

Milwaukee Math and Science Academy

Programmatic Profile and Educational Performance

2014–15 School Year

Report Date: August 2015

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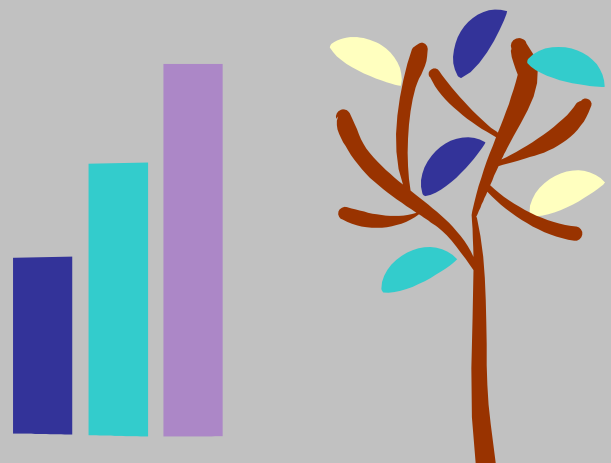


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EXECUTIVE SUMMARY
for
Milwaukee Math and Science Academy
2014–15

This is the fourth annual report on the operation of Milwaukee Math and Science Academy (MMSA). It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), MMSA staff, and the Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY

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

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

II. Educational Performance

A. Local Measures

1. Primary Measures of Academic Progress

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

This year, MMSA’s local measures of academic progress resulted in the following.

Reading:

Overall, 72.9% (180 of 247) of K5 through eighth-grade students who took the Measure of Academic Progress (MAP) tests in the fall met their target reading score on the spring test administration.

Math:

Overall, 85.4% (210 of 246) of K5 through eighth-grade students who took the MAP in the fall met their target math score on the spring test administration.

Writing:

- Close to one fifth (16.1%, or 33 of 205) of the K5 through sixth graders who completed both a fall and spring writing sample achieved an average score of 3 or higher on the spring writing sample.

- An even smaller proportion (12.5%, or four of 32) of seventh and eighth graders who completed both a fall and spring writing sample achieved an average score of 4 or higher on the spring writing sample.
- Overall, 15.6% (37 of 237) of students in K5 through eighth grades who completed both a fall and spring writing sample met their local measure in writing.

Special Education:

About half (11 of 20, or 55.0%) of the students met at least 75.0% of their goals and at least 80.0% of their subgoals on their individualized education programs over the last year.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, MMSA identified measureable education-related outcomes in attendance, parent involvement, and special education records. Results are described below.

- Average student attendance was 89.7%, just falling short of the school's goal of 90.0%.
- Overall, parents of 201 (72.3%) of 278 students attended at least two family-teacher conferences, exceeding the school's goal of 70.0%.
- MMSA developed and maintained records for all special education students.

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

MMSA administered all required standardized tests noted in their contract with the City of Milwaukee. However, data regarding year-to-year academic achievement on Department of Public Instruction (DPI) standardized tests are not available this year due to the discontinuance of the Wisconsin Knowledge and Concepts Examination and the first year of application of the PALS to second graders and the Badger Exam to third through eighth graders.

C. School Scorecard

MMSA scored 72.6% on the CSRC scorecard this year, which places the school at the Promising/Good level. This compares with 66.4% on the 2013–14 scorecard, 64.4% on the 2012–13 scorecard, and 59.2% on the 2011–12 scorecard.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT AND CONDITIONS OF PROBATION

The school addressed all of the recommendations for school improvement included in the 2013–14 academic report.

The CSRC placed MMSA on probation with six specific conditions at its December 16, 2014, meeting. The conditions of probation are stated in the CSRC's letter to the school's leadership dated January 6, 2015. A copy of the letter is included in Appendix G. MMSA met all of the CSRC's conditions of probation.

Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities for the 2015–16 academic year.

- Continue the summer reading program.
- Continue to focus on strategies and staff resources that will result in continued growth in reading.
- Provide more professional development in the areas of reading and writing (literacy), with a new emphasis on how to measure writing skills at all levels.
- Focus on writing improvement throughout the academic year by using fall writing sample to inform teaching interventions and strategies.
- Clarify and implement appropriate Individualized Education Program (IEP) development and review. Consider requiring both goals and subgoals for each IEP.
- Continue to provide enrichment opportunities for students who are functioning above grade level. Address and implement strategies to increase student attendance, retention, and return rates.
- Continue the implementation of strategies to increase student attendance, retention, and return rates.
- Continue the strategies to retain teachers throughout the school year and to encourage teachers to return year after year.

IV. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

MMSA addressed all of the conditions of probation set forth by the City of Milwaukee CSRC, adopted strategies to ensure that all of the recommendations for school improvement in the 2013–14 report were implemented, and has met all of the provisions of its contract with the City of Milwaukee. In addition, MMSA's score on the CSRC scorecard for 2014–15 is 72.6%. Because of the solid trend of continuous growth on the multiple measure scorecard and the school's ability to meet all of the other recommended and required conditions, CRC recommends that the school's probationary status be lifted with the school continuing to receive regular annual academic monitoring and reporting with an emphasis on the school's sustained progress.

In addition, CRC recommends that MMSA's charter with the city be renewed for another five years.

I. INTRODUCTION

This is the fourth annual program monitoring report to address educational outcomes for Milwaukee Math and Science Academy (MMSA), one of 10 schools chartered by the City of Milwaukee for the 2014–15 academic year. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between CSRC and the Children’s Research Center (CRC).¹

The process used to gather the information in this report is spelled out below.

- CRC staff assisted the school in developing its student learning memorandum (or “learning memo”).
- In the fall, CRC staff visited the school to conduct a structured interview with the principal and the instructional coordinator/dean of students and to clarify the data requirements and data submission process.
- During the year, additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
- At the end of the school year, a structured interview was conducted with the principal and the instructional coordinator/dean of students to review the year and develop initial recommendations for school improvement.
- CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were up to date.
- CRC staff verified instructional staff licensure utilizing the Wisconsin Department of Public Instruction (DPI) website.
- The school provided electronic and paper data to CRC. Data were compiled and analyzed at CRC.

¹ CRC is a nonprofit social science research organization and center of the National Council on Crime and Delinquency.

II. PROGRAMMATIC PROFILE

Milwaukee Math and Science Academy
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Milwaukee, WI 53212

Phone: (414) 263-6400
Fax: (414) 263-6403
www.mmsacademy.org

Principal 2014–15 Academic Year: Mr. David Chief²

MMSA is located on the north side of the City of Milwaukee and is the first school in Wisconsin to be operated by Concept Schools, a nonprofit educational management organization based in Chicago. Concept Schools manages 31 schools throughout the Midwest that are chartered through their local city in order to provide quality education to local residents. The Concept model is designed to provide a rigorous college preparatory curriculum with a particular emphasis on achievement in mathematics, science, and technology.³

A. School Management and Board of Directors

MMSA is governed locally by a volunteer board of directors. The board, along with Concept Schools, has ultimate responsibility for the success of the school and is accountable directly to the City of Milwaukee and the DPI to ensure that all terms of the school's charter are met. The board meets on a regular basis.

The school's management team consists of the principal, two deans of students, and an instructional coordinator. Opportunities for management support are also provided by Concept Schools staff. Although the school has had three different principals for each of the three years of its

² David Chief's former name was Siddick Cifcioglu.

³ Concept Schools website: www.conceptschoools.org

charter to date, the principal for the 2013–14 school year returned for the 2014–15 school year and continues in this role at the time of this report.

The school’s board of directors has remained constant for the 2014–15 school year with the addition of one board member in January 2015.

B. Educational Methodology

1. Philosophy (Mission)⁴

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

The educational philosophy of the school is that MMSA exists for the welfare and dignity of each child. Education is student-centered and each child is recognized as a unique individual with different interests, needs, and abilities. The school aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. MMSA is focused on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. The purpose of the school is to foster productive attitudes toward work, family, and community. When students have a positive attitude toward school, their perception of “school” transforms. MMSA strives to lead each and every student toward these accomplishments by using a curriculum aligned with the State of Wisconsin’s academic content standards, which is essential to future success in school and at work.

⁴ From the 2014–15 *Parent/Student Handbook*.

2. Educational Programs and Curriculum

MMSA serves students in K4 through eighth grade, offering a curriculum focused on math, science, and technology to prepare students to be competitive in the global world. Based upon the core values of Concept Schools, the curriculum encourages student proactivity and preparedness along with promoting respect, responsibility, integrity, determination, fortitude, excellence, and effort.

MMSA's academic program implements a standards-based, college-preparatory curriculum that gives staff the flexibility to adapt instructional strategies in order to meet the needs of the students. All parts of the curriculum are aligned with the state learning standards.⁵ Subject areas taught and graded for students in second through eighth grades include language arts, mathematics, social studies, science, art, physical education/health, computer science, and character education. Second through eighth-grade students are assigned a letter grade following a standard numerical scale associated with each letter.

Kindergarten and first-grade student progress is monitored with report cards on which student skills are rated from advanced to below basic in the following subjects: independent learning and social behavior, mathematics, reading, science social studies, and writing. These students also are assessed on the level of effort put forth in each subject on a scale ranging from "consistently focuses on learning" to "no evidence of effort." Additionally, student progress is regularly examined through standardized testing and local measures to supply teachers and instructional leaders with real data to help guide future program and curriculum decisions. There is a stated promotion policy as well as attendance and dress code policies. Transportation is provided by MMSA for students who live from one to 10 miles from the school.⁶

⁵ http://www.mmsacademy.org/?page_id=5395

⁶ Information from the 2014–15 *Parent/Student Handbook*.

C. Student Population

At the beginning of the year, 333 students were enrolled at MMSA.⁷ An additional 23 students enrolled after the school year started, and 60 students withdrew from the school prior to the end of the year. Of the 60 students who withdrew, 55 (91.7%) students transferred to a public school in a different local education agency in the same state, three (5.0%) were expelled or involuntary withdrawn, one (1.7%) student transferred to a public school in a different state, and one (1.7%) student had no reason for withdrawal listed. Of the 333 students who started the year at the school, 278 remained enrolled at the end of the year, representing an 83.5% retention rate. This compares to a retention rate of 78.5% in 2013–14.

At the end of the year, 296 students were enrolled at MMSA.

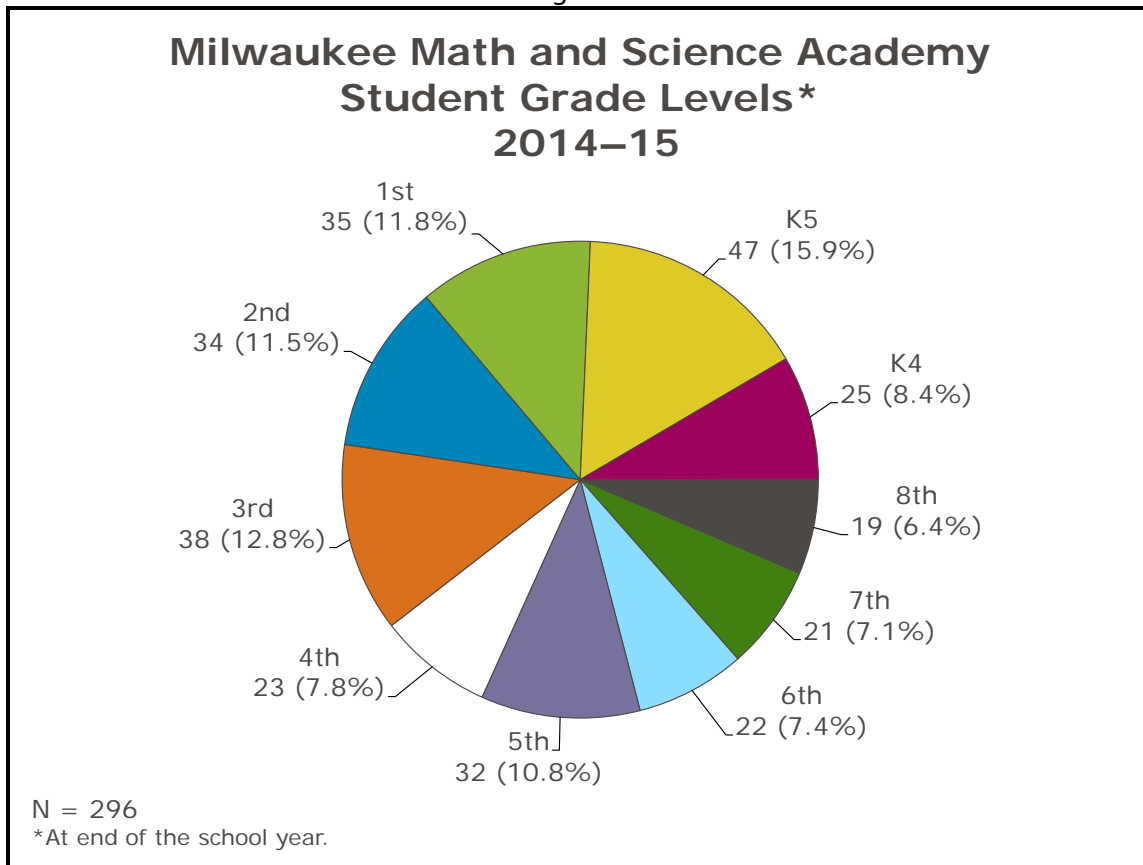
- Most (282, or 95.3%) of the students were African American, six (2.0%) were multiracial, five (1.7%) were Hispanic/Latino, and three (1.0%) were Caucasian/White.
- Girls numbered 160 (54.1%); boys, 136 (45.9%).
- Special education needs were reported for 48 students (16.2%), of which 14 had other health impairments (OHI), 10 had special needs in speech/language (SPL), nine had specific learning disabilities (SLD), two had emotional/behavioral disabilities, five had SPL/OHI, one had SLD/SPL, and one had SLD/OHI. One student's family could not be contacted due to the family moving.
- Four students were provided accommodations via a Section 504 plan.⁸
- All students were eligible for free or reduced lunch prices (295 [99.7%] for free and one [0.3%] for reduced).

The largest grade level was K5, with 47 students (Figure 1).

⁷ As of September 19, 2014.

⁸ §504 of the Rehabilitation Act of 1973 provides accommodations to persons with disabilities. In schools, students with a 504 plan may have a disability, but may not qualify for an IEP under special education criteria. See <http://www.pacer.org/parent/504/?gclid=CJ6O2qTE6sYCFYoTHwodqN0KcQ>

Figure 1



On the last day of the 2013–14 academic year, 268 MMSA students were eligible for continued enrollment in the 2014–15 academic year.⁹ Of those, 183 were enrolled on the third Friday in September 2014, representing a return rate of 68.3%, which compares to 71.6% the prior year.

D. School Structure

1. Areas of Instruction

MMSA’s curriculum included instruction in English/reading/literacy, mathematics, social studies, science, art, music, physical education/health, Spanish, and computer science. Students were

⁹ MMSA added eighth grade during 2014–15; therefore, students who were seventh graders during 2013–14 were eligible to return in the fall of 2014.

exposed to core subjects daily and participated in art, physical education, and computer science two to three times per week. Special education programming was provided to students identified as needing an IEP. Students who met the criteria for special education services were monitored and reviewed so that appropriate adjustments could be made to their plans. Students received four report cards during the year, which were mailed to their homes at the end of every quarter.¹⁰

2. Classrooms

The school had 17 classrooms: two for K4; three for K5; two each for first, second, and third grades; one for fourth grade; two for fifth grade; and one each for sixth, seventh, and eighth grades.

Classrooms held 19 or 20 students. This year K4 was an all-day program. The 14 classrooms for K4 through fifth grades had assigned teachers. The middle school grades (sixth, seventh, and eighth) had five subject-matter teachers—one each for English/language arts, science, and social studies¹¹; and two math teachers.

The school began the year with one teacher aide, but added one in November, two in January, another in February, and one more in March. The school building also had an art room, a room for special education individual and small-group work, a library, and a gymnasium. Breakfast and lunch were served in a cafeteria adjacent to the kitchen.

3. Teacher Information

During the school year, the school employed a total of 19 classroom teachers and 11 additional instructional staff. The school year began with 18 classroom teachers (nine of whom were new to the school). Other instructional staff included a physical education teacher, two special

¹⁰ See the 2014–15 *Parent/Student Handbook*.

¹¹ The science teacher left in March and was not replaced.

education teachers, two full-time building-wide substitutes (one for music only), a Title 1 teacher, a social worker, a school psychologist, an art teacher, a foreign language teacher, and a science teacher. The school contracted for the services of a speech pathologist.

The support staff included the principal, an instructional coordinator, an assistant director, two deans of students, an IT person, a secretary, a custodian, and a security person.

Of the 18 classroom teachers who began the year, 16 remained for the entire year, representing a teacher retention rate of 88.9%. A K4 teacher resigned in January 2015, and a third-grade teacher left without informing the school. The third-grade teacher was replaced in February 2015. The K4 teacher was not replaced, and those students joined the other K4 class.¹² Two other instructional staff members were let go during the year due to lack of licensure: the foreign language (Turkish) teacher and the science teacher. The science teacher was replaced with a teacher from Parallel Employment.¹³ The school discontinued offering Turkish as a foreign language. The art teacher resigned in January 2015 and was not replaced. Of the nine instructional staff eligible to stay, all but the art teacher (eight of nine) remained for the entire year for a retention rate of 88.9%. The total retention rate for all instructional staff including classroom teachers was 88.9% (24 of 27 eligible to remain all year).

At the end of the 2013–14 school year, 10 classroom teachers and seven other instructional staff were eligible to return in the fall of 2014.¹⁴ Eight of the 10 classroom teachers returned for a

¹² This combined K4 class had 25 students at the end of the school year.

¹³ The science teacher was kept as an aide in the science room accompanied by the licensed science teacher from Parallel Employment. The science teacher ultimately received an emergency teacher permit covering the 2014–15 school year.

¹⁴ The computer instructor was listed as instructional staff for 2013–14. Because he had not obtained a DPI license or permit, this year he has worked with classroom teachers and thus is not directly responsible for instruction.

return rate of 80.0%. Six of the seven other instructional staff returned (85.7%).¹⁵ Overall, 14 (82.3%) of the 17 eligible staff returned.

License information on the DPI website indicated that all instructional staff employed at the end of the year held valid DPI licenses or permits.

Teachers and leadership participated in the following professional development opportunities as appropriate for their various positions at the school.¹⁶

Topic/Event	Date
Concept-Sponsored Professional Development	
• Leadership Summit	8/1/14
• Teacher Institute	8/15/14
• Development Sessions (speaker and small-group breakout sessions)	9/26/14
Professional Development Session Provided by MMSA Staff Members	
• Student Information System (SIS) Training for Teachers	8/14/14
• NEWA MAP Data Analysis Team Meetings	9/2014
• WKCE Proctor Training	10/30/14
• Educator Effectiveness – Teachscape Training	11/12/14
• Badger Exam Proctor Training	3/11/15
Professional Development Provided by Outside Agencies	
• Child Abuse Training (project coordinator of Prevent Child Abuse Wisconsin)	8/14/14
• Compass Learning Training (Compass Learning representative)	8/18/14
• Educator Effectiveness Orientation (CESA 1 staff)	10/15/14
• Educator Effectiveness Workshop (CESA 1 staff)	10/29/14
• Face-to-Face Badger Exam Pre-Test Workshop (DPI)	2/27/15
• Building Positive School Culture (CESA 1 staff)	3/27/15
Professional Development Provided by MMSA Staff Members	
• Cardinal Stritch University Certification Courses for Wisconsin Licenses	Ongoing
• Educator Effectiveness Online Training	Throughout year
• Teach for America Professional Development	9/13/14, 11/15/14, 1/10/15, and 4/10/15

¹⁵ The speech pathologist position became a contracted position in the fall of 2013.

¹⁶ The school provided a complete attendance list for each of the professional development opportunities.

Topic/Event	Date
• Practical Strategies for Teaching/Learning Mathematics	10/6/14
• Effective Literacy Practices Webinar	10/9/14
• The Science of IEP Development	10/10/14
• The Art of IEP Development	10/17/14
• Vision and Goal Setting for Your Classroom	10/25/14
• Code.Org K through 5 Curriculum Implementation	11/1/14
• CPI: Nonviolent Crisis Intervention Training (CESA 1 staff)	
• Educator Effectiveness (60 hours of online Focus Training)	October and November 2014
• Developing Rich Assessment Tasks Webinar	December 2014
• Formative Assessments Webinar (sponsored by ASCD)	December 2014
• Social-Emotional Development of Young Students	12/13/14
• UW-Eau Claire Online Graduate Certification Program for Special Education Director	Began in January 2015
• Engaging Students, Assessing Learning	March 2015
• Engaging Reluctant Readers Webinar	3/12/15
• Formative Assessment Strategies Webinar (a three-part series)	April 2015

4. Hours of Instruction/School Calendar

The regular school day for all students began at 8:05 a.m. and ended at 3:05 or 3:15 p.m., depending on the grade level. Breakfast was served from 7:30 to 7:50 a.m. each morning. Homeroom was held from 7:55 to 8:05 a.m. On Mondays and Tuesdays, tutoring was available from 3:30 to 4:00 p.m.; clubs occurred during this time on Thursdays.

The first day of school was August 25, 2014, and the last day of school was June 12, 2015.¹⁷ The school published the calendar in the parent handbook. MMSA has met the City of Milwaukee's requirement to publish an annual calendar.

¹⁷ The 2014–15 calendar was published on the school's website.

5. Parent and Family Involvement

The *MMSA Parent/Student Handbook* states that education is a shared responsibility, and successful operation of a school depends on the cooperation of everyone concerned—students, parents, and staff. The goal of MMSA is to create a partnership among the members of this triad. Each member is responsible for doing his or her part to make the school a place where everyone can achieve his or her goals and work together in harmony. Parents are invited to contact any member of the school staff if they need assistance with any problems or concerns. In addition, parents and students are asked to review the *Parent/Student Handbook* and complete a Statement of Understanding.

The school provided a parent/student orientation before school began. Parents at MMSA could follow along their children’s classroom activities, homework, assignments, and grades via the Internet. All teachers at the school used Concept Schools’ student information system, a grade book that lets teachers securely publish grades and class activities on the Internet for students and parents. Parents received their passwords when they came for open house, parent/teacher conferences, or upon request. Parents could log in and see what was published daily by the teachers. All families were provided login information and passwords for the online grading system. Parents seeking a more involved role in the school were invited to join the MMSA Parent Teacher Organization (PTO). Elections are held annually for PTO positions, and meetings are generally held monthly in the evenings from 5:00 to 6:30 p.m.

According to the 2014–15 *Parent/Student Handbook*, parents are expected to attend conferences after each of the first two quarters and at other times as requested by the classroom teacher, the principal, or the dean. Parents are welcome and encouraged to volunteer or observe in daily activities at the school. Many family-centered activities were offered throughout the year. A student/parent orientation was held in August; Grandparents’ Day in September; the science fair, parent meeting, and “Spooky Night” in October; an honor roll dinner in November; a holiday concert

in December; Eighth-Grade High School Night and MMSA Science Fair in January; Literacy Night and Scholastic Book Fair and Black History Program in February; a parent breakfast and student/staff basketball game in March; the MMSA Talent Show in April; eighth-grade graduation meeting, the STOP (Students Talking it Over with Police), and a spring concert in May; and kindergarten and eighth-grade graduations in June.

6. Waiting List

In September 2014 the school reported a waiting list of 63 students across all grades. As of May 31, 2014, the school reported no students waiting for fall openings.

7. Disciplinary Policy

MMSA's goal is to help every student meet his/her intellectual, social, physical, and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, school administrators and teachers do not allow unacceptable behaviors during school, on school property, or at or during any school-sponsored activities. The school's 2014–15 *Parent/Student Handbook* explains the policy and procedures regarding student conduct and discipline.

The handbook covers unacceptable student behaviors, formal disciplinary policies and procedures, and the school-wide discipline system. The discipline system includes school-wide rules, expectations, and consequences that are defined in the school handbook. The handbook includes a chart outlining specific situations in which preventive discipline strategies can be used as well as appropriate consequences. Afterschool and Saturday detention, in- and out-of-school suspensions, and expulsions are explained along with due process rights.

8. Graduation and High School Information

This was the first year that MMSA had an eighth-grade graduating class. An MMSA staff member was assigned to each student to help with the high school application process. The Dean of Students took some students to high school open houses. The school hosted its own high school open house on January 22, 2015, which was attended by St. Joan Antida, Hope High School, CEO High School, Carmen High School, Veritas High School, Ronald Reagan High School, and Nova Tech.

All 19 eighth-grade students graduated. At the time of this report, 17 of these students planned to attend the following high schools: Messmer (three), MCA (four), Riverside (one), St. Joan Antida (three), Destiny (one), High School of the Arts (two), South Division (one), Hamilton (one), and Casimir Pulaski (one). The remaining two students were still seeking a high school placement.

The school has not developed a formal plan to track the high school achievement of its graduates.

9. Activities for School Improvement and Conditions of Probation

The following is a description of MMSA's response to the activities recommended in the programmatic profile and educational performance report for the 2013–14 academic year.

- Recommendation: Focus on reading development by:
 - » Establishing a summer reading program for students in K5 through fourth grade who are behind in reading.

Response: During the summer of 2014, the school provided a summer reading program to students in K5 through third grade to inspire the students to become active readers. The teachers chose not-yet-proficient readers to help them move to proficiency in the future. The program was three weeks, four days each week, three instructional hours each day, followed by recreational activities and field trips.

The school planned on an expanded 2015 summer reading program to specifically target low-achieving students identified by the 2014–15

Phonological Awareness Literacy Screening (PALS) data and Measures of Academic Progress (MAP) scores.

- » Revising the reading curriculum to focus more on reading, especially in the younger grades.

Response: The school added an extra enrichment reading class twice weekly (90 minutes extra each week) for all students in K5 through second grade. The school also adopted the Concept Schools reading curriculum supplemented by trade books that provided leveled reading topics.

- » Hiring extra help to support the reading program.

Response: The school was supported by a Concept Schools K–3 director who provided curricular support to teachers of K5 through third-grade.

- Recommendation: Implement strategies to increase student attendance, retention, and return rates.

Response: The school implemented various strategies that addressed effective policies, communication with parents, parental involvement, recognition and awards, and a motivating school culture.

The administrative team monitored daily attendance and intervened. The social worker called the parents of absent students and provided follow-up. The home visit program prioritized students with excessive absences. The school visited these families first and discussed what MMSA could do to help them.

The attendance policy was revised, outlining clearly the consequences of absences. If phone calls, follow-up by the social worker, and home visits did not result in better attendance, consequences included the parent receiving a truancy letter from the school. Parents were asked to sign the attendance policy to increase understanding of the policy and accountability.

The school provided incentives for attending school. The incentives included afterschool programming to keep students interested in school, recognition of students with high attendance rates at school-wide assemblies, pictures posted around the school, and letters sent home to congratulate parents.

The school recognized that retention and return of students occurs when there is a safe, high-achieving, and nurturing school environment. To promote this environment, the school hired an additional dean of students to assist with appropriate behavioral expectations. Some of the strategies used throughout the school included constant reference to making college-bound choices, a common language used to redirect students about expectations, and incentives given for achieving personal goals on the MAP assessments.

- Recommendation: Continue to provide enrichment opportunities for students who are functioning above grade level.

Response: The school continued to provide enrichment opportunities for students who are functioning above grade level. Eight students participated in the Concept Schools Science Fair held in Cleveland on April 18, 2015. MMSA had a STEM (Science, Engineering, and Math) team that met throughout the semester to conduct experiments, explore math problems, and prepare for STEM demonstrations for the MMSA Science Fair and the Concept Schools Science Fair in Cleveland. A new program, Ivy League Mentoring (IMP), was established for select MMSA students. IMP met on Saturdays with a focus on academic, socio-emotional, and leadership skills. Academics occurred in the morning followed by other activities in the afternoons. Other programs include a robotics programs, an annual spelling bee, a MathCON team, a writing competition (“Put Down the Rage, Pick up the Pen”), and three days of enrichment clubs per week.

- Recommendation: Improve methods of tracking the license/certification of teachers.

Response: The school initially focused on ensuring that all staff held a license or permit for the 2014–15 school year. The plan for the future includes:

- » Requiring teaching staff interviewees to provide proof of a current license or permit;
- » Regular follow-up by administration with teachers throughout the year regarding licensure requirements such as renewals or expirations; and
- » Placing contingencies regarding licensure/certification in teacher contracts.

- Recommendation: Develop strategies to retain teachers throughout the school year and encourage teachers to return year after year.

Response: The school has taken steps to increase teacher retention and return rates. Steps include but are not limited to:

- » Offering a more competitive salary scale;
- » Starting contract negotiations in February;
- » Adding two additional positions to provide effective instructional and student discipline support to teachers, an additional dean of students, and a new instructional coordinator;
- » Creating a leadership team—including a K through second-grade chairperson, a third- through fourth-grade chairperson, a fifth- through eighth-grade chairperson; a math department head; and an English/language arts department head—that allows for the sharing of ideas and concerns from staff with subsequent action steps; and

- » Responding specifically to staff concerns raised during the 2013–14 interview process. For example, adding more assistant teachers and clarification of student disciplinary consequences.

Additional Probation Conditions Required by the CSRC

The CSRC placed MMSA on probation at its meeting on December 16, 2014. The conditions of probation are stated in the CSRC's letter to the school's leadership dated January 6, 2015. A copy of this letter is included in Appendix G. The extent to which MMSA has met the conditions of probation follows.

- **Condition:** Improve the stability of the school's leadership by maintaining at least 80.0% of the current administrative and board leadership through the 2014–15 academic year. The current administrative leadership includes the principal, instructional coordinator, and two deans of students. The board of directors currently consists of four members.

Response: The same individuals filled the principal, instructional coordinator, and deans of students positions throughout the year. The members of the board also remained the same throughout the year, with the addition of a new board member who began in January 2015. This condition has been met.

- **Condition:** Increase the total points earned for engagement indicators on the scorecard in 2014–15. The total points earned in 2013–14 for these indicators was 17.6 or 70.4% of the possible 25 points in this area.

Response: As this report indicates, the school earned a total of 20.6 or 82% of the possible 25 points in this area, an increase of three points. This condition has been met.

- **Condition:** Meet the CSRC expectation that at least 75.0% of the first graders who met the summed score benchmark on the PALS in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year. In the spring of 2015, at least 75.0% of the second-grade students who met the benchmark in the spring of 2014 as first graders will be expected to again meet their benchmark.

Response: Based on PALS results from 2014, 13 students were at or above the spring 2015 summed score benchmark; 12 (92.3%) of those students remained at or above the summed score benchmark in the spring of 2015. This condition has been met.

- **Condition:** Ensure that all instructional staff hold DPI instruction licenses or permits for each year of operation.

- Response: All instructional staff employed by the school at the end of the school year held DPI licenses or permits. This condition has been met
- Condition: Submit a written explanation, including specific actions taken, to CRC by January 30, 2015, addressing the progress the school has made toward the recommendations for school improvement listed in the 2013–14 *Programmatic Profile and Educational Performance* report.

Response: The school submitted a written explanation, including specific actions, to CRC in a timely manner. The document addressed the progress made toward each of the 2013–14 recommendations for school improvement. This information, along with any additional actions taken during the second semester, is included in this report in the school improvement section above. This condition has been met.

Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities for the 2015–16 academic year.

- Continue the summer reading program.
- Continue the focused efforts that will result in continued growth in reading.
- Provide more professional development in the areas of reading and writing (literacy), with a new emphasis on how to measure writing skills at all levels.
- Focus on writing improvement throughout the academic year by using a fall writing sample to inform teaching interventions and strategies.
- Clarify and implement appropriate IEP development and review. Consider requiring that IEPs have both goals and subgoals for each IEP.
- Continue to provide enrichment opportunities for students who are functioning above grade level. Address and implement strategies to increase student attendance, retention, and return rates.
- Continue the implementation of strategies to increase student attendance, retention, and return rates.
- Continue the strategies to retain teachers throughout the school year and to encourage teachers to return year after year.

III. EDUCATIONAL PERFORMANCE

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

This year, the local assessment measures included student progress in reading; mathematics; writing skills; and, for special education students, IEP progress. The standardized assessment measures used were the PALS and the Badger Exam.¹⁸

A. Attendance

CRC examined student attendance two ways: The first reflects the average time students attended school, and the second includes excused absences. Both rates include all students enrolled at any time during the school year. MMSA established a goal to maintain an average daily attendance rate of 90.0%. The school considered a student present if he/she arrived at school no later than 10:00 a.m. and remained in class for the rest of the school day or arrived at school by 8:00 a.m. and remained in class until at least 1:00 p.m. Attendance data were available for 356 students enrolled during the year. On average, students attended 89.7% of the time, falling just short of the school's goal.¹⁹ When excused absences were included, the attendance rate rose to 90.5%.

CRC also examined the time students spent, on average, in suspension (in or out of school). Throughout the school year, 167 students from K4 through eighth grade were suspended at least once. Of those students, 154 spent, on average, 4.1 days out of school on suspension, and 55 students

¹⁸The Badger Exam is a Smarter Balanced test aligned with Common Core State Standards.

¹⁹ Individual student attendance rate was calculated by dividing the total number of days present by the total number of days that the student was enrolled. Individual rates were then averaged across all students.

spent an average of 1.6 days in school and on suspension. Note that some students were given both in- and out-of-school suspensions during the year.

B. Parent Participation

At the beginning of the academic year, the school set a goal of 70.0% parent attendance at a minimum of two of the four parent-teacher conferences. Phone calls and home visits were acceptable alternatives for parents who were unable to attend conferences. This year, 278 students were enrolled at the time of all four conferences (i.e., for the year). Results indicated that parents of 201 (72.3%) children attended at least two conferences, exceeding the school's goal.

C. Special Education Needs

This year, the school set a goal to develop and maintain records for all special education students. During the school year, 59 special education students were enrolled at MMSA.²⁰ Nine of these students withdrew before the time of their IEP. The school held annual reviews and maintained records of the remaining 50 (100.0%) students.

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

²⁰ An additional seven students were given an initial assessment but were determined not eligible for special education services. One student moved; the school had no forwarding address or way to contact the family.

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee–chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC expectation is that schools establish local measures in reading, writing, math, and special education.

MMSA used the MAP as a local measure of math and reading progress.

1. Reading and Math Progress for K5 Through Eighth Graders Using MAP Target RIT Score

MAP is a series of tests that measures student skills in reading, math, and language usage. The test yields a Rausch Unit (RIT) scale score that shows student understanding, regardless of grade level, which allows easy comparison of student progress from the beginning to the end of the year and/or from one year to the next. Results provide educators with the information necessary to build curriculum to meet their students' needs. Students who complete the MAP tests in reading and math in the fall receive an overall score as well as a unique target score based on his/her grade level and fall test score (target RIT) that the student should strive to meet on the spring test. MMSA elected to measure student progress in reading and mathematics by examining the percentage of students who met their target RIT scores on the spring tests. Specifically, the school's local measure goal for MAP reading and math results was that at least 60.0% of students who completed the fall and spring reading assessments would meet their target RIT score on the spring assessment, and at least 65.0% of

students who completed the fall and spring math assessments would meet their target RIT score on the spring assessment.

a. *Reading*

Of the 247 students who completed both the fall and spring reading test, 180 (72.9%) met their target reading score on the spring 2015 test administration (Table 1). This exceeded the school's goal of 60.0%.

Table 1			
Milwaukee Math and Science Academy			
Local Measures of Academic Progress: MAP Reading Assessment			
K5 Through 8th Grade			
Based on Target RIT Scores			
Grade	N	Met Target RIT Score in Spring 2015	
		N	%
K5	43	29	67.4%
1st	33	20	60.6%
2nd	32	17	53.1%
3rd	35	24	68.6%
4th	23	19	82.6%
5th	28	25	89.3%
6th	20	20	100.0%
7th	18	15	83.3%
8th	15	11	73.3%
Total	247	180	72.9%

b. *Math*

Of the 246 students who completed both the fall and spring math test, 210 (85.4%) met their target math score on the spring 2015 test administration (Table 2), exceeding the goal of 60.0%.

Table 2			
Milwaukee Math and Science Academy			
Local Measures of Academic Progress: MAP Math Assessment			
K5 Through 8th Grade			
Based on Target RIT Scores			
Grade	N	Met Target RIT Score in Spring 2015	
		N	%
K5	43	37	86.0%
1st	33	31	93.9%
2nd	32	28	87.5%
3rd	35	27	77.1%
4th	23	17	73.9%
5th	28	25	89.3%
6th	19 ²¹	18	94.7%
7th	18	17	94.4%
8th	15	10	66.7%
Total	246	210	85.4%

2. Writing

To assess student writing skills, MMSA used the Common Core State Standards for writing. The school planned to have students complete writing samples in September and again in June. Writing prompts were the same for both samples and were based on grade-level topics with a focus on the narrative genre.²² Students could score between zero and five points on each writing sample. MMSA's

²¹ One sixth-grade student had scores for both the fall and spring MAP reading assessment but only a score for the spring MAP math assessment. This sixth-grade student is included in the MAP reading assessment analysis (Table 1) but not the MAP math assessment analysis (Table 2).

²² Writing genres for K5 through sixth grade include opinion, informational, and narrative. Writing genres for seventh and eighth grades include argument, information/explanatory, and narrative.

local measure writing goal for K5 through sixth graders was that at least 65.0% of all students who completed the writing sample in the fall would achieve an overall score of 3 or higher on the writing sample taken in the spring. The goal for seventh and eighth graders was that at least 65.0% of students who completed the writing sample in the fall would achieve an overall score of 4 or higher on the writing sample taken in the spring.

a. *K5 Through Second Grades*

Of the 105 K5 through second-grade students who completed both a fall and spring writing sample, 22 (21.0%) achieved an average score of 3 or higher on the spring writing sample (Table 3), substantially short of the school’s goal of 65.0%.

Table 3			
Milwaukee Math and Science Academy			
Local Measures of Academic Progress: Writing Common Core State Standards			
K5 Through 2nd Grade			
Grade	N	Average 3 or Higher on Spring Writing Sample	
		N	%
K5	44	6	13.6%
1st	32	10	31.3%
2nd	29	6	20.7%
Total	105	22	21.0%

b. *Third Through Sixth Grades*

Of the 100 third- through sixth-grade students who completed both a fall and spring writing sample, 11 (11.0%) achieved an average score of 3 or higher on the spring writing sample (Table 4).

Table 4			
Milwaukee Math and Science Academy			
Local Measures of Academic Progress: Writing Common Core State Standards			
3rd Through 6th Grade			
Grade	N	Average 3 or Higher on Spring Writing Sample	
		N	%
3rd	34	2	5.9%
4th	21	6	28.6%
5th	27	2	7.4%
6th	18	1	5.6%
Total	100	11	11.0%

c. *Seventh Through Eighth Grades*

Of the 32 seventh- and eighth-grade students who completed both a fall and spring writing sample, four (12.5%) achieved an average score of 4 or higher on the spring writing sample (Table 5).

Table 5			
Milwaukee Math and Science Academy			
Local Measures of Academic Progress: Writing Common Core State Standards			
7th and 8th Grade			
Grade	N	Average 4 or Higher on Spring Writing Sample	
		N	%
7th	17	1	5.9%
8th	15	3	20.0%
Total	32	4	12.5%

The total number of students in grades K5 through eighth who met the school’s local measure in writing was 37 of a possible 237 or 15.6%, well below the school’s goal of 65.0%.

3. IEP Progress for Special Education Students

CSRC expects students in special education services to make routine progress on a yearly basis. This year, MMSA set the goal that special education students would meet or make progress on 75.0% of their goals AND meet or make progress on 80.0% of their subgoals by the time of their annual review. During 2014–15, IEPs for 22 students were implemented for a full year at MMSA. Two of those students withdrew before their annual IEPs were reviewed this year. Of the 20 students whose IEPs were implemented for a full year at MMSA, 11 (55.0%) met both requirements (75.0% of their IEP goals AND at least 80.0% of their IEP subgoals). Other students made progress but did not meet the criteria set by the school for this local measure (Table 6).

- Four students did not have subgoals on their IEPs. All of these students met at least 75.0% of their goals.
- Five other students did not meet the dual criteria. Of these five, one met at least 75.0% of their goals and two met at least 80.0% of their subgoals.

Table 6		
Milwaukee Math and Science Academy		
Local Measures of Academic Achievement: IEP Goals		
2014–15		
(N = 20)		
Criteria	Met	
	N	%
Met 75.0% of Goals	16	80.0%
Met 80.0% of Subgoals	13	65.0%
Met Both Criteria	11	55.0%

E. External Standardized Measures of Educational Performance

In 2014–15, DPI required that all schools administer PALS assessments to K4 through second graders, the Badger Exam to third through eighth graders, and the Wisconsin Knowledge and

Concepts Examination (WKCE) science and social studies tests to fourth- and eighth-grade students.²³

These tests and results are described in the following sections.

1. PALS

Beginning in 2014–15, DPI required that all students in K4 through second grade take the PALS assessment in the fall and spring of the school year. PALS aligns with both the Common Core English standards and the Wisconsin Model Early Learning Standards.

The PALS assessment is available in three versions: the PALS-PreK for K4 students, the PALS-K for K5 students, and the PALS 1–3 for students in first through third grades.²⁴ The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Students complete two additional tasks (lowercase alphabet recognition and letter sounds) only if they reach a high enough score on the uppercase alphabet task. Finally, there is one optional task (nursery rhyme awareness) that schools can choose to administer or not. Because this task is optional, CRC will not report data on nursery rhyme awareness.

The PALS-K includes six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word recognition in isolation). The PALS 1–3 comprises three required tasks (spelling, word recognition in isolation, and oral reading in context). The PALS 1–3 also includes one additional required task for first graders during the fall administration (letter sounds) and additional tasks for students who score

²³ Per the contract with CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS. The timeframe for the fall PALS assessment was October 13 to November 7, 2014, for K4 and K5 students and September 15 to October 10, 2014, for first graders. The spring testing window was April 27 to May 22, 2015, for all grade levels. The timeframe for the Badger Exam was April 13 to May 23, 2015. The timeframe for the WKCE science and social studies tests was October 27 to November 27, 2014.

²⁴ Although the PALS 1–3 can be used for students in third grade, DPI only requires the test for K4 through second graders; third-grade students are tested using the Badger Exam.

below the summed score benchmark. These additional tasks are used to gather further diagnostic information about those students.

For the PALS-K and PALS 1–3, specific task scores are summed for an overall summed score. For the PALS 1–3, the fall and spring summed scores are calculated using different task combinations. The summed score is then compared to benchmarks set for each grade level and test administration. Reaching or surpassing the benchmark is not an indicator that the student is reading at grade level; the benchmark simply helps teachers identify which students may have difficulty learning to read. For example, if a student’s summed score is below the designated benchmark for his/her grade level and test administration, the student is identified as requiring additional instruction to master basic literacy skills.²⁵ Students who are at or above the benchmark have the basic skills required to, with targeted instruction, continue learning to read without intervention. Teachers may use PALS assessment results to help plan classroom reading and spelling instruction according to student needs.

There is no similar summed score or set benchmarks for the PALS-PreK. Because students enter K4 with different levels of exposure to books, letters, and sounds, the purpose of the PALS-PreK is to learn students’ abilities as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a 4-year-old child.

a. PALS-PreK

A total of 30 K4 students completed the PALS-PreK in the fall, and 24 students completed the spring assessment; 24 students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see whether more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for

²⁵ Information retrieved from <http://www.palswisconsin.info>

each task from fall to spring (Table 7). By the time of the spring assessment, 21 (87.5%) of 24 students who completed both were at or above the developmental range for five or more tasks, and 17 (70.8%) were at or above the range for all seven tasks (not shown).

Table 7				
Milwaukee Math and Science Academy				
PALS-PreK for K4 Students				
Students at or Above the Spring Developmental Range				
2014–15				
(N = 24)				
Task	Fall		Spring	
	N	%	N	%
Name writing	6	25.0%	21	87.5%
Uppercase alphabet recognition	4	16.7%	22	91.7%
Lowercase alphabet recognition	4*	100.0%	18**	100.0%
Letter sounds	2*	50.0%	18**	100.0%
Beginning sound awareness	18	75.0%	22	91.7%
Print and word awareness	9	37.5%	22	91.7%
Rhyme awareness	10	41.7%	24	100.0%

*Out of four students who qualified to complete the lowercase and letter sound tasks in the fall.

**Out of 18 students who qualified to complete the lowercase and letter sound tasks in the spring.

b. PALS-K and PALS 1–3

As mentioned above, each of these tests has a summed score benchmark for the fall and spring (Table 8). The fall and spring summed score benchmarks are calculated using different task combinations. Therefore, the spring benchmark may be lower than the fall benchmark. Additionally, student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; results from fall to spring should not be used as a measure of individual student progress.

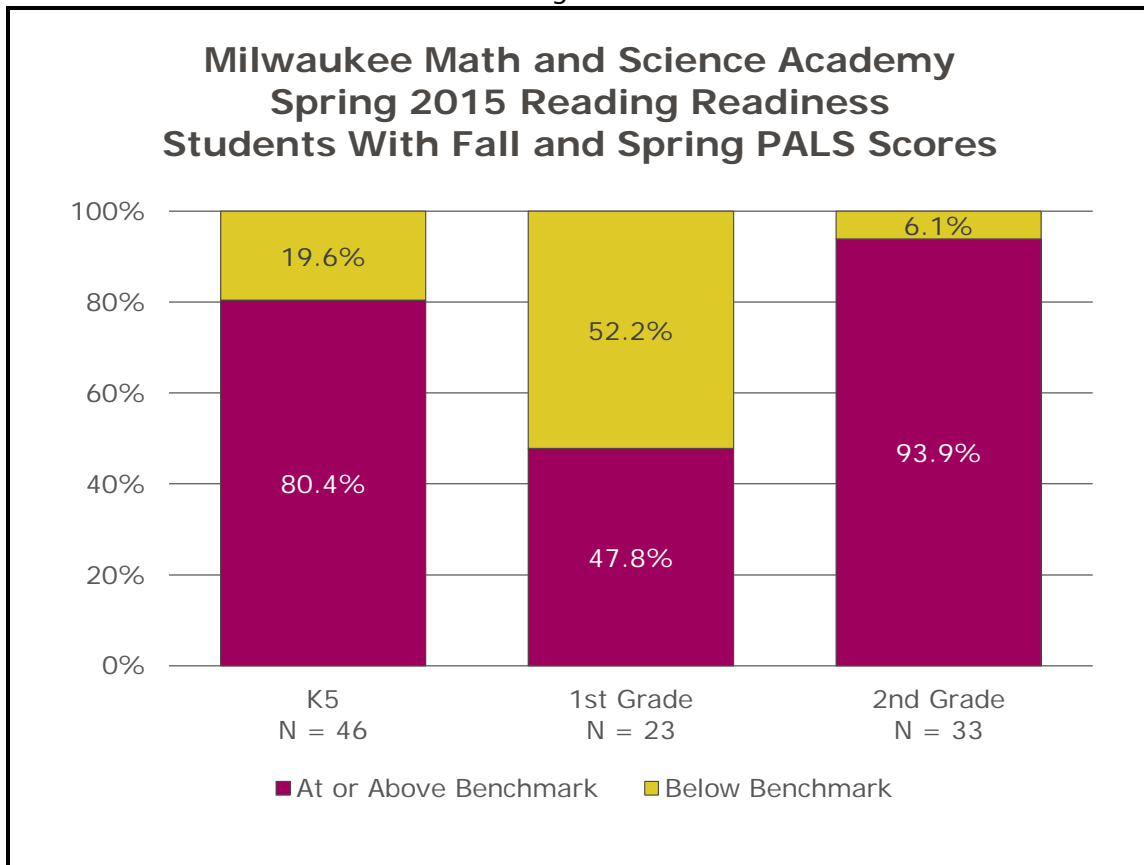
Table 8		
PALS-K and PALS 1–3 Published Summed Score Benchmarks		
PALS Assessment	Fall Benchmark	Spring Benchmark
PALS-K	28	81
PALS—1st Grade	39	35
PALS—2nd Grade	35	54

CRC first examined reading readiness for any student who completed the fall or spring tests. For K5 and first-grade, a larger percentage of students who completed the fall test were at the fall benchmark compared to the percentage of students who completed the spring test (Table 9).

Table 9			
Milwaukee Math and Science Academy			
Reading Readiness for K5, 1st, and 2nd Graders			
Fall 2014 and Spring 2015			
Grade Level and Test Period	N	Students at or Above Benchmark	
		N	%
K5			
Fall	51	46	90.2%
Spring	47	38	80.9%
1st Grade			
Fall	26	19	73.1%
Spring	36	19	52.8%
2nd Grade			
Fall	39	25	64.1%
Spring	34	31	91.2%

Next, CRC looked at spring benchmark status for students who had completed both the fall and spring PALS: 46 K5 students, 23 first graders, and 33 second graders. At the time of the spring assessment, 80.4% of K5 students, 47.8% of first graders, and 93.9% of second graders were at or above the spring summed score benchmark for their grade level (Figure 2).

Figure 2



2. Badger Exam for Third Through Eighth Graders²⁶

The Badger Exam is Wisconsin’s Common Core State Standards assessment. The assessment was developed by the Smarter Balanced Consortium, one of two national, state-led consortia tasked with developing “next-generation” assessments aligned to the Common Core standards for English/language arts and math. The consortium was awarded federal funding in 2010 to develop the new assessment by the 2014–15 school year. The Badger Exam replaces the English, reading, and language arts sections of the WKCE, which was used previously to measure student progress on Wisconsin model academic standards in those areas. The Badger Exam includes a summative assessment that measures student progress on Common Core content as well as progress toward college and career readiness. It includes sections for English/language arts and math.

The Badger Exam is administered on computers and is a computer-adaptive test, which means that, based on student responses, it adjusts the difficulty of questions as the student moves through the items. The benefit of these adaptive tests is that they give students, teachers, and parents better information about which skills the student has mastered.²⁷

Each student receives a four-digit scale score from 2000 to 3000 for each of the English/language arts and math assessments. The scale scores represent a continuous vertical scale that increases across grade levels. The scale score demonstrates student current achievement and can be used to track growth over time.²⁸ Based on initial field test results, the Smarter Balanced Consortium developed achievement levels. Based on each student’s scale scores, he/she will be placed into an achievement level ranging from one to four (1 = below basic; 2 = basic; 3 = proficient;

²⁶ Information taken from the Wisconsin DPI and Smarter Balanced websites. For more information, visit <http://oea.dpi.wi.gov> and <http://www.smarterbalanced.org>

²⁷ The adaptive components of the Badger Exam were not ready for the 2014–15 school year. All students completed the same set of questions for both the English/language arts and math tests.

²⁸ <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/11/Interpretation-and-Use-of-Scores.pdf>

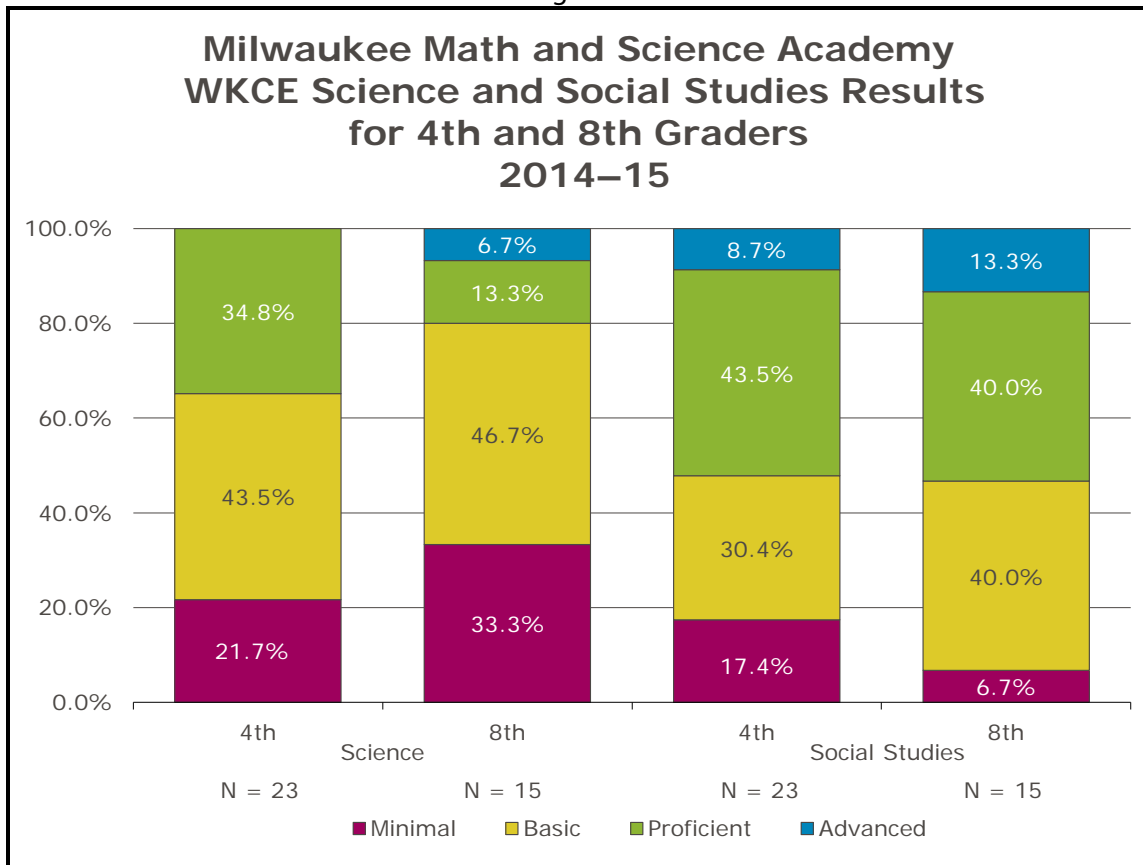
4 = advanced) that describes the student's knowledge and skills in that area. Classification into such achievement levels is a federal requirement under the No Child Left Behind Act.

The Badger Exam was first administered in the spring during the last eight weeks of the 2014–15 school year. DPI has embargoed Badger Exam results until September or October 2015. This means that while schools and districts may share individual student test results with parents, they are not allowed to release summary test results until the embargo is lifted. Due to the embargo, Badger Exam results will not be included in the 2014–15 monitoring reports until such time as the embargo is lifted. At that time, results will be shown in an appendix of this report or in a separate addendum. Additionally, it is important to note that even after Badger Exam results are made available to the public, they will not be used by the CSRC this year to evaluate school performance or progress.

3. WKCE Science and Social Studies Assessments for Fourth and Eighth Graders

Although the WKCE English, reading, and math tests were replaced by the Badger Exam, students in fourth, eighth, and tenth grades are still required to take the WKCE science and social studies assessments to measure student progress in these subjects. The results for each of the assessments for the fourth and eighth grades are shown in Figure 3.

Figure 3



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/performance expectations apply to all students with scores in consecutive years. In the fall of 2013, students in K4 through second grade began taking the PALS reading assessment. The PALS summed score benchmark is intended to show teachers which students require additional reading assistance—not to indicate whether the student is reading at grade level. Additionally, there are three versions of the test (the PALS PreK, PALS, and PALS 1–3), which include different formats, sections, and scoring. For these reasons, an examination of PALS results from one test to another provides neither a valid nor a reliable measure of student progress. Therefore, CRC examined results for students who were in the first grade in 2014 and second grade in 2015 who had

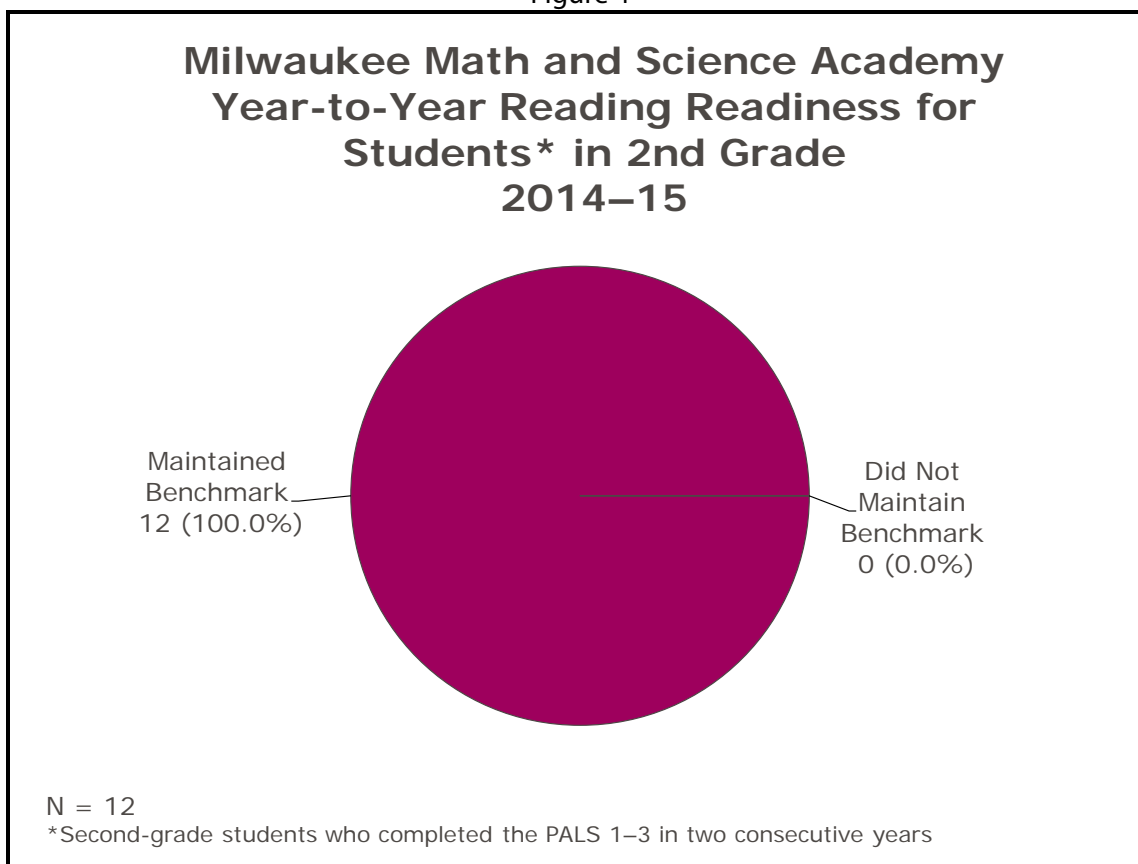
taken the PALS 1–3 during two consecutive years. The CSRC’s proposed performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year. This year, year-to-year reading readiness will be used as baseline data to confirm that expectation.

Prior to this year, the WKCE was used to measure year-to-year progress for students in fourth through eighth grades. Because this is the first year the Badger Exam was administered, 2014–15 results will be used as baseline data to measure student progress from 2014–15 to 2015–16; results will be available at that time.

1. Second-Grade Progress Based on PALS²⁹

Eighteen students completed the PALS spring assessment in 2013–14 as first graders and 2014–15 as second graders. Based on PALS results from the spring of 2014, 12 of those students were at or above the spring summed score benchmark as first graders; 12 (100.0%) of those students remained at or above the summed score benchmark in the spring of 2015 as second graders (Figure 4).

Figure 4



²⁹ These results will be included in the CSRC pilot school scorecard.

2. Fourth- Through Eighth-Grade Badger Exam

This is the first year that the Badger Exam was administered. Year-to-year results will not be available until the next school year.

G. CSRC School Scorecard

In the 2009–10 school year, CSRC piloted a scorecard for each school that it charters. The pilot ran for three years and in the fall of 2012, CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures.³⁰ It also includes point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating.

In 2014, CSRC approved a new scoring system in order to make the scorecard percentages more meaningful and provide schools with greater opportunities to exhibit improvement. The new scoring system is based on the following scale.

A	93.4% – 100%	C	73.3% – 76.5%
A–	90.0% – 93.3%	C–	70.0% – 73.2%
B+	86.6% – 89.9%	D+	66.6% – 69.9%
B	83.3% – 86.5%	D	63.3% – 66.5%
B–	80.0% – 83.2%	D–	60.0% – 63.2%
C+	76.6% – 79.9%	F	0.0% – 59.9%

The percentage score is still translated into a school status level as in previous years, with small changes to the status-level cut scores. The previous and newly adopted cut scores are shown in Table 10.

³⁰ In 2013–14, the PALS assessment replaced the Stanford Diagnostic Reading Test (SDRT) measures for first- and second-grade students.

Table 10		
City of Milwaukee		
Educational Performance Rating Scale for Charter Schools		
School Status	Scorecard Total %	
	Previous	Scale Adopted 8/12/14
High Performing/Exemplary	100% – 85%	83.3% – 100.0% (B to A)
Promising/Good	84% – 70%	70.0% – 83.2% (C– to B–)
Problematic/Struggling	69% – 55%	60.0% – 69.9% (D– to D+)
Poor/Failing	54% or less	0.0% – 59.9% (F)

CSRC uses the score and rating to guide decisions regarding whether to accept a school’s annual education performance and continue monitoring as usual and whether to recommend a school for a five-year contract renewal at the end of its fourth year of operation under its current contract. CSRC’s expectation is that schools will achieve a rating of 70.0% (Promising/Good) or more; if a school falls under 70.0%, CSRC will carefully review the school’s performance and determine whether a probationary plan should be developed.

CSRC also approved a new pilot scorecard that will be tested this year. The pilot scorecard includes new measures that reflect changes to the standardized tests during the past couple of years (the Stanford Diagnostic Reading Test [SDRT] to PALS and WKCE to the Badger Exam).³¹ The pilot scorecard also includes changes to the maximum point values for some of the measures. For example, local measure results are each worth a maximum of 3.75 points on the 2014–15 scorecard but are worth a maximum of 6.25 points on the pilot scorecard. Other point changes were made to some of the standardized test measures (full versions of both the 2014–15 and pilot scorecards are available in the appendices of this report). These changes were made primarily so that the same values would be awarded to a single standard test—the Badger Exam for elementary school and the ACT Aspire series

³¹ The SDRT was administered to students in first through third grades up through the 2012–13 school year; it was discontinued in 2013–14 and replaced with the PALS reading assessment.

for high school—for both scorecards. This revision resulted in additional weight being given to students' annual academic progress as measured by a school's local measures.

This year, CRC calculated the MMSA scorecard using both the 2014–15 and the pilot scorecard versions. The score based on the 2014–15 scorecard will be used to determine the school's rating for the 2014–15 school year. Because the pilot scorecard includes the results of the Badger Exam, CRC will not include pilot scorecard results until the DPI Badger Exam embargo is lifted. At that time, the pilot scorecard will be added to the appendix of this report or will be reproduced in a separate addendum. Pilot scorecard results will be used as baseline information for comparison with 2015–16 results, if applicable. MMSA scored 72.6% this year, which places the school at the Promising/Good level. This compares with 66.4% on the 2013–14 scorecard and 64.4% on the 2012–13 scorecard.³²

H. DPI School Report Card³³

DPI did not produce report cards for any schools for the 2014–15 school year.³⁴

³² Note that the 2014–15 scorecard includes PALS results; this differs from previous years. Additionally, due to the shift in standardized tests, WKCE results were not available this year, so the scorecard percentage is based on the measures that were available at the time of this report.

³³ Information for this section was retrieved from the DPI website, <http://reportscards.dpi.wi.gov>. The DPI report card reflects the school's performance for the 2012–13 school year. Report cards for the 2013–14 school year will be issued in the fall of 2014.

³⁴ In May 2015, the Wisconsin legislature passed SB 67, which prohibits DPI from issuing school accountability reports for the 2014–15 school year.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the fourth year of MMSA's operation as a City of Milwaukee charter school. MMSA addressed all of the conditions of probation set forth by the city's CSRC, adopted strategies to ensure that all of the recommendations for school improvement in the 2013–14 report were implemented, and has met all of the provisions of its contract with the City of Milwaukee. In addition, MMSA's score on the CSRC scorecard for 2014–15 is 72.6%. Because of the solid trend of continuous growth on the multiple measures scorecard and the school's ability to meet all of the other recommended and required conditions, CRC recommends that the school's probationary status be lifted with the school continuing to receive regular annual academic monitoring and reporting with an emphasis on the school's sustained progress.

In addition, CRC recommends that MMSA's charter with the city be renewed for another five years.

Appendix A

Contract Compliance Chart

Table A
Milwaukee Math and Science Academy
Overview of Compliance for Education-Related Contract Provisions
2014–15

Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met
Section B	Description of educational program	p. 4	Met
Section B	Annual school calendar provided	p. 10	Met
Section C	Educational methods	pp. 3–4	Met
Section D	Administration of required standardized tests	pp. 25–33	Met
Section D	Academic criterion #1: Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals	pp. 20–25	Met
Section D and subsequent CSRC memos	Academic criterion #2: Year-to-year achievement measures Year-to-year results were not available this year.	N/A	N/A
Section D and subsequent CSRC memos	Academic criterion #3: Year-to-year achievement measures Progress for students below grade level or proficiency level was not available this year.	N/A	N/A
Section E	Parental involvement	pp. 11–12	Met
Section F	Instructional staff hold a DPI license or permit to teach	p. 9	Met
Section I	Maintain pupil database information for each pupil	pp. 5–6	Met
Section K	Disciplinary procedures	p. 12	Met

Appendix B

Student Learning Memorandum

Student Learning Memorandum for Milwaukee Math and Science Academy

To: NCCD Children's Research Center and Charter School Review Committee
From: Milwaukee Math and Science Academy
Re: Learning Memo for the 2014–15 Academic Year
Date: October 14, 2014

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 the school in consultation with staff from the NCCD Children's Research Center (CRC) and CSRC. The school will record student data in the Concept School SIS database and/or MS Excel spreadsheets and provide the data to CRC, the educational monitoring agent contracted by CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 19, 2015.

Enrollment

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

Termination/Withdrawal

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

Attendance

The school will maintain appropriate attendance records and maintain an average daily attendance rate of 90%. A student is considered present for the day if he/she arrives at school no later than 10:00 a.m. and stays the rest of the day, or arrives on time in the morning (8:00 a.m.) and stays at least until 1:00 p.m. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Parent/Guardian Participation

Parents of at least 70% of the students who attend all year will participate in at least two of the four parent-teacher conferences. Home visits and alternative face-to-face visits at school will be acceptable alternatives for parents who are unable to attend scheduled conferences. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Special Education Needs Students

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

Academic Achievement: Local Measures³⁵

Mathematics and Reading for K5 Through Eighth-Grade Students

Students will complete Measures of Academic Progress (MAP) reading and math tests in the fall and spring of the school year.

- At least 60% of the students who completed the fall MAP reading test will meet their target Rasch unit (RIT) score in the spring.
- At least 65% of the students who completed the fall MAP math test will meet their target RIT score in the spring.

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

Writing

K5 Through Second Grades

Students in K5 through second grades will complete fall grade-level writing samples between September 22 and 25, 2014. The writing sample will be assessed using the Common Core State Standards for writing, which include five focus areas: focus/setting; organization; narrative technique (includes support and evidence); language conventions of grammar and usage; and language conventions of capitalization, punctuation, and spelling. Students receive a rubric score of 1 through 4 (1 = below grade level, 2 = approaching grade level, 3 = at grade level, 4 = above grade level) for each focus area; the average overall score for all five focus areas will be used to measure student progress. At least 65% of the students who complete the writing sample in September will achieve an overall score of 3 or higher on a second writing sample taken June 1 through 5, 2015. The prompt for both writing samples will be the same and will be based on grade-level topics with the narrative genre.³⁶ Required data elements related to these outcomes are described in the "Learning Memo Data Requirements" section.

³⁵ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school's unique philosophy and curriculum. CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

³⁶ The writing genres for K5 through sixth grade include opinion, informational, and narrative.

Third Through Sixth Grades

Students in third through sixth grades will complete fall grade-level writing samples between September 22 and 25, 2014. The writing sample will be assessed using the Common Core writing standards, which include four focus areas: focus/setting, organization/plot, narrative technique (includes support and evidence), and language (includes grammar, punctuation, capitalization, spelling, sentence structure, and word choice). Students receive a rubric score of 1 through 4 (1 = below grade level 2 = approaching grade level, 3 = at grade level, 4 = above grade level) for each focus area; the average, overall score for all four focus areas will be used to measure student progress. At least 65% of the students who complete the writing sample in September will achieve an overall score of 3 or higher on a second writing sample taken June 1 through 5, 2015. The prompt for both writing samples will be the same and will be based on grade-level topics with the narrative genre.³⁷ Required data elements related to these outcomes are described in the “Learning Memo Data Requirements” section.

Seventh and Eighth Grades

Students in seventh and eighth grades will complete grade-level writing samples between September 22 and 25, 2014. The writing sample will be assessed using the Common Core writing standards, which include four focus areas: focus/exposition, organization/plot, narrative techniques, and language (includes grammar, punctuation, capitalization, spelling, sentence structure, and word choice). Students receive a rubric score of 1 through 5 (1 = far below basic 2 = below basic, 3 = basic, 4 = proficient [at grade level], 5 = advanced [above grade level]); the average overall score for all four focus areas will be used to measure student progress. At least 65% of the students who complete the writing sample in September will achieve an overall score of 4 or higher on a second writing sample taken June 1 through 5, 2015. The prompt for both writing samples will be the same and will be based on grade-level topics with the narrative genre.³⁸ Required data elements related to these outcomes are described in the “Learning Memo Data Requirements” section.

Special Education

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

³⁷ The writing genres for K5 through sixth grade include opinion, informational, and narrative.

³⁸ The writing genres for seventh and eighth grades include argument, information/explanatory, or narrative.

Academic Achievement: Standardized Measures

The Phonological Awareness Literacy Screening for K4 Through Second-Grade Students³⁹

The Phonological Awareness Literacy Screening (PALS) will be administered to all K4 through second-grade students in the fall and spring of each school year within the timeframe required by the Wisconsin Department of Public Instruction (DPI).

Smarter Balanced Assessment for Third Through Eighth-Grade Students

The Smarter Balanced Assessment will be administered on an annual basis in the timeframe identified by DPI (i.e., spring of 2015). The English/language arts assessment will provide each student with a proficiency level via a scale score in reading, and the math assessment will provide each student with a proficiency level via a scale score in math. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Wisconsin Knowledge and Concepts Examination for Fourth- and Eighth-Grade Students

Fourth and eighth graders will also complete the Wisconsin Knowledge and Concepts Examination (WKCE) science and social studies assessments in the fall timeframe identified by DPI. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Year-to-Year Achievement⁴⁰

1. CRC will report Smarter Balanced Assessment results starting in the 2014–15 annual school reports. The 2015 spring data will be baseline data and will be used by CSRC to set expectations for performance in subsequent years. If possible, beginning in the 2015–16 school year, CRC will also report year-to-year progress for students who completed the assessments in consecutive school years at the same school. When year-to-year data are available, CSRC will set its expectations for student progress and these expectations will be effective for all subsequent years.
2. CRC will report PALS results in the 2014–15 annual school reports. The 2014 spring data will be used as baseline data. CSRC’s expectation for students maintaining reading readiness is:

At least 75% of the first graders who met the summed score benchmark in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year.

³⁹ Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. It does not guarantee that the student is at grade level. Information from <http://www.palswisconsin.info>.

⁴⁰ CSRC will not have year-to-year achievement measurements for students in K4 and K5.

Learning Memo Data Requirements

CRC developed the data requirements to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2014–15 academic year. Additionally, important principles applicable to all data collection must be followed.

1. CRC requires an enrollment document that **includes any student enrolled at any time during the school year**. This includes students who enroll after the first day of school and students who withdraw before the end of the school year.
2. Each student's unique Wisconsin student number (WSN) and name in each data file.
3. CRC requires individual student data for each measure. Aggregate data (e.g., 14 students scored 75%, or the attendance rate was 92%) will not be accepted as an alternative to individual student records.
4. Data formatting requirements include the following.
 - Each item listed in the grid below represents a required data element and should be presented as a separate column in the data spreadsheet (e.g., Excel).
 - Each column in the spreadsheet must have a clear, understandable heading.
 - Shading and other formatting to denote benchmarks, proficiency levels, or other data related elements cannot be used in place of actual data. CRC uses the provided data spreadsheets to calculate student performance on each measure. Shading and other similar formatting cannot be read into CRC's statistical program and should not be used.
 - If codes are entered into the data (e.g., F, R, and P for lunch status), the school must inform CRC of the codes' meanings even if they seem obvious.
5. Consider using an additional "comments" column in the spreadsheet to provide details or explanations about the data in that sheet or for specific students.

End-of-the-year data due date: No later than the fifth working day after the end of the second semester, or June 19, 2015.

Staff person(s) responsible for year-end data submission to CRC: David Chief (DC).

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment and Termination	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Local student ID • Student name • Grade • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date <ul style="list-style-type: none"> » If available, the first date the student ever attended the school » If first date ever is not available, first day student was enrolled for the current school year • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable (if the student was expelled, please provide reason) 	Spreadsheet designed by school	DC
Attendance	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension • Number of times in school on suspension • Number of days in school on suspension 	Spreadsheet designed by school	DC
Parent Participation	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Student name • Attend conference 1 (Yes, No, or N/E [not enrolled]) • Attend conference 2 (Yes, No, or N/E) 	Spreadsheet designed by school	DC Lachrisaa Springgs

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> Attend conference 3 (Yes, No, or N/E) <p>Explanation: If a student's parent attends a conference at the school, at the student's home, or on an alternative visit to the school, that parent will be considered in attendance for the conference period. If a child was not enrolled at time of the conference, mark as N/E. Indicate attendance for each conference period in the columns outlined above.</p>		
Special Education Needs Students	<p>The following are required data elements for each student who received any special education services.</p> <ul style="list-style-type: none"> WSN Student name Most recent eligibility assessment date (Date the team met to determine eligibility; may be at this school or a previous school. If at a previous school and date is unknown, enter unknown.) Special education need, If identified, e.g., ED, CD, LD, OHI, etc. Was student enrolled in special education services at the school during the previous school year (i.e., Has this school been responsible for special education services for the student for a full IEP year)? Yes or no. Next eligibility reevaluation date (three-year reevaluation date to determine whether student is still eligible for special education; may be during a subsequent school year) Date of last annual IEP review (should be blank if the first IEP was completed for the student this year) Beginning and end dates of the IEP that was reviewed Was the parent invited to participate in the review? Yes or no. At the time of that review, how many goals were reviewed? If there was no review, enter N/A (not applicable). At the time of that review, how many goals were met? If there was no review, enter N/A. At the time of that review, how many subgoals were met? If there was no review, enter N/A. Was a new IEP developed at the review? Yes or no. If a new IEP was not developed, provide a reason (e.g., parent refused services, student dismissed from special education) 	Spreadsheet designed by school	DC Shara Barlow (SB) Crystal Bielmeier (CB)

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	services, etc.) <ul style="list-style-type: none"> • Beginning and end dates of the new IEP 		
Academic Achievement: Local Measures <i>Literacy</i>	Required data elements for each student include the following. <ul style="list-style-type: none"> • WSN • Student name • Grade level • Fall MAP reading RIT score • MAP reading growth target • Spring MAP reading RIT score • Student met MAP reading growth target (Y/N) 	Spreadsheet designed by school	DC CB
Academic Achievement: Local Measures <i>Math</i>	Required data elements for each student include the following. <ul style="list-style-type: none"> • WSN • Student name • Grade level • Fall MAP math RIT score • MAP math growth target • Spring MAP math RIT score • Student met MAP math growth target (Y/N) 	Spreadsheet designed by school	DC CB
Academic Achievement: Local Measures <i>Writing, K5 Through 2nd Grades</i>	Required data elements for each student include the following. <ul style="list-style-type: none"> • WSN • Student name • Spring rubric overall average score • Did student take fall grade-level writing sample? (Y/N) 	Spreadsheet designed by school	DC CB
Academic Achievement: Local Measures <i>Writing, 3rd Through 6th Grades</i>	Required data elements for each student include the following. <ul style="list-style-type: none"> • WSN • Student name • Spring rubric overall average score • Did student take fall grade-level writing sample? (Y/N) 	Spreadsheet designed by school	DC CB
Academic Achievement: Local Measures <i>Writing, 7th and 8th Grades</i>	Required data elements for each student include the following. <ul style="list-style-type: none"> • WSN • Student name • Spring rubric overall average score • Did student take fall grade-level writing sample? (Y/N) 	Spreadsheet designed by school	DC CB

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Local Measures <i>IEP Goals</i>	See "Special Education Needs Students" section above.	Spreadsheet designed by school	DC SB
Academic Achievement: Standardized Measures <i>Phonological Awareness Literacy Screening (PALS)-PreK</i>	For each K4 student, include the following. <ul style="list-style-type: none"> • WSN • Student name • Fall score for each PALS-PreK task • Spring score for each PALS-PreK task • Provide the PALS test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet designed by school; provide paper copies of the test publisher's printout	DC CB
Academic Achievement: Standardized Measures <i>PALS-K and PALS 1-3</i>	For each K5, 1st-, and 2nd-grade student, include the following. <ul style="list-style-type: none"> • WSN • Student name • Fall summed score • Spring summed score • Provide the PALS test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet designed by school; provide paper copies of the test publisher's printout	DC CB
Academic Achievement: Standardized Measures <i>Smarter Balanced Assessment</i>	<p><u>Note that these requirements may change during the year. If they do, CRC will alert schools to the updated requirements.</u></p> <p>Required data elements for each student include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and state percentile for Smarter Balanced Assessment English/language arts assessment • Proficiency level, scale score, and state percentile for Smarter Balanced Assessment math assessment • Provide the Smarter Balanced Assessment test date(s) in an email or other document if the date is not included in the data sheet 	<p>Spreadsheet designed by the school or individual student data downloaded electronically from the test publisher. If downloaded, data must be in an analyzable format, such as a delimited text file or Excel database.</p> <p>If results are in a spreadsheet designed by the school, also provide paper copies of all students' Smarter Balanced Assessment scores.</p>	DC CB

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
<p>Academic Achievement: Standardized Measures</p> <p><i>Wisconsin Knowledge and Concepts Examination (WKCE)</i></p>	<p>Required data elements for 4th, 8th, and 10th graders include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Social studies scale score • Social studies proficiency level • Science scale score • Science proficiency level • Provide the WKCE test date(s) in an email or other document if the date is not included in the data sheet 	<p>Export results from the publisher's website to a spreadsheet.</p> <p>Also provide paper copies of all students' WKCE scores.</p>	<p>DC CB</p>

Appendix C

Trend Information

Table C1					
Milwaukee Math and Science Academy Student Enrollment and Retention					
School Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number and Rate Enrolled for Entire School Year
2011-12	154	21	23	152	133 (86.4%)
2012-13	240	31	63	208	185 (77.1%)
2013-14	316	26	74	268	248 (78.5%)
2014-15	333	23	60	296	278 (83.5%)

Table C2	
Milwaukee Math and Science Academy Student Attendance	
School Year	Attendance Rate
2011-12	88.8%
2012-13	87.2%
2013-14	88.6%
2014-15	89.7%

Table C3	
Milwaukee Math and Science Academy Parent/Guardian Participation Rate	
School Year	Parent/Guardian Participation Rate
2011-12	48.9%
2012-13	69.2%
2013-14	66.9%
2014-15	72.3%

Table C4	
Milwaukee Math and Science Academy CSRC Scorecard Score	
School Year	Scorecard Result
2011–12	59.2%
2012–13	64.4%
2013–14	66.4%
2014–15	72.6%

Table C5					
Milwaukee Math and Science Academy Teacher Retention					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Rate Employed at the School for Entire School Year
2011–12					
Classroom Teachers Only	8	0	1	7	87.5%
All Instructional Staff	14	0	1	13	92.9%
2012–13					
Classroom Teachers Only	12	0	1	11	91.7%
All Instructional Staff	21	0	1	20	95.2%
2013–14					
Classroom Teachers Only	14	2	4	12	71.4%
All Instructional Staff	23	2	4	21	82.6%
2014–15					
Classroom Teachers Only	18	1	2	17	88.9%
All Instructional Staff	29*	1	3**	27	88.9%

*18 classroom teachers plus 11 other instructional staff

**Two classroom teachers plus one other instructional staff left during the year; two additional instructional staff were let go during the year and not eligible to stay all year.

Table C6			
Milwaukee Math and Science Academy Teacher Return Rate*			
Teacher Type	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
2011–12			
Classroom Teachers Only	N/A	N/A	N/A
All Instructional Staff	N/A	N/A	N/A
2012–13			
Classroom Teachers Only	7	7	100.0%
All Instructional Staff	13	10	76.9%
2013–14			
Classroom Teachers Only	12	1	8.3%
All Instructional Staff	19	6	31.6%
2014–15			
Classroom Teachers Only	10	8	80.0%
All Instructional Staff	17	14	82.4%

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

Appendix D

CSRC 2014–15 School Scorecard

**City of Milwaukee Charter School Review Committee
School Scorecard**

r: 6/15

K5-8TH GRADE

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year (5.0)		
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years (5.0)		10%
STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced (7.5)		
• WKCE math—% maintained proficient and advanced (7.5)		
• WKCE reading—% below proficient who progressed (10.0)		35%
• WKCE math—% below proficient who progressed (10.0)		
LOCAL MEASURES		
• % met reading (3.75)		
• % met math (3.75)		
• % met writing (3.75)		15%
• % met special education (3.75)		
STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or Advanced (7.5)		
• WKCE math—% proficient or advanced (7.5)		15%
ENGAGEMENT		
• Student attendance (5.0)		
• Student reenrollment (5.0)		
• Student retention (5.0)		25%
• Teacher retention (5.0)		
• Teacher return* (5.0)		

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to Aspire—composite score at or above benchmark on EXPLORE and at or above benchmark on the ACT Aspire (5)		
• EXPLORE to Aspire—composite score below benchmark on EXPLORE but increased 1 or more on Aspire (10)		30%
• Adequate credits to move from 9th to 10th grade (5)		
• Adequate credits to move from 10th to 11th grade (5)		
• DPI graduation rate (5)		
POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military) (10)		
• % of 11th/12th graders tested (2.5)		15%
• % of graduates with ACT composite score of 21.25 or more (2.5)		
LOCAL MEASURES		
• % met reading (3.75)		
• % met math (3.75)		
• % met writing (3.75)		15%
• % met special education (3.75)		
STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced (7.5)		
• WKCE math—% proficient and advanced (7.5)		15%
ENGAGEMENT		
• Student attendance (5.0)		
• Student reenrollment (5.0)		
• Student retention (5.0)		25%
• Teacher retention (5.0)		
• Teacher return* (5.0)		

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

Note: If a school has less than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

Beginning with the 2014–15 scorecard, the PALS replaced the SDRT as the standardized measure for students in first and second grades. As noted in the body of the report, CSRC approved a pilot scorecard, which will be tested this year. However, because the new scorecard is still in the pilot stage, expectations for school performance will be based on the 2014–15 scorecard included in Table D.

Table D					
Milwaukee Math and Science Academy Charter School Review Committee 2014–15 Scorecard					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Reading Readiness : 1st – 2nd Grades ^{41,42}	% 1st graders at or above spring summed score benchmark this year	5.0	10.0%	47.8%	2.4
	% 2nd graders at or above spring summed score benchmark this year	5.0		93.9%	4.7
Student Academic Progress: 3rd – 8th Grades	WKCE reading: % maintained proficient and advanced	7.5	35.0%	N/A	N/A
	WKCE math: % maintained proficient and advanced	7.5		N/A	N/A
	WKCE reading: % below proficient who progressed	10		N/A	N/A
	WKCE math: % below proficient who progressed	10		N/A	N/A
Local Measures	% met reading	3.75	15.0%	72.9%	2.7
	% met math	3.75		85.4%	3.2
	% met writing	3.75		15.6%	0.6
	% met special education	3.75		55.0%	2.1
Student Achievement: 3rd – 8th Grades	WKCE reading: % proficient or advanced	7.5	15.0%	N/A	N/A
	WKCE math: % proficient or advanced	7.5		N/A	N/A
Engagement	Student attendance	5.0	25.0%	89.7%	4.5
	Student reenrollment	5.0		68.3%	3.4
	Student retention	5.0		83.5%	4.2
	Teacher retention rate	5.0		88.9%	4.4
	Teacher return rate	5.0		82.3%	4.1
TOTAL		50			36.3 (72.6%)

Note: To protect student identity, results for cohorts of fewer than 10 students are not applicable. Teacher retention and return rates reflect all instructional staff (classroom teachers plus other staff).

⁴¹ The PALS replaced the SDRT as the standardized measure for students in first and second grades.

⁴² Includes students who completed both the fall and spring PALS.

Appendix E

2014–15 Badger Exam Results

Due to the DPI embargo of Badger Exam data, summary results cannot be reported at this time. As soon as the embargo is lifted later this year, results will be added to this appendix or to a separate addendum to this report.

Appendix F

CSRC PILOT School Scorecard

Due to changes in the standardized tests administered to students, CSRC approved several changes to the school scorecards that were used up through the 2014–15 school year. These changes will be piloted over the next several years. In addition to replacing SDRT results with PALS results and WKCE results with Badger Exam results, the maximum points per measure were modified to decrease the value placed on standardized tests to only 40.0% of the total for the elementary level, as this has always been the value given to standardized tests for the high schools. Also increased was the value given to local academic achievement measures: 25.0% of the total for elementary schools and 20.0% for high schools. DPI embargoed the Badger Exam results until September or October 2015; due to the embargo, schools and districts are not allowed to share summary Badger Exam results with the public. Therefore, because the pilot scorecard includes summary Badger Exam results, pilot scorecard results will not be added to 2014–15 monitoring reports until the embargo is lifted. At that time, pilot scorecard results will be added to this appendix or a separate addendum to this report.

**City of Milwaukee Charter School Review Committee
PILOT School Scorecard**

r: 6/15

K5-8TH GRADE

HIGH SCHOOL

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(4.0)	10%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• Badger Exam reading—% maintained proficient	(5.0)	30%
• Badger Exam math—% maintained proficient	(5.0)	
• Badger Exam reading—% below proficient who progressed	(10.0)	
• Badger Exam math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(6.25)	25%
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• Badger Exam reading—% proficient or advanced	(5.0)	10%
• Badger Exam math—% proficient or advanced	(5.0)	

ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• ACT Aspire - % 10th graders who were at or above the composite benchmark score two consecutive years	(5)	30%
• ACT Aspire - % 10th graders below the composite benchmark in 9th grade but progressed one point in 10th grade	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10)	15%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES		
• % met reading	(5.0)	20%
• % met math	(5.0)	
• % met writing	(5.0)	
• % met special education	(5.0)	

STUDENT ACHIEVEMENT: Grades 9 and 10		
• ACT Aspire English—% students at or above spring benchmark	(5.0)	10%
• ACT Aspire math—% students at or above spring benchmark	(5.0)	

ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

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

Note: If a school has less than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

Appendix G

MMSA Probation Letter



Charter School Review Committee

W. Martin Morics, CPA
City Comptroller, *Ex Officio*

Dr. Jeanette Mitchell
Chair

Kevin Ingram
Jill Newton Moore
Yovira Moroney
Michael Daun
Melanie Krei
Gayle Peay
Committee Members

January 6, 2015

Mr. David Chief
Principal, Milwaukee Math and Science Academy
110 West Burleigh Street
Milwaukee, WI 53212

Mr. Serdar Bozdag, PhD.
President of the Board of Directors, MMSA
3910 W. Jerelin Dr.
Franklin, WI 53132

Dear Mr. Chief and Mr. Bozdag,

On November 18, 2014, the Charter School Review Committee (CSRC) received and accepted the Milwaukee Math and Science Academy (MMSA) 2013–14 *Programmatic Profile and Educational Performance* report from the Children’s Research Center (CRC). That report included a recommendation that the CSRC consider placing MMSA on probation with requirements to address concerns. The concerns included the school’s instability (drop in student return rate, change in principal each year, and poor teacher return rate), the lack of teacher licenses or permits, and the slow academic progress of the students.

At its meeting on December 16, 2014, the CSRC considered the particular concerns and made the decision to place MMSA on probation with specific conditions.

Specifically, CSRC is concerned about the following issues:

- The student return rate declined from 75.7% in the fall of 2012 to 71.6% in the fall of 2013.
- The school has had three principals during its three years of operation.
- The instructional staff return rate declined from 76.9% in the fall of 2012 to 31.6% in the fall of 2013.
- Three instructional staff (a third-grade teacher, a foreign language teacher, and the computer lab teacher) did not hold valid Wisconsin Department of Public Instruction (DPI) licenses or permits for the 2013–14 school year.

- In the fall of 2013, 64.7% of the students who were proficient or advanced in math the prior year maintained proficiency, falling short of CSRC’s 75% expectation.
- For two years in a row, fourth- through seventh-grade students who were below proficiency on the Wisconsin Knowledge and Concepts Examination (WKCE) reading and/or math subtests the previous year did not meet the CSRC expectation that at least 60% of these students progress either one quartile or one proficiency level.

MMSA WKCE Year-to-Year Progress Students Who Were Minimal or Basic and Showed Improvement Based on Former Proficiency-Level Cut Scores* 4th Through 7th Grades		
School Year	Reading	Math
2012–13	51.5%	47.6%
2013–14	59.0%	50.0%

*In 2012–13, the state began using revised National Assessment of Educational Progress-based cut scores; the former cut scores were applied to the 2012–13 data in order to examine progress from 2012–13 to 2013–14.

The CSRC is placing MMSA on probation with the following conditions:

1. Improve the stability of the school’s leadership by maintaining at least 80% of current administrative and board leadership through the 2014–15 academic year. MMSA’s current administrative leadership includes the principal, an instructional coordinator, and two deans of students. The board of directors currently consists of four members.
2. Increase total points earned for engagement indicators on the scorecard in 2014–15. The total points earned in 2013–14 for these indicators was 17.6, or 70.4% of the possible 25 points in this area.
3. Meet the CSRC expectation that at least 75% of the first graders who met the summed score benchmark on the Phonological Awareness Literacy Screening in the spring will remain at or above the second grade summed score benchmark in the spring of the subsequent year. In the spring of 2015, at least 75% of the second-grade students who met the benchmark in the spring of 2014 as first graders will be expected to again meet their benchmark.
4. Ensure that all instructional staff hold DPI instruction licenses or permits for each year of operation.
5. Submit a written explanation, including specific actions taken, to CRC by January 30, 2015, addressing the progress the school has made toward the recommendations for school improvement listed in the 2013–14 *Programmatic Profile and Educational Performance* report. Specifically, this includes the following.
 - Focus on reading development by:

- » Establishing a summer reading program for students in K5 through fourth grades who are behind in reading;
 - » Revising the reading curriculum to focus more on reading, especially in the younger grades; and
 - » Hiring extra help to support the reading program.
- Implement strategies to increase student attendance, retention, and return rates.
 - Continue to provide enrichment opportunities for students who are functioning above grade level.
 - Improve methods of tracking the license/certification of teachers.
 - Develop strategies to retain teachers throughout the school year and encourage teachers to return year after year.

Being placed on probation may result in an increased level of monitoring by the CSRC monitors. The cost of additional monitoring shall be borne by MMSA.

At the end of the 2014–15 school year, the CSRC will review and assess the extent to which MMSA has addressed and improved the school's overall engagement indicators, student academic progress, and stability of the school's leadership. At that time, the CSRC will determine whether to continue the school's probationary status, end the school's probationary status, or revoke the city's charter and terminate the city's contract with MMSA.

Sincerely,

Dr, Jeanette Mitchell
Chair, Charter School Review Committee