



# CITY OF MILWAUKEE CHARTER SCHOOL MONITORING REPORT 2022–23

# CHARTER SCHOOL MONITORING

## CHARTER SCHOOL REVIEW COMMITTEE (CSRC)

- **Kevin Ingram:** Education Consultant, Wisconsin Department of Public Instruction (DPI)
- **Aycha Sawa, CPA, CIA:** City of Milwaukee Comptroller
- **Desiree Pointer Mace, PhD:** Professor of Education, Alverno College
- **Joyce Mallory:** Former Milwaukee Public Schools Board Member and Organizational Development Consultant
- **Raynetta Hill:** Executive Director, King Drive Business Improvement District

## POLICY & MONITORING

- **Gayle Peay:** Policy Analyst, Institute for Transformation of Learning, Marquette University
- **Aza Baylor, PhD:** Researcher & Charter School Monitor, Evident Change

# 25<sup>TH</sup> YEAR OF AUTHORIZING CHARTER SCHOOLS

“The Common Council approved File 971759 on May 5, 1998, adopting an ordinance that created the Charter School Review Committee (CSRC) and defined its purpose, responsibilities, and power.”


School	Years
Downtown Montessori Academy	25
Central City Cyberschool	24
Darrell Lynn Hines Academy	21
Milwaukee Academy of Science	15
Milwaukee Math and Science Academy	12
Howard Fuller Collegiate Academy	12
Escuela Verde	11

# CITY OF MILWAUKEE CHARTER SCHOOLS, 2022–23


SCHOOL	ALDERMANIC DISTRICT
Central City Cyberschool (C <sup>3</sup> )	7
Darrell Lynn Hines College Preparatory Academy of Excellence (DLHA)	9
Downtown Montessori Academy (DM)	14
Escuela Verde (EV)	8
Dr. Howard Fuller Collegiate Academy (HFCA)	1
Milwaukee Academy of Science (MAS)	4
Milwaukee Math and Science Academy (MMSA)	7

# CSRC SCORECARD


**STUDENT READING READINESS: GRADES 1-2**

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


**STUDENT ACADEMIC PROGRESS: GRADES 3-8**

• Forward Exam reading—% maintained proficient	5.0	 35.0%
• Forward Exam math—% maintained proficient	5.0	
• Forward Exam reading—% below proficient who progressed	12.5	
• Forward Exam math—% below proficient who progressed	12.5	


**LOCAL MEASURES**

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


**STUDENT ACHIEVEMENT: GRADES 3-8**

• Forward Exam reading—% proficient or advanced	2.5	 5.0%
• Forward Exam math—% proficient or advanced	2.5	


**ENGAGEMENT**

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


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

• ACT Aspire—% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	 35.0%
• Adequate credits to move from 9th to 10th grade	7.5	
• Adequate credits to move from 10th to 11th grade	7.5	
• DPI graduation rate	5.0	


**POSTSECONDARY READINESS: GRADES 11 AND 12**

• Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	 15.0%
• % of 11th/12th graders tested	2.5	
• % of graduates with ACT composite score of 19.6 or higher	2.5	


**LOCAL MEASURES**

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

**STUDENT ACHIEVEMENT: GRADES 9 AND 10**

• ACT Aspire English—% students at or above spring benchmark	2.5	 5.0%
• ACT Aspire math—% students at or above spring benchmark	2.5	

**ENGAGEMENT**

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

# CENTRAL CITY CYBERSCHOOL (C<sup>3</sup>)

## ENROLLMENT

399 students

- 98.5% African American
- 7.3% Individualized education plans (IEPs)
- 80.9% Elementary attendance rate
- 21% Elementary suspension rate
- 84.4% High school attendance rate
- 17.1% Suspension rate

## POSTSECONDARY

- 16 graduates
- Nine accepted in postsecondary institutions
- Two entered the workforce
- One accepted an internship
- One pursuing entrepreneurship
- Three undecided

## SCORECARD RATING

- Elementary: 63.6% of 84 points
- High school: 73.6% of 75 points
- Overall weighted score = 65.4%

# C<sup>3</sup> SCORECARDS

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	38.9%	1.6
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		Too small to report	
Student Academic Progress: 4th – 8th Grades	Forward Exam English/language arts: % maintained proficient/advanced	5.0	35.0%	Too small to report	
	Forward Exam math: % maintained proficient/advanced	5.0		Too small to report	
	Forward Exam English/language arts: % below proficient who progressed	12.5		36.4%	4.6
	Forward Exam math: % below proficient who progressed	12.5		39.3%	4.9
Local Measures	% met reading	6.25	25.0%	76.5%	4.8
	% met math	6.25		70.5%	4.4
	% met writing	6.25		74.8%	4.7
	% met special education	6.25		85.7%	5.4
Student Academic Achievement: 3rd – 8th Grades	Forward Exam English/language arts: % at/above proficient	2.5	5.0%	9.3%	0.2
	Forward Exam math: % at/above proficient	2.5		6.7%	0.2
Engagement	Student attendance rate	5.0	25.0%	80.9%	4.0
	Student return rate	5.0		98.2%	4.9
	Student retention	5.0		91.4%	4.6
	Teacher/instructional staff retention rate	5.0		87.8%*	4.4
	Teacher/instructional staff return rate	5.0		93.5%*	4.7
<b>TOTAL</b>		<b>84.0</b>			<b>53.4</b>
<b>ELEMENTARY SCHOOL SCORECARD PERCENTAGE</b>					<b>63.6%</b>

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress:	PreACT Secure—% 10th graders who maintained the composite benchmark or progressed at least one point from 9th to 10th grade	15.0	35.0%	Not available	
9th to 10th Grade	Adequate power standards or board approved standards to move from 9th to 10th grade	7.5		90.0%	6.8
10th to 11th Grade	Adequate power standards or board approved standards to move from 10th to 11th grade	7.5		89.3%	6.7
12th Grade	Graduation rate (DPI)	5.0		NA	
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	56.3%	5.6
	% of 11th graders tested on ACT	2.5		100.0%	2.5
	% of graduates with ACT composite score of 19.6 or more	2.5		0.0%	0
Local Measures	% met reading	5.0	20.0%	68.5%	3.4
	% met math	5.0		60.3%	3.0
	% met writing	5.0		82.5%	4.1
	% met special education	5.0		Too small to report	
Student Academic Achievement: 9th and 10th Grades	PreACT Secure English: % of 9th and 10th grade students at or above benchmark	2.5	5.0%	7.9%	0.2
	PreACT Secure math: % of 9th and 10th grade students at or above benchmark	2.5		2.6%	0.1
Engagement	Student attendance	5.0	25.0%	84.4%	4.2
	Student return rate	5.0		94.7%	4.7
	Student retention	5.0		95.5%	4.8
	Teacher retention rate	5.0		87.8%*	4.4
	Teacher return rate	5.0		93.5%*	4.7
<b>TOTAL</b>		<b>75.0</b>			<b>55.2</b>
<b>HIGH SCHOOL SCORECARD PERCENTAGE</b>					<b>73.6%</b>

# CENTRAL CITY CYBERSCHOOL COMMUNITY IMPACT & PARTNERSHIPS



News Center



**Central City Cyberschool students leap into real world with We Energies Apprenticeships**



Cyberschool and We Energies have partnered through the Wisconsin chapter of the African American Business Resource Group to create hands-on, long-term learning experiences for students in a new apprenticeship program.



# C<sup>3</sup> RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

## ELEMENTARY SCHOOL

- Focus on parent involvement to improve attendance and student engagement. Support the school–parent coordinator in strengthening the school community by implementing family engagement activities.
- Implement a solid response to intervention (RTI) professional development schedule to engage teachers in understanding RTI processes, steps, and systems of support.

## SCHOOLWIDE

- Create professional development training to engage all instructional staff in the use of standard-based instructional materials, assessments, and data-driven instruction to improve student achievement, especially in math and reading.
- Increase efficiency and continue support by increasing the size of the board of directors to acquire additional professional expertise in the development, planning, and marketing of the school.

## HIGH SCHOOL

- Increase community partnerships/mentorships to expand career exploration and internship opportunities for students.
- Revamp process for consistent engagement and implementation of graduation plans.

# ESCUELA VERDE

## ENROLLMENT

115 students

- 79.1% Hispanic
- 7.9% White
- 7.9% African American
- 0.9% Native American
- 0.9% Multi-racial
- 21.7% IEP
- 86.2% Attendance rate
- 19% Suspension rate

## POSTSECONDARY

29 graduates

- 18 accepted into postsecondary institution
- 11 entering the workforce
- Accumulating \$58,799 in scholarships and grants

## SCORECARD RATING

74.1% of 85 points

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress:	PreACT Secure—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	15.0	35.0%	Not available	
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		88.9%	6.7
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		88.9%	6.7
12th Grade	Graduation rate (DPI)*	5.0		65.0%	3.3
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	62.1%	6.2
	% of 11th graders tested on ACT	2.5		75.0%	1.9
	% of graduates with ACT composite score of 19.6 or more	2.5		0.0%	0.0
Local Measures	% met reading	5.0	20.0%	61.0%	3.1
	% met math	5.0		68.0%	3.4
	% met writing	5.0		88.3%	4.4
	% met special education	5.0		94.4%	4.7
Student Academic Achievement: 9th and 10th Grades	<i>PreACT Secure English</i> : % of 9th and 10th grade students at or above benchmark	2.5	5.0%	17.2%	0.4
	<i>PreACT Secure math</i> : % of 9th and 10th grade students at or above benchmark	2.5		0.0%	0.0
Engagement	Student attendance	5.0	25.0%	86.2%	4.3
	Student reenrollment	5.0		90.6%	4.5
	Student retention	5.0		91.0%	4.6
	Teacher retention rate	5.0		84.6%	4.2
	Teacher return rate	5.0		91.7%	4.6
TOTAL		85.0			63.0
HIGH SCHOOL SCORECARD PERCENTAGE					74.1%

# ESCUELA VERDE SCORECARD

# ESCUELA VERDE COMMUNITY IMPACT & PARTNERSHIPS

Not only can students learn how to be baristas, but this café offers them an entrepreneurial experience. With every cup of coffee sold, students get hands-on practice to develop life skills they could use as future accountants, designers, communications experts, etc.



# EV RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

Use professional development strategies, protocols, and practices to strengthen professional learning communities (PLC) to improve student achievement.

- Have PLCs develop a data-driven culture with a focus on improving students' math and literacy skills.
- Use PLCs to align all advisors with expectations of project-based learning (PBL) projects.
- Develop a strategy to manage data and submit all required data elements efficiently and in a timely fashion.

# HOWARD FULLER COLLEGIATE ACADEMY

## ENROLLMENT

287 students

- 98.6% African American
- 18.1% IEPs
- 79.0% Attendance rate
- 25.5% Suspension rate

## POSTSECONDARY

58 graduates

- 100% accepted into at least one college
- Offered \$3,202,472 in scholarships and grants

## SCORECARD RATING

70.9% of 85 points

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
<b>Student Academic Progress:</b>	<i>PreACT Secure</i> —% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	<b>35.0%</b>	Not available	
<b>9th to 10th Grade</b>	Adequate credits to move from 9th to 10th grade	7.5		64.2%	4.8
<b>10th to 11th Grade</b>	Adequate credits to move from 10th to 11th grade	7.5		76.0%	5.7
<b>12th Grade</b>	Graduation rate (DPI)*	5.0		97.3%	4.9
<b>Postsecondary Readiness:</b>	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	<b>15.0%</b>	100.0%	10.0
<b>11th and 12th Grades</b>	% of 11th graders tested on ACT	2.5		86.9%	2.2
	% of graduates with ACT composite score of 19.6 or more	2.5		0.0%	0.0
<b>Local Measures</b>	% met reading	5.0	<b>20.0%</b>	47.1%	2.4
	% met math	5.0		40.5%	2.0
	% met writing	5.0		44.3%	2.2
	% met special education	5.0		82.5%	4.1
<b>Student Academic Achievement: 9th and 10th Grades</b>	<i>PreACT Secure English</i> : % of 9th and 10th grade students at or above benchmark	2.5	<b>5.0%</b>	13.4%	0.3
	<i>PreACT Secure Math</i> : % of 9th and 10th grade students at or above benchmark	2.5		1.4%	0.04
<b>Engagement</b>	Student attendance	5.0	<b>25.0%</b>	79.0%	4.0
	Student reenrollment	5.0		88.0%	4.4
	Student retention	5.0		81.9%	4.1
	Teacher retention rate	5.0		89.3%	4.5
	Teacher return rate	5.0		91.3%	4.6
<b>TOTAL</b>		<b>85.0</b>			<b>60.24</b>
<b>HIGH SCHOOL SCORECARD PERCENTAGE</b>					<b>70.9%</b>

# HFCA SCORECARD

# HFCA COMMUNITY IMPACT & PARTNERSHIPS



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# HFCA RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

- The school will create a high-trust culture through the development and implementation of social-emotional learning (SEL) programs (including Leader in Me) to address students' social and emotional needs, which can interfere with academic engagement in diverse and challenging ways.
- The dean of culture will provide Leader in Me training for staff to create common language and practices schoolwide.
- The school will continue its efforts to engage all staff and students regularly in the use of standard-based instructional materials and assessments to improve student competencies, especially in basic skill areas.

# DARRELL LYNN HINES ACADEMY

## ENROLLMENT

173 students

- 85.5% African American
- 13.9% Asian
- 0.6% Hispanic
- 12.7% IEPs
- 89.1% Attendance rate
- 30.1% Suspension rate

## SCORECARD RATING

67.8% of 90 points

# DLHA

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	83.3%	3.3
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		90.0%	5.4
Student Academic Progress: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % maintained proficient/advanced	5.0	35.0%	Cannot report due to n size (< 10 students)	
	<i>Forward Exam math:</i> % maintained proficient/advanced	5.0		Cannot report due to n size (< 10 students)	
	<i>Forward Exam English/language arts:</i> % below proficient who progressed	12.5		47.6%	6.0
	<i>Forward Exam math:</i> % below proficient who progressed	12.5		43.3%	5.4
Local Measures	% met reading	6.25	25.0%	67.5%	4.2
	% met math	6.25		49.3%	3.1
	% met writing	6.25		75.0%	4.7
	% met special education	6.25		100.0%	6.25
Student Academic Achievement: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % at/above proficient	2.5	5.0%	14.1%	0.4
	<i>Forward Exam math:</i> % at/above proficient	2.5		11.1%	0.3
Engagement	Student attendance rate	5.0	25.0%	89.1%	4.5
	Student return rate	5.0		78.4%	3.9
	Student retention	5.0		84.9%	4.2
	Teacher retention rate	5.0		88.8%	4.4
	Teacher return rate	5.0		100.0%	5.0
TOTAL		90.0			61.05
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					67.8%

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# DLHA COMMUNITY IMPACT & PARTNERSHIPS



# DLHA RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

- Staff will implement culturally relevant engagement practices to reduce stressors and increase protective factors for students, parents, and staff.
- Staff will stabilize and strengthen the PLC through adopting PLC norms, developing schoolwide instructional strategies, and using data to drive instruction, specifically in math and reading.
- The leadership team will consistently assess school culture through empathy interviews, classroom observations, and the development of appropriate professional development training based on school needs.

# MILWAUKEE ACADEMY OF SCIENCE

## ENROLLMENT

1,217 students

- 97.4% African American
- 0.7% Hispanic
- 0.3% Asian Pacific American
- 0.3% Caucasian
- 0.2% Black non-Hispanic
- 9.4% IEPs

## ELEM. ATTENDANCE

- 87.0% Attendance rate
- 13.7% Suspension rate

## JR. ACADEMY

### ATTENDANCE RATE

- 87.5% Attendance rate
- 42.2% Suspension rate

## HIGH SCHOOL

### ATTENDANCE RATE

- 85.8% Attendance rate
- 24.0% Suspension rate

## POSTSECONDARY

100% of 12th graders were accepted into postsecondary schools, accumulating \$9,395,065 in scholarships.

## SCORECARD RATING

- Elementary: 66% of 100 points
- High school: 81.5% of 85 points
- Weighted overall score = 70.1%

# MAS SCORECARDS

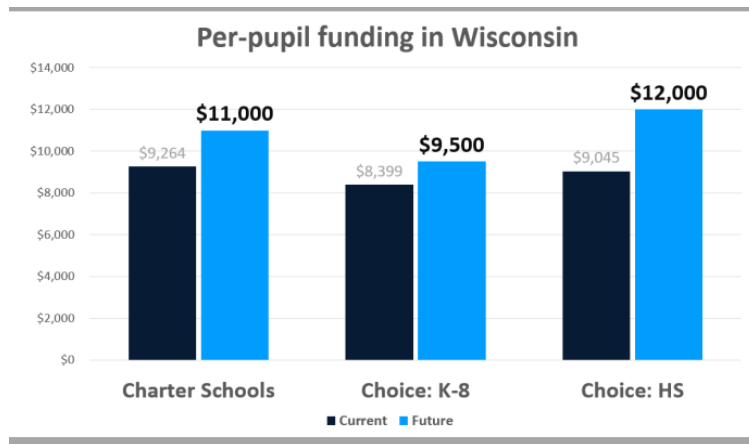
AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	47.9%	1.9
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		93.1%	5.6
Student Academic Progress: 3rd – 8th Grades	Forward Exam reading: % maintained proficient/advanced	5.0	35.0%	47.4%	2.4
	Forward Exam math: % maintained proficient/advanced	5.0		62.1%	3.1
	Forward Exam reading: % below proficient who progressed	12.5		36.5%	4.6
	Forward Exam math: % below proficient who progressed	12.5		39.2%	4.9
Local Measures*	% met reading	6.25	25.0%	76.8%	4.8
	% met math	6.25		77.4%	4.8
	% met writing	6.25		83.4%	5.2
	% met special education	6.25		96.2%	6.0
Student Academic Achievement: 3rd – 8th Grades	Forward Exam English/language arts: % at/above proficient	2.5	5.0%	7.4%	0.2
	Forward Exam math: % at/above proficient	2.5		10.9%	0.3
Engagement	Student attendance rate	5.0	25.0%	87.2%	4.4
	Student reenrollment	5.0		87.9%	4.4
	Student retention	5.0		87.7%	4.4
	Teacher retention rate†	5.0		91.0%	4.6
	Teacher return rate†	5.0		87.3%	4.4
<b>TOTAL</b>		<b>100.0</b>			<b>66.0</b>
<b>ELEMENTARY SCHOOL SCORECARD PERCENTAGE</b>					<b>66.0%</b>

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress:	PreACT Secure – % 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	35.0%	Not available	
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		87.8%	6.6
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		87.4%	6.6
12th Grade	Graduation rate (DPI)*	5.0		89.6%	4.5
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	100.0%	10.0
	% of 11th graders tested on ACT	2.5		100.0%	2.5
	% of graduates with ACT composite score of 19.6 or higher	2.5		7.6%	0.2
Local Measures	% met reading	5.0	20.0%	89.6%	4.5
	% met math	5.0		60.9%	3.0
	% met writing	5.0		81.3%	4.1
	% met special education	5.0		100.0%	5.0
Student Academic Achievement: 9th and 10th Grades	PreACT Secure English: % of 9th and 10th grade students at or above benchmark	2.5	5.0%	14.4%	0.4
	PreACT Secure math: % of 9th and 10th grade students at or above benchmark	2.5		2.8%	0.1
Engagement	Student attendance	5.0	25.0%	85.8%	4.3
	Student reenrollment	5.0		90.2%	4.5
	Student retention	5.0		79.3%	4.0
	Teacher retention rate†	5.0		91.0%	4.6
	Teacher return rate†	5.0		87.3%	4.4
<b>TOTAL</b>		<b>85.0</b>			<b>69.3</b>
<b>HIGH SCHOOL SCORECARD PERCENTAGE</b>					<b>81.5%</b>

# MAS COMMUNITY IMPACT & PARTNERSHIPS

## MAS FAMILY ENGAGEMENT COORDINATOR AND PARENT ADVOCACY GROUP

Attended public hearings, drove to Madison, and participated in virtual legislative sessions on per-pupil funding.





# MAS COMMUNITY PARTNERSHIPS



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# MAS RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

## ELEMENTARY ACADEMY

- The leadership team will improve its academic culture by providing subject-based professional development training, appointing academic-specific instructional coaches, restructuring teacher assistant responsibilities, better defining the role of teacher leads, and providing subject-specific professional development training.
- Skyrocket Education's Framework for Teacher Coaching and Evaluation—which consists of classroom culture, content mastery, and rigor—will continue to be implemented.

# MAS RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

## JUNIOR ACADEMY

- Staff will continue to engage in a continuous improvement instructional framework with a heavy emphasis on data-driven instruction, including aligning assessments with instruction, instructional modeling/coaching, and skill-based scope and sequence development.
- There will be a continued focus on students' SEL needs, specifically on reducing student removal from the classroom and minimizing suspensions.

# MAS RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

## HIGH SCHOOL

- The leadership team will improve its academic culture by focusing on data-driven instruction. Staff will align the scope and sequence of all core subjects with the ACT College and Career Readiness Standards.
- The leadership team will continue to use Skyrocket Education and its coaching model to improve the staff's daily practices that lead to an improved school culture, with an emphasis on classroom management. Additionally, high school staff will receive training and support in the implementation of the SEL program.

# MILWAUKEE MATH AND SCIENCE ACADEMY

## ENROLLMENT

210 students

- 95.7% African American
- 14.3% IEPs
- 88% Attendance rate
- 28.7% Suspension rate

## SCORECARD RATING

65.8% of 90 points

# MMSA SCORECARD

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	78.9%	3.2
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		90.9	5.5
Student Academic Progress: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % maintained proficient/advanced	5.0	35.0%	Cannot report due to sample size	
	<i>Forward Exam math:</i> % maintained proficient/advanced	5.0			
	<i>Forward Exam English/language arts:</i> % below proficient who progressed	12.5		27.9%	3.5
	<i>Forward Exam math:</i> % below proficient who progressed	12.5		44.6%	5.6
Local Measures	% met reading	6.25	25.0%	58.0%	3.6
	% met math	6.25		61.5%	3.8
	% met writing	6.25		75.7%	4.7
	% met special education	6.25		100.0%	6.25
Student Academic Achievement: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % at/above proficient	2.5	5.0%	15.8%	0.4
	<i>Forward Exam math:</i> % at/above proficient	2.5		9.2%	0.2
Engagement	Student attendance rate	5.0	25.0%	88.0%	4.4
	Student return rate	5.0		87.7%	4.4
	Student retention	5.0		83.5%	4.2
	Teacher retention rate	5.0		90.5%	4.5
	Teacher return rate	5.0		100.0%	5.0
TOTAL		90.0			59.25
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					65.8%

# MMSA COMMUNITY IMPACT & PARTNERSHIPS



A department of MPS



Students worked with the SPCA to learn more about the environment and to plant trees in the neighborhood.

Washington High School students tutored MMSA students and hosted the MMSA basketball team.

Students regularly participate in the Summer Super Reader program and rewarded with books at the end of the program.

# MMSA RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

- Continue to develop the understanding of cultural differences of students, families, and staff by using community resources to increase intercultural awareness of staff, address the challenges of multicultural education, and further understand the culture of the local community and the nation.
- Establish PLC to increase student learning and consistency in implementing best practices with the Success for All reading and the Eureka Math curriculum.
- Improve school culture with activities and school norms that increase student and teacher accountability.



# DOWNTOWN MONTESSORI ACADEMY

## ENROLLMENT

255 students

- 63.7% White
- 21.5% Hispanic
- 7.6% African American
- 6.0% Asian
- 0.8% Pacific Islander
- 0.4% American Indian
- 9.6% IEPs

## ATTENDANCE RATE

- 93.1% Attendance rate
- 0% Suspension rate

## SCORECARD RATING

71.4% of 100 points

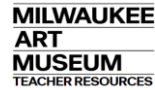
# DM SCORECARD

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	87.0%	3.5
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		77.8%	4.7
Student Academic Progress: 3rd – 8th Grades	<i>Forward Exam English/ language arts: % maintained proficient/advanced</i>	5.0	35.0%	91.7%	4.6
	<i>Forward Exam math: % maintained proficient/advanced</i>	5.0		65.9%	3.3
	<i>Forward Exam English/language arts: % below proficient who progressed</i>	12.5		51.4%	6.4
	<i>Forward Exam math: % below proficient who progressed</i>	12.5		33.3%	4.2
Local Measures	% met reading	6.25	25.0%	73.6%	4.6
	% met math	6.25		82.2%	5.1
	% met writing	6.25		68.6%	4.3
	% met special education	6.25		83.3%	5.2
Student Academic Achievement: 3rd – 8th Grades	<i>Forward Exam English/language arts: % at/above proficient</i>	2.5	5.0%	59.7%	1.5
	<i>Forward Exam math: % at/above proficient</i>	2.5		41.1%	1.0
Engagement	Student attendance rate	5.0	25.0%	93.1%	4.7
	Student return rate	5.0		89.7%	4.5
	Student retention	5.0		96.9%	4.8
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		79.2%	4.0
Total Possible Points		100.0			71.4
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					71.4%

# DOWNTOWN MONTESSORI COMMUNITY IMPACT & PARTNERSHIP



An innovative approach to environmental education offers an opportunity to supplement the science curricula with the Neighborhood Environmental Education Project (NEEP), this innovative approach to environmental education transformed the experience from another field trip to a permanent outdoor classroom where schools could reinforce science concepts taught in class with hands-on outdoor activities.



## Junior Docent School Program

JDSP is designed to teach elementary school students' vocabulary, history, and interpretation strategies in visual arts. The instruction provided assists students in developing awareness and understanding of the visual arts in relation to history and cultures.



Starbase Wisconsin is a five-week, 25-hour odyssey into the exciting world of the sciences through hands-on activities and experiments, technology projects, and interaction with military and civilian professionals with careers in STEM fields. These exciting activities include:

- Robotics
- Building molecular models
- Engineering design
- Computer-aided design
- Model rocketry
- STEM career exploration

# DM RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

- Equity training, restorative practice training, and SEL curriculum will be expanded to a schoolwide initiative to strengthen relationships between students; among teachers, students, and parents; and in the school community as a whole.
- Staff will work proactively to address student behavior through embedding the research-based SEL curriculum, Second Step. Additionally, a full-time counselor will be hired to implement the SEL curriculum alongside instructional staff and offer tiered support with behavioral issues.
- School leadership, with the support of the board of directors, will expand their membership by developing a parent advisory board to understand and support the needs of the school community.

# CSRC RECOMMENDATIONS

EVIDENT  
CHANGE



# SUMMARY OF RECOMMENDATIONS

- Accept the 2022–23 charter school reports
- Accept CSRC recommendations



# CSRC RECOMMENDATIONS

## CONTINUE ANNUAL MONITORING

- Milwaukee Math and Science Academy
- Darrell Lynn Hines Academy
- Escuela Verde
- Howard Fuller Collegiate Academy
- Downtown Montessori Academy
- Central City Cyberschool
- Milwaukee Academy of Science



# THANK YOU & QUESTIONS

**EVIDENT  
CHANGE**

