

2018–2019 Programmatic Profile and Educational Performance

September 2019



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
2018–19**

This is the eighth annual report on the operation of Milwaukee Collegiate Academy (MCA), one of seven schools chartered by the City of Milwaukee during the 2018–19 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 information gathered and discussed in the attached report, CRC has determined the following.

I. CONTRACT COMPLIANCE SUMMARY¹

MCA met all but one provision (administration of standardized tests) 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:

- Over two-thirds (68.6%) of 86 students had reached their projected Rasch unit (RIT) score on the language or reading assessment; and
- Over half (68 or 54.0%) of 126 students had reached their target RIT score on the math assessment.

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

¹ 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 Pre-ACT in fall and the ACT in 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 spring test, 71.0% 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 spring test, 36.2% 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 Early Placement Math test.

- Most (31, 83.8%) of the 37 students who completed both the fall and spring Achieve3000 met the literacy goal.
- Over half (18, 54.5%) of the 33 twelfth-grade students enrolled for the entire year who had math scores met the math goal.

Of 252 students, 214 (84.9%) met the writing goal for their grade level.

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 or exceeded three internal goals (parent-teacher conferences, special education student records, and graduation plans) and substantially met the attendance goal.

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.

- Due to small cohort sizes, progress could not be reported for students at or above benchmark on the Aspire subtests or composite score.

- Of students below benchmark on any of the subtests or the composite score, between 29.0% and 53.6% reached benchmark or improved their scale score by one or more points from 2018 to 2019 on either a subtest or the composite score.

C. School Scorecard

The school scored 69.2% on the pilot CSRC scorecard. This compares with a score of 73.7% on the 2017–18 pilot scorecard.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school leadership and CRC jointly identified the following activities to continue a focused school improvement plan in the 2019–20 year.

- All instructional staff will participate in workgroups focused on continuous improvement over the summer. One group will design, implement, and monitor the effectiveness of strategies adopted to increase students' engagement in a more rigorous curriculum. It is anticipated that these strategies will reduce the exhibition of disruptive and other inappropriate behaviors thereby reducing suspension and expulsion rates.
- Staff will redesign parts of the curriculum that require the incorporation of additional rigor in order to increase students' academic competencies and better prepare them for success in post-secondary settings. Special attention needs to be given to English/reading and math competencies for all students.
- Staff need to monitor and increase student's completion rates on all standardized and local academic measures

IV. RECOMMENDATION FOR ONGOING MONITORING

This is MCA's eighth year as a City of Milwaukee charter school. Based on the school's past and current contract compliance status and their score of 69.2% on the 2018–19 pilot scorecard, CRC recommends continued annual monitoring and reporting for the next school year. During the next school year, it is expected that MCA will improve its score on the pilot scorecard by improving students' academic competencies on local and standardized measures.

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;
- 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 Milwaukee. It opened its doors to high school 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."²

2. Instructional Design

The school serves inner-city students who seek high academic standards and high character expectations as part of their learning environment.³ 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 on interim assessments aligned to college readiness tests (Aspire and ACT) and requires regular attention to data-driven instruction. It also incorporates Wisconsin's Common Core State

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

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

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 loaded with a comprehensive teacher-created curriculum, ideas for student projects, and assessments for core subjects.⁴ During 2018–19, Summit was the focus for ninth through 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 students to gain admission to college and ultimately obtaining a four-year college degree.

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

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 hires the school staff. The board meets regularly to 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: chair, vice chair, past chair, secretary, treasurer, 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 who contribute their expertise in administrative and fiscal management. MCA board members' experience includes education administration, nonprofit leadership and management, law, and teaching.

2. Areas of Instruction

During the 2018–19 school year, MCA served ninth-through twelfth-grade students. The school has 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 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.⁵

MCA has stated requirements in two areas: academic and community service. The academic requirement is that students earn at least 21 credits to graduate.⁶ 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, after school office hours, and a four-week summer program.

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

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

⁶ 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 *Family Handbook*.

3. Teacher Information

At the end of the 2017–18 school year, MCA had 26 teachers; 22 were eligible to return for the 2018–19 school year. Of those, 18 (81.8%) returned. The returning teachers had been at the school for one to 15 years.

At the beginning of the 2018–19 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 and 100.0% remained at the school for the entire year.

In addition to teaching staff, MCA operated with an administrative/support staff of 11⁷ individuals: the principal; two deans of teaching and learning; one dean and two assistant deans of school culture/support; director of operations; counselor and college counselor; credit recovery manager; family liaison; and three office-building staff.

4. School Hours and Calendar

The first day of school for all MCA students was September 4, 2018 and the school year ended June 14, 2019. MCA operates on a 40-week school year composed of four 10-week quarters. At the beginning of the 2018–19 school year, MCA provided CRC with its school calendar, indicating that students met their contract requirements for days/hours of instruction. The school opened at 7:35 a.m. for breakfast, and the school day began at 7:55 a.m. with morning meeting/morning pride.

⁷ Several of these staff also provide students with instruction and have DPI credentials.

After morning meeting, students have 55 minutes of Walking Personalized Learning Time (PLT). After the morning meeting and walking session, students participated in four learning blocks, lasting 70 minutes each; two pride sessions lasting about an hour; and a 50-minute lunch break. The first block of instruction started at 9:11 a.m., and the last block ended at 3:23 p.m. The day ended with five minutes of announcements.

Every student was assigned to an advisory group for academic and behavior guidance. Students were dismissed early (12:41 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.

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 3:34 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; 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 about 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 teachers about their student's academic progress.⁸
- 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.

6. Waiting List

The school's administrator reported that as of May 2019, the school had a waiting list for ninth and eleventh grades for the 2019–20 school year.

⁸ From MCA's charter school application and its *Family Handbook*, <https://milwaukeecollegeiateacademy.org/parents-2/mca-family-handbook/>

7. Discipline Policy

MCA places a strong emphasis on a safe and orderly learning environment. As stated in the handbook, all students are expected to respect, uphold, and adhere to 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 academy⁹

In the Family Handbook, the school provides detailed information about 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. 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

⁹ From the *Family Handbook*, which is distributed and signed upon receipt by every student's parent or guardian.

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 about detention, suspension, and expulsion procedures.

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 students 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 about many topics from graduation requirements to college applications and 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 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, College Expedition Week, 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 2019.
- 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 about 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 37 high school graduates, for whom information was available, were accepted into 16 different postsecondary institutions and were offered scholarships worth \$2,500,000.

C. Student Population

MCA began the academic year with 320 students registered in ninth through twelfth grades.¹⁰ During the year, an additional 19 students enrolled and 57 students withdrew.¹¹ Of the 57 students who withdrew during the year, 33 transferred to schools in state, 19 were expelled (12 for fighting and seven for other non-negotiable violations of the school’s disciplinary policy), two dropped out due to truancy, two transferred to schools out of state, and one withdrew for a reason unknown to the school. At the end of the school year, 281 students were enrolled in MCA.¹²

- Of the grade levels, ninth grade had the most students enrolled at the end of the year (see figure).

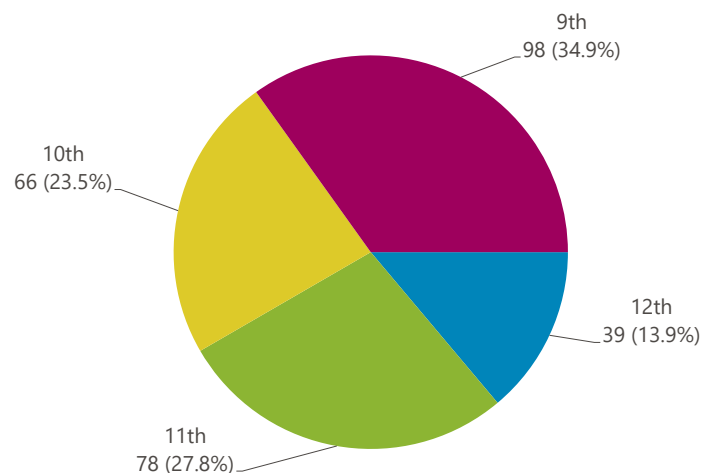
¹⁰ There were 110 ninth graders, 76 tenth graders, 85 eleventh graders, and 49 twelfth graders.

¹¹ There were 17 ninth graders, 22 tenth graders, nine eleventh graders, and nine twelfth graders who withdrew.

¹² Excludes one student who graduated mid-year.

- More than half (146, 51.8%) of students were male, and 135 (48.2%) were female.
- Most (98.9%) were African American.
- All students received a free or reduced-price lunch; data were not available for four students.
- Of the 48 (17.0%) students with documented special needs, 25 had other health impairments (OHI), 12 had specific learning disabilities, four had intellectual disabilities, three were autistic, one had an emotional behavioral disability (EBD), one had a traumatic brain injury, one had OHI and EBD, and one had a speech and language impairment.

**Milwaukee Collegiate Academy
End-of-Year Enrollment by Grade
2018–19**



N = 281

Of the 320 students enrolled at the beginning of the school year, 267 (83.4%) were retained for the entire year.¹³

¹³ Includes one student who graduated at semester.

At the end of the 2017–18 school year, 204 of the enrolled students were eligible to return to the school (i.e., had not graduated from high school). Of these, 169 (82.8%) reenrolled as of the third Friday in September 2018.

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 2017–18 academic year.

- Recommendation: 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.

Response: Teachers participated in training sessions to improve their skills in increasing students' abilities in reading competencies in ELA, science, and social studies content areas. After initial training, teachers worked in small groups to implement the new strategies recommended in training sessions. Dedicated time was given to working with lowest reading achievers during the year.

- Recommendation: 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.

Response: Several staff attended a Trauma Informed Care training course. These staff subsequently trained the remaining MCA staff in these concepts. All staff adopted mentees and meet with them on at least a weekly basis to check in on their personal and academic lives. If students were experiencing traumatic events, additional attention was given to enable students to better engage in academic sessions.

Staff also increased use of restorative justice circles to address behavioral issues. In several instances, parents came to the school and participated in these sessions.

- Recommendation: 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.

Response: The school started implementing grade level meetings to enable teachers to provide additional support to each other. Attention was also given to assisting peers with problem solving on issues that arose during learning sessions. Non-teaching staff also provided support to teachers to improve the transition of new students into the MCA culture.

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 consistent with the DPI standard for attendance in WISEdata. This year, students attended school an average of 89.7% of

the time.¹⁴ The school therefore substantially met its goal related to attendance. When excused absences were included, the attendance rate rose to 92.9%.

A total of 153 students served out-of-school suspensions at least once during the school year; these students spent, on average, 4.3 days out of school because of suspension. Additionally, 158 students served in-school suspensions at least once during the school year; these students spent, on average, 1.6 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 266 students enrolled for the entire school year; parents of 235 (88.3%) attended at least one conference, exceeding the goal for this 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, 48 students were eligible for special education services. Of these, 18 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

¹⁴ Includes all 339 students enrolled any time during the school year.

observation that MCA's interactions with students and parents were in compliance with state and federal laws and were appropriate and positive. However, MCA's maintenance of their special education paper files required more attention to critical details. Some student files did not contain copies of waived re-evaluations, current updated IEP, or recording of efforts to obtain parental engagement in IEP meetings. These data were in the computer database but not in the paper files. 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 computer records.¹⁵

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;¹⁶ information regarding the student's postsecondary plans; and a schedule reflecting plans for completing credits in English, math, science, social studies, foreign language, and elective credits.

This year, plans were completed for all 281 MCA students enrolled at the end of the year. Participation in planning activities and results are shown in Table 1.¹⁷

¹⁵ MCA created a plan to address its needs to improve its overall paper record keeping system for the next school year.

¹⁶ 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.

¹⁷ 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.

Table 1 Milwaukee Collegiate Academy High School Graduation Plans 2018–19 N = 281	
Measure	% Plans Including Measure
Included postsecondary plans	100.0%
Shared with parents	100.0%
Credits to graduate	100.0%
Reviewed by counselor	100.0%
On track toward graduation	64.1%
Need to enroll in credit-recovery activities	47.7%

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 70.0% of ninth graders would complete 5.0 or more credits;
- At least 75.0% of tenth graders would complete 10.5 or more credits;
- At least 80.0% of eleventh graders would complete 16.0 or more credits; and
- At least 90.0% of twelfth graders would complete 21 credits.

Credit and grade-level promotion data were provided for all 267 students enrolled at MCA for the entire school year.¹⁸ Overall, 83.1% of students received enough credits to be promoted to the next grade level by the end of the summer program (Table 2).

¹⁸ Includes one student who graduated at the end of first semester.

Table 2 Milwaukee Collegiate Academy High School Graduation Requirements 2018–19			
Grade	Students	Met Goal*	% Met Goal
9th	93	75	80.6%
10th	58	46	79.3%
11th	76	62	81.6%
12th	40	39	97.5%
Total	267	222	83.1%

*The students received at least the minimum number of credits required for their grade level by the end of the summer program; 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.¹⁹ All 38 graduating seniors enrolled at the end of the school year completed the required number of applications and were accepted into at least one college.²⁰

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

¹⁹ Students enrolled in special education services are required to complete three applications.

²⁰ Excludes one twelfth grader who graduated mid-year.

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 NWEA Measures of Academic Progress (MAP), the ACT, Achieve3000, and the Early Math Placement Tool to monitor student progress in reading and math and a local writing scale to assess student writing progress.²¹ The following sections describe each assessment and student progress at each grade level.

1. Literacy²²

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.²³ The school's goal was that at least 60.0% of students enrolled for the entire school year who took both fall and spring assessments would reach their expected Rasch unit (RIT) score on either subtest by the end of the year. Of 151 ninth and tenth graders

²¹ As stated in the school's 2018–19 learning memo, MCA had planned to use the ACT Interim assessments to measure reading and math progress for ninth- and tenth-graders this year, but instead assessed students using the Interim assessment in the fall and the Summative assessment in the spring. Due to differences in the score scale between these two tests, it was not possible to measure student progress in the manner planned. Instead, MCA opted to use data from the ninth- and tenth-grade MAP tests given in the fall and spring as in previous years. Literacy and math MAP goals from the 2017–18 school year were applied again this year.

²² Students who enrolled after the start of the year were tested within 60 days; three ninth graders, one tenth grader, and one eleventh grader were not tested.

²³ For more information about MAP tests, visit <https://www.nwea.org>.

enrolled for the entire year, 86 completed both fall and spring MAP reading and language arts assessments.^{24,25} Overall, 59 (68.6%) students reached their projected score on at least one test (Table 3).

Table 3 Milwaukee Collegiate Academy Literacy Progress Based on MAP Reading Comprehension and Language Usage Subtests 2018–19			
Grade/Test	Students	Met Goal	% Met Goal
9th	53	34	64.2%
10th	33	25	75.8%
Total	86	59	68.6%

b. ACT for Eleventh Graders

Eleventh graders completed the Pre-ACT in fall and the ACT in spring of the school year.²⁶ The school's internal goal was that at least 75.0% of students who took both 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 69 eleventh graders who took the ACT in fall and spring, 49 (71.0%) showed progress at the time of the spring test (Table 4).

²⁴ A larger proportion of students completed both MAP reading assessments (67.5%) or both MAP language arts assessments (78.1%). To be included in this progress measure, students had to have fall and spring reading and language arts.

²⁵ Most (93.4%) of the ninth and tenth graders enrolled for the entire year had all of the Aspire assessments required to be included in the literacy progress measure,

²⁶ The DPI requires eleventh-grade students to complete the ACT Plus Writing in spring of the school year. In order to measure fall-to-spring progress, MCA also administered the Pre-ACT subtests in fall 2018.

Table 4 Milwaukee Collegiate Academy Literacy Progress Based ACT English and Reading Tests 2018–19 N = 69				
Grade/Test	Achieved Benchmark in Spring	Increased 1+ Point From Fall to Spring	Met Goal	% Met Goal
Either Test	-	-	49	71.0%
English	4	36	40	58.0%
Reading	1	26	27	39.1%

c. *Achieve3000 for Twelfth Graders*

Twelfth graders completed the Achieve3000 reading assessment in fall and spring of the school year.²⁷ Student Lexile scores were translated into proficiency levels (falls far below, approaches, meets, and exceeds).²⁸ The school's goal was that at least 75.0% of students who were in the "meets" or "exceeds" categories in fall would maintain a "meets" level in the spring and at least 65.0% of students in the "falls far below" and "approaches" groups in the fall would either reach the "meets" level or demonstrate an increase of at least 45 Lexile points by the time of the spring test.

Of the 39 twelfth graders enrolled for the entire school year, 37 completed both the fall and spring tests. Eight of those students were in the meets or exceeds levels at the time of the

²⁷ Additional information about Achieve3000 can be found at <http://www.achieve3000.com/>

²⁸ Proficiency levels will be based on Achieve3000 College and Career Readiness levels, described in the 2016–2017 Achieve3000 National Lexile Study, available on the assessment website. The learning memo describes proficiency levels as "below proficient," "proficient," and advanced. The categories used by Achieve3000 are "not on track," "approaches," "meets," and "exceeds." For the purposes of this analysis, Achieve3000 levels were used. "Not on track" and "approaches" were considered below proficient, "meets" was considered proficient, and "exceeds" was considered advanced.

fall test and 29 were in the falls far below or approaches levels. Because CRC does not report results for fewer than 10 students, goal achievement was not broken out by group. Overall, 31 (83.8%) of all students met the progress goal as described above.

2. Math²⁹

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 meet their projected RIT growth by the end of the year. Of 151 ninth and tenth graders enrolled for the entire year, 126 completed both the fall and spring MAP math assessments.³⁰ Overall, 68 (54.0%) of students reached their target score on the spring test (Table 5).

Table 5 Milwaukee Collegiate Academy Math Progress Based on MAP Math Test 2018–19			
Grade	Students	Met Goal	% Met Goal
9th	81	43	53.1%
10th	45	25	55.6%
Total	126	68	54.0%

²⁹ Students who enrolled after the start of the year were tested within 60 days; three ninth graders, one tenth graders, and one eleventh grader were not tested.

³⁰ Almost all (96.0%) of students enrolled all year completed the Aspire math assessments required to measure fall to spring progress.

b. *ACT for Eleventh Graders*

Eleventh graders completed the Pre-ACT in the fall and the ACT in the spring of the school year. The school's internal goal was that at least 75.0% of students who took both assessments would reach the math benchmark at the time of the spring test or improve at least one point from fall to spring. Of 69 students who completed both tests, 25 (36.2%) met the goal: none met the benchmark and 25 improved by at least one point (not shown).

c. *Early Math Placement Tool for Twelfth Graders*

Twelfth-grade students were assessed using the Early Math Placement Tool. Students who achieved at least an 84% in math class by the time of the spring semester were not required to take the test in spring. 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% or demonstrate an increase in their percent score from the fall to spring assessment. Of 39 twelfth graders enrolled for the entire year, 33 completed the Early Math Placement tool in fall and spring; 18 (54.5%) met the math goal this year.

3. Writing

Ninth graders in English 9 or Modern World History 1; tenth graders in English 10 or Modern World History 2; and eleventh graders in English 11 or U.S. History 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; at least 75.0% of tenth graders enrolled for the entire year would achieve an average score of 4 or higher; and at least 75% of eleventh graders enrolled for the entire year would achieve an average score of 4.5 on those five skill areas.

Of 223 ninth through eleventh graders enrolled for the entire year who completed the spring writing assessment, 201 (90.1%) met the writing goal for their grade level (Table 6).

Table 6 Milwaukee Collegiate Academy 9th- and 11th-Grade Writing Progress 2018–19			
Grade Level	Students	Met Goal	% Met Goal
9th	93	80	86.0%
10th	57	51	89.5%
11th	73	70	95.9%
Total	223	201	90.1%

Twelfth-grade writing skills were assessed in 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 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 29 twelfth graders enrolled for the entire year who had both fall and spring writing scores, 13 (44.8%) of students met the writing goal this year (Table 7).

Table 7 Milwaukee Collegiate Academy 12th-Grade Writing Progress 2018–19			
Fall Performance	Students	Met Goal	% Met Goal
4 or above	11	9	81.8%
Below 4	18	4	22.2%
Total	29	13	44.8%

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 participants in their most recent annual IEP review. At the end of the year, 30 of the 48 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 2018–19. Twenty-eight (93.3%) of those 30 continuing special education students had met one or more of their IEP goals at the time of their IEP review, exceeding the school’s goal.

H. **Standardized Measures of Educational Performance**

In spring 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 Wisconsin

Forward Exam social studies test be administered to all tenth-grade students in a timeframe established by DPI.

Ninth- and tenth-grade students are required to take all subtests of the ACT Aspire in spring of the school year. Eleventh-grade students are required to take the ACT Plus Writing in 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.³¹ The benchmarks for each grade level and test reflect the most recent benchmarks, published in 2013 (Table 8).³²

Table 8			
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.

³¹ For more information about Aspire benchmarks, visit <https://www.discoveractaspire.org/>.

³² For more information about ACT Aspire and ACT Plus Writing benchmarks, see <https://www.discoveractaspire.org> and <http://www.act.org/>

1. Aspire for Ninth and Tenth Graders

The Aspire was administered in April/May 2019. Students tested were 93 ninth and 62 tenth graders enrolled at the time of the assessment. Benchmark status on each subtest and the composite score are presented in Table 9.

Table 9				
Milwaukee Collegiate Academy Aspire for 9th and 10th Graders Students at or Above Benchmark, Spring of 2019				
Test Section	9th Graders (N = 93)		10th Graders (N = 62)	
	n	%	n	%
English	5	5.4%	15	24.2%
Math	1	1.1%	2	3.2%
Reading	0	0.0%	5	8.1%
Science	0	0.0%	2	3.2%
Composite	0	0.0%	3	4.8%

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

In the spring of 2019, 52 tenth graders who had been enrolled since the start of the school year took the Forward Exam social studies test. One (1.9%) student was advanced, five (9.6%) were proficient, 10 (19.2%) tested at the basic level, and 36 (69.2%) 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. Of 117 students enrolled at the end of the school year, 104 (88.9%) were tested as required.³³

Composite ACT scores for eleventh graders ranged from 9 to 21, with an average of 13.9 (not shown). For twelfth graders, scores ranged from 11 to 25, 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 10.

Table 10 Milwaukee Collegiate Academy Students at or Above Benchmark for ACT Subtests and Composite Score 11th and 12th Graders 2018–19				
Test Section	11th Graders (N = 71)		12th Graders (N = 32)	
	n	%	n	%
English	4	5.6%	11	34.4%
Math	0	0.0%	1	3.1%
Reading	1	1.4%	2	6.3%
Science	0	0.0%	2	6.3%
Composite	1	1.4%	2 ³⁴	6.3%

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

³³ Seventy-one of 78 eleventh graders and 33 of 39 twelfth graders. One of these students was tested, but did not complete all sections so a composite score was not available.

³⁴ Three (7.9%) of the 38 graduates enrolled for the entire school year with ACT results available received a composite score of 21 or higher while enrolled at MCA.

benchmarks from the Aspire.³⁵ 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 fall 2019. These recommendations will be based on data from the last three school years on Aspire. Only when the CSRC makes a decision will there be new expectations for subsequent years.

Students in ninth grade at MCA during the 2017–18 school year took the Aspire in spring of 2018. Those same ninth graders who were enrolled as tenth graders at MCA during 2018–19 also took the Aspire in spring 2019. Using the minimum benchmark scores for each grade level and subject area on the Aspire, CRC examined student progress from ninth to tenth grade (see Table 8 for benchmarks). There were 36 MCA students who took the Aspire two consecutive years.³⁶ The following sections describe progress for students at or above the benchmarks and students below benchmarks at the time of the 2018 assessment.

³⁵ For more information about Aspire benchmarks, visit <https://www.discoveractaspire.org>.

³⁶ Three additional students completed the Aspire at the same grade level two years in a row; these students were excluded from the analysis.

1. Students at or Above Benchmark

To protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, 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.

Table 11 Milwaukee Collegiate Academy Progress for Students at or Above Benchmark on the Spring of 2018 Aspire N = 36				
Subtest	At or Above Benchmark on Spring of 2018 Aspire		Remained At or Above Benchmark on Spring of 2019 Aspire	
	n	%	n	%
English	8	22.2%	Cannot report due to <i>n</i> size	
Math	3	8.3%		
Reading	5	13.9%		
Science	0	0.0%		
Composite	5	13.9%		

2. Students Below Benchmark

Between 29.0% and 53.6% of students progressed on each of the subtests and the composite score (Table 12). 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).

Table 12 Milwaukee Collegiate Academy Year-to-Year Progress Progress for Students Below Benchmark on the Spring of 2018 Aspire						
Subtest	Spring of 2018 (N =36)		2019 Progress			
	n	%	Achieved Benchmark	Increased 1+ Point	Overall	Overall %
English	28	77.8%	2	13	15	53.6%
Math	33	91.7%	1	12	13	39.4%
Reading	31	86.1%	2	7	9	29.0%
Science	36	100.0%	1	13	14	38.9%
Composite	31	86.1%	0	11	11	35.5%

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 69.2% on the pilot scorecard this year. This compares with 73.7% on the 2017–18 pilot scorecard. See Appendix D for school scorecard information.

IV. SUMMARY/RECOMMENDATIONS

Based on the school's past and current contract compliance status and its score of 69.2% on the 2018–19 pilot scorecard, CRC recommends continued annual monitoring and reporting for the next school year. During the next school year, it is expected that MCA will improve its score on the pilot scorecard by improving students' academic competencies on local and standardized measures.

Appendix A

Contract Compliance Chart

<p>Table A</p> <p>Milwaukee Collegiate Academy</p> <p>Overview of Compliance for Education-Related Contract Provisions</p> <p>2018–19</p>			
Section of Contract	Education-Related Contract Provision	Report Reference Pages	Contract Provision Met
Section I, B	Description of educational program; student population served.	pp. 2–3 and 11–13	Met
Section I, V	School will provide a copy of the calendar prior to the end of the preceding school year.	pp. 6–7	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	<u>Administration of required standardized tests</u> : 9th – 12th grades.	pp. 25–28	Not met
Section I, D	All new high school students tested within 60 days of first day of attendance in reading and math.	pp. 22	Met
Section I, D	Written annual plan for graduation.	pp. 16–17	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. 18–25	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	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. 11–13	Met
Section I, K	Discipline procedures.	pp. 9–10	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 2018–19 Academic Year
Date: October 1, 2018

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 21, 2019.

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 consistent with the DPI standard for attendance in WISEdata. 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 two scheduled parent-teacher conferences. Note that a parent conference at the school, in the home, or via phone with any teacher during each of the conference periods will be counted as participation. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Special Education Needs Students

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

High School Graduation Plan

Each student (ninth through twelfth grades) will develop a 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 Requirements³⁷

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.³⁸ 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 Measures³⁹

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 ACT Aspire Interim Assessments, eleventh graders using the ACT, and twelfth graders using the Achieve3000.

Ninth and tenth graders will complete the English and reading subtests on the ACT Aspire Interim Assessments in the fall and spring. Progress will be measured by comparing fall and spring interim assessment scale scores for students enrolled for the entire school year. At least 60% of students will make progress as described below on either the English or reading subtest.

³⁷ 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.

³⁸ Special needs students are expected to complete applications to at least three colleges by the end of the school year.

³⁹ 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 individualized education program goals.

- Students who are at or above the spring interim assessment benchmark⁴⁰ score for their grade level at the time of the fall test will maintain the interim benchmark score on the spring assessment.
- Students who are below the spring benchmark score for their grade level in the fall will meet the benchmark on the spring assessment OR increase one point from fall to spring.

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 Wisconsin Department of Public Instruction (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.⁴¹

All twelfth graders will complete the Achieve3000 at the beginning and end of the school year.⁴² Student Lexile scores will be translated into proficiency levels.⁴³ 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 45 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.

⁴⁰ Interim assessment benchmarks described on page 5 of the following: <https://www.discoveractaspire.org/wp-content/uploads/2018/01/ACT-Aspire-Interim-Reports-FAQ-1.31.18.pdf>

⁴¹ 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.

⁴² The Achieve3000 is an approach to differentiated literacy instruction that uses Lexiles as its foundation. Additional information about the Achieve3000 can be found at www.achieve3000.com.

⁴³ Proficiency levels will be based on Achieve3000 College and Career Readiness levels, described in the 2016–2017 Achieve3000 National Lexile Study, available on the assessment website.

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 ACT Aspire Interim Assessment math subtest, eleventh graders using the ACT, and twelfth graders using the Early Math Placement Tool.

Ninth and tenth graders will complete the math subtests on the ACT Aspire Interim Assessments in the fall and spring. Progress will be measured by comparing fall and spring interim assessment scale scores for students enrolled for the entire school year. At least 60% of students will make progress as described above.

- Students who are at or above the spring interim assessment benchmark score for their grade level at the time of the fall test will maintain the interim benchmark score on the spring assessment.
- Students who are below the spring benchmark score for their grade level in the fall will meet the benchmark on the spring assessment OR increase one point from fall to spring.

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.⁴⁴

Twelfth-grade progress will be assessed using the Early Math Placement Tool 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% or demonstrate an increase in their percent score from the fall to the spring assessment.

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

⁴⁴ 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.

Writing

Ninth graders in English 9 or Modern World History 1; tenth graders in English 10 or Modern World History 2; and eleventh graders in English 11 or U.S. History 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;
- At least 75% of tenth graders enrolled for the entire year will achieve an average score of 4; and
- At least 75% of the eleventh graders enrolled for the entire year will achieve an average score of 4.5 on those five skill areas.

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:

- At least 75% of 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.⁴⁵ Results will be reported for all students enrolled on the third Friday of September who complete the spring Aspire. 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. Results will be reported for all students enrolled on the third Friday of September who complete the spring Aspire. 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. Results will be reported for all students enrolled on the third Friday of September who complete the spring Forward Exam. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Eleventh-Grade Students

All eleventh-grade students are required to take all subtests of the ACT Plus Writing and the ACT WorkKeys in the spring of the school year in the timeframe required by DPI. Results will be reported for all students enrolled at the end of the school year. 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 2018. The ACT for twelfth graders is not required by DPI but is a CSRC requirement. Results will be reported for all students enrolled at the end of the school year. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

⁴⁵ The ACT Aspire subtests include English, math, reading, science, and essay tests.

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 the first few years 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*
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%)
2018–19	320	19	57	281	267 (83.4%) ⁴⁶

*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
2014–15	146	109	74.7%
2015–16	184	154	83.7%
2016–17	218	194	89.0%
2017–18	215	183	85.1%
2018–19	204	169	82.8%

*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 Student Attendance	
Year	Attendance Rate
2014–15	89.6%
2015–16	88.6%
2016–17	90.0%
2017–18	89.8%
2018–19	89.7%

⁴⁶ Includes one student who graduated at the end of first semester.

Table C4	
Milwaukee Collegiate Academy Parent-Teacher Conference Attendance	
Year	Conference Attendance Rate
2014–15	74.6%
2015–16	81.3%
2016–17	84.9%
2017–18	79.5%
2018–19	88.3%

Table C5	
Milwaukee Collegiate Academy Teacher Retention	
Year	Retention Rate: Employed Entire School Year
2014–15	100.0%
2015–16	93.8%
2016–17	100.0%
2017–18	90.9%
2018–19	100.0%

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.

Table C6	
Milwaukee Collegiate Academy Teacher Return Rate	
Year	Return Rate
2014–15	91.7%
2015–16	83.3%
2016–17	100.0%
2017–18	71.4%
2018–19	81.8%

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.

Table C7	
Milwaukee Collegiate Academy CSRC Scorecard	
Year	Scorecard Percentage
2014–15	78.2%
2015–16	84.4%
2016–17*	71.9%
2017–18*	73.7%
2018–19*	69.2%

*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 2018–19 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 2018–19					
Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
Student Academic Progress: 9th to 10th Grade 10th to 11th Grade 12th Grade	ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5.0	30.0%	N/A	
	ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	10.0		35.5%	3.6
	Adequate credits to move from 9th to 10th grade	5.0		80.6%	4.0
	Adequate credits to move from 10th to 11th grade	5.0		79.3%	4.0
	Graduation rate (DPI) ⁴⁷	5.0		84.2%	4.2
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	100.0%	10.0
	% of 11th/12th graders tested on ACT	2.5		88.9%	2.2
	% of graduates with ACT composite score of 21 or more	2.5		7.9%	0.2
Local Measures	% met reading	5.0	20.0%	72.4%	3.6
	% met math	5.0		48.7%	2.4
	% met writing	5.0		84.9%	4.2
	% met special education	5.0		93.3%	4.7
Student Academic Achievement: 9th and 10th Grades	<u>ACT Aspire English:</u> % of 9th and 10th graders at or above benchmark	5.0	10.0%	12.9%	0.6
	<u>ACT Aspire math:</u> % of 9th and 10th graders at or above benchmark	5.0		1.9%	0.1
Engagement	Student attendance	5.0	25.0%	89.7%	4.5
	Student reenrollment	5.0		82.8%	4.1
	Student retention	5.0		83.4%	4.2
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		81.8%	4.1
TOTAL		95.0			65.7
HIGH SCHOOL SCORECARD PERCENTAGE					69.2%

⁴⁷ Based on the 2017–18 DPI four-year rate, the most recent available at the time of this report.