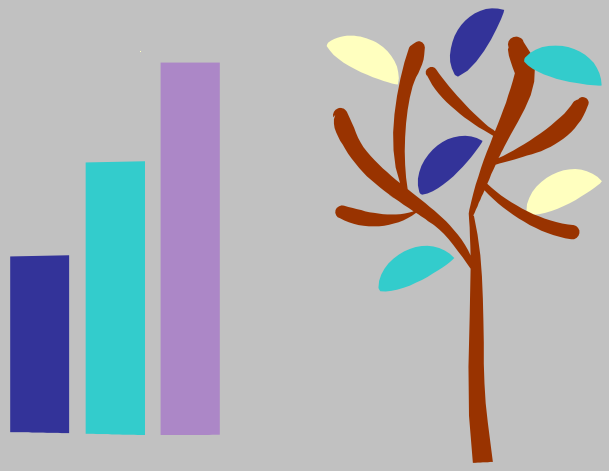
CEO Leadership Academy

Programmatic Profile and Educational Performance

2012–13 School Year

Report Date: September 2013



Prepared by:
Janice Ereth, PhD
Susan Gramling
Andrea Bogie

NCCD Children's Research Center

A nonprofit social research organization and center of the
National Council on Crime and Delinquency
426 S. Yellowstone Drive, Suite 250
Madison, WI 53719
Voice (800) 306-6223 Fax (608) 831-6446
www.nccdglobal.org

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

I. INTRODUCTION 1

II. PROGRAMMATIC PROFILE 2
- A. Description and Philosophy of Educational Methodology 2
  - 1. Mission and Philosophy 2
  - 2. Instructional Design 4
- B. School Structure 5
  - 1. Board of Directors 5
  - 2. Areas of Instruction 6
  - 3. Teacher Information 7
  - 4. Hours of Instruction/School Calendar 8
  - 5. Parental Involvement 8
  - 6. Waiting List 9
  - 7. Discipline Policy 9
  - 8. Graduation Information 11
- C. Student Population 13
- D. Activities for Continuous School Improvement 15

III. EDUCATIONAL PERFORMANCE 16
- A. Attendance 16
- B. Parent-Teacher Conferences 17
- C. Special Education Student Records 17
- D. High School Graduation Plan 18
- E. High School Graduation Requirements 19
- F. Twelfth-Grade College Applications and Acceptance 20
- G. Local Measures of Educational Performance 21
  - 1. Literacy 23
  - 2. Mathematics 24
  - 3. Writing Skills 25
  - 4. IEP Goals for Special Education Student Progress 26
- H. Standardized Measures of Educational Performance 26
  - 1. Standardized Tests for Ninth-Grade Students 27
    - a. Students at or Above Benchmarks on the Fall of 2012 EXPLORE Subtests 29
    - b. Students Below Benchmarks on the Fall of 2012 EXPLORE Subtests 30

© 2013 by NCCD, All Rights Reserved

TABLE OF CONTENTS (continued)

2. Standardized Tests for 10th-Grade Students 31
   a. PLAN 31
      i. Students at or Above Benchmarks on the Fall of 2012 PLAN Subtests 33
      ii. Students Below Benchmarks on the Fall of 2012 PLAN Subtests 34
   b. WKCE for 10th-Grade Students 36
3. ACT for 11th- and 12th-Grade Students 37

I. Multiple-Year Student Progress 38
1. Progress From the Fall of 2011 EXPLORE to the Fall of 2012 PLAN 38
   a. Students at or Above Benchmarks on the Fall of 2011 EXPLORE Subtests 39
   b. Students Below Benchmarks on the Fall of 2011 EXPLORE Subtests 40
2. Progress From the PLAN to the ACT 41
   a. Students at or Above Benchmarks on the Fall of 2010 or 2011 PLAN Subtests 42
   b. Students Below Benchmarks on the Fall of 2010 or 2011 PLAN Subtests 43

J. CSRC School Scorecard 44
K. Wisconsin Department of Public Instruction School Report Card 46

IV. SUMMARY/RECOMMENDATIONS 47

APPENDICES
Appendix A: Contract Compliance Chart
Appendix B: Outcome Measures Agreement Memo
Appendix C: Trend Information
Appendix D: CSRC School Scorecards
Appendix E: 2011–2012 Wisconsin Department of Public Instruction Report Card

© 2013 by NCCD, All Rights Reserved

EXECUTIVE SUMMARY
for
CEO Leadership Academy
2012–13

This is the second annual report to describe the operation of the Commitment, Excellence, & Opportunity (CEO) Leadership Academy as a City of Milwaukee-chartered school. It is the result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the NCCD Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has reached the following findings.

I. CONTRACT COMPLIANCE SUMMARY[1]

The CEO Leadership Academy (CEO) has met all but two provisions of its contract with the City of Milwaukee and the subsequent requirements of the CSRC. Two provisions were significantly met.[2]

The two provisions not met included:

- That 75% of students at or above benchmark on any subtest or the composite score of the EXPLORE will maintain benchmark on the PLAN the following year (only 70% of students at or above the EXPLORE English benchmark maintained benchmark); and

- That 75% of students at or above the benchmark on any subtest or the composite score on the PLAN will maintain benchmark on the ACT during the subsequent one or two years (only 40% of students at or above the PLAN English benchmark maintained benchmark on the ACT).

II. PERFORMANCE CRITERIA

A. Local Measures

1. <u>Primary Measures of Educational Progress</u>

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

---

[1] See Appendix A for a list of each education-related contract provision, page references, and a description of whether or not each provision was met.

[2] The two provisions significantly met were administration of standardized tests (one ninth grader and two 10th graders who enrolled in the fall of 2012 were not tested in the fall) and that all teachers hold a Wisconsin Department of Public Instruction (DPI) license. One teacher did not hold a DPI license but held a science degree and was enrolled in the Licensure to Master's Specialization program at Alverno College. This teacher completed the program and applied for a DPI license in June 2013.

© 2013 by NCCD, All Rights Reserved

This year, CEO's local measures of academic progress resulted in the following outcomes.

Ninth graders completed the EXPLORE and 10th graders completed the PLAN in the fall and spring of the school year. Student writing skills were assessed by teachers in six domains and IEP goal progress was tracked for special education students.

- By the time of the spring EXPLORE and PLAN, 83.6% of ninth graders and 95.7% of 10th graders were at benchmark or had advanced at least one point on the reading and/or English subtests of the EXPLORE or PLAN. The school's goal was 60%.

- By the time of the spring EXPLORE and PLAN, 69.1% of ninth graders and 68.1% of 10th graders were at benchmark or had advanced at least one point on the EXPLORE or PLAN math subtest. The school's goal was 60%.

- The average writing score (out of six possible points) for 127 students who completed writing samples in the spring of 2012 was 2.5 for ninth graders, 3.4 for 10th graders, and 3.4 for 12th graders. Due to the small number of 11th graders assessed in writing, results could not be included in the report. The overall average score was 2.9. The school's goal was that ninth-grade students would receive average scores of 3 or more, 10th graders a score of 4 or more, and 11th and 12th graders were considered proficient if they received a score of 4.5 or more. Thirty-eight (29.9%) of 127 students met the writing goal for their respective grade level.

- Only five students enrolled at the end of the school year had IEPs in place for a full year; progress toward meeting IEP goals was not required for the other special education students. In order to protect student identity, results are not reported for fewer than 10 students; therefore, goal progress was not included in the report this year.

2. Secondary Measures of Educational Outcomes

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

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

The school met all of its internal goals.

© 2013 by NCCD, All Rights Reserved

3. School Scorecard

The school scored 71.3% on the CSRC scorecard when former Wisconsin Knowledge and Concepts Examination (WKCE) cut scores were applied; when revised cut scores were used, the school received a score of 65.5%. This compares to a score of 59.1% on the 2011–12 scorecard.

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

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

EXPLORE to PLAN: Thirty students took the EXPLORE in the fall of 2011 as ninth graders and the PLAN in the fall of 2012 as 10th graders. CRC examined progress for students who were at or above benchmark and those who were below benchmark at the time of the fall of 2011 EXPLORE.

- A total of 10 (33.3%) of 30 students who completed the EXPLORE and PLAN were at or above benchmark on the EXPLORE English test in the fall of 2011; seven (70.0%) of those students remained at or above benchmark on the fall of 2012 PLAN.

- Three (10.0%) students were at or above benchmark on the fall of 2011 EXPLORE math test, three (10.0%) students were at or above the reading benchmark, and four (13.3%) students were at or above the composite benchmark; none of the students were at or above the EXPLORE science benchmark. In order to protect student identity, CRC does not report results for fewer than 10 students; therefore, progress for students at or above the math, reading, and composite benchmarks was not included in this report.

- Of the 20 students below the EXPLORE English benchmark, 18 (90.0%) reached the PLAN English benchmark or improved their scores between tests; 22 (81.5%) of 27 students progressed in math; 18 (66.7%) of 27 students progressed in reading; 19 (63.3%) of 30 students progressed in science; and 21 (80.8%) of 26 students reached the PLAN composite benchmark or improved at least one point between the EXPLORE and PLAN. The CSRC expectation is 60.0% for each subtest and the composite score.

PLAN to ACT: A total of 31 students took the PLAN in the fall of 2010 or 2011 as 10th graders and the ACT during 2012–13 as 11th or 12th graders. CRC examined progress for students who were at or above benchmark and those who were below benchmark at the time of the PLAN.

- A total of 10 (32.3%) students who completed the PLAN and ACT were at or above benchmark on the PLAN English test; four (40.0%) of those students remained at or above benchmark on the ACT English test.
- Two (6.5%) were at or above the math benchmark, seven (22.6%) were at or above the reading benchmark, and two (6.5%) students were at or above the PLAN composite benchmark at the time of their respective fall PLAN. None of the students were at or above the science benchmark. Due to the small N size of students at or above benchmark, CRC could not include results in this report.

© 2013 by NCCD, All Rights Reserved

- Of the 21 students below the PLAN English benchmark, 13 (61.9%) reached the PLAN English benchmark or improved their scores between tests; 20 (67.0%) of 29 students progressed in math; 16 (66.7%) of 24 students progressed in reading; 22 (71.0%) of 31 students progressed in science; and 22 (75.9%) of 29 students reached the ACT composite benchmark or improved at least one point between the PLAN and ACT. The CSRC expectation is 60.0% for each subtest and the composite score.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The following recommendations were jointly identified by the school leadership and CRC. To continue a focused school improvement plan, it is recommended that the following activities be undertaken for the 2013–14 year.

- Continue to increase the rigor of the curriculum and the engagements of students in each class.
- Adopt strategies to create a stronger school culture with a greater emphasis on positive behaviors and academic excellence.
- Differentiate the curriculum to support formative instruction based on regular use of data to monitor both group and individual academic gains.

IV. RECOMMENDATION FOR ONGOING MONITORING

This is CEO's second year as a City of Milwaukee Charter School. Due to the school's contract compliance status and scorecard rating of 71.3% (65.5% when revised WKCE cut scores were used), CRC recommends that the school continue regular, annual monitoring and reporting.

© 2013 by NCCD, All Rights Reserved

I. INTRODUCTION

This is the second regular program monitoring report to describe educational outcomes for the Commitment, Excellence, & Opportunity (CEO) Leadership Academy, a school chartered by the City of Milwaukee.[3] This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the Children's Research Center (CRC).[4]

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

- One initial site visit to the CEO Leadership Academy (CEO) occurred wherein a structured interview was conducted with the high school's leadership staff, critical documents were reviewed, and copies of these documents were obtained for CRC files.
- CRC staff assisted the school in developing its outcome measures for the learning memo.
- Additional scheduled and unscheduled site visits were made to observe classroom activities; student-teacher interactions; parent-staff exchanges; and overall school operations, including the clarification of necessary data collection. CRC staff also reviewed a representative sample of special education files.
- At the end of the school year, a structured interview was conducted with the high school leadership team.

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

[3] The City of Milwaukee chartered seven schools for the 2011–12 school year. CEO initially opened in the fall of 2004 as a private school. In the fall of 2006–07, the school received Technical Assistance and Leadership Center funding from the Bill and Melinda Gates Foundation and participated in a monitoring process with CRC similar to the CSRC process described in this report. In 2011, the school entered into a five-year charter agreement with the City of Milwaukee.

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

© 2013 by NCCD, All Rights Reserved

II. PROGRAMMATIC PROFILE

CEO Leadership Academy[5]
3222 W. Brown St.
Milwaukee, WI 53208

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

Principal: Rashida Evans

CEO is on the north side of the city of Milwaukee. After a year of planning, CEO opened its doors to ninth- and 10th-grade students in September 2004. It operated as a private high school, affiliated with an organization known as Clergy for Educational Options, a group of interdenominational pastors and church leaders. The school initially operated as a "choice" school. This is the second year the school has operated as a city-chartered school.

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

CEO's vision is "to produce responsible leaders through academic mastery, community-focused education, and the fostering of lifelong learning in any environment." Its mission is to "nurture scholars capable of transforming their world, by sending them to and through college." The school also adopted three "core values" (commitment, excellence, and opportunity) to enable it to achieve its vision and mission. The core values are defined as follows.

- *Commitment*
  - » Staff is committed to hard work for the success of our students.

[5] The school has changed its name and will be known as the Milwaukee Collegiate Academy (MCA) for the 2013–14 school year and beyond. It will also start the upcoming school year in a new facility at 4030 N. 29th Street, Milwaukee, WI 53216.

https://sharepoint.nccdcrc.org/Projects/Project Documents/USA/Wisconsin/508WI_Milw/2012-13/CEO/CEO 2012-13 Yr 2.docx © 2013 by NCCD, All Rights Reserved

» Students are committed to personal academic success and the overall success of their academic environment.

» Parents/guardians are committed to supporting student learning through involvement and accountability.

- *Excellence*

» Staff is committed to providing students and families with a quality education that is aligned to our mission.

» Our work is done with a spirit of excellence that demonstrates how we value students, families, and the work we do.

» Students are committed to giving their best in their academic performance, behavior, and all other activities.

» Students and staff will display pride in excellence and shame in mediocrity.

- *Opportunity*

» Staff will create opportunities for learning inside and outside of the classroom that will open the world of possibilities to our students.

» Students will embrace the opportunities available to them with a spirit of gratitude and follow-through.

» Parents/guardians will support students in pursuing new and ongoing opportunities that are in alignment with the academy's mission.[6]

CEO distinguishes itself by providing orientation sessions, workshops, and other events to help students, teachers, and families develop and maintain the type of positive culture that is necessary to build and sustain a high-performing school.[7]

[6] CEO Leadership Academy 2011–12 *Parent/Guardian Student Handbook*.

[7] From descriptive materials collected by the principal and provided to CRC at the beginning of this school year, including an updated Living Strategies: Three-Year Strategic Plan.

 © 2013 by NCCD, All Rights Reserved

2. Instructional Design

The school serves inner-city students who are seeking high academic standards and high character expectations as part of their learning environment. The school's updated strategic plan embodies an objective to have students meet or exceed district, state, national, and international benchmarks of student achievement. The plan indicates that it will use several strategies to achieve this objective. Some of the key strategies involve the implementation of a blended learning model and online tools to build basic skills in math and reading. CEO's curriculum relies upon interim assessments that are aligned to the college readiness tests (EXPLORE, PLAN, and ACT) and requires regular attention to data-driven instruction. It also incorporates Wisconsin's model academic standards and ensures that its students will satisfy state requirements for graduation as well as entrance requirements for most colleges and universities. [8]

Additionally, students are offered the following opportunities.

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

[8] CEO has been in its current facility since the 2008–09 school year. In 2012, interviews with members of the board consistently indicated that the physical location and condition of the school facilities were adequate, but changes to both would enhance the ability of the learning community to fulfill the vision and mission of the school. These perceptions resulted in the school moving to a new facility as previously noted for the 2013–14 school year.

© 2013 by NCCD, All Rights Reserved

B. School Structure

1. Board of Directors

CEO 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 of the terms of its charter are met. The board sets policy for the school and hires the school principal, who, in turn, hires the school staff. The board has regular meetings at which issues are discussed, policy is set, and the business of the school is conducted. Much of the board work is conducted by committees that meet with greater frequency than the full board. There are three main committees: finance, academic excellence, and resource development. The board also creates ad hoc committees to deal with special issues, such as the school building.[9]

This year, 13 members comprised the board of directors: a chairperson, a vice chairperson, a secretary/parent member, two committee chairpersons, and eight other directors serving as members of the community at large. Board members represent a variety of educational organizations (e.g., Institute for the Transformation of Learning, Black Alliance for Educational Options, NewSchools Venture Fund, Schools That Can Milwaukee, Darrell Lynn Hines Academy) and major local businesses that contribute their expertise in administrative and fiscal management. CEO board member experience included education administration, nonprofit leadership and management, law, and teaching, as well as a parent representative.

A few board members have been on the board since the school's inception in 2004. Others have served on the board from one to seven years.

[9] This information was taken from the school's board material packet and the agenda for its January 2012 meeting.

 © 2013 by NCCD, All Rights Reserved

2. Areas of Instruction

During the 2012–13 school year, CEO served ninth- through 12th-grade students. The school had nine regular classrooms and a school gym. CEO has a comprehensive four-year education plan for all of its students. The plan is designed to enable students to meet all of the school's expectations for annual grade-level promotion; high school graduation; and, ultimately, success in college. The courses in the core curriculum areas are English, math, science, and social studies. Each of the specific courses in these subjects is designed to contain adequate rigor to enable students who successfully complete these courses to be able to successfully complete college courses in the various subject areas.

CEO has stated requirements in two areas: academic and community service. The academic requirement is that students earn at least 21 credits to graduate.[10] The expectations for grade-level promotion are that ninth graders complete five credits; 10th graders, 10.5 credits; and 11th graders, 16 credits. Credit recovery activities were offered as a component of the school's Power Hour, an after-school program available each Tuesday, Wednesday, and Thursday.

All students are encouraged to give back to the community through community service. To that end, CEO recommends community service for ninth- through 11th-grade students; 40 hours of community service are required for 12th-grade students. Students can either find their own community service opportunities or seek assistance from staff to locate and arrange a site. Examples of service sites include schools, daycare centers, libraries, and hospitals. Students and the school provide each service site with materials to document the students' service hours. These hours are incorporated into student transcripts at the end of each school year.

[10] Specific credit requirements are: four credits of English; three credits each of social studies, science, and mathematics; two credits each of foreign language and physical education/health; and four elective credits.

 © 2013 by NCCD, All Rights Reserved

3. Teacher Information

Under the leadership of the school principal, the dean of students, the achievement coordinator, and the college coach/counselor, the CEO teaching roster was composed of seven teachers and seven paraprofessionals at the beginning of the current school year. These full-time teaching staff had expertise in English, mathematics, science, social studies, and special education.

At the end of the 2011–12 school year, CEO had eight teachers; six of these teachers were eligible to return for the 2012–13 school year. Three of the six eligible teachers returned, representing a return rate of 50.0%. At the beginning of the 2012–13 school year, four new teachers joined the three who returned from last year.[11] The three returning teachers had been at the school for one to two years. These teachers averaged 1.4 years of teaching at CEO over the last two years. During the year, one teacher's contract was terminated and another was hired to take her place. Therefore, six (85.7%) of the seven teachers who started the year were retained for the entire school year. Six (85.7%) of the seven teachers at CEO at the end of the school year held a DPI license or permit to teach.[12] The teachers were assisted by three paraprofessionals and four online instructional support staff. One paraprofessional and one online instruction support staff also held valid DPI licenses. Two administrative assistants handled the school office and provided support to the teaching staff.

[11] At the end of the 2011–12 school year, two teachers were not offered contracts for the next school year and three decided not to renew their contracts. This resulted in the hiring of the four new teachers.

[12] All seven teachers that started the year held a DPI license, including the teacher whose contract was terminated in the middle of the school year. The science teacher who was hired in January 2013 to replace that teacher did not hold a DPI license but was enrolled in the Licensure to Master's Specialization program at Alverno College. This teacher possessed a bachelor's degree in science and completed the Alverno program during the school year. The teacher applied to DPI for a teaching certificate in June 2013.

 © 2013 by NCCD, All Rights Reserved

4. Hours of Instruction/School Calendar

The first day of school for all CEO students was September 4, 2012, and the school year ended June 11, 2013. CEO operates on a 36-week school year composed of four nine-week quarters. At the beginning of the 2012–13 academic school year, CEO provided CRC with its school calendar indicating that students attended 189 days. The school day began at 7:35 a.m. with breakfast and ended at 3:52 p.m. After breakfast, students attended homeroom/morning meeting at approximately 8:00 a.m., which was followed by six instructional periods lasting an hour each, a 30-minute lunch break, and a 30-minute time slot for study hall or Renaissance learning. Students were dismissed early every Wednesday to enable them to engage in community service work and to allow staff to participate in staff meetings or other professional development activities.

Each teacher taught courses in his/her area of expertise (English, math, science, foreign language, technology, and physical education/health). Additionally, several teachers assumed responsibilities for related learning opportunities such as study skills, student council, leadership team, yearbook, and the school newsletter.

CEO students also had the opportunity to participate in several after-school activities, including organized sports, computer club, and an extended-day program known as Power Hour. The extended-day program operated three days a week (Tuesday through Thursday). It was available to all students, but ninth and 10th graders were encouraged to participate in an effort to improve their skills in reading, writing, and math. These activities typically occurred between 4:00 and 5:00 p.m.

5. Parental Involvement

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

© 2013 by NCCD, All Rights Reserved

- All parents are required to sign an annual contract with the school. This contract makes it clear that CEO provides students with a college preparatory curriculum and that students might be required to attend Saturday Academy or Power Hour in order to successfully complete the curriculum, graduate, and be prepared for success in college. The contract also identifies the parental responsibility for overseeing the student's completion of homework and studying for other required assessments.

- One of the 13 directors on the school's board of directors is a parent representative. The board is responsible for making decisions related to school policies, the school's budget, and for approving the school's strategic direction.

- CEO employs a full-time dean of students. The dean is expected to work with parents to ensure that children are coming to school regularly. It is also the dean's task to provide parents with regular feedback on issues that surface at the school related to a student's behaviors and achievements.

- CEO informs parents in the school handbook that CEO has a commitment to them and informs them that they are always welcome to observe or volunteer at the school, to make suggestions or voice opinions to staff, and to speak to the teachers about a student's academic progress.[13]

- CEO created a parent council that meets on a monthly basis. The function of the council is to advise the principal and serve as a voice for the parents. This body works with the student council to plan special events for the school and provides assistance with the implementation of these events. Parents have made suggestions for improving parent-teacher conferences and improving the "joy factor" in the school.

6. Waiting List

The school's administrator reported that as of May 2013, the school did not have a waiting list for the upcoming fall.

7. Discipline Policy

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

[13] This information was extracted from CEO's charter school application and the high school's 2011–12 *Parent/Guardian Student Handbook*.

https://sharepoint.nccdcrc.org/Projects/Project Documents/USA/Wisconsin/508WI_Milw/2012-13/CEO/CEO 2012-13 Yr 2.docx © 2013 by NCCD, All Rights Reserved

policies of the academy. The school has adopted "non-negotiable" rules that are considered so critical to the culture of CEO that the violation of a rule will result in an expulsion. The rules are:

1. Students cannot bring drugs and/or alcohol into or within a two-mile radius of the academy and/or be convicted of selling drugs;

2. Students cannot bring weapons into and/or use weapons within a two-mile radius of the academy;

3. Students cannot blatantly disrespect, use profanity toward, or threaten a staff member;

4. Students cannot engage in fighting and/or a physical altercation in or within a two-mile radius of the academy; and

5. Students cannot bully or harass other students at the academy.[14]

In the *Parent/Guardian Student Handbook*, the school provides detailed information on the consequences students will experience for the violation of any of the school's policies or rules. For example, the school has a demerit system; students will receive demerits for a variety of behaviors, such as tardiness, uniform violations, disruptive behavior, or theft. Students who receive five or more demerits in a one-week cycle will be required to participate in the following types of detention:

- Five demerits: After-school detention
- Ten demerits: Saturday detention
- Fifteen demerits: In-school suspension
- Sixteen or more demerits: In- or out-of-school suspension
- Four after-school detentions in a semester: Saturday detention
- Three Saturday detentions in a semester: In- or out-of-school suspension

Any student who repeatedly earns demerits will participate in a conference with the administration and his/her parents to discuss his/her future. In addition to the demerit system, school staff continue to communicate with parents via phone calls and special parent sessions, among other

[14] These five statements are taken directly from the Parent/Guardian Student Handbook, which is distributed and signed upon receipt by every students' parent or guardian.

© 2013 by NCCD, All Rights Reserved

things. The handbook contains detailed information on the various forms of detention, suspensions, and the procedures for expulsions.

8. Graduation Information

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

- Summer Bridge for Incoming Ninth Graders
  - » Students were introduced to CEO's graduation requirements.
  - » Students reviewed a ninth-grade schedule and the coach explained how the schedule takes graduation requirements into account.
  - » Students learned about credits (how to earn them and what happens if students do not earn them).
  - » Students learned about grade promotion and retention.
- Summer Bridge: Returning Students (10th Through 12th Graders)
  - » Students received a current transcript and a student need sheet to use while completing their credit reviews.
  - » The coach reminded students what the CEO graduation requirements include.
  - » Students initiated their Graduation Action Plans, taking into account everything they need to accomplish to graduate on time.
- Classroom visits
  - » The coach visited all English classes (ninth through 12th grades) once each semester to discuss credits/graduation requirements, postsecondary plans, transcript reviews, etc.
  - » The Great Lakes College Access Advisor visited all ninth- through 12th-grade classrooms multiple times throughout the year. These visits started during the Summer Bridge program and continued throughout the year.

© 2013 by NCCD, All Rights Reserved

- Individual student meetings
  - » The coach held one-on-one counseling sessions with seniors at least three times during the year to discuss attendance, credits, graduation requirements, credit recovery, community service, and postsecondary plans.
- College visits/tours
  - » Students visited Milwaukee Area Technical College (MATC), UW-Milwaukee, UW-Platteville, UW-Parkside, Marian University, and Cardinal Stritch University during the 2012–13 school year.
  - » A group of students participated in an overnight mini college tour and visited UW-Oshkosh and Fox Valley Technical College.
- College fair/representative presentations
  - » All students participated in a college fair hosted by CEO. Representatives from UW-Milwaukee, UW-Whitewater, UW-Platteville, UW-Parkside, UW-Oshkosh, UW-Lacrosse, UW-Madison, Carroll University, Cardinal Stritch University, Marian University, Concordia University, Alverno College, MATC, and Waukesha County Technical College hosted a table at the fair.
  - » A variety of local/statewide college admissions counselors presented to classrooms of students, primarily in the 11th and 12th grades.
- Pre-college programs
  - » There was a strong push for students to participate in pre-college programs throughout the year.
  - » The coach informed students about pre-college programs available locally and statewide and invited representatives from colleges/organizations—including UW-Oshkosh, Stein Scholars Boys and Girls Club, UW-Milwaukee Trio Programs, and Carroll University Summer Programs—to present about their programs.
  - » The coach invited representatives from colleges/organizations to set up tables at parent/teacher conferences promoting their pre-college programs. Representatives from the Milwaukee School of Engineering, MATC, UW-Oshkosh, and the Stein Scholars Boys and Girls Club were able to participate. Application information for other colleges/organizations was set up at a table, and the school counselor was available to answer parent questions.

© 2013 by NCCD, All Rights Reserved

- Parent nights
  - » The coach hosted multiple parent nights for parents of all students. Topics included pre-college, financial aid, how to choose the right college, what every parent needs to know about college, and more.
  - » A parent newsletter was developed with specific information regarding credits/graduation requirements, credit recovery options, and the Parent/Guardian Student Handbook. All families received a newsletter at orientation, when progress reports were mailed home, and at grade-level parent meetings.

A key outcome of these diverse activities, as reported by the school at the end of the school year, was that 18 (100%) of the 18 high school graduates were accepted into postsecondary schools by the end of the summer program.[15]

C. Student Population

CEO began the academic year with 182 students registered in ninth through 12th grades.[16] During the year, an additional two students enrolled and 45 students withdrew.[17, 18] Of the 45 students who withdrew from CEO during the year, 21 (46.7%) were expelled; 17 (37.8%) withdrew, five (11.1%) dropped out, one (2.2%) never attended, and a withdraw reason was not provided for one (2.2%) student. At the end of the school year, 139 students were enrolled in CEO.

- Of the students enrolled at the end of the year, 68 (48.9%) were in ninth grade, 43 (30.9%) were in 10th, 10 (7.2%) were in 11th, and 18 (12.9%) students were in 12th (Figure 1).

---

[15] Of the 18 12th graders enrolled at the end of the year, 17 graduated at the end of the school year; all 18 had graduated by the end of the summer program.

[16] There were 182 students registered at the beginning of the year: 96 (52.7%) ninth graders, 52 (28.6%) 10th graders, 15 (8.2%) 11th graders, and 19 (10.4%) 12th graders.

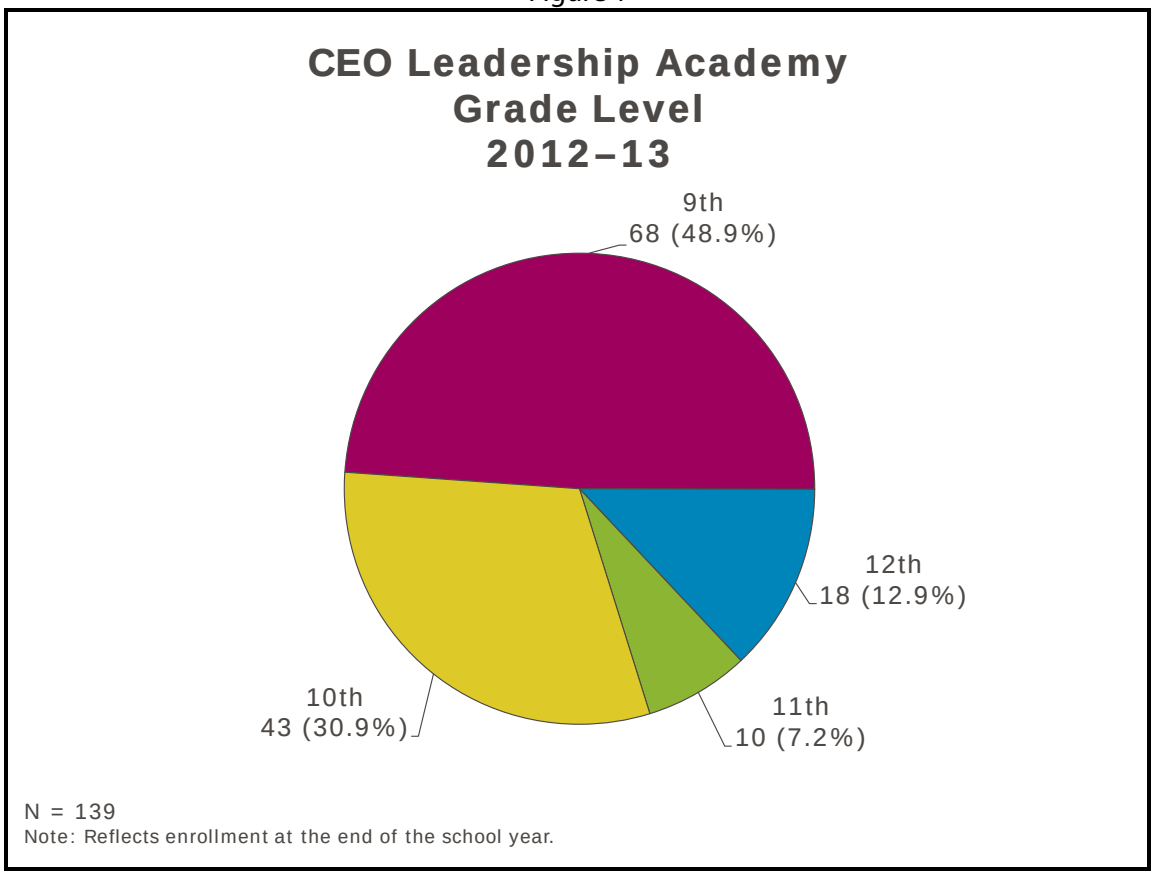
[17] In order to protect student identity, additional information about the two students who registered after the start of the school year could not be reported.

[18] Forty-five students withdrew during the year: 29 (64.4%) ninth graders, 10 (22.2%) 10th graders, five (11.1%) 11th graders, and one (2.2%) 12th grader.

© 2013 by NCCD, All Rights Reserved

- Over half (77, or 55.4%) of the students were female and 62 (44.6%) were male.
- All (100.0%) 139 students were African American.
- Most (132, or 95.0%) students received free or reduced lunch.
- There were 13 (9.4%) students with documented special needs.[19] Of the students with special needs, six had other health impairments (OHI), four had specific learning disabilities (SLD), three had emotional behavioral disabilities (EBD), and one student had a traumatic brain injury (TBI).

Figure 1



[19] There were two additional students whose special education status was pending; evaluations were to be completed during the summer. One additional student was tested and determined ineligible for services.

© 2013 by NCCD, All Rights Reserved

There were 139 students who were enrolled for the entire school year. This represents a retention rate of 76.4%.[20]

There were 105 students enrolled at the end of the 2011–12 school year who were eligible to return to the school, i.e., had not graduated from high school. Of these, 84 were enrolled as of the third Friday in September 2012. This represents a student return rate of 80.0%.

D. Activities for Continuous School Improvement

The following is a description of CEO's response to the recommended activities in its programmatic profile and educational performance report for the 2011–12 academic year.

- Recommendation: Work closely with instructional staff to use assessment data to differentiate instruction for students at different achievement levels while at the same time increasing the overall rigor of the curriculum so that more students demonstrate mastery on the interim assessments.

  Response: The school used a consultant to provide professional development sessions on strategies to improve use of assessment data and to differentiate instruction for individual students. These group sessions were complimented by one-on-one meetings with staff to address specific needs that emerged during the course of the school year. Finally, staff were able to participate in modeling and coaching sessions to improve their use of student data for curriculum enhancements on a regular basis.

- Recommendation: Consider requiring lower-achieving students to participate in Saturday Academy or supplemental tutoring sessions; the content for the tutoring sessions should be recommended by the content teacher based on a student's most recent assessment results.

  Response: Lower-achieving students participated in Power Hour two to three times a week. Staff that demonstrated the most effective classroom management skills ran these sessions and were assisted by Carroll College tutors. Special efforts were undertaken to ensure that tutors were linking their efforts to the classroom content that was most problematic for the participating students. Power Hour was presented as a supportive opportunity for students, but it was sometimes viewed as a punishment. To remedy this issue, staff solicited information from two other high schools about strategies that had proved successful with their students.

[20] A total of 139 of 182 students enrolled at the beginning of the school year.

© 2013 by NCCD, All Rights Reserved

- Recommendation: Adopt strategies to improve the overall school environment to better engage students as demonstrated by improved attendance and a reduction in suspensions and expulsions.

  Response: There was only minimal attention to this issue during the school year. However, CEO does have a plan in place to address this issue during the next school year.

III. EDUCATIONAL PERFORMANCE

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

This year, local assessment measures included student progress in literacy, mathematics, and writing, as well as individualized education program (IEP) goals for special education students. The standardized assessment measures used were the Wisconsin Knowledge and Concepts Examination (WKCE),[21] the EXPLORE, the PLAN,[22] and the ACT.

A. Attendance

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 86.0%. Students were marked present for the day if they attended four or five of six instructional periods. This year, students attended school an average of 87.0% of the time. The school has therefore met its goal related to attendance. When excused absences were included, the attendance rate rose to 90.7%, consistent with the school's goal.

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

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

 © 2013 by NCCD, All Rights Reserved

Note that 101 students served out-of-school suspensions at least once during the school year; these students spent, on average, 2.9 days out of school due to suspension. Additionally, 21 students served in-school suspensions at least once during the school year; these students spent, on average, 1.2 days out of class due to suspension.

B. Parent-Teacher Conferences

At the beginning of the academic year, the school established a goal that parents of at least 85.0% of students would participate in one of two scheduled parent-teacher conferences. The school scheduled two conference sessions: one in the fall and one in the spring. There were 139 students enrolled for the entire school year and eligible to attend both conferences. Parents of 123 (88.5%) children attended at least one conference. The school has therefore met its goal related to parent-teacher conferences. Note that parents of 35 (25.2%) students attended both conferences.

C. Special Education Student Records

This year, the school established a goal to develop and maintain records for all special education students. At the end of the year, 16 students had special education records. Special education eligibility assessments for 13 students were completed this year (eligibility reviews occur every three years); one student was no longer eligible, and reviews for two students were to be completed over the summer to determine eligibility for special education services during the next school year. All special education students who were evaluated and were eligible for services had an IEP.

In addition to examining the special education data provided by the school, CRC conducted a review of a representative number of files during the year. This review indicated that IEPs had been

© 2013 by NCCD, All Rights Reserved

completed and reviewed in a timely manner and that all parents were invited to participate in the IEP team review. The school has met its goal related to keeping updated special education records.

D. High School Graduation Plan

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

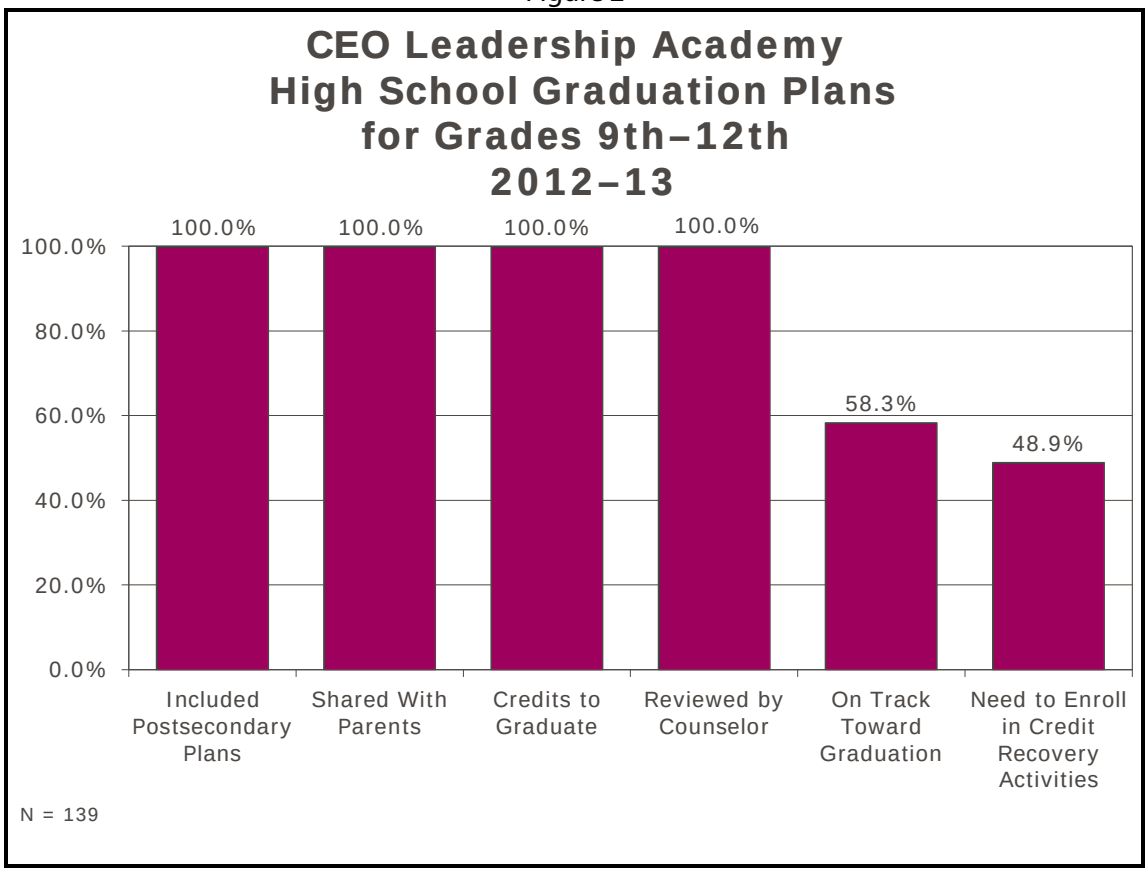
This year, plans were completed for all 139 CEO students enrolled at the end of the year. Of these, 100.0% included the student's postsecondary plans, 100.0% were submitted to parents for their review, and 100.0% included a schedule reflecting credits needed to graduate. The college coach/counselor was required to review each student's plan at least once during the year. Part of the review was to ensure that students were on track to graduate and to determine whether a student should be referred for summer school. The coach reviewed plans for all 139 (100.0%) students. This year, 81 (58.3%) students were on track to graduate, and 68 (48.9%) students will need to enroll in credit recovery activities (Figure 2).[24]

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

[24] CEO did not offer summer school after the 2012–13 school year, but credit recovery activities were available during the school year. Students could also enroll in summer courses offered at other local high schools.

 © 2013 by NCCD, All Rights Reserved

Figure 2



E. High School Graduation Requirements

As part of high school graduation requirements, the school set a goal that at least 55.0% of ninth graders would complete at least 5.0 credits; at least 55.0% of 10th graders would complete 10.5 credits; at least 70.0% of 11th graders would complete 16.0 or more credits; and at least 90.0% of 12th graders would complete 21 credits by the end of the school year.[25]

Credit and grade-level promotion data were provided for all 139 students who were enrolled for the entire school year at CEO. Of 68 ninth-grade students, 49 (72.1%) earned at least five credits and were promoted to the next grade level, 32 (74.4%) of 43 10th graders earned at least 10.5 credits

[25] Credit and promotion data for the summer program were available at the time of the report and were therefore included in the credit averages and promotion rates.

© 2013 by NCCD, All Rights Reserved

and were promoted, nine (90.0%) of 10 11th graders received at least 16.0 credits and were promoted, and all (100.0%) 18 12th graders earned at least 21 credits and graduated at the end of the summer program (Table 1). The school therefore met the goal for all grade levels.

Table 1

CEO Leadership Academy
High School Graduation Requirements
2012–13

Grade	N	Minimum Number of Credits Required	Average Credits Earned/Accumulated	Students Who Met Goal*	
				N	%
9th	68	5.0	5.4	49	72.1%
10th	43	10.5	10.8	32	74.4%
11th	10	16.0	17.1	9	90.0%
12th	18	21	22.9	18	100.0%
Total	**139**	**--**	**--**	**108**	**77.7%**

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

F. Twelfth-Grade College Applications and Acceptance

The CEO college coach/counselor tracks college application submissions and acceptance for graduating students. This year, the school set a goal that all graduating students would complete applications to at least six colleges by the end of the school year and at least 90% of graduating students would be accepted into at least one college.[26] There were 18 graduating seniors at the end of the summer program; all 18 (100.0%) of those students completed at least six college applications, and all 18 (100.0%) were accepted into at least one college.

[26] Special education students were only expected to complete three applications.

https://sharepoint.nccdcrc.org/Projects/Project Documents/USA/Wisconsin/508WI_Milw/2012-13/CEO/CEO 2012-13 Yr 2.docx © 2013 by NCCD, All Rights Reserved

G. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each city-chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC expectation is that at a minimum, schools establish local measures in reading, writing, math, and special education.

Ninth-grade students are required to take all subtests of the EXPLORE and 10th-grade students are required to take the PLAN in the fall of the school year; 11th-grade students are required to take the ACT by the end of the school year, and 12th-grade students are required to take the ACT in the fall semester.

The EXPLORE is the first in a series of two pre-ACT tests developed by ACT and is typically administered to students in eighth or ninth grade. The EXPLORE includes sections for English, math, reading, and science. EXPLORE scores provide information about students' knowledge, skills, interests, and plans. Students can use this information as they plan their high school coursework and begin thinking about college and careers. In addition to providing a score for each section, the EXPLORE provides a composite score for each student that reflects all the areas tested. Students can score one to 25 points on each section of the test; the composite score, which also ranges from one to 25 points, is an average of the scores from all four subtests.[27]

[27] Information found at http://www.act.org/explorestudent/, August 2013.

© 2013 by NCCD, All Rights Reserved

The PLAN, the second in the series of pre-ACT tests, is generally taken in 10th grade as a follow-up to the EXPLORE. Like the EXPLORE, the PLAN includes sections for English, math, reading, and science. Results of the PLAN can be used as guidance for students planning to attend college or join the workforce following graduation. It has also been shown to be a predictor of student success on the ACT. Students can score one to 32 points on each section of the test; the composite score, which also ranges from one to 32 points, is an average of the scores from all four subtests.[28]

In addition to providing information about students' skill levels in reading, math, English, and science, scores from the EXPLORE, PLAN, and ACT from consecutive years can be used to gauge student progress toward college readiness. ACT conducted a study to determine the relationship between scores on the EXPLORE, PLAN, and ACT with success in college courses. Based on that research, ACT set minimum scores on the English, math, reading, and science subtests for the EXPLORE, PLAN, and ACT that serve as benchmarks for success in college-level English composition, algebra, social sciences, and biology. Students who reach the benchmark or higher on the EXPLORE as ninth graders, the PLAN as 10th graders, and the ACT as 11th or 12th graders have a 50.0% chance of receiving at least a B in those college courses. Table 2 shows ACT's benchmark scores for each subtest on the EXPLORE and PLAN.[29] ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores for these tests by averaging the benchmark scores from the four subtests. The ACT composite benchmark was created and published by ACT.

[28] Information found at http://www.act.org/planstudent/, August 2013.

[29] For more information, see the ACT EXPLORE Technical Manual online at http://www.act.org/explore/pdf/TechManual.pdf.

© 2013 by NCCD, All Rights Reserved

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

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

1. Literacy

Ninth graders completed the EXPLORE in the fall and spring of the school year.[30] The school's internal goal related to the tests was that at least 60.0% of ninth and 10th graders who took both the fall and spring assessments would reach the benchmark at the time of the spring test or improve at least one point from the fall to spring. More than 65% of students in each grade met the spring benchmark for the English subtests or improved at least one point from fall to spring, and more than 60% of 10th graders met the spring reading benchmark or improved one point from the fall test. More than half (56.4%) of ninth graders met the reading goal. When combined, 83.6% of ninth graders and

[30] A total of 95 (99.0%) of the 96 ninth-grade students enrolled at the start of the school year completed the EXPLORE during the fall semester.

© 2013 by NCCD, All Rights Reserved

95.7% of 10th graders met the literacy goal, exceeding the school's local goal for ninth and 10th graders (Table 3).

Table 3

CEO Leadership Academy
9th- and 10th-Grade
Literacy Progress Based on EXPLORE and PLAN English and Reading Tests
2012–13

Grade/Test	N	Students Who Achieved Benchmark Spring 2013		Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring		Goal Met?*	
		N	%	N	%	N	%
9th-Grade EXPLORE							
English	55	17	30.9%	19	34.5%	**36**	**65.5%**
Reading	55	4	7.3%	27	49.1%	**31**	**56.4%**
Overall	**55**	**--**	**--**	**--**	**--**	**46**	**83.6%**
10th-Grade PLAN							
English	47	29	61.7%	9	19.1%	**38**	**80.9%**
Reading	47	10	21.3%	25	53.2%	**35**	**74.5%**
Overall	**47**	**--**	**--**	**--**	**--**	**45**	**95.7%**

*Reached benchmark by spring or improved at least one point from fall to spring; for overall, student progressed on the reading and/or English test.

2. Mathematics

The school set an internal goal related to the EXPLORE and PLAN math tests that at least 60% of ninth and 10th graders who took both the fall and spring assessments would reach the benchmark at the time of the spring test or improve at least one point from the fall to spring.[31] Of 55 ninth graders who completed both EXPLORE assessments, 38 (69.1%) reached the math benchmark by the spring test or improved one point from fall to spring; 32 (68.1%) of 47 10th graders met the math goal. The school has therefore met its internal math goal for ninth and 10th graders (Table 4).

[31] One 10th grader enrolled after the start of the school year; that student was tested within 30 days of enrollment.

https://sharepoint.nccdcrc.org/Projects/Project Documents/USA/Wisconsin/508WI_Milw/2012-13/CEO/CEO 2012-13 Yr 2.docx © 2013 by NCCD, All Rights Reserved

Table 4 CEO Leadership Academy 9th- and 10th-Grade Math Progress Based on the EXPLORE and PLAN Math Test 2012–13							
Grade	**N**	**Students Who Achieved Benchmark Spring 2013**		**Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring**		**Goal Met?***	
		N	**%**	**N**	**%**	**N**	**%**
9th	55	2	3.6%	36	65.5%	**38**	**69.1%**
10th	47	4	8.5%	28	59.6%	**32**	**68.1%**

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

3. Writing Skills

To assess students' skills in writing, teachers assessed student writing samples at the end of the school year and assigned a score to each student. Student writing skills were assessed in six domains: ideas, organization, voice, word choice, sentence fluency, and conventions. Each domain was assigned a score from one to six. Scores in each domain were totaled and averaged. An average score of three or more indicated that the ninth-grade students were proficient in writing, 10th graders were considered proficient if they achieved an average score of four, and 11th and 12th graders were considered proficient in writing if they received an average score of 4.5 of higher at the time of the spring writing assessment.

Results indicated that ninth-grade students scored, on average, 2.5 points; 10th-grade students scored, on average, 3.4 points; and 12th-grade students scored, on average 3.4 points. Due to the small number of 11th grade students with a writing score, results could not be included in this report. Overall, 38 (29.9%) of students met the writing goal for their grade level (Table 5). The school has not met its internal writing goal this year.

© 2013 by NCCD, All Rights Reserved

Table 5 CEO Leadership Academy Writing Skills Based on Teacher Assessment 2012-13				
Grade	**N**	**Average Score to Reach Proficiency**	**Writing Score Average**	**% Students Met Goal***
9th	64	3.0	2.5	35.9%
10th	41	4.0	3.4	34.1%
11th	8	4.5	Cannot report due to *n* size	
12th	14	4.5	3.4	7.1%
Total	**127**	**--**	**2.9**	**29.9%**

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

4. IEP Goals for Special Education Student Progress

This year, the school's goal was that 70.0% of special education students would meet one or more goals on their IEP, as assessed by the participants in their most recent annual IEP review. There were 13 special education students at the end of the year with completed IEPs. Of those students, seven were new to CEO this year, and one student was newly evaluated during the current school year and had not had an IEP in effect for a full year. Five students were enrolled in special education services for a full year at CEO. Due to the small number of students in this cohort, CRC could not include special education goal progress in this report.

H. Standardized Measures of Educational Performance

The CSRC required that the WKCE be administered to all 10th-grade students in October or November, the timeframe established by DPI.[32] The WKCE was designed to align with Wisconsin model academic standards in reading and math. Up through the 2011–12 school year,

[32] The WKCE is also given to students in sixth, seventh, eighth, and 10th grades. Students in fourth, eighth, and 10th grades are also tested in language arts, science, and social studies. The state WKCE testing period for 2012–13 was October 22 – November 23, 2012.

© 2013 by NCCD, All Rights Reserved

proficiency-level cut scores reflected levels set by the state to describe how students perform relative to these standards. The proficiency-level cut scores used up until the current school year are referred to as former cut scores throughout the report. Skills are assessed as minimal, basic, proficient, or advanced.

In 2012–13, in order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were revised to mimic cut scores used by the National Assessment of Educational Progress (NAEP). The revised cut scores require that students achieve higher-scale scores in reading and math in order to be considered proficient. During this year of transition from the former to the revised cut scores, CRC reported reading and math proficiency levels using both standards. This allows schools and stakeholders to see how students and the school performed when different standards were applied. [33]

Ninth graders completed the EXPLORE and 10th graders completed the PLAN twice during the school year; 11th and 12th graders were required to take the ACT or SAT. English, math, reading, science, and composite scores from each test were reported to CRC. The EXPLORE, PLAN, and ACT benchmarks were described earlier in this report. The following sections describe results for students relative to these benchmarks.

1. Standardized Tests for Ninth-Grade Students

Most (95, or 99.0%) of the 96 ninth-grade students enrolled in the fall of the school year completed either the PLAN or the EXPLORE.[34] Of those students, 55 (57.9%) completed the EXPLORE in both the fall of 2012 and the spring of 2013. CRC examined test scores from each test administration

[33] The CSRC requires the WKCE to provide an assessment of student skills; DPI requires the students participate in WKCE testing to meet No Child Left Behind requirements.

[34] Of the 96 ninth-grade students enrolled in the fall of 2012, 15 were close to becoming 10th graders when the EXPLORE and PLAN were administered. Therefore, to ensure that these students did not fall behind their 10th-grade peers, they completed the PLAN rather than the EXPLORE. Ninth-grade students who completed the PLAN instead of the EXPLORE are not included in this analysis. One student did not complete the EXPLORE or the PLAN.

© 2013 by NCCD, All Rights Reserved

and then calculated changes in scores between tests. Table 6 shows the minimum, maximum, and average scores for students at the time of the fall of 2012 and the spring of 2013 assessments. As shown, the average score on the English, reading, math, and science tests, as well as the average composite score, increased at least one point between assessments. Additionally, the number of students at or above the benchmark for each test increased between the fall and the spring for the English, math, and reading tests.

Table 6

CEO Leadership Academy
Standardized Measures of Academic Achievement: EXPLORE for 9th Graders
Minimum, Maximum, and Average Scores
and Percentage of Students at or Above College Readiness Benchmarks
Fall 2012 and Spring 2013
(N = 55)*

Subtest	Minimum	Maximum	Average	Students at or Above Benchmark	
				N	%
Fall 2012					
English	8.0	23.0	11.8	12	21.8%
Math	3.0	18.0	11.3	1	1.8%
Reading	6.0	17.0	11.3	3	5.5%
Science	7.0	19.0	13.8	0	0.0%
Composite**	**9.0**	**19.0**	**12.2**	**3**	**5.5%**
Spring 2013					
English	3.0	22.0	12.5	17	30.9%
Math	7.0	18.0	12.9	2	3.6%
Reading	8.0	19.0	12.2	4	7.3%
Science	5.0	22.0	15.1	2	3.6%
Composite**	**8.0**	**20.0**	**13.4**	**4**	**7.3%**

*Includes only students who completed the fall 2012 and spring 2013 EXPLORE.
**Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

© 2013 by NCCD, All Rights Reserved

CRC also examined student progress from the fall of 2012 to the spring of 2013 EXPLORE for students who took both tests. The following sections describe progress for students who were at or above the benchmark on each of the four subtests, the composite score at the time of the fall EXPLORE, and progress for the students who were below benchmarks at the time of the fall EXPLORE. The school's goal was that at least 75.0% of students scoring at or above benchmark on any of the subtests or the composite score would remain at or above benchmark on the spring test, and that 50.0% of students below benchmark on any of the subtests or the composite score would either reach benchmark or improve their scores by at least one point from fall to spring.

a. Students at or Above Benchmarks on the Fall of 2012 EXPLORE Subtests

CRC first examined scores for students who were at or above the college readiness benchmarks on the fall of 2012 EXPLORE. Of the 12 students at or above benchmark on the fall English subtest, nine (75.0%) remained at or above benchmark on the spring test (Table 7). The school therefore met its internal goal for the English subtest. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Due to the small number of students who were at or above benchmark on the math, reading, and science subtests, as well as the composite score, CRC could not include results in this report.

© 2013 by NCCD, All Rights Reserved

Table 7 CEO Leadership Academy Fall 2012 to Spring 2013 Progress for Students at or Above Benchmarks on the Fall of 2012 EXPLORE (N = 55)						
Subtest	**Students at or Above Benchmark on the EXPLORE Fall 2012**		**Students Who Remained at or Above Benchmark on the EXPLORE Spring 2013**		**Students Below Benchmark on the EXPLORE Spring 2013**	
	N	**%**	**N**	**%**	**N**	**%**
English	12	21.8%	9	75.0%	3	25.0%
Math	1	1.8%	Cannot report due to *n* size		Cannot report due to *n* size	
Reading	3	5.5%	Cannot report due to *n* size		Cannot report due to *n* size	
Science	0	0.0%	Cannot report due to *n* size		Cannot report due to *n* size	
Composite*	3	5.5%	Cannot report due to *n* size		Cannot report due to *n* size	

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

b. Students Below Benchmarks on the Fall of 2012 EXPLORE Subtests

Next, CRC examined progress for students below benchmarks on each of the fall of 2012 EXPLORE subtests. As Table 8 illustrates, 43 (78.2%) of the 55 students who took the fall and spring EXPLORE scored below the benchmark on the English subtest. At the time of the spring test, eight (18.6%) of those students reached the benchmark and 19 (44.2%) had improved their scores by at least one point. One (1.9%) of the 54 students below the benchmark on the fall math test reached benchmark by the spring test, and 36 (66.7%) had improved their scale scores by at least one point from the fall to the spring. Two (3.8%) of the 52 students below benchmark in reading reached benchmark by the spring test, and 27 (51.9%) students improved their reading scores between tests. In science, two (3.6%) of the 55 students below benchmark in the fall reached benchmark by the time of the spring test and 34 (61.8%) students increased their scale scores between tests. Fifty-two students scored below a 17 on the fall EXPLORE; by the time of the spring test, one (1.9%) of the students had reached benchmark, and 33 (63.5%) had improved their scores by at least one point. The

© 2013 by NCCD, All Rights Reserved

school therefore met its internal goal for the students below benchmark. Based on the overall progress for each subtest and the composite score, CEO has met its internal goal that at least 50% of students' progress on each test.

Table 8

CEO Leadership Academy
Fall 2012 to Spring 2013 Progress for Students
Below Benchmarks on the Fall of 2012 EXPLORE

Subtest	Students Below Benchmark on the EXPLORE Fall 2012 (N = 55)		Students Who Achieved Benchmark on the EXPLORE Spring 2013		Students Who Did Not Achieve Benchmark But Increased at Least One Point on the EXPLORE Spring 2013		Overall Progress of Students Below Benchmark on Fall of 2012 EXPLORE	
	N	%	N	%	N	%	N	%
English	43	78.2%	8	18.6%	19	44.2%	**27**	**62.8%**
Math	54	98.2%	1	1.9%	36	66.7%	**37**	**68.5%**
Reading	52	94.5%	2	3.8%	27	51.9%	**29**	**55.8%**
Science	55	100.0%	2	3.6%	34	61.8%	**36**	**65.5%**
Composite*	52	94.5%	1	1.9%	33	63.5%	**34**	**65.4%**

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

2. Standardized Tests for 10th-Grade Students

a. PLAN

There were 52 students enrolled as 10th graders in the fall of 2012; 50 (96.2%) completed either the PLAN or the ACT in the fall of the school year.[35] A total of 47 CEO students completed the PLAN in both the fall and spring of the school year. CRC examined test scores from each test

[35] Of the 52 students enrolled in the 10th grade in the fall of 2012, five were close to becoming 11th graders when the PLAN and ACT were administered. To ensure that these students did not fall behind their 11th-grade peers, they completed the ACT rather than the PLAN in the fall of 2012. Only students who completed the PLAN in the fall and spring of the school year are included in this analysis. Two 10th graders who were enrolled during the fall semester did not take the PLAN or ACT in the fall of the school year; one student took both the PLAN and the ACT.

© 2013 by NCCD, All Rights Reserved

administration and then calculated changes in scores between tests. Table 9 shows the minimum, maximum, and average scores for students at the time of the fall and spring assessments. The average scale scores for all subtests and for the composite score increased between assessments. The number of students at or above the benchmark for all subtests and the composite score also increased between tests.

Table 9

CEO Leadership Academy
Standardized Measures of Academic Achievement: PLAN for 10th Graders
Minimum, Maximum, and Average Scores
and Percentage of Students at or Above College Readiness Benchmarks
Fall 2012 and Spring 2013
(N = 47)*

Subtest	Minimum	Maximum	Average	Students at or Above Benchmark	
				N	%
Fall 2012					
English	7.0	23.0	13.8	17	36.2%
Math	4.0	22.0	14.0	2	4.3%
Reading	7.0	24.0	13.0	7	14.9%
Science	10.0	25.0	15.4	2	4.3%
Composite**	**7.0**	**23.0**	**14.2**	**6**	**12.8%**
Spring 2013					
English	8.0	29.0	15.8	29	61.7%
Math	10.0	28.0	15.9	4	8.5%
Reading	5.0	21.0	14.6	10	21.3%
Science	9.0	23.0	16.7	3	6.4%
Composite**	**11.0**	**25.0**	**15.9**	**9**	**19.1%**

*Includes only students who completed both the fall of 2012 and spring of 2013 PLAN.
**Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

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

© 2013 by NCCD, All Rights Reserved

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

i. Students at or Above Benchmarks on the Fall of 2012 PLAN Subtests

CRC first examined scores for students who were at or above the college readiness benchmarks on the fall PLAN. Of the 17 students at or above the English benchmark in the fall of 2012, 16 (94.1%) remained at or above benchmark on the spring test. The school has therefore met its internal goal that 75% of students maintain benchmark. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above benchmarks on the fall PLAN tests, CRC could not include results in this report.

Table 10

CEO Leadership Academy
Fall 2012 to Spring 2013 Progress for
Students at or Above Benchmarks on the Fall of 2012 PLAN
(N = 47)

Subtest	Students at or Above Benchmark on the PLAN Fall 2012		Students Who Remained at or Above Benchmark on the PLAN Spring 2013		Students Below Benchmark on the PLAN Spring 2013	
	N	%	N	%	N	%
English	17	36.2%	16	94.1%	1	5.9%
Math	2	4.3%	Cannot report due to *n* size		Cannot report due to *n* size	
Reading	7	14.9%	Cannot report due to *n* size		Cannot report due to *n* size	
Science	2	4.3%	Cannot report due to *n* size		Cannot report due to *n* size	
Composite*	6	12.8%	Cannot report due to *n* size		Cannot report due to *n* size	

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

© 2013 by NCCD, All Rights Reserved

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

Next, CRC examined progress for students below benchmarks on each of the fall PLAN subtests. As Table 11 illustrates, 30 (63.8%) of the 47 students who took the fall and spring PLAN scored below the benchmark on the English subtest. At the time of the spring test, 13 (43.3%) of those students reached the benchmark and nine (30.0%) had improved their scores by at least one point. Three (6.7%) of the 45 students below the benchmark on the fall math test reached benchmark and 28 (62.2%) improved their scale scores by at least one point from the fall to the spring. Four (10.0%) of the 40 students below benchmark in reading reached benchmark, and 25 (62.5%) had improved their reading scores by the spring test. Of 45 students below benchmark in science on the fall test, two (4.4%) reached benchmark by the time of the spring test and 25 (55.6%) increased their scale scores from the fall to the spring. Finally, 41 (89.4%) students were below the composite benchmark at the time of the fall test; by the time of the spring test, three (7.3%) of those students had reached benchmark and 30 (73.2%) students improved their scores by at least one point. At least 60% of students progressed on each subtest and the composite score, exceeding the school's goal related to PLAN progress.

© 2013 by NCCD, All Rights Reserved

Table 11

CEO Leadership Academy
Fall 2012 to Spring 2013 Progress
for Students Below Benchmarks on the Fall of 2012 PLAN
(N = 47)

Subtest	Students Below Benchmark on the PLAN Fall 2012		Students Who Achieved Benchmark on the PLAN Spring 2013		Students Who Did Not Achieve Benchmark But Increased at Least One Point on the PLAN Spring 2013		Overall Progress of Students Below Benchmark on Fall of 2012 PLAN	
	N	%	N	%	N	%	N	%
English	30	63.8%	13	43.3%	9	30.0%	**22**	**73.3%**
Math	45	95.7%	3	6.7%	28	62.2%	**31**	**68.9%**
Reading	40	85.1%	4	10.0%	25	62.5%	**29**	**72.5%**
Science	45	95.7%	2	4.4%	25	55.6%	**27**	**60.0%**
Composite*	41	87.2%	3	7.3%	30	73.2%	**33**	**80.5%**

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

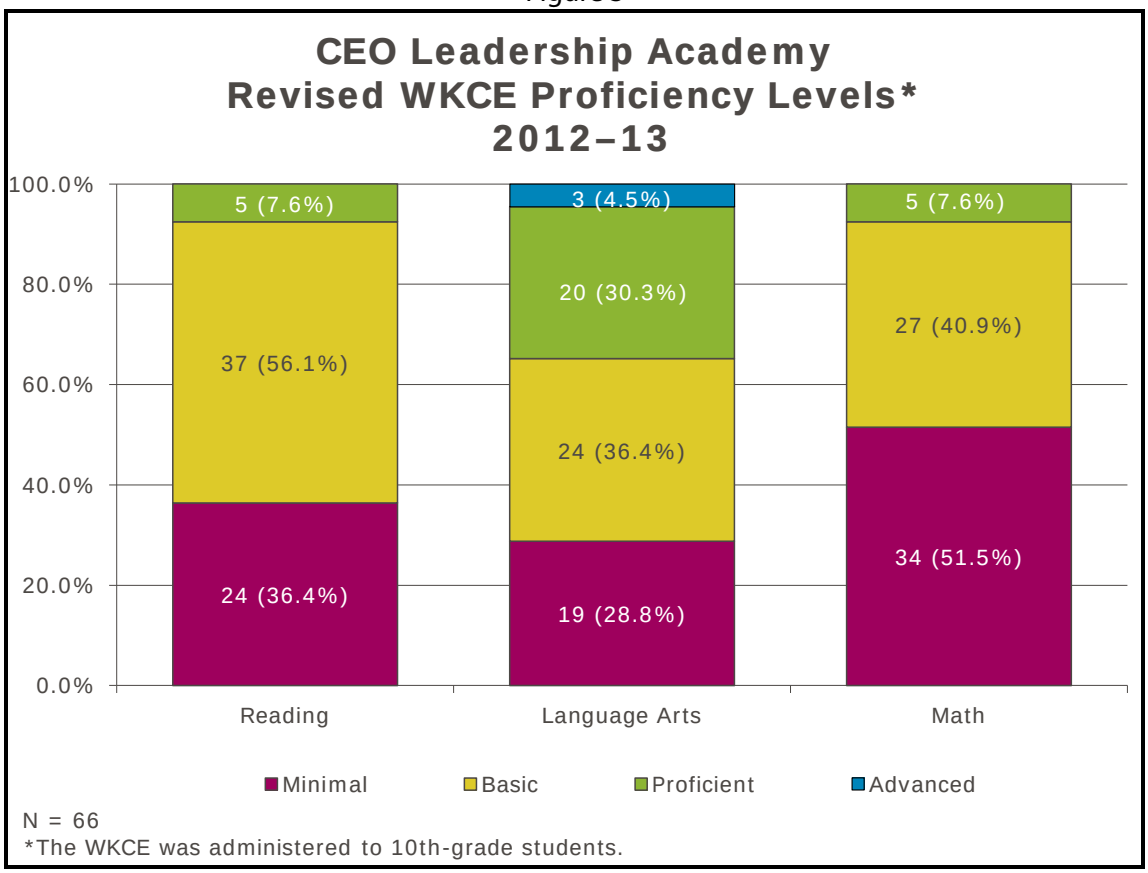
© 2013 by NCCD, All Rights Reserved

b. WKCE for 10th-Grade Students

In October 2012, 66 10th graders were given the WKCE. Using the revised cut scores, five (7.6%) students scored proficient in reading and five (7.6%) scored proficient in math (Figure 3). Had the former cut scores been applied, eight (12.1%) students would have been advanced and 30 (45.5%) proficient in reading and two (3.0%) students would have been advanced and 17 (25.8%) proficient in math (not shown).

The language arts cut scores did not change this year; three (4.5%) students scored advanced and 20 (30.3%) students were proficient in language arts this year (Figure 3).

Figure 3



© 2013 by NCCD, All Rights Reserved

3. ACT for 11th- and 12th-Grade Students

The final CSRC expectation was that all 11th and 12th graders will have taken the ACT or SAT during the year. Eleventh graders were to have taken the test by the end of the school year. Twelfth graders were to take the ACT in the fall semester.

This year, 28 11th and 12th graders were enrolled at the end of the school year; all 28 completed the ACT at least once during the year. This meets the CSRC expectation that all 11th and 12th graders take the ACT or SAT.

Composite ACT scores for 11th graders ranged from 12 to 25, with an average of 16.5. ACT scores for 12th graders ranged from 13 to 23, with an average of 16.2.[36] Overall, 11th and 12th graders scored, on average, 16.3 points on the ACT composite (Table 12).

Table 12

CEO Leadership Academy
Composite ACT Scores for 11th and 12th Graders
2012–13

Grade	Minimum	Maximum	Average
11th (N = 10)	12	25	16.5
12th (N = 18)	13	23	16.2
Total (N = 28)	**--**	**--**	**16.3**

[36] Of the 16 12th graders who graduated at the end of the school year, two (11.1%) had a score of 21.25 or higher on the ACT.

© 2013 by NCCD, All Rights Reserved

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 10th grade is assessed using benchmarks from the EXPLORE and PLAN tests, and progress from 10th to 11th grade is assessed using benchmarks from the PLAN to the ACT. The CSRC requires that multiple-year progress be reported for students who met proficiency-level expectations (i.e., scored at proficient or advanced levels) and for those students who did not meet proficiency-level expectations (i.e., tested at minimal or basic levels) in the 2011–12 school year. The expectation is that at least 75.0% of students at or above the EXPLORE or PLAN benchmarks will maintain benchmark on the PLAN or ACT, respectively, the following year.[37] For students below benchmark, the expectation is that at least 60.0% of students will either meet the benchmark the next year or improve at least one point between tests.

1. Progress From the Fall of 2011 EXPLORE to the Fall of 2012 PLAN

Students in ninth grade at CEO during the 2011–12 school year took the EXPLORE in the fall and again in the spring semester. Those same ninth-grade students who were enrolled as 10th graders at CEO during 2012–13 took the PLAN during the fall and spring semesters of that year. Students, parents, and teachers can use scores from each year to determine areas in which students may need additional assistance.

Using raw scores and the minimum benchmark scores for each subject area (shown in Table 9) on the EXPLORE, CRC examined student progress from ninth to 10th grade. There were 30 CEO students who took the EXPLORE in the fall of 2011 as ninth graders and the PLAN in the fall of 2012 as 10th graders.

Of the 30 students who completed both tests, 10 (33.3%) were at or above the English benchmark, three (10.0%) students were at or above the benchmark in math, three (10.0%) were at or

[37] Progress is measured from the fall 2011 EXPLORE to the fall 2012 PLAN and from the fall 2010 or fall 2011 PLAN to the most recently completed ACT for 11th and 12th graders.

© 2013 by NCCD, All Rights Reserved

above the reading benchmark, and none of the students were at or above the benchmark for science at the time of the fall of 2011 EXPLORE. Four (13.3%) students achieved a composite score of 17 or more and reached the overall benchmark (Table 13). The following sections describe progress for students who were at or above the EXPLORE benchmark for each test as well as students who were below the benchmark at the time of the fall of 2011 test.

a. Students at or Above Benchmarks on the Fall of 2011 EXPLORE Subtests

CRC first examined scores for students who were at or above benchmarks on the fall of 2011 EXPLORE. Of the 10 students at or above the English benchmark on the fall of 2011 EXPLORE, seven (70.0%) maintained benchmark on the fall of 2012 PLAN (Table 13). In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above benchmark, CRC could not include results in this report. The school did not meet the CSRC expectation on the English subtest. Due to the small number of students at or above benchmark in English, results should be interpreted with caution.

Table 13

Progress for Students at or Above Benchmarks on the Fall of 2011 EXPLORE (N = 30)

Subtest	Students at or Above Benchmark on the EXPLORE Fall 2011		Students Who Remained at or Above Benchmark on the PLAN Fall 2012		Students Below Benchmark on the PLAN Fall 2012	
	N	%	N	%	N	%
English	10	33.3%	7	70.0%	3	30.0%
Math	3	10.0%	Cannot report due to *n* size		Cannot report due to *n* size	
Reading	3	10.0%	Cannot report due to *n* size		Cannot report due to *n* size	
Science	0	0.0%	N/A		N/A	
Composite*	4	13.3%	Cannot report due to *n* size		Cannot report due to *n* size	

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

 © 2013 by NCCD, All Rights Reserved

b. Students Below Benchmarks on the Fall of 2011 EXPLORE Subtests

Next, CRC examined progress for students below benchmarks on each of the fall of 2011 EXPLORE subtests. As Table 14 illustrates, 20 (66.7%) of the 30 students who took the EXPLORE and PLAN scored below the benchmark on the EXPLORE English subtest. At the time of the fall of 2012 PLAN, nine (45.0%) of those students reached the benchmark, and nine (45.0%) had improved their scores by at least one point. None of the students below benchmark in math reached benchmark, but 22 (81.5%) of the 27 students had improved their math scores between the EXPLORE and PLAN. Of the 27 students below the benchmark on the fall of 2011 EXPLORE reading test, five (18.5%) reached benchmark by the fall of 2012 PLAN and 13 (48.1%) had improved their scale scores by at least one point between tests. Two (6.7%) of the 30 students below benchmark in science on the fall of 2011 EXPLORE reached benchmark by the time of the PLAN, and 17 (56.7%) students increased their scale scores between tests. Two (7.7%) students who received a composite score below 17 on the EXPLORE received an 18 or higher on the PLAN and 19 (73.1%) students improved their composite scores by at least one point. Based on the overall progress on each subtest and the composite score, the school met the CSRC expectation this year.

© 2013 by NCCD, All Rights Reserved

Table 14 CEO Leadership Academy Year-to-Year Student Progress: EXPLORE to PLAN Progress for Students Below Benchmarks on the Fall of 2011 EXPLORE* (N = 30)								
Subtest	**Students Below Benchmark on the EXPLORE Fall 2011**		**Students Who Achieved Benchmark on the PLAN Fall 2012**		**Students Who Did Not Achieve Benchmark But Increased at Least One Point on the PLAN Fall 2012**		**Overall Progress of Students Below Benchmark on Fall 2011 EXPLORE**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
English	20	66.7%	9	45.0%	9	45.0%	**18**	**90.0%**
Math	27	90.0%	0	0.0%	22	81.5%	**22**	**81.5%**
Reading	27	90.0%	5	18.5%	13	48.1%	**18**	**66.7%**
Science	30	100.0%	2	6.7%	17	56.7%	**19**	**63.3%**
Composite**	26	86.7%	2	7.7%	19	73.1%	**21**	**80.8%**

*Scores on the EXPLORE and PLAN are scaled so that a score on the EXPLORE represents the same level of skill as the same score on the PLAN. Therefore, a score increase in one subject from the EXPLORE to the PLAN demonstrates progress in that subject area from one year to the next.
**Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

2. Progress From the PLAN to the ACT

Students in 10th grade at CEO during the 2010–11 and 2011–12 school years took the PLAN in the fall and spring semesters, respectively. Those same 10th graders who were enrolled as 11th or 12th graders at CEO during the 2012–13 school year took the ACT during the fall or spring semester.

Using scale scores and the minimum benchmark scores for each subject area (shown in Table 2) on the PLAN, CRC examined student progress from 10th to 11th or from 10th to 12th grade. There were 31 CEO students who took the PLAN in the fall of 2010 or 2011 as 10th graders and the ACT during the 2012–13 school year as 11th or 12th graders. Of those students, 10 (32.3%) were at or above the English benchmark, two (6.5%) students were at or above the math benchmark, seven (22.6%) were at or above the reading benchmark, none of the students were at or above the science

© 2013 by NCCD, All Rights Reserved

benchmark, and two (6.5%) students were at or above the composite benchmark (Table 15). The following sections describe progress for students who were at or above the PLAN benchmark for each test as well as students who were below the benchmark at the time of the fall of 2010 or 2011 test.

a. Students at or Above Benchmarks on the Fall of 2010 or 2011 PLAN Subtests

CRC first examined scores for students who were at or above the English benchmark on the fall of 2010 or 2011 PLAN. There were 10 students at or above the PLAN English benchmark; four (40.0%) of those students remained at or above the English benchmark on the 2012–13 ACT (Table 15). In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above benchmark on the fall of 2010 or 2011 PLAN reading test and the composite score, CRC could not include results in this report.

Table 15

CEO Leadership Academy
Year-to-Year Student Progress: PLAN to ACT Results
for Students at or Above Benchmarks on the Fall of 2010 or 2011 PLAN
(N = 31)

Subtest	Students at or Above Benchmark on the PLAN Fall 2010 or 2011		Students Who Remained at or Above Benchmark on the ACT 2012–13		Students Below Benchmark on the ACT 2012–13	
	N	%	N	%	N	%
English	10	32.3%	4	40.0%	6	60.0%
Math	2	6.5%	Cannot report due to *n* size		Cannot report due to *n* size	
Reading	7	22.6%	Cannot report due to *n* size		Cannot report due to *n* size	
Science	0	0.0%	NA		NA	
Composite*	2	6.5%	Cannot report due to *n* size		Cannot report due to *n* size	

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

© 2013 by NCCD, All Rights Reserved

b. Students Below Benchmarks on the Fall of 2010 or 2011 PLAN Subtests

Next, CRC examined progress for students below benchmarks on each of the fall of 2010 or 2011 PLAN subtests. As Table 16 illustrates, 21 (67.7%) of 31 students who took the PLAN and ACT scored below the benchmark on the PLAN English subtest. At the time of the 2012–13 ACT, three (14.3%) of those students reached the benchmark, and 10 (47.6%) improved their scores by at least one point. None of the 29 students below the benchmark on the fall of 2010 or 2011 PLAN math test reached benchmark by the 2012–13 ACT, but 20 (67.0%) improved their scale scores by at least one point from the PLAN to the ACT. None of the 24 students below benchmark in reading reached benchmark, but 16 (66.7%) improved their reading scores at least one point between the PLAN and ACT. None of the 31 students below benchmark in science on the fall PLAN reached benchmark by the time of the ACT, but 22 (71.0%) students increased their scale scores between tests. Finally, of the 29 students below the composite benchmark, none reached benchmark (21.25 or more) on the ACT, but 22 (75.9%) increased their composite scores by one or more points between the PLAN and the ACT (Table 16). Based on overall progress, the school met the CSRC expectation for the English, math, reading, science, and composite scores.

© 2013 by NCCD, All Rights Reserved

Table 16 CEO Leadership Academy Year-to-Year Student Progress: PLAN to ACT Progress for Students Below Benchmarks on the Fall of 2010 or 2011 PLAN* (N = 31)								
Subtest	**Students Below Benchmark on the PLAN Fall 2010 or 2011**		**Students Who Achieved Benchmark on the ACT 2012–13**		**Students Who Did Not Achieve Benchmark But Increased at Least One Point on the ACT 2012–13**		**Overall Progress of Students Below Benchmark on the Fall of 2010 or 2011 PLAN**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
English	21	67.7%	3	14.3%	10	47.6%	**13**	**61.9%**
Math	29	93.5%	0	0.0%	20	67.0%	**20**	**67.0%**
Reading	24	77.4%	0	0.0%	16	66.7%	**16**	**66.7%**
Science	31	100.0%	0	0.0%	22	71.0%	**22**	**71.0%**
Composite**	29	93.5%	0	0.0%	22	75.9%	**22**	**75.9%**

*Scores on the PLAN and ACT are scaled so that a score on the PLAN represents the same level of skill as the same score on the ACT. Therefore, a score increase in one subject from the PLAN to the ACT demonstrates progress in that subject area from one year to the next.
**Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

J. CSRC School Scorecard

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The pilot ran for three years, from 2009–10 through 2011–12. In the fall of 2012, the CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures as well as point-in-time academic achievement and engagement elements (e.g., attendance and student and teacher retention and return). The score provides a summary indicator of school performance. The summary score is then translated into a school status rating (Table 17).

© 2013 by NCCD, All Rights Reserved

Table 17 City of Milwaukee Educational Performance Rating Scale for Charter Schools	
School Status	**Scorecard % Total**
High Performing/Exemplary	100%–85%
Promising/Good	84%–70%
Problematic/Struggling	69%–55%
Poor/Failing	54% or less

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

This year, due to the change in WKCE cut-score standards, CRC prepared two high school scorecards, one each reflecting the WKCE results using the former proficiency-level cut scores used until the current school year and one each reflecting the revised cut scores. When WKCE results using the former cut scores were included, the school scored 71.3% percent. This compares to 59.1% on the school's 2011–12 scorecard. When the revised WKCE cut scores were included, the school scored 65.5%. See Appendix D for school scorecard information.

© 2013 by NCCD, All Rights Reserved

K. Wisconsin Department of Public Instruction School Report Card[38]

As part of the new state accountability system, reflected in Wisconsin's approved Elementary and Secondary Education Act (ESEA) Flexibility Request,[39] DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas.

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

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

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

The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be

[38] Information for this section was retrieved from the DPI website, http://reportscards.dpi.wi.gov. The DPI report card reflects the school's performance for the 2011–12 school year. Report cards for the 2012–13 school year will be issued in the fall of 2013.

[39] Wisconsin Department of Public Instruction. (n.d.). *Accountability reform*. Retrieved from http://acct.dpi.wi.gov/acct_accountability

© 2013 by NCCD, All Rights Reserved

measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings.

- Significantly Exceeds Expectations (83.0–100.0)
- Exceeds Expectations (73.0–82.9)
- Meets Expectations (63.0–72.9)
- Meets Few Expectations (53.0–62.9)
- Fails to Meet Expectations (0.0–52.9)

In 2011–12, CEO was in its first year of operation as a public high school. Therefore, not enough data were available to calculate a DPI rating. The school's report card score was therefore not available last year.

IV. SUMMARY/RECOMMENDATIONS

This report covers the second year of CEO's operation as a City of Milwaukee charter school. The school has met all but three provisions of its contract with the City of Milwaukee and the subsequent requirements of the CSRC.[40] Two provisions were significantly met.[41] The school scored 71.3% on the scorecard this year when the former WKCE cut scores were applied; when the revised cut scores were used, the school received a 65.5%. Therefore, CRC recommends that CEO continue regular, annual academic monitoring and reporting.

[40] The two provisions not met were that 75.0% of students at or above benchmark on any subtest or the composite score of the EXPLORE will maintain benchmark on the PLAN the following year (only 70.0% of students at or above the EXPLORE English benchmark maintained benchmark), and that 75.0% of students at or above the benchmark on any subtest or the composite score on the PLAN will maintain benchmark on the ACT during the subsequent one or two years (only 40.0% of students at or above the PLAN English benchmark maintained benchmark on the ACT).

[41] The two provisions significantly met were administration of standardized tests (one ninth grader and two 10th graders enrolled in the fall of 2012 were not tested in the fall) and that each teacher held a DPI license.

© 2013 by NCCD, All Rights Reserved

Appendix A

Contract Compliance Chart

© 2013 by NCCD, All Rights Reserved

CEO Leadership Academy Overview of Compliance for Education-Related Contract Provisions 2012–13			
Section of Contract	**Education-Related Contract Provision**	**Report Reference Page(s)**	**Contract Provision Met or Not Met?**
Section I, B	Description of educational program; student population served.	2–4 and 13–15	Met.
Section I, V	The school will provide a copy of the calendar prior to the end of the preceding school year.	8	Met.
Section I, C	Educational methods.	2–4	Met.
Section I, D	Administration of required standardized tests: 9th through 12th grades	26–37	Significantly met.[42]
Section I, D	All new high school students tested within 30 days of first day of attendance in reading and math.	23–24	Met.
Section I, D	Written annual plan for graduation.	18–19	Met.
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education goals.	20–26	Met.
Section I, D	Academic criteria #2: Year-to-year achievement measure for 9th through 12th grades: a. At least 75.0% of students at benchmark in any of the subject areas or the composite score on the EXPLORE will maintain that status on the PLAN; and b. At least 75.0% of students at benchmark in any of the subject areas or the composite score on the PLAN will maintain that status on the ACT.	a. 39 b. 42	a. Not met.[43] b. Not met.[44]

[42] One ninth grader and two 10th graders enrolled in the fall of 2012 were not tested in the fall; all 11th and12th graders completed the ACT. Additionally, the WKCE was administered to 10th grade students, as required.

[43]There was only one cohort of students with 10 or more members who were at the benchmark for any of the fall of 2011 EXPLORE subtests or the composite score; those 10 students were at or above the English benchmark. Of the 10 students, seven (70.0%) remained at or above the English benchmark on the PLAN.

[44] There was only one cohort of students with 10 or more members who were at the benchmark for any of the fall of 2010 or 2011 PLAN subtests or the composite score; those 10 students were at or above the English benchmark. Of the 10 students, four (40.0%) remained at or above the English benchmark on the 2012–13 ACT.

 © 2013 by NCCD, All Rights Reserved

CEO Leadership Academy Overview of Compliance for Education-Related Contract Provisions 2012–13			
Section of Contract	**Education-Related Contract Provision**	**Report Reference Page(s)**	**Contract Provision Met or Not Met?**
Section I, D	Academic criteria #2: Year-to-year achievement measure for 9th through 12th grades: a. At least 60.0% of students below benchmark in any of the subject areas or the composite score on the EXPLORE will reach benchmark or improve at least one point on the PLAN; and b. At least 60.0% of students below benchmark in any of the subject areas or the composite score on the PLAN will reach benchmark or improve at least one point on the ACT.	40–41 43–44	a. Met.[45] b. Met.[46]
Section I, E	Parental involvement.	8–9	Met.
Section I, F	Instructional staff hold a DPI license or permit to teach.	7	Significantly met.[47]
Section I, I	Pupil database information, including special education needs students.	13–15, 17	Met.
Section I, K	Discipline procedures.	9–11	Met.

[45] More than 60.0% progress on all subtests and the composite score.

[46] More than 60.0% progress on all subtests and the composite score.

[47] One of the science teachers possessed a bachelor's degree but was not eligible for a Wisconsin Department of Public Instruction (DPI) license. However, the teacher was enrolled in the Licensure to Master's Specialization program at Alverno College, which was completed by the end of this school year. The teacher applied for certification in June 2013.

 © 2013 by NCCD, All Rights Reserved

Appendix B

Outcome Measures Agreement Memo

© 2013 by NCCD, All Rights Reserved

Student Learning Memorandum for CEO

To: Children's Research Center and Charter School Review Committee
From: CEO Leadership Academy
Re: Learning Memo for the 2012–13 Academic Year
Date: April 18, 2013

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC). It also describes outcomes defined by the school to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the Children's Research Center (CRC) and the CSRC. Data will be provided to CRC, the monitoring agent contracted by the City of Milwaukee CSRC. Data will be reported in a spreadsheet or database that includes each student's Wisconsin student number (WSN). CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 21, 2013. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests.

The school will record student data in the PowerSchool (PS) database and/or Excel spreadsheets. The school will be able to generate a student roster in a usable data file format that lists all students enrolled at any time during the school year. The roster will include student name, local student ID number, WSN, enrollment date, withdrawal date and reason, grade level, gender, race/ethnicity, free/reduced lunch eligibility, special education status, and, if applicable, disability type.[48]

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

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

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

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

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

© 2013 by NCCD, All Rights Reserved

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

High School Graduation Plan
A high school graduation plan will be developed for all students (ninth through twelfth grades) by the end of their first semester of enrollment at the school. Each student will incorporate the following into his/her high school graduation plan.

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

For ninth through twelfth grades, student schedules will be reviewed by the college coach/counselor by the end of the school year to determine if the student is on track toward earning credits and whether or not the student will need to pursue credit recovery activities to maintain consistent progress toward high school graduation and post-secondary enrollment.

High School Graduation Requirements[49]
Among students enrolled for the entire school year, at least 55.0% of ninth-grade students will complete 5.0 or more credits; 55.0% of tenth graders will complete 10.5 or more credits; 70.0% of eleventh graders will complete 16.0 or more credits; and 90.0% of twelfth graders will complete 21 credits by the end of the school year. The promotion and/or graduation status for every student enrolled at the end of the school year will be reported to CRC by student WSN.

<u>Twelfth-Grade College Applications and Acceptance</u>
All graduating twelfth-grade students will have completed applications to at least six colleges by the end of the school year.[50] At least 90.0% of graduating students will be accepted into at least one college. The college coach/counselor will monitor student progress on this outcome and record the total number of college applications each student completes and the number of acceptance letters received by each graduate.

---

[49] This item depends on the school's high school graduation requirements and the timing of the student's coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year.

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

© 2013 by NCCD, All Rights Reserved

Academic Achievement: Local Measures[51]

Literacy
Ninth graders will complete all of the subtests on the EXPLORE, tenth graders will complete all of the subtests on the PLAN, and eleventh and twelfth graders will complete all substests of the ACT in the fall and spring of the 2012–13 school year. Progress will be measured from the fall to spring English and reading subtests. At least 60.0% of the students who complete both the fall and spring assessments will reach the benchmark or increase their scores by at least one point by the spring test. Ninth- and tenth-grade students who enroll after the fall testing dates will be tested within 30 days of enrollment using the EXPLORE or PLAN, depending on grade level.

Mathematics
Ninth graders will complete all of the subtests on the EXPLORE, tenth graders will complete all of the subtests on the PLAN, and eleventh and twelfth graders will complete all substests of the ACT in the fall and spring of the 2012–13 school year. Progress will be measured from the fall to spring math subtest. At least 60.0% of the students who complete both the fall and spring assessments will reach the benchmark or increase their scores by at least one point by the spring test. Ninth- and tenth-grade students who enroll after the fall testing dates will be tested within 30 days of enrollment using the EXPLORE or PLAN, depending on grade level.

Writing
By the end of the final marking period, every student in ninth through twelfth grade will have a writing sample assessed. Ninth-grade students will be judged proficient if they obtain an average score of at least three; tenth-grade students an average score of at least four; and eleventh and twelfth graders will be judged proficient if they receive an average score of at least 4.5. Student writing skills will be assessed in the following six domains: ideas, organization, voice, word choice, sentence fluency, and conventions. Each domain will be assessed on the following scale: 1 = beginning; 2 = emerging; 3 = developing; 4 = proficient; 5 = strong; and 6 = exemplary.

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

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

© 2013 by NCCD, All Rights Reserved

Academic Achievement: Standardized Measures

Ninth-Grade Students

All ninth-grade students are required to take all subtests[52] of the EXPLORE test (the first in a series of two pre-ACT tests that identify students who are not ready for the ACT)[53] in the fall and spring of the school year. At least 75.0% of the ninth-grade students who are at or above benchmark for any of the four subtests (English, math, reading, and science) or have a composite score of 17 or more at the time of the fall test will remain at or above benchmark(s) on the spring tests. At least 50.0% of the ninth graders who were below the benchmark for any of the four subtests or received a composite score below 17 at the time of the fall testing will either achieve benchmark(s) or have increased their score by one or more points on the relevant subtest or composite score by the time of the spring test administration.

Tenth-Grade Students

All tenth-grade students are required to take all subtests of the PLAN (the second test in the pre-ACT series) in the fall and spring of the school year.[54] At least 75.0% of the tenth-grade students who are at or above benchmark for any of the four subtests (English, math, reading, and science) or have a composite score of 18 or higher at the time of the fall test will remain at or above benchmark(s) on the spring test. At least 55.0% of the tenth graders who were below the benchmark for any of the four subtests or received a composite score below 18 at the time of the fall testing will either achieve benchmark(s) or have increased their score by one or more points on the relevant subtest or composite score by the time of the spring test administration.

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

Eleventh-Grade Students

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

Twelfth-Grade Students

CEO will require all seniors to take the ACT or SAT test in the fall semester of 2012. CEO will monitor students' participation in a spreadsheet and report the subtest and composite score for each student. The spreadsheet needs to indicate the date (month/year) each twelfth grader took the ACT or SAT test.

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

---

[52] English, mathematics, reading, and science.

[53] The Educational Planning and Assessment System (EPAS), developed by the American College Testing (ACT) service, provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support, and evaluation. The series includes the EXPLORE, PLAN, and ACT tests. Score ranges from all three tests are linked to *Standards for Transition* statements that describe what students have learned and what they are ready to learn next. The *Standards for Transition*, in turn, are linked to *Pathways* statements that suggest strategies to enhance students' classroom learning. *Standards* and *Pathways* can be used by teachers to evaluate instruction and student progress and advise students on courses of study.

[54] English, mathematics, reading, and science.

 © 2013 by NCCD, All Rights Reserved

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

- PLAN to ACT: At least 75.0% of the eleventh- or twelfth-grade students who were at or above benchmark for any of the four subtests (English, math, reading, and science) or the composite score at the time of either the fall 2010 or fall 2011 PLAN test will remain at or above benchmark on the most recently completed ACT test. Eleventh- or twelfth-grade students who were below benchmark for any of the four subtests or the composite score at the time of the fall 2010 or fall 2011 PLAN will either achieve benchmark(s) or have increased their score by one or more points by the time of the most recently completed ACT.[55]

[55] Eleventh-grade students who took the ACT during the 2012–13 school year took the PLAN in the fall of 2011; 12th-grade students who took the ACT during the 2012–13 school year took the PLAN in the fall of 2010.

 © 2013 by NCCD, All Rights Reserved

Learning Memo Data Addendum
CEO

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2012–13 academic year. Additionally, important principles applicable to all data collection must be considered.

1. All students attending the school *at any time during the 2012–13 academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique WSN in each data file.

2. All data fields must be completed for each student *enrolled at any time during the school year*. If a student is not enrolled and/or present when a measure is completed, record an N/E for that student to indicate "not enrolled." This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.

3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

End-of-the-year data must be submitted to CRC by no later than the fifth working day after the end of the second semester or June 21, 2013.

Staff person(s) responsible for year-end data submission: Rashida Evans

© 2013 by NCCD, All Rights Reserved

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster; Enrollment and Termination	For each student enrolled at any time during the year, include the following: • Wisconsin Student Number (WSN) • Local student ID • Student name • Grade level (PowerSchool) • Grade level (if different from what is reported in PS) • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable, including if student was expelled • Assessed for special education (Y, eligible; Y, not eligible; N)	Power School	Judy David (JD)
Attendance	For each student enrolled at any time during the year, include the following: • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension • Number of times in-school suspension • Number of days in-school suspension	Power School	JD
Parent Participation	For each student enrolled at any time during the year, include the following: • WSN	Power School	JD

 © 2013 by NCCD, All Rights Reserved

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	• Student name • Attend conference 1 (parent, student, parent and student, none, N/A) • Conference 1 type (school, phone, home, written report, none, N/A) • Conference 1 date • Attend conference 2 (parent, student, parent and student, none, N/A) • Conference 2 type (school, phone, home, written report, none, N/A) • Conference 2 date		
Special Education Needs Students	For each student assessed for special education needs (as indicated on the student roster), include the following: • WSN • Student name • The special education need, e.g., ED, CD, LD, OHI, etc. • Eligibility assessment date (date the team meets to determine eligibility) • Eligibility re-evaluation date (if not due this year, indicate "not due"; this is the three-year re-evaluation date to determine whether the child is still eligible for special education • IEP completion date (date the IEP was developed) • IEP review date (date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A) • IEP review results, e.g., continue in special education, no longer eligible for special education, or N/A • Number of goals on IEP • Number of goals met on IEP at the time of the annual review. Enter N/A if the IEP was not reviewed this year.	OASYS and/or a separate spreadsheet	Brett Newman (BN) and JD

 © 2013 by NCCD, All Rights Reserved

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
High School Graduation Plan	For each 9th- through 12th-grade student, include the following: • WSN • Student name • Graduation plan developed (Y, N) • Date graduation plan developed • Graduation plan includes post-secondary plans (Y, N, N/A) • Graduation plan includes schedule that reflects credits required for graduating (Y, N, N/A) • Graduation plan includes evidence of parent/guardian/family involvement (Y; N; N, but plan was mailed; or N/A) • Schedule reviewed by coach/counselor (Y or N) • Student on track toward earning credits (Y, N) • Student needs to enroll in credit recovery activities (Y, N, N/A)	Spreadsheet	Samantha Mewes (SM)
High School Graduation Requirements: Credits and Grade Promotion/Graduation	For each 9th- through 12th-grade student, include the following: • WSN • Student name • Number of credits earned during current school year • Number of cumulative credits earned at CEO and any other high school attended • If 9th through 11th grade, student was promoted to next grade level (Y, N) • If 12th grade, student graduated (Y, N)	PowerSchool	SM
High School Graduation Requirements: 12th-Grade College Applications and Acceptance	For each graduating 12th-grade student, include the following: • WSN • Student name • Number of college applications completed by end of the school year	Spreadsheet	SM

 © 2013 by NCCD, All Rights Reserved

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	• Number of colleges to which student was accepted by end of school year		
Academic Achievement: Local Measures Reading and Math	All data required for local reading and math measures is outlined below in the EXPLORE, PLAN, and ACT sections.		
Academic Achievement: Local Measures Writing	For each student, enter the following: • WSN • Student name • Final writing total score	Spreadsheet	Felicia Saffold (FS)
Academic Achievement: Local Measures IEP	See "Special Education Needs Students" section above	Spreadsheet	BN
Academic Achievement: Standardized Measures EXPLORE	For each 9th-grade student, include the following: • WSN • Student name • EXPLORE English, mathematics, reading, and science scores from fall semester • EXPLORE composite score from fall semester. Enter N/A if student was not enrolled. • If student was not there at the time of the fall test, enter the scores from the EXPLORE administered within 30 days of enrollment (please include the date administered) • EXPLORE English, mathematics, reading, and science scores from spring semester • EXPLORE composite score from spring semester. Enter N/A if student was not enrolled.	Spreadsheet; also provide copies of student score sheets provided by test publisher or data disc from test publisher including test scores	FS and SM
Academic Achievement: Standardized Measures PLAN	For each 10th-grade student, include the following: • WSN • Student name • PLAN English, mathematics, reading, and science scores	Spreadsheet; also provide copies of student score sheets provided by test publisher or data disc from test publisher	FS and SM

 © 2013 by NCCD, All Rights Reserved

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	from fall semester • PLAN composite score from fall semester. Enter N/A if student was not enrolled. • If student was not there at the time of the fall test, enter the scores from the PLAN administered within 30 days of enrollment (please include the date administered) • PLAN English, mathematics, reading, and science scores from spring semester • PLAN composite score from spring semester	including test scores	
Academic Achievement: Standardized Measures WKCE	For each 10th-grade student, include the following: • WSN • Student name • Proficiency level, scale score, and state percentile for WKCE math test • Proficiency level, scale score, and state percentile for WKCE reading test • Proficiency level and scale score for WKCE language arts test • Proficiency level and scale score for WKCE social studies test • Proficiency level and scale score for WKCE science test • Total writing score	Spreadsheet; also provide copies of student score sheets provided by test publisher or data disc from test publisher including test scores	FS and SM
Academic Achievement: Standardized Measures ACT or SAT	For each 11th-grade student, include the following: • WSN • Student name • Took the ACT (Y, N, N/A) • Date student took the ACT • ACT English, mathematics, reading, and science scale scores • ACT composite score • Took the SAT (Y, N, N/A) • Date student took the SAT	Spreadsheet; also provide copies of student score sheets provided by test publisher or data disc from test publisher including test scores	FS and SM
Academic Achievement:	For each 12th-grade student, include the following:	Spreadsheet; also provide copies of	FS and SM

© 2013 by NCCD, All Rights Reserved

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Standardized Measures ACT or SAT	• WSN • Student name • Took the ACT • Date student took the ACT • ACT English, mathematics, reading, and science scale scores • ACT composite score • Took the SAT • Date student took the SAT	student score sheets provided by test publisher or data disc from test publisher including test scores	

© 2013 by NCCD, All Rights Reserved

Appendix C

Trend Information

© 2013 by NCCD, All Rights Reserved

CEO Leadership Academy
Year-to-Year Trend Data

Table C1

CEO Leadership Academy
Student Enrollment

Year	Number Enrolled at Beginning	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number Retained for Entire Year*
2011–12	165	10	40	135	127 (77.0%)
2012–13	182	2	45	139	139 (76.4%)

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

Table C2

CEO Leadership Academy
Average Credits Earned by Grade Level

Year	Grade Level							
	9th		10th		11th		12th	
	N	Average Credits	N	Average Credits	N	Average Credits	N	Average Credits
2011–12*	51	4.7	25	10.0	19	16.8	30	23.9
2012–13	68	5.4	43	10.8	10	17.1	18	22.9

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

Table C3

CEO Leadership Academy
ACT for 11th and 12th Graders
Average Composite Score

Year	Average Score
2011–12 (N = 49)	15.0
2012–13 (N = 28)	16.3

© 2013 by NCCD, All Rights Reserved

Table C4 CEO Leadership Academy Classroom Teacher Retention					
Year	**Number at Beginning of School Year**	**Number Started After School Year Began**	**Number Terminated Employment During the Year**	**Number at End of School Year**	**Retention Rate: Number and Rate Employed at School for Entire School Year**
2011–12	7	0	0	7	100.0%
2012–13	7	1	1	7	85.7%

Table C5 CEO Leadership Academy Classroom Teacher Return Rate*			
Year	**Number at End of Prior School Year**	**Number Returned at Beginning of Current School Year**	**Return Rate**
2011–12	7	5	71.4%
2012–13	8[56]	4	50.0%

*This number reflects only the number of teachers who were eligible to return for the next school year. It does not include teachers who were not offered contracts for the subsequent school year or teachers whose positions were eliminated.

Table C6 CEO Leadership Academy CSRC Scorecard	
School Year	**Scorecard Percent**
2011–12	59.1%
2012–13	71.3%[57]

[56] One of these teachers had been a substitute teacher during the prior year but was not a full-time teacher at the end of the school year and therefore was not counted as a teacher at the end of the 2011–12 school year. This teacher returned to CEO as a full-time teacher for the 2012–13 school year.

[57] The school had a final score of 65.5% when the revised Wisconsin Knowledge and Concepts Examination cut scores were applied.

© 2013 by NCCD, All Rights Reserved

Appendix D

CSRC School Scorecards

© 2013 by NCCD, All Rights Reserved

City of Milwaukee Charter School Review Committee
School Scorecard

r: 4/11

K5–8TH GRADE

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

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

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

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

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

HIGH SCHOOL

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

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

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

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

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

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

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

© 2013 by NCCD, All Rights Reserved

Beginning in 2012–13, the Wisconsin Department of Public Instruction (DPI) applied more rigorous proficiency-level cut scores to the Wisconsin Knowledge and Concepts Examination (WKCE) reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Progress and require students to achieve higher scale scores in order to be considered proficient. The scorecards both include points related to current year and year-to-year performance on the WKCE. In order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two scorecards: one using the former WKCE cut scores and one using the revised cut scores that were implemented this year. In order to compare results from last year and this year, the former cut scores were applied to the current year scale scores, and the revised cut scores were applied to scale scores from last year. Progress was then measured from last year to this year using the former cut-score proficiency levels and from last year to this year using the revised proficiency levels.

The scorecard in Table D1 was compiled using the former WKCE cut scores and can be compared to scorecard results from previous years.

© 2013 by NCCD, All Rights Reserved

Table D1

CEO Leadership Academy
CSRC School Scorecard Including *Former* WKCE Cut Scores*
2012–13 School Year

Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress:	EXPLORE to PLAN: Composite score at or above 17 on EXPLORE and at or above 18 on PLAN	N/A (5.0)	**30.0%**	Cannot report due to *n* size[58]	--
9th to 10th Grade	EXPLORE to PLAN: Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	10		80.8%	8.1
	Adequate credits to move from 9th to 10th grade	5.0		72.1%	3.6
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	5.0		74.4%	3.7
12th Grade	Graduation rate (DPI)[59]	5.0		87.5%	4.4
Postsecondary Readiness: 11th to 12th Grade	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	**15.0%**	100.0%[60]	10.0
	% of 11th/12th graders tested	2.5		100.0%	2.5
	% of graduates with ACT composite score of 21.25 or more	2.5		11.1%[61]	0.3
Local Measures	% met reading	3.75	**15.0%**	89.2%	3.3
	% met math	3.75		68.6%	2.6
	% met writing	3.75		29.9%	1.1
	% met special education	N/A (3.75)[62]		Cannot report due to *n* size	--
Student Academic Achievement: 10th Grade	WKCE reading: % proficient and advanced*	7.5	**15.0%**	57.6%	4.3
	WKCE math: % proficient and advanced*	7.5		28.8%	2.2
Engagement	Student attendance	5.0	**25.0%**	87.0%	4.4
	Student reenrollment	5.0		80.0%	4.0
	Student retention	5.0		76.4%	3.8
	Teacher retention rate	5.0		85.7%	4.3
	Teacher return rate	5.0		50.0%	2.5
TOTAL		**91.25**[63]			**65.1 (71.3%)**

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

[58] There were not enough students in the cohort to include results in this report.

[59] Based on the 2011–12 DPI four-year rate; the scorecard percent in last year's report was based on the school's graduation rate as the DPI rate was not available.

[60] All 18 graduating students were accepted to at least one postsecondary school.

[61] Two (11.1%) of 18 graduates had a score of 21.25 or higher.

[62] There were not enough students in the cohort to include results in this report.

[63] Potential points that were not applicable this year were subtracted from the total possible points. This year, the total possible points for CEO was 91.25 out of 100.

© 2013 by NCCD, All Rights Reserved

Table D2

CEO Leadership Academy
CSRC School Scorecard Including *Revised* Cut Scores*
2012–13 School Year

Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress:	EXPLORE to PLAN: Composite score at or above 17 on EXPLORE and at or above 18 on PLAN	N/A (5.0)	**30%**	Cannot report due to *n* size[64]	--
9th to 10th Grade	EXPLORE to PLAN: Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	10.0		80.8%	8.1
	Adequate credits to move from 9th to 10th grade	5.0		72.1%	3.6
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	5.0		74.4%	3.7
12th Grade	Graduation rate (DPI)[65]	5.0		87.5%	4.4
Postsecondary Readiness: 11th to 12th Grade	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	**15%**	100.0%[66]	10.0
	% of 11th/12th graders tested	2.5		100.0%	2.5
	% of graduates with ACT composite score of 21.25 or more	2.5		11.1%[67]	0.3
Local Measures	% met reading	3.75	**15%**	89.2%	3.3
	% met math	3.75		68.6%	2.6
	% met writing	3.75		29.9%	1.1
	% met special education	3.75		Cannot report due to *n* size[68]	--
Student Academic Achievement: 10th Grade	WKCE reading: % proficient and advanced*	7.5	**15%**	7.6%	0.6
	WKCE math: % proficient and advanced*	7.5		7.6%	0.6
Engagement	Student attendance	5.0	**25%**	87.0%	4.4
	Student reenrollment	5.0		80.0%	4.0
	Student retention	5.0		76.4%	3.8
	Teacher retention rate	5.0		85.7%	4.3
	Teacher return rate	5.0		50.0%	2.5
TOTAL		**91.25**[69]			**59.8 (65.5%)**

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

[64] There were not enough students in the cohort to include results in this report.

[65] Based on the 2011–12 DPI four-year rate; the scorecard percent in last year's report was based on the school's graduation rate as the DPI rate was not available.

[66] All 18 graduating students were accepted to at least one postsecondary school.

[67] Two (11.1%) of 18 graduates had a score of 21.25 or higher.

[68] There were not enough students in the cohort to include results in this report.

[69] Potential points that were not applicable this year were subtracted from the total possible points. This year, the total possible points for CEO was 91.25 out of 100.

© 2013 by NCCD, All Rights Reserved

Appendix E

2011–12 Wisconsin Department of Public Instruction Report Card

© 2013 by NCCD, All Rights Reserved

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

CEO Leadership Academy | CEO Leadership Academy

School Report Card | 2011-12 | Summary

Overall Accountability Score and Rating

Not Rated*

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

Priority Areas	School Score	Max Score	9-12 State	9-12 Max
Student Achievement	**NA/NA**		**66.5/100**	
Reading Achievement	NA/NA		32.0/50	
Mathematics Achievement	NA/NA		34.5/50	
Student Growth	**NA/NA**		**NA/NA**	
Reading Growth	NA/NA		NA/NA	
Mathematics Growth	NA/NA		NA/NA	
Closing Gaps	**NA/NA**		**68.4/100**	
Reading Achievement Gaps	NA/NA		17.5/25	
Mathematics Achievement Gaps	NA/NA		16.8/25	
Graduation Rate Gaps	NA/NA		34.1/50	
On-Track and Postsecondary Readiness	**NA/NA**		**82.3/100**	
Graduation Rate (when available)	NA/NA		70.9/80	
Attendance Rate (when graduation not available)	NA/NA		NA/NA	
3rd Grade Reading Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		11.4/20	

Student Engagement Indicators	Total Deductions: NA
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: NA
Absenteeism Rate (goal <13%)	Goal met: NA
Dropout Rate (goal <6%)	Goal met: NA

*This school is not rated because it is new, is an alternative school, or has too few students for accountability determinations.