

# 2016–2017 Programmatic Profile and Educational Performance

Report Date: September 2017



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  
2016–17**

This is the sixth annual report to describe the operation of the Milwaukee Collegiate Academy (MCA) as a City of Milwaukee-chartered school. 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 SUMMARY<sup>1</sup>**

MCA met all provisions of its contract with the City of Milwaukee and the subsequent CSRC requirements.

**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 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, 88.7% of ninth graders, 75.9% of tenth graders, and 90.6% of eleventh-grade students were at benchmark or had advanced at least one point on the reading and/or English subtests. The school’s goal was 75.0%.

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<sup>1</sup> See Appendix A for a list of each education-related contract provisions, page references, and a description of whether each provision was met.

- By the time of the spring test, 62.9% of ninth-grade, 55.2% of tenth-grade, and 41.5% of eleventh-grade students were at benchmark or had advanced at least one point on the math subtest. The school's goal was 70.0%.

Twelfth graders completed the Achieve3000 reading assessment and Collegiate Academies' pre-calculus final exam.

- Most (34, or 81.0%) of the 42 students who completed both the fall and spring Achieve3000 met the literacy goal (i.e., maintained proficiency or improved 30 or more Lexile points).
- Over half (25 or 61.0%) of the 41 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 60.0%.

Of 250 students, 117 (46.8%) met the writing goal. Of students who were proficient in the fall, 82.9% maintained proficiency; of students who were below proficient in the fall, 32.8% 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
- Assessment of new school enrollees

The school met all of these internal goals.

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

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

- 2016 Aspire to 2017 Aspire
  - » Of 13 students at or above the English benchmark in 2016, 69.2% maintained benchmark in 2017. There were too few students at or above benchmark on the other subtests or composite score to include results this year.

- » Between 31.0% and 62.0% 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 2016 to 2017.
- 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 71.9% on the pilot CSRC scorecard. This compares with a score of 71.6% on the 2015–16 pilot scorecard.

## **III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT**

The school leadership and CRC jointly identified the following activities to continue a focused school improvement plan in the 2017–18 year.

- Identify and implement strategies demonstrated to have effectively reduced student behavioral issues and contributed to the overall improvement of school culture. These strategies should be monitored to assess their ability to reduce suspensions and expulsions.
- Expand and enhance the use of personalized learning plans and implement the Summit model in two grade levels.
- Strengthen professional development plans to enable staff to more effectively implement instructional practices contributing to student’s overall academic achievement and enhancing their success in completing their college careers.

## **IV. RECOMMENDATION FOR ONGOING MONITORING**

This is MCA’s sixth year as a City of Milwaukee charter school. Based on the school’s past and current contract compliance status and their score of 71.9% on the 2016–17 pilot scorecard, CRC recommends continued annual monitoring and reporting for the next school year.

## **I. INTRODUCTION**

This is the sixth 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).

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, 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. This session focused 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.

## II. PROGRAMMATIC PROFILE

Milwaukee Collegiate Academy  
4030 N. 29th St.  
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 a group of interdenominational church leaders, known as Clergy for Educational Options. This is its sixth year of operation as a city-chartered school.

### A. Description and Philosophy of Educational Methodology

#### 1. Mission and Philosophy

The school’s vision is “to produce responsible leaders through academic mastery, community-focused education, and the fostering of lifelong learning in any environment.”<sup>2</sup> Its mission is to “nurture scholars capable of transforming their world, by sending them to and through college.” The school’s three pillars are character, achievement, and college. To live the school’s values, students will show up and be engaged learners; acquire the courage, confidence, and character to contribute to MCA’s continuous improvement; 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.

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<sup>2</sup> From the academy’s family handbook.

## 2. Instructional Design

The school serves inner-city students who seek high academic standards and high character expectations as part of their learning environment.<sup>3</sup> 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. MCA's curriculum relies upon interim assessments 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.

MCA was part of Summit Basecamp this school year. This program is piloting a three-pillared model which emphasizes project-based learning, self-paced mastery, and one-on-one mentoring. Summit enabled MCA to bring personalized learning to all of its ninth-grade students. The Summit model is an online platform that comes loaded with a comprehensive, teacher-created curriculum, ideas for student projects, and assessments for core subjects. MCA will implement Summit for its ninth and tenth graders in the 2017–18 school year.

Additionally, students are offered the following opportunities.

- The college coach/counselor assists students in creating a high school graduation plan that helps students focus and monitor their progress toward their post-high school college and career goals. The coach uses a checklist designed for all four years of students' MCA attendance.

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<sup>3</sup> MCA's goal is to instill each student with eight character strengths: love, optimism, zest, social intelligence, grit, curiosity, self-control, and gratitude.

- Staff assist students with enrollment in credit recovery classes (i.e., classes designed to enable students to graduate within four years) if they have not achieved the grade requirement of 74.0% or higher at the end of each semester.
- Staff encourage and assist students with the school's expectation that all students accumulate 20 hours of community service by the time of their graduation. Examples of service sites include schools, daycares, libraries, hospitals, etc.
- MCA collaborated with College Possible Milwaukee to assist its students gaining admission to college and ultimately obtaining a four-year college degree.

## **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 12 members: a chairperson, vice chairperson, secretary, 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.

## 2. Areas of Instruction

During the 2016–17 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 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 foreign language credits.

MCA has stated requirements in two areas: academic and community service. The academic requirement is that students earn at least 21 credits to graduate.<sup>4</sup> 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 Office Hours, which met every day after regular school hours.

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<sup>4</sup> 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 *2016–17 Family Handbook*.

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

MCA operated with an administrative staff of seven individuals: the school principal, the director of freshman academy, the dean of school culture, the counselor, the dean of instruction, the director of operations, and the director of counseling and alumni engagement. The administrative staff had been at the school for an average of 6.1 years. The MCA teaching roster included 22 teachers and one paraprofessional 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.

At the end of the 2015–16 school year, MCA had 17 teachers; 15 of these teachers were eligible to return for the 2016–17 school year. All 15 of the eligible teachers returned, representing a return rate of 100.0%. The 15 returning teachers had been at the school for one to 13 years.

Twenty-two teachers started the 2016–17 school year; all 22 teachers remained at the school for the entire year, resulting in an annual retention rate of 100.0%. Of the 22 teachers at MCA during the school year, all (100.0%) held DPI licenses or permits to teach. These teachers have been at MCA for an average of 2.8 years. The teachers were assisted by a technology and communications coordinator, an assistant dean of school culture, and a personalized learning coordinator. Two administrative assistants handled the school office and provided support to the teaching staff.

#### 4. Hours of Instruction/School Calendar

The first day of school for all MCA students was September 1, 2016, and the school year ended June 9, 2017. MCA operates on a 40-week school year composed of four 10-week quarters. At the beginning of the 2016–17 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 a.m. with morning meeting/advisory session. The first block of instruction started at 8:18 a.m., and the last block ended at 3:43 p.m. The day ended with five minutes of announcements. After the morning meeting, students participated in four learning blocks, lasting 90 minutes each, two advisory sessions lasting 40 minutes, and a 30-minute lunch break. Every student was assigned to an advisory group for academic and behavior guidance. Students were dismissed

early (1:00 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.<sup>5</sup>

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 p.m. to 6:00 p.m. These activities included College Possible, organized sports, PEARLS for Teen Girls, Boys and Girls Club CLC, 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 parental engagement and involvement in the following ways.

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<sup>5</sup> The Freshman Academy had a slightly modified schedule to accommodate MCA's new personalized learning instructional model. The schedule was explained in the addendum to the parent/student handbook.

- 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 12 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. He provided parents with regular feedback on 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.<sup>6</sup>
- MCA created a parent council that meets monthly to advise the principal and serve as a voice for the parents. This body works with the student council to plan special events for the school and assists with the implementation of these events.

## 6. Waiting List

The school's administrator reported that as of May 2017, the school did not have a waiting list for the 2017–18 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,

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<sup>6</sup> This information was extracted from MCA's charter school application and its *2016–17 Family Handbook*, which can be found at <http://milwaukeecollegiateacademy.org/wp-content/uploads/2016/10/MCA-Handbook-2017-final-.pdf>

and policies of the academy. MCA has non-negotiable rules that are considered so critical to the culture of MCA that violation results in expulsion. These rules expressly prohibit students from:

- Fighting or arranging fights
- Possession of weapons
- Use or possession of an illegal substance
- Bullying or sexual harassment
- Fighting and/or engaging in a physical altercation in or within a two-mile radius of the academy<sup>7</sup>

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 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 detention, suspension, and expulsion procedures.

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<sup>7</sup> From the *2016–17 Family Handbook*, which is distributed and signed upon receipt by every student's parent or guardian.

## 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 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 advisory session 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.
- Students visited colleges throughout the year. A group of eleventh-grade students visited nine colleges on an overnight college tour to Tennessee, Alabama, and Georgia. Ninth- and tenth-grade students visited 11 colleges as part of the Summit experience.
- MCA also hosted various activities in which representatives from multiple colleges and universities participated.
  - » MCA hosted a college fair in which all students participated. Approximately 25 different colleges/universities were in attendance.
  - » 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 (i.e., 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." The school hosted its annual Alumni Day and Decision Day for seniors to declare their college of choice for the fall of 2017.
- MCA also engaged in multiple college partnerships. For example, it 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 and Unity in Motion, which have college/career readiness components. It also incorporated Overgrad, an online tool for students to conduct research on careers and colleges, into advisories, so each student set up his/her own Overgrad account.

A key outcome of these diverse activities, as reported by the school at the end of the school year, was that all 44 high school graduates were accepted into the following postsecondary institutions: Alabama A&M University, Clark Atlanta University, Grambling State University, Kentucky State University, Lane College, Marian University, Marquette University, Milwaukee Area Technical College, Prairie View A&M University, Silver Lake College, Tennessee State University, Texas Southern University, United States Army, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Richland, UW-Waukesha, and UW-Whitewater.

### **C. Student Population**

MCA began the academic year with 300 students registered in ninth through twelfth grades.<sup>8</sup> During the year, an additional nine students enrolled and 50 students withdrew.<sup>9</sup> Of the 50 students who withdrew during the year, 34 transferred to other schools in state, eight were expelled for various reasons including fighting and creating an unsafe environment, two students transferred out of state, one dropped out, one withdrew because of chronic truancy, and four withdrew for reasons unknown to the school. At the end of the school year, 259 students were enrolled in MCA.

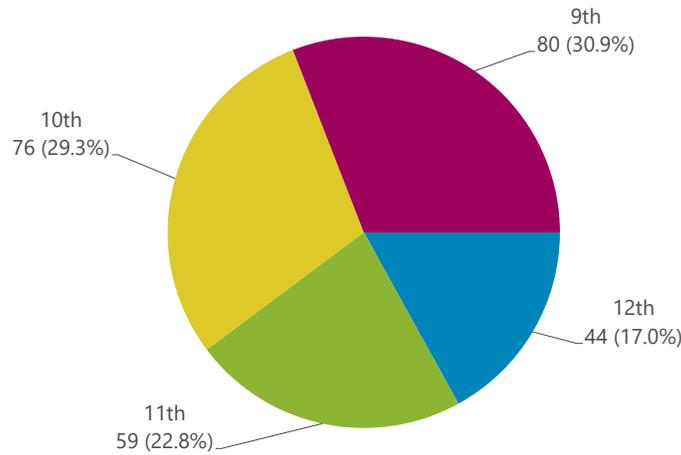
- Of these students, 80 (30.9%) were in ninth grade, 76 (29.3%) were in tenth, 59 (22.8%) were in eleventh, and 44 (17.0%) students were in twelfth (Figure 1).
- More than half (137, or 52.9%) of the students were female, and 122 (47.1%) were male.
- Most (99.2%) of the students were African American; the race/ethnicity of two students was not reported.
- Most (93.9%) of the students received a free or reduced lunch.
- Of the 48 (18.5%) students with documented special needs, 24 had other health impairments (OHI), nine had specific learning disabilities (SLD), six had intellectual disabilities (ID), four had emotional behavioral disabilities (EBD), three had traumatic brain injuries (TBI), one student was autistic, and one student had a speech and language impairment.

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<sup>8</sup> There were 93 ninth graders, 86 tenth graders, 74 eleventh graders, and 47 twelfth graders.

<sup>9</sup> Sixteen ninth graders, 14 tenth graders, 17 eleventh graders, and three twelfth graders withdrew.

Figure 1  
 Milwaukee Collegiate Academy  
 Grade-Level Enrollment Numbers  
 2016–17



N = 259  
 Note: Reflects enrollment at the end of the school year.

Of the 300 students enrolled at the beginning of the school year, 251 (83.7%) were retained for the entire year.

At the end of the 2015–16 school year, 218 of the enrolled students were eligible to return to the school (i.e., had not graduated from high school). Of these, 194 were enrolled as of the third Friday in September 2016. This represents a student return rate of 89.0%.

**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 2015–16 academic year.

- Recommendation: Adopt strategies to improve attendance and student retention rates, especially at the lower grade levels, in order to provide students with more continuity of instruction.

Response: Teachers, especially at the ninth-grade level, significantly increased their communications with parents/families. All staff put a greater emphasis on building positive relationships with students in formal and informal ways. Students were given rewards for positive attendance and performance patterns and incentives were provided for students on the fringes. Finally, staff worked creatively to provide students with more engaging electives to reduce the likelihood that students would become disengaged.

- Recommendation: Engage a parent liaison to increase the involvement of parents in order to maximize the consistency of student engagement in the learning process and thereby improve the overall school culture.

Response: MCA did not have resources to hire a parent liaison because the resources were needed to hire an additional special education teacher. Strategies adopted to increase parental involvement included more frequent communications from teachers, more engagement of parents in monthly parent council meetings, and offering more family events (based on feedback from individual parents and parent council members).

- Recommendation: 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.

Response: MCA invested in NoRedInk, which was created by teachers to build stronger writers through an interest-based curriculum, adaptive exercises, and actionable data. All humanities classes emphasized the importance of evidence in writing and rewriting. Students were given more practice writing, immediate feedback on their writing, and a fun, interactive way to practice and get better writing products.

### **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 90.0% of the time.<sup>10</sup> The school therefore met its goal related to attendance. When excused absences were included, the attendance rate rose to 92.2%.

A total of 100 students served out-of-school suspensions at least once during the school year; these students spent, on average, 3.0 days out of school because of suspension. Additionally, 110 students served in-school suspensions at least once during the school year; these students spent, on average, 1.4 days out of their regular classes because of 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.

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<sup>10</sup> Includes 308 of 309 students enrolled any time during the school year.

There were 251 students enrolled for the entire school year; parents of 213 (84.9%) 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, 48 students were eligible for special education services. Of these, 17 were new to MCA and/or new to special education services this year and 31 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 met as it related to evaluations, IEPs and their reviews, and regular monitoring of student progress toward respective goal achievement. 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 evidence of parent/family

involvement;<sup>11</sup> information regarding the student’s postsecondary plans; and 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 259 MCA students enrolled at the end of the year. All of the graduation plans 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; more than three quarters (75.7%) of the students were on track to graduate, and 25.1% needed to enroll in credit recovery activities.<sup>12</sup> Plans were shared with all parents (Table 1).

<b>Table 1</b> <b>Milwaukee Collegiate Academy</b> <b>High School Graduation Plans</b> <b>2016–17</b> <b>(N = 259)</b>	
<b>Measure</b>	<b>% Plans Including Measure</b>
Included postsecondary plans	100.0%
Shared with parents	100.0%
Credits to graduate	100.0%
Reviewed by counselor	100.0%
On track toward graduation	75.7%
Need to enroll in credit recovery activities	25.1%

<sup>11</sup> Evidence of involvement reflects whether the school provided the student’s parent with a copy of the plan. Parents also are encouraged to review the plan as part of scheduled parent-teacher conferences.

<sup>12</sup> 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.

**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 251 students who were enrolled at MCA for the entire school year. Overall, 85.7% of students received enough credits to be promoted to the next grade level by the end of the school year. More than 60.0% of ninth graders, more than 70.0% of tenth graders, more than 80.0% of eleventh graders, and all twelfth graders received enough credits for promotion/graduation (Table 2). The school therefore exceeded the goal for all four grade levels.

<b>Table 2</b>					
<b>Milwaukee Collegiate Academy High School Graduation Requirements 2016–17</b>					
<b>Grade</b>	<b>N</b>	<b>Minimum Number of Credits Required</b>	<b>Average Credits Earned/ Accumulated</b>	<b>Students Who Met Goal*</b>	
				<b>n</b>	<b>%</b>
9th	77	5.0	5.7	63	81.8%
10th	73	10.5	11.5	56	76.7%
11th	57	16.0	18.3	52	91.2%
12th	44	21.0	24.2	44	100.0%
<b>Total</b>	<b>251</b>	<b>--</b>	<b>--</b>	<b>215</b>	<b>85.7%</b>

\*The students received at least the minimum number of credits required for their grade level by the end of the school year; data 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 44 graduating seniors completed at least six college applications and all 44 (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 Achieve3000, Collegiate Academies' pre-calculus final exam, and EXPLORE, PLAN, and the ACT to monitor student progress in reading and math and a local

writing scale to assess student writing progress.<sup>13</sup> The following sections describe each assessment and student progress at each grade level.

1. Literacy<sup>14</sup>

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.<sup>15</sup> The school's internal goal was that at least 75.0% 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, nearly 90.0% of ninth graders, more than 75.0% of tenth graders, and more than 90.0% of eleventh graders showed progress, meeting the school's goal (Table 3).

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<sup>13</sup> For more information, go to Collegiate Academies' website: <http://collegiateacademies.org/>

<sup>14</sup> All ninth graders and students who enrolled after the start of the year were tested within 60 days.

<sup>15</sup> 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 2017 as required by DPI, MCA also administered the EXPLORE, PLAN, and a former version of the ACT as local measures for ninth- through eleventh-grade students.

In 2013, ACT published new benchmarks for the EXPLORE and PLAN subtests. However, because the versions of the EXPLORE and PLAN that were used for this measure predate that change, the prior EXPLORE and PLAN benchmarks were used to measure student progress.

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

<b>Table 3</b>				
<b>Milwaukee Collegiate Academy</b>				
<b>Literacy Progress Based on EXPLORE, PLAN, and ACT English and Reading Tests</b>				
<b>2016–17</b>				
<b>Grade/Test</b>	<b>Students Who Achieved Benchmark in Spring (n)</b>	<b>Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring (n)</b>	<b>Goal Met?*</b>	
			<b>n</b>	<b>%</b>
<b>9th Grade EXPLORE (N = 62)</b>				
English	16	29	<b>45</b>	<b>72.6%</b>
Reading	8	29	<b>37</b>	<b>59.7%</b>
<b>Overall 9th</b>	--	--	<b>55</b>	<b>88.7%</b>
<b>10th Grade PLAN (N = 58)</b>				
English	29	7	<b>36</b>	<b>62.1%</b>
Reading	11	20	<b>31</b>	<b>53.4%</b>
<b>Overall 10th</b>	--	--	<b>44</b>	<b>75.9%</b>
<b>11th Grade ACT (N = 53)</b>				
English	11	35	<b>46</b>	<b>86.8%</b>
Reading	3	30	<b>33</b>	<b>62.3%</b>
<b>Overall 11th</b>	--	--	<b>48</b>	<b>90.6%</b>

\*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.<sup>16</sup> Student Lexile scores were translated into proficiency levels and

<sup>16</sup> Additional information about Achieve3000 can be found at [www.achieve3000.com](http://www.achieve3000.com)

compared to examine progress from fall to spring.<sup>17</sup> 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 65.0% 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 42 twelfth graders who completed both the fall and spring tests; seven were at or above proficiency at the time of the fall test and 35 were below. In order to protect student identity, results could not be reported for students at proficiency in the fall; more than 70.0% of the students below proficient in the fall improved 30 or more Lexile points by the spring. Overall, 81.0% of twelfth graders met the local measure goal for reading (Table 4). The school met their internal goal for twelfth-grade literacy.

<b>Table 4</b>			
<b>Milwaukee Collegiate Academy</b>			
<b>Twelfth-Grade Literacy Progress Based on Achieve3000</b>			
<b>2016–17</b>			
<b>Proficiency at Fall Test</b>	<b>N</b>	<b>Maintained Proficiency/Met Minimum Lexile Increase, Spring of 2017</b>	
		<b>n</b>	<b>%</b>
Proficient	7	Cannot report due to <i>n</i> size	
Below Proficient	35	27	77.1%
<b>Overall Growth</b>	<b>42</b>	<b>34</b>	<b>81.0%</b>

<sup>17</sup> Information available at [https://www.hmhco.com/products/assessment-solutions/assets/pdfs/sri/SRI\\_GrowthExpectations.pdf](https://www.hmhco.com/products/assessment-solutions/assets/pdfs/sri/SRI_GrowthExpectations.pdf)

2. Math<sup>18</sup>

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 70.0% of ninth, tenth, and eleventh graders showed progress in math from fall to spring, falling short of the school's goal (Table 5).

<b>Table 5</b>				
<b>Milwaukee Collegiate Academy</b>				
<b>Math Progress Based on EXPLORE, PLAN, and ACT Math Test</b>				
<b>2016–17</b>				
<b>Grade/Test</b>	<b>Students Who Achieved Benchmark, Spring of 2017 (n)</b>	<b>Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring (n)</b>	<b>Goal Met?*</b>	
			<b>n</b>	<b>%</b>
9th Grade EXPLORE (N = 62)	2	37	<b>39</b>	<b>62.9%</b>
10th Grade PLAN (N = 58) <sup>19</sup>	6	26	<b>32</b>	<b>55.2%</b>
11th Grade ACT (N = 53)	5	17	<b>22</b>	<b>41.5%</b>

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

<sup>18</sup> Ninth graders and students who enrolled after the start of the year were tested within 60 days; two ninth graders were not tested.

<sup>19</sup> Depending on progress toward grade-level promotion at the time of the fall test, some students are tested using the next grade-level assessment in anticipation of mid-year promotion. Results include only students who have fall and spring assessments that match their grade level at the end of the year.

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

Twelfth-grade students were assessed using Collegiate Academies' pre-calculus final exam. The school's goal was that by the end of the school year, at least 60.0% of students enrolled for the entire year would master at least 74.0% of the items on the test. Of 41 twelfth graders enrolled for the entire year who had math scores, 25 (61.0%) met the math goal this year, meeting the school's twelfth-grade math goal this year.

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 four or higher (i.e., were proficient) in the fall would remain proficient in the spring and that 60.0% of students who received a three or lower in the fall (i.e., were below proficient) would improve their overall scores by at least one half of a point.

Of the 250 students enrolled for the entire year who completed both writing assessments, 70 were at or above proficient in the fall; 58 (82.9%) of those students maintained proficiency in the spring. Of the 180 students who were below proficient in the fall, 59 (32.8%) improved at least one point by the time of the spring test (Table 6). 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.

<b>Table 6</b>			
<b>Milwaukee Collegiate Academy Writing Progress 2016–17</b>			
<b>Grade Level</b>	<b>N</b>	<b>Maintained Proficiency/ Improved at Least One Point</b>	
		<b>n</b>	<b>%</b>
<b>Students at or Above Proficient in the Fall</b>			
9th	5	Cannot report due to <i>n</i> size	
10th	24	21	87.5%
11th	13	10	76.9%
12th	28	25	89.3%
<b>Subtotal</b>	<b>70</b>	<b>58</b>	<b>82.9%</b>
<b>Students Below Proficient in the Fall</b>			
9th	71	29	40.8%
10th	49	21	42.9%
11th	44	9	20.5%
12th	16	0	0.0%
<b>Subtotal</b>	<b>180</b>	<b>59</b>	<b>32.8%</b>
<b>OVERALL GROWTH</b>	<b>250</b>	<b>117</b>	<b>46.8%</b>

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, 31 of the 48 enrolled special education students had been enrolled in special education services at MCA for a full IEP year. Most (29, or 93.5%) of those 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**

In the spring of 2016, the Wisconsin Forward Exam was implemented 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 Forward Exam is a summative assessment that provides information about what students know in each content area at the students' grade level. Each student receives a score based on his/her performance in each area. Scores are translated into one of four levels: advanced, proficient, basic, and below basic. 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.

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. The CSRC requires twelfth-grade students to take the ACT or ACT Plus Writing in the fall semester, but this is not a DPI requirement.

ACT set College Readiness Benchmarks for the Aspire and ACT tests.<sup>20</sup> The benchmarks for each grade level and test reflect the most recent benchmarks, which were published in 2013 (Table 7).<sup>21</sup> ACT does not publish composite benchmark scores. CRC created composite benchmark scores by averaging the benchmark scores from the four subtests.

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<sup>20</sup> Aspire benchmarks were created by concording Aspire scores with the EXPLORE/PLAN benchmarks. These benchmarks will be used until ACT publishes updated Aspire benchmarks based on Aspire results.

<sup>21</sup> For more information about ACT Aspire and ACT Plus Writing benchmarks, see <https://www.discoveractaspire.org> and [www.act.org](http://www.act.org)

<b>Table 7</b>			
<b>ACT College Readiness Benchmarks for the Aspire and ACT</b>			
<b>Subtest</b>	<b>9th Grade Aspire</b>	<b>10th Grade Aspire</b>	<b>11th Grade ACT</b>
English	426	428	18
Math	428	432	22
Reading	425	428	22
Science	430	432	23
Composite	427	430	21

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 2017. Ninth and tenth graders enrolled at the time of the assessment were tested. A total of 72 ninth graders and 67 tenth graders completed the Aspire (Table 8).

<b>Table 8</b>				
<b>Milwaukee Academy of Science</b>				
<b>Aspire for Ninth and Tenth Graders</b>				
<b>Students at or Above Benchmark, Spring of 2017</b>				
<b>Test Section</b>	<b>Ninth Graders (N = 72)</b>		<b>Tenth Graders (N = 67)</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
English	14	19.4%	19	28.4%
Math	2	2.8%	2	3.0%
Reading	2	2.8%	9	13.4%
Science	0	0.0%	2	3.0%
Composite	0	0.0%	5	7.5%

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

In the spring of 2017, 64 tenth graders who had been enrolled since the start of the school year took the Forward Exam social studies test. Six (9.4%) of those students were proficient or advanced, 12 (18.8%) tested at the basic level, and 46 (71.9%) tested at the below basic level.

3. ACT for Eleventh- and Twelfth-Grade Students

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing and the ACT WorkKeys in the time frame required by DPI (spring semester) and that twelfth graders take the ACT or ACT Plus Writing in the fall semester. Fifty-six of 59 eleventh graders and 42 of 44 twelfth graders enrolled at the end of the school year completed testing as required. The overall completion rate was 95.1% (or 98 out of 103 students).

Composite ACT scores for eleventh graders ranged from 12 to 22, with an average of 15.6 (not shown). For twelfth graders, scores ranged from 11 to 20, with an average of 14.7 (not shown). Three (5.4%) of the eleventh graders and none of the twelfth graders scored at or above the ACT composite benchmark (Table 9).

<b>Table 9</b>		
<b>Milwaukee Collegiate Academy</b>		
<b>Students at or Above Benchmark for ACT Subtests and Composite Score</b>		
<b>Eleventh and Twelfth Graders</b>		
<b>2016–17</b>		
<b>Subtest</b>	<b>n</b>	<b>%</b>
<b>11th Grade (N = 56)</b>		
English	12	21.4%
Math	5	8.9%
Reading	3	5.4%
Science	0	0.0%
Composite	3	5.4%
<b>12th Grade (N = 42)</b>		
English	6	14.3%
Math	0	0.0%
Reading	1	2.4%
Science	0	0.0%
Composite <sup>22</sup>	0	0.0%

### **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.<sup>23</sup> Progress from tenth to eleventh grade is assessed using benchmarks and scale score improvement from Aspire to ACT.

<sup>22</sup> Seven (30.4%) of the 23 students who graduated this year received a composite score of 21 or higher on this year's ACT.

<sup>23</sup> 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 took 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.

Prior to 2014–15, the CSRC required that multiple-year progress from EXPLORE to PLAN and PLAN to ACT be reported for students who met proficiency-level expectations (i.e., scored at benchmark or above), as well as for those students who did not meet benchmark expectations (i.e., tested below benchmark) the previous school year. The expectation was that at least 75.0% of students at or above the benchmark the previous year would maintain benchmark the following year. For students below benchmark, the expectation was that at least 60.0% of students would either meet the benchmark the next year or improve their score by at least one point.

In the 2014–15 school year, the EXPLORE and PLAN were replaced by the ACT Aspire; schools continue to use ACT for eleventh graders. Year-to-year progress toward college readiness from ninth to tenth grade is now assessed using benchmarks from the Aspire (see footnote 25). Due to the change from the PLAN to the Aspire in 2014–15, progress from tenth to eleventh grade cannot be validly measured, using available data, in the same way that progress was measured from the PLAN to the ACT in previous years. Therefore, year-to-year progress from tenth to eleventh grade will not be reported.

Additionally, because the change from EXPLORE/PLAN to Aspire is relatively new, the CSRC has not yet revised its expectations for year-to-year progress measures for high school students. Results from ninth to tenth grade will be reported and CRC will make recommendations for CSRC consideration in the fall of 2017. These recommendations will be based on data from the last three school years on Aspire. Only when the CSRC makes a decision will there be new expectations for subsequent years.

1. Progress From 2016 Aspire to 2017 Aspire

Students in ninth grade at MCA during the 2015–16 school year took the Aspire in the spring of 2016. Those same ninth graders who were enrolled as tenth graders at MCA during 2016–17 also took the Aspire in the spring of 2017. Using the minimum benchmark scores for each grade level and subject area on the Aspire, CRC examined student progress from ninth to tenth grade (Table 6). There were 52 MCA students who took the Aspire two consecutive years. The following sections describe progress for students who were at or above the benchmarks and students who were below benchmarks at the time of the 2016 assessment.

a. *Students at or Above Benchmark on the Spring of 2016 Aspire*

Of the 13 students who were at or above the 2016 Aspire English benchmark, nearly 70% (69.2%) maintained benchmark on the spring of 2017 English test (Table 10). In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, because of the small number of students who were at or above benchmark for the other tests, CRC could not include the results in this report. These data provide the CSRC with baseline information for setting future expectations for year-to-year progress.

<b>Table 10</b>				
<b>Milwaukee Collegiate Academy</b>				
<b>Progress for Students at or Above Benchmark on the Spring of 2016 Aspire</b>				
<b>(N = 52)</b>				
<b>Subtest</b>	<b>Students at or Above Benchmark on the Spring of 2016 Aspire</b>		<b>Students Who Remained at or Above Benchmark on the Spring of 2017 Aspire</b>	
	<b>N</b>	<b>%</b>	<b>n</b>	<b>%</b>
English	13	25.0%	9	69.2%
Math	5	9.6%	Cannot report due to <i>n</i> size	
Reading	6	11.5%	Cannot report due to <i>n</i> size	
Science	1	1.9%	Cannot report due to <i>n</i> size	
Composite	5	9.6%	Cannot report due to <i>n</i> size	

*b. Students Below Benchmark on the Spring of 2016 Aspire*

Between 31.4% and 61.5% of students progressed on each of the subtests and the composite score (Table 11). 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).

<b>Table 11</b>								
<b>Milwaukee Collegiate Academy</b>								
<b>Year-to-Year Student Progress Based on Aspire</b>								
<b>Progress for Students Below Benchmark on the Spring of 2016 Aspire</b>								
<b>Subtest</b>	<b>Students Below Benchmark in Spring of 2016 (N = 52)</b>		<b>Students Who Achieved Benchmark in Spring of 2017</b>		<b>Students Who Increased at Least One Point in Spring of 2017</b>		<b>Overall Progress of Students Below Benchmark on the Spring of 2017 Aspire</b>	
	<b>N</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
English	39	75.0%	6	15.4%	18	46.2%	<b>24</b>	<b>61.5%</b>
Math	47	90.4%	0	0.0%	27	57.4%	<b>27</b>	<b>57.4%</b>
Reading	46	88.5%	4	8.7%	18	39.1%	<b>22</b>	<b>47.8%</b>
Science	51	98.1%	1	2.0%	15	29.4%	<b>16</b>	<b>31.4%</b>
Composite	47	90.4%	0	0.0%	22	46.8%	<b>22</b>	<b>46.8%</b>

## 2. Benchmark Progress From the Spring of 2016 Aspire to the Spring of 2017 ACT

Tenth graders at MCA during the 2015–16 school year took the Aspire in the spring semester. Those same tenth graders who were enrolled as eleventh graders at MCA during 2016–17 took the ACT during the spring of 2017. 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 multiple-measure scorecard for the schools 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. In 2014–15, the CSRC began a pilot of a revised scorecard that, like the original, includes multiple measures of student academic progress including performance on standardized tests and local measures, point-in-time academic achievement, and engagement elements, such as attendance and student and teacher retention and return. Revisions included the following.

- The reading readiness measure uses PALS results in place of the Stanford Diagnostic Reading Test, which is no longer available.
- Year-to-year student academic progress and point-in-time student achievement measures are based on Forward Exam results instead of WKCE to reflect changes to the statewide assessment.
- Point values for each elementary local measure increased from 3.75 to 6.25 and, for high schools, they increased to 5 points while point values for some standardized test results decreased. This was done to ensure that point values for a single standardized test were the same for elementary and high schools.<sup>24</sup>

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<sup>24</sup> A copy of the revised scorecard is located in the appendix of this report.

- The ninth- to tenth-grade EXPLORE to PLAN measures were replaced by ninth- to tenth-grade Aspire to reflect the updated ACT tests. The score for point-in-time testing was reduced by five points to match the elementary scorecard for this category.

Because of recent changes to the standardized assessments, the revised scorecard was only partially piloted over the last two years. Now that the same assessment has been used for two consecutive school years, the revised scorecard will be fully piloted this year; it was accepted by the CSRC in February 2017 to replace the original scorecard as an indicator of school performance.

The score provides a summary indicator of school performance. The summary score is then translated into a school status rating using the ranges below.<sup>25</sup>

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 then translated into a school status level (Table 12).

<b>Table 12</b>	
<b>City of Milwaukee</b>	
<b>Educational Performance Rating Scale for Charter Schools</b>	
<b>School Status</b>	<b>Scale</b>
High Performing/Exemplary	83.3% – 100.0% (B to A)
Promising/Good	70.0% – 83.2% (C– to B–)
Problematic/Struggling	60.0% – 69.9% (D– to D+)
Poor/Failing	0.0% – 59.9% (F)

<sup>25</sup> In 2014, the CSRC approved this scoring system to make the scorecard percentages more meaningful and to provide schools with more opportunity to exhibit improvement; it differs from the system used prior to that year.

Since implementing the scorecard in 2014–15, the CSRC has used the score and rating to guide decisions about accepting a school’s annual education performance, continuing monitoring as usual, and recommending a school for a five-year contract renewal at the end of its fourth year of operation. The expectation for school performance under the original scorecard was that schools achieve a rating of 70.0% (Promising/Good) or more; if a school fell under 70.0%, the CSRC carefully reviewed the school’s performance to determine whether a probationary plan should be developed.

In 2016–17, the CSRC transitioned from the original to the revised scorecard. During this transition year, they implemented an expectation for the current school year that schools achieve a rating of 70.0% or more on the revised scorecard, OR, if below 70%, the school shall increase their scorecard percentage by at least two points from the previous year.

The school scored 71.9% on the pilot scorecard this year. This compares with 71.6% on the 2015–16 pilot scorecard. See Appendix D for school scorecard information.

#### **IV. SUMMARY/RECOMMENDATIONS**

Based on the school’s past and current contract compliance status and its score of 71.9% on the 2016–17 pilot scorecard, CRC recommends continued annual monitoring and reporting for the next school year.

## **Appendix A**

### **Contract Compliance Chart**

**Table A**  
**Milwaukee Collegiate Academy**  
**Overview of Compliance for Education-Related Contract Provisions**  
**2016–17**

<b>Section of Contract</b>	<b>Education-Related Contract Provision</b>	<b>Report Reference Page(s)</b>	<b>Contract Provision Met or Not Met?</b>
Section I, B	Description of educational program; student population served.	pp. 2–4 and 13–14	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. 17–18	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.  a. Due to the change from EXPLORE/PLAN to Aspire, no expectations are currently in place. 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 11th graders.	a. N/A  b. N/A	a. N/A  b. N/A <sup>26</sup>

<sup>26</sup> Because of the change from EXPLORE/PLAN to Aspire in 2014–15, progress from PLAN to ACT could not be measured this year.

<p style="text-align: center;"><b>Table A</b></p> <p style="text-align: center;"><b>Milwaukee Collegiate Academy</b></p> <p style="text-align: center;"><b>Overview of Compliance for Education-Related Contract Provisions</b></p> <p style="text-align: center;"><b>2016–17</b></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. Because of the change from EXPLORE/PLAN to Aspire, no expectations are currently in place.</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/A</p> <p>b. N/A<sup>27</sup></p>
Section I, E	Parental involvement.	pp. 8–9	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	pp. 6–7	Met
Section I, I	Pupil database information, including special education needs students.	pp. 13–14	Met
Section I, K	Discipline procedures.	pp. 9–10	Met

<sup>27</sup> Because of the change from EXPLORE/PLAN to Aspire in 2014–15, progress from PLAN to ACT could not be measured this year.

## **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 2016–17 Academic Year  
**Date:** September 21, 2016

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 tenth day following the last day of student attendance for the academic year, or June 23, 2017.

### **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 80% of students enrolled for the entire school year will participate in one of three scheduled parent-teacher conferences. Note that a parent conference at the school, in the home, 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 of English; three credits each of social studies, science, and math; two credits of foreign language; and six elective credits.
- Evidence of parent/family involvement. Involvement means that by the end of each semester, a letter will be submitted to parents reviewing the student's credit acquisition status and describing the steps the student needs to take to graduate with his/her class and prepare for postsecondary enrollment. In addition, the 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 Requirements<sup>28</sup>**

Among students enrolled for the entire school year, at least 70% of ninth-grade students will complete 5.0 or more credits; 75% of tenth graders will complete 10.5 or more credits; 80% of eleventh graders will complete 16.0 or more credits; and 90% of twelfth graders will complete 21 credits by the end of the school year. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

### Twelfth-Grade College Applications and Acceptance

All graduating twelfth-grade students will have completed applications to at least six colleges by the end of the school year.<sup>29</sup> 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 Measures<sup>30</sup>**

### Literacy

All new students will be assessed using the English and reading components of the EXPLORE, PLAN, ACT, or Achieve3000<sup>31</sup> within 60 days of enrollment to establish baseline data on student literacy competencies.

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<sup>28</sup> This item depends on the school’s high school graduation requirements and the timing of the student’s coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year.

<sup>29</sup> Special needs students are expected to complete applications to at least three colleges by the end of the school year.

<sup>30</sup> 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.

<sup>31</sup> 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.

Ninth graders will complete the English and reading subtests on the EXPLORE and tenth graders will complete the English and reading subtests on the PLAN in the fall and spring of the 2016–17 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 75% of students who complete both the fall and spring assessments will reach the benchmark on either subtest or increase their reading and/or English scores by at least one point from fall to spring.<sup>32</sup>

Eleventh graders will complete the English and reading subtests of a local version of the ACT in the fall semester; they will complete the ACT Plus Writing in the spring as required by DPI. Fall to spring progress in reading will be measured by comparing the fall and spring ACT reading and English scores. At least 75% of students who complete both assessments will reach the benchmark on either the reading or English subtest or increase their reading and/or English scores by at least one point from fall to spring.<sup>33</sup>

All twelfth graders will complete the Achieve3000 at the beginning and end of the school year.<sup>34</sup> Student Lexile scores will be translated into proficiency levels.<sup>35</sup> 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 65% 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.

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<sup>32</sup> In 2013, ACT published new benchmarks for the EXPLORE and PLAN subtests. However, because the versions of the EXPLORE and PLAN that will be used for this measure pre-date that change, the prior EXPLORE and PLAN benchmarks will be used to measure student progress.

<sup>33</sup> The Wisconsin Department of Public Instruction (DPI) requires eleventh-grade students to complete the ACT Plus Writing in the spring of the school year. In order to measure fall to spring progress, MCA will administer a former local version of the ACT reading and English subtests in the fall. Current ACT Plus Writing benchmark scores will be used for this local measure comparison.

<sup>34</sup> 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](http://www.achieve3000.com)

<sup>35</sup> Information available at [https://www.hmhco.com/products/assessment-solutions/assets/pdfs/sri/SRI\\_GrowthExpectations.pdf](https://www.hmhco.com/products/assessment-solutions/assets/pdfs/sri/SRI_GrowthExpectations.pdf)

Ninth graders will complete the math subtest on the EXPLORE and tenth graders will complete the math subtest on the PLAN 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.<sup>36</sup>

Eleventh graders will complete the math subtest of a local version of the ACT in the fall semester; they will complete the ACT Plus Writing in the spring as required by DPI. Fall to spring progress in math will be measured by comparing the fall and spring ACT math scores. At least 75% of students who complete both assessments will reach the benchmark on the math subtest or increase their math score by at least one point from fall to spring.<sup>37</sup>

All twelfth-grade students will be assessed using the Collegiate Academies Algebra II or Pre-Calculus 2016–17 Final Exam. By the end of the school year, at least 60% of students enrolled for the entire school year will have mastered at least 74% of the items on the test. Students who have achieved an overall grade of 74% or more for either of these classes by the time of the final exam will be exempted from the exam; for those students their overall course grade will be substituted the score of the final exam.

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 half of a point on a six-point scale.

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<sup>36</sup> In 2013, ACT published new benchmarks for the EXPLORE and, PLAN subtests. However, because the versions of the EXPLORE and PLAN that will be used for this measure pre-date that change, the prior EXPLORE and PLAN benchmarks will be used to measure student progress.

<sup>37</sup> The Wisconsin Department of Public Instruction (DPI) requires eleventh-grade students to complete the ACT Plus Writing in the spring of the school year. In order to measure fall to spring progress, MCA will administer a former local version of the ACT reading and English subtests in the fall. Current ACT Plus Writing benchmark scores will be used for this local measure comparison.

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.<sup>38, 39</sup> 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 the Wisconsin Forward Exam social studies assessment in the timeframe required by DPI. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

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<sup>38</sup> The ACT Aspire subtests include English, mathematics, reading, science, and essay tests.

<sup>39</sup> 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.

### 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.

### Twelfth-Grade Students

MCA will require all twelfth graders to take the ACT or ACT Plus Writing in fall 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.

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

## **Appendix C**

### **Trend Information**

<b>Table C1</b>					
<b>Milwaukee Collegiate Academy Student Enrollment</b>					
<b>Year</b>	<b>Number Enrolled at Beginning</b>	<b>Number Enrolled During Year</b>	<b>Number Withdrew</b>	<b>Number at End of School Year</b>	<b>Number Retained for Entire Year*</b>
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%)
2016–17	300	9	50	259	251 (83.7%)

\*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 (i.e., 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.

<b>Table C2</b>			
<b>Milwaukee Collegiate Academy Student Return Rates</b>			
<b>Year</b>	<b>Number Enrolled at End of Previous Year*</b>	<b>Number Enrolled at Start of This School Year</b>	<b>Student Return Rate</b>
2012–13	105	84	80.0%
2013–14	121	107	88.4%
2014–15	146	109	74.7%
2015–16	184	154	83.7%
2016–17	218	194	89.0%

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

<b>Table C3</b>				
<b>Milwaukee Collegiate Academy Average Credits Earned by Grade Level</b>				
<b>Year</b>	<b>Grade Level</b>			
	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
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
2016–17	5.7	11.5	18.3	24.2

\*Starting with the 2013–14 school year, 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 students for success in college.

<b>Table C4</b>	
<b>Milwaukee Collegiate Academy Classroom Teacher Retention</b>	
<b>Year</b>	<b>Retention Rate: Employed at School for Entire School Year</b>
2012–13	85.7%
2013–14	100.0%
2014–15	100.0%
2015–16	93.8%
2016–17	100.0%

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.

<b>Table C5</b>	
<b>Milwaukee Collegiate Academy Classroom Teacher Return Rate</b>	
<b>Year</b>	<b>Return Rate</b>
2012–13	50.0%
2013–14	57.1%
2014–15	91.7%
2015–16	83.3%
2016–17	100.0%

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.

<b>Table C6</b>	
<b>Milwaukee Collegiate Academy CSRC Scorecard</b>	
<b>School Year</b>	<b>Scorecard Percentage</b>
2012–13	71.3%
2013–14	68.2%
2014–15	78.2%
2015–16	84.4%
2016–17	71.9%

Note: Beginning in 2016–17, results were calculated using the revised scorecard rubric; percentages are not directly comparable to results from previous years.

## **Appendix D**

### **CSRC 2016–17 Pilot School Scorecard**

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

**HIGH SCHOOL**

<b>STUDENT READING READINESS: GRADES 1-2</b>		
• PALS—% 1st graders at or above spring summed score benchmark this year	(4.0)	<b>10.0%</b>
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(6.0)	

<b>STUDENT ACADEMIC PROGRESS: GRADES 3-8</b>		
• Forward Exam reading—% maintained proficient	(5.0)	<b>30.0%</b>
• Forward Exam math—% maintained proficient	(5.0)	
• Forward Exam reading—% below proficient who progressed	(10.0)	
• Forward Exam math—% below proficient who progressed	(10.0)	

<b>LOCAL MEASURES</b>		
• % met reading	(6.25)	<b>25.0%</b>
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	

<b>STUDENT ACHIEVEMENT: GRADES 3-8</b>		
• Forward Exam reading—% proficient or advanced	(5.0)	<b>10.0%</b>
• Forward Exam math—% proficient or advanced	(5.0)	

<b>ENGAGEMENT</b>		
• Student attendance	(5.0)	<b>25.0%</b>
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

<b>STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12</b>		
• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	(5.0)	<b>30.0%</b>
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	(10.0)	
• 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)	

<b>POSTSECONDARY READINESS: GRADES 11 AND 12</b>		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10.0)	<b>15.0%</b>
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

<b>LOCAL MEASURES</b>		
• % met reading	(5.0)	<b>20.0%</b>
• % met math	(5.0)	
• % met writing	(5.0)	
• % met special education	(5.0)	

<b>STUDENT ACHIEVEMENT: GRADES 9 AND 10</b>		
• ACT Aspire English—% students at or above spring benchmark	(5.0)	<b>10.0%</b>
• ACT Aspire math—% students at or above spring benchmark	(5.0)	

<b>ENGAGEMENT</b>		
• Student attendance	(5.0)	<b>25.0%</b>
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

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

Note: To protect student identity, CRC does not report data on scorecard items with less than 10 students. These cells will be reported as not available (N/A) on the scorecard, and the total score will be calculated to reflect each school's denominator.

**Table D**  
**Milwaukee Collegiate Academy**  
**CSRC Pilot High School (Ninth Through Twelfth Grade) Scorecard**  
**2016–17**

Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
<b>Student Academic Progress:</b>  <b>9th to 10th Grade</b>  <b>10th to 11th Grade</b>  <b>12th Grade</b>	ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5.0	<b>30.0%</b>	Cannot report due to <i>n</i> size	
	ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	10.0		46.8%	4.7
	Adequate credits to move from 9th to 10th grade	5.0		81.8%	4.1
	Adequate credits to move from 10th to 11th grade	5.0		76.7%	3.8
	Graduation rate (DPI) <sup>40</sup>	5.0		96.8%	4.8
<b>Postsecondary Readiness:</b> <b>11th and 12th Grades</b>	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	<b>15.0%</b>	100.0%	10.0
	% of 11th/12th graders tested on ACT	2.5		95.1%	2.4
	% of graduates with ACT composite score of 21 or more	2.5		0.0%	0.0
<b>Local Measures</b>	% met reading	5.0	<b>20.0%</b>	84.2%	4.2
	% met math	5.0		55.1%	2.8
	% met writing	5.0		46.8%	2.3
	% met special education	5.0		93.5%	4.7
<b>Student Academic Achievement:</b> <b>9th and 10th Grades</b>	<u>ACT Aspire English:</u> % of 9th and 10th graders at or above benchmark	5.0	<b>10.0%</b>	23.9%	1.2
	<u>ACT Aspire math:</u> % of 9th and 10th graders at or above benchmark	5.0		2.9%	0.1
<b>Engagement</b>	Student attendance	5.0	<b>25.0%</b>	90.0%	4.5
	Student reenrollment	5.0		89.0%	4.5
	Student retention	5.0		83.7%	4.2
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		100.0%	5.0
<b>TOTAL</b>		<b>95.0</b>			<b>68.3</b>
<b>HIGH SCHOOL SCORECARD PERCENTAGE</b>					<b>71.9%</b>

<sup>40</sup> Based on the 2015–16 DPI four-year rate, the most recent available at the time of this report.