

2019–2020 Programmatic Profile and Educational Performance

September 2020



Dr. Howard Fuller Collegiate Academy

CONTENTS

EXECUTIVE SUMMARY	i
I. INTRODUCTION.....	1
II. PROGRAMMATIC PROFILE	1
A. Description and Philosophy of Educational Methodology	2
1. Mission and Vision.....	2
2. Instructional Design	2
B. School Structure	4
1. Board of Directors.....	4
2. Areas of Instruction	5
3. Teacher Information.....	6
4. School Hours and Calendar.....	7
5. Parent Involvement	8
6. Discipline Policy	9
7. Graduation Information.....	10
C. Student Population.....	12
D. Activities for Continuous School Improvement.....	13
III. EDUCATIONAL PERFORMANCE	15
A. Attendance	15
B. Parent-Teacher Conferences.....	16
C. Special Education Student Records.....	16
D. High School Graduation Plan	17
E. High School Graduation Requirements.....	18
F. Twelfth-Grade College Applications and Acceptance.....	19
G. Local Measures of Educational Performance.....	19
1. Literacy	20
a. MAP for Ninth and Tenth Graders.....	20
b. ACT for Eleventh Graders.....	21
c. Newsela for Twelfth Graders.....	21
2. Math.....	22
a. MAP Progress for Ninth and Tenth Graders.....	22
b. ACT for Eleventh Graders.....	22
c. Summit Learning Statistics and Probability Unit Assessments.....	23
3. Writing.....	23
4. Special Education Student Progress	24
H. Standardized Measures of Educational Performance	25
I. Multiple-Year Student Progress	26
J. CSRC School Scorecard.....	27
IV. SUMMARY/RECOMMENDATIONS	28

APPENDICES

- A. Contract Compliance Chart
- B. Student Learning Memorandum
- C. Trend Information
- D. CSRC 2019–20 School Scorecard
- E. Parent/Guardian Survey Results
- F. Board Interview Results

This report includes text from Dr. Howard Fuller Collegiate Academy's student/parent handbook and/or staff handbook. CRC obtained permission from the school to use this text for the purposes of this report.

**EXECUTIVE SUMMARY
FOR DR. HOWARD FULLER COLLEGIATE ACADEMY
2019–20**

This is the ninth 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 2019–20 school year. It is the result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the NCCD Children’s Research Center (CRC).

Because of the COVID-19 pandemic that resulted in Wisconsin school closures from March 13, 2020, through the end of the school year, data available for this report are more limited than usual. Therefore, the overall academic achievements described throughout the report should not be compared with the outcomes of previous years. Detailed descriptions about differences from previous years will be reported in each of the affected sections of the report.

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

I. CONTRACT COMPLIANCE SUMMARY¹

HFCA 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 abbreviated 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 in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students. This year, HFCA’s measures of local progress could be calculated only for IEP goals since end-of-year local measures for reading, writing, and math could not be uniformly administered due to school closure. Fall data on other local measures can be found in the report. The outcome for IEP goals was that 32 (97.0%) of 33 returning special education students met at least one goal on their IEP at the time of the annual review, exceeding the school’s goal of 70.0%.

¹ 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.

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

The school met or exceeded four of five internal goals (attendance, parent-teacher conferences, special education student records, and graduation plans) and significantly met one goal (grade promotion and graduation).

B. Year-to-Year Academic Achievement on Standardized Tests

Because of early school closure, the Wisconsin Department of Public Instruction withdrew the requirement for schools to administer any standardized tests for the 2019–20 school year. HFCA was unable to administer standardized tests required in its contract with the City of Milwaukee.

C. School Scorecard

Because of limited data available to examine student progress, the CSRC scorecard contains partial outcome data this year. The CSRC has determined that it will not use the scorecard to guide its decision about HFCA's status for the next school year, and the school's score should not be compared with the score for any previous year. The school scored 86.4% on the CSRC scorecard.

III. SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts interviews or surveys with parents, board members, students, and teachers to obtain feedback on their perceptions about the school. Because of school closure, teacher interviews and student surveys were not conducted. Parent surveys and board interviews were conducted, and the results are summarized in this report, including the following highlights.

- The 141 completed surveys represent 54.7% of 258 families.
 - » Most (94.3%) parents would recommend this school to other parents.

- » Most (92.9%) parents also rated the school’s overall contribution to their child’s learning as “excellent” or “good.”
- Eleven of 14 board members participated in interviews.
 - » All 11 rated the school as excellent or good overall.
 - » The main suggestions made by board members to improve the school were to increase fundraising and financial resources to meet student needs, expand enrollment and increase recruitment to serve more youth in the community, and improve the facility.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school leadership and CRC jointly identified the following activities to continue a focused school improvement plan in the 2020–21 school year.

- 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.
- 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.
- 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.

IV. RECOMMENDATION FOR ONGOING MONITORING

This is HFCA’s ninth year as a City of Milwaukee charter school. After reviewing the school’s past and current contract compliance status and trend data, CRC recommends continued annual monitoring and reporting for the next school year.

I. INTRODUCTION

This report was prepared as a result of a contract between the City of Milwaukee and the NCCD Children’s Research Center (CRC). 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, CRC:

- Conducted an initial school visit to collect information related to contract requirements and to draft a learning memo for the new school year as well as a year-end interview to review progress on recommendations and changes that occurred during the year;
- Visited the school throughout the year to observe classrooms and overall school operations;
- Surveyed parents and interviewed board members to gather feedback about the school (teacher interviews and student surveys could not be conducted due to pandemic closure);
- 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: <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.”²

2. Instructional Design

The school serves students who seek high academic standards and high character expectations as part of their learning environment.³ 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

² <https://howardfullerca.org/about-2/>

³ HFCA’s goal is to instill each student with eight character strengths: love, optimism, zest, social intelligence, grit, curiosity, self-control, and gratitude.

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.⁴ During 2019–20, Summit was the focus for all four grades.

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.

⁴ Additional information about the Summit model can be found at <https://www.summitlearning.org>.

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 14 members: chair, vice chair, past chair, secretary, treasurer, parent representative, and eight 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.

This year, CRC conducted phone interviews with 11 (78.6%) of 14 board members who responded to a request for feedback. All 11 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. One board member rated the school as excellent, and 10 rated the school as good overall. Suggestions made by board members to improve the school included increasing fundraising

and financial resources to meet student needs, expanding enrollment and increasing recruitment to serve more youth in the community, and improving the facility.

2. Areas of Instruction

During the 2019–20 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 for the school that enables student success in four key outcomes: cognitive skills, content knowledge, habits of success, and sense of purpose.⁵

HFCA has stated requirements in two areas: academic and community service. The academic requirement is that students earn at least 21 credits to graduate.⁶ 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, after school, 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

⁵ More detailed descriptions of these four key outcome areas can be found at <https://blog.summitlearning.org/2017/08/science-of-summit-framework-research>.

⁶ 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*.

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. Students and the school provide service sites with materials to document students' service hours. These hours are incorporated into student transcripts at the end of each school year.

During the interview and survey process, board members were asked about the school's program of instruction. Ten (90.9%) of 11 board members agreed or strongly agreed that the program of instruction is consistent with the school's mission.

3. Teacher Information

At the end of the 2018–19 school year, HFCA had 26 teachers; 23 were eligible to return for the 2019–20 school year. Of those, 22 (95.7%) returned.

At the beginning of the 2019–20 school year, the HFCA teaching roster included 30 teachers and paraprofessionals. These 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 30 instructional staff (93.3%) at HFCA during the school year held DPI licenses or permits to teach.⁷ Twenty-seven of these staff (90.0%) remained at the school for the entire year.

In addition to the teaching staff, HFCA operated with an administrative/support staff that included the principal, a dean of teaching and learning, two assistant deans of school

⁷ One unlicensed staff member was a special education aide, and another was a science teacher. Both had applications pending at DPI.

culture/support, director of administration and operations, counselor and college counselor, credit recovery manager, family liaison, and office building staff.

During the survey process, parents were asked about school staff. Nearly all (95.1%) agreed or strongly agreed with the statement “I am comfortable talking with the staff,” and 90.1% agreed or strongly agreed that they were satisfied with overall staff performance. Four fifths (81.6%) of parents agreed or strongly agreed that people in this school treat each other with respect.

4. School Hours and Calendar

The first day of school for all HFCA students was September 3, 2019, and the school year ended June 29, 2020.⁸ Face- to-face instruction ended March 13, 2020. The remaining instruction was provided to students either online or via phone contact. HFCA's 40-week school year is broken into two semesters. At the beginning of the 2019–20 school year, HFCA provided CRC with its school calendar. The school opened at 7:35 a.m. for breakfast, and the school day began at 7:55 a.m. with morning meeting/morning pride.

After the morning meeting, students participated in five learning blocks, each lasting 70 minutes, and a 50-minute lunch/pride break. The first block of instruction started at 8:13 a.m., and the last block ended at 3:21 p.m.

Every student was assigned to a Pride, the focus of which is habits of success and college readiness. Students were dismissed early (12:44 p.m.) every Wednesday to enable them to

⁸ The school year was initially scheduled to end June 11, 2020, but online instruction was extended by two weeks to enable students to complete project and credit assignments.

engage in community service work and to allow staff to participate in staff meetings or other professional development activities.

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.

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. 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.

5. Parent Involvement

HFCA recognizes that parent involvement is a critical component of student success. The school encourages and solicits parental engagement and involvement in the following ways.

- One of the 14 board members is a parent representative.
- 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 to teachers about their student's academic progress.⁹
- HFCA created a parent council that meets monthly to advise the principal and serve as a voice for the parents. This body works with the student council to plan and help implement special events for the school.

When asked about parental involvement during the survey/interview process, almost all (96.5%) parents indicated that they feel welcome at the school. Many reported that what they like most about the school is the communication between teachers and parents.

6. Discipline Policy

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

⁹ From the charter school application and HFCA's *Family Handbook*: <https://howardfullerca.org/wp-content/uploads/2019/08/HFCA-Handbook-2019-20.pdf>

- Fighting and/or engaging in a physical altercation in or within a 2-mile radius of the academy¹⁰

The *Family Handbook* provides detailed information about the consequences students will experience for violating any of 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.

Parent surveys included questions about the discipline policy at HFCA; most (81.5%) parents are comfortable with how staff handle discipline.

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

¹⁰ From the *Family Handbook*, which is distributed and signed upon receipt by every student's parent or guardian.

her efforts. Over the last school year, the college coach/counselor's activities included the following.

- The Summer Bridge Program for all new students introduced students 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.
- 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 continued to be held after school closure in March.
- Students in eleventh grade participated in a tour of historically Black colleges and universities.¹¹
- HFCA hosted various activities in which representatives from multiple colleges and universities participated, including a college fair and college presentations.
- HFCA held multiple parent nights and mailed information about graduation requirements and credit-recovery options, pre-college programs, financial aid, choosing the right college, and what parents need to know about college.
- 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 2020.
- 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 54 high school graduates, for whom information was available, were accepted into different postsecondary institutions and were offered scholarships worth a total of \$3,574,518.

¹¹ College visits were planned for students in the spring, but these visits were canceled due to school closure in mid-March.

C. Student Population

Because of school closure, enrollment information is based on information known about students enrolled anytime from the third Friday of September through March 13, 2020.

HFCA began the academic year with 303 students registered in ninth through twelfth grades.¹² During the year, 19 students enrolled and 33 students withdrew.¹³ Of the 33 students who withdrew during the year, 15 transferred to schools in state, 13 no longer attend but no reason was provided, two dropped out due to non-attendance, one student violated the school's behavior contract, and the parent/guardian did not provide a withdrawal reason for two students. On March 13, 2020, 289 students were enrolled.

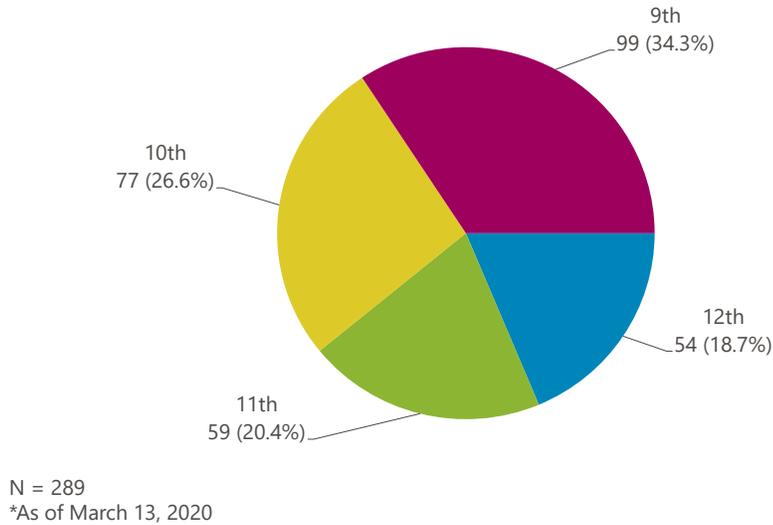
- Of the grade levels, ninth grade had the most students enrolled at the end of the year (Figure 1).
- Half (145, 50.2%) of the students were male, and half (144, or 49.8%) were female.
- Most (99.0%) were Black/African American.
- Just over three quarters (77.5%) of students were eligible for a free or reduced-price lunch.
- Of the 55 (19.0%) students with documented special education needs, 29 had other health impairments, 13 had specific learning disabilities, six had intellectual disabilities, three had an emotional behavioral disability, two were autistic, one had a traumatic brain injury, and one had a speech and language impairment.¹⁴

¹² There were 102 ninth graders, 79 tenth graders, 64 eleventh graders, and 58 twelfth graders.

¹³ There were 12 ninth graders, eight tenth graders, eight eleventh graders, and five twelfth graders who withdrew.

¹⁴ Represents primary disability.

Figure 1
**Dr. Howard Fuller Collegiate Academy
 End-of-Year* Enrollment by Grade
 2019–20**



Of the 303 students enrolled at the beginning of the school year, 272 (89.8%) were still enrolled on March 13, 2020, the date of school closure. Note that 2019–20 retention rates cannot be compared with previous school years.

At the end of the 2018–19 school year, 242 of the enrolled students were eligible to return to the school (i.e., they had not graduated from high school). Of these, 193 (79.8%) reenrolled as of the third Friday in September 2019.

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 2018–19 academic year.

- Recommendation: All instructional staff will participate in workgroups focused on continuous improvement over the summer. One group will design, implement, and monitor the effectiveness of strategies adopted to increase students' engagement in a more rigorous curriculum. It is anticipated that these strategies will reduce the exhibition of disruptive and other inappropriate behaviors, thereby reducing suspension and expulsion rates.

Response: The school culture team designed and implemented several strategies to increase students' engagement. All staff participated in implementing these strategies. Observations and monitoring of the process revealed that staff engagement skills need improvement. Additional coaching is expected to be provided for staff during the next school year.

- Recommendation: Staff will redesign parts of the curriculum that require the incorporation of additional rigor in order to increase students' academic competencies and better prepare them for success in postsecondary settings. Special attention needs to be given to English/reading and math competencies for all students.

Response: Staff used reciprocal teaching strategies to add rigor to the English/reading curriculum. Teachers modeled a specific skill and then assisted students to learn how to guide a group discussion using that skill. This instructional activity enables students to become the teacher in small-group reading sessions. Special attention was given to using the following strategies: summarizing, question generating, clarifying, and predicting. These same strategies were used in math, and students rehearsed teaching new math skills to each other.

- Recommendation: Staff need to monitor and increase students' completion rates on all standardized and local academic measures.

Response: Staff were provided with specific procedure and reporting requirements at each grade level for maximizing students' participation in all pre- and post-testing expectations at the beginning of the school year. These practices were implemented and monitored for pre-testing at the beginning of the school year. However, end-of-year testing for standardized and local measures were not implemented because of school closure in mid-March.

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 individualized education program (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, 289 students enrolled as of March 13, 2020, attended school an average of 90.2% of the time, meeting the school's goal.¹⁵

A total of 44 students served out-of-school suspensions at least once during the school year; these students spent, on average, 3.5 days out of school because of suspension.

¹⁵ Data on excused absences were not available, so an attendance rate including excused absences could not be calculated.

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 two scheduled parent-teacher conferences. There were 272 students enrolled for the entire school year; parents of 225 (82.7%) 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. During the year, 57 students received special education services. Fifteen students received a reevaluation this year; all 15 qualified for continued services. The remaining students received an initial evaluation or reevaluation during previous years. An IEP was developed for all new or returning special education students who required one.

In addition, CRC usually conducts a random review of special education files during the spring semester. Because of school closure, CRC could not conduct the review this year. However, the data submitted to CRC related to special education students did not fully comply with the CRC data addendum requirements. Some missing data were missing, but the submitted data did not identify any specific compliance issues with special education federal/state laws or rules.

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 evidence of parent/family involvement,¹⁶ information regarding the student's postsecondary plans, and a schedule reflecting plans for completing credits in English, math, science, social studies, foreign language, and elective credits.

This year, plans were completed for all 289 HFCA students enrolled on March 13, 2020.

Participation in planning activities and results are shown in Table 1.¹⁷

Table 1	
Dr. Howard Fuller Collegiate Academy High School Graduation Plans 2019–20 N = 289	
Measure	% Plans Including Measure
Included postsecondary plans	100.0%
Shared with parents	100.0%
Credits to graduate	100.0%
Reviewed by counselor	100.0%
On track toward graduation	82.7%
Need to enroll in credit-recovery activities	46.7%

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, including 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 would complete 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 272 students enrolled at HFCA for the entire school year.¹⁸ Overall, 86.8% 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 2019–20			
Grade	Students	Met Goal*	% Met Goal
9th	91	76	83.5%
10th	71	63	88.7%
11th	57	44	77.2%
12th	53	53 ¹⁹	100.0%
Total	272	236	86.8%

*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.

¹⁸ From the third Friday of September 2019 through March 13, 2020.

¹⁹ There were 54 graduates in total this year; one graduate had not been 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.²⁰ All 54 graduating seniors enrolled at the end of the school year 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, Newsela, and the Summit Learning Statistics and Probability Unit Assessments to monitor student progress in reading and math and a local writing scale to assess student writing

²⁰ Students enrolled in special education services are required to complete three applications.

progress. The following sections describe each assessment and student progress at each grade level.

1. Literacy

a. *MAP for Ninth and Tenth Graders*

Ninth and tenth graders took the MAP reading comprehension and language usage subtests in the fall and spring.²¹ The school’s goal was that at least 60.0% of students enrolled for the entire school year who took both fall and spring assessments would reach their expected Rasch unit (RIT) score on either subtest by the end of the year. Because of school closure, spring data were not available, and progress toward the expected RIT score could not be determined. Minimum, maximum, and average RIT scores for all students who completed the fall tests are presented below. Additionally, the fall normative mean based on the 2015 NWEA normative mean study is included for reference (Table 3).

Table 3 Dr. Howard Fuller Collegiate Academy NWEA Measures of Academic Progress Reading Comprehension and Language Usage Subtests Fall 2019					
Grade/Test	Students	Minimum RIT	Maximum RIT	Average RIT	Fall Normative Mean ²²
Reading					
9th	99	177	241	210.8	220.2
10th	77	162	235	211.9	222.6
Language Arts					
9th	98	180	228	208.8	218.4
10th	76	179	231	210.1	218.9

²¹ For more information about MAP tests, visit <https://www.nwea.org>.

²² Based on the 2015 NWEA normative mean study.

b. *ACT for Eleventh Graders*

Eleventh graders completed the Pre-ACT in fall and the ACT in spring of the school year.²³ The school's internal goal was that at least 75.0% of students who took both assessments would reach either the English or reading benchmark at the time of the spring test or improve at least one point on the English or reading test from the fall to spring. Because of school closure, spring data were not available this year, so progress from fall to spring could not be measured. Sixty-one eleventh-grade students completed the fall ACT test; three (4.9%) of those students met the ACT English benchmark, and one (1.6%) met the ACT reading benchmark at the time of the fall test.

c. *Newsela for Twelfth Graders*

Twelfth graders completed the Newsela reading assessment in the fall and spring of the school year.²⁴ The goal was for at least 80% of students enrolled for the entire year to increase their Lexile level scores by at least 13 points from fall to spring. Because of school closure, spring scores were not available. Based on fall scores for 57 twelfth graders who took the assessment, the minimum Lexile was 960, the maximum was 1520, and the average Lexile score was 1370.9 (not shown).

²³ The DPI requires eleventh-grade students to complete the ACT Plus Writing in spring of the school year. In order to measure fall-to-spring progress, HFCA also administered the Pre-ACT subtests in fall of 2019. Although the Pre-ACT benchmarks are different, the score scale is the same. Therefore, to allow comparison, ACT benchmarks were applied to the Pre-ACT scores.

²⁴ Additional information about Newsela can be found at <https://newsela.com>

2. Math²⁵

a. *MAP Progress for Ninth and Tenth Graders*

Ninth and tenth graders took the MAP math comprehension and language usage subtests in the fall and spring. The school’s goal was that at least 60.0% of students enrolled for the entire school year who took both the fall and spring assessments would meet their projected RIT growth by the end of the year. Because of school closure, spring data were not available, and progress toward the expected RIT score could not be determined. Minimum, maximum, and average RIT scores for all students who completed the fall test are presented below.

Additionally, the fall normative mean based on the 2015 NWEA normative mean study is included for reference (Table 4).

Table 4					
Dr. Howard Fuller Collegiate Academy					
NWEA Measures of Academic Progress					
Math Subtest					
Fall 2019					
Grade/Test	Students	Minimum RIT	Maximum RIT	Average RIT	Fall Normative Mean²⁶
9th	99	179	243	211.1	230.3
10th	76	180	247	215.4	230.1

b. *ACT for Eleventh Graders*

Eleventh graders were to complete the Pre-ACT in the fall and the ACT in the spring of the school year. The school’s internal goal was that at least 75.0% of students who took both

²⁵ Students who enrolled after the start of the year were tested within 60 days; three ninth graders, one tenth grader, and one eleventh grader were not tested.

²⁶ Based on NWEA normative mean study.

assessments would reach the math benchmark at the time of the spring test or improve at least one point from fall to spring. Because of school closure, spring data were not available this year, so progress from fall to spring could not be measured. Sixty-one eleventh grade students completed the fall Pre ACT test; none of those students met the ACT math benchmark.²⁷

c. *Summit Learning Statistics and Probability Unit Assessments*

Twelfth-grade students were assessed using the Summit Learning Statistics and Probability Unit Assessments. By the end of the year, at least 80.0% of math students enrolled for the entire year were expected to achieve an average score of 70.0% or higher across the four unit assessments. Because of school closure, the school provided only fall test data this year. Based on those results, the minimum score was 60.0%, the maximum was 100.0%, and the average was 86.9%.

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:

²⁷ Although the Pre-ACT benchmarks are different, the score scale is the same as the ACT. Therefore, to allow comparison, ACT benchmarks were applied to the Pre-ACT scores.

- 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 (proficient) or lower on the fall assessment would improve their average writing scores by at least half a point on a six-point scale.

Because of school closure, spring scores were not available, and progress from fall to spring could not be measured. The percentage of students with an average score of 4 or higher in the fall by grade level is presented below (Table 5). Note that scores are presented for all students who had fall writing scores.

Table 5			
Dr. Howard Fuller Collegiate Academy			
9th- through 12th-Grade Writing			
Fall 2019 Scores			
Grade Level	Students	# Score of 4 or higher	% Score of 4 or higher
9th	88	28	31.8%
10th	73	31	42.5%
11th	56	33	58.9%
12th	57	5	8.8%
Total	274	97	35.4%

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, 33 of the 55 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 2019–20. All 33 (100.0%) continuing special education students

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

For students in tenth grade, DPI requires that students take the Wisconsin Forward Exam social studies test. Schools are required to assess ninth and tenth graders using the ACT Aspire, and eleventh graders must complete the ACT Plus Writing in the spring of the school year. Additionally, 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. Because of school closures, DPI withdrew its requirement on standardized tests for the 2019–20 school year. Therefore, Forward Exam and Aspire results were not available.

Eleventh graders had an opportunity to take the ACT in March 2020, but the makeup test in April was canceled. ACT results for students who completed the ACT this year are presented below, but the completion rate and scores will not be included in the CSRC scorecard this year.

Of 113 eleventh- and twelfth-grade students enrolled on March 13, 2020, 84 (74.3%) were tested.²⁸ Composite ACT scores for eleventh graders ranged from 11 to 21, with an average of 15.5 (not shown). For twelfth graders, scores ranged from 11 to 22, with an average of 14.2 (not shown). The percentage of students in each grade level meeting benchmark on the ACT subtests and composite score are shown in Table 6.

²⁸ Forty-seven of 59 eleventh graders and 37 of 54 twelfth graders. Note that the twelfth-grade count includes only ACT tests taken in 2019–20.

Table 6				
Dr. Howard Fuller Collegiate Academy				
Students at or Above Benchmark for ACT Subtests and Composite Score				
11th and 12th Graders				
2019–20				
Test Section	11th Graders (N = 47)		12th Graders (N = 37)	
	n	%	n	%
English	12	25.5%	2	5.4%
Math	0	0.0%	0	0.0%
Reading	2	4.3%	1	2.7%
Science	0	0.0%	0	0.0%
Composite	1	2.1%	1 ²⁹	2.7%

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.^{30, 31} 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.

Because of school closure this year, spring 2020 results were not available, so progress could not be assessed.

²⁹ ACT scores were available for 50 HFCA graduates; one (2.0%) received a composite score of 19.6 or higher while enrolled at HFCA.

³⁰ For more information on Aspire benchmarks, visit <https://www.discoveractaspire.org>.

³¹ 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.

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.³² 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.

Because of school closure this year, several of the progress measures on the revised scorecard were unavailable for 2019–20. Knowing this in advance of compiling reports for this year, the CSRC decided that the abbreviated scorecard will not be the primary source for making decisions about a school’s status for the 2020–21 school year.

³² 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.

The school scored 86.4% on the abbreviated 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 trend data, CRC recommends continued annual monitoring and reporting for the next school year. During the next school year, it is expected that HFCA will improve its score on the scorecard by improving students' academic competencies on local and standardized measures.

Appendix A

Contract Compliance Chart

Table A Dr. Howard Fuller Collegiate Academy Overview of Compliance for Education-Related Contract Provisions 2019–20			
Section of Contract	Education-Related Contract Provision	Report Reference Pages	Contract Provision Met
Section I, B	Description of educational program.	pp. 2–3 and 10–11	Met
Section I, V	Annual school calendar provided.	pp. 7–8	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	Administration of required standardized tests.	pp. 25–26	Not required
Section I, D	Written annual plan for graduation.	pp. 17	Met
Section I, D	<u>Academic criterion #1</u> : Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education goals.	pp. 19–25	Met
Section I, D	<u>Academic criteria #2 & #3</u> : Year-to-year achievement measures for students at or above proficient or who were below the previous year. 9th and tenth 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.	pp. 8–9	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 6–7	Not met
Section I, I	Pupil database information, including special education needs students.	pp. 12–13	Significantly met
Section I, K	Discipline procedures.	pp. 9–10	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 2019–20 Academic Year
Date: October 30, 2019

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 19, 2020.

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 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 two scheduled parent-teacher conferences. Note that a parent conference at the school, in the home, or via phone 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.

Special Education Needs Students

The school will maintain updated records on all students who received special education services at the school, including students who were evaluated but not eligible for services. 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 after completing his/her first semester 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. In addition, the counseling department will request a parental signature for all twelfth-grade students on the letter sharing details of the formal transcript review.

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 Requirements³³

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

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.³⁴ 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 this outcome are described in the “Learning Memo Data Requirements” section.

Academic Achievement: Local Measures³⁵

Literacy

All new students will be assessed within 60 days of enrollment to establish baseline data on student literacy competencies. New ninth and tenth graders will be assessed using the Northwest Evaluation Association Measures of Academic Progress (MAP), eleventh graders using the ACT, and twelfth graders using Newsela.

³³ 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.

³⁴ Special needs students are expected to complete applications to at least three colleges by the end of the school year.

³⁵ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school’s unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, math, writing, and individualized education program goals.

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 2015 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.

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

Eleventh graders will complete the English and reading subtests of a retired ACT exam in the fall semester; they will complete the ACT Plus Writing in the spring as required by the Wisconsin Department of Public Instruction (DPI). For any students who retake the official ACT after the required DPI testing date, reported spring scores (both subtest and composite scores) will reflect the assessment with the highest overall composite score achieved. Fall to spring progress in reading will be measured by comparing the fall and spring ACT reading and English scores. At least 75% of students who complete both assessments will reach the benchmark on either the reading or English subtest or increase their reading and/or English scores by at least one point from fall to spring.³⁶

³⁶ The DPI requires eleventh-grade students to complete the ACT Plus Writing in the spring of the school year. In order to measure fall to spring progress, HFCA will administer a retired version of the ACT reading and English subtests in the fall. Current ACT Plus Writing benchmark scores will be used for this local measure comparison.

All twelfth graders will complete Newsela at the beginning and end of the school year.³⁷ At least 80% of students enrolled for the entire school year will increase their Lexile level scores by at least 13 points from fall to spring.³⁸

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

Math

All new students will be assessed within 60 days of enrollment to establish baseline data on student math competencies. New ninth and tenth graders will be assessed using MAP math subtest, eleventh graders using the ACT, and twelfth graders using the Summit Learning Statistics and Probability Unit Tests.

Ninth and tenth grade students will complete 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 2015 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. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

³⁷ Newsela uses Lexile as its foundation. Additional information can be found at <https://newsela.com/results>

³⁸ These Lexile score increases would indicate that students in these respective grade levels made one year of progress in the acquisition of comprehension and vocabulary skills.

Eleventh graders will complete the math subtest of a retired ACT exam in the fall semester; they will complete the ACT Plus Writing in the spring as required by DPI. For any students who retake the official ACT after the required DPI testing date, reported spring scores (both subtest and composite scores) will reflect the assessment with the highest overall composite score achieved. Fall to spring progress in math will be measured by comparing the fall and spring ACT math scores. At least 75% of students who complete both assessments will reach the benchmark on the math subtest or increase their math score by at least one point from fall to spring.³⁹

Twelfth-grade progress will be assessed using the Summit Learning Statistics and Probability unit assessments four times during the school year. By the end of the school year, at least 80% of math students enrolled in this math class for the entire school year will achieve an average score of 70% or higher across the four unit assessments.

Required data elements related to this outcome 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.

³⁹ The DPI requires eleventh-grade students to complete the ACT Plus Writing in the spring of the school year. Current ACT Plus Writing benchmark scores will be used for this local measure comparison.

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.⁴⁰ Results will be reported for all students enrolled on the third Friday of September who complete the spring Aspire. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

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

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

Eleventh-Grade Students

All eleventh-grade students are required to take all subtests of the ACT Plus Writing and the ACT WorkKeys 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. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

⁴⁰ The ACT Aspire subtests include English, math, reading, science, and essay tests.

Twelfth-Grade Students

HFCA will require all twelfth graders to take the ACT or ACT Plus Writing in the fall of 2018. The ACT for twelfth graders is not required by DPI but is a CSRC requirement. Results will be reported for all students enrolled at the end of the school year. Required data elements related to this outcome 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.

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

Appendix C

Trend Information

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*
2015–16	298	4	54	248	246 (82.6%)
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%) ⁴¹
2019–20	303	19	33	289	272 (89.8%) ⁴²

*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
2015–16	184	154	83.7%
2016–17	218	194	89.0%
2017–18	215	183	85.1%
2018–19	204	169	82.8%
2019–20	242	193	79.8%

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

Table C3	
Dr. Howard Fuller Collegiate Academy Student Attendance	
Year	Attendance Rate
2015–16	88.6%
2016–17	90.0%
2017–18	89.8%
2018–19	89.7%
2019–20	90.2%

⁴¹ Includes one student who graduated at the end of first semester.

⁴² Through March 13, 2020.

Table C4	
Dr. Howard Fuller Collegiate Academy Parent-Teacher Conference Attendance	
Year	Conference Attendance Rate
2015–16	81.3%
2016–17	84.9%
2017–18	79.5%
2018–19	88.3%
2019–20	82.7%

Table C5	
Dr. Howard Fuller Collegiate Academy Teacher Retention	
Year	Retention Rate: Employed Entire School Year
2015–16	93.8%
2016–17	100.0%
2017–18	90.9%
2018–19	100.0%
2019–20	90.0%

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	
Year	Return Rate
2015–16	83.3%
2016–17	100.0%
2017–18	71.4%
2018–19	81.8%
2019–20	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 2019–20 School Scorecard

City of Milwaukee Charter School Review Committee School Scorecard
K-8TH GRADE

r: 06/20

HIGH SCHOOL

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	4.0	 10.0%
• 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	 35.0%
• 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	 25.0%
• % 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	 5.0%
• Forward Exam math—% proficient or advanced	2.5	

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

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	 35.0%
• 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	 15.0%
• % 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	 20.0%
• % 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	 5.0%
• ACT Aspire math—% students at or above spring benchmark	2.5	

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

*Teachers not offered continuing contracts or who moved farther than 25 miles from any Milwaukee County border due to a transfer of a family member are excluded when calculating this rate.

Note: To protect student identity, CRC 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 D2

Dr. Howard Fuller Collegiate Academy
 CSRC High School (9th – 12th Grade) Scorecard
 2019–20 (Abbreviated)

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	30.0%	Not available	
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		83.5%	6.3
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		88.7%	6.7
12th Grade	Graduation rate (DPI)*	5.0		71.7%	3.6
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		Not available	
	% of graduates with ACT composite score of 19.6 or more	2.5		2.0%	0.1
Local Measures	% met reading	5.0	20.0%	Not available	
	% met math	5.0			
	% met writing	5.0			
	% met special education	5.0		100.0%	5.0
Student Academic Achievement: 9th and 10th Grades	<u>ACT Aspire English:</u> % of 9th and 10th grade students at or above benchmark	2.5	10.0%	Not available	
	<u>ACT Aspire math:</u> % of 9th and 10th grade students at or above benchmark	2.5			
Engagement	Student attendance	5.0	25.0%	90.2%	4.5
	Student reenrollment	5.0		79.8%	4.0
	Student retention	5.0		89.8%	4.5
	Teacher retention rate	5.0		90.0%	4.5
	Teacher return rate	5.0		95.7%	4.8
TOTAL		62.5			54.0
HIGH SCHOOL SCORECARD PERCENTAGE					86.4%

*Based on 2018–19 four-year rate, the most recent available at the time of this report.

Appendix E

Parent/Guardian Survey Results

Parent/guardian opinions are qualitative and provide a valuable measure of school performance. To determine satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent-teacher conferences and made the survey available online. CRC made at least two follow-up phone calls to parents/guardians who had not completed a survey. If these parents/guardians were available and willing, CRC completed the survey over the telephone. There were 141 (54.7%) completed surveys representing 258 HFCA families.

Most parents agreed or strongly agreed that they feel welcome at their child’s school (96.5%), are comfortable talking with the staff (95.1%), clearly understand the school’s academic expectations (94.3%), and believe the staff recognize their child’s strengths and weaknesses (93.6%; Table E1).

Table E1						
Dr. Howard Fuller Collegiate Academy						
Parent Satisfaction with School						
2019–20						
(N = 141)						
Statement	Response					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	68.1%	27.0%	2.8%	1.4%	0.7%	0.0%
The staff keep me informed about my child’s academic performance.	69.5%	20.6%	5.0%	3.5%	0.7%	0.7%
I am comfortable with how the staff handle discipline.	48.2%	33.3%	9.2%	6.4%	2.1%	0.7%
I am satisfied with the overall performance of the staff.	53.2%	36.9%	6.4%	2.1%	0.7%	0.7%
The staff recognize my child’s strengths and weaknesses.	59.6%	34.0%	4.3%	0.7%	0.7%	0.7%
I feel welcome at my child’s school	67.4%	29.1%	2.1%	0.0%	0.7%	0.7%
The staff respond to my worries and concerns.	54.6%	37.6%	3.5%	2.1%	1.4%	0.7%
My child and I clearly understand the school’s academic expectations.	61.7%	32.6%	3.5%	0.7%	0.7%	0.7%
My child is learning what is needed to succeed in life.	58.2%	33.3%	5.7%	1.4%	0.7%	0.7%
My child is safe in school.	53.2%	39.0%	5.0%	0.7%	1.4%	0.7%
People in this school treat each other with respect.	39.0%	42.6%	12.8%	2.8%	1.4%	1.4%
The school offers a variety of courses and afterschool activities to keep my child interested.	44.0%	34.8%	13.5%	5.7%	1.4%	0.7%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, 80.8% of 141 parents discuss their children’s progress toward graduation, and about three quarters (74.5%) of parents responded that they monitor their child’s homework completion at least weekly.

Table E2					
Dr. Howard Fuller Collegiate Academy Parent Participant in Activities 2019–20 (N = 141)					
Activity	Response				
	Never	Monthly	Weekly	Daily	No Response
Monitor homework completion	10.6%	5.0%	22.7%	51.8%	9.9%
Participate together in activities outside of school	10.6%	14.2%	32.6%	33.3%	9.2%
Discuss with your child his/her progress toward graduation	1.4%	8.5%	24.1%	56.7%	9.2%
Discuss plans for education after graduation	2.8%	16.3%	24.1%	46.1%	10.6%

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. About three fourths (77.3%) of parents rated their child’s progress toward graduation as excellent or good, and 83.7% proportion of parents rated the school’s assistance in helping them plan for education after high school as excellent or good (Table E3).

Table E3					
Dr. Howard Fuller Collegiate Academy Parent Rating for Parents of High School Students 2019–20 (N = 141)					
Item	Rating				
	Excellent	Good	Fair	Poor	No Response
Your child’s progress toward graduation	41.8%	35.5%	18.4%	2.1%	2.1%
School assistance in helping my child and me understand and plan for education after high school	60.3%	23.4%	11.3%	1.4%	3.5%

Parental satisfaction was also evident in the following results.

- Most (94.3%) parents would recommend this school to other parents.
- More than three fourths (78.7%) of parents will send their child to the school next year. Twenty-one (14.9%) parents said they will not send their child to the school next year, and nine (6.4%) were not sure. Of the students not returning, most (90.5%) were because the student graduated.
- When asked to rate the school's overall contribution to their child's learning, most (92.9%) parents rated the school's overall contribution to their child's learning as excellent or good.

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

- Staff: Including their awareness of students and investment in their education; their attentiveness to the needs of both parents and students;
- Graduation rates and college preparation;
- Communication: Teachers and staff regularly communicate with parents about students' progress and well-being, as well as about any concerns or upcoming events;
- Small size and individualized education and pace of learning; and
- Welcoming, positive, and safe environment and culture.

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

- Lack of transportation services and location of the school;
- The school's discipline policy;
- Lack of extracurricular activities;
- Behavior of some of the students; and
- Timeliness and accessibility of posting grades, timing and scheduling of programming and conferences, delayed communication.

Appendix F

Board Interview Results

Board member opinions are qualitative and provide valuable, although subjective, insight regarding school performance and organizational competency. HFCA’s board of directors consists of 14 members. CRC conducted phone interviews using a prepared interview guide with 11 (78.6%) board members who agreed to participate.

The board members have served on the board for an average of just over seven years. Their backgrounds included finance, education, school parent, community stakeholder, business, development, and law.

All 11 board members said they participated in strategic planning for the school, received 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.

Asked to rate on a scale of excellent to poor, one of the board members rated the school as excellent and 10 rated the school as good. Board members largely agreed or strongly agreed with the performance measures. One measure for which there was more disagreement was “This school has the financial resources to fulfill its mission” (Table F1).

Table F1					
Dr. Howard Fuller Collegiate Academy 2019–20 Board Interview Results (N = 11)					
Performance Measure	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher-student ratio/class size at this school is appropriate.	18.2%	63.6%	9.1%	9.1%	0.0%
Program of instruction (includes curriculum, equipment, and building) is consistent with the school’s mission.	27.3%	63.6%	9.1%	0.0%	0.0%
Students make significant academic progress at this school.	18.2%	81.8%	0.0%	0.0%	0.0%
The administrator’s financial management is transparent and efficient.	45.5%	54.5%	0.0%	0.0%	0.0%
This school is making progress toward becoming a high-performing school.	72.7%	27.3%	0.0%	0.0%	0.0%
This school has strong linkages to the community, including businesses.	36.4%	54.5%	9.1%	0.0%	0.0%
The administrative staff’s performance meets the board’s expectations.	18.2%	81.8%	0.0%	0.0%	0.0%
The majority of the board of directors take their varied responsibilities seriously.	54.5%	45.5%	0.0%	0.0%	0.0%
This school has the financial resources to fulfill its mission.	0.0%	45.5%	27.3%	27.3%	0.0%
The environment of this school ensures the safety of its students and staff.	63.6%	27.3%	9.1%	0.0%	0.0%

When asked what they liked most about the school, board members mentioned:

- The mission of the school and the commitment of board, staff, students, and graduates to that mission;
- The culture of the school;
- The dedication, responsiveness, and engagement of the faculty and staff to the students; and
- The students and their engagement with the work.

Regarding things they like least, the board members mentioned:

- The lack of resources and need for financial supports;
- Staff turnover; and
- The school facility is no longer serving the needs of the students.

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

- Increase fundraising and financial resources to meet student needs;
- Expand enrollment and increase recruitment to serve more youth in the community; and
- Improve the facility.