NCCD | Children's Research Center

2017–2018 Programmatic Profile and Educational Performance

Revised: November 2018

Milwaukee Math and Science Academy

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This report includes text from Milwaukee Math and Science Academy's student/parent handbook and/or staff handbook. CRC obtained permission from the school to use this text for the purposes of this report.

EXECUTIVE SUMMARY
FOR
MILWAUKEE MATH AND SCIENCE ACADEMY
2017–18

This is the seventh annual report on the operation of Milwaukee Math and Science Academy (MMSA), one of eight schools chartered by the City of Milwaukee during the 2017–18 school year. It is the result of intensive work by the City of Milwaukee Charter School Review Committee (CSRC), MMSA staff, and the NCCD Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following.

I. CONTRACT COMPLIANCE SUMMARY

MMSA met all but one of the educational provisions in its contract with the City of Milwaukee and the measurable subsequent requirements of the CSRC. Three teachers did not hold a Wisconsin Department of Public Instruction license or permit.

See Appendix A for a list of contract provisions and report page references.

II. EDUCATIONAL PERFORMANCE

A. Local Measures

1. Primary Measures of Academic Progress

The CSRC requires the school to track student progress in reading, writing, math, and special education throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, MMSA's local Measures of Academic Progress (MAP) tests had the following results.

Reading. Overall, 135 (54.4%) of 248 K5 through eighth-grade students who took the MAP tests in the fall met their target reading score on the spring test administration.

Math. Overall, 151 (60.9%) of 248 K5 through eighth-grade students who took the MAP in the fall met their target math score on the spring test administration.

Writing. Less than half (115, 47.5%) of 240 K5 through eighth graders who completed both a fall and spring writing sample increased their average score by at least one point on the spring writing sample.

Special education. Most (19, 82.6%) of the 23 students met or made progress on at least 75.0% of their goals at the time of their annual individualized education program review.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, MMSA identified measurable education-related outcomes in attendance, parent involvement, and special education records. The following are the results.

- Average student attendance was 90.2%, falling short of the school's goal of 92.0%.
- Parents of 161 (60.5%) of 266 children attended at least two conferences, falling short of the school's goal of 75.0%.
- MMSA developed and maintained essential records for all special education students.

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

MMSA administered all required standardized tests noted in their contract with the City of Milwaukee.

The number of students who took the PALS reading assessment as second graders who were at benchmark in the spring of 2017 and who took the test again in the spring of 2018 was not sufficient to report the results. For confidentiality, at least 10 students must be in a cohort for results to be reported.

This was the third year of using the Wisconsin Forward Exam. CRC examined the year-to-year results in reading and math for students in fourth through eighth grades.

The number of students who were proficient/advanced on the Forward Exam English/language arts (ELA) and math assessments in the spring of 2017 and again in the spring of 2018 was too small to report results.

Of 91 students who were below proficient in ELA in the spring of 2017 and took the spring ELA assessment in 2018, 22.0% showed progress. Of the 94 students who were below proficient in math in the spring of 2017 and took the spring math assessment in 2018, 42.6% showed progress.

C. School Scorecard

MMSA scored 55.2% on the CSRC pilot scorecard this year compared to 51.8% on the pilot scorecard for 2016–17, an increase of 3.4%.

III. SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts parent surveys and interviews board members, teachers, and students to obtain feedback on their perceptions about the school. This year, parents and students were offered the option to complete their surveys online. Teachers and board members were interviewed personally. Response rates and key results are included below.

- More than two fifths (43.8%) of 201 MMSA families completed surveys. Of those:
  - » Most (86.4%) would recommend this school to other parents; and
  - » More than four fifths (84.1%) rated the school's overall contribution to their child's learning as "excellent" or "good."
- A majority of the 26 seventh- and eighth-grade students who completed surveys indicated:
  - » They had improved their reading (69.2%) and math (53.8%) abilities;
  - » The school had afterschool activities (76.9%); and
  - » The marks they received on their classwork, homework, and report cards were fair (57.7%).
- All five MMSA board members participated in interviews. Of those, four rated the school as "good" overall, and the other rated it as "fair." A limited budget was of significant concern.
- A total of 19 instructional staff were interviewed.
  - » These teachers had been teaching at MMSA from one to four years.
  - » Teacher opinions regarding school climate included the following.
    - A total of 42.1% agreed that adults in the school respect students and their different points of view. An equal number (42.1%) disagreed with this statement, and 15.8% did not feel strongly either way.

- More than two thirds (68.4%) agreed that staff typically work well with one another.
- Almost three quarters (73.7%) agreed that all families are encouraged to become involved in school.

» All teachers indicated that the administrative leadership at the school was a very or somewhat important reason for continuing to teach at MMSA; other "very important" reasons included the students' age/grade level and the discipline.

» On a scale of excellent, good, fair, or poor, teachers had the following opinions.

- More than two thirds (68.4%) of staff rated the student-teacher ratio as "good" or "excellent," and more than three quarters (78.9%) rated their individual teacher performance as "good" or "excellent."
- Shared leadership, decision making, and accountability; adherence to discipline policy; and parent involvement were more often rated as "fair" or "poor."

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

MMSA addressed all recommendations for school improvement included in the 2016–17 academic year reports. Based on results in this report and in consultation with school staff, CRC recommends the school continue a focused school improvement plan with the following activities for 2018–19.

- Continue the effort to close the gap in reading, writing, and math by using individual student data to plan individual and small-group lessons and monitor progress throughout the year.
- Focus professional development on finding positive ways to engage students in meaningful writing.
- Continue to implement Positive Behavioral Intervention and Supports.
- Continue the development of Response to Intervention.
- Implement specific strategies, including asking parents why they did not return to the school, to improve the student return rate.

VI. PROBATION STATUS

The CSRC placed the school on probation in the fall of 2017. In a letter dated November 1, 2017 (Appendix I), the CSRC listed the progress expectations for the 2017–18 academic year. The expectations were that the school would achieve at least 66.8% on the 2017–18 scorecard (an increase of at least 15.0% from the 2016–17 scorecard results) *and* that the school would meet at least five of nine specified goals. The school did not meet the overall scorecard expectation. While two of the nine goals (2 and 8) were not measurable, of the remaining seven goals, the school only fully met one (5) and partially met another (9).

VII. RECOMMENDATIONS

Because MMSA failed to meet a majority of the expectations of the CSRC related to the school's probationary status, it is CRC's recommendation that the CSRC extend the school's probation with the same expectations for one additional year.

I. INTRODUCTION

This report was prepared as a result of a contract between the City of Milwaukee and the NCCD Children's Research Center (CRC). It is one component of the program that the Charter School Review Committee (CSRC) uses to monitor performance of all city-chartered schools.

To produce this report, CRC:

- Conducted an initial school visit to collect information related to contract requirements and to draft a learning memo for the new school year;
- Conducted a year-end interview to review progress on recommendations and changes that occurred during the year;
- Visited the school throughout the year to observe classrooms and overall school operations and to conduct a random review of special education files;
- Surveyed or interviewed parents, board members, and a sample of teachers and students to gather feedback about the school;
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements; and
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

Milwaukee Math and Science Academy
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Milwaukee, WI 53212

Phone: (414) 263-6400
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Website: www.mmsacademy.org

Principal 2017–18 Academic Year: Mr. Alper Akyurek[1]

[1] Mr. Akyurek was the principal the first year MMSA was chartered by the city. He returned as school leader for 2017–18.

Milwaukee Math and Science Academy (MMSA) is located on the north side of the City of Milwaukee and is the first school in Wisconsin to be operated by Concept Schools, a nonprofit educational management organization based in Chicago, Illinois. Concept Schools manages more than 30 schools throughout the Midwest that are chartered through their local cities to provide quality education to residents. The Concept Schools model is designed to provide a rigorous college preparatory curriculum with a particular emphasis on achievement in math, science, and technology.[2]

A. Description and Philosophy of Educational Methodology

1. Mission[3]

MMSA's mission is to prepare students to thrive in science, technology, engineering, and math (STEM)-focused high schools, colleges, and the world. MMSA fosters an environment of inquiry and a love of learning. MMSA envisions its students will enter high school ready to tackle all academic challenges and excel in STEM subjects. As described on its website, MMSA promotes six core values to guide its interactions with all members of the school community: respect, responsibility, integrity, courage, curiosity, and effort.

2. Instructional Design

Beginning in the very early grades, MMSA prepares students for college by creating a learning environment of high expectations and standards. All students are exposed to a rigorous

[2] Concept Schools website: www.conceptschools.org

[3] From the school's website: www.mmsacademy.org

curriculum in subjects like language arts, physical education, and social studies. MMSA provides an extra emphasis on math, science, and technology to prepare students to be globally competitive. Graduation requirements, discipline, promotion policies, and homework policies all reflect high standards.[4]

Students receive four report cards every year. At the end of each quarter, report cards are mailed home. K4, K5, first-, and second-grade students are assessed by their classroom teachers and by the teachers of special classes. Third- through eighth-grade students are assigned a letter grade following a standard numerical scale associated with each letter. Kindergarten through second-grade student progress is monitored with report cards on which student skills are rated from "below basic" to "advanced" in the following subjects: independent learning and social behavior, math, reading, science, social studies, and writing. These students also are assessed on the level of effort put forth in each subject on a scale ranging from "no evidence of effort" to "consistently focuses on learning." The school has a stated promotion policy as well as attendance and dress code policies. Transportation is provided by MMSA for students who live between one and 10 miles from the school.[5]

Teachers were asked about the methodology/curriculum and the program of instruction during end-of-year interviews. All (100.0%) teachers interviewed considered the educational methodology/curriculum approach an important reason for continuing to teach at the school; however, 57.9% rated the program of instruction as fair or poor.

[4] www.mmsacademy.org

[5] Information from the 2017–18 Parent/Student Handbook.

B. School Structure

1. School Management and Board of Directors

MMSA is governed locally by a volunteer board of directors. The board, along with Concept Schools, has ultimate responsibility for the success of the school and is accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all terms of the school's charter are met. The board meets on a regular basis. This year, the board consisted of five members: a president, a vice president/treasurer, a secretary, and two other members.

The school's management team consists of the principal/director and two assistant principals, a secretary (who also handles community outreach and social media), and a behavior interventionist. Opportunities for management support were also provided by Concept Schools staff.

2. Areas of Instruction

In 2017–18, MMSA's curriculum included instruction in English/reading/literacy, math, social studies, science, art, music, physical education/health, and computer science. Students were exposed to core subjects daily and participated two to three times per week in each of art, music, physical education, and computer science. The school also employed a reading teacher. Special education programming was provided to students identified as needing an individualized education program (IEP). Students who met the criteria for special education

services were monitored and reviewed so that appropriate adjustments could be made to their plans. All students received four report cards mailed to their home during the year.[6]

3. Classrooms

The school began the year with 16 classrooms: one for each K4, sixth, seventh, and eighth grade; and two at each grade level from K5 through fifth grade. In addition, the school had three special education rooms, one room each for art and music, a library, two technology rooms, a gym, a reading room, and a lab used by all teachers.

The fifth through eighth graders moved among the classrooms and other specialty rooms according to subject areas.

Breakfast and lunch were served in a cafeteria adjacent to the kitchen. Other smaller rooms were available for use by school personnel working with students individually or in small groups.

4. Teacher Information

During the school year, 18 classroom teachers and 13 additional instructional staff were employed. The school year began with 18 classroom teachers, six of whom were new to the school. The 13 other instructional staff at the beginning of the year included an art teacher, a music teacher, an English as a Second Language teacher, a reading teacher, a reading teacher, a physical education teacher, a social worker, three special education teachers, a psychologist, and two computer teachers. The school contracted for the services of a speech-language

[6] See the 2017–18 Parent/Student Handbook.

pathologist. The school also employed four teacher assistants throughout the year, one of whom became a long-term physical education substitute.

Of the 18 classroom teachers who began the year, 17 were eligible to remain at the school all year. All (100.0%) of the 17 eligible classroom teachers remained for the entire year.

Of the 13 other instructional staff who began the year, 11 (84.6%) remained at the school all year. The physical education teacher left in September 2017, and the music teacher left in January 2018. The total retention rate for all eligible instructional staff, including classroom teachers, was 93.3%.

At the end of the 2016–17 school year, 15 classroom teachers and eight other instructional staff were eligible to return in the fall of 2017. Of the 15 classroom teachers, 11 returned, for a return rate of 73.3%. Seven (87.5%) of the eight other instructional staff returned. Overall, 18 (78.3%) of the 23 eligible staff returned.

License information on the DPI website indicated that all instructional staff employed at the end of the year held valid DPI licenses or permits except for a first-grade teacher, a fifth- through eighth-grade science teacher, and the long-term physical education substitute.

Teachers were evaluated using the Concept Schools rubric that covered skills with points assigned in the areas of planning and preparation (10.0%), instruction (50.0%), classroom management (35.0%), and professional attributes (5.0%). Teachers also complete the Student Learning Objectives/Professional Practice Goals and other tools in the Wisconsin Educator Effectiveness System, based on the Danielson Model.

Regarding professional development activities, Concept Schools provided a teacher institute with content coaching for a week during the summer of 2017. During the school year,

Concept Schools sponsored strategic planning for the school staff as well as an assistant principal academic meeting.

In addition, MMSA staff members provided in-house training on topics including the student information system, building positive school culture, Response to Intervention (RTI), Measures of Academic Progress (MAP)[7] data analysis, Compass Learning, STAR assessment + Accelerated Reader training, Google Docs, learning plans, and Wisconsin Forward Exam security. The school also used outside agency providers for professional development on cultural awareness and building relationships with students, classroom management and restorative practices, child abuse, mindfulness, student mental health, and learning strategies. Individual staff members also attended targeted trainings.

During the interview process, teachers were asked about the teacher assessment process. More than half (63.2%) agreed or strongly agreed that the school has a clear teacher assessment process, and 84.2% were satisfied with the teacher assessment criteria. More than three quarters (78.9%) agreed or strongly agreed that student academic performance is an important part of teacher assessment. However, more than half (63.2%) indicated that the professional support/development opportunities were fair or poor. See Appendix H for additional information from interviews with teachers.

5. School Hours and Calendar

The regular school day for all students was 8:00 a.m. – 3:20 p.m. Breakfast was served from 7:30–7:55 a.m. each morning. On Mondays and Thursdays, tutoring was available from

[7] https://www.nwea.org

3:30–4:00 p.m. Clubs occurred during the same time on Thursdays. Approximately one day per month, students were dismissed at 12:30 p.m. for teachers to engage in professional development and/or planning.

The first day of school was August 22, 2017, and the last day of school was June 8, 2018. The school published the calendar in the parent handbook and on its website. MMSA met the City of Milwaukee's requirement to publish an annual calendar.

6. Parent Involvement

The MMSA Parent/Student Handbook states that parental involvement in a child's educational life is critical to a child's success. The school values the development of a strong positive partnership between parents and MMSA.

The school provided a parent/student orientation before school began. Parents at MMSA could follow along their children's classroom activities, homework, assignments, and grades via the Internet. All teachers at the school used Concept Schools' student information system, a grade book that lets teachers securely publish grades and class activities on the Internet for students and parents. Parents received their passwords in the mail or upon request. Parents could log in and see what was published daily by the teachers. All families were provided login information and passwords for the online grading system. Parents seeking a more involved role in the school were invited to join the MMSA parent-teacher organization.

According to the Parent/Student Handbook, parents are expected to attend at least two conferences per year, one during each semester; and also as requested by the classroom

teacher, principal, or dean. Parents are welcome and encouraged to volunteer or observe in daily activities at the school.

Many family-centered activities were offered throughout the year, including the following family events.

- Student orientation
- Harvest Fest
- Student versus staff basketball game
- Reading and Feasting Literacy Night
- Grandparents' Day
- Muffins with Mom
- Donuts with Dad
- Valentine's Day Dinner and Dance
- Science Fair
- Honor Roll dinner (end of each quarter)
- High School Night (for eighth graders)
- High School Application Night (for eighth graders)
- Black History Program
- Chant Battle
- Positive Behavioral Intervention and Supports (PBIS) Family Carnival
- Eighth-grade graduation in June
- K5 graduation
- Concept Youth Scholars Program dinner
- Open parent meetings (Wednesdays from 8:30 to 9:30 a.m.)

Parents and teachers were asked about parental involvement during the survey/interview process. Almost all (95.5%) parents indicated that they felt welcome at the school. When asked what they liked most about the school, responses included communication between teachers and parents.

A majority (73.7%) of the interviewed teachers agreed or strongly agreed that the staff encourage all families to become involved in school activities. Just over half of the teachers

(57.9%) rated parent-teacher relationships as "excellent" or "good," and none rated parent involvement as "excellent" or "good."

7. Waiting List

In September 2017, the school reported a few sixth and eighth grade students were waiting for a spot at MMSA. As of May 29, 2018, the school reported no students waiting for fall openings.

8. Discipline Policy

MMSA's goal is to help every student meet his/her intellectual, social, physical, and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly.

This year the school continued to implement a program based on PBIS. The school also developed the Hawke's Nest, an area of the school that provides students with the opportunity to reflect on their actions and behaviors independently. After the student has had time to reflect, the student will discuss this with a teacher. The school's behavioral expectations are to be safe, respectful, and responsible. The school's 2017–18 Parent/Student Handbook explains the policy and procedures regarding student conduct and discipline. The handbook covers expectations, unacceptable student behaviors, formal disciplinary policies and procedures, and the school-wide discipline system. The discipline system includes defined rules, expectations, and consequences.

This year, teachers and parents were asked about the discipline policy at the school. Of the 19 teachers interviewed, 89.5% indicated that discipline at the school is a very or somewhat important reason for continuing to teach there. More than half (57.9%) of the teachers rated the school's adherence to the discipline policy as "poor," and 31.6% rated it as "fair." Only 10.5% it as "good," and none rated this area as "excellent."

Almost three quarters (73.9%) of parents agreed or strongly agreed that they are comfortable with how staff handle discipline, 10.2% were neutral, and 14.8% disagreed or strongly disagreed. Additionally, when asked what they like least about the school, several parents noted the lack of consistency in discipline.

9. Graduation and High School Information

The school held a high school information night where representatives from several high schools came to present information. The school also held an "application night" where parents could use computers, hear a motivational speaker, and otherwise receive help to complete applications. MMSA posted acceptance letters on the school's walls to encourage all students to apply to high school and celebrate their acceptance.

In May, the school reported that 25 of the 27 eighth-grade graduates planned on attending one the following high schools: Pathways High School (five), Golda Meir High School (one), St. Joan Antida High School (one), Riverside University High School (two), Bradley Tech High School (five), Messmer High School (one), Hamilton High School (one), Nicolet High School (one), Milwaukee High School of the Arts (three), and Milwaukee Academy of Science (five). Two students were still searching for a high school.

The school has not developed a formal plan to track the high school achievements of its graduates. MMSA's first eighth-grade graduates will be going into their senior year of high school in the fall of 2018.

C. Student Population

At the beginning of the year (September 15, 2017), 310 students were enrolled at MMSA. An additional 20 students enrolled after the school year started, and 48 students withdrew prior to the end of the year. Of those 48, 18 (37.5%) withdrew to enroll in another school; 14 (29.2%) moved out of state or out of town; six (12.5%) withdrew to enroll in a Milwaukee public school; five (10.4%) withdrew due to family issues; four (8.3%) withdrew due to a parent's decision; and one (2.1%) was not satisfied with school services. Of the 310 students who started the year at the school, 266 remained enrolled at the end of the year, representing an 85.8% retention rate. This compares to a retention rate of 81.2% in 2016–17.

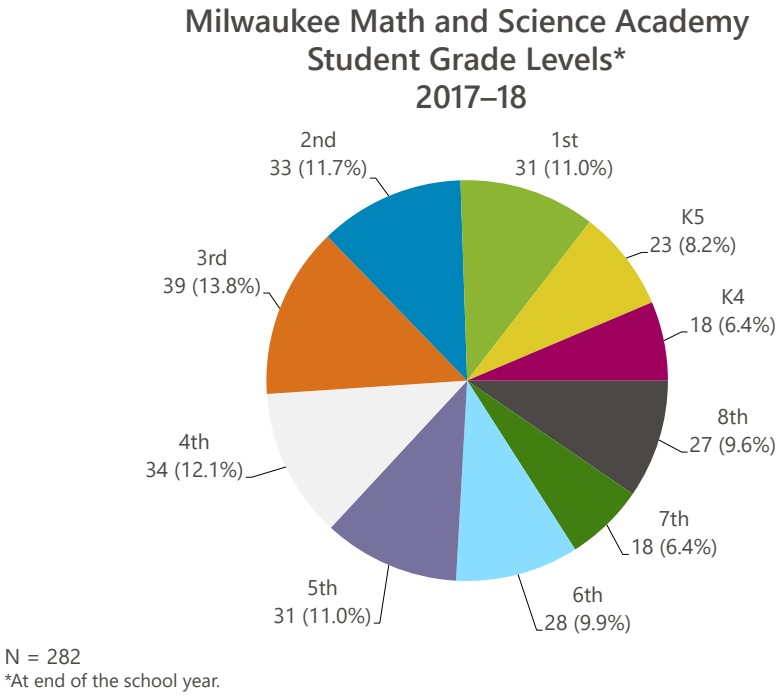
At the end of the year, 282 students were enrolled at MMSA.

- Most (265, 94.0%) of the students were African American, seven (2.5%) were Hispanic/Latino, six (2.1%) were multiracial, two (0.7%) were white, and two (0.7%) were Native Hawaiian or Other Pacific Islander.
- There were 145 (51.4%) girls and 137 (48.6%) boys.
- Special education needs were reported for 43 (15.2%) students, of whom nine had emotional/behavioral disabilities (EBD), eight had other health impairments (OHI), seven had EBD/OHI, six had a speech/language impairment (SL), three had a significant developmental delay (SDD), two had OHI/SL, two had had specific learning disabilities (SLD), one had a hearing impairment and SL, one had an intellectual disability (ID) and SL, one had ID/SLD, one had SLD/OHI, one had SDD/SL, and one had OHI/EBD/SL.[8]

[8] Three students not included in the 43 were reported to have 504 Plans, which are not IEPs.

- All 282 students were eligible for free lunch.
- The largest grade level was third, with 39 students (Figure 1).

Figure 1



On the last day of the 2016–17 academic year, 302 students were eligible for continued enrollment during the 2017–18 academic year. Of those, 198 were enrolled on the third Friday in September 2017, representing a return rate of 65.6%, which compares to 72.5% the prior year.

D. Activities for Continuous School Improvement

The following describes MMSA's responses to the activities for school improvement recommended in the programmatic profile and educational performance report for the 2016–17 academic year.

- Recommendation: Continue a focus on improved implementation of PBIS.

  Response: The school personnel began the year by teaching the school-wide expectations in all areas of the school: bus, playground, hallway, cafeteria, locker area, etc. Teachers also taught the expectations for their individual classrooms—explicitly demonstrating what the behaviors look like, giving students opportunities to practice, and giving the rationale behind the expectation. The staff also reset behavioral expectations in January using the same method. The school will continue to instill the behavioral expectations of being respectful, responsible, and safe to ensure a positive and productive school environment for students, staff, and parents.

  The school's plan was to focus on one PBIS tier at a time to ensure implementing PBIS into the school with fidelity. They spent two years implementing Tier 1 (universal instruction and supports) and this year focused on Tier 2 (targeted interventions and supports).

  In conjunction with PBIS, the school used ClassDojo school-wide. ClassDojo is an online behavior management tool for the classroom. Each student has a profile to which teachers can assign positive and negative points (or "dojos") throughout the lesson. Also, teachers can use ClassDojo to post events and display student work/projects. This information is then recorded on students' profiles so that it can be reviewed throughout the year. Parents can use their logins to view their child's achievements, school events, and classroom projects instantly. Students also receive positive points for positive behaviors; those points are converted into virtual dollars used at the classroom-level Dojo stores. Middle school students who receive incentives are taken to character camp once a month. The school also holds monthly assemblies to celebrate students and staff members who have contributed positively to our school community.

- Recommendation: Increase the effective use and monitoring of student Phonological Awareness Literacy Screening (PALS) and MAP assessment data throughout the year to identify students' needs and plan appropriate teaching strategies and interventions.

  Response: At midyear, the school reported that the instructional coordinator meets with individual teachers after testing sessions to go over data. A variety of data reports are used from NWEA, STAR, and PALS. The staff are able to pinpoint specific skills that students are struggling with overall and individually. Data conversations were also shared with teams of teachers who share students.

  At midyear, the teaching staff looked at individual student data to regroup the students based on their needs. As a result of this process, some students moved into or out of RTI programming.

- Recommendation: Develop a more focused RTI program.

  Response: The school reported at midyear that four teachers are assigned RTI classes, three for reading groups and one for math. Each RTI group consists of four to six students. Each group meets twice per week (Tuesday/Thursday or Wednesday/Friday). The teachers use Monday each week as planning and preparation time for their RTI groups. Elementary students' RTI plan is based on each student's performance on the PALS and the MAP assessments. Fifth through eighth graders' RTI plan is based on the MAP and the STAR assessments. The criteria for RTI pullout services are based on the MAP assessment. If a student is in the second deviation below the norm, that student is considered Tier 2 and receives the pullout services.

  The number of students served within these RTI services included approximately 85 K4 through fourth graders in reading, 45 fifth through eighth graders in reading, and 30 fifth through eighth graders in math.

- Recommendation: To develop strategies to improve the stability of the school, specifically by improving the student and teacher return rate.

  Response: At midyear, the school reported several strategies to improve the school's stability. As motivation to stay, students were offered academic and non-academic outside-of-school activities that they like. Some trips that students participated in include: movie days at local theaters, roller skating, ice skating at Pettit National Ice Center, Apple Holler (farm), Milwaukee County Zoo, Milwaukee Public Museum, StoneFire, Peace Learning Center of Milwaukee, and a musical called "We Are the Drum" at Milwaukee Marshall High School.

  The school used ClassDojo and Facebook to keep the families engaged with their children's education and help teachers work together with the families.

  MMSA students can participate in Concept Young Scholars Program (CYSP), a program focused on academic challenges, healthy lifestyle, building confidence, volunteerism, exploration, and other activities related to the four goal areas: personal development, voluntary public service, physical fitness, and expedition/exploration. Each student has a chance to earn a gold, silver, or bronze medal. Students earning a medal are rewarded at the end of the school year in an award ceremony. The school stated that the medals and certificates are important for students to keep in their academic portfolio because they can ultimately help strengthen their resume and college applications. At midyear, 43 fifth- through eighth-grade students were in CYSP.

  Regarding teacher retention, the school reported these strategies in its midyear report to the CSRC.

» Offer a more competitive salary scale to attract quality teachers and keep the ones who are working toward the school's vision.

» Begin contract negotiations and discussions with the current staff starting in February to identify and possibly act on their expectations for next year before they make other decisions.

» Continue to support teachers with an administration team that consists of the principal, the assistant principal of academics, the assistant principal of school culture, a behavioral support staff member, and an instructional coordinator.

In addition, along with the leadership team, the school has several committees that meet monthly or more often if needed. These committees (school improvement, special events, resource development team, and PBIS) allow teachers to be more involved in the school community, grow professionally, and take on leadership roles.

- Recommendation: Identify and address the issues that affect the students' performance on the Forward Exam as well as the first-grade PALS benchmark test.

  Response: In its midyear report to the CSRC, the school reported that it has taken advantage of the practice tests provided by DPI and Data Recognition Corporation (DRC). The practice test includes item samplers with stimuli and test items similar to those on the Forward Exam. Along with the practice test questions, it includes a summary of the alignment for each grade level, answer key, depth of knowledge, and annotations for each test item. Teachers have a clearer understanding of the test items and can use that knowledge to focus their test-preparation sessions.

  Third- through eighth-grade students have begun using these practice items during their computer lab time each week. DPI and DRC have also uploaded a text-dependent analysis question for each grade level that includes student responses. This allows students to read one or several text passages and then respond in writing to a prompt. Like on the Forward Exam, students are asked to use textual evidence in support of (1) identifying and explaining a theme or central idea or (2) analyzing the development of an event, character, central idea, or theme. Teachers ask students to read and then respond to this question, as they would on the Forward Exam. Once students complete their writing response, the teacher shares the student responses that are included from DPI and DRC. Students analyze those student responses and then use them to score their own response. The teacher then asks the students to rewrite their original response based on the analysis of the included student responses.

> Previous to this year, the school sought out other resources for test preparation in reading and math classes. Reading and math teachers have taken advantage of released test items from the Partnership for Assessment of Readiness for College and Careers, the Illinois state test. That assessment is based on the Common Core State Standards, as is Wisconsin's Forward Exam, so test stimuli and content are similar. Teachers give students a chance to solve the problems or respond to the text questions, and then teachers go through the answers with the students.

Based on results in this report and in consultation with school staff, CRC recommends the school continue a focused school improvement plan by doing the following.

- Continue the effort to close the gap in reading, writing, and math by using individual student data to plan individual and small-group lessons and monitor progress throughout the year.
- Focus professional development to find positive ways to engage students in meaningful writing.
- Continue to implement PBIS.
- Continue developing RTI.
- Implement specific strategies, including asking parents why they did not return to the school, to improve the student return rate.

E. Probation Expectations

In October 2017, the CSRC placed MMSA on probation until the fall of 2018. In a letter dated November 1, 2017 (Appendix I), the CSRC listed the progress expectations for the 2017–18 academic year. The expectations were that the school would achieve at least 66.8% on the 2017–18 scorecard (an increase of at least 15.0% from the 2016–17 scorecard results) *and* that the school would meet at least five of nine specified goals.

The school earned 55.2% of the possible points on the 2017–18 scorecard, falling short of the 66.8% expectation. Details follow regarding the extent to which the school met or did not meet the nine specified goals.

1. Of the first graders enrolled at the school for the entire year, 71.4% met the benchmark on the spring of 2018 PALS assessment, short of the 80.0% expectation.

2. It was not possible to measure whether MMSA met the goal that at least 75.0% of second-grade students with consecutive-year spring PALS would maintain the PALS reading benchmark because the year-to-year cohort was under 10—too small to report while maintaining confidentiality.

3. Of the of the students who completed the fall NWEA MAP reading test, 54.4% reached their target Rasch unit (RIT) score on the spring NWEA MAP reading test, short of the 65.0% goal.

4. Of the students who completed the fall NWEA MAP math test, 60.9% reached their target RIT score on the spring NWEA MAP math test, short of the 65.0% goal.

5. The school earned 20.7 points for engagement indicators (student attendance, student and teacher return and retention rates) on the 2017–18 scorecard, compared to 20.2 points in 2016–17. The school increased the points earned in this section and therefore met this goal.

6. Of third- through eighth-grade students, 9.1% attained a proficiency level of proficient or advanced on the Forward Exam in reading, short of the 20.0% goal.

7. Of third- through eighth-grade students, 8.0% attained a proficiency level of proficient or advanced on the Forward Exam in math, short of the 20.0% goal.

8. It was not possible to measure whether MMSA met the goal of at least 50.0% of students who were proficient or above in reading and/or math on the Forward Exam in the spring of 2017 maintaining a proficiency level of proficient or advanced in the spring of 2018 because the year-to-year cohort was too small to report for both subjects.

9. In reading, 22.0% of the students who were below proficient in the spring of 2017 progressed. In math, 42.6% of the students who were below proficient in the spring of 2017 progressed. The school fell short of the 35.0% goal in reading but exceeded the 35.0% goal in math.

In summary, the school did not meet the overall scorecard expectation. Two of the nine goals (2 and 8) were not measurable; of the remaining seven goals, the school fully met only one (5) and partially met another (9).

III. EDUCATIONAL PERFORMANCE

To monitor MMSA's performance related to the CSRC contract, a variety of qualitative and quantitative information was collected at specified intervals during the past several academic years. This year, MMSA established goals related to attendance, parent participation, and special education student records. In addition, the school identified local and standardized measures of academic performance to monitor student progress.

This year, the local assessment measures included student progress in reading; math; writing skills; and, for special education students, IEP progress. The standardized assessment measures used were the PALS and the Forward Exam.

A. Attendance

CRC examined student attendance two ways. The first reflects the average time students attended school; the second includes excused absences. Both rates include all students enrolled at any time during the school year. MMSA established a goal to maintain an average daily attendance rate of 92.0%. The school considered a student present if the student (1) arrived at

school no later than 10:00 a.m. and remained in class for the rest of the school day or (2) arrived at school by 8:00 a.m. and remained in class until at least 1:00 p.m. Attendance data were available for 330 students enrolled during the year. On average, students attended 90.2% of the time, just shy of the school's goal.[9] When excused absences were included, the attendance rate rose to 91.1%.

CRC also examined the time students spent, on average, in suspension (in school or out of school). Throughout the school year, 54 students from K4 through eighth grade were suspended at least once. Of those, 47 spent, on average, 3.1 days in out-of-school suspension; and 10 students spent an average of 1.2 days in school and on suspension.[10] Note that some students were given both in- and out-of-school suspensions during the year.

B. Parent-Teacher Conferences

At the beginning of the academic year, the school set a goal that parents of 75.0% of students enrolled all year would attend a minimum of two of the four parent-teacher conferences. Phone calls and home visits were acceptable alternatives for parents who were unable to attend conferences. This year, 266 students were enrolled at the time of all four conferences (i.e., for the year). Results indicated that parents of 161 (60.5%) students attended at least two conferences, falling short of the school's goal.

[9] Individual student attendance rate was calculated by dividing the total number of days present by the total number of days that the student was enrolled. Individual rates were then averaged across all students.

[10] In 2016–2017, 148 students were suspended at least once with an average of 3.2 days in out of school suspension and 1.2 days in school and on suspension.

C. Special Education Student Records

This year, the school set a goal to develop and maintain records for all special education students. During the school year, 59 special education students were enrolled at MMSA.[11] Six students withdrew after receiving an initial evaluation during the school year, and two students withdrew before the annual review IEP. Additionally, two students received an IEP but withdrew before the end of the school year. The school held annual reviews and maintained records of the remaining 49 (100.0%) students.

In addition, CRC conducted a review of a representative number of files during the year. This review showed that students had current evaluations indicating their eligibility for special education services, IEPs were reviewed in a timely manner, and parents were invited to develop and be involved in their children's IEPs.

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee–chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly

[11] Six students were given an initial assessment but were determined ineligible for special education services. Additionally, one student was identified as possibly needing services, but their parent(s) did not consent to the initial assessment before the end of the school year. This student was excluded from the above numbers.

expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC expectation is that schools establish local measures in reading, writing, math, and special education.

MMSA used the MAP as a local measure of math and reading progress. MAP is a series of tests that measures student skills in reading, math, and language usage. The test yields a RIT scale score that shows student understanding, regardless of grade level, which allows easy comparison of student progress from the beginning to the end of the year and/or from one year to the next. Results provide educators with the information necessary to build curricula to meet their students' needs. Students who complete the MAP tests in reading and math in the fall receive an overall score as well as a unique target score based on grade level and the fall test score (target RIT) that the student should strive to meet on the spring test.

MMSA measured student progress in reading and math by examining the percentage of students who met their target RIT scores on the spring tests. Specifically, the school's local-measure goal for MAP reading and math results was that at least 70.0% of students who completed the fall and spring reading assessments would meet their target RIT score on the spring assessment.

Of the 248 students who completed both the fall and spring reading test, 135 (54.4%) met their target reading score on the spring test administration (Table 1). This fell short of the school's goal of 70.0% and was similar to the 56.7% who met their target in 2016–17.

Table 1 Milwaukee Math and Science Academy Local Measures of Academic Progress: Reading Assessment K5 Through 8th Grade			
Grade	**Students**	**Met Goal in Spring of 2018**	**% Met Goal in Spring of 2018**
K5	20	11	55.0%
1st	28	15	53.6%
2nd	30	10	33.3%
3rd	38	14	36.8%
4th	32	21	65.6%
5th	31	23	74.2%
6th	27	17	63.0%
7th	15	9	60.0%
8th	27	15	55.6%
Total	**248**	**135**	**54.4%**

Of the 248 students who completed both the fall and spring math test, 151 (60.9%) met their target math score on the spring test administration (Table 2), falling short of the goal of 70.0%. However, the math results were similar to last year's (61.2%).

In addition to reading progress on local assessments, 26 seventh and eighth graders surveyed were asked about their progress in reading/writing. More than two thirds (69.2%) agreed or strongly agreed that their reading/writing skills have improved.

Table 2

Milwaukee Math and Science Academy
Local Measures of Academic Progress: Math Assessment
K5 Through 8th Grade

Grade	Students	Met Goal in Spring of 2018	% Met Goal in Spring of 2018
K5	21	10	47.6%
1st	27	16	59.3%
2nd	30	23	76.7%
3rd	38	14	36.8%
4th	32	15	46.9%
5th	31	20	64.5%
6th	27	23	85.2%
7th	15	10	66.7%
8th	27	20	74.1%
Total	**248**	**151**	**60.9%**

Seventh and eighth graders were also asked to rate their progress in math. Of the 26 students who participated, 53.8% agreed or strongly agreed that their math skills have improved.

To assess student writing skills, MMSA used the Six Traits of Writing rubric. Students completed writing samples in October and May. Writing prompts were the same for both samples and were based on grade-level topics. K5 through second graders focused on the narrative genre, third through fifth graders focused on expository writing, and sixth through eighth graders focused on persuasive writing. The range of possible points per trait ranged from 4 to 9, depending on grade level. MMSA's writing goal was that at least 60.0% of all students with fall and spring scores would increase their average score by at least one point.

Of the 240 students with fall and spring writing samples, 114 (47.5%) increased their average score by at least one point on the spring writing sample (Table 3), short of the school's goal of 60.0% and below last year's result of 57.0%.

Table 3

Milwaukee Math and Science Academy
Local Measures of Academic Progress: Six Traits of Writing
K5 Through 8th Grade
2017–18

Grade	Students	Met Goal on Spring Writing Sample	
		n	%
K5	21	18	85.7%
1st	26	16	61.5%
2nd	30	10	33.3%
3rd	34	9	26.5%
4th	29	11	37.9%
5th	31	11	35.5%
6th	27	15	55.6%
7th	15	6	40.0%
8th	27	18	66.7%
Total	**240**	**114**	**47.5%**

The CSRC expects students in special education services to make routine progress yearly. This year, MMSA set the goal that all special education students would meet or make progress on 75.0% of their goals by the time of their annual review. Progress is defined as meeting at least 80.0% of the subgoals under each goal. During 2017–18, IEPs for 23 students were implemented for a full year. Of these 23 students 19 (82.6%) made progress or met at least

75.0% of their goals. This did not meet the school's goal but reflected an improvement from 61.9% the previous year[12].

E. External Standardized Measures of Educational Performance

DPI requires all schools to administer a DPI-approved reading achievement test to K4 through second-grade students. In 2016, the CSRC selected the PALS assessment for students in first and second grade at all city-chartered schools; MMSA also chose PALS to meet the DPI requirement for K4 and K5 students.

For students in third through eighth grade, DPI requires the Forward Exam. These tests and results are described in the following sections.

1. PALS[13]

The PALS assessment aligns with both the Common Core English standards and the Wisconsin Model Early Learning Standards. It is available in three versions: PALS-PreK for K4 students, PALS-K for K5 students, and PALS Plus for first and second graders.

a. PALS-PreK

The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Two additional tasks (lowercase alphabet recognition and letter sounds) are completed only by

[12] This excludes one student who was missing an annual IEP due to review not occurring in a timely manner.

[13] Information about the PALS assessments taken from https://palsresource.info/wisconsin/ and https://pals.virginia.edu/; for more information, visit these sites.

students who reach a high enough score on earlier tasks. There is no summed score benchmark for the PALS-PreK.

A total of 16 K4 students completed the PALS-PreK in the fall, and 16 students completed the spring assessment[14]; 13 students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see whether more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 4). By the time of the spring assessment, seven (53.8%) of 13 students who completed both were at or above the developmental range for five or more tasks, and one (7.7%) was at or above the range for all seven tasks.

Table 4

Milwaukee Math and Science Academy
PALS-PreK for K4 Students
Students at or Above the Spring Developmental Range
2017–18
N = 13

Task	Fall		Spring	
	n	%	n	%
Name writing	4	30.8%	7	53.8%
Uppercase alphabet recognition	0	0.0%	10	76.9%
Lowercase alphabet recognition	—*	—	Cannot report due to *n* size†	
Letter sounds	—*	—		
Beginning sound awareness	9	69.2%	11	84.6%
Print and word awareness	1	7.7%	9	69.2%
Rhyme awareness	6	46.2%	6	46.2%

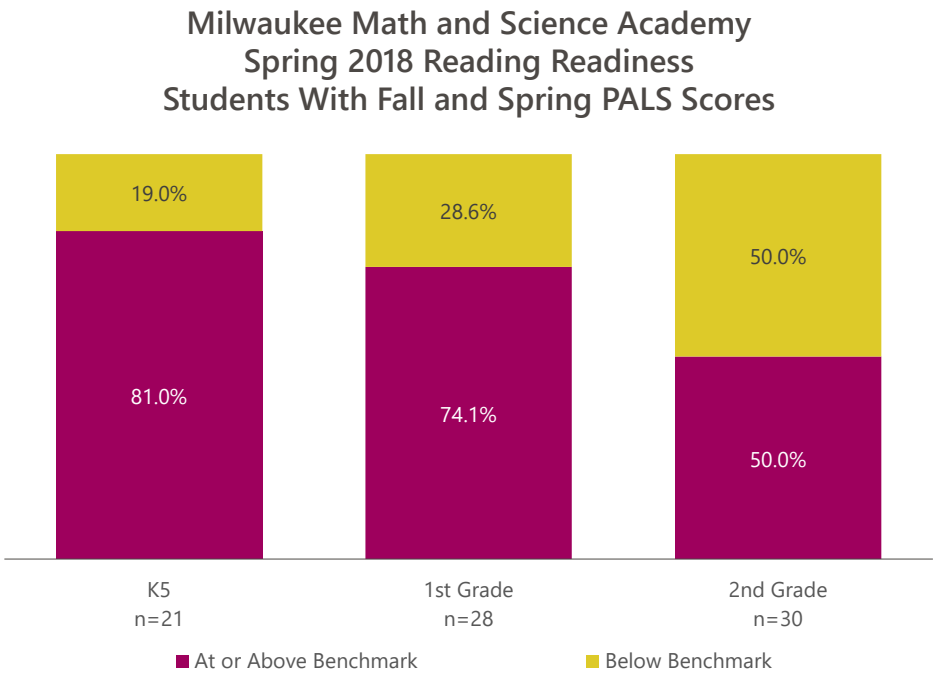
*No students qualified to complete the lowercase and letter sound tasks in the fall.
†Eight students qualified to complete these tasks, too few to report on.

[14] Two students are excluded from these results who started the spring assessment but were unable to complete it.

b. PALS-K and PALS Plus

CRC examined spring reading readiness for students who completed both the fall and spring tests. At the time of the spring assessment, 17 (81.0%) of 21 K5 students, 20 (71.4%) of 28 first graders, and 15 (50.0%) of 30 second graders were at or above the spring summed score benchmark for their grade level (Figure 2).

Figure 2



2. Wisconsin Forward Exam for Third Through Eighth Graders[15]

In the spring of 2016, the Forward Exam was implemented as the state's standardized test for English/language arts (ELA) and math for third through eighth graders; for science for fourth and eighth graders; and for social studies for fourth, eighth, and tenth graders. The Forward Exam is a summative assessment that provides information about what students know in each content area at the student's grade level. Each student receives a score based on performance in each area. Scores are translated into one of four levels: advanced, proficient, basic, and below basic. The Forward Exam is administered in the spring of each school year.

A total of 175 third through eighth graders completed the ELA and math assessments in the spring of 2018. Of all students enrolled in the school for the entire school year (i.e., third Friday of September until the Forward Exam in the spring), 9.1% were proficient or advanced in ELA, and 8.0% were proficient or advanced in math. Results by grade level are presented in Figures 3 and 4.[16]

[15] Information taken from the DPI website (http://dpi.wi.gov/assessment/forward) and Wisconsin Forward Exam family brochure: https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward%20brochure%20for%20families%202017-18.pdf

[16] This cohort of students differed from the cohort enrolled on the day of the assessment, which also included students who enrolled during the school year. Of 182 third- through eighth-grade students enrolled on the day of the test, 8.8% were proficient or advanced in English/language arts, and 7.7% were proficient or advanced in math.

Figure 3

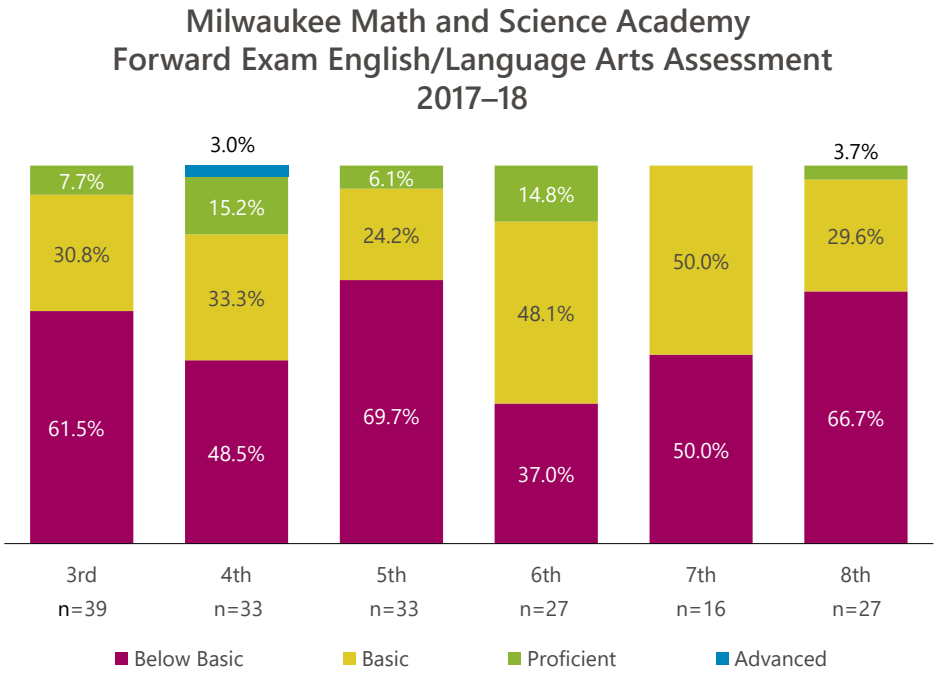
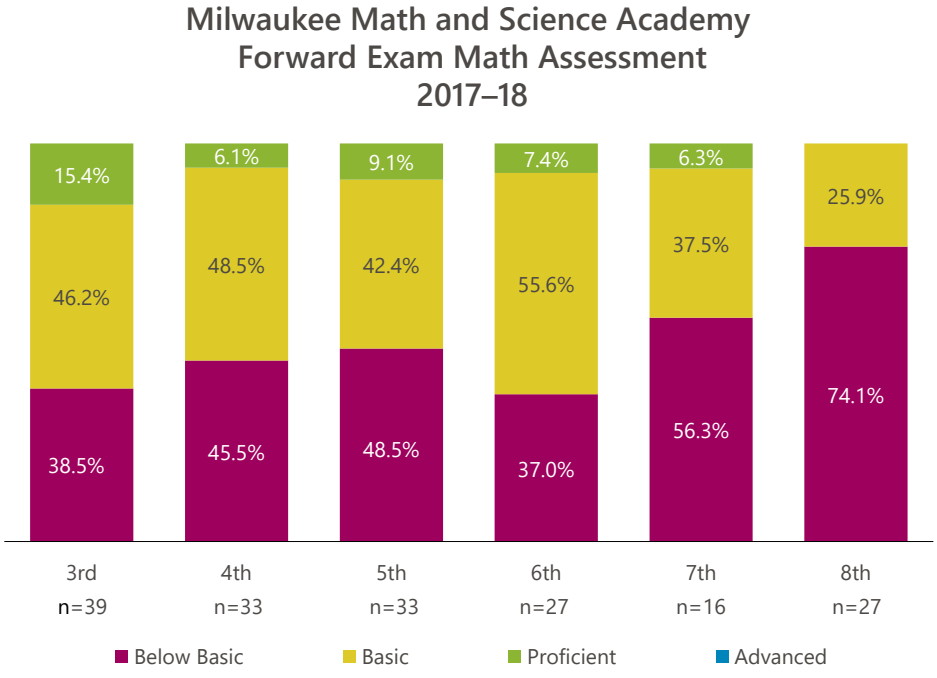


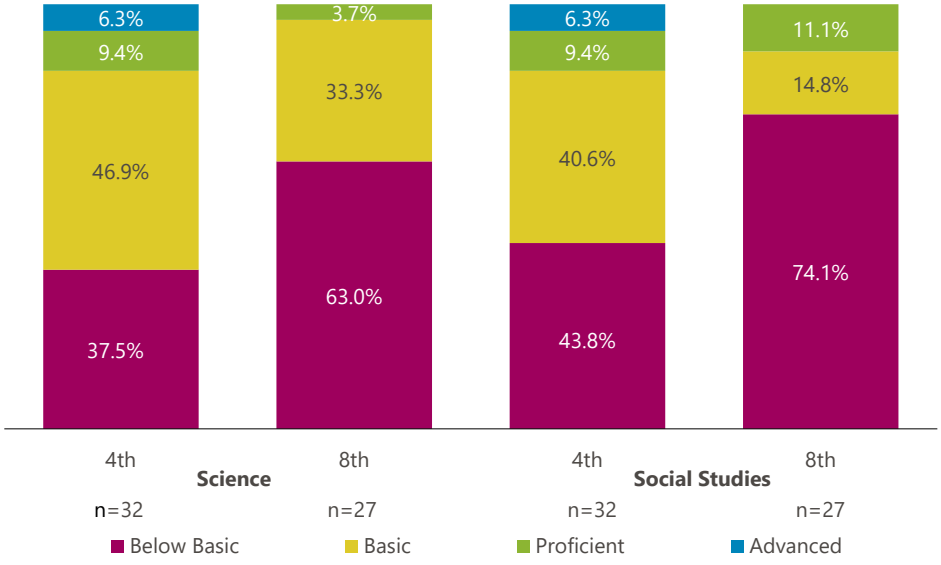
Figure 4



Among 59 fourth and eighth graders who completed the science and social studies tests, 10.2% were proficient or advanced in science, and 13.6% were proficient or advanced in social studies (Figure 5).

Figure 5

Milwaukee Math and Science Academy
Forward Exam Social Studies and Science Assessments
2017–18



F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. In the fall of 2013, students in K4 through second grade began taking the PALS reading assessment. The PALS summed score benchmark indicates when a student requires additional reading assistance—not that the student is reading at grade level.

Additionally, there are three versions of the test, which include different formats, sections, and scoring.

For these reasons, an examination of PALS results from one test to another provides neither a valid nor a reliable measure of student progress. Therefore, CRC examined results for students who were in first grade in 2016–17 and second grade in 2017–18 and who took the PALS 1–3 during two consecutive years. The CSRC's performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year.

Students in third through eighth grade take the Forward Exam in the spring of the school year. This is only the second year that year-to-year progress can be measured using Forward Exam results from two consecutive school years; results will be used as baseline data to set expectations in subsequent school years.

1. Second-Grade Progress Based on PALS

Year-to-year second-grade PALS results for students at benchmark cannot be reported to protect confidentiality of cohorts of fewer than 10 students.

2. Third- Through Eighth-Grade Progress Based on Forward Exam

Year-to-year progress was measured for students at or above and for students below proficient on the Forward Exam in ELA and/or math in the spring of 2016–17.

a. Students at or Above Proficient

Nine students were proficient or advanced on the Forward Exam in ELA in the spring of 2017 and took it again in the spring of 2018. Six students were proficient or advanced on the Forward Exam in math in the spring of 2017 and took it again in the spring of 2018. Math and ELA year-to-year results are not reported to protect the confidentiality of cohorts of fewer than 10.

b. Students Below Proficient

For students below proficient the previous year, progress was measured two ways: for those improving a minimum of one proficiency level and for those improving at least one quartile within their proficiency level from 2017 to 2018.

There were 91 third- through seventh-grade students below proficient in ELA (either basic or below basic) in the spring of 2017 who took the test again in the spring of 2018. [17] Of these, 22.0% showed progress in 2018 (Table 5a). There were 94 third- through seventh-grade students below proficient (basic or below basic) in math in the spring of 2017 who took the test again in spring of 2018. Of these, 42.6% demonstrated progress in 2018 (Table 5b).

[17] Results include only students who advanced a grade level between tests.

Table 5a

Milwaukee Math and Science Academy
Year-to-Year Forward Exam English/Language Arts Progress for 4th – 8th Graders

Current Grade Level	Students Below Proficient in 2017	Students Progressed in 2018			
		Improved 1+ Level	Improved 1+ Quartile Within Level	Made Overall Progress	Made Overall Progress %
4th	20	3	2	**5**	**25.0%**
5th	16	0	2	**2**	**12.5%**
6th	20	5	4	**9**	**45.0%**
7th	12	0	3	**3**	**25.0%**
8th	23	0	1	**1**	**4.3%**
Total	**91**	**8**	**12**	**20**	**22.0%**

Table 5b

Milwaukee Math and Science Academy
Year-to-Year Forward Exam Math Progress for 4th – 8th Graders

Current Grade Level	Students Below Proficient in 2017	Students Progressed in 2018			
		Improved 1+ Level	Improved 1+ Quartile Within Level	Made Overall Progress	Made Overall Progress %
4th	21	3	1	**4**	**19.0%**
5th	16	4	4	**8**	**50.0%**
6th	21	6	6	**12**	**57.1%**
7th	11	1	3	**4**	**36.4%**
8th	25	3	9	**12**	**48.0%**
Total	**94**	**17**	**23**	**40**	**42.6%**

G. CSRC School Scorecard

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard with related standards and expectations. In 2014–15, due to significant changes required by DPI for new standardized tests, the scorecard was revised. Like the original, the revised scorecard

includes multiple measures of student academic progress including performance on standardized tests and local measures, point-in-time academic achievement, and engagement elements such as attendance and student and teacher retention and return. The revised scorecard was partially piloted for the first two years. In February 2017, after the same standardized tests had been used for two consecutive school years, the revised scorecard was accepted by the CSRC to replace the original scorecard as an indicator of school performance; however, it will remain a pilot for an additional two to three years. The overall scorecard percentage (percentage of available points earned) is used to monitor school improvement from year to year.

MMSA scored 55.2% on the pilot scorecard this year. This compares to 51.8% for 2016–17.

H. Satisfaction Regarding Student Academic Performance

Sections D through G above describe student academic performance across several measures using multiple metrics. In addition to those quantitative measures, CRC surveyed 88 parents and interviewed 19 teachers and five board members regarding student academic performance at MMSA. Of the parents surveyed, most (86.4%) agreed or strongly agreed that their child is learning what is needed to succeed in life, 87.5% indicated (agreed or strongly agreed) that they are informed about their child's academic performance, and 84.1% rated the school's contribution to their child's learning as excellent or good.

Only 21.1% of the teachers interviewed rated student academic progress as excellent or good. Of the teachers, 21.1% rated the school's progress toward becoming a high-performing

school as good, while 78.9% rated this area as fair or poor. Four (80.0%) of the five board members agreed that the school is making progress toward becoming a high-performing school, but only one board member agreed that students are making significant academic progress at the school.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the seventh year of MMSA's operation as a City of Milwaukee charter school. The school adopted strategies to address the improvement recommendations in the 2016–17 report. The school met all but one of its contract provisions with the City of Milwaukee.

However, MMSA did not meet its probation academic progress expectation criteria, failing to improve its overall scorecard percentage by 15.0% and completely meeting only one of the nine specific goals.

Therefore, it is CRC's recommendation that the CSRC extend the school's probation with the same expectations for one additional year.

Appendix A

Contract Compliance Chart

Table A

Milwaukee Math and Science Academy
Compliance Overview for Education-Related Contract Provisions
2017–18

Contract Section	Contract Provision	Report Reference Pages	Provision Met
Section B	Description of educational program.	pp. 2–3	Met
Section B	Annual school calendar provided.	pp. 7–8	Met
Section C	Educational methods.	pp. 2–3	Met
Section D	Administration of required standardized tests.	pp. 26–31	Met
Section D	Academic criterion #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 21–26	Met
Section D and subsequent CSRC memos	Academic criterion #2: Year-to-year achievement measures. a. *Year-to-year Forward Exam 3rd – 8th grades at or above proficient*: Due to recent change in standardized assessments for elementary school students, no expectation is in place at this time b. *Second-grade students at or above summed score PALS benchmark in reading*: At least 75.0% will remain at or above.	a. pp. 29–31 b. p. 32	a. Not available (N/A) b. N/A*
Section D and subsequent CSRC memos	Academic criterion #3: Year-to-year achievement measures. Progress for students below proficient on the Forward Exam. Due to recent change in standardized assessments for elementary school students, no expectation is in place at this time.	pp. 33–34	N/A
Section E	Parental involvement.	pp. 8–10	Met
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 4–6	Not Met†
Section I	Maintain pupil database information for each pupil.	pp. 12–13	Met
Section K	Disciplinary procedures.	pp. 10–11	Met

*Measurement not possible due to cohort of fewer than 10.
†Three teachers did not hold a DPI license or permit.

Appendix B

Student Learning Memorandum

Student Learning Memorandum for
Milwaukee Math and Science Academy

To: NCCD Children's Research Center and Charter School Review Committee
From: Milwaukee Math and Science Academy
Re: Learning Memo for the 2017–18 Academic Year
Date: October 5, 2017

This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at Milwaukee Math and Science Academy (MMSA) in consultation with staff from the NCCD Children's Research Center (CRC) and the CSRC. The school will record student data in the Concept School Student Information System (SIS) database and/or MS Excel spreadsheets and provide the data to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests unless CRC has direct access to the results from the test publisher. All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 15, 2018.

Enrollment
MMSA will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school's database. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Termination/Withdrawal
The exit date and reason for every student leaving the school will be determined and recorded in the school's database. Specific reasons for each expulsion are required for each student. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Attendance
The school will maintain appropriate attendance records and maintain an average daily attendance rate of 92%. A student is considered present for the day if he/she arrives at school no later than 10:00 a.m. and stays the rest of the day or arrives on time in the morning (8:00 a.m.) and stays at least until 1:00 p.m. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Parent Participation
Parents of at least 75% of the students who attend all year will participate in at least two of the four parent-teacher conferences. Home visits and alternative face-to-face visits at school will be acceptable alternatives for parents who are unable to attend scheduled conferences. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

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

Academic Achievement: Local Measures[18]

Math and Reading for K5 Through Eighth-Grade Students
Students will complete Measures of Academic Progress (MAP) reading and math tests in the fall and spring of the school year.

- At least 70% of the students who completed the fall MAP reading test will meet their target Rasch unit (RIT) scores in the spring.

- At least 70% of the students who completed the fall MAP math test will meet their target RIT scores in the spring.

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

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

Writing for K5 Through Eighth-Grade Students

Writing progress will be measured using the Six Traits of Writing.[19] The rubric for K5 students will consist of a six-point scale, first grade will have a four-point scale, second grade will have a nine-point scale, and third through eighth grades will have a six-point scale for each of the six traits. All students will complete a writing sample no later than October 13, 2017, and another between April 30 and May 11, 2018. The grade-level prompt for both writing samples will be the same, with a focus on a narrative genre for K5 through second grade, expository writing for third through fifth grades, and persuasive writing for sixth through eighth grades.

Of the students with both fall and spring writing samples, 60% will increase their average score by at least one point.[20]

Special Education

Students with individualized education programs (IEP) who have been enrolled at MMSA for the full year of IEP implementation will meet or make progress on 75% of their goals. Progress is defined by meeting at least 80% of the subgoals under each goal at their annual review or reevaluation. Progress on IEPs will be monitored through special education progress reports attached to the regular education progress reports. Required data elements related to these outcomes are described in the "Learning Memo Data Requirements" section.

Academic Achievement: Standardized Measures

DPI requires that schools assess reading readiness for all students in K4 through second grade.

PALS for K4 Through Second-Grade Students

The CSRC requires the Phonological Awareness Literacy Screening (PALS) for first- and second-grade students. MMSA has chosen the PALS for K4 and K5 students as well. PALS will be administered to all K4 through second-grade students in the fall and spring of each school year. The required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

DPI-Required Assessment for Third- Through Eighth-Grade Students

DPI requires the Wisconsin Forward Exam to be administered on an annual basis in the timeframe identified by DPI (i.e., spring of 2018). Required data elements related to this outcome will be described in the "Learning Memo Data Requirements" section as soon as the reporting elements are known.

[19] The six traits are ideas, organization, voice, sentence fluency, word choice, and conventions.

[20] Writing genres include expository, descriptive, persuasive, and narrative.

Year-to-Year Achievement[21]

1. CRC will report results from the 2017–18 Wisconsin Forward Exams. In addition, progress will be reported for students who completed the Forward Exam for two consecutive years at the same school. When sufficient year-to-year data are available, the CSRC will set its expectations for student progress, and these expectations may be effective in subsequent years.

2. The CSRC's expectation for students maintaining reading readiness on the PALS is that at least 75% of students who were in first grade in the 2016–17 school year and met the summed score benchmark in the spring of 2017 will remain at or above the second-grade summed score benchmark in the spring of 2018.

[21] The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

Appendix C

Trend Information

Table C1

Milwaukee Math and Science Academy
Student Enrollment and Retention

School Year	Enrolled at Start of School Year	Enrolled During Year	Withdrew	Number at End of School Year	Number and Rate Enrolled for Entire School Year
2013–14	316	26	74	268	248 (78.5%)
2014–15	333	23	60	296	278 (83.5%)
2015–16	337	27	60	304	285 (84.6%)
2016–17	378	31	75	334	307 (81.2%)
2017–18	310	20	48	282	266 (85.8%)

Table C2

Milwaukee Math and Science Academy
Student Return Rate

School Year	Return Rate
2013–14	71.6%
2014–15	68.3%
2015–16	67.1%
2016–17	72.5%
2017–18	65.6%

Table C3

Milwaukee Math and Science Academy
Student Attendance

School Year	Attendance Rate
2013–14	88.6%
2014–15	89.7%
2015–16	91.0%
2016–17	89.8%
2017–18	90.2%

Table C4 Milwaukee Math and Science Academy Parent Participation Rate	
School Year	**Participation Rate**
2013–14	66.9%
2014–15	72.3%
2015–16	67.4%
2016–17	77.2%
2017–18	60.5%

Table C5 Milwaukee Math and Science Academy CSRC Scorecard	
School Year	**Scorecard Result**
2013–14	66.4%
2014–15	72.6%
2015–16	78.6%
2016–17*	51.8%
2017–18	55.2%

*The pilot scorecard was implemented in 2016–17; results are not directly comparable to scorecard percentages in previous years.

Table C6 Milwaukee Math and Science Academy Teacher/Instructional Staff Retention[22]	
School Year	**Retention Rate: Employed Entire School Year**
2013–14	82.6%
2014–15	88.9%
2015–16	95.8%
2016–17	90.0%
2017–18	93.3%

[22] Includes only teachers who were eligible to return (i.e., who were offered a position for fall).

Table C7 Milwaukee Math and Science Academy Teacher Return Rate[23]			
Teacher Type	**Number at End of Prior School Year**	**Returned First Day of Current School Year**	**Return Rate**
2013–14			
Classroom teachers only	12	1	8.3%
All instructional staff	19	6	31.6%
2014–15			
Classroom teachers only	10	8	80.0%
All instructional staff	17	14	82.4%
2015–16			
Classroom teachers only	12	10	83.3%
All instructional staff	18	14	77.8%
2016–17			
Classroom teachers only	13	10	76.9%
All instructional staff	20	14	70.0%
2017–18			
Classroom teachers only	15	11	73.3%
All instructional staff	23	18	78.3%

[23] Includes only teachers who were eligible to return (i.e., who were offered a position for fall).

Appendix D

CSRC 2017–18 School Scorecard

City of Milwaukee Charter School Review Committee Pilot School Scorecard

r: 6/15

K–8TH GRADE

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	30.0%
• Forward Exam math—% maintained proficient	5.0	
• Forward Exam reading—% below proficient who progressed	10.0	
• Forward Exam math—% below proficient who progressed	10.0	

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	5.0	10.0%
• Forward Exam math—% proficient or advanced	5.0	

ENGAGEMENT

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

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5.0	30.0%
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	10.0	
• Adequate credits to move from 9th to 10th grade	5.0	
• Adequate credits to move from 10th to 11th grade	5.0	
• DPI graduation rate	5.0	

POSTSECONDARY READINESS: GRADES 11 AND 12

• Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%
• % of 11th/12th graders tested	2.5	
• % of graduates with ACT composite score of 21.25 or 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	5.0	10.0%
• ACT Aspire math—% students at or above spring benchmark	5.0	

ENGAGEMENT

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

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

NOTE: To protect student identity, CRC does not report data on scorecard items with fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard and the total score will be calculated to reflect each school's denominator.

Table D

Milwaukee Math and Science Academy
Pilot CSRC Elementary School (K Through 8th Grade) Scorecard
2017–18

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%**	71.4%	2.9
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 8th Grades	Forward Exam reading: % maintained proficient/advanced	5.0	**30.0%**	N/A	N/A
	Forward Exam math: % maintained proficient/advanced	5.0		N/A	N/A
	Forward Exam reading: % below proficient who progressed	10.0		22.0%	2.2
	Forward Exam math: % below proficient who progressed	10.0		42.6%	4.3
Local Measures	% met reading	6.25	**25.0%**	54.4%	3.4
	% met math	6.25		60.9%	3.8
	% met writing	6.25		47.5%	3.0
	% met special education	6.25		82.6%	5.2
Student Academic Achievement: 3rd – 8th Grades	Forward Exam English/language arts: % at/above proficient	5.0	**10.0%**	9.1%	0.5
	Forward Exam math: % at/above proficient	5.0		8.0%	0.4
Engagement	Student attendance rate	5.0	**25.0%**	90.2%	4.5
	Student return rate	5.0		65.6%	3.3
	Student retention	5.0		85.8%	4.3
	Teacher retention rate	5.0		93.3%	4.7
	Teacher return rate	5.0		78.3%	3.9
TOTAL		**84.00**			**46.4**
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					**55.2%**

Appendix E

Board Interview Results

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. MMSA's board of directors consists of five members. CRC conducted phone interviews using a prepared interview guide with all five (100.0%) board members.

The board members have served on the board for an average of about 3.4 years. The backgrounds of the board members included being a school parent, business management, administration in public sectors, and computing and engineering.

All board members said they participated in strategic planning for the school. All five received a presentation on the school's annual academic performance report and reviewed the school's annual financial audit; all five received and approved the school's annual budget.

All five reported that the board uses data to make decisions regarding the school. On a scale of excellent to poor, no board member rated the school as excellent, four rated the school as good, and one rated it as fair. Four members either agreed or strongly agreed that the school was making progress toward becoming a high-performing school and that board members took their responsibilities seriously.

Table E

Milwaukee Math and Science Academy
Board Member Interview Results
2017–18
N = 5

Measure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher-student ratio/class size at this school is appropriate.	0	4	0	1	0
Program of instruction (includes curriculum, equipment, and building) is consistent with the school's mission.	0	4	1	0	
Students make significant academic progress at this school.	0	1	1	3	
The administrator's financial management is transparent and efficient.	4	1	0	0	
This school is making progress toward becoming a high-performing school.	1	3	1	0	
This school has strong linkages to the community, including businesses.	0	3	2	0	
The administrative staff's performance meets the board's expectations.	2	3	0	0	

Table E

Milwaukee Math and Science Academy
Board Member Interview Results
2017–18
N = 5

Measure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The majority of the board of directors take their varied responsibilities seriously.	4	1	0	0	
This school has the financial resources to fulfill its mission.	1	3	1	0	
The environment of this school ensures the safety of its students and staff.	1	3	0	1	

When asked what they liked most about the school, the board members mentioned the following items.

- Staff and teachers dedicated to making progress in school's educational level
- Community and family engagement
- Dedicated and excellent principal

Regarding things they like least, the board members mentioned the following.

- Limited budget to improve educational outcomes and retain teachers
- Maintenance issues of the school building
- Lack of educational involvement of families

Suggestions for improving the school included the following.

- Engaging families and addressing the needs of families
- Approaching the government to request more funds to retain teachers
- Moving to a newer building

Appendix F

Parent Survey/Interview Results

Parent opinions are qualitative and provide a valuable measurement of school performance. To determine parents' satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent-teacher conferences as well as offered the ability to complete the survey online. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone. There were 88 surveys, representing 43.8% of 201 families, completed and submitted to CRC.

A majority of parents either agreed or strongly agreed with all statements related to their satisfaction with the school, although some areas had higher percentages than others (Table F1).

Table F1

Milwaukee Math and Science Academy
Parent Satisfaction With School
2017–18
N = 88

Factor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	65.9%	27.3%	3.4%	1.1%	2.3%	0.0%
The staff keep me informed about my child's academic performance.	55.7%	31.8%	5.7%	4.5%	2.3%	0.0%
I am comfortable with how the staff handle discipline.	45.5%	28.4%	10.2%	10.2%	4.5%	1.1%
I am satisfied with the overall performance of the staff.	45.5%	33.0%	13.6%	6.8%	1.1%	0.0%
The staff recognize my child's strengths and weaknesses.	42.0%	38.6%	12.5%	4.5%	1.1%	1.1%
I feel welcome at my child's school.	62.5%	33.0%	2.3%	1.1%	1.1%	0.0%
The staff respond to my worries and concerns.	52.3%	37.5%	5.7%	3.4%	1.1%	0.0%
My child and I clearly understand the school's academic expectations.	54.5%	35.2%	5.7%	2.3%	1.1%	1.1%
My child is learning what is needed to succeed in life.	51.1%	35.2%	6.8%	5.7%	1.1%	0.0%
My child is safe in school.	52.3%	40.9%	6.8%	0.0%	0.0%	0.0%
People in this school treat each other with respect.	36.4%	40.9%	19.3%	3.4%	0.0%	0.0%
The school offers a variety of courses and afterschool activities to keep my child interested.	43.2%	29.5%	17.0%	5.7%	4.5%	0.0%

The second measure examined the extent to which parents engaged in educational activities at home. Most parents of younger students participated in each activity at least weekly (Table F2).

Table F2

Milwaukee Math and Science Academy
Parent Participation in Activities
K4 – 5th Grade
2017–18
N = 68

Activity	Never	Monthly	Weekly	Daily	No Response
Read with or to your child(ren)	0.0%	4.4%	22.1%	70.6%	2.9%
Encourage the use of phones, tablets, or computers for learning	8.8%	4.4%	27.9%	55.9%	2.9%
Work on arithmetic or math	0.0%	1.5%	7.4%	86.8%	4.4%
Work on homework	0.0%	0.0%	4.4%	92.6%	2.9%
Participate together in activities outside of school (e.g., sports, library/museum visits)	2.9%	16.2%	39.7%	36.8%	4.4%

Parents of older children (sixth through eighth grades) engaged in similar activities during the average week (Table F3).

Table F3

Milwaukee Math and Science Academy
Parent Participation in Activities
6th – 8th Grade
2017–18
N = 33

Activity	Never	Monthly	Weekly	Daily	No Response
Monitor homework completion	0.0%	3.0%	18.2%	75.8%	3.0%
Encourage the use of phones, tablets, or computers to do research	12.1%	9.1%	27.3%	48.5%	
Participate together in activities outside of school (e.g., sports, library/museum visits)	0.0%	18.2%	42.4%	36.4%	
Discuss with your child his/her progress toward graduation	0.0%	9.1%	27.3%	60.6%	
Discuss plans for education after graduation	0.0%	18.2%	24.2%	54.5%	

Parental satisfaction was also evident in the following results.

- Most (86.4%) parents would recommend this school to other parents.

- More than three quarters (76.1%) reported that they will send their child to the school next year, 11.4% said they will not send their child to the school next year, and 10.2% were not sure. Of the parents who said their child will not be returning, 30.0% said it was due to their child graduating, 20.0% said it was because they were moving, and others indicated that either the school does not meet their needs or transportation was too difficult.

- When asked to rate the school's overall contribution to their child's learning, most (84.1%) parents rated the school's overall contribution to their child's learning as excellent or good.

When asked what they liked most about the school, their responses included the following.

- Teachers and staff
- Communication
- Atmosphere
- Academics

When asked what they like least about the school, their responses included the following.

- Consistency of discipline
- Lunch program
- Transportation
- Lack of extracurricular activities

Appendix G

Student Survey Results

At the end of the school year, 26 students in the seventh and eighth grades completed an online survey about their school (Table G).

- About three quarters (76.9%) of students said that MMSA has afterschool activities.
- Most (69.2%) students said they had improved their reading ability, and more than half (53.8%) said that their math abilities had improved.
- More than half (57.7%) of students said the marks they get on classwork, homework, and report cards are fair and that teachers talk with them about high school plans (57.7%).

Some areas deserving attention from the school leadership and its staff include the following.

- Only 23.1% of students agreed or strongly agreed that students at MMSA respect each other and their different points of view, and 30.8% agreed or strongly agreed that teachers at MMSA respect students and their different points of view.
- Less than one third (30.8%) of students indicated that they regularly use computers/tablets in their schoolwork.
- Just over one third agreed or strongly agreed that the school rules are fair; that teachers at MMSA help them succeed in school; and that they liked being in school (38.5% for each statement).

Table G

Milwaukee Math and Science Academy
Student Survey
2017–18
N = 26

Topic	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
I like my school.	19.2%	26.9%	26.9%	11.5%	15.4%	0.0%
My reading/writing skills have improved.	19.2%	50%	19.2%	3.8%	7.7%	0.0%
My math skills have improved.	23.1%	30.8%	15.4%	11.5%	19.2%	0.0%
I regularly use computers/tablets in my schoolwork.	15.4%	15.4%	30.8%	19.2%	15.4%	3.8%
The school rules are fair.	3.8%	34.6%	23.1%	19.2%	15.4%	3.8%

Table G Milwaukee Math and Science Academy Student Survey 2017–18 N = 26						
Topic	**Strongly Agree**	**Agree**	**Neither Agree nor Disagree**	**Disagree**	**Strongly Disagree**	**No Response**
The teachers at my school help me to succeed in school.	19.2%	19.2%	38.5%	7.7%	15.4%	0.0%
I like being in school.	19.2%	19.2%	11.5%	38.5%	11.5%	0.0%
I feel safe in school.	19.2%	30.8%	30.8%	7.7%	11.5%	0.0%
The marks I get on classwork, homework, and report cards are fair.	30.8%	26.9%	30.8%	11.5%	0.0%	0.0%
My school has afterschool activities (e.g., field trips, clubs, computers).	38.5%	38.5%	19.2%	0.0%	3.8%	0.0%
My teachers talk with me about high school plans.	26.9%	30.8%	15.4%	11.5%	15.4%	0.0%
The students at my school respect each other and their different points of view.	11.5%	11.5%	26.9%	15.4%	30.8%	3.8%
Teachers at my school respect students and their different points of view.	19.2%	11.5%	34.6%	15.4%	19.2%	0.0%

When asked what they liked best about the school, students named the following.

- Supportive and helpful teachers.
- Friends who encourage each other to learn.
- Field trips.

When asked what they liked least, students said:

- Some of the teachers;
- Lunch food; and
- Disrespectful peers

Appendix H

Teacher Interview Results

In the spring of 2018, CRC interviewed 19 teachers regarding their reasons for teaching at MMSA and solicited feedback on their overall satisfaction with the school. Interviews included a variety of classroom teachers from most grades K4 through eighth, including specialties such as English/language arts, math, art, physical education, social studies, and special education.

The teachers interviewed had been teaching for an average of 1.84 years. The number of years teaching at MMSA ranged from one year to four years.

No teacher rated the school's overall progress in contributing to students' academic progress as excellent, eight (42.1%) teachers rated the school's progress as good, and 11 (57.9%) teachers rated the school's progress as fair.

Many (63.2%) teachers agreed or strongly agreed that the school has clear teacher performance assessment processes. A total of 84.2% were satisfied with the performance assessment criteria (Table H1).

Table H1

Milwaukee Math and Science Academy
Teacher Performance Assessment
2017–18
N = 19

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The school has a clear teacher performance assessment process.	15.8%	47.4%	15.8%	21.1%	0.0%
I am satisfied with my school's teacher performance assessment criteria.	15.8%	68.4%	5.3%	10.5%	
Student academic performance is an important part of teacher assessment.	5.3%	73.7%	15.8%	5.3%	

Teachers seem to have a favorable view of school climate (Table H2). Most staff agree (52.6%) or strongly agree (15.8%) that staff typically work well with one another. Similarly, 73.7% of teachers agree (47.4%) or strongly agree (26.3%) that staff encourage all families to become involved in school activities. Of staff, 42.1% agree (36.8%) or strongly agree (5.3%) that adults who work in the school respect students and their different points of view.

Table H2

Milwaukee Math and Science Academy
School Climate
2017–18
N = 19

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Adults who work in this school respect students and their different points of view.	5.3%	36.8%	15.8%	42.1%	0.0%
Staff at this school typically work well with one another.	15.8%	52.6%	0.0%	31.6%	0.0%
Staff at this school encourage all families to become involved in school activities.	26.3%	47.4%	0.0%	21.1%	5.3%

When asked to rate the importance of various reasons for continuing to teach at the school, all teachers listed financial considerations, educational methodology/curriculum approach, general atmosphere, and administrative leadership as somewhat important or very important for teaching at this school (Table H3).

Table H3

Milwaukee Math and Science Academy
Reasons for Continuing to Teach at the School
2017–18
N = 19

Reason	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Financial considerations	31.6%	68.4%	0.0%	0.0%
Educational methodology and/or curriculum approach	36.8%	63.2%	0.0%	0.0%
Age/grade level to which my position is assigned	73.7%	5.3%	21.1%	0.0%
Discipline practices and procedures	68.4%	21.1%	10.5%	0.0%
General atmosphere	63.2%	36.8%	0.0%	0.0%
Class size	47.4%	31.6%	15.8%	5.3%
Administrative leadership	52.6%	47.4%	0.0%	0.0%
My colleagues	21.1%	63.2%	10.5%	5.3%
The students	42.1%	26.3%	26.3%	5.3%

CRC asked teachers to rate the school's performance across several measures (Table H4). Areas with the highest ratings (excellent or good) include administrative staff's performance, class size/ student-teacher ratio, parent-teacher relationships, and instructional support. The areas with the lowest rating (fair or poor) included parent involvement; adherence to discipline policy; and shared leadership, decision making, and accountability.

Table H4

Milwaukee Math and Science Academy
School Performance Rating
2017–18
N = 19

Area	Excellent	Good	Fair	Poor
Class size/student-teacher ratio	21.1%	47.4%	26.3%	5.3%
Program of instruction (including curriculum, materials, equipment, and building)	10.5%	31.6%	26.3%	31.6%
Shared leadership, decision making, and accountability	0.0%	15.8%	57.9%	26.3%
Professional support and professional development opportunities	15.8%	21.1%	36.8%	26.3%
Progress toward becoming a high-performing school	0.0%	21.1%	57.9%	21.1%
Students' academic progress	5.3%	15.8%	68.4%	10.5%
Adherence to discipline policy	0.0%	10.5%	31.6%	57.9%
Instructional support	21.1%	36.8%	21.1%	21.1%
Parent-teacher relationships	5.3%	52.6%	36.8%	5.3%
Teacher collaboration to plan learning experiences	10.5%	36.8%	42.1%	10.5%
Parent involvement	0.0%	0.0%	36.8%	63.2%
Your performance as a teacher	26.3%	52.6%	21.1%	0.0%
Administrative staff's performance	0.0%	52.6%	31.6%	15.8%

When asked to name two things they liked most about the school, teachers noted the following.

- Flexibility in curriculum development, which allows teachers' creativity
- Supportive and helpful colleagues
- Students and interactions with students
- Small class size

Things teachers liked least about the school included the following.

- Inconsistent adherence and lack of follow through for disciplines
- Insufficient support and communication from administration to teachers
- Lack of parental engagement and little accountability on parents

Teachers identified the following barriers that could affect their decision to remain at the school.

- Lack of consistency in discipline follow through
- Lack of support and ineffective practices from administration
- Lack of opportunities in professional development

Appendix I

Probation Letter

Charter School Review Committee

November 1, 2017

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President of the Board of Directors, Milwaukee Math and Science Academy
3910 W. Jereli Dr.
Franklin, WI 53132

Dear Mr. Akyurek and Mr. Bozdag,

On October 19, 2017, the Charter School Review Committee (CSRC) received and accepted the Milwaukee Math and Science Academy (MMSA) *2016–17 Programmatic Profile and Educational Performance* report from the NCCD Children's Research Center (CRC). The report included a recommendation that the CSRC consider placing MMSA on probation until the CSRC reviews the school's 2017–18 progress in the fall of 2018. This recommendation primarily relates to the 2016–17 pilot scorecard's decrease of 14.8% compared with the school's 2015–16 pilot scorecard. The decrease on the 2016–17 pilot scorecard reflects the following concerns.

- Poor academic progress by a number of students on the year-to-year performance on the Wisconsin Forward Exam.
- Poor performance of students on the end-of-year first-grade reading readiness test (the Phonological Awareness Literacy Screening [PALS]).
- The school's inability to meet the CSRC expectation that at least 75.0% of second graders maintain benchmark on their end-of-year PALS for two consecutive years.
- The lack of progress toward local measure goals in reading, math, writing, and special education.

- The student and teacher return rates.

At this meeting, the CSRC considered all of the above issues and placed MMSA on probation until the fall of 2018. At that time, the school's 2017–18 report with the data needed to assess academic progress will be available for review. The expectation is that the school will achieve at least 66.8% on their 2017–18 pilot scorecard (an increase of at least 15.0% from the 2016–17 scorecard results). In addition, the school will meet at least a majority (five of the nine) of the goals listed below.[1]

1. At least 80.0% of the first graders at the school for the entire year will meet the summed score benchmark on the spring of 2018 PALS assessment.

2. At least 75.0% of the second-grade students with consecutive-year spring PALS results will maintain the PALS reading benchmark in the spring of 2018.

3. At least 65.0% of the students who completed the fall NWEA Measures of Academic Progress (MAP) reading test will reach their target Rasch unit (RIT) score on the spring NWEA MAP reading test.

4. At least 65.0% of students who complete the fall NWEA MAP math test will reach their target RIT score on the spring NWEA MAP math test.

5. Increase total points earned for engagement indicators on the 2017–18 scorecard. The total points include attendance and the student and teacher return and retention rates. The total points earned in 2016–17 for these indicators was 20.2 (80.8%) out of the possible 25 points in this area.

6. At least 20.0% of students in third through eighth grades will attain proficiency or above on the Forward Exam in reading.

7. At least 20.0% of students in third through eighth grades will attain proficiency or above on the Forward Exam in math.

8. At least 50.0% of students who were proficient or above in reading and/or math on the Forward Exam in the spring of 2017 will maintain proficiency in the spring of 2018.

9. At least 35.0% of students who were below proficient in reading and/or math on the Forward Exam in the spring of 2017 will improve by at least a quartile within their level or move up to the next level.

[1]These goals were established by reviewing the pertinent goals from the MMSA School Improvement Plan submitted to the CSRC on October 19, 2017, as well as goals in the school's 2017–18 learning memo.

It is expected that the school will prepare a mid-year written and in-person report to the CSRC at a meeting to be scheduled shortly after the end of the first semester.

At the time of the fall of 2018 review of MMSA's 2017–18 annual report, the CSRC will discuss the extent to which the school has addressed the conditions/goals listed in this letter and consider whether to lift the probation, extend the probation period, or revoke the city's charter contract. CSRC members are confident that MMSA will successfully address all of the expectations in this letter, resulting in a positive academic impact on its students.

Sincerely,

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Kevin Ingram
Chair, Charter School Review Committee