

Milwaukee Math and Science Academy

Programmatic Profile and Educational Performance

2013–14 School Year

Report Date: September 2014

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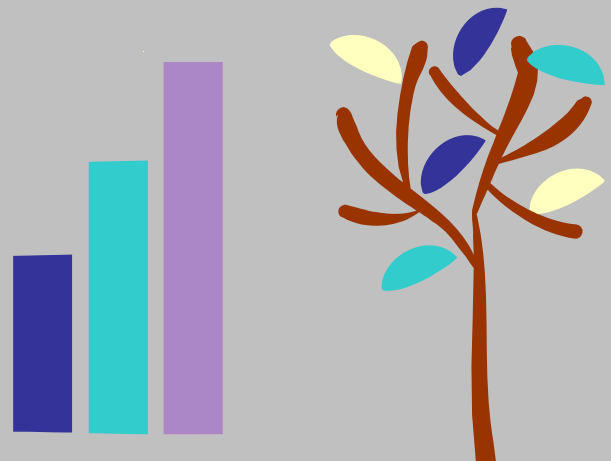


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EXECUTIVE SUMMARY
for
Milwaukee Math and Science Academy
2013–14

This is the third 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

Beginning in 2012–13, the Wisconsin Department of Public Instruction (DPI) applied more rigorous proficiency-level cut scores to the Wisconsin Knowledge and Concepts Examination (WKCE) reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Performance (NAEP) and require students to achieve higher scale scores in order to be considered proficient. The school’s contract compliance is based on standards set using the former WKCE cut scores; therefore, the compliance summary below reflects the school’s compliance with only those standards.

MMSA met all but four of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. The school fell short of meeting the following provisions.

- Fourth- to seventh-grade students proficient on 2012–13 math test: At least 75.0% will maintain proficiency in the subsequent school year. Nearly two thirds (64.7%) of 17 students maintained math proficiency.
- Fourth- to eighth-grade students below proficient level on 2012–13 reading test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range. Nearly 60.0% of 39 students improved in reading.
- Fourth- to eighth-grade students below proficient level on 2011–12 math test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range. Half (50.0%) of 48 students improved in math.
- Three instructional staff did not hold a Wisconsin DPI license or permit.

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

II. Educational Performance

A. Local Measures

1. Primary Measures of Academic Progress

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, 64.2% (34 of 53) of K5 through seventh-grade students who scored at the national average (normative mean) for their current grade level on the Measure of Academic Progress (MAP) tests in the fall achieved the national average for their current grade level in the spring.
- Overall, 65.6% (86 of 131) of K5 through seventh-grade students who scored below the national average (normative mean) for their current grade level on the MAP in the fall reached the normative average for their functional grade level at which they had tested in the fall.
- A majority (81.8%) of 110 third- through seventh-grade students improved their reading scores between the first and fourth quarter, based on the Concept School's Acuity test.

Math:

- Overall, 71.9% (23 of 32) of first- through seventh-grade students who tested at the national average (normative mean) for their current grade level on the MAP in the fall achieved the national average for their current grade level in the spring.
- Overall, 80.0% (100 of 125) of first- through seventh-grade students who tested below the national average (normative mean) for their current grade level on the MAP in the fall reached the normative average for their functional current grade level at which they had tested in the fall.
- One hundred (90.9%) of 110 third- through seventh-grade students improved their math scores between the first and fourth quarter based on the Concept School's Acuity test.

Writing: Most (196 of 230, or 85.2%) of the K5 through seventh-grade students with fall and spring writing samples improved their average writing scores between tests.

Special Education: Most (16 of 19, or 84.2%) students met at least 75.0% of their goals and at least 80.0% of their sub-goals on their individualized education programs over the last year.

2. Secondary Measures of Academic Progress

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

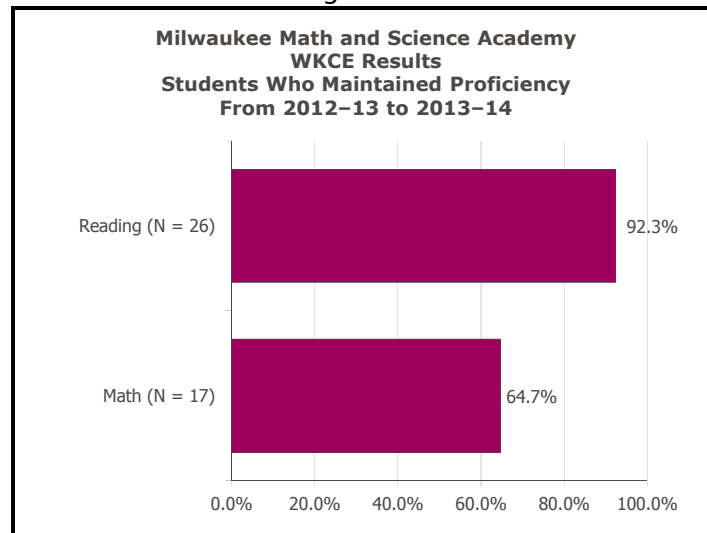
- Average student attendance was 88.6%, just falling short of the school's goal of 90.0%.
- Overall, parents of 166 (66.9%) of 248 students attended at least two family-teacher conferences, exceeding the school's goal of 60.0%.
- MMSA developed and maintained records for all special education students.

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

MMSA administered all required standardized tests noted in their contract with the City of Milwaukee. Multiple-year student progress is described below.

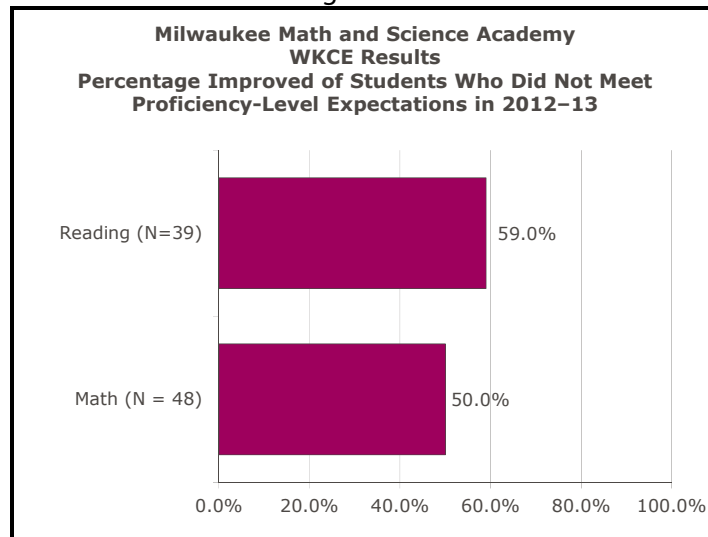
- Of 26 students at or above proficiency in reading on the WKCE, 92.3% maintained proficiency; 64.7% of 17 students maintained proficiency in math, based on former proficiency cut scores. The CSRC expectation is 75.0%. See Figure ES1.

Figure ES1



- Of 39 students who were below proficient in reading in 2012–13, 59.0% showed improvement in 2013–14; 50.0% of 48 students showed improvement in math based on former proficiency cut scores. See Figure ES2.

Figure ES2



C. School Scorecard

The school scored 66.4% on the CSRC scorecard.

III. SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts parent surveys and interviews board members, teachers, and students to obtain feedback on their perceptions about the school. Some of the key results include:

- Surveys representing 55 (29.6%) of 186 families were completed.
 - » Three quarters (74.5%) of parents would recommend this school to other parents; and
 - » Three quarters (74.5%) of parents rated the school's overall contribution to their child's learning as "excellent" or "good."
- Four (80.0%) of five board members participated in interviews. Of these:
 - » All (100.0%) rated the school as "good" overall; and
 - » The main suggestions made by board members for improving the school were to have a summer program to improve academic retention and prevent students from sliding back; building an outdoor playground; and developing strategies to increase parent involvement, such as more home visits.
- Ten instructional staff were interviewed regarding their reasons for teaching and overall satisfaction with the school. Of these:

- » Five (50.0%) listed the school's progress toward becoming an excellent school as "excellent," or "good"; and
- » Five (50.0%) rated the school's overall progress in contributing to students' academic progress as "excellent" or "good."
- Of the 17 randomly selected seventh-grade students who were interviewed, 16 (94.1%) said:
 - » They had improved their reading ability (100% said that their math abilities had also improve);
 - » They felt safe in school; and
 - » They felt that the marks they received on their classwork, homework, and report cards were fair.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed the recommendations for school improvement included in the 2012–13 academic report.

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 2014–15 academic year.

- 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.

V. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

While the school has been developing, significant concerns have arisen regarding the school's stability (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. For these reasons, CRC recommends that CSRC consider placing MMSA on probation with requirements to address concerns.

I. INTRODUCTION

This is the third 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 2013–14 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 following process was used to gather the information in this report.

1. CRC staff assisted the school in developing its student learning memorandum (or “learning memo”).
2. 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 the data submission process.
3. During the year, additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
4. 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.
5. CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were up to date.
6. CRC staff verified instructional staff licensure utilizing the Wisconsin Department of Public Instruction (DPI) website.
7. CRC staff conducted interviews with a random selection of students and teachers. All members of the school’s board of directors were contacted for interviews and interviews were conducted with all respondents.
8. CRC conducted a survey of parents of all students enrolled in the school.
9. 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 2013–14 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.

Four board members participated in the board interview. On a scale of poor to excellent, all four rated the school, overall, as "good." Two of the board members reported participating in strategic planning. All four reported receiving a presentation on the school's annual academic performance report and that they receive and approve the school's annual budget as well as a copy of the annual

² David Chief's former name was Siddick Cifcioglu.

³ Concept Schools website: www.conceptschools.org

financial audit. When asked what they liked best about the school, the board mentioned the use of technology, the curriculum (especially the science and math focus), staff communication and dedication, and the fact that teachers visit parents. Several suggestions for improving the school included having a summer program to improve academic retention and prevent students from sliding back, building an outdoor playground, and developing strategies to improve parent involvement.

The school's management team consists of the principal, a dean of students, and an instructional coordinator. Opportunities for management support are also provided by Concept Schools staff. The school has had three different principals for each of the three years of its charter to date. The principal for the 2012–13 school year will return for the 2014–15 school year.

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

⁴ From the 2013–14 *Parent/Student Handbook*.

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.

2. Educational Programs and Curriculum

MMSA serves students in K5 through seventh grade (the school intends to expand to eighth grade next year), offering a curriculum focused on math, science, and technology. 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 third through seventh grade include language arts, mathematics, social studies, science, art, physical education/health, computer science, and character education. Third- through seventh-grade students are assigned a letter grade following a standard scale associated with each letter.

Kindergarten, first-, and second-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 are also 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. The school has a dress code policy to help create a safe and orderly environment, instill discipline, and eliminate the competition and

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

distractions caused by varied dress styles. Transportation is provided by MMSA for students who live from one to 10 miles from the school.⁶

C. Student Population

At the beginning of the year, 316 students were enrolled at MMSA.⁷ Twenty-six students enrolled after the school year started, and 74 students withdrew from the school prior to the end of the year. Of the 74 students who withdrew, 68 (91.9%) students transferred to a public school in a different district, four (5.4%) transferred to a public school in a different state, one (1.4%) student was under the age for compulsory attendance, and one (1.4%) student was expelled. Of the 316 students who started the year at the school, 248 remained enrolled at the end of the year, representing a 78.5% retention rate. This compares to a retention rate of 77.1% in 2012–13.

At the end of the year, 268 students were enrolled at MMSA.

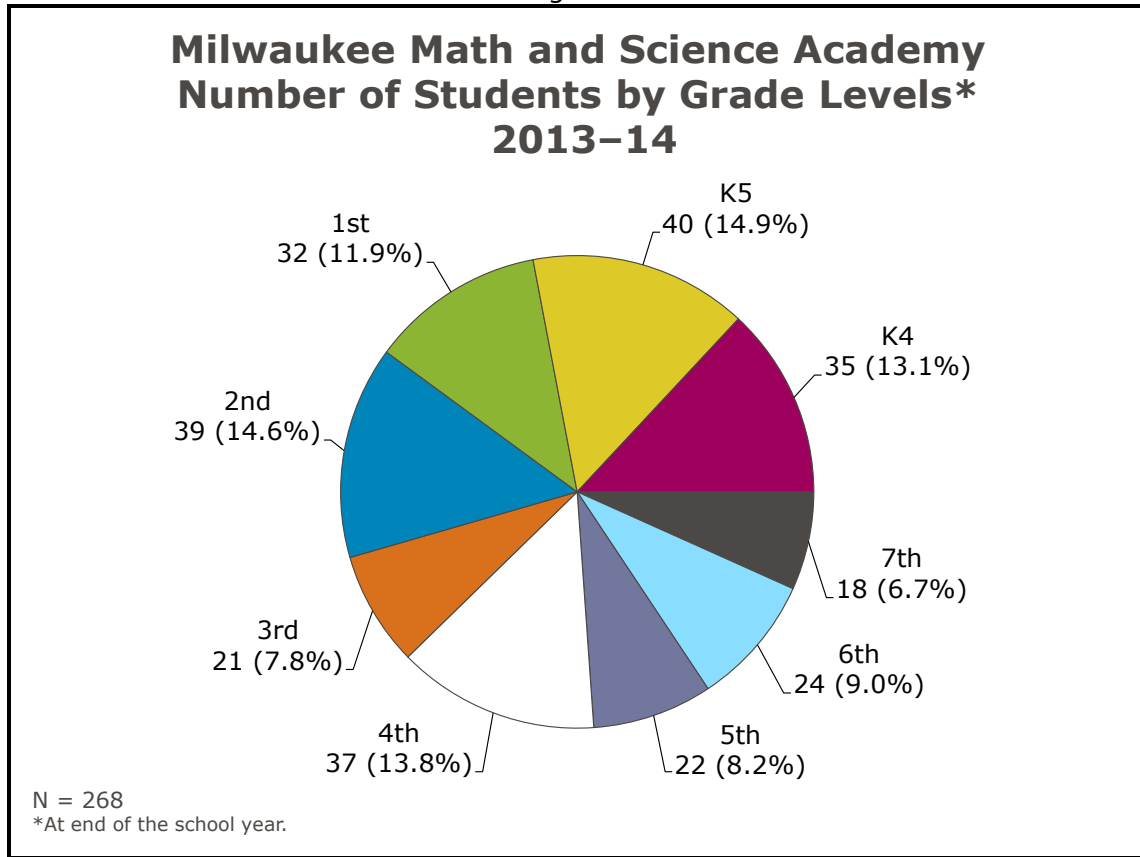
- Most (253, or 94.4%) of the students were African American, six (2.2%) were multiracial, six (2.2%) were Hispanic/Latino, and three (1.1%) were Caucasian/White.
- Girls numbered 144 (53.7%); boys, 124 (46.3%).
- Special education needs were reported for 34 students (12.7%). Nine of these students had special needs in speech/language (SPL), eight had other health impairments (OHI), five had specific learning disabilities (SLD), five students had SPL/OHI, two had SLD/SPL, three students had emotional/behavioral disabilities, one student had cognitive disabilities and SPL, and one student had SLD/OHI.
- Nearly all students (266 or 99.3%) were eligible for free or reduced lunch prices (264 [98.5%] for free and two [0.7%] for reduced). The remaining two (0.7%) were not eligible.

The largest grade level was K5, with 40 students (Figure 1).

⁶ Information from the 2013–14 Parent/Student Handbook.

⁷ As of September 20, 2013.

Figure 1



On the last day of the 2012–13 academic year, 208 MMSA students were eligible for continued enrollment in the 2013–14 academic year.⁸ Of those, 149 were enrolled on the third Friday in September 2013, representing a return rate of 71.6%, which compares to 75.7% the prior year.

At the end of the school year, 17 seventh-grade students participated in interviews. When asked whether they felt safe in school, 16 responded positively: 13 said “a lot,” and three said “some.” Sixteen of the 17 said that they improved in reading (11 said “a lot,” and five said “some”). In math, five of the students reported improving “a lot,” and 12 said “some.” Of the 17, eight reported that their teachers talked to their parents “some,” while nine said this happened “a lot.” When asked what they

⁸ MMSA added seventh grade during 2013–14, therefore, students who were sixth graders during 2012–13 were eligible to return in the fall of 2013.

liked best about the school, students mentioned the afterschool activities, one-on-one teaching, and the teachers. When asked what they least liked, students mentioned some of the rules, teachers who show favoritism, the bathrooms, and lunch.

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 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, each mailed to their home at the end of every quarter.⁹

2. Classrooms

The school had 14 classrooms with approximately 22 students per room. One classroom each was allotted for K4 (a morning and an afternoon class), third, fifth, sixth, and seventh grades; two classrooms each were allotted for first, second, and fourth grades. K5 had three full-day classrooms. The 11 classrooms for K4 through fourth grade had assigned teachers. The middle school grades (fifth, sixth, and seventh) had four subject-matter teachers—one each for English/language arts, math, science, and social studies.¹⁰ The school building also had an art room, a room for special education

⁹ See the 2013–14 Parent/Student Handbook.

¹⁰ The science teacher left in January and was not replaced.

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 16 classroom teachers and nine additional instructional staff. The school year began with 14 classroom teachers (13 of whom were new to the school) as well as an art teacher, a physical education teacher, a music teacher, a special education teacher, a foreign language teacher (Turkish), a computer teacher, a school social worker, a psychologist, and a teacher mentor. The school contracted for the services of a Spanish teacher and a speech pathologist.

Of the 14 classroom teachers who began the year, 10 remained for the entire year representing a teacher retention rate of 71.4%. The second-grade teacher left in December and was replaced February 2, 2014. The K4, one K5, and a fifth- through seventh-grade science teacher also left mid-year. The school could not find qualified teachers for the K4 and K5 positions, so they contracted with a substitute service that provided licensed substitute teachers. The fifth- through seventh-grade math teacher who was also qualified to teach science added science to his teaching duties during second semester. All (100.0%) of the other nine instructional staff remained for the entire year. The total retention rate for all instructional staff including classroom teachers was 82.6%

At the end of the 2012–13 school year, 12 classroom teachers and seven other instructional staff were eligible to return in the fall of 2013. Only one classroom teacher returned for a return rate of 8.3%. Five of the seven other instructional staff returned (71.4%).¹¹ Overall, six (31.6%) of the 19 eligible staff returned.

¹¹ The speech pathologist position became a contracted position in the fall of 2013.

License information on the DPI website indicated that all of the instructional staff, except for a third-grade teacher, the foreign language teacher, and the computer lab instructor, held valid DPI licenses or permits.¹²

According to the school's calendar, the school provided two days of professional development for new staff, a four-day teacher summer institute, and a one-day regional teacher institute in Chicago between August 9 and August 19, 2013. In addition, the school provided the following professional development (PD) opportunities for teachers throughout the school year:

- 9/30/13: Effective use of technology in the classroom; effective parent-teacher conferences
- 10/04/13: Administrative assistant PD
- 10/30/13: Effective classroom management and instructional strategies
- 11/01/13: Chicago Teacher Institute, offering topics such as the basic elements of writing, building relationships in class, teaching story problems, classroom management, etc.
- 2/02/14: Chicago Teacher Institute, offering topics such as assessment with no tears, balanced literacy, behavior management for students with behavior needs, connecting Common Core to your at-risk and struggling students, etc.

During the interview process, teachers were asked about professional development opportunities; eight of the 10 teachers rated professional development opportunities as "good," one rated this area as "excellent," and one as "fair."

Teachers also were asked about the performance review procedure. Eight teachers reported that their performance reviews incorporated students' academic progress or performance; two teachers said that reviews did not include those things. Teachers reported that their reviews were completed by a few different staff; some reviews were completed by the school principal, some by the

¹² As of August 8, 2014, the DPI license website indicates that the third-grade teacher applied on August 5, 2014. The website has nothing on file for the foreign language teacher and a file number, but no license indicated, for the computer teacher.

instructional coordinator, some by the dean, and some by a combination of those people. Nine teachers said they were “somewhat satisfied” with the performance review process, and one teacher said he/she was “somewhat dissatisfied” with the process.

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. K4 students attended half days. Breakfast was served from 7:30 to 7:50 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. Extended care was provided to registered families until 6:00 p.m. on a private pay basis.

The first day of school was August 22, 2013, and the last day of school was June 13, 2014.¹³ The school published the calendar in the parent handbook. MMSA has met the City of Milwaukee’s requirement to publish an annual calendar.

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 are asked to complete a commitment letter to MMSA regarding prompt attendance, making their children’s education their first priority, and assisting their children with learning.

¹³ The 2013–14 calendar was published on the school’s website. The calendar states, “Calendar is pending Board approval; dates may change due to bad weather or other circumstances. Please call MMSA for current information.”

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 from the administration/secretary; after setting up their accounts, 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 5:00–6:30 p.m.

Parent conferences were held four times throughout the year. Parents are welcome and encouraged to volunteer or observe in daily activities at the school. Many family-centered activities were offered throughout the year. For example, a welcome back to school picnic was held in September, "Spooky Night" in October, a parent breakfast in November, a winter program and a community Black History celebration, and the spring kindergarten graduation.

Parents, teachers, and board members were asked about parental involvement. Just over three quarters (78.2%) of the 55 parents surveyed indicated that the opportunity for parent involvement with the school was "excellent" or "good," and nearly all (94.5%) indicated that the opportunity for parental participation was an important reason for choosing the school. Eight of 10 teachers indicated that parental involvement was an important reason for continuing to teach at MMSA. Seven of the 10 teachers interviewed rated parent involvement as "fair" or "poor." Of the four board members interviewed, two rated parent involvement as "good" and two as "fair." See Appendices F, G, and I for interview and survey results.

6. Waiting List

In September 2013, the school reported a waiting list of 15–20 students across various 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 2013–14 Parent/Student Handbook explains the policy and procedures regarding student conduct and discipline.

The handbook covers unacceptable student behaviors, formal disciplinary policies and procedures, as well as 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 the appropriate consequences that staff can enforce based on the infraction. After-school and Saturday detention, in- and out-of-school suspensions, and expulsions are explained along with due process rights.

This year, teachers, parents, and board members were asked about the discipline policy at the school. The opinions expressed were favorable regarding the discipline policy:

- Teachers:
 - » Eight of 10 considered the discipline at the school as a “very important” and two as a “somewhat important” reason for continuing to teach there.

- » Three of the 10 teachers interviewed rated the school’s adherence to the discipline policy as good. Three rated this area as “fair,” and four rated adherence to the discipline policy as “poor.”
- Parents:
 - » A majority (85.5%) considered discipline as a “very important” factor in choosing the school.
 - » More than half of the parents (58.2%) rated the discipline methods at the school as “excellent” or “good.”
 - » More than half (58.2%) were comfortable with how the staff handles discipline.¹⁴
- Board members: The four board members rated the school’s adherence to the discipline policy as “excellent” (two) or “good” (two).

8. Activities for School Improvement

The following is a description of MMSA’s response to the activities recommended in the programmatic profile and educational performance report for the 2012–13 academic year.

- Recommendation: Implement mandatory tutoring after school on Tuesdays and Thursdays for students falling behind.

Response: Tutoring occurred on Mondays and Tuesdays after school, from 3:30–4:00 p.m., throughout the year until the end of May. Tutoring was mandatory for some and optional for others.

- Recommendation: Continue to develop and use enrichment opportunities for students who are functioning above grade level, such as the Ivy League Mentorship Program, camps, and clubs.

Response: The school offered several activities throughout the year for student enrichment and published a booklet and online information about each of the activities. These included: Concept Schools science fair, field trip to Discovery World, visit from the Kern Family Foundation, black history month program and community black history celebration, science fair and family night with “Mad Science,” trip to the Milwaukee Public Museum, spelling bee in Chicago, International Family Night, a Turkish camp, participation in a robotics competition, and “Pinwheels for Peace” at the Walker’s Point Center for the Arts. The school also initiated a student government club.

¹⁴ Agreed or strongly agreed with the statement: “I am comfortable with how the staff handles discipline.”

- Recommendation: Implement Saturday school for students in third through seventh grades prior to the Wisconsin Knowledge and Concepts Examination (WKCE) to prepare for the test taking.

Response: The school held nine sessions on Saturdays prior to administration of the WKCE in the fall.

- Recommendation: Fully implement the Accelerated Reader program during the 2013–14 school year.

Response: Accelerated Reader was fully implemented for first through seventh grades.

- Recommendation: Develop a data management and reporting system that is understood and used by all administrative personnel so that data can be tracked throughout the year and submitted to CRC in a timely fashion.

Response: The staff at MMSA have developed processes and procedures for collecting and entering data. Data was submitted to CRC in a timely fashion and the principal was very responsive to all questions or needs for clarification.

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 2014–15 academic year:

- 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.
- 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.
- Implement strategies to increase student attendance, retention, and return rates.
- Improve methods of tracking the license/certification of teachers.
- Develop strategies to retain teachers throughout the school year and to encourage teachers to return year after year.

III. EDUCATIONAL PERFORMANCE

To monitor MMSA's school performance, a variety of qualitative and quantitative information was collected during the past academic year. At the beginning of the school year, MMSA established goals related to attendance, parent participation, and special education student records. The school also identified local and standardized measures of academic performance to monitor student progress. The following section of the report describes the school's success in meeting attendance, conference, and special education data collection goals, as well as student progress on the local measures in reading, math, and writing and the required standardized tests.

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 341 students enrolled during the year. On average, students attended 88.6% of the time, falling just short of the school's goal.¹⁵ When excused absences were included, the attendance rate rose to 89.6%.

CRC also examined the time students spent, on average, in suspension (in or out of school). Throughout the school year, 186 students from K4 through seventh grade were suspended at least once. Of those students, 144 spent, on average, 3.9 days out of school on suspension, and 147 students spent an average of 2.6 days in school and on suspension. Note that some students were given in- and out-of-school suspensions during the year.

¹⁵ 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.

B. Parent Participation

At the beginning of the academic year, the school set a goal of 60.0% parent attendance at a minimum of two of the four formal parent conferences. Phone calls and home visits were acceptable alternatives for parents who were unable to attend conferences. This year, 248 students were enrolled at the time of all four conferences (i.e., for the year). Results indicated that parents of 166 (66.9%) 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, 43 special education students were enrolled at MMSA.¹⁶ Seven of these students withdrew before the time of their IEP. The school held annual reviews and maintained records of the remaining 36 (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 IEP.

¹⁶ An additional seven students were given an initial assessment but were determined not eligible for special education services.

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 two measures of math and reading progress as local measures: the Measures of Academic Progress (MAP) and the Concept School's Achievement Tests.¹⁷

1. Reading

a. *Reading Progress for K5 Through Seventh Graders Using MAP Normative Mean Scores*

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 students' 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.

Student progress can be measured by the MAP tests in several ways. A student's academic progress can be measured either by examining whether the student reaches a target RIT score on the

¹⁷ Only MAP test results were considered when calculating the scorecard. Scores were calculated by adding the number of students who maintained the national average for their grade level to the number of students who demonstrated progress divided by the total number of test takers.

spring test or by comparing the student's score to the national average reading or math score associated with that student's grade level. In the first method, students who complete the MAP tests in reading and math in the fall receive an overall score as well as a unique target score that the student should strive to meet on the spring test. Academic progress is determined by whether each student meets or exceeds his/her individual target RIT score on the spring test.

Utilizing the second method, student progress is measured by comparing each student's performance to nationally normed scores for his/her grade level. In 2008 and 2011, the Northwest Evaluation Association (NWEA) conducted a norming study using data from school districts all over the country and calculated a normative mean, or national average, score for the fall, winter, and spring administrations of each of the MAP tests for each grade level. For example, on a national level, fifth-grade students scored, on average, 207 RIT points on the fall MAP reading test and 212 points on the spring MAP reading test, for an overall improvement of five points. On the math test, fifth-grade students scored, on average, 213 points on the fall test and 221 points on the spring test, for an overall improvement of eight points.¹⁸ Using these national averages, teachers and parents can determine whether students are above, at, or below the national average score for all students in the same grade level at each test administration. For example, if a third-grade student scored 175 points at the beginning of the year, he/she is functioning below the national average for his/her grade level; the student is functioning, rather, within the range of a first- or second-grade student. National average scores for each grade level are presented in Table 1.¹⁹

¹⁸ Scores are rounded to the nearest whole number for analysis.

¹⁹ <http://www.nwea.org/support/article/normative-data-2011>

Table 1				
2011 NWEA Measures of Academic Progress National Average (Normative Mean) RIT Scores Fall and Spring				
Grade Level	Reading		Math	
	Beginning-of-Year Average RIT Score	End-of-Year Average RIT Score	Beginning-of-Year Average RIT Score	End-of-Year Average RIT Score
K5	142.5	156.0	143.7	156.1
1st	160.3	176.9	162.8	179.0
2nd	175.9	189.6	178.2	191.3
3rd	189.9	199.2	192.1	203.1
4th	199.8	206.7	203.8	212.5
5th	207.1	212.3	212.9	221.0
6th	212.3	216.4	219.6	225.6
7th	216.3	219.7	225.6	230.5
8th	219.3	222.4	230.2	234.5
9th	221.4	222.9	233.8	236.0
10th	223.2	223.8	234.2	236.6
11th	223.4	223.7	236.0	238.3

CRC examined progress for students who were at or above the national average, as well as students who were below the national average for their current grade level at the time of the fall test. Progress for students at or above the grade-level national average in the fall of 2013 was measured by determining whether the student was able to again score at or above the grade level by national average at the time of the spring test (basically, this examination indicates if students who are functioning at or above grade level improved, on average, the same as their national counterparts). For students below grade-level average, CRC examined how many reached the national grade-level average by the spring test for the functional grade level at which the student tested in the fall.

The school's goal this year was that at least 60.0% of students who completed both the fall and spring test and scored at or above the national average for their grade level would remain at or above the national average on the spring test. Among students who tested below the national

average for their grade level during the fall test, it was expected that at least 60.0% would test at or above the functional grade-level average at which they had tested during the fall on the spring test.

At the time of the fall MAP test, 53 (28.8%) students were at or above the national average for their respective grade level, while 131 (71.2%) scored below the average (Table 2).

Table 2					
Milwaukee Math and Science Academy					
Local Measures of Academic Progress: MAP Reading Assessment					
Student Scores Relative to National Average²⁰ (Normative Mean)					
Fall 2013					
Grade Level	N	Students at or Above National Average		Students Below National Average	
		N	%	N	%
K5	33	17	51.5%	16	48.5%
1st	27	11	40.7%	16	59.3%
2nd	27	10	37.0%	17	63.0%
3rd	15	1	6.7%	14	93.3%
4th	27	7	25.9%	20	74.1%
5th	20	2	10.0%	18	90.0%
6th	21	2	9.5%	19	90.5%
7th	14	3	21.4%	11	78.6%
Total	184	53	28.8%	131	71.2%

²⁰ For the student's current grade level.

i. *Students at or Above National Average (Normative Mean) on the Fall MAP Reading Test*

Of the 53 K5 through seventh-grade students at or above the national average for their grade level on the fall test, 34 (64.2%) scored the national average again on the spring test, exceeding the school's goal of 60.0% in reading. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students in each grade who were at or above the national average, CRC could only include partial results by grade level in this report (Table 3).

Table 3			
Milwaukee Math and Science Academy			
Progress for Students at or Above the National Average in Reading			
Spring 2014			
Grade	N	At or Above National Average in Spring 2014	
		N	%
K5	17	12	70.6%
1st	11	8	72.7%
2nd	10	5	50.0%
3rd	1	Cannot report due to <i>n</i> size	
4th	7	Cannot report due to <i>n</i> size	
5th	2	Cannot report due to <i>n</i> size	
6th	2	Cannot report due to <i>n</i> size	
7th	3	Cannot report due to <i>n</i> size	
Total	53	34	64.2%

ii. *Students Below the National Average (Normative Mean) on the Fall MAP Reading Test*

On the fall test, 131 students scored below the national average for their current grade level. By the time of the spring test, 86 (65.6%) had reached the national mean score for their functional grade level at which they had tested during the fall, exceeding the school's goal of 60.0%.²¹

²¹ Of the 86 students, 16 (18.6%) reached the national mean score for their current grade level.

Table 4			
Milwaukee Math and Science Academy			
Local Measures of Academic Progress: MAP Reading Assessment			
Progress for Students Below National Average (Normative Mean) in Fall 2013			
Fall 2013 to Spring 2014			
Grade Level	Below National Average in Fall of 2013	Reached Functional Grade-Level National Average Score in Spring of 2014	
	N	N	%
K5	16	4	25.0%
1st	16	15	93.8%
2nd	17	14	82.4%
3rd	14	9	64.3%
4th	20	13	65.0%
5th	18	11	61.1%
6th	19	13	68.4%
7th	11	7	63.6%
Total	131	86	65.6%

Overall, 120 (65.2%) of 184 students showed progress on the MAP reading test (either maintained the national average for their grade level or reached the national average for their functional grade at which they tested in the fall at the time of the spring test.)

b. Reading Progress for K5 Through Seventh Graders Using MAP Reading Target RIT Scores

In addition to examining student progress relative to the national MAP RIT averages, MMSA elected to measure student performance on the reading test using the target RIT.²² Since this is the second year investigating RIT scores, results will serve as baseline data to help the school formulate future goals relating to local measures of academic progress.

²² The RIT score indicates student skills on developmental curriculum scales or continua. RIT scales exist for each subject, so scores from one subject are not the same as for another. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest NWEA norming study who started the year with a RIT score in the same 10-point RIT block as the individual student. For more information on the RIT score and the mean growth target score, see the NWEA website, www.nwea.org/assessments/researchbased.asp

Of the 184 students who completed both the fall and spring reading test, 96 (52.2%) met their target reading score on the spring 2014 test administration (Table 5).

Table 5			
Milwaukee Math and Science Academy			
Local Measures of Academic Progress: MAP Reading Assessment			
K5 Through 7th Grade			
Based on Target RIT Scores			
Grade	N	Met Target RIT Score in Spring 2014	
		N	%
K5	33	16	48.5%
1st	27	11	40.7%
2nd	27	11	40.7%
3rd	15	8	53.3%
4th	27	14	51.9%
5th	20	11	55.0%
6th	21	16	76.2%
7th	14	9	64.3%
Total	184	96	52.2%

c. *Concept Schools' Reading Achievement Tests for Third Through Seventh Graders*

In addition to MAP, the school utilized Concept School Achievement Tests (CSAT) to measure students' academic progress in math and language. CSATs are skill-based assessments developed and used by all Concept Schools. The tests assess reading, language arts, mathematics, and science skills. Students in grades three through six completed the acuity tests in the first and fourth quarters. Progress was measured by comparing the percent correct from the first to the fourth quarter test. The school's goal was that 80.0% of students will improve their test scores between the first and fourth quarters. Because this local measure covered third through sixth grades, CRC used the MAP local measure for the scorecard since that measure covered K5 through seventh grade.

Of the 110 students who completed both tests, 90 (81.8%) improved their scores from the first to fourth quarter, exceeding the school's goal (Table 6). Scores for 18 (16.4%) students decreased between tests, and scores for two (1.8%) students did not change (not shown).

Table 6						
Milwaukee Math and Science Academy						
Local Measures of Academic Progress in Reading						
Concept Schools' Acuity Test Change in Scores From First Quarter and Fourth Quarter						
Grade Level	N	Minimum Change	Maximum Change	Average Change	Met Goal*	
					N	%
3rd	17	-8.0%	34.0%	18.0%	16	94.1%
4th	33	-13.0%	37.0%	7.1%	21	63.6%
5th	22	-16.0%	44.0%	13.8%	19	86.4%
6th	21	-18.0%	51.0%	15.7%	18	85.7%
7th	17	-3.0%	43.0%	16.1%	16	94.1%
Total	110	-18.0%	51.0%	13.1%	90	81.8%

*Improved score from fall to spring.

2. Math

MMSA also utilized the MAP and the Concept Schools' Acuity Test as local measures of students' academic progress in math.

a. *Math Progress for K5 Through Seventh Graders Using MAP Math Normative Mean Scores*

As with reading, the school's goal this year was that at least 60.0% of students who completed both the fall and spring MAP math test and scored at or above the national average for their grade level would remain at or above the national average on the spring test. Among students who tested below the national average for their grade level during the fall test, it was expected that at least 60.0% would test at or above the functional grade-level average at which they had tested during the fall on the spring test.

At the time of the fall MAP test, 32 (20.4%) students were at or above the national average for their respective grade level, while 125 (79.6%) scored below the average (Table 7).

Table 7					
Milwaukee Math and Science Academy					
Local Measures of Academic Progress: MAP Math Assessment					
Student Scores Relative to National Average²³ (Normative Mean)					
Fall 2013					
Grade Level	N	Students at or Above National Average		Students Below National Average	
		N	%	N	%
K5	Not Available ²⁴				
1st	28	11	39.3%	17	60.7%
2nd	31	11	35.5%	20	64.5%
3rd	15	1	6.7%	14	93.3%
4th	28	4	14.3%	24	85.7%
5th	21	2	9.5%	19	90.5%
6th	20	2	10.0%	18	90.0%
7th	14	1	7.1	13	92.9%
Total	157	32	20.4%	125	79.6%

i. Students at or Above National Average (Normative Mean) on the Fall MAP Math Test

Of the 32 K5 through seventh-grade students at or above the national average for their grade level on the fall test, 23 (71.9%) scored the national average again on the spring test, exceeding the school’s goal of 60.0%. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students in each grade who were at or above the national average, CRC could only include partial results by grade level in this report (Table 8).

²³ For the student’s current grade level.

²⁴ MAP data for K5 students were not available at the time of this report.

Table 8			
Milwaukee Math and Science Academy			
Progress for Students at or Above the National Average in Math			
Spring 2014			
Grade	N	At or Above National Average in Spring 2013	
		N	%
K5	Not Available	Not Available	
1st	11	9	81.8%
2nd	11	6	54.5%
3rd	1	Cannot report due to <i>n</i> size	
4th	4	Cannot report due to <i>n</i> size	
5th	2	Cannot report due to <i>n</i> size	
6th	2	Cannot report due to <i>n</i> size	
7th	1	Cannot report due to <i>n</i> size	
Total	32	23	71.9%

ii. *Students Below the National Average (Normative Mean) on the Fall MAP Math Test*

There were 125 students who scored less than the national average for their current grade level on the fall test. By the time of the spring test, 100 (80.0%) had reached the national math score for their functional grade level at which they had tested during the fall, exceeding the school's goal of 60.0% (Table 9).²⁵

²⁵ Of the 100 students, 12 (12.0%) reached the national mean score for their current grade.

Table 9			
Milwaukee Math and Science Academy			
Local Measures of Academic Progress: MAP Math Assessment			
Progress for Students Below National Average (Normative Mean) in Fall 2013			
Fall 2013 to Spring 2014			
Grade Level	Below National Average in Fall 2013	Reached Functional Grade-Level National Average Score in Spring 2014	
	N	N	%
K5	Not Available		
1st	17	16	94.1%
2nd	20	14	70.0%
3rd	14	13	92.9%
4th	24	22	91.7%
5th	19	13	68.4%
6th	18	15	83.3%
7th	13	7	53.8%
Total	125	100	80.0%

Overall, 123 (78.3%) of 157 students either maintained the national average RIT score for their current grade level or reached the national average for the functional grade at which they tested in the fall in math at the time of the spring test.

b. Math Progress for K5 Through Sixth Graders Using MAP Math Target RIT Scores

This year, CRC also examined students' math progress by looking at whether students were able to reach their target RIT score on the spring reading test.²⁶ Since this is the second year investigating RIT scores, results will serve as baseline data to help the school formulate future goals relating to local measures of academic progress.

²⁶ The RIT score indicates student skills on developmental curriculum scales or continua. RIT scales exist for each subject, so scores from one subject are not the same as for another. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest NWEA norming study who started the year with a RIT score in the same 10-point RIT block as the individual student. For more information on the RIT score and the mean growth target score, see the NWEA website, www.nwea.org/assessments/researchbased.asp

As illustrated in Table 10, of the 157 students who completed both the fall and spring math test, 98 (62.4%) met their target reading score on the spring 2014 test administration.

Table 10			
Milwaukee Math and Science Academy			
Local Measures of Academic Progress: MAP Math Assessment			
K5 Through 7th Grade			
Based on Target RIT Scores			
Grade	N	Met Target RIT Score in Spring 2014	
		N	%
K5	Not Available		
1st	28	20	71.4%
2nd	31	10	32.3%
3rd	15	11	73.3%
4th	28	21	75.0%
5th	21	14	66.7%
6th	20	15	75.0%
7th	14	7	50.0%
Total	157	98	62.4%

c. *Concept Schools' Achievement Test for Third Through Seventh Graders*

As with the reading test, progress was measured by comparing the percent correct from the first- to the fourth-quarter test. The school's goal was that 80.0% of students improve their test scores between the first and fourth quarters. Because this local measure covered third through sixth grades, CRC used the MAP local measure for the scorecard since that measure covered K5 through seventh grade.

To measure progress from the first to the fourth quarter, CRC examined change in percent correct. During the first and fourth quarters, 110 students completed the math acuity test. One hundred (90.9%) of those students improved their scores from the first to fourth quarter, exceeding

the school's goal (Table 11). Two (1.8%) students maintained their scores and scores for eight (7.3%) students decreased between tests (not shown).

Table 11						
Milwaukee Math and Science Academy						
Local Measures of Academic Progress in Math						
Concept Schools' Acuity Test Change in Scores From First Quarter and Fourth Quarter						
Grade Level	N	Minimum Change	Maximum Change	Average Change	Met Goal*	
					N	%
3rd	17	-1.0%	42.0%	20.8%	14	82.4%
4th	33	-10.0%	54.0%	16.5%	29	87.9%
5th	22	-15.0%	46.0%	17.5%	20	90.9%
6th	21	-7.0%	54.0%	24.4%	20	95.2%
7th	17	6.0%	56.0%	26.6%	17	100.0%
Total	110	-15.0%	56.0%	20.5%	100	90.9%

*Improved score from fall to spring.

3. Writing

MMSA assessed student writing skills using the 6+1 Traits of Writing. The school planned to have students complete writing samples in December and again in May. The initial writing samples were actually collected in February 2014. Writing prompts were the same for both samples and were based on grade-level topics with a focus on the narrative genre for K5 through second grade and the persuasive genre for third through sixth grades.²⁷ Students could score between zero and six points on each writing sample.

In December, 230 students completed a writing sample. The same number also completed a spring writing sample. Of the 230 students, 196 (85.2%) improved their average scores between tests; 14 (6.1%) maintained their scores; and writing scores for 20 (8.7%) students decreased between the

²⁷ Writing genres include expository, descriptive, persuasive, and narrative.

first and second samples (Table 12). The minimum score on the spring sample was 1.0, the maximum score was 6.0, and the average score was 2.9 for students in K5 through seventh grades (not shown).

Table 12							
Milwaukee Math and Science Academy							
Local Measures of Academic Achievement: 6+1 Traits of Writing							
2013–14							
Grade	N	Increased		Maintained		Decreased	
		N	%	N	%	N	%
K5	39	29	74.4%	3	7.7%	7	17.9%
1st	32	28	87.5%	0	0.0%	4	12.5%
2nd	38	31	81.6%	1	2.6%	6	15.8%
3rd	21	18	85.7%	2	9.5%	1	4.8%
4th	37	33	89.2%	2	5.4%	2	5.4%
5th	22	19	86.4%	3	13.6%	0	0.0%
6th	23	21	91.3%	2	8.7%	0	0.0%
7th	18	17	94.4%	1	5.6%	0	0.0%
Total	230	196	85.2%	14	6.1%	20	8.7%

4. IEP Progress for Special Education Students

CSRC expects that students in special education services will make routine progress on a yearly basis. The school set the goal that special education students will 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 2013–14, IEPs for 28 students had been implemented for a full year at MMSA. Nine of those students were Milwaukee Public Schools transfer students. Of the 19 students whose IEP had been implemented for a full year at MMSA, 17 (89.5%) made progress on at least 75.0% of their IEP

goals, and 16 (84.2%) made progress on at least 80.0% of their IEP subgoals.²⁸ Sixteen (84.2%) students made progress on at least 75.0% of their goals and at least 80.0% of their subgoals (Table 13).

Table 13				
Milwaukee Math and Science Academy				
Local Measures of Academic Achievement: IEP Goals				
2013–14				
(N = 19)				
Type	Met		Not Met	
	N	%	N	%
Goals	17	89.5%	2	10.5%
Subgoals	16	84.2%	3	15.8%
Goals and Subgoals	16	84.2%	3	15.8%

E. External Standardized Measures of Educational Performance

In 2013–14, DPI required all schools to administer Phonological Awareness Literacy Screener (PALS) assessments to students in grades K4 through first grade and the WKCE to students in third through seventh grades.²⁹ These tests and results are described in the following sections.

1. PALS

In 2013–14, DPI required that all students in grades K4 through first grade take the PALS assessment in the fall and spring of the school year. In addition, CSRC required that all second graders

²⁸ One student receiving special education services was marked as withdrawing before his/her IEP was due, however this student had a recorded IEP date in January 2014, and was not marked as having withdrawn on roster data provided by MMSA. This student had no goals or subgoals recorded and was counted as having an IEP implemented for a full year.

²⁹ 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 14 – November 8, 2013, for K4 and K5 students and September 16 – October 25, 2013, for first graders. The spring testing window was April 28 – May 23, 2014 for all grade levels. In anticipation of a DPI requirement to test second-grade students using the PALS in the fall and spring of 2014–15, CSRC required that all second-grade students in city-chartered schools complete the PALS in the spring of 2014. The timeframe for the WKCE was October 28 – November 29, 2013.

take the PALS in the spring semester. PALS aligns with both the Common Core State Standards (CCSS) in English and the Wisconsin Model Early Learning Standards (WMELS).

Three versions of the PALS assessment are available: PALS-PreK for K4 students, PALS-K for K5 students, and PALS 1–3 for students in first through third grades. The PALS-PreK comprises five required tasks (name writing, upper-case alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Two additional tasks, lower-case alphabet recognition and letter sounds, are completed only by students who reach a high enough score on the upper-case alphabet task. Finally, nursery rhyme awareness is an optional task that schools can choose to administer or not. Since it is optional, CRC will not report data on nursery rhyme awareness.

The PALS-K comprises 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) as well as additional tasks for students who score 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 the 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.³⁰ 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 results of the PALS assessments to help plan classroom reading and spelling instruction according to student needs.

No similar summed score or set benchmarks exist 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 assess where students are as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether or not the student is at the expected developmental stage for a 4-year-old child.

a. PALS-PreK

In the fall, 37 K4 students completed the PALS-PreK, and 25 students completed the spring assessment; 25 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 if more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 14). By the time of the spring assessment, 22 (88.0%) of 25 students who completed both were at or above the developmental range for five or more tasks; 19 (76.0%) were at or above the range for six of seven tasks, and 13 (52.0%) were at or above the range for all seven tasks (not shown).

³⁰ http://www.palswisconsin.info/pals_wi.html

Table 14				
Milwaukee Math and Science Academy PALS-PreK for K4 Students Students at or Above the Spring Developmental Range 2013-14 (N = 25)				
Task	Fall		Spring	
	N	%	N	%
Name writing	8	32.0%	25	100.0%
Upper-case alphabet recognition	13	52.0%	24	96.0%
Lower-case alphabet recognition	12*	92.3%	21**	87.5%
Letter sounds	12*	92.3%	21**	87.5%
Beginning sound awareness	14	56.0%	23	92.0%
Print and word awareness	14	56.0%	21	84.0%
Rhyme awareness	6	24.0%	17	68.0%

*Out of 13 students who qualified to complete the lower-case and letter sound tasks in the fall.

**Out of 24 students who qualified to complete the lower-case 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 15). As noted above, 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; measures of student progress from fall to spring should be interpreted with caution.

Table 15		
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

Thirty-eight K5 and 27 first-grade students completed the fall and spring PALS assessments. CRC examined progress from fall to spring for students who completed both tests. By the time of the spring assessment, 63.2% of K5 students and 51.9% of first graders were at or above the spring summed score benchmark for their grade level. Nearly three fourths (70.6%) of K5 students and more than half (59.1%) of first-grade students who were at or above the fall benchmark were also at or above the spring benchmark (Table 16). Additionally, 16 (34.0%) of 47 second graders were at or above the spring summed score benchmark (not shown).

Table 16					
Milwaukee Math and Science Academy					
Reading Readiness for K5 and 1st-Grade Students					
Fall 2013 to Spring 2014					
Grade Level and Fall Benchmark Status	N	Spring Benchmark Status			
		Below Benchmark		At or Above Benchmark	
		N	%	N	%
K5					
Below Benchmark	4	4	100.0%	0	0.0%
At or Above Benchmark	34	10	29.4%	24	70.6%
Total K5	38	14	36.8%	24	63.2%
1st Grade					
Below Benchmark	5	4	80.0%	1	20.0%
At or Above Benchmark	22	9	40.9%	13	59.1%
Total 1st	27	13	48.1%	14	51.9%

2. WKCE for Third- Through Seventh-Grade Students

The WKCE was designed to align with Wisconsin's academic standards in reading and math. Up through the 2011–12 school year, proficiency-level cut scores reflected levels set by the state to describe how students perform relative to those standards. These proficiency-level cut scores, used up

until the 2012–13 school year, are referred to as former cut scores throughout the report. Skills are assessed as minimal, basic, proficient, or advanced.

In 2012–13, in order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were revised to mimic cut scores used by the National Assessment of Educational Progress (NAEP). The revised cut scores require that students achieve higher scale scores in reading and math in order to be considered proficient. Because many of the CSRC standards were set based on years of WKCE data prior to implementation of the revised cut scores, CRC reports current year and year-to-year WKCE reading and math results using both standards. This allows schools and stakeholders to see how students and the school performed when different standards were applied.

DPI requires all students in third through eighth and 10th grades to participate in WKCE testing in October or November to meet federal No Child Left Behind requirements. CSRC requires schools to administer standardized tests to all third- through fifth-grade students to provide an assessment of student skills and provide a basis for student progress over consecutive school years. Results for primary/elementary academy students who took the examinations are included in this section. This section reflects results for all students enrolled in the school who were administered all portions of the exams, including those enrolled for a full academic year (FAY) or longer and those students who were new to the school.

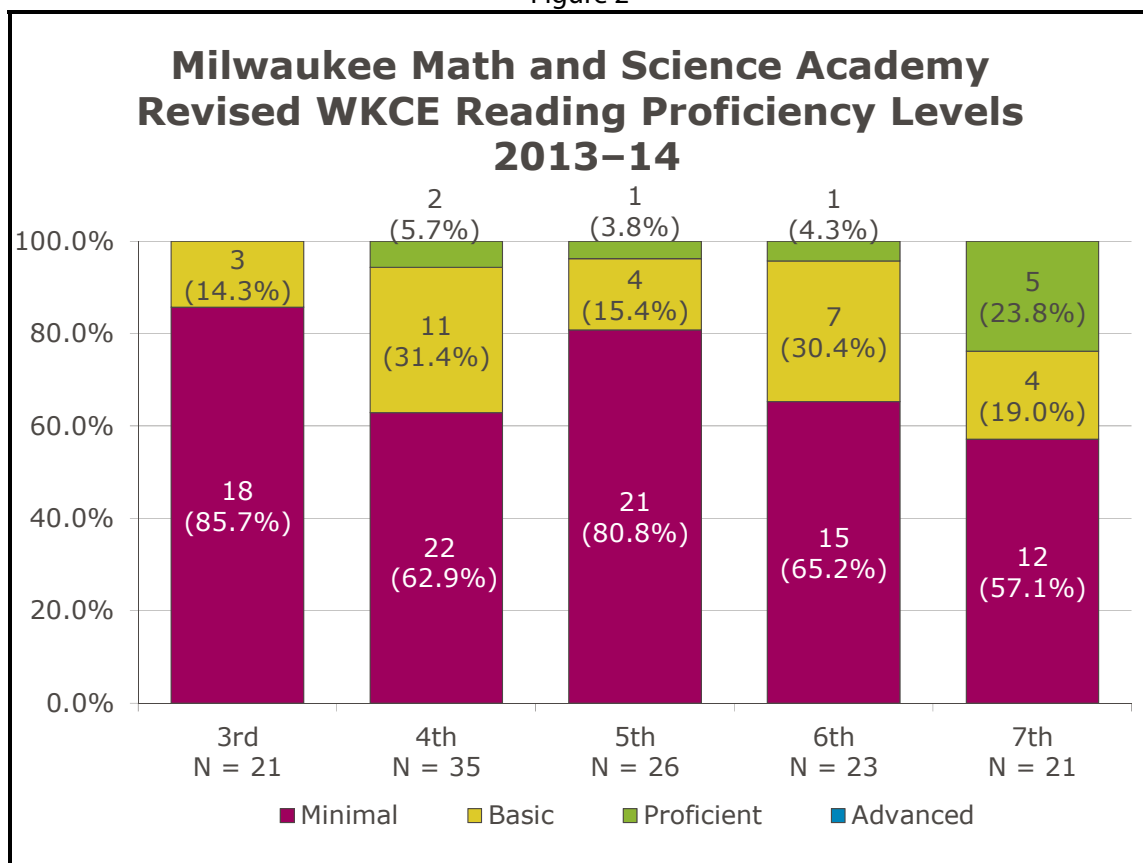
a. Reading

In October 2013, 21 third graders, 35 fourth graders, 26 fifth graders, 23 sixth graders, and 21 seventh graders were administered the WKCE reading test. Using the revised cut scores, no third graders scored at the proficient level; two (5.7%) fourth graders scored proficient; one (3.8%) fifth grader scored proficient; one (4.3 %) sixth grader scored proficient; and five (23.8%) seventh graders

scored proficient (Figure 2). Overall, nine (7.1%) third- through seventh-grade students scored proficient or advanced in reading (not shown).

When the former cut scores used prior to 2012–13 were applied to this year’s scale scores, one (4.8%) third grader was advanced, and two (9.5%) were proficient in reading; three (8.6%) fourth graders were at the advanced level, and 19 (54.3%) were proficient; one (3.8%) fifth grader was advanced, and 10 (38.5%) were proficient in reading; four (17.4%) sixth graders were at the advanced level, and 12 (52.2%) were proficient; and five (23.8%) seventh graders were at the advanced level, and six (28.6%) were proficient (not shown). Overall, 63 (50.0%) third- through seventh-grade students scored proficient or advanced in reading, using the cut scores prior to 2012–13 (not shown).

Figure 2



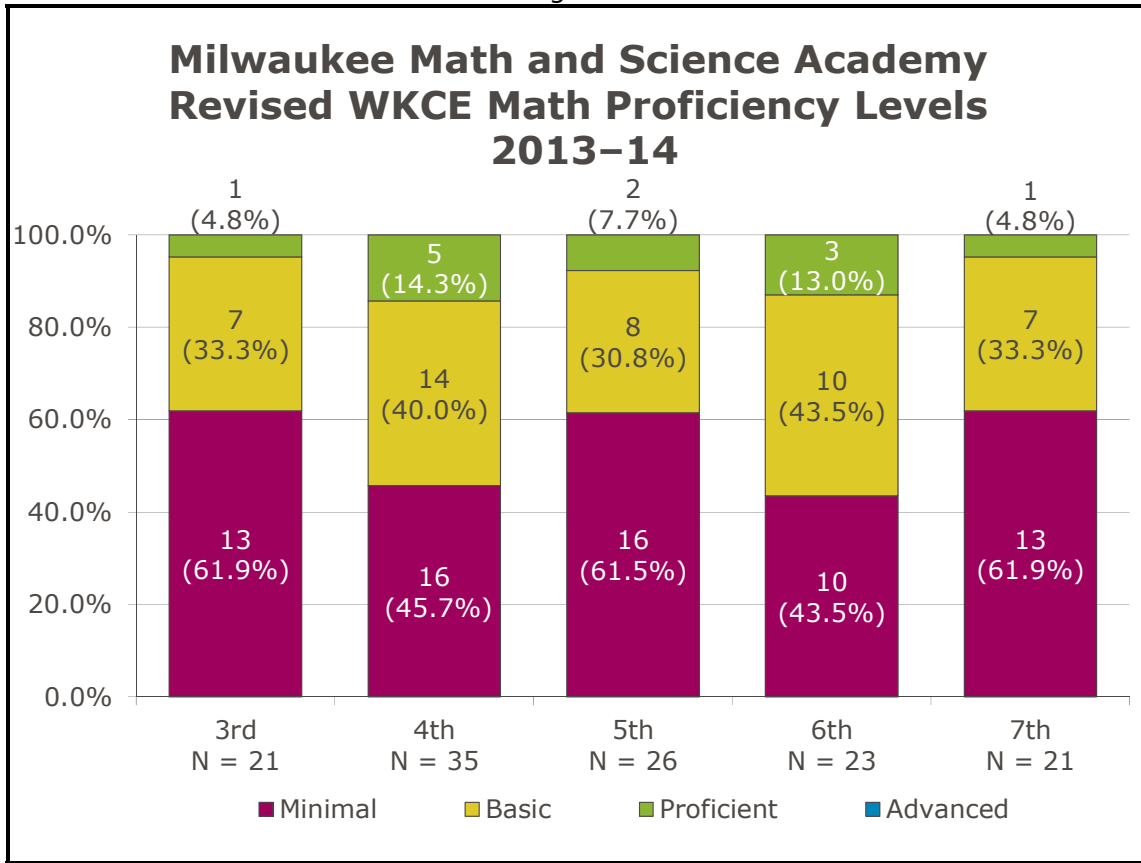
On average, third-grade students scored in the 13th percentile statewide in reading. This means that, on average, students scored higher than 13.0% of all third-grade students who took the WKCE this year. Fourth-grade students scored in the 26th percentile; fifth-grade students scored in the 21st percentile; sixth-grade students scored in the 24th percentile; and seventh graders, on average, tested in the 28th percentile in reading.

b. Math

Math results for third through seventh grades using the revised cut scores are illustrated in Figure 3. Overall, 12 (9.5%) students scored proficient or advanced in math (not shown).

When the former cut scores used prior to 2012–13 were applied to this year’s scale scores, one (4.8%) third grader was advanced in math, and three (14.3%) were proficient; two (5.7%) fourth graders were at the advanced level, and 12 (34.3%) were proficient; one (3.8%) fifth grader was at the advanced level, and six (23.1%) were proficient; three (13.0%) sixth graders were at the advanced level, and seven (30.4%) were proficient; and one (4.8%) seventh grader was at the advanced level, and six (28.6%) were proficient in math (not shown). Overall, 42 (33.3%) third- through seventh-grade students scored proficient or advanced in math, using the cut scores prior to 2012–13 (not shown).

Figure 3



On average, third-grade students scored in the 15th percentile statewide in math. This means that, on average, students scored higher than 15.0% of all third-grade students who took the WKCE this year. Fourth-grade students scored in the 21st percentile; fifth-grade students scored in the 16th percentile; sixth-grade students scored in the 24th percentile; and seventh graders, on average, tested in the 17th percentile in math.

c. *Language Arts*

In addition to reading and math, fourth-grade students completed the WKCE language arts test. Results show that two (5.7%) fourth-grade students scored advanced, 14 (40.0%) scored proficient, 12 (34.3%) had basic skills, and seven (20.0%) students exhibited minimal skills.

d. *Writing*

In addition to the reading and math subtest, fourth-grade students completed a WKCE writing sample. The extended writing sample is evaluated using two holistic rubrics. A six-point composition rubric evaluates students' ability to control purpose, organization, content development, sentence fluency, and word choice. A point conventions rubric evaluates students' ability to manage punctuation, grammar, capitalization, and spelling. Rubric scores are combined to produce a single score ranging from 0.0 to a maximum possible score of 9.0. MMSA's fourth-grade students' writing scores ranged from 2.0 to 7.0. The average score was 4.6. The median score was 5.0, meaning half of students scored at or below 5.0, and half scored 5.0 to 7.0.

F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Prior to the 2013–14 school year, first- through third-grade skills were assessed based on the Stanford Diagnostic Reading Test (SDRT). The SDRT was discontinued for the 2013–14 school year; therefore, year-to-year results are not available. Schools began using the PALS reading assessment this year; CRC and CSRC are exploring options for using this as a year-to-year measure in subsequent years.

Fourth- through seventh-grade reading and math skills are tested on the WKCE. Year-to-year progress expectations apply to students who have been enrolled at the school for a FAY. Beginning in

2012–13, WKCE progress was measured using the revised cut scores (i.e., those implemented in 2012–13) as well as the former cut scores (i.e., those used prior to the 2012–13 school year).

CSRC expectations on the WKCE are that at least 75.0% of the students who were at the proficient or advanced levels on the previous year’s WKCE reading and math subtests, and who met the FAY definition, maintain their status of proficient or above.³¹ For those students who scored below expectations, i.e., at the minimal or basic levels on their previous year’s WKCE reading or math tests, the expectation is that at least 60.0% of students would either advance to the next proficiency level or advance to the next highest quartile within their previous year’s proficiency level.³²

1. Fourth- Through Seventh-Grade WKCE Based on Former Cut Scores

The levels of proficiency (advanced, proficient, basic, and minimal) are determined by leveling scale scores referred to as “cut” scores. Until the 2012-13 school year, WKCE proficiency levels were based on cut scores developed by the state that aligned with state reading and math standards. In 2012–13, the state began using revised cut scores that are based on those used by NAEP and more closely align with national and international standards. Year-to-year student progress will be measured using both the former cut scores and revised cut scores. In order to do so, the former proficiency-level cut scores and quartiles will be applied to the scale scores for the last two years. This section describes progress from last year to this year using the former cut scores; the following section will describe progress using the revised cut scores.

³¹ CSRC expectations related to the WKCE are based on the former WKCE cut scores because the revised cut scores have been in place for too short a period for the development of valid expectations.

³² Students had to be enrolled in the school on or before September 19, 2013, to meet the FAY definition.

a. *Students Who Met Proficiency-Level Expectations (Former Cut Scores)*

Based on WKCE data from the fall of 2012, 26 students were proficient or higher in reading, and 17 reached proficiency in math. As illustrated in Tables 18 and 19, 92.3% of students maintained their reading levels, and 64.7% maintained proficient or advanced levels in math. These percentages exceed the CSRC expectation of 75.0% in reading, but fall short of the CSRC expectation in math.

Table 18			
Milwaukee Math and Science Academy Reading Proficiency-Level Progress for FAY Students Proficient or Advanced in 2012–13 Based on Former WKCE Proficiency Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2012–13	Students Who Maintained Proficient/Advanced in 2013–14	
		N	%
3rd to 4th	7	Cannot report due to <i>n</i> size	
4th to 5th	7	Cannot report due to <i>n</i> size	
5th to 6th	6	Cannot report due to <i>n</i> size	
6th to 7th	6	Cannot report due to <i>n</i> size	
Total	26	24	92.3%

Table 19			
Milwaukee Math and Science Academy Math Proficiency-Level Progress for FAY Students Proficient or Advanced in 2012–13 Based on Former WKCE Proficiency Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2012–13	Students Who Maintained Proficient/Advanced in 2013–14	
		N	%
3rd to 4th	5	Cannot report due to <i>n</i> size	
4th to 5th	4	Cannot report due to <i>n</i> size	
5th to 6th	3	Cannot report due to <i>n</i> size	
6th to 7th	5	Cannot report due to <i>n</i> size	
Total	17	11	64.7%

Note: In order to protect student confidentiality, CRC does not report N-sizes smaller than 10 students.

b. *Students Who Did Not Meet Proficiency-Level Expectations (Former Cut Scores)*

CSRC expects that at least 60.0% of students who did not meet proficiency-level expectations (were at the minimal or basic levels) on the WKCE in 2012–13 will progress one or more levels or, if they scored in the same level, will show progress to a higher quartile within that level. To examine movement within a proficiency level, CRC divided the minimal and basic levels equally into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The upper threshold reflected the scale score used by DPI to establish proficiency levels.

As illustrated, 59.0% of 39 students met the goal in reading (Table 20), and 50.0% of 48 students met the goal in math (Table 21). The school, therefore did not meet CRSC requirements in reading or in math.

Table 20					
Milwaukee Math and Science Academy Reading Proficiency-Level Progress for FAY Students Minimal or Basic in 2012–13 Based on Former WKCE Proficiency Cut Scores					
Grade	# Students Minimal/ Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	10	6	1	7	70.0%
4th to 5th	14	3	3	6	42.9%
5th to 6th	6	Cannot report due to <i>n</i> size			
6th to 7th	9	Cannot report due to <i>n</i> size			
Total	39	15	8	23	59.0%

Table 21					
Milwaukee Math and Science Academy Math Proficiency-Level Progress for FAY Students Minimal or Basic in 2012–13 Based on Former WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	12	5	2	7	58.3%
4th to 5th	17	6	2	8	47.1%
5th to 6th	9	Cannot report due to <i>n</i> size			
6th to 7th	10	2	2	4	40.0%
Total	48	18	6	24	50.0%

2. Fourth- Through Seventh-Grade WKCE Based on Revised Cut Scores

The previous section described progress for students from 2012–13 to 2013–14 using former WKCE proficiency-level cut scores. This section describes progress for these same students using the revised proficiency-level cut scores that were implemented in 2012–13. It is important to note that the range of scale scores used to assign the proficiency level differ from the ranges using the former cut scores; therefore, it may not be possible to directly compare results using the two different models. The results described in this section simply provide a look at student progress using the revised cut scores but the same standards.

a. *Students Who Met Proficiency-Level Expectations (Revised Cut Scores)*

Based on WKCE data from the fall of 2012, no students reached proficiency in reading, and two were proficient or higher in math when revised cut scores were used. In order to protect student confidentiality, CRC does not report on cohorts smaller than 10, and results are not included in this report.

b. *Students Who Did Not Meet Proficiency-Level Expectations (Revised Cut Scores)*

To determine if students who did not meet proficient or advanced levels were making progress, CRC examined whether or not these students were able to improve scores by moving up one or more categories, e.g., minimal to basic, basic to proficient, or minimal to proficient. If students were not able to improve by a level, CRC examined student progress within the student’s skill level. To examine movement within a proficiency level, CRC equally divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.³³

During 2012–13, 65 students scored in the minimal or basic categories in reading based on the revised proficiency-level cut scores. Of these, 36.9% showed improvement by progressing to a higher proficiency level (N = 11) or quartile (N = 13) in reading (Table 22).

Table 22					
Milwaukee Math and Science Academy					
Reading Proficiency-Level Progress					
for Students Minimal or Basic in 2012–13					
Based on Revised WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	17	1	2	3	17.6%
4th to 5th	21	2	3	5	23.8%
5th to 6th	12	4	4	8	66.7%
6th to 7th	15	4	4	8	53.3%
Total	65	11	13	24	36.9%

³³ This method is used by CRC to examine student progress in the schools chartered by the city.

When the revised cut scores were used, 63 students scored below proficient on the fall 2012 WKCE. Overall, 33.3% of these students either advanced one proficiency level (N = 6) or, if they did not advance a level, improved at least one quartile within their level (N = 15; Table 23).

Table 23					
Milwaukee Math and Science Academy Math Proficiency-Level Progress for Students Minimal or Basic in 2012–13 Based on Revised WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2012–13	# Students Who Advanced One Proficiency Level 2013–14	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2013–14	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	17	2	3	5	29.4%
4th to 5th	19	3	4	7	36.8%
5th to 6th	12	1	3	4	33.3%
6th to 7th	15	0	5	5	33.3%
Total	63	6	15	21	33.3%

G. CSRC School Scorecard

During the 2009–10 school year, CSRC piloted a scorecard for each school that it charters. The scorecard includes multiple measures of student academic progress such as performance on standardized tests and local measures as well as 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 (Table 24).

Table 24	
City of Milwaukee	
Educational Performance Rating Scale for Charter Schools	
School Status	Scorecard % Total
High Performing/Exemplary	100%–85%
Promising/Good	84%–70%
Problematic/Struggling	69%–55%
Poor/Failing	54% or less

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. The CSRC expectation is that schools achieve a rating of 70.0% or more; if a school falls under 70.0%, CSRC will carefully review the school's performance and determine if a probationary plan should be developed. CSRC officially adopted the use of the scorecard in August 2012.

Last year, due to the change in WKCE cut score standards, CRC prepared two scorecards—one reflecting the WKCE results using the former proficiency-level cut scores and one reflecting the revised cut scores. However, because the CSRC compliance standards and the scorecard were developed using former cut scores, and because the revised cut scores have been in place too short a time to develop valid standards, CRC prepared only one scorecard using former cut scores this year. MMSA scored 66.4% percent on the scorecard. This compares to 64.4% on the school's 2012–13 scorecard and a 59.2% on the 2011–12 scorecard. A full scorecard description and score breakdown is shown in Appendix C.

H. DPI School Report Card³⁴

As part of the new state accountability system reflected in Wisconsin's approved Elementary and Secondary Education Act (ESEA) Flexibility Request,³⁵ DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas:

- **Student Achievement**—Performance on the WKCE and Wisconsin Alternative Assessment for Students With Disabilities in reading and mathematics.
- **Student Growth**—Improvement over time on the WKCE in reading and mathematics.
- **Closing Gaps**—Progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates.
- **On-Track and Postsecondary Readiness**—Performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career.

Schools receive a score from 0 to 100 for each priority area. Scores for each area are included on each school's report card. The report cards are public documents and can be found on the DPI website. Some schools have had data replaced by an asterisk (*) when fewer than 20 students are in a group.

In addition to priority area scores, performance on three student engagement indicators is also reported. These include test participation rate (goal of 95.0% for all students and each subgroup), absenteeism rate (goal of 13.0% or less), and dropout rate (goal of 6.0% or less). Schools that do not meet the goals receive point deductions from their overall scores.

The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be

³⁴ 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.

³⁵ Department of Public Instruction, retrieved from <http://oea.dpi.wi.gov/accountability>.

measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings:

- Significantly Exceeds Expectations (83.0–100.0)
- Exceeds Expectations (73.0–82.9)
- Meets Expectations (63.0–72.9)
- Meets Few Expectations (53.0–62.9)
- Fails to Meet Expectations (0.0–52.9)

MMSA's 2012–13 report card indicated a rating of 49.0, fails to meet expectations. Further information on the MMSA report card is included in Appendix E.

I. Parent/Teacher/Board Satisfaction Regarding Student Academic Progress

Based on 55 parent surveys, most parents indicated that the program of instruction was "excellent" (52.7%) or "good" (25.5%) and that teacher performance was "excellent" (42.6%) or "good" (32.7%). In addition, 74.5% of the parents indicated that the school's contribution to their child's learning was "excellent" or "good." A majority of parents indicated their child's academic progress was "excellent" (52.7%) or "good" (32.7%).

Five of the 10 teachers interviewed rated their student's academic progress as "good" and five rated their students' progress as "fair." Teachers also rated the school's contribution to student learning as "excellent" (n=2), "good" (n=3), or "fair" (n=5).

All four board members interviewed rated student academic progress as "good."

IV. SUMMARY AND RECOMMENDATIONS

This report covers the third year of Milwaukee Math and Science Academy's operation as a City of Milwaukee charter school. The school met all but four of its contract compliance measures. Those exceptions follow.

- Not all staff held a valid DPI license.
- The school fell below the expectation that at least 75.0% of students at or above proficiency in math in 2012–13 maintain proficiency the subsequent school year; 64.7% of 17 students maintained.
- The school fell below the expectation that at least 60.0% of students below proficient in reading in 2012–13 advance a proficiency level or at least one quartile by 2013–14; 59.0% of 39 students progressed.
- The school fell below the expectation that at least 60.0% of students below proficient in math in 2012–13 advance a proficiency level of at least one quartile by 2013–14; 50.0% of 48 students progressed.

The school scored a 66.4% on the 2013–14 scorecard, an increase from 64.4% in 2012–13 and 59.2% in 2011–12.

While the school has been developing, significant concerns have arisen regarding the stability of the school (the drop-in student return rate, the position of principal changing each year, and the poor teacher return rate), the lack of teacher licenses or permits, and the slow academic progress of the students. For these reasons, CRC recommends that CSRC consider placing MMSA on probation with requirements to address concerns.

Appendix A

Contract Compliance Chart

Milwaukee Math and Science Academy

**Overview of Compliance for Education-Related Contract Provisions
2013–14**

Section of Contract	Education-Related Contract Provision	Report Page Number(s)	Contract Provisions Met or Not Met?
Section I, B	Description of educational program; student population served.	pp. 5–6	Met
Section I, V	The school will provide a copy of the calendar prior to the end of the previous school year.	p. 10	Met
Section I, C	Educational methods.	pp. 3–4	Met
Section I, D	Administration of required standardized tests.	pp. 31–46	Met
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 17–31	Met
Section I, D and subsequent memos from CSRC	Academic criteria #2: Year-to-year achievement measures:		
	a. 2nd- and 3rd-grade students at or above grade-level equivalent (GLE) in reading: At least 75.0% maintain GLE.	a. N/A	a. N/A
	b. 4th- to 7th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level.	b. p. 42	b. Met when former cut score were applied (92.3% of 26 students).
	c. 4th- to 7th-grade students proficient or advanced in math: At least 75.0% maintain proficiency level.	c. p. 42	c. Not met when former cut scores were applied (64.7% of 17 students).
Section I, D	Academic criteria #3:		
	a. 2nd- and 3rd-grade students below grade level in reading: Advance more than 1 GLE in reading.	a. N/A	a. N/A
	b. 4th- to 7th-grade students below proficiency level on 2012–13 reading test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range.	b. p. 43	b. Not met when former cut scores were applied (59.0% of 39 students).
	c. 4th- to 7th-grade students below proficiency level on 2012–13 math test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range.	c. p. 44	c. Not met when former cut scores were applied (50.0% of 48 students).

Milwaukee Math and Science Academy			
Overview of Compliance for Education-Related Contract Provisions 2013-14			
Section of Contract	Education-Related Contract Provision	Report Page Number(s)	Contract Provisions Met or Not Met?
Section I, E	Parental involvement.	pp. 10-11	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 8	Not met ³⁶
Section I, I	Pupil database information.	pp. 5-7	Met
Section I, K	Disciplinary procedures.	pp. 12-13	Met

³⁶ One third-grade classroom teacher, the foreign language teacher, and computer lab teacher did not hold Wisconsin DPI licenses or permits.

Appendix B

Student Learning Memorandum

Learning Memo for Milwaukee Math and Science Academy

To: City of Milwaukee Charter School Review Committee and Children's Research Center
From: Milwaukee Math and Science Academy
Re: Student Learning Memorandum for the 2013–14 School Year
Date: October 03, 2013

The following procedures and outcomes will be used for the 2013–14 school year to monitor the education-related activities described in the charter school contract for Milwaukee Math and Science Academy (MMSA) with the City of Milwaukee. The data will be provided to the Children's Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee (CSRC). Data will be reported in a spreadsheet or database that includes each student's Wisconsin Student Number (WSN). All spreadsheets and/or the database will include all students enrolled at any time during the school year. CRC requests electronic submission of year-end data on the fifth working day following the last day of student attendance for the academic year, or June 20, 2014. Additionally, paper test printouts or electronic data directly from the test publisher must be provided to CRC for all standardized tests.

Attendance

The school will maintain an average daily attendance rate of 90.0%. Attendance will be reported as present, excused absence, or unexcused absence. A student is considered present for the day if he/she arrives at the 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.

Parent Participation

More than half (60.0%) of all parents will participate in at least two of the four parent-teacher conferences. Home visits and phone conferences will be acceptable alternatives for parents who are unable to attend conferences.

Special Education

The school will maintain updated records on all special education students, including disability type, date of the individualized education program (IEP) team eligibility assessment, eligibility assessment outcome, IEP completion date, parent participation in IEP completion, IEP review date and review results, and parent participation in review.

Academic Achievement: Local Measures

Mathematics and Reading for K5 Through Seventh-Grade Students

Students will complete Measures of Academic Progress (MAP) reading and math tests in the fall and spring of the school year. At the time of the fall test, each student's score will be compared to grade-level means based on the 2011 Northwest Evaluation Association (NWEA) normative study. Progress for students at or above the national average for their current grade level as well as progress for students below the national average for their current grade level will be examined.

At least 60.0% of the students who tested at or above the national average (normative mean) for their current grade level in the fall will remain at or above the normative average for that grade level in the spring.

At least 60.0% of the students who tested below the normative mean for their current grade level will score at least at the end-of-the-year mean for the grade level at which they tested in the fall.

In addition, CRC will calculate progress by determining the number/percentage of students who meet their target RIT score on the spring test. Analysis of this information, along with the spring 2013 results, will provide trend data and further describe student progress in the areas of reading and math.

Mathematics and Reading for Third- Through Seventh-Grade Students

At least 80.0% of students will demonstrate growth as measured by comparing results of the first- and fourth-quarter Concept Schools Achievement Tests.

Writing for K5 Through Seventh Grade

Writing progress will be measured using the Six Traits of Writing.³⁷ The rubric consists of a six-point scale for each of the six traits. All students will complete a writing sample between December 2 and December 20, 2013, and again between May 12 and May 30, 2014. The grade-level prompt for both writing samples will be the same, with a focus on a narrative genre for K5 through second-grade students and persuasive samples for students in third through seventh grades. Progress will be measured by comparing each student's average fall score with his/her average spring score. It is understood this outcome will establish the baseline for further writing goals.³⁸

Special Education

Students with IEPs who have been enrolled at MMSA for the full year of IEP implementation will meet or make progress on 75.0% of their goals and meet 80.0% of their sub-goals at their annual review or re-evaluation. Progress on IEPs will be monitored through special education progress reports attached to the regular education progress reports.

Academic Achievement: Standardized Measures

The following standardized test measures will assess academic achievement in reading and/or mathematics.

K4 Through Second Grade

The Phonological Awareness Literacy Screening (PALS) will be administered within the timeframes (fall and spring) required by the Department of Public Instruction (DPI) for all K4 through first-grade students. Second-grade students will be administered the PALS during the spring timeframe only. PALS provides information about each student's level of mastery of early literacy fundamentals. Each student will receive a summed score, which will be compared to fall developmental expectations for his/her grade level.³⁹

³⁷ The six traits are: ideas, organization, voice, sentence fluency, word choice, and conventions.

³⁸ Writing genres include expository, descriptive, persuasive, and narrative.

³⁹ PALS was developed by researchers at the University of Virginia and is considered a scientifically based reading assessment for kindergarten students. It assesses key literacy fundamentals including phonic awareness, fluency, and vocabulary. Specifically, PALS assesses rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation (optional). (Note: This information was taken from the DPI website: <http://www.palswisconsin.info>.)

Because this is the first year that schools are required to administer the PALS to students in K4 and first and second grades, the CSRC has not yet set any specific academic expectations for students taking the PALS. Pending expectations by the CSCR, CRC plans to complete the following analysis for this assessment series:⁴⁰

- Benchmark achievement levels for students on both the fall and spring assessments (spring only for second graders);
- For K4, K5, and first-grade students, student cohort progress from fall to spring on each grade level assessment (not applicable for second graders); and
- If applicable, year-to-year progress for students who completed both the PALS-K5 in 2012–13 and the PALS-1 in 2013–14.⁴¹

Third Through Seventh Grades

The Wisconsin Knowledge and Concepts Examination (WKCE) will be administered on an annual basis in the timeframe identified by the DPI. The WKCE reading subtest will provide each student with a proficiency level, scale score, and state percentile in reading and math. Fourth graders will also be assessed for proficiency in science, social studies, and language arts. In addition, fourth-grade writing skills will be assessed.

In 2012–13, the WKCE cut scores for reading and math were revised based on cut scores for the National Assessment of Educational Progress (NAEP). As in the 2012–13 school year, the CRC will analyze the data using both the revised cut scores and the former cut scores that were used through the 2011–12 school year. The standards below apply only to results based on the former cut scores, pending a different decision by the CSRC.

- At least 75.0% of the students who were proficient or advanced in reading and/or math on the WKCE in 2012–13 will maintain their status of proficient or above in the subsequent year.
- More than 60.0% of the students who tested below proficient (basic or minimal) in reading and/or mathematics on the WKCE in 2012–13 will improve a proficiency level or at least one quartile within their proficiency level in the next school year. This is a school-wide expectation.

⁴⁰ If during the school year, the CSRC sets specific expectations or requests different analyses, CRC will replace these current plans with the plans and expectations formulated and adopted by the CSRC.

⁴¹ At the time of this memo, CRC was researching whether examining year-to-year reading progress using PALS was possible. If year-to-year progress can be measured, CRC will include those results in the report.

**Student Learning Memo Data Addendum
Milwaukee Math and Science Academy**

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in the school’s learning memo for the 2012–13 academic year. Additionally, important principles applicable to all data collection must be considered.

1. All students attending the school *at any time during the 2013–14 academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student’s unique ID number in each data file.
2. All data fields must be completed for each student *enrolled at any time during the school year*. If a student is not enrolled when a measure is completed, record N/E for that student to indicate “not enrolled.” This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.
3. Record and submit a score/response for each student. *Please do not submit aggregate data* (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

End-of-the-year data must be submitted to CRC no later than the fifth working day after the end of the second semester.

Staff person responsible for year-end data submission: Siddik Cifcioglu

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster	List of students enrolled at any time during the year. Include the following: <ul style="list-style-type: none"> • WSN • Local student ID number • Student name • Grade • Gender • Race/ethnicity • Free/reduced lunch eligibility • Special education status • If applicable, disability type 	SIS/Spreadsheet	Daja Boyd, Siddik Cifcioglu
Attendance	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> • WSN • Local student ID number • Student name • Number of days expected • Number of days attended • Number of days excused absent 	SIS/Spreadsheet	Daja Boyd, Siddik Cifcioglu

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Number of days absent, unexcused • Number of days in-school suspension • Number of days out-of-school suspension 		
Enrollment Termination/Withdrawal	<p>For every student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • WSN • Local student ID number • Student name • Grade • Whether student is repeating a grade (Y/N) • Enrollment date • Withdrawal date (if applicable) • Withdrawal reason (if applicable, include if the student was expelled and why) • Gender (M/F) • Race/ethnicity • Free/reduced lunch status (free, reduced, full pay) • Special education status (eligible, not eligible) • Disability type (if applicable) 	SIS/Spreadsheet	Daja Boyd, Siddik Cifcioglu
Parent Participation	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Parent participation in conference 1 (Y, N, N/A) • Type of conference 1 (school, phone, home, N/A) • Parent participation in conference 2 (Y, N, N/A) • Type of conference 2 (school, phone, home, N/A) • Parent participation in conference 3 (Y, N, N/A) • Type of conference 3 (school, phone, home, N/A) • Parent participation in conference 4 (Y, N, N/A) 	Excel spreadsheet designed by the school	Daja Boyd, Lachrisaa Springgs, Siddik Cifcioglu

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> Type of conference 4 (school, phone, home, N/A) 		
Special Education Needs Students	<p>For each student assessed for special education needs (as indicated on the student roster), include the following:</p> <ul style="list-style-type: none"> WSN Student name Special education need, e.g., ED, CD, LD, OHI, etc. Was student enrolled in special education services at MMSA during the previous school year (i.e., was student continuing special education or did special education services begin this year)? Eligibility assessment date (date the team met to determine eligibility; may be during previous school year) Eligibility re-evaluation date (three-year re-evaluation date to determine if the child is still eligible for special education; may be during a subsequent school year) IEP completion date (date the IEP in place during this school year was developed; may have been during a prior year; if initial, the date will be this school year) IEP review date (date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A) IEP review results, e.g., continue in special education, no longer eligible for special education, or N/A # goals on IEP in place this year OR on the initial IEP if this is the first year # goals met on IEP at the time of the annual review. Enter N/A if the IEP was new and was not reviewed this year 	Excel spreadsheet designed by the school	Shara Barlow, Celal Dogan, Siddik Cifcioglu

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<p>Academic Achievement: Local Measures</p> <p><i>K5 Through 7th-Grade Reading and Math</i></p>	<p>For each K5 through 7th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Fall 2012 reading RIT score • Reading RIT target score • Spring 2013 reading RIT score • Met reading target (Y/N) • Fall 2012 math RIT score • Math RIT target score • Spring 2013 math RIT score • Met math target (Y/N) 	<p>Excel spreadsheet designed by the school</p>	<p>Celal Dogan, Siddik Cifcioglu</p>
<p>Academic Achievement: Local Measures</p> <p><i>3rd- Through 7th-Grade Reading and Math</i></p>	<p>For each 3rd- through 7th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Fall Reading Concept Test score • Fall Math Concept Test score • Fall test administration date • Spring Reading Concept Test score • Spring Math Concept Test score • Spring test administration date 	<p>Excel spreadsheet designed by the school</p>	<p>Celal Dogan, Siddik Cifcioglu</p>
<p><i>K5 Through 7th-Grade Writing</i></p>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Average fall writing score • Average spring writing score 	<p>Excel spreadsheet designed by the school</p>	<p>Celal Dogan, Siddik Cifcioglu</p>
<p>Academic Achievement: Standardized Measures</p> <p><i>PALS K5 through 2nd Grade</i></p>	<p>For each K5 student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Fall 2013 PALS summed score • Spring 2014 PALS summed score <p>For each 1st- and 2nd-grade student, include the following: <u>FALL (1st graders only)</u></p>	<p>Excel spreadsheet designed by the school</p> <p>Additionally, paper test printouts or data directly from the test publisher must be provided to CRC for all standardized tests.</p>	

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Fall entry level summed score • If applicable, fall Level B summed score • If applicable, fall Level C blending and sound-to-letter scores <p><u>SPRING (1st and 2nd graders)</u></p> <ul style="list-style-type: none"> • Spring entry level summed score • If applicable, spring Level B summed score • If applicable, spring Level C blending and sound-to-letter scores 		
<p>Academic Achievement: Standardized Measures <i>WKCE</i></p> <p><i>3rd- Through 7th-Grade</i></p>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • WSN • Local student ID number • Student name • Grade • Scale scores for each WKCE test (e.g., math and reading for all grades, plus language, social studies, science, and writing for 4th graders) • Proficiency level for each WKCE test • State percentile for each WKCE test <p>Note: Enter N/E if student was not enrolled at the time of the test. Enter N/A if test did not apply for another reason.</p>	<p>Download from the Turnleaf website (CRC encourages the school to download WKCE data from the Turnleaf website. This website contains the official WKCE scores used by DPI and improves data reliability.)</p> <p>Additionally, paper test printouts or data directly from the test publisher must be provided to CRC for all standardized tests.</p>	<p>Celal Dogan, Siddik Cifcioglu</p>

Appendix C

CSRC School Scorecard

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

r: 4/11

K5-8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1-3		
• SDRT—% remained at or above GL	(4.0)	
• SDRT—% below GL who improved more than 1 GL	(6.0)	10.0%

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)	35.0%
• WKCE math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(3.75)	
• % met math	(3.75)	15.0%
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or Advanced	(7.5)	
• WKCE math—% proficient or advanced	(7.5)	15.0%

ENGAGEMENT		
• Student attendance	(5.0)	
• Student reenrollment	(5.0)	
• Student retention	(5.0)	25.0%
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to PLAN—composite score at or above 17 on EXPLORE and at or above 18 on PLAN	(5.0)	
• EXPLORE to PLAN—composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	(10.0)	30.0%
• Adequate credits to move from 9th to 10th grade	(5.0)	
• Adequate credits to move from 10th to 11th grade	(5.0)	
• DPI graduation rate	(5.0)	

POST-SECONDARY READINESS: GRADES 11 and 12		
• Post-secondary acceptance for graduates (college, university, technical school, military)	(10.0)	
• % of 11th/12th graders tested	(2.5)	15.0%
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES		
• % met reading	(3.75)	
• % met math	(3.75)	15.0%
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	15.0%
• WKCE math—% proficient and advanced	(7.5)	

ENGAGEMENT		
• Student attendance	(5.0)	
• Student reenrollment	(5.0)	
• Student retention	(5.0)	25.0%
• 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 are reported as not available (N/A) on the scorecard. The total score will be calculated based on the school's denominator.

Beginning in 2012–13, the Wisconsin DPI applied more rigorous proficiency-level cut scores to the WKCE reading and math tests. These revised cut scores are based on standards set by the NAEP and require students to achieve higher scale scores in order to be considered proficient. The school scorecards include points related to both current year and year-to-year performance on the WKCE. Last year, in order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two K5 through sixth-grade scorecards, one using the former WKCE cut scores and one using the revised cut scores. However, because the CSRC standards and the scorecard were developed based on the former cut scores, CRC prepared only one K through seventh-grade scorecard this year utilizing WKCE results and progress based on the former cut scores.

Table C					
Milwaukee Math and Science Academy Charter School Review Committee WKCE Scores Based on Former Cut Scores 2013–14 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress 1st Through 3rd Grades	SDRT: % remained at or above grade level (GL)	4.0	10.0%	N/A	--
	SDRT: % below GL who improved more than 1 GL	6.0		N/A	--
Student Academic Progress 3rd Through 7th Grades	WKCE reading: % maintained proficient and advanced	7.5	35.0%	92.3%	6.9
	WKCE math: % maintained proficient and advanced	7.5		64.7%	4.9
	WKCE reading: % below proficient who progressed	10.0		59.0%	5.9
	WKCE math: % below proficient who progressed	10.0		50.0%	5.0
Local Measures	% met reading*	3.75	15.0%	65.2%	2.4
	% met math*	3.75		78.3%	2.9
	% met writing**	3.75		85.2%	3.2
	% met special education	3.75		84.2%	3.2
Student Achievement 3rd Through 8th Grades	WKCE reading: % proficient or advanced	7.5	15.0%	50.0%	3.8
	WKCE math: % proficient or advanced	7.5		53.3%	4.0
Engagement	Student attendance	5.0	25.0%	88.6%	4.4
	Student reenrollment	5.0		71.6%	3.6
	Student retention	5.0		78.5%	3.9
	Teacher retention rate	5.0		82.6%	4.1
	Teacher return rate	5.0		31.6%	1.6
TOTAL		90.0⁴²			59.8 (66.4%)

*Reading and math local measures were calculated by adding the number of students who scored above their national average who met their goal as well those students who had scored below the national average and met their goal divided by the total number of students who took both the fall and spring tests.

**Based on the percentage of students who increased their writing score on the spring test. No goal was established.

⁴² The SDRT was discontinued prior to the 2013-14 school year; therefore results were not available. The points available for student progress on the SDRT measures were subtracted from the 100 possible total points. The scorecard percent was calculated by dividing the total points scored by the modified denominator.

Appendix D

Trend Information

Table D1					
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%)

Table D2	
Milwaukee Math and Science Academy Student Attendance	
School Year	Attendance Rate
2011–12	88.8%
2012–13	87.2%
2013–14	88.6%

Table D3	
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%

Table D4		
Milwaukee Math and Science Academy WKCE Year-to-Year Progress Based on Former Proficiency-Level Cut Scores* Percentage of Students Who Remained Proficient or Showed Advancement 4th Through 7th Grades		
School Year	Reading	Math
2012–13	84.2%	100.0%
2013–14	92.3%	64.7%

*In 2012–13, the state began using revised cut scores; the old, former cut scores were applied to the 2012–13 data in order to compare data across years. Revised cut score proficiency levels are presented in Table D5.

Table D5		
Milwaukee Math and Science Academy WKCE Year-to-Year Progress Based on Former Proficiency-Level Cut Scores* Percentage of Students Who Were Minimal or Basic and Showed Improvement 4th Through 6th 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 cut scores; the old, former cut scores were applied to the 2012–13 data in order to compare data across years.

Table D6	
Milwaukee Math and Science Academy CSRC Scorecard Score Using Former WKCE Cut Scores	
School Year	Scorecard Result
2011–12	59.2%
2012–13	64.4%
2013–14	66.4%

Table D7					
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: Number and Rate Employed at the School for Entire School Year
2011–12					
Classroom Teachers Only	8	0	1	7	7 (87.5%)
All Instructional Staff	14	0	1	13	13 (93.0%)
2012–13					
Classroom Teachers Only	12	0	1	11	11 (91.7%)
All Instructional Staff	21	0	1	20	20 (95.2%)
2013–14					
Classroom Teachers Only	14	2	4	12	10 (71.4%)
All Instructional Staff	23	2	4	21	19 (82.6%)

Table D8			
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%

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

Table D9	
Milwaukee Math and Science Academy DPI Report Card Rating	
School Year	Rating
2011–12	Not Rated
2012–13	49.0

Appendix E

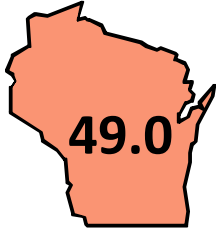
2012–13 DPI Report Card



Milwaukee Math and Science Aca | Milwaukee Math and Science Aca

School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating



Fails to Meet Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	20.3/100		66.5/100	
Reading Achievement	5.9/50		28.7/50	
Mathematics Achievement	14.5/50		37.8/50	
Student Growth	68.6/100		65.7/100	
Reading Growth	33.4/50		33.4/50	
Mathematics Growth	35.2/50		32.3/50	
Closing Gaps	NA/NA		65.6/100	
Reading Achievement Gaps	NA/NA		33.2/50	
Mathematics Achievement Gaps	NA/NA		32.4/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	92.3/100		87.1/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	92.3/100		75.6/80	
3rd Grade Reading Achievement	NA/NA		11.5/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: -5
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

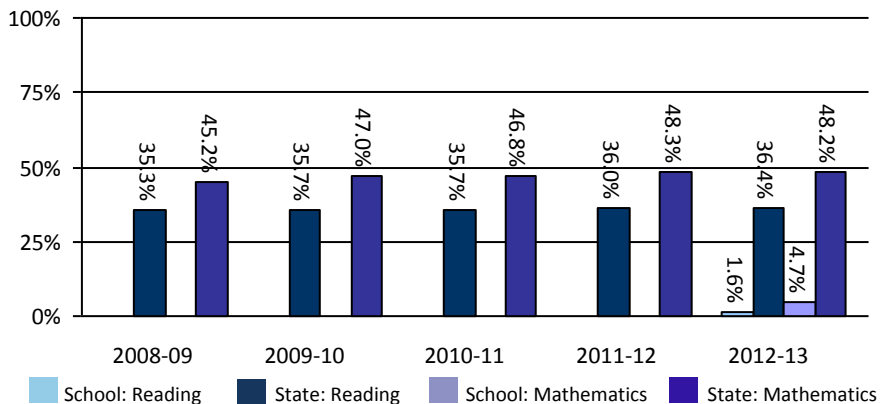
School Information

Grades	K4-6
School Type	Elementary/Secondary Combined
Enrollment	236
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.4%
Asian or Pacific Islander	0.0%
Black not Hispanic	96.2%
Hispanic	1.3%
White not Hispanic	2.1%
<i>Student Groups</i>	
Students with Disabilities	11.9%
Economically Disadvantaged	100.0%
Limited English Proficient	0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://acct.dpi.wi.gov/acct_accountability.

This report serves for both school and district accountability purposes for this school.

Appendix F

Teacher Interview Results

In the spring of 2014, CRC interviewed 10 teachers regarding their reasons for teaching and overall satisfaction with the school. Interviews included teachers from each grade from K5 through fourth grades, one art/social studies teacher, a middle school math teacher, an English/language arts teacher, and a special education teacher.

The teachers interviewed had been teaching for an average of 4.5 years. The number of years teaching at MMSA ranged from a partial year to three years.

All teachers reported that they routinely use data to make decisions in the classroom, and five teachers indicated that the school's leadership uses data to make school-wide decisions; five teachers indicated that leadership did not use student data to make school-wide decisions. Methods of tracking student progress on the school's local measures included a variety of subject area assessments administered routinely throughout the year to gauge student progress.

Two teachers rated the school's overall progress in contributing to students' academic progress as excellent, three as good, and five teachers rated the school's progress as fair.

When asked to describe how teacher performance is assessed, all teachers reported that they are formally assessed at least once each semester. Additionally, all teachers are observed in the classroom and participate in discussions regarding students/data at least once a semester. Most teachers receive informal feedback at least once a semester (Table F1).

Table F1								
Milwaukee Math and Science Academy								
Teacher Performance Assessment								
2013–14								
(N = 10)								
Type of Assessment	Frequency							
	Never		At Least Monthly or More Often		At Least Once Each Semester		At Least Once Yearly	
	N	%	N	%	N	%	N	%
Formal evaluation using evaluation form	0	0.0%	1	10.0%	9	90.0%	0	0.0%
Classroom observations	0	0.0%	6	60.0%	4	40.0%	0	0.0%
Discussions regarding student progress/data	0	0.0%	9	90.0%	1	10.0%	0	0.0%
Informal feedback/suggestions	1	10.0%	7	70.0%	2	20.0%	0	0.0%

Eight teachers reported that their performance reviews incorporated students' academic progress or performance; two teachers said that reviews did not include those things. Teachers reported that their reviews were completed by a few different staff; some reviews are completed by the school principal, some by the instructional coordinator, some by the dean, and some by a combination of those people. Nine teachers said they are somewhat satisfied with the performance review process and one teacher said he/she is somewhat dissatisfied with the process.

Eight of the 10 teachers reported plans to continue teaching at the school.

When asked to rate the importance of various reasons for continuing to teach at the school, all teachers rated financial considerations, educational methodology, age/grade level of students, discipline, general atmosphere, class size, and administrative leadership as somewhat important or very important for teaching at this school (Table F2).

Table F2				
Reasons for Continuing to Teach at Milwaukee Math and Science Academy				
2013-14				
(N = 10)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Location	2	6	0	2
Financial considerations	3	7	0	0
Educational methodology/ curriculum approach	6	4	0	0
Age/grade level of students	5	5	0	0
Discipline	8	2	0	0
General atmosphere	10	0	0	0
Class size	9	1	0	0
Parental involvement	5	3	2	0
Administrative leadership	8	2	0	0
Colleagues	6	3	1	0
Students	5	4	1	0

CRC asked teachers to rate the school's performance related to class size, materials and equipment, and student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated class size/student ratio as excellent or good. Professional development opportunities, performance as a teacher, and principal's performance were most often rated as good by teachers. One of the 10 teachers listed the school's progress toward becoming a high-performing school as excellent, four teachers listed the school's progress as good, and five teachers reported the school's progress as fair (Table F3).

Table F3				
Milwaukee Math and Science Academy				
School Performance Rating				
2013–14				
(N = 10)				
Area	Rating			
	Excellent	Good	Fair	Poor
Class size/student-teacher ratio	4	4	2	0
Program of instruction	1	5	4	0
Measures for assessing students' progress overall	0	3	6	1
Shared leadership, decision making, and accountability	0	2	6	2
Professional support	0	6	3	1
Professional development opportunities	1	8	1	0
Progress toward becoming a high-performing school	1	4	5	0
Your students' academic progress	0	5	5	0
Adherence to discipline policy	0	3	3	4
Instructional support	0	4	5	1
Parent/teacher relationships	1	4	4	1
Teacher collaboration to plan learning experiences	0	5	3	2
Parent involvement	0	3	5	2
Your performance as a teacher	2	8	0	0
Principal's performance	1	7	2	0

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

- Technology in the school;
- Small class sizes'
- Extra activities (talent shows; full-time specials for art, music, and physical education; tutoring after school and Saturday school; extracurricular activities);
- Staff; and
- Support for new teachers.

Things teachers liked least about the school include:

- Inconsistent disciplinary consequences;
- Lack of sufficient staff (need teacher assistants and more staff to meet needs of special education students);
- Lack of communication between administrative and technology staff;
- Ill-defined duties of the institutional coordinator, which leaves some tasks that should be part of the instructional coordinator's job relegated to the teachers;
- Lack of development and use of the library;
- Low pay;
- Allowing parents to threaten and otherwise treat staff inappropriately;
- Lack of basic supplies and resources; and
- Too much work--too many classes to prepare for and duties plus lack of a set curriculum.

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

- Salary
- Workload
- Personal reasons

When asked for suggestions to improve the school, teachers said to:

- Add more support staff in the classroom;
- Create consistent discipline policies throughout the school;

- Find an institutional coordinator with elementary school experience in order to model teach and task analyze lessons;
- Enhance professional development regarding cultural sensitivity and differences in how different cultures may perceive urban children and their families, particularly urban African American families; and
- Stick with a decision. Follow through rather than changing midcourse without evaluating the desired outcome.

Appendix G

Parent Survey/Interview Results

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, each school distributed surveys during spring parent-teacher conferences. The school asked parents to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone or sent a new survey in the mail. Fifty-five (55) surveys, representing 55 (29.6%) of 186 families were completed and submitted to CRC.

The majority (58.2%) of parents who completed a survey heard about the school from a source other than one of those listed. Of those, many reported hearing about the school from a billboard, a flyer/brochure that they received, and by living in the neighborhood. Smaller proportions heard about the school through other means (Table G1).

Table G1		
Milwaukee Math and Science Academy		
How Parents Learned About the School		
2013–14		
(N = 55)		
Method	Response	
	N	%
Newspaper	0	0.0%
Private school	0	0.0%
Community center	3	5.5%
Church	0	0.0%
Friends/relatives	19	34.5%
TV/radio/Internet	1	1.8%
Other	32	58.2%

Parents chose to send their children to MMSA for a variety of reasons. Most rated the school’s general atmosphere (83.6%) as well as educational methodology (87.3%) as very important reasons for selecting this school. In addition, many parents (87.3%) rated school safety as very important to them when choosing this school (Table G2).

Some parents (37.5%) identified other reasons for enrolling their child in the school, including location, the math and science curriculum, the advanced technology, and new opportunities for their children (not shown).

Table G2

**Milwaukee Math and Science Academy
Parent Reasons for Choosing the School
2013–14
(N = 55)**

Factor	Response									
	Very Important		Somewhat Important		Somewhat Unimportant		Not at All Important		No Response	
	N	%	N	%	N	%	N	%	N	%
Location	34	61.8%	10	18.2%	2	3.6%	9	16.4%	0	0.0%
Other children or relative already attending this school	13	23.6%	5	9.1%	3	5.5%	34	61.8%	0	0.0%
Educational methodology	48	87.3%	3	5.5%	0	0.0%	3	5.5%	1	1.8%
Range of grades in school	37	67.3%	11	20.0%	4	7.3%	2	3.6%	1	1.8%
Discipline	47	85.5%	4	7.3%	1	1.8%	2	3.6%	1	1.8%
General atmosphere	46	83.6%	5	9.1%	0	0.0%	2	3.6%	2	3.6%
Class size	44	80.0%	4	7.3%	2	3.6%	4	7.3%	1	1.8%
Recommendation of family and friends	25	45.5%	3	5.5%	6	10.9%	18	32.7%	3	5.5%
Opportunities for parental participation	40	72.7%	12	21.8%	0	0.0%	1	1.8%	2	3.6%
School safety	48	87.3%	4	7.3%	1	1.8%	0	0.0%	2	3.6%
Frustration with previous school	18	32.7%	10	18.2%	3	5.5%	17	30.9%	7	12.7%

CRC examined parental involvement as another measure of satisfaction with the school. Involvement was based on the number of contacts between the school and the parent(s) and parents' participation in educational activities in the home.

For the first measure, parent-school contact, contacts occurred for a variety of reasons. For example, most parents reported contact with the school at least once regarding their child's academic progress or behavior (Table G3).

Table G3										
Milwaukee Math and Science Academy										
Parent-School Contacts										
2013–14										
(N = 55)										
Areas of Contact	Number of Contacts									
	0 Times		1–2 Times		3–4 Times		5+ Times		No Response	
	N	%	N	%	N	%	N	%	N	%
Your child(ren)'s academic performance	6	10.9%	4	7.3%	6	10.9%	36	65.5%	3	5.5%
Your child(ren)'s behavior	7	12.7%	3	5.5%	6	10.9%	36	65.5%	3	5.5%
Providing information for school records	16	29.1%	17	30.9%	15	27.3%	5	9.1%	2	3.6%
Other	4	7.3%	0	0.0%	1	1.8%	1	1.8%	49	89.1%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, most or many of the 45 parents of younger children (K4 through fifth grades) worked on homework with their children (97.8%), read to or with their children (93.3%), watched educational programs on television (64.4%), and/or participated in activities such as sports, library visits, or museum visits with their children (64.5%). Parents of older children (grades sixth through eighth) engaged in similar activities during the week. For example, 89.5% of 19 parents monitored homework completion, 89.5% discussed their children's post-secondary plans with them, 78.9% watched educational programs on television, 89.4% participated in activities outside of school, and 89.4% discussed their children's progress toward graduating with them at least once a month.

Parents also rated the school on various aspects using a scale from poor to excellent. Parents rated the school as good or excellent in most aspects of the academic environment. For example, most parents said their child’s academic progress (85.4%) and communication regarding learning expectations (80.0%) were excellent or good (Table G4.)

Table G4										
Milwaukee Math and Science Academy										
Parental Satisfaction										
2013–14										
(N = 55)										
Area	Response									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	29	52.7%	14	25.5%	6	10.9%	5	9.1%	1	1.8%
Child’s academic progress	29	52.7%	18	32.7%	2	3.6%	5	9.1%	1	1.8%
Student-teacher ratio/ class size	21	38.2%	25	45.5%	6	10.9%	2	3.6%	1	1.8%
Discipline methods	20	36.4%	12	21.8%	12	21.8%	9	16.4%	2	3.6%
Parent/teacher relationships	30	54.5%	14	25.5%	5	9.1%	5	9.1%	1	1.8%
Communication regarding learning expectations	26	47.3%	18	32.7%	4	7.3%	6	10.9%	1	1.8%
Opportunities for parental involvement	25	45.5%	18	32.7%	4	7.3%	6	10.9%	2	3.6%
Teacher(s)’s performance	24	43.6%	18	32.7%	4	7.3%	7	12.7%	2	3.6%
Principal’s performance	26	47.3%	13	23.6%	5	9.1%	6	10.9%	5	9.1%
Teacher/principal availability	27	49.1%	15	27.3%	3	5.5%	7	12.7%	3	5.5%
Responsiveness to concerns	26	47.3%	17	30.9%	3	5.5%	7	12.7%	2	3.6%
Progress reports for parents/guardians	29	52.7%	16	29.1%	1	1.8%	6	10.9%	3	5.5%

Parents indicated their level of agreement with several statements about school staff. Most (87.3%) reported that they were comfortable talking with their child’s teachers and/or school staff and many (81.9%) were satisfied with how the school kept them informed about their child’s academic performance (Table G5).

Table G5												
Milwaukee Math and Science Academy												
Parental Rating of School Staff												
2013–14												
(N = 55)												
Statement	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with staff	33	60.0%	15	27.3%	0	0.0%	1	1.8%	3	5.5%	3	5.5%
The staff keeps me informed about my child(ren)’s performance	31	56.4%	14	25.5%	0	0.0%	3	5.5%	3	5.5%	4	7.3%
I am comfortable with how the staff handles discipline	23	41.8%	9	16.4%	7	12.7%	7	12.7%	6	10.9%	3	5.5%
I am satisfied with the overall performance of the staff	27	49.1%	14	25.5%	4	7.3%	4	7.3%	3	5.5%	3	5.5%
The staff recognizes my child(ren)’s strengths and weaknesses	26	47.3%	19	34.5%	2	3.6%	2	3.6%	3	5.5%	3	5.5%

Parental satisfaction was also evident in the following results.

- Three quarters (74.5%) of parents would recommend this school to other parents.
- Nearly three quarters (70.9%) of parents will send their child to the school next year. Ten (18.2%) parents said they will not send their child to the school next year, and a few (10.9%) were not sure.
- When asked to rate the school’s overall contribution to their child’s learning, a majority (74.5%) of parents rated the school’s overall contribution to their child’s learning as excellent or good. Some (10.9%) parents rated the school’s contribution as fair, and some (9.1%) rated the school’s contribution as poor. Three parents did not respond to the question.

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

- Staff involvement with students (home visits, knowing children by name);
- Communication with the parents;
- Caring and understanding teachers;
- Positive, welcoming atmosphere; and
- Activities for the students (technology, extracurricular activities).

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

- Methods of discipline; and
- Communication with school (difficult to contact).

Appendix H

Student Interview Results

At the end of the school year, CRC staff asked 17 randomly selected students in seventh grade several questions about their school. Responses from the student interviews were generally positive.

- All students indicated that they used computers at school.
- All students said that teachers were helpful.
- All but one student felt that the marks they received on their classwork, homework, and report cards were fair.
- All but one student said they had improved their reading ability and 100% said that their math abilities had also improved.
- Sixteen of 17 students said that they felt safe while at school (one did not respond).
- Sixteen of 17 students said that people worked collaboratively at MMSA (Table H).

Table H				
Milwaukee Math and Science Academy				
Student Interview				
2013–14				
(N = 17)				
Question	Answer			
	A Lot	Some	No/Not at All	No Response/ Don't Know/ N/A
Do you like your school?	3	13	1	0
Have you improved in reading?	11	5	0	1
Have you improved in math?	5	12	0	0
Do you use computers at school?	10	7	0	0
Do you like the school rules?	1	11	5	0
Do you think the school rules are fair?	3	7	6	1
Do you get homework on a regular basis?	11	6	0	0
Do your teachers help you at school?	11	6	0	0
Do you like being in school?	11	5	1	0
Do you feel safe at school?	13	3	0	1
Do people work together in school?	4	12	1	0
Do you feel the marks you get on classwork, homework, and report cards are fair?	7	9	1	0
Do your teachers talk to your parents?	9	8	0	0
Does your school have afterschool activities?	14	3	0	0
Do your teachers talk with you about high school plans?	7	7	3	0

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

- The afterschool activities;
- One-on-one teaching; and
- The teachers.

When asked what they liked least, students said:

- Some of the rules (like you can't walk alone in the hallway);
- Favoritism shown by some of the teachers, who are not fair and equal in how they treat students;
- The bathrooms; and
- Lunch.

Appendix I

Board Interview Results

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. MMSA's board of directors consists of five members: a president, a vice President, a treasurer, and two other board members, one of which resigned mid-year. CRC conducted phone interviews using a prepared interview guide with the other four board members.

All four of the board members interviewed had served on the board for three years or less. The backgrounds of the board members included finance, business ownership, computer science and IT, medicine, and education.

Two of the board members said they participate in strategic planning for the school. All four received a presentation on the school's annual academic performance report, received and approved the school's annual budget, and reviewed the school's annual financial audit.

Table I					
Milwaukee Math and Science Academy					
Board Member Interview Results					
2013-14					
(N = 4)					
Performance Measure	Response				
	Excellent	Good	Fair	Poor	Don't Know
Teacher-student ratio/class size	2	2	0	0	0
Program of instruction	3	1	0	0	0
Students' academic progress	0	4	0	0	0
Adherence to discipline policy	2	2	0	0	0
Administrator's financial management	4	0	0	0	0
Professional development opportunities	3	1	0	0	0
Instructional support	0	4	0	0	0
Progress toward becoming a high-performing school	0	4	0	0	0
Parental involvement	0	2	2	0	0
Community/business involvement	0	1	2	0	1
Teachers' performance	0	3	0	0	1
Principal's performance	4	0	0	0	0
Current role of the board of directors	4	0	0	0	0
Financial resources to fulfill school's mission	3	0	0	0	1
Safety of the educational environment	1	3	0	0	0

All four of the members reported that the board uses data to make decisions regarding the school. On a scale of poor to excellent, all four rated the school, overall, as good. When asked what they liked most about the school, the board members mentioned:

- Use of technology;
- The curriculum (especially the science and math focus);
- Communication among the whole staff;
- The motivation of administrative staff to help the students;
- The dedication of the staff and leadership; and
- Parental visits by the teachers.

Regarding things they liked least, the board members mentioned:

- Lack of parent motivation to be involved and supportive of the school and the children;
- The neighborhood;
- Behavior of some students; and
- Uniform problems with some students.

When asked for one suggestion for improving the school, board members mentioned:

- A summer program to improve academic retention and prevent kids from sliding back;
- An outdoor playground; and
- Develop strategies to increase parent involvement, such as more home visits.