

Milwaukee Collegiate Academy

Programmatic Profile and Educational Performance

2013–14 School Year

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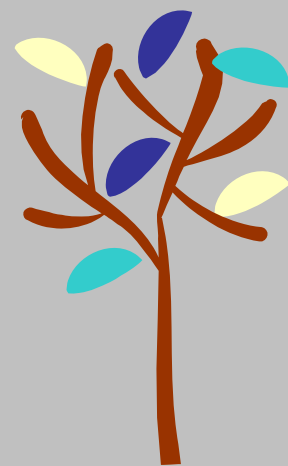
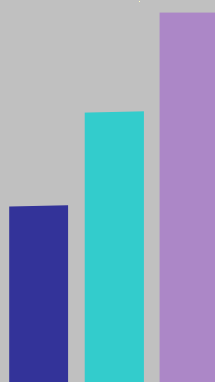


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EXECUTIVE SUMMARY
for
Milwaukee Collegiate Academy
2013–14

This is the third 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 has met all but two provisions of its contract with the City of Milwaukee and the subsequent CSRC requirements. One provision was partially met.³

The two provisions not met were that all teachers hold a Wisconsin Department of Public (DPI) license and pupil database information, including special education needs students; the physical education teacher did not hold such a license during the school year, and special education file reviews uncovered missing data and gaps in compliance with expectations.

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 EXPLORE, tenth graders completed the PLAN, and eleventh graders completed the ACT 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.

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.

³ The provision partially met was that at least 60.0% of students below benchmark on any of the PLAN subtests or composite score would show progress by the time of the ACT. More than 60.0% progressed on the math, reading, and composite scores; 52.6% progressed on the English subtest; and 55.6% progressed on the science subtest.

- By the time of the spring tests, 91.5% of ninth graders, 95.7% of tenth graders, and 79.4% of eleventh 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%.
- By the time of the spring test, 66.0% of ninth graders, 50.0% of 10th graders, and 70.5% of eleventh graders were at benchmark or had advanced at least one point on the EXPLORE or PLAN math subtest. The school's goal was 65.0%.

Twelfth graders completed the Achieve 3000 reading assessment and the precalculus math assessment.

- Six (42.9%) of 14 students who completed both the fall and spring assessment improved 35 or more Lexile points; the school's goal was 70.0%.
- All 14 (100.0%) twelfth graders enrolled in precalculus scored 70.0% or higher on the final spring math assessment; the school's goal was 50.0%.

Of 124 students, 30 (24.2%) met the writing goal for their respective grade levels. Seven (53.8%) of 13 students with an IEP in place for one full year met one or more of their IEP goals; the school's goal was 70.0%.

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 its internal goal for attendance, graduation plans, and assessment of new enrollees, but not for parent participation and special education student records.

3. School Scorecard

The school scored 68.2% on the CSRC scorecard. This compares with a score of 71.3% on the 2012–13 scorecard and 59.1% for the 2011–12 scorecard.

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

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

- EXPLORE to PLAN: A total of 51 students took the EXPLORE in the fall of 2012 and the PLAN in the fall of 2013. CRC examined progress for students who were at or above the EXPLORE benchmarks and those who were below benchmark at the time of the fall of 2012 EXPLORE.

There were 12 students at or above the EXPLORE English benchmark; nine (75.0%) of those students remained at or above the PLAN English benchmark. CSRC's goal is 75.0%. Due to the small number of students at or above the math, reading, and science benchmarks or the composite score, progress for those students could not be reported.

Students Below Benchmark

- » Of 39 students below the English benchmark on the fall of 2012 EXPLORE, 30 (76.9%) reached the PLAN benchmark or improved their scores at least one point.
- » Of 50 students below the EXPLORE math benchmark, 42 (84.0%) reached the PLAN benchmark or improved their scores by at least one point.
- » Of 48 students below the EXPLORE reading benchmark, 41 (85.4%) reached the PLAN benchmark or improved their scores at least one point.
- » Of 51 students below the EXPLORE science benchmark, 37 (72.5%) reached the PLAN benchmark or improved their scores at least one point.
- » Of 48 students who received a composite score less than 17 on the EXPLORE, 43 (89.6%) achieved a score of 18 or higher on the PLAN or improved their composite scores by at least one point.

CSRC's expectation is that at least 60.0% of students will progress on each subtest and the composite score from the EXPLORE to the PLAN. The school has therefore met the goal for each subtest and the composite score.

- PLAN to ACT: A total of 56 students took the PLAN in the fall of 2011 or 2012 and the ACT during 2013–14. CRC examined progress for students who were at or above benchmark and those who were below benchmark at the time of the fall of 2011 or 2012 PLAN.

Students at or above benchmark: There were 14 (77.8% of 18) students at or above the PLAN English benchmark and seven (70.0%) of 10 students at or above the reading benchmark who maintained benchmark on the ACT. CSRC's goal is 75.0%. Due to the small number of students at or above benchmark on the PLAN math and science subtests and the composite score, progress could not be reported.

Students Below Benchmark

- » Of 38 students below the English benchmark on the PLAN, 20 (52.6%) reached the ACT benchmark or improved their scores at least one point.
- » Of 52 students below the PLAN math benchmark, 37 (71.2%) reached the ACT benchmark or improved their scores by at least one point.
- » Of 46 students below the PLAN reading benchmark, 36 (78.3%) reached the ACT benchmark or improved their scores at least one point.
- » Of 54 students below the PLAN science benchmark, 30 (55.6%) reached the ACT benchmark or improved their scores at least one point.
- » Of 49 students who received a composite score less than 18 on the ACT, 34 (69.4%) achieved a score of 21 or higher on the ACT or improved their composite scores by at least one point.

CSRC's expectation is that at least 60.0% of students will progress on each subtest and the composite score from the PLAN to the ACT. The school has met the goal for the math and reading subtests and the composite score but not the English or science subtests.

III. SURVEY/INTERVIEW RESULTS

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

- Of 176 MCA families, 53 (30.1%) responded to the survey. Of these:
 - » Most (81.5%) parents would recommend this school to other parents; and
 - » More than three quarters (79.6 %) rated the school's overall contribution to their child's learning as excellent or good.
- Of 15 board members, 14 participated in interviews. Of these:
 - » All 14 members rated the school as excellent or good overall; and
 - » Many members cited the school's mission and the dedication of the board and staff as the things they like most about the school.
- A total of 10 instructional staff/classroom teachers participated in interviews. Of these:
 - » Seven (70.0%) teachers listed the school's progress toward becoming an excellent school as excellent or good; and

- » All 10 rated the students' academic progress as good or fair.
- A total of 19 randomly selected eleventh- and twelfth-grade students were interviewed. Of these:
 - » All (100%) indicated that they had improved in reading and math at the school;
 - » All 19 indicated that they liked their school a lot or some; and
 - » All 19 had plans to go to college.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The following recommendations were jointly identified by the school leadership and CRC. To continue a focused school improvement plan, it is recommended that the following activities be undertaken for the 2014–15 year.

- 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.
- Move toward best practices for special education students, including the adoption of more focused Response to Intervention strategies so that students will be prepared for college and life without the presence of an IEP.
- Engage staff in more professional development opportunities to strengthen their cultural competencies and student engagement practices.

V. RECOMMENDATION FOR ONGOING MONITORING

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

The school's scorecard percent decreased from 71.3% for the 2012–13 school year to 68.2% for the current school year. As a result, CRC recommends that CSRC pay special attention to MCA's progress over the next school year related to improvements in writing, special education, grade promotion rates, and point-in-time academic achievement on standardized tests. Significant progress, particularly in the mentioned measures, should be achieved in the fourth year of operation to avoid the possibility of probationary status in the future. However, due to the school's contract compliance status and its raising of its academic expectations for the acquisition of academic credits to a grade of 74.0% for the current school year, CRC recommends that the school continue regular, annual monitoring and reporting for the next school year.⁴

⁴ MCA made several significant changes at the start of the school year that could have contributed to the overall slippage in academic performance as demonstrated by the school's scorecard status. These changes included the move to a new facility, a major overhaul to the instructional program to incorporate blended learning, and the replacement/hiring of the majority of the teaching staff just prior to the start of the school year.

I. INTRODUCTION

This is the third regular program monitoring report to describe educational outcomes for the Milwaukee Collegiate Academy (MCA), a school chartered by the City of Milwaukee.⁵ 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).⁶

The process used to gather the information in this report included the following steps.

- One initial site visit to the MCA occurred wherein a structured interview was conducted with the high school's leadership staff, critical documents were reviewed, and copies of these documents were obtained 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 conducted interviews with a random selection of students, teachers, and members of the school's board of directors.
- CRC conducted a survey of parents of all students enrolled in the school.
- CRC staff, along with the CSRC, attended a meeting of the school's board of directors to improve communications regarding CSRC's and CRC's role. The focus of this session was on the educational monitoring process and CSRC's expectations regarding board member involvement.
- At the end of the school year, a structured interview was conducted with the high school leadership team.

⁵ The City of Milwaukee chartered 10 schools for the 2013–14 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.

⁶ CRC is a nonprofit social science research organization and a center of the National Council on Crime and Delinquency (NCCD).

The school provided electronic data to CRC, which CRC compiled and analyzed.

II. PROGRAMMATIC PROFILE

Milwaukee Collegiate Academy
4030 N. 29th St.⁷
Milwaukee, WI 53216

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

Principal: Rashida Evans

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 third 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 be a leader in providing quality high school education offering an innovative blended learning curriculum in all subjects that meets students at their current level and helps them achieve academic advancement ... Through partnerships the school will continue to offer extra-curricular activities and will be staffed appropriately with passionate, dedicated professionals who believe in the students’ abilities and are compensated fairly for their efforts. Lastly the school will be governed by an engaged community board with a succession plan for continued leadership and supported by other education reform partners as well as the community at large.⁸

⁷ The school started the 2013–14 school year in a new facility at this location.

⁸ From the academy’s Strategic Direction, adopted in April, 2013.

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 that it sees as the necessary conditions for MCA to accomplish its intended impact. These goals are contained within the school’s adopted Strategic Direction.

- A pervasive culture at MCA committed to providing a quality and comprehensive education that prepares all students to succeed in college and beyond.
- Students with the character traits to persist are aware of and attend MCA.
- High-quality teaching staff.
- Comprehensive curriculum that meets students where they are at and prepares them for a four-year college.
- Adequate financial resources to support the human and physical capital necessary for a quality education.
- Facilities that support the blended learning academic curriculum, extra-curricular, and athletic activities.
- Students persist in college.
- Inspired leadership from the principal and other members of the leadership team.
- A committed and engaged board of directors.⁹

MCA plans to focus on three key priority areas to accomplish its vision and mission: marketing, partnerships, and organizational structure.¹⁰

⁹ Ibid.

¹⁰ More detailed information on the school’s plan and strategic directions can be found in the Strategic Direction document.

2. Instructional Design

The school serves inner-city students who seek high academic standards and high character expectations as part of their learning environment. 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. MCA's curriculum relies upon interim assessments that are aligned to the college readiness tests (EXPLORE, PLAN, and ACT) and requires regular attention to data-driven instruction. It also incorporates Wisconsin's Common Core State Standards and ensures that its students will satisfy state requirements for graduation and entrance requirements for most colleges and universities.

Additionally, students are offered the following opportunities.

- The college coach/counselor assists students with the creation of a high school graduation plan. These plans help students to focus and monitor their progress toward their post-high school college and career goal(s). The coach uses a checklist with students that is specifically designed for each of the four years during which students attend MCA.
- The 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.

During the interview and survey process, board members, teachers, and parents were asked about the school's program of instruction. Among those who responded, 100.0% of board members, 90.0% of teachers, and 85.1% of parents rated the program of instruction as excellent or good.

B. School Structure

1. Board of Directors

MCA is governed by a board of directors, which has ultimate responsibility for the success of the school and is accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all charter terms are met. The board sets policy for the school and hires the school principal, who, in turn, hires the school staff. The board has regular meetings at which issues are discussed, policy is set, and school business is conducted. Much of the board work is conducted by committees that meet with greater frequency than the full board. There are three main committees: academic excellence, audit, and resource development. The board also creates ad hoc committees to deal with special issues

This year, the board of directors comprised 15 members: a chairperson, a vice chairperson, 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 included 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. Others have served on the board from one to seven years.

All board members reported that they participated in strategic planning, received a presentation on the school's annual academic performance report, received and approved the school's annual budget and a copy of the annual financial audit. When asked what they like most about the school, members cited things such as the school's mission, graduating students who go to and graduate from college, the community atmosphere of the school, and the experience and

dedication of the board members and staff. The most commonly noted dislikes were the need for the school to engage in constant fundraising to meet DPI requirements and the academic skill levels of students entering the school. The main suggestions for improving the school were to find development opportunities and supports to enhance the school and attract higher-caliber students, stay focused on increasing the curriculum's rigor, and provide broader and more diverse experiences for students.

Other board opinions are related to specific topics covered elsewhere in this report and can be found within those sections. See Appendix I for additional results from interviews with board members.

2. Areas of Instruction

During the 2013–14 school year, MCA served ninth- through twelfth-grade students in their new facility located at 29th Street and Capitol Drive. The school had 11 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 to enable students who successfully complete these courses to be able to successfully complete college courses in the various subject areas.

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

¹¹ Specific credit requirements are: four credits of English; three credits each of social studies, science, and math; two credits of foreign language; and six elective credits. This information is contained in the 2013–14 *Family Handbook*.

graders, 16 credits. Credit recovery activities were offered as a component of the school's Power Hour, an after-school program available each Tuesday, Wednesday, and Thursday.

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 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 composed of 15 teachers and two paraprofessionals at the beginning of the current school year. These full-time teaching staff had expertise in English, math, science, foreign language, technology, and physical education/health.

At the end of the 2012–13 school year, MCA had nine teachers; seven of these teachers were eligible to return for the 2012–14 school year. Four of the seven eligible teachers returned, representing a return rate of 57.1%. At the beginning of the 2013–14 school year, 11 new teachers joined the four who returned from last year. The four returning teachers had been at the school for one to three years and averaged 1.5 years of teaching at MCA over the last three years. During the year, no teachers were terminated or left the school. Therefore, all 15 (100.0) of the teachers who started the year were retained for the entire school year. Of those, 14 (93.3%) held a DPI license or

permit to teach.¹² The teachers were assisted by two paraprofessionals. Two administrative assistants handled the school office and provided support to the teaching staff.

During the interview process, teachers were asked about professional development opportunities; nine (90.0%) of 10 teachers rated professional development opportunities as excellent or good. See Appendix F for additional information from interviews with teachers.

4. Hours of Instruction/School Calendar

The first day of school for all MCA students was September 3, 2013, and the school year ended June 19, 2014. MCA operates on a 36-week school year composed of four nine-week quarters. At the beginning of the 2013–14 academic school year, MCA provided CRC with its school calendar, indicating that students attended 180 days. The school opened at 7:35 a.m. for breakfast, and the school day began at 7:50 with morning meeting. The first class started at 8:03 a.m. and the last class ended at 3:25 p.m. After the morning meeting, students participated in four learning blocks, lasting for 90 minutes each, and 30-minute lunch/advisory break. Every student was assigned to an advisory group for academic and behavior guidance. Students were dismissed early 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 after-school activities from 3:45 to 5:30 p.m. These activities included organized sports, Pearls for Teen Girls, debate, robotics,

¹² The physical education teacher did not hold a DPI license.

computer club, newsletter, tutoring for academic assistance, and detention. The extended-day program operated every day of the week.

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 or Power Hour 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.¹³ 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 school 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.¹⁴
- 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.

¹³ The dean left the school unexpectedly in November 2013 and the position was vacant until the end of the school year. The lack of a person in the position made it difficult for the remaining staff to assume these responsibilities. It was the staff's perception that the loss of the person in this position made it more difficult to maximize student attendance and minimize disruptive behavior in the school.

¹⁴ This information was extracted from MCA's charter school application and the high school's 2013–14 *Family Handbook*.

Teachers, parents, and board members were asked about parental involvement. Two board members rated parental involvement as good, nine as fair, and three as poor. All 10 teachers interviewed rated parental involvement as fair or poor and a majority rated parent/teacher relationships as fair; three teachers rated these relationships as good. A majority (85.2%) of parents indicated that the opportunity for parent involvement with the school was excellent or good, and 92.6% indicated that opportunities for parental participation were an important reason for choosing MCA.

6. Waiting List

The school's administrator reported that as of June 2014, the school had a waiting list for the two upper grades but not the two lower grades. MCA's goal is to enroll at least 250 students for the 2014–15 school year.

7. Discipline Policy

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

1. Students cannot bring drugs and/or alcohol into or within a two-mile radius of the academy and/or be convicted of selling drugs;
2. Students cannot bring weapons into and/or use weapons within a two-mile radius of the academy;
3. Students cannot blatantly disrespect, use profanity toward, or threaten a staff member;
4. Students cannot engage in fighting and/or a physical altercation in or within a two-mile radius of the academy; and

5. Students cannot bully or harass other students at the academy.¹⁵

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

This year, teachers, parents, board members, and students were asked about the discipline (rules) policy at MCA. The opinions expressed were very favorable regarding the discipline policy.

- Teachers:
 - » All (100.0%) teachers considered the discipline at the school as a very important or somewhat important reason for continuing to teach there.
 - » Half of the teachers rated the discipline policy as good, four as fair, and one teacher rated the policy as poor.

¹⁵ 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.

- Parents:
 - » Most (94.4%) parents considered discipline as a very important or somewhat important factor in choosing MCA.
 - » Two thirds (64.8%) rated the discipline methods at the school as good or excellent.
 - » More than half (61.1%) were comfortable with how the staff handles discipline.¹⁶
- Board Members: Of the 14 board members interviewed, 11 rated the school’s adherence to the discipline policy as excellent or good; one member rated it as fair, one between fair and poor; and one member did not feel qualified to respond to the question.
- Students:
 - » A majority (63.2%) indicated that they liked the school rules, and 89.5% thought the school rules were fair.
 - » Despite these responses, when asked what they disliked about the school, many students cited the disciplinary rules and the detention and demerit system.

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:
 - » Student Preview Days for incoming ninth-grade students
 - Students were introduced to MCA’s graduation requirements.
 - Students were shown what a ninth-grade schedule would look like and how it takes graduation requirements into account.

¹⁶ Agreed or strongly agreed with the statement: “I am comfortable with how the staff handles discipline.”

- 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).
- » Student Preview Days for returning students in tenth through twelfth grades.
 - Students were given a current transcript in order to complete a formal transcript review. A “Student Need Sheet” was also distributed for them to use while they reviewed.
 - Students were reminded of the MCA graduation requirements.
 - Students began working on a “Graduation Action Plan,” taking into account all things that need to happen in order to graduate on time.
- Classroom Visits:
 - » Visited all ninth- through twelfth-grade English classes, once each semester and gave presentations about credits/graduation requirements, postsecondary plans, transcript reviews, etc.
 - » Our Great Lakes College Access advisor also visited ninth- through twelfth-grade classrooms multiple times throughout the year.
- Individual Meetings With Students: One-on-one counseling sessions with seniors three or more times throughout the year to discuss attendance, credits, graduation requirements, credit recovery, community service, and postsecondary plans.
- College Visits: Students visited the following colleges over the course of the 2013–14 school year: University of Wisconsin (UW) Milwaukee, UW-Platteville, UW-Parkside, Marian University, Marquette University, Carroll University, and UW-Oshkosh.
- College Tours:
 - » A group of eleventh-grade students went on an overnight college tour to Minnesota and visited four colleges: University of Minnesota-Twin Cities, Augsburg College, St. Thomas University and Minneapolis Community and Technical College.
 - » A group of ninth- and tenth-grade students went on an overnight mini college tour and visited UW-Madison and Edgewood 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, UW-Stevens Point, Lakeland College, Wisconsin Lutheran College, Concordia

University, Alverno College, Milwaukee School of Engineering (MSOE), George Williams College of Aurora University, Milwaukee Area Technical College (MATC), and Waukesha County Technical College.

- College Representatives: A variety of local/statewide college admissions counselors presented to classrooms composed primarily of eleventh and twelfth graders.
- Pre-College Programs: There was a strong push for students to participate in precollege programs throughout the year.
 - » Advertised any/all pre-college programs locally and statewide.
 - » Invited representatives from colleges/organizations 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.
 - » Set up a table at parent/teacher conferences promoting precollege programs. Schools included MSOE, MATC, UW-Oshkosh, UW-Milwaukee, UW-Whitewater, UW-Platteville, Marquette University, and the Boys and Girls Club.
- Parent Nights:
 - » Hosted multiple parent nights for parents of all students. Topics included pre-college, 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 Fridays:
 - » Students and staff dress in college gear to promote a strong college-going culture.
 - » Classrooms are also decorated with “college” corners to promote a strong college-going culture in the classroom.
- College Resource Center: The college coach and counselor created a College Resource Center for students to access, which contained computer access for scholars to research and apply for college and scholarships. There are also many other resources available in the center to help students learn about college and many of the important things to help prepare them for college.

A key outcome of these diverse activities on the previous pages, as reported by the school at the end of the school year, was that all 14 high school graduates were accepted into postsecondary institutions.

C. Student Population

MCA began the academic year with 201 students registered in ninth through twelfth grades.¹⁷ During the year, an additional 23 students enrolled and 64 students withdrew.^{18,19} Of the 64 students who withdrew during the year, 36 (56.3%) were expelled for various reasons, including fighting (24), chronic truancy (five), threatening a teacher (two), chronic breach of school policy (one), theft (one), and unknown reasons (three); 22 (34.4%) transferred to other schools, three (4.7%) did not have adequate credits to continue at MCA, one (1.6%) moved, and a withdraw reason was not provided for two (3.1%) students. At the end of the school year, 160 students were enrolled in MCA.

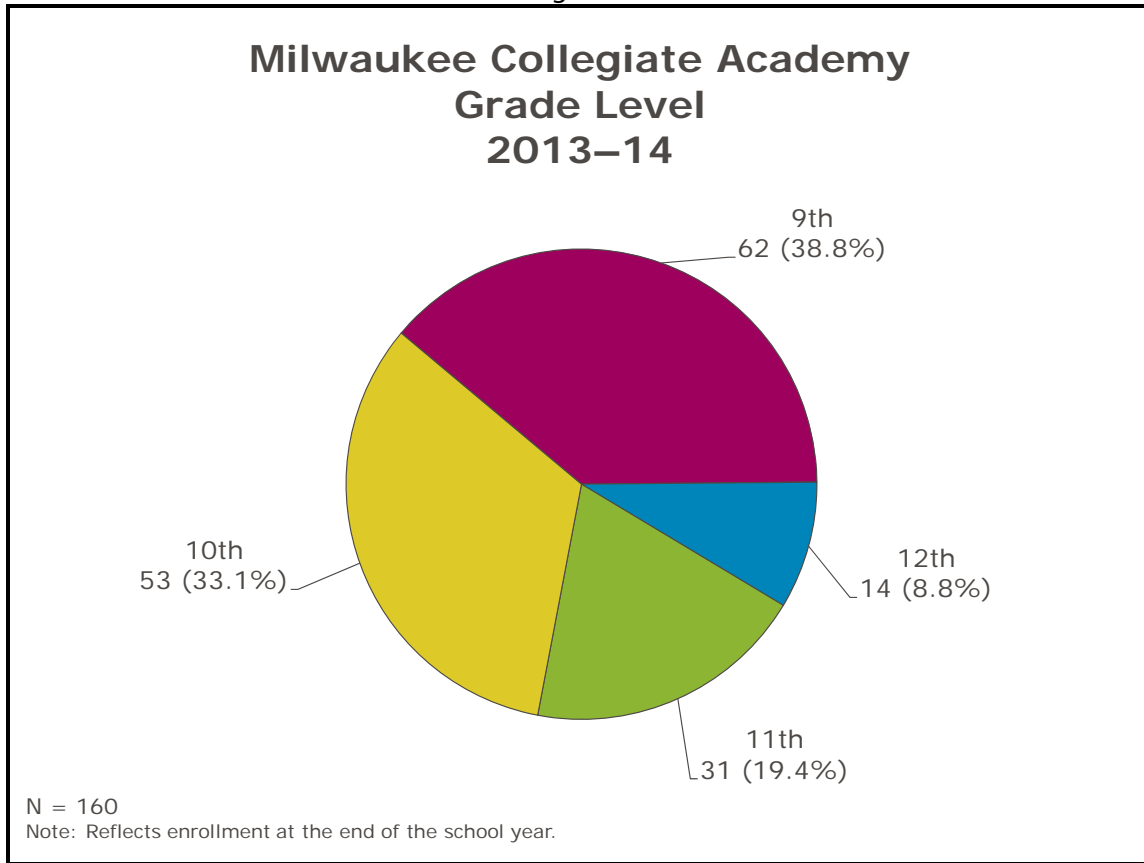
- Of these students, 62 (38.8%) were in ninth grade, 53 (33.1%) were in tenth, 31 (19.4%) were in eleventh, and 14 (8.8%) students were in twelfth (Figure 1).
- Over half (82, or 51.3%) of the students were female and 78 (48.8%) were male.
- Most (158, or 98.8%) students were African American; race/ethnicity was not provided for two students.
- Most (144, or 90.0%) students received free or reduced lunch.
- There were 15 (9.4%) students with documented special needs. Of the students with special needs, four had other health impairments (OHI), four had specific learning disabilities (SLD), three had emotional behavioral disabilities (EBD), two had cognitive disabilities (CD), one student was autistic, and one student had a traumatic brain injury (TBI).

¹⁷ There were 93 (46.3%) ninth graders, 62 (30.8%) tenth graders, 32 (15.9%) eleventh graders, and 14 (7.0%) twelfth graders.

¹⁸ Seven (30.4%) ninth graders, nine (39.1%) tenth graders, and seven (30.4%) eleventh graders enrolled.

¹⁹ A total of 38 (59.4%) ninth graders, 18 (28.1%) tenth graders, and eight (12.5%) eleventh graders withdrew.

Figure 1



Of the 201 students enrolled at the beginning of the school year, 145 were enrolled for the entire year. This represents a retention rate of 72.1%.

There were 121 students enrolled at the end of the 2012–13 school year who were eligible to return to the school, i.e., had not graduated from high school. Of these, 107 were enrolled as of the third Friday in September 2013. This represents a student return rate of 88.4%.²⁰

A total of 19 randomly selected eleventh and twelfth graders participated in satisfaction interviews at the end of the school year. All 19 students interviewed reported that they felt safe in school, that they like the school, and that they had improved in reading and math. All students also

²⁰ Additionally, two students who were enrolled at the end of the 2012–13 school year at MCA reenrolled after the start of the 2013–14 school year, and three students who were enrolled but did not complete the 2012–13 school year at MCA reenrolled for the start of the 2013–14 school year.

reported that that they planned to go to college. When asked what they liked best about the school, students mentioned that the school prepares them for college, that they liked the school size and family atmosphere, and that the staff care about them. When asked what they liked least, some students said the detention and demerit system and the lack of diversity in school staff. See Appendix H for additional information from student interviews.

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 2012–13 academic year.

- **Recommendation:** Continue to increase the rigor of the curriculum and the engagements of students in each class.

Response: The school implemented blended learning as one strategy to increase the rigor of the curriculum. It also hired a full time dean of instruction to assist and coach teachers on folding Common Core State Standards and college readiness expectations into the curriculum. The dean conducted regular reviews of all lesson plans and worked with teachers to strengthen their instruction. A new policy was implemented that required a grade of 74.0% or more in order for a student to pass classroom tests, and it was necessary to maintain that achievement level to obtain credit for a course. Staff were also provided with special trainings on student engagement and were encouraged to participate in outside professional development sessions related to increasing the rigor of instruction and engaging students in the learning process.

- **Recommendation:** Adopt strategies to create a stronger school culture with a greater emphasis on positive behaviors and academic excellence.

Response: MCA implemented a practice of assigning every student to an advisory group. The students were assigned to groups by grade level and gender. Each advisory met for 30 minutes a day and the sessions focused on academics, school culture, and behaviors. Advisory groups participated in "wars" on key indicators of success. The school also implemented a merit system with a focus on positive academic achievements and positive student behaviors. Additional strategies included Friday morning "shout out," culture building days at beginning of the school year and periodically throughout the year, targeted events for specific groups of students, and adding music to the lunchroom.

- **Recommendation:** Differentiate the curriculum to support formative instruction based on regular use of data to monitor both group and individual academic gains.

Response: The implementation of blended learning enabled staff to more easily differentiate the curriculum and meet the diverse needs of all students. The model was used to create natural groupings for instruction with follow-up support via practice with online materials. There was biweekly testing in every class and these data were used to regroup students and design individual and group lesson plans on a regular basis. Honors courses in math and English were offered to students who performed above benchmarks on college readiness tests administered in the fall of the school year.

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 individualized education program (IEP) goals for special education students. The standardized assessment measures used were the Wisconsin Knowledge and Concepts Examination (WKCE),²¹ the EXPLORE, the PLAN,²² and the ACT.

A. Attendance

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 86.0%. Students were marked present for the day if they attended three of the four instructional periods. This year, students attended school an average of 87.2% of the time.²³

²¹ The WKCE is a standardized test aligned with Wisconsin model academic standards.

²² The EXPLORE and PLAN were developed by ACT and measure a student's preparedness to take the ACT.

²³ Includes 224 students enrolled any time during the school year; excludes students who enrolled but withdrew prior to the third Friday of September.

The school has therefore met its goal related to attendance. When excused absences were included, the attendance rate rose to 91.1%.

A total of 84 students served out-of-school suspensions at least once during the school year; these students spent, on average, 3.5 days out of school due to suspension. Additionally, 117 students served in-school suspensions at least once during the school year; these students spent, on average, 2.9 days out of class due to suspension.

B. Parent-Teacher Conferences

At the beginning of the academic year, the school established a goal that parents of at least 85.0% of students would participate in one of two scheduled parent-teacher conferences. There were 145 students enrolled for the entire school year and eligible to attend both conferences. Parents of 74 (51.0%) children attended at least one conference. The school has therefore not 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, 15 students were eligible for special education services. Two of those students had their initial eligibility assessments this year and 13 were continuing special education students. 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 special education files were not consistently maintained with all of the required documentation. While several files contained information indicating that IEPs had been completed and reviewed in a timely

manner and that all parents were invited to participate in the IEP team review, this was not the case for all of the files. The problems observed were reported to the principal and special education staff. In addition, a special meeting was held after the review with representatives from the Wisconsin CESA Statewide Network to develop a plan to correct the problems and create a process for the next school year that would ensure the deliverance of the best quality assessments and instruction for this needy population of students. The school did not meet its goal related to keeping updated special education records.

D. High School Graduation Plan

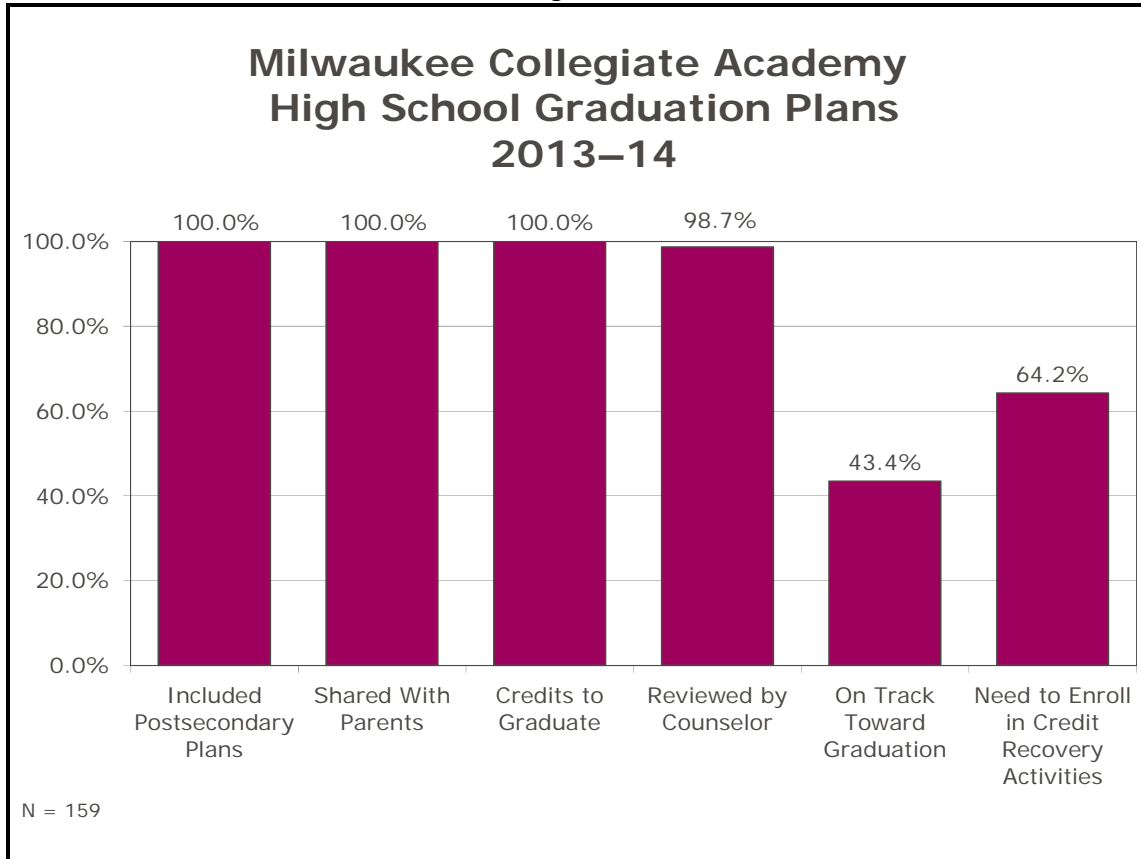
A high school graduation plan is to be developed for each high school student by the end of his/her first semester at the school. The plans should include (1) evidence of parent/family involvement;²⁴ (2) information regarding the student's postsecondary plans; and (3) a schedule reflecting plans for 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 160 MCA students enrolled at the end of the year. All of the 159 graduation plans for which other information was available included the student's postsecondary plans, were submitted to parents for their review, and included a schedule reflecting credits needed to graduate. The college coach/counselor was required to review each student's plan at least once during the year. Part of the review was to ensure that students were on track to graduate and to determine whether a student should be referred for summer school. The coach reviewed plans

²⁴ Evidence of involvement reflects whether the school provided the student's parent with a copy of the plan. Parents are also encouraged to review the plan as part of scheduled parent-teacher conferences.

for 157 (98.7%) students. There were 69 (43.4%) students were on track to graduate, and 102 (64.2%) will need to enroll in credit recovery activities (Figure 2).²⁵

Figure 2



E. High School Graduation Requirements

As part of high school graduation requirements, the school set a goal that at least 60% of ninth graders would complete 5.0 or more credits; at least 60% of tenth graders would complete a total of 10.5 or more credits; at least 70% of eleventh graders would complete a total of 16.0 or more credits; and at least 90% of twelfth graders would complete a total of 21 credits by the end of the school year.

²⁵ MCA offered summer school after the 2013–14 school year and credit recovery activities were available during the school year. Students could also enroll in summer courses offered at other local high schools.

Credit and grade-level promotion data were provided for all 145 students who were enrolled at MCA for the entire school year. Overall, 66.2% of students received enough credits to be promoted to the next grade level by August 2014 (Table 1).²⁷ Fewer than 60% of ninth graders achieved the credit goal, but more than 60% of tenth graders, more than 70% of eleventh graders, and all twelfth graders received enough credits for promotion/graduation. The school therefore met the goal for three of four grade levels.

Grade	N	Minimum Number of Credits Required	Average Credits Earned/Accumulated	Students Who Met Goal*	
				N	%
9th	57	5.0	4.4	32	56.1%
10th	47	10.5	10.3	29	61.7%
11th	27	16.0	16.6	21	77.8%
12th	14	21	22.7	14	100.0%
Total	142	--	--	96	66.2%

*Received at least the minimum number of credits required for their grade level by the end of August 2014; includes students enrolled at MCA for the entire school year.

F. Twelfth-Grade College Applications and Acceptance

The MCA college coach/counselor tracks college application submissions and acceptance for graduating students. This year, the school set a goal that all graduating students would complete applications to at least six colleges by the end of the school year and at least 90% of graduating students would be accepted into at least one college.²⁸ There were 14 graduating seniors at the end of

²⁷ Includes summer credits for students who completed summer school by the end of August 2014; additional students were still completing summer work at the time of this report.

²⁸ Special education students were only expected to complete three applications.

the school year; all 14 (100.0%) of those students completed at least six college applications, and all 14 (100.0%) were accepted into at least one college or branch of the armed forces.²⁹

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.

Ninth-grade students are required to take all subtests of the EXPLORE and tenth-grade students are required to take the PLAN in the fall of the school year; eleventh-grade students are required to take the ACT by the end of the school year, and twelfth-grade students are required to take the ACT in the fall semester. In addition to that requirement, MCA administered the EXPLORE and PLAN to ninth and tenth graders in the spring and required eleventh graders to take the test twice during the year in order to measure progress from fall to spring as part of their local and standardized measures of academic performance.

The EXPLORE is the first in a series of two pre-ACT tests developed by ACT, is typically administered to students in eighth or ninth grade, and includes sections for English, math, reading, and science. EXPLORE scores provide information about students' knowledge, skills, interests, and

²⁹ MCA graduates were accepted at Mount Mary University, Jackson State University, Howard University, Alabama A&M University, UW system schools, MATC, and the US Air Force.

plans. Students can use this information as they plan their high school coursework and begin thinking about college and careers. In addition to providing a score for each section, the EXPLORE provides a composite score for each student that reflects all the areas tested. Students can score 1 to 25 points on each section of the test; the composite score, which also ranges from 1 to 25 points, is an average of the scores from all four subtests.³⁰

The PLAN, the second in the series of pre-ACT tests, is generally taken in tenth grade as a follow-up to the EXPLORE. Like the EXPLORE, the PLAN includes sections for English, math, reading, and science. Results of the PLAN can be used as guidance for students planning to attend college or join the workforce following graduation. It has also been shown to predict student success on the ACT. Students can score 1 to 32 points on each section of the test; the composite score, which also ranges from 1 to 32 points, is an average of the scores from all four subtests.³¹

In addition to providing information about students' skill levels in reading, math, English, and science, scores from the EXPLORE, PLAN, and ACT from consecutive years can be used to gauge student progress toward college readiness. ACT conducted a study 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 serve as benchmarks for success in college-level English composition, algebra, social sciences, and biology.³² Students who reach the benchmark or higher on the EXPLORE as ninth graders, the PLAN as tenth graders, and the ACT as eleventh or twelfth graders have a 50.0% chance of receiving at least a B in those college courses. Table 2 shows ACT's benchmark scores for

³⁰ Information found at <http://www.act.org/explorestudent/>, August 2013.

³¹ Information found at <http://www.act.org/planstudent/>, August 2013.

³² In the fall of 2013, ACT published a new benchmark study that changed the benchmarks for reading and science. However, because this year's report includes data from 2012 and 2013, CRC applied the benchmarks used prior to the 2013 study for the analysis in this report.

each subtest on the EXPLORE, PLAN, and ACT.³³ ACT does not publish composite benchmark scores for the EXPLORE and PLAN. 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.

Table 2			
ACT College Readiness Benchmarks for the EXPLORE, PLAN, and ACT			
Subtest	EXPLORE Benchmarks (9th Grade)	PLAN Benchmarks (10th Grade)	ACT Benchmarks (11th Grade)
English	14	15	18
Math	18	19	22
Reading	16	17	21
Science	20	21	24
Composite	17	18	21.25

The EXPLORE, PLAN, and ACT are standardized tests that CSRC requires all high school students to take during the year. This year, MCA used results of the EXPLORE and PLAN as local measures as well. The following sections describe student progress related to the reading, English, and math benchmarks. Progress from fall to spring and from year to year for all subtests is described later in this report.

³³ For more information, see the ACT EXPLORE Technical Manual online at <http://www.successlineinc.com/ACTInfo/EXPLORETechManual.pdf>.

1. Literacy

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

Ninth through eleventh graders took the ACT test for their grade level in the fall and spring of the school year.³⁴ The school's internal goal related to the tests was that at least 70.0% of students who took both assessments would reach benchmark at the time of the spring test or improve at least one point from the fall to spring. When reading and English results were combined, 91.5% of ninth graders, 95.7% of tenth graders, and 79.4% of eleventh graders met the literacy goal, exceeding the school's local goal for ninth, tenth and eleventh graders (Table 3).

Table 3							
Milwaukee Collegiate Academy							
9th Through 11th Grades							
Literacy Progress Based on EXPLORE, PLAN, and ACT English and Reading Tests							
2013–14							
Grade/Test	N	Students Who Achieved Benchmark Spring 2014		Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring		Goal Met?*	
		N	%	N	%	N	%
9th Grade EXPLORE							
English	47	16	34.0%	19	40.4%	35	74.5%
Reading	47	8	17.0%	25	53.2%	33	70.2%
Overall	47	--	--	--	--	43	91.5%
10th Grade PLAN							
English	46	32	69.6%	6	13.0%	38	82.6%
Reading	46	20	43.5%	16	34.8%	36	78.3%
Overall	46	--	--	--	--	44	95.7%
11th Grade ACT							
English	34	12	35.3%	10	29.4%	22	64.7%
Reading	34	7	20.6%	18	52.9%	25	73.5%
Overall	34	--	--	--	--	27	79.4%

*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.

³⁴ One ninth grader enrolled within the first semester after the start of the year; he/she was tested within 30 days of enrollment. Four tenth graders enrolled after the start of the year and within the first semester; all four were tested within 30 days of enrollment.

b. *Achieve 3000 for Twelfth Graders*

Twelfth graders completed the Achieve 3000 reading assessment in the fall and spring of the school year. Student progress was measured by comparing each student’s fall and spring Lexile levels. The school’s goal was that at least 70% of students who completed both assessments would improve at least 35 Lexile points from fall to spring.

There were 14 twelfth graders enrolled for the entire school year; all 14 completed both the fall and spring assessments. The average change in Lexile points was 31; six (42.9%) students improved at least 35 Lexile points. This falls short of the school’s goal of 70%.

2. Math

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

The school set an internal goal related to the EXPLORE, PLAN, and ACT math tests that at least 65% of ninth through eleventh graders who took both the fall and spring assessments would reach the benchmark at the time of the spring test or improve at least one point from the fall to spring. A total of 66.0% of ninth graders, half (50.0%) of tenth graders, and 70.6% of eleventh graders made progress on the PLAN. The school has therefore met its internal math goal for ninth and eleventh but not tenth graders (Table 4).

Table 4							
Milwaukee Collegiate Academy							
9th Through 11th Grades							
Math Progress Based on the EXPLORE, PLAN, and ACT Math Tests							
2013–14							
Grade	N	Students Who Achieved Benchmark Spring 2014		Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring		Goal Met?*	
		N	%	N	%	N	%
9th	47	7	14.9%	24	51.1%	31	66.0%
10th	46	5	10.9%	18	39.1%	23	50.0%
11th	34	3	8.8%	21	61.8%	24	70.6%

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

b. *Precalculus for Twelfth Graders*

Twelfth graders enrolled in precalculus were assessed to determine their math competencies at the beginning and end of the school year. The school's goal was that at least 50.0% of twelfth graders enrolled in the class for the entire year would demonstrate competency on at least 70.0% of the skills assessed at the time of the final exam. All 14 twelfth graders were enrolled in precalculus for the entire school year; all 14 scored 70.0% or higher on the final assessment in the spring of the school year, exceeding the school's goal of 50.0%.

3. Writing Skills

To assess students' skills in writing, teachers assessed student 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 in each domain were totaled and averaged. Ninth-grade students were considered proficient in writing with an average score of three or more, tenth graders were considered proficient if they achieved an average score of four, and eleventh and twelfth graders were considered proficient if they received an average score of 4.5 or higher at the time of the spring writing assessment.

Overall, 30 (24.2%) of students met the writing goal for their grade level (Table 5). The school has not met its internal writing goal this year.

Table 5				
Milwaukee Collegiate Academy				
Writing Skills Based on Teacher Assessment				
2012–13				
Grade	N	Average Score to Reach Proficiency	Writing Score Average	% Students Met Goal*
9th	45	3.0	2.8	42.2%
10th	40	4.0	3.2	15.0%
11th	25	4.5	3.4	0.0%
12th	14	4.5	4.1	35.7%
Total	124	--	3.2	24.2%

*Received the average score to reach proficiency for their grade level.

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 IEP, as assessed by the participants in their most recent annual IEP review. There were 15 special education students at the end of the year with completed IEPs, two of whom were newly evaluated during the current school year and had not had an IEP in effect for a full year. Of the 13 students who had an IEP in place for at least one full year, seven (53.8%) met at least one of their IEP goals at the time of the review.

H. Standardized Measures of Educational Performance

CSRC required that the WKCE be administered to all tenth-grade students in October or November, the timeframe established by DPI.³⁵ The WKCE was designed to align with Wisconsin model academic standards in reading and math. Up through the 2011–12 school year, proficiency-level cut scores reflected levels set by the state to describe how students perform relative

³⁵ The WKCE is also given to students in sixth, seventh, eighth, and 10th grades. Students in fourth, eighth, and 10th grades are also tested in language arts, science, and social studies. The state WKCE testing period for 2013–14 was October 28 – November 29, 2013.

to these standards. The proficiency-level cut scores used up until the current school year are referred to as former cut scores throughout the report. Skills are assessed as minimal, basic, proficient, or advanced.

In 2012–13, in order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were revised to mimic cut scores used by the National Assessment of Educational Progress (NAEP). The revised cut scores require that students achieve higher-scale scores in reading and math in order to be considered proficient. During this year of transition from the former to the revised cut scores, CRC reported reading and math proficiency levels using both standards. This allows schools and stakeholders to see how students and the school performed when different standards were applied.³⁶

CSRC requires that ninth and tenth graders complete the EXPLORE or PLAN in the fall of the school year. Eleventh graders must take the ACT or SAT sometime during the school year, and twelfth graders are required to take the ACT or SAT in the fall of the school year. CSRC's standards related to student progress on these tests are based on year-to-year results from the EXPLORE to PLAN and the PLAN to ACT. Those results are included in the year-to-year section of this report. In addition to the CSRC requirements and standards, MCA administered the EXPLORE and PLAN to ninth and tenth graders in the spring of the school year in order to measure progress from fall to spring. The school also set internal goals related to student progress on these standardized tests; results related to those internal goals are reported in this section, but do not impact compliance with CSRC standards or the CSRC scorecard.

³⁶ CSRC requires WKCE testing to provide an assessment of student skills; DPI requires WKCE testing to meet No Child Left Behind requirements.

1. Standardized Tests for Ninth-Grade Students

a. *EXPLORE*

The fall EXPLORE was administered in September 2013; all 93 ninth-grade students enrolled during that time completed either the EXPLORE or PLAN, meeting the CSRC expectation that students be tested.³⁷ A total of 47 students completed both the fall and the spring assessments. The number of students at or above the benchmark for each subtest and the composite score increased from the fall to spring EXPLORE (Table 6).

Table 6				
Milwaukee Collegiate Academy EXPLORE for 9th Graders Students at or Above Benchmark Fall 2013 and Spring 2014 (N = 47)*				
Test Section	Fall 2013		Spring 2014	
	N	%	N	%
English	6	12.8%	16	34.0%
Math	2	4.3%	7	14.9%
Reading	2	4.3%	8	17.0%
Science	0	0.0%	3	6.4%
Composite**	0	0.0%	9	19.1%

*Includes only students who completed the fall of 2013 and spring of 2014 EXPLORE.

**Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

³⁷ Some students tested in the fall were close to becoming tenth graders. Therefore, to ensure that these students did not fall behind their tenth-grade peers, they completed the PLAN rather than the EXPLORE. Ninth-grade students who completed the PLAN instead of the EXPLORE are not included in this analysis.

CRC also examined student progress from the fall of 2013 to the spring of 2014 EXPLORE for students who took both tests. The following sections describe progress for students who were at or above the benchmark on each of the four subtests, the composite score at the time of the fall EXPLORE, and progress for the students who were below benchmarks at the time of the fall EXPLORE. The school's internal goal was that at least 75.0% of students scoring at or above benchmark on any of the subtests or the composite score would remain at or above benchmark on the spring test and that 50.0% of students below benchmark on any of the subtests or the composite score would either reach benchmark or improve their scores by at least one point from fall to spring.

i. Students at or Above Benchmarks on the Fall of 2013 EXPLORE Subtests

CRC first examined scores for students who were at or above the college readiness benchmarks on the fall of 2013 EXPLORE (Table 7). In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Due to the small number of students who were at or above benchmark on the subtests and the composite score, CRC could not include results in this report.

Table 7				
Milwaukee Collegiate Academy				
Progress for Students at or Above Benchmarks on the Fall 2013 EXPLORE				
(N = 47)				
Subtest	Students at or Above Benchmark on the EXPLORE Fall 2013		Students Who Remained at or Above Benchmark on the EXPLORE Spring 2014	
	N	%	N	%
English	6	12.8%	Cannot report due to <i>n</i> size	
Math	2	4.3%	Cannot report due to <i>n</i> size	
Reading	2	4.3%	Cannot report due to <i>n</i> size	
Science	0	0.0%	Cannot report due to <i>n</i> size	
Composite*	0	0.0%	Cannot report due to <i>n</i> size	

*Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

ii. *Students Below Benchmarks on the Fall of 2013 EXPLORE Subtests*

Next, CRC examined progress for students below benchmarks on each of the fall of 2013 EXPLORE subtests. More than 60% of the students made progress from fall to spring on each subtest and the composite score. For example, 70.7% of the students who were below the English benchmark in the fall met the spring benchmark or improved their score by at least one point. Of 47 students who scored below a 17 on the fall composite, 37 (78.7%) scored a 17 or higher on the spring EXPLORE or improved their composite score by at least one point (Table 8). The school has therefore met their internal goal related to the EXPLORE.

Table 8 Milwaukee Collegiate Academy Fall 2013 to Spring 2014 Progress for Students Below Benchmarks on the Fall of 2013 EXPLORE								
Subtest	Students Below Benchmark on the EXPLORE Fall 2013 (N = 47)		Students Who Achieved Benchmark on the EXPLORE Spring 2014		Students Who Did Not Achieve Benchmark But Increased at Least One Point on the EXPLORE Spring 2014		Overall Progress of Students Below Benchmark on the EXPLORE Fall 2013	
	N	%	N	%	N	%	N	%
English	41	87.2%	10	24.4%	19	46.3%	29	70.7%
Math	45	95.7%	5	11.1%	24	53.3%	29	64.4%
Reading	45	95.7%	6	13.3%	25	55.6%	31	68.9%
Science	47	100.0%	3	6.4%	30	63.8%	33	70.2%
Composite*	47	100.0%	9	19.1%	28	59.6%	37	78.7%

*Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

2. Standardized Tests for Tenth-Grade Students

a. *PLAN*

The fall PLAN was administered in September 2013; all of the 62 tenth-grade students enrolled during that time completed either the EXPLORE, PLAN, or ACT, meeting CSRC’s expectation that students be tested.³⁸ A total of 46 MCA students completed the PLAN in both the fall and spring of the school year. The number of students at or above the benchmark increased for each subtest and the composite score between fall and spring (Table 9).

Table 9				
Milwaukee Collegiate Academy PLAN for 10th Graders Students at or Above Benchmark Fall 2013 and Spring 2014 (N = 46)*				
Test Section	Fall 2013		Spring 2014	
	N	%	N	%
English	14	30.4%	32	69.6%
Math	4	8.7%	5	10.9%
Reading	9	19.6%	20	43.5%
Science	1	2.2%	3	6.5%
Composite**	3	6.5%	11	23.9%

*Includes only students who completed both the fall of 2013 and spring of 2014 PLAN.

**Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

CRC also examined student progress from the fall to the spring PLAN for students who took both tests. The following sections describe progress for students who were at or above the benchmark on each of the four subtests and progress for students who were below benchmark on any of the

³⁸ Some students completed the EXPLORE or ACT depending on their status as tenth graders in the fall of the school year. Students who were still in ninth grade in the fall may have taken the EXPLORE, while tenth graders close to becoming eleventh graders may have taken the ACT instead. Only students who completed the PLAN in the fall and spring of the school year are included in this analysis.

subtests at the time of the fall PLAN. The school’s internal goal was that at least 75.0% of students scoring at or above benchmark on any of the subtests or the composite score would remain at or above benchmark on the spring test and that 55.0% of students below benchmark on any of the subtests or the composite score would either reach benchmark or improve their scores by at least one point from fall to spring.

i. Students at or Above Benchmarks on the Fall of 2013 PLAN Subtests

CRC first examined scores for students who were at or above the college readiness benchmarks on the fall PLAN. All 14 students at or above the English benchmark in the fall of 2013 remained at or above benchmark on the spring test, exceeding the school’s internal goal for this measure (Table 10). The school has therefore met its internal goal that 75.0% of students maintain benchmark. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above benchmarks on the fall PLAN tests, CRC could not include results in this report.

Table 10				
Milwaukee Collegiate Academy				
Fall 2013 to Spring 2014 Progress for				
Students at or Above Benchmarks on the Fall of 2013 PLAN				
(N = 46)				
Subtest	Students at or Above Benchmark on the PLAN Fall 2013		Students Who Remained at or Above Benchmark on the PLAN Spring 2014	
	N	%	N	%
English	14	30.4%	14	100.0%
Math	4	8.7%	Cannot report due to <i>n</i> size	
Reading	9	19.6%	Cannot report due to <i>n</i> size	
Science	1	2.2%	Cannot report due to <i>n</i> size	
Composite*	3	6.5%	Cannot report due to <i>n</i> size	

*Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

ii. *Students Below Benchmarks on the Fall of 2012 PLAN Subtests*

Next, CRC examined progress for students below benchmarks on each of the fall PLAN subtests. More than 60% of the students made progress from fall to spring on the English, reading, and science subtests and the composite score; more than 45% improved on the math subtest. For example, 75.0% of the students who were below the English benchmark in the fall met the spring benchmark or improved their score by at least one point. Of 43 students who scored below an 18 on the fall composite; 31 (72.1%) scored an 18 or higher on the spring PLAN or improved their composite score by at least one point (Table 11). The school has therefore met their internal goal for three of four subtests and the composite score, excluding the math subtest.

Table 11 Milwaukee Collegiate Academy Fall 2013 to Spring 2014 Progress for Students Below Benchmarks on the Fall of 2013 PLAN (N = 46)								
Subtest	Students Below Benchmark on the PLAN Fall 2013		Students Who Achieved Benchmark on the PLAN Spring 2014		Students Who Did Not Achieve Benchmark But Increased at Least One Point on the PLAN Spring 2014		Overall Progress of Students Below Benchmark on the PLAN Fall of 2013	
	N	%	N	%	N	%	N	%
English	32	69.6%	18	56.3%	6	18.8%	24	75.0%
Math	42	91.3%	2	4.8%	18	42.9%	20	47.6%
Reading	37	80.4%	12	32.4%	16	43.2%	28	75.7%
Science	45	97.8%	3	6.7%	24	53.3%	27	60.0%
Composite*	43	93.5%	8	18.6%	23	53.5%	31	72.1%

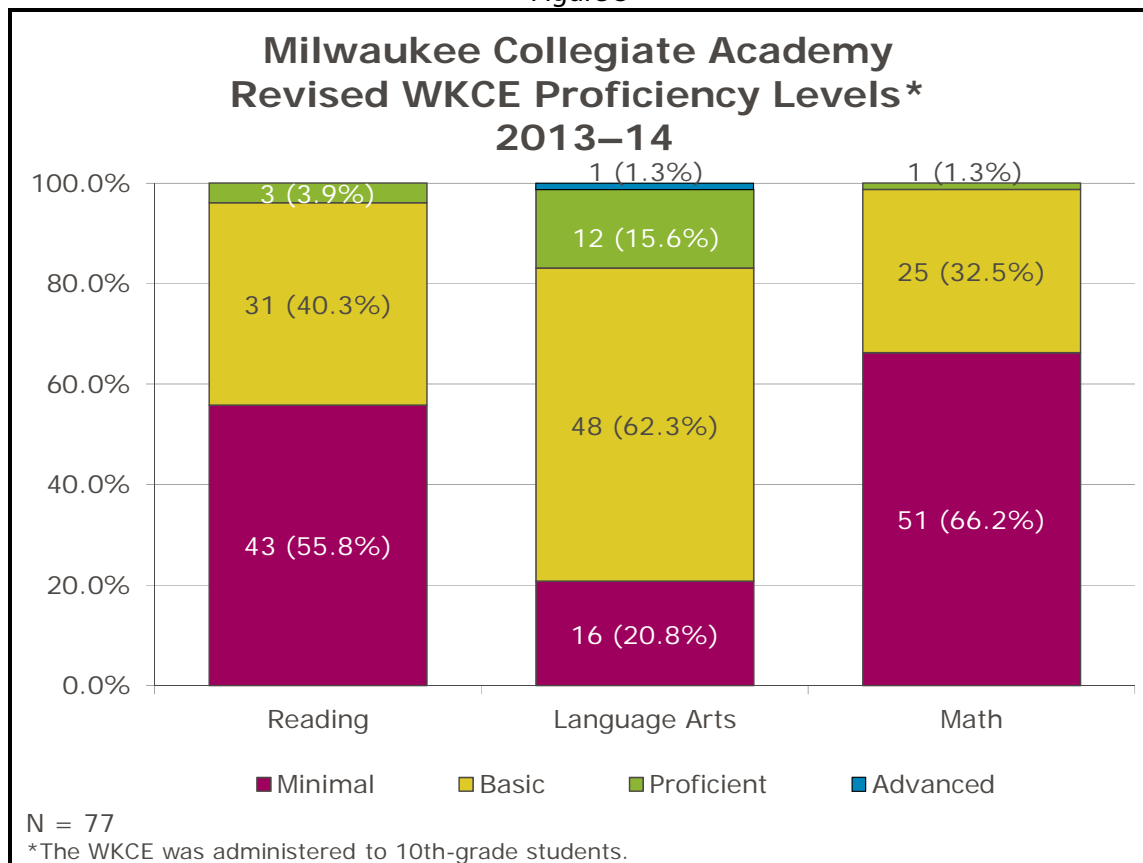
*Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

b. *WKCE for Tenth-Grade Students*

In October 2013, 66 tenth graders took the WKCE. Using the revised cut scores, three (3.9%) students scored proficient in reading and one (1.3%) scored proficient in math (Figure 3). Had the former cut scores been applied, three (3.9%) students would have been advanced and 25 (32.5%) proficient in reading and one (1.3%) student would have been advanced and 13 (16.9%) proficient in math (not shown).

The language arts cut scores were not modified; one (1.3%) student scored advanced and 12 (15.6%) students were proficient in language arts this year (Figure 3).

Figure 3



3. ACT for Eleventh- and Twelfth-Grade Students

The final CSRC expectation was that all eleventh and twelfth graders will have taken the ACT or SAT during the year. Eleventh graders were to take the test by the end of the school year. Twelfth graders were to take the ACT in the fall semester. There were 45 eleventh and twelfth graders enrolled at the end of the school year; 44 of those students completed the ACT at least once during the year.³⁹ This substantially meets the CSRC expectation that all eleventh and twelfth graders take the ACT or SAT.

Composite ACT scores for eleventh graders ranged from 13 to 27, with an average of 17.4. ACT scores for twelfth graders ranged from 12 to 25, with an average of 16.1.⁴⁰ Overall, eleventh and twelfth graders scored, on average, 17.0 points on the ACT composite (Table 12).

Table 12			
Milwaukee Collegiate Academy			
Composite ACT Scores for 11th and 12th Graders			
2013-14			
Grade	Minimum	Maximum	Average
11th (N = 30)	13	27	17.4
12th (N = 14)	12	25	16.1
Total (N = 44)	--	--	17.0

³⁹ The student who did not take the ACT did not enroll until the middle of the second semester. No students took the SAT this year.

⁴⁰ Of the 14 12th graders who graduated at the end of the school year, one (7.1%) had a score of 21 or higher on the ACT.

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 EXPLORE and PLAN tests, and progress from tenth to eleventh grade is assessed using benchmarks from the PLAN to the ACT. CSRC requires that multiple-year progress be reported for students who met proficiency-level expectations (i.e., scored at proficient or advanced levels) and for those students who did not meet proficiency-level expectations (i.e., tested at minimal or basic levels) in the 2012–13 school year. The expectation is that at least 75.0% of students at or above the EXPLORE or PLAN benchmarks will maintain benchmark on the PLAN or ACT, respectively, the following year.⁴¹ 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 Fall of 2012 EXPLORE to the Fall of 2013 PLAN

Students in ninth grade at MCA during the 2012–13 school year took the EXPLORE in the fall and again in the spring semester. Those same ninth graders who were enrolled as tenth graders at MCA during 2013–14 took the PLAN during the fall and spring semesters of that year. Students, parents, and teachers can use scores from each year to determine areas in which students may need additional assistance.

Using raw scores and the minimum benchmark scores for each subject area (shown in Table 2) on the EXPLORE, CRC examined student progress from ninth to tenth grade. A total of 51 MCA students took the EXPLORE in the fall of 2012 and the PLAN in the fall of 2013. A total of 12 (23.5%) students were at or above the English benchmark, one (2.0%) was at or above the benchmark in math, three (5.9%) were at or above the benchmark for reading, and none of the students were at or above

⁴¹ Progress is measured from the fall of 2012 EXPLORE to the fall of 2013 PLAN and from the fall of 2011 or 2012 PLAN to the most recently completed ACT for eleventh and twelfth graders.

the science benchmark at the time of the fall of 2012 EXPLORE. Three (5.9%) students achieved a composite score of 17 or higher. The following sections describe progress for students who were at or above the EXPLORE benchmark for each test as well as students who were below the benchmark at the time of the fall of 2012 test.

a. *Students at or Above Benchmarks on the EXPLORE Subtests*

Of the 12 students who were at or above the EXPLORE English benchmark, three quarters (75.0%) maintained benchmark on the PLAN English test, meeting the CSRC expectation (Table 13). In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above benchmark for the other tests, CRC could not include results in this report.

Table 13				
Milwaukee Collegiate Academy				
Progress for Students at or Above Benchmarks on the Fall 2012 EXPLORE				
(N = 51)				
Subtest	Students at or Above Benchmark on the EXPLORE Fall 2012		Students Who Remained at or Above Benchmark on the PLAN Fall 2013	
	N	%	N	%
English	12	23.5%	9	75.0%
Math	1	2.0%	Cannot report due to <i>n</i> size	
Reading	3	5.9%	Cannot report due to <i>n</i> size	
Science	0	0.0%	Cannot report due to <i>n</i> size	
Composite*	3	5.9%	Cannot report due to <i>n</i> size	

*Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the four subtests. The composite benchmark score for the ACT was published by ACT.

b. *Students Below Benchmarks on the EXPLORE Subtests*

More than 70.0% of students below benchmark on the fall of 2012 EXPLORE English and science subtests progressed at the time of the fall of 2013 PLAN, and more than 80% of students progressed on the math and reading subtests and the composite score (Table 14). Therefore, MCA has exceeded CSRC's expectation related to the EXPLORE and PLAN.

Table 14 Milwaukee Collegiate Academy Year-to-Year Student Progress: EXPLORE to PLAN Progress for Students Below Benchmarks on the Fall 2012 EXPLORE								
Subtest	Students Below Benchmark on the EXPLORE Fall 2012 (N = 51)		Students Who Achieved Benchmark on the PLAN Fall 2013		Students Who Did Not Achieve Benchmark But Increased at Least One Point on the PLAN Fall 2013*		Overall Progress of Students Below Benchmark on the EXPLORE Fall 2012	
	N	%	N	%	N	%	N	%
English	39	76.5%	8	20.5%	22	56.4%	30	76.9%
Math	50	98.0%	2	4.0%	40	80.0%	42	84.0%
Reading	48	94.1%	6	12.5%	35	72.9%	41	85.4%
Science	51	100.0%	2	3.9%	35	68.6%	37	72.5%
Composite**	48	94.1%	1	2.1%	42	87.5%	43	89.6%

*Scores on the EXPLORE and PLAN are scaled so that a score on the EXPLORE represents the same level of skill as the same score on the PLAN. Therefore, a score increase in one subject from the EXPLORE to the PLAN demonstrates progress in that subject area from one year to the next.

**Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

2. Benchmark Progress From the Fall of 2011/2012 PLAN to the 2013–14 ACT

Tenth graders at MCA during the 2011–12 or 2012–13 school years took the PLAN in the fall semester. Those same tenth graders who were enrolled as eleventh or twelfth graders at MAS during 2013–14 took the ACT sometime during the year.

Using the minimum benchmark scores for each subject area (Table 2) on the PLAN, CRC examined student progress from tenth to eleventh or twelfth grade. There were 56 MCA students who took the PLAN in the fall of 2011 or 2012 and the ACT in 2013–14. Of those, 18 (32.1%) were at or above the English benchmark; four (7.1%) were at or above the benchmark in math; 10 (17.9%) were at or above the reading benchmark; and two (3.6%) students were at or above the benchmark in science at the time of the fall of 2011 or 2012 PLAN. Seven (12.5%) students scored an 18 or higher composite score on the fall of 2011 or 2012 PLAN. The following sections describe progress for students who were at or above the PLAN benchmark for each test as well as students who were below the benchmark at the time of the fall of 2011 or 2012 test.

a. Students at or Above Benchmarks on the Fall of 2011/2012 PLAN Subtests

CRC first examined scores for 18 students at or above the English benchmark on the fall of 2011 or 2012 PLAN; 14 (77.8%) maintained benchmark on the 2013–14 ACT. Seven (70.0%) of the 10 students at or above the PLAN reading benchmark maintained benchmark on the ACT (Table 15). The school has therefore met the CSRC expectation that 75.0% of students maintain benchmark on the English test but not the reading test. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above benchmark in math or science subtests or the composite score, CRC could not include the number of students who remained at or above the benchmark on each test in this report.

Table 15				
Milwaukee Collegiate Academy				
Year-to-Year Student Progress: PLAN to ACT Results				
Progress for Students at or Above Benchmarks on the 2011/2012 PLAN				
(N = 56)				
Subtest	Students at or Above Benchmark on the PLAN Fall 2011/2012		Students Who Remained at or Above Benchmark on the ACT 2013-14	
	N	%	N	%
English	18	32.1%	14	77.8%
Math	4	7.1%	Cannot report due to <i>n</i> size	
Reading	10	17.9%	7	70.0%
Science	2	3.6%	Cannot report due to <i>n</i> size	
Composite*	7	12.5%	Cannot report due to <i>n</i> size	

*Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

b. Students Below Benchmarks on the Fall of 2011/2012 PLAN Subtests

Next, CRC examined progress for students below benchmarks on each of the fall of 2011/2012 PLAN subtests. More than 60% of students showed progress on each of the math and reading subtests and the composite score and nearly 60% (55.6%) showed progress on the science subtest. Just over half (52.6%) of students progressed on the English subtest from the PLAN to the ACT (Table 16). The school has therefore met the 60% expectation for math, reading, and the composite score but not the English or science subtests.

Table 16								
Milwaukee Collegiate Academy								
Year-to-Year Student Progress: PLAN to ACT								
Progress for Students Below Benchmarks on the 2011/2012 PLAN								
Subtest	Students Below Benchmark on the PLAN Fall 2011/2012 (N = 56)		Students Who Achieved Benchmark on the ACT 2013-14		Students Who Did Not Achieve Benchmark But Increased at Least One Point on the ACT 2013-14*		Overall Progress of Students Below Benchmark on the PLAN Fall 2011/2012	
	N	%	N	%	N	%	N	%
English	38	67.9%	4	10.5%	16	42.1%	20	52.6%
Math	52	92.9%	2	3.8%	35	67.3%	37	71.2%
Reading	46	82.1%	2	4.3%	34	73.9%	36	78.3%
Science	54	96.4%	1	1.9%	29	53.7%	30	55.6%
Composite**	49	87.5%	1	2.0%	33	67.3%	34	69.4%

*Scores on the PLAN and ACT are scaled so that a score on the PLAN represents the same level of skill as the same score on the ACT. Therefore, a score increase in one subject from the PLAN to the ACT demonstrates progress in that subject area from one year to the next.

**Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmarks from the four subtests.

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, from 2009–10 through 2011–12. In the fall of 2012, the CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures and point-in-time academic achievement and engagement elements (e.g., 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 (Table 17).

Table 17	
City of Milwaukee	
Educational Performance Rating Scale for Charter Schools	
School Status	Scorecard % Total
High Performing/Exemplary	100.0%–85.0%
Promising/Good	84.0%–70.0%
Problematic/Struggling	69.0%–55.0%
Poor/Failing	54.0% or less

CSRC uses the score and rating, along with other stated criteria, 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 achieve a rating of 70.0% 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.

Last year, due to the change in WKCE cut-score standards, CRC prepared two high school scorecards: one reflecting the WKCE results using the former proficiency-level cut scores used until the current school year and one reflecting the revised cut scores. However, because the CSRC standards and scorecards were developed using the former scores and the revised scores have been in place too short a time to develop valid measures, CRC prepared only one scorecard this year using the former WKCE cut-score results. The school scored 68.2% percent this year. This compares with 71.3% on the school’s 2012–13 scorecard. See Appendix D for school scorecard information.

K. DPI School Report Card⁴²

As part of the new state accountability system reflected in Wisconsin's approved Elementary and Secondary Education Act Flexibility Request,⁴³ DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas.

- **Student Achievement**—Performance on the WKCE and Wisconsin Alternative Assessment for Students with Disabilities in reading and mathematics.
- **Student Growth**—Improvement over time on the WKCE in reading and mathematics.
- **Closing Gaps**—Progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates.
- **On-Track and Postsecondary Readiness**—Performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career.

Schools receive a score from 0 to 100 for each priority area and are included on each school's report card. The report cards are public documents and can be found on the DPI website. Some schools have had data replaced by an asterisk (*) because there are fewer than 20 students in a group.

In addition to priority-area scores, performance is also reported on three student engagement indicators. These include test participation rate (goal of 95.0% for all students and each subgroup), absenteeism rate (goal of 13.0% or less), and dropout rate (goal of 6.0% or less). Schools that do not meet the goal receive a point deduction from their overall scores.

The overall accountability score is an average of the priority-area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be measured with all priority-area scores. A school's overall accountability score places the school into one of five overall accountability ratings.

- Significantly Exceeds Expectations (83.0–100.0)

⁴² Information for this section was retrieved from the DPI website, <http://reportcards.dpi.wi.gov>. The DPI report card reflects the school's performance for the 2012–13 school year. Report cards for the 2013–14 school year will be issued in the fall of 2014.

⁴³ Wisconsin DPI. (n.d.). *Accountability reform*. Retrieved from <http://oea.dpi.wi.gov/accountability>

- Exceeds Expectations (73.0–82.9)
- Meets Expectations (63.0–72.9)
- Meets Few Expectations (53.0–62.9)
- Fails to Meet Expectations (0.0–52.9)

MCA's 2012–13 report card indicated an overall accountability rating of 40.5 points, resulting in a rating of Fails to Meet Expectations. Further information on the report card for MCA is included in Appendix E.

IV. SUMMARY/RECOMMENDATIONS

This report covers the third year of MCA's operation as a City of Milwaukee charter school. The school has met all but two provisions of its contract with the City of Milwaukee and the subsequent CSRC requirements.⁴⁴ One provision was partially met.⁴⁵ Because the school's scorecard percentage decreased from 71.3% for the 2012–13 school year to 68.2% for the current school year, CRC recommends that CSRC pay special attention to MCA's progress over the next school year to improvements in writing, special education, grade promotion rates, and point-in-time academic achievement on standardized tests. Significant progress, particularly in the mentioned measures, should be achieved in the fourth year of operation to avoid the possibility of probationary status in the future. However, due to the school's contract compliance status and its raising of its academic expectations for the acquisition of academic credits to a grade of 74.0% for the current school year, CRC recommends that the school continue regular, annual monitoring and reporting for the next school year.⁴⁶

⁴⁴ The two provisions not met were pupil database information, including special education needs students, and that all teachers hold a DPI license. The physical education teacher did not have a license and a review of special education files revealed missing data and gaps in compliance with expectations.

⁴⁵ The provision partially met was that at least 60.0% of students below benchmark on any of the PLAN subtests or composite score would show progress by the time of the ACT. More than 60.0% progressed on the math, reading, and composite scores; 52.6% progressed on the English subtest; and 55.6% progressed on the science subtest.

⁴⁶ MCA made several significant changes at the start of the school year that could have contributed to the overall slippage in academic performance as demonstrated by the school's scorecard status. These changes included the move to a new facility, a major overhaul to the instructional program to incorporate blended learning, and the replacement/hiring of the majority of the teaching staff just prior to the start of the school year.

Appendix A

Contract Compliance Chart

Milwaukee Collegiate Academy			
Overview of Compliance for Education-Related Contract Provisions 2013–14			
Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met?
Section I, B	Description of educational program; student population served.	pp. 2–4 and pp. 15–17	Met.
Section I, V	The school will provide a copy of the calendar prior to the end of the preceding school year.	p. 8	Met.
Section I, C	Educational methods.	pp. 2–4	Met.
Section I, D	Administration of required standardized tests: 9th through 12th grades	pp. 29–38	Met. ⁴⁷
Section I, D	All new high school students tested within 30 days of first day of attendance in reading and math.	pp. 25	Met.
Section I, D	Written annual plan for graduation.	pp. 20–22	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. 23–29	Met.
Section I, D	Academic criterion #2: Year-to-year achievement measure for 9th through 12th grades.		
	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 PLAN.	a. p. 39–40	a. Met. ⁴⁸
	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.	b. p. 42–43	b. Met. ⁴⁹

⁴⁷ All ninth, tenth, and twelfth graders completed the EXPLORE, PLAN, or ACT. One eleventh grader did not complete the ACT this year, but that student did not enroll until the middle of the second semester. Additionally, the WKCE was administered to tenth graders, as required.

⁴⁸ Three quarters (75.0%) of students at or above the EXPLORE English benchmark maintained benchmark on the PLAN. There were too few students at or above for the other subtests and the composite score to include results.

⁴⁹ More than 75% of students at or above the PLAN English benchmark maintained benchmark on the ACT, but only 70.0% of students at or above the PLAN reading benchmark maintained benchmark on the ACT. There were too few students at or above the benchmark for the other subtests or the composite score to include results.

Milwaukee Collegiate Academy			
Overview of Compliance for Education-Related Contract Provisions 2013-14			
Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met?
Section I, D	Academic criteria #2: Year-to-year achievement measure for 9th through 12th grades.		
	<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 PLAN.</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. p. 41</p> <p>b. pp. 43-44</p>	<p>a. Met.⁵⁰</p> <p>b. Partially met.⁵¹</p>
Section I, E	Parental involvement.	pp. 9-10	Met.
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 7-8	Not met. ⁵²
Section I, I	Pupil database information, including special education needs students.	pp. 15-17, 19-20	Not met. ⁵³
Section I, K	Discipline procedures.	pp. 10-11	Met.

⁵⁰ More than 60.0% progressed on all subtests and the composite score.

⁵¹ More than 60.0% progressed on the math, reading, and composite scores; 52.6% progressed on the English subtest; and 55.6% progressed on the science subtest.

⁵² The physical education teacher did not possess a DPI license.

⁵³ MCA submitted data on all special education students, but file reviews indicated that all records were not consistently or adequately maintained.

Appendix B

Outcome Measures Agreement Memo

Student Learning Memorandum for Milwaukee Collegiate Academy

To: NCCD Children's Research Center and Charter School Review Committee
From: Milwaukee Collegiate Academy
Re: Draft Learning Memo for the 2013–14 Academic Year
Date: October 14, 2013

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC). It also describes outcomes defined by the school 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 the CSRC. Data will be provided to CRC, the monitoring agent contracted by the CSRC. Data will be reported in a spreadsheet or database that includes each student's Wisconsin student number (WSN). 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 23, 2014. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests.

Milwaukee Collegiate Academy (MCA) will record student data in the PowerSchool (PS) database and/or Microsoft Excel spreadsheets. The school will be able to generate a student roster in a usable data file format that lists all students enrolled at any time during the school year. The roster will include student name; local student ID number; WSN; enrollment date; withdrawal date and reason; grade level; gender; race/ethnicity; free/reduced lunch eligibility; special education status; and, if applicable, disability type.⁵⁴

Enrollment

The school will record enrollment dates for every student by WSN. Upon admission, individual student information and the actual enrollment date will be added to the school's PS database.

Termination/Withdrawal

The date and reason for every student leaving the school will be determined, and an exit date will be recorded in the school's PS database. Information will include the date of termination/withdrawal and the reason for the student leaving the school, such as expelled, dropped out, moved, transportation issues, dissatisfaction with the school, etc. If a student is expelled, the database will include a reason for the expulsion.

Attendance

The school will maintain appropriate attendance records. These records need to include student data regarding excused absences, unexcused absences, in-school suspensions, and out-of-school suspensions. Attendance data will include each student's WSN. MCA will achieve an attendance rate of at least 86.0%. Students will be marked present for the day if they attend three of the four instructional periods for that day.

Parent/Guardian Participation

At least 85.0% of parents/guardians for the students enrolled for the entire year will participate in one of two scheduled parent-teacher conferences held in fall and spring of this school year. The WSN; student name; date of each conference; and whether the conference was held at the school, via phone, or at the student's home or other designated location will be recorded in a database or spreadsheet.

⁵⁴ If a student's actual grade level differs from the grade level calculated by and stored in the school's database, the student's actual grade level should also be reported.

Special Education Needs Students

The school will maintain updated records on all students evaluated and eligible for special education services, including date of the most recent individualized education program (IEP) eligibility evaluation; evaluation results including if the student was ineligible; and if eligible, the disability type, IEP completion date, parent participation in IEP, number of IEP goals, IEP annual review dates, number of IEP goals achieved at the annual review, and planned date for the next evaluation/eligibility assessment.

High School Graduation Plan

A high school graduation plan will be developed for all students (ninth through twelfth grades) by the end of their 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 post-secondary 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/guardian/family involvement. Involvement means that by the end of each semester, a letter will be submitted to the parents reviewing their child's credit acquisition status and describing the steps their child needs to take to graduate with his/her class and prepare for post-secondary enrollment. In addition, the college coach/counselor will request a parental signature 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 if 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 post-secondary enrollment.

High School Graduation Requirements⁵⁵

Among students enrolled for the entire school year, at least 60.0% of ninth-grade students will complete 5.0 or more credits; 60.0% of tenth graders will complete 10.5 or more credits; 70.0% of eleventh graders will complete 16.0 or more credits; and 90.0% of twelfth graders will complete 21 credits by the end of the school year. The promotion and/or graduation status for every student enrolled at the end of the school year will be reported to CRC by WSN.

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.⁵⁶ At least 90.0% 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.

⁵⁵ 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.

⁵⁶ Special needs students are expected to complete applications to at least three colleges by the end of the school year.

Academic Achievement: Local Measures⁵⁷

Literacy

Ninth graders will complete all of the subtests on the EXPLORE, tenth graders will complete all of the subtests on the PLAN, and eleventh graders will complete all subtests of the ACT in the fall and spring of the 2013–14 school year. Progress will be measured from the fall to the spring English and reading subtests. At least 70.0% of the students who complete both the fall and spring assessments will reach the benchmark or increase their scores by at least one point by the spring test. Ninth-, tenth-, and eleventh-grade students who enroll after the fall testing dates will be tested within 30 days of enrollment using the EXPLORE, PLAN, or ACT, depending on grade level.

All twelfth graders will complete the Achieve 3000 at the beginning and end of the school year.⁵⁸ Student progress will be measured by examining the change in Lexiles between tests. At least 70.0% of the twelfth-grade students who complete both the fall and spring assessments will gain at least 35 Lexiles by the time of the spring test. If any twelfth-grade students enroll after the test at the beginning of the year has been administered, they will complete the Achieve 3000 assessment within 30 days of their enrollment.

Mathematics

Ninth graders will complete all of the subtests on the EXPLORE, tenth graders will complete all of the subtests on the PLAN, and eleventh graders will complete all subtests of the ACT in the fall and spring of the 2013–14 school year. Progress will be measured from the fall to the spring math subtest. At least 65.0% of the students who complete both the fall and spring assessments will reach the benchmark or increase their scores by at least one point by the spring test. Ninth-, tenth- and eleventh-grade students who enroll after the fall testing dates will be tested within 30 days of enrollment using the EXPLORE or PLAN, depending on grade level.

Twelfth-grade students enrolled in the pre-calculus class will be assessed to determine their competencies at the beginning and end of the school year. At least 50% of the twelfth graders enrolled in this class for the entire school year will demonstrate competency on at least 70% of the skills assessed on the final exam for this class.

Writing

By the end of the final marking period, every student in ninth through twelfth grade will have a writing sample assessed. Ninth-grade students will be judged proficient if they obtain an average score of at least three; tenth-grade students an average score of at least four; and eleventh and twelfth graders an average score of at least 4.5. 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.

⁵⁷ 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 IEP goals.

⁵⁸ Achieve 3000 is an approach to differentiated literacy instruction that uses Lexiles as its foundation. Additional information about Achieve 3000 can be found at www.achieve3000.com.

IEP Goals

At least 70.0% of the special education students will meet one or more of the goals defined in their IEPs. Data on each special education student's goal achievements will be recorded in an Excel spreadsheet by WSN.

Academic Achievement: Standardized Measures

Ninth-Grade Students

All ninth-grade students are required to take all four subtests of the EXPLORE test (the first in a series of two pre-ACT tests that identify students who are not ready for the ACT)⁵⁹ in the fall and spring of the school year. At least 75.0% of the ninth-grade students who are at or above benchmark for any of the subtests (English, math, reading, and science) or have a composite score of 17 or more at the time of the fall test will remain at or above benchmark(s) on the spring tests. At least 50.0% of the ninth graders who were below the benchmark for any of the four subtests or received a composite score below 17 at the time of the fall testing will either achieve benchmark(s) or have increased their score by one or more points on the relevant subtest or composite score by the time of the spring test administration.

Tenth-Grade Students

All tenth-grade students are required to take all four subtests of the PLAN (the second test in the pre-ACT series) in the fall and spring of the school year. At least 75.0% of the tenth-grade students who are at or above benchmark for any of the subtests (English, math, reading, and science) or have a composite score of 18 or higher at the time of the fall test will remain at or above benchmark(s) on the spring test. At least 55.0% of the tenth graders who were below the benchmark for any of the four subtests or received a composite score below 18 at the time of the fall testing will either achieve benchmark(s) or have increased their score by one or more points on the relevant subtest or composite score by the time of the spring test administration.

All tenth-grade students are required to take the Wisconsin Knowledge and Concepts Examination (WKCE) in the timeframe identified by the Wisconsin Department of Public Instruction (DPI).⁶⁰

Eleventh-Grade Students

All eleventh-grade students are required to take the ACT or the SAT by the end of the school year. MCA will monitor students' participation in a spreadsheet and report the subtest and composite scores for each student as well as the date the test was administered.

Twelfth-Grade Students

MCA will require all twelfth graders to take the ACT or SAT test in the fall semester of 2012. MCA will monitor students' participation in a spreadsheet and report the subtest and composite score for each

⁵⁹ The Educational Planning and Assessment System, developed by the ACT, provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support, and evaluation. The series includes the EXPLORE, PLAN, and ACT 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. *Standards for Transition*, in turn, are linked to *Pathways* statements that suggest strategies to enhance students' classroom learning. *Standards for Transition* and *Pathways* can be used by teachers to evaluate instruction and student progress and advise students on courses of study.

⁶⁰ In 2012–13, DPI implemented revised WKCE proficiency-level cut scores based on the National Assessment of Educational Progress. Proficiency levels using both the revised cut scores and the former cut scores, used through the 2011–12 school year, will be reported.

student. The spreadsheet needs to indicate the date (month/year) each twelfth grader took the ACT or SAT test.

Scores from the EXPLORE, PLAN, and ACT will be used to track student progress from ninth to tenth grade and from tenth to eleventh or twelfth grade.

- EXPLORE to PLAN: At least 75.0% of the tenth-grade students who were at or above benchmark for any of the four subtests (English, math, reading, and science) or the composite score at the time of the fall of 2012 EXPLORE test will remain at or above benchmark on the fall of 2013 PLAN. Tenth graders who were below benchmark for any of the four subtests or the composite score at the time of the fall of 2012 EXPLORE will either achieve benchmark(s) or have increased their score by one or more points by the time of the fall of 2013 PLAN.
- PLAN to ACT: At least 75.0% of the eleventh- or twelfth-grade students who were at or above benchmark for any of the four subtests (English, math, reading, and science) or the composite score at the time of either the fall of 2011 or fall of 2012 PLAN test will remain at or above benchmark on the 2013–14 ACT test. Eleventh- or twelfth-grade students who were below benchmark for any of the four subtests or the composite score at the time of the fall of 2011 or fall of 2012 PLAN will either achieve benchmark(s) or have increased their score by one or more points by the time of the 2013–14 ACT.⁶¹

⁶¹ Eleventh-grade students who took the ACT during the 2013–14 school year took the PLAN in the fall of 2012; twelfth-grade students who took the ACT during the 2013–14 school year took the PLAN in the fall of 2011.

Learning Memo Data Addendum Milwaukee Collegiate Academy

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in Milwaukee Collegiate Academy’s (MCA) learning memo for the 2013–14 academic year. Additionally, important principles applicable to all data collection must be considered.

1. All students attending the school *at any time during the 2013–14 academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each unique Wisconsin student number (WSN) in each data file.
2. All data fields must be completed for each student *enrolled at any time during the school year*. If a student is not enrolled and/or present when a measure is completed, record an N/E for that student to indicate “not enrolled.” This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.
3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

End-of-the-year data must be submitted to NCCD’s Children’s Research Center by no later than the fifth working day after the end of the second semester or June 23, 2014.

Staff person responsible for year-end data submission: Rashida Evans.

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster; Enrollment and Termination/Withdrawal	For each student enrolled at any time during the year, include the following. <ul style="list-style-type: none"> • WSN • Local student ID • Student name • Grade level (in PS) • Grade level (if different from what is reported in PS) • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, or not eligible) • Enrollment date • Termination/withdrawal date, if applicable 	PowerSchool (PS)	Rashida Evans (RE)

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Termination/withdrawal reason, if applicable, including if student was expelled • Assessed for special education (Y, eligible; Y, not eligible; N) 		
Attendance	<p>For each student enrolled at any time during the year, include the following.</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 out-of-school suspensions • Number of days out-of-school suspension • Number of in-school suspensions • Number of days in-school suspension 	PS	RE
Parent/Guardian Participation	<p>For each student enrolled at any time during the year, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Attend conference 1 (parent, student, parent and student, none, N/A, N/E) • Conference 1 type (school, phone, home, written report, none, N/A, N/E) • Conference 1 date • Attend conference 2 (parent, student, parent and student, none, N/A, N/E) • Conference 2 type (school, phone, home, written report, none, N/A, N/E) • Conference 2 date 	PS	RE

<p>Special Education Needs Students</p>	<p>For each student assessed for special education needs (as indicated on the student roster), include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • The special education need, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at MCA during the previous school year (i.e., was student continuing special education or did special education services begin this year)? • Eligibility assessment date (the date the team met to determine eligibility; may be during previous school year) • Eligibility reevaluation date (this is the three-year reevaluation date to determine if the child is still eligible for special education; may be during a subsequent school year) • Individualized education program (IEP) completion date (this is the date the IEP in place during this school year was developed; may have been during a prior year; if initial, the date will be this school year) • IEP review date (enter the date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A) • IEP review results, e.g., continue in special education, no longer eligible for special education, or N/A <p>For students with IEP annual reviews or reevaluations this year, include:</p> <ul style="list-style-type: none"> • Number of goals on the IEP under review; and • Number of goals met on the IEP at the time of the annual review or reevaluation. Enter 	<p>OASYS and/or a separate spreadsheet</p>	<p>Mary Gordon (MG) and Eric Busiek (EB)</p>
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Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	N/A if the IEP was new and was not reviewed this year.		
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/guardian/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	Samantha Mewes (SM)
High School Graduation Requirements Credits and grade promotion/graduation	<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) 	PS	SM
High School Graduation Requirements: 12th-	For each graduating 12th-grade student, include the following.	Spreadsheet	SM

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Grade College Applications and Acceptance	<ul style="list-style-type: none"> • WSN • Student name • Number of college applications completed by end of the school year • Number of colleges to which student was accepted by end of school year 		
Academic Achievement: Local Measures Reading and math for 9th-, 10th-, and 11th-grade students	All data required for local reading and math measures is outlined below in the EXPLORE, PLAN, and ACT sections.		Kourtney Bauswell (KB) and SM
Academic Achievement: Local Measures Reading for 12th-grade students	<p>For each 12th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Lexile level at the time of the fall Achieve3000 assessment • Date of the fall test (or first test if student enrolls after the beginning of the school year) • Lexile level at the time of the spring assessment • Date of the spring assessment 	Spreadsheet	KB
Academic Achievement: Local Measures Math for 12th-grade students	<p>For each 12th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Was student enrolled in precalculus for the entire school year (Y, N) • Percent of math competencies attained by the spring assessment 	Spreadsheet	KB
Academic Achievement: Local Measures Writing	<p>For each student, enter the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Final writing total score 	Spreadsheet	KB
Academic Achievement: Local Measures IEP	See "Special Education Needs Students" section above	Spreadsheet	MG and EB

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<p>Academic Achievement: Standardized Measures</p> <p>EXPLORE</p>	<p>For each 9th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • EXPLORE English, mathematics, reading, and science scores from fall semester • EXPLORE composite score from fall semester. Enter N/E if student was not enrolled. • If student was not there at the time of the fall test, enter the scores from the EXPLORE administered within 30 days of enrollment (include the date administered) • EXPLORE English, mathematics, reading, and science scores from spring semester • EXPLORE composite score from spring semester. Enter N/E if student was not enrolled. 	<p>Spreadsheet; also provide copies of student score sheets provided by test publisher or data disc from test publisher including test scores</p>	<p>KB and SM</p>
<p>Academic Achievement: Standardized Measures</p> <p>PLAN</p>	<p>For each 10th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • PLAN English, mathematics, reading, and science scores from fall semester • PLAN composite score from fall semester. Enter N/E if student was not enrolled. • If student was not there at the time of the fall test, enter the scores from the PLAN administered within 30 days of enrollment (include the date administered) • PLAN English, mathematics, reading, and science scores from spring semester • PLAN composite score from spring semester. Enter N/E if student was not enrolled. 	<p>Spreadsheet; also provide copies of student score sheets provided by test publisher or data disc from test publisher including test scores</p>	<p>KB and SM</p>

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<p>Academic Achievement: Standardized Measures</p> <p>Wisconsin Knowledge and Concepts Examination (WKCE)</p>	<p>For each 10th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and state percentile for WKCE math test • Proficiency level, scale score, and state percentile for WKCE reading test • Proficiency level and scale score for WKCE language arts test • Proficiency level and scale score for WKCE social studies test • Proficiency level and scale score for WKCE science test • Total writing score 	<p>Spreadsheet; also provide copies of student score sheets provided by test publisher or data disc from test publisher including test scores</p>	<p>KB and SM</p>
<p>Academic Achievement: Standardized Measures</p> <p>ACT or SAT for 11th-grade students</p>	<p>For each 11th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Took the ACT (Y, N, N/E) • Date student took the ACT • ACT English, mathematics, reading, and science scale scores • ACT composite score • Took the SAT (Y, N, N/E) • Date student took the SAT 	<p>Spreadsheet; also provide copies of student score sheets provided by test publisher or data disc from test publisher including test scores</p>	<p>KB and SM</p>
<p>Academic Achievement: Standardized Measures</p> <p>ACT or SAT for 12th-grade students</p>	<p>For each 12th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Took the ACT (Y, N, N/E) • Date student took the ACT • ACT English, mathematics, reading, and science scale scores • ACT composite score • Took the SAT (Y, N, N/E, N/A) • Date student took the SAT 	<p>Spreadsheet; also provide copies of student score sheets provided by test publisher or data disc from test publisher including test scores</p>	<p>KB and SM</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%)

*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%

*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

*For the 2011–12 school year, credits earned were unavailable for two students.

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

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: Number and 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%

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%

*This number reflects only the number of teachers who were eligible to 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%

Table C8	
Milwaukee Collegiate Academy DPI Report Card	
School Year	Rating
2011–12	Not Available
2012–13	40.5

Appendix D

CSRC School Scorecard

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

r: 4/11

K5-8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1-3		
• SDRT—% remained at or above grade level (GL)	(4.0)	10.0%
• SDRT—% below GL who improved more than 1 GL	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced	(7.5)	35.0%
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(3.75)	15.0%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or advanced	(7.5)	15.0%
• WKCE math—% proficient or advanced	(7.5)	

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

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to PLAN—Composite score at or above 17 on EXPLORE and at or above 18 on PLAN	(5.0)	30.0%
• EXPLORE to PLAN—Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	(10.0)	
• Adequate credits to move from 9th to 10th grade	(5.0)	
• Adequate credits to move from 10th to 11th grade	(5.0)	
• DPI graduation rate	(5.0)	

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

LOCAL MEASURES		
• % met reading	(3.75)	15.0%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	15.0%
• WKCE math—% proficient and advanced	(7.5)	

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

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

Note: If a school has less 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 in 2012–13, Wisconsin DPI applied more rigorous proficiency-level cut scores to the WKCE reading and math tests. These revised cut scores are based on standards set by the NAEP and require students to achieve higher scale scores in order to be considered proficient, and scorecards include points related to current year and year-to-year WKCE performance. Last year, in order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two high school scorecards: one using the former WKCE cut scores and one using the revised cut scores. However, because CSRC's standards and the scorecard were developed based on the former cut scores, CRC prepared only one school scorecard this year, using WKCE results based on the former cut scores.

Table D

Milwaukee Collegiate Academy
CSRC School Scorecard Including Former WKCE Cut Scores*
2013–14 School Year

Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress	EXPLORE to PLAN: Composite score at or above 17 on EXPLORE and at or above 18 on PLAN	5.0	30.0%	N/A	--
	EXPLORE to PLAN: Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	10		89.6%	9.0
	Adequate credits to move from 9th to 10th grade	5.0		56.1%	2.8
	Adequate credits to move from 10th to 11th grade	5.0		61.7%	3.1
	12th Grade	Graduation rate (DPI) ⁶²		5.0	88.2%
Postsecondary Readiness: 11th to 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		97.8%	2.4
	% of graduates with ACT composite score of 21.25 or more	2.5		7.1%	0.2
Local Measures	% met reading	3.75	15.0%	85.1%	3.2
	% met math	3.75		65.2%	2.4
	% met writing	3.75		24.2%	0.9
	% met special education	3.75		53.8%	2.0
Student Academic Achievement: 10th Grade	WKCE reading: % proficient and advanced*	7.5	15.0%	36.4%	2.7
	WKCE math: % proficient and advanced*	7.5		18.2%	1.4
Engagement	Student attendance	5.0	25.0%	87.2%	4.4
	Student reenrollment	5.0		88.4%	4.4
	Student retention	5.0		72.1%	3.6
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		57.1%	2.9
TOTAL		95.0⁶³			64.8 (68.2%)

*WKCE scores in this report card were based on the former proficiency-level cut scores used up until the 2012–13 school year.

⁶² Based on the 2012–13 DPI four-year rate; the scorecard percent in last year's report was based on the school's graduation rate as the DPI rate was not available.

⁶³ There were too few students at or above the EXPLORE composite benchmark to include results in this report. The possible points for that measure were subtracted from the total possible points. The scorecard percentage was calculated using the modified denominator, or 95.0 points.

Appendix E

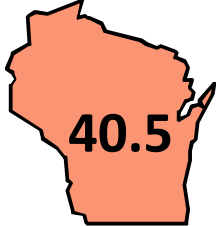
2012–13 Wisconsin DPI Report Card



Milwaukee Collegiate Academy | Milwaukee Collegiate Academy

School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating



Fails to Meet Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Priority Areas	School Score	Max Score	9-12 State	9-12 Max
Student Achievement	35.8/100		67.5/100	
Reading Achievement	19.4/50		32.2/50	
Mathematics Achievement	16.4/50		35.3/50	

Student Growth

Student Growth	NA/NA	NA/NA
Reading Growth	NA/NA	NA/NA
Mathematics Growth	NA/NA	NA/NA

Closing Gaps

Closing Gaps	NA/NA	67.1/100
Reading Achievement Gaps	NA/NA	16.5/25
Mathematics Achievement Gaps	NA/NA	16.9/25
Graduation Rate Gaps	NA/NA	33.7/50

On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness	74.7/100	83.0/100
Graduation Rate (when available)	70.0/80	71.6/80
Attendance Rate (when graduation not available)	NA/NA	NA/NA
3rd Grade Reading Achievement	NA/NA	NA/NA
8th Grade Mathematics Achievement	NA/NA	NA/NA
ACT Participation and Performance	4.7/20	11.4/20

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)
Absenteeism Rate (goal <13%)
Dropout Rate (goal <6%)

Total Deductions: -5

Goal met: no deduction
Goal not met: -5
Goal met: no deduction

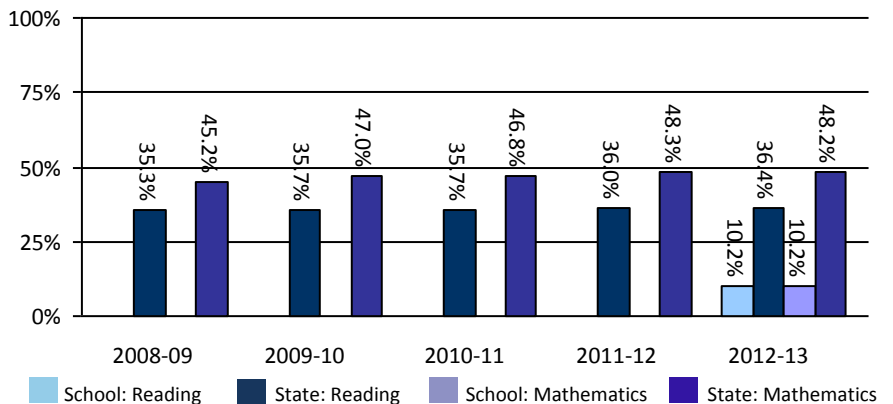
School Information

Grades	9-12
School Type	Public High School
Enrollment	181
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.0%
Asian or Pacific Islander	0.0%
Black not Hispanic	98.9%
Hispanic	0.6%
White not Hispanic	0.6%
<i>Student Groups</i>	
Students with Disabilities	10.5%
Economically Disadvantaged	96.7%
Limited English Proficient	0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://acct.dpi.wi.gov/acct_accountability.

This report serves for both school and district accountability purposes for this school.

Appendix F
Teacher Interview Results

In the spring of 2014, CRC interviewed 10 teachers regarding their reasons for teaching and overall satisfaction with the school. Interviews included teachers from a variety of areas including math, English, special education, physical education, science, social studies, Spanish, history, and current events writing.

The teachers interviewed had been teaching for an average of 4.5 years. The number of years teaching at MCA ranged from one to eight years.

All teachers reported that they routinely use data to make decisions in the classroom and that the school’s leadership uses data to make school-wide decisions. Methods of tracking student progress on the school’s local measures included a variety of subject area tests given throughout the year. Some examples include the Achieve 3000, EXPLORE, PLAN, ACT, and reading and math interim assessments.

One (10.0%) teacher rated the school’s overall progress in contributing to students’ academic progress as excellent, six (60.0%) as good, and three (30.0%) as fair.

When asked to describe how teacher performance is assessed, all teachers reported that they are formally assessed at least once each year. Additionally, all teachers are observed in the classroom, participate in discussions regarding student progress/data, and received informal feedback at least once each month (Table F1).

Table F1								
Milwaukee Collegiate Academy Teacher Performance Assessment 2013-14 (N = 10)								
Type of Assessment	Frequency							
	Never		At Least Monthly or More Often		At Least Once Each Semester		At Least Once Yearly	
	N	%	N	%	N	%	N	%
Formal evaluation using evaluation form	0	0.0%	0	0.0%	8	80.0%	2	20.0%
Classroom observations	0	0.0%	10	100.0%	0	0.0%	0	0.0%
Discussions regarding student progress/data	0	0.0%	10	100.0%	0	0.0%	0	0.0%
Informal feedback/suggestions	0	0.0%	10	100.0%	0	0.0%	0	0.0%

Eight teachers reported that their performance reviews incorporated students’ academic progress or performance; two teachers said that reviews did not. Reviews for most teachers were conducted by the principal and/or the dean. Six teachers said they were very satisfied with the review process, three were somewhat satisfied, and one teacher was very dissatisfied.

Eight of 10 teachers reported plans to continue teaching at the school.

Most teachers rated educational methodology, age/grade level of students, discipline, general atmosphere, class size, administrative leadership, colleagues as somewhat important or very important for continuing to teach at this school (Table F2).

Table F2				
Milwaukee Collegiate Academy				
Reasons for Continuing to Teach at the School				
2013-14				
(N = 10)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Location	2	1	6	1
Financial considerations	1	6	1	2
Educational methodology/ curriculum approach	4	5	1	0
Age/grade level of students	6	2	1	1
Discipline	5	5	0	0
General atmosphere	9	1	0	0
Class size	3	5	2	0
Parental involvement	2	5	2	1
Administrative leadership	9	1	0	0
Colleagues	6	3	1	0
Students	7	0	2	1

CRC asked teachers to rate the school's performance related to class size, materials and equipment, and student assessment plan, shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated professional support and professional development opportunities as excellent. Measures for assessing student's overall progress, individual performance as a teacher, and principal's performance were most often rated as good. One of the 10 teachers listed the school's progress toward becoming a high-performing school as excellent, six teachers listed the school's progress as good, two as fair, and one teacher rated the school's progress as poor (Table F3).

Area	Rating			
	Excellent	Good	Fair	Poor
Class size/student-teacher ratio	5	5	0	0
Program of instruction	4	5	0	1
Measures for assessing students' progress overall	2	7	0	1
Shared leadership, decision making, and accountability	4	4	2	0
Professional support	8	1	1	0
Professional development opportunities	6	3	1	0
Progress toward becoming a high-performing school	1	6	2	1
Your students' academic progress	0	5	5	0
Adherence to discipline policy	0	5	4	1
Instructional support	5	4	1	0
Parent/teacher relationships	0	3	6	1
Teacher collaboration to plan learning experiences	4	2	3	1
Parent involvement	0	0	8	2
Your performance as a teacher	0	8	2	0
Principal's performance	0	9	1	0

When asked to name two things they liked most about the school, most teachers noted one of the following.

- The school's mission and vision include a college and community focus.
- Students are held to high standards and provided unique opportunities for success.
- School leaders are excellent, committed, and are very supportive of the staff and the students.
- The school's small size allows staff and students to develop positive/supportive relationships.

Teachers most often mentioned the following as things they liked least about the school.

- There has been constant staff turnover. Some contributing factors might be the heavy workload and the expectation that teachers write their own curriculum without adequate guidance.
- There is a lack of consistency in the implementation of disciplinary practices. This process needs to be revised to be more beneficial to students.
- The school has not raised students' overall performance to a high-enough level.
- Parental involvement and buy-in is not adequate and is necessary to achieve the school's overall goals.

Some teachers identified the following barriers that could affect their decision to remain at the school.

- Current salaries are not adequate.
- There are only limited opportunities for promotions.
- The assignment of new courses without adequate planning time or support.

When asked whether they had any suggestions for improving the school, teachers most often said the following.

- There needs to be consistent implementation of disciplinary practices. The hiring of a strong dean of school culture could improve practice in this area and enhance the overall learning environment.
- The problem of staff turnover needs to be solved so that teaching practices become more consistent with the school's mission and vision.
- The absence of adequate support staff makes it difficult to address the social and emotional needs of the students in the school.
- There needs to be improved consistency in teachers' practice and retaining teachers from year to year.

Appendix G

Parent Survey/Interview Results

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, MCA distributed surveys during spring parent-teacher conferences. The school asked parents to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone or sent a new survey in the mail. There were 54 surveys representing 53 (30.1%) of 176 families completed and submitted to CRC.⁶⁴

Half (50.0%) of the parents who completed a survey heard about the school from a source other than one of the listed choices; many of these parents said that they heard about the school from their children or through their own research. Smaller proportions heard about the school through church, friends/relatives, and media (Table G1).

Table G1		
Milwaukee Collegiate Academy		
How Parents Learned About the School		
2013–14		
(N = 54)		
Method	Response	
	N	%
Newspaper	0	0.0%
Private school	0	0.0%
Community center	0	0.0%
Church	5	9.3%
Friends/relatives	21	38.9%
TV/radio/Internet	2	3.7%
Other	27	50.0%

Parents chose to send their children to MCA for a variety of reasons. Most rated the school’s general atmosphere (88.9%) and educational methodology (85.2%) as very important reasons for selecting this school. In addition, almost all parents (94.4%) rated school safety as very important to them when choosing this school (Table G2).

Some parents (22.2%) identified other reasons for enrolling their child in the school, including the staff and administration, the high standards, and discipline (not shown).

⁶⁴ If more than one parent in the family or household completed a survey, both were included. If one parent completed more than one survey, the survey completed for the oldest child was retained for analysis.

Table G2

**Milwaukee Collegiate Academy
Parent Reasons for Choosing the School
2013–14
(N = 54)**

Factor	Response									
	Very Important		Somewhat Important		Somewhat Unimportant		Not at All Important		No Response	
	N	%	N	%	N	%	N	%	N	%
Location	27	50.0%	18	33.3%	3	5.6%	6	11.1%	0	0.0%
Other children or relative already attending this school	11	20.4%	7	13.0%	0	0.0%	32	59.3%	4	7.4%
Educational methodology	46	85.2%	5	9.3%	2	3.7%	0	0.0%	1	1.9%
Range of grades in school	41	75.9%	9	16.7%	2	3.7%	2	3.7%	0	0.0%
Discipline	45	83.3%	6	11.1%	2	3.7%	1	1.9%	0	0.0%
General atmosphere	48	88.9%	6	11.1%	0	0.0%	0	0.0%	0	0.0%
Class size	46	85.2%	5	9.3%	2	3.7%	1	1.9%	0	0.0%
Recommendation of family and friends	24	44.4%	13	24.1%	3	5.6%	13	24.1%	1	1.9%
Opportunities for parental participation	40	74.1%	10	18.5%	2	3.7%	1	1.9%	1	1.9%
School safety	51	94.4%	2	3.7%	0	0.0%	0	0.0%	1	1.9%
Frustration with previous school	18	33.3%	3	5.6%	1	1.9%	32	59.3%	0	0.0%

CRC examined parental involvement as another measure of satisfaction with the school. Involvement was based on the number of contacts between the school and the parent(s) and parents' participation in educational activities in the home.

For the first measure—parent-school contact—contacts occurred for a variety of reasons. For example, most parents reported contact with the school at least once regarding their child's academic performance or behavior (Table G3).

Table G3										
Milwaukee Collegiate Academy										
Parent-School Contacts										
2013–14										
(N = 54)										
Areas of Contact	Number of Contacts									
	0 Times		1–2 Times		3–4 Times		5+ Times		No Response	
	N	%	N	%	N	%	N	%	N	%
Your child(ren)'s academic performance	4	7.4%	13	24.1%	14	25.9%	23	42.6%	0	0.0%
Your child(ren)'s behavior	12	22.2%	16	29.6%	10	18.5%	16	29.6%	0	0.0%
Providing information for school records	26	48.1%	18	33.3%	5	9.3%	5	9.3%	0	0.0%
Other	1	1.9%	1	1.9%	0	0.0%	2	3.7%	50	92.6%
Graduation and postsecondary plans	22	40.7%	7	13.0%	11	20.4%	10	18.5%	4	7.4%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical month, 85.1% of 54 parents monitored homework completion, 96.2% discussed their child's postsecondary plans with him/her, 77.8% watched educational programs on television, 88.8% participated in activities outside of school, and 98.1% discussed their child's progress toward graduating with him/her, at least once a month.

Parents also rated the school on various aspects using a scale from poor to excellent. Parents rated the school as good or excellent in most aspects of the academic environment. For example, most parents said the program of instruction (85.2%) and opportunities for parental involvement (85.2%) were excellent or good (Table G4.)

Table G4										
Milwaukee Collegiate Academy										
Parental Satisfaction										
2013–14										
(N = 54)										
Area	Response									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	26	48.1%	20	37.0%	7	13.0%	0	0.0%	1	1.9%
Child's academic progress	24	44.4%	17	31.5%	8	14.8%	4	7.4%	1	1.9%
Student-teacher ratio/ class size	27	50.0%	19	35.2%	5	9.3%	0	0.0%	3	5.6%
Discipline methods	25	46.3%	10	18.5%	11	20.4%	7	13.0%	1	1.9%
Parent/teacher relationships	22	40.7%	21	38.9%	7	13.0%	3	5.6%	1	1.9%
Communication regarding learning expectations	24	44.4%	17	31.5%	7	13.0%	6	11.1%	0	0.0%
Opportunities for parental involvement	30	55.6%	16	29.6%	4	7.4%	3	5.6%	1	1.9%
Teacher(s)'s performance	21	38.9%	23	42.6%	8	14.8%	1	1.9%	1	1.9%
Principal's performance	32	59.3%	10	18.5%	5	9.3%	5	9.3%	2	3.7%
Teacher/principal availability	29	53.7%	10	18.5%	8	14.8%	5	9.3%	2	3.7%
Responsiveness to concerns	24	44.4%	15	27.8%	8	14.8%	6	11.1%	1	1.9%
Progress reports for parents/guardians	35	64.8%	11	20.4%	8	14.8%	0	0.0%	0	0.0%
Graduation plan: credits earned	24	44.4%	17	31.5%	6	11.1%	7	13.0%	0	0.0%
Graduation plan: postsecondary plans	36	66.7%	8	14.8%	8	14.8%	2	3.7%	0	0.0%
Assistance with application process for postsecondary options/college	26	48.1%	11	20.4%	5	9.3%	2	3.7%	10	18.5%

Parents indicated their level of agreement with several statements about school staff. Most (92.6%) reported that they were comfortable talking with their child’s teachers and/or school staff and many (72.2%) were satisfied with overall performance of staff (Table G5).

Table G5												
Milwaukee Collegiate Academy Parental Rating of School Staff 2013–14 (N = 54)												
Statement	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with staff	39	72.2%	11	20.4%	3	5.6%	1	1.9%	0	0.0%	0	0.0%
The staff keep me informed about my child(ren)’s performance	25	46.3%	16	29.6%	6	11.1%	4	7.4%	3	5.6%	0	0.0%
I am comfortable with how the staff handles discipline	20	37.0%	13	24.1%	10	18.5%	7	13.0%	4	7.4%	0	0.0%
I am satisfied with the overall performance of the staff	27	50.0%	12	22.2%	7	13.0%	7	13.0%	0	0.0%	1	1.9%
The staff recognize my child(ren)’s strengths and weaknesses	31	57.4%	12	22.2%	5	9.3%	4	7.4%	1	1.9%	1	1.9%

Parental satisfaction was also evident in the following results.

- Most (81.5%) parents would recommend this school to other parents.
- A majority (74.1%) of parents will send their child to the school next year. A total of 10 (18.5%) parents said they will not send their child to the school next year and a few (7.4%) were not sure. Most parents who said they would not said the child was expelled, had graduated, or that their child needed a different learning environment.
- When asked to rate the school’s overall contribution to their child’s learning, a majority (79.6%) of parents rated the school’s overall contribution to their child’s learning as excellent or good. Some (11.1%) parents rated the school’s contribution as fair and a small percentage (7.4%) rated the school’s contribution as poor. One parent did not respond to the question.

When asked what they like most about the school, some common responses included the following.

- The school's curriculum is designed to prepare its students for success in college. The staff have high academic standards and personalize their instructional practices to enable students to make educational progress and achieve their short- and long-term goals.
- Teachers and other staff care about students and push them to succeed academically. They also partner with parents to better support and prepare the students for college.
- The overall school structure and small size makes it possible for MCA to put its mission and vision into practice.

When asked what they like least about the school, the most frequent responses included the following.

- Discipline policies and practices are too strict and implemented inconsistently. Specific concerns noted about afterschool discipline were that it causes students to stay too late and it gets dangerous and that students were in detention too frequently.
- Some felt that communication with the principal and teacher's was inadequate or poor and that parents were not regularly informed about discipline or academic problems.

Appendix H
Student Interview Results

At the end of the school year, CRC staff asked 19 randomly selected eleventh and twelfth graders several questions about their school. Student interview responses were generally positive.

- Almost all (17, or 89.5%) students indicated that they used computers at school.
- A total of 15 (78.9%) students thought that at least some of the marks they received on their classwork, homework, and report cards were fair.
- A majority of students said they had improved their reading and math ability.
- Most students said that they felt safe while at school.

When CRC asked students about graduation and college plans, all 19 students said that they have a high school graduation plan, that their teachers talk to them about college, and that they plan to go to college (not shown).

Table H				
Milwaukee Collegiate Academy Student Interview 2013-14 (N = 19)				
Question	Answer			
	A Lot	Some	No/Not At All	No Response/ Don't Know/ N/A
Do you like your school?	7	12	0	0
Have you improved in reading?	12	5	0	0
Have you improved in math?	13	6	0	0
Do you use computers at school?	17	2	0	0
Do you like the school rules?	1	11	7	0
Do you think the school rules are fair?	6	11	2	0
Do you get homework on a regular basis?	15	4	0	0
Do your teachers help you at school?	13	6	0	0
Do you like being in school?	6	12	1	0
Do you feel safe at school?	17	2	0	0
Do people work together in school?	12	7	0	0
Do you feel the marks you get on classwork, homework, and report cards are fair?	8	7	4	0
Do your teachers talk to your parents?	4	8	6	0
Does your school have afterschool activities?	13	6	0	0

When asked what they liked best about the school, students most frequently reported the following:

- The school prepares students for college and helps them understand the power of higher education.
- The school is small and the overall atmosphere feels like a family.
- Staff care, find time for students, and push students to do their best so they are prepared for success in college.

When asked what they liked least, most students mentioned one of the following:

- The disciplinary rules include a detention and demerit system; some indicated that they felt the rules were childish and unfair.
- There is a lack of African American teachers in the school.
- Some teachers have bad attitudes and do not speak respectfully to students.

Appendix I

Board Interview Results

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. MCA's board of directors consists of 15 members, including chair, vice chair, secretary, and treasurer. There are also three members who chair special committees, including academic excellence, resource development, and audit. CRC conducted phone interviews using a prepared interview guide with 14 (93.3%) of the 15 board members who agreed to participate.

Three of the board members have served on the board for one year, three for two years, two for three years, two for four years, one for five years, one for seven years, and two for 10 years. The board members represent experience in education, law, finance, and information technology, and some have prior board experience; two of the members are parents of MCA students.

All 14 board members said they participate in strategic planning for the school, received a presentation on the school's annual academic performance report, received and approved the school's annual budget, and reviewed the school's annual financial audit.

Table I					
Milwaukee Collegiate Academy Board Member Interview Results 2013-14 (N = 14)					
Performance Measure	Response				
	Excellent	Good	Fair	Poor	Don't Know
Teacher-student ratio/class size	3	8	1	0	2
Program of instruction	5	9	0	0	0
Students' academic progress	1	9	4	0	0
Adherence to discipline policy*	7	4	0	1	1
Administrator's financial management	8	6	0	0	0
Professional development opportunities	4	8	1	0	1
Instructional support*	4	8	0	0	1
Progress toward becoming a high-performing school	1	12	1	0	0
Parental involvement	0	2	9	3	0
Community/business involvement	1	7	4	0	2
Teachers' performance	1	10	1	0	2
Principal's performance*	10	3	0	0	0
Current role of the board of directors	4	10	0	0	0
Financial resources to fulfill school's mission	1	5	8	0	0
Safety of the educational environment	5	9	0	0	0

*Each of these items received one rating of 1.5; those responses are not shown in the table.

A total of 13 of the members reported that the board uses data to make decisions regarding the school.

On a scale of poor to excellent, all 14 board members rated the school, overall, as excellent or good.

When asked what they liked most about the school, the board members most frequently mentioned the following items.

- The school's mission to graduate students that go to and graduate from college. Without this school, most of these students would not have this opportunity.
- The overall school culture as a community with high academic standards and expectations for its students. There is a clear focus on academic growth and the school works closely with students to maximize their success.
- The Board members and administrative staff who are experienced, dedicated, and passionate about the school's mission and the academic progress of their students.

Regarding things like least, board members often mentioned the following.

- The current level of per-pupil funding requires that the school engage in constant fundraising, especially with the growing list of DPI requirements. This model is not sustainable and limits opportunities the school can provide for its students.
- Students enter the school with academic skill levels that are so low it is difficult for the school to achieve its mission. The school has not attained the performance level required for the school to accomplish its overall mission.
- There are only limited opportunities for students to engage in diverse and "fun" activities that can make high school a "magical" experience for youth.

When asked for one suggestion for improving the school, the main recommendations from board members focused on the following.

- The developmental opportunities and supports for staff need to be enhanced so the school can attract and retain high-quality professionals over an extended period of time.
- The school needs to stay focused on strategies that increase the rigor and academic excellence of the curriculum and instruction provided to students. This would be enhanced by a summer program and more college experiences for the students.
- There need to be broader and more diverse experiences available for students. Enrichment activities need to complement the academic rigor of the curriculum.