

# 2017–2018 Programmatic Profile and Educational Performance

October 2018



Milwaukee Collegiate Academy

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This report includes text from Milwaukee Collegiate Academy’s student/parent handbook and/or staff handbook. CRC obtained permission from the school to use this text for the purposes of this report.

**EXECUTIVE SUMMARY  
FOR  
MILWAUKEE COLLEGIATE ACADEMY  
2017–18**

This is the seventh annual report on the operation of Milwaukee Collegiate Academy (MCA), one of eight schools chartered by the City of Milwaukee during the 2017–18 school year. 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 determined the following.

**I. CONTRACT COMPLIANCE SUMMARY<sup>1</sup>**

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

**II. PERFORMANCE CRITERIA**

**A. Local Measures**

**1. Primary Measures of Educational Progress**

The CSRC requires each school to track student progress in reading, writing, math, and individualized education program goals throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students. This year, MCA’s local measures of academic progress resulted in the following outcomes.

Ninth and tenth graders completed the Measures of Academic Progress (MAP) language arts, reading, and math assessments. At the time of the spring assessment:

- Nearly three quarters (71.9%) of students had reached their expected Rasch unit (RIT) score on the language or reading assessment; and
- Less than half (43.1%) had reached their target RIT score on the math assessment.

The school’s goal was 60.0% for both outcomes.

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

Eleventh graders completed the ACT in the fall and spring of the school year. Student progress in reading and math was examined by comparing fall and spring English/reading and math scores.

- By the time of the spring test, 85.7% of eleventh-grade students were at benchmark or had advanced at least one point on the reading and/or English subtests. The school's goal was 75.0%.
- By the time of the spring test, 66.1% of eleventh-grade students were at benchmark or had advanced at least one point on the math subtest. The school's goal was 75.0%.

Twelfth graders completed the Achieve3000 reading assessment and Collegiate Academies' precalculus final exam.

- Most (35, 70.0%) of the 50 students who completed both the fall and spring Achieve3000 met the literacy goal (i.e., maintained proficiency or improved 30 or more Lexile points).
- Most (35, 81.4%) of the 43 students enrolled for the entire year who had end-of-year math scores met the math goal.

Of 220 students, 190 (86.4%) met the writing goal for their grade level. The school met its internal writing goal for all four grade levels.

## 2. Secondary Measures of Educational Outcomes

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

- Attendance
- Parent-teacher conferences
- Special education student records
- Graduation plans

The school met two internal goals (special education student records and graduation plans) and substantially met another two (attendance and parent-teacher conferences).

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

The following summarizes year-to-year achievement from ninth to tenth grade based on standardized ACT Aspire test scores.

- Of 11 students at or above the English benchmark in 2017, 36.4% maintained benchmark in 2018. There were too few students at or above benchmark on the other subtests or composite score to include results this year.
- Of students below benchmark on any of the subtests or the composite score, between 45.7% and 76.1% reached benchmark or improved their scale score by one or more points from 2017 to 2018 on either a subtest or the composite score.

## **C. School Scorecard**

The school scored 73.7% on the pilot CSRC scorecard. This compares with a score of 71.9% on the 2016–17 pilot scorecard.

## **III. SURVEY/INTERVIEW RESULTS**

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

- Of 238 MCA families, 112 (47.1%) responded to the survey.
  - » Almost all (94.6%) parents would recommend this school to other parents.
  - » Most (92.9%) parents rated the school's overall contribution to their child's learning as excellent or good.
- Of 13 board members, 11 participated in interviews.
  - » Nine of 10 board members rated the school as excellent or good overall.
  - » Themes that emerged when asked what they like most about the school included the school's mission, the dedication of the teachers, and the school culture.
- A total of 12 instructional staff/classroom teachers participated in interviews.

- » All 12 (100.0%) teachers listed the school's progress toward becoming a high-performing school as excellent or good.
- » Most (83.3%) teachers rated the students' academic progress as good, 8.3% rated it as excellent, and 8.3% rated it as fair.
- A total of 103 students in attendance the day of the survey participated.
  - » Most (89.3%) indicated that they had improved in English/writing, and 78.6% said they had improved in math.
  - » More than three quarters (76.7%) said that adults in their school help them understand what they need to do to succeed.
  - » More than two thirds (68.9%) plan to enroll in a postsecondary institution after graduation.

#### **IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT**

The school leadership and CRC jointly identified the following activities to continue a focused school improvement plan in the 2018–19 year.

- All instructional staff will participate in training sessions to enable them to increase their skills as reading literacy educators. Staff will use their newly acquired skills to provide instruction to students in small-group settings.
- Create a "care team" to experiment and improve RTI for the minority of students who do not respond to MCA's typical approaches. In addition, some staff will engage in professional development to increase use of restorative justice and circles to address behavioral issues.
- Provide ninth-grade staff with additional supports to maximize the transition for new enrollees into the Summit Learning model and the increased use of blended and project-based learning.

#### **V. RECOMMENDATION FOR ONGOING MONITORING**

This is MCA's seventh year as a City of Milwaukee charter school. Based on the school's past and current contract compliance status and their score of 73.7% on the 2017–18 pilot scorecard, CRC recommends continued annual monitoring and reporting for the next school year.

## **I. INTRODUCTION**

This report was prepared as a result of a contract between the City of Milwaukee and the NCCD Children's Research Center (CRC). It is one component of the program that the Charter School Review Committee (CSRC) uses to monitor performance of all city-chartered schools.

To produce this report, CRC:

- Conducted an initial school visit to collect information related to contract requirements and to draft a learning memo for the new school year as well as a year-end interview to review progress on recommendations and changes that occurred during the year;
- Visited the school throughout the year to observe classrooms and overall school operations and to conduct a random review of special education files;
- Surveyed or interviewed parents, board members, and a sample of teachers and students to gather feedback about the school;
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements; and
- Collected and analyzed data submitted by the school to complete an annual report.

## **II. PROGRAMMATIC PROFILE**

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

**Telephone:** (414) 873-4014

**Website:** <http://milwaukeecollegiateacademy.org/>

**Principal:** Judith Parker



Milwaukee Collegiate Academy (MCA) is on the north side of the city of Milwaukee and opened its doors to ninth- and tenth-grade students in September 2003. It initially operated as a private “choice” high school affiliated with a group of interdenominational church leaders, known as Clergy for Educational Options. It has been chartered by the City of Milwaukee since the fall of 2011.

## **A. Description and Philosophy of Educational Methodology**

### **1. Mission and Vision**

The school’s mission is “to nurture scholars capable of transforming their world, by sending them to and through college.” Its vision is “to produce responsible leaders through academic mastery, community focused education, and the fostering of lifelong learning in any environment.”<sup>2</sup>

### **2. Instructional Design**

The school serves inner-city students who seek high academic standards and high character expectations as part of their learning environment.<sup>3</sup> The school’s updated strategic plan embodies a goal that MCA’s comprehensive curriculum will meet students at their individual levels and prepare them for a four-year college. It is the school’s intent to be at the forefront of education and technology and to have a comprehensive and rigorous curriculum that uses blended learning to advance students on an individual basis. MCA’s curriculum relies

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<sup>2</sup> From the MCA website: <http://milwaukeecollegiateacademy.org/about-2/>

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

upon interim assessments aligned to the college readiness tests (Aspire and ACT) and requires regular attention to data-driven instruction. It also incorporates Wisconsin's Common Core State Standards and ensures that its students will satisfy state requirements for graduation and entrance requirements for most colleges and universities.

In 2016–17, MCA's began incorporating the Summit model into the ninth-grade curriculum. This program is a three-pillared model that emphasizes project-based learning, self-paced mastery, and one-on-one mentoring. Summit emphasizes personalized learning. It is an online platform that comes loaded with a comprehensive teacher-created curriculum, ideas for student projects, and assessments for core subjects.<sup>4</sup> During 2017–18, as the previous year's ninth graders advanced, Summit was rolled out to tenth graders; in 2018–19, it will be rolled out to eleventh graders.

Additionally, students are offered the following opportunities.

- The college coach/counselor assists students in creating a high school graduation plan to focus and monitor their progress toward their post-high school college and career goals. The coach uses a checklist designed for all four years of students' MCA attendance.
- Staff assist students with enrollment in credit-recovery classes (i.e., classes designed to enable students to graduate within four years) if they have not achieved the grade requirement of 74.0% or higher at the end of each semester.
- Staff encourage and assist students with the school's expectation that all students accumulate 20 hours of community service by the time of their graduation.
- MCA collaborated with College Possible Milwaukee to assist its students gaining admission to college and ultimately obtaining a four-year college degree.

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<sup>4</sup> Additional information about the Summit model can be found at <https://www.summitlearning.org/>

Teachers were asked about the methodology/curriculum and program of instruction during end-of-year interviews. Most (91.7%) of 12 teachers interviewed considered the educational methodology/curriculum approach a very or somewhat important reason for continuing to teach at the school. More than half (58.3%) rated the program of instruction as excellent or good.

## **B. School Structure**

### **1. Board of Directors**

MCA is governed by a board of directors, which has ultimate responsibility for the success of the school and is accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all charter terms are met. The board sets policy for the school and hires the school principal, who in turn hires the school staff. The board has regular meetings at which they discuss issues, set policy, and conduct school business. Much of the board work is conducted by committees that meet more frequently than the full board. The three main committees are academic excellence, audit, and resource development.

This year, the board of directors was composed of 13 members: a chair, a vice chair, a past chair, a secretary, a treasurer, a parent representative, and seven other directors serving as members of the community at large. Board members represent a variety of educational organizations and major local businesses that contribute their expertise in administrative and fiscal management. MCA board member experience includes education administration, nonprofit leadership and management, law, and teaching. A few board members have been on the board since the school's inception.

## 2. Areas of Instruction

During the 2017–18 school year, MCA served ninth- through twelfth-grade students. The school had 15 classrooms, a special education resource center, and a school gym/fitness center. MCA has a comprehensive four-year education plan for all students. The plan is designed to enable students to meet all of the school's expectations for annual grade-level promotion; high school graduation; and, ultimately, college success. With the adoption of the Summit model, MCA has grounded its learning approach on what science says about how students learn best. This translates into an intentional design for the school that enables student success in four key outcomes: cognitive skills, content knowledge, habits of success, and sense of purpose.<sup>5</sup>

MCA has stated requirements in two areas: academic and community service. The academic requirement is that students earn at least 21 credits to graduate.<sup>6</sup> The expectations for grade-level promotion are that ninth graders complete five credits, tenth graders complete 10.5 credits, and eleventh graders complete 16 credits. Credit-recovery activities were offered as a component of the school's Saturday morning program and office hours, which met every day after regular school hours.

All students are encouraged to engage in community service. To that end, MCA requires community service for ninth- through eleventh-grade students; 20 cumulative hours of community service are required for twelfth-grade graduates to participate in the graduation ceremony. Students can find their own community service opportunities or seek assistance from

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<sup>5</sup> More detailed descriptions of these four key outcome areas can be found at <https://blog.summitlearning.org/2017/08/science-of-summit-framework-research/>

<sup>6</sup> Specific credit requirements include four credits of English; three credits each of social studies, science, and math; two credits of foreign language; and six elective credits. This information is contained in the *2017–18 Family Handbook*.

staff. Students and the school provide service sites with materials to document students' service hours. These hours are incorporated into student transcripts at the end of each school year.

### 3. Teacher Information

At the end of the 2016–17 school year, MCA had 25 teachers; 21 were eligible to return for the 2017–18 school year. Of those, 15 (71.4%) returned. The 15 returning teachers had been at the school for one to 14 years.

At the beginning of the 2017–18 school year, the MCA teaching roster included 22 teachers and paraprofessionals. These full-time teaching staff had expertise in English, math, science, social studies, foreign language, technology, special education, and physical education/health. All (100.0%) teachers at MCA during the school year held DPI licenses or permits to teach. Of those teachers, 90.9% remained at the school for the entire year.

In addition to teaching staff, MCA operated with an administrative/support staff of 13 individuals: the principal, the director of freshman academy, the dean of instruction, the dean and assistant dean of school culture, the director of operations, the counselor and college counselor, the director of technology, the family liaison, and three office-building staff.

During the interview process, teachers were asked about the teacher assessment process. Most (83.3%) teachers agreed or strongly agreed that the school has a clear teacher assessment process and 91.7% were satisfied with performance assessment criteria. See Appendix H for additional information from interviews with teachers.

#### 4. School Hours and Calendar

The first day of school for all MCA students was August 21, 2017, and the school year ended May 25, 2018. MCA operates on a 40-week school year composed of four 10-week quarters. At the beginning of the 2017–18 school year, MCA provided CRC with its school calendar, indicating that students met their contract requirements for days/hours of instruction. The school opened at 7:35 a.m. for breakfast, and the school day began at 8:00 a.m. with morning meeting/advisory session.

For eleventh and twelfth graders, the first block of instruction started at 8:18 a.m., and the last block ended at 3:43 p.m. The day ended with five minutes of announcements. After the morning meeting, students participated in four learning blocks, lasting 90 minutes each; two advisory sessions lasting 40 minutes; and a 30-minute lunch break. Every student was assigned to an advisory group for academic and behavior guidance. Students were dismissed early (1:00 p.m.) every Wednesday to enable them to engage in community service work and to allow staff to participate in staff meetings or other professional development activities.<sup>7</sup>

Teachers taught courses or worked with students in their areas of expertise and assumed responsibilities for related learning opportunities, such as study skills, student council, leadership team, yearbook, and school newsletter.

MCA students also had the opportunity to participate in afterschool activities from 3:45 p.m. to 5:00 p.m. These activities included College Possible; organized sports; Personal Responsibility, Empathy, Awareness, Respect, Leadership, and Support (PEARLS) for Teen Girls;

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<sup>7</sup> The ninth and tenth graders had a slightly modified schedule to accommodate MCA's new personalized learning instructional model. The schedule was explained in the parent/student handbook.

Boys and Girls Club Community Learning Center; computer club; newsletter; and tutoring for academic assistance. Detention also took place after school. The extended-day program operated Mondays through Thursdays; the exception to this schedule was that basketball activities were held on Friday afternoons/evenings. The school also operated a Saturday Academy from 8:00 a.m. until noon. Study support and tutoring were available for students along with credit-recovery instruction for students needing to acquire additional competencies to receive credit for a specific course.

## 5. Parent Involvement

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

- All parents are required to sign an annual contract with the school. This contract emphasizes that MCA provides students with a college preparatory curriculum and that students might be required to attend Saturday Academy in order to successfully complete the curriculum, graduate, and be prepared for success in college. The contract also identifies the parental responsibility for overseeing student homework completion and studying for other required assessments.
- One of the 13 board members is a parent representative.
- MCA employed deans of student culture and a family liaison. These staff worked with families to ensure that children attended school regularly. They also provided parents with regular feedback on student behaviors and achievements.
- MCA informs parents in the Family Handbook that MCA has a commitment to them and 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 their student's academic progress.<sup>8</sup>

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<sup>8</sup> From MCA's charter school application and its *2016–17 Family Handbook*, <http://milwaukeecollegeiateacademy.org/wp-content/uploads/2016/10/MCA-Handbook-2017-final-.pdf>

- MCA created a parent council that meets monthly to advise the principal and serve as a voice for the parents. This body works with the student council to plan and help implement special events for the school.

Parents and teachers were asked about parental involvement during the survey/interview process. Almost all (93.8%) parents indicated that they felt welcome at the school. A large majority (83.3%) of the 12 teachers interviewed agreed or strongly agreed that the staff encourage all families to become involved in school activities, but less than half (45.5%) rated parent involvement as good; none of the teachers rated parent involvement as excellent.

#### 6. Waiting List

The school's administrator reported that as of May 2018, the school did not have a waiting list for the 2018–19 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 academy rules, regulations, and policies. MCA has non-negotiable rules that are considered so critical to the culture of MCA that violation results in expulsion. These rules expressly prohibit students from the following.

- Fighting or arranging fights
- Possession of weapons
- Use or possession of an illegal substance



- Bullying or sexual harassment
- Fighting and/or engaging in a physical altercation in or within a two-mile radius of the academy<sup>9</sup>

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

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

- *Teachers:* All (100.0%) teachers considered the discipline at the school a very or somewhat important reason for continuing to teach there. Two thirds (66.7%) of teachers rated adherence to discipline policy as good, 16.7% rated it as excellent, and 16.7% rated it as fair.
- *Parents:* Most (83.9%) parents agreed or strongly agreed that they are comfortable with how staff at the school handle discipline.

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<sup>9</sup> From the 2017–18 Family Handbook, which is distributed and signed upon receipt by every student's parent or guardian.

- *Students:* More than half (57.3%) of students surveyed agreed or strongly agreed that the school rules are enforced fairly.

## 8. Graduation Information

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

- The Summer Bridge Program for ninth graders introduced them to MCA's graduation requirements and the ninth-grade schedule. Information was shared on how to earn credits and how many credits are required for grade promotion.
- The college coach/counselor worked with students in every grade level to assist with postsecondary planning. She provided information and assistance on many topics from graduation requirements to college applications to financial aid applications.
- Students in all grade levels visited in-state and out-of-state colleges throughout the year.
- MCA hosted various activities in which representatives from multiple colleges and universities participated, including a College Fair and college presentations.
- MCA held multiple parent nights and mailed information to provide information about graduation requirements and credit-recovery options, pre-college programs, financial aid, how to choose the right college, and what every parent needs to know about college.
- MCA supported a college-going culture through activities such as College Fridays, posting college acceptance notices, and decorating classrooms with "college corners" hosting Alumni Day and Decision Day for seniors to declare their college of choice for the fall of 2018.

- MCA also engaged in multiple college partnerships including College Possible; PEARLS for Teen Girls; Unity in Motion; and Overgrad, an online tool for students to conduct research on careers and colleges.

A key outcome of these diverse activities, as reported by the school at the end of the school year, was that all 44 high school graduates were accepted into 25 different postsecondary institutions and were offered scholarships worth \$3,450,000.<sup>10</sup>

Of 103 eleventh and twelfth graders surveyed at the end of the school year, 76.7% indicated that adults at the school helped them to understand what they need to do to succeed and 68.9% said that they are planning to enroll in a postsecondary program after high school.

### **C. Student Population**

MCA began the academic year with 287 students registered in ninth through twelfth grades.<sup>11</sup> During the year, an additional 12 students enrolled and 46 students withdrew.<sup>12</sup> Of the 46 students who withdrew during the year, 31 transferred to schools in state, six dropped out due to truancy, three were expelled for non-negotiable violations of the school's disciplinary code, and three withdrew for reasons unknown to the school. At the end of the school year, 253 students were enrolled in MCA (see figure).

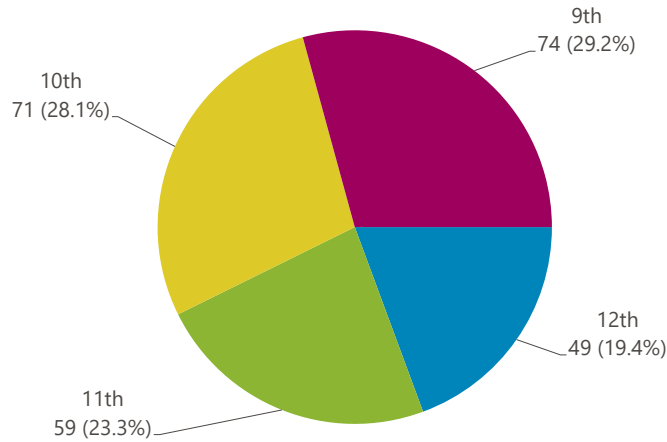
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<sup>10</sup> Nine of the postsecondary institutions were in states other than Wisconsin. The remaining 16 were in diverse locations throughout Wisconsin.

<sup>11</sup> There were 82 ninth graders, 79 tenth graders, 68 eleventh graders, and 58 twelfth graders.

<sup>12</sup> There were 13 ninth graders, 12 tenth graders, 12 eleventh graders, and nine twelfth graders who withdrew.

### Milwaukee Collegiate Academy End-of-Year Enrollment by Grade 2017–18



N = 259

- Of the grade levels, ninth grade had the most students enrolled at the end of the year.
- More than half (134, 53.0%) of students were female, and 119 (47.0%) were male.
- Most (99.6%) were African American.
- All received a free or reduced-price lunch.
- Of the 45 (17.8%) students with documented special needs, 24 had other health impairments, 11 had specific learning disabilities, four had intellectual disabilities, two had emotional behavioral disabilities, two had traumatic brain injuries, one was autistic, and one had a speech and language impairment.

Of the 287 students enrolled at the beginning of the school year, 244 (85.0%) were retained for the entire year.

At the end of the 2016–17 school year, 215 of the enrolled students were eligible to return to the school (i.e., had not graduated from high school). Of these, 183 (85.1%) reenrolled as of the third Friday in September 2017.

A total of 103 eleventh and twelfth graders in attendance the day of the survey participated. Some highlights of the survey responses included the following.

- Most (82.5%) students said the school is important to them.
- More than two thirds (71.8%) reported that they felt safe in school.
- More than half (51.5%) agreed or strongly agreed that teachers at the school respect students.

See Appendix G for additional information from student surveys.

#### **D. Activities for Continuous School Improvement**

The following describes MCA's response to the recommended activities in its programmatic profile and educational performance report for the 2016–17 academic year.

- Recommendation: Identify and implement strategies demonstrated to have effectively reduced student behavioral issues and contributed to the overall improvement of school culture. These strategies should be monitored to assess their ability to reduce suspensions and expulsions.

Response: Staff piloted a number of diverse interventions and found a need to put greater emphasis on individualization of responses because not all interventions worked with all students. As interventions were implemented, staff monitored suspension and referral activities weekly and made modifications to intervention as necessary. Teachers also stood at their doors during period changes to greet students entering the classroom and create more personal contact as well as serve as eyes monitoring students in the hallways.

- Recommendation: Expand and enhance the use of personalized learning plans and implement the Summit model in two grade levels.

Response: The Summit model was implemented with both the ninth- and tenth-grade students during the entire school year. A decision has been made to move the entire school in this direction over the next two years.

- Recommendation: Strengthen professional development plans to enable staff to more effectively implement instructional practices contributing to students' overall academic achievement and enhancing their success in completing their college careers.

Response: Staff focused on becoming a professional learning community and identified their needs by monitoring student outcomes throughout the school year. Staff collaborated on identifying and implementing professional development activities in face-to-face sessions by student grade and department levels. The same strategies were used during whole-group learning sessions to maximize all staff's skill attainment.

### **III. EDUCATIONAL PERFORMANCE**

To monitor performance as it relates to the CSRC contract, MCA collected a variety of qualitative and quantitative information. This year, the school established goals for attendance, parent-teacher conferences, and special education student records. In addition, it identified local and standardized measures of academic performance to monitor student progress.

This year, local assessment measures included student progress in literacy, math, and writing as well as individualized education program (IEP) goals for special education students. The standardized assessment measures used were the ACT Aspire, the Wisconsin Forward Exam, and the ACT Plus Writing.

## **A. Attendance**

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 90.0%. Students are considered present for 25.0% of the day for each of four core instructional periods they attend. This year, students attended school an average of 89.8% of the time.<sup>13</sup> The school therefore effectively met its goal related to attendance. When excused absences were included, the attendance rate rose to 93.2%.

A total of 66 students served out-of-school suspensions at least once during the school year; these students spent, on average, two and a half days out of school because of suspension.<sup>14</sup> Additionally, 144 students served in-school suspensions at least once during the school year; these students spent, on average, 2.2 days out of their regular classes because of suspension.

## **B. Parent-Teacher Conferences**

At the beginning of the academic year, the school established a goal that parents of at least 80.0% of students would participate in one of two scheduled parent-teacher conferences. There were 244 students enrolled for the entire school year; parents of 194 (79.5%) attended at least one conference, just 0.5% below the goal for this year.

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<sup>13</sup> Includes all 299 students enrolled any time during the school year.

<sup>14</sup> The reduction in number of students (100 to 66) serving out-of-school suspensions and average number (3.0 to 2.5) of days suspended is consistent with one of the school's improvement goals for the year.

### **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, 45 students were eligible for special education services. Of these, 15 were new to MCA and/or new to special education services this year, and 30 were continuing special education students at MCA. All special education students who were evaluated and were eligible for services had an IEP.

In addition to examining the special education data provided by the school, CRC reviewed a representative number of files during the year. This review resulted in the observation that MCA's maintenance of their special education files and interactions with students and parents were appropriate and positive. More importantly, every student's file contained all of the required documentation and was organized effectively. Finally, MCA's compliance with the Individuals with Disabilities Education Act requirement was met as it related to evaluations, IEPs and their reviews, and regular monitoring of student progress toward respective goal achievement. The school met its goal related to keeping updated special education records.

### **D. High School Graduation Plan**

A high school graduation plan is to be developed for each student by the end of the student's first semester at the school. Each plan should include evidence of parent/family involvement;<sup>15</sup> information regarding the student's postsecondary plans; and a schedule

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<sup>15</sup> Evidence of involvement reflects whether the school provided the student's parent with a copy of the plan. Parents also are encouraged to review the plan as part of scheduled parent-teacher conferences.



reflecting plans for completing credits in English, math, science, social studies, foreign language, and elective credits.

This year, plans were completed for all 253 MCA students enrolled at the end of the year.

Participation in planning activities and results are shown in Table 1.<sup>16</sup>

<b>Table 1</b>	
<b>Milwaukee Collegiate Academy High School Graduation Plans 2017–18 N = 253</b>	
<b>Measure</b>	<b>% Plans Including Measure</b>
Included postsecondary plans	100.0%
Shared with parents	100.0%
Credits to graduate	100.0%
Reviewed by counselor	100.0%
On track toward graduation	75.1%
Need to enroll in credit-recovery activities	37.9%

## **E. High School Graduation Requirements**

As part of high school graduation requirements, the school set goals regarding the number of credits students in each grade level would earn by the end of the school year.

- At least 60.0% of ninth graders would complete 5.0 or more credits;
- At least 70.0% of tenth graders would complete 10.5 or more credits;
- At least 75.0% of eleventh graders would complete 16.0 or more credits; and
- At least 90.0% of twelfth graders would complete 21 credits.

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<sup>16</sup> MCA offered credit-recovery activities during the school year, including during Saturday Academy and a summer program. Students could enroll in summer courses offered at other local high schools.

Credit and grade-level promotion data were provided for all 244 students enrolled at MCA for the entire school year. The school exceeded their goal for all four grade levels. Overall, 87.3% of students received enough credits to be promoted to the next grade level by the end of the school year (Table 2).

<b>Table 2</b>  <b>Milwaukee Collegiate Academy</b> <b>High School Graduation Requirements</b> <b>2017–18</b>				
<b>Grade</b>	<b>Students</b>	<b>Minimum Credits Required</b>	<b>Met Goal*</b>	<b>% Met Goal</b>
9th	69	5.0	55	79.7%
10th	69	10.5	61	88.4%
11th	57	16.0	48	84.2%
12th	49	21.0	49	100.0%
<b>Total</b>	<b>244</b>	–	<b>213</b>	<b>87.3%</b>

\*The students received at least the minimum number of credits required for their grade level by the end of the school year; data include students enrolled at MCA for the entire school year.

## **F. Twelfth-Grade College Applications and Acceptance**

The MCA college coach/counselor tracks college application submissions and acceptance for graduating students. This year, the school set a goal that all graduating students would complete applications to at least six colleges by the end of the school year, and all graduating students would be accepted into at least one college. All 49 graduating seniors completed at least six college applications and were accepted into at least one college.

## **G. Local Measures of Educational Performance**

Charter schools are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established at the beginning of the academic year to measure the educational performance of their students. Local measures are useful for monitoring and reporting progress, guiding and improving instruction, and providing evidence that students are meeting local benchmarks. The CSRC's expectation is that, at a minimum, schools establish local measures in reading, writing, math, and special education. This year, MCA used the Measures of Academic Progress (MAP), the ACT, Achieve3000, and ACCUPLACER to monitor student progress in reading and math and a local writing scale to assess student writing progress. The following sections describe each assessment and student progress at each grade level.

### **1. Literacy<sup>17</sup>**

#### ***a. MAP for Ninth and Tenth Graders***

Ninth and tenth graders took the MAP reading comprehension and language usage subtests in the fall and spring.<sup>18</sup> The school's goal was that at least 60.0% of students enrolled

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<sup>17</sup> Students who enrolled after the start of the year were tested within 60 days.

<sup>18</sup> For more information about MAP tests, visit <https://www.nwea.org>.

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

for the entire school year who took both the fall and spring assessments would reach their expected Rasch unit (RIT) score on either subtest by the end of the year. Of 138 ninth and tenth graders enrolled for the entire year, 121 completed both the fall and spring MAP reading and language arts assessments. Overall, 87 (71.9%) students reached their target score on at least one test (Table 3).

<b>Table 3</b>  <b>Milwaukee Collegiate Academy</b> <b>Literacy Progress Based on MAP Progress Subtests</b> <b>2017–18</b>			
<b>Grade/Test</b>	<b>Students</b>	<b>Met Goal</b>	<b>% Met Goal</b>
9th	61	45	73.8%
10th	60	42	70.0%
<b>Total</b>	<b>121</b>	<b>87</b>	<b>71.9%</b>

*b. ACT for Eleventh Graders*

Eleventh graders completed the ACT in the fall and spring of the school year.<sup>19</sup> The school's internal goal was that at least 75.0% of students who took both the fall and spring assessments would reach either the English or reading benchmark at the time of the spring test or improve at least one point on the English or reading test from the fall to spring. Of 56 eleventh graders who took the ACT in the fall and the spring, 48 (85.7%) showed progress at the time of the spring test (Table 4).

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<sup>19</sup> The DPI requires eleventh-grade students to complete the ACT Plus Writing in the spring of the school year. In order to measure fall-to-spring progress, MCA also administered a former local version of the ACT reading and English subtests in the fall of 2017. Current ACT Plus Writing benchmark scores were used for this local measure comparison.

<b>Table 4</b>  <b>Milwaukee Collegiate Academy</b> <b>Literacy Progress Based ACT English and Reading Tests</b> <b>2017–18</b> <b>N = 56</b>				
<b>Grade/Test</b>	<b>Achieved Benchmark in Spring</b>	<b>Increased 1+ Point From Fall to Spring</b>	<b>Met Goal</b>	<b>% Met Goal</b>
<b>Either Test</b>	-	-	<b>48</b>	<b>85.7%</b>
English	8	28	36	64.3%
Reading	4	31	35	62.5%

c. *Achieve3000 for Twelfth Graders*

Twelfth graders completed the Achieve3000 reading assessment in the fall and spring of the school year.<sup>20</sup> Student Lexile scores were translated into proficiency levels and compared to examine progress from fall to spring.<sup>21</sup> The school's goal was that at least 75.0% of students who were proficient or advanced in the fall would maintain proficiency in the spring and at least 65.0% of students below proficient for their grade level in the fall would either reach proficiency or demonstrate an increase of at least 30 Lexile points by the time of the spring test.

Of the 50 twelfth graders who completed both the fall and spring tests, 18 were at or above proficiency at the time of the fall test and 32 were below. All 18 students at or above proficient in the fall maintained proficiency; just over half (53.1%) of students below proficient in the fall improved 30 or more Lexile points by the spring. Overall, 70.0% of twelfth graders met the local measure goal for reading (Table 5). The school met their internal goal for twelfth-grade literacy.

<sup>20</sup> Additional information about Achieve3000 can be found at <http://www.achieve3000.com/>

<sup>21</sup> Information available at [http://d3r7smo9ckww6x.cloudfront.net/2-SRI\\_GrowthExpectationsSetting\\_2.pdf](http://d3r7smo9ckww6x.cloudfront.net/2-SRI_GrowthExpectationsSetting_2.pdf)

<b>Table 5</b>  <b>Milwaukee Collegiate Academy</b> <b>12th-Grade Literacy Progress Based on Achieve3000</b> <b>2017–18</b>			
<b>Fall Test Proficiency</b>	<b>Students</b>	<b>Met Goal in Spring of 2018</b>	<b>% Met Goal in Spring of 2018</b>
Proficient	18	18	100.0%
Below proficient	32	17	53.1%
<b>Overall Growth</b>	<b>50</b>	<b>35</b>	<b>70.0%</b>

2. Math<sup>22</sup>

a. *MAP Progress for Ninth and Tenth Graders*

Ninth and tenth graders took the MAP math comprehension and language usage subtests in the fall and spring. The school's goal was that at least 60.0% of students enrolled for the entire school year who took both the fall and spring assessments would reach their expected RIT score by the end of the year. Of 138 ninth and tenth graders enrolled for the entire year, 123 completed both the fall and spring MAP math assessments. Overall, 53 (43.1%) of students reached their target score on the spring test (Table 6).

<b>Table 6</b>  <b>Milwaukee Collegiate Academy</b> <b>MAP Math Test Progress</b> <b>2017–18</b>			
<b>Grade</b>	<b>Students</b>	<b>Met Goal</b>	<b>% Met Goal</b>
9th	63	30	47.6%
10th	60	23	38.3%
<b>Total</b>	<b>123</b>	<b>53</b>	<b>43.1%</b>

<sup>22</sup> Students who enrolled after the start of the year were tested within 60 days; two ninth graders were not tested.

*b. ACT for Eleventh Graders*

Eleventh graders completed the ACT in the fall and spring of the school year. The school's internal goal was that at least 75.0% of students who took both the fall and spring assessments would reach the math benchmark at the time of the spring test or improve at least one point from the fall to spring. Of 56 students who completed both tests, 37 (66.1%) met the goal: four met the benchmark and 37 improved by at least one point (not shown).

*c. ACCUPLACER for Twelfth Graders<sup>23</sup>*

Twelfth-grade students were assessed using the algebra portion of the ACCUPLACER exam. Students who achieved at least an 84% in math class by the time of the spring semester were not required to take the test. By the end of the year, at least 80.0% of math students enrolled for the entire year were expected to achieve a grade of 84%, achieve an ACCUPLACER score of at least 55%, or improve their ACCUPLACER score by at least 10% from fall to spring. Of 49 twelfth graders enrolled for the entire year, 43 completed the ACCUPLACER in the fall and spring; 35 (81.4%) met the math goal this year.

Eleventh- and twelfth-grade students were also asked to rate their progress in math. More than three quarters (78.6%) agreed or strongly agreed that their math skills have improved.

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<sup>23</sup> For more information about ACCUPLACER, visit <https://accuplacer.collegeboard.org/>

### 3. Writing

Ninth graders in English 9 or Modern World History 1 and tenth graders in English 10 or Modern World History 2 were assessed throughout the school year using the Summit Learning Cognitive Skills Rubric in five skills using an eight-point rubric. At the end of the year, the highest scores achieved on each of the five skills were averaged for an overall score. The school's goal was that at least 70.0% of ninth graders enrolled for the entire school year would achieve an average score of 3.5 or higher, and at least 75.0% of tenth graders enrolled for the entire year would achieve an average score of 4 or higher.

Of 138 ninth and tenth graders enrolled for the entire year, 127 completed the ninth- and tenth-grade spring writing assessment; 120 (94.5%) of 127 met the writing goal for their grade level (Table 7).

<b>Table 7</b>			
<b>Milwaukee Collegiate Academy 9th- and 10th-Grade Writing Progress 2017–18</b>			
<b>Grade Level</b>	<b>Students</b>	<b>Met Goal</b>	<b>% Met Goal</b>
9th	63	60	95.2%
10th	64	60	93.8%
<b>Total</b>	<b>127</b>	<b>120</b>	<b>94.5%</b>

Eleventh- and twelfth-grade writing skills were assessed in the fall and spring of the school year using the 6+1 Trait® Writing Model. They were assessed across six domains using a 6-point rubric. The school's goal was that at least 75.0% of eleventh and twelfth graders enrolled for the entire school year who scored 4 or higher on the fall assessment would receive a score of 4 or higher on the spring assessment and that at least 60.0% of students who received an



average score below 4 (proficient) on the fall assessment would improve their scores by at least half a point. Of 106 eleventh and twelfth graders enrolled for the entire year, 93 had both fall and spring writing scores. Overall, 75.3% of students met the writing goal this year (Table 8).

<b>Table 8</b>  <b>Milwaukee Collegiate Academy</b> <b>11th- and 12th-Grade Writing Progress</b> <b>2017–18</b>			
<b>Fall Performance</b>	<b>Students</b>	<b>Met Goal</b>	<b>% Met Goal</b>
4 or above	18	14	77.8%
Below 4	75	56	74.7%
<b>Total</b>	<b>93</b>	<b>70</b>	<b>75.3%</b>

In addition to progress on local writing assessments, 103 eleventh and twelfth graders surveyed were asked about their progress in English/writing. Most (89.3%) agreed or strongly agreed that their reading/writing skills have improved.

#### 4. Special Education Student Progress

This year, the school's goal was that 70.0% of special education students enrolled at the end of the year would meet one or more goals on their IEPs, as assessed by the participants in their most recent annual IEP review. At the end of the year, 29 of the 45 enrolled special education students had been enrolled in special education services at MCA for a full IEP year and had an IEP review at the school during 2017–18.<sup>24</sup> All of those continuing special education

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<sup>24</sup> There were 30 students enrolled in special education services at the end of the year who were also enrolled in services at MCA in 2016–17; one of those students was not re-enrolled in MCA this year after the date of the annual IEP review.

students had met one or more of their IEP goals at the time of their IEP review, exceeding the school's goal.

## **H. Standardized Measures of Educational Performance**

In the spring of 2016, the Wisconsin Forward Exam was implemented as the state's standardized test for English/language arts and math for third through eighth graders, science for fourth and eighth graders, and social studies for fourth, eighth, and tenth graders. Each student receives a score based on performance in each area. Scores are translated into one of four levels: advanced, proficient, basic, and below basic. The CSRC requires that the Wisconsin Forward Exam social studies test be administered to all tenth-grade students in the timeframe established by the DPI.

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

ACT set College Readiness Benchmarks for the Aspire and ACT tests.<sup>25</sup> The benchmarks for each grade level and test reflect the most recent benchmarks, which were published in 2013 (Table 9).<sup>26</sup>

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<sup>25</sup> Aspire benchmarks were created by concordance Aspire scores with the EXPLORE/PLAN benchmarks. These benchmarks will be used until ACT publishes updated Aspire benchmarks based on Aspire results.

<sup>26</sup> For more information about ACT Aspire and ACT Plus Writing benchmarks, see <https://www.discoveractaspire.org> and <http://www.act.org/>

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

\*ACT does not publish composite benchmark scores for the Aspire or the ACT. CRC created composite benchmark scores by averaging each grade level's benchmark scores from the four subtests, as published by ACT.

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

#### 1. Aspire for Ninth and Tenth Graders

The Aspire was administered in April/May 2018. Students tested were 64 ninth and 67 tenth graders enrolled at the time of the assessment. Benchmark status on each subtest and the composite score are presented in Table 10.

Table 10				
Milwaukee Collegiate Academy Aspire for 9th and 10th Graders Students at or Above Benchmark, Spring of 2018				
Test Section	9th Graders (N = 64)		10th Graders (N = 67)	
	n	%	n	%
English	10	15.6%	6	9.0%
Math	3	4.7%	2	3.0%
Reading	6	9.4%	2	3.0%
Science	1	1.6%	2	3.0%
Composite	6	9.4%	1	1.5%

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

In the spring of 2018, 64 tenth graders who had been enrolled since the start of the school year took the Forward Exam social studies test. Two (3.1%) of those students were proficient, 14 (21.9%) tested at the basic level, and 48 (75.0%) tested at the below-basic level.

3. ACT for Eleventh- and Twelfth-Grade Students

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing and the ACT WorkKeys in the time frame required by DPI (spring semester) and that twelfth graders take the ACT or ACT Plus Writing in the fall semester. Those enrolled at the end of the school year who completed testing as required were 57 of 59 eleventh graders and 48 of 49 twelfth graders. The overall completion rate was 97.2%.

Composite ACT scores for eleventh graders ranged from 11 to 27, with an average of 15.7 (not shown). For twelfth graders, scores ranged from 12 to 23, with an average of 16.0 (not shown). The percentage of students in each grade level meeting benchmark on the ACT subtests and composite score are shown in Table 11.

<b>Table 11</b>		
<b>Milwaukee Collegiate Academy</b>		
<b>Students at or Above Benchmark for ACT Subtests and Composite Score</b>		
<b>11th and 12th Graders</b>		
<b>2017–18</b>		
<b>Subtest</b>	<b>n</b>	<b>%</b>
<b>11th Grade (N = 57)</b>		
English	8	14.0%
Math	4	7.0%
Reading	4	7.0%
Science	0	0.0%
Composite	4	7.0%

<b>Table 11</b>  <b>Milwaukee Collegiate Academy</b> <b>Students at or Above Benchmark for ACT Subtests and Composite Score</b> <b>11th and 12th Graders</b> <b>2017–18</b>		
<b>Subtest</b>	<b>n</b>	<b>%</b>
<b>12th Grade (N = 48)</b>		
English	14	29.2%
Math	4	8.3%
Reading	5	10.4%
Science	1	2.1%
Composite <sup>27</sup>	2	4.2%

## I. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the Aspire.<sup>28</sup> Progress from tenth to eleventh grade cannot be validly measured, using available data, in the same way that progress was measured from the PLAN to the ACT in previous years. Therefore, year-to-year progress from tenth to eleventh grade will not be reported.

Additionally, because the use of Aspire is relatively new, the CSRC has not yet revised its expectations for year-to-year progress measures for high school students. Results from ninth to tenth grade will be reported, and CRC will make recommendations for CSRC consideration in the fall of 2018. These recommendations will be based on data from the last three school years on

<sup>27</sup> Two (4.2%) of the 48 graduates who completed the ACT this year received a composite score of 21 or higher.

<sup>28</sup> Prior to 2014–15, schools used the Explore for ninth graders, the Plan for tenth graders, and the ACT for eleventh and twelfth graders; beginning in 2014–15, ninth and tenth graders took the Aspire instead of the Explore or Plan. Aspire benchmarks were created by concurring Aspire scores with the Explore/Plan benchmarks. Those benchmarks will be used until ACT publishes updated Aspire benchmarks based on Aspire results.

Aspire. Only when the CSRC makes a decision will there be new expectations for subsequent years.

Students in ninth grade at MCA during the 2016–17 school year took the Aspire in the spring of 2017. Those same ninth graders who were enrolled as tenth graders at MCA during 2017–18 also took the Aspire in the spring of 2018. Using the minimum benchmark scores for each grade level and subject area on the Aspire, CRC examined student progress from ninth to tenth grade (Table 6). There were 46 MCA students who took the Aspire two consecutive years. The following sections describe progress for students at or above the benchmarks and students below benchmarks at the time of the 2017 assessment.

#### 1. Students at or Above Benchmark

Of the 11 students at or above the 2017 Aspire English benchmark, 36.4% maintained benchmark on the spring of 2018 English test (Table 12). To protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, because of the small number of students at or above benchmark for the other tests, CRC could not include the results in this report. These data provide the CSRC with baseline information for setting future expectations for year-to-year progress.

<b>Table 12</b>  <b>Milwaukee Collegiate Academy</b> <b>Progress for Students at or Above Benchmark on the Spring of 2017 Aspire</b> <b>N = 46</b>				
<b>Subtest</b>	<b>At or Above Benchmark on Spring of 2017 Aspire</b>		<b>Remained At or Above Benchmark on Spring of 2018 Aspire</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
English	11	23.9%	4	36.4%
Math	2	4.3%	Cannot report due to <i>n</i> size	
Reading	1	2.2%		
Science	0	0.0%		
Composite	0	0.0%		

## 2. Students Below Benchmark

Between 45.7% and 76.1% of students progressed on each of the subtests and the composite score (Table 13). These results will be used by the CSRC to set future expectations related to progress for lower-achieving ninth- and tenth-grade students (i.e., those below benchmark as ninth graders).

<b>Table 13</b>  <b>Milwaukee Collegiate Academy</b> <b>Year-to-Year Progress</b> <b>Progress for Students Below Benchmark on the Spring of 2017 Aspire</b>						
<b>Subtest</b>	<b>Spring of 2017 (N = 46)</b>		<b>2018 Progress</b>			
	<b>n</b>	<b>%</b>	<b>Achieved Benchmark</b>	<b>Increased 1+ Point</b>	<b>Overall</b>	<b>Overall %</b>
English	35	76.1%	0	16	<b>16</b>	<b>45.7%</b>
Math	44	95.7%	2	22	<b>24</b>	<b>54.5%</b>
Reading	45	97.8%	2	20	<b>22</b>	<b>48.9%</b>
Science	46	100.0%	2	33	<b>35</b>	<b>76.1%</b>
Composite	46	100.0%	1	29	<b>30</b>	<b>65.2%</b>

## **J. CSRC School Scorecard**

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard with related standards and expectations. In 2014–15, due to significant changes required by DPI for new standardized tests, the scorecard was revised. Like the original, the revised scorecard includes multiple measures of student academic progress, including performance on standardized tests and local measures, point-in-time academic achievement, and engagement elements such as attendance and student and teacher retention and return. The revised scorecard was partially piloted for the first two years. In February 2017, after the same standardized tests had been used for two consecutive school years, the revised scorecard was accepted by the CSRC to replace the original scorecard as an indicator of school performance but will remain a pilot for an additional two to three years. The overall scorecard percentage (percentage of available points earned) is used to monitor school improvement from year to year.

The school scored 73.7% on the pilot scorecard this year. This compares with 71.9% on the 2016–17 pilot scorecard. See Appendix D for school scorecard information.

## **K. Satisfaction Regarding Student Academic Progress**

Sections G through J above describe student academic progress across several measures using multiple metrics. In addition to those quantitative measures, CRC surveyed 112 parents and interviewed 12 teachers and 11 board members regarding student academic progress at MCA. Of the parents surveyed, nearly all (91.1%) agreed or strongly agreed that their child is learning what is needed to succeed in life, 92.9% agreed or strongly agreed that they are



informed about their child's academic performance, and 92.9% rated the school's contribution to their child's learning as excellent or good. Of the 12 teachers, 91.7% rated student academic progress as excellent or good, and all board members agreed that students are making significant academic progress and that the school is making progress toward becoming a high-performing school.

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

Based on the school's past and current contract compliance status and its score of 73.7% on the 2017–18 pilot scorecard, CRC recommends continued annual monitoring and reporting for the next school year.

## **Appendix A**

### **Contract Compliance Chart**

<p align="center"><b>Table A</b></p> <p align="center"><b>Milwaukee Collegiate Academy</b></p> <p align="center"><b>Overview of Compliance for Education-Related Contract Provisions</b></p> <p align="center"><b>2017–18</b></p>			
<b>Section of Contract</b>	<b>Education-Related Contract Provision</b>	<b>Report Reference Pages</b>	<b>Contract Provision Met</b>
Section I, B	Description of educational program; student population served.	pp. 2–4 and 12–14	Met
Section I, V	School will provide a copy of the calendar prior to the end of the preceding school year.	pp. 7–8	Met
Section I, C	Educational methods.	pp. 2–4	Met
Section I, D	<u>Administration of required standardized tests</u> : 9th – 12th grades.	pp. 27–30	Met
Section I, D	All new high school students tested within 60 days of first day of attendance in reading and math.	pp. 20–23	Met
Section I, D	Written annual plan for graduation.	pp. 17–18	Met
Section I, D	<u>Academic criterion #1</u> : Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education goals.	pp. 20–27	Met
Section I, D	<u>Academic criterion #2</u> : Year-to-year achievement measure for 9th through 12th grades.  Due to recent changes in standardized assessments for high school students, no expectation is in place at this time.	Not available (N/A)	N/A
Section I, D	<u>Academic criterion #3</u> : Year-to-year achievement measure for 9th through 12th grades.  Due to recent changes in standardized assessments for high school students, no expectation is in place at this time.	N/A	N/A
Section I, E	Parental involvement.	pp. 8–9	Met
Section I, F	Instructional staff hold DPI licenses or permits to teach.	p. 6	Met
Section I, I	Pupil database information, including special education needs students.	pp. 12–14	Met
Section I, K	Discipline procedures.	pp. 9–11	Met

## **Appendix B**

### **Student Learning Memorandum**

## **Student Learning Memorandum for Milwaukee Collegiate Academy**

**To:** NCCD Children's Research Center and Charter School Review Committee  
**From:** Milwaukee Collegiate Academy  
**Re:** Learning Memo for the 2017–18 Academic Year  
**Date:** October 24, 2017

This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children's Research Center (CRC) and the CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide them to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section. CRC requests the electronic submission of year-end data on the tenth day following the last day of student attendance for the academic year, or June 1, 2018.

### **Enrollment**

Milwaukee Collegiate Academy (MCA) will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school's database. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

### **Termination/Withdrawal**

The exit date and reason for every student leaving the school will be determined and recorded in the school's database. Specific reasons for each expulsion are required for each student. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

### **Attendance**

The school will maintain appropriate attendance records. Students are considered present for 25% of the day for each of four core instructional periods they attend. MCA will achieve an attendance rate of at least 90%. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

**Parent Participation**

Parents of at least 80% of students enrolled for the entire school year will participate in one of three scheduled parent-teacher conferences. Note that a parent conference at the school, in the home, or via phone with any teacher during each of the conference periods will be counted as participation. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

**Special Education Needs Students**

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

**High School Graduation Plan**

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

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

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

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

## **High School Graduation Requirements<sup>29</sup>**

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

### Twelfth-Grade College Applications and Acceptance

All graduating twelfth-grade students will have completed applications to at least six colleges by the end of the school year.<sup>30</sup> All graduating students will be accepted into at least one college. The director of counseling will monitor student progress on this outcome and record the total number of college applications each student completes and the number of acceptance letters received by each graduate.

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

## **Academic Achievement: Local Measures<sup>31</sup>**

### Literacy

All new students will be assessed within 60 days of enrollment to establish baseline data on student literacy competencies. New ninth and tenth graders will be assessed using the MAP, eleventh graders using the ACT, and twelfth graders using the Achieve3000.

Ninth and tenth graders will complete the reading comprehension and language usage subtests on the MAP in the fall and spring of the 2017–18 school year. Progress will be measured from the fall to the spring reading comprehension and language usage subtests for students enrolled for the entire school year. At least 60% of students who complete both the fall and spring assessments will reach their expected RIT score on either subtest.

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<sup>29</sup> This item depends on the school’s high school graduation requirements and the timing of the student’s coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year.

<sup>30</sup> Special needs students are expected to complete applications to at least three colleges by the end of the school year.

<sup>31</sup> Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school’s unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, math, writing, and IEP goals.

Eleventh graders will complete the English and reading subtests of a local version of the ACT in the fall semester; they will complete the ACT Plus Writing in the spring as required by the DPI. For any students who retake the official ACT after the required DPI testing date, reported spring scores (both subtest and composite scores) will reflect the assessment with the highest overall composite score achieved. Fall to spring progress in reading will be measured by comparing the fall and spring ACT reading and English scores. At least 75% of students who complete both assessments will reach the benchmark on either the reading or English subtest or increase their reading and/or English scores by at least one point from fall to spring.<sup>32</sup>

All twelfth graders will complete the Achieve3000 at the beginning and end of the school year.<sup>33</sup> Student Lexile scores will be translated into proficiency levels.<sup>34</sup> At least 75% of students who are proficient or advanced at the time of the fall test will maintain proficiency at the time of the spring test. At least 65% of students who are below proficient at the time of the fall test will either reach proficiency or demonstrate an increase of at least 30 Lexile points by the time of the spring test.

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

### Math

All new students will be assessed within 60 days of enrollment to establish baseline data on student math competencies. New ninth and tenth graders will be assessed using the math component of the MAP, eleventh graders using the ACT, and twelfth graders using the ACCUPLACER sample math tests.

Ninth and tenth graders will complete the math subtest on MAP in the fall and spring of the 2017–18 school year. Progress will be measured from the fall to spring math subtests. At least 60% of the students who complete both the fall and spring assessments will reach their expected RIT.

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<sup>32</sup> The DPI requires eleventh-grade students to complete the ACT Plus Writing in the spring of the school year. In order to measure fall to spring progress, MCA will administer a former local version of the ACT reading and English subtests in the fall. Current ACT Plus Writing benchmark scores will be used for this local measure comparison.

<sup>33</sup> The Achieve3000 is an approach to differentiated literacy instruction that uses Lexiles as its foundation. Additional information about the Achieve3000 can be found at <http://www.achieve3000.com/>.

<sup>34</sup> Information available at [https://www.hmhco.com/products/assessment-solutions/assets/pdfs/sri/SRI\\_GrowthExpectations.pdf](https://www.hmhco.com/products/assessment-solutions/assets/pdfs/sri/SRI_GrowthExpectations.pdf)



Eleventh graders will complete the math subtest of a local version of the ACT in the fall semester; they will complete the ACT Plus Writing in the spring as required by DPI. For any students who retake the official ACT after the required DPI testing date, reported spring scores (both subtest and composite scores) will reflect the assessment with the highest overall composite score achieved. Fall to spring progress in math will be measured by comparing the fall and spring ACT math scores. At least 75% of students who complete both assessments will reach the benchmark on the math subtest or increase their math score by at least one point from fall to spring.<sup>35</sup>

Twelfth-grade progress will be assessed using the elementary algebra portion of the sample ACCUPLACER in the fall and spring of the school year. Students who achieve an 84% in the overall math class by the time of the spring assessment will not be required to take the test in the spring. By the end of the school year, at least 80% of math students enrolled for the entire school year will achieve an overall course grade of 84%, achieve a score of 55% on the spring assessment, or increase their score by at least 10% from the fall to the spring test.

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

### Writing

Ninth graders in English 9 or Modern World History 1 and tenth graders in English 10 or Modern World History 2 will be assessed throughout the school year using the Summit Learning Cognitive Skills Rubric in the following skills: argumentative claim, explanation of evidence, introduction and conclusion, organization, and selection of evidence. Each skill will be assessed using an eight-point rubric (1 = seventh-grade level to 8 = college-level skills). At the end of the year, the highest scores achieved on each of the five skills will be averaged for an overall score. At least 70% of ninth graders enrolled for the entire school year will achieve an average score of 3.5 or higher, and at least 75% of tenth graders enrolled for the entire year will achieve an average score of 4 on those five skill areas.

Eleventh- and twelfth-grade writing skills will be assessed in the fall and spring of the school year using the 6+1 Trait® Writing Model in the following six domains: ideas, organization, voice, word choice, sentence fluency, and conventions. Each domain will be assessed on the following scale: 1 = beginning, 2 = emerging, 3 = developing, 4 = proficient, 5 = strong, and 6 = exemplary. Progress will be measured for students who had both fall and spring writing assessments.

By the end of the year:

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<sup>35</sup> The DPI requires eleventh-grade students to complete the ACT Plus Writing in the spring of the school year. Current ACT Plus Writing benchmark scores will be used for this local measure comparison.

- At least 75% of eleventh and twelfth graders enrolled for the entire school year who scored 4 or above on the fall assessment will receive a score of 4 or higher on the spring assessment.
- At least 60% of students who received an average score below 4 (proficient) on the fall assessment will improve their average writing scores by at least one half of a point on a six-point scale.

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

#### Individualized Education Program Goals

At least 70% of students who have been enrolled in special education at MCA for an entire year will meet one or more of the goals defined in their individualized education program (IEP).

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

### **Academic Achievement: Standardized Measures**

#### Ninth-Grade Students

Ninth-grade students enrolled in MCA during the DPI testing window are required to take all subtests of the ACT Aspire (the pre-ACT test that will identify student readiness for the ACT and college courses) in the spring of the school year in the timeframe required by DPI.<sup>36</sup> Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

#### Tenth-Grade Students

Tenth-grade students enrolled in MCA during the DPI testing window are required to take all subtests of the ACT Aspire in the spring of the school year in the timeframe required by DPI. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Tenth-grade students must also complete the Wisconsin Forward Exam social studies assessment in the timeframe required by DPI. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

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<sup>36</sup> The ACT Aspire subtests include English, math, reading, science, and essay tests.

### Eleventh-Grade Students

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

### Twelfth-Grade Students

MCA will require all twelfth graders to take the ACT or ACT Plus Writing in the fall of 2017. The ACT for twelfth graders is not required by DPI but is a CSRC requirement. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

## **Year-to-Year Progress**

### ACT Aspire for Ninth- to Tenth-Grade Students

CRC will report year-to-year progress from the ninth- to tenth-grade ACT Aspire for students who complete the test in two consecutive years. Progress will be reported for students at or above the benchmark on any of the subtests or on the composite score, as well as for students below the benchmark. Results from 2015–16 and 2016–17 will be used as baseline data for subsequent years.

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

## **Appendix C**

### **Trend Information**

Table C1					
Milwaukee Collegiate Academy Student Enrollment and Retention					
Year	Enrolled at Start of School Year	Enrolled During Year	Withdrew	Number at End of School Year	Retained for Entire Year*
2013–14	201	23	64	160	145 (72.1%)
2014–15	255	12	55	212	201 (78.8%)
2015–16	298	4	54	248	246 (82.6%)
2016–17	300	9	50	259	251 (83.7%)
2017–18	287	12	46	253	244 (85.0%)

\*This is the percentage of students enrolled on the third Friday of September (considered the beginning of the school year) who were also enrolled at the end.

Table C2			
Milwaukee Collegiate Academy Student Return Rates			
Year	Enrolled at End of Previous Year*	Enrolled at Start of This School Year	Return Rate
2013–14	121	107	88.4%
2014–15	146	109	74.7%
2015–16	184	154	83.7%
2016–17	218	194	89.0%
2017–18	215	183	85.1%

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

Table C3				
Milwaukee Collegiate Academy Average Credits Earned by Grade Level				
Year	9th	10th	11th	12th
2013–14	4.4	10.3	16.6	22.7
2014–15	4.9	12.0	17.4	23.3
2015–16	6.6	12.1	17.7	24.1
2016–17	5.7	11.5	18.3	24.2
2017–18	5.7	11.9	17.6	24.7

<b>Table C4</b>	
<b>Milwaukee Collegiate Academy Teacher Retention</b>	
<b>Year</b>	<b>Retention Rate: Employed Entire School Year</b>
2013–14	100.0%
2014–15	100.0%
2015–16	93.8%
2016–17	100.0%
2017–18	90.9%

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

<b>Table C5</b>	
<b>Milwaukee Collegiate Academy Teacher Return Rate</b>	
<b>Year</b>	<b>Return Rate</b>
2013–14	57.1%
2014–15	91.7%
2015–16	83.3%
2016–17	100.0%
2017–18	71.4%

NOTE: These numbers reflect only teachers eligible to remain at the school for the entire year or to return for the next school year. They do not include teachers who were not offered contracts for the subsequent school year or teachers whose positions were eliminated.

<b>Table C6</b>	
<b>Milwaukee Collegiate Academy CSRC Scorecard</b>	
<b>Year</b>	<b>Scorecard Percentage</b>
2013–14	68.2%
2014–15	78.2%
2015–16	84.4%
2016–17*	71.9%
2017–18	73.7%

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

## **Appendix D**

### **CSRC 2017–18 Pilot School Scorecard**


# City of Milwaukee Charter School Review Committee Pilot School Scorecard

r. 6/15


## K-8TH GRADE

## HIGH SCHOOL


### STUDENT READING READINESS: GRADES 1-2

• PALS—% 1st graders at or above spring summed score benchmark this year	4.0	
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0	
		10.0%


### STUDENT ACADEMIC PROGRESS: GRADES 3-8

• Forward Exam reading—% maintained proficient	5.0	
• Forward Exam math—% maintained proficient	5.0	
• Forward Exam reading—% below proficient who progressed	10.0	
• Forward Exam math—% below proficient who progressed	10.0	
		30.0%


### LOCAL MEASURES

• % met reading	6.25	
• % met math	6.25	
• % met writing	6.25	
• % met special education	6.25	
		25.0%


### STUDENT ACHIEVEMENT: GRADES 3-8

• Forward Exam reading—% proficient or advanced	5.0	
• Forward Exam math—% proficient or advanced	5.0	
		10.0%


### ENGAGEMENT

• Student attendance	5.0	
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	
		25.0%


### STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5.0	
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	10.0	
• Adequate credits to move from 9th to 10th grade	5.0	
• Adequate credits to move from 10th to 11th grade	5.0	
• DPI graduation rate	5.0	30.0%


### POSTSECONDARY READINESS: GRADES 11 AND 12

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


### LOCAL MEASURES

• % met reading	5.0	
• % met math	5.0	
• % met writing	5.0	
• % met special education	5.0	
		20.0%

### STUDENT ACHIEVEMENT: GRADES 9 AND 10

• ACT Aspire English—% students at or above spring benchmark	5.0	
• ACT Aspire math—% students at or above spring benchmark	5.0	
		10.0%

### ENGAGEMENT

• Student attendance	5.0	
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	
		25.0%

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

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



Table D					
Milwaukee Collegiate Academy CSRC Pilot High School (9th – 12th Grade) Scorecard 2017–18					
Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
<b>Student Academic Progress:</b>  <b>9th to 10th Grade</b>  <b>10th to 11th Grade</b>  <b>12th Grade</b>	ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5.0	<b>30.0%</b>	N/A	
	ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	10.0		65.2%	6.5
	Adequate credits to move from 9th to 10th grade	5.0		79.7%	4.0
	Adequate credits to move from 10th to 11th grade	5.0		88.4%	4.4
	Graduation rate (DPI) <sup>37</sup>	5.0		95.9%	4.8
<b>Postsecondary Readiness:</b> <b>11th and 12th Grades</b>	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	<b>15.0%</b>	100.0%	10.0
	% of 11th/12th graders tested on ACT	2.5		97.2%	2.4
	% of graduates with ACT composite score of 21 or more	2.5		4.2%	0.1
<b>Local Measures</b>	% met reading	5.0	<b>20.0%</b>	74.9%	3.7
	% met math	5.0		56.3%	2.8
	% met writing	5.0		86.4%	4.3
	% met special education	5.0		100.0%	5.0
<b>Student Academic Achievement:</b> <b>9th and 10th Grades</b>	<u>ACT Aspire English:</u> % of 9th and 10th graders at or above benchmark	5.0	<b>10.0%</b>	12.2%	0.6
	<u>ACT Aspire math:</u> % of 9th and 10th graders at or above benchmark	5.0		3.8%	0.2
<b>Engagement</b>	Student attendance	5.0	<b>25.0%</b>	89.8%	4.5
	Student reenrollment	5.0		85.1%	4.3
	Student retention	5.0		85.0%	4.3
	Teacher retention rate	5.0		90.9%	4.5
	Teacher return rate	5.0		71.4%	3.6
<b>TOTAL</b>		<b>95.0</b>			<b>70.0</b>
<b>HIGH SCHOOL SCORECARD PERCENTAGE</b>					<b>73.7%</b>

<sup>37</sup> Based on the 2016–17 DPI four-year rate, the most recent available at the time of this report.

## **Appendix E**

### **Board Interview Results**

Board member opinions are qualitative and provide valuable, although subjective, insight regarding school performance and organizational competency. MCA's board of directors consists of 13 members, 11 of whom agreed to participate in phone interviews with MCA using a prepared interview guide.

Members have served on the board for an average of 7.8 years, ranging from one to 14 years of experience. Their backgrounds include education, politics, business, legal, community development, fundraising, and being school parents.

All 11 board members said they participate in strategic planning for the school. Of the board members, 10 received a presentation on the school's annual academic performance report (a response to this question was missing for one board member), and all 11 received and approved the school's annual budget and reviewed the school's annual financial audit.

All 11 members reported that the board uses data to make decisions regarding the school. On a scale of poor to excellent, two members rated the school as excellent, seven rated it as good, and one rated it as fair (a response to this question was missing for one board member).

When asked to rate the school's performance on several measures, all 11 agreed or strongly agreed that the student-teacher ratio was appropriate, the program of instruction is consistent with the school's mission, students make significant academic progress, the school is making progress toward becoming a high-performing school, a majority of the board members take their responsibilities seriously, and the environment of the school ensures student safety (Table E).

<b>Table E</b>  <b>Milwaukee Collegiate Academy</b> <b>Board Member Interview Results</b> <b>2017-18</b> <b>N = 11</b>					
<b>Measure</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Teacher-student ratio/class size at this school is appropriate.	4	7	0	0	0
Program of instruction (includes curriculum, equipment, and building) is consistent with the school's mission.	4	7	0	0	
Students make significant academic progress at this school.	2	9	0	0	
The administrator's financial management is transparent and efficient.	6	4	1	0	

<p><b>Table E</b></p> <p><b>Milwaukee Collegiate Academy</b></p> <p><b>Board Member Interview Results</b></p> <p><b>2017–18</b></p> <p><b>N = 11</b></p>					
<b>Measure</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
This school is making progress toward becoming a high-performing school.	3	8	0	0	
This school has strong linkages to the community, including businesses.	1	6	4	0	
The administrative staff's performance meets the board's expectations.	6	4	1	0	
The majority of the board of directors take their varied responsibilities seriously.	4	7	0	0	
This school has the financial resources to fulfill its mission.	0	5	3	3	
The environment of this school ensures the safety of its students and staff.	6	5	0	0	

When asked what they liked most about the school, some themes emerged.

- The school's mission
- The dedication of the teachers
- The school's culture

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

- The facility
- Lack of financial resources
- Staff turnover

When asked for one suggestion for improving the school, board members named the following.

- Increased resources
- Improving facilities

## **Appendix F**

### **Parent Survey/Interview Results**

Parent opinions are qualitative and provide a valuable measurement of school performance. To determine parents' satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent-teacher conferences and offered the ability to complete the survey online. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone. A total of 112 surveys, representing 47.1% of 238 MCA families, were completed and submitted to CRC.

Most parents agreed or strongly agreed with all statements related to parent satisfaction (Table F1).

<b>Table F1</b>  <b>Milwaukee Collegiate Academy</b> <b>Parent Satisfaction with School</b> <b>2017-18</b> <b>N = 112</b>						
<b>Factor</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
I am comfortable talking with the staff.	71.4%	24.1%	3.6%	0.0%	0.9%	0.0%
The staff keep me informed about my child's academic performance.	58.9%	33.9%	3.6%	0.0%	3.6%	0.0%
I am comfortable with how the staff handle discipline.	58.9%	25.0%	6.3%	4.5%	5.4%	0.0%
I am satisfied with the overall performance of the staff.	59.8%	28.6%	6.3%	4.5%	0.0%	0.9%
The staff recognize my child's strengths and weaknesses.	64.3%	25.9%	7.1%	1.8%	0.9%	0.0%
I feel welcome at my child's school.	73.2%	20.5%	3.6%	0.9%	1.8%	0.0%
The staff respond to my worries and concerns.	66.1%	28.6%	2.7%	1.8%	0.9%	0.0%
My child and I clearly understand the school's academic expectations.	67.0%	27.7%	2.7%	1.8%	0.9%	0.0%
My child is learning what is needed to succeed in life.	62.5%	28.6%	1.8%	3.6%	3.6%	0.0%
My child is safe in school.	61.6%	34.8%	0.9%	0.9%	1.8%	0.0%
People in this school treat each other with respect.	51.8%	33.0%	9.8%	3.6%	1.8%	0.0%
The school offers a variety of courses and afterschool activities to keep my child interested.	57.1%	30.4%	5.4%	4.5%	1.8%	0.9%

The second measure examined the extent to which parents engaged in educational activities while at home. Most or many of the parents participated in each of the activities at least weekly (Table F2).

<b>Table F2</b>  <b>Milwaukee Collegiate Academy</b> <b>Parent Participation in Activities</b> <b>2017–18</b> <b>N = 112</b>					
<b>Activity</b>	<b>Never</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>	<b>No Response</b>
Monitor homework completion	7.1%	10.7%	25.9%	47.3%	8.9%
Encourage the use of phones, tablets, or computers to do research	3.6%	9.8%	16.1%	60.7%	9.8%
Participate together in activities outside of school (e.g., sports, library/museum visits)	4.5%	30.4%	24.1%	33.0%	8.0%
Discuss with your child his/her progress toward graduation	0.9%	10.7%	22.3%	57.1%	8.9%
Discuss plans for education after graduation	0.9%	18.8%	24.1%	48.2%	8.0%

Parents of high school students were also asked to rate the school on two measures related to progress toward graduation and school assistance in helping the family understand and plan for life after high school. Most parents rated their child's progress toward graduation and school assistance in helping understand and plan for education after high school as excellent or good (Table F3).

<b>Table F3</b>  <b>Milwaukee Collegiate Academy</b> <b>Graduation and Life After High School: Parent Ratings</b> <b>2017–18</b> <b>N = 112</b>					
<b>Item</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>No Response</b>
Your child's progress toward graduation	56.3%	23.2%	15.2%	2.7%	2.7%
School assistance in helping my child and me understand and plan for my child's education after high school	61.6%	23.2%	8.9%	1.8%	4.5%

Parental satisfaction was also evident in the following results.

- Most (94.6%) parents would recommend this school to other parents.
- Most parents (69.6%) said they will send their child to the school next year, 20.5% said they will not, and 8.0% were undecided. Of those who said their child would not be attending next year, the most common reason was that their child was graduating.
- When asked to rate the school's overall contribution to their child's learning, a majority (92.9%) of parents rated it as excellent or good.

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

- The college-bound focus and curriculum
- The teachers
- Interaction between students, staff, and families

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

- Communication
- Lack of activities
- Discipline



## **Appendix G**

### **Student Survey Results**

At the end of the school year, 103 students in eleventh and twelfth grades completed an online survey about their school. Survey responses were generally positive (Table G).

- Most (91.3%) students said that they regularly use computers/tablets in their schoolwork, and 89.3% of students said that their English/writing skills have improved.
- Most (91.3%) students agreed or strongly agreed with the statement “Teachers expect that I will continue my education after high school graduation,” and 82.5% of students indicated that MCA has helped them develop a high school graduation plan.
- Most (85.4%) students said the adults at MCA help them develop goals that challenge them academically.
- Most (82.5%) students said that MCA is important to them.

Some areas deserving attention from the school leadership and its staff include the following.

- Only 47.6% of students agreed or strongly agreed that MCA offers enough classes and activities to keep them interested in school.
- About half of students said teachers respect students (51.5%), that teachers respect students’ different points of view (50.5%), and that they like being in school (51.5%).
- Just over half (57.3%) of students agreed or strongly agreed that discipline practices were enforced fairly.

<b>Table G</b>  <b>Milwaukee Collegiate Academy</b> <b>High School Student Survey</b> <b>2017–18</b> <b>N = 103</b>						
<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
This school is important to me.	43.7%	38.8%	16.5%	1.0%	0.0%	0.0%
My English/writing skills have improved.	51.5%	37.9%	8.7%	1.0%	0.0%	1.0%
My math skills have improved.	35.0%	43.7%	17.5%	1.9%	1.9%	0.0%

<p><b>Table G</b></p> <p><b>Milwaukee Collegiate Academy</b>  <b>High School Student Survey</b>  <b>2017–18</b>  <b>N = 103</b></p>						
<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
I regularly use computers/tablets in my schoolwork.	65.0%	26.2%	6.8%	1.0%	1.0%	0.0%
Discipline is enforced fairly at my school.	27.2%	30.1%	19.4%	11.7%	11.7%	0.0%
I like being in school.	13.6%	37.9%	27.2%	8.7%	12.6%	0.0%
I feel safe in school.	33.0%	38.8%	22.3%	1.9%	2.9%	1.0%
The grades I get on classwork, homework, and report cards are fair.	26.2%	46.6%	13.6%	9.7%	3.9%	0.0%
My school offers enough classes and activities to keep me interested in school.	16.5%	31.1%	22.3%	14.6%	14.6%	1.0%
The adults at my school help me understand what I need to do in order to succeed in school.	39.8%	36.9%	18.4%	1.0%	1.0%	2.9%
The adults in my school help me develop goals that challenge me academically.	43.7%	41.7%	11.7%	1.0%	1.0%	1.0%
Teachers at my school respect students.	15.5%	35.9%	33.0%	8.7%	6.8%	0.0%
Teachers respect students' different points of view.	18.4%	32.0%	34.0%	5.8%	9.7%	0.0%
My school has helped me develop a high school graduation plan.	48.5%	34.0%	14.6%	1.9%	1.0%	0.0%
My teachers expect that I will continue my education after high school graduation.	69.9%	21.4%	7.8%	0.0%	1.0%	0.0%
I plan to enroll in a postsecondary program after high school.	45.6%	23.3%	22.3%	2.9%	4.9%	1.0%

When asked what they liked best about the school, students named the following.

- The school mission of preparing every student to succeed in college;
- The academic and personal support provided by teachers; and
- The family-like environment created by the small school size.

When asked what they liked least, students named the following.

- Lack of extracurricular activities and sports options;
- Unfair and strict rules; and
- Lunch options and quality.

## **Appendix H**

### **Teacher Interview Results**

In the spring of 2018, CRC interviewed 12 teachers regarding their reasons for teaching at MCA and solicited feedback on their overall satisfaction with the school. Interviews included classroom teachers with specialties such as English, Spanish, history, math, special education, science, and social studies.

The teachers interviewed had been teaching/working in schools for an average of 3.6 years. The number of years at MCA ranged from one to four.

Five (41.7%) of 12 staff rated the school's overall progress in contributing to students' academic progress as excellent, six (50.0%) rated it as good, and one (8.3%) rated it as fair.

Of teachers interviewed, 83.3% agreed or strongly agreed that the school has clear teacher performance assessment processes and were satisfied with the performance assessment criteria (Table H1).

<b>Table H1</b>  <b>Milwaukee Collegiate Academy</b> <b>Teacher Performance Assessment</b> <b>2017-18</b> <b>N = 12</b>					
<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The school has a clear teacher performance assessment process.	33.3%	50.0%	8.3%	8.3%	0.0%
I am satisfied with my school's teacher performance assessment criteria.	50.0%	41.7%	8.3%	0.0%	
Student academic performance is an important part of teacher assessment.	50.0%	33.3%	16.7%	0.0%	

Staff at MCA seem to have a favorable view of school climate. Most (91.7%) staff agreed or strongly agreed that staff respect students and their points of view, and 75.0% agreed or strongly agreed that staff typically work well together (Table H2).

<b>Table H2</b>  <b>Milwaukee Collegiate Academy</b> <b>School Climate</b> <b>2017-18</b> <b>N = 12</b>					
<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Adults who work in this school respect students and their different points of view.	50.0%	41.7%	0.0%	8.3%	0.0%
Staff at this school typically work well with one another.	41.7%	33.3%	25.0%	0.0%	
Staff at this school encourage all families to become involved in school activities.	50.0%	33.3%	16.7%	0.0%	

When asked to rate various reasons for continuing to teach at the school, all teachers agreed that general atmosphere was very important and that discipline practices and administrative leadership were very or somewhat important (Table H3).

<b>Table H3</b>  <b>Reasons for Continuing to Teach at Milwaukee Collegiate Academy</b> <b>2017-18</b> <b>N = 12</b>				
<b>Reason</b>	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Somewhat Unimportant</b>	<b>Not at All Important</b>
Financial considerations	33.3%	58.3%	8.3%	0.0%
Educational methodology and/or curriculum approach	75.0%	16.7%	8.3%	0.0%
Age/grade level to which my position is assigned	8.3%	41.7%	25.0%	25.0%
Discipline practices and procedures*	54.5%	45.5%	0.0%	0.0%
General atmosphere	100.0%	0.0%	0.0%	0.0%
Class size	33.3%	41.7%	25.0%	0.0%
Administrative leadership	83.3%	16.7%	0.0%	0.0%
My colleagues	33.3%	50.0%	16.7%	0.0%
The students*	54.5%	18.2%	18.2%	9.1%

\*One response not recorded; percentage based on 11 responses.

CRC asked teachers to rate the school's performance across several measures (Table H4). The area with the most ratings of excellent or good was progress toward becoming a high-performing school. The areas that received the most "fair" or "poor" ratings were parent involvement and program of instruction.

<b>Table H4</b>  <b>Milwaukee Collegiate Academy</b> <b>Performance Rating</b> <b>2017–18</b> <b>N = 12</b>				
<b>Area</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Class size/student-teacher ratio	41.7%	50.0%	8.3%	0.0%
Program of instruction (including curriculum, materials, equipment, and building)	25.0%	33.3%	41.7%	0.0%
Shared leadership, decision making, and accountability	58.3%	25.0%	8.3%	8.3%
Professional support and professional development opportunities	83.3%	8.3%	8.3%	0.0%
Progress toward becoming a high-performing school	50.0%	50.0%	0.0%	0.0%
Students' academic progress	8.3%	83.3%	8.3%	0.0%
Adherence to discipline policy	16.7%	66.7%	16.7%	0.0%
Instructional support	58.3%	33.3%	0.0%	8.3%
Parent-teacher relationships	33.3%	33.3%	25.0%	8.3%
Teacher collaboration to plan learning experiences	25.0%	50.0%	16.7%	8.3%
Parent involvement*	0.0%	45.5%	45.5%	9.1%
Your performance as a teacher	33.3%	58.3%	8.3%	0.0%
Administrative staff's performance	16.7%	75.0%	8.3%	0.0%

\*One response not recorded; percentage based on 11 responses.



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

- Close relationships with coworkers
- Students and close relationships with students
- School mission
- Professional opportunities to help teachers grow

Things teachers liked least about the school included the following.

- The condition of the building
- Large workloads and high pressure for teachers
- Limited communication
- Limited extracurricular activities

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

- Financial considerations
- Lack of participation in decision-making process
- Change of school culture or mission