

**2021–22
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

**MILWAUKEE MATH AND
SCIENCE ACADEMY**

September 2022



ABOUT EVIDENT CHANGE

Evident Change promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice. For more information, call (800) 306-6223 or visit us online at EvidentChange.org and [@Evident_Change](https://twitter.com/Evident_Change) on Twitter.

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

EXECUTIVE SUMMARY

FOR MILWAUKEE MATH AND SCIENCE ACADEMY 2021–22

This is the 11th annual report on the operation of Milwaukee Math and Science Academy (MMSA), one of seven schools chartered by the City of Milwaukee during the 2021–22 school year. It is the result of intensive work by the City of Milwaukee Charter School Review Committee (CSRC), MMSA staff, and Evident Change.

Evident Change has determined the following, based on the information gathered and discussed in the attached report.

I. CONTRACT COMPLIANCE SUMMARY

MMSA met all of the educational provisions in its contract with the City of Milwaukee and the measurable subsequent requirements of the CSRC.

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

II. EDUCATIONAL PERFORMANCE

A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

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 who need additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, MMSA's NWEA Measures of Academic Progress assessments had the following results.

- **Reading.** Overall, 112 (70.9%) of 158 students with fall and spring assessments met the local reading measure.
- **Math.** Overall, 107 (68.6%) of 156 students with fall and spring assessments met the local math measure.

- **Writing.** Overall, 131 (85.6%) of 153 students with fall and spring assessments met the local writing measure.
- **Special education.** All (100.0%) 17 students met or made progress on at least 70.0% of their goals at the time of their annual individualized education program (IEP) 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 results follow.

- Average student attendance was 84.8%, falling short of the school’s goal of 92.0%.
- Parents of 156 (91.2%) of 171 students attended at least two conferences (one per semester), exceeding 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

The Wisconsin Department of Public Instruction allowed parents to “opt their child out” of the requirement to take any standardized tests for the 2020–21 school year. This resulted in varying completion rates across the schools, making it difficult to have adequate or comparable cohorts measure or to report year-to-year progress from 2020–21 to 2021–22.

C. SCHOOL SCORECARD

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school’s score should not be compared with the score for any previous year. MMSA scored 77.0% of 59 possible scorecard points.

III. SURVEY/INTERVIEW RESULTS

Every other year, Evident Change conducts interviews or surveys with parents, board members, teachers, and students to obtain feedback on their perceptions about the school. Some key results include the following.

- There were 73 surveys completed, representing 68.9% of 106 families.
 - » Most (89.0%) parents would recommend this school to other parents.
 - » A majority (86.3%) of parents rated the school’s overall contribution to their child’s learning as “excellent” or “good.”
- This year, only one of four board members participated in the interview process and therefore, results are not included in this report.
- A total of 10 instructional staff participated in interviews.
 - » All of the teachers listed the school’s progress toward becoming a high-performing school as “excellent” or “good.”
 - » Nearly all (90.0%) teachers rated the students’ academic progress as “excellent” or “good.”
- A total of 43 seventh and eighth graders who were present on the day the survey was administered participated.
 - » A total of 95.3% of seventh and eighth graders indicated they had improved in English/reading, and 83.7% indicated they had improved in math.
 - » Just under half (48.8%) of students agreed or strongly agreed that they felt safe in school.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

MMSA addressed all recommendations for school improvement in its 2020–21 programmatic profile and educational performance report. On the basis of the results in this report and in consultation with school staff, Evident Change recommends the school continue a focused school improvement plan with the following activity for 2022–23.

- Continue to develop the understanding of the cultural differences of students, families, and staff by using community resources such as Martha Berry (racial justice director at YWCA Southeast Wisconsin), the Ron Clark Academy, or the House System of Urban Living to increase:
 - » The understanding of student cultures, their challenges, and the culture of the local community and the nation; and
 - » The use of appropriate language and approaches to students and their families.
- Continue to focus on implementing the Success For All (SFA) reading program with fidelity, in order to move from mechanical to routine in all schoolwide and instructional areas.
- Implement a new structured K–8 math program based on student skills, instructional strategies, and hands-on learning.
- Enhance school culture by using proactive versus reactive approaches to student discipline.

V. PROBATION STATUS

The CSRC placed MMSA on probation in the fall of 2017. At that time, the CSRC set expectations for the 2017–18 school year. The expectations were that the school would achieve at least 66.8% on the 2017–18 scorecard (an increase of at least 15 percentage points from the 2016–17 scorecard results) and that the school would meet at least five of nine specified goals. Because the school did not meet the expectations in 2017–18, the CSRC extended the probation to the 2018–19 school year with the same expectations.

The school achieved 59.5% on the scorecard for the 2018–19 school year, again falling short of the 66.8% expectation. The school did achieve a majority (five) of the nine specified goals during the 2018–19 school year. Therefore, in the fall of 2019, the CSRC extended the school’s probationary status with the expectation that the school’s scorecard results for 2019–20 would be at least four percentage points higher and that the school would present a midyear report to the CSRC in February or March of 2020.

Because of the lack of end-of-year local measure data as well as Wisconsin Forward exam data, the scorecard for 2019–20 could not be compared with the 2018–19 scorecard. In the fall of 2020, the CSRC extended the school’s probation with the expectation that MMSA leadership present a midyear report to the CSRC. In addition, the CSRC extended the school’s contract for another five years.

At the March 30, 2022, CSRC meeting, the school presented their midyear report. Based on the school’s progress, the CSRC lifted the school’s probation status.

That report is located with the materials for the meeting at [milwaukee.legistar.com](https://legistar.com/locations/milwaukee)

VI. RECOMMENDATIONS

MMSA has met all the requirements of its contract with the City of Milwaukee. The school’s results in the areas of student attendance, student retention and return, and teacher return and retention indicate that students and teachers are engaged. The recommendation from Evident Change is that MMSA resume regular, annual academic monitoring and reporting.

I. INTRODUCTION

This report was prepared as a result of a contract between the City of Milwaukee and Evident Change. 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, Evident Change:

- Conducted an initial school session to collect information related to contract requirements and to draft a learning memo for the new school year as well as an in-person year-end interview to review progress about recommendations and changes that occurred during the year;
- Visited the school 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
2703 N. Sherman Blvd, Milwaukee, WI 53210

Phone: (414) 263-6400

Website: www.mmsacademy.org

Principal: Crystal Bielmeier

Milwaukee Math and Science Academy (MMSA) is in the Sherman Park neighborhood on Milwaukee’s northwest side. The school was initially affiliated with Concept Schools, a nonprofit educational management organization based in Chicago. However, in early 2020, the school separated from Concept Schools and currently is partnered with MAESTRO Education, an educational management organization in Mount Prospect, Illinois. According to its website (maestroed.com), MAESTRO has over 50 years of combined experience in managing and providing services to successful schools. Its educational team consists of former school principals, district administrators, school board members, and teachers. MAESTRO helps schools

with all aspects of school operation while guaranteeing that the school board and administration have complete control over the school’s personnel and academic programs.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION¹

MMSA’s mission is to prepare students for college by creating an effective learning community of high standards and expectations with a rigorous curriculum focusing on math, science, and technology.

2. INSTRUCTIONAL DESIGN

MMSA returned to in-person classes this year.

Education is student-centered; and each student is recognized as a unique individual with unique interests, needs, and abilities. MMSA aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. MMSA focuses on core knowledge and essential skills so that students may achieve the mastery upon which further learning will be built.

All students are exposed to a rigorous curriculum in subjects such as 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. The curriculum is aligned to the Common Core State Standards, which are essential to future success in school and at work; these standards are reinforced and reviewed to prepare students for standardized tests. In-class preparation and afterschool instruction are provided to ensure a higher level of achievement for each student.

All students receive four report cards every year. At the end of each quarter, report cards are mailed home. Students in K4 through second grade 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. Student progress for kindergarten through second grade is monitored with report cards that rate a student’s skills from “below basic” to “advanced” in the following subjects.

- Independent learning and social behavior

¹ From the school’s website: <https://www.mmsacademy.org/mission-vission/>

- Math
- Reading
- Science
- Social studies
- 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 grade promotion policy as well as attendance and dress code policies. MMSA provides transportation for students who live one to 10 miles from the school.²

B. SCHOOL STRUCTURE

1. SCHOOL MANAGEMENT AND BOARD OF DIRECTORS

MMSA is governed locally by a volunteer board of directors. The board—along with professionals from MAESTRO Education—has ultimate responsibility for the school’s success 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 four members: a president, a vice president, secretary, and a treasurer.

The school’s management team consists of the principal and assistant principal.

2. AREAS OF INSTRUCTION

MMSA’s curriculum included instruction in English, reading, and literacy (English/language arts, or ELA); math; social studies; and science. All parts of the curriculum are aligned with Common Core standards. 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.

² *Student/Parent Handbook*

3. CLASSROOMS

The school began the year with 10 classrooms, one each for K4 through eighth grades; plus rooms for special education, art, and music; a library; a gym; and a computer learning lab. School hours were from 9:30 a.m. to 4:45 pm.

4. TEACHER INFORMATION

At the end of the 2021–22 school year, 19 of 20 instructional staff were eligible to return in the fall of 2022. Of those 19, 15 returned, for an overall return rate of 78.9%.

At the beginning of the school year, seven new staff were hired, for a total of 23 instructional staff. There was one teacher per grade level from K4 through second grade. Third through fifth grades had one teacher who taught SFA and writing; one teacher who taught all math classes; and one teacher who taught SFA, science, and social studies.

The middle school (sixth through eighth grades) had three subject-area teachers: one for math, one for ELA, and one for social studies/science. In addition to the principal and assistant principal (who were administrative leaders but also provided instructional services), the instructional staff at the beginning of the year consisted of a social worker, two special education teachers, a music teacher, a student support reading paraprofessional, a physical education teacher, an English as a second language (ESL) teacher, an art teacher, a technology teacher, a part-time substitute teacher, and a psychologist.

Of the 23 instructional staff who began the year, three were terminated during the year. Of the remaining staff members, 19 remained for the entire year, for an overall retention rate of 95.0%. License information on the DPI website indicated that all instructional staff employed throughout the year had valid DPI licenses or permits except for the middle school science/social studies teacher.

Regarding professional development activities in addition to the information provided in the midyear report to the CSRC, teachers also received training in the following areas.

- Equity in the classroom/school
- Building relationships
- Classroom management strategies
- Social emotional learning
 - » Committee work: Instructional Components Teams met biweekly to review data, instructional materials, strategies, student concerns, and team goals.

- » Schoolwide Solutions Teams met a minimum of once per month to review goals and data and plan activities for school improvement.

During the interview process, teachers were asked about the teacher assessment process. A majority (90.0%) agreed or strongly agreed that the school has a clear teacher assessment process and were satisfied with the teacher assessment criteria (90.0%).

Parents were also asked about school staff. Nearly all (90.4%) parents agreed or strongly agreed with the statement “I am comfortable talking with the staff”; 79.5% agreed or strongly agreed that they were satisfied with overall staff performance. Two thirds (65.7%) of parents agreed or strongly agreed that people in this school treat each other with respect.

About three fifths (62.8%) of the seventh and eighth graders surveyed agreed or strongly agreed that the teachers help them to succeed in school.

5. SCHOOL HOURS AND CALENDAR

The regular school day for all students was 9:30 a.m. to 4:45 p.m. The first day of school was August 23, 2021; and the last day of school was June 10, 2022. The school published the calendar on its website and provided a copy to Evident Change staff. MMSA met the City of Milwaukee’s requirement to publish an annual calendar.

6. PARENT INVOLVEMENT

MMSA’s *Student/Parent 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. This handbook covers policies regarding attendance, behavior expectations, and grading and promotion. The handbook was sent home on the first day of school and required a signature from every student in the family. According to the *Student/Parent Handbook*, parents are expected to attend at least two parent–teacher conferences per year (one each semester) and conferences as requested by the classroom teacher, principal, or assistant principal. When in-person classes resumed, parents were welcomed and encouraged to volunteer in (or, with an appointment, observe) daily activities in their child’s classroom.

When asked about parental involvement during the survey/interview process, almost all (89.0%) parents indicated that they felt welcome at the school. Many reported that what they like most about the school is the communication between teachers and parents.

A majority (80.0%) of the 10 teachers who were interviewed agreed or strongly agreed that the staff encourage all families to become involved in school activities, but only 40.0% rated parent involvement as “good.”

7. DISCIPLINE POLICY

MMSA’s goal is to help every student meet their 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 Positive Behavior Interventions and Supports (PBIS). The school’s behavioral expectations are to be safe, respectful, and responsible. The school’s student/parent handbook explains the policy and procedures regarding student conduct and discipline.

This year teachers, students, and parents were asked about the discipline policy at MMSA; they expressed mixed opinions.

- **Teachers:** A majority (80.0%) of teachers considered the discipline practices/procedures at the school a very or somewhat important reason for continuing to teach there, but only 40.0% rated the school’s adherence to the discipline policy as excellent or good.
- **Students:** Only a fifth (20.9%) of seventh- and eighth-grade students agreed that the rules are enforced fairly.
- **Parents:** Three quarters (74.0%) of parents were comfortable with how staff handle discipline.

8. GRADUATION AND HIGH SCHOOL INFORMATION

School staff presented high school information to eighth graders during homeroom and other parts of the school day. One-on-one meetings with students were held to discuss their school choices and plans. In May, the school reported that 25 eighth-grade students would graduate this year. At that time, the students planned to attend one of the following high schools: Martin Luther, Rufus King, Bay View, Milwaukee Lutheran, Carmen, Golda Meir, Milwaukee Academy of Science, Howard Fuller, Marquette, Pulaski, South Division, and Messmer.

C. STUDENT POPULATION

At the beginning of the year (September 17, 2021), 201 students were enrolled at MMSA.³ Eight additional students enrolled after the school year started, and 30 students withdrew prior to the end of the year. Of those 30, 10 transferred to another school in the city, five moved out of state, one moved into homeschooling, three withdrew due to non-attendance, 10 were withdrawn by their parents for behavioral reasons, and one student was expelled.

At the end of the year, 179 students were enrolled at MMSA.

- Most (n=171, 95.5%) of the students were Black or African American, five (2.8%) were Hispanic/Latino, and three (1.7%) students had multiple races/ethnicities recorded.⁴
- There were 87 (48.6%) girls and 92 (51.4%) boys.⁵
- There were 22 (12.9%) students with special education needs, of whom 10 had other health impairments, 10 had a speech/language impairment, five had emotional/behavioral disabilities, three had an intellectual disability, one had specific learning disabilities, and two had autism.⁶
- All students enrolled at the end of the year were eligible for free lunch.
- Grade sizes ranged from 13 to 25 students (Figure 1).

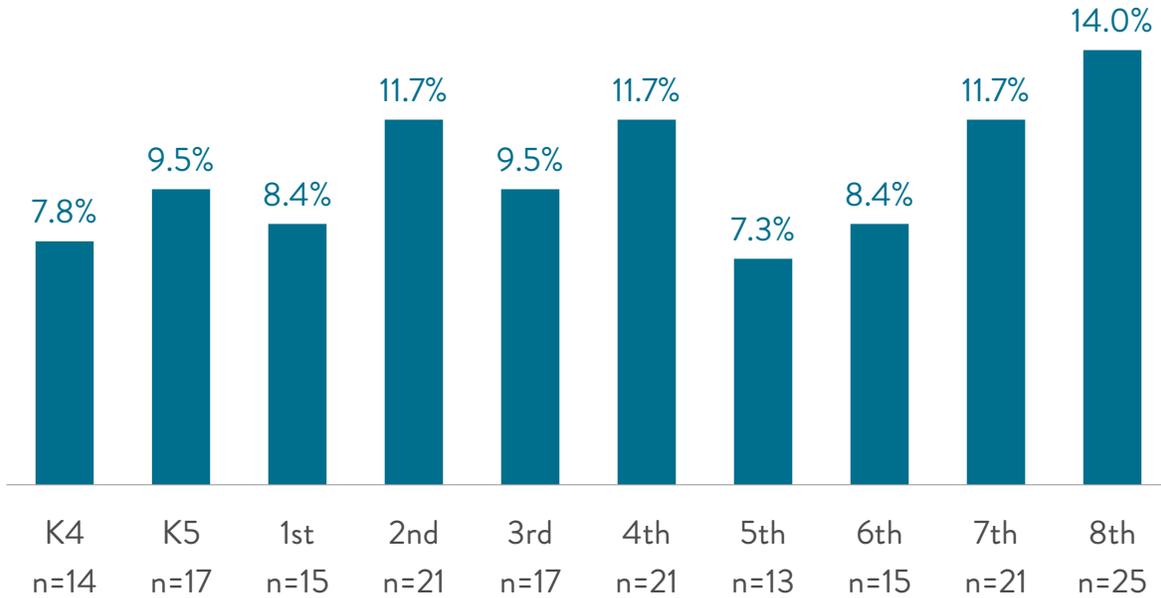
³ Evident Change uses the third Friday of September as a cutoff for including students in the analysis. Students who withdraw before this date were not included in any part of the analysis. This date does not correspond to the first day of MMSA's school year.

⁴ Race/ethnicity categories reflect those reported by the school.

⁵ Gender categories reflect those reported by the school.

⁶ Because some students have multiple special education needs reported, the total number may exceed the total students enrolled with special education needs.

Figure 1
Milwaukee Math and Science Academy Student Grade Levels* 2021–22
N = 179



*At end of the school year

Of the 201 students who started the 2021–22 school year at MMSA, 171 remained enrolled at the end, a retention rate of 85.1%.

On the last day of the 2020–21 academic year, 171⁷ students were eligible for continued enrollment in the 2021–22 academic year. Of those, 150 were enrolled on the third Friday in September 2021, representing a return rate of 87.7%. This compares with 83.3% the prior year.

D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

The following describes MMSA’s responses to the recommendations in the school’s 2020–21 programmatic profile and education performance report.

- **Recommendation:** Train and implement the Success for All (SFA) reading program for K4 through eighth grade.

⁷ This number is only coincidentally the same as the number in the previous sentence; they refer to two distinct groups.

Response: At the beginning of August, the SFA Leadership team was formed. Leaders met with a coach to review reading data and establish goals. All MMSA staff members participated in a training. After a few days of SFA implementation, MMSA received very positive feedback from coaches during visits in September, November, and February of this year. In addition, MMSA improved student outcomes related to reading. SFA coaches also provided ongoing support in May 2022 and will continue next school year.

- **Recommendation:** Develop the understanding of the cultural differences of students, families, and staff by using community resources such as Martha Berry (racial justice director at the YWCA Southeast Wisconsin), the Ron Clark Academy, or the House System of Urban Living to increase:
 - » The understanding of student cultures, their specific cultural challenges, and the culture of the local community and the nation; and
 - » The use of appropriate language and approaches to students and their families.

Response: On three separate occasions, Dr. Martha Betty and YWCA staff conducted seminars designed to educate staff and to improve their knowledge and understanding of equity, social justice, and racism.

On the basis of the results in this report and in consultation with school staff, Evident Change recommends that the school continue a focused school improvement plan by doing the following.

- Continue to develop the understanding of the cultural differences of students, families, and staff via community resources such as Martha Berry (racial justice director at the YWCA Southeast Wisconsin), the Ron Clark Academy, or the House System of Urban Living to increase:
 - » The understanding of student cultures, their specific cultural challenges, and the culture of the local community and the nation; and
 - » The use of appropriate language and approaches to students and their families.
- Continue to focus on implementing the Success For All Reading program with fidelity to move from “mechanical” to “routine” in all schoolwide and instructional areas.
- Implement a new structured K – 8th grade math program based on non-negotiable student skills, instructional strategies, and hands-on learning.
- Enhance school culture by using proactive versus reactive approaches to student discipline.

E. PROBATION STATUS

The CSRC placed the school on probation in the fall of 2017. At that time, the CSRC set expectations for the 2017–18 school year. The expectations were that the school would achieve at least 66.8% on the 2017–18 scorecard (an increase of at least 15 percentage points from the 2016–17 scorecard results) *and*

that the school would meet at least five of nine specified goals. Because the school did not meet the expectations in 2017–18, the CSRC extended the probation to the 2018–19 school year with the same expectations.

The school achieved 59.5% on the scorecard for the 2018–19 school year, again falling short of the 66.8% expectation, although the school did achieve a majority (five) of the nine specified goals. Therefore, in the fall of 2019, the CSRC extended the school’s probationary status with the expectation that the school’s scorecard results for 2019–20 would be at least four percentage points higher and that the school would present a midyear report to the CSRC in February or March of 2020.

Because of the lack of end-of-year local measure data as well as Wisconsin Forward exam data, the scorecard for 2019–20 could not be compared with the 2018–19 scorecard. The CSRC extended the school’s probation with the expectation that MMSA leadership present a midyear report to the CSRC.

At the March 30, 2022, CSRC meeting, the school presented their midyear report. Based on the school’s progress, the CSRC lifted the school’s probation status.

That report is located with the meeting materials at <https://milwaukee.legistar.com>

III. EDUCATIONAL PERFORMANCE

To monitor MMSA’s performance related to the CSRC contract, Evident Change collected from the school a variety of qualitative and quantitative information 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 covered student progress in reading, math, writing skills, and IEP progress. The standardized assessment measures used were the Phonological Awareness Literacy Screening (PALS) assessment and the Wisconsin Forward Exam.

A. ATTENDANCE

MMSA established a goal to maintain an average daily attendance rate of 92.0%.

A student was considered present for the day if they arrived at school no later than 10:30 a.m. and stayed the majority of the day or arrived on time in the morning (9:30 a.m.) and stayed at least until 2:00 p.m. If a

student was home due to COVID-19 quarantine, the student had to log into the evaluation program IXL and complete activities for the required amount of time, based on grade level, to be considered present.

Attendance data were available for 209 students enrolled during the year. On average, students attended 85.0% of the time, below of the school's goal.⁸ When excused absences were included as days attended, the attendance rate rose to 90.5%.

Evident Change also examined the time students spent, on average, in suspension (in school or out of school). Throughout the school year, 93 students from K4 through eighth grade were suspended at least once. Of those, 59 spent, on average, 1.6 days in out-of-school suspension, and 76 students spent an average of 1.1 days in in-school suspension. Note that some students had 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 at least two of the four parent-teacher conferences, one per semester. Virtual visits, ClassDojo, emails, home visits, phone calls, and alternative face-to-face visits at school were acceptable alternatives for parents who were unable to attend conferences. Parents of 156 (91.2%) of 171 children attended at least two conferences (one per semester), exceeding the school's goal. Out of the 15 students whose parents did not attend one conference per semester, seven (46.7%) attended one or both conferences in the spring, three (20.0%) attended one or both conferences in the fall, and five (33.3%) did not attend any conferences in either semester.

C. SPECIAL EDUCATION STUDENT RECORDS

This year, the school established a goal to develop and maintain records for all special education students, including students who were evaluated but not eligible for services. During the year, 27 students received special education services. Seven students received an evaluation this year (four initial evaluations and three reevaluations). The remaining 20 students received an initial evaluation or reevaluation during a previous year. Of the 26 new or returning special education students, one transferred, and one was dismissed before the IEP date. An IEP was developed for all 24 new or returning special education students who required one.

⁸ 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.

In addition, Evident Change conducted a random review of special education files. This review indicated that IEPs are routinely being completed and that parents are being invited to help develop IEPs. Reevaluations are also conducted or waived by parents in accordance with special education laws and rules. The school has, therefore, met its goal of maintaining accurate records and implementing the required practices for all students with special needs.

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 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.

1. READING AND MATH

MMSA used the NWEA Measures of Academic Progress (MAP) assessments as a local measure of reading and math progress.⁹ Student progress was measured by comparing their spring assessment score with their target Rasch unit (RIT) score.

The school's reading goal was that at least 60% of students who completed a fall and spring MAP reading assessment would meet or exceed their target RIT score in the spring. Overall, 70.9% (n=112) of 158 kindergarten through eighth-grade students met the reading local measure, exceeding the school's goal (Table 1).

⁹ More information about these assessments can be found at <https://www.nwea.org/>

TABLE 1			
MILWAUKEE MATH AND SCIENCE ACADEMY			
MAP READING ASSESSMENT FOR K5 – 8TH GRADE STUDENTS			
GRADE	STUDENTS	MET GOAL	% MET GOAL
K5	16	13	81.3%
1st	16	11	68.8%
2nd	19	13	68.4%
3rd	17	10	58.8%
4th	21	11	52.4%
5th	12	10	83.3%
6th	14	10	71.4%
7th	18	17	94.4%
8th	25	17	68.0%
Total	158	112	70.9%

For math, MMSA’s goal was that 60% of students who completed the MAP math assessment in the fall and spring would meet or exceed their target RIT score in the spring. Overall, 68.6% (107 of 156) of K5 through eighth-grade students did, exceeding the school’s goal for this year (Table 2).

TABLE 2			
MILWAUKEE MATH AND SCIENCE ACADEMY			
MAP MATH ASSESSMENT FOR K5 – 8TH GRADE STUDENTS			
GRADE	STUDENTS	MET GOAL	% MET GOAL
K5	16	13	81.3%
1st	15	6	40.0%
2nd	18	17	94.4%
3rd	17	10	58.8%
4th	21	14	66.7%
5th	12	9	75.0%
6th	14	10	71.4%
7th	18	13	72.2%
8th	25	15	60.0%
Total	156	107	68.6%

2. WRITING

To assess student writing skills, MMSA used the Six Traits of Writing rubric. Students completed writing samples in fall and spring. 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 rubric is graded on a six-point scale for each of the six traits, for a maximum score of 36 points.

MMSA measured student progress in writing by examining the point growth of students who scored fewer than 30 points and 30 or more points on the fall exam. Students had the following goals.

- **Less than 30 points.** At least 60% of students will increase their overall score by at least four points from fall to spring.
- **Thirty points or more.** All (100%) students will maintain or increase their overall score from fall to spring.

Of the 153 total students in kindergarten through eighth grade with fall and spring writing samples, 148 were in the “less than 30 points” cohort. Because only five were in the “30 points or more” cohort, further analysis was performed for both cohorts combined. Overall, 85.6% (131 of 153) of K5 through eighth grade students met their goal regardless of cohort (Table 3).

GRADE	STUDENTS	MET GOAL	% MET GOAL
K5	15	15	100.0%
1st	16	16	100.0%
2nd	18	17	94.4%
3rd	17	16	94.1%
4th	19	14	73.7%
5th	11	11	100.0%
6th	14	8	57.1%
7th	18	14	77.8%
8th	25	20	80.0%
Total	153	131	85.6%

3. SPECIAL EDUCATION STUDENT PROGRESS

The CSRC expects students in special education services to make routine progress yearly. This year, MMSA set the goal that all special education students who had a calendar year of IEP implementation at MMSA would meet or make progress on 70.0% 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. For the 2021–22 school year, all (100.0%) 17 students who were enrolled in special education services for the full school year met or made progress on at least 70.0% of their goals.

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 grades, DPI requires the Forward Exam. These tests and results are described in the following sections.

1. PALS-PREK¹⁰

PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and nursery rhyme awareness). Two additional tasks (lowercase alphabet recognition and letter sounds) are completed only by students who reach an adequate score on the uppercase alphabet task.

PALS-PreK does not have a summed score benchmark because the purpose is to learn students' abilities as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a 4-year-old. There is no summed score benchmark for the PALS-PreK.

A total of 14 K4 students enrolled since the start of the school year completed the PALS-PreK in the spring; the number of students above the spring developmental range for each is shown in Table 4.

¹⁰ Information about the PALS assessments comes from palsresource.info/wisconsin and pals.virginia.edu

TABLE 4

**MILWAUKEE MATH AND SCIENCE ACADEMY PALS-PREK FOR K4 STUDENTS:
STUDENTS AT OR ABOVE THE SPRING DEVELOPMENTAL RANGE 2020–21**

N = 14

TASK	n	%
Name writing	14	100.0%
Uppercase alphabet recognition	12	85.7%
<i>Lowercase alphabet recognition*</i>	11	100.0%
<i>Letter sounds*</i>	10	100.0%
Beginning sound awareness	Results cannot be presented for fewer than 10 students. These subtests were administered to only four students this year.	
Print and word awareness		
Rhyme awareness		

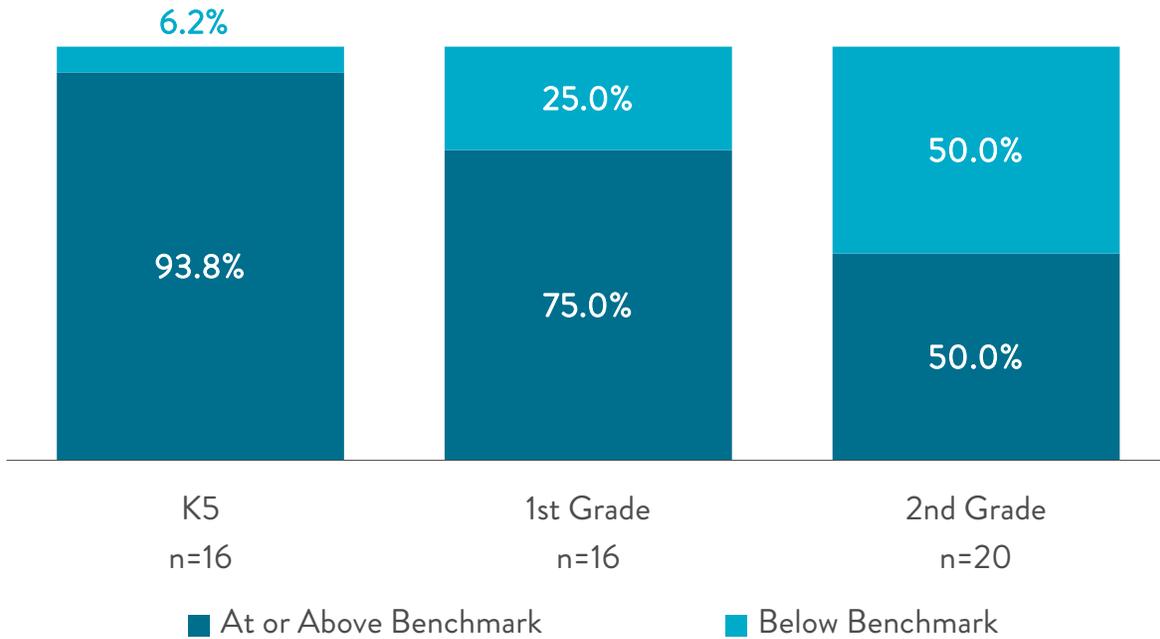
*Percentages for these tasks are based on the number of students who qualified to complete them. Percentages are based on 11 students for lowercase alphabet recognition and 10 students for letter sounds.¹¹

2. PALS-K AND PALS PLUS

The PALS-K and PALS Plus are administered in the fall and spring semester. Both tests result in a summed score that can be compared to a reading readiness benchmark set for each of the test administrations. Evident Change examined spring reading readiness for students who were enrolled since the start of the year and completed the spring test. At the time of the spring assessment, 15 (93.8%) of 16 K5 students, 12 (75.0%) of 16 first graders, and 10 (50.0%) of 20 second graders were at or above the spring summed score benchmark for their grade level (Figure 2).

¹¹ Students who score 16 or higher on the uppercase alphabet recognition task complete the lowercase alphabet recognition task; students who score 9 or higher on the lowercase alphabet recognition task complete the letter sounds task.

Figure 2
Milwaukee Math and Science Academy Spring 2022 PALS Results



3. WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS¹²

The Forward Exam was implemented as the state’s standardized test for 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. Scores for each test 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.

In the spring of 2022, 111 third through eighth graders who were enrolled since the start of the academic year (third Friday in September) completed the ELA assessment, and 110 completed the math assessment. Of these students, 14 (12.6%) of the 111 were proficient or advanced in ELA, and seven (6.4%) of the 110 were proficient or advanced in math. Results by grade level are presented in Figures 3 and 4.

¹² Information from the DPI website (dpi.wi.gov/assessment/forward) and Wisconsin Forward Exam family brochure (https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward_Brochure_for_Families.pdf).

Figure 3
Milwaukee Math and Science Academy
Forward Exam ELA Assessment 2021–22
N = 111

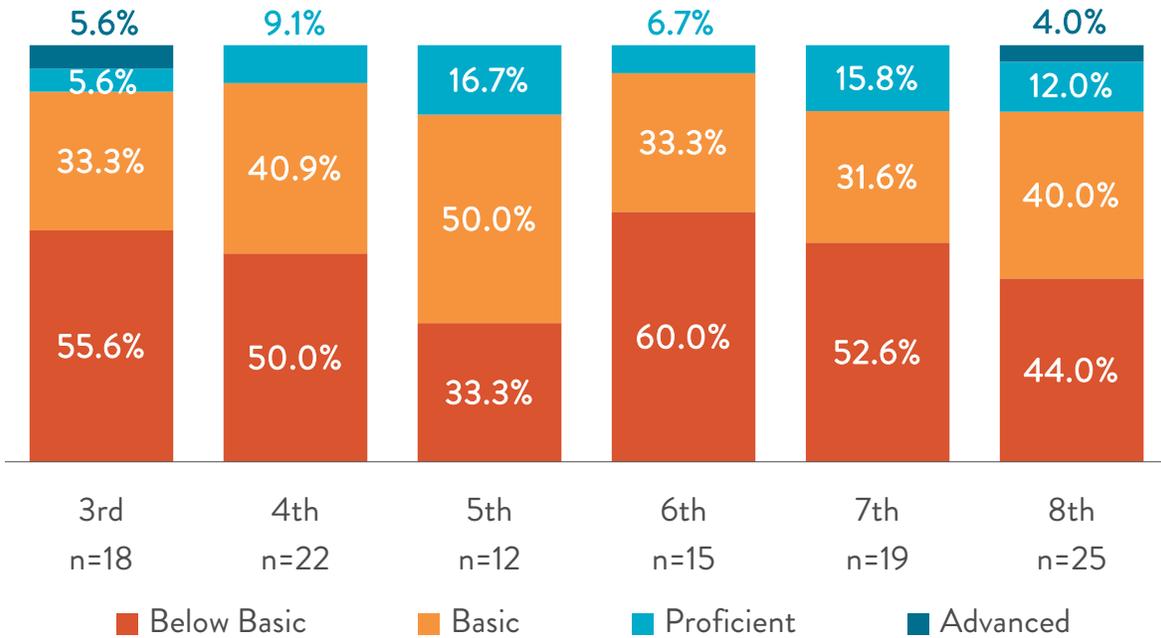
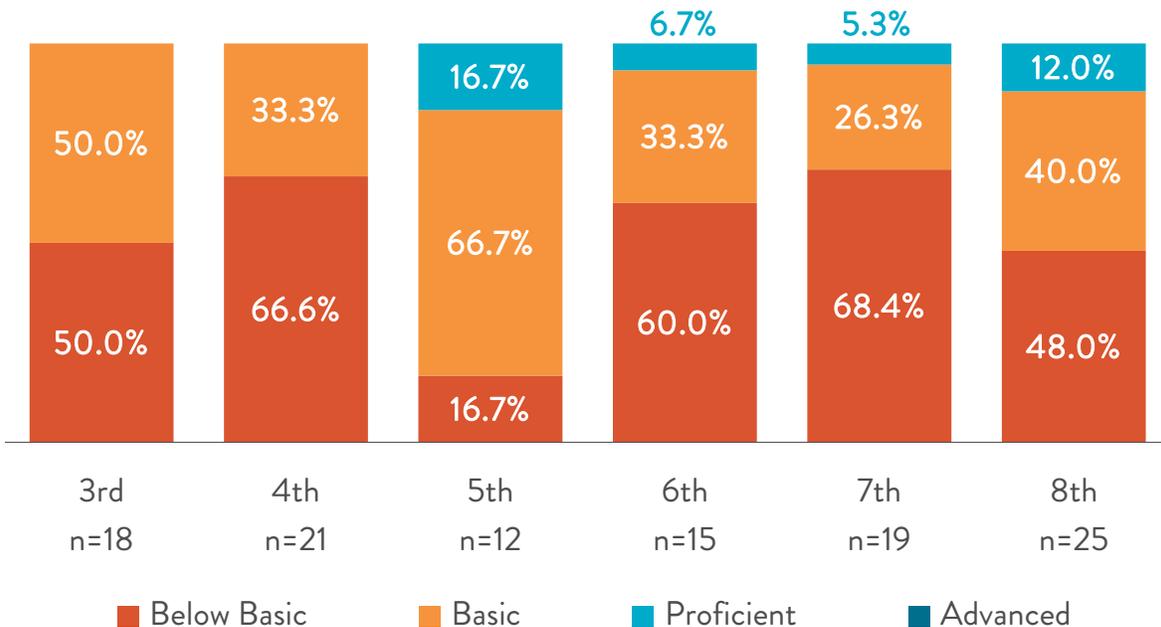
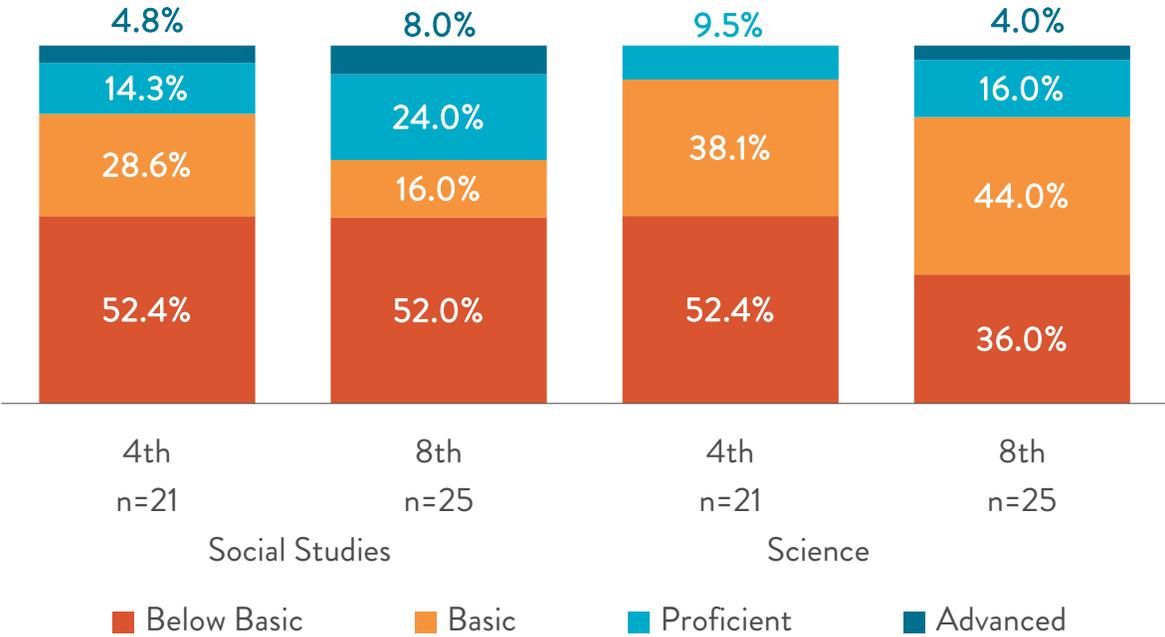


Figure 4
Milwaukee Math and Science Academy
Forward Exam Math Assessment 2021–22
N = 110



A total of 46 fourth and eighth graders completed both the science and social studies assessments. Among them, 12 (26.1%) were proficient or advanced in social studies, and seven (15.2%) were proficient or advanced in science. Results by grade level appear in Figure 5.

Figure 5
Milwaukee Math and Science Academy
Forward Exam Social Studies and Science Assessments 2021–22



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. Students in K4 through second grade take 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. In addition, there are three versions of the test, with different formats, sections, and scoring. Because only students who are in first and second grade during two consecutive years complete the same version of the test, Evident Change typically examines only year-to-year results for a cohort of students who were in first grade in the spring of one year and second grade in the spring of the following year. 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. The CSRC expectations are that at least 60% of the fourth through eighth graders who were proficient in ELA the prior year will maintain proficiency and that at least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency. For students below proficiency in ELA the prior year, at least 35% will demonstrate progress; and 35% of the students below proficiency in math the prior year were also expected to demonstrate progress.

The Wisconsin Department of Public Instruction allowed parents to opt their child out of the requirement to take any standardized tests for the 2020–21 school year. This resulted in varied completion rates across the schools, making it difficult to have adequate or comparable cohorts to measure or to report year-to-year progress from 2020–21 to 2021–22.

G. CSRC SCHOOL SCORECARD

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard. The scorecard included multiple measures of student academic progress, including performance on standardized test and local measures and point-in-time academic achievement and engagement elements, such as attendance, student and teacher retention, and return rates. Due to significant testing changes, the scorecard was revised, and a second pilot was initiated in 2014–15.

In February 2020, when three years of comparable data on all elements in the second pilot scorecard were available, the CSRC reviewed data trends and made minor modifications to the scoring rubric. The changes place more emphasis on year-to-year student progress and less on point-in-time measures in order to capture a more realistic picture of the school’s impact on student growth over time. Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will be used to guide decisions about a school’s status as a city-chartered school for subsequent school years. See Appendix C for detailed information on the revised scorecard.

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school’s score should not be compared with the score for any previous or subsequent year. The school scored 77.0% of 59 possible points. These results should not be compared with scores in previous or subsequent school years.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the 11th year of MMSA’s operation as a City of Milwaukee charter school. The school adopted strategies to address the improvement recommendations in the 2021–22 report. MMSA has met all the requirements of its contract with the City of Milwaukee.

APPENDICES

- A. CONTRACT COMPLIANCE CHART**
- B. TREND INFORMATION**
- C. CSRC 2021–22 SCHOOL SCORECARD**
- D. PARENT/GUARDIAN SURVEY RESULTS**
- E. BOARD INTERVIEW RESULTS**
- F. STUDENT SURVEY RESULTS**
- G. TEACHER INTERVIEW RESULTS**
- H. STUDENT LEARNING MEMORANDUM**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
MILWAUKEE MATH AND SCIENCE ACADEMY			
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS 2021–22			
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.	p. 5	Met
Section C	Educational methods.	pp. 2–3	Met
Section D	Administration of required standardized tests.	p. 15	Met
Section D	<i>Academic criterion #1:</i> Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 12–15	Met
Section D and subsequent CSRC memos	<p><i>Academic criterion #2:</i> Year-to-year achievement measures.</p> <p>a. 4th – 8th grade students at or above proficient on the Forward Exam in ELA the prior year: 60% will maintain proficiency</p> <p>b. 4th – 8th grade students at or above proficient on the Forward Exam in math the prior year: 50% will maintain proficiency.</p> <p>c. 2nd grade students at or above summed score benchmark in reading (PALS): At least 75.0% will remain at or above.</p>	<p>a. pp. 17–19</p> <p>b. pp. 17–19</p> <p>c. p. 16</p>	<p>a. Not available (N/A)</p> <p>b. N/A</p> <p>c. N/A</p>
Section D and subsequent CSRC memos	<p><i>Academic criterion #3:</i> Year-to-year achievement measures. Progress for students below proficient on the Forward Exam.</p> <p>a. 4th – 8th grade students below proficiency on the Forward Exam in ELA the prior year: 35% will demonstrate progress.</p> <p>b. 4th – 8th grade students below proficiency on the Forward Exam in math the prior year: 35% will demonstrate progress.</p>	<p>a. pp. 19–20</p> <p>b. pp. 19–20</p>	<p>a. N/A</p> <p>b. N/A</p>
Section E	Parental involvement.	p. 6	Met

TABLE A**MILWAUKEE MATH AND SCIENCE ACADEMY
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS 2021-22**

CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGES	PROVISION MET
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 5-6	Met
Section I	Maintain pupil database information for each pupil.	pp. 7-8	Met
Section K	Disciplinary procedures.	p. 6	Met

APPENDIX B: TREND INFORMATION

The following tables present five-year trends for enrollment and measure of academic progress. In 2019–20 and 2020–21, the COVID-19 pandemic impacted every aspect of student education including attendance, enrollment, and academic assessment. Therefore, while data from these two years are included in the trend tables, results should not be compared with those from prior or subsequent years.

TABLE B1					
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 (RETENTION)
2017–18	310	20	48	282	266 (85.8%)
2018–19	298	16	48	266	251 (84.2%)
2019–20	221	14	16	219	209 (94.6%)
2020–21	206	0	10	196	196 (95.1%)
2021–22	201	8	30	179	171 (85.1%)

TABLE B2	
MILWAUKEE MATH AND SCIENCE ACADEMY STUDENT RETURN RATE	
SCHOOL YEAR	RETURN RATE
2017–18	65.6%
2018–19	71.8%
2019–20	71.3%
2020–21	83.3%
2021–22	87.7%

TABLE B3	
MILWAUKEE MATH AND SCIENCE ACADEMY STUDENT ATTENDANCE	
SCHOOL YEAR	ATTENDANCE RATE
2017-18	90.2%
2018-19	90.1%
2019-20	90.8%
2020-21	81.6%
2021-22	84.8%

TABLE B4	
MILWAUKEE MATH AND SCIENCE ACADEMY TEACHER/INSTRUCTIONAL STAFF RETENTION*	
SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2017-18	93.3%
2018-19	86.2%
2019-20	95.7%
2020-21	100.0%
2021-22	95.0%

*Includes only teachers who were eligible to stay the entire year.

TABLE B5			
MILWAUKEE MATH AND SCIENCE ACADEMY TEACHER RETURN RATE*			
TEACHER TYPE	NUMBER AT END OF PRIOR SCHOOL YEAR	RETURNED FIRST DAY OF CURRENT SCHOOL YEAR	RETURN RATE
2017-18	23	18	78.3%
2018-19	22	19	86.4%
2019-20	19	18	94.7%
2020-21	17	16	94.1%
2021-22	19	15	78.9%

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

APPENDIX C: CSRC 2021–22 SCHOOL SCORECARD

CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD

r: 06/20

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

LOCAL MEASURES

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

STUDENT ACHIEVEMENT: GRADES 3–8

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

ENGAGEMENT

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

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

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

POSTSECONDARY READINESS: GRADES 11 AND 12

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

LOCAL MEASURES

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

STUDENT ACHIEVEMENT: GRADES 9 AND 10

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

ENGAGEMENT

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

*Teachers not offered continuing contracts or who moved farther than 25 miles from any Milwaukee County border due to a transfer of a family member are excluded when calculating this rate. Note: To protect student identity, Evident Change 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 C

**MILWAUKEE MATH AND SCIENCE ACADEMY
CSRC ELEMENTARY SCHOOL (K THROUGH 8TH GRADE) SCORECARD
2021-22**

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%	75.0%	3.0
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		Not available	
Student Academic Progress: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % maintained proficient/advanced	5.0	35.0%	Not available	Not available
	<i>Forward Exam math:</i> % maintained proficient/advanced	5.0			
	<i>Forward Exam English/language arts:</i> % below proficient who progressed	12.5			
	<i>Forward Exam math:</i> % below proficient who progressed	12.5			
Local Measures	% met reading	6.25	25.0%	70.9%	4.4
	% met math	6.25		68.6%	4.3
	% met writing	6.25		85.6%	5.4
	% met special education	6.25		100.0%	6.3
Student Academic Achievement: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % at/above proficient	2.5	5.0%	12.6%	0.3
	<i>Forward Exam math:</i> % at/above proficient	2.5		6.4%	0.2
Engagement	Student attendance rate	5.0	25.0%	84.8%	4.2
	Student return rate	5.0		87.7%	4.4
	Student retention	5.0		85.1%	4.3
	Teacher retention rate	5.0		95.0%	4.8
	Teacher return rate	5.0		78.9%	3.9
TOTAL		59.0			45.5
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					77.0%

APPENDIX D: PARENT/GUARDIAN SURVEY RESULTS

Parent opinions are qualitative in nature 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 and allowed parents to complete the survey online.

Evident Change made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, Evident Change completed the survey with them over the telephone. In all, 73 surveys, representing 68.9% of the 106 Milwaukee Math and Science Academy families, were completed and submitted to Evident Change.

Most parents agreed or strongly agreed that they are comfortable talking with staff (90.4%), believe their child is learning what is needed to succeed in life (80.8%), are kept informed about their child’s academic performance (84.9%), feel welcomed at Milwaukee Math and Science Academy (89.0%), and clearly understand the school’s academic expectations (91.8%; Table D1).

TABLE D1						
MILWAUKEE MATH AND SCIENCE ACADEMY						
PARENT SATISFACTION WITH SCHOOL, 2021–22						
N = 73						
ITEM	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	61.6%	28.8%	2.7%	2.7%	2.7%	1.4%
The staff keep me informed about my child’s academic performance.	61.6%	23.3%	6.8%	5.5%	2.7%	0.0%
I am comfortable with how the staff handle discipline.	41.1%	32.9%	9.6%	6.8%	8.2%	1.4%
I am satisfied with the overall performance of the staff.	42.5%	37.0%	9.6%	6.8%	2.7%	1.4%
The staff recognize my child’s strengths and weaknesses.	50.7%	28.8%	9.6%	5.5%	1.4%	4.1%
I feel welcome at my child’s school.	57.5%	31.5%	2.7%	5.5%	1.4%	1.4%
The staff respond to my worries and concerns.	46.6%	34.2%	4.1%	5.5%	6.8%	2.7%

TABLE D1						
MILWAUKEE MATH AND SCIENCE ACADEMY						
PARENT SATISFACTION WITH SCHOOL, 2021–22						
N = 73						
ITEM	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
My child and I clearly understand the school's academic expectations.	54.8%	37.0%	2.7%	2.7%	0.0%	2.7%
My child is learning what is needed to succeed in life.	50.7%	30.1%	9.6%	4.1%	2.7%	2.7%
My child is safe in school.	49.3%	41.1%	4.1%	1.4%	2.7%	1.4%
People in this school treat each other with respect.	38.4%	27.4%	21.9%	4.1%	5.5%	2.7%
The school offers a variety of courses and afterschool activities to keep my child interested.	32.9%	17.8%	20.5%	20.5%	4.1%	4.1%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, many parents of younger children (K4 through fifth grades) worked on homework with their children (94.4%); worked on arithmetic or math (87.0%); read to or with their children (87.0%); and/or participated in activities such as sports, library visits, or museum visits with their children (68.5%; Table D2).

TABLE D2					
MILWAUKEE MATH AND SCIENCE ACADEMY					
PARENT PARTICIPATION IN ACTIVITIES					
K4 – 5TH GRADE, 2021–22					
N = 54					
ACTIVITY	NEVER	MONTHLY	WEEKLY	DAILY	NO RESPONSE
Read with or to your child(ren)	3.7%	5.6%	18.5%	68.5%	3.7%
Work on arithmetic or math	3.7%	5.6%	25.9%	61.1%	3.7%
Work on homework	1.9%	0.0%	9.3%	85.2%	3.7%
Participate together in activities outside of school	7.4%	18.5%	24.1%	44.4%	5.6%

Parents of older children (sixth through eighth grades) engaged in similar activities during the week. For example, 89.7% of 39 parents monitored homework completion; 82.1% discussed their children’s progress toward graduation; 69.2% discussed plans for education after graduation; and 59.0% participated in activities outside of school with them at least once a week (Table D3).

TABLE D3 MILWAUKEE MATH AND SCIENCE ACADEMY PARENT PARTICIPATION IN ACTIVITIES 6TH – 8TH GRADE, 2021–22 N = 39					
ACTIVITY	NEVER	MONTHLY	WEEKLY	DAILY	NO RESPONSE
Monitor homework completion	2.6%	5.1%	17.9%	71.8%	2.6%
Participate together in activities outside of school	12.8%	25.6%	35.9%	23.1%	2.6%
Discuss with your child their progress toward graduation	0.0%	15.4%	30.8%	51.3%	2.6%
Discuss plans for education after graduation	7.7%	20.5%	17.9%	51.3%	2.6%

Parental satisfaction was also evident in the following results.

- Most (89.0%) parents would recommend this school to other parents.
- Most (63.0%) parents will send their child to the school next year. A total of 23 (31.5%) of the 73 who responded said they will not, and seven (9.6%) were not sure.¹³ Out of the 23 parents who are not sending their child to the school next year, 13 (56.5%) are doing so because their child is graduating and two (8.7%) are doing so because they are moving out of the state. When asked to rate the school’s overall contribution to their child’s learning, a majority (86.3%) of parents rated the school’s overall contribution to their child’s learning as excellent or good.

¹³ Some families answered “yes” and “no” to this question, possibly because they had multiple children enrolled.

When parents were asked what they liked most about the school, responses included:

- The level of care and personal commitment the school shows every student; and
- The teachers, both the quality of their teaching and how well they communicate with parents and families.

When parents were asked what they like least about the school, responses included:

- The lack of afterschool activities; and
- The new location.

APPENDIX E: BOARD INTERVIEW RESULTS

Each year, Evident Change conducts interviews with all board members who agree to participate. This year, only one of four MMSA board members participated in the interview process; therefore, results are not included in this report.

APPENDIX F: STUDENT SURVEY RESULTS

At the end of the school year, 43 students in seventh and eighth grades completed an online survey about their school. Survey responses were generally positive.

- Most (95.4%) students said their reading ability improved, and 83.8% said their math abilities improved.
- Most (62.8%) said the teachers help them succeed in school.
- Most (60.4%) students believe the grading system is fair.
- Most (72.1%) said teachers talk with them about high school plans.

Some areas that deserve attention from school leadership and staff include the following.

- Only 32.6% of the students surveyed agreed or strongly agreed that teachers/staff at Milwaukee Math and Science Academy respect students and their different points of view.
- About half (48.9%) of students at all grade levels said that they feel safe in school, and about a third (30.2%) said that they liked being in school (Table F).

TABLE F						
MILWAUKEE MATH AND SCIENCE ACADEMY						
ELEMENTARY/JUNIOR HIGH STUDENT SURVEY, 2021–22						
N = 43						
ITEM	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
I like my school.	4.7%	34.9%	37.2%	18.6%	4.7%	0.0%
My reading/writing skills have improved.	32.6%	62.8%	4.7%	0.0%	0.0%	0.0%
My math skills have improved.	34.9%	48.9%	9.3%	4.7%	2.3%	0.0%
The school rules are fair.	0.0%	20.9%	41.9%	23.2%	14.0%	0.0%
The teachers at my school help me to succeed in school.	20.9%	41.9%	32.6%	2.3%	2.3%	0.0%
I like being in school.	7.0%	23.2%	25.6%	32.6%	11.6%	0.0%
I feel safe in school.	7.0%	41.9%	25.6%	9.3%	14.0%	2.3%
The marks I get on classwork, homework, and report cards are fair.	20.9%	39.5%	18.6%	11.6%	9.3%	0.0%
My school has afterschool activities (e.g., field trips, clubs, computers).	4.7%	32.6%	23.3%	25.6%	14.0%	0.0%

TABLE F**MILWAUKEE MATH AND SCIENCE ACADEMY
ELEMENTARY/JUNIOR HIGH STUDENT SURVEY, 2021–22****N = 43**

ITEM	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
My teachers/school staff talk with me about high school plans.	16.3%	55.8%	9.3%	9.3%	7.0%	2.3%
The students at my school respect each other and each other's different points of view.	4.7%	11.6%	32.6%	20.9%	27.9%	2.3%
Teachers/staff at my school respect students and their different points of view.	7.0%	25.6%	41.9%	18.6%	4.7%	2.3%

When asked what they liked best about the school, students said:

- The relationships they have with their teachers;
- That they have time for recess; and
- Their fellow students.

When asked what they liked least, students said:

- The uniform policy; and
- The food.

APPENDIX G: TEACHER INTERVIEW RESULTS

In the spring of 2022, Evident Change interviewed 10 teachers about why they teach at MMSA and solicited feedback on their overall satisfaction with the school. Interviewees included a variety of classroom teachers from K4 through eighth grade as well as teachers with a variety of specializations.

The teachers interviewed had been teaching for an average of 14.8 years. The number of years teaching at MMSA ranged from one year to more than 10 years.

Two teachers rated the school’s overall progress in contributing to students’ academic progress as excellent, and eight rated it as good.

Most (90.0%) teachers agreed or strongly agreed that the school has clear teacher performance assessment processes, and 90.0% were satisfied with the performance assessment criteria (Table G1).

TABLE G1					
MILWAUKEE MATH AND SCIENCE ACADEMY					
TEACHER PERFORMANCE ASSESSMENT, 2021–22					
N = 10					
ITEM	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The school has a clear teacher performance assessment process.	40.0%	50.0%	10.0%	0.0%	0.0%
I am satisfied with my school’s teacher performance assessment criteria.	60.0%	30.0%	10.0%	0.0%	0.0%
Student academic performance is an important part of teacher assessment.	40.0%	50.0%	10.0%	0.0%	0.0%

Teachers seemed to have a favorable view of school climate. Most (90.0%) staff said that staff typically work well with one another (Table G2). Similarly, 80.0% of teachers said that staff encourage all families to become involved in school activities. Most (90.0%) staff said that adults who work in the school respect students and their different points of view.

TABLE G2					
MILWAUKEE MATH AND SCIENCE ACADEMY					
SCHOOL CLIMATE, 2021–22					
N = 10					
ITEM	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Staff who work in this school respect students and their different points of view.	30.0%	60.0%	0.0%	10.0%	0.0%
Staff at this school typically work well with one another.	30.0%	60.0%	10.0%	0.0%	0.0%
Staff at this school encourage all families to become involved in school activities.	20.0%	60.0%	20.0%	0.0%	0.0%

When asked to rate the importance of various reasons for continuing to teach at the school, all (100.0%) staff rated class size, administrative leadership, and colleagues as somewhat important or very important for teaching at this school (Table G3).

TABLE G3				
REASONS FOR CONTINUING TO TEACH AT MILWAUKEE MATH AND SCIENCE ACADEMY, 2021–22				
N = 10				
ITEM	VERY IMPORTANT	SOMEWHAT IMPORTANT	SOMEWHAT UNIMPORTANT	NOT AT ALL IMPORTANT
Financial considerations	30.0%	60.0%	0.0%	10.0%
Educational methodology/ curriculum approach	50.0%	40.0%	0.0%	10.0%
Age/grade level of students	50.0%	20.0%	10.0%	20.0%
Discipline practices/procedures	40.0%	40.0%	20.0%	0.0%
General atmosphere	60.0%	30.0%	10.0%	0.0%
Class size	60.0%	40.0%	0.0%	0.0%
Administrative leadership	80.0%	20.0%	0.0%	0.0%
Colleagues	10.0%	90.0%	0.0%	0.0%

Evident Change asked teachers to rate the school’s performance related to class size, student progress, shared leadership, professional support and development, and the school’s progress toward becoming a high-performing school. Teachers all rated class size/student–teacher ratio, progress toward becoming a high-performing school, instructional support, and their performance as a teacher as excellent or good. Parent involvement (60.0%), adherence to discipline policy (60.0%), and collaboration among teachers on planning learning experiences (40.0%) were the categories with the most ratings as fair or poor (Table G4).

TABLE G4				
MILWAUKEE MATH AND SCIENCE ACADEMY				
SCHOOL PERFORMANCE RATING, 2021–22				
N = 10				
ITEM	EXCELLENT	GOOD	FAIR	POOR
Class size/student–teacher ratio	70.0%	30.0%	0.0%	0.0%
Program of instruction	10.0%	70.0%	10.0%	10.0%
Shared leadership, decision making, and accountability	30.0%	50.0%	10.0%	10.0%
Professional support/development opportunities	30.0%	40.0%	20.0%	10.0%
Progress toward becoming a high-performing school	40.0%	60.0%	0.0%	0.0%
Students’ academic progress	30.0%	60.0%	10.0%	0.0%
Adherence to discipline policy	0.0%	40.0%	50.0%	10.0%
Instructional support	40.0%	60.0%	0.0%	0.0%
Parent–teacher relationships	20.0%	70.0%	10.0%	0.0%
Collaboration among teachers on planning learning experiences	20.0%	40.0%	20.0%	20.0%
Parent involvement	0.0%	40.0%	40.0%	20.0%
Your performance as a teacher	10.0%	90.0%	0.0%	0.0%
Administrative staff’s performance	30.0%	60.0%	0.0%	10.0%

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

- Small class sizes that allow them to get to know their students; and
- The level of support they get from both their fellow teachers and the administration.

Things teachers liked least about the school include:

- A seeming lack of structure and consistency with regards to discipline;
- The school’s operating hours; and
- The lack of air conditioning.

APPENDIX H: STUDENT LEARNING MEMORANDUM

TO: Evident Change and the CSRC
FROM: Milwaukee Math and Science Academy
SUBJECT: Learning Memo for the 2021–22 Academic Year
DATE: October 13, 2021

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 Evident Change and the CSRC.

The school will record student data in the jmc Student Information System (SIS) database and/or Microsoft Excel spreadsheets and provide the data to Evident Change, the educational monitoring agent contracted by the CSRC. Paper test printouts or data directly from a test publisher or the Wisconsin Department of Public Instruction (DPI) will be provided to Evident Change for all standardized tests. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section.

Evident Change requests electronic submission of year-end data on the fifth workday following the last day of student attendance for the academic year, or June 17, 2022.

ENROLLMENT

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

TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason will be determined and recorded in the school's database. A specific reason is 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 the student arrives at school no later than 10:30 a.m. and stays the majority of the day or arrives on time in the morning (9:30 a.m.) and stays at least until 2:00 p.m.

If a student is home due to COVID-19 quarantine, the student must log in to IXL and complete activities for the required amount of time, based on the student's grade level.

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, one per semester. Virtual visits, home visits, phone calls, alternative face-to-face visits at school, and contact through ClassDojo or email will be acceptable alternatives for parents who are unable to attend in-person 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 MEASURES¹⁴

READING FOR K5 THROUGH EIGHTH-GRADE STUDENTS

Students will complete the Measures of Academic Progress (MAP) reading assessment in the fall and spring. At least 60% of the students who completed the fall MAP reading assessment will meet or exceed their target Rasch unit (RIT) score in the spring.

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

MATH FOR K5 THROUGH EIGHTH-GRADE STUDENTS

Students will complete the MAP math assessment in the fall and spring. At least 60% of the students who completed the fall MAP math assessment will meet or exceed their target RIT score in the spring.

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

WRITING FOR K5 THROUGH EIGHTH-GRADE STUDENTS

Writing progress will be measured using the Six Traits of Writing.¹⁵ The rubric for K5 through eighth grade will have a six-point scale for each of the six traits. All students will complete one writing sample no later than October 29, 2021; and another between April 18 and May 13, 2022. 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 scoring less than 30 points in the fall, 60% will increase their total score by at least four points.¹⁶ All (100%) students with both writing samples scoring 30 or higher on the fall assessment will maintain or increase their overall score in the spring.

¹⁴ 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 individualized education program (IEP) goals.

¹⁵ The six traits are ideas, organization, voice, sentence fluency, word choice, and conventions.

¹⁶ Writing genres include expository, descriptive, persuasive, and narrative.

SPECIAL EDUCATION

All (100%) 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 70% 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

The 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 annually in the timeframe identified by DPI (spring of 2022). This standardized assessment will produce an English/language arts (ELA) score and a math score for all third through eighth graders. Additionally, fourth- and eighth-grade students will complete the science and social studies tests. Data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

YEAR-TO-YEAR ACHIEVEMENT¹⁷

Evident Change will report the DPI-required assessment results in each school's annual report. Evident Change will report year-to-year progress for students who completed the assessments in consecutive school years at the same school.

1. The CSRC expects at least 75% of the first graders who met the PALS summed score benchmark for reading readiness in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year.
2. For fourth- through eighth-grade students who complete the Forward Exam, the CSRC has the following expectations.
 - a. At least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency. At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency.
 - b. At least 35% of fourth through eighth graders who were below proficiency in ELA the prior year will demonstrate progress. At least 35% of fourth through eighth graders who were below proficiency in math will demonstrate progress.
3. Evident Change will report results from the 2021–22 Wisconsin Forward Exams. In addition, progress will be reported for students who completed the Forward Exam for two consecutive years at the same school.
4. Evident Change will report the DPI-required assessment results in each school's annual report. Evident Change will report year-to-year progress for students who completed the assessments in consecutive school years at the same school.
5. The CSRC expects at least 75% of the first graders who met the summed score benchmark for reading readiness in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year.
6. At least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency. At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency.
At least 35% of fourth through eighth graders who were below proficiency in ELA the prior year will demonstrate progress. At least 35% of fourth through eighth graders who were below proficiency in math will demonstrate progress.

¹⁷ The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

7. 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 2020–21 school year and met the summed score benchmark in the spring of 2021 will remain at or above the second-grade summed score benchmark in the spring of 2022.