Case Studies

BRUCE GUADALUPE COMMUNITY SCHOOL

A CASE STUDY

by

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Bruce Guadalupe Community School (BGCS) started as Holy Trinity Parish School in the latter half of the 1800s. It changed its name to Bruce Guadalupe Community School in 1969. Since 1990, BGCS has operated as a program of the United Community Center (UCC), which houses the school in two of its buildings. From 2000-2009, it operated as a Non-Instrumentality Charter School authorized by Milwaukee Public Schools. BGCS began its charter with UW-Milwaukee in July of 2009. Located on the near south side of downtown Milwaukee, it serves over 950 students from kindergarten to eighth grade.

The United Community Center was established in 1970. Its mission is “to provide programs to Hispanics and near south side residents, of all ages, in the areas of education, cultural arts, recreation, community development, and health and human services. The UCC assists individuals to achieve their potential by focusing on cultural heritage as a means of strengthening personal development and by promoting high academic standards in all of its educational programs.”

UCC is governed by a twenty member Board of Directors composed of prominent leaders in business and the community. An Education Committee of the Board meets monthly to discuss operational policies and program accountability outcome data of the school. The minutes of these meetings are passed on to the full Board of Directors for approval.

BGCS presently serves approximately 950 students in four-year old kindergarten through eighth grade. The school population is predominately Latino, reflecting the demographics of the immediate neighborhood. More than eighty percent of the students come from two zip codes—the one in which the school is located and the adjacent zip code. And more than eighty percent of the students qualify for free or reduced price lunch.

Only one student was retained in the same grade for the 2011-12 school year. The average daily attendance is 95%. Last year there were no students expelled and just 2%
were suspended. Year-to-year, approximately 95% of the students who attended BGCS the previous year return to the school the next year. About 9% of the students have been identified as having special education needs with disabilities ranging from specific learning disabilities, to speech and language impairments, to autism and orthopedic impairment. The program is primarily a pullout program, but does provide classroom inclusion support as needed for students.

BGCS is staffed by 40 classroom teachers, supported by another 20 teachers in specialty areas such as art, music, and physical education as well as special education teachers, counselors, reading specialists, a science coordinator, and a mathematics resource teacher. There are two principals, one for the elementary building (the lead administrator) and one for the middle school. In addition, there is an assistant principal in the elementary school who doubles as the curriculum coordinator and a dean of students in the middle school. The lead principal reports to the Executive Director of the United Community Center.

The ethnic mix of the faculty is 78% white and 23% percent Latino. Over the last three years, 89% of the teachers have returned each year. The classroom teacher to student ratio is approximately 1 to 25. Teachers have, on average, 9.2 years of experience in education. All teachers are properly licensed.

Data for this case study were collected primarily through interviews of administrators and teachers and observations of teachers during one of their classes. Each of the teachers was observed for at least 50 minutes; the interviews followed the observations. In addition, observations have taken place at the August staff development workshops, at a math professional learning community meeting, at a general faculty meeting, at morning assemblies in the middle school and at a pre-Christmas holiday concert featuring the orchestra, the band, the chorus and a dance group.

**A Mission Driven, Supportive Community**

**The Mission**

As stated on the BGCS website, “The mission of Bruce-Guadalupe Community School (BGCS), a non-sectarian, nonprofit, community-based charter school is to create an environment that fosters high expectations and excellence for all students. In addition to valuing the knowledge of language and culture, Bruce-Guadalupe Community School provides students with a clear sense of identity, a positive attitude toward learning and effective communication skills.”

As articulated by the administrators and teachers, the formal mission statement becomes much more specific. The lead administrator/elementary school principal said the mission is to “get kids to the best high schools, get kids to have success in the high schools and move kids to the middle class.” Similarly, the middle school principal said, “Our overall mission is to make sure our kids are productive members of the middle class or upper class. That’s going to come through our putting them in the best high schools, make sure they’re going off to college, get their degree and join a very productive workforce.” And
the assistant principal/curriculum coordinator said, “The mission of Bruce Guadalupe Community School and UCC is to insure that the students are going to get a rigorous academic education in order for them to be successful for higher learning and to be able to give them an opportunity to progress. All students regardless of where they come from are going to get the best education so they are able to excel and become middle class, college citizens.”

Not only do the administrators articulate the mission this way but the teachers at all grade levels do as well. A veteran first grade teacher says the mission is “To prepare students to go to the best high schools and colleges.” She sees first grade as a foundation for that goal. A math teacher who has been at the school more than 12 years says the mission is “to prepare our kids to be the very, very best high school students they can be. That entails being strong academically, good citizens, and good representatives of any school they go to. As a teacher, my job is to be a role model. I have to know what the high schools are looking for and be able to reach kids who are struggling and also those who are gifted and talented.” And a fifth grade teacher phrases the mission this way: “I want them to leave being fluent in English and Spanish, go to the best high schools and on to good colleges and get good jobs. My role is to move them along as best I can.”

Some of the teachers responded a little bit differently to the “mission question” in the interview but the essence is very similar to the responses noted above. For example, a middle school English teacher said the mission is to “Have urban kids pushed forward in their education. The mission is community. We’re all here for you. My role is to do what I can to make them ready for (the next) grade.” And another middle school English teacher said the mission is to “Help our students find success. Compete with the majority of our country. Provide an opportunity to close that gap; level the playing field.” The middle school dean of students said the mission is to “Make them good students and give them a scenario for life so they can be successful. Push them and support them to be successful in education and character—building children to be future leaders.

The mission of Bruce Guadalupe Community School is visible in the daily routines of the school. For example, in the elementary school when students arrive at school they gather in the gym where they sit on the floor and read. (Some have gone earlier to the cafeteria for breakfast before going to the gym.) At 7:50 teachers come to the gym to greet their students and take them to their classrooms. Two students have roles in the morning announcements in the elementary school, leading the Pledge of Allegiance or reading a portion of the day’s announcements. The school’s mission is front and center as each student starts his or her portion by saying something like “My name is Javier, my teacher is Ms. Corbett and when I go to college I will study to be an FBI agent” (or a veterinarian or a nurse or whatever.) Occasionally, the student might say, “I’m undecided about what I will study in college.”

Is the mission being accomplished? Data from the previous year show that more than 90 percent of the students planned to enroll at a college prep high school. Forty-four (44) of 71 graduates were headed to a private high school, all except one to a Catholic high school in the metropolitan area. Twenty-two (22) of the 71 planned to attend a public charter high school, including 14 to Carmen High School of Science and Technology, a
Milwaukee Public Schools charter with a mission to “graduate critical thinkers and self-directed learners prepared for success in college, meaningful careers, community involvement and family life.” The remaining five graduating students planned to attend suburban high schools under Wisconsin’s open enrollment program.

**The Educational Program**

In accordance with the mission, the educational program of Bruce Guadalupe Community School is designed to prepare students for the best high schools and eventually for college. As one teacher said, “We’re constantly trying to address college readiness standards.” The school curriculum is guided by the Common Core State Standards but also by the Explore test of the ACT suite of tests. According to the Explore website, “Taking Explore in 8th or 9th grade tells you things you need to know—to plan your high school courses, prepare for the ACT, or choose a career direction.” At BGCS, students take the Explore test in 6th, 7th and 8th grades. Many of the private schools targeted by BGCS use the Explore test as an entry exam so doing well is important to students. In fact, the Explore test is administered at BGCS and the high schools accept the students’ scores from that administration. In addition, student scores on the Explore test provide valuable information for curriculum development. As an indicator of the importance of the Explore test, at one point in the school year an entire wall of the middle school cafeteria was covered by the names of students who had excelled in the various subtests (English, math, reading and science) as well as the composite.

In the elementary school (as well as the middle school) student scores on the Measures of Academic Progress (MAP) test and on the Wisconsin Knowledge and Concepts Exam (WKCE) are used to identify areas of the curriculum that need attention. The school’s administrators are keenly aware of where other successful schools (both in the city and in the suburbs) score on the WKCE and are determined not to be outdone.

The educational program is also strongly influenced by how well BGCS students perform in high school. Administrators and teachers visit high schools to see how graduates are doing and to get feedback on how well they have been prepared. For example, the elementary principal noted that a couple of years earlier, students were having difficulty with high school science. As a result, the elementary school added a science lab so students would be better prepared to profit from science classes in the middle school and thus better prepared for high school science.

Because of the importance of writing in high school and college, there is a strong focus on writing at BGCS. Students learn a consistent language and set of expectations through the grades through the use of the 6 Traits of Writing (or 6 +1Traits) model for assessing and teaching writing. From early grades students are taught and use the Traits: Ideas, Organization, Word Choice, Voice, Sentence Fluency, Conventions and Presentation.

Writers Workshop is also used throughout the school. The initial “Welcome Back” faculty workshop prior to the start of the school year revealed a continuing major effort to improve students’ skills in writing. On the fifth day of the workshop, there was a presentation on Writers Workshop with a focus on conferencing. The presenter, who has
been coming to the school for at least four years, encouraged teachers to work on writing with each individual student for one or two minutes and then record the essence of each conference in a notebook. In addition to helping the teacher work on the needs of individual students and the entire class, the records are also useful in parent conferences.

Reading is another strong curricular focus at BGCS. Because of a realization that high school students are expected to do a lot of reading, the middle school principal started a 40-book challenge to encourage students to read. In addition, for 36 minutes during DEAR time each day, students and teachers Drop Everything and Read. In a display case in the middle school cafeteria there are pictures of teachers reading a variety of books. The faces of the teachers are hidden by the books and the observer is asked to identify which teacher is reading which book. These programs are part of a conscious effort to create a “community of readers.”

In the elementary school, teachers use a guided reading approach. The reading program in grades K to 5 makes use of the Daily Five: read to self, read to someone, and listen to reading, word work, and writing. For example, in an elementary classroom a timer shows up on the smart board as students go to different parts of the room. Thirteen minutes start to count down. Three students are at a computer listening; several are at desks writing or doing other “word work.” Pairs are reading to each other. The teacher is at a semi-circular desk working with a group of students. She has a notebook with “Guided Reading” on it that includes information on how individual students are reading. On a wall are instructions for each of the five activities. Under Read to Someone the instructions say “Sit EEKK (Elbow to Elbow, Knee to Knee), Use a soft voice, Read the whole time, Stay in one spot, Get started right away. The timer goes off and the students switch to another activity.

The use of a timer on the smart board, by the way, is common in many of the classrooms. It is apparent that teachers are very careful to use all the class time in the most productive manner possible.

BGCS uses the SAXON math program—a fast paced teaching method that involves teaching a new mathematical concept every day and constantly reviewing old concepts. Tests are given after every five lessons. SAXON math requires homework at the end of lessons. The homework is graded and accounts for 20% of a student’s grade. According to a veteran BGCS math teacher, teachers have latitude to address the needs of the students, and, depending on the class, can slow down or speed up coverage of concepts. Interestingly, this teacher was observed encouraging students to “try to go a bit faster” on practice tests so they would be able to take tests such as Explore and WKCE more efficiently.

Homework is a consistent expectation throughout Bruce Guadalupe Community School. All students receive homework. The following is contained on the website of a second grade teacher:
Now that your son or daughter is in second grade they will be receiving more homework. I will discuss and explain all homework assignments with your child. All students will utilize a homework folder that he or she will use to bring homework back and forth to school. Students will also be provided an assignment notebook to note all assignments. If assignments are not returned on the due date your child will receive a zero. If your child is unable to complete an assignment due to an unforeseen event, please contact me as soon as possible so that we can devise a plan to get him/her caught up.

All students receive assignment notebooks to assist them in keeping track of their assignments. Parents are expected to check the assignment notebook daily and check with their child to ensure homework is finished. But the school understands that it is often difficult for students to do homework at home. BGCS provides several in-school opportunities for students to complete their homework. A morning study hall is available for students—some of whom have been dropped off close to 7:00. The middle school uses a block schedule for its classes so students are often given time during the class period to get started on their homework. The After School Achievement Program (ASAP), designed to provide additional help to targeted students at the end of the day, is another opportunity for the students to do homework. The Community Learning Center, located in the attached United Community Center, also provides Homework Help for students in grades 1-5.

BGCS has opportunities for students who need more challenging work as well as for those who need additional help to meet expectations. For example, for the second year now, algebra is taught in 8th grade. Some 7th grade students are included in the algebra classes and next year these students will be in a geometry class. The math resource teacher provided a Response to Intervention (RTI) class to small groups of students during the first semester. Students who need help in math are assigned to these 30-minute supplemental classes based on MAP scores. During the second semester the math resource teacher offered enrichment classes to small groups of students who might be considered as gifted and talented. The reading specialist provides similar additional reading instruction to small groups of students who need help in reading.

Student success in mastering the curriculum is supported by a mandatory five-week summer school program. The program is three hours each morning Monday through Friday, focusing on the core subjects of Reading, Writing, Mathematics and Science. This extra time allows teachers to focus on students who may need extra assistance as well as provide enrichment for others. Furthermore, the United Community Center provides BGCS students with a summer enrichment program that operates from noon to 4:00 Monday through Friday. This program works in collaboration with the BGCS summer school program and currently serves 300 BGCS students.

The educational program at Bruce Guadalupe Community School is not focused solely on the basic subjects of language arts, reading, mathematics, science and social studies. There is a strong emphasis on educating the whole child so students are also offered courses in Spanish, family and consumer education, technical education, computer
instruction, physical education, art, music, and English as a second language. Some students participate in Project Lead the Way; a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students so they can gain a strong foundation for further STEM (Science, Technology, Engineering, Mathematics) learning in high school and beyond.

General music is taught in grades K to 6. There are about 100 students in three distinct bands. The BGCS band has performed at the inauguration of the current Wisconsin governor and the current Milwaukee mayor. The Strings Program is an in-school and after-school music education program for students and alumni of Bruce-Guadalupe Community School and includes over 130 participants starting at age 4 and including BGCS alumni who are now in high school. At a pre-Christmas music concert, the entire middle school gym floor was taken over by the orchestra, bands, chorus and dancers.

Student Behavior

The behavioral climate of the school is essential to keeping everyone’s attention and energy focused on the educational program so teachers can teach and students can learn. It starts with the uniform. All students, from kindergarten through eighth grade, wear the same uniform: a white shirt or blouse and blue pants or skirt. In each classroom there is a version of school rules:

- Be respectful of yourself, teachers, others and the building
- Be prepared for class: materials, assignments, be focused, listen and learn
- No gum, candy, food or drink allowed
- Wear uniform daily and follow dress code
- Maintain a positive attitude
- Keep your hands and feet to yourself

In addition, some teachers have explicit classroom rules, such as the following posted in an elementary classroom:

- Make safe choices
- Use inside voices
- Follow instructions
- Be respectful
- Listen when someone is talking to you

All the children in this classroom signed the poster with the rules.

At the beginning of the school year the middle school principal personally goes through all the school rules with all the middle school students—gathered together by grade level. The students, and teachers, then sign the Code of Conduct. The process is repeated at the start of the second semester. The principal observes that, as a result of this process, no
one can say they haven’t seen the school’s rules.

The rules are consistent with the goals of Bruce-Guadalupe Community School as noted on its website and repeated in morning announcements: To instill in every student the:

- 3As: Attitude, Attendance, & Achievement
- 3Rs: Respect, Responsibility, & Resilience
- 3Ps: Projects, Performances, & Progress

Students move around the school always accompanied by a teacher. Needless to say, this is a little disconcerting to eighth grade students who feel they should be able to go between classes without supervision. But the supervision is light; students are not required to be silent or to walk in strict lines (except in the early grades.) And, in fact, teachers know which students are involved in music and allow them to get up, pick up their violin or viola case from outside the classroom and leave independently. In the middle school, which is departmentalized, students walk from classroom to classroom with arms full of books—no backpacks. Based on what was observed, there are virtually no hassles in the hallways and very few students arrive at the next destination tardy.

Are there disciplinary problems? Of course there are but for the most part they are minor. The Dean of Students said “No,” and chuckled when asked if she had to deal with fights or other major disturbances. A process observed in a physical education class is instructive. When a basketball went out of bounds during a game resulting in what might have led to a dispute about whose ball it was, two students immediately started to play rock-paper-scissors. The side of the winner took possession of the ball—dispute totally averted. That process took place several times during the basketball game. Another example: In a fourth grade classroom, the teacher noticed a student’s wavering attention and told him to walk down the hall and get a drink of water. He said, “You didn’t do anything wrong, just want you get back your focus.” Again, disruption averted.

**Support for the Mission**

BGCS students are supported in their education primarily by their teachers and the high expectations they have for student success. But there are other supports that are crucial to getting into the best high schools and succeeding there.

The counselor in the middle school is responsible for placing eighth graders into high schools where they will be successful. She has a parent meeting in the 2nd week of the school year to get the students and their parents started on the process. A high school fair at the end of September involves 17 or 18 high schools. Students and their parents are able to meet with school representatives and learn about the program and what is required to be admitted. The counselor helps families fill out applications and helps students write essays. This actually starts in the summer when students work with the 8th grade English teacher.

By Winter break, students know where they’ve been accepted and then they start on the financial aide. Some of the high schools provide financial aide up to about one third of their tuition. The counselor helps students apply for financial aide, or to the Milwaukee
parental choice program or Wisconsin’s open enrollment program. UCC also offers scholarships for students who have at least a 3.0 grade point average over 6th, 7th and 8th grades.

The middle school principal reinforces the push to make sure students are applying to the best high schools. In late October he offers a pizza party for students who have completed five applications. Students need to have at least one acceptance letter by the end of the first semester to be eligible for the annual trip to Washington, D.C.

Support for BGCS students also comes from the other United Community Center programs. The pre-college program tracks eighth grade graduates for 4 years. It brings them back for workshops and college fairs. There are good partnerships with most of the private schools so it’s easy to keep in touch with BGCS graduates. UCC gets waivers from parents to visit students in the schools.

High School students are picked up and dropped off at the United Community Center and bused to and from some of the private schools that have large numbers of BGCS graduates but others from the area as well.

UCC has partnered with Marquette University for the Youth Empowered to Succeed (YES) program. Working with fourth and fifth grade students, the program focuses on health seeking to reduce risky behavior and improve fitness and nutrition.

The pre-college program also provides workshops for 6th, 7th and 8th graders to talk about high school and, in the summer, provide a high school preparation/transition program.

The United Community Center maintains the Wall of Fame with support from a local financial institution. Teachers and staff nominate students to be on Wall: 2 middle school students, 2 high school students, and 1 college student each year. The array of photographs, going back into the 1980’s, adorn the walls of a long corridor running between the school and other parts of the UCC building.

In the summer there is a high school preparation (transition) program. They collaborate with the pre-college program and work on study skills, etc.

**Parental Support**

The parent section of the BGCS website starts with the following: “When your child enters school, every member of the family becomes part of the school community. Education is about everyone taking a vital role in the process—parents, school staff, and community members—to create an effective experience for all children.” Many staff members identify parental support and backing as a significant actor that contributes to the academic success of the school.
Parents are required to sign a Parental Involvement Contract that states:

“BGCS believes that when parents work closely with their students and the school, both students and school will benefit.

Consequently, the BGCS policy expects parents to contribute and participate actively in support of their students and school. A minimum of 30 hours of participation for one student enrolled in the school, 40 hours for two, 50 hours for three and 55 for four is expected.”

Parents can provide services and participation in the following areas:

1. Attendance at Meetings
2. Fundraising
3. Assisting Teachers in Classrooms
4. Participation in School Activities
5. Supervising Students
6. Participation in Community/School Events.

A record of parent participation is kept by the Dean of Students.

Teachers communicate directly with parents using the Wednesday Red Folder. The folders contain an evaluation for each student on discipline and academics, along with a monthly and/or weekly newsletter of upcoming events, projects, and assignments. Progress reports are sent home in the Red Folder half way through each academic quarter. Teachers communicate with parents using email and through their web pages, which teachers are expected to update each month. Teacher websites and email addresses are provided to all parents. And, of course, communication takes place at Parent/Teacher Conferences that take place in November at the end of the first quarter and in March/April at the end of the third quarter.

Leadership

At BGCS leadership and support go hand in hand. The lead administrator says he “tries to lead by example.” The following three comments provide an insight into his leadership approach and the example he is trying to establish.

In October, the Wisconsin Department of Public Instruction published the School Report Card based on the results of the Wisconsin Knowledge and Concepts Exam (WKCE). Bruce Guadalupe Community School was rated as “Meets Expectations,” a bit of a disappointment to the principal who was hoping for a rating of “Exceeds Expectations.” The other administrators and the teachers were disappointed as well. The principal’s comments to the staff were “Here’s where we’re at. I’m neither happy nor sad. Our obligation is to our kids. We need to roll up our sleeves and get to work and get our overall score to “Exceeds Expectations.”
A second comment was made in the interview regarding the challenge of securing enough funds to support art and music and other special classes. “There were two students who struggled in the academic courses but they excelled, one in family consumer education and one in Project Lead the Way. One wanted to become a chef, the other an engineer. These two became Students of the Year but they never would have had the opportunity if we didn’t have those classes. We don’t want to take a trumpet or violin bow or a paintbrush out of a student’s hands. The whole child is what’s important to us.”

The third comment is repeated in similar form throughout the year. He tells the teachers “You need to have the utmost respect for a child. If you have children of your own, or maybe nieces or nephews, I need you to see not 22 different faces but I need you to see your own children. How you would treat your own children is how you should treat them. Does anyone here wish his or her kids not to succeed? You love them and you care for them and you care about their academic achievement. When I see our 1000 kids, I see (and he says the names of his own four children.)”

These comments show a deep respect for all students and a commitment to their academic, social and emotional well-being. The other administrators share this respect and commitment and it is reflected in their support of teachers as well as their demand for accountability.

Teachers know what is expected of them and know that they will be held accountable for student achievement. A fourth grade teacher said, “We’re flexible and given responsibility but we have to be accountable.” Among the expectations communicated to new teachers by the principal were the following:

At dismissal, remain with students until 3:20
Never leave children unattended
Set example for kids: no visible tattoos, no flip flops, business casual dress
40 volunteer hours are required of teachers (family night, coaching, annual dinner, etc.)
Each teacher or grade level team needs to send a newsletter home at least once a month.

The curriculum coordinator noted that, “We communicate to teachers the importance of always challenging the students in believing they can do it and that we want to prepare them for the best high schools so they have the opportunity to go the best colleges or just be able to handle the rigor of a college curriculum.”

The three administrators are constantly moving around the school, stopping in classrooms for quick visits. The assistant principal conducts formal evaluations in the elementary school using the Charlotte Danielson Framework for Teaching. This evaluation model focuses on four domains of teaching responsibility: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The middle school principal conducts the formal evaluations in the middle school. All first year teachers are provided
the formal evaluation process that involves pre and post-conferences with the teacher along with an observation. In addition, all teachers receive a formal evaluation every three years. According to the curriculum coordinator, “So many teachers have taken it to heart because they want to be excellent teachers.” The two principals conduct informal evaluations, sharing observations with teachers based on their visits to the classrooms.

According to the teachers, the administrators make it known what is expected. One said, “They are nice but they are very vocal about what is expected.” Another said, “She was very specific about what to work on.

The assistant principal/curriculum coordinator is formally responsible for BGCS’ curriculum and instructional processes. For example, she wants all teachers to write on the board the learning target(s) for that day or class. They are to take the form of “Students will be able to….” The learning targets should also be included in lesson plans that are submitted to the curriculum coordinator each week by email. A power point summary used by the curriculum coordinator ended with a slide that said, “Focus is student performance and how to improve our instruction to meet the needs of the students!!”

Leadership extends to the teachers and they have a substantial role in curriculum development. As a language arts teacher noted, “The curriculum is not handed down.” Professional Learning Communities have been formed in the various subjects. For example, in mathematics, teachers from each grade level, kindergarten to grade eight, meet regularly, along with the curriculum coordinator, to review the curriculum in that subject. Recommendations are made for changes based on student outcomes. The teachers have the responsibility to bring the results of those meetings back to their colleagues. The curriculum coordinator noted, “When I came in, I did a lot of driving of professional development. Three years into it, I involve teachers more. Right now the focus is on writing. A lot is driven by teachers.”

The curriculum coordinator carries around a “teacher needs notebook.” During the August workshop she said she often heard teachers saying they didn’t have time to talk with each other. So, this year they identified a time when teachers should meet at least once a week. As an example of consistency across the grade levels, meeting times were identified for all grades, beginning with pre-kindergarten, where teachers should meet during (student) naptime! In grades 5-8, meetings should be held during lunchtime. Teachers also meet in grade level groupings to review student outcomes and recommend curriculum modifications. The coordinator requires minutes of these meetings in order to keep on top of the discussions and recommendations.

Teachers not only display a commitment to the school’s mission but they are supportive of the students and each other. One teacher said, “We have teachers who are willing to do whatever it takes. They go over and beyond.” Another said, “Teachers give everything possible to these kids.” A middle school teacher said she “popped into classrooms of new teachers all the time. My advice to them is “don’t sit down.” Finally, another said, “This is a really nice place.” Another said, “Everybody gets along; we’re a team.” We have quite a bit of trust.”
Bruce Guadalupe Achievement and Evaluation Data

Bruce Guadalupe administers two types of standardized tests to quantify student achievement. The Wisconsin Knowledge and Concepts Examination (WKCE) is a statewide standardized exam given each year in November. Students in 3rd through 8th grade are administered the WKCE in the fall and are assessed in reading and mathematics. Students in 4th and 8th grade are also assessed in language arts, science, and social studies. The charts that follow show scores for multiple years as well as comparisons to MPS and state scores.

Students in 2nd through 8th grade are administered the Measures of Academic Progress (MAP) test in the fall, winter, and spring and are assessed in reading and mathematics. Students in grades 3, 4, 7, and 8 are also assessed in general science and science concepts and processes. Every three years NWEA conducts a norming study. In 2008, the Northwest Evaluation Association (NWEA) calculated RIT point growth norms for grades 1-10 in reading and mathematics based on past test results of more than 2.2 million students. As a result, it is possible to determine the percentage of students in each grade level who took the MAP test in both the fall and spring that met or exceeded the growth norm according to the NWEA norming study in each content area.

As shown below, results in both reading and mathematics consistently exceed those of the Milwaukee Public Schools. Results for 2007-08 and 2008-09 trail those of the state of Wisconsin (State) as a whole. No results are shown for the 2009-10 school year. BGCS was in transition from a charter school authorized by MPS to one authorized by UWM and the state used that year as a new testing baseline. For the 2010-11 and 2011-12 school years reading results for BGCS were similar to State results. In mathematics results for BGCS exceeded those of the State.

Eight grade results are more volatile than results for the combined grades as can be expected because of the lower number of students. Reading and mathematics results consistently exceed those of MPS and the State with consistent improvement noted in mathematics.
Calendar (Days and Hours of Instruction)

The number of hours of instruction is typical for Wisconsin elementary schools.

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<td>Number of Teacher Pre-service/Professional Development Days</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Number of Parent/Teacher Conference Days</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Number of Student Instructional Days</td>
<td>176</td>
</tr>
<tr>
<td></td>
<td>(Lines 8 -9 -10)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Total Instructional Minutes Per Year</td>
<td>68,640</td>
</tr>
<tr>
<td></td>
<td>(Lines 7 x 11)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Late Arrival/Early Release Minutes for Professional Development</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>Total Instructional Minutes</td>
<td>68,640</td>
</tr>
<tr>
<td></td>
<td>(Lines 12 - 13)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Hours of Instruction Per Year</td>
<td>1,144</td>
</tr>
<tr>
<td></td>
<td>(Lines 14 / 60)</td>
<td></td>
</tr>
</tbody>
</table>
Board and Administrative Organization

Board Members

Jose Oliveri, President
Mary Alice Tierney, Vice President
William Schwartz, Treasurer
Keith Kolb, Assistant Treasurer
Patricia Cadorin, Secretary
Richard Bibler, Member
Michael T. Byrnes, Member
Peter Coffey, Member
Rev. Jaime Davila, Member
Ricardo Diaz, Member
Christina Fiasca, Member
José F. Vásquez, Member

Chris Goller, Member
Susan Martin, Member
Robert Kraft, Member
Jack Ladky, Member
Amelia E. Macareno, Member
Jorge Perez, Member
Agustin Ramirez, Member
Juan A. Ruiz, Member
Jill Winters, PhD, RN, Member

Administrative Team Members

Pascual Rodriguez, Elementary School Principal
Santiago Navarro, Middle School Principal
Dora Acosta, Dean of Students
Patricia Arriola, Kindergarten Coordinator
Laura Gutierrez, Asst Principal/Curriculum Coordinator
Assessment

Bruce Guadalupe administers two types of standardized tests to quantify student achievement. The Wisconsin Knowledge and Concepts Examination (WKCE) is a statewide standardized exam given each year in November. Students in 3rd through 8th grade are administered the WKCE in the fall and are assessed in reading and mathematics. Students in 4th and 8th grade are also assessed in language arts, science, and social studies. The charts that follow show scores for multiple years as well as comparisons to MPS and state scores.

Students in 2nd through 8th grade are administered the Measures of Academic Progress (MAP) test in the fall, winter, and spring and are assessed in reading and mathematics. Students in grades 3, 4, 7, and 8 are also assessed in general science and science concepts and processes. Every three years NWEA conducts a norming study. In 2008, the Northwest Evaluation Association (NWEA) calculated RIT point growth norms for grades 1-10 in reading and mathematics based on past test results of more than 2.2 million students. As a result, it is possible to determine the percentage of students in each grade level who took the MAP test in both the fall and spring that met or exceeded the growth norm according to the NWEA norming study in each content area.

As shown below, results in both reading and mathematics consistently exceed those of the Milwaukee Public Schools. Results for 2007-08 and 2008-09 trail those of the state of Wisconsin (State) as a whole. No results are shown for the 2009-10 school year. BGCS was in transition from a charter school authorized by MPS to one authorized by UWM and the state used that year as a new testing baseline. For the 2010-11 and 2011-12 school years reading results for BGCS were similar to State results. In mathematics results for BGCS exceeded those of the State.

Eight grade results are more volatile than results for the combined grades as can be expected because of the lower number of students. Reading and mathematics results consistently exceed those of MPS and the State with consistent improvement noted in mathematics.
Figure 1.

Table 1.

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td>BG</td>
<td>MPS</td>
<td>State</td>
<td>BG</td>
<td>MPS</td>
</tr>
<tr>
<td></td>
<td>18.5%</td>
<td>16.5%</td>
<td>43.2%</td>
<td>19.9%</td>
<td>17.6%</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>55.4%</td>
<td>42.0%</td>
<td>38.7%</td>
<td>50.8%</td>
<td>41.0%</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>22.8%</td>
<td>23.9%</td>
<td>11.8%</td>
<td>25.1%</td>
<td>24.9%</td>
</tr>
<tr>
<td><strong>Minimal</strong></td>
<td>3.4%</td>
<td>15.3%</td>
<td>5.4%</td>
<td>4.3%</td>
<td>15.2%</td>
</tr>
<tr>
<td><strong>No WSAS</strong></td>
<td>0.0%</td>
<td>2.3%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>
Figure 2.

![WKCE - Math - Combined Grades](image)

Table 2.

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BG</td>
<td>MPS</td>
<td>State</td>
<td>BG</td>
<td>MPS</td>
</tr>
<tr>
<td>Advanced</td>
<td>14.6%</td>
<td>10.7%</td>
<td>32.0%</td>
<td>17.3%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Proficient</td>
<td>54.4%</td>
<td>32.9%</td>
<td>42.7%</td>
<td>55.6%</td>
<td>36.5%</td>
</tr>
<tr>
<td>Basic</td>
<td>16.3%</td>
<td>18.3%</td>
<td>11.4%</td>
<td>14.9%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Minimal</td>
<td>14.6%</td>
<td>36.6%</td>
<td>13.3%</td>
<td>12.3%</td>
<td>31.6%</td>
</tr>
<tr>
<td>No WSAS</td>
<td>0.0%</td>
<td>1.6%</td>
<td>0.6%</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>
Figure 3.

![WKCE - Reading - 8th Grade](image)

Table 3.

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BG</td>
<td>MPS</td>
<td>State</td>
<td>BG</td>
<td>MPS</td>
</tr>
<tr>
<td>Advanced</td>
<td>29.0%</td>
<td>16.3%</td>
<td>44.1%</td>
<td>26.2%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Proficient</td>
<td>59.7%</td>
<td>43.9%</td>
<td>40.4%</td>
<td>49.2%</td>
<td>46.9%</td>
</tr>
<tr>
<td>Basic</td>
<td>8.1%</td>
<td>20.3%</td>
<td>9.0%</td>
<td>19.7%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Minimal</td>
<td>3.2%</td>
<td>17.5%</td>
<td>5.8%</td>
<td>4.9%</td>
<td>15.0%</td>
</tr>
<tr>
<td>No WSAS</td>
<td>0.0%</td>
<td>2.1%</td>
<td>0.8%</td>
<td>0.0%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>
Table 4.

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BG</td>
<td>MPS</td>
<td>State</td>
<td>BG</td>
<td>MPS</td>
</tr>
<tr>
<td>Advanced</td>
<td>9.7%</td>
<td>6.8%</td>
<td>26.5%</td>
<td>8.2%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Proficient</td>
<td>67.7%</td>
<td>33.0%</td>
<td>48.8%</td>
<td>62.3%</td>
<td>43.1%</td>
</tr>
<tr>
<td>Basic</td>
<td>21.0%</td>
<td>23.0%</td>
<td>13.1%</td>
<td>24.6%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Minimal</td>
<td>1.6%</td>
<td>35.1%</td>
<td>11.0%</td>
<td>4.9%</td>
<td>22.9%</td>
</tr>
<tr>
<td>No WSAS</td>
<td>0.0%</td>
<td>2.1%</td>
<td>0.6%</td>
<td>0.0%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>
Enrollment has, by design, increased steadily over the past five years. Building space has been added to accommodate the increased number of students.
Attendance rates are stable and similar to that of overall State attendance rates.
Discipline rates are consistent over the five year period.

Figure 7.
Figure 8.

Suspension and Expulsion Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Suspended</th>
<th>Suspensions</th>
<th>Days Suspended</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>19</td>
<td>17</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>2008-09</td>
<td>15</td>
<td>29</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>2009-10</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2010-11</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2011-12</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The number of students suspended and the number of suspensions has shown little variability over the five year period. The number of days students were suspended increased between the 2010-11 and 2011-12 school years.

Figure 9.

Faculty mobility is low. The stability of the faculty is an important aspect in student achievement.
The pupil teacher ratio is stable.
Student satisfaction is high. It is noted that students consistently rank their academic success as the most satisfying.
Parents are very satisfied with the school. Results reveal a slight increase with this satisfaction in all areas over the last three years.
Figure 13.

The faculty survey is based on the Baldrige Criteria for Educational Excellence and measures the quality level that faculty members believe exists with certain aspects of the school. Results reveal that the faculty believes that MCPS is achieving a high level of quality in these areas.
Each BGCS student takes MAP assessments in Reading and Math in both the Fall and the Spring semester. NWEA MAP assessments are nationally normed. In addition, Fall MAP assessment results include an expectation of the average amount of growth a student is expected to make by the Spring, based on that student’s Fall RIT score and their grade level. The graph above shows the percent of students that met their expected Fall to Spring growth in Reading. There is a definite upward trend with a larger percentage of students meeting their expected growth in each school year.
Results are mixed between the 2009-10 and 2010 school years. Results for the 2011-12 school year definitely increased over the two prior years.
NWEA MAP tests are nationally normed. This graph shows that the average BGCS student (grades K-8) in Spring of 2008 scored more than eight points below the MAP national norm in Reading. This number has risen steadily from one year to the next with the average BGCS student (Grades K-8) in the Spring of 2012 scoring only 2.51 below the national MAP norm in Reading.
Looking at the average points above/below the national norm by grade level shows a similar picture with the deficit being reduced each year.
This graph shows that the average BGCS student (grades K-8) in Spring of 2009 scored about 5 points below the MAP national norm in Math. This number has risen steadily from one year to the next with the average MCPS student (Grades K-8) in the Spring of 2012 scoring 0.6 points above the national MAP norm in Math.
When looking at the average points above/below the national norm by grade level there is more variability in the results and no trend is evident.
Because NWEA MAP assessments have national norms for each grade level and subject area, it is possible to determine the percent of students that score above the average. This graph shows that the percent of students (Grade K-8) scoring above average in Reading at MCPS has been steadily increasing for the past 5 years, with over 42% of students scoring above average in Reading in the Spring of 2012.
When looking at the percent of students scoring at or above the national NWEA MAP norm in Reading by grade level, there is a general increase across all grade levels in the percent of students scoring at or above the national norm in Reading over the past 5 years.
This graph shows that the percent of students (Grade K-8) scoring at or above the national NWEA MAP average in Math at BGCS steadily increased from Spring 2008 to Spring 2011.
This graph shows the percent of students scoring at or above the national NWEA MAP norm in the Spring of each year. There is no overall trend to the data.
Total revenues and expenditures are nearly identical for the two-year period and reflect funds received from state and federal sources.
Per pupil revenues and expenditures are nearly identical for the two-year period and reflect funds received from state and federal sources.

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$10,357.55</td>
<td>$11,594.51</td>
</tr>
<tr>
<td>Expenditures</td>
<td>$10,430.02</td>
<td>$11,633.38</td>
</tr>
</tbody>
</table>