2023–24 PROGRAMMATIC PROFILE AND EDUCATIONAL PERFORMANCE

DOWNTOWN MONTESSORI ACADEMY

September 2024

CONTENTS

This report includes text from Downtown Montessori Academy's parent/student handbook and/or staff handbook. Evident Change obtained permission from the school to use text from the handbook for the purposes of this report.

EXECUTIVE SUMMARY

For Downtown Montessori Academy 2023–24

This is the 26th annual report on the operation of Downtown Montessori Academy, one of seven schools chartered by the City of Milwaukee during the 2023–24 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and Evident Change.

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

I. CONTRACT COMPLIANCE SUMMARY

Downtown Montessori met all but one of the educational provisions in its contract with the City of Milwaukee and subsequent CSRC requirements. See Appendix A for a list of contract provisions and report page references.

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

1. Primary Measures of Academic Progress

The CSRC requires the school to track elementary student progress in literacy, writing, math, and special education goals throughout the year to identify students who need additional help and to help teachers develop strategies to improve students' academic performance.

This year, Downtown Montessori's local measures of academic progress for elementary students resulted in the following outcomes.

a. Literacy

Downtown Montessori had separate assessment methods for K4 through second-grade students and for third through eighth graders. K4 through second grades were assessed using the Star Early Literacy assessment. Third through eighth graders were assessed using the Star Reading assessment.

- Of 59 K4 and K5 students who completed both fall and spring Star Early Literacy assessments, 44 (74.6%) met the 40th percentile benchmark in the spring. The school's goal was 90%.
- Of 48 first and second grade students who completed both fall and spring Star Early Literacy assessments, 32 (66.7%) met the 40th percentile benchmark in the spring. The school's goal was 80%.
- Of 110 third through eighth grade students who took both fall and spring Star Reading assessments, 71 (64.5%) had a Student Growth Percentile (SGP) of 40 or higher in the spring. The school's goal was 70%.

Overall, 147 (67.7%) of 217 K4 through eighth graders met the school's local measures in literacy.

b. Math

This year, Downtown Montessori had separate assessment methods for first through third graders and for fourth through eighth graders. First through third graders were assessed on a number of Montessori sequential math skills, supplemented by at least three grade-level Common Core State Standards math skills not reflected in the Montessori sequence. Fourth through eighth graders were assessed using the Star Math assessment.

- A total of 73 first- through third-grade students enrolled all year took both fall and spring math assessments. Of these, 63 (86.3%) demonstrated progress. The school's goal was 95%.
- Of 86 fourth through eighth grade students who took both fall and spring assessments, 53 (61.6%) had an SGP of 40 or higher in the spring. The school's goal was 70%.

Overall, 116 (73.0%) of 159 first through eighth graders met the school's local measures in math.

c. Writing

Writing skills were assessed using the Six Traits of Writing.

Overall, 134 (82.2%) of 163 students demonstrated progress. Of the 73 first through third grade students tested, all (100%) demonstrated progress and of the 90 fourth through eighth graders tested, 61 (68.0%) demonstrated progress. The school's goal was 80%.

d. Special Education

There were 19 students with active individualized education plans (IEPs) for an entire IEP year at the school, and 100% met one or more of their IEP goals at the time of the annual review or reevaluation, meeting the goal. The school's goal was that 95% of students with active IEPs who had been at the school for one entire IEP year would meet at least one of their IEP goals at the time of their annual review.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, Downtown Montessori identified measurable education-related outcomes in attendance, parental involvement, and special education student records. Of the three goals pertaining to the secondary measures, the school met all three goals.

B. YEAR-TO-YEAR ACADEMIC ACHIEVEMENT ON STANDARDIZED TESTS

Downtown Montessori administered all required standardized tests noted in its contract with the City of Milwaukee.

Early literacy year-to-year measures for first and second graders could not be examined this year due to a change in assessment caused by the discontinuation of the Phonological Awareness Literacy Screening (PALS) early literacy assessment.

Additionally, the Wisconsin Department of Public Instruction (DPI) made changes to the performance categories and cut score ranges for each performance level for each content area for the Wisconsin Forward Exam. Due to this change, year-to-year progress cannot be measured and will resume for the 2024–25 reporting year.

C. CSRC SCHOOL SCORECARD

The CSRC elementary and junior academy school scorecard contains partial outcome data due to year-to-year data not being available for the Star Early Literacy assessment and Forward Exam. The school's score should not be compared with the score for any previous year. Downtown Montessori scored 82.7% of the 59 possible scorecard points.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

Downtown Montessori addressed the recommendations from its programmatic profile and educational performance report from the previous year. Based on this report's results and in consultation with school staff, Evident Change recommends that the school continue a focused improvement plan by implementing the following activities.

- Develop a schoolwide initiative to strengthen relationships between parents and to monitor the impact of equity training, restorative practices, and the social–emotional learning curriculum.
- School leadership, with the support of the Board of Directors, will expand their membership by developing a parent advisory board to understand and support the school community's needs.

IV. RECOMMENDATIONS

This report covers the 26th year of Downtown Montessori's operation as a City of Milwaukee charter school. Downtown Montessori has consistently complied with past contract requirements. This year, it has met all of the contract requirements. Based on contract compliance, as well as the school's trend data, Evident Change recommends that Downtown Montessori continue 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 session with the school to collect information related to contract requirements and to draft a learning memo for the new school year;
- Conducted an in-person year-end interview to review progress related to recommendations and changes that occurred during the year;
- Visited the school to conduct a random review of special education files;
- Visited the school to observe classroom instruction and school culture;
- Attended a school Board of Directors meeting with CSRC representatives to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements;
- Surveyed the school community (including students, parents, teachers, staff, school leadership, and board members) to understand their experiences and perspectives and to determine strengths and areas for improvement based on five elements that support school improvement; and
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

Downtown Montessori Academy

2507 S. Graham St.

Milwaukee, WI 53207

Telephone: (414) 744-6005

Website: http://downtownmontessori.com

Principal: Colleen McQuade

Executive Director: Ian Spanic

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION

Downtown Montessori's mission is to create a Montessori environment where each child's early experiences with learning will help them become a self-confident, competent, and cooperative adult. The philosophy is based on the belief that children learn best when they are at ease and comfortable. The key is to see the hidden nature of the child at given stages of development and to design an environment that will fulfill the child's innate potential.

2. INSTRUCTIONAL DESIGN

The school delivers a valid Montessori program as interpreted by the Association Montessori Internationale or the American Montessori Society. Montessori education is a philosophy of child growth and rationale for guiding such growth. It is based on a child's developmental needs for freedom within limits and a carefully prepared environment that guarantees exposure to materials and experiences through which to develop intelligence and physical and psychological abilities.

B. SCHOOL STRUCTURE

1. LEADERSHIP AND BOARD OF DIRECTORS[1]

The school's leadership includes a principal and executive director who all manage the school's day-to-day activities.

The Downtown Montessori Academy Board of Directors provides strategic leadership in support of the school's mission, philosophy, and goals. This year, the board had five members: a president, a vice president, a treasurer, and two directors. The board makes long-term decisions, provides financial management, and communicates regularly with the executive director and principal to ensure the school's program and operation are faithful to the terms of the charter and that the school is a viable organization.

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[1] This information comes from the fall and spring interviews with school leadership and from the school's website, http://downtownmontessori.com

The board met with the CSRC program analyst and the Evident Change researcher who serves as the school monitor to review the previous school year's report data, including school improvement recommendations and general updates. This included recent information from the City of Milwaukee.

2. AREAS OF INSTRUCTION[2]

Downtown Montessori is divided into four levels of programming. The Children's House contains the Montessori primary program, which is open to students ages 3 to 6 and covers K3, K4, and K5.[3] Children's House students begin to acquire knowledge through the Montessori Curriculum, which is made up of five areas of study: practical life, sensorial learning, language, math, and culture (science, history, geography, arts, physical education, art, and music). Students also participate in physical education, and the 5-year-old students also participate in the Urban Ecology Center's Neighborhood Environmental Education Program (NEEP).

The lower elementary program is designed for first through third graders. Normally, the school day allows for blocks of concentrated work (individually, in pairs, or in small groups) in the Montessori Curriculum. Downtown Montessori uses Scholastic's Guided Reading Program and Writing Workshop. Lower elementary students also participate in physical education, art, music, and NEEP.

The upper elementary program is open to fourth through sixth graders. Materials and group activities develop students' individual and collaborative skills in biology, math, language, history, geography, music, and visual arts. Upper elementary students also participate in physical education, art, music, and NEEP.

The Montessori adolescent program, for seventh and eighth graders, is an integrative and project-based learning environment designed to meet students' social, emotional, and intellectual needs. Each week, students participate in math, language arts, humanities, occupations, academic writing, human growth and development, book group, in-school and out-of-school community service, class council, restorative justice, student-led clubs, art, music, and physical education.

Downtown Montessori provided Chromebooks for students in fourth grade and above. The school's internet use policy requires parent and student signatures on an elementary/adolescent student computer-use contract. The school uses MS Excel spreadsheets, Google Sheets, and Skyward to collect student data and data related to academic progress.

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[2] Information from the school's website can be found at https://downtownmontessori.com/academics.

[3] Students who turn 5 on or before September 1 may attend full-day Montessori sessions. Students who turn 4 on or before September 1 may attend a half-day program and may also sign up for afternoon childcare; families must pay a childcare fee.

3. CLASSROOMS

In the fall of the 2023–24 academic year, the school year began with an average of 23 students in each classroom.

4. STAFF INFORMATION

At the end of the 2022–23 school year, Downtown Montessori had 26 instructional staff eligible to return for the 2023–24 school year. Of those, 21 returned, resulting in an 80.8% return rate.

During the 2023–24 school year, the Downtown Montessori teacher/instructional roster included 25 professionals in certified positions. Of those staff, 85.7% were White, 9.5% were multiracial/multiethnic, and 4.7% were African American. The full-time certified staff had expertise in the Montessori curriculum, reading, special education, speech therapy, occupational therapy, social and emotional child development, and leadership. All (100.0%) of the 21 staff in certified positions held current DPI licenses or permits to teach. Of the 20 eligible staff members, all (100.0%) remained at the school for the entire year.[4]

Throughout the school year, Downtown Montessori employed 19 support staff, which included an executive director, administrative manager, director of admission, school secretary, childcare instructors, and classroom assistants.

The Downtown Montessori Academy Employee Handbook explains that informal performance evaluation is ongoing. A formal performance evaluation occurs once per year, and it includes classroom observation and a performance review with the principal, the executive director, and the teacher.

Regarding professional development, Downtown Montessori instructional staff received training and in-services in mandatory reporting of child abuse and neglect, mandatory reporting of threats of school violence, bloodborne pathogens, restorative practices, and effective educator orientation. Staff received training in social-emotional approaches, literacy, cultural competency, and positive behavioral support and interventions.

5. SCHOOL HOURS AND CALENDAR

A printed calendar of the 2023–24 school year was provided to all families during open house, supply drop-off, and adolescent orientation and was available in the school's front office. The first day of school was

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[4] Staff who retire, as defined by the Social Security Administration, are not considered in return and/or retention rates. One staff member retired.

September 5, 2023, for K5 – eighth grade; September 7 for K4; and September 8 for K3. The last day of school for all students was June 7, 2023. The hours of school operation for this year were 8:40 to 11:45 a.m. each day for K3 and K4 and 8:40 a.m. to 3:30 p.m. for K5 through eighth grade.

6. PARENT INVOLVEMENT

As described in the parent/student handbook, Downtown Montessori seeks and relies on the energy and spirit of parents, who are urged to contact their child's teacher for volunteer opportunities in and out of the classroom. Downtown Montessori's handbook states that current research and the school's prior experience show a direct relationship between parental involvement and how much the student benefits from the school.

Examples of active parental involvement include accompanying students on field trips; reading stories to the class; volunteering at school events (e.g., hot lunches, Art Gala, family outings, fall parade, book fair, Fun Friday); assisting in building improvements, such as repairing equipment; organizing and leading afterschool clubs; planning family events; stapling and labeling flyers; making copies for teachers; and donating equipment or other classroom supplies. The school expects all parents to spend at least four hours per year on such service activities. The school posts sign-up sheets throughout the year and sends emails and notes home with students to encourage parents to participate. Parents also are encouraged to visit their child's class at least once a year. The school's all-volunteer parent group, called the Parent Engagement Network, is dedicated to supplementing and enriching student education by providing parent involvement opportunities.[5] All parents of enrolled students are members.

Each student has a folder in which schoolwork, notices, and school forms are sent home. The school tries to communicate via email as much as possible to prevent unnecessary paper use in accordance with the principles of being a state-certified Green and Healthy School. Teachers' email addresses are listed in the parent/student handbook and on the school's website, where current information and notices are also available. Parent–teacher conferences occur twice each year and upon parental request.

7. DISCIPLINE POLICY

The school's code of conduct and discipline policy is stated in the parent/student handbook. The handbook indicates that in terms of discipline, it is important for all involved adults to deal with the problem the same way.

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[5] The Parent Engagement Network is fully described in the parent/student handbook.

The method of corrective discipline endorsed by Downtown Montessori is to redirect a student to other activities upon the student engaging in activity contrary to established expectations. The Montessori Method encourages students to make choices and be responsible for their actions. Discipline is used to help students rather than punish them. All staff and parents serve as role models for students through their conduct with students, other staff, and other parents. Each student should be dealt with positively; according to the handbook, parents and staff should avoid showing anger. Quiet time is used only if redirection does not work; students choose when they are ready to rejoin the group.

The school does not tolerate student behavior that is disruptive, disrespectful, cruel, or unsafe to the student or others in the teacher and program director's judgment. Interventions are formulated based on the principles of respect for the student, knowledge and understanding of the student's developmental needs and characteristics, knowledge of the group's needs, and an understanding that appropriate behavior must be taught and modeled.

The discipline policy describes specific consequences for older students when other interventions have not worked. These steps, depending on the nature of the offense, range from a review of the school rules and a warning for a first offense to possible consequences for fourth offenses, such as in-school suspension, isolation from the group, or temporary suspension from activities. For chronic behavioral problems suspected to be beyond the student's control, a referral is made to support services for evaluation and help. Suspension and expulsion are considered last resorts and are subject to board review.

The school's anti-bullying/peace policy defines bullying specifically with examples and includes procedures for reporting, investigation, prevention, management, nonviolent communication, and student support. The school counselor provides a bullying awareness lesson to all first- through eighth-grade classrooms.

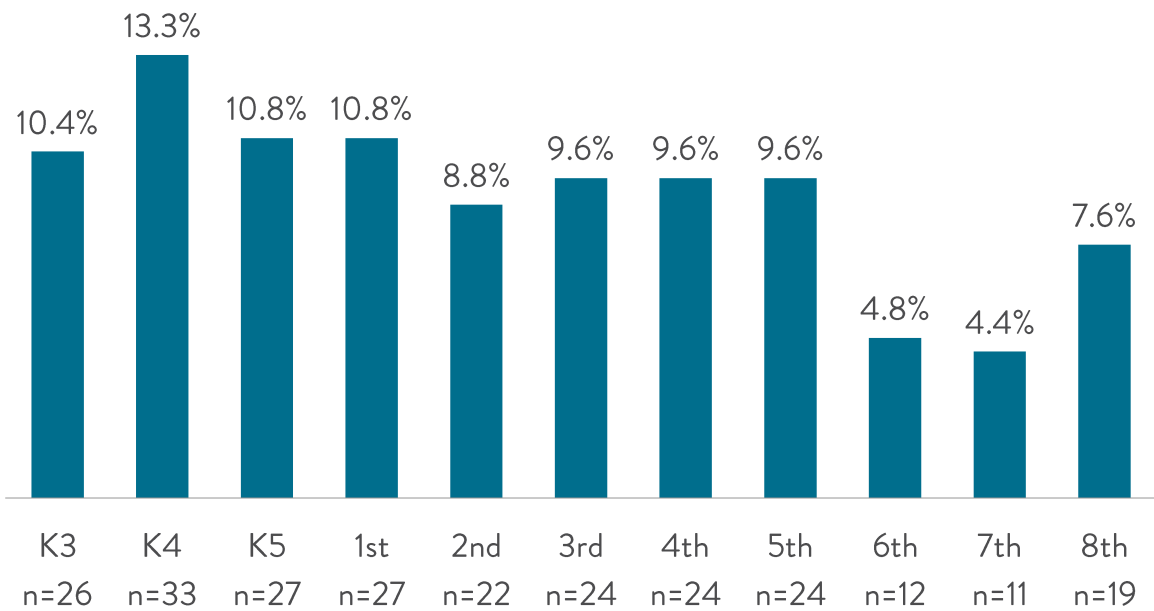## 8. GRADUATION AND HIGH SCHOOL INFORMATION

All 19 eighth graders graduated. Beginning the previous spring, school staff informed students and parents of high school options, testing requirements, early admission, and other sign-up dates throughout the year. Various high schools visited with the eighth graders to provide informational presentations. Adolescent teachers worked with all eighth graders to complete their high school application packets and arranged a shadow day at schools of interest. Downtown Montessori graduates plan to attend Marquette University High School, Ronald Reagan College Preparatory High School, St. Thomas More, MacDowell Montessori, South Milwaukee High School, Carmen High School of Science & Technology, Rufus King International High School, Divine Savior Holy Angels High School, Whitnall High School, Tenor High School, St. Francis High School, Waukesha West High School, and Muskego High School.

C. STUDENT POPULATION

On the third Friday of September 2023, 254 students were enrolled in K3 through eighth grade; 245 (96.5%) remained enrolled at the end of the school year (Figure 1).[6] During the school year, four additional students enrolled and nine withdrew. Because only nine students withdrew this year, withdrawal reasons are not included.[7]

At the end of the school year, 249 students were enrolled.

Figure 1
Downtown Montessori Academy Enrollment by Student Grade Level, 2023–24
N = 249

10.4%	13.3%	10.8%	10.8%	8.8%	9.6%	9.6%	9.6%	4.8%	4.4%	7.6%
K3	K4	K5	1st	2nd	3rd	4th	5th	6th	7th	8th
n=26	n=33	n=27	n=27	n=22	n=24	n=24	n=24	n=12	n=11	n=19

- Of these students, 156 (62.7%) were White, 58 (23.3%) were Hispanic/Latino, 20 (8%) were two or more races, 10 (4.0%) were Black/African American, four (1.6%) were Asian, and one (0.4%) was American Indian.[8]

- There were 122 (49.0%) male students and 127 (51.0%) female students.[9]

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[6]The third Friday of September is considered the beginning of the school year for student tracking purposes.

[7] To protect student identity, Evident Change does not include results for fewer than 10 students.

[8] Race/ethnicity categories reflect those reported by the school.

[9] Gender categories reflect those reported by the school.

- A total of 33 (13.3%) students had special education needs: 21 had speech and language needs, five had other health impairments, two had specific learning disabilities, one had autism, one had significant developmental delay, and three had multiple identified needs.
- There were 36 (14.5.%) students eligible for free or reduced-price lunch.

There were 86 students in the Children's House, 73 in lower elementary, 60 in upper elementary, and 30 in the adolescent program.

On the last day of the 2022–23 academic year, 234 students attending Downtown Montessori were eligible for continued enrollment for 2023–24 (i.e., they did not graduate). Of these, 209 were enrolled in the school on the third Friday in September 2023. This represents a return rate of 89.3%.

D. SCHOOL CULTURE AND CLIMATE SURVEY

Evident Change conducts biennial school culture and climate surveys. These surveys provide a platform to understand the experience and perspective of the school community—including students, parents, teacher, staff, school leadership and board members—to determine areas of improvement. The survey highlights strengths and opportunities for growth based on five elements that support school improvement.

1. FIVE INDICATORS OF SCHOOL IMPROVEMENT

The School Climate and Culture survey is loosely based on the 5Essentials framework created by the Consortium on School Research at the University of Chicago.[10] This survey measured school culture and climate by aligning questions with five indicators of school improvement.

- Supportive Environment
- Ambitious Instruction
- Collaborative Staff
- Effective Leadership
- Involved Families

Strong scores in these five areas lead to improved outcomes for all students, including improved attendance and larger test score gains. Research indicates that students enrolled in schools strong in at least three of

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[10] 5Essentials | UChicago Impact

these indicators were up to 10 times more likely to increase their math and reading scores than students in schools weak in three or more indicators.[11]

2. SURVEY PARTICIPATION

Students, parents, staff and school leaders were invited to participate in the survey (Table 1). Evident Change staff visited all schools to explain and proctor surveys to sixth through twelfth graders. Each school designated a survey coordinator to work with Evident Change staff to create a distribution schedule. Twice a week for three months, the school shared the survey link and/or QR code to families via text messages, newsletters, flyers, postcards, and emails. Teachers, support staff, board members, and school leaders were invited to participate through email.

TABLE 1				
RESPONSE RATE				
STUDENTS	CERTIFIED STAFF	SUPPORT STAFF	LEADERSHIP	PARENTS
98.0%	90.0%	53.0%	43.0%	76.2%

3. SURVEY RESULTS

The comprehensive scores (Table 3) are based on climate and culture questions organized by the five indicators of school improvement (Table 2).[12] Schools are considered in a strong position for school improvement if the school community has a positive sentiment score of 60 or higher in three or more indicators of success.

TABLE 2	
RANGE OF SCORES	
POSITION FOR IMPROVEMENT	POSITIVE SENTIMENT SCORE
Well organized for improvement	80–100
Organized for improvement	60–79
Moderately organized for improvement	40–59
Partially organized for improvement	20–39
Not yet organized for improvement	0–19

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[11] Supporting School Improvement

[12] See Appendix E for survey questions. Themes from open-ended questions were provided to school leadership.

Supportive Environment: Students, parents, and staff feel safe and find the school community members trustworthy and responsive to the academic needs of all students.

Ambitious Instruction: Instruction is planned, concise, and well-structured. Taps into prior knowledge and encourages students to build and apply new information.

Collaborative Staff: All staff actively work together toward school improvement and are committed to the school's mission and vision.

Effective Leadership: Leaders work together to develop and implement a shared vision with a cohesive approach to resource allocation, quality instruction, and policy implementation.

Involved Families: Staff view parents as valuable and as partners in increasing academic achievement.

TABLE 3 POSITIVE SENTIMENT SCORES						
INDICATOR OF IMPROVEMENT	**SURVEY**					**OVERALL**
	Certified Staff	**Supportive Staff**	**Leadership**	**Parents**	**Students**	
Supportive Environment	94.0	78.1	N/A	88.1	84.9	**86.3**
Ambitious Instruction	96.0	N/A	N/A	N/A	87.0	**91.5**
Collaborative Staff	93.1	84.2	N/A	90.6	N/A	**89.3**
Effective Leadership	85.1	90.1	100.0	95.1	93.0	**93.0**
Involved Families	82.2	92.5	N/A	N/A	N/A	**87.4**
Overall Rating	**90.1**	**86.2**	**100.0**	**91.3**	**88.3**	89.5

Note: N/A indicates that the questions related to the listed indicator were not applicable to the specific subgroup.

E. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

The following is Downtown Montessori's response to the activities recommended in the programmatic profile and educational performance report for the previous academic year. At that time, the recommendation was that the school continue a focused improvement plan by implementing the following activities during the 2023–24 school year.

- **Recommendation:** Equity training, restorative practice training, and social–emotional learning (SEL) curriculum will be expanded to a school-wide initiative to strengthen relationships between students; among teachers, students, and parents; and in the school community as a whole.

Response

Staff initiatives: Chauna Perry Finch and Nicole Janzen, consultants with Restorative TCS, provided monthly professional development sessions for staff members. Staff discussed the possibility of creating an equity advisory council, which would include a diverse team of board, administration, and staff members working with Chauna to weave equity and restorative practices into the curriculum, practices, and procedures. Specific dates and topics were as follows.

» August 31, 2023, 4 hours: Restorative Practices and Facilitating Circles

» October 20, 2.5 hours: Difficult Conversations and Using Circles

» November 17, 2.5 hours: Shared Agreements

» January 26, 2024, 2.5 hours: Resources to Enhance Multicultural Education; Developing a Liberatory Consciousness

» February 20, 2.5 hours: Multicultural Montessori; Guide to Inclusive Language

» March 15, 2 hours; Oppression, Power, and Privilege in Montessori Education

» April 19, 2 hours: Stages of Multicultural Curriculum Transformation; Microaggressions in the Classroom

» May 17, 2 hours: Microaggressions in the Classroom; Reflection Year's Work; Next Steps

Parent/caregiver outreach: Restorative consultants attended an adolescent parent meeting. They were also available for parent calls/meetings as needed and met with adolescent staff and administration several times to monitor the pulse of the adolescent program. An additional parent meeting was offered in February but only one parent attended. The school is considering the creation of a committee made up of a staff, parents, and caregivers committed to engaging in the conversations needed to co-create a culture that models Downtown Montessori's value for diversity, equity, and inclusion.

Principal chats: The principal began offering parents the opportunity to meet with the administration monthly. Meetings were well attended for the first half of the school year. During these meetings, the principal shared information on current and forthcoming school initiatives. Parents asked questions, shared concerns, and offered suggestions. Given the decline in attendance, principal chats were canceled for the fourth quarter; however, there was a "State of the School Address" via Zoom on May 29 to which all parents were invited. This meeting was recorded and emailed to all families.

• **Recommendation:** Staff will work proactively to address student behavior through embedding the research-based SEL curriculum, Second Step.[13] Additionally, a full-time counselor will be hired to

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[13] Second Step Programs | Second Step

implement the SEL curriculum alongside instructional staff and offer tiered support with behavioral issues.

Response: In May 2023, the school hired a full-time counselor. Based on staff feedback, the Second Step curriculum is not well aligned well with the Montessori approach. The school counselor worked closely with all staff and students on integrating the Zones of Regulation curriculum into the school's social–emotional–behavioral approach.[14] The counselor provided classroom lessons, staff training, and individual coaching sessions with instructional staff.

Downtown Montessori reinstated the Positive Behavior Interventions and Supports (PBIS) program at the beginning of the school year. Staff were provided with training during the August in-service week. A behavioral expectations matrix was developed and posted throughout the building. Classroom teachers taught students how to use the matrix and provided individual lessons on what expected behaviors look, sound, and feel like in each domain of the school.

All staff use Think Sheets aligned with the Zones of Regulation to provide students with a vehicle for reflecting on any unexpected behavior. Think Sheets are processed with the student and, depending on the severity of the behavior, the student may also meet with the school counselor and/or principal. Think Sheets are often sent to parents via email and are logged in a spreadsheet and monitored by the principal.

Administration developed a clear bullying and harassment policy and held a Zoom meeting for all parents to learn about the policy, PBIS implementation, and how unexpected behaviors will be addressed school-wide. The principal also delivered a lesson to each first- through eighth-grade classroom that explained the definition of bullying and harassment, what students should do if/when it happens, and how the school will address any incidents.

- **Recommendation:** School leadership, with the support of the board of directors, will expand their membership by developing a parent advisory board to understand and support the school community's needs.

  Response: Administration met with an outside consultant who is assisting with developing the overall structure of a parent advisory board. Six prospective parents have been identified as candidates for a parent advisory board and invited to an informational meeting in June. The school's goal is to have the council in place by the beginning of the 2024–25 school year.

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[14] About The Zones of Regulation | Emotional Regulation Curriculum

After reviewing the information in this report, and in consultation with the school's leader at the end-of-year interview in May 2024, Evident Change recommends that the school continue a focused improvement plan by implementing the following activities.

- Develop a school-wide initiative to strengthen relationships between parents and to monitor the impact of equity training, restorative practices, and the SEL curriculum.
- School leadership, with the support of the Board of Directors, will expand their membership by developing a parent advisory board to understand and support the school community's needs.

III. EDUCATIONAL PERFORMANCE

To monitor Downtown Montessori's school performance, a variety of qualitative and quantitative information was collected at specific intervals during the past several academic years. This year, the school established goals for attendance, parent–teacher conferences, and special education student records. The school used internal and external measures of academic progress. This section of the report describes the school's success in meeting goals for attendance, parent–teacher conferences, and special education record keeping. It also describes student progress as measured internally on student report cards and externally by standardized tests, such as Star assessments and the Forward Exam.

A. ATTENDANCE

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 93%. This rate includes all students enrolled at any time during the school year. "Present" was defined as being present for at least half the day. There were 258 students enrolled at any time during the school year. Those students attended, on average, 93.9% of the time this year, meeting the school's goal. When excused absences were included, the attendance rate rose to 100.0%.

Downtown Montessori's policy is to not suspend students except as a last resort. In 2023–24, no students were suspended.

B. PARENT–TEACHER CONFERENCES

At the beginning of the academic year, the school established a goal for parents of all students to participate in scheduled parent–teacher conferences, which may occur in person or by phone. This year, the school scheduled two conference sessions: one in the fall and one in the spring. Parents of all (100.0%) students enrolled at the time of the fall and spring conferences attended. Therefore, the school has met its goal.

C. SPECIAL EDUCATION STUDENT RECORDS

Schools are required to develop and maintain records for all special education students, including those who were evaluated but not eligible for services. During the year, all 36 eligible students received special education services. Three students were evaluated or reevaluated during the current year and were dismissed from or did not qualify for special education services. One student was waived from reevaluation. The remaining 32 students were evaluated during a previous school year. An IEP was developed for all 33 special education students who required one.

In addition, Evident Change staff reviewed a representative number of files in the spring. This review revealed no special education compliance issues.

D. LOCAL MEASURES OF EDUCATIONAL PROGRESS

Charter schools, by their definition and nature, are autonomous schools with curricula reflecting 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-chartered school at the beginning of the academic year to measure the educational performance of its students.

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's expectation is that, at a minimum, schools establish local measures in literacy (i.e., reading), writing, math, and special education.

Because of the students' young age, results for K3 through K5 are combined and not part of the overall local measure score for the CSRC scorecard. Where available, results in each academic content area for students in first through eighth grades are illustrated subsequently.

1. LITERACY

a. Star Early Literacy Assessment for K4 Through Second Grade

Downtown Montessori elected to use the Renaissance Star Early Literacy assessment as its local measure for students in K4 through second grade. K4 through second-grade literacy skills were assessed using the Renaissance Star Early Literacy assessment. Based on a 2022 normative study, the 40th percentile was set by Renaissance as the proficiency benchmark for the reading test. The percentage of students at or above

benchmark status (40th percentile or higher) was used as the local measure for early literacy among K5 through second-grade students.

For students who completed both fall and spring assessments, the school set the following grade-level specific goals.

- At least 90% of K4 and K5 students will meet the benchmark on the spring assessment.
- At least 80% of first and second graders who complete the fall and spring Star Early Literacy assessment will meet the benchmark on the spring assessment.

A total of 44 (74.6%) out of 59 K4 and K5 students who completed the fall and spring assessments were at or above the spring benchmark, below the school's goal of 90%. Of 48 first and second graders who completed both fall and spring assessments, 32 (66.7%) were at or above the spring benchmark, below the school's goal of 80% (not shown). Overall, 76 (71.0%) of 107 K4 through second-grade students who completed both fall and spring assessments, met the literacy goal this year (Table 4).

TABLE 4 DOWNTOWN MONTESSORI ACADEMY STAR EARLY LITERACY ASSESSMENT FOR K4 – 2ND GRADE 2023–24			
GRADE	STUDENTS	STUDENTS MET BENCHMARK 2024	
		n	%
K4	32[15]	29	90.6%
K5	27	15	55.6%
1st	26	17	65.4%
2nd	22	15	68.2%
Total	**107**	**76**	**71.0%**

b. Star Reading Assessment for Third Through Eighth Graders

Third through eighth graders completed the Renaissance Star Reading assessment in the fall and spring. Progress was measured by examining how many students met the school's expected SGP at the time of the spring test. Renaissance determines an expected SGP within the range of 35 to 65 as an indicator of adequate growth from fall to spring. Downtown Montessori identified an expected SGP of 40 for the

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[15] Of the 32 K4 students who completed two assessments, 29 completed winter and spring assessments instead of fall and spring assessments.

current school year. The school's goal was that at least 70% of students will meet their SGP at the time of the spring assessment.

Of 110 students who took both fall and spring assessments, 71 (64.5%) had an SGP of 40 or higher in the spring (Table 5).

TABLE 5 DOWNTOWN MONTESSORI ACADEMY STAR READING ASSESSMENT FOR 3RD – 8TH GRADES 2023–24			
GRADE	STUDENTS	STUDENTS WITH SGP OF 40 OR ABOVE 2024	
		n	%
3rd	23	15	65.2%
4th	23	17	73.9%
5th	23	17	73.9%
6th	11	5	45.5%
7th	11	9	81.8%
8th	19	8	42.1%
Total	**110**	**71**	**64.5%**

Overall, 147 (67.7%) of 217 K4 through eighth graders met the school's local measures in literacy.

2. MATH

a. Math Common Core Assessment for First Through Third Grades

First through third graders were assessed on Montessori sequential math skills, supplemented by at least five grade-level Common Core math skills not reflected in the Montessori sequence. Each math skill was rated as "Minimal: Needs Support," "Basic: Progressing," "Proficient: Meets Expectation," or "Advanced: Mastery." For the cohort of students who complete the fall and spring tests, progress was measured based on proficiency or progress in skill level at the time of the spring test. The school's goal was that at least 95% of students would demonstrate progress in acquiring at least five grade level Common Core math skill.

There were 73 students enrolled all year who took both fall and spring math assessments. Of these, 63(86.3) made progress by the end of the school year (Table 6).

TABLE 6 DOWNTOWN MONTESSORI ACADEMY MATH 1ST – 3RD GRADES 2023–24			
GRADE	STUDENTS	MET GOAL	% MET GOAL
1st	27	21	77.8%
2nd	22	21	95.5%
3rd	24	21	87.5%
Total	**73**	**63**	**86.3%**

b. Math Skills for Fourth Through Eighth Graders

Math progress for fourth through eighth graders was assessed in the fall and spring using the Star Math assessment. The school's goal was that 70% of students would demonstrate an SGP of 40 or higher from fall to spring. Of 86 students who took both fall and spring assessments, 53 (61.6%) had an SGP of 40 or higher in the spring (Table 7).

TABLE 7 DOWNTOWN MONTESSORI ACADEMY STAR MATH ASSESSMENT FOR 4TH – 8TH GRADES 2023–24			
GRADE	STUDENTS	STUDENTS WITH SGP OF 40 OR ABOVE 2024	
		n	%
4th	22	10	45.5%
5th	22	15	68.2%
6th	12	8	66.7%
7th	11	6	54.5%
8th	19	14	73.7%
Total	**86**	**53**	**61.6%**

Overall, 116 (73.0%) of 159 first through eighth graders met the school's local measures in math.

3. WRITING SKILLS FOR FIRST THROUGH EIGHTH GRADERS

Writing skills were assessed in the fall and spring using the Six Traits of Writing.[16] Both writing samples had grade-level prompts based on grade-level topics within the narrative genre.[17]

First- through third-grade writing was scored on a three-point rubric (1 = needs support, 2 = progress toward grade level expectations, 3 = meets grade-level expectations), and writing focused on organization and conventions. The school's goal for lower elementary was that at least 80% of students in first through third grade with an average score of 1.5 or lower in the fall would increase their overall average score by 0.5 in the spring. Students with an average of 2 or higher in the fall were expected to maintain or increase their score in the spring.

For upper elementary students, writing was scored on a four-point rubric (1 = needs support, 2 = progress toward grade level expectations, 3 = meets grade-level expectations, 4 = above grade-level expectations) and focused on four traits: sentence fluency, organization, ideas, and conventions. The school's goal for fourth through sixth graders was that at least 80% of students with an average score of 2.5 or lower in the fall would increase their overall average score by 0.5 in the spring. Students with an average of 3 or higher in the fall were expected to maintain or increase their score in the spring.

For students in seventh and eighth grades, student writing was scored on a four-point rubric (1 = incomplete, 2 = needs support, 3 = progress toward grade-level expectations, 4 = mastery) and focused on organization, conventions, ideas, sentence fluency, voice, and word choice. For this group, the school's goal was that at least 80% of students with an average score of 2.5 or lower in the fall would increase their overall average score by 0.5 on a second writing sample taken in the spring. Students with an average of 3 or higher in the fall were expected to maintain or increase their score in the spring.

This year, 163 first through eighth graders had writing samples assessed in the fall and the spring. Of the 73 first through third graders tested, all 73 (100.0%) demonstrated progress. Among fourth through sixth graders, 47 (78.3%) of 60 demonstrated progress, and 14 (46.7%) of 30 seventh and eighth graders demonstrated progress. The school's goal for each group was 80%. Overall, 134 (82.2%) of 163 students demonstrated progress. Table 8 shows progress by grade level.[18]

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

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

[18] Students who met their grade level benchmark in the spring were considered to have made adequate progress, regardless of their fall writing scores.

TABLE 8			
DOWNTOWN MONTESSORI ACADEMY **WRITING ASSESSMENT FOR 1ST – 8TH GRADES 2023–24**			
GRADE	**STUDENTS**	**MET GOAL**	
		n	**%**
1st	27	27	100.0%
2nd	22	22	100.0%
3rd	24	24	100.0%
4th	24	16	66.7%
5th	24	19	79.2%
6th	12	12	100.0%
7th	11	5	45.5%
8th	19	9	47.4%
Total	**163**	**134**	**82.2%**

4. SPECIAL EDUCATION STUDENT PROGRESS

The school set a goal for special education students to demonstrate progress toward meeting their IEP goals. To measure this, the school decided that 95% of students with active IEPs who had been at the school for one entire IEP year would demonstrate progress by meeting at least one of their IEP goals at the time of their annual review or reevaluation. There were 19 students with active IEPs for an entire IEP year at the school, and 100% met one or more of their IEP goals at the time of the annual review or reevaluation, meeting the goal.

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 2023, the CSRC selected the Star Early Literacy assessment for students in K4 through second grade at all city-chartered schools.

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

1. STAR EARLY LITERACY FOR K4 – SECOND GRADE

The Star Early Literacy assessment was administered in the fall and spring. Based on a 2022 normative study, Renaissance set the 40th percentile as the proficiency benchmark for the reading test. The percentage of students at or above benchmark status (40th percentile or higher) was used as the standardized measure for early literacy among K4 through second grade students. Overall, 71.0% of students enrolled from the beginning of the school year until the time of the test were at or above benchmark in the spring (not shown). Results by grade level are presented in Figure 2.

Figure 2
Downtown Montessori Academy
Spring of 2024 Star Early Literacy Students At or Above Benchmark
N = 107

K4	K5	1st Grade	2nd Grade
87.5%	66.7%	68.2%	65.4%
n=32	n=27	n=22	n=26
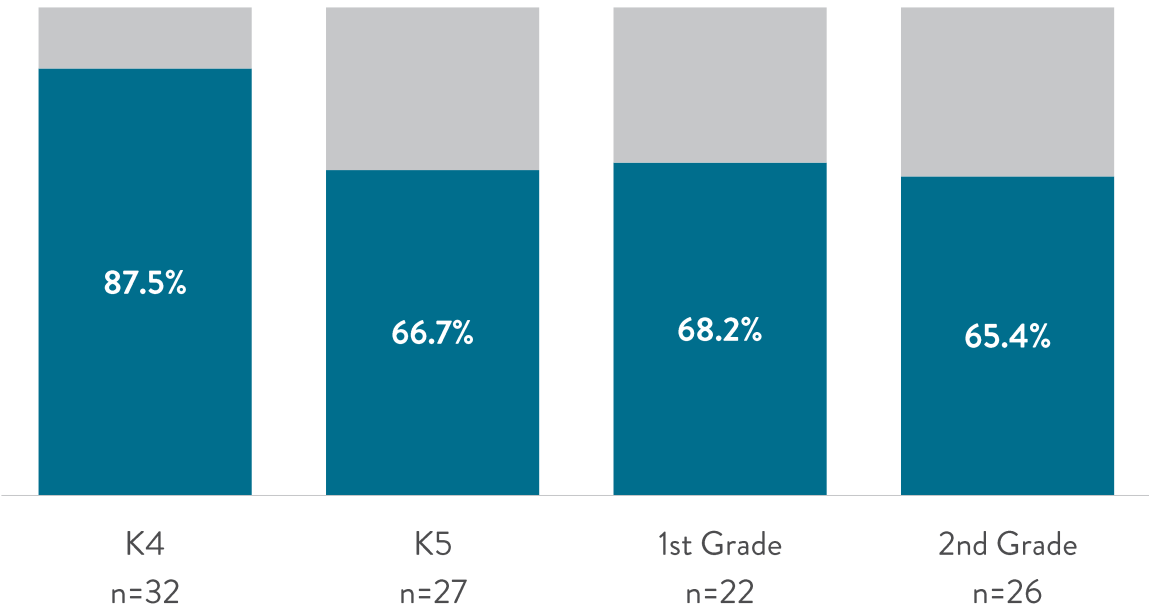
2. WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS

The Forward Exam was implemented as the state's standardized test for English/language arts (ELA) and math for third through eighth graders; science for fourth and eighth graders; and social studies for fourth, eighth, and tenth graders. Scores for each test are translated into one of four performance levels: advanced, meeting, approaching, and developing. The Forward Exam is administered in the spring of each school year.

In the spring of 2024, 108 third through eighth graders enrolled as of the third Friday in September completed the ELA and math assessments. Of these students, 77 (71.3%) were at the meeting or advanced

performance level in ELA, and 53 (49.1%) were at the meeting or advanced performance level in math (not shown). Results by grade level are presented in Figures 3 and 4.

Figure 3
Downtown Montessori Academy
Forward Exam English/Language Arts Assessment 2023–24[19]
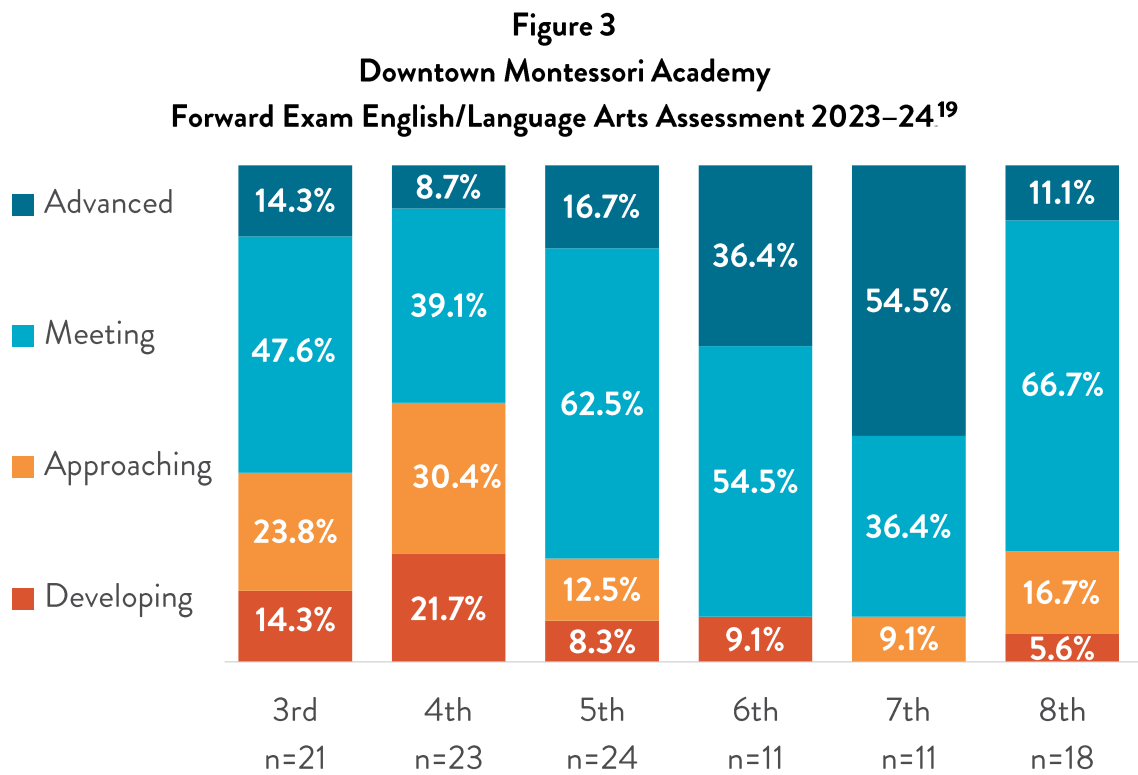
Table 9 shows the average English/language arts scale score by grade level, along with the performance level in which that average score is situated for that specific grade level.

TABLE 9 DOWNTOWN MONTESSORI ACADEMY FORWARD EXAM ELA ASSESSMENT 2023–24 AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	N	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	21	1567.6	Meeting
4th	23	1582.1	Meeting
5th	24	1627.3	Meeting
6th	11	1657.9	Meeting
7th	11	1697.4	Advanced
8th	18	1623.3	Approaching

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[19] Percentages in Figures 3–5 may not total 100% due to rounding.

Figure 4
Downtown Montessori Academy
Forward Exam Math Assessment 2023–24
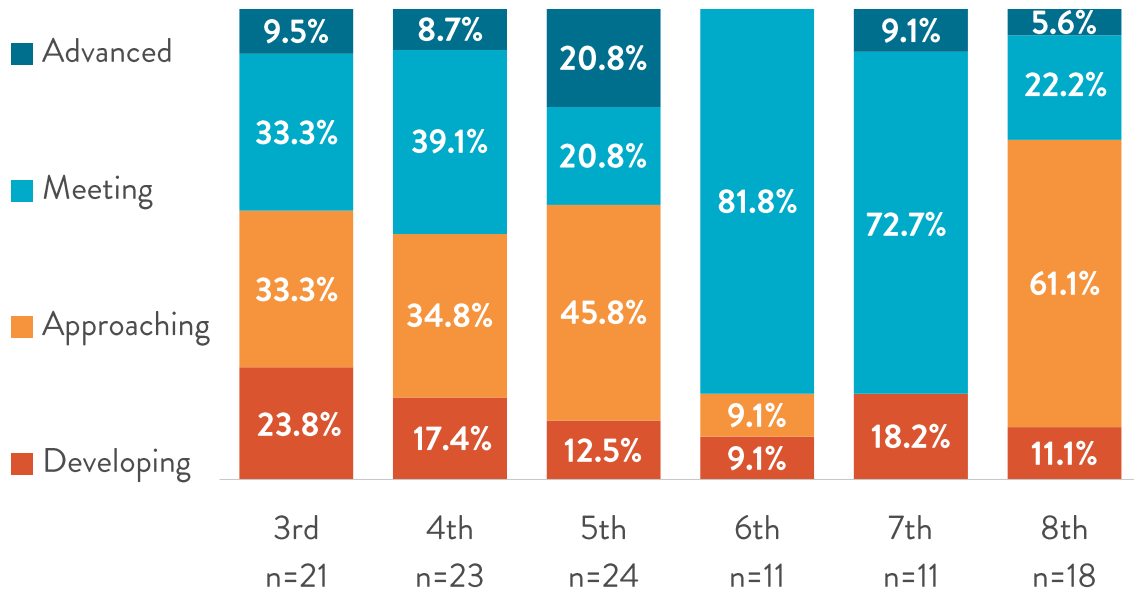
Table 10 shows the average math scale score by grade level, along with the performance level in which that average score is situated for that specific grade level.

TABLE 10			
DOWNTOWN MONTESSORI ACADEMY **FORWARD EXAM MATH ASSESSMENT 2023–24** **AVERAGE SCALE SCORE BY GRADE LEVEL**			
GRADE LEVEL	**N**	**AVERAGE SCALE SCORE**	**PERFORMANCE LEVEL**
3rd	21	1535.1	Approaching
4th	23	1571.0	Approaching
5th	24	1603.2	Meeting
6th	11	1625.4	Meeting
7th	11	1643.0	Meeting
8th	18	1637.8	Approaching

Of 40 fourth and eighth graders, 28 (70.0%) were at the meeting or advanced performance level in social studies, and 31 (56.1%) of 41 fourth and eighth graders were at the meeting or advanced performance level in science (not shown). Results by grade level appear in Figure 5.

Figure 5
Downtown Montessori Academy
Forward Exam Social Studies and Science Assessment 2023–24
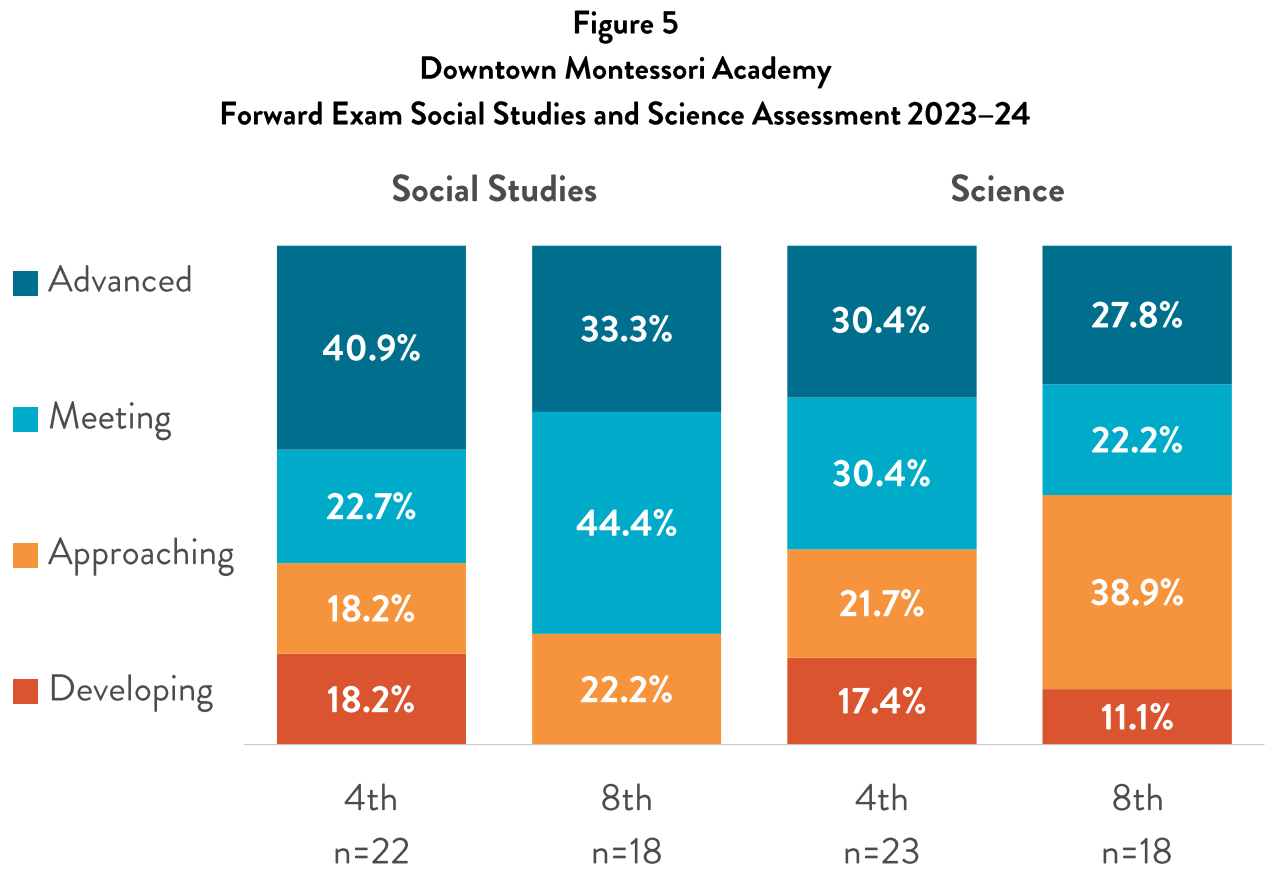
F. MULTIPLE-YEAR STUDENT PROGRESS

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 Star Early Literacy assessment. The CSRC's performance expectation is that at least 75% of students who were at or above the benchmark (40th percentile) in first grade would remain at or above the benchmark as second graders in the subsequent school year.

Students in third through eighth grade take the Forward Exam in the spring. The exam results from two consecutive school years are used to assess student progress. Expectations for year-to-year progress on the exam were adopted by the CSRC for the 2020–21 school year. The CSRC's performance expectation is that at least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year would maintain proficiency, and at least 50% of fourth through eighth graders who were proficient or advanced in math the prior year would maintain proficiency. Additionally, it is expected that at least 35% of fourth through eighth graders who were below proficiency in ELA the prior year will demonstrate progress

and that at least 35% of fourth through eighth graders who were below proficiency in math will demonstrate progress.

Early literacy year-to-year measures for first and second graders could not be examined this year due to a change in assessment caused by the discontinuation of the PALS early literacy assessment.

Additionally, DPI made changes to the performance categories and cut score ranges for each performance level for each content area for the Forward Exam. Due to this change, year-to-year progress cannot be measured and will resume for the 2024–25 reporting year.

G. CSRC SCHOOL SCORECARD

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard. The scorecard includes multiple measures of student academic progress, including performance on standardized tests and local measures and point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return rates. The scorecard has been updated three times since the initial pilot in 2012.

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 most recent scorecard.

Downtown Montessori scored 82.7% (48.8) of the 59 possible scorecard points.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the 26th year of Downtown Montessori's operation as a City of Milwaukee charter school. Downtown Montessori has consistently complied with past contract requirements. This year, it has met all contract requirements. Based on contract compliance and the school's trend data, Evident Change recommends that Downtown Montessori continue regular, annual academic monitoring and reporting.

APPENDICES

A. CONTRACT COMPLIANCE CHART

B. TREND INFORMATION

C. CSRC 2023–24 SCHOOL SCORECARD

D. STUDENT LEARNING MEMORANDUM

E. SCHOOL CULTURE AND CLIMATE SURVEY

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A DOWNTOWN MONTESSORI ACADEMY OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS 2023–24			
CONTRACT SECTION	**EDUCATION-RELATED CONTRACT PROVISION**	**REPORT REFERENCE PAGE(S)**	**PROVISION MET OR NOT**
Section I, B	Description of educational program of the school and curriculum focus.	p. 6	Met
Section I, V	The school will provide a copy of the calendar prior to the end of the previous school year.	pp. 8–9	Met
Section I, C	Educational methods.	p. 7	Met
Section I, D	Administration of required standardized tests.	pp. 23–27	Met
Section I, D	**Academic criterion #1:** Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 18–23	Met
	Academic criterion #2: Year-to-year achievement measures for students meeting/advanced expectations. a. 4th – 8th graders meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain proficiency. b. 4th – 8th graders meeting/advanced expectations on the Forward Exam in math the prior year: 50% will maintain proficiency. c. Second graders at or above summed score benchmark in reading (Star Early Literacy): At least 75% will remain at or above.	a. pp. 27–28 b. pp. 27–28 c. pp. 27–28	a. N/A b. N/A c. N/A
Section I, D	**Academic criterion #3:** Year-to-year achievement measures: Progress for students developing/approaching expectations. a. 4th – 8th graders developing/approaching expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress. b. 4th – 8th graders developing/approaching expectations on the Forward Exam in math the prior year: 35% will demonstrate progress.	a. pp. 27–28 b. pp. 27–28	a. N/A b. N/A
Section I, E	Parental involvement.	p. 9	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 8	Met
Section I, I	Pupil database information, including special education needs students.	pp. 11–12, 18	Met
Section I, K	Discipline procedures.	pp. 9–10	Met

Note: N/A indicates unavailability of comparable assessment data from spring of 2023.

APPENDIX B: TREND INFORMATION

The following tables present five-year trends for enrollment and measures of academic progress. In 2019–20, 2020–2021, and 2021–22, the COVID-19 pandemic impacted every aspect of student education, including attendance, enrollment, and academic assessment. Therefore, while data from these years are included in the trend tables, results should not be compared with results from previous or subsequent years.

TABLE B1 DOWNTOWN MONTESSORI ACADEMY ENROLLMENT					
YEAR	NUMBER ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)*
2019–20	313	2	4	311	309 (98.7%)
2020–21	292	0	9	283	283 (96.9%)
2021–22	241	10	8	243	236 (97.9%)
2022–23	255	4	8	251	247 (96.9%)
2023–24	254	4	9	249	245 (96.5%)

*Students enrolled on the third Friday of September (considered the beginning of the school year) who were also enrolled at the end.

TABLE B2 DOWNTOWN MONTESSORI ACADEMY STUDENT RETURN RATES	
SCHOOL YEAR	RATE
2019–20	94.4%
2020–21	91.8%
2021–22	76.9%
2022–23	89.7%
2023–24	89.3%

TABLE B3

DOWNTOWN MONTESSORI ACADEMY
STUDENT ATTENDANCE RATES

SCHOOL YEAR	RATE
2019–20	94.2%
2020–21	96.8%
2021–22	92.6%
2022–23	93.1%
2023–24	93.9%

TABLE B4

DOWNTOWN MONTESSORI ACADEMY
OUT-OF-SCHOOL SUSPENSIONS

SCHOOL YEAR	% SUSPENDED	AVG. DAYS SUSPENDED
2019–20		
2020–21		
2021–22	Downtown Montessori's policy is not to suspend students except as a last resort. No out-of-school suspensions occurred during any of these years.	
2022–23		
2023–24		

TABLE B5

DOWNTOWN MONTESSORI ACADEMY
PARENT PARTICIPATION

SCHOOL YEAR	% PARTICIPATED
2019–20	
2020–21	
2021–22	100.0%
2022–23	
2023–24	

TABLE B6

DOWNTOWN MONTESSORI ACADEMY
TEACHER/INSTRUCTIONAL STAFF RETENTION

SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2019–20	
2020–21	
2021–22	100.0%
2022–23	
2023–24	

TABLE B7

DOWNTOWN MONTESSORI ACADEMY
TEACHER/INSTRUCTIONAL STAFF RETURN RATES

SCHOOL YEAR	NUMBER AT END OF PRIOR SCHOOL YEAR	RETURNED FIRST DAY OF CURRENT SCHOOL YEAR	RETURN RATE
2019–20	20	19	95.0%
2020–21	21	19	90.5%
2021–22	20	17	85.0%
2022–23	24	19	79.2%
2023–24	26	21	80.8%

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

APPENDIX C: CSRC 2023–24 SCHOOL SCORECARD

CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD

K–8TH GRADE

STUDENT READING READINESS: GRADES 1–2
- Star Early Literacy—% 1st graders at or above spring benchmark this year — 4.0
- Star Early Literacy—% 2nd graders who maintained spring benchmark two consecutive years — 6.0

10.0%

STUDENT ACADEMIC PROGRESS: GRADES 3–8
- Forward Exam reading—% maintained meeting/advanced expectations — 5.0
- Forward Exam math—% maintained meeting/advanced expectations — 5.0
- Forward Exam reading—% developing/approaching expectations who progressed — 12.5
- Forward Exam math—% developing/approaching expectations who progressed — 12.5

35.0%

LOCAL MEASURES
- % met reading — 6.25
- % met math — 6.25
- % met writing — 6.25
- % met special education — 6.25

25.0%

STUDENT ACHIEVEMENT: GRADES 3–8
- Forward Exam reading—% meeting or advanced expectations — 2.5
- Forward Exam math—% meeting or advanced expectations — 2.5

5.0%

ENGAGEMENT
- Student attendance — 5.0
- Student reenrollment — 5.0
- Student retention — 5.0
- Teacher retention — 5.0
- Teacher return* — 5.0

25.0%

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9 - 12
- PreACT Secure—% 10th graders who maintained benchmark on composite score or progressed at least one point — 7.5
- PreACT to ACT—% 11th graders who maintained benchmark on composite score or progressed at least one point — 7.5
- 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

35.0%

POSTSECONDARY READINESS: GRADES 11 AND 12
Postsecondary acceptance for graduates (college, university, technical school) or enrollment in a certification/occupational-based training program, apprenticeship, military enlistment, or dual enrollment program. — 15.0

15.0%

LOCAL MEASURES
- % met reading — 5.0
- % met math — 5.0
- % met writing — 5.0
- % met special education — 5.0

20.0%

STUDENT ACHIEVEMENT: GRADES 9 AND 10
- PreACT English—% students at or above spring benchmark — 2.5
- PreACT math—% students at or above spring benchmark — 2.5

5.0%

ENGAGEMENT
- Student attendance — 5.0
- Student reenrollment — 5.0
- Student retention — 5.0
- Teacher retention — 5.0
- Teacher return* — 5.0

25.0%

*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

DOWNTOWN MONTESSORI ACADEMY
CSRC ELEMENTARY SCHOOL (K THROUGH 8TH GRADE) SCORECARD FOR 2023–24

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: Star Early Literacy, 1st – 2nd Grades	% 1st graders at or above spring benchmark this year	4.0	**10.0%**	65.4%	2.6
	% 2nd graders who maintained spring benchmark two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 8th Grades	*Forward Exam English/language arts:* % maintained meeting/advanced expectations	5.0	**35.0%**	N/A	N/A
	Forward Exam math: % maintained meeting/advanced expectations	5.0		N/A	N/A
	Forward Exam English/language arts: % developing/approaching expectations who progressed	12.5		N/A	N/A
	Forward Exam math: % developing/approaching expectations who progressed	12.5		N/A	N/A
Local Measures	% met reading	6.25	**25.0%**	67.7%	4.2
	% met math	6.25		73.0%	4.6
	% met writing	6.25		82.2%	5.1
	% met special education	6.25		100.0%	6.25
Student Academic Achievement: 3rd – 8th Grades	*Forward Exam English/language arts:* % meeting/advanced expectations	2.5	**5.0%**	71.3%	1.8
	Forward Exam math: % meeting/advanced expectations	2.5		49.1%	1.2
Engagement	Student attendance rate	5.0	**25.0%**	93.9%	4.7
	Student return rate	5.0		89.3%	4.5
	Student retention	5.0		96.5%	4.8
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		80.8%	4.0
Total Possible Points[20]		**59.0**			**48.8**
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					**82.7%**

[20] Excludes points for measures for which performance could not be measured or reported this year.

APPENDIX D: STUDENT LEARNING MEMORANDUM

TO: Evident Change and the CSRC
FROM: Downtown Montessori Academy
SUBJECT: Learning Memo for the 2023–24 Academic Year
DATE: October 10, 2023 (updated June 10, 2024)

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 Downtown Montessori Academy in consultation with staff from Evident Change and the CSRC.

Downtown Montessori will record student data in Skyward or Microsoft Excel spreadsheets and provide the information to Evident Change, the educational monitoring agent contracted by the CSRC. The school will also provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are not available, the school will provide paper printouts (scanned or via mail) that include standardized test results from the test publisher.

Evident Change requests electronic submission of year-end data by the fifth business day after the last day of student attendance for the academic year, or June 14, 2024.

All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section.

ENROLLMENT

Downtown Montessori will record enrollment dates for every student. Upon admission, each student will have their information and actual enrollment date added to the school's database.

TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason will be recorded in the school's database. A specific reason is required.

ATTENDANCE

The school will maintain an average daily attendance rate of 93%. A student is considered present for the entire day if they attend school between 8:40 a.m. and 3:30 p.m.

TEACHER RETURN AND RETENTION

Teacher return and retention rates will be monitored through a running staff roster that will be maintained from the start of the school year until the final day.

- **Return rate:** Determined by the number of instructional staff employed the previous school year and returned for the current year.
- **Retention rate:** Determined by the number of instructional staff employed for the entire year.

PARENT/GUARDIAN PARTICIPATION

Parents or guardians of all (100%) students enrolled at the time of each of the two scheduled parent–teacher conferences will participate in that conference, which may occur in person, virtually, or by phone.

SPECIAL EDUCATION SERVICES

Downtown Montessori will maintain updated records for all students who received special education services at the school, including students who were evaluated but not eligible for services.

INDIVIDUALIZED EDUCATION PLANS

At least 95% of students with active individualized education plans (IEPs) who have been at the school for one entire IEP year will meet at least one of their IEP goals at the time of their annual review. Please note

that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports attached to the regular report cards.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES[21]

CHILDREN'S HOUSE: LITERACY

Students in K4 through K5 will be administered the Star Early Literacy assessment in the fall and spring.

At the time of the fall test, each student's score will be compared with the national grade-level averages based on the 2022 Renaissance Star Early Literacy normative study.[22] Renaissance has determined the 40th percentile as the proficiency benchmark. Each student's development will be reported to their parents or guardians on report cards. Based on the fall score and the student's current grade level, a projected growth score for the spring test is given to the student. For the cohort of students who complete the fall and spring tests, progress will be measured based on benchmark status at the time of the spring test.

The school has set the following goal.

- At least 90% of K4 and K5 students will test at or above the benchmark on the spring assessment.

ELEMENTARY AND ADOLESCENT PROGRAM: LITERACY

First and Second Graders

First- and second-grade students will be administered the Star Early Literacy assessment in the fall and again in the spring. At the time of the fall test, each student's score will be compared with the national grade-level averages based on the 2022 Renaissance Star Early Literacy normative study. Renaissance has determined the 40th percentile as the proficiency benchmark. Each student's development will be reported to their parents or guardians on report cards. Based on the fall score and the student's current grade level, a projected growth score for the spring test is given to the student. For the cohort of students who complete the fall and spring tests, progress will be measured based on benchmark status at the time of the spring test.

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[21]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 reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in literacy, math, writing, and IEP goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

[22] For more information, visit Renaissance Star Reading Unified Benchmarks and Cut Scores.

The school has set the following goal.

At least 80% of first and second graders who complete the fall and spring Star Early Literacy assessment will test at or above the benchmark on the spring assessment.[23]

Third Through Eighth Graders

All third- through eighth-grade students will complete the Star Reading assessment in the fall and spring.

At the time of the fall test, each student's score will be compared with the national grade-level averages based on the 2022 Renaissance Reading normative study. Renaissance has determined the 40th percentile as the proficiency benchmark. Each student's development will be reported to their parents or guardians on report cards. Based on the fall score and the student's current grade level, a projected growth score for the spring test is given to the student. For the cohort of students who complete the fall and spring tests, progress will be measured based on benchmark status at the time of the spring test.

The school has set the following goal.

- At least 70% of students will meet their projected growth goal on the spring assessment.

ELEMENTARY AND ADOLESCENT PROGRAM: WRITING

Writing skills will be assessed in the fall and spring using the Six Traits of Writing.[24] Both writing samples will have grade-level prompts based on grade-level topics within the narrative genre.[25]

Lower Elementary (First Through Third Graders)

Student writing will be scored on a three-point rubric (1 = needs support, 2 = progress toward grade level expectations, 3 = meets grade level expectations). Different grades have a different number of traits.

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[23] K4 through second-grade literacy skills were assessed using the Renaissance Star Early Literacy assessment. Progress was measured by examining how many students met the school's expected Student Growth Percentile (40 SGP) at the time of the spring test. Renaissance has determined that an expected SGP within the range of 35 to 65 is an indicator of adequate growth from fall to spring.

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

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

- First through third graders will focus on organization and conventions.

Upper Elementary (Fourth Through Sixth Graders)

Student writing will be scored on a four-point rubric (1 = needs support, 2 = progress toward grade level expectations, 3 = meet grade level expectations, 4 = above grade level expectations).

- Fourth through sixth graders will focus on sentence fluency, organization, ideas, and conventions.

Adolescents (Seventh and Eighth Graders)

Student writing will be scored on a four-point rubric (1 = incomplete, 2 = needs support, 3 = progress toward grade level expectations, 4 = mastery).

- Seventh and eighth graders will focus on organization, conventions, ideas, sentence fluency, voice, and word choice.

The scores of these traits for each sample will be used to measure student progress toward the goal.

- At least 80% of students in first through third grade with an average score is 1.5 or lower in the fall will increase their overall average score by 0.5 on a second writing sample taken in the spring. Students with an average of 2 or higher will maintain or increase their score in the spring.
- At least 80% of students in fourth through eighth grades with an average score of 2.5 or lower in the fall, will increase their overall average score by 0.5 on a second writing sample take in the spring. Students with an average of 3 or higher in the fall will maintain or increase their score in the spring.

MATH ELEMENTARY AND ADOLESCENTS: MATH

First Through Third Graders

At least 95% of first through third grade students will demonstrate progress in acquiring at least five grade level Common Core math skill. The following scale will be used to track the skill level and change in skill acquisition.

1. Minimal: Needs support
2. Basic: Progressing
3. Proficient: Meets expectation
4. Advanced: Mastery

Students will be assessed on all five representative math skills in the fall. Students who attend all year will show improvement (from minimal to basic, or basic to proficient in all five grade level indicators of math growth) by the end of the school year. Students who are initially proficient in a skill will maintain proficiency or improve to advanced.

Fourth Through Eighth Graders

Students in fourth through eighth grade will complete the Star Math assessment in the fall and spring. At the time of the fall test, each student's score will be compared with the national grade-level averages based on the 2022 Renaissance Star Math normative study.[26] Renaissance has determined the 40th percentile as the proficiency benchmark. For the cohort of students who complete the fall and spring tests, progress will be determined based on benchmark status at the time of the spring test.

The school has set the following goals.

- At least 70% of fourth through eighth graders will meet their projected growth score on the spring assessment.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

STAR EARLY LITERACY FOR K4 THROUGH SECOND-GRADE STUDENTS

The Star Early Literacy assessment will be administered to all K4 through second-grade students in the spring of each school year within the timeframe required by the Department of Public Instruction (DPI). Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS

The Wisconsin Forward Exam will be administered annually within the timeframe specified by DPI. This standardized assessment will produce an English/language arts (ELA) score and a math score for all third through eighth graders. Fourth and eighth graders will also complete the science and social studies tests.

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[26] For more information, visit Renaissance Star Math Unified Benchmarks and Cut Scores.

YEAR-TO-YEAR ACHIEVEMENT[27]

Evident Change will report the results of the DPI-required assessments 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.

The CSRC expects the following.

- At least 75% of first graders who met the Star Early Literacy benchmark for reading readiness in the spring will remain at or above the second-grade benchmark in the spring of the subsequent year. Due to the discontinuation of the Phonological Awareness Literacy Screening, this year will be the first year that students take the Star Early Literacy assessment. Year-to-year reporting on early literacy screening will resume next school year.
- For fourth through eighth graders who complete the Forward Exam, the CSRC has the following expectations.
  - » 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 and math the prior year will demonstrate progress.
  - » At least 35% of students who were below proficiency in ELA and/or math the prior year will demonstrate progress.

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

APPENDIX E: SCHOOL CULTURE AND CLIMATE SURVEY

PARENT SURVEY

Dear Parent,

As a parent of a youth in a City of Milwaukee charter school, we invite you to contribute to the enhancement of your child's educational experience. The City of Milwaukee's Charter School Review Committee (CSRC) is responsible for monitoring the quality of the educational experience for students. The CSRC has contracted with Evident Change, a nonprofit that uses data and research to improve social systems, to monitor the educational program and academic outcomes for children enrolled in the city charter schools.

As a parent of a youth in a school chartered by the City of Milwaukee, your insights are crucial in providing a comprehensive understanding of the inner workings of your school. This survey is designed to capture your perspectives on key aspects of school.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Your individual responses will remain confidential and will not be linked to any individual information about you or your child.

Lastly, your participation in this survey is voluntary. You may elect not to respond to individual questions and may discontinue participation at any time.

Grade level of student(s) (select all that apply)

☐ Elementary (K4–5th)
☐ Middle School (6th–8th grade)
☐ High school (9th–12th grade)

1. How much do you agree with the following statements about your child's school?	Strongly disagree	Disagree	Agree	Strongly agree
The office staff greets visitors warmly.	○	○	○	○
The support staff (teacher assistants, office staff, security, cafeteria workers, etc.) seem to care about the students.	○	○	○	○
The school invites me to meetings and special school events.	○	○	○	○
The school regularly shares important issues.	○	○	○	○
I have opportunities to participate in making decisions that affect the whole school community.	○	○	○	○
The school's policies and programs reflect the diversity of the families in the community.	○	○	○	○

2. Would you like to share anything else about the school community?

3. How would you rate the quality of the following facilities at your school?[28]	Poor	Fair	Good	Excellent
Your child's classroom	○	○	○	○
Access to technology (ex. computers, tablets, etc.)	○	○	○	○
Food services/nutritious meals	○	○	○	○
Gym	○	○	○	○
Exterior area (parking lot, playground)	○	○	○	○
The waiting area or front desk area	○	○	○	○
Overall cleanliness of the school	○	○	○	○

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[28] Data for schools that do not have a gym or provide food services were eliminated from analysis.

4. Would you like to share anything else about the quality of the school's facilities?

5. How much do you agree or disagree with the following statements about your child's school?	Strongly disagree	Disagree	Agree	Strongly agree
Bullying is not a problem at this school.	○	○	○	○
My child feels like they are part of a community at this school.	○	○	○	○
My child's social and emotional needs are met at this school.	○	○	○	○
Students and parents are treated fairly regardless of social or cultural background.	○	○	○	○

6. My child is safe riding the bus to school.[29]	Strongly disagree	Disagree	Agree	Strongly agree	My child does not ride the bus
	○	○	○	○	○

7. Would you like to share anything else about school safety?

8. How much do you agree with the following statements?	None at all	A little	A moderate amount	A lot	A great deal
The teacher respects me.	○	○	○	○	○
I am comfortable sharing my concerns with the teachers.	○	○	○	○	○
The teacher lets me know what they are working on in class.	○	○	○	○	○
The teacher contacts me personally to discuss my child's (strengths and accomplishments) before calling about behavior problems.	○	○	○	○	○
The teacher listens to my suggestions on how to help my child with behavioral or learning needs.	○	○	○	○	○

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[29] Data for schools that do not provide transportation were eliminated from analysis.

9. Would you like to share anything else about partnering with your child's teacher?

For this survey, the leadership team refers to any of the following leaders: CEO, principal, assistant principal, and associate principal.

10. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership team is accessible when I need to speak about a concern.	○	○	○	○
The leadership team is approachable and cares about the academic achievement of my child(ren).	○	○	○	○
The leadership team supports me when I have concerns about teachers, curriculum, and other issues.	○	○	○	○
The leadership understands and respects my culture and community.	○	○	○	○

11. Would you like to share anything else about partnering with your school's leadership team?

12. Name two things you like most about this charter school.

13. Name two things you like least about this charter school.

14. If you could make one suggestion for improving this school, what would it be?

STUDENT SURVEY

Have you always wanted to tell the school leadership about your experience as a student? Well, here is your chance! Welcome to the Student Experience Survey! Your insights matter, and we want to hear all about your unique perspective as a student.

This survey provides a platform for you to share your thoughts on your classes and overall school experience. Your responses are completely confidential, and there are no wrong answers. This survey gives you a chance to tell us what you think of your classes and school. There are no wrong answers, and your answers are confidential. We will review student answers to help school leaders improve the school.

Thank you for helping us determine how to improve your school by answering these questions!

Participation in this survey is entirely voluntary, and you have the flexibility to discontinue at any point. Let your voice be heard—together, we can make a positive impact on your school experience!

1. How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
My teacher notices if I have trouble learning something.	○	○	○	○
My teacher is willing to give extra help on schoolwork if I need it.	○	○	○	○
My teacher helps me catch up if I am behind.	○	○	○	○
My teacher gives me specific suggestions about how I can improve my work in this class.	○	○	○	○
My teacher explains things in a different way if I don't understand something in class.	○	○	○	○

2. Would you like to share anything else about how teachers make your learning personal?

[ ]

3. How many of your classmates ...

	All	Most	About half	A few	None
Think doing homework is important.	○	○	○	○	○
Feel it is important to pay attention in class.	○	○	○	○	○
Feel it is important to attend school every day.	○	○	○	○	○
Try hard to get good grades.	○	○	○	○	○

4. Would you like to share anything else about your classmate's seriousness about school?

[ ]

5. How safe do you feel?

	Very safe	Mostly safe	Somewhat safe	Not safe
I feel safe in class.	○	○	○	○
I feel safe in the hallways of the school.	○	○	○	○
I feel safe in the bathrooms.	○	○	○	○
I feel safe when talking to school staff alone in an office/hallway or classroom.	○	○	○	○

6. I feel safe riding the bus to school.[30]	Strongly disagree	Disagree	Agree	Strongly agree	I do not ride the bus
	○	○	○	○	○

7. Would you like to share anything else about your feelings of safety?

8. How much do you agree or disagree with these statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teachers care about my well-being.	○	○	○	○
My teachers treat me with respect.	○	○	○	○
I feel comfortable with my teachers at this school.	○	○	○	○
My teacher always listens to students' ideas.	○	○	○	○
My teacher understands and respects my culture.	○	○	○	○

9. How much do you agree or disagree with these statements?	Strongly agree	Agree	Disagree	Strongly disagree
The school principal cares about me.	○	○	○	○
The principal speaks to me with respect.	○	○	○	○
The principal is fair.	○	○	○	○
I feel comfortable with the principal at this school.	○	○	○	○
The principal always listens to my side of the story when I'm sent to the office.	○	○	○	○
The school principal understands and respects my culture.	○	○	○	○

10. Would you like to share anything else about trusting your teachers/principal?

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[30] Data from schools that do not offer transportation were removed from analyses.

11. How much do you agree or disagree with these statements?[31]	Strongly agree	Agree	Disagree	Strongly disagree
Teachers make sure that all students are planning for life after graduation.	○	○	○	○
This school shares information about trade professions (plumber, electrician, mechanic, carpenter, etc.).	○	○	○	○
All students receive information about college and career planning events in the community.	○	○	○	○
Teachers at this school help students plan for college and careers outside of class time.	○	○	○	○
The curriculum at this school is focused on helping students get ready for college and careers.	○	○	○	○

12. Would you like to share anything else to share about how your school is preparing you for life after high school?[32]

13. How would you rate the quality of the following facilities at your school?[33]	Poor	Fair	Good	Excellent
Your classroom	○	○	○	○
Technology (ex. computers, tablets, etc.)	○	○	○	○
Food services/nutritious meals	○	○	○	○
Gym	○	○	○	○
Exterior area (parking lot, playground)	○	○	○	○
The waiting area or front desk area	○	○	○	○
Hallways	○	○	○	○
Bathrooms	○	○	○	○
Overall cleanliness of the school	○	○	○	○

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[31] This question was for high school students only.

[32] This question was for high school students only.

[33] Data for schools without a gym or food service were eliminated from analysis.

14. Would you like to share anything else about the quality of your school's facilities?

15. How much do you agree or disagree with these statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teacher expects everyone to work hard.	○	○	○	○
My classes challenge me.	○	○	○	○
My teacher asks difficult questions on tests.	○	○	○	○
My classes require me to work hard to do well.	○	○	○	○
I really learn a lot in my classes.	○	○	○	○
When I take the state exams (Forward or ACT exam) I take it seriously and try my best.	○	○	○	○

16. Would you like to share anything else about how your teachers push you to do your best?

17. How often do you experience the following?	Almost every day	Once or twice a month	Once or twice a year	Never
In my English class we discuss connections between what we read and real-life people or situations.	○	○	○	○
In my English class we discuss how times, place or culture affects an author's writing.	○	○	○	○
In my English class we improve a piece of writing as a class or with partners.	○	○	○	○
In my English class we debate the meaning of things we read.	○	○	○	○
In my math class we write a few sentences to explain how we solved a math problem.	○	○	○	○
In math class we write math problems for other students to solve.	○	○	○	○

17. How often do you experience the following?	Almost every day	Once or twice a month	Once or twice a year	Never
In math class we discuss possible solutions to problems with other students.	○	○	○	○
In math class we apply math to life outside of school.	○	○	○	○

18. Name two things you like most about this school.

19. Name two things you like least about this school.

20. If you could make one suggestion for improving this school, what would it be?

SCHOOL BOARD/LEADERSHIP SURVEY

Dear Board Member and School Leader,

As a School Board member or School Leader, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights and perspective are crucial to help us paint a comprehensive picture of your school from an organizational perspective.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment. Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

What is your highest level of education?

- ○ Did not graduate high school
- ○ High school diploma
- ○ GED
- ○ Associate's degree
- ○ Bachelor's degree
- ○ Master's degree
- ○ Doctorate degree

What expertise do you bring to the Board of Directors? (Select all that apply.)

- ☐ Finance & Accounting
- ☐ Fundraising
- ☐ Governance
- ☐ Education
- ☐ Human Resources
- ☐ Facilities
- ☐ Management
- ☐ Parent or Community Member
- ☐ Marketing
- ☐ Leadership
- ☐ Growth & Innovation
- ☐ Operations & Technology

How do you identify?

- ○ African American/Black
- ○ Native American
- ○ Asian
- ○ White
- ○ Multiracial/Multi-ethnic
- ○ Hispanic
- ○ Other

1. How much do you agree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
The Board understands the issues that hinder school improvement and work with the leadership to develop plans to transform the school.	○	○	○	○	○
Program of instruction (including curriculum, equipment, and building) is consistent with the school's mission.	○	○	○	○	○
The school offers teachers a competitive salary.	○	○	○	○	○
The school's' financial management is transparent and efficient.	○	○	○	○	○
This school has an ongoing recruitment plan or has an ongoing waiting list for enrollment.	○	○	○	○	○
This school has strong links to community organizations.	○	○	○	○	○
This school has strong links to local corporations.	○	○	○	○	○
The school's leadership staff implements policies and practices that advance measurable results and accelerate learning outcomes for all students.	○	○	○	○	○
The majority (over 50%) of the board members offer expertise to support the school's goals.	○	○	○	○	○
The board and leadership understand the issues related to student engagement and regularly discuss plans to improve student engagement.	○	○	○	○	○
The school has a recruitment plan to diversify the school's teacher population to be more reflective of the student population.	○	○	○	○	○

2. If your board decides to pursue new members, what expertise is most needed?

3. Is there anything more you would like to share about the effectiveness of your school's leadership and Board of Directors?

CERTIFIED STAFF SURVEY

Dear Staff,

As a certified staff member, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights are crucial in helping us paint a comprehensive picture of your institution from an organizational perspective.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment.

Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

Please select your position.

- ◯ Special education paraprofessional
- ◯ Classroom teacher
- ◯ Specialist teacher (art, music, PE, etc.)
- ◯ Special education teacher
- ◯ Instructional coach/curriculum coordinator
- ◯ Counselor
- ◯ Social worker
- ◯ Occupational therapist
- ◯ Speech pathologist
- ◯ Other

How long have you worked at this school?

- ◯ First year
- ◯ 2–5 years
- ◯ 6 or more years

1. How often do …	Never	Rarely	Sometimes	Almost always
Students build on each other's ideas during discussions.	◯	◯	◯	◯
Students use data and text references to support their ideas.	◯	◯	◯	◯
Students show each other respect.	◯	◯	◯	◯
Students provide constructive feedback to their peers and to me.	◯	◯	◯	◯
Most students participate in the discussion at some point.	◯	◯	◯	◯

2. Would you like to share anything else about the quality of student discussion?

For the sake of this survey, the leadership team refers to the CEO, principal, assistant, and associate principal.

3. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
Makes clear to the staff the leadership expectations for meeting instructional goals.	○	○	○	○
Communicates a clear vision for our school.	○	○	○	○
Presses teachers to implement what they have learned in professional development.	○	○	○	○
Knows what's going on in my classroom, hallways, playground and cafeteria.	○	○	○	○
Provides me with useful feedback to improve my teaching.	○	○	○	○
Has provided me with the support I need to improve my teaching.	○	○	○	○
Sets high standards for student learning.	○	○	○	○
Participates in instructional planning with team teachers.	○	○	○	○

4. Would you like to share anything else about instructional leadership?

5. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
Once we start a new program in this school, leadership follows up to make sure that it's working.	○	○	○	○
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level.	○	○	○	○
Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.	○	○	○	○
Discipline procedures are well coordinated across different grade levels at this school.	○	○	○	○

6. Would you like to share anything else about program coherence?

7. How much do you influence the following?	No influence	A little influence	Some influence	A great deal of influence
Determining which books and other instructional materials are used in classrooms.	○	○	○	○
Develop curriculum maps and instructional design.	○	○	○	○
Determining the content of in-service programs.	○	○	○	○
Setting standards for student behavior.	○	○	○	○
Planning how discretionary school funds should be used.	○	○	○	○

8. Would you like to share anything else about your influence on instruction and/or behavioral standards?

9. How much do you agree or disagree with the following statements? The leadership team …	Strongly agree	Agree	Disagree	Strongly disagree
The leadership has confidence in the expertise of the teachers.	○	○	○	○
The leadership takes a personal interest in the professional development of teachers.	○	○	○	○
The leadership looks out for the personal welfare of the teachers.	○	○	○	○
The leadership places the needs of the children ahead of personal and political interests.	○	○	○	○
Teachers feel respected by the leadership team.	○	○	○	○
The school leader is an effective manager who makes the school run smoothly.	○	○	○	○
The leadership team functions as a cohesive team.	○	○	○	○

10. Would you like to share anything else about teacher–leadership trust?

11. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
I would recommend this school to parents seeking a place for their child.	○	○	○	○
I usually look forward to each working day at this school.	○	○	○	○
I wouldn't want to work in any other school.	○	○	○	○
I would recommend this school to other teachers as a place to work.	○	○	○	○

12. Would you like to share anything else about your commitment to this school?

13. During the course of the school year, how often have you done the following?	Never	Once	2 or 3 times	4 or more times
Observed another teacher's classroom to get ideas for your own instruction.	○	○	○	○
Gone over student assessment data with other teachers to make instructional decisions.	○	○	○	○
Worked with other teachers to develop materials or activities for particular classes.	○	○	○	○
Worked on instructional strategies with other teachers.	○	○	○	○
Received support around how to incorporate students' cultural and linguistic backgrounds in my practice.	○	○	○	○
Received support in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.	○	○	○	○
Worked with other teachers to monitor the progress of students with Individual Education Plan goals.	○	○	○	○
Ensured instruction represents multiple perspectives, cultures, and backgrounds.	○	○	○	○

14. Would you like to share anything else about collaborative practices?

15. How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
Teachers and support staff in this school trust each other.	○	○	○	○
It is okay in this school to discuss feelings, worries, and frustrations with support staff.	○	○	○	○
Support staff respect the work of the classroom teachers.	○	○	○	○
Support staff are effective when working with disengaged or disruptive students.	○	○	○	○
Teachers feel respected by support staff.	○	○	○	○

16. Would you like to share anything else about teacher and support staff trust?

17. How many adults in the school ...

	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom.	○	○	○	○	○
Take responsibility for improving the school.	○	○	○	○	○
Feel responsible to help each other do their best.	○	○	○	○	○
Feel responsible that all students learn.	○	○	○	○	○
Feel responsible for helping students develop self-control.	○	○	○	○	○
Feel responsible when students in this school do not follow school expectations.	○	○	○	○	○
Help build a welcoming school environment not just their class or office space.	○	○	○	○	○

18. Would you like to share anything else about collective responsibility?

19. Professional development this year has ...	Strongly agree	Agree	Disagree	Strongly disagree
Been sustained and coherently focused, rather than short-term and unrelated.	O	O	O	O
Been closely connected to our school's improvement plan.	O	O	O	O
Included enough time to think carefully about, try, and evaluate new ideas.	O	O	O	O
Included opportunities to work productivity with colleagues in my school.	O	O	O	O
Included opportunities to work productively with peers/mentors from other schools.	O	O	O	O
Directly related to the needs of the students.	O	O	O	O

20. Would you like to share anything else about professional development?

21. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
School staff understand family challenges and concerns of most parents.	O	O	O	O
School staff work closely with families to meet the students' needs.	O	O	O	O
School staff regularly communicate with families about how they can help students advance.	O	O	O	O
School staff value families' race, ethnicity, culture, or background.	O	O	O	O
School staff incorporate feedback from families into supporting children in the program.	O	O	O	O

22. Our school ...	Not at all	A little	Sometimes	Almost always
Involves parents in the development of programs aimed at improving students' academic outcomes.	O	O	O	O
Develops formal networks to link all families with each other (for example: providing a website for parents to connect with one another).	O	O	O	O
Encourages more involved parents/guardians to reach out to less involved parents/guardians.	O	O	O	O
Involves parents in commenting on school curricula.	O	O	O	O
The school considers the input of parent leaders from all backgrounds when planning school improvement efforts.	O	O	O	O

23. Would you like to share anything else about family involvement and community ties?

24. Name two things you like most about this school.

25. Name two things you like least about this school.

26. If you could make one suggestion for improving this school, what would it be?

STUDENT SUPPORT STAFF SURVEY

Dear Support Staff,

As Support Staff member, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights on crucial aspects of school operations will help us paint a comprehensive picture of your institution from an organizational standpoint.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment. Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

1. How many adults in the school ...	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom.	O	O	O	O	O
Take responsibility for improving the school.	O	O	O	O	O
Feel responsible to help each other do their best.	O	O	O	O	O
Feel responsible that all students learn.	O	O	O	O	O
Feel responsible for helping students develop self-control.	O	O	O	O	O
Feel responsible when students in this school do not follow school expectations.	O	O	O	O	O
Help build a welcoming school environment not just their class or office space.	O	O	O	O	O

2. Would you like to share anything else about collective responsibility?

3. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
I would recommend this school to parents seeking a place for their child.	O	O	O	O
I usually look forward to each working day at this school.	O	O	O	O
I wouldn't want to work in any other school.	O	O	O	O
I would recommend this school to others as a place to work.	O	O	O	O

4. Would you like to share anything else about your commitment to this school?

5. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
Teachers and support staff in this school trust each other.	○	○	○	○
It's okay in this school to discuss feelings, worries, and frustrations with other staff.	○	○	○	○
Teachers respect the work of the support staff.	○	○	○	○
Teachers try to work with disengaged and disruptive students before calling for support.	○	○	○	○
Student support workers respect the classroom teachers.	○	○	○	○

6. Would you like to share anything else about trust and respect between support staff and teachers?

For the sake of this survey, the leadership team refers to the CEO, principal, assistant, and associate principal. Program coherence is a shared understanding about the purpose and nature of the work in the minds and actions of the adults in the school, individually and especially collectively.

7. How much do you agree with the follow statements about program coherence?	Strongly disagree	Disagree	Agree	Strongly agree
There is consistency in disciplinary policies and practices schoolwide.	○	○	○	○
The leadership makes clear to the staff the leadership expectations for meeting school goals.	○	○	○	○
The leadership communicates a clear vision for our school.	○	○	○	○
The leadership presses staff to implement what they have learned in professional development.	○	○	○	○
The leadership knows what's going on in the classrooms, hallways, playground and cafeteria.	○	○	○	○
The leadership provides me with useful feedback to improve my interactions with students.	○	○	○	○
Once we start a new program in this school, the leadership follows up to make sure that it is working.	○	○	○	○

7. How much do you agree with the follow statements about program coherence?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership has provided me with the support I need to improve my interactions with students.	○	○	○	○
The leadership sets high standards for student learning.	○	○	○	○
The leadership sets high standards for student behavior.	○	○	○	○
The leadership participates in school culture planning with student support teams.	○	○	○	○
Discipline procedures are well coordinated across different grade levels at this school.	○	○	○	○
The leadership team functions as a cohesive team.	○	○	○	○

8. Is there anything else you would like to say about program coherence?

9. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
School leadership takes a personal interest in the professional development of support staff.	○	○	○	○
School leadership looks out for the personal welfare of support staff.	○	○	○	○
School leadership places the needs of the children ahead of personal and political interests.	○	○	○	○
School leadership respects support staff.	○	○	○	○
School leadership works effectively to make the school run smoothly.	○	○	○	○

10. Would you like to share anything else about the trust and respect between leadership–staff?

11. Career development: How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership encourages me to continue my education by attaining a college degree or teacher certification.	O	O	O	O
The leadership team provides information about workshops, training and college courses that will support my work and career goals.	O	O	O	O
I have a mentor who supports my career growth at this school.	O	O	O	O
There are opportunities for promotion at this school.	O	O	O	O

12. I would like my school to help me enroll in a teacher education program.

O Yes

O Maybe

O No

13. Would you like to share anything else about career development opportunities at your school?

14. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
School staff understand the challenges and concerns of most parents.	O	O	O	O
School staff work closely with families to meet the students' needs.	O	O	O	O
School staff regularly communicate with families about how they can help students advance.	O	O	O	O
School staff value the race, ethnicity, culture, or background of the students and their families.	O	O	O	O
School staff incorporate feedback from families to support student behavior and academic achievement.	O	O	O	O

15. Would you like to share anything else about parent involvement?

16. Name two things you like most about this school.

17. Name two things you like least about this school.

18. If you could make one suggestion for improving this school, what would it be?