

2015–2016 Programmatic Profile and Educational Performance

Report Date: October 2016



Milwaukee Collegiate Academy

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This report includes text from Milwaukee 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
Milwaukee Collegiate Academy
2015–16

This is the fifth annual report to describe the operation of the Milwaukee Collegiate Academy (MCA) as a City of Milwaukee–chartered school.¹ 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). Based on the information gathered and discussed in the attached report, CRC has reached the following findings.

I. CONTRACT COMPLIANCE SUMMARY²

MCA met all but one provision of its contract with the City of Milwaukee and the subsequent CSRC requirements: All teachers will hold a Wisconsin Department of Public Instruction (DPI) license. Two teachers were without DPI licenses at the end of the school year. Both teachers had applications pending but for diverse reasons, DPI had not finalized their decisions about granting a license to these individuals.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Primary Measures of Educational Progress

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, MCA’s local measures of academic progress resulted in the following outcomes.

Ninth, tenth, and eleventh graders completed the ACT EXPLORE, PLAN, or ACT, respectively, in the fall and spring of the school year. Student progress in reading and math was examined by comparing fall English/reading and math scores for each test to students’ previous tests.

- By the time of the spring tests, 90.4% of students were at benchmark or had advanced at least one point on the reading and/or English subtests. The school’s goal was 70.0%.
- By the time of the spring test, 76.4% of students were at benchmark or had advanced at least one point on the ACT Aspire math subtest. The school’s goal was 70.0%.

¹ Prior to the 2013–14 school year, MCA was called the Commitment, Excellence, & Opportunity (CEO) Leadership Academy.

² See Appendix A for a list of each education-related contract provision, page references, and a description of whether each provision was met.

Twelfth graders completed the Achieve3000 reading assessment and the College Academies Pre-Calculus Final Exam.

- Most (27, or 90.0%) of the 30 students who completed both the fall and spring Achieve3000 met the literacy goal (i.e., maintained proficiency or improved 30 or more Lexile points); the school's goal was 75.0%.
- Over half (16, or 57.1%) of the 28 students enrolled for the entire year who had end-of-year math scores had mastered at least 75.0% of the items on the test; the school's goal was 80.0%.

Of 245 students, 133 (54.3%) met the writing goal. Of students who were proficient in the fall, 85.0% maintained proficiency; of students who were below proficient in the fall, 51.6% improved at least one point. The school met its internal writing goal for students who were proficient in the fall but not for students who were below proficient.

2. Secondary Measures of Educational Outcomes

To meet City of Milwaukee requirements, MCA identified measurable outcomes in the following secondary areas of academic progress:

- Attendance;
- Parent-teacher conferences;
- Special education student records;
- Graduation plans; and
- Assessment of new school enrollees.

The school met all but one of these internal goals (attendance).

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

The following summarizes year-to-year achievement based on standardized test scores.

- 2015 Aspire to 2016 Aspire
 - » Of 21 students at or above the English benchmark in 2015, 52.4% maintained benchmark in 2016. There were too few students at or above benchmark on the other subtests or composite score to include results this year.
 - » Between 35.0% and 47.4% of students below benchmark on any of the subtests or the composite score reached benchmark or improved their scale score by one or more points from 2015 to 2016.
- Aspire to ACT: Progress from Aspire to ACT, as defined by CSRC expectations, cannot be validly measured at this time. Therefore, progress from tenth to eleventh grade was not measured this year.

C. School Scorecard

The school scored 84.4% on the CSRC scorecard. This compares with a score of 78.2% on the 2014–15 scorecard and 68.2% on the 2013–14 scorecard.

III. SURVEY/INTERVIEW RESULTS

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

- Of 271 MCA families, 131 (48.3%) responded to the survey.
 - » Almost all (93.9%) parents would recommend this school to other parents.
 - » More than two thirds (67.2%) rated the school’s overall contribution to their child’s learning as excellent or good.
- Of 13 board members, 12 participated in interviews.
 - » All 12 members rated the school as excellent or good overall.
 - » Themes that emerged when asked what they like most about the school included school environment, clear focus on mission and college preparation, the number of students who continue on to postsecondary education, teacher and staff dedication and collaboration, board dynamics, and leadership.
- A total of 11 instructional staff/classroom teachers participated in interviews.
 - » All 11 (100.0%) teachers listed the school’s progress toward becoming an excellent school as excellent or good.
 - » Nine of 11 rated the students’ academic progress as good; one rated student progress as excellent and one rated it as fair.
- A total of 64 eleventh and twelfth graders in attendance the day of the survey participated.
 - » Most (92.2%) indicated that they had improved in English/writing and 81.3% said they had improved in math at the school.
 - » Over three quarters (76.6%) said that adults in their school help them understand what they need to do to succeed.
 - » Nearly two thirds (62.5%) plan to enroll in a postsecondary institution after graduation.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The following recommendations were jointly identified by the school leadership and CRC. To continue a focused school improvement plan, it is recommended that the following activities be undertaken for the 2016–17 year.

- Adopt strategies to improve attendance and student retention rates, especially at the lower grade levels, to provide students with more continuity of instruction.
- Engage a parent liaison to increase the involvement of parents to maximize the consistency of student engagement in the learning process and thereby improve the overall school culture.
- Revise instructional practice to create a stronger alignment between the daily curriculum and the ACT college standards. Special attention should be given to improving students' writing skills.

V. RECOMMENDATION FOR ONGOING MONITORING

This is MCA's fifth year as a City of Milwaukee charter school. The school's scorecard percentage increased from 78.2% in 2014–15 to 84.4% for the current school year. As a result of this improvement in academic performance and the school's contract compliance status, CRC recommends that the school continue regular, annual monitoring and reporting for the next school year.

I. INTRODUCTION

This is the fifth regular program monitoring report to describe educational outcomes for the Milwaukee Collegiate Academy (MCA), a City of Milwaukee charter school. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the NCCD Children's Research Center (CRC).³

Gathering information for this report included the following steps.

- One initial site visit was made to MCA, which included a structured interview with the high school's leadership staff, a review of critical documents, and copying of these documents for CRC files.
- CRC staff assisted the school in developing outcome measures for the learning memo.
- Additional scheduled and unscheduled site visits were made to observe classroom activities; student-teacher interactions; parent-staff exchanges; and overall school operations, including the clarification of necessary data collection. CRC staff also reviewed a representative sample of special education files.
- CRC staff conducted interviews with a random selection of teachers and all members of the school's board of directors who responded to a request for the interview.
- CRC surveyed the parents of all students enrolled in the school and all eleventh and twelfth graders in attendance on the day the survey was administered.
- CRC staff, along with the CSRC, attended a meeting of the school's board of directors to improve communications regarding the CSRC's and CRC's roles. The focus of this session was on the educational monitoring process and the CSRC's expectations regarding board member involvement.
- A structured interview was conducted with the high school leadership team at the end of the school year.
- The school provided electronic data to CRC to be compiled and analyzed.

³ CRC is a nonprofit social science research organization and a center of the National Council on Crime and Delinquency (NCCD).

II. PROGRAMMATIC PROFILE

Milwaukee Collegiate Academy
4030 N. 29th St.⁴
Milwaukee, WI 53216

Telephone: (414) 873-4014
Website: <http://milwaukeecollegiateacademy.org/>

Principal: Judith Parker

MCA is on the north side of the city of Milwaukee and opened its doors to ninth- and tenth-grade students in September 2004. It initially operated as a private “choice” high school, affiliated with an organization known as Clergy for Educational Options, a group of interdenominational pastors and church leaders. This its fifth year of operation as a city-chartered school.

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

The school’s vision is that “MCA will produce responsible leaders through academic mastery, community-focused education, and the fostering of lifelong learning in any environment.”⁵ Its mission is to “nurture scholars capable of transforming their world, by sending them to and through college.” The school also adopted a series of goals seen as the necessary conditions for MCA to accomplish its intended impact. These four goals, listed on the bottom of the school’s home web page, state that students will:

- Show up and be engaged learners;
- Acquire the courage, confidence, and character to contribute to the continuous improvement of MCA;

⁴ The school started the 2013–14 school year in a new facility at this location.

⁵ From the academy’s website: <http://milwaukeecollegiateacademy.org/about-2/>

- Meet or exceed the national average for high school graduation and college readiness, enrollment, and completion; and
- Take action to empower their families and communities.

2. Instructional Design

The school serves inner-city students who seek high academic standards and high character expectations as part of their learning environment.⁶ The school's updated strategic plan embodies a goal that MCA's comprehensive curriculum will meet students at their individual levels and prepare them for a four-year college. It is the school's intent 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.⁷ The school has partnered with Education Elements to implement the curriculum and has augmented its curricular focus with a full-time dean of instruction. MCA's curriculum relies upon interim assessments that are aligned to the college readiness tests (Aspire and ACT) and requires regular attention to data-driven instruction. It also incorporates Wisconsin's Common Core State Standards and ensures that its students will satisfy state requirements for graduation and entrance requirements for most colleges and universities.

Additionally, students are offered the following opportunities.

- The college coach/counselor assists students with the creation of a high school graduation plan. These plans help students to focus and monitor their progress toward their post-high school college and career goal(s). The coach uses a checklist with students that is designed for all four years of MCA attendance.
- Staff assist students with enrollment in credit recovery classes if they have not achieved the grade requirement of 74.0% or higher at the end of each semester. These classes are designed to enable students to stay on track to graduate within four years.

⁶ MCA's goal is to instill each student with eight character strengths: love, optimism, zest, social intelligence, grit, curiosity, self-control, and gratitude.

⁷ MCA has been selected as a pilot site for implementing the Summit Program. It will launch this new pedagogical approach with its ninth graders in the 2016–17 school year. For more information, visit <http://summitbasecamp.org/>

- Staff encourage and assist students with the school's expectation that all students will have accumulated 20 hours of community service by the time of their graduation. Examples of service sites include schools, daycares, libraries, churches, hospitals, etc.
- MCA collaborated with College Possible Milwaukee to assist low-income students in gaining admission to college and ultimately obtaining a four-year college degree.

During the interview and survey process, board members and teachers were asked about the school's program of instruction. All but one board member (91.7%) agreed or strongly agreed that the program of instruction is consistent with the school's mission, and 63.6% of teachers rated the program of instruction as excellent or good.

B. School Structure

1. Board of Directors

MCA 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, in turn, hires the school staff. The board has regular meetings at which they discuss issues, set policy, and conduct school business. Much of the board work is conducted by committees that meet with greater frequency 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: a chairperson, two co-vice chairpersons, a secretary, a treasurer, two parent representatives, and six other directors serving as members of the community at large. Board members represent a variety of educational organizations (e.g., Institute for the Transformation of Learning, Black Alliance for Educational Options, Center for Transformative Educational Leadership) and major local businesses that contribute their expertise in administrative and fiscal management. MCA board member experience includes education

administration, nonprofit leadership and management, law, and teaching. A few board members have been on the board since the school's inception in 2004.

Of the 12 board members interviewed, 11 reported that they participated in strategic planning. All 12 received a presentation on the school's annual academic performance report and received and approved the school's annual budget and a copy of the annual financial audit. When asked what they like most about the school, members cited things such as the school environment, clear focus on mission and college preparation, the number of students who continue on to postsecondary education, teacher and staff dedication and collaboration; board dynamics, and leadership. The most commonly noted dislikes were the lack of funding and other resources, lack of extra-curricular programs for students, lack of gymnasium, and the political environment of Milwaukee in relationship to MCA. The main suggestions for improving the school were to find additional resources and expand the school to include elementary and middle school grade levels. See Appendix H for additional results from interviews with board members.

2. Areas of Instruction

During the 2015–16 school year, MCA served ninth- through twelfth-grade students. The school had 16 regular classrooms, a special education resource center, and a school gym/fitness center. MCA has a comprehensive four-year education plan for all students. The plan is designed to enable students to meet all of the school's expectations for annual grade-level promotion; high school graduation; and, ultimately, college success. The courses in the core curriculum areas are English, math, science, and social studies. Each specific course in these subjects is designed to contain adequate rigor so that students who successfully complete these courses are able to successfully complete college courses in the various subject areas. The academy also requires its students to acquire two credits in a foreign language.

MCA has stated requirements in two areas: academic and community service. The academic requirement is that students earn at least 21 credits to graduate.⁸ The expectations for grade-level promotion are that ninth graders complete five credits; tenth graders complete 10.5 credits; and eleventh graders complete 16 credits. Credit recovery activities were offered as a component of the school's Saturday morning program and Homework Club, which met every day after regular school hours.

All students are encouraged to engage in community service. To that end, MCA 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 to locate and arrange a site. Examples of service sites include schools, daycare centers, libraries, and hospitals. Students and the school provide service sites with materials to document the students' service hours. These hours are incorporated into student transcripts at the end of each school year.

3. Teacher Information

Under the leadership of the school principal, business manager/comptroller, dean of school culture, two deans of instruction, a blended learning coordinator/data manager, and the college coach/counselor, the MCA teaching roster included 17 teachers and three paraprofessionals at the beginning of the current school year. These full-time teaching staff had expertise in English, math, science, social studies, foreign language, technology, special education, and physical education/health.

⁸ Specific credit requirements include 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 2014–15 *Family Handbook*.

At the end of the 2014–15 school year, MCA had 17 teachers; 12 of these teachers were eligible to return for the 2015–16 school year. Ten of the 12 eligible teachers returned, representing a return rate of 83.3%. The 10 returning teachers had been at the school for one to 12 years.

At the beginning of the 2015–16 school year, seven new teachers joined the 10 returning teachers. During the year, one teacher was terminated and left the school. The remaining 16 were eligible for retention and all but one remained at the school for the entire year, resulting in an annual retention rate of 93.8%. Of the 17 teachers at MCA during the school year, 15 (88.2%) held DPI licenses or permits to teach.⁹ The teachers were assisted by a technology and communications coordinator. Two administrative assistants handled the school office and provided support to the teaching staff.

During the interview process, teachers were asked about the teacher assessment process. Nearly three quarters (72.8%) agreed or strongly agreed that the school has a clear teacher assessment process, but less than two thirds (63.6%) were satisfied with the teacher assessment criteria. Most (81.8%) agreed or strongly agreed that student academic performance is an important part of teacher assessment. See Appendix E for additional information from interviews with teachers.

4. Hours of Instruction/School Calendar

The first day of school for all MCA students was September 1, 2015, and the school year ended June 10, 2016. MCA operates on a 36-week school year composed of four nine-week quarters. At the beginning of the 2015–16 academic school year, MCA provided CRC with its school calendar, indicating that students met their contract requirements for days/hours of instruction. The school opened at 7:35 a.m. for breakfast, and the school day began at 8:00 with morning meeting/advisory. The first block of instruction started at 8:18 a.m., and the last block ended at 3:33 p.m. The day ended

⁹ The Spanish teacher was a Teach For America candidate and applied for his license but paid the fee late, and thus, his licensure status is still pending. The second teacher earned credits abroad and this required a foreign evaluation process. This process has been completed and his foreign evaluation credentials have been submitted to DPI but his application is also still pending.

with five minutes of announcements. After the morning meeting, students participated in four learning blocks, lasting for 90 minutes each, and a 30-minute lunch/advisory break. Every student was assigned to an advisory group for academic and behavior guidance. Students were dismissed early (1:02 p.m.) every Wednesday to enable them to engage in community service work and to allow staff to participate in staff meetings or other professional development activities.

Each teacher taught courses in his/her area of expertise (English, math, science, social studies, foreign language, technology, and physical education/health). Additionally, several teachers assumed responsibilities for related learning opportunities, such as study skills, student council, leadership team, yearbook, and school newsletter.

MCA students also had the opportunity to participate in several afterschool activities from 3:45 to 7:00 p.m. These activities included organized sports, PEARLS for Teen Girls Inc., debate, robotics, computer club, newsletter, tutoring for academic assistance, and detention. The extended-day program operated Mondays through Thursdays; the exception to this schedule was that basketball activities were held on Friday afternoons/evenings. The school also operated a Saturday Academy from 8:00 a.m. until noon. Study support and tutoring were available for all students, along with credit recovery instruction for students needing to acquire additional competencies in order to receive credit for any specific course.

5. Parental Involvement

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

- All parents are required to sign an annual contract with the school. This contract emphasizes that MCA provides students with a college preparatory curriculum and that students might be required to attend Saturday Academy in order to successfully complete the curriculum, graduate, and be prepared for success in college. The

contract also identifies the parental responsibility for overseeing student homework completion and studying for other required assessments.

- Two of the 13 board members are parent representatives.
- MCA employed a full-time dean of student culture. The dean worked with parents to ensure that children attend school regularly. The dean provided parents with regular feedback on issues related to student behaviors and achievements.
- MCA informs parents in the family handbook that MCA has a commitment to them and informs them that they are always welcome to observe or volunteer at the school, make suggestions or voice opinions to staff, and speak to the teachers about a student's academic progress.¹⁰
- MCA created a parent council that meets bimonthly to advise the principal and serve as a voice for the parents. This body works with the student council to plan special events for the school and assists with the implementation of these events.

Teachers were asked about parental involvement. Only one quarter (three of 11) of teachers rated parental involvement as excellent or good; four rated it as fair.

6. Waiting List

The school's administrator reported that as of June 2016, the school had a waiting list for the tenth and eleventh grades for the 2016–17 school year. MCA's goal is to enroll 275 to 305 students for the 2016–17 school year.

7. Discipline Policy

MCA 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 the rules, regulations, and policies of the academy. The school has adopted "nonnegotiable" rules that are considered so critical to the culture of MCA that violation results in expulsion. These rules expressly prohibit students from:

¹⁰ This information was extracted from MCA's charter school application and the high school's 2014–15 *Family Handbook*.

1. Bringing drugs and/or alcohol into or within a two-mile radius of the academy and/or being convicted of selling drugs;
2. Bringing weapons into and/or using weapons within a two-mile radius of the academy;
3. Blatantly disrespecting, using profanity toward, or threatening a staff member;
4. Engaging in fighting and/or a physical altercation in or within a two-mile radius of the academy; and
5. Bullying or harassing other students at the academy.¹¹

In the *Family Handbook*, the school provides detailed information on the consequences students will experience for violating any of the school's policies or rules. For example, the school has a merit and demerit system for a variety of student behaviors. A student may receive a merit for things such as strong character demonstration and positive academic achievements and demerits for things such as tardiness, uniform violations, disruptive behavior, or theft. The details of how MCA operates its merit/demerit system can be found in the *Family Handbook*. In addition to the demerit system, the school uses in- and out-of-school suspensions, afterschool detentions, and expulsions as consequences for students' negative choices. In its handbook, it 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 on the forms of detention, suspension, and expulsion procedures.

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

- Teachers
 - » All (100.0%) teachers considered the discipline at the school as a very important or somewhat important reason for continuing to teach there.

¹¹ These five statements are taken directly from the 2014–15 *Family Handbook*, which is distributed and signed upon receipt by every student's parent or guardian.

- » About half (45.5%) of the teachers rated adherence to discipline policy as good, one as excellent, three as fair, and one teacher rated adherence to policy as poor.
- Parents: Most (88.5%) parents strongly agreed or agreed that they are comfortable with how staff at the school handle discipline.
- Students: About half (53.1%) of students surveys agreed or strongly agreed that the school rules are enforced fairly.

8. Graduation Information

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

- The Summer Bridge Program for incoming ninth-graders introduced them to MCA's graduation requirements and the ninth-grade schedule. Information was shared on how to earn credits and how many credits are required for grade promotion.
- The college coach/counselor conducted many activities during the year. For example, she visited all ninth- through twelfth-grade English classes twice a year to talk about graduation requirements and postsecondary plans; worked with the seminar teacher to identify information ninth graders should know about college; visited eleventh-grade classrooms to assist with personal statements for college; assisted the senior seminar teacher and students with college applications; visited advisories to make sure all students completed their graduation plans; held one-on-one sessions with seniors three or more times during the year to discuss attendance, credits, graduation requirements, community service, postsecondary plans, and financial aid completion (FAFSA); and created a College Resource Center for students, including computer access for students to research and apply for college and scholarships.
- An advisor from Great Lakes College Access visited ninth- through twelfth-grade classrooms multiple times throughout the year.
- Students had the opportunity to visit colleges throughout the year. A group of eleventh-grade students went on an overnight college tour to Tennessee and visited four colleges: Fisk University, Tennessee State University, Lane College, and the University of Memphis. A group of ninth- and tenth-grade students went on an overnight mini-college tour and visited the University of Wisconsin (UW) Oshkosh and Lakeland College. Additionally, students visited the following colleges over the course

of the 2015–16 school year: UW–Milwaukee, UW–Platteville, UW–Parkside, UW–Whitewater, and Alverno College.

- In addition to college visits, MCA held a number of activities in which representatives from multiple colleges and universities participated.
 - » MCA hosted a college fair in which all students participated. The following schools were represented: UW–Milwaukee, UW–Whitewater, UW–Platteville, UW–Parkside, UW–Oshkosh, UW–Green Bay, UW–Madison, Carroll University, Mount Mary University, Marquette University, Fisk University, Marian University, Winona State University, Lakeland College, Wisconsin Lutheran College, Concordia University, Alverno College, George Williams College of Aurora University, Milwaukee Area Technical College, and Waukesha County Technical College. UW–Oshkosh and Marquette University also had tables for their pre-college programs, for which they were sharing information and recruiting.
 - » A variety of local/statewide college admissions counselors presented to classrooms of primarily eleventh and twelfth graders this year.
 - » The school encouraged students to participate in pre-college programs this year. MCA advertised any/all local and statewide pre-college programs.
- Multiple parent nights were held on topics including pre-college programs, financial aid, how to choose the right college, and what every parent needs to know about college. Additionally, parents received mailings with specific information on credits/graduation requirements and credit recovery options, a parent/student handbook at orientation, phone calls, progress reports mailed home, and grade-level parent meetings.
- MCA supports a strong college-going culture. This was demonstrated through activities such as “College Fridays,” in which students and staff dressed in college gear; posting college acceptance notices on the thermometer in the school’s foyer; and decorating classrooms with “college corners.”
- Finally, the school engaged in multiple college partnerships. For example, MCA partnered with College Possible to strengthen efforts to send students to and through college. The partnership started with 20 eleventh graders and will continue next year with an eleventh- and twelfth-grade cohort. The school also continued its partnership with PEARLS for Teen Girls Inc. and Unity in Motion, which have college/career readiness components.

A key outcome of these diverse activities, as reported by the school at the end of the school year, was that all 30 high school graduates were accepted into postsecondary institutions.

Of 64 eleventh and twelfth graders surveyed at the end of the school year, 49 (76.6%) indicated that adults at the school helped them to understand what they need to do to succeed and 40 (62.5%) said that they are planning to enroll in a postsecondary program after high school.

C. Student Population

MCA began the academic year with 298 students registered in ninth through twelfth grades.¹² During the year, an additional four students enrolled and 54 students withdrew.¹³ Of the 54 students who withdrew during the year, 21 transferred to other schools/moved; 12 were expelled for various reasons, including fighting (five), threatening staff (three), endangering/aggressive behavior (two), drug possession (one), and threatening to bring firearm to school (one); seven withdrew due to behavior issues (not expelled); four left due to truancy; five withdrew for other reasons;¹⁴ and five withdrew for reasons unknown to the school. At the end of the school year, 248 students were enrolled in MCA.

- Of these students, 109 (44.0%) were in ninth grade, 67 (27.0%) were in tenth, 42 (16.9%) were in eleventh, and 30 (12.1%) students were in twelfth (Figure 1).¹⁵
- More than half (130, or 52.4%) of the students were female, and 118 (47.6%) were male.
- All of the students were African American.
- All of the students received a free or reduced lunch.
- Of the 44 (17.7%) students with documented special needs, 20 had other health impairments (OHI), 10 had learning disabilities (LD), seven had cognitive disabilities (CD), four had emotional behavioral disabilities (EBD), two had traumatic brain injuries (TBI), and one student was autistic.

¹² There were 137 ninth graders, 76 tenth graders, 48 eleventh graders, and 37 twelfth graders.

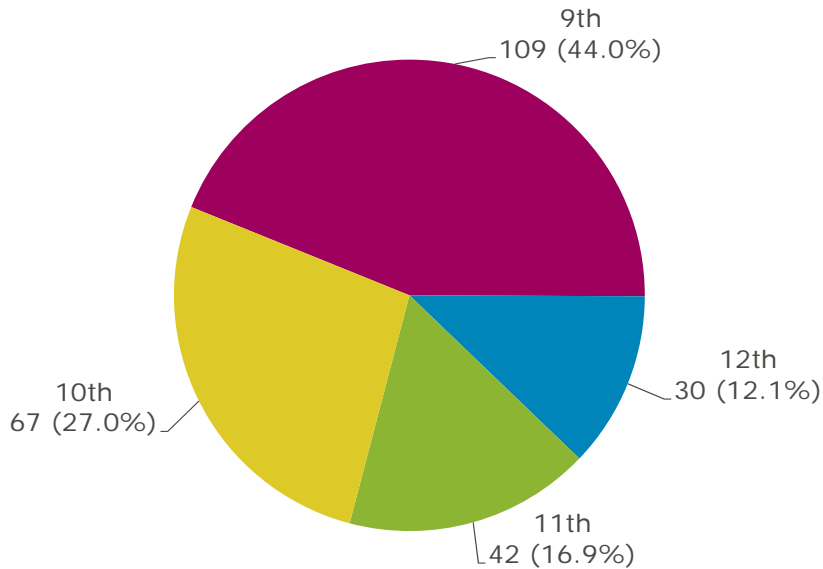
¹³ Twenty-nine ninth graders, 12 tenth graders, six eleventh graders, and seven twelfth graders withdrew.

¹⁴ Other reasons included personal reasons, mental health issues, etc.

¹⁵ Three students were promoted from eleventh to twelfth grade, five were promoted from tenth to eleventh, and two were promoted from ninth to tenth grade during the year; end-of-year counts reflect end-of-year grade levels.

Figure 1

Milwaukee Collegiate Academy Grade-Level Enrollment Numbers 2015–16



N = 248

Note: Reflects enrollment at the end of the school year.

Of the 298 students enrolled at the beginning of the school year, 246 were enrolled for the entire year. This represents a retention rate of 82.6%.

At the end of the 2014–15 school year, 184 of the enrolled students were eligible to return to the school, i.e., had not graduated from high school. Of these, 154 were enrolled as of the third Friday in September 2015. This represents a student return rate of 83.7%.

A total of 64 eleventh and twelfth graders who were in attendance the day of the survey participated. Almost all (92.2%) said that they improved in English/writing and most (81.3%) said they had improved in math. Over two thirds (70.3%) of the students surveyed reported that they felt safe in school. Of the students surveyed, 57.8% strongly agreed or agreed that teachers at the school respect students; 45.3% agreed or strongly agreed that teachers at the school respect students' different

points of view. Over half (57.8%) said that they liked being in school. When asked what they liked best about the school, students most frequently mentioned the way the school pushes them to do their best and attend college, that the schools cares about their futures, and the support and help provided by staff. When asked what they liked least, some students said the rules and demerit system, that elective courses are required for graduation, and lack of extracurricular activities. See Appendix G for additional information from student surveys.

D. Activities for Continuous School Improvement

Following is a description of MCA's response to the recommended activities in its programmatic profile and educational performance report for the 2014–15 academic year.

- **Recommendation:** Adopt additional strategies to improve the retention levels among the lower levels, especially for the ninth graders.

Response: MCA implemented an advisory framework for all grades. The advisory leaders worked with students to set weekly individual goals and advisory group goals related to academic progress. Advisory groups also worked on building a community to enable students to feel more connected and immersed in the school culture. The advisor-to-student ratio was considerable lower in the ninth grade sections.

Teachers also tracked student grades and attendance rates. If a student was not passing a class, the student was given an appointment/contract to meet with the teacher during after-school office hours for additional assistance.

- **Recommendation:** Select new and innovative ways to more significantly improve students' writing skills at all levels.

Response: MCA used technology resources to assist with writing instruction and provide more frequent feedback to students. Interim writing assessments were completed every quarter, and the writing teacher coached and co-planned with all teachers to improve the writing interventions used with all other instruction. There was also a writing center for assisting students with writing assignments after school.

- **Recommendation:** Adopt local measurement tools for both reading and math that are better aligned to the school's curriculum and are useful to teachers, students, and parents in their ongoing assessment of each student's academic competencies and deficiencies in these two areas.

- Response: MCA returned to the use of the ACT EXPLORE, PLAN, and ACT as local measures for reading and math for most grades. These assessments are aligned with recognized college standards and enable teachers, students and parents to understand the students' academic deficiencies and revise their instruction to help students acquire the necessary skills for college success.

III. EDUCATIONAL PERFORMANCE

To monitor performance as it relates to the CSRC contract, MCA 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 included student progress in literacy, mathematics, 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 for 25.0% of the day for each of four core instructional periods they attend. This year, students attended school an average of 88.6% of the time.¹⁶ The school therefore did not meet its goal related to attendance. When excused absences were included, the attendance rate rose to 89.6%.

A total of 95 students served out-of-school suspensions at least once during the school year; these students spent, on average, 3.3 days out of school due to suspension. Additionally, 22 students

¹⁶ Includes 302 students enrolled any time during the school year; excludes students who enrolled but withdrew prior to the third Friday of September.

served in-school suspensions at least once during the school year; these students spent, on average, 1.1 days out of their regular classes due to suspension.

B. Parent-Teacher Conferences

At the beginning of the academic year, the school established a goal that parents of at least 75.0% of students would participate in one of two scheduled parent-teacher conferences. There were 246 students enrolled for the entire school year; parents of 200 (81.3%) children attended at least one conference. The school therefore met its goal related to parent-teacher conferences.

C. Special Education Student Records

This year, the school established a goal to develop and maintain records for all special education students. At the end of the year, 44 students were eligible for special education services. Of these, 24 were new to MCA and/or new to special education services this year and 20 were continuing special education students at MCA. All special education students who were evaluated and were eligible for services had an IEP.

In addition to examining the special education data provided by the school, CRC conducted a review of a representative number of files during the year. This review resulted in the observation that MCA's maintenance of their special education files and interactions with students and parents were appropriate and positive. More importantly, every student's file was complete and up to date, and all of the required documentation was easily accessible and effectively organized. Finally, MCA's compliance with the Individuals with Disabilities Education Act requirement was excellent as it related to evaluations, IEPs and their reviews, and regular monitoring of student progress toward respective goal achievement. It was clear that MCA staff allocated adequate resources to this task to better

enable students with special needs to succeed at MCA. The school met its goal related to keeping updated special education records.

D. High School Graduation Plan

A high school graduation plan is to be developed for each high school student by the end of his/her first semester at the school. Each plan should include (1) evidence of parent/family involvement;¹⁷ (2) information regarding the student's postsecondary plans; and (3) a schedule reflecting plans for completing four credits in English; three credits each in math, science, and social studies; two credits of foreign language; and six credits in other electives.

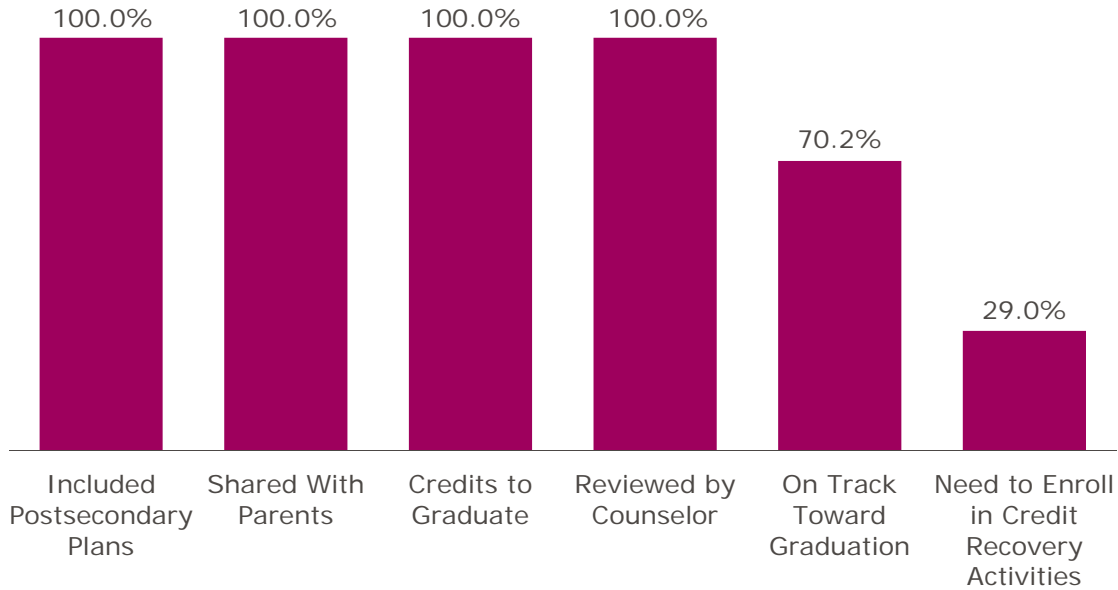
This year, plans were completed for all 248 MCA students enrolled at the end of the year. All of the 212 graduation plans for which other information was available included the student's postsecondary plans and a schedule reflecting credits needed to graduate; these were reviewed by the college coach/counselor. Part of the review was to ensure that students were on track to graduate and to determine whether a student should be referred for summer school; over two thirds (70.2%) of the students were on track to graduate, and 29.0% needed to enroll in credit recovery activities.¹⁸ Plans were shared with all parents (Figure 2).

¹⁷ 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.

¹⁸ MCA offered credit recovery activities during the school year, including during Saturday Academy. Students could enroll in summer courses offered at other local high schools.

Figure 2

Milwaukee Collegiate Academy High School Graduation Plans 2015–16



N = 212

E. High School Graduation Requirements

As part of high school graduation requirements, the school set a goal that at least 60.0% of ninth graders would complete 5.0 or more credits; 70.0% of tenth graders would complete a total of 10.5 or more credits; 75.0% of eleventh graders would complete a total of 16.0 or more credits; and 90.0% of twelfth graders would complete a total of 21 credits by the end of the school year.

Credit and grade-level promotion data were provided for all 246 students who were enrolled at MCA for the entire school year. Overall, 89.8% of students received enough credits to be promoted to the next grade level by the end of the school year. More than 80% of ninth graders, over 90% of tenth graders, 95% of eleventh graders, and all twelfth graders received enough credits for promotion/graduation (Table 1). The school therefore exceeded the goal for all four grade levels.

Table 1					
Milwaukee Collegiate Academy High School Graduation Requirements 2015–16					
Grade	N	Minimum Number of Credits Required	Average Credits Earned/ Accumulated	Students Who Met Goal*	
				n	%
9th	108	5.0	6.6	91	84.3%
10th	66	10.5	12.1	60	90.9%
11th	42	16.0	17.7	40	95.2%
12th	30	21.0	24.1	30	100.0%
Total	246	--	--	221	89.8%

*Received at least the minimum number of credits required for their grade level by the end of July 2016; includes students enrolled at MCA for the entire school year.

F. Twelfth-Grade College Applications and Acceptance

The MCA 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. All 30 graduating seniors completed at least six college applications; all 30 (100.0%) 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 by city-chartered schools 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,

clearly expressing the expected quality of student work, 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, MCA used the EXPLORE, PLAN, and ACT; the Achieve3000; and the Collegiate Academies Pre-Calculus Final Exam 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. Literacy¹⁹

a. *Reading and English Progress for Ninth, Tenth, and Eleventh Graders*

Ninth graders took the ACT EXPLORE, tenth graders completed the ACT PLAN, and eleventh graders completed the ACT in the fall and spring of the school year.^{20, 21, 22} The school's internal goal was that at least 70.0% of students who took both the fall and spring 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. When reading and English results were combined, 188 (90.4%) of 208 of ninth, tenth, and eleventh graders met the literacy goal, exceeding the school's goal (Table 2).

¹⁹ Not all ninth graders and students who enrolled after the start of the year were tested within 60 days; two ninth graders were not tested.

²⁰ In 2014–15, the ACT Aspire replaced the ACT EXPLORE and PLAN as the DPI-required standardized test for ninth- and tenth-grade students. In addition to completing the Aspire in the spring of 2016 as required by DPI, MCA also administered the EXPLORE, PLAN, and a former version of the ACT in the fall of 2015 as local measures for ninth- through eleventh-grade students.

²¹ In 2013, ACT published new benchmarks for the EXPLORE, PLAN, and ACT subtests. However, because the versions of the EXPLORE and PLAN and the fall ACT that will be used for this measure pre-date that change, the prior EXPLORE, PLAN, and ACT benchmarks will be used to measure student progress.

²² The DPI requires only eleventh-grade students to complete the ACT Plus Writing in the spring of the school year. In order to measure fall-to-spring progress, MCA will also administer a former local version of the ACT reading and English subtests in the fall of 2016. Former benchmark scores will be used for this local measure comparison.

Table 2						
Milwaukee Collegiate Academy						
Literacy Progress Based on EXPLORE, PLAN, and ACT English and Reading Tests						
2015–16						
Grade/Test	Students Who Achieved Benchmark in Spring of 2016		Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring		Goal Met?*	
	n	%	n	%	n	%
9th Grade EXPLORE (N = 83)						
English	24	28.9%	42	50.6%	66	79.5%
Reading	8	9.6%	49	59.0%	57	68.7%
Overall 9th	--	--	--	--	76	91.6%
10th Grade PLAN (N = 83)²³						
English	36	43.4%	25	30.1%	61	73.5%
Reading	19	22.9%	28	33.7%	47	56.6%
Overall 10th	--	--	--	--	70	84.3%
11th Grade ACT (N = 42)						
English	5	11.9%	29	69.0%	34	81.0%
Reading	1	2.4%	40	95.2%	41	97.6%
Overall 11th	--	--	--	--	42	100.0%

*Reached benchmark by spring or improved at least one point from fall to spring; for overall, student progressed on the reading and/or English test.

b. *Achieve3000 for Twelfth Graders*

Twelfth graders completed the Achieve3000 reading assessment in the fall and spring of the school year. Achieve3000 is an online approach to differentiated literacy instruction that uses Lexiles as its foundation.²⁴ Student Lexile scores were translated into proficiency levels and compared to

²³ Of the 83 students who completed both PLAN assessments, 23 were still enrolled in ninth grade at the end of the school year; progress for those students was calculated using PLAN benchmarks for tenth grade students and were higher than benchmarks for ninth graders who completed EXPLORE assessments. One ninth-grade student had both EXPLORE and PLAN results; that student was included in the EXPLORE cohort.

²⁴ Additional information about Achieve3000 can be found at www.achieve3000.com

examine progress from fall to spring.²⁵ The school's goal was that at least 75.0% of students who were proficient or advanced in the fall would maintain proficiency in the spring and at least 60.0% of students who were below proficient for their grade level in the fall would either reach proficiency or demonstrate an increase of at least 30 Lexile points by the time of the spring test.

There were 30 twelfth graders who completed both the fall and spring tests; 12 were at or above proficiency at the time of the fall test and 18 were below. All students proficient in the fall maintained proficiency in the spring and over 80% of the students below proficient in the fall improved 30 or more Lexile points by the spring. Overall, 90.0% of twelfth graders met the local measure goal for reading (Table 3). The school met their internal goal for twelfth-grade literacy.

Table 3			
Milwaukee Collegiate Academy			
12th-Grade Literacy Progress Based on Achieve3000			
2015-16			
Proficiency at Fall Test	N	Maintained Proficiency/Met Minimum Lexile Increase, Spring of 2016	
		n	%
Proficient	12	12	100.0%
Below proficient	18	15	83.3%
Overall Growth	30	27	90.0%

²⁵ Information available at https://www.hmhco.com/products/assessment-solutions/assets/pdfs/sri/SRI_GrowthExpectations.pdf

2. Math²⁶

a. *EXPLORE, PLAN, and ACT Math for Ninth, Tenth, and Eleventh Graders*

The school set an internal goal related to the EXPLORE, PLAN, and ACT math tests that at least 70.0% of students who took both the fall and spring assessments would reach the math benchmark at the time of the spring test or improve at least one point from the fall to spring. Less than 70% of ninth graders showed progress in math from fall to spring, but overall, 159 (76.4%) of 208 students achieved benchmark or improved at least one point. The school therefore met its internal math goal for ninth through eleventh graders (Table 4).

Table 4						
Milwaukee Collegiate Academy						
Math Progress Based on EXPLORE, PLAN, and ACT English and Reading Tests						
2015–16						
Grade/Test	Students Who Achieved Benchmark, Spring of 2016		Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring		Goal Met?*	
	n	%	n	%	n	%
9th Grade EXPLORE (N = 83)	3	3.6%	53	63.9%	56	67.5%
10th Grade PLAN (N = 83) ²⁷	5	6.0%	56	67.5%	61	73.5%
11th Grade ACT (N = 42)	0	0.0%	42	100.0%	42	100.0%

*Reached benchmark by spring or improved at least one point from fall to spring.

²⁶ Not all ninth graders and students who enrolled after the start of the year were tested within 60 days; two ninth graders were not tested.

²⁷ Of the 83 students who completed both PLAN assessments, 23 were still enrolled in ninth grade at the end of the school year; progress for those students was calculated using PLAN benchmarks for tenth grade students and were higher than benchmarks for ninth graders who completed EXPLORE assessments. One ninth-grade student had both EXPLORE and PLAN results; that student was included in the EXPLORE cohort.

b. *Collegiate Academies Pre-Calculus Final Exam for Twelfth Graders*

Twelfth-grade students were assessed using the Collegiate Academies Pre-Calculus Final Exam. The school's goal was that by the end of the school year, at least 80% of students enrolled for the entire year would master at least 75.0% of the items on the test. Of 28 twelfth graders enrolled for the entire year who had math scores, 16 (57.1%) mastered 75.0% of the items on the pre-calculus test. The school therefore did not meet their goal related to twelfth-grade math.

3. Writing Skills

To assess student skills in writing, teachers evaluated writing samples at the end of the school year and assigned a score to each student. Student writing skills were assessed in six domains: ideas, organization, voice, word choice, sentence fluency, and conventions. Each domain was assigned a score from one to six. Scores from each domain were totaled and averaged for an overall score. The school expected that at least 75.0% of students who scored a 4 or higher (i.e., were proficient) in the fall would remain proficient in the spring and that 60.0% of students who received a 3 or lower in the fall (i.e., were below proficient) would improve their overall scores by at least one point.

Of the 245 students enrolled for the entire year who completed both writing assessments, 20 (8.2%) were at or above proficient in the fall; 17 (85.0%) of those students maintained proficiency in the spring. Of the 225 students who were below proficient in the fall, 116 (51.6%) improved at least one point by the time of the spring test (Table 5). The school met its internal writing goal this year for students who were proficient in the fall but not for students who were below proficient.

Table 5			
Milwaukee Collegiate Academy Writing Progress 2015–16			
Grade Level	N	Maintained Proficiency/ Improved at Least One Point	
		n	%
Students at or Above Proficient in the Fall			
9th	5	Cannot report due to <i>n</i> size	
10th	2	Cannot report due to <i>n</i> size	
11th	3	Cannot report due to <i>n</i> size	
12th	10	9	90.0%
Subtotal	20	17	85.0%
Students Below Proficient in the Fall			
9th	103	61	59.2%
10th	63	29	46.0%
11th	39	15	38.5%
12th	20	11	55.0%
Subtotal	225	116	51.6%
OVERALL GROWTH	245	133	54.3%

4. IEP Goals for 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 the participants in their most recent annual IEP review. At the end of the year, 20 of the 44 enrolled special education students had been enrolled in special education services at MCA for a full IEP year. All (100.0%) of those 20 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

The CSRC requires that the Wisconsin Forward Exam social studies test be administered to all tenth-grade students in the timeframe established by the DPI.²⁸ In the spring of 2016, the Wisconsin Forward Exam replaced the Badger Exam and the Wisconsin Knowledge and Concepts Examination as the state's standardized test for English/language arts and math for third through eighth graders, science for fourth and eighth graders, and social studies for fourth, eighth, and tenth graders. The test is computerized but not adaptive based on student responses. The Forward Exam was developed and administered by the Data Recognition Center (DRC), a Minnesota-based company with a local office in Madison, Wisconsin. DRC will also be responsible for reporting results. The Forward Exam is a summative assessment that provides information about what students know in each content area. Each student receives a score based on their performance in each subject tested. Scores are translated into one of four levels: advanced, proficient, basic, and below basic.

Ninth- and tenth-grade students are required to take all subtests of the ACT Aspire in the spring of the school year; eleventh-grade students are required to take the ACT Plus Writing in the spring of the school year.²⁹ The CSRC requires twelfth-grade students to take the ACT or ACT Plus Writing in the fall semester (note that this is not a DPI requirement).

²⁸ The Wisconsin Forward Exam testing window was March 28 to May 20, 2016.

²⁹ The assessment window for the Aspire was April 25 to May 27, 2016. The ACT Plus Writing test date for eleventh-grade students was March 1, 2016; the make-up date was March 15.

ACT set College Readiness Benchmarks for the Aspire and ACT tests.³⁰ The benchmarks for each grade level and test are shown in Table 6 and reflect the most recent benchmarks published in 2013.³¹ ACT does not publish composite benchmark scores. CRC created composite benchmark scores by averaging the benchmark scores from the four subtests.

Table 6			
ACT College Readiness Benchmarks for the Aspire and ACT			
Subtest	9th Grade Aspire	10th Grade Aspire	11th Grade ACT
English	426	428	18
Math	428	432	22
Reading	425	428	22
Science	430	432	23
Composite	427	430	21

Student progress on these tests is based on year-to-year results, which are included in Section I, Multiple-Year Student Progress. Results presented here reflect student achievement on the Aspire and ACT during the current school year.

1. Aspire for Ninth and Tenth Graders

The Aspire was administered in April/May 2016. Ninth- and tenth-grade students enrolled during those time periods completed the tests, meeting the CSRC expectation that students be tested.

³⁰ Aspire benchmarks were created by concurring Aspire scores with the EXPLORE/PLAN benchmarks. These benchmarks will be used until ACT publishes updated Aspire benchmarks based on Aspire results.

³¹ For more information about ACT Aspire and ACT Plus Writing benchmarks, see the ACT Aspire website (<https://www.discoveractaspire.org>) and the ACT website (www.act.org).

A total of 108 ninth graders and 61 tenth graders completed the Aspire (Table 7).

Table 7				
Milwaukee Academy of Science Aspire for 9th and 10th Graders Students at or Above Benchmark, Spring of 2016				
Test Section	9th Grade (N = 108)		10th Grade (N = 61)	
	n	%	n	%
English	24	22.2%	21	34.4%
Math	6	5.6%	1	1.6%
Reading	8	7.4%	8	13.1%
Science	2	1.9%	3	4.9%
Composite	6	5.6%	4	6.6%

2. Wisconsin Forward Exam Social Studies Test for Tenth-Grade Students

In the spring of 2016, 65 tenth graders took the Forward Exam social studies test.

Seven (10.8%) of those students were proficient, 17 (26.2%) tested at the basic level, and 41 (63.1%) tested at the below basic level in social studies.

3. ACT for Eleventh- and Twelfth-Grade Students

The final CSRC expectation was that all eleventh and twelfth graders would take the ACT during the year. Eleventh graders were required to take the ACT Plus Writing in the spring of the school year. Twelfth graders took the ACT or ACT Plus Writing in the fall semester. Of the 72 eleventh and twelfth graders enrolled at the end of the school year, 71 completed the ACT at least once during the year; one twelfth grader did not complete the ACT. This meets the CSRC expectation that eleventh and twelfth graders take the ACT or ACT Plus Writing.

Composite ACT scores for eleventh graders ranged from 11 to 20 with an average of 15.0; scores for twelfth graders ranged from 12 to 26 with an average of 16.1 (Table 8).³²

Table 8			
Milwaukee Collegiate Academy			
Composite ACT Scores for 11th and 12th Graders			
2015–16			
Grade	Minimum	Maximum	Average
11th (n=42)	11	20	15.0
12th (n=29)	12	26	16.1
Total (N = 71)	--	--	15.4

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 Aspire.³³ Progress from tenth to eleventh grade is assessed using benchmarks and scale score improvement from Aspire to ACT. Due to the change from PLAN to Aspire in 2014–15, progress from tenth to eleventh grade cannot validly be measured the same way progress was measured from PLAN to ACT in previous years using available data. Therefore, year-to-year progress from tenth to eleventh grade will not be reported.

The CSRC requires that multiple-year progress be reported for students who met proficiency-level expectations (i.e., scored at benchmark or above) and for those students who did not meet benchmark expectations (i.e., tested below benchmark) in the 2014–15 school year. The expectation for progress from EXPLORE to PLAN and PLAN to ACT was that at least 75.0% of students at or above

³² Of 30 graduating twelfth graders, 29 had ACT scores; two (6.9%) had composite scores of 21 or higher.

³³ Prior to 2014–15, schools used the EXPLORE for ninth graders, the PLAN for tenth graders, and the ACT for eleventh and twelfth graders; beginning in 2014–15, ninth and tenth graders take the Aspire instead of the EXPLORE or PLAN. Aspire benchmarks were created by concurring Aspire scores with the EXPLORE/PLAN benchmarks. Those benchmarks will be used until ACT publishes updated Aspire benchmarks based on Aspire results.

benchmark for the previous year will maintain benchmark the following year. For students below benchmark, the expectation is that at least 60.0% of students will either meet the benchmark the next year or improve at least one point between tests. Due to the change from EXPLORE and PLAN to the Aspire, these expectations cannot be applied to the year-to-year progress measures this year. Progress from 2014–15 to 2015–16 on the Aspire will be used as baseline data to set new expectations during subsequent years.

1. Progress From the 2015 to 2016 Aspire

Students in ninth grade at MCA during the 2014–15 school year took the Aspire in the spring of 2015. Those same ninth graders who were enrolled as tenth graders at MCA during 2015–16 also took the Aspire in the spring of 2016.

Using the minimum benchmark scores for each grade level and subject area (see Table 6) on the Aspire, CRC examined student progress from ninth to tenth grade. There were 45 MCA students who took the Aspire in the spring of 2015 as ninth graders and the spring of 2016 as tenth graders. Of those students, 21 (46.7%) were at or above the English benchmark, one (2.2%) was at or above the benchmark in math, seven (15.6%) were at or above the benchmark for reading, and one (2.2%) was at or above the benchmark for science at the time of the spring of 2015 test. Five (11.1%) students met the CRC-calculated composite score benchmark (Table 9). The following sections describe progress for students who were at or above the 2015 benchmark for each test and students who were below the benchmark at the time of the 2015.

a. *Students at or Above Benchmark on the Spring of 2015 Aspire*

Of the 21 students who were at or above the 2015 Aspire English benchmark, just over half (52.4%) maintained benchmark on the spring of 2016 English test (Table 9). In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above benchmark for the other tests, CRC could not include results in this report. These data provide the CSRC with baseline information for setting future expectations for year-to-year progress.

Table 9				
Milwaukee Collegiate Academy				
Progress for Students at or Above Benchmark on the Spring of 2015 Aspire				
(N = 45)				
Subtest	Students at or Above Benchmark on the Spring of 2015 Aspire		Students Who Remained at or Above Benchmark on the Spring of 2016 Aspire	
	N	%	n	%
English	21	46.7%	11	52.4%
Math	1	2.2%	Cannot report due to <i>n</i> size	
Reading	7	15.6%	Cannot report due to <i>n</i> size	
Science	1	2.2%	Cannot report due to <i>n</i> size	
Composite	5	11.1%	Cannot report due to <i>n</i> size	

b. *Students Below Benchmark on the Spring of 2015 Aspire*

Between 35.0% and 47.4% of students progressed on each of the subtests and the composite score (Table 10). These results will be used by the CSRC to set future expectations related to progress for lower-achieving ninth- to tenth-grade students (i.e., those below benchmark as ninth graders).

Table 10 Milwaukee Collegiate Academy Year-to-Year Student Progress Based on Aspire Progress for Students Below Benchmark on the Spring of 2015 Aspire								
Subtest	Students Below Benchmark in Spring of 2015 (N = 45)		Students Who Achieved Benchmark in Spring of 2016		Students Who Increased at Least One Point in Spring of 2016		Overall Progress of Students Below Benchmark on the Spring of 2015 Aspire	
	N	%	n	%	n	%	n	%
English	24	53.3%	3	12.5%	7	29.2%	10	41.7%
Math	44	97.8%	0	0.0%	20	45.5%	20	45.5%
Reading	38	84.4%	2	5.3%	16	42.1%	18	47.4%
Science	44	97.8%	1	2.3%	18	40.9%	19	43.2%
Composite	40	88.9%	1	2.5%	13	32.5%	14	35.0%

2. Benchmark Progress From the Spring of 2015 Aspire to the Spring of 2016 ACT

Tenth graders at MCA during the 2014–15 school year took the Aspire in the spring semester. Those same tenth graders who were enrolled as eleventh graders at MCA during 2015–16 took the ACT during the spring of 2016. Progress from tenth to eleventh grade, as defined by the CSRC expectations based on PLAN to ACT, cannot validly be measured using Aspire and ACT results. Therefore, progress from tenth to eleventh grade could not be measured this year.

J. CSRC School Scorecard

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The pilot ran for three years and in the fall of 2012, the CSRC formally adopted the scorecard to help

monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures. It also includes point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating.

In 2014, the CSRC approved a new scoring system in order to make the scorecard percentages more meaningful and provide schools with greater opportunities to exhibit improvement. The new scoring system is based on the following scale.

A	93.4% – 100.0%	C	73.3% – 76.5%
A–	90.0% – 93.3%	C–	70.0% – 73.2%
B+	86.6% – 89.9%	D+	66.6% – 69.9%
B	83.3% – 86.5%	D	63.3% – 66.5%
B–	80.0% – 83.2%	D–	60.0% – 63.2%
C+	76.6% – 79.9%	F	0.0% – 59.9%

The percentage score is still translated into a school status level as in previous years, with small changes to the status-level cut scores (Table 11).

Table 11		
City of Milwaukee		
Educational Performance Rating Scale for Charter Schools		
School Status	Total Scorecard Percentage	
	Prior to 2014	New Scale
High Performing/Exemplary	100.0% – 85.0%	83.3% – 100.0% (B to A)
Promising/Good	84.9% – 70.0%	70.0% – 83.2% (C– to B–)
Problematic/Struggling	69.9% – 55.0%	60.0% – 69.9% (D– to D+)
Poor/Failing	54.9% or less	0.0% – 59.9% (F)

The CSRC uses the score and rating to guide decisions regarding whether to accept a school's annual education performance and continue monitoring as usual and whether to recommend a school for a five-year contract renewal at the end of its fourth year of operation under its current contract. The CSRC's expectation is that schools will achieve a rating of 70.0% (promising/good) or more; if a school falls under 70.0%, the CSRC will carefully review the school's performance and determine whether a probationary plan should be developed.

The school scored 84.4% this year. This compares with 78.2% on the 2014–15 scorecard and 68.2% on the school's 2013–14 scorecard. See Appendix D for school scorecard information.

IV. SUMMARY/RECOMMENDATIONS

This report covers the fifth year of MCA's operation as a City of Milwaukee charter school. The school has met all but one provision of its contract with the City of Milwaukee and the subsequent CSRC requirements.³⁴ Due to the school's contract compliance status and because the school's scorecard percentage increased from 78.2% for the 2014–15 school year to 84.4% for the current school year, CRC recommends that the school continue regular, annual monitoring and reporting for the next school year.

³⁴ The provision not met was that all teachers hold DPI licenses.

Appendix A

Contract Compliance Chart

Table A
Milwaukee Collegiate Academy
Overview of Compliance for Education-Related Contract Provisions
2015–16

Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met?
Section I, B	Description of educational program; student population served.	pp. 2–4 and 13–15	Met
Section I, V	School will provide a copy of the calendar prior to the end of the preceding school year.	p. 7	Met
Section I, C	Educational methods.	pp. 2–4	Met
Section I, D	<u>Administration of required standardized tests</u> : 9th through 12th grades	pp. 27–30	Met
Section I, D	All new high school students tested within 60 days of first day of attendance in reading and math.	pp. 21 and 24	Met
Section I, D	Written annual plan for graduation.	pp. 18–19	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. 20–26	Met
Section I, D	<u>Academic criterion #2</u> : Year-to-year achievement measure for 9th through 12th grades.		
	<p>a. At least 75.0% of students at benchmark in any of the subject areas or the composite score on the EXPLORE as 9th graders will maintain that status on the PLAN the next year.</p> <p>b. At least 75.0% of students at benchmark in any of the subject areas or the composite score on the PLAN as 10th graders will maintain that status on the ACT as eleventh graders.</p>	<p>a. N/A</p> <p>b. N/A</p>	<p>a. N/A³⁵</p> <p>b. N/A³⁶</p>

³⁵ Due to the change from EXPLORE/PLAN to Aspire in 2014–15, progress from the EXPLORE to PLAN could not be measured this year.

³⁶ Due to the change from EXPLORE/PLAN to Aspire in 2014–15, progress from PLAN to ACT could not be measured this year.

<p align="center">Table A</p> <p align="center">Milwaukee Collegiate Academy</p> <p align="center">Overview of Compliance for Education-Related Contract Provisions</p> <p align="center">2015–16</p>			
Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met?
Section I, D	<p><u>Academic criterion #3:</u> Year-to-year achievement measure for 9th through 12th grades.</p> <p>a. At least 60.0% of students below benchmark in any of the subject areas or the composite score on the EXPLORE as ninth graders will reach benchmark or improve at least one point on the PLAN the next year.</p> <p>b. At least 60.0% of students below benchmark in any of the subject areas or the composite score on the PLAN as 10th graders will reach benchmark or improve at least one point on the ACT the next year.</p>	<p>a. N/A</p> <p>b. N/A</p>	<p>a. N/A³⁷</p> <p>b. N/A³⁸</p>
	Section I, E	Parental involvement.	pp. 8–9
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 7	Not met ³⁹
Section I, I	Pupil database information, including special education needs students.	pp. 13–15	Met
Section I, K	Discipline procedures.	pp. 9–11	Met

³⁷ Due to the change from EXPLORE/PLAN to Aspire in 2014–15, progress from the EXPLORE to PLAN could not be measured this year.

³⁸ Due to the change from EXPLORE/PLAN to Aspire in 2014–15, progress from PLAN to ACT could not be measured this year.

³⁹ There were two teachers without DPI licenses at the end of the school year. Both teachers had applications pending but for diverse reasons, DPI had not finalized their decisions about granting Wisconsin teacher licenses to them.

Appendix B

Student Learning Memorandum

Student Learning Memorandum for Milwaukee Collegiate Academy

To: NCCD Children’s Research Center and Charter School Review Committee
From: Milwaukee Collegiate Academy
Re: Learning Memo for the 2015–16 Academic Year
Date: September 4, 2015

This memorandum of understanding includes the *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 the 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 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 of this memo. CRC requests the electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 17, 2016.

Enrollment

Milwaukee Collegiate Academy (MCA) 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 for 25% of the day for each of four core instructional periods they attend. MCA 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 75% 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 high school graduation plan by the end of 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 each in English and mathematics, three credits each in science and social studies, and two credits each in foreign language and other electives.
- 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 college coach/counselor will request a parental signature for all twelfth-grade students on the formal transcript review document.

For ninth through twelfth grades, student schedules will be reviewed by the college coach/counselor 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 Requirements⁴⁰

Among students enrolled for the entire school year, at least 60% of ninth-grade students will complete 5.0 or more credits; 70% of tenth graders will complete 10.5 or more credits; 75% 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.

⁴⁰ 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.

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.⁴¹ All graduating students will be accepted into at least one college. The college coach/counselor 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. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Academic Achievement: Local Measures⁴²

Literacy

All new students will be assessed using the English and reading components of the EXPLORE, PLAN, ACT, or Achieve3000⁴³ within 60 days of enrollment to establish baseline data on student literacy competencies.

Ninth graders will complete the English and reading subtests on the EXPLORE, tenth graders will complete the English and reading subtests on the PLAN, and eleventh graders will complete the English and reading subtests of the ACT in the fall and spring of the 2015–16 school year. Progress will be measured from the fall to the spring English and reading subtests for students enrolled for the entire school year. At least 70% of students who complete both the fall and spring assessments will reach the benchmark on either test or increase their reading and/or English scores by at least one point from fall to spring.^{44, 45}

⁴¹ Special needs students are expected to complete applications to at least three colleges by the end of the school year.

⁴² 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. CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and individualized education program (IEP) goals.

⁴³ The EXPLORE, PLAN, or ACT, respectively, will be given to all ninth-grade, tenth-grade, and eleventh-grade students enrolled in MCA at the time of the fall testing. All twelfth-grade students, as well as any student who enrolls in MCA after the initial fall testing, will be assessed using Achieve3000.

⁴⁴ In 2013, ACT published new benchmarks for the EXPLORE, PLAN, and ACT subtests. However, because the versions of the EXPLORE and PLAN and the fall ACT that will be used for this measure pre-date that change, the prior EXPLORE, PLAN, and ACT benchmarks will be used to measure student progress.

⁴⁵ The Wisconsin Department of Public Instruction (DPI) requires only eleventh-grade students to complete the ACT Plus Writing in the spring of the school year. In order to measure fall to spring progress, MCA will administer a former local version of the ACT reading and English subtests in the fall. Former benchmark scores will be used for this local measure comparison.

All twelfth graders will complete the Achieve3000 at the beginning and end of the school year.⁴⁶ Student Lexile scores will be translated into proficiency levels.⁴⁷ At least 75% of students who are proficient or advanced at the time of the fall test will maintain proficiency at the time of the spring test. At least 60% of students who are below proficient at the time of the fall test will either reach proficiency or demonstrate an increase of at least 30 Lexile points by the time of the spring test.

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

Mathematics

All new students will be assessed using the math component of the EXPLORE, PLAN, or ACT, or the Assessment and Learning in Knowledge Spaces (ALEKS) math assessment, within 60 days of enrollment to establish baseline data on student math competencies.

Ninth graders will complete the math subtest on the EXPLORE, tenth graders will complete the math subtest on the PLAN, and eleventh graders will complete the math subtest of the ACT in the fall and spring of the 2015–16 school year. Progress will be measured from the fall to spring math subtests. At least 70% of the students who complete both the fall and spring assessments will reach the benchmark or increase their math scores by at least one point from fall to spring.⁴⁸

All twelfth-grade students will be assessed using the Collegiate Academies Pre-Calculus 2015–16 Final Exam. By the end of the school year, at least 80% of students enrolled for the entire school year will have mastered at least 75% of the items on the test.⁴⁹

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

Writing

All ninth- through twelfth-grade students will have a writing sample assessed in the fall and spring of the school year. Student writing skills will be assessed 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. At least 75% of students enrolled for the entire school year who scored four or above on the fall assessment will receive a score of four or higher on the spring assessment. At least 60% of students who received an average score below four (proficient) on the fall assessment will improve their average writing scores by at least one point on a six-point scale.

⁴⁶ The Achieve3000 is an approach to differentiated literacy instruction that uses Lexiles as its foundation. Additional information about the Achieve3000 can be found at www.achieve3000.com.

⁴⁷ Information available at http://www.scholastic.com/education/assessment/assets/pdfs/sri/SRI_GrowthExpectations.pdf.

⁴⁸ DPI only 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, MCA will administer a former local version of the ACT math test in the fall. Former benchmark scores will be used for this local measure comparison.

⁴⁹ The exam consists of 40 items; students must answer at least 30 correctly to reach 75% mastery.

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 MCA 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 MCA during the Wisconsin Department of Public Instruction (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.^{50, 51} Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Tenth-Grade Students

Tenth-grade students enrolled in MCA 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. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Tenth-grade students must also complete a science and social studies assessment(s) required by DPI. At the time of this memo, a science and social studies assessment had not yet been identified. Once DPI has selected an assessment for the 2015–16 school year, this section and the “Learning Memo Data Requirements” section will be updated.

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

⁵⁰ The ACT Aspire subtests include English, mathematics, reading, science, and essay tests.

⁵¹ The Educational Planning and Assessment System developed by ACT provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support, and evaluation. The series includes the ACT Aspire Early High School, ACT Plus Writing, and ACT WorkKeys tests. Score ranges from all three tests are linked to Standards for Transition statements, which describe what students have learned and what they are ready to learn next. The Standards for Transition, in turn, are linked to Pathways statements, which suggest strategies to enhance students’ classroom learning. Standards for Transition and Pathways can be used by teachers to evaluate instruction and student progress and to advise students on courses of study.

Twelfth-Grade Students

MCA will require all twelfth graders to take the ACT or ACT Plus Writing in fall of 2015. The ACT for twelfth graders is not required by DPI, but is a CSRC requirement. 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 2015–16 will be used as baseline data for subsequent years.

ACT Aspire to ACT Plus Writing for Tenth- to Eleventh-Grade Students

CRC will examine year-to-year progress for students who complete the ACT Aspire as tenth graders and the ACT Plus Writing as eleventh graders in the subsequent year. Benchmark status will be reported for students who are at or above the benchmark for any subtest or the composite score on the ACT Aspire. If possible, CRC will also report progress for students who were below the benchmark in tenth grade.⁵²

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

⁵² The former year-to-year measure for students below the benchmark requires calculating a difference between the tenth-grade scale score and the eleventh-grade scale score for each subtest and the composite score. Because the ACT Aspire scale scores are three digits and the ACT scale scores are two digits, it is no longer possible to calculate that difference. CRC is examining whether there are other valid ways to examine progress for students who are below the benchmark.

Appendix C

Trend Information

Table C1					
Milwaukee Collegiate Academy Student Enrollment					
Year	Number Enrolled at Beginning	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number Retained for Entire Year*
2011-12	165	10	40	135	127 (77.0%)
2012-13	182	2	45	139	139 (76.4%)
2013-14	201	23	64	160	145 (72.1%)
2014-15	255	12	55	212	201 (78.8%)
2015-16	298	4	54	248	246 (82.6%)

*The percentage of students retained for the entire school year is the percentage of students enrolled at the beginning of the year who were also enrolled at the end (number enrolled for the entire year divided by the number enrolled at the beginning). The third Friday of September is considered the beginning of the school year.

Table C2			
Milwaukee Collegiate Academy Student Return Rates			
Year	Number Enrolled at End of Previous Year*	Number Enrolled at Start of This School Year	Student Return Rate
2012-13	105	84	80.0%
2013-14	121	107	88.4%
2014-15	146	109	74.7%
2015-16	184	154	83.7%

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

Table C3				
Milwaukee Collegiate Academy Average Credits Earned by Grade Level				
Year	Grade Level			
	9th	10th	11th	12th
2011–12	4.7	10.0	16.8	23.9
2012–13	5.4	10.8	17.1	22.9
2013–14*	4.4	10.3	16.6	22.7
2014–15	4.9	12.0	17.4	23.3
2015–16	6.6	12.1	17.7	24.1

*For the 2013–14 school year and forward, students were required to maintain a grade of 74.0% or more to obtain a credit for course work. This standard was raised to increase the rigor of MCA’s student expectations and better prepare these youth for success in college.

Table C4	
Milwaukee Collegiate Academy ACT for 11th and 12th Graders Average Composite Score	
Year	Average Score
2011–12 (N = 49)	15.0
2012–13 (N = 28)	16.3
2013–14 (N = 44)	17.0
2014–15 (N = 59)	17.1
2015–16 (N = 71)	15.4

Table C5					
Milwaukee Collegiate Academy Classroom Teacher Retention					
Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Rate Employed at School for Entire School Year
2011-12	7	0	0	7	100.0%
2012-13	7	1	1	7	85.7%
2013-14	15	0	0	15	100.0%
2014-15	17	0	1	16	100.0%
2015-16	17	0	1	15	93.8%

Note: These numbers reflect only the number of teachers who were eligible to remain at the school for the entire year or return for the next school year. It does not include teachers who were not offered contracts for the subsequent school year or teachers whose positions were eliminated.

Table C6			
Milwaukee Collegiate Academy Classroom Teacher Return Rate			
Year	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
2011-12	7	5	71.4%
2012-13	8	4	50.0%
2013-14	7	4	57.1%
2014-15	12	11	91.7%
2015-16	12	10	83.3%

Note: These numbers reflect only the number of teachers who were eligible to remain at the school for the entire year or return for the next school year. It does not include teachers who were not offered contracts for the subsequent school year or teachers whose positions were eliminated.

Table C7	
Milwaukee Collegiate Academy CSRC Scorecard	
School Year	Scorecard Percentage
2011-12	59.1%
2012-13	71.3%
2013-14	68.2%
2014-15	78.2%
2015-16	84.4%

Appendix D

CSRC 2015–16 School Scorecard

**City of Milwaukee Charter School Review Committee
School Scorecard**

r: 6/15

K5-8TH GRADE

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year (5.0)		
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years (5.0)		10.0%
STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced (7.5)		
• WKCE math—% maintained proficient and advanced (7.5)		
• WKCE reading—% below proficient who progressed (10.0)		35.0%
• WKCE math—% below proficient who progressed (10.0)		
LOCAL MEASURES		
• % met reading (3.75)		
• % met math (3.75)		
• % met writing (3.75)		15.0%
• % met special education (3.75)		
STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or advanced (7.5)		
• WKCE math—% proficient or advanced (7.5)		15.0%
ENGAGEMENT		
• Student attendance (5.0)		
• Student reenrollment (5.0)		
• Student retention (5.0)		25.0%
• Teacher retention (5.0)		
• Teacher return* (5.0)		

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to PLAN—Composite score at or above benchmark on EXPLORE and at or above benchmark on PLAN (5.0)		
• EXPLORE to PLAN—Composite score below benchmark on EXPLORE but increased 1 or more on PLAN (10.0)		30.0%
• Adequate credits to move from 9th to 10th grade (5.0)		
• Adequate credits to move from 10th to 11th grade (5.0)		
• DPI graduation rate (5.0)		
POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military) (10.0)		
• % of 11th/12th graders tested (2.5)		15.0%
• % of graduates with ACT composite score of 21.25 or more (2.5)		
LOCAL MEASURES		
• % met reading (3.75)		
• % met math (3.75)		
• % met writing (3.75)		15.0%
• % met special education (3.75)		
STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced (7.5)		
• WKCE math—% proficient and advanced (7.5)		15.0%
ENGAGEMENT		
• Student attendance (5.0)		
• Student reenrollment (5.0)		
• Student retention (5.0)		25.0%
• Teacher retention (5.0)		
• Teacher return* (5.0)		

*Teachers not offered continuing contracts are excluded when calculating this rate.

Note: If a school has fewer than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

Table D						
Milwaukee Collegiate Academy CSRC 2015–16 School Scorecard						
Area	Measure	Max. Points	% Total Score	Performance	Points Earned	
Student Academic Progress	EXPLORE to PLAN—Composite score at or above benchmark on EXPLORE and at or above benchmark on PLAN	5.0	30.0%	N/A ⁵³	N/A	
	EXPLORE to PLAN—Composite score below benchmark on EXPLORE but increased one or more on PLAN	10.0		N/A ⁵⁴	N/A	
	9th–10th Grade	Adequate credits to move from 9th to 10th grade		5.0	84.3%	4.2
	10th–11th Grade	Adequate credits to move from 10th to 11th grade		5.0	90.9%	4.5
	12th Grade	Graduation rate (DPI) ⁵⁵		5.0	81.3%	4.1
Postsecondary Readiness: 11th and 12th Grade	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	100.0%	10.0	
	% of 11th/12th graders tested	2.5		98.6%	2.5	
	% of graduates with ACT composite score of 21.25 or more	2.5		6.9%	0.2	
Local Measures	% met reading	3.75	15.0%	90.3%	3.4	
	% met math	3.75		74.1%	2.8	
	% met writing	3.75		54.3%	2.0	
	% met special education	3.75		100.0%	3.8	
Student Academic Achievement: 10th Grade⁵⁶	WKCE reading: % proficient and advanced	7.5	15.0%	N/A	N/A	
	WKCE math: % proficient and advanced	7.5		N/A	N/A	
Engagement*	Student attendance	5.0	25.0%	88.6%	4.4	
	Student reenrollment	5.0		83.7%	4.2	
	Student retention	5.0		82.6%	4.1	
	Teacher retention rate	5.0		93.8%	4.7	
	Teacher return rate	5.0		83.3%	4.2	
TOTAL		70⁵⁷			59.1	
HIGH SCHOOL SCORECARD PERCENTAGE					84.4%	

*Teacher retention and return rates reflect all eligible instructional staff (classroom teachers plus other staff).

⁵³ Due to a change from EXPLORE/PLAN in 2013–14 to ACT Aspire in 2014–15, progress from EXPLORE to PLAN could not be calculated.

⁵⁴ Ibid.

⁵⁵ Based on the 2014–15 DPI four-year rate for the 2015 cohort. MCA's five-year graduation rate for its 2014 cohort was 94.4%

⁵⁶ The WKCE reading and math tests were discontinued for the 2014–15 school year; therefore, results were not available for inclusion in the 2014–15 scorecard.

⁵⁷ Point for measures that could not be completed this year were subtracted from the total possible points. The scorecard percentage was calculated using the modified denominator, or 70 points.

Appendix E

Teacher Interview Results

In the spring of 2016, CRC interviewed 11 teachers regarding their reasons for teaching at MCA and assessed their overall satisfaction with the school. Interviews included four English teachers, three math teachers, two science teachers, and two special education teachers.

The teachers interviewed had been teaching for an average of 3.1 years. The number of years teaching at MCA ranged from one to six years.

Five teachers rated the school’s overall progress in contributing to students’ academic progress as excellent, five teachers rated the school’s progress as good, and one teacher did not respond to the question.

Nearly three quarters (72.8%) of teachers agreed or strongly agreed that the school has clear teacher performance assessment processes and nearly two thirds (63.6%) were satisfied with the performance assessment criteria (Table E1).

Table E1					
Milwaukee Collegiate Academy					
Teacher Performance Assessment					
2015–16					
(N = 11)					
Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The school has a clear teacher performance assessment process	4	4	2	1	0
I am satisfied with my school’s teacher performance assessment criteria	5	2	4	0	0
Student academic performance is an important part of teacher assessment	6	3	2	0	0

All but one teacher agreed or strongly agreed that adults in the school respect students and their points of view,⁵⁸ and all but two agreed or strongly agreed that staff typically work well with one another (Table E2).

Table E2						
Milwaukee Collegiate Academy School Climate 2015-16 (N = 11)						
Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
Adults who work in this school respect students and their different points of view	3	7	1	0	0	0
Staff at this school typically work well with one another	5	4	2	0	0	0
Staff at this school encourage all families to become involved in school activities	2	6	2	0	0	1

When asked to rate the importance of various reasons for continuing to teach at the school, all teachers rated educational methodology, discipline, general atmosphere, administrative leadership, and colleagues as somewhat or very important reasons for teaching at this school (Table E3).

Table E3				
Milwaukee Collegiate Academy Reasons for Continuing to Teach at MCA 2015-16 (N = 11)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Financial considerations	3	5	2	1
Educational methodology/curriculum approach	8	3	0	0
Age/grade level of students	2	3	4	2
Discipline	7	4	0	0
General atmosphere	10	1	0	0
Class size	4	6	1	0
Administrative leadership	9	2	0	0
Colleagues	6	5	0	0
Students	9	0	2	0

⁵⁸ It should be noted that teachers and students have differing perspectives on the respect that is given to students' different points of view.

CRC asked teachers to rate the school's performance related to multiple issues. Teachers most often rated the school's progress toward becoming an excellent school, class size/student ratio, professional support, and student academic progress as excellent or good. Their ratings were lowest regarding the lack of parental involvement and adherence to the discipline policy (Table E4).

Table E4					
Milwaukee Collegiate Academy					
School Performance Rating					
2015–16					
(N = 11)					
Area	Rating				
	Excellent	Good	Fair	Poor	No Response
Class size/student-teacher ratio	2	8	1	0	0
Program of instruction	1	6	4	0	0
Shared leadership, decision making, and accountability	5	3	1	1	1
Professional support	5	5	1	0	0
Progress toward becoming a high-performing school	7	4	0	0	0
Your students' academic progress	1	9	1	0	0
Adherence to discipline policy	1	5	3	2	0
Instructional support	5	3	3	0	0
Parent/teacher relationships	2	6	2	1	0
Teacher collaboration to plan learning experiences	1	6	4	0	0
Parent involvement	1	2	4	4	0
Your performance as a teacher	1	5	4	0	1
Administrative staff's performance	3	6	2	0	0

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

- Students;
- Shared leadership, the support system, and staff collaboration; and
- The college-bound mission and high expectations for student success.

Things teachers liked least about the school included:

- Lack of consistency in discipline;
- Need to improve communication; and
- Too few electives and need for more technology.

Teachers were asked if there were any barriers that would prevent them from remaining at the school. None of the things mentioned seemed to be immediate barriers, but some staff mentioned they would not be able to take a pay cut and would dislike a shift away from shared leadership.

When asked if they had additional comments, all staff were overwhelmingly supportive and noted what a positive experience it has been to teach at MCA.

Appendix F

Parent Survey Results

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine parents' satisfaction with, involvement in, and overall evaluation of the school, each school distributed paper surveys during spring parent-teacher conferences and offered the opportunity to complete the survey online. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone. Of the 271 MCA families, 131 (48.3%) completed surveys and submitted them to CRC.

Most parents either agreed or strongly agreed that they clearly understand the school's academic expectations (96.9%), are comfortable talking with staff (96.2%), feel welcomed at MCA (96.2%), and perceive that the staff recognizes their child(ren)'s strengths and weaknesses (92.4%) (Table F1).

Table F1												
Milwaukee Collegiate Academy												
Parent Satisfaction With School												
2015-16												
(N = 131)												
Factor	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with the staff	99	75.6%	27	20.6%	0	0%	2	1.5%	0	0%	3	2.3%
The staff keep me informed about my child's academic performance	87	66.4%	29	22.1%	8	6.1%	3	2.3%	1	0.8%	3	2.3%
I am comfortable with how the staff handles discipline	87	66.4%	29	22.1%	5	3.8%	3	2.3%	3	2.3%	4	3.1%
I am satisfied with the overall performance of the staff	83	63.4%	33	25.2%	6	4.6%	3	2.3%	2	1.5%	4	3.1%
The staff recognize my child's strengths and weaknesses	94	71.8%	27	20.6%	4	3.1%	1	0.8%	2	1.5%	3	2.3%
I feel welcome at my child's school	98	74.8%	28	21.4%	1	0.8%	1	0.8%	0	0%	3	2.3%
The staff respond to my worries and concerns	83	63.4%	34	26.0%	5	3.8%	1	0.8%	2	1.5%	6	4.6%
My child and I clearly understand the school's academic expectations	102	77.9%	25	19.1%	0	0%	1	0.8%	0	0%	3	2.3%
My child is learning what is needed to succeed in later grades or after high school graduation	78	59.5%	41	31.3%	6	4.6%	3	2.3%	0	0%	3	2.3%
My child is safe in school	82	62.6%	37	28.2%	4	3.1%	2	1.5%	2	1.5%	4	3.1%
People in this school treat each other with respect	74	56.5%	43	32.8%	7	5.3%	2	1.5%	2	1.5%	3	2.3%
The school offers a variety of courses and afterschool activities to keep my child interested	76	58%	37	28.2%	9	6.9%	2	1.5%	1	0.8%	6	4.6%

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. Most (79.4%) parents rated their child’s progress toward graduation as excellent or good; very few rated progress as poor (3.1%). A significant number of parents (88.5%) rated the school’s assistance in helping them plan for education after high school as excellent or good; less than 3% rated the school as poor in this area (Table F2).

Table F2										
Milwaukee Collegiate Academy										
Parent Rating for Parents of High School Students										
2015–16										
(N = 131)										
Item	Rating									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Your child’s progress toward graduation	67	51.1%	37	28.2%	21	16.0%	4	3.1%	2	1.5%
School assistance in helping me and my child understand an plan for education after high school	78	59.5%	38	29.0%	11	8.4%	3	2.3%	1	0.8%

Parental satisfaction was also evident in the following results.

- Almost all (93.9%) parents would recommend this school to other parents.
- Three quarters (75.6%) of parents will send their child to the school next year. A total of 18 (13.7%) said they will not send their child to the school next year, and 12 (9.2%) were not sure. Two parents did not respond to the question.
- When asked to rate the school’s overall contribution to their child’s learning, a majority (67.2%) of parents rated the school’s overall contribution to their child’s learning as excellent or good. Some (7.6%) parents rated the school’s contribution as fair. Four parents did not respond to the question.

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

- Dedicated staff and board of directors;
- Focus on college; and
- Communication from teachers.

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

- Strict uniform requirement; and
- Lack of transportation.

Appendix G

Student Survey Results

At the end of the school year, 64 students in eleventh and twelfth grades completed an online survey about their school. Responses were generally positive.

- Most (92.2%) students said they had improved their English/writing skills and 81.3% said that their math skills had improved.
- Almost all (95.3%) students agreed or strongly agreed that their teachers expect them to continue their education after high school.
- Nearly two thirds (62.5%) indicated that they plan to attend a postsecondary institution after high school.
- Over 90% of students indicated that they used computers or tablets in their school work.

There were three areas where the majority of students did not respond positively to questions about MCA.

- Less than half (48.4%) perceive their grades to be fair.
- Less than half (45.3%) reported that teachers respect students' different points of view.
- Only 43.8% of students think that there are sufficient classes/afterschool activities.

These are areas requiring the attention of the school's leadership and its entire staff (Table G).

Table G						
Milwaukee Collegiate Academy Student Survey 2015-16 (N = 64)						
Question	Answer					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
I like my school	16	24	13	7	3	1
My English/writing skills have improved.	26	33	5	0	0	0
My math skills have improved.	30	22	5	6	1	0
I regularly use computers/tablets in my school work.	32	26	2	2	1	1
The school rules are fair/discipline enforced fairly.	16	18	12	10	8	0
I like being in school.	14	23	15	5	7	0
I feel safe in school.	21	24	16	2	0	1

Table G						
Milwaukee Collegiate Academy Student Survey 2015–16 (N = 64)						
Question	Answer					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
The grades I get on classwork, homework, and report cards are fair.	12	19	23	7	3	0
My school has enough classes/afterschool activities.	10	18	15	8	12	1
Adults at my school help me understand what I need to do in order to succeed	23	26	10	2	3	0
Adults at my school help me develop goals that challenge me academically	24	30	9	1	0	0
Teachers at my school respect students.	12	25	12	11	3	1
Teachers at my school respect students' different points of view	10	19	18	10	7	0
My school has helped me develop a high school graduation plan	31	17	13	2	0	1
My teachers expect that I will continue my education after high school graduation	45	16	3	0	0	0
I plan to enroll in a postsecondary program after high school	25	15	18	3	3	0

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

- The way that the school pushes them to do their best and attend college;
- That the school cares about their futures; and
- The support and help provided by staff.

When asked what they liked least, students said:

- The rules and demerit system;
- That elective courses are required for graduation; and
- Lack of extracurricular activities.

Appendix H

Board Interview Results

Board member opinions are qualitative in nature and provide valuable—although subjective—insight regarding school performance and organizational competency. MCA’s board of directors consists of 13 members, 12 of whom agreed to participate in phone interviews with MCA using a prepared interview guide.

Members have served on the board for an average of just under seven years. Their backgrounds include education, politics, business, legal, and human resources, as well as being school parents.

Eleven board members said they participate in strategic planning for the school. All 12 received a presentation on the school’s annual academic performance report, received and approved the school’s annual budget, and reviewed the school’s annual financial audit.

All 12 members reported that the board uses data to make decisions regarding the school. On a scale of poor to excellent, two members rated the school as excellent and 10 rated it as good.

When asked to rate the school’s performance on several measures, all 12 agreed or strongly agreed that the student-teacher ratio was appropriate, students make significant academic progress, the school is making progress toward becoming a high-performing school, administrative staff performance meets expectations, a majority of the board members take their responsibilities seriously, and the environment of the school ensures student safety (Table H).

Table H					
Milwaukee Collegiate Academy Board Member Interview Results 2015–16 (N = 12)					
Performance Measure	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher-student ratio/class size at this school is appropriate.	0	12	0	0	0
Program of instruction (includes curriculum, equipment, and building) is consistent with the school’s mission.	5	6	0	1	0
Students make significant academic progress at this school.	7	5	0	0	0
The administrator’s financial management is transparent and efficient.	4	7	1	0	0
This school is making progress toward becoming a high-performing school.	6	6	0	0	0
This school has strong linkages to the community, including businesses.	2	9	1	0	0
The administrative staff’s performance meets the board’s expectations.	5	7	0	0	0
The majority of the board of directors take their varied responsibilities seriously.	5	7	0	0	0

Table H					
Milwaukee Collegiate Academy Board Member Interview Results 2015–16 (N = 12)					
Performance Measure	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This school has the financial resources to fulfill its mission.	1	6	3	2	0
The environment of this school ensures the safety of its students and staff.	6	6	0	0	0

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

- School environment;
- Clear focus on mission and college preparation;
- Number of students who continue on to postsecondary education;
- Teacher and staff dedication and collaboration;
- Board dynamics; and
- Leadership.

Regarding things they like least, the board members mentioned:

- Lack of funding and other resources;
- Lack of extracurricular programs for students;
- No gymnasium;
- Political environment of Milwaukee in relationship to MCA; and
- Communication between parents and teachers.

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

- Increased resources; and
- Expand to include elementary and middle school grade levels.

When asked if they had additional comments, board members responded with the following.

- Using data has helped with the school’s evolution and moving the school forward.
- The school is sometimes penalized for having high standards, but MCA is committed to those standards.
- MCA must succeed to show the Milwaukee Public School District that charter schools do work.