

**2023–24  
PROGRAMMATIC  
PROFILE AND  
EDUCATIONAL  
PERFORMANCE**

**MILWAUKEE MATH AND  
SCIENCE ACADEMY**

September 2024



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

# EXECUTIVE SUMMARY

## For Milwaukee Math and Science Academy 2023–24

This is the 13th annual report on the operation of Milwaukee Math and Science Academy (MMSA), one of seven schools chartered by the City of Milwaukee during the 2023–24 school year. It is the result of intensive work by the City of Milwaukee Charter School Review Committee (CSRC), MMSA staff, and Evident Change.

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

### I. CONTRACT COMPLIANCE SUMMARY

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

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

### II. EDUCATIONAL PERFORMANCE

#### A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

##### 1. Primary Measures of Academic Progress

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

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

- **Reading.**
  - » Of 77 K4 through second grade students who completed fall and spring Star Early Literacy assessments, 56 (72.7%) met the benchmark at the time of the spring assessment.
  - » Overall, 84 (66.7%) of 126 third through eighth graders with fall and spring NWEA Measures of Academic Progress (MAP) reading assessments met the local reading measure.

- **Math.** Overall, 118 (64.5%) of 183 students with fall and spring MAP math assessments met the local math measure.
- **Writing.** Overall, 144 (78.7%) of 183 students with fall and spring assessments met the local writing measure.
- **Special education.** Overall, 19 (95.0%) of 20 students met at least one of their goals at the time of their annual individualized education program (IEP) review.

## 2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, MMSA identified measurable outcomes in the following secondary areas of academic progress.

- Attendance
- Parent participation
- Special education student records

MMSA met two of its three internal goals. Average student attendance was 85.2%, falling short of the school's goal of 92.0%. Parents of 194 (95.6%) of 203 students enrolled all year attended at least two conferences, meeting the school's goal of 80.0%. Additionally, MMSA developed and maintained essential records for all special education students.

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

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

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

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

## C. CSRC SCHOOL SCORECARD

The CSRC scorecard for the elementary and junior academies contains partial outcome data due to unavailable year-to-year data for the early literacy measures and Forward Exam. The school's score should not be compared with the score for any previous year. MMSA scored 74.4% of the 59 possible scorecard points.

## III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

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

- The school will increase their intercultural awareness, address the challenges of multicultural education, and further understand the diversity of culture in the local community and the nation.
- The school will continue their enhancement of professional learning communities to increase student learning and collaboration among teaching staff.
- The charter school management organization will provide mentorship to local school leadership and build a strong, collaborative leadership team that fosters a supportive school environment that improves student outcomes and parent engagement.

## IV. RECOMMENDATIONS

After reviewing past and current contract compliance status and available data, Evident Change recommends that MMSA continue regular, annual academic monitoring and reporting. It is important that the school continues to make improvements next year in the academic competencies of its students in reading, math, and writing.

# I. INTRODUCTION

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

To produce this report, Evident Change:

- Conducted an initial school session to collect information related to contract requirements and to draft a learning memo for the new school year and conducted an in-person year-end interview to review progress about recommendations and changes that occurred during the year;
- Visited the school to conduct a random review of special education files;
- Visited the school to observe classroom instruction and school culture;
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee’s academic expectations and contract requirements;
- Surveyed the school community (including students, parents, teachers, staff, school leadership, and board members) to understand their experiences and perspectives and to determine strengths and areas for improvement based on five elements that support school improvement; and
- Collected and analyzed data submitted by the school to complete an annual report.

# II. PROGRAMMATIC PROFILE

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

**Phone:** (414) 263-6400

**Website:** [www.mmsacademy.org](http://www.mmsacademy.org)

**Principal:** Crystal Bielmeier

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



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

## **A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY**

### **1. MISSION<sup>1</sup>**

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

### **2. INSTRUCTIONAL DESIGN**

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

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

All students receive four report cards every year. At the end of each quarter, report cards are mailed home. Students in K4 through second grade are assessed by their classroom teachers and by the teachers of special classes. Third- through eighth-grade students are assigned a letter grade following a standard numerical scale associated with each letter. Student progress for K4 through second grade is monitored with report cards that rate a student’s skills from “below basic” to “advanced” in the following subjects.

- Independent learning and social behavior
- Math
- Reading

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

- Science
- Social studies
- Writing

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

## **B. SCHOOL STRUCTURE**

### **1. LEADERSHIP AND BOARD OF DIRECTORS**

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

### **2. AREAS OF INSTRUCTION**

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

### **3. CLASSROOMS**

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

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<sup>2</sup> From the *Student/Parent Handbook*.

## 4. STAFF INFORMATION

At the end of the 2022–23 school year, MMSA had 18 instructional staff eligible to return for the 2023–24 school year. Of those, 16 returned, resulting in an 88.9% return rate.<sup>3</sup>

During the 2023–24 school year, the MMSA teacher/instructional roster included 22 professionals in certified positions. Of those staff, 59.0% were White, 22.7% were Asian, and 18.1% were African American. The full-time certified staff had expertise in English, math, science, social studies, technology, special education, physical education/health, counseling, and leadership. All but five (22.7%) of the 22 staff in certified positions held current DPI licenses or permits to teach. Of 20 eligible staff members, 17 (85.0%) remained at the school for the entire year.

Throughout the school year, MMSA employed eight support staff, which included a solutions resolution mentor, an administrative assistant, a paraprofessional, and five teacher assistants.

### International Teacher Initiative

In 2021, Maestro Education launched a partnership with a private US school in the Philippines to provide support to several US charter schools, including MMSA. This initiative began with online tutoring to MMSA students under the guidance of Maestro Chief Academic Officer Christopher Austria and led to five teachers from the Philippines teaching onsite during the 2023–24 school year.

The partnership aims to address the need for qualified educators while promoting staff diversity by bringing teachers from the Philippines to the United States. These five teachers, who had prior experience and proficiency in English, completed a US-based teacher training program that included lesson planning for students from different cultural backgrounds, reviewing Wisconsin state standards, and familiarizing themselves with standardized tests to help ensure their smooth transition into the US education system. Their presence introduced a broader cultural perspective and knowledge of various educational practices to the school and offered students the opportunity to learn from educators with global teaching experience.

The recruitment of teachers from the Philippines has proven to be a viable approach to addressing teacher shortages, particularly during and after the COVID-19 pandemic. The pandemic worsened the existing shortage of qualified educators in many areas, and the availability of trained, English-speaking teachers from the Philippines helped fill these gaps. Their prior experience in an American educational context enabled

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<sup>3</sup> The return rate excludes teachers who were at MMSA at the end of the 2022–23 school year but were not offered contracts for the 2023–24 school year because of either unacceptable performance or the elimination of their instructional position. The rate also excludes teachers who retired or moved more than 20 miles from Milwaukee County for family reasons.

them to contribute effectively from the outset, helping schools maintain quality education and continuity during a challenging time.

MMSA employed five international teachers during the 2023–2024 school year as part of this initiative, which was overseen by Maestro Education. Maestro Education and MMSA administration continue to support these international teachers to ensure their success.

## **5. SCHOOL HOURS AND CALENDAR**

The regular school day for all students was 9:30 a.m. to 4:46 p.m. The first day of school was August 21, 2023, and the last day of school was June 7, 2024. The school published the calendar on its website and provided a copy to Evident Change staff. MMSA met the City of Milwaukee’s requirement to publish an annual calendar.

## **6. PARENT INVOLVEMENT**

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

According to the *Student/Parent Handbook*, parents are expected to attend at least two parent–teacher conferences per year (one each semester) and conferences as requested by the classroom teacher, principal, or assistant principal. Parents of 194 (95.6%) of 203 students enrolled all year attended at least two conferences, meeting the school’s goal of 80.0%.

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

## **7. DISCIPLINE POLICY**

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

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

## 8. GRADUATION AND HIGH SCHOOL INFORMATION

School staff presented high school information to eighth graders during homeroom and other parts of the school day. MMSA students plan to attend one of the following high schools: Martin Luther, Rufus King, Bay View, Milwaukee Lutheran, Carmen, Golda Meir, Milwaukee Academy of Science, Howard Fuller Collegiate Academy, Marquette, Pulaski, South Division, and Messmer.

## C. STUDENT POPULATION

On the third Friday of September 2023, 244 students were enrolled at MMSA.<sup>4</sup> Eight additional students enrolled after the school year started, and 42 students withdrew prior to the end of the year. Of those 42, 25 transferred to another school in the city, 10 were withdrawn for behavioral reasons, four moved out of state, one was expelled, one moved to another city, and one had 10+ days of non-attendance.

At the end of the year, 210 students were enrolled at MMSA.

- Most (199, or 94.8%) of the students were Black or African American, four (1.9%) were Hispanic, and seven (3.3%) had two or more races/ethnicities recorded.<sup>5</sup>
- There were 99 (47.1%) girls and 111 (52.9%) boys.<sup>6</sup>
- A total of 28 (13.3%) students had special education needs. Of those students, 11 had other health impairments, nine had a speech/language impairment, six had a significant learning disability, four had a significant developmental delay, two had an intellectual disability, and two were autistic.<sup>7</sup>
- Most (201, or 95.7%) students enrolled at the end of the year were eligible for free or reduced lunch.
- Grade sizes ranged from 15 to 25 students (Figure 1).

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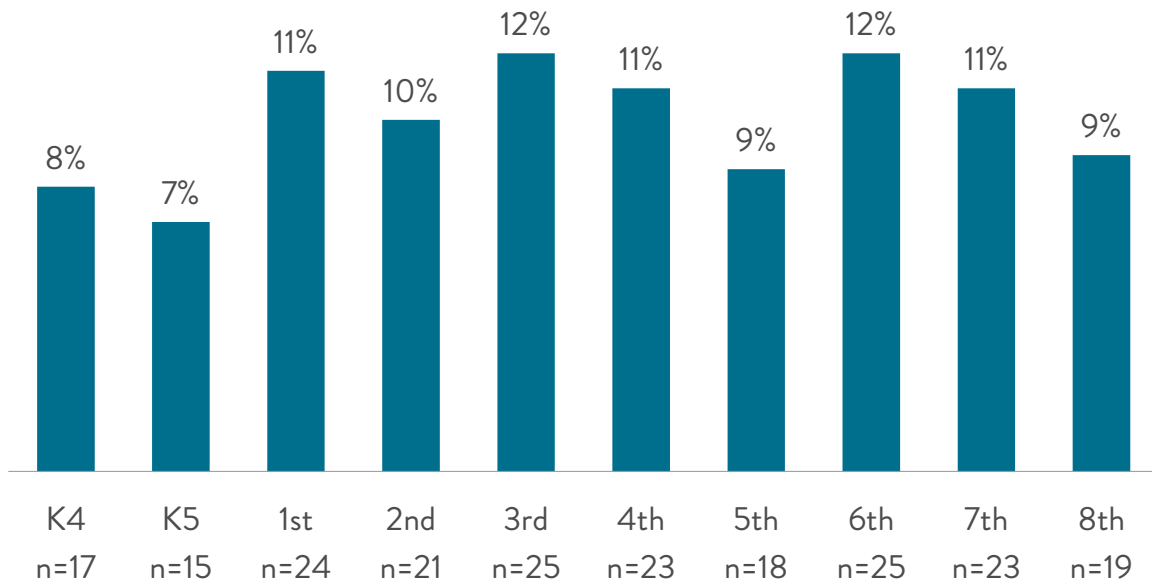
<sup>4</sup> The third Friday of September is considered the beginning of the school year for student tracking purposes. Students who withdrew before that date were excluded from all analyses.

<sup>5</sup> Race/ethnicity categories reflect those reported by the school.

<sup>6</sup> Gender categories reflect those reported by the school.

<sup>7</sup> Because some students have multiple special education needs reported, the total number may exceed the total students enrolled with special education needs.

**Figure 1**  
**Milwaukee Math and Science Academy Student Grade Levels 2023–24\***  
**N = 210**



\*At the end of the school year.

Of the 244 students who started the school year at MMSA, 203 remained enrolled through the end of the school year, resulting in a retention rate of 83.2%.

On the last day of the 2022–23 academic year, 186 students were eligible for continued enrollment in the following year (i.e., they were not in eighth grade). Of those, 142 were enrolled on the third Friday in September 2023, resulting in a return rate of 76.3%.

## **D. SCHOOL CULTURE AND CLIMATE SURVEY**

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

## 1. FIVE INDICATORS OF SCHOOL IMPROVEMENT

The School Climate and Culture survey is loosely based on the 5Essentials framework created by the Consortium on School Research at the University of Chicago.<sup>8</sup> This survey measured school culture and climate by aligning questions with five indicators of school improvement.

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

Strong scores in these five areas lead to improved outcomes for all students, including improved attendance and larger test score gains. Research indicates that students enrolled in schools that are strong in at least three of these indicators were up to 10 times more likely to increase their math and reading scores than students in schools that are weak in three or more indicators.<sup>9</sup>

## 2. SURVEY PARTICIPATION

Students, parents, staff, and school leaders were invited to participate in the survey (Table 1). Evident Change staff visited all schools to explain and proctor surveys to students in sixth through twelfth grades. Each school designated a survey coordinator to work with Evident Change staff to create a distribution schedule. Twice a week for three months, the school shared the survey link and/or QR code to families via text messages, newsletters, flyers, postcards, and emails. The school also set up a survey station equipped with Chromebooks for parents to participate in the survey onsite during parent–teacher conferences. Teachers, support staff, board members, and school leaders were invited to participate through email.

TABLE 1				
RESPONSE RATE				
STUDENTS	CERTIFIED STAFF	SUPPORT STAFF	LEADERSHIP	PARENTS
90.0%	63.6%	63.5%	85.7%	78.4%

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<sup>8</sup> 5Essentials | UChicago Impact

<sup>9</sup> Supporting School Improvement

### 3. SURVEY RESULTS

The comprehensive scores (Table 3) are based on climate and culture questions organized by the five indicators of school improvement (Table 2).<sup>10</sup> Schools are considered in a strong position for school improvement if the school community has a positive sentiment score of 60 or higher in three or more indicators of success.

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

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

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

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

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

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

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<sup>10</sup> See Appendix E for survey questions. Themes from open-ended questions were provided to school leadership.



TABLE 3						
POSITIVE SENTIMENT SCORE						
INDICATOR OF IMPROVEMENT	SURVEY					OVERALL
	Certified Staff	Support Staff	Leadership/ Board Members	Parents	Students	
Supportive Environment	77.1	90.0	N/A	71.7	55.7	58.9
Ambitious Instruction	88.0	N/A	N/A	N/A	70.4	79.2
Collaborative Staff	81.9	94.7	N/A	78.6	N/A	85.1
Effective Leadership	77.8	96.7	85.0	82.4	58.1	80.0
Involved Families	68.8	96.0	N/A	N/A	N/A	82.4
<b>Overall Rating</b>	<b>78.7</b>	<b>94.4</b>	<b>85.0</b>	<b>77.6</b>	<b>61.4</b>	<b>77.1</b>

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

## E. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

The following describes MMSA’s responses to the recommendations in the school’s 2022–23 programmatic profile and education performance report.

- Recommendation:** Continue to develop the understanding of cultural differences of students, families, and staff by using community resources to increase intercultural awareness of staff, address the challenges of multicultural education, and further understand the culture of the local community and the nation.

**Response:** The school continued to partner with Sara Daniels, a senior coach and consultant for the DPI Trauma Sensitive School Initiative. This partnership included school visits to assess school culture and in-service workshops on topics such as cultural humility, implicit bias, and student–educator well-being.
- Recommendation:** Establish professional learning communities to increase student learning and consistency in implementing best practices with both the SFA reading and the Eureka Math curricula.

**Response:** Professional learning communities held biweekly, data-driven meetings to set goals for each quarter and determine strategies to address academic needs. Meetings at the end of each quarter involved feedback and continued planning for success. Staff continued to work with SFA reading coaches, who made 10 visits during the school year and provided mentorship and feedback for teachers. SFA mentors also provided in-service training.
- Recommendation:** Improve school culture with activities and school norms that increase student and teacher accountability.

**Response:** Staff worked to improve school culture through review of expectations, one-on-one conversations, reflective writing, parent meetings, and monthly incentives.

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

- The school will increase their intercultural awareness, address the challenges of multicultural education, and further understand the diversity of culture in the local community and the nation.
- The school will continue their enhancement of professional learning communities to increase student learning and collaboration among teaching staff.
- The charter school management organization will provide mentorship to local school leadership and build a strong, collaborative leadership team that fosters a supportive school environment that improves student outcomes and parent engagement.

### III. EDUCATIONAL PERFORMANCE

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

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

#### A. ATTENDANCE

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

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

Attendance data were available for all 252 students enrolled during the year. On average, students attended 85.3% of the time, below the school's goal. When excused absences were included attended, the attendance rate rose to 91.4%.

Evident Change also examined the time students spent, on average, in out-of-school suspension. During the school year, 59 (23.4%) of 252 students were suspended at least once. Those students spent, on average, 3.5 days in out-of-school suspension.

## **B. PARENT-TEACHER CONFERENCES**

At the beginning of the academic year, the school set a goal that parents of 80.0% of students enrolled all year would attend at least two of the four parent-teacher conferences, one per semester. Virtual visits, ClassDojo, emails, home visits, phone calls, and alternative face-to-face visits at school were acceptable options for parents who were unable to attend conferences. Parents of 194 (95.6%) of 203 students enrolled all year attended at least two conferences, exceeding the school's goal.

## **C. SPECIAL EDUCATION STUDENT RECORDS**

This year, the school established a goal to develop and maintain records for all special education students, including students who were evaluated but not eligible for services. During the year, 44 students received special education services. Twenty-one students received an evaluation this year (15 initial evaluations and six reevaluations). The remaining 23 students received an initial evaluation or reevaluation during a previous year. As a result of those evaluations, six students did not qualify or were dismissed from special education services and one was waived. An IEP was developed for all 38 new or returning special education students who required one.

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

## **D. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE**

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

## 1. READING

### Star Early Literacy for K4 – Second Grade

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

An expected SGP of 35 or higher was used to define adequate growth for the current school year. For students who complete both fall and spring assessments, the school set the following grade level-specific goals based on benchmark status at the time of the spring test:

The school’s reading goal for K4 through second grade was that at least 75% of students who completed a fall and spring Star Early Literacy assessment would meet or exceed the expected SGP in the spring. Overall, 56 (72.7%) of 77 K4 through second-grade students met the reading local measure, falling short of the school’s goal (Table 4).

TABLE 4			
MILWAUKEE MATH AND SCIENCE ACADEMY			
STAR EARLY LITERACY FOR K4 – 2ND-GRADE STUDENTS			
2023–24			
GRADE	STUDENTS	MET GOAL	% MET GOAL
K4	16	10	62.5%
K5	16	10	62.5%
1st	24	16	66.7%
2nd	21	20	95.2%
<b>Total</b>	<b>77</b>	<b>56</b>	<b>72.7%</b>

### MAP Reading Assessment for Third Through Eighth Graders

For third through eighth graders, MMSA used the MAP assessments as a local measure of reading and math progress. Student progress was measured by comparing their spring assessment score with their target Rasch unit (RIT) score.

The school’s reading goal for third through eighth graders was that at least 65% of students who completed a fall and spring MAP reading assessment would meet or exceed their target RIT score in the spring. Overall,

84 (66.7%) of 126 third through eighth graders met the reading local measure, meeting the school’s goal (Table 5).

<b>TABLE 5</b>			
<b>MILWAUKEE MATH AND SCIENCE ACADEMY</b>			
<b>MAP READING ASSESSMENT FOR 3RD – 8TH GRADE STUDENTS</b>			
<b>2023–24</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
3rd	24	14	58.3%
4th	23	11	47.8%
5th	16	13	81.2%
6th	24	18	75.0%
7th	21	14	66.7%
8th	18	14	77.8%
<b>Total</b>	<b>126</b>	<b>84</b>	<b>66.7%</b>

## 2. MATH

For math, MMSA’s goal was that 65% of students who completed the MAP math assessment in the fall and spring would meet or exceed their target RIT score in the spring. Overall, 65.0% (118 of 183) of K5 through eighth-grade students met the local measure, meeting the school’s goal for this year (Table 6).

<b>TABLE 6</b>			
<b>MILWAUKEE MATH AND SCIENCE ACADEMY</b>			
<b>MAP MATH ASSESSMENT FOR K5 – 8TH-GRADE STUDENTS</b>			
<b>2023–24</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
K5	15	7	46.7%
1st	24	14	58.3%
2nd	20	10	50.0%
3rd	24	16	66.7%
4th	21	12	57.1%
5th	16	9	56.2%
6th	24	20	83.3%
7th	21	16	76.2%
8th	18	14	77.8%
<b>Total</b>	<b>183</b>	<b>118</b>	<b>64.5%</b>

### 3. WRITING

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

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

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

A total of 183 students had fall and spring writing scores. All 183 were in the “less than 30 or 35” cohort. Overall, 78.7% (144 of 183) of K5 through eighth-grade students met their goal (Table 7).

<b>TABLE 7</b>			
<b>MILWAUKEE MATH AND SCIENCE ACADEMY</b>			
<b>WRITING PROGRESS FOR K5 – 8TH-GRADE STUDENTS</b>			
<b>2023–24</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
K5	15	13	86.7%
1st	24	22	91.7%
2nd	19	8	42.1%
3rd	24	21	87.5%
4th	22	19	86.4%
5th	16	10	62.5%
6th	24	20	83.3%
7th	21	18	85.7%
8th	18	13	72.2%
<b>Total</b>	<b>183</b>	<b>144</b>	<b>78.7%</b>

#### 4. SPECIAL EDUCATION STUDENT PROGRESS

The CSRC expects students in special education services to make routine progress yearly. This year, MMSA set the goal that at least 90% of special education students who had a calendar year of IEP implementation at MMSA would meet at least one of their goals by the time of their annual review. Nineteen (95.0%) out of 20 students who were enrolled in special education services for the full school year met at least one of their goals this year.

### E. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires all schools to administer a DPI-approved reading achievement test to K4 through second-grade students. In 2023, the CSRC selected the Star Early Literacy assessment for students in K5 through second grade at all city-chartered schools; MMSA also chose Star Early Literacy assessment to meet the DPI requirement for K4 students.

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

#### 1. STAR EARLY LITERACY ASSESSMENT

The Renaissance Star Early Literacy assessment was administered in the fall and spring. Based on a 2022 normative study, Renaissance set the 40th percentile as the proficiency benchmark for the reading test. The percentage of students at or above benchmark status (40th percentile or higher) was used as the standardized measure for early literacy among K4 through second grade students. Overall, 64.9% of students enrolled from the beginning of the school year until the time of the test were at or above benchmark in the spring. Results by grade level are presented in Table 8.

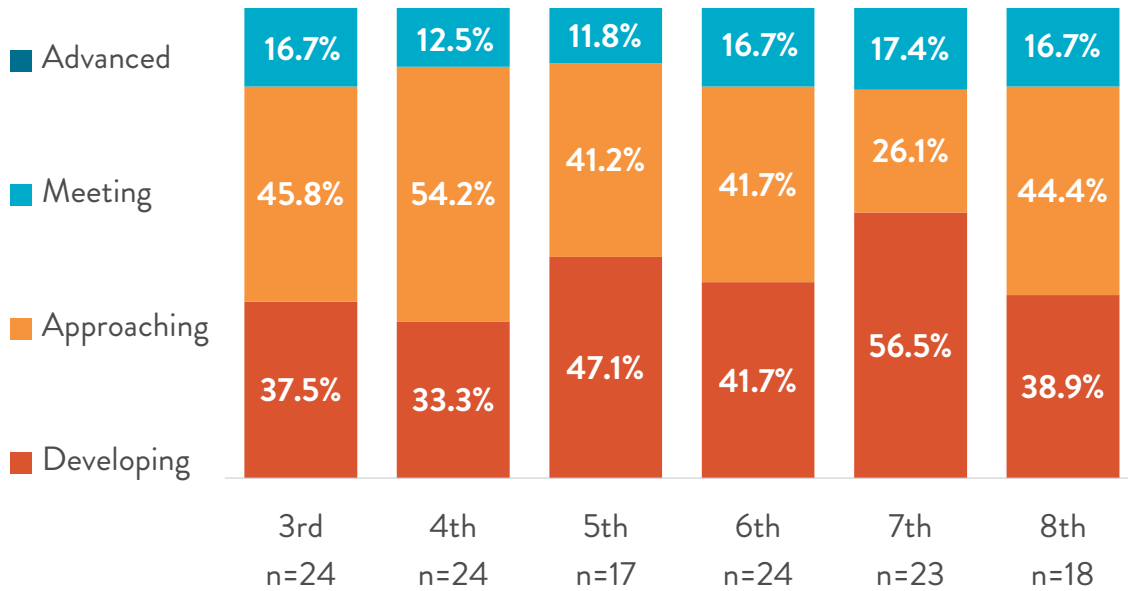
TABLE 8			
MILWAUKEE MATH AND SCIENCE ACADEMY			
STAR EARLY LITERACY FOR K4 – 2ND-GRADE STUDENTS			
2023–24			
GRADE	STUDENTS	MET GOAL	% MET GOAL
K4	16	8	50.0%
K5	16	10	62.5%
1st	24	19	79.2%
2nd	21	13	61.9%
<b>Total</b>	<b>77</b>	<b>50</b>	<b>64.9%</b>

## 2. WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS<sup>11</sup>

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

In spring of 2024, 130 third through eighth graders enrolled since the third Friday in September completed the ELA and math assessments. Of these students, 20 (15.4%) were at the meeting or advanced level in ELA, and eight (6.2%) were at the meeting or advanced level in math (not shown). Results by grade level are presented in Figures 2 and 3.

**Figure 2**  
**Milwaukee Math and Science Academy Forward Exam ELA Assessment 2023–24**  
**N = 130**



The average English/language arts scale score by grade level is show in Table 9 along with the performance level in which that average score is situated for that specific grade level.

<sup>11</sup> Information from the DPI website ([dpi.wi.gov/assessment/forward](https://dpi.wi.gov/assessment/forward)) and Wisconsin Forward Exam family brochure ([https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward\\_Brochure\\_for\\_Families.pdf](https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward_Brochure_for_Families.pdf)).



**TABLE 9**

**MILWAUKEE MATH AND SCIENCE ACADEMY  
FORWARD EXAM ELA ASSESSMENT 2023–24  
AVERAGE SCALE SCORE BY GRADE LEVEL**

GRADE LEVEL	N	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	24	1521.8	Approaching
4th	24	1551.2	Approaching
5th	17	1552.1	Approaching
6th	24	1578.5	Approaching
7th	23	1584.2	Approaching
8th	18	1611.1	Approaching

**Figure 3**  
**Milwaukee Math and Science Academy Forward Exam Math Assessment 2023–24**  
**N = 130**

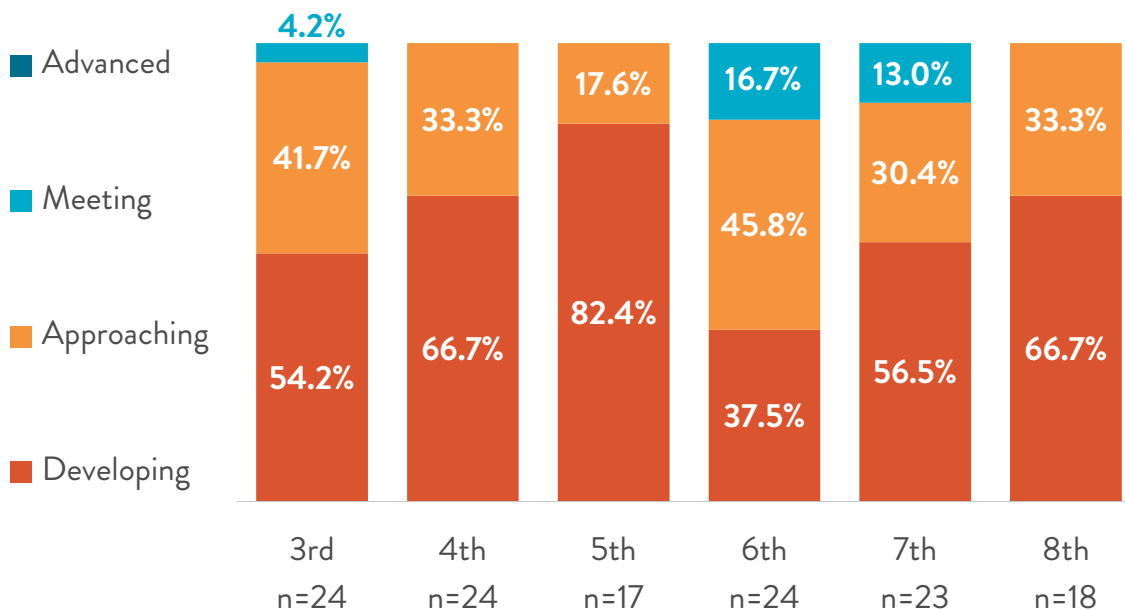
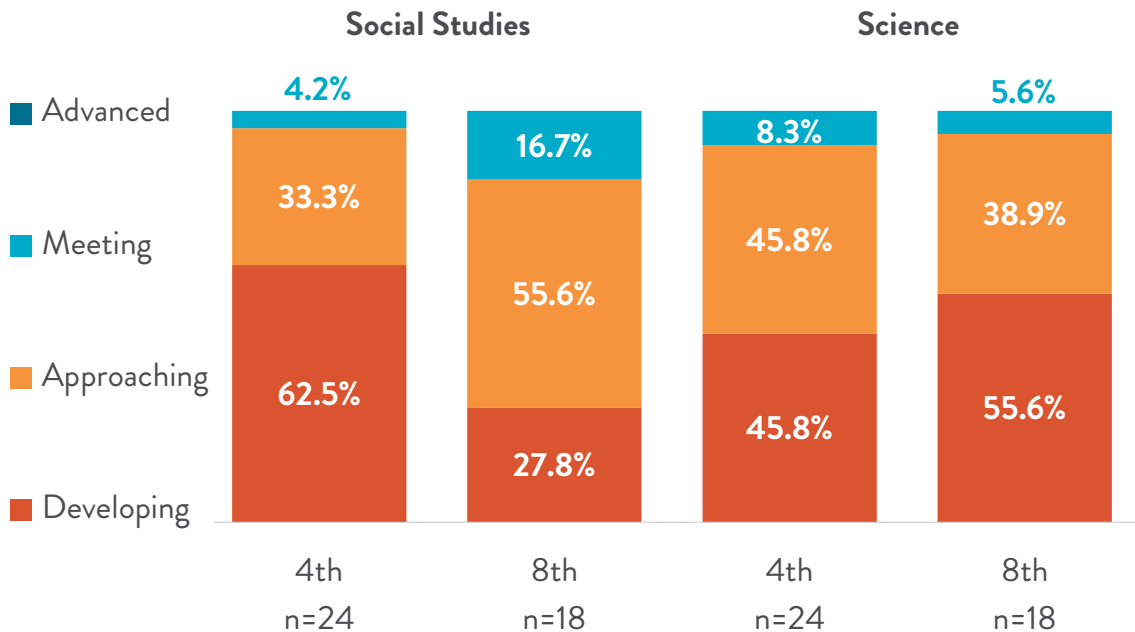


Table 10 shows the average math scale score by grade level, along with the performance level in which that average score is situated for that specific grade level.

TABLE 10			
MILWAUKEE MATH AND SCIENCE ACADEMY FORWARD EXAM MATH ASSESSMENT 2023–24 AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	N	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	24	1497.2	Developing
4th	24	1506.9	Developing
5th	17	1523.5	Developing
6th	24	1580.3	Developing
7th	23	1577.6	Developing
8th	18	1588.1	Developing

A total of 42 fourth and eighth graders completed both the science and social studies assessments. Among them, four (9.5%) were at the meeting or advanced level in social studies, and three (7.1%) were at the meeting or advanced level in science (not shown). Results by grade level appear in Figure 4.

**Figure 4**  
**Milwaukee Math and Science Academy**  
**Forward Exam Social Studies and Science Assessments 2023–24**  
**N = 42**



## F. MULTIPLE-YEAR STUDENT PROGRESS

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. Students in K4 through second grade take the Star Early Literacy assessment. The CSRC's performance expectation is that at least 75.0% of students who were at or above the benchmark (40th percentile) in first grade would remain at or above the benchmark as second graders in the subsequent school year.

The Forward Exam results from two consecutive school years are used to assess student progress. Expectations for year-to-year progress on the Forward Exam were adopted by the CSRC for the 2019–20 school year. The CSRC's performance expectations are that at least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency, and at least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency. Additionally, the CSRC expects at least 35% of fourth through eighth graders who were below proficiency in ELA the prior year will demonstrate progress. At least 35% of fourth through eighth graders who were below proficiency in math will demonstrate progress.

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

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

## G. CSRC SCHOOL SCORECARD

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

The 2023–24 scorecard reflects the most recent changes made to the high school scorecard. The first update was the addition of a year-to-year progress measure for eleventh graders. The second was a modification to the postsecondary readiness section that places a greater emphasis on postsecondary enrollment in a college, university, or technical school or enrollment in a certification/occupational-based training program, apprenticeship, military enlistment, or dual enrollment program. Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will be used to

guide decisions about a school’s status as a city-chartered school for subsequent school years. See Appendix C for detailed information on the most recent scorecard.

Due to changes in the early literacy assessment and Forward Exam cut score data, the scorecard includes partial information; therefore, the school’s current score should not be compared with the scores from the past couple school years. The school scored 74.1% of 59 possible points.

## **IV. SUMMARY AND RECOMMENDATIONS**

After reviewing past and current contract compliance status and available data, Evident Change recommends that MMSA continue regular, annual academic monitoring and reporting with special attention to improving reading and math skills.

# **APPENDICES**

- A. CONTRACT COMPLIANCE CHART**
- B. TREND INFORMATION**
- C. CSRC 2023–24 SCHOOL SCORECARD**
- D. STUDENT LEARNING MEMORANDUM**
- E. SCHOOL CULTURE AND CLIMATE SURVEY**

# APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
MILWAUKEE MATH AND SCIENCE ACADEMY			
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS 2023–24			
CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGES	PROVISION MET
Section B	Description of educational program.	pp. 2–3	Met
Section B	Annual school calendar provided.	p. 5	Met
Section C	Educational methods.	pp. 2–3	Met
Section D	Administration of required standardized tests.	pp. 16–19	Met
Section D	<i>Academic criterion #1:</i> Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 12–16	Met
Section D and subsequent CSRC memos	<i>Academic criterion #2:</i> Year-to-year achievement measures. a. 4th – 8th-grade students meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain proficiency. b. 4th – 8th-grade students meeting/advanced expectations on the Forward Exam in math the prior year: 50% will maintain proficiency. c. 2nd-grade students at or above benchmark in reading (Star Early Literacy): At least 75.0% will remain at or above.	a. p. 20 b. p. 20 c. p. 20	a. N/A b. N/A c. N/A
Section D and subsequent CSRC memos	<i>Academic criterion #3:</i> Year-to-year achievement measures. Progress for students not meeting expectations on the Forward Exam. a. 4th – 8th-grade students approaching/developing expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress. b. 4th – 8th-grade students approaching/developing expectations on the Forward Exam in math the prior year: 35% will demonstrate progress.	a. p. 20 b. p. 20	a. N/A b. N/A
Section E	Parental involvement.	pp. 4–5	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 4	Partially Met
Section I	Maintain pupil database information for each pupil.	pp. 6–7	Met
Section K	Disciplinary procedures.	pp. 5–6	Met

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

# APPENDIX B: TREND INFORMATION

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

TABLE B1					
MILWAUKEE MATH AND SCIENCE ACADEMY STUDENT ENROLLMENT AND RETENTION					
SCHOOL YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	NUMBER AND RATE ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)*
2019–20	221	14	16	219	209 (94.6%)
2020–21	206	0	10	196	196 (95.1%)
2021–22	201	8	30	179	171 (85.1%)
2022–23	230	21	41	210	192 (83.5%)
2023–24	244	8	42	210	203 (83.2%)

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

TABLE B2	
MILWAUKEE MATH AND SCIENCE ACADEMY STUDENT RETURN RATE	
SCHOOL YEAR	RETURN RATE
2019–20	71.3%
2020–21	83.3%
2021–22	87.7%
2022–23	87.7%
2023–24	76.3%

**TABLE B3****MILWAUKEE MATH AND SCIENCE ACADEMY  
STUDENT ATTENDANCE**

SCHOOL YEAR	ATTENDANCE RATE
2019–20	90.8%
2020–21	81.6%
2021–22	84.8%
2022–23	88.0%
2023–24	85.3%

**TABLE B4****MILWAUKEE MATH AND SCIENCE ACADEMY  
OUT-OF-SCHOOL SUSPENSIONS**

SCHOOL YEAR	% OF STUDENTS SUSPENDED	AVG. DAYS SUSPENDED
2019–20	21.2%	1.7
2020–21*	N/A	N/A
2021–22	28.2%	1.6
2022–23	28.7%	3.0
2023–24	23.4%	3.5

\*This year partially virtual. Suspension data not applicable.

**TABLE B5****MILWAUKEE MATH AND SCIENCE ACADEMY  
TEACHER/INSTRUCTIONAL STAFF RETENTION\***

SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2019–20	95.7%
2020–21	100.0%
2021–22	95.0%
2022–23	90.5%
2023–24	85.0%

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



**TABLE B6****MILWAUKEE MATH AND SCIENCE ACADEMY  
INSTRUCTIONAL STAFF RETURN RATE\***

<b>SCHOOL YEAR</b>	<b>NUMBER AT END OF PRIOR SCHOOL YEAR</b>	<b>RETURNED FIRST DAY OF CURRENT SCHOOL YEAR</b>	<b>RETURN RATE</b>
2019–20	19	18	94.7%
2020–21	17	16	94.1%
2021–22	19	15	78.9%
2022–23	16	16	100.0%
2023–24	18	16	88.9%


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

# APPENDIX C: CSRC 2023–24 SCHOOL SCORECARD


CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD r. 05/23

## K – 8TH GRADE


### STUDENT READING READINESS: GRADES 1–2

• Star Early Literacy—% 1st graders at or above spring benchmark this year	4.0	 <b>10.0%</b>
• Star Early Literacy—% 2nd graders who maintained spring benchmark two consecutive years	6.0	


### STUDENT ACADEMIC PROGRESS: GRADES 3–8

• Forward Exam reading—% maintained meeting/advanced expectations	5.0	 <b>35.0%</b>
• Forward Exam math—% maintained meeting/advanced expectations	5.0	
• Forward Exam reading—% developing/approaching expectations who progressed	12.5	
• Forward Exam math—% developing/approaching expectations who progressed	12.5	


### LOCAL MEASURES

• % met reading	6.25	 <b>25.0%</b>
• % met math	6.25	
• % met writing	6.25	
• % met special education	6.25	

### STUDENT ACHIEVEMENT: GRADES 3–8

• Forward Exam reading—% meeting or advanced expectations	2.5	 <b>5.0%</b>
• Forward Exam math—% meeting or advanced expectations	2.5	

### ENGAGEMENT

• Student attendance	5.0	 <b>25.0%</b>
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

\*Teachers not offered continuing contracts or who moved farther than 25 miles from any Milwaukee County border due to a transfer of a family member are excluded when calculating this rate. Note: To protect student identity, Evident Change does not report data on scorecard items with fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard, and the total score will be calculated to reflect each school’s denominator.

**TABLE C**

**MILWAUKEE MATH AND SCIENCE ACADEMY  
CSRC ELEMENTARY SCHOOL (K THROUGH 8TH GRADE) SCORECARD  
2023–24**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
<b>Student Reading Readiness: Star Early Literacy 1st – 2nd Grades</b>	% 1st graders at or above spring benchmark this year	4.0	<b>10.0%</b>	79.2%	3.2
	% 2nd graders who maintained spring benchmark two consecutive years	6.0		N/A	N/A
<b>Student Academic Progress: 3rd – 8th Grades</b>	<i>Forward Exam English/language arts: % maintained meeting/advanced expectations</i>	5.0	<b>35.0%</b>	N/A	N/A
	<i>Forward Exam math: % maintained meeting /advanced expectations</i>	5.0		N/A	N/A
	<i>Forward Exam English/language arts: % developing/approaching expectations who progressed</i>	12.5		N/A	N/A
	<i>Forward Exam math:% developing/approaching expectations who progressed</i>	12.5		N/A	N/A
<b>Local Measures</b>	% met reading	6.25	<b>25.0%</b>	68.9%	4.3
	% met math	6.25		64.5%	4.0
	% met writing	6.25		78.7%	4.9
	% met special education	6.25		95.0%	5.9
<b>Student Academic Achievement: 3rd – 8th Grades</b>	<i>Forward Exam English/language arts: % meeting/advanced expectations</i>	2.5	<b>5.0%</b>	15.4%	0.4
	<i>Forward Exam math: % meeting/advanced expectations</i>	2.5		6.2%	0.2
<b>Engagement</b>	Student attendance rate	5.0	<b>25.0%</b>	85.3%	4.3
	Student return rate	5.0		76.3%	3.8
	Student retention	5.0		83.2%	4.2
	Teacher retention rate	5.0		85.0%	4.3
	Teacher return rate	5.0		88.9%	4.4
<b>TOTAL<sup>12</sup></b>		<b>59.0</b>			<b>43.9</b>
<b>ELEMENTARY SCHOOL SCORECARD PERCENTAGE</b>					<b>74.4%</b>

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

# APPENDIX D: STUDENT LEARNING

## MEMORANDUM

**TO:** Evident Change and the CSRC  
**FROM:** MMSA  
**SUBJECT:** Learning Memo for the 2023–24 Academic Year  
**DATE:** October 10, 2023

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

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

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

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

### ENROLLMENT

MMSA will record enrollment dates for every student. Each student's information and actual enrollment date will be added to the school's database upon admission.

### TERMINATION/WITHDRAWAL

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

## **ATTENDANCE**

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

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

## **TEACHER RETURN AND RETENTION**

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

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

## **PARENT PARTICIPATION**

Parents of at least 80% of the students who attend all year will participate in at least two of the four parent-teacher conferences, one per semester. Virtual visits, home visits, phone calls, alternative face-to-face visits at school, and contact through ClassDojo or email are acceptable alternatives for parents who are unable to attend scheduled in-person conferences.

## **SPECIAL EDUCATION SERVICES**

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

## **INDIVIDUALIZED EDUCATION PLANS**

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

## ACADEMIC ACHIEVEMENT: LOCAL MEASURES<sup>13</sup>

### READING FOR K4 THROUGH SECOND-GRADE STUDENTS

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

At the time of the fall test, each student's score will be compared with the national grade-level averages based on the 2022 Renaissance Star Early Literacy normative study.<sup>14</sup> Renaissance has determined the 40th percentile as the proficiency benchmark. Each student's development will be reported to their parents or guardians on report cards. Based on the fall score and the student's current grade level, a projected growth score for the spring test is given to the student. For the cohort of students who complete the fall and spring tests, progress will be measured based on benchmark status at the time of the spring test.

The school has set the following goal.

- At least 75% of students in K4 through second grade will test at or above the benchmark on the spring assessment.

### READING FOR THIRD THROUGH EIGHTH GRADERS

Third through eighth graders will complete the Measures of Academic Progress (MAP) reading assessment in the fall and spring. At least 65% of the students who completed the fall MAP reading assessment will meet or exceed their target Rasch unit (RIT) score in the spring.

At the time of the fall test, each student's reading score will be compared with national grade-level averages based on the 2020 NWEA normative study. For the cohort of students who complete the fall and spring tests, Evident Change will report progress for students who are at or above the normative mean for their grade level and students below the normative mean for their grade level.

Based on the fall test score and the student's current grade level, a target growth RIT score for the spring test is given to the student.

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

<sup>14</sup> For more information, visit [Star Reading Unified Benchmarks and Cut Scores](#).

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

## **MATH FOR K5 THROUGH EIGHTH-GRADE STUDENTS**

Students will complete the MAP math assessment in the fall and spring. At least 65% of the students who completed the fall MAP math assessment will meet or exceed their target RIT score in the spring.

At the time of the fall test, each student's math score will be compared with national grade-level averages based on the 2020 NWEA normative study. For the cohort of students who complete the fall and spring tests, Evident Change will report progress for students who are at or above the normative mean for their grade level and students below the normative mean for their grade level.

Based on fall the test score and the student's current grade level, a target growth RIT score for the spring test is given to the student.

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

## **WRITING FOR K5 THROUGH EIGHTH-GRADE STUDENTS**

Writing progress will be measured using the 6+1 Traits of Writing.<sup>15</sup> The rubric for K5 through fifth grade will have a six-point scale for each of the six traits. The rubric for sixth through eighth grade will have a six-point scale for the 6+1 traits. All students will complete one writing sample in the fall and another in the spring.

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<sup>15</sup> The 6+1 traits are ideas, organization, voice, sentence fluency, word choice, and conventions, plus presentation.

The grade-level prompt for both writing samples will be the same, with a focus on a narrative genre for K5 through second grade, expository writing for third through fifth grades, and persuasive writing for sixth through eighth grades.

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

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

All (100%) K5 through fifth-grade students who scored 30 or higher on the fall writing sample and all (100%) sixth- through eighth-grade students who scored 35 or higher on the fall writing sample will maintain or increase their overall score in the spring.

## **ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES**

The Department of Public Instruction (DPI) requires that schools assess reading readiness for all students in K4 through second grade.

### **STAR EARLY LITERACY FOR K4 THROUGH SECOND-GRADE STUDENTS**

The CSRC requires the Star Early Literacy assessment for first- and second-grade students. MMSA has chosen the Star Early Literacy assessment for K4 and K5 students as well. The Star Early Literacy assessment will be administered to all K4 through second-grade students in the fall and spring of each school year.

### **WISCONSIN FORWARD EXAM FOR THIRD- THROUGH EIGHTH-GRADE STUDENTS**

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



## YEAR-TO-YEAR ACHIEVEMENT<sup>16</sup>

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

- The CSRC expects at least 75% of first graders who met the Star Early Literacy benchmark for reading readiness in the spring will remain at or above the second-grade benchmark in the spring of the subsequent year.
  - » Due to the discontinuation of the Phonological Awareness Literacy Screening, this year will be the first year that students take the Star Early Literacy assessment. Year-to-year reporting on early literacy screening will resume next school year.
- For fourth through eighth graders who complete the Forward Exam, the CSRC has the following expectations.
  - » At least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency. At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency.
  - » At least 35% of fourth through eighth graders who were below proficiency in ELA and/or math the prior year will demonstrate progress.

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<sup>16</sup> The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

# APPENDIX E: SCHOOL CULTURE AND CLIMATE SURVEY

## PARENT SURVEY

Dear Parent,

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

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

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

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

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

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

1. How much do you agree with the following statements about your child's school?

Strongly disagree    Disagree    Agree    Strongly agree

The office staff greets visitors warmly.

The support staff (teacher assistants, office staff, security, cafeteria workers, etc.) seem to care about the students.

The school invites me to meetings and special school events.

The school regularly shares important issues.

I have opportunities to participate in making decisions that affect the whole school community.

The school's policies and programs reflect the diversity of the families in the community.

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

3. How would you rate the quality of the following facilities at your school?<sup>17</sup>

Poor      Fair      Good      Excellent

Your child's classroom

Access to technology (ex. computers, tablets, etc.)

Food services/nutritious meals

Gym

Exterior area (parking lot, playground)

The waiting area or front desk area

Overall cleanliness of the school

<sup>17</sup> Data for schools that do not have a gym or provide food services were eliminated from analysis.

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

5. How much do you agree or disagree with the following statements about your child's school?

Strongly disagree    Disagree    Agree    Strongly agree

Bullying is not a problem at this school.

My child feels like they are part of a community at this school.

My child's social and emotional needs are met at this school.

Students and parents are treated fairly regardless of social or cultural background.

6. My child is safe riding the bus to school.<sup>18</sup>

Strongly disagree    Disagree    Agree    Strongly agree    My child does not ride the bus

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

8. How much do you agree with the following statements?

None at all    A little    A moderate amount    A lot    A great deal

The teacher respects me.

I am comfortable sharing my concerns with the teachers.

The teacher lets me know what they are working on in class.

The teacher contacts me personally to discuss my child's (strengths and accomplishments) before calling about behavior problems.

The teacher listens to my suggestions on how to help my child with behavioral or learning needs.

<sup>18</sup> Data for schools that do not provide transportation were eliminated from analysis.

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

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

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

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

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

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

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

# STUDENT SURVEY

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

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

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

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

1. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teacher notices if I have trouble learning something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher is willing to give extra help on schoolwork if I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher helps me catch up if I am behind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher gives me specific suggestions about how I can improve my work in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher explains things in a different way if I don't understand something in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

3. How many of your classmates ...	All	Most	About half	A few	None
Think doing homework is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel it is important to pay attention in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel it is important to attend school every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try hard to get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

5. How safe do you feel?	Very safe	Mostly safe	Somewhat safe	Not safe
I feel safe in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the hallways of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the bathrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe when talking to school staff alone in an office/hallway or classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I feel safe riding the bus to school.<sup>19</sup>

Strongly disagree

Disagree

Agree

Strongly agree

I do not ride the bus






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

8. How much do you agree or disagree with these statements?

Strongly agree

Agree

Disagree

Strongly disagree

My teachers care about my well-being.





My teachers treat me with respect.





I feel comfortable with my teachers at this school.





My teacher always listens to students' ideas.





My teacher understands and respects my culture.





9. How much do you agree or disagree with these statements?

Strongly agree

Agree

Disagree

Strongly disagree

The school principal cares about me.





The principal speaks to me with respect.





The principal is fair.





I feel comfortable with the principal at this school.





The principal always listens to my side of the story when I'm sent to the office.





The school principal understands and respects my culture.





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

<sup>19</sup> Data from schools that do not offer transportation were removed from analyses.



11. How much do you agree or disagree with these statements? <sup>20</sup>	Strongly agree	Agree	Disagree	Strongly disagree
Teachers make sure that all students are planning for life after graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school shares information about trade professions (plumber, electrician, mechanic, carpenter, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students receive information about college and career planning events in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school help students plan for college and careers outside of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum at this school is focused on helping students get ready for college and careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Would you like to share anything else to share about how your school is preparing you for life after high school?<sup>21</sup>

13. How would you rate the quality of the following facilities at your school? <sup>22</sup>	Poor	Fair	Good	Excellent
Your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (ex. computers, tablets, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food services/nutritious meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gym	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exterior area (parking lot, playground)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The waiting area or front desk area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bathrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall cleanliness of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<sup>20</sup> This question was for high school students only.

<sup>21</sup> This question was for high school students only.

<sup>22</sup> Data for schools without a gym or food service were eliminated from analysis.

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

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

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

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

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

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

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

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

# SCHOOL BOARD/LEADERSHIP SURVEY

Dear Board Member and School Leader,

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

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

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

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

What is your highest level of education?

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

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

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

How do you identify?

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

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

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

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

# CERTIFIED STAFF SURVEY

Dear Staff,

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

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

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

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

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

Please select your position.

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

How long have you worked at this school?

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

15. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Teachers and support staff in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is okay in this school to discuss feelings, worries, and frustrations with support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff respect the work of the classroom teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff are effective when working with disengaged or disruptive students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel respected by support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

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

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

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

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

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

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

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

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

# STUDENT SUPPORT STAFF SURVEY

Dear Support Staff,

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

- Yes
- Maybe
- No

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

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

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

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

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

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