

Milwaukee Collegiate Academy

Programmatic Profile and Educational Performance

2014–15 School Year

Report Date: September 2015

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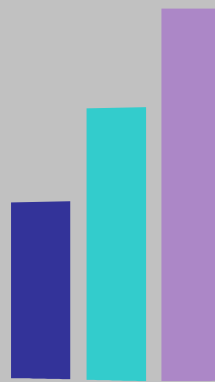


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EXECUTIVE SUMMARY
for
Milwaukee Collegiate Academy
2014–15

This is the fourth annual report to describe the operation of the Milwaukee Collegiate Academy (MCA) as a City of Milwaukee-chartered school.¹ It is the result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the NCCD Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has reached the following findings.

I. CONTRACT COMPLIANCE SUMMARY²

MCA did not meet one provision of its contract with the City of Milwaukee and the subsequent CSRC requirements: All teachers will hold a Wisconsin Department of Public Instruction (DPI) license. One teacher possessed a license from the State of Illinois, and a Wisconsin license application was still pending; another teacher’s license expired in June 2014, and an application for a new license was pending.

Two provisions related to PLAN-to-ACT results are pending until the eleventh-grade ACT embargo is lifted in October 2015.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Primary Measures of Educational Progress

CSRC requires each school to track student progress in reading, writing, math, and individualized education program (IEP) goals throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

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

Ninth graders completed the ACT Aspire in the fall and spring of the school year. Student progress in reading and math were examined by comparing fall English/reading and math scores for each test.

- By the time of the spring tests, 78.9% of ninth graders were at benchmark or had advanced at least one point on the reading and/or English subtests. The school’s goal was 70.0%.

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

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

- By the time of the spring test, 45.9% of ninth graders were at benchmark or had advanced at least one point on the Aspire math subtest. The school's goal was 70.0%.

Tenth through twelfth graders completed the Achieve3000 reading assessment and the ALEKS math assessment.

- More than half (55, or 58.5%) of the 94 students who completed both the fall and spring assessment met the literacy goal (i.e., maintained proficiency or improved 30 or more Lexile points); the school's goal was 75.0%.
- More than two thirds (64, or 68.1%) of the 94 students who had both fall and spring ALEKS scores progressed in math; the school's goal was 50.0%.

Of 198 students, 106 (53.5%) met the writing goal for their respective grade levels. Of students who were proficient in the fall, 84.6% maintained proficiency; and of students who were below proficient in the fall, 51.4% improved at least one point.

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

The school met all five of its internal goals this year.

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

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

- EXPLORE to Aspire: ACT changed from the EXPLORE/PLAN in 2013–14 to ACT Aspire in 2014–15. While benchmarks from both tests are comparable, the two-digit EXPLORE scale score could not be compared with the three-digit Aspire scale score to determine the change in scores from year to year. Therefore, year-to-year results are not available this year for tenth-grade students.
- PLAN to ACT³: DPI embargoed eleventh-grade ACT results until October 2015. PLAN-to-ACT results will be added to this report as soon as the embargo is lifted.

³ ACT series benchmarks for 2014–15 were different than the benchmarks used in previous years; this occurred for two reasons. First, a 2013 ACT study resulted in a shift in the benchmark scores for some subtests. Second, in 2014–15, schools

C. School Scorecard

The school scored 78.2% on the CSRC scorecard. This compares with a score of 68.2% on the 2013–14 scorecard and a 71.3% on the 2012–13 scorecard.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The following recommendations were jointly identified by the school leadership and CRC. To continue a focused school improvement plan, it is recommended that the following activities be undertaken for the 2015–16 year.

- Adopt additional strategies to improve the retention levels among the lower levels, especially for the ninth graders
- Select new and innovative ways to more significantly improve students' writing skills at all levels
- Adopt local measurement tools for both reading and math that are better aligned to the school's curriculum and are useful to teachers, students, and parents in their ongoing assessment of each student's academic competencies and deficiencies in these two areas.

IV. RECOMMENDATION FOR ONGOING MONITORING

This is MCA's fourth year as a City of Milwaukee charter school.

The school's scorecard percent increased from 68.2% in 2013–14 to 78.0% for the current school year. As a result of this improvement in academic performance and the school's contract compliance status, CRC recommends that the school continue regular, annual monitoring and reporting for the next school year.

were required to test students in the spring instead of the fall semester. Year-to-year progress measures were changed to reflect spring-to-spring results for tenth and eleventh graders. This resulted in a switch to spring benchmarks, which are somewhat higher than the fall benchmarks for each grade level.

I. INTRODUCTION

This is the fourth regular program monitoring report to describe educational outcomes for the Milwaukee Collegiate Academy (MCA), a school chartered by the City of Milwaukee.⁴ 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 CSRC and the NCCD Children’s Research Center (CRC).⁵

The process for gathering the information in this report included the following steps.

- One initial site visit was made to the 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 its 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 CSRC, attended a meeting of the school’s board of directors to improve communications regarding CSRC’s and CRC’s roles. The focus of this session was on the educational monitoring process and 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, which CRC compiled and analyzed.

⁴ The City of Milwaukee chartered 10 schools for the 2014–15 school year. MCA initially opened in the fall of 2004 as a private school. In the fall of 2006–07, the school received Technical Assistance and Leadership Center funding from the Bill and Melinda Gates Foundation and participated in a monitoring process with CRC similar to the CSRC process described in this report. In 2011, the school entered into a five-year charter agreement with the City of Milwaukee. Prior to the 2013–14 school year, the school was called the Commitment, Excellence, & Opportunity (CEO) Leadership Academy.

⁵ CRC is a nonprofit social science research organization and a center of the National Council on Crime and Delinquency (NCCD).

II. PROGRAMMATIC PROFILE

Milwaukee Collegiate Academy
4030 N. 29th St.⁶
Milwaukee, WI 53216

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

Outgoing Principal: Rashida Evans
Incoming Principal: Judith Parker

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

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

The school’s vision is that:

MCA will produce responsible leaders through academic mastery, community-focused education, and the fostering of lifelong learning in any environment.⁷

Its mission is to “nurture scholars capable of transforming their world, by sending them to and through college.” The school also adopted a series of goals seen as the necessary conditions for MCA to accomplish its intended impact. These four goals, listed on the bottom of the school’s home web page,⁸ state that students will:

⁶ The school started the 2013–14 school year in a new facility at this location.

⁷ From the academy’s 2014–15 *Family Handbook*.

⁸ MCA’s website is : <http://milwaukeecollegiateacademy.org/>

- Show up and be engaged learners;
- Acquire the courage, confidence, and character to contribute to the continuous improvement of MCA;
- Meet or exceed the national average for high school graduation and college readiness, enrollment, and completion; and
- Take action to empower their families and communities.

2. Instructional Design

The school serves inner-city students who seek high academic standards and high character expectations as part of their learning environment.⁹ 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. The curriculum will be comprehensive and rigorous and will use blended learning to advance students on an individualized basis. The school has partnered with Education Elements to implement the curriculum and has augmented its curricular focus with a full-time dean of instruction.¹⁰ MCA's curriculum relies upon interim assessments that are aligned to the college readiness tests (Aspire and ACT) and requires regular attention to data-driven instruction. It also incorporates Wisconsin's Common Core State Standards and ensures that its students will satisfy state requirements for graduation and entrance requirements for most colleges and universities.

Additionally, students are offered the following opportunities.

- The college coach/counselor assists students with the creation of a high school graduation plan. These plans help students to focus and monitor their progress toward their post-high school college and career goal(s). The coach uses a checklist

⁹ MCA's goal is to instill eight character strengths into each of its students: love, optimism, zest, social intelligence, grit, curiosity, self-control, and gratitude.

¹⁰ Additional organizational changes will be implemented for the 2015–16 school year, including the hiring of a director of operations.

with students that is specifically designed for each of the four years of attendance at MCA.

- Staff assist students with enrollment in credit recovery classes if they have not achieved the grade requirement of 74.0% or higher at the end of each semester. These classes are designed to enable students to stay on track to graduate within a four-year timeframe.
- Staff encourage and assist students with the school's expectation that all students will have accumulated 20 hours of community service by the time of their graduation. Examples of service sites include schools, day cares, libraries, churches, hospitals, etc.
- This year MCA opened its doors to College Possible Milwaukee, which is designed to assist low-income students in 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. The board also creates ad hoc committees to deal with special issues.

This year, the board of directors was comprised of 16 members: a chairperson, two co-vice chairpersons, a secretary, a treasurer, three committee chairpersons, 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, NewSchools Venture Fund, Schools That Can Milwaukee) 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, as well as a parent representative. A few board members have been on the board since the school's inception in 2004.

2. Areas of Instruction

During the 2014–15 school year, MCA served ninth- through twelfth-grade students in their facility located at 29th Street and Capitol Drive. 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, success in college. The courses in the core curriculum areas are English, math, science, and social studies. Each specific course in these subjects is designed to contain adequate rigor so that students who successfully complete these courses are able to successfully complete college courses in the various subject areas. The academy also requires its students to acquire two credits in a foreign language.

MCA has stated requirements in two areas: academic and community service. The academic requirement is that students earn at least 21 credits to graduate.¹¹ The expectations for grade-level promotion are that ninth graders complete five credits; tenth graders, 10.5 credits; and eleventh graders, 16 credits. Credit recovery activities were offered as a component of the school's Saturday morning program and its Homework Club, which met every day, after regular school hours.

All students are encouraged to give back to the community through community service. To that end, MCA recommends community service for ninth- through eleventh-grade students; 20 hours of cumulative community service are required for twelfth-grade graduates to participate in the

¹¹ 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 2013–14 *Family Handbook*.

graduation ceremony. Students can either find their own community service opportunities or seek assistance from staff to locate and arrange a site. Examples of service sites include schools, day care centers, libraries, and hospitals. Students and the school provide each service site with materials to document the students' service hours. These hours are incorporated into student transcripts at the end of each school year.

3. Teacher Information

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

At the end of the 2013–14 school year, MCA had 15 teachers; 12 of these teachers were eligible to return for the 2014–15 school year. Eleven of the 12 eligible teachers returned, representing a return rate of 91.7%. At the beginning of the 2014–15 school year, seven new teachers joined the 11 who returned from last year. The 11 returning teachers had been at the school for one to two years. During the year, one teacher was terminated or left the school. The remaining 16 teachers (100.0%) were eligible for retention and remained at the school for the entire year. Of the 17 teachers at MCA at the beginning of the school year, 15 (88.2%) held DPI licenses or permits to teach.¹² The teachers were assisted by a technology and communications coordinator. Two administrative assistants handled the school office and provided support to the teaching staff.

¹² The physical education teacher had a valid teaching license from the State of Illinois, but his license application for Wisconsin was still pending; one of the English/language arts teachers had a license that expired at the end of the 2013–14 school year, and he currently has an application to obtain his license for the upcoming school year.

4. Hours of Instruction/School Calendar

The first day of school for all MCA students was September 1, 2014, and the school year ended June 11, 2015. MCA operates on a 36-week school year comprised of four nine-week quarters. At the beginning of the 2014–15 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 7:50 with morning meeting/advisory. The first block of instruction started at 8:18 a.m., and the last class ended at 3:03 p.m. After the morning meeting, students participated in four learning blocks, lasting for 80 minutes each, and a 35-minute lunch/advisory break. Every student was assigned to an advisory group for academic and behavior guidance. Students were dismissed early (1:00 pm) every Wednesday to enable them to engage in community service work and to allow staff to participate in staff meetings or other professional development activities.

Each teacher taught courses in his/her area of expertise (English, math, science, 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 the school newsletter.

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

5. Parental Involvement

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

- All parents are required to sign an annual contract with the school. This contract makes it clear 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 15 board members are parent representatives. The board is responsible for making decisions related to the school's policies and budget and for approving the school's strategic direction.
- MCA employed a full-time dean of school culture. The dean is expected to work with parents to ensure that children are coming to school regularly. It is also the dean's task to provide parents with regular feedback on issues that surface at the school related to a student's 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.¹³
- MCA created a parent council that meets on a bimonthly basis 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 provides assistance with the implementation of these events.

6. Waiting List

The school's administrator reported that as of June 2015, the school had no waiting list for the upcoming school year. MCA's goal is to enroll between 275 and 300 students for the 2015–16 school year.

¹³ This information was extracted from MCA's charter school application and the high school's 2014–15 *Family Handbook*.

7. Discipline Policy

MCA places a strong emphasis on a safe and orderly learning environment. As stated in the handbook, all students are expected to respect, uphold, and adhere to the rules, regulations, and policies of the academy. The school has adopted “nonnegotiable” rules that are considered so critical to the culture of MCA that violation results in expulsion. These rules expressly prohibit students from:

1. Bringing drugs and/or alcohol into or within a two-mile radius of the academy and/or being convicted of selling drugs;
2. Bringing weapons into and/or using weapons within a two-mile radius of the academy;
3. Blatantly disrespecting, using profanity toward, or threatening a staff member;
4. Engaging in fighting and/or a physical altercation in or within a two-mile radius of the academy; and
5. Bullying or harassing other students at the academy.¹⁴

In the *Family Handbook*, the school provides detailed information on the consequences students will experience for the violation of any of the school’s policies or rules. For example, the school has a merit and demerit system; students receive merits and demerits for a variety of behaviors. For example, a student may receive a merit for things such as strong character demonstration and positive academic achievements and demerits for things such as tardiness, uniform violations, disruptive behavior, or theft. The details of how MCA operates its merit/demerit system can be found in the *Family Handbook*. In addition to the demerit system, the school uses in- and out-of-school suspensions, afterschool detentions, and expulsions as consequences for students’ negative choices. In its handbook, it states: “The Academy will always correct student behavior and promote character development. Earned consequences will be distributed in a fair, consistent manner. The handbook

¹⁴ These five statements are taken directly from the 2013–14 *Family Handbook*, which is distributed and signed upon receipt by every students’ parent or guardian.

contains detailed information on the various forms of detention, suspension, and expulsion procedures.

8. Graduation Information

MCA employs a full-time college coach/counselor whose primary responsibility is to work with the students as they prepare for postsecondary careers and educational experiences. The principal, dean of students, and entire teaching staff assist the coach with his/her efforts. Over the last school year, the college coach/counselor's main activities included the following.

- Summer Bridge Program: Student preview days for incoming ninth-grade students
 - » Students were introduced to MCA's graduation requirements.
 - » Students were shown what a ninth-grade schedule looks like and how it takes graduation requirements into account.
 - » Students were introduced to credits: What are they? How do you earn them? What happens if you do not earn them?
 - » Students were informed about grade promotion and what it means to be retained (held back).
- Classroom Visits
 - » The college coach/counselor visited all ninth- through twelfth-grade English classes, once each semester, and gave presentations about credits/graduation requirements, postsecondary plans, transcript reviews, etc.
 - » An advisor from Great Lakes College Access also visited ninth- through twelfth-grade classrooms multiple times throughout the year.
 - » The college coach/counselor worked closely with the freshmen seminar teacher to determine what key pieces of information ninth graders should learn about college.
 - » The college coach/counselor visited eleventh-grade classrooms to help guide scholars as they began work on their personal statements for college.
 - » The college coach/counselor strongly supported the senior seminar teacher and senior scholars during the college application process.

- » The college coach/counselor visited advisories to talk about MCA graduation plans and ensure that all students completed one.
- Individual Meetings With Students: The college coach/counselor held one-on-one counseling sessions with seniors three or more times throughout the year to discuss attendance, credits, graduation requirements, credit recovery, community service, postsecondary plans, and financial aid completion (FAFSA).
- College Visits: Students visited the following colleges over the course of the 2014–15 school year: UW-Milwaukee, UW-Platteville, UW-Parkside, UW-Whitewater, and Alverno College.
- College Tours
 - » A group of eleventh-grade students went on an overnight college tour to Tennessee and visited four colleges: Fisk University, Tennessee State University, Lane College, and the University of Memphis.
 - » A group of ninth- and tenth-grade students went on an overnight mini-college tour and visited UW-Oshkosh and Lakeland College.
- College Fair: MCA hosted a college fair in which all students participated. The following schools were represented at a table: UW-Milwaukee, UW-Whitewater, UW-Platteville, UW-Parkside, UW-Oshkosh, UW-Green Bay, UW-Madison, Carroll University, Mount Mary University, Marquette University, Fisk University, Marian University, Winona State University, Lakeland College, Wisconsin Lutheran College, Concordia University, Alverno College, George Williams College, Milwaukee Area Technical College, and Waukesha County Technical College. UW-Oshkosh and Marquette University also had tables for their pre-college programs, for which they were sharing information and recruiting.
- College Representatives: A variety of local/statewide college admissions counselors presented to classrooms comprised primarily of eleventh and twelfth graders throughout the year.
- Pre-College Programs: There was a strong push for students to participate in pre-college programs throughout the year.
 - » MCA advertised any/all local and statewide pre-college programs.
 - » Representatives from colleges/organizations were invited to present to students about their programs. Schools included UW-Oshkosh, Stein Scholars Boys and Girls Club, UW-Milwaukee Trio Programs, UW-Platteville, Carroll University Summer Programs, etc.
 - » A table promoting pre-college programs was set up for parent/teacher conferences.

- Parent Nights
 - » Multiple parent nights for parents of all students were held on topics including pre-college programs, financial aid, how to choose the right college for you, what every parent needs to know about college, etc.
 - » Parents also 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, grade-level parent meetings, etc.

- College-Going Culture
 - » Students and staff dressed in college gear to promote a strong college-going culture on “College Fridays.”
 - » Classrooms were decorated with “college corners” to promote a strong college-going culture in the classroom.
 - » College acceptance notices for graduating seniors were posted in the school’s foyer, and a “thermometer” measured the MCA student college acceptance rate throughout the year.

- College Resource Center: The college coach/counselor created a College Resource Center for students, which contained computer access for scholars to research and apply for college and scholarships. Other resources were available in the center to help students learn about and prepare for college.

- College Possible and Other Partnerships
 - » MCA partnered with College Possible to strengthen efforts to send school scholars to and through college. The partnership started with a group of 20 eleventh graders and will continue next year with an eleventh- and twelfth-grade cohort.
 - » MCA continued its partnership with PEARLS for Teen Girls Inc., which has a college/career readiness component.
 - » MCA continued its partnership with Unity in Motion, which also has incorporated a college/career readiness component.

A key outcome of these diverse activities, as reported by the school at the end of the school year, was that all 28 high school graduates were accepted into postsecondary institutions.

C. Student Population

MCA began the academic year with 255 students registered in ninth through twelfth grades.¹⁵ During the year, an additional 12 students enrolled and 55 students withdrew.^{16, 17} Of the 55 students who withdrew during the year, 25 (45.5%) were expelled for various reasons, including fighting (11), behavior infractions (four), bullying (two), drug use/selling drugs (three), physical altercations (two), possession of a firearm (one), chronic truancy (one), and threatening a teacher (one); 21 (38.2%) transferred to other schools; five (9.1%) moved; one (1.8%) left to be homeschooled; one (1.8%) left to join Job Corps; one (1.8%) was a missing person; and a withdraw reason was not provided for one (1.8%) other student. At the end of the school year, 212 students were enrolled in MCA.

- Of these students, 111 (52.4%) were in ninth grade, 42 (19.8%) were in tenth, 31 (14.6%) were in eleventh, and 28 (13.2%) students were in twelfth (Figure 1).¹⁸
- More than half (118, or 55.7%) of the students were female, and 94 (44.3%) were male.
- All of the students were African American.
- All of the students received free or reduced lunch.
- Of the 30 (14.2%) students with documented special needs, 10 had other health impairments (OHI), nine had specific learning disabilities (SLD), five had cognitive disabilities (CD), three had emotional behavioral disabilities (EBD), two students were autistic, and one student had a traumatic brain injury (TBI).

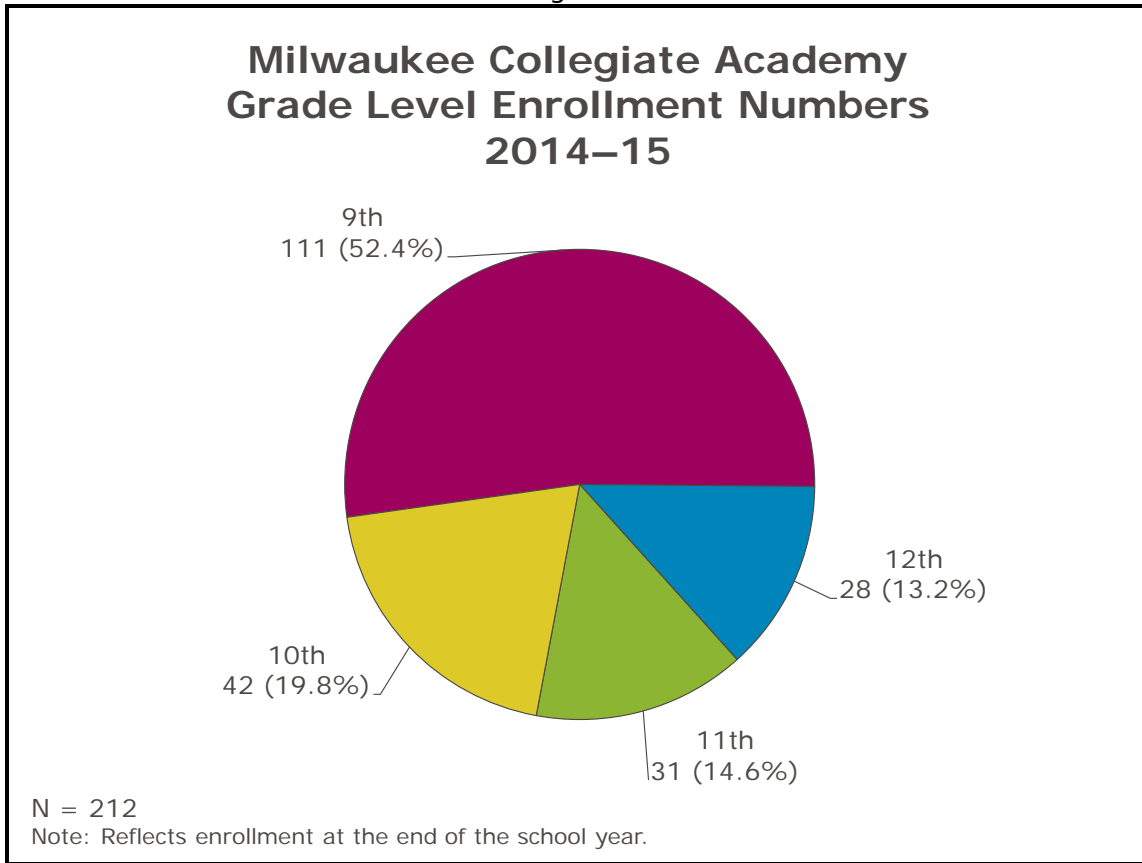
¹⁵ There were 137 (53.7%) ninth graders, 51 (20.0%) tenth graders, 44 (17.3%) eleventh graders, and 23 (9.0%) twelfth graders.

¹⁶ Five (41.7%) ninth graders, four (33.3%) tenth graders, one (8.3%) eleventh grader, and two (16.7%) twelfth graders enrolled.

¹⁷ A total of 31 (56.4%) ninth graders, 13 (23.6%) tenth graders, nine (16.4%) eleventh graders, and two (3.6%) twelfth graders withdrew.

¹⁸ Five students were promoted from eleventh to twelfth grade during the year; end-of-year counts reflect end-of-year grade levels.

Figure 1



Of the 255 students enrolled at the beginning of the school year, 201 were enrolled for the entire year. This represents a retention rate of 78.8%.

At the end of the 2013–14 school year, 146 of the enrolled students were eligible to return to the school, i.e., had not graduated from high school. Of these, 109 were enrolled as of the third Friday in September 2014. This represents a student return rate of 74.7%.¹⁹

¹⁹ Additionally, two students who were enrolled at the end of the 2013–14 school year at MCA reenrolled after the start of the 2014–15 school year, and three students who were enrolled but did not complete the 2013–14 school year at MCA reenrolled for the start of the 2014–15 school year.

D. Activities for Continuous School Improvement

The following is a description of MCA's response to the recommended activities in its programmatic profile and educational performance report for the 2013–14 academic year.

- **Recommendation:** Research and adopt strategies to improve student engagement and ownership of the learning processes. These strategies should improve attendance rates, reduce suspensions and expulsions, intensify classroom participation, contribute to completion of homework and independent studies, and result in higher grade promotion rates.

Response: The school implemented a number of new strategies to improve student engagement and ownership of the learning process. A one-week summer bridge program was launched to ease the transition for ninth graders into a school with high expectations for academic performance. Other strategies adopted by MCA included:

- » An increased emphasis on incentives and celebrating accomplishments;
- » Restructured morning meetings to emphasize character strengths;
- » Requiring all ninth graders to participate in a freshman seminar with an emphasis on success in school;
- » A homework club to assist students with the completion of regular classroom assignments; and
- » Increased staff office hours to promote one-on-one student/teacher interactions.

These strategies were supplemented with other similar activities focused on enriching the school's overall culture and expanding students' ownership of their schooling experiences.

- **Recommendation:** Move toward best practices for special education students, including the adoption of more focused response to intervention (RTI) strategies so that students will be prepared for college and life without the presence of an individualized education program (IEP).

Response: MCA developed a concrete plan to strengthen its use of RTI for academic and behavioral issues that surfaced during the year. The plan included ways in which paraprofessionals would work more closely with parents to address behavioral issues. Two teachers were assigned to work with students with the most challenging reading and math needs and to monitor each student's response to the adopted interventions as well as their progress over the course of the school year in these subject areas.

- Recommendation: Engage staff in more professional development opportunities to strengthen their cultural competencies and student engagement practices.

Response: All staff participated in specific sessions to strengthen their cultural competencies on at least a monthly basis. The first session was held last summer and continued throughout the course of the school year. Staff also made home visits to each student's home in August before the start of the school year to learn more about students and their families. An entire day was spent in the spring discussing and role playing strategies deemed to be successful in engaging students in school in a culturally sensitive fashion.

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 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 IEP goals for special education students. The standardized assessment measures used were the ACT Aspire, the Wisconsin Knowledge and Concepts Examination (WKCE),^{20, 21} and the ACT Plus Writing.

²⁰ The WKCE is a standardized test aligned with Wisconsin model academic standards. Prior to 2014–15, the WKCE included reading, math, language arts, science, and social studies sections. Beginning this school year, the WKCE test included only science and social studies sections; student progress in reading, language arts, and math is measured using other standardized tests.

²¹ The ACT Aspire was developed by ACT and measures a student's preparedness to take the ACT as well progress on college and career benchmarks.

A. Attendance

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 86.0%. Students are considered present for 22.5% of the day for each of four core instructional periods they attend and for 10.0% of the day if they attend advisory. This year, students attended school an average of 89.6% of the time.²² The school therefore met its goal related to attendance. When excused absences were included, the attendance rate rose to 92.0%.

A total of 126 students served out-of-school suspensions at least once during the school year; these students spent, on average, 3.4 days out of school due to suspension. Additionally, 186 students served in-school suspensions at least once during the school year; these students spent, on average, 3.1 days out of their regular classes due to suspension.

B. Parent-Teacher Conferences

At the beginning of the academic year, the school established a goal that parents of at least 50.0% of students would participate in one of two scheduled parent-teacher conferences. There were 201 students enrolled for the entire school year; therefore, parents of 201 students were eligible to attend both conferences. Parents of 150 (74.6%) children attended at least one conference. The school 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, 30 students were eligible for special education services. Two of those students were enrolled in MCA last year but had their initial eligibility assessments this

²² Includes 267 students enrolled any time during the school year; excludes students who enrolled but withdrew prior to the third Friday of September.

year and 19 were new to MCA this year. Nine students 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 made significant progress in the maintenance of their special education files and interactions with students and parents. More importantly, every student's file was complete and up to date and all of the required documentation was easily accessible and organized in an effective manner. Finally, MCA's compliance with the Individuals with Disabilities Education Act requirement was excellent as it related to evaluations, IEP and their reviews, and the monitoring of progress on a regular basis of the student's achievement of their respective goals. It was clear that MCA staff made improvement in this area a priority for this year and allocated adequate resources to this task to better enable students with special needs to succeed at MCA. The school met its goal related to keeping updated special education records.

D. High School Graduation Plan

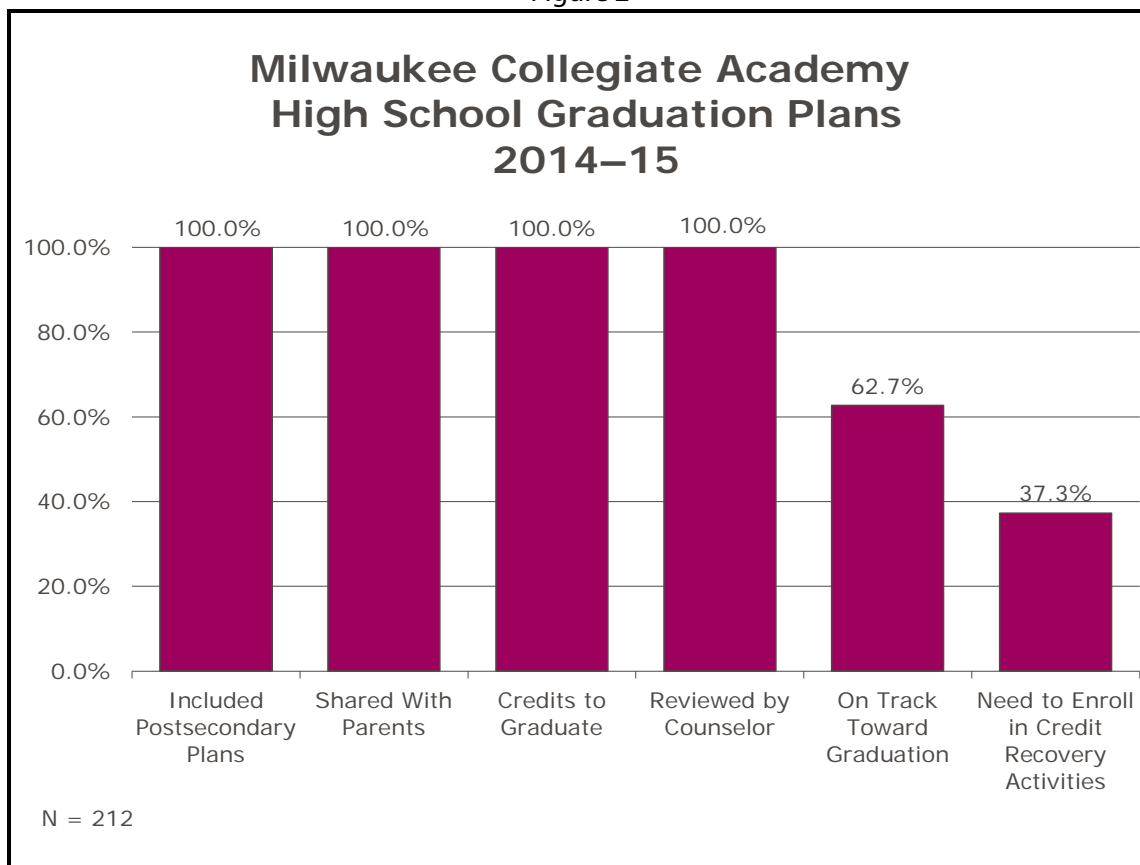
A high school graduation plan is to be developed for each high school student by the end of his/her first semester at the school. Each plan should include (1) evidence of parent/family involvement;²³ (2) information regarding the student's postsecondary plans; and (3) a schedule reflecting plans for completing four credits in English; three credits each in math, science, and social studies; two credits of foreign language; and six credits in other electives.

This year, plans were completed for all 212 MCA students enrolled at the end of the year. All of the 212 graduation plans for which other information was available included the student's postsecondary plans and a schedule reflecting credits needed to graduate; and they were reviewed by

²³ 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.

the college coach/counselor. Part of the review was to ensure students were on track to graduate and to determine whether a student should be referred for summer school; almost two thirds (62.7%) of the students were on track to graduate, and a little more than one third (37.3%) needed to enroll in credit recovery activities.²⁴ Plans were shared with all (100%) parents (Figure 2). Additionally, the college coach/counselor requested a parent signature for all twelfth-grade students on the formal transcript review document; parents of all 28 twelfth graders enrolled at the end of the year signed the document (not shown).

Figure 2



²⁴ MCA offered summer school after the 2014–15 school year; credit recovery activities were available during the school year, including during Saturday Academy. Students also 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; at least 60.0% of tenth graders would complete a total of 10.5 or more credits; at least 70.0% of eleventh graders would complete a total of 16.0 or more credits; and at least 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 201 students who were enrolled at MCA for the entire school year. Overall, 65.7% of students received enough credits to be promoted to the next grade level by the end of summer school in July 2015 (Table 1). Fewer than 60.0% of ninth graders achieved the credit goal, but well over 60.0% of tenth graders, more than 70.0% of eleventh graders, and all (100.0%) twelfth graders received enough credits for promotion/graduation. The school therefore met the goal for three of four grade levels.

Table 1					
Milwaukee Collegiate Academy High School Graduation Requirements 2014–15					
Grade	N	Minimum Number of Credits Required	Average Credits Earned/ Accumulated	Students Who Met Goal*	
				N	%
9th	107	5.0	4.9	62	57.9%
10th	38	10.5	12.0	31	81.6%
11th	30	16.0	17.5	26	86.7%
12th	26 ²⁵	21.0	23.4	26	100.0%
Total	201	--	--	132	65.7%

*Received at least the minimum number of credits required for their grade level by the end of July 2015; includes students enrolled at MCA for the entire school year.

²⁵ There were 28 twelfth graders enrolled at the end of the school year and all of them graduated; only 26 of those students were enrolled for the entire year. Staff reported that 17 (60.7%) of these youth had been enrolled at MCA since the start of ninth grade.

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 at least 90.0% of graduating students would be accepted into at least one college.²⁶ Of the 28 graduating seniors at the end of the school year, 27 (96.4%) completed at least six college applications; all 28 (100.0%) were accepted into at least one college.

G. Local Measures of Educational Performance

Charter schools, by their definition and nature, 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 each city-chartered school at the beginning of the academic year to measure the educational performance of its students. These 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. CSRC's expectation is that at a minimum, schools establish local measures in reading, writing, math, and special education. This year, MCA used the ACT Aspire, the Achieve3000, and the Assessment and Learning in Knowledge Spaces (ALEKS) assessments to monitor student progress in reading and math and a local writing scale to assess student writing progress. The following sections describe each assessment as well as student progress at each grade level.

²⁶ Special education students were expected to complete three applications.

1. Literacy

a. *ACT Aspire Reading and English Progress for Ninth Graders*

Ninth graders took the ACT Aspire in the fall and spring of the school year as required by DPI. The Aspire replaced the ACT EXPLORE for the 2014–15 school year. A full description of the test can be found in the standardized test section of this report. Although DPI requires the Aspire as one of its standardized measures, MCA also chose to use the test as a local measure for ninth-grade students. The school’s internal goal related to the Aspire was that at least 70.0% of students who took both the fall and spring assessments would reach either the English or reading benchmark at the time of the spring test or improve at least one point on the English or reading test from the fall to spring. When reading and English results were combined, 78.9% of ninth graders met the literacy goal, exceeding the school’s goal (Table 2).

Table 2 Milwaukee Collegiate Academy 9th Grade Literacy Progress Based on ACT Aspire English and Reading Tests 2014–15 (N = 109)						
Grade/Test	Students Who Achieved Benchmark Spring 2015		Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring		Goal Met?*	
	N	%	N	%	N	%
English	33	30.3%	40	36.7%	73	67.0%
Reading	10	9.2%	53	48.6%	63	57.8%
Overall	--	--	--	--	86	78.9%

*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 Tenth, Eleventh, and Twelfth Graders*

Tenth through twelfth graders completed the Achieve3000 reading assessment in the fall and spring of the school year.²⁷ Achieve3000 is an online approach to differentiated literacy instruction that uses Lexiles as its foundation.²⁸ Student Lexile scores were translated into proficiency levels and compared to examine progress from fall to spring.²⁹ The school's goal was that at least 75.0% of students who were proficient or advanced in the fall would maintain proficiency in the spring and at least 60.0% of students who were below proficient for their grade level in the fall would either reach proficiency or demonstrate an increase of at least 30 Lexile points by the time of the spring test.³⁰

There were 94 tenth, eleventh, and twelfth graders who were enrolled for the entire school year and completed both the fall and spring tests; 16 were at or above proficiency at the time of the fall test and 78 were below. All students proficient in the fall maintained proficiency in the spring and half (50.0%) of the students below proficient in the fall improved 30 or more Lexile points by the spring. Overall, 58.5% of tenth through twelfth graders met the local measure goal for reading (Table 3). The school met the goal for students at or above proficiency but not for students below proficiency in the fall.

²⁷ All ninth graders and students who enrolled after the start of the year were tested within 60 days.

²⁸ Additional information about Achieve3000 can be found at www.achieve3000.com

²⁹ Information available at http://www.scholastic.com/education/assessment/assets/pdfs/sri/SRI_GrowthExpectations.pdf

³⁰ The learning memo outcome states that students below proficient will improve at least 31 Lexile points. The test results are reported in multiples of five; therefore, the outcome was changed to "at least 30 Lexile points" for this report.

Table 3			
Milwaukee Collegiate Academy 10th Through 12th Grades Literacy Progress Based on Achieve3000 2014–15			
Grade Level	N	Maintained Proficiency/ Met Minimum Lexile Increase Spring 2015	
		N	%
Students Proficient/Advanced: Fall 2014			
10th	1	Cannot report due to <i>n</i> size	
11th	6	Cannot report due to <i>n</i> size	
12th	9	Cannot report due to <i>n</i> size	
Subtotal	16	16	100.0%
Students Below Proficient: Fall 2014			
10th	37	14	37.8%
11th	24	16	66.7%
12th	17	9	52.9%
Subtotal	78	39	50.0%
Overall Growth	94	55	58.5%

2. Math

a. *ACT Aspire Math for Ninth Graders*

The school set an internal goal related to the Aspire math test that at least 70.0% of ninth graders 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 half (45.9%) of ninth graders showed progress in math from fall to spring. The school, therefore, did not meet its internal math goal for ninth graders (Table 4).

Table 4 Milwaukee Collegiate Academy 9th Grade Math Progress Based on the ACT Aspire Math Test 2014–15 (N = 109)					
Students Who Achieved Benchmark Spring 2015		Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring		Goal Met?*	
N	%	N	%	N	%
2	1.8%	48	44.0%	50	45.9%

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

b. *ALEKS for Tenth Through Twelfth Graders*³¹

Tenth-, eleventh-, and twelfth-grade students were assessed using the ALEKS math curriculum that aligned with the math class in which they were enrolled. ALEKS is an online, computer adaptive math program that determines which skills the student does and does not have and provides learning at each student’s math level.³² The school’s goal was that at least 75.0% of students enrolled for the entire year would master at least 75.0% of the topics for their math course. The ALEKS curriculum benchmarks, upon which the original learning memo goal was based, are based on the assumption that the student is using the program on a regular basis and completing the curriculum from start to finish. However, because the ALEKS program was used as part of MCA’s blended model of instruction, students used the ALEKS program an average of once per week. The program offered remediation to students who were struggling, grade level practice to students who had at-grade skills, and as an opportunity for accelerated learning for students who were working above grade level. During the year, staff realized that, based on the way the program was used, the original goal was not realistic and contacted CRC to revise the goal. The school’s new goal, based on that revision, was that by the

³¹ All ninth through twelfth graders completed the ALEKS assessment within 60 days of enrollment. Three students who enrolled but withdrew prior to fall testing were excluded from this count.

³² More information about ALEKS is available at <http://www.aleks.com/>

end of the school year, at least 50.0% of students enrolled for the entire school year would show progress using one of the two following measures.

- Students at or above 38.0% mastery in the fall will achieve 75.0% mastery by the time of the spring test.
- Students below 38.0% mastery in the fall will double their mastery by the time of the spring test.

Of the tenth through twelfth graders enrolled for the entire school year, 94 had both fall and spring ALEKS scores. One of those students was at or above 38.0% mastery in the fall; in order to protect student identity, ALEKS progress cannot be reported for fewer than 10 students. Of the 93 students who were below 38.0% mastery in the fall, 68.8% doubled their mastery scores by the time of the spring test. Overall, 68.1% students met the local math measure this year, meeting the school's revised internal math goal for tenth through twelfth graders (Table 5).

Table 5			
Milwaukee Collegiate Academy			
10th Through 12th Grades			
Math Progress Based on Assessment and Learning Knowledge Spaces			
2014–15			
Grade Level	N	Met 75.0% Mastery/Doubled Mastery Spring 2015	
		N	%
Students at or Above 38.0% Mastery in the Fall			
10th	1	Cannot report due to <i>n</i> size	
11th	0	N/A	N/A
12th	0	N/A	N/A
Subtotal	1	Cannot report due to <i>n</i> size	
Students Below 38.0% Mastery in the Fall			
10th	37	23	62.2%
11th	30	18	60.0%
12th	26	23	88.5%
Subtotal	93	64	68.8%
Overall Growth	94	64	68.1%

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 point.

Of the 198 students who completed both writing assessments, 13 students were at or above proficient in the fall; 11 (84.6%) of those students maintained proficiency in the spring. Of the 185 students who were below proficient in the fall, 95 (51.4%) 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 the students who were below proficient.

Table 6			
Milwaukee Collegiate Academy			
Writing Progress			
2014–15			
Grade Level	N	Maintained Proficiency/ Improved at Least One Point	
		N	%
Students at or Above Proficient in the Fall			
9th	0	Cannot report due to <i>n</i> size	
10th	2	Cannot report due to <i>n</i> size	
11th	6	Cannot report due to <i>n</i> size	
12th	5	Cannot report due to <i>n</i> size	
Subtotal	13	11	84.6%
Students Below Proficient in the Fall			
9th	100	57	57.0%
10th	38	13	34.2%
11th	24	9	37.5%
12th	23	16	69.6%
Subtotal	185	95	51.4%
Overall Growth	198	106	53.5%

4. IEP Goals for Special Education Student Progress

This year, the school's goal was that 70.0% of special education students 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, 30 special education students had completed IEPs. Two of those students were enrolled in MCA last year but had their initial eligibility assessments this year, 19 were new to MCA this year, and nine were continuing special education students at MCA. In order to protect student identity, results are not included for fewer than 10; therefore, special education goal progress is not included in this report.

H. Standardized Measures of Educational Performance

CSRC requires that the WKCE be administered to all tenth-grade students in the timeframe established by DPI.³³ The WKCE was designed to align with Wisconsin model academic standards. Until 2014–15, it was used to measure student progress in reading, math, English, science, and social studies. In 2014–15, other standardized tests aligned with Common Core State Standards replaced the WKCE for reading, math, and English; however, DPI still requires schools to administer the WKCE science and social studies tests to students in fourth, eighth, and tenth grades.

Ninth-grade students are required to take all subtests of the ACT Aspire in the fall and spring of the school year, and tenth-grade students are required to take the Aspire in the spring of the school year; eleventh-grade students are required to take the ACT Plus Writing and the ACT WorkKeys in the spring of the school year.³⁴ CSRC requires twelfth-grade students to take the ACT or ACT Plus Writing in the fall semester (note that this is not a DPI requirement).

The Aspire was developed by ACT to replace the EXPLORE and PLAN tests. Unlike EXPLORE and PLAN, which could be used for students in eighth through tenth grades, Aspire can be used to map student progress along a vertical scale all the way from third through tenth grades (DPI only requires Wisconsin high schools to administer the test to ninth and tenth graders). Aspire summative evaluations are linked to Common Core State Standards and are anchored to the ACT College Readiness Benchmarks. Students receive a three-digit scale score for each of the reading, math, English, and science sections that show students how they are progressing in each subject area. Each test also has a grade level-based benchmark.

³³ The WKCE also is given to students in fourth and eighth grades. The state WKCE testing period for 2014–15 was October 27 to November 27, 2014.

³⁴ The fall ninth-grade assessment window for the ACT Aspire was October 6–24, 2014. The spring ACT Aspire assessment window was April 27 – May 22, 2015, for ninth and tenth graders. The ACT Plus Writing test date for eleventh-grade students was March 3, 2015; March 17 was the make-up day. The test date for the eleventh-grade ACT WorkKeys was March 4, 2015; the make-up date was March 18.

ACT has conducted studies to determine the relationship between scores on the EXPLORE, PLAN, and ACT with success in college courses. Based on that research, ACT set minimum scores on the English, math, reading, and science subtests for the EXPLORE, PLAN, and ACT that served as benchmarks for success in college-level English composition, algebra, social sciences, and biology. Students who reached the benchmark or higher on the EXPLORE as ninth graders, the PLAN as tenth graders, and the ACT as eleventh or twelfth graders had a 50.0% chance of receiving at least a B in those college courses. Benchmark scores for the Aspire were concorded with the benchmarks set during the EXPLORE, PLAN, and ACT studies and can be used in the same way.

The benchmarks shown in Table 7 reflect the most recent EXPLORE, PLAN, and ACT benchmarks published in 2013 as well as the Aspire benchmarks that concorded with those 2013 results. Note that the EXPLORE and PLAN benchmarks reflect expectations when the test is administered in the spring of the school year.³⁵ ACT does not publish composite benchmark scores for the EXPLORE, PLAN, or Aspire. CRC created composite benchmark scores for these tests by averaging the benchmark scores from the four subtests. The ACT composite benchmark was created and published by ACT.

Subtest	9th Grade Spring Benchmarks		10th Grade Spring Benchmarks		11th Grade ACT
	EXPLORE	Aspire	PLAN	Aspire	
English	15	426	16	428	18
Math	18	428	20	432	22
Reading	18	425	20	428	22
Science	20	430	21	432	23
Composite*	18	427	19	430	21

*ACT does not publish a composite benchmark score for the Aspire; CRC calculated a composite benchmark by averaging the scores from the four subtests. The ACT composite benchmark is published by ACT.

³⁵ For more information, see http://www.discoveractaspire.org/pdf/2014_ACT-AspireTechnicalBulletin2.pdf

CSRC's standards related to student progress on these tests are based on year-to-year results from the EXPLORE to Aspire and the PLAN to ACT.³⁶ Those results are included in the year-to-year section of this report. Results presented here reflect student achievement on the Aspire and ACT during the current school year.

1. ACT Aspire for Ninth-Grade Students

The Aspire was administered in October 2014 and April/May 2015. All ninth-grade students enrolled during those time periods completed the tests, meeting the CSRC expectation that students be tested. A total of 109 students completed both the fall and spring assessments. The number of students at or above the benchmark for the English and reading subtests and the composite score increased from the fall to spring Aspire; the number of students at or above the math benchmark remained the same (Table 8).

Table 8				
Milwaukee Collegiate Academy				
ACT Aspire for 9th Graders				
Students at or Above Benchmark				
Fall 2014 and Spring 2015				
(N = 109)				
Test Section	Fall		Spring	
	N	%	N	%
English	22	20.2%	33	30.3%
Math	2	1.8%	2	1.8%
Reading	7	6.4%	10	9.2%
Science	3	2.8%	2	1.8%
Composite*	2	1.8%	6	5.5%

*ACT does not publish a benchmark for the Aspire composite score; CRC calculated a composite benchmark equal to 427 by averaging the benchmark scores from the four subtests.

³⁶ ACT concorded scale scores from the EXPLORE and PLAN to the Aspire; therefore, student progress can be validly measured using a combination of those tests.

2. Standardized Tests for Tenth-Grade Students

a. *ACT Aspire*

The Aspire is administered in the spring of 2015; all tenth-grade students enrolled during that time completed the test, meeting CSRC's expectation that students be tested. The number of students at or above the benchmark for each subtest and the composite score is shown below (Table 9).

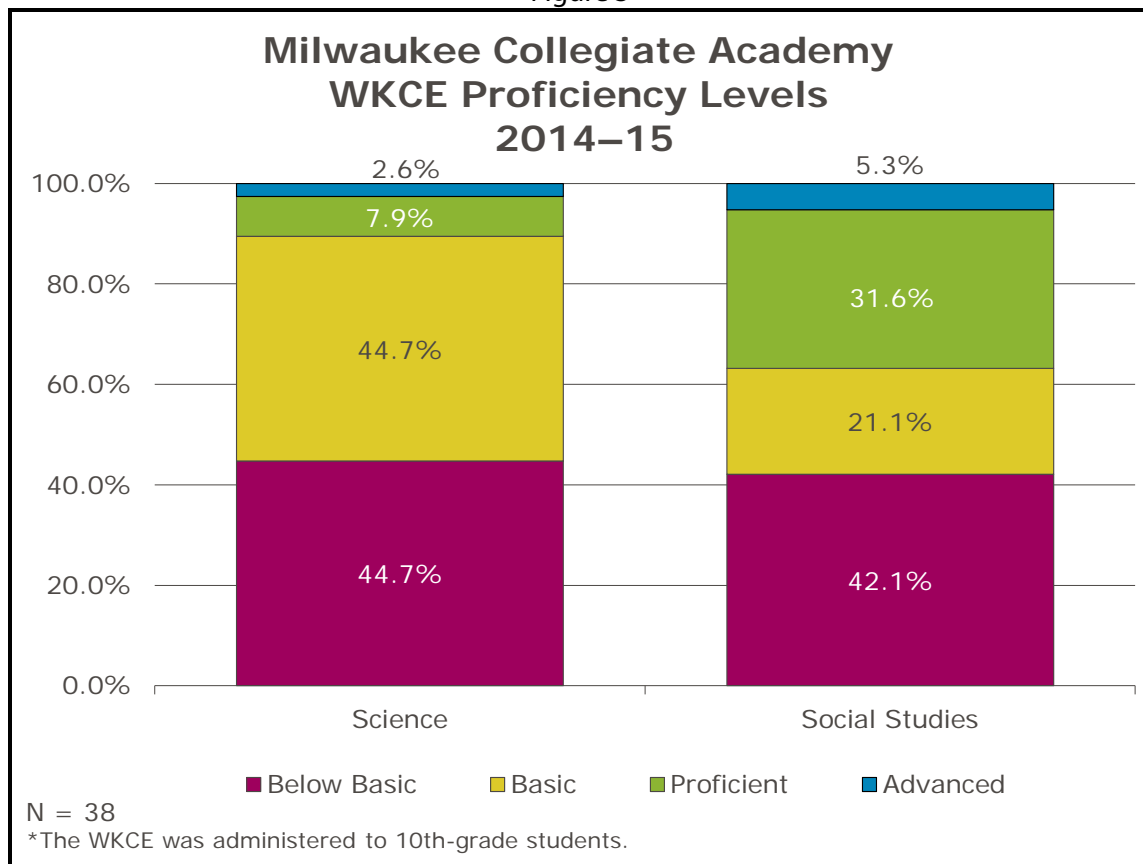
Table 9		
Milwaukee Collegiate Academy		
ACT Aspire for 10th Graders		
Students at or Above Benchmark		
Spring 2015		
(N = 44)		
Subtest	N	%
English	11	25.0%
Math	1	2.3%
Reading	3	6.8%
Science	1	2.3%
Composite*	2	4.5%

*Note that ACT does not publish composite benchmark scores for the ACT Aspire. CRC created composite benchmark scores by averaging the benchmarks from the four subtests.

b. *WKCE for Tenth-Grade Students*

Although the WKCE English, reading, and math tests were replaced by a different standardized test, students in fourth, eighth, and tenth grades are still required to take the WKCE science and social studies assessments to measure student progress in these subjects. In October 2014, 38 tenth graders took the WKCE science and social studies tests. Four (10.5%) students were at or above proficient in science and 14 (36.8%) students were at or above proficient in social studies (Figure 3).

Figure 3



3. ACT for Eleventh- and Twelfth-Grade Students

The final CSRC expectation was that all eleventh and twelfth graders would take the ACT during the year. Eleventh graders were required to take the ACT Plus Writing and the ACT WorkKeys in the spring of the school year. Twelfth graders took the ACT or ACT Plus Writing in the fall semester. All 59 eleventh and twelfth graders enrolled at the end of the school year completed the ACT at least once during the year. This meets the CSRC expectation that all eleventh and twelfth graders take the ACT or ACT Plus Writing.

Composite ACT scores for MCA students in twelfth grade ranged from 12 to 26, with an average of 17.3 (Table 10). DPI embargoed eleventh-grade ACT scores until October 2015; therefore, scores have been redacted until the embargo is lifted and will be added to the report at that time.

Grade	Minimum	Maximum	Average
11th (n=31)	Redacted	Redacted	Redacted
12th (n=28)	12	26	17.3
Total (N = 59)	--	--	Redacted

I. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the ACT test series.³⁷ Students who were in ninth grade last year took the EXPLORE but completed the Aspire as tenth graders this year. Because the Aspire benchmarks were concorded with

³⁷ Prior to 2014–15, schools used the EXPLORE for ninth graders, the PLAN for tenth graders, and the ACT for eleventh and twelfth graders; beginning in 2014–15, ninth and tenth graders take the ACT Aspire instead of the EXPLORE or PLAN.

the benchmarks on the EXPLORE and PLAN, student benchmark progress can be measured from the EXPLORE last year to the Aspire this year. However, EXPLORE scale scores are two-digit numbers and Aspire scale scores are three digits. Although scores between the two tests were concordant and used to set benchmarks, there is not one-to-one concordance between the scale scores from both tests. In other words, because the range of Aspire scores is greater than the range of EXPLORE/PLAN scores, not all Aspire scale scores have a matching EXPLORE/PLAN score. Because of this, Aspire scale scores could not be converted to EXPLORE/PLAN scale scores for change-in-score analyses required to examine progress for students below benchmark. For that reason, year-to-year progress from ninth to tenth grade is not available this year.

Progress from tenth to eleventh grade or tenth to twelfth grade will be measured using the PLAN and ACT Plus Writing. Students who were in tenth grade last year took the PLAN and completed the ACT Plus Writing this year as eleventh graders or the ACT Plus Writing or ACT as twelfth graders.

CSRC requires that multiple-year progress be reported for students who met proficiency-level expectations (i.e., scored at benchmark or above) and for those students who did not meet benchmark expectations (i.e., tested below benchmark) in the 2014–15 school year. The expectation is that at least 75.0% of students at or above the benchmark the previous year will maintain benchmark the following year. For students below benchmark, the expectation is that at least 60.0% of students will either meet the benchmark the next year or improve at least one point between tests.

1. Progress From the Spring 2014 EXPLORE to the Spring 2015 Aspire

Students in ninth grade at MCA during the 2013–14 school year took the EXPLORE in the fall and again in the spring semester.³⁸ Those same ninth graders who were enrolled as tenth graders at MCA during 2014–15 took the Aspire during the fall and spring semesters of that year. As noted

³⁸ In 2013–14, DPI required ninth graders to complete the EXPLORE in the fall semester only; MCA administered the test in the fall and the spring. Therefore, spring 2014 test results are available for comparison this year.

above, while benchmark comparisons between the EXPLORE and Aspire are possible, change in scale scores could not be calculated due to the change from a two-digit to a three-digit scoring system. Therefore, EXPLORE-to-Aspire results could not be calculated and year-to-year progress from ninth to tenth grade could not be included this year.

2. Benchmark Progress From the Spring 2013 or 2014 PLAN to the 2014–15 ACT

Tenth graders at MCA took the PLAN in the fall and spring semesters of the 2012–13 or 2013–14 school years. Those same tenth graders who were enrolled as eleventh or twelfth graders at MCA during 2014–15 took the ACT sometime during the year (eleventh graders in the spring of 2015 and twelfth graders in the fall of 2014).

Using the minimum spring benchmark scores for each subject area (Table 7) on the PLAN, CRC examined student progress from tenth to eleventh or twelfth grade.³⁹ There were 47 MCA students who took the PLAN in the spring of 2013 or 2014 and the ACT in 2014–15. Due to the DPI embargo of eleventh-grade ACT data, PLAN-to-ACT results could not be included in the report at this time. Year-to-year progress results will be added to this report as soon as the embargo is lifted.

J. **CSRC School Scorecard**

In the 2009–10 school year, CSRC piloted a scorecard for each school that it charters. The pilot ran for three years and in the fall of 2012, CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as

³⁹ A new ACT study was conducted in 2013 which resulted in changes to the minimum benchmark scores for the EXPLORE, PLAN, and ACT; those new benchmark scores were used for the 2014–15 school year. In order to compare results from prior years, those same 2013 benchmarks were applied to scores from previous years. Additionally, because DPI requires that tenth graders only take the ACT test in the spring, this comparison is based on spring to spring test results; therefore, spring ACT benchmark scores were used for comparison.

performance on standardized tests and local measures.⁴⁰ It also includes point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating.

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

A	93.4% – 100%	C	73.3% – 76.5%
A–	90.0% – 93.3%	C–	70.0% – 73.2%
B+	86.6% – 89.9%	D+	66.6% – 69.9%
B	83.3% – 86.5%	D	63.3% – 66.5%
B–	80.0% – 83.2%	D–	60.0% – 63.2%
C+	76.6% – 79.9%	F	0.0% – 59.9%

The percentage score is still translated into a school status level as in previous years, with small changes to the status-level cut scores. The previous and newly adopted cut scores are shown in Table 11.

Table 11		
City of Milwaukee		
Educational Performance Rating Scale for Charter Schools		
School Status	Scorecard Total Percent	
	Previous	Scale Adopted 8/12/14
High Performing/Exemplary	100% – 85%	83.3% – 100.0% (B to A)
Promising/Good	84% – 70%	70.0% – 83.2% (C– to B–)
Problematic/Struggling	69% – 55%	60.0% – 69.9% (D– to D+)
Poor/Failing	54% or less	0.0% – 59.9% (F)

⁴⁰ In 2013–14, the PALS assessment replaced the SDRT measures for first and second grade students.

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

CSRC also approved a new pilot scorecard that will be tested this year. The pilot scorecard includes new measures that reflect changes to the standardized tests during the past couple of years (the Stanford Diagnostic Reading Test [SDRT] to the Phonological Awareness Literacy Screening [PALS] and WKCE to the Badger Exam).⁴¹ The pilot scorecard also includes changes to the maximum point values for some of the measures. For example, local measure results are each worth a maximum of 3.75 points on the 2014–15 scorecard, but are worth a maximum of 6.25 points on the pilot scorecard. Other point changes were made to some of the standardized test measures (full versions of both the 2014–15 and pilot scorecards are available in the appendices of this report). The primary reason for these changes was to make both the high school and elementary scorecards have the same values awarded to a single standardized test. For the elementary scorecard, that is the Badger Exam; and for the high schools, that is the Aspire/ACT series. This revision resulted in additional weight being given to students' annual academic progress as measured by a school's local measures.

This year, CRC calculated the MCA scorecard using both the 2014–15 and the pilot scorecard versions. The score based on the 2014–15 scorecard will be used to determine the school's rating for the 2014–15 school year. The school scored 78.2% this year. This compares with 68.2% on the school's 2013–14 scorecard. See Appendix D for school scorecard information.

⁴¹ The SDRT was administered to students in first through third grades up through the 2012–13 school year; it was discontinued in 2013–14 and replaced with the PALS reading assessment.

IV. SUMMARY/RECOMMENDATIONS

This report covers the fourth year of MCA's operation as a City of Milwaukee charter school. The school has met all but one provision of its contract with the City of Milwaukee and the subsequent CSRC requirements; compliance with two provisions related to PLAN-to-ACT results are pending until the ACT embargo is lifted in October 2015.⁴² Due to the school's contract compliance status and because the school's scorecard percentage increased from 68.2% for the 2013–14 school year to 78.2% for the current school year, CRC recommends that the school continue regular, annual monitoring and reporting for the next school year.

⁴² The provision not met was that all teachers hold DPI licenses. The pending provisions were that at least 75.0% of students at or above benchmark on any PLAN subtests or the composite score maintain benchmark on the ACT, and that at least 60.0% of students below benchmark on any PLAN subtests or the composite score show progress on the ACT.

Appendix A

Contract Compliance Chart

Table A
Milwaukee Collegiate Academy
Overview of Compliance for Education-Related Contract Provisions
2014–15

Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met?
Section I, B	Description of educational program; student population served.	pp. 2–4	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	Administration of required standardized tests: 9th through 12th grades	pp. 29–34	Met ⁴³
Section I, D	All new high school students tested within 60 days of first day of attendance in reading and math.	pp. 23 and 25	Met
Section I, D	Written annual plan for graduation.	pp. 18–19	Met
Section I, D	Academic criterion #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education goals.	pp. 21–28	Met
Section I, D	Academic criterion #2: Year-to-year achievement measure for 9th through 12th grades.		
	<ul style="list-style-type: none"> a. At least 75.0% of students at benchmark in any of the subject areas or the composite score on the EXPLORE will maintain that status on the Aspire. b. At least 75.0% of students at benchmark in any of the subject areas or the composite score on the PLAN will maintain that status on the ACT. 	<ul style="list-style-type: none"> a. pp. 35–36 b. Redacted 	<ul style="list-style-type: none"> a. N/A⁴⁴ b. Pending⁴⁵

⁴³ All ninth through twelfth graders completed the ACT Aspire or ACT as required by DPI and CSRC. Additionally, the WKCE was administered to tenth graders, as required.

⁴⁴ Due to a change from EXPLORE/PLAN to Aspire, year-to-year results for ninth to tenth grade could not be calculated this year.

⁴⁵ Due to the DPI embargo on eleventh-grade ACT data, PLAN-to-ACT results cannot be reported until the embargo is lifted.

Table A
Milwaukee Collegiate Academy
Overview of Compliance for Education-Related Contract Provisions
2014–15

Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met?
Section I, D	<p>Academic criterion #2: Year-to-year achievement measure for 9th through 12th grades.</p> <p>a. At least 60.0% of students below benchmark in any of the subject areas or the composite score on the EXPLORE will reach benchmark or improve at least one point on the Aspire.</p> <p>b. At least 60.0% of students below benchmark in any of the subject areas or the composite score on the PLAN will reach benchmark or improve at least one point on the ACT.</p>	<p>a. pp. 35–36</p> <p>b. Redacted</p>	<p>a. N/A⁴⁶</p> <p>b. Pending⁴⁷</p>
Section I, E	Parental involvement.	p. 8	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 6	Not met ⁴⁸
Section I, I	Pupil database information, including special education needs students.	pp. 13–14	Met
Section I, K	Discipline procedures.	pp. 9–10	Met

⁴⁶ Due to a change from EXPLORE/PLAN to Aspire, year-to-year results for ninth to tenth grade could not be calculated this year.

⁴⁷ Due to the DPI embargo on eleventh-grade ACT data, PLAN-to-ACT results cannot be reported until the embargo is lifted..

⁴⁸ The physical education teacher possessed a license from the State of Illinois and was still pending a license from Wisconsin. An English/language arts teacher's license expired in June 2014, and the application was pending for the renewal of this license.

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 2014–15 Academic Year
Date: November 3, 2014

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 electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 19, 2015.

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 22.5% of the day for each of four core instructional periods they attend and for 10% of the day if they attend advisory. MCA will achieve an attendance rate of at least 86%. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Parent Participation

Parents of at least 50% of students enrolled for the entire school year will participate in one of two scheduled parent-teacher conferences. Note that a parent conference at the school, in the home, or via phone with any teacher during each of the conference periods will be counted as participation. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Special Education Needs Students

The school will maintain updated records on all students who received special education services at the school, including students who were evaluated but not eligible for services. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

High School Graduation Plan

Each student (ninth through twelfth grades) will develop a high school graduation plan by the end of his/her first semester of enrollment at the school. Each student will incorporate the following into his/her high school graduation plan.

- Information regarding the student's postsecondary plans.
- A schedule reflecting plans for completing four credits each in English and mathematics, three credits each in science and social studies, and two credits each in foreign language and other electives.
- Evidence of parent/family involvement. Involvement means that by the end of each semester, a letter will be submitted to parents reviewing the student's credit acquisition status and describing the steps the student needs to take to graduate with his/her class and prepare for postsecondary enrollment. In addition, the college coach/counselor will request a parental signature for all twelfth-grade students on the formal transcript review document.

For ninth through twelfth grades, student schedules will be reviewed by the college coach/counselor by the end of the school year to determine whether the student is on track toward earning credits and whether the student will need to pursue credit recovery activities to maintain consistent progress toward high school graduation and postsecondary enrollment.

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

High School Graduation Requirements⁴⁹

Among students enrolled for the entire school year, at least 60% of ninth-grade students will complete 5.0 or more credits; 60% of tenth graders will complete 10.5 or more credits; 70% 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.⁵⁰ At least 90% of 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.

⁴⁹ 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.

⁵⁰ Special needs students are expected to complete applications to at least three colleges by the end of the school year.

Academic Achievement: Local Measures⁵¹

Literacy

All new students will be assessed using Achieve3000 within 60 days of enrollment to establish baseline data on student literacy competencies.

Ninth-grade students enrolled in MCA during the Wisconsin Department of Public Instruction (DPI) testing windows will complete all subtests of the ACT Aspire Early High School (Aspire) in the fall and spring of the school year; the reading and English subtests will be used to measure student progress in literacy skills. The ACT Aspire is a series of pre-ACT tests that identify students who are not ready for the ACT.^{52, 53} At least 70% of students who complete both the fall and spring assessments will reach either the English or reading benchmark or increase their English or reading score by one point from fall to spring.⁵⁴

All tenth through twelfth graders will complete the Achieve3000 at the beginning and end of the school year.⁵⁵ Student Lexile scores will be translated into proficiency levels.⁵⁶ At least 75% of students who are proficient or advanced at the time of the fall test will maintain proficiency at the time of the spring test. At least 60% of students who are below proficient at the time of the fall test will either reach proficiency or demonstrate an increase of at least 31 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.

⁵¹ 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.

⁵² ACT Aspire subtests include English, mathematics, reading, science, and essay tests.

⁵³ 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 that describe what students have learned and what they are ready to learn next. The Standards for Transition, in turn, are linked to Pathways statements that suggest strategies to enhance students’ classroom learning. Standards and Pathways can be used by teachers to evaluate instruction and student progress and advise students on courses of study.

⁵⁴ When this memo was developed, some information regarding the ACT Aspire scoring system was still pending. The school set local measure goals based on information at the time but will reevaluate whether one point is an appropriate expectation when complete information is available. Any changes to the goal stated here will be included and explained in the 2014–15 monitoring report. This will be true for the ACT Aspire math local measure as well.

⁵⁵ Achieve3000 is an approach to differentiated literacy instruction that uses Lexiles as its foundation. Additional information about Achieve3000 can be found at www.achieve3000.com

⁵⁶ Information available at http://teacher.scholastic.com/products/sri_reading_assessment/pdfs/SRI_GrowthExpectations.pdf

Mathematics

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

Ninth-grade students enrolled in MCA during the DPI testing windows will complete all subtests of the ACT Aspire in the fall and spring of the school year; the math subtest will be used to measure student progress in math. At least 70% of students who complete both the fall and spring assessments will reach the math benchmark or increase their score by one point from fall to spring.

Tenth- through twelfth-grade students will be assessed using the ALEKS math curriculum that aligns with the math class in which they are enrolled. By the end of the school year, at least 75% of students enrolled for the entire school year will have mastered at least 75% of the topics for their math course.

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 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 a score below four on the fall assessment will improve their writing scores by at least one point on a six-point scale. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Individualized Education Program Goals

At least 70.0% of the special education students 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 DPI testing windows are required to take all subtests of the ACT Aspire in the fall and 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

Tenth-grade students enrolled in MCA during the DPI testing window are required to take the Wisconsin Knowledge and Concepts Examination (WKCE) science and social studies assessments in the timeframe identified by DPI. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

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.⁵⁷ Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Eleventh-Grade Students

All eleventh-grade students are required to take all subtests of the ACT Plus Writing and the ACT WorkKeys in the spring of the school year in the timeframe required by DPI. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Twelfth-Grade Students

MCA will require all seniors to take the ACT or ACT Plus Writing in fall 2014. 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 ACT Aspire and ACT Plus Writing Progress

To incorporate college readiness benchmarks published by ACT, it is expected that at least 75% of the students at benchmark in any of the subtest areas or the composite score will maintain that status in the subsequent year on the appropriate ACT test. It is expected that at least 60% of the students below benchmark in any of the subtest areas or composite score will reach benchmark or increase their score by at least one point in the next test on the appropriate ACT test.^{58, 59} Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

⁵⁷ ACT Aspire subtests include English, mathematics, reading, science, and essay tests.

⁵⁸ This expectation is in a pilot phase at this time.

⁵⁹ At the time of this memo, it is CRC’s understanding that the benchmarks used for the EXPLORE and PLAN tests during prior school years are comparable to the benchmarks for the ACT Aspire and can be used to measure student progress over time and compared with the current school year.

Learning Memo Data Requirements Milwaukee Collegiate Academy

CRC developed the data requirements to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2014–15 academic year. Additionally, important principles applicable to all data collection must be followed.

1. CRC requires an enrollment document that **includes any student enrolled at any time during the school year**. This includes students who enroll after the first day of school and students who withdraw before the end of the school year.
2. Each student's unique Wisconsin student number (WSN) and name in each data file.
3. CRC requires individual student data for each measure. Aggregate data (e.g., 14 students scored 75%, or the attendance rate was 92%) will not be accepted as an alternative to individual student records.
4. Data formatting requirements are as follows.
 - Each item listed in the grid below represents a required data element and should be presented as a separate column in the data spreadsheet (e.g., Excel).
 - Each column in the spreadsheet must have a clear, understandable heading.
 - Shading and other formatting to denote benchmarks, proficiency levels, or other data-related elements cannot be used in place of actual data. CRC uses the data spreadsheets MCA provides to calculate student performance on each measure. Shading and other similar formatting cannot be read into CRC's statistical program and should not be used.
 - If codes are entered into the data (e.g., F, R, and P for lunch status), the school must inform CRC of the codes' meanings even if they seem obvious.
5. Consider using an additional "comments" column in the spreadsheet to provide details or explanations about the data in that sheet or for specific students.

End-of-the-year data due date: No later than the fifth working day after the end of the second semester, or June 19, 2015.

Staff person(s) responsible for year-end data submission to CRC: Scott Weigel (SW).

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment and Termination	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Local student ID • Student name • Grade level at the beginning of the school year • Grade level at the end of the school year • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date <ul style="list-style-type: none"> » If available, the first date the student ever attended the school. » If first date ever is not available, first day student was enrolled for the current school year. • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable (if the student was expelled, please provide reason) <p>Note: If a student withdrew and reenrolled during the school year, indicate this in the roster and include the first enrollment date and the most recent withdrawal date.</p>	PowerSchool	SW
Attendance	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension • Number of times in school on suspension • Number of days in school on suspension 	PowerSchool	SW

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Parent Participation	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Student name • Did parent attend conference 1? (Yes, no, or N/E if the student was not enrolled at the time of the conference) • Did parent attend conference 2? (Yes, no, or N/E if the student was not enrolled at the time of the conference) 	PowerSchool	SW
Special Education Needs Students	<p>The following are required data elements for each student who received any special education services.</p> <ul style="list-style-type: none"> • WSN • Student name • Most recent eligibility assessment date (Date the team met to determine eligibility; may be at this school or a previous school. If at a previous school and date is unknown, enter unknown.) • Special education need, if identified, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at the school during the previous school year (i.e., has this school been responsible for special education services for the student for a full IEP year)? Yes or no. • Next eligibility reevaluation date (three-year reevaluation date to determine whether child is still eligible for special education; may be during a subsequent school year) • Date of last annual IEP review (should be blank if the first IEP was completed for the student this year) • Beginning and end dates of the IEP that was reviewed • Was the parent invited to participate in the review? Yes or no. • At the time of that review, how many goals were reviewed? If there was no review, enter N/A (not applicable). • At the time of that review, how many goals were met? If there was no review, enter N/A. • Was a new IEP developed at the review? Yes or no. • If a new IEP was not developed, provide a reason (e.g., parent refused services, student dismissed from special education services, etc.) • Beginning and end dates of the IEP developed 	OASYS and/or a separate spreadsheet	SW

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
High School Graduation Plan	<p>For each 9th- through 12th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Graduation plan developed (Y, N) • Date graduation plan developed • Graduation plan includes post-secondary plans (Y, N, N/A) • Graduation plan includes schedule that reflects credits required for graduating (Y, N, N/A) • Graduation plan includes evidence of parent/family involvement (Y; N; N, but plan was mailed; or N/A) • Schedule reviewed by coach/counselor (Y, N) • Student on track toward earning credits (Y, N) • Student needs to enroll in credit recovery activities (Y, N, N/A) 	Spreadsheet designed by school	Samantha Mewes (SM)
High School Graduation Requirements	<p>For each 9th- through 12th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Number of credits earned during current school year • Number of cumulative credits earned at MCA and any other high school attended • If 9th through 11th grade, student was promoted to next grade level (Y, N) • If 12th grade, student graduated (Y, N) 	PowerSchool	SM
High School Graduation Requirements: 12th-Grade College Applications and Acceptance	<p>For each graduating 12th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Number of college applications completed by end of school year • Number of colleges to which student was accepted by end of school year 	Spreadsheet designed by school	SM
Academic Achievement: Local Measures <i>Literacy: ACT Aspire for 9th Graders</i>	See the ACT Aspire data requirements listed under “Academic Achievement: Standardized Measures—ACT Aspire for 9th Graders.”		

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
<p>Academic Achievement: Local Measures</p> <p><i>Literacy: Achieve3000</i></p>	<p>For each 9th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Date of the fall test (or date of the first test if the student enrolled after the start of the school year) • Lexile score from the fall test <p>For each 10th- through 12th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Date of the fall test (or date of the first test if the student enrolled after the start of the school year) • Lexile score from the fall test • Date of the spring test • Lexile score from the spring test 	<p>Database designed by school</p>	<p>SW</p>
<p>Academic Achievement: Local Measures</p> <p><i>Math: ACT Aspire for 9th Graders</i></p>	<p>See the ACT Aspire data requirements listed under “Academic Achievement: Standardized Measures—ACT Aspire for 9th Graders.”</p>		
<p>Academic Achievement: Local Measures</p> <p><i>Math: ALEKS Math Assessment</i></p>	<p>For each 9th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • ALEKS math course in which the student was enrolled • Date of the fall test (or date of the first test if the student enrolled after the start of the school year) • Percent of course topics mastered at the time of the fall test (or at the time of the first test for new enrollees) <p>For each 10th- through 12th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Date of the fall assessment • Percent of course topics mastered at the time of the first fall assessment (or the first assessment for new enrollees) • ALEKS math course in which the student was enrolled • Percent of course topics mastered at the time of the final spring assessment • Date of the spring assessment 	<p>Spreadsheet designed by school</p>	<p>SW</p>

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Local Measures <i>Writing</i>	For each student, enter the following. <ul style="list-style-type: none"> • WSN • Student name • Date of the fall writing assessment • Writing score on the fall assessment • Date of the spring writing assessment • Final total writing score 	Spreadsheet designed by school	SW
Academic Achievement: Local Measures <i>IEP</i>	See "Special Education Needs Students" section above.	Spreadsheet designed by school	SW
Academic Achievement: Standardized Measures <i>WKCE Science and Social Studies</i>	For each 10th-grade student, include the following. <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and state percentile for WKCE science test • Proficiency level, scale score, and state percentile for WKCE social studies test • WKCE test date(s) in an email or other document, if date is not included in the data sheet 	Export results from the publisher's website to a spreadsheet. Also provide paper copies of all students' WKCE scores.	SW
Academic Achievement: Standardized Measures <i>ACT Aspire for 9th Graders</i>	For each 9th-grade student, include the following. <ul style="list-style-type: none"> • WSN • Student name • English, mathematics, reading, science, and composite scale scores from fall test • English, mathematics, reading, science, and composite benchmark scores from fall test • Date of the fall test • English, mathematics, reading, science, and composite scale scores from spring test • English, mathematics, reading, science, and composite benchmark scores from spring test • Date of the spring test 	Spreadsheet designed by school If available, the school may provide copies of CDs from the test publisher OR individual student data downloaded electronically from the test publisher. Note that the electronic data must be in an analyzable format, such as delimited text files or Excel datasheets. If in a spreadsheet designed by the school,	SW

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
		also provide paper printouts of all students' test scores.	
<p>Academic Achievement: Standardized Measures</p> <p><i>ACT Aspire for 10th Graders</i></p>	<p>For each 10th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • English, mathematics, reading, science, and composite scale scores from spring test • English, mathematics, reading, science, and composite benchmark scores from spring test • Date of spring test 	<p>Spreadsheet designed by school</p> <p>If available, the school may provide copies of CDs from the test publisher OR individual student data downloaded electronically from the test publisher. Note that the electronic data must be in an analyzable format, such as delimited text files or Excel datasheets.</p> <p>If in a spreadsheet designed by the school, also provide paper printouts of all students' test scores.</p>	SW
<p>Academic Achievement: Standardized Measures</p> <p><i>ACT Plus Writing and ACT WorkKeys for 11th Graders</i></p>	<p>For each 11th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Took the ACT Plus Writing (Y, N, N/A) • Date student took the test • English, mathematics, reading, science, and composite scores • Writing subscore • Combined English/writing score • Any additional relevant comments regarding student participation 	<p>Spreadsheet designed by school</p> <p>If available, the school may provide copies of CDs from the test publisher OR individual student data downloaded electronically from the test publisher. Note that the electronic data must be in an analyzable</p>	SW

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
		<p>format, such as delimited text files or Excel datasheets.</p> <p>If in a spreadsheet designed by the school, also provide paper printouts of all students' test scores.</p>	
<p>Academic Achievement: Standardized Measures</p> <p><i>ACT/ACT Plus Writing for 12th Graders</i></p>	<p>For each 12th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Test taken (ACT or ACT Plus Writing) • Took the ACT (Y, N, N/A) • Date student took the ACT • English, mathematics, reading, science, and composite scores • If student took ACT Plus Writing, also include the writing subscore and the combined English/writing score • Any additional relevant comments regarding student participation 	<p>Spreadsheet designed by school</p> <p>If available, the school may provide copies of CDs from the test publisher OR individual student data downloaded electronically from the test publisher. Note that the electronic data must be in an analyzable format, such as delimited text files or Excel datasheets.</p> <p>If in a spreadsheet designed by the school, also provide paper printouts of all students' test scores.</p>	<p>SW</p>

Appendix C

Trend Information

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

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

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

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

Table C3								
Milwaukee Collegiate Academy Average Credits Earned by Grade Level								
Year	Grade Level							
	9th		10th		11th		12th	
	N	Average Credits	N	Average Credits	N	Average Credits	N	Average Credits
2011–12	51	4.7	25	10.0	19	16.8	30	23.9
2012–13	68	5.4	43	10.8	10	17.1	18	22.9
2013–14*	57	4.4	47	10.3	27	16.6	14	22.7
2014–15	107	4.9	38	12.0	30	17.4	26	23.3

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

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

*Due to the DPI embargo on eleventh grade ACT data, results cannot be included until the embargo is lifted.

Table C5					
Milwaukee Collegiate Academy Classroom Teacher Retention*					
Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Rate Employed at School for Entire School Year
2011–12	7	0	0	7	100.0%
2012–13	7	1	1	7	85.7%
2013–14	15	0	0	15	100.0%
2014–15	17	0 ⁶⁰	1	16	100.0%

*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.

⁶⁰ A long-term substitute replaced the one teacher who left during the course of the school year.

Table C6			
Milwaukee Collegiate Academy Classroom Teacher Return Rate*			
Year	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
2011–12	7	5	71.4%
2012–13	8	4	50.0%
2013–14	7	4	57.1%
2014–15	11	10	90.9%

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

Table C7	
Milwaukee Collegiate Academy CSRC Scorecard	
School Year	Scorecard Percent
2011–12	59.1%
2012–13	71.3%
2013–14	68.2%
2014–15	78.2%

Appendix D

CSRC 2014–15 School Scorecard

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

r: 6/15

K5-8TH GRADE

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

HIGH SCHOOL

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

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

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

Beginning with the 2014–15 elementary scorecard, the PALS replaced the SDRT as the standardized measure for students in first and second grades. As noted in the body of the report, CSRC approved new pilot scorecards, which will be tested this year. However, because the new scorecards are still in the pilot stage, expectations for school performance will be based on the 2014–15 scorecard included in Table D.

Table D

**Milwaukee Collegiate Academy
CSRC 2014–15 School Scorecard**

Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress	EXPLORE to ACT Aspire—Composite score at or above benchmark on EXPLORE and at or above benchmark on Aspire	5.0	30.0%	N/A ⁶¹	N/A
	EXPLORE to ACT Aspire—Composite score below benchmark on EXPLORE but increased 1 or more on Aspire	10.0		N/A ⁶²	N/A
	Adequate credits to move from 9th to 10th grade	5.0		57.9%	2.9
	Adequate credits to move from 10th to 11th grade	5.0		81.6%	4.1
	Graduation rate (DPI) ⁶³	5.0		68.2%	3.4
Postsecondary Readiness: 11th and 12th Grade	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	100.0%	10.0
	% of 11th/12th graders tested	2.5		100.0%	2.5
	% of graduates with ACT composite score of 21.25 or more	2.5		21.4%	0.5
Local Measures	% met reading	3.75	15.0%	69.5%	2.6
	% met math	3.75		56.2%	2.1
	% met writing	3.75		53.5%	2.0
	% met special education	3.75		Cannot report due to <i>n</i> size	NA
Student Academic Achievement: 10th Grade⁶⁴	WKCE reading: % proficient and advanced	7.5	15.0%	N/A	NA
	WKCE math: % proficient and advanced	7.5		N/A	NA
Engagement	Student attendance	5.0	25.0%	89.6%	4.5
	Student reenrollment	5.0		74.7%	3.7
	Student retention	5.0		78.8%	3.9
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		91.7%	4.6
TOTAL		66.25⁶⁵			51.8 (78.2%)

⁶¹ Due to a change from EXPLORE/PLAN in 2013–14 to ACT Aspire this year, year-to-year progress from ninth to tenth grade could not be determined.

⁶² Ibid.

⁶³ Based on the 2013–14 DPI four-year rate.

⁶⁴ The WKCE reading and math tests were discontinued for the 2014–15 school year; therefore, results were not available for inclusion in the 2014–15 scorecard.

⁶⁵ Point for measures that could not be completed this year were subtracted from the total possible points. The scorecard percentage was calculated using the modified denominator, or 66.25 points.

Appendix E

CSRC PILOT School Scorecard

As described in the body of the report, CSRC approved a revised scorecard to be piloted over the next several years. The pilot scorecard includes new measures that reflect changes to the standardized tests during the past couple of years (SDRT to PALS and WKCE to Badger Exam).⁶⁶ The pilot scorecard also includes changes to the maximum point values for some of the measures. For example, local measure results are each worth a maximum of 3.75 points on the 2014–15 scorecard, but are worth a maximum of 6.25 points on the pilot scorecard. Other point changes were made to some of the standardized test measures. The primary reason for these changes was to make both the high school and elementary scorecards have the same values awarded to a single standard test. For the elementary scorecard, that is the Badger Exam; and for the high schools, the Aspire/ACT series. This revision resulted in additional weight being given to students' annual academic progress as measured by a school's local measures. Score distribution for the elementary and high school pilot scorecards is shown below. Pilot scorecard calculations are shown in Table E.

⁶⁶ The SDRT was administered to students in first through third grades through the 2012–13 school year; the test was discontinued in 2013–14 and replaced with the PALS reading assessment.

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

r: 6/15

K5-8TH GRADE

HIGH SCHOOL

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(4.0)	10%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• Badger Exam reading—% maintained proficient	(5.0)	30%
• Badger Exam math—% maintained proficient	(5.0)	
• Badger Exam reading—% below proficient who progressed	(10.0)	
• Badger Exam math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(6.25)	25%
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• Badger Exam reading—% proficient or advanced	(5.0)	10%
• Badger Exam math—% proficient or advanced	(5.0)	

ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• ACT Aspire - % 10th graders who were at or above the composite benchmark score two consecutive years	(5)	30%
• ACT Aspire - % 10th graders below the composite benchmark in 9th grade but progressed one point in 10th grade	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10)	15%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES		
• % met reading	(5.0)	20%
• % met math	(5.0)	
• % met writing	(5.0)	
• % met special education	(5.0)	

STUDENT ACHIEVEMENT: Grades 9 and 10		
• ACT Aspire English—% students at or above spring benchmark	(5.0)	10%
• ACT Aspire math—% students at or above spring benchmark	(5.0)	

ENGAGEMENT		
• Student attendance	(5.0)	25%
• 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: If a school has fewer than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

Table E					
Milwaukee Collegiate Academy Charter School Review Committee School PILOT Scorecard 2014–15 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: 9th – 10th Grade 10th – 11th Grade 12th Grade	ACT Aspire - % 10th graders who were at or above the composite benchmark score two consecutive years	5.0	30.0%	N/A ⁶⁷	N/A
	ACT Aspire - % 10th graders below the composite benchmark in 9th grade but progressed 1 point in 10th grade	10.0		N/A ⁶⁸	N/A
	Adequate credits to move from 9th to 10th grade	5.0		57.9%	2.9
	Adequate credits to move from 10th to 11th grade	5.0		81.6%	4.1
	Graduation rate (DPI) ⁶⁹	5.0		68.2%	3.4
Postsecondary Readiness: 11th and 12th Grades	Post-secondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	100.0%	10.0
	% of 11th/12th graders tested on ACT	2.5		100.0%	2.5
	% of graduates with ACT composite score of 21.25 or more	2.5		21.4%	0.5
Local Measures	% met reading	5.0	20.0%	69.5%	3.5
	% met math	5.0		56.2%	2.8
	% met writing	5.0		53.5%	2.7
	% met special education	5.0		Cannot report due to <i>n</i> size	NA
Student Academic Achievement: 9th – 10th Grades	ACT ASPIRE English: % of 9th and 10th grade students at or above <i>spring</i> benchmark	5.0	10.0%	21.6%	1.1
	ACT ASPIRE math: % of 9th and 10th grade students at or above <i>spring</i> benchmark	5.0		2.0%	0.1
Engagement	Student attendance	5.0	25.0%	89.6%	4.5
	Student reenrollment	5.0		74.7%	3.7
	Student retention	5.0		78.8%	3.9
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		91.7%	4.6
TOTAL POSSIBLE POINTS		80⁷⁰			55.3 (69.1%)

⁶⁷ Due to a change from EXPLORE/PLAN in 2013–14 to ACT Aspire this year, year-to-year progress from ninth to tenth grade could not be determined.

⁶⁸ Ibid.

⁶⁹ Based on the 2013–14 DPI four-year rate.

⁷⁰ Points for measures that could not be completed this year were subtracted from the total possible points. The pilot scorecard percentage was calculated using the modified denominator, or 80 points.