



# Schools and Communities United

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To: Steering & Rules Committee & Council Members  
From: Gail Hicks  
Date: January 15, 2015

Re: Charter School Review Committee - City Charter Schools  
Attachments Included

Good afternoon my name is Gail Hicks, 2226 N. 52<sup>nd</sup> Street, City 53208  
We drew straws and I got Milwaukee Collegiate Academy.

My associates and I have attended the Charter School Review Committee meetings for the past four years. We had the opportunity to witness and record the operating process first hand. We discovered that there were no minutes of previous meetings available and was told that there would not be any. At many of the meetings the public was not allowed to speak but we persevered. I would like to cite three of the many issues we would like for you to consider before you vote on these schools.

The data provided in each of the Programmatic Profiles is very misleading. The DPI Report Cards from 2012-2013 is used in this years report instead of the 2013-2014 reports. When asked about it at the CSRC meeting we were told that the 2013-2014 reports were not available. Yet and still recommendations were made by the NCCD-CRC before they received the 2013-2014 reports. This type of reporting should be called to question. We would ask that you look at this before making any decisions about these schools.

Milwaukee Collegiate Academy formerly CEO Academy has been in existence since 2004. It started out as a private school supported by Marquette with TALC funding. It was a struggling school. In 2011 it became a City Charter the school continued to struggle. In 2013 the school changed its name to what it is today Milwaukee Collegiate Academy and as the data shows the school is still struggling. Teacher and student retention is very low. Some of the students at the school participated in a survey and one of their requests is to have some teachers that reflect the racial demographics of the school. This school ranks second from the bottom of the performance scale. They have a performance score of 32.7 on the DPI report card.. The school was not recommended for probation or provided with any solutions to help the school improve. At the CSRC meeting it was suggested that maybe some of the best practices used by other schools should be shared with schools that are having less success. We were told by the CSRC that they do not tell a school how to operate their school. Independence is fine but when it is apparent that the school and the children need some sort of intervention to address their low performance issues. I would think that it would be the responsibility of the governing body to provide some strategies to help the school. Should a school that has

been in existence for such a long time be allowed to continue to struggle along at the children's expense?

Of the ten schools that the city charters all but three are located on the N-NW side of the city. The racial demographics of these schools are 90% plus African American. The children were enrolled in this school system to receive a better education than what the traditional public school has to offer. However, the data surrounding each of these schools is showing some alarming statistics. As one elected official said "The children are just guinea pigs for the business community. Since this is a known fact, we would ask that steps be taken to stop this from continuing to occur.

We would like for the committee to review each one of the schools individually because there are some serious concerns by some members of the community. Remember the children can not make things better for themselves. We, the adults, must step up to the plate and make it happen for them.

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

Student Achievement

Reading Achievement	15.3/50	33.3/50
Mathematics Achievement	11.4/50	35.8/50

Student Growth

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

Closing Gaps

Reading Achievement Gaps	NA/NA	17.5/25
Mathematics Achievement Gaps	NA/NA	17.0/25
Graduation Rate Gaps	NA/NA	33.0/50

On-Track and Postsecondary Readiness

Graduation Rate (when available)	NA/NA	NA/NA
Attendance Rate (when graduation not available)	82.0/100	72.2/80
3rd Grade Reading Achievement	NA/NA	NA/NA
8th Grade Mathematics Achievement	NA/NA	NA/NA
ACT Participation and Performance	NA/NA	11.6/20

School Max Score 9-12 9-12 State Max

26.6/100 69.1/100

15.3/50 33.3/50

11.4/50 35.8/50

NA/NA NA/NA

NA/NA NA/NA

NA/NA NA/NA

NA/NA 67.5/100

NA/NA 17.5/25

NA/NA 17.0/25

NA/NA 33.0/50

82.0/100 83.8/100

NA/NA NA/NA

82.0/100 72.2/80

NA/NA NA/NA

NA/NA NA/NA

NA/NA 11.6/20

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

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	200

Race/Ethnicity

American Indian or Alaska Native	0.0%
Asian or Pacific Islander	0.0%
Black not Hispanic	98.5%
Hispanic	0.5%
White not Hispanic	1.0%

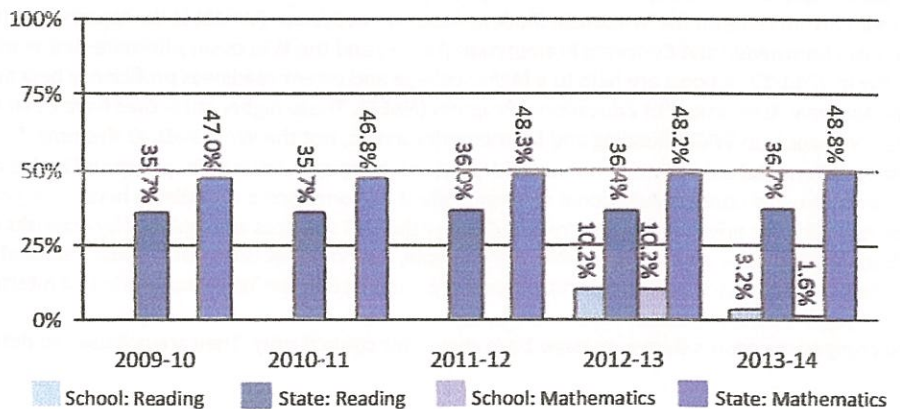
Student Groups

Students with Disabilities	8.0%
Economically Disadvantaged	97.5%
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://reportcards.dpi.wi.gov/>.

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

**Priority Areas**

- Student Achievement measures the level of knowledge and skills among students in the school, compared to state and national standards. It includes a composite of reading and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the school.
- Student growth describes how much student knowledge of reading and mathematics in the school changes from year to year. It uses a point system that gives positive credit for students progressing toward higher performance levels, and negative credit for students declining below proficiency.
- Closing Gaps provides a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges districts that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.
- On-Track and Postsecondary Readiness indicates the success of students in the district in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate, as applicable to the district. It also includes measures of third-grade reading and eighth-grade mathematics achievement, and ACT participation and performance, as applicable to the district.

**Student Engagement Indicators**

- Student Engagement Indicators are measures outside the four Priority Areas that affect student success or the soundness of the report card. Each indicator has a goal, and schools that fail to meet that goal receive a point deduction from their Overall Accountability Score. Goals were set by looking at statewide data and establishing thresholds that identify schools contributing the most to lowering Wisconsin's overall performance in the areas below.
- Test Participation Rate: Every school has a goal of 95% participation in the Wisconsin Student Assessment System (WSAS). The school's performance is measured by the participation rate of the lowest-participating student group. If this rate is less than 95%, but at least 85%, five points are deducted from the school's overall score; if this rate is less than 85%, 10 points are deducted.
- Absenteeism Rate: This indicator describes the proportion of students in the school who attend school less than 84.1% of the time. If the absenteeism rate in the school is 13% or more, five points are deducted. The absenteeism rate is different from the attendance rate because it measures students who are absent from school a certain amount of time, not how often students are present in school.
- Dropout Rate: The goal for all middle and high schools is to have a dropout rate of less than 6%. A school not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

**Notes on this School Report Card**

- The data presented in this report card are for public, state, and federal accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data include results for both the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD).
- Starting in 2011-12, schools are held to a higher college and career readiness proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores, not the WAA-SWD, at this time.
- Some supplemental data that are not used for accountability calculations are presented in this report card for informational purposes in order to provide context. Additional data on student performance are available here: <http://wisconsin.dpi.wi.gov/>.
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks on public report cards.
- NA is used when data are Not Applicable. For example, a school that does not graduate students will have NA listed for graduation results.
- The analytical processes used in this report card are described in the Technical Guide and Interpretive Guide: <http://reportcards.dpi.wi.gov/>.
- State comparison scores shown on page 1 are shown for context only. They are not used to determine this school's score or rating.

## **Milwaukee Collegiate Academy**

**Grades 9-12 — 4th year City charter; before that 7 years as a private religious voucher school.**

**Enrollment—Beginning of 2013-14 year: 201; end of school year: 160.**

Overview: For the past two years, its academic performance has been near the bottom among City charters. It is in its 11th year of operation, first as a private voucher school and now a City charter. In both 2011-12 and 2012-13, it expelled 11% of its students. In 2013-14 it expelled 16% of its students. These expulsion rates are at least 5 times greater than any other City-chartered high school and 10 times greater than Milwaukee Public Schools high schools. Its suspension rate was 56% in 2011-12 and 42% in 2012-13, higher than any other City charter school or MPS high school.

### **Report from Review Committee's Consultant (Children's Research Center/National Council on Crime and Delinquency):**

"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."

### **Local Management**

- The school is locally based and not part of a national system.
- It opened in 2004 as a private Christian high school, the Clergy for Educational Options (CEO) Leadership Academy. It was a private voucher school during 2004-11. In fall 2011 it became a City-chartered school under the name Commitment, Excellence & Opportunity (CEO) Leadership Academy. In 2013, it changed its name to Milwaukee Collegiate Academy.
- In 2012-13, it received about \$1.6 million in state charter school aid, about \$350,000 in additional federal and state grants, and \$478,841 in private grants. In that year its net fund balance went from \$117,371 to \$475,841.
- In 2013-14, the school's board consisted of: Howard Fuller (Chair), Jack Gebhardt, Michelle Nettles, DeVona Wright-Contrell, Kenneth Robertson, Robert Davis, Jeff DeAngelis, Vera Graves-Davis, Archie Ivy, Kole Knueppel, Naryan Leazer, Shareka McGee, Deborah McGriff, Shunn Morrise, Jim Rowe and Joe Tate.

### **Facility**

- 4030 N. 29th St. The building is owned by Goodwill Industries of Southeastern Wisconsin (a 501(c)3 nonprofit). In 2014, the first tax year after the school moved in, the property's assessment dropped from \$850,000 to \$543,000.

### **Overall School Accountability Score from Department of Public Instruction**

- 2012-13: Score 40.5; "Fails to Meet Expectations." Ranked 18th of 18 non-MPS charters; 7th of 7 City charters
- 2013-14: Score 32.7; "Fails to Meet Expectations." Ranked 18th of 19 non-MPS charters; 7th of 8 City charters

### **Student Achievement Score from Department of Public Instruction**

- 2012-13: Score 35.8—13th of 18 non-MPS charters; 4th of 7 City charters
- 2013-14: Score 26.6—17th of 19 non-MPS charters; 6th of 8 City charters

[Over]

### Proportion of students considered Proficient or Advanced [DP1]

- 2012-13 Mathematics 10.2%—11th of 18 non-MPS charters; 4 of 7 City charters
- 2013-14 Mathematics 1.6%—19th of 19 non-MPS charters; 8th of 8 City charters
- 2012-13 Reading 10.2%—17th of 18 non-MPS charters; 6th of 7 City charters
- 2013-14 Reading 3.2%—17th of 19 non-MPS charters; 6th of 8 City charters

### Students

- 2013-14: 98% Black non-Hispanic; 98% Economically Disadvantaged; 8% Special Education
- 2013-14: 12% of students who finished the previous year and were eligible to return did not return in the fall
- 2013-14: 28% of students who started in September 2013 withdrew before the end of the school year
- 2013-14: 36 students were expelled during the year (16% of all students).

### Staff

- All 15 classroom teachers to start in September 2013 stayed the entire year. Three of the 7 teachers at the end of the 2012-13 who were eligible to return in September did not return (43%).
- At the end of the 2013-14 year, one teacher did not have a DPI license.
- In interviews with Charter School Review Committee consultant, teachers noted "constant staff turnover," "heavy workload," "expectation that teachers write their own curriculum without adequate guidance," "lack of consistency in the implementation of disciplinary practices. This process needs to be revised to be more beneficial to students."

Prepared for Schools and Communities United by Jack Norman (jacknorman100@gmail.com). Sources: Wisconsin Department of Public Instruction; City of Milwaukee; school web sites, IRS form 990.

# ACT Results for State of Wisconsin, MPS, Milwaukee Academy of Science, and CEO Leadership Academy\* 2011-12

ACT Subject Area	State of Wisconsin	Milwaukee Public Schools (MPS)	State African American Students	MPS African American Students	Milwaukee Academy of Science	CEO Leadership Academy
Number of students	41,243	3,698	5,475	1,839	15	28
% tested	60.8%	85.0%	50.4%	69.8%	78.9%	100.0%
<b>COMPOSITE</b>	<b>22.0</b>	<b>15.9</b>	<b>15.9</b>	<b>14.9</b>	<b>15.6</b>	<b>14.3</b>

\*Public school results are posted on the DPI school performance website, [http://dpi.state.wi.us/sig/usetips\\_data.html](http://dpi.state.wi.us/sig/usetips_data.html), under college admissions/placement tests. Subtest scores were not available for analysis. Results reflect ACT scores for 12th-grade students who took the ACT as 11th or 12th graders.





**Schools listed in order of 2013-14 score**

2011-12 2012-13 2013-14

**Schools chartered by City of Milwaukee:**

	2011-12	2012-13	2013-14
Downtown Montessori	78.7	75.2	84.7
King's Academy	53.9	57.1	67.3
Central City Cyberschool	57.3	62.9	66.2
DLH Academy	61.6	61.2	64.4
Milwaukee Academy of Science	62.1	58.4	64.3
Milwaukee Math and Science Academy	—	49.0	48.1
Milwaukee Collegiate Academy	—	40.5	32.7
North Point Lighthouse Academy	—	—	29.4

2011-12 2012-13 2013-14

**Schools chartered by University of Wisconsin-Milwaukee:**

Milw College Prep--36th St	71.9	72.2	75.0
Woodlands School	76.3	72.9	74.5
Bruce Guadalupe	71.6	72.9	74.0
Tenor High School	51.3	63.8	69.3
Veritas High School	68.0	59.9	68.6
YMCA Young Leaders Academy	68.1	67.1	67.4
21st Century Prep School	62.9	62.9	64.6
Seeds of Health Elementary	66.8	64.4	63.0
Milwaukee Scholars	—	55.3	59.5
Capitol West Academy	60.0	71.2	58.6
Urban Day School	53.0	56.8	52.1

**Overall Accountability Rating**  
(Wisconsin Department of Public Instruction)

83-100: Significantly Exceeds Expectations  
73-83: Exceeds Expectations  
63-73: Meets Expectations  
53-63: Meets Few Expectations  
Below 53: Fails to Meet Expectations

Ratings based on: student achievement; student growth; closing gaps; on-track and postsecondary readiness; and student engagement indicators.  
<http://reportcards.dpi.wi.gov/>

