

A photograph of a young girl with dark, curly hair, wearing a light orange t-shirt and a grey backpack. She is smiling slightly and looking towards the camera. The photo is partially obscured by the text on the right.

2024–25 PROGRAMMATIC PROFILE AND EDUCATIONAL PERFORMANCE

MILWAUKEE MATH AND
SCIENCE ACADEMY

September 2025



ABOUT EVIDENT CHANGE

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

EXECUTIVE SUMMARY

For Milwaukee Math and Science Academy 2024–25

This is the 14th annual report on the operation of Milwaukee Math and Science Academy (MMSA), one of seven schools chartered by the City of Milwaukee during the 2024–25 school year. This report was collaboratively developed through the concerted efforts of Evident Change, the City of Milwaukee Charter School Review Committee (CSRC), and MMSA staff. Evident Change has determined the following, based on the information gathered and discussed in the attached report.

I. CONTRACT COMPLIANCE SUMMARY

MMSA met all but one educational provision and partially met one additional provision outlined in its charter contract with the City of Milwaukee, established by the CSRC.

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

II. EDUCATIONAL PERFORMANCE

A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

1. Primary Measures of Academic Progress

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

This year, MMSA's local measures had the following results.

- **Reading.**
 - » Of 75 4K through second-grade students who completed fall and spring Star Early Literacy assessments, 33 (44.0%) met the benchmark at the time of the spring assessment.
 - » Of 130 third through eighth graders with fall and spring NWEA Measures of Academic Progress (MAP) reading assessments, 103 (79.2%) met the local reading measure.

- **Math.** Overall, 156 (83.0%) of 188 students with fall and spring MAP math assessments met the local math measure.
- **Writing.** Overall, 156 (82.1%) of 190 students with fall and spring assessments met the local writing measure.
- **Special education.** Overall, all (100.0%) of 21 students met at least one of their goals at the time of their annual individualized education plan (IEP) review.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, MMSA identified measurable outcomes in the following secondary areas of academic progress. MMSA met two of its three internal goals. While student attendance averaged 84.2%, falling below the 92.0% target, the school exceeded its parent participation goal, with 94.2% of families attending at least two conferences. MMSA also successfully maintained complete records for all special education students.

TABLE ES1		
MMSA 2024–25		
SECONDARY MEASURES OF ACADEMIC PROGRESS: GOALS		
GOAL AREA	OUTCOME	GOAL MET?
Student Attendance	84.2% average; did not meet 92.0% goal	No
Parent/Teacher Conferences	94.2% attended at least 2 conferences, exceeding the 80.0% goal	Yes
Special Education Records	Maintained all required records	Yes

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

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

Year-to-year early literacy outcomes for first- and second-grade students could not be analyzed for this reporting period due to a statewide mandate requiring all schools to transition to the aimswebPlus assessment beginning in the 2024–25 academic year.

Eighty-seven students completed the Forward English/language arts (ELA) and math assessments in spring 2024 and spring 2025.

- Forty-one (47.1%) students showed progress in ELA in 2025.
- Forty-seven (54.0%) students showed progress in math in 2025.

C. CSRC SCHOOL SCORECARD

The CSRC scorecard for K through fifth-grade students contains partial outcome data due to unavailable year-to-year data for the early literacy measure. The school scored 66.6% out of 94 possible points on the K through fifth-grade scorecard and 72.4% out of 100 points on the sixth- through eighth-grade scorecard. The weighted overall score was 68.3%.

TABLE ES2			
MMSA 2024–25			
CSRC SCORECARD SUMMARY			
GRADE LEVELS	SCORE	POSSIBLE POINTS	%
K – 5th Grade	62.6	94	66.6%
6th – 8th Grade	72.4	100	72.4%
Total (Weighted)	N/A	N/A	68.3%

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

MMSA addressed all recommendations for school improvement in its programmatic profile and educational performance report for the previous school year. Based on this report’s results and consultation with school staff, Evident Change recommends continuing a focused school improvement plan through the following.

- Strengthen the interconnectedness among staff, families, and students by fostering collaborative relationships and consistent communication to support a unified school community.
- Enhance teacher recruitment strategies with a targeted focus on increasing staff diversity to more accurately reflect and represent the cultural and demographic backgrounds of the student population.
- Expand social–emotional learning (SEL) and digital citizenship initiatives by implementing programming on bystander intervention, digital privacy, and social media de-escalation strategies for families, in partnership with PeaceWorks with Marquette University, and integrating related content into the existing SEL curriculum.

IV. RECOMMENDATIONS

After reviewing past and current contract compliance status and available data, Evident Change recommends that MMSA receive another five-year contract to operate as a charter school authorized by the City of Milwaukee with annual academic monitoring and reporting. It is important that the school continues to improve next year in the academic competencies of its students in reading, math, and writing.

I. INTRODUCTION

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

To produce this report, Evident Change:

- Conducted an initial school session to collect information related to contract requirements and to draft a learning memo for the new school year;
- Visited the school to conduct a random review of special education files;
- Visited the school to observe classroom instruction and school culture;
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements; and
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

Milwaukee Math and Science Academy
2703 N. Sherman Blvd., Milwaukee, WI 53210

Phone: (414) 263-6400

Website: www.mmsacademy.org

Principal: Crystal Bielmeier

MMSA is in the Sherman Park neighborhood on Milwaukee's northwest side. The school was initially affiliated with Concept Schools, a nonprofit educational management organization based in Chicago. However, in early 2020, the school separated from Concept Schools and currently is partnered with Maestro Education, an educational management organization in Mount Prospect, Illinois. Maestro helps schools with all aspects of school operation while guaranteeing that the school board and administration have complete control over the school's personnel and academic programs.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION¹

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

2. INSTRUCTIONAL DESIGN

MMSA focuses on core knowledge and essential skills so that students may achieve the mastery upon which further learning will be built. All students are exposed to a rigorous curriculum in subjects like language arts, physical education, and social studies. MMSA emphasizes math, science, and technology to prepare students to be globally competitive. Graduation requirements, discipline, promotion policies, and homework policies are outlined in the Family Handbook. The curriculum is aligned to the Common Core State Standards, which are essential to future success in school and at work; these standards are reinforced and reviewed to prepare students for standardized tests. In-class preparation and afterschool instruction are provided to ensure a higher level of achievement for each student.

All students receive four report cards every year. At the end of each quarter, report cards are mailed home. Students in 4K through second grade are assessed by their classroom teachers and by the teachers of special classes. Third- through eighth-grade students are assigned a letter grade following a standard numerical scale associated with each letter. Student progress for 4K through second grade is monitored with report cards that rate a student's skills from "below basic" to "advanced" in the following subjects.

- Independent learning and social behavior
- Math
- Reading
- Science
- Social studies
- Writing

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

These students also are assessed on the level of effort put forth in each subject on a scale ranging from “no evidence of effort” to “consistently focuses on learning.” MMSA provides transportation for students who live one to six miles from the school.²

B. SCHOOL STRUCTURE

1. LEADERSHIP AND BOARD OF DIRECTORS

MMSA is governed locally by a volunteer board of directors. The board—along with professionals from Maestro Education—has ultimate responsibility for the school’s success and is accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all terms of the school’s charter are met. The board meets regularly. This year, the board consisted of eight members: a president, a vice president, a secretary, and a treasurer, and four additional members. The school’s local management team consists of the principal and assistant principal.

2. AREAS OF INSTRUCTION

MMSA’s curriculum included instruction in English, reading, and literacy (English/language arts, or ELA); math; social studies; and science. All parts of the curriculum are aligned with Common Core standards. Special education programming was provided to students identified as needing an IEP. Students who met the criteria for special education services were monitored and reviewed so that appropriate adjustments could be made to their plans.

3. CLASSROOMS

The school began the year with 10 classrooms, one each for K4 through eighth grade. There was also space for special education, English as a second language (ESL), Success for All (SFA) reading, Response to Interventions (RTI), exploration of culture, art, music, library, gym, and a computer learning lab. School hours were 9:30 a.m. to 4:46 p.m.

² From the *Student/Parent Handbook*.

4. STAFF INFORMATION

This section presents return and retention data for instructional staff eligible to return for the 2024–25 school year, as well as demographic profiles of both instructional and support staff. The analysis offers insight into staffing stability and workforce composition for the 2024–25 academic year. These data support ongoing efforts to build and sustain an experienced, representative, and well-supported educational team.

a. Instructional Staff³

TABLE 1		
MMSA 2024–25		
INSTRUCTIONAL STAFF RETURN AND RETENTION RATES		
RETURN AND RETENTION	STAFF	RATE
Return		93.8%
Eligible to return from spring of 2024	16	
Returned	15	
Retention		100%
Employed during 2024–25 school year ⁴	20	
Resigned	0	

b. Instructional Staff Demographics

TABLE 2		
MMSA 2024–25		
INSTRUCTIONAL STAFF BY RACE/ETHNICITY (N = 20)		
RACE/ETHNICITY	STAFF	%
White	13	65.0%
Asian/Pacific Islander	5	25.0%
Black/African American	2	10.0%

³ Terminated staff are not included in return and retention rates.

⁴ At the time of this report, one teacher did not hold a current license issued by DPl. Additionally, during the school year two teachers were assigned to instructional roles without proper license (one teacher assistant and one special education paraprofessional led reading instruction).

c. Support Staff Demographics

The school hired a total of eight support staff members to enhance instructional and operational capacity (Table 3). These roles included five teaching assistants, one paraprofessional, one administrative assistant, and one school resolution mentor. This staffing structure reflects a commitment to providing instructional support within classrooms, addressing student behavioral and social–emotional needs, and ensuring efficient administrative operations.

TABLE 3		
MMSA 2024–25		
SUPPORT STAFF BY RACE/ETHNICITY (N = 8)		
RACE/ETHNICITY	STAFF	%
Black/African American	6	75.0%
White	2	25.0%

5. SCHOOL HOURS AND CALENDAR

The regular school day for all students was 9:30 a.m. to 4:46 p.m. The first day of school was August 21, 2024, and the last day of school was June 6, 2025. The school published the calendar on its website and provided a copy to Evident Change staff. MMSA met the City of Milwaukee’s requirement to publish an annual calendar.

6. PARENT INVOLVEMENT

MMSA’s *Student/Parent Handbook* states that parental involvement in a child’s educational life is critical to a child’s success. The school values the development of a strong, positive partnership between parents and MMSA. This handbook covers policies regarding attendance, behavior expectations, grading, and promotion. The handbook was sent home on the first day of school and required a signature from every student and parent/guardian.

According to the *Student/Parent Handbook*, parents are expected to attend at least two parent–teacher conferences per year (one each semester) and conferences as requested by the classroom teacher, principal, or assistant principal. Parents of 194 (94.2%) of 206 students enrolled all year attended at least two conferences, meeting the school’s goal of 80.0%.

Parents are welcome and encouraged to volunteer in (or, with an appointment, observe) daily activities in their child’s classroom.

7. DISCIPLINE POLICY

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

This year, the school continued to implement a program based on Positive Behavior Interventions and Supports. The school’s behavioral expectations are to be safe, respectful, and responsible. The *Student/Parent Handbook* explains the policy and procedures regarding student conduct and discipline.

8. GRADUATION AND HIGH SCHOOL INFORMATION

School staff presented high school information to eighth graders during homeroom and other parts of the school day. MMSA students plan to attend one of the following high schools: Messmer High School, Howard Fuller Collegiate Academy, Bradley Technology and Trade High School, Washington High School of Information Technology, Hamilton High School, Pathways High, Riverside University High School, Golda Meir School, and Wisconsin Lutheran High School.

C. STUDENT POPULATION

1. RETURN RATE FROM 2023–24 TO 2024–25

Of 191 eligible students, 163 (85.3%) returned for the 2024–25 school year.

2. ENROLLMENT SUMMARY

TABLE 4	
MMSA 2024–25	
STUDENT ENROLLMENT	
ENROLLMENT	STUDENTS
Beginning Enrollment (September 20, 2024)	247
New Enrollments During the Year	11
Withdrawals During the Year	44
End-of-Year Enrollment	214

3. RETENTION RATES

This table consists of students who were enrolled for the full academic year, from the third Friday in September through the last day of school. As a result, the total may differ from the end-of-year enrollment figures reported above.

TABLE 5			
MMSA 2024–25			
RETENTION DETAILS			
GRADE LEVELS	BEGINNING ENROLLMENT	END-OF-YEAR ENROLLMENT	RETENTION RATE
4K – 5th	170	147	86.5%
6th – 8th	77	59	76.6%
Total	247	206	83.4%

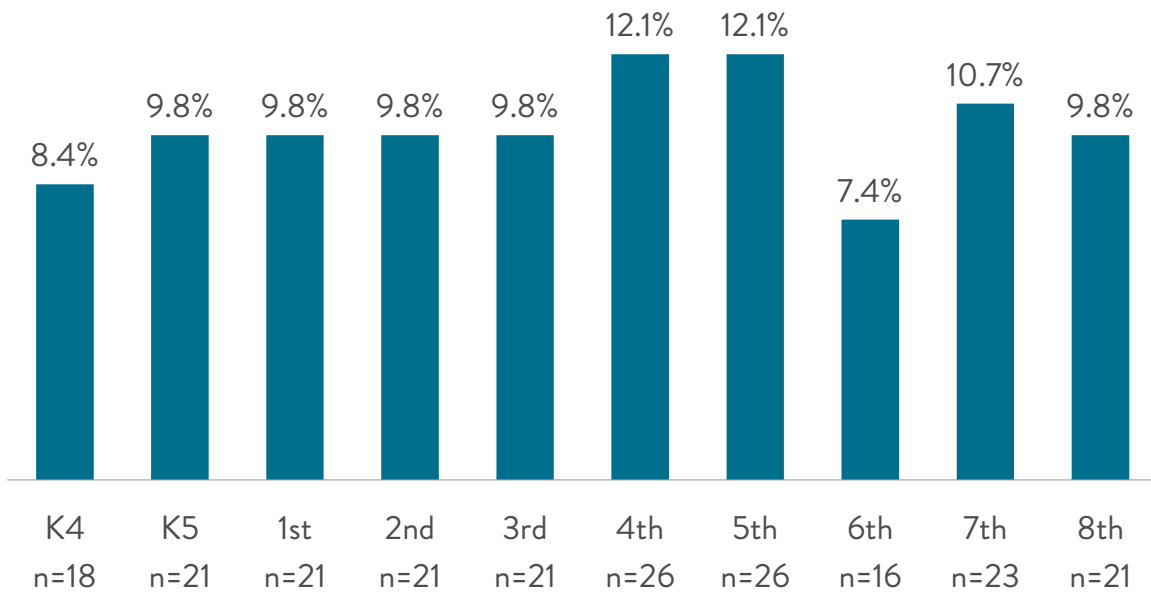
4. STUDENT DEMOGRAPHICS SUMMARY

The demographic summaries in Tables 6 and 7 and in Figure 1 include the students still enrolled at the end of the 2024–25 school year. Race/ethnicity and gender categories reflect those reported by the school.

TABLE 6		
MMSA 2024–25		
STUDENTS BY GENDER		
GENDER	STUDENTS	%
Female	106	49.5%
Male	108	50.5%
Total	214	100.0%

TABLE 7		
MMSA 2024–25		
STUDENTS BY RACE/ETHNICITY		
RACE/ETHNICITY	STUDENTS	%
Black/African American	204	95.3%
Hispanic/Latino	5	2.3%
Multiple Races/Ethnicities	5	2.3%
Total	214	100.0%

Figure 1
MMSA 2024–25
Student Enrollment by Grade Level (N = 214)



D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

The following describes MMSA’s responses to the recommendations in the school’s 2023–24 programmatic profile and education performance report.

- Recommendation:** The school will increase their intercultural awareness, address the challenges of multicultural education, and further understand the diversity of culture in the local community and the nation.

Response: Professional development sessions were facilitated by Daniel Education Services, emphasizing self-reflection, relationship building, and social–emotional learning (SEL) integration. Additional training and climate support were provided, focusing on enhancing school culture and strengthening connections with students’ families. Instructional staff also engaged in culturally responsive teaching practices. From January to March, students participated in activities designed to explore personal heritage and cultural identity, including storytelling projects and classroom integration of Kwanzaa principles, promoting inclusivity and cultural pride.

- Recommendation:** The school will continue their enhancement of professional learning communities (PLC) to increase student learning and collaboration among teaching staff.

Response: A calendar was developed to schedule regular PLC meetings, and agendas were shared in advance to ensure focused discussions. Reading staff convened weekly, while quarterly meetings were

held to review and analyze student data. Meetings were data-driven, and each team established specific goals aligned with schoolwide improvement efforts. The Maestro platform facilitated alignment between leadership and instructional teams. Seven committees—Community Connection, Parent & Family Engagement, Intervention, Cooperative Culture, Attendance, Math Leadership, and Success for All (SFA) Leadership—met regularly to support targeted growth areas. Additionally, the school used a “Focus on Learning” memo to communicate instructional goals, and intervention teams collaborated to support student needs.

- **Recommendation:** The charter school management organization will provide mentorship to local school leadership and build a strong, collaborative leadership team that fosters a supportive school environment that improves student outcomes and parent engagement.

Response: The charter school management organization, Maestro Education, implemented several targeted actions to strengthen leadership and improve student outcomes and parent engagement. Leadership mentoring was provided through the hiring of a retired school leader, who supported instruction. Professional development included team-based Wisconsin Forward Exam analysis, SFA training for new and returning staff, and targeted math instruction support through Eureka Math training and collaboration with the Cooperative Educational Service Agency (CESA). Additional support included the use of Texthelp for student literacy, technology integration, and professional development support from Maestro consultants.

Evident Change recommends that the school continue a focused school improvement plan with the following activities.

- Strengthen the interconnectedness among staff, families, and students by fostering collaborative relationships and consistent communication to support a unified school community.
- Enhance teacher recruitment strategies with a targeted focus on increasing staff diversity to more accurately reflect and represent the cultural and demographic backgrounds of the student population.
- Expand SEL and digital citizenship initiatives by implementing programming on bystander intervention, digital privacy, and social media de-escalation strategies for families, in partnership with PeaceWorks with Marquette University, and integrating related content into the existing SEL curriculum.

III. EDUCATIONAL PERFORMANCE

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

This year, the local assessment measures covered student progress in reading, math, writing skills, and IEP progress. The standardized assessment measures used were the Wisconsin aimswebPlus assessment and the Wisconsin Forward Exam.

A. ATTENDANCE AND SUSPENSION RATES

MMSA set a goal to maintain an average daily attendance rate of 92.0%; however, the actual attendance rate for the year was 84.2%, which did not meet the established target.

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

Attendance and suspension data were provided for all 258 students enrolled anytime during the school year (Table 8).

TABLE 8					
MMSA 2024–25					
ATTENDANCE AND SUSPENSION RATES BY GRADE LEVEL					
GRADE LEVELS	STUDENTS	AVG. ATTENDANCE RATE ⁵	SUSPENDED		
			n	%	AVG. DAYS
4K – 5th	179	85.9%	39	21.8%	2.2
6th – 8th	79	80.3%	33	41.8%	3.3
Total	258	84.2%	72	27.9%	2.7

B. PARENT–TEACHER CONFERENCES

At the beginning of the academic year, the school set a goal that parents of 80.0% of students enrolled all year would attend at least two of the four parent–teacher conferences, one per semester. Virtual visits, ClassDojo, emails, home visits, phone calls, and alternative face-to-face visits at school were acceptable options for parents who were unable to attend conferences. Parents of 194 (94.2%) of 206 students enrolled all year attended at least two conferences, exceeding the school’s goal. Conference attendance by grade level is shown in Table 9.

⁵ When excused absences were included, the attendance rate rose to 92.7% for 4K – fifth-grade students and to 90.4% for sixth through eighth graders. The overall attendance rate for all grades, including excused absences, was 92.0%.

TABLE 9			
MMSA 2024–25			
PARENT–TEACHER CONFERENCE ATTENDANCE BY GRADE LEVEL			
GRADE LEVELS	STUDENTS	MET GOAL	
		n	%
4K – 5th	147	135	91.8%
6th – 8th	59	59	100.0%
Total	206	194	94.2%

C. SPECIAL EDUCATION STUDENT RECORDS

This year, the school established a goal to develop and maintain records for all special education students, including students who were evaluated but not eligible for services. During the year, 47 students received special education services. Seventeen students received an evaluation this year (four initial evaluations and 13 reevaluations). As a result of those evaluations, 13 students qualified for new or continued special education services (either via evaluation or a waiver) and four students did not qualify or were dismissed from special education services. The remaining 30 students received an initial evaluation or reevaluation during the previous year. Overall, 43 students qualified for new or continued services resulting from a current or prior year evaluation. An IEP was developed for all 40 new or returning special education students who required one (three additional students withdrew prior to their IEP review date during the school year).

Disability classifications were provided for all of the 43 students who were qualified for special education services. Each student may have more than one disability type indicated. Therefore, the sum of all disability types is greater than the total number of students (Table 10).

TABLE 10	
MMSA 2024–25	
SPECIAL EDUCATION DETAILS	
DISABILITY CLASSIFICATION	STUDENTS
Other Health Impairments	15
Speech and Language Impairments	12
Specific Learning Disabilities	10
Significant Developmental Delays	6
Autism	4
Emotional and Behavioral Disabilities	2
Intellectual Disabilities	2
Traumatic Brain Injury	1
Total	43

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

D. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

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

1. READING

a. Star Early Literacy for K4 – Second Grade Students

For students in K4 through second grade, MMSA used the Renaissance Star Early Literacy assessment as a local measure of reading progress. Progress was measured by examining how many students met the school's expected student growth percentile (SGP) at the time of the spring test. Renaissance has determined that an expected SGP within the range of 35 to 65 is an indicator of adequate growth from fall to spring.

An expected SGP of 35 or higher was used to define adequate growth for the current school year. The school's reading goal for K4 through second grade was that at least 75% of students who completed a fall and spring Star Early Literacy assessment would meet or exceed the expected SGP in the spring. Overall, 33 (44.0%) of 75 K4 through second-grade students met the reading local measure, falling short of the school's goal (Table 11).

TABLE 11			
MMSA 2024–25			
STAR EARLY LITERACY ASSESSMENT FOR K4 – 2ND-GRADE STUDENTS			
GRADE	STUDENTS	MET GOAL	
		n	%
K4	15	7	46.7%
K5	17	3	17.6%
1st	21	13	61.9%
2nd	22	10	45.5%
Total	75	33	44.0%

b. MAP Reading Assessment for Third Through Eighth Graders

Third through eighth graders completed the NWEA Measures of Academic Progress (MAP) reading assessment in the fall and spring. At the time of the fall test, each student’s reading score was compared with national grade-level averages (i.e., normative means) based on the 2020 NWEA normative study.⁶

- For students above the normative mean for their current grade at the time of the fall test, progress was measured by examining the change in Rasch unit (RIT) scores from fall to spring; an increase of one RIT point indicates progress for the current school year.
- For students at or below the national grade-level average for their current grade, progress was determined by examining whether the students met the MAP growth target based on their fall test score and current grade level; students who met their growth target for the year will be considered to have made adequate progress for the school year.

The school’s goal was that at least 65% of students who completed a fall and spring MAP reading assessment would make progress as defined above. Overall, 103 (79.2%) of 130 third through eighth graders who had both fall and spring test scores met the reading local measure, meeting the school’s goal (Table 12).

⁶ For more information, visit [MAPGrowthNormativeDataOverview.pdf](#).

TABLE 12			
MMSA 2024–25			
MAP READING ASSESSMENT FOR 3RD – 8TH GRADE STUDENTS			
GRADE	STUDENTS	MET GOAL	
		n	%
3rd	21	12	57.1%
4th	25	19	76.0%
5th	24	19	79.2%
3rd – 5th Subtotal	70	50	71.4%
6th	16	13	81.3%
7th	22	21	95.5%
8th	22	19	86.4%
6th – 8th Subtotal	60	53	88.3%
Total	130	103	79.2%

Among 145 4K through fifth-grade students who completed the literacy local measures this year, 83 (57.2%) met the school’s local measure goals.

2. MATH

The NWEA assessment was also used to measure math progress for students in 5K through eighth grade. Progress measures for math mirrored those described for reading.

- For students above the normative mean for their current grade at the time of the fall test, progress was measured by examining the change in RIT scores from fall to spring; an increase of one RIT point will indicate progress for the current school year.
- For students at or below the national grade-level average for their current grade, progress was determined by examining whether the students met the MAP growth target based on their fall test score and current grade level; students who met their growth target for the year will be considered to have made adequate progress for the school year.

MMSA’s goal was that 65% of students who completed the MAP math assessment in the fall and spring would demonstrate progress in the spring. Overall, 83.0% (156 of 188) of 5K through eighth-grade students met the local measure, meeting the school’s goal for this year (Table 13).

TABLE 13			
MMSA 2024–25			
MAP MATH ASSESSMENT FOR 5K – 8TH-GRADE STUDENTS			
GRADE	STUDENTS	MET GOAL	
		n	%
5K	18	13	72.2%
1st	21	18	85.7%
2nd	20	16	80.0%
3rd	21	19	90.5%
4th	25	22	88.0%
5th	24	15	62.5%
5K – 5th Subtotal	129	103	79.8%
6th	16	12	75.0%
7th	22	20	90.9%
8th	21	21	100.0%
6th – 8th Subtotal	59	53	89.8%
Total	188	156	83.0%

3. WRITING

To assess student writing skills, MMSA used the 6+1 Traits of Writing rubric.⁷ Students completed writing samples in the fall and spring. Writing prompts were the same for both samples and were based on grade-level topics. K5 through second-grade students focused on the narrative genre, third through fifth graders focused on expository writing, and sixth through eighth graders focused on persuasive writing. The rubric is graded on a six-point scale for each of the six traits, for a maximum score of 36 points.

MMSA measured student progress in writing by examining the point growth between assessments. Students had the following goals.

- Of K5 to fifth-grade students who scored less than 30 points on the fall writing sample, at least 65% of students will increase their overall score by at least four points in the spring.
- Of sixth- to eighth-grade students who scored less than 35 points on the fall writing sample, at least 65% will increase their total score by at least four points in the spring.

⁷ The 6+1 traits are ideas, organization, voice, sentence fluency, word choice, conventions, and presentation.

All K5 to fifth-grade students who scored 30 or higher and all sixth- to eighth-grade students who scored 35 or higher in the fall will maintain or increase their overall score in the spring.

A total of 190 students had fall and spring writing scores. Overall, 82.1% (156) 5K through eighth-grade students met their goal (Table 14).

TABLE 14			
MMSA 2024–25			
WRITING ASSESSMENT FOR K5 – 8TH-GRADE STUDENTS			
GRADE	STUDENTS	MET GOAL	
		n	%
5K	19	16	84.2%
1st	21	21	100.0%
2nd	21	11	52.4%
3rd	20	17	85.0%
4th	25	19	76.0%
5th	24	22	91.7%
5K – 5th Subtotal	130	106	81.5%
6th	16	10	62.5%
7th	22	19	86.4%
8th	22	21	95.5%
6th – 8th Subtotal	60	50	83.3%
Total	190	156	82.1%

4. SPECIAL EDUCATION STUDENT PROGRESS

The CSRC expects students in special education services to make routine progress yearly. This year, MMSA set the goal that at least 90% of special education students who had a calendar year of IEP implementation at MMSA would meet at least one of their goals by the time of their annual review. All (100%) 21 students who were enrolled in special education services for the full school year at MMSA met at least one of their goals this year.

E. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires all schools to administer the aimswebPlus early literacy assessment for students in 4K through third grade. Schools are required to administer the assessment to 5K through third-grade students mid-year and to 4K through third-grade students in the spring.

For students in third through eighth grades, DPI also requires the Forward Exam. These test results are described in the following sections.

1. AIMSWEBPLUS EARLY LITERACY ASSESSMENT

The following benchmarks were set for each grade level.

- Four-year-old kindergarten students are expected to score at or above the 25th percentile on the spring assessment for the Initial Sounds and Letter Word Sounds Fluency subtests.
- Five-year-old kindergarten students are expected to attain an aimswebPlus early literacy composite score at or above the 25th percentile (i.e., 80 or above on the spring assessment). The Kindergarten Early Literacy composite score is determined by combining their performance on the Letter Naming Fluency and Letter Word Sounds Fluency subtests.
- First- through third-grade students are expected to score an Oral Reading Fluency score at or above the 25th percentile.

A total of 96 4K through third-grade students enrolled since the beginning of the school year completed the aimswebPlus assessment in the spring. Table 15 shows the number of students meeting the defined benchmark for their grade level.

TABLE 15			
MMSA 2024–25			
AIMSWEBPLUS ASSESSMENT FOR K4 – THIRD-GRADE STUDENTS			
GRADE	STUDENTS	MET BENCHMARK	
		n	%
4K			
Initial sounds	15	11	73.3%
Letter word sounds fluency		9	60.0%
5K	18	12	66.7%
1st	21	11	52.4%

TABLE 15			
MMSA 2024–25			
AIMSWEBPLUS ASSESSMENT FOR K4 – THIRD-GRADE STUDENTS			
GRADE	STUDENTS	MET BENCHMARK	
		n	%
2nd	21	14	66.7%
3rd	21	7	33.3%

2. WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS⁸

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

In spring of 2025, 131 third through eighth graders enrolled since the third Friday in September completed the ELA assessment. Of these students, 13 (9.9%) were at the meeting or advanced level in ELA (not shown). Figure 2 shows ELA results by grade level.

⁸ Information from the DPI website (dpi.wi.gov/assessment/forward) and Wisconsin Forward Exam family brochure (https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward_Brochure_for_Families.pdf).

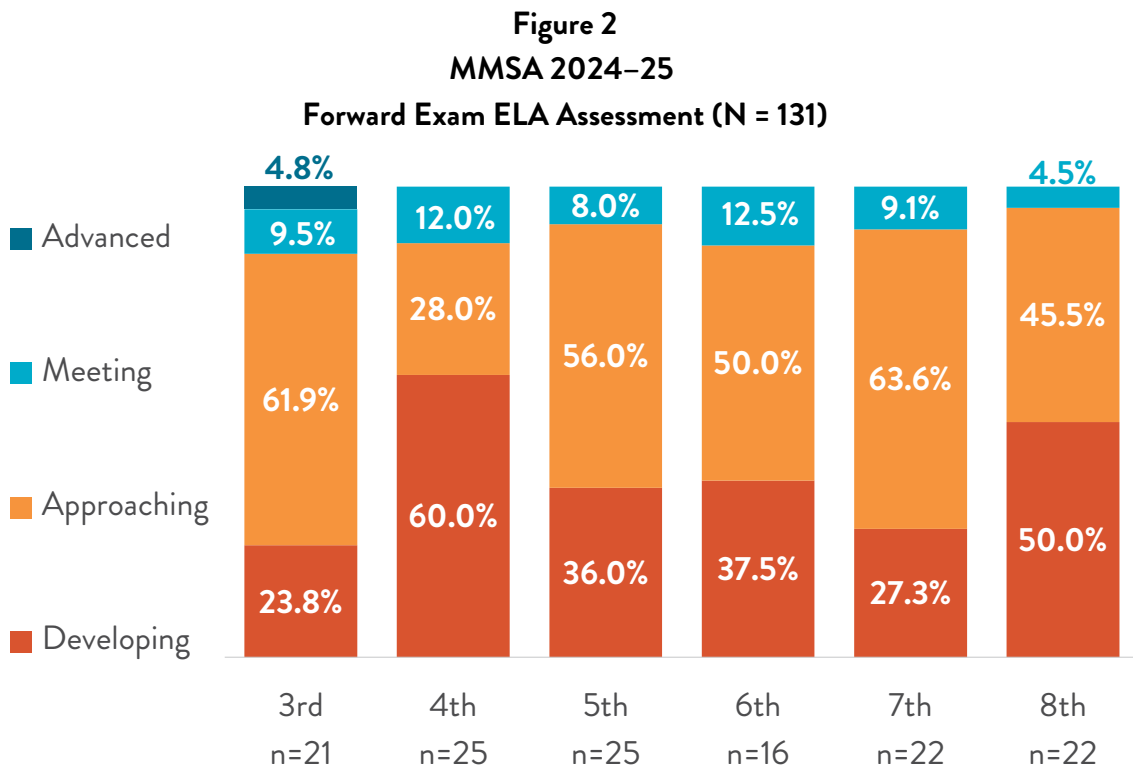


Table 16 shows the average ELA scale score by grade level along with the performance level in which that average score is situated for that specific grade level.

TABLE 16			
MMSA 2024–25			
FORWARD EXAM ELA ASSESSMENT			
AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	STUDENTS	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	21	1531.5	Approaching
4th	25	1522.1	Developing
5th	25	1559.9	Approaching
6th	16	1578.9	Approaching
7th	22	1584.3	Approaching
8th	22	1590.7	Approaching

In spring of 2025, 130 third through eighth graders enrolled since the third Friday in September completed the math assessment. Of these students, 16 (12.3%) were at the meeting or advanced level in math (not shown). Figure 3 shows math results by grade level.

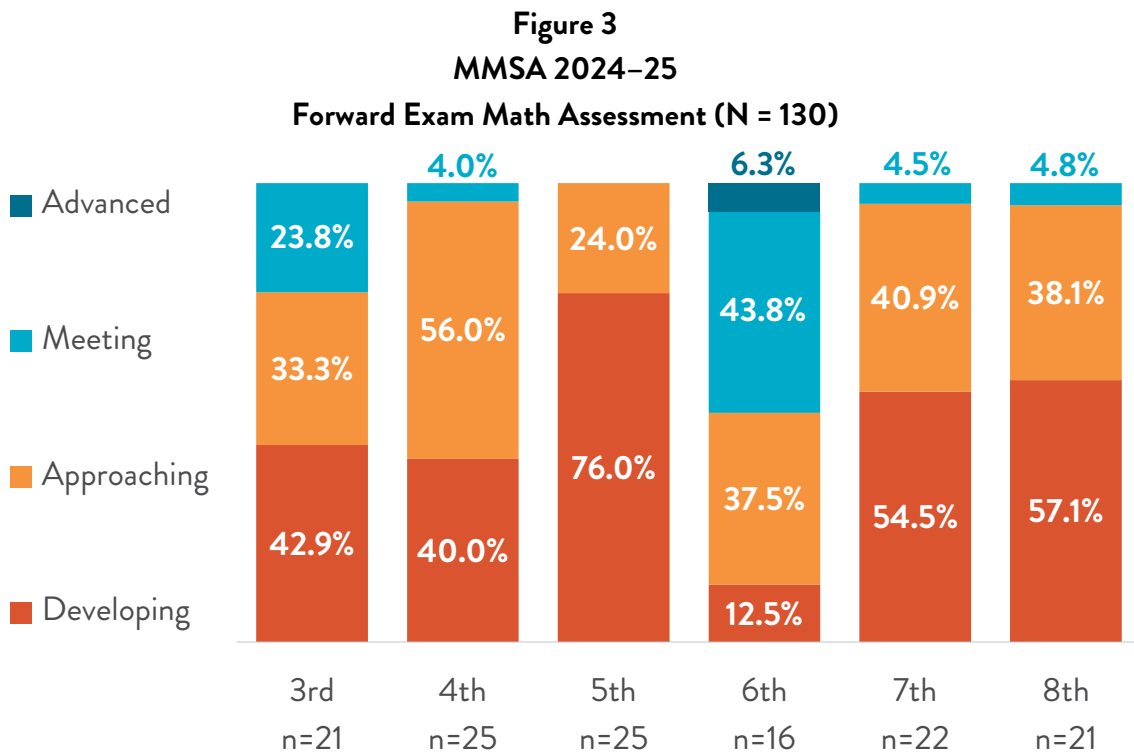
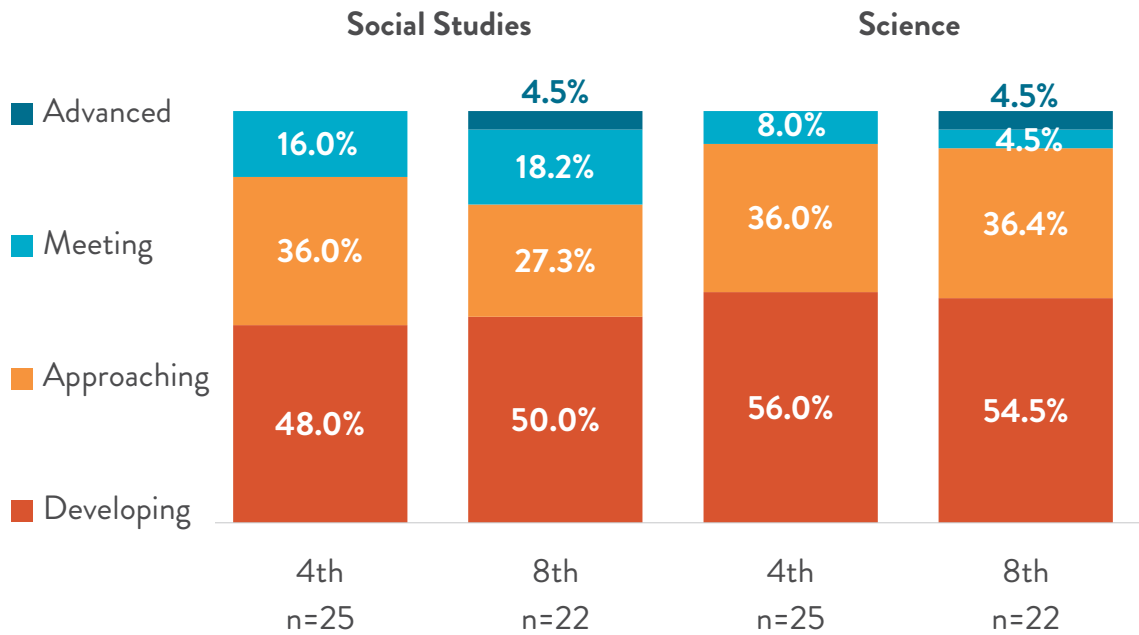


Table 17 shows the average math scale score by grade level, along with the performance level in which that average score is situated for that specific grade level.

TABLE 17			
MMSA 2024–25			
FORWARD EXAM MATH ASSESSMENT			
AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	STUDENTS	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	21	1511.0	Approaching
4th	25	1532.9	Approaching
5th	25	1542.1	Developing
6th	16	1616.7	Approaching
7th	22	1583.3	Developing
8th	21	1606.1	Approaching

A total of 47 fourth and eighth graders completed both the science and social studies assessments. Among them, nine (19.1%) were at the meeting or advanced level in social studies, and four (8.5%) were at the meeting or advanced level in science (not shown). Figure 4 shows results by grade level.

Figure 4
MMSA 2024–25
Forward Exam Social Studies and Science Assessments (N = 47)



F. MULTIPLE-YEAR STUDENT PROGRESS

Year-to-year early literacy outcomes for first- and second-grade students could not be analyzed for this reporting period due to a statewide mandate requiring all schools to transition to the aimswebPlus assessment beginning in the 2024–25 academic year.

The CSRC expects that at least 60% of fourth through eighth graders who were at the meeting or advanced levels in ELA, and at least 50% in math, will maintain that level. Additionally, at least 35% of students who were at the developing or approaching levels in ELA or math are expected to show progress.

A total of 87 students completed the Forward Exam in spring of 2024 and spring of 2025. Year-to-year progress was measured for students meeting expectations or higher and for students below meeting expectations in ELA and/or math in spring of 2024.

1. STUDENTS AT THE MEETING OR ADVANCED LEVELS

In spring of 2024, 13 students were meeting or advanced in ELA; six (46.2%) of them maintained meeting or advanced levels in spring of 2025. There were five students at the meeting or advanced level in math in spring of 2024. Due to the small number of students, results are not shown by grade level.

2. STUDENTS AT THE DEVELOPING OR APPROACHING LEVELS

To determine whether students who were at the developing or approaching levels the previous year were making progress, Evident Change examined whether these students improved scores by moving up one or more categories (i.e., developing to approaching, approaching to meeting, or developing to meeting). If students did not improve by a level, Evident Change examined student progress within the student’s level by equally dividing the developing and approaching levels into quartiles. The lowest and upper thresholds for both levels reflected the scale score ranges used by DPI to establish proficiency levels.⁹

In spring of 2024, 74 students were developing or approaching expectations in ELA, and 47.3% of those students showed progress in 2025 (Table 18A). For math, 82 students were developing or approaching expectations in spring of 2024, and 54.9% demonstrated progress in 2025 (Table 18B).

TABLE 18A					
MMSA 2024–25					
YEAR-TO-YEAR FORWARD EXAM ELA PROGRESS FOR 4TH – 8TH GRADERS					
DEVELOPING OR APPROACHING IN SPRING OF 2024					
CURRENT GRADE LEVEL	STUDENTS DEVELOPING OR APPROACHING	STUDENTS PROGRESSED IN 2025			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th	19	2	4	6	31.6%
5th	17	4	4	8	47.1%
6th	11	4	3	7	63.6%
7th	15	6	5	11	73.3%
8th	12	2	1	3	25.0%
Total	74	18	17	35	47.3%

⁹ This method is used by Evident Change to examine student progress in the schools chartered by the city.

TABLE 18B					
MMSA 2024–25					
YEAR-TO-YEAR FORWARD EXAM MATH PROGRESS FOR 4TH – 8TH GRADERS DEVELOPING OR APPROACHING IN SPRING OF 2024					
CURRENT GRADE LEVEL	STUDENTS DEVELOPING OR APPROACHING	STUDENTS PROGRESSED IN 2025			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th	22	6	10	16	72.7%
5th	18	3	5	8	44.4%
6th	12	10	1	11	91.7%
7th	17	1	5	6	35.3%
8th	13	1	3	4	30.8%
Total	82	21	24	45	54.9%

3. OVERALL PROGRESS

Overall progress includes students who progressed from any performance level, including those maintaining meeting or advanced expectations and those advancing within or across lower performance quartiles. Of all students who participated in the assessment in both 2024 and 2025, 41 students (47.1%) demonstrated growth in ELA, and 47 students (54.0%) demonstrated growth in math in 2025. Progress by grade level is shown in Table 19.

TABLE 19			
MMSA 2024–25			
YEAR-TO-YEAR OVERALL FORWARD EXAM PROGRESS BY GRADE LEVEL			
SUBJECT AND CURRENT GRADE LEVEL	STUDENTS	OVERALL PROGRESS	
		n	%
ELA			
4th – 5th	41	17	41.5%
6th – 8th	46	24	52.2%
ELA Total	87	41	47.1%
Math			
4th – 5th	41	24	58.5%
6th – 8th	46	23	50.0%
Math Total	87	47	54.0%

G. CSRC SCHOOL SCORECARD

The scorecards were designed to monitor school improvement from year to year and will be used to guide decisions about a school's status as a city-chartered school for subsequent school years. The school scored 66.6% of 94 possible points for K through fifth grades and 72.4% of 100 possible points for sixth through eighth grades. See Appendix C for school scorecard information.

Additionally, Evident Change calculated a weighted average score for the entire school (4k through eighth grade). The weighted average considers the number of students to which it was applied. Evident Change assigned the weight of each individual report card's score based on the number of students enrolled in each academy at the end of the school year. MMSA had an overall weighted average score of 68.3% for the 2024–25 school year.¹⁰

IV. SUMMARY AND RECOMMENDATIONS

After reviewing past and current contract compliance status and available data, Evident Change recommends that MMSA receive another five-year contract to operate as a charter school authorized by the City of Milwaukee with annual academic monitoring and reporting. It is important that the school continues to make improvements next year in the academic competencies of its students in reading, math, and writing.

¹⁰ Of the 214 students enrolled at the end of the school year, 72.0% were in K through fifth grades, and 28.0% were in sixth through eighth grades. Those percentages were used to calculate the weighted scorecard percentages.

APPENDICES

- A. CONTRACT COMPLIANCE CHART**
- B. TREND INFORMATION**
- C. CSRC 2024–25 SCHOOL SCORECARD**
- D. STUDENT LEARNING MEMORANDUM**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
MMSA 2024–25			
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS			
CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGES	PROVISION MET
Section B	Description of educational program.	pp. 2–3	Met
Section B	Annual school calendar provided.	p. 5	Met
Section C	Educational methods.	p. 3	Met
Section D	Administration of required standardized tests.	pp. 17–21	Met
Section D	<i>Academic criterion #1:</i> Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 12–16	Met
Section D and subsequent CSRC memos	<i>Academic criterion #2:</i> Year-to-year achievement measures. a. 4th – 8th-grade students meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain proficiency. b. 4th – 8th-grade students meeting/advanced expectations on the Forward Exam in math the prior year: 50% will maintain proficiency. c. 2nd-grade students at or above benchmark in reading (aimswebPlus): At least 75.0% will remain at or above.	a. p. 22 b. p. 22 c. p. 21	a. Not met (46.2%) b. N/A (cannot report due to n size) c. N/A
Section D and subsequent CSRC memos	<i>Academic criterion #3:</i> Year-to-year achievement measures. Progress for students not meeting expectations on the Forward Exam. a. 4th – 8th-grade students approaching/developing expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress. b. 4th – 8th-grade students approaching/developing expectations on the Forward Exam in math the prior year: 35% will demonstrate progress.	a. pp. 22–23 b. pp. 22–23	a. Met (47.3%) b. Met (54.9%)
Section E	Parental involvement.	p. 5, pp. 10–11	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 4	Partially Met
Section I	Maintain pupil database information for each pupil.	pp. 6–8, 11–12	Met
Section K	Disciplinary procedures.	p. 6	Met

Note: Unless otherwise noted, N/A indicates unavailability of comparable assessment data from spring of 2024.

APPENDIX B: TREND INFORMATION

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

TABLE B1					
MMSA 2020–25					
STUDENT ENROLLMENT AND RETENTION					
SCHOOL YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	NUMBER AND RATE ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)*
2020–21	206	0	10	196	196 (95.1%)
2021–22	201	8	30	179	171 (85.1%)
2022–23	230	21	41	210	192 (83.5%)
2023–24	244	8	42	210	203 (83.2%)
2024–25	247	11	44	214	206 (83.4%)

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

TABLE B2	
MMSA 2020–25	
STUDENT RETURN RATE	
SCHOOL YEAR	RETURN RATE
2020–21	83.3%
2021–22	87.7%
2022–23	87.7%
2023–24	76.3%
2024–25	85.3%

TABLE B3	
MMSA 2020–25 STUDENT ATTENDANCE	
SCHOOL YEAR	ATTENDANCE RATE
2020–21	81.6%
2021–22	84.8%
2022–23	88.0%
2023–24	85.3%
2024–25	84.2%

TABLE B4		
MMSA 2020–25 OUT-OF-SCHOOL SUSPENSIONS		
SCHOOL YEAR	% OF STUDENTS SUSPENDED	AVG. DAYS SUSPENDED
2020–21*	N/A	N/A
2021–22	28.2%	1.6
2022–23	28.7%	3.0
2023–24	23.4%	3.5
2024–25	27.9%	2.7

*This year partially virtual. Suspension data not applicable.

TABLE B5	
MMSA 2020–25 TEACHER/INSTRUCTIONAL STAFF RETENTION*	
SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2020–21	100.0%
2021–22	95.0%
2022–23	90.5%
2023–24	85.0%
2024–25	100.0%

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

TABLE B6 MMSA 2020–25 INSTRUCTIONAL STAFF RETURN RATE*			
SCHOOL YEAR	NUMBER AT END OF PRIOR SCHOOL YEAR	RETURNED FIRST DAY OF CURRENT SCHOOL YEAR	RETURN RATE
2020–21	17	16	94.1%
2021–22	19	15	78.9%
2022–23	16	16	100.0%
2023–24	18	16	88.9%
2024–25	16	15	93.8%

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

APPENDIX C: CSRC 2024–25 SCHOOL SCORECARDS

TABLE C					
MMSA 2024–25					
CSRC K THROUGH 5TH GRADE SCORECARD					
AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: 1st – 2nd Grades	aimswebPlus: % 1st graders at or above the 25th percentile	4.0	10.0%	52.4%	2.1
	aimswebPlus: % 2nd graders at or above the 25th percentile for two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 5th Grades	Forward Exam ELA: % maintained meeting/advanced expectations or progressed ¹¹	17.5	35.0%	41.5%	7.3
	Forward Exam math: % maintained meeting/advanced expectations or progressed	17.5		58.5%	10.2
Local Measures	% met reading	6.25	25.0%	57.2%	3.6
	% met math	6.25		79.8%	5.0
	% met writing	6.25		81.5%	5.1
	% met special education	6.25		100.0%	6.25
Student Academic Achievement: 3rd – 5th Grades	Forward Exam ELA: % meeting/advanced expectations	2.5	5.0%	11.3%	0.3
	Forward Exam math: % meeting/advanced expectations	2.5		8.5%	0.2
Engagement*	Student attendance rate	5.0	25.0%	85.9%	4.3
	Student return rate	5.0		85.3%	4.3
	Student retention rate	5.0		83.4%	4.2
	Teacher retention rate	5.0		100%	5.0
	Teacher return rate	5.0		93.8%	4.7
TOTAL ¹²		94.0			62.6
K – 5TH GRADE SCORECARD PERCENTAGE					66.6%

*With the exception of student attendance, engagement measures represent the school’s performance across all grade levels.

¹¹ Progress in reading or math for students who were at the developing or approaching level the previous school year is defined as improving one proficiency level or improving one or more quartiles within the performance level for their grade level.

¹² Excludes points for measures for which performance could not be measured or reported this year.

TABLE C2

MMSA 2024–25
CSRC MIDDLE SCHOOL (6TH – 8TH GRADE SCORECARD)

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress: 6th – 8th Grades	<i>Forward Exam ELA— % maintained meeting/advanced expectations or progressed</i>	17.5	35.0%	52.2%	9.1
	<i>Forward Exam math—% maintained meeting/advanced expectations or progressed</i>	17.5		50.0%	8.8
Local Measures	% met reading	8.75	35.0%	88.3%	7.7
	% met math	8.75		89.8%	7.9
	% met writing	8.75		83.3%	7.3
	% met special education	8.75		100.0%	8.75
Student Academic Achievement 6th – 8th Grades	<i>Forward Exam ELA: % meeting/advanced expectations</i>	2.5	5.0%	8.3%	0.2
	<i>Forward Exam math: % meeting/advanced expectations</i>	2.5		16.9%	0.4
Engagement*	Student attendance rate	5.0	25.0%	80.3%	4.0
	Student return rate	5.0		85.3%	4.3
	Student retention rate	5.0		83.4%	4.2
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		93.8%	4.7
TOTAL		100.0			72.4
6TH – 8TH GRADE SCORECARD PERCENTAGE					72.4%

*With the exception of student attendance, engagement measures represent the school's performance across all grade levels.

APPENDIX D: STUDENT LEARNING

MEMORANDUM

TO: Evident Change and the CSRC
FROM: MMSA
SUBJECT: Learning Memo for the 2024–25 Academic Year
DATE: October 30, 2024

This memorandum of understanding includes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at Milwaukee Math and Science Academy (MMSA) in consultation with staff from Evident Change and the CSRC.

The school will record student data in the Infinite Campus database and/or Microsoft Excel spreadsheets and provide the data to Evident Change, the educational monitoring agent contracted by the CSRC. The school will provide local measure test results downloaded directly from the test publisher when available. The school will also provide results for all standardized tests downloaded directly from the test publisher. If such data files are unavailable, the school will provide paper printouts (scanned and transferred via File Drop) that include standardized test results from the test publisher.

Evident Change requests electronic submission of year-end data by the fifth workday after the last day of student attendance for the academic year or June 13, 2025.

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

ENROLLMENT

MMSA will record enrollment dates for every student. Upon admission, each student's information and actual enrollment date will be added to Infinite Campus, the school's database.

TERMINATION/WITHDRAWAL

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

ATTENDANCE

The school will maintain appropriate attendance records and an average daily attendance rate of 92%.

A student is considered present for the day if the student arrives at school no later than 10:30 a.m. and stays the majority of the day or arrives on time (9:30 a.m.) and stays until 2:00 p.m.

TEACHER RETURN AND RETENTION

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

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

PARENT PARTICIPATION

Parents of at least 80% of the students who attended all year will participate in at least two of the four parent-teacher conferences, one per semester. Virtual visits, home visits, phone calls, alternative face-to-face visits at school, and contact through ClassDojo or email are acceptable alternatives for parents who cannot attend scheduled in-person conferences.

SPECIAL EDUCATION SERVICES

The school will maintain updated records on all students who received special education services, including students who were evaluated but not eligible for services.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES

Students in 4K through second grade will take the Renaissance Star Early Literacy assessment in the fall and spring. Report cards will communicate Each student's progress to parents or guardians.¹³

READING FOR 4K THROUGH SECOND-GRADE STUDENTS

For those who complete the fall and spring assessments, progress will be evaluated by determining how many students achieved the school's expected Student Growth Percentile (SGP) by the spring test. Renaissance defines adequate progress from fall to spring as an SGP between 35 and 65.¹⁴

The school has set the following goals:

At least 75% of students in 4K through second grade will test at or above the 35th SGP on the spring assessment.

READING FOR THIRD THROUGH EIGHTH GRADERS

Third through eighth graders will complete the Measures of Academic Progress (MAP) reading assessment in the fall and spring. At the time of the fall test, each student's reading score will be compared with national grade-level averages (i.e., normative means) based on the 2020 NWEA normative study.¹⁵ For the cohort of students who complete the fall and spring tests,

Evident Change will report progress for students above the normative mean for their grade level and those at or below the normative mean for their grade level. Based on fall test scores and the student's current grade level, a target growth Rasch unit (RIT) score for the spring test is given to each student.

- For students above the normative mean for their current grade at the time of the fall test, progress will be measured by examining the change in RIT scores from fall to spring; an increase of one RIT point will indicate progress for the current school year.

¹ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in literacy, math, writing, and IEP goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

¹⁴ For more information, visit [Renaissance SGP](#).

¹⁵ For more information, visit [MAPGrowthNormativeDataOverview.pdf \(mapnwea.org\)](#).

- For students at or below the national grade-level average for their current grade, progress will be determined by examining whether the students met the MAP growth target based on their fall test score and current grade level; students who met their growth target for the year will be considered to have made adequate progress for the school year.

The school established the following goal: At least 65% of students who completed the fall MAP reading assessment will meet or exceed their target RIT score in the spring. Additionally, students who scored above the mean during fall testing will increase their RIT score by at least one point to demonstrate progress for the year.

MATH FOR 5K THROUGH EIGHTH-GRADE STUDENTS

Third through eighth graders will complete the Measures of Academic Progress (MAP) math assessment in the fall and spring. At the time of the fall test, each student's math score will be compared with national grade-level averages (i.e., normative means) based on the 2020 NWEA normative study³.

Evident Change will report progress for students above the normative mean for their grade level and those at or below the normative mean for their grade level. Based on fall test scores and the student's current grade level, a target growth RIT score for the spring test is given to each student.

- For students above the normative mean for their current grade at the time of the fall test, progress will be measured by examining the change in RIT scores from fall to spring; an increase of one RIT point will indicate progress for the current school year.
- For students at or below the national grade-level average for their current grade, progress will be determined by examining whether the students met the MAP growth target based on their fall test score and current grade level; students who met their growth target for the year will be considered to have made adequate progress for the school year.

The school established the following goal: At least 65% of students who completed the fall MAP math assessment will meet or exceed their target RIT score in the spring. Additionally, students who scored above the mean during fall testing will increase their RIT score by at least one point to demonstrate progress for the year.

WRITING FOR 5K THROUGH EIGHTH-GRADE STUDENTS

Writing progress will be measured using the 6+1 Traits of Writing.¹⁶ The 5K through fifth-grade rubric will have a six-point scale for each of the six traits. The sixth- through eighth-grade rubric will have a six-point scale for the 6+1 traits. All students will complete one writing sample in the fall and another in the spring.

The grade-level prompt for both writing samples will be the same, focusing on a narrative genre for 5K through second grade, expository writing for third through fifth grades, and persuasive writing for sixth through eighth grades.

- Of the 5K through fifth-grade students who scored less than 30 points on the fall writing sample, 65% will increase their total score by at least four points in the spring.
- Of the sixth- through eighth-grade students who scored less than 35 points on the fall writing sample, 65% will increase their total score by at least four points in the spring.

All (100%) 5K through fifth-grade students who scored 30 or higher on the fall writing sample and all (100%) sixth- through eighth-grade students who scored 35 or higher on the fall writing sample will maintain or increase their overall score in the spring.

INDIVIDUALIZED EDUCATION PLANS

At least 90% of students with individualized education plans (IEPs) enrolled at MMSA for the full year of IEP implementation will meet at least one of their goals. Progress on IEPs will be monitored through special education progress reports attached to the regular education progress reports.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

AIMSWEBPLUS¹⁷ EARLY LITERACY ASSESSMENT

The Department of Public Instruction mandates that all schools administer the aimswebPlus early literacy assessment for students in 4k through third grade. For the 2024–25 school year, the Department has deemed the fall assessment optional. However, all schools must administer the exam to 5K through third-grade students at mid-year and 4K through third-grade students in the spring of 2025.

¹⁶ The 6+1 traits are ideas, organization, voice, sentence fluency, word choice, conventions, and presentation.

¹⁷ For more information, visit [AWP WI Assessment Matrix Updated \(pearsonassessments.com\)](https://www.pearsonassessments.com).

4K Fundamental Skills Screening

Four-year-old kindergarten students are expected to score at or above the 25th percentile on the spring assessment for both initial sounds and letter-word sound fluency subtests.

5K Universal Reading Screening

Five-year-old kindergarten students are expected to attain an aimswebPlus Early Literacy score at or above the 25th percentile. The Kindergarten Early Literacy composite score is determined by combining their performance on the Letter Naming Fluency (LNF) and Letter Word Sounds Fluency subtests.

First through Third Graders Universal Reading Screening

Students are expected to achieve an Oral Reading Fluency (ORF) score at or above the 25th percentile. Wisconsin Forward Exam for Third- Through Eighth-Grade Students.

DPI requires the Wisconsin Forward Exam to be administered annually in the timeframe identified by DPI. This standardized assessment will produce English/language arts (ELA) and math scores for all third through eighth graders. Fourth and eighth-grade students also will complete the science and social studies tests.

YEAR-TO-YEAR ACHIEVEMENT

Evident Change will include the results of the DPI-required assessments in each school's annual report. Additionally, Evident Change will report year-to-year progress for students who completed the assessments in consecutive years at the same school.¹⁸

- The CSRC expects at least 75% of first graders who met the early literacy benchmark for reading readiness in the spring will remain at or above the second-grade benchmark in the spring of the subsequent year.

Year-to-year progress will not be measured this year due to the assessment change from Star Early Literacy to aimswebPlus as the early literacy screener for the 2024-25 school year. Year-to-year reporting on early literacy screening will resume next school year.

- For students who take the Forward Exam in two consecutive years:
 - At least 60% of fourth through eighth graders proficient or advanced in ELA the prior year will maintain proficiency.

¹⁸ Due to the change in early literacy assessments, year-to-year achievement measurements will not be reported for 4K and 5K students this school year.

- At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency.
- At least 35% of fourth through eighth graders below proficiency in ELA and/or math in the prior year will demonstrate progress.