 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 children 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.<sup>10</sup>
- HFCA created a parent council that meets monthly to advise the principal and serve as the parents' voice. This body works with the student council to plan and help implement special events for the school.

## 6. DISCIPLINE POLICY<sup>11</sup>

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

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<sup>10</sup> From the charter school application and HFCA's *Family Handbook*: <https://howardfullerca.org/wp-content/uploads/2019/08/HFCA-Handbook-2019-20.pdf>

<sup>11</sup> 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 2-mile radius of the academy<sup>12</sup>

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

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

## **7. GRADUATION INFORMATION**

HFCA employs a full-time college coach/counselor whose primary responsibility is to work with students as they prepare for postsecondary careers and further educational experiences. The principal, dean of students, 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. A video was made for all virtual students and their parents.
- The college coach/counselor 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. Virtual sessions were held with individual students.

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<sup>12</sup> From the *Family Handbook*, which is distributed and signed upon receipt by every student's parent or guardian.

- Students in eleventh grade participated in a tour of historically Black colleges and universities.<sup>13</sup>
- HFCA hosted various activities in which representatives from multiple colleges and universities participated in virtual overviews for students.
- HFCA held virtual parent nights and mailed information about graduation requirements and credit recovery options, precollege programs, financial aid, choosing the right college, and what parents need to know about college. A special Free Application for Federal Student Aid night was held for twelfth graders and their parents.
- HFCA supported a college-going culture through activities such as College Fridays, announcing college acceptance notices, decorating classrooms with “college corners,” and hosting Alumni Day and Decision Day (virtual this year) for seniors to declare their college of choice for the fall of 2021.
- HFCA also engaged in multiple college partnerships, including College Possible; PEARLS for Teen Girls; Unity in Motion; and Overgrad, an online tool for students to conduct research about careers and colleges.

A key outcome of these diverse activities, as reported by the school at the end of the school year, was that all 56 high school graduates were accepted into different postsecondary institutions. Based on information reported to the school, these students were offered scholarships worth a total of \$4,618,230.

## C. STUDENT POPULATION

HFCA began the academic year with 318 students in ninth through twelfth grades.<sup>14</sup> During the year, four students enrolled and 15 students withdrew.<sup>15</sup> Of the 15 students who withdrew during the year, eight transferred to schools in state, four moved out of state, and three withdrew for unknown reasons. At the end of the school year, 307 students were enrolled.

- Of the grade levels, ninth grade had the most students enrolled at the end of the year (Figure 1).
- Just over half (157, 51.1%) of the students were female, and just under half (150, or 48.9%) were male.
- Most (302, 98.4%) were Black/African American.
- All (100.0%) students were eligible for a free or reduced-price lunch.

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<sup>13</sup> College visits occurred in the fall of the school year.

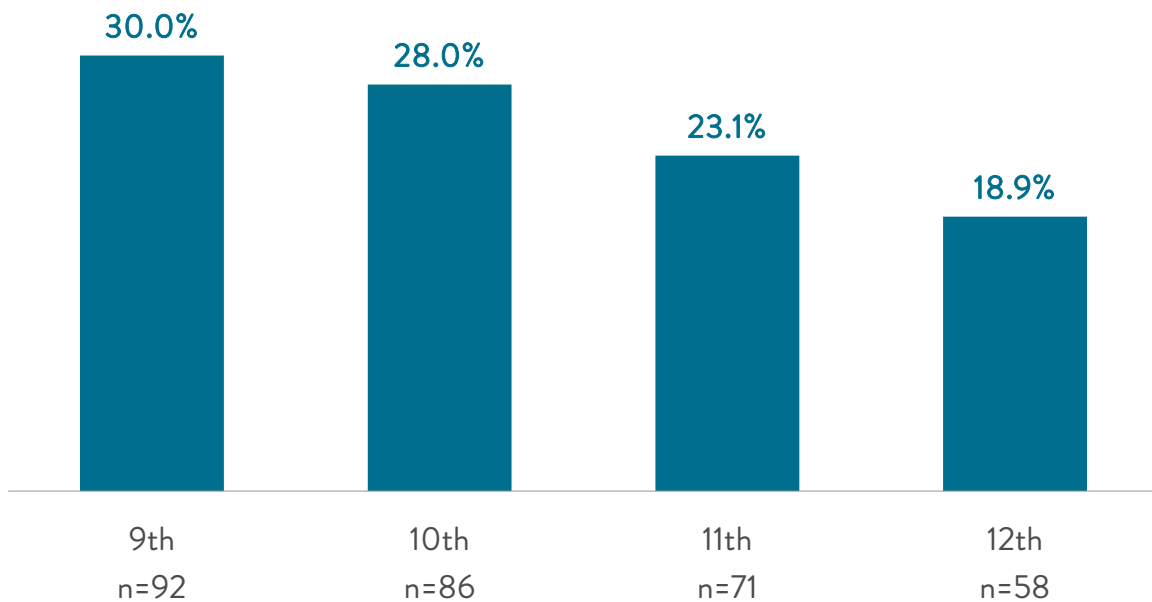
<sup>14</sup> There were 93 ninth graders, 93 tenth graders, 73 eleventh graders, and 59 twelfth graders.

<sup>15</sup> One ninth grader and three eleventh graders enrolled.



- Of the 54 (17.6%) students with documented special education needs, 25 had other health impairments, 12 had specific learning disabilities (SLD), three had intellectual disabilities, three had SLD and speech and language disabilities, two had emotional behavioral disabilities, one was autistic, and eight had multiple identified needs.

**Figure 1**  
**Dr. Howard Fuller Collegiate Academy End-of-Year\* Enrollment by Grade 2020–21**  
**N = 307**



Of the 318 students enrolled at the beginning of the school year, 305 (95.9%) were still enrolled on the last day of school.

At the end of the 2019–20 school year, 235 of the enrolled students were eligible to return to the school (i.e., they had not graduated from high school). Of these, 219 (93.2%) reenrolled as of the third Friday in September 2020.

## **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 2019–20 academic year.

- **Recommendation:** Staff at all grade levels will work collaboratively to improve students' literacy skills and competencies. The school will hire a reading/literacy coach to assist staff with these efforts.

**Response:** HFCA hired a reading/literacy coach who worked with all staff to improve their practices by incorporating literacy strategies into their regular curriculum. The coach prepared professional development sessions on diverse and effective methods to improve students' vocabulary skills and other important literacy skills. All instructional staff participated in these development sessions.

- **Recommendation:** Special attention will be given to improve students' growth in math competencies. A team has been created that will create specific materials to complement Summit. Growth will be monitored through the increased use of content assessments. These assessments also will be used to assist staff with reteaching strategies to ensure increased acquisition of critical math skills.

**Response:** Over the summer, the team developed pre-assessments to ascertain students' prior knowledge on each of the math content units. Data from the assessments were used to focus instruction on the content that was not currently mastered by students. Instruction was also individualized to ensure that students could progress at their own speed. Periodic assessments were used to measure progress and prepare reteach materials for students needing such assistance.

- **Recommendation:** Staff will provide additional support to special education students to increase the likelihood that they will increase their reading and math skills as stated in their IEP goals.

**Response:** These students were given specialized services as required by their IEPs during the week after the scheduled lunch hour. Student progress on IEP goals were reported on quarterly, and regular assessments of skill development were used to promote maximum progress in reading and math competencies. Individual sessions were held with students as necessary, and the special education coordinator worked with students experiencing exceptional difficulties with virtual learning. Summer school will be used as an extended school year for students who enroll for the summer session.

### III. EDUCATIONAL PERFORMANCE

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

This year, local assessment measures covered student progress in literacy, math, 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 consistent with the DPI standard for attendance in WISEdash. This year, 322 students enrolled anytime during the year attended school an average of 82.2% of the time, below the school's goal.<sup>16</sup> When excused absences were included, the attendance rate rose to 83.4%.

Only one student served out-of-school suspension during the school year.

## **B. PARENT-TEACHER CONFERENCES**

At the beginning of the academic year, the school established a goal that parents of at least 80.0% of students would participate in one of three scheduled parent-teacher conferences. Of the 305 students who were enrolled for the entire school year, parents of 245 (80.3%) 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 55 students who received special education services during the year, 23 received an evaluation (one initial and 22 reevaluations). All 23 of the students who were evaluated during the current year did not qualify or were dismissed from special education services. The remaining 32 students received an initial or reevaluation during a previous year (one student due for a reevaluation this year transferred before the evaluation date). An IEP was developed for all 54 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,

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<sup>16</sup> Data on excused absences were not available, so an attendance rate including excused absences could not be calculated.

therefore, met its goal of maintaining accurate records and implementing the required practices for all students with special needs.

### D. HIGH SCHOOL GRADUATION PLAN

A high school graduation plan is to be developed for each student by the end of the student’s first semester at the school. Each plan should include information regarding the student’s postsecondary plans; a schedule reflecting plans for completing credits in English, math, science, social studies, foreign language, and elective credits; and evidence of parent/family involvement.<sup>17</sup>

This year, plans were completed for all 307 HFCA students enrolled at the end of the school year. Participation in planning activities and results are shown in Table 1.<sup>18</sup>

<b>TABLE 1</b> <b>DR. HOWARD FULLER COLLEGIATE ACADEMY</b> <b>HIGH SCHOOL GRADUATION PLANS 2020–21</b> <b>N = 307</b>	
<b>MEASURE</b>	<b>% PLANS INCLUDING MEASURE</b>
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	63.2%
Need to enroll in credit recovery activities	52.1%

### 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 would complete 5.0 or more credits;

<sup>17</sup> Evidence of involvement reflects whether the school provided the student’s parent with a copy of the plan. Parents also are encouraged to review the plan as part of scheduled parent–teacher conferences.

<sup>18</sup> HFCA offered credit recovery activities during the school year and during the summer program. Students could enroll in summer courses offered at other local high schools.

- At least 75.0% of tenth graders will have completed 10.5 or more credits;
- At least 80.0% of eleventh graders will have completed 16.0 or more credits; and
- At least 90.0% of twelfth graders will have completed 21 credits.

Credit and grade level promotion data were provided for all 305 students enrolled at HFCA for the entire school year. Overall, 80.0% of students earned enough credits to be promoted to the next grade level by the end of summer school (Table 2).

<b>TABLE 2</b>			
<b>DR. HOWARD FULLER COLLEGIATE ACADEMY HIGH SCHOOL GRADUATION REQUIREMENTS 2020–21</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>MET GOAL*</b>	<b>% MET GOAL</b>
9th	91	58	63.7%
10th	86	69	80.2%
11th	70	61	87.1%
12th	58	56	96.6%
<b>Total</b>	<b>305</b>	<b>244</b>	<b>80.0%</b>

\*The students received at least the minimum number of credits required for their grade level by the end of summer school; 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 six colleges by the end of the school year, and all graduating students would be accepted into at least one college.<sup>19</sup> All 56 graduating seniors enrolled at the end of the school year completed the required number of applications and were accepted into at least one college.

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<sup>19</sup> Students enrolled in special education services are required to complete three applications.

## G. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

Charter schools are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established at the beginning of the academic year to measure the educational performance of their students. Local measures are useful for monitoring and reporting progress, guiding and improving instruction, and providing evidence that students are meeting local benchmarks. The CSRC's expectation is that, at a minimum, schools establish local measures in reading, writing, math, and special education. 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 and Language Arts for Ninth and Tenth Graders

The school intended to have ninth and tenth graders take the MAP reading comprehension and language usage subtests in the fall and spring.<sup>20</sup> MAP progress goals were set based on whether the student was above the 2020 normative mean or at or below the normative mean for their grade level at the time of the fall test.

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

The school's overall goal was that at least 60.0% of students would show progress as described earlier in reading or language arts this year (Table 3). Due to challenges of virtual learning and student assessment, ninth and tenth graders only completed the MAP reading assessment in the fall and spring. Of 139 students enrolled for the entire year who had fall and spring reading assessment results, 58 (41.7%) met the reading goal (Table 3).

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<sup>20</sup> For more information about MAP tests, visit [www.nwea.org](http://www.nwea.org)

**TABLE 3**

**DR. HOWARD FULLER COLLEGIATE ACADEMY  
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP FALL-TO-SPRING READING PROGRESS  
FOR 9TH AND 10TH GRADERS 2020–21**

<b>GRADE LEVEL</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
9th	79	37	46.8%
10th	60	21	35.0%
<b>Overall Progress</b>	<b>139</b>	<b>58</b>	<b>41.7%</b>

**b. ACT for Eleventh Graders**

The school intended to have eleventh graders complete a retired version of the ACT English and reading subtests in fall and spring of the school year. The school’s internal goal was that at least 75.0% of students who took both assessments would improve at least one point on the English or reading test from the fall to spring. Due to challenges of virtual learning and testing, the school administered a retired version of the ACT subtests in the fall, and students completed the DPI-required ACT Plus Writing in spring of the school year.<sup>21</sup> A total of 52 eleventh graders enrolled for the entire school year completed both the fall and spring reading and English ACT tests. Of those students, 46 (88.5%) 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**

<b>SUBTEST</b>	<b>N</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
<b>Either Test</b>	<b>52</b>	<b>46</b>	<b>88.5%</b>
English	58	36	62.1%
Reading	53	37	69.8%

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<sup>21</sup> DPI requires eleventh-grade students to complete the ACT Plus Writing in spring of the school year. To measure fall-to-spring progress, HFCA also administered a retired version of the ACT subtests in fall of 2020.

### **c. ACT for Twelfth Graders**

The school intended for twelfth graders to complete a retired version of the ACT reading and English tests in fall and the ACT in spring of the school year. The school's internal goal was that at least 75.0% of students who took both assessments would improve at least one point on the English or reading test from the fall to spring. Due to challenges of virtual learning and assessment, HFCA administered the retired version of the ACT reading and English subtests in the fall and only the retired reading subtest in the spring. Therefore, progress was measured using only the reading subtest this year. Of 53 twelfth graders enrolled for the entire year who completed the fall and spring reading tests, 37 (69.8%) met the reading goal this year.

## **2. MATH**

### **a. MAP Progress for Ninth and Tenth Graders**

Ninth and tenth graders took the MAP math subtests in the fall and spring.<sup>22</sup> MAP progress goals were set based on whether the student was above the 2020 normative mean or at or below the normative mean for their grade level at the time of the fall test.

- Progress for students above the normative mean for their grade level at the time of the fall test was measured by examining the change in 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 142 students enrolled all year who had fall and spring MAP math results, 65 (45.8%) met the math goal, short of the school's goal (Table 5).

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<sup>22</sup> For more information about MAP tests, visit [www.nwea.org](http://www.nwea.org)



**TABLE 5**

**DR. HOWARD FULLER COLLEGIATE ACADEMY  
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP FALL-TO-SPRING MATH PROGRESS  
FOR 9TH AND 10TH GRADERS 2020–21**

<b>GRADE LEVEL</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
9th	79	43	54.4%
10th	63	22	34.9%
<b>Overall Progress</b>	<b>142</b>	<b>65</b>	<b>45.8%</b>

**b. ACT for Eleventh Graders**

The school intended to have eleventh graders complete a retired version of the ACT math subtest in fall and spring of the school year. Due to challenges of virtual learning and testing, the school administered a retired version of the ACT in the fall, and students completed the DPI-required ACT Plus Writing in spring of the school year. The school’s internal 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 from fall to spring. A total of 59 students enrolled for the entire school year completed the retired ACT math test in the fall and the ACT Plus Writing in the spring of the school year. Of those students, 16 (27.1%) met the math goal this year.

**c. EMPT for Twelfth Graders**

Twelfth graders were assessed using the EMPT 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 will not be 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 56 of 58 twelfth graders who were enrolled for the entire school year. Of those students, 40 (71.4%) 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.

A total of 162 students enrolled for the entire school year had fall and spring writing assessment results. Of students who scored a 4 or higher on the fall assessment, 72.7% received a score of 4 or higher in the spring, and of students who received a score below 4 on the fall assessment, 68.2% improved their scores by at least a half a point at the time of the spring assessment. Overall, 112 (69.1%) met the writing goal as described earlier (Table 6).

<b>TABLE 6</b>			
<b>DR. HOWARD FULLER COLLEGIATE ACADEMY</b>			
<b>9TH- THROUGH 12TH-GRADE WRITING PROGRESS 2020–21</b>			
<b>GRADE LEVEL</b>	<b>STUDENTS</b>	<b># MET GOAL</b>	<b>% MET GOAL</b>
9th	38	25	65.8%
10th	40	30	75.0%
11th	37	28	75.7%
12th	47	29	61.7%
<b>Total</b>	<b>162</b>	<b>112</b>	<b>69.1%</b>

#### **4. SPECIAL EDUCATION STUDENT PROGRESS**

This year, the school’s goal was that 70.0% 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 54 enrolled 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 2020–21. Of those students, 32 (84.2%) had met one or more of their IEP goals at the time of their IEP review, less than 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 Wisconsin Forward Exam. For the 2020–21 school year, DPI was granted a federal waiver suspending the accountability requirement that achievement results be based on 95 percent of students. Because standardized tests could not be administered remotely, families were allowed to “opt out” of the testing requirement this year.<sup>23</sup> Therefore, these results include only students who completed the test and should not be compared with results from previous or subsequent years.

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. WISCONSIN FORWARD EXAM<sup>24</sup>

The Forward Exam was implemented as the state’s standardized test for social studies for tenth graders. The score is translated into one of four levels: advanced, proficient, basic, and below basic. The Forward Exam is administered in the spring of each school year.

In the spring of 2021, 64 tenth graders completed the Forward social studies assessment. Five (7.8%) 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.<sup>25</sup>

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<sup>23</sup> More detailed information about testing requirements and families’ right to opt out of testing can be found at <https://dpi.wi.gov/assessment/COVID-19/FAQ#parent%20opt-out>

<sup>24</sup> Information from the DPI website. For more information, visit <http://dpi.wi.gov/assessment/forward>

<sup>25</sup> More information about ACT Aspire and ACT Plus Writing benchmarks can be found at [www.discoveractaspire.org](http://www.discoveractaspire.org) and [www.act.org](http://www.act.org)

**TABLE 7**

**ACT COLLEGE READINESS BENCHMARK SCORES FOR THE ASPIRE AND ACT**

<b>SUBTEST</b>	<b>9TH-GRADE ASPIRE</b>	<b>10TH-GRADE ASPIRE</b>	<b>11TH-GRADE ACT</b>
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.

**a. Aspire for Ninth and Tenth Graders**

The Aspire was administered in spring 2021. Ninth- and tenth-grade students enrolled during that time period who “opted in” to testing completed the tests, meeting the CSRC expectation that students be tested. A total of 56 tenth graders completed the Aspire. Due to challenges of virtual learning and assessment, no ninth graders completed the Aspire this year. Of the 56 students who completed the test, six (10.7%) were at or above the benchmark in English, and two (3.6%) were at or above the benchmark in reading (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 to, but not required, to take the ACT. ACT results from the current school year were available for 62 (87.3%) of 71 eleventh graders enrolled at the end of the year who opted to complete the test. Composite ACT scores for eleventh graders ranged from 5 to 18, with an average of 12.4. Two (3.2%) students met the English benchmark and one (1.6%) met the science benchmark. No twelfth-grade students completed the ACT this year.<sup>26</sup>

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<sup>26</sup> Of 56 graduating twelfth graders, ACT results from the previous year were available for 44. Of those 44, three (6.8%) 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 benchmarks from the ACT Aspire.<sup>27, 28</sup> 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. This expectation is based on data from the last three school years.

DPI withdrew the requirement for schools to administer standardized tests for 2019–20. Therefore, year-to-year progress could not be measured from 2019–20 to 2020–21.

## 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.<sup>29</sup> 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 D for detailed information on the revised scorecard.

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<sup>27</sup> For more information on Aspire benchmarks, visit [www.discoveractaspire.org](http://www.discoveractaspire.org)

<sup>28</sup> Progress from tenth to eleventh grade cannot be validly measured, using available data, in the same way that progress was measured from the PLAN to the ACT in previous years. Therefore, year-to-year progress from tenth to eleventh grade will not be reported.

<sup>29</sup> The CSRC continues to focus on the schools' impact on student achievement over time. Therefore, the changes assigned more points to the progress indicators rather than point-in-time assessments. For the elementary scorecard, the year-to-year progress for students below proficiency in ELA and math was increased by 2.5 points, and the point-in-time ELA and math proficiencies were decreased by 2.5 points. For the high school scorecard, the first two items related to Aspire were merged, two items related to grade promotion were given 2.5 additional points, and point-in-time measures on Aspire in English and math were decreased by 2.5 points each.

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 75.4% out of 85 possible points on the scorecard this year. See Appendix D for school scorecard information.

## **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 should be given to increasing completion of all standardized and local measure assessments in the upcoming year.

# **APPENDICES**

- A. CONTRACT COMPLIANCE CHART**
- B. STUDENT LEARNING MEMORANDUM**
- C. TREND INFORMATION**
- D. CSRC 2020–21 SCHOOL SCORECARD**

# APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
DR. HOWARD FULLER COLLEGIATE ACADEMY			
OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2020–21			
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. 18–21	Significantly met
Section I, D	Written annual plan for graduation.	pp. 12	Met
Section I, D	<b>Academic criterion #1:</b> Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education goals.	pp. 14–18	Met
Section I, D	<b>Academic criteria #2 &amp; #3:</b> Year-to-year achievement measures for students at or above proficient or who were below the previous year.  <b>9th and tenth 10th grade students:</b> At least 50% of 10th graders will maintain composite scale score benchmarks or improve their composite score by at least one point from 9th to 10th grade.	Not available (N/A)	N/A
Section I, E	Parental involvement.	pp. 6	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 5	Not met
Section I, I	Pupil database information, including special education needs students.	pp. 8–9	Met
Section I, K	Discipline procedures.	pp. 6–7	Met



# APPENDIX B: STUDENT LEARNING MEMORANDUM

## Student Learning Memorandum for Dr. Howard Fuller Collegiate Academy

**To:** NCCD Children’s Research Center and Charter School Review Committee  
**From:** Dr. Howard Fuller Collegiate Academy  
**Re:** Learning Memo for the 2020–21 Academic Year  
**Date:** October 21, 2020

This memorandum of understanding includes *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 leadership and/or staff at the school in consultation with staff from the NCCD Children’s Research Center (CRC) and CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide them to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section. CRC requests the electronic submission of year-end data on the tenth day following the last day of student attendance for the academic year, or June 25, 2021.

### Enrollment

Dr. Howard Fuller Collegiate Academy (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

The school will maintain appropriate attendance records. Students are considered present when the student engages in instruction and completes specific, pre-assigned coursework either through asynchronous learning, synchronous virtual learning or face to face instruction consistent with the DPI standard for attendance in WISEdata. HFCA 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 Participation**

Parents of at least 80% of students enrolled for the entire school year will participate in one of three scheduled parent-teacher conferences. Note that a 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 his/her 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 his/her 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 Requirements<sup>30</sup>**

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

### Twelfth-Grade College Applications and Acceptance

All graduating twelfth-grade students will have completed applications to at least six colleges by the end of the school year.<sup>31</sup> All graduating students will be accepted into at least one college. The director of counseling will monitor student progress on this outcome and record the total number of college applications each student completes and the number of acceptance letters received by each graduate. For all graduates, their choice of a post-secondary 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.

## **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 Northwest Evaluation Association (NWEA) normative study. For the cohort of students who complete the fall and spring tests, CRC 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.

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<sup>30</sup> This item depends on the school’s high school graduation requirements and the timing of the student’s coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year.

<sup>31</sup> Students with special needs students are expected to complete applications to at least three colleges by the end of 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 and twelfth graders will complete a retired ACT test at the beginning and 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.

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

### Math

Ninth and tenth grade students will complete the MAP math test in the fall and spring of the school year. At the time of the fall test, each student’s math score will be compared to national grade-level averages based on the 2020 NWEA normative study. For the cohort of students who complete the fall and spring tests, CRC 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 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 a retired ACT test at the beginning and 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 Early Math Placement Test (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.

## Individualized Education Program Goals

At least 70% 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**

### Ninth-Grade Students

Ninth-grade students enrolled in HFCA during the DPI testing window 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 spring of the school year in the timeframe required by DPI.<sup>32</sup> Results will be reported for all students enrolled on the third Friday of September who complete the spring Aspire.

### Tenth-Grade Students

Tenth-grade students enrolled in HFCA during the DPI testing window are required to take all subtests of the ACT Aspire in the spring of the school year in the timeframe required by DPI. Results will be reported for all students enrolled on the third Friday of September who complete the spring Aspire.

Tenth-grade students must also complete the Wisconsin Forward Exam social studies assessment in the timeframe required by DPI. Results will be reported for all students enrolled on the third Friday of September who complete the spring Forward Exam.

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<sup>32</sup> The ACT Aspire subtests include English, math, reading, science, and essay tests.

### Eleventh-Grade Students

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

### Twelfth-Grade Students

HFCAs will encourage all twelfth graders to take the ACT or ACT Plus Writing in the fall of 2020. The ACT for twelfth graders is not required but encouraged by CSRC. Results will be reported for all students enrolled at the end of the school year.

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

## **Year-to-Year Progress**

### ACT Aspire for Ninth- to Tenth-Grade Students

CRC will report year-to-year progress from the ninth- to tenth-grade ACT Aspire for students who complete the test in two consecutive years. Progress will be reported for students at or above the benchmark on any of the subtests or on the composite score, as well as for students below the benchmark. Results from the first few years will be used as baseline data for subsequent years.

## APPENDIX C: 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 years.

TABLE C1					
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*
2016–17	300	9	50	259	251 (83.7%)
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%)

\*This is the percentage of students enrolled on the third Friday of September (considered the beginning of the school year) who were also enrolled at the end.

TABLE C2			
DR. HOWARD FULLER COLLEGIATE ACADEMY STUDENT RETURN RATES			
YEAR	ENROLLED AT END OF PREVIOUS YEAR*	ENROLLED AT START OF THIS SCHOOL YEAR	RETURN RATE
2016–17	218	194	89.0%
2017–18	215	183	85.1%
2018–19	204	169	82.8%
2019–20	242	193	79.8%
2020–21	235	219	93.2%

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

<b>TABLE C3</b>	
<b>DR. HOWARD FULLER COLLEGIATE ACADEMY STUDENT ATTENDANCE</b>	
<b>YEAR</b>	<b>ATTENDANCE RATE</b>
2016–17	90.0%
2017–18	89.8%
2018–19	89.7%
2019–20	90.2%
2020–21	82.2%

<b>TABLE C4</b>	
<b>DR. HOWARD FULLER COLLEGIATE ACADEMY PARENT–TEACHER CONFERENCE ATTENDANCE</b>	
<b>YEAR</b>	<b>CONFERENCE ATTENDANCE RATE</b>
2016–17	84.9%
2017–18	79.5%
2018–19	88.3%
2019–20	82.7%
2020–21	80.3%

<b>TABLE C5</b>	
<b>DR. HOWARD FULLER COLLEGIATE ACADEMY TEACHER RETENTION</b>	
<b>YEAR</b>	<b>RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR</b>
2016–17	100.0%
2017–18	90.9%
2018–19	100.0%
2019–20	90.0%
2020–21	100.0%

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 C6****DR. HOWARD FULLER COLLEGIATE ACADEMY  
TEACHER RETURN RATE**

<b>YEAR</b>	<b>RETURN RATE</b>
2016-17	100.0%
2017-18	71.4%
2018-19	81.8%
2019-20	95.7%
2020-21	95.7%

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 D: CSRC 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



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 12.5
- Forward Exam math—% below proficient who progressed 12.5



35.0%

#### LOCAL MEASURES

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



25.0%

#### STUDENT ACHIEVEMENT: GRADES 3-8

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



5.0%

#### ENGAGEMENT

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



25.0%

### 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



35.0%

#### 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



15.0%

#### LOCAL MEASURES

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



20.0%

#### 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



5.0%

#### ENGAGEMENT

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



25.0%

\*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 D1**

**DR. HOWARD FULLER COLLEGIATE ACADEMY  
CSRC HIGH SCHOOL (9TH – 12TH GRADE) SCORECARD 2020–21**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
<b>Student Academic Progress:</b>	ACT Aspire—% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	<b>35.0%</b>	Not available	
<b>9th to 10th Grade</b>	Adequate credits to move from 9th to 10th grade	7.5		63.7%	4.8
<b>10th to 11th Grade</b>	Adequate credits to move from 10th to 11th grade	7.5		80.2%	6.0
<b>12th Grade</b>	Graduation rate (DPI)*	5.0		83.1%	4.2
<b>Postsecondary Readiness: 11th and 12th Grades</b>	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	<b>15.0%</b>	100.0%	10.0
	% of 11th graders tested on ACT	2.5		87.3%	2.2
	% of graduates with ACT composite score of 19.6 or more	2.5		6.8%	0.2
<b>Local Measures</b>	% met reading	5.0	<b>20.0%</b>	57.8%	2.9
	% met math	5.0		47.1%	2.4
	% met writing	5.0		69.1%	3.5
	% met special education	5.0		84.2%	4.2
<b>Student Academic Achievement: 9th and 10th Grades</b>	<i>ACT Aspire English</i> : % of 9th and 10th grade students at or above benchmark	2.5	<b>5.0%</b>	10.7%	0.3
	<i>ACT Aspire math</i> : % of 9th and 10th grade students at or above benchmark	2.5		0.0%	0.0
<b>Engagement</b>	Student attendance	5.0	<b>25.0%</b>	82.2%	4.1
	Student reenrollment	5.0		93.2%	4.7
	Student retention	5.0		95.9%	4.8
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		95.7%	4.8
<b>TOTAL</b>		<b>85.0</b>			<b>64.1</b>
<b>HIGH SCHOOL SCORECARD PERCENTAGE</b>					<b>75.4%</b>

\*Based on 2019–20 four-year rate, the most recent available at the time of this report.