MILWAUKEE COLLEGE PREPARATORY SCHOOL

A CASE STUDY

By
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SHARED MISSION, BELIEFS, AND VALUES

Milwaukee College Preparatory School (MCP) became a mission driven school by:

1. By consistently making decisions guided by and in line with the mission.
2. By hiring and promoting individuals who believe in the mission and values of the school.
3. By terminating individuals who are not able make the mission a reality within their work.
4. By making the mission a living, visible document.
5. By building into the school structure activities that reinforce the mission on a regular and consistent basis.

The mission of MCP is “Knowledge plus character paves the way to college and beyond.” The mission was distilled to this simple statement in 2010 to capture the essence of the school’s culture. The two factors, the development of positive character and the acquisition of the knowledge and skills needed to succeed in college define MCP, direct decisions and create the social norms that guide staff and students.

Within the MCP community, there is a universal belief in the mission. Board members, administrators, teachers, staff, students and parents understand and support the mission. In the eighteen interviews with Board members, administrators, and teachers, every individual explained the mission in almost the same words. “We will do everything in our power to see that our students are prepared to enter a strong college preparatory program in high school and that they have the moral character and determination to be successful in life.” Almost to a person, teachers stated, “If a student does not learn it is my fault.”
The leaders of MCPS state that the school is “unabashedly college prep.” With that understanding decisions have been made and actions taken to make the mission a reality. The curriculum has been revised on numerous occasions and new instructional techniques required. Data gathering, analysis and use have been improved. New instructional programs have been added to reinforce student learning.

Students wear uniforms similar to expensive prep schools as a statement of the schools intent. The curriculum is advanced by one year to ensure that students are exposed to concepts and information needed in a college prep high school. Critical thinking is built into the curriculum to improve creativity and students ability to analyze problems. Students are made aware of their progress on a regular basis and consistently challenged to improve.

The Declaration of Excellence that students recite at the beginning of each school day clearly articulates the vision of MCP to create responsible, dedicated scholars.

“Today is a new day. I will use this day to the fullest in my quest to know who I am, what I want, and where I am going. I believe in the relentless pursuit of excellence. Education and success are my birthright.

My superior thoughts, discipline, dedication and desire are the tools I use to pave the road less traveled to college and beyond. I am determined to build a better tomorrow for my family, my community and me.

I am the captain of my own ship. I am fully responsible for the choices I make. I always strive to be proactive. I will surround myself with people that lift me higher and will not empower other negatively. Names may hurt me, but I will not allow them to dictate my destiny. I will always keep my compass focused on the mission possible.

There are no shortcuts in the pursuit of excellence. The only place where success comes before work is in the dictionary. I am never in the land of the done, but always in the land of doing. I never rest until my good is better and my better is best.

I walk on the shoulders of giants who have gone before me. I am Aesop and May Angelou. I am Benjamin Banneker and the Bard. I am Dr. Carson and Marva Collins. I am Zarlenga. From A to Z, I celebrate, emulate, and commemorate their example.

I am not awed by the challenges of reality, but believe that I can change the world and establish my legacy in it. I am self-determined, self-generated, self-propelled
and self-reliant. I believe that is my time and my place. I will find a way to achieve excellence or I will make one.”

LEADERSHIP

As a leadership team and as individuals, the leaders of MCP are highly competent educators who hold high ideals, are mission driven, and are able to motivate others to share their vision. The leaders of MCP create and maintain a high performing school by:

1. Clearly articulating the mission in both word and deed.
2. Hiring individuals who agree with the mission and values of MCPS and are committed to educating urban students.
3. Putting the right people in the right positions, giving them responsibility, and trusting them to accomplish the job assigned to them.
4. Terminating employees who do not measure up to expectations.
5. Having high academic and behavioral expectations for students and staff.
6. Extending themselves to enable others to do their jobs better, encouraging them, and showing respect for them.
7. Being committed to the professional growth of everyone within the organization.
8. Creating and maintaining a feeling of community for both students and staff.

The leaders of MCPS live the school’s mission and engage teachers and students to accomplish this mission. The mission statement and the beliefs it supports are kept in front of students throughout the day. Each day begins with a “community” gathering through which the mission and beliefs are highlighted. Teachers continue the mission directed leadership with students, quoting the mission often and using it as a tool to guide student behavior and achievement. Each class as a whole and each student individually develop a mission statement based on the school’s mission. Staff development activities follow a similar format using the mission statement and school beliefs to determine how new programs and activities will better meet the needs of the students. Almost all teachers interviewed for this project quoted the mission statement sometime during the interview. The mission is central to decision-making both at the school and classroom level.

The leaders of MCP practice what they term as “mission based hiring,” carefully screening potential candidates to obtain the best people. “To accomplish our mission, we must have excellent teachers who support our mission.” MCP rarely hires on the open market. Rather teachers come to MCP by recommendations from existing teachers, parents, and supporters of the school. Individuals are asked to apply but not hired until extensive interviews are held and the individual is watched in action. If a hiring decision turns out to be wrong, they are quick to remedy the situation. As the Executive Principal pointed out, a new hire was let go after participating in two days of the teacher pre-school staff development program because, “We could see that she was just not going to make it.” Teachers support this action. One teacher interviewed stated: “We just couldn’t have people who do not believe in our mission.” They
would just have to leave.” In other words, MCP administrators hire the right people and keep the right people at MCP to accomplish the school’s mission.

The leadership of MCP has created a culture that has made the school successful. In talking with board members, administrators, and teachers one consistently hears three refrains: “all children can learn”, “we will do everything possible to see that all children learn”, and “children don’t fail, schools and teachers do.” Leadership at MCP begins with the school’s founder who “wanted to return something to the community” that had been so good to him.” He chose to start an inner city school to serve disadvantaged children and followed that choice with action. He realized that he knew little about starting or running a school. To achieve his dream he hired a highly competent executive principal who shared his vision. As the school grew and more funds became available the principal hired others who complemented him through what he terms as “deficit hiring.” In other words, hiring people who have a high level of skill in a specific area such as curriculum development in which he does not excel or chooses not to lead. Board members and senior leaders are quick to give others credit. When asked about the success of the school, the school’s founder says: “I hired the best administrator I could find.” The Executive Principal is quick to point out that “great teachers” are responsible for the school’s success. “We use “mission based hiring” to find teachers that believe that all children can learn and that students don’t fail – schools and teachers do.” Our teachers “are very goal oriented.” To a person, the leaders of MCP give credit to teachers for the success of the school.

The Executive Principal further states: “We are not a top down organization. Teachers are respected. They feel part of the organization.” “Our teachers believe – they buy into the mission”. Leadership at MCP is, in fact, both top down and bottom up. The senior leaders have established the mission, beliefs and values that serve as the school’s foundation. They set the requirements for both behavior and academic results. The leaders have consistently hired individuals who support the mission and have the ability to achieve the expected results. Beyond this, leadership often comes from teachers who determine best practices for obtaining the expected results.

Once hired, teachers are supported. They have the opportunity to participate in many activities that establish practices throughout the school. Once these practices are agreed upon, they are reinforced through staff development, colleague mentors, and direct assistance from administrators. Administrators visit each classroom daily giving “glows and grows” to support positive practices and suggest ways individual teachers can improve. Together, administrators and teachers have created an evaluation system that rewards teachers for accomplishing the mission within the schools values and beliefs. The evaluation system requires extensive discussion and feedback. Administrators conduct two formal evaluations per year based on numerous observations both formal and informal. Administrators visit the classroom on a daily basis to note the climate and level of instructional rigor. Teachers receive additional pay each year based on the level to which they meet requirements.
The Executive Principal is described as a person with high ideals and values, a “people person” who listens, questions, and thinks. Once a person is given responsibility, he trusts them to get the job done. He consistently encourages others to care for and trust their colleagues. MCP leaders are able to articulate their goals and create ways to accomplish them. For example, the Office of Charter Schools required all schools to adopt the Northwest Evaluation Association’s Measures of Academic Progress (MAP) test. The response of the Executive Principal was to acknowledge the requirement and say: “OK, if we have to use the test, we will do it better than anyone else.” He assigned the responsibility to the C&I Director who quickly became an expert on using MAP to further instruction. Teachers were trained in the use of MAP with an emphasis on its use to move individual students forward. She created a process through which teachers received data in a timely and usable manner, assisted them in its use, documented the progress, and continually improved the process. Use of MAP is now credited as having a major impact on the continual improvement of student achievement.

Together, the leaders developed a program of high expectations for student behavior and academic achievement. They created a rigorous curriculum and developed instructional methodology to bring the curriculum to the students in an engaging manner. These high expectations manifest themselves through the mantra “sweat the small stuff.” By this, they mean two things – pay attention to details and be consistent. If there is a rule regarding behavior it must be enforced at all times. If any child is having academic difficulty steps must be taken to overcome the difficulty.

Administrators extend themselves to complement teachers and other staff members as they move through the halls and visit classrooms. They encourage students and offer to help if a difficult situation arises. Administrators are involved with instruction at all levels. The Principal states: “I know (each child’s) data as well as the teacher.” “We analyze the data together.” This allows administrators to make certain that teachers are addressing each child’s needs.

The continued growth of teachers is considered extremely important. New teachers receive two full weeks of staff development prior to school opening each fall. Since the culture is so important to the school’s success, administrators start at the very beginning with new teachers showing them how to teach according to the school’s requirements. They then join veteran teachers for another full week of staff development prior to school. Using the prior year’s evaluation data, the Principal states: “We ask them, how can we help you.” This sets the stage for their goals for the year.

Teachers new to MCP are taught how to utilize the “Proactive” disciplinary system. They learn the proverbs and stories used to teach character education. They are taught how to engage students so that all students are involved in the lesson and how to utilize in depth questioning to help students gain full understanding of concepts. New teachers learn the MCP phonics instructional process that leads to students being able to pronounce any work they encounter.
Perhaps one of the most unique characteristics of MCPS is that these processes and practices are universally accepted and universally deployed. As one teacher stated, “We can’t have teachers that are not part of the team.” The power of this unity cannot be underestimated. It allows the school to be very agile in making necessary changes.

Administrators realize that the creation of a feeling of community is key to success. Both students and staff must buy in for the program to be successful. As the Principal states, “There are no islands.” Everyone has to be part of the community. “We have to convince the students that this is going to save their lives.” The sense of community is created through the morning assemblies, the consistent expectations, and common practices. As the Principal states, “The same language is heard throughout the building.” “It becomes contagious and everyone wants to be part of it.” “Failure is not an option.”

**HIGH BEHAVIORAL EXPECTATIONS**

Positive social behavior is created by:

1. Defining behavior expectations in terms of what students should do, not what they should not do.
2. Uniformly enforcing and reinforcing behavior requirements.
3. Approaching discipline from a positive, respectful basis.
4. Teaching character education through informal and formal methods throughout each day.
5. Consistently praising and rewarding students for making the right behavior choices.
6. Holding hard work and perseverance as positive traits needed to succeed.

Positive student behavior is essential for academic achievement. When students exhibit good behavior, teachers can teach. Time is not wasted on behavioral control. At MCP positive student behavior is achieved through the interwoven character education program that teaches students what to do rather than what not to do. The constant use of positive language reinforces expectations and relationship building creates positive interactions between and among students and teachers.

Students learn and sign the code of conduct at the beginning of each school year. The code is discussed on a regular basis with students defining what action is needed to be in accordance with the code. Students understand that they will be accountable for everything that they do.

All teachers utilize the same methodology for enforcement and reinforcement of student behavior. The same expectations are evident from classroom to classroom and from grade to grade. One hears the same questions, statements, and phrases from every teacher as he/she works with students on behavior. A “proactive” methodology is used through which students are always treated with respect. They are never yelled at, put down, or exposed to sarcasm. Teachers consistently refer to the student’s responsibility and the student’s ability to make the correct choices.
Teachers begin each day with a fable or story that highlights a positive character trait. Students are taught Sean Covey’s *Seven Habits of Effective Students*. Together these “character” lessons help students to understand their responsibilities within the school and classroom and how to work and live with others in a positive manner. Teachers use a set of “proverbs” in response to student words and actions that spotlight the expected behavior.

Students are consistently praised and rewarded for positive behavior. Students receive “virtuous dollars” in a school account for positive behavior. These dollars can be used to “purchase” special privileges during the school year. Students are praised during the morning assemblies and in class for positive behavior. Teachers “sweat the small stuff” not allowing any breach of decorum pass without helping students to understand their responsibilities. This is done in a “proactive” (positive) manner with reference to the Code of Conduct and the “Seven Habits.”

Teachers build close relationships with students by constantly showing that they care about them. Teachers learn about the student and his/her family. They listen to student concerns. They follow through to address student needs both academically and emotionally.

**HIGH ACADEMIC EXPECTATIONS**

High academic expectations and results are obtained by:

1. Having uniform agreement that the students can learn and learn at a high level.
2. Collecting, analyzing, and utilizing student academic growth and achievement data are on a regular and consistent basis.
3. Administrators closely monitoring student growth and achievement.
4. Creating a teacher evaluation system that encourages teachers to seek help when individual students are not making appropriate progress.
5. Providing assistance to help teacher meet the academic needs of students.
6. Teaching student work skills in a similar manner to behavioral expectations.
7. Beginning lessons with an “end in mind” so that students know what they are expected to know and be able to do.
8. Informing students on a regular and consistent basis about the academic growth they have achieved and their achievement level.
9. Rewarding students regularly and consistently for academic growth and achievement.

Establishing high academic expectations is both a mind-set and a series of actions. Teachers must believe that poor urban children can learn and achieve the necessary knowledge to enter college. Parents, who have never had a family member go to college, must see that it is possible for their children, and students must buy into the dream of going to college. This mind set, however, is not enough. Curriculum and instruction must be robust, providing the academic knowledge and skills that makes the dream attainable.

The emphasis on being prepared for college begins the moment one enters MCP. Each room is named for a college, often the institution that the teacher graduated from. The colleges that
alumni have or are attending are prominently posted. Administrators and teachers constantly talk
about college entrance and its requirements. Students learn college cheers, songs and
information about the college. Seventh and eighth graders visit colleges in the local area and as
far away as Washington D.C.

The MCPS curriculum is challenging. The curriculum is advanced one grade for all students. In
other words, students in grade two receive instruction at the grade three level, etc. The
expectations are that all four-year-old kindergarten students will begin to read. MCP leaders
state that this done: “with hard work and love. Balancing high expectations with compassion and
nurturing helps shape the whole student.”

Each lesson begins with the “end in mind.” Teachers post the expectations for each lesson so
that students understand what they are expected to accomplish. They use a variety of techniques
to ensure that all students are positively engaged with the lesson. Teachers insist on an answer
being correct. A partially correct answer is not accepted. Discussion and analysis continue until
the fully correct answer is obtained. This ensures understanding of concepts and reduces
misconceptions on the part of students. The hard work necessary to obtain mastery is constantly
emphasized. The mantra, “The only place success comes before work is in the dictionary” is
heard daily. Students are expected to both ask and answer questions in full sentences. They are
couraged to explore multiple answers and multiple paths of understanding.

The productive use of time is also a major factor in the success of MCP. There is little down
time between classes. Transitions happen quickly, both between classrooms and between
different lessons within a single classroom. Students are taught the value of time and to
understand how it helps them to achieve their goals. Once students are in the classroom, lessons
start immediately and students are expected to be ready for the lesson. Instruction is often
conducted in a “boisterous” manner that creates a fast paced learning environment and at the
same time makes the lesson engaging for the students.

Data are collected and analyzed on a regular basis. A continuous flow of data from MAP,
Compass Learning, the WKCE, and classroom assessment is provided to teachers. This allows
them to make informed decisions regarding the next steps for each student. When teachers are
not able to meet individual student’s needs help is given to the teacher to meet the needs of the
student. This could take the form of staff development or mentoring if the need is to improve the
teacher’s skill set. It could also take the form of intervention from tutors or special education
teachers. Computer assisted instruction may also be used to meet student needs.

Administrators closely monitor instruction and student outcomes by being in each classroom on
a daily basis and meeting with teachers regarding student progress each week. As they stop in
the classroom, they off leave short notes called “grows and glows” to point out instruction that
they want to praise or improve. During the weekly meeting the administrator review each
student’s progress with the intent of knowing the student “as well as the classroom teacher.”
Teacher evaluations are based on part on the success of their students. This motivates teachers to try different instructional techniques and to seek additional help.

Work skills, like character education, are taught throughout the day. Like positive behavior, hard work is consistently praised and rewarded. Academic expectations are clearly defined for students. Students are informed about their academic growth and achievement on a regular basis. They know their “RIT” score prior to taking the Measures of Academic Progress (MAP) test and the gain on the test that they are expected to make. They work daily both at school and at home on Odyssey Learning’s Compass Learning, a computer assisted learning program that aligns with MAP. Students may utilize Compass Learning from home or local libraries when not in school. For example, over one spring vacation MCPS students logged more than 1,000 hours on the program. Students earn “virtuous dollars” for strong academic work. Their efforts are consistently praised and rewarded.

COMMUNITY

Students and staff are united as a community by:

1. Giving students the sense that they are part of something special through statement and action.
2. Giving students the feeling of being part of a team through the college named classrooms that provide a special identification.
3. Holding regular whole school gatherings that reinforce the school as being special and the children within the school as being part of something important.
4. Setting high academic and behavioral expectations that give students a feeling of accomplishment.
5. Intensively training teachers in the instructional techniques utilized by MCPS.
6. Teachers using similar language and techniques as they work with students on social behavior and academic instruction.

The term “Community” refers to those actions and activities that unite students and staff to accomplish the mission of the school. Creating community is a leadership function. The importance of community cannot be stressed enough. It is the glue that brings all other aspects of the school together. The universal acceptance of the mission and the belief that all students can learn and that “students don’t fail, schools and teachers do” is unique and a major factor in the success of the school. The unanimity of mission and beliefs exists only because of the strong sense of community felt by all.

At MCP, the development of community is a series of well-planned actions that keep the school’s mission in focus on a daily basis. Hiring practices make the job of creating community easier in that the school’s leaders begin creating this sense of community with like-minded individuals. The strong sense of community is bolstered through staff development activities that teaches new staff members to utilize the “proactive” discipline system, integrate character...
education into each lesson, and utilize common instructional strategies for the teaching of phonics and other curricular components.

The development of the chain of mission statements from school, to classroom, to individual further unites staff and students. The mission statements personalize responsibility. The mission statements are not written and then set aside. They become living documents that are referred to often to determine if the individual, classroom, and school are living up to the mission.

The emphasis on college is another unifying factor. Students identify with the room’s selected college and become part of the team. The identification is reinforced and made fun through cheers, chants and dances. The sense of “belonging” helps to develop the culture of the classroom and school.

The morning gatherings are, perhaps, the strongest developer of “community.” Morning assemblies are held each day during which the mission is reinforced through the recitation of the “Declaration of Excellence.” Students and staff are honored for hard work and character and academic achievement. Competitions develop around each room’s college with students chanting and sometimes dancing to songs about their class’s college. The songs, chants, and dances in an almost pep rally atmosphere heighten the sense of community.

The use of common discipline and instructional practices is also a strong unifying factor. Students have the same behavioral expectations from classroom to classroom and from grade to grade. The “proactive” discipline system accentuates student responsibility and maintains the dignity of the student. Common instructional practices help students to understand their need to work hard and help each other to gain conceptual understanding. These practices also instill a “joy” factor into learning that makes learning fun for the students.

Taken together these activities unite students and staff around the mission and beliefs of the school and the instructional rigor required to advanced the college bound curriculum.
Milwaukee College Preparatory School

Achievement and Evaluation Data

Milwaukee College Preparatory School (MCPS) is located at 2449 N. 36th Street, Milwaukee, Wi 53210 in the heart of the Metcalf Neighborhood, one of the poorest neighborhoods of the City. MCPS was founded as the Marva Collins Preparatory School in 1998; a private school utilizing the instructional framework and beliefs created by Ms. Collins in Chicago, IL. Mr. Ronald Sadoff founded the school with permission from Ms. Collins after the CBS series 60 Minutes aired a program touting her success with poor urban children. In 2002, MCPS became a public charter school authorized by the University of Wisconsin-Milwaukee.

The mission of MCPS is: Knowledge plus character pave the road to college and beyond. The school culture is built around five values: trust, respect, excellence, courage, and knowledge. School life is based on the Seven Habits for Happy Kids by Sean Covey. Positive affirmation is at the heart of relations among and between adults and children.

Milwaukee College Prep is a school of uncompromising academic and social expectations. In addition to core curriculum of phonics, reading, poetry, vocabulary, foreign language and mathematics, Milwaukee College Prep offers physical education, technology, art and music classes.

The educational program focuses on a heavy dose of positive affirmation and critical thinking skills complimented by basic, a no nonsense educational pedagogy. The positive affirmations and critical thinking skills are intertwined with everything that is taught. Students are constantly being praised for good choices or academic endeavors and they are constantly being pushed to make connections, inferences or comparisons in a Socratic way.

The core of the language arts program is a holistic reading series and phonics program. The phonics’ wall cards, which the students go through in a rather boisterous fashion each day, supply the students with the skills to decode and read any word in the English language. The teaching of the phonics and math each morning is predominantly done through direct instruction.

MCPS has adopted the Saxon math curriculum and is following it almost verbatim, with the exception of promoting all students one year ahead of schedule (i.e.: the 2nd grade completes the third grade material). Students are expected to have completed algebra by the
end of 8th grade. The Saxon mathematics program and the reading program are complimented with the Accelerated Math and Reading programs from Renaissance Learning. The Accelerated Mathematics Program emphasizes basic skills. The Reading program encourages students to read independently from a variety of genres at their grade level. It helps increase fluency and exposes students to many new experiences via literature. The 6+1 Traits writing program has been adopted as a framework for teaching writing school wide.

The most essential part of the program is the school culture of empowerment and learning through the Proactive discipline system. MCPS has earned a reputation for holding high expectations for students both academically and socially. It is expected that all students will live up to those standards. The discipline system is based on a Proactivity Chart, which is based on the tenets of Steven Covey’s 7 Habits of Highly Effective People. The first premise of this program is teaching the students that they are always responsible for the decisions that they make. In other words, they are always proactive, not reactive. Students are taught several skills to use when making decisions. These are based on strategies developed by Edward de Bono, an author and lecturer on the teaching of critical thinking skills. The strategies are:

a) CAF – Consider All Factors before making a decision.

b) OPV – consider Other People’s Views before making a decision.

c) FIP – make sure that your focus is on your First Important Priority when making a decision.

d) APC – realize that there are always numerous Alternatives, Possibilities and Choices when solving a problem. There is never just one solution to a problem.

e) C&C – remember that for every Choice there is a Consequence. Good choices most often result in good consequences; bad choices most often result in bad consequences.

f) C&S – remember also there is a long-term effect, Choices and Sequel, for the choices that one makes. For example, one can build a positive reputation by consistently making good choices, and vice versa.

g) AGO – always begin with the end in mind, or focus on the big picture. Students begin the year by writing a Mission Statement, where they focus on their lifetime Aims, Goals and Objectives.
### Days and Hours of Instruction

While maintaining a common school calendar, MCPS increases instructional time by extending the school day. As shown in the chart below, elementary students (5K - 4) receive 7 hours and 10 minutes of instruction while students in grades six through eight receive seven hours and 35 minutes of instruction each day.

<table>
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<tr>
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<th>Grade Levels</th>
<th>K4</th>
<th>K5-4</th>
<th>Grades 6-8</th>
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<tbody>
<tr>
<td>1</td>
<td>Start Time of Student Instructional Day</td>
<td>8:05</td>
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<td>2</td>
<td>End Time of Student Instructional Day</td>
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<td>3</td>
<td>Start-To-Close Instructional Day Minutes</td>
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<td>430</td>
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<td>Number of Minutes for Lunch</td>
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<td>Recess Time in Excess of 30 Minutes</td>
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<td>0</td>
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<td>6</td>
<td>Number of Instructional Minutes Per Day</td>
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<td>Total Number of Days In Teacher Calendar</td>
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<td>8</td>
<td>Number of Teacher Pre-service/Professional Development Days</td>
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<td>9</td>
<td>Number of Parent/Teacher Conference Days</td>
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<td>Number of Student Instructional Days</td>
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<td>11</td>
<td>Total Instructional Minutes Per Year</td>
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<td>70,000</td>
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<td></td>
<td>Late Arrival/Early Release Minutes for Professional Development</td>
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<td>14</td>
<td>Total Instructional Minutes</td>
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<td>Hours of Instruction Per Year</td>
<td>(Lines 11 / 60)</td>
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**Board and Administrative Organization**

MCPS has a large, sixteen member, board composed of individuals selected for their ability to assist the school. The Board is led by co-founders Ron and Mickey Sadoff. Members of the Board are: Ronald Sadoff, President; Mickey Sadoff, Vice President; Steven Chernof, Secretary; Patrick English, Treasurer; and board members Tim Sheehy, Ray Manista, Thomas Schmid, Charles Trainer, Leslie Dixon, Tom Florsheim, Corey Hoze, William Johnson, Sr, Demond Means, Renita Robertson, Jim Rowe, and Teddy Werner.

The administrative team is composed of: Robert Rauh, Executive Principal; Kari Whalen, Curriculum Director; Kristen Foster, Principal; Tom Sprague, Business Manager.

**Assessment**

MCPS participates in the state Wisconsin Knowledge and Concepts Examination (WKCE) on an annual basis. The assessment is given once a year during the month of November. Results of the test are utilized by the Department of Public Instruction to determine annual yearly progress under the federal No Child Left Behind act. The school utilizes the assessment to make determination about the strength of the overall instructional program. The WKCE is a static assessment that determines a student’s level of proficiency in reading, mathematics, language arts, science, and social studies at a single point in time.

MCPS also uses the Measures of Academic Progress (MAP) examination developed by the Northwest Evaluation Association. MAP is given to students three times during each school year (September, January, May). The test measures the amount of growth a student makes between each testing period and provides students with goals for improvement and teachers with recommended instructional content to help the student grow academically.
MCPS also utilizes Compass Learning, a computerized instructional program aligned with the MAP. Students spend time during the school day, after school, and at home with the program to increase their understanding in reading and mathematics.

Results of the WKCE are shown below. Overall MCPS results show steady improvement each year in contrast to both the Milwaukee Public Schools (MPS) and State of Wisconsin (state) results which are static over the five-year period. MCPS results exceed the results for both the MPS and the State of Wisconsin. Eighth grade results mirror those for the combined grades (3 – 8) but show somewhat more volatility as can be expected for a smaller number of students.
Figure 1.

![WKCE – Reading – Combined Grades](image)

Table 1.

<table>
<thead>
<tr>
<th>Reading</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>MCPS</td>
<td>MPS</td>
<td>State</td>
<td>MCPS</td>
<td>MPS</td>
</tr>
<tr>
<td>Advanced</td>
<td>24.0%</td>
<td>16.5%</td>
<td>43.2%</td>
<td>28.2%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Proficient</td>
<td>52.7%</td>
<td>42.0%</td>
<td>38.7%</td>
<td>52.5%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Basic</td>
<td>18.7%</td>
<td>23.9%</td>
<td>11.8%</td>
<td>15.1%</td>
<td>24.9%</td>
</tr>
<tr>
<td>Minimal</td>
<td>4.6%</td>
<td>15.3%</td>
<td>5.4%</td>
<td>3.9%</td>
<td>15.2%</td>
</tr>
<tr>
<td>No WSAS</td>
<td>0.0%</td>
<td>2.3%</td>
<td>0.9%</td>
<td>0.4%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>
Figure 2.

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>MCPS</td>
<td>MPS</td>
<td>State</td>
<td>MCPS</td>
<td>MPS</td>
</tr>
<tr>
<td>Advanced</td>
<td>20.2%</td>
<td>10.7%</td>
<td>32.0%</td>
<td>26.4%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Proficient</td>
<td>46.6%</td>
<td>32.9%</td>
<td>42.7%</td>
<td>54.6%</td>
<td>36.5%</td>
</tr>
<tr>
<td>Basic</td>
<td>19.1%</td>
<td>18.3%</td>
<td>11.4%</td>
<td>11.3%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Minimal</td>
<td>14.1%</td>
<td>36.6%</td>
<td>13.3%</td>
<td>7.4%</td>
<td>31.6%</td>
</tr>
<tr>
<td>No WSAS</td>
<td>0.0%</td>
<td>1.6%</td>
<td>0.6%</td>
<td>0.4%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>
Figure 3.

<table>
<thead>
<tr>
<th>8th Reading</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>MCPS</td>
<td>MPS</td>
<td>State</td>
<td>MCPS</td>
<td>MPS</td>
</tr>
<tr>
<td>Advanced</td>
<td>19.4%</td>
<td>16.3%</td>
<td>44.1%</td>
<td>12.5%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Proficient</td>
<td>55.6%</td>
<td>43.9%</td>
<td>40.4%</td>
<td>70.8%</td>
<td>46.9%</td>
</tr>
<tr>
<td>Basic</td>
<td>22.2%</td>
<td>20.3%</td>
<td>9.0%</td>
<td>12.5%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Minimal</td>
<td>2.8%</td>
<td>17.5%</td>
<td>5.8%</td>
<td>2.1%</td>
<td>15.0%</td>
</tr>
<tr>
<td>No WSAS</td>
<td>0.0%</td>
<td>2.1%</td>
<td>0.8%</td>
<td>2.1%</td>
<td>1.7%</td>
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</tbody>
</table>
Figure 4.

Table 4.

<table>
<thead>
<tr>
<th>8th Math</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>MCPS</td>
<td>MPS</td>
<td>State</td>
<td>MCPS</td>
<td>MPS</td>
</tr>
<tr>
<td>Advanced</td>
<td>13.9%</td>
<td>6.8%</td>
<td>26.5%</td>
<td>6.3%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Proficient</td>
<td>50.0%</td>
<td>33.0%</td>
<td>48.8%</td>
<td>68.8%</td>
<td>43.1%</td>
</tr>
<tr>
<td>Basic</td>
<td>22.2%</td>
<td>23.0%</td>
<td>13.1%</td>
<td>14.6%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Minimal</td>
<td>13.9%</td>
<td>35.1%</td>
<td>11.0%</td>
<td>8.3%</td>
<td>22.9%</td>
</tr>
<tr>
<td>No WSAS</td>
<td>0.0%</td>
<td>2.1%</td>
<td>0.6%</td>
<td>2.1%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>
Enrollment, by design, has remained steady throughout the five-year period.
Average daily attendance rates are steady from year to year, exceed the rate for MPS, and are very similar to the overall state rate of attendance.
Figure 7.

Student mobility is exceedingly low for an inner city school. With few exceptions, once a student enrolls they remain enrolled in the school.
Figure 8.

Discipline numbers presented above are very different from those presented by other schools. MCPS uses a “Virtuous Dollar” program wherein student make “deposits” or “withdrawals” form their account based on behavior and performance. Thus, the numbers presented above reflect the number of “withdrawal.” Discipline data at other schools reflect the number of times students are sent to the School Office. Thus, MCPS discipline data cannot be compared to that of the other five schools.
Between 2007-08 and 2009-10 the number of students suspended increased slightly from 105 to 137 while the number of suspensions and number of days of suspension increased at a higher rate indicated that some students were being suspended more often and for a greater number of days. Conversely, the number of students suspended, the number of suspensions and the number of days of suspensions declined dramatically from 2009-10 to 2011-12. During the entire five-year period, there were no students expelled.
The number of teachers leaving MCPS each year declined significantly from 2007-08 to 2009-10 and has remained at this low level for the past three years. Stability of the teaching corps can be a major factor in student achievement.
The ratio of students to classroom teachers has remained consistent over the past five years.

Figure 11.
Student satisfaction with MCPS is consistently high. Importantly, students consistently rank their academic success the highest.
Figure 13.

Parent satisfaction is also consistently high.
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 MCPS 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 some variability in the results, however, there does appear to be a general upward trend with a larger percentage of students meeting their expected growth in the 2011-12 school year than in the 3 years prior.
A similar trend was found in Math with a higher percentage of students meeting their expected Fall to Spring growth in the 2011-12 school year than in the previous three school years.

![Math - % of Students Meeting Expected Growth](image)

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>62.80%</td>
<td>66.70%</td>
<td>34.00%</td>
<td>50.00%</td>
<td>35.60%</td>
</tr>
<tr>
<td>2009-10</td>
<td>75.00%</td>
<td>75.60%</td>
<td>58.00%</td>
<td>73.30%</td>
<td>68.80%</td>
</tr>
<tr>
<td>2010-11</td>
<td>44.90%</td>
<td>87.50%</td>
<td>61.20%</td>
<td>42.90%</td>
<td>38.30%</td>
</tr>
<tr>
<td>2011-12</td>
<td>79.60%</td>
<td>85.40%</td>
<td>78.00%</td>
<td>76.50%</td>
<td>65.20%</td>
</tr>
</tbody>
</table>
NWEA MAP tests are nationally normed. This graph shows that the average MCPS student (grades K-8) in Spring of 2008 scored less than 1 point above the MAP national norm in Reading. 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 over 6 points above the national MAP norm in Reading.
When looking at the average points above/below the national norm by grade level there is more variability in the results. However, in the Spring of 2008, the average student in all grades (Grade 3-8) scored below the national MAP Reading norm. By the Spring of 2012, the average student in nearly all grades (Grade 3-6 and 8) scored above the national MAP Reading norm.
This graph shows that the average MCPS student (grades K-8) in Spring of 2008 scored about 3 points above 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 nearly 7 points above the national MAP norm in Math.
Figure 20.

When looking at the average points above/below the national norm by grade level there is more variability in the results. However, the average MCPS student in the Spring of 2012 scored more above the national NWEA MAP math norm than the average MCPS student in the Spring of 2008.
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 71% 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, the results are more variable. However, 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—especially in grades 4 through 6.
This graph shows that the percent of students (Grade K-8) scoring at or above the national NWEA MAP average in Math at MCPS steadily increased from Spring 2008 to Spring 2011, with a slight decrease from Spring 2011 to Spring 2012. However, in the Spring of 2012 there were still nearly 71% of MCPS students that scored at or above the national average.
This graph shows that the percent of students scoring at or above the national NWEA MAP norm in the Spring of 2012 was higher than the percent of students scoring at or above the national NWEA MAP norm in the Spring of 2008 for grades 4 through 8.
Revenues for MCPS consistently exceed expenditures on a year-by-year basis. In part this occurs because of the Board’s ability to raise funds through donations. State and federal funding of the schools is in line with other charter schools.
Figure 26.

The per pupil funding level of MCPS exceeds that provided by state and federal funds as a result of donations received by the school from private sources.

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenue</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>$10,710</td>
<td>$9,977</td>
</tr>
<tr>
<td>2008-09</td>
<td>$11,053</td>
<td>$11,032</td>
</tr>
<tr>
<td>2009-10</td>
<td>$12,104</td>
<td>$12,032</td>
</tr>
<tr>
<td>2010-11</td>
<td>$13,937</td>
<td>$11,863</td>
</tr>
</tbody>
</table>

Note: Audit combined original and new Milwaukee College Prep sites for 2010-11.