

Milwaukee Math and Science Academy

Programmatic Profile and Educational Performance

2012–13 School Year

Report Date: September 2013

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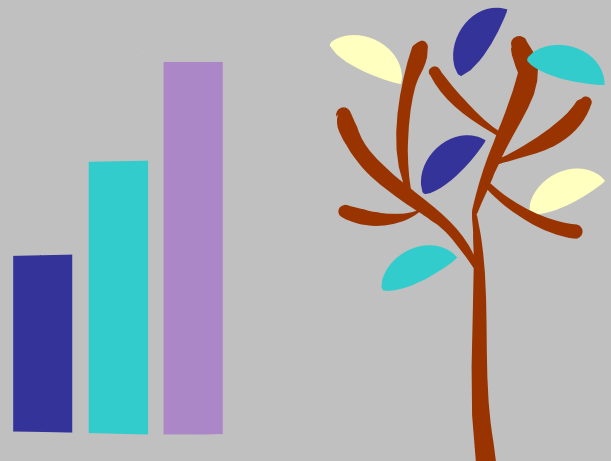


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EXECUTIVE SUMMARY
for
Milwaukee Math and Science Academy
2012–13

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

I. CONTRACT COMPLIANCE SUMMARY

Beginning in 2012–13, the Wisconsin Department of Public Instruction (DPI) applied more rigorous proficiency-level cut scores to the Wisconsin Knowledge and Concepts Examination (WKCE) reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Progress (NAEP) and require students to achieve higher scale scores in order to be considered proficient. The school’s contract compliance is affected by how students perform on the WKCE tests. In order to view the impact that the revised cut scores have on the school’s overall contract compliance, contract compliance is shown when both the former and revised cut scores were applied to WKCE results below.

Applying either the former or revised WKCE proficiency-level standards, MMSA met all but four of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. The school fell short of meeting the following provisions.

- Second- and third grade students with below grade-level scores in reading: Advance more than 1.0 grade level equivalency in reading. Students improved, on average, 0.7 GLE.
- Fourth- to eighth-grade students below proficient level on 2011–12 reading test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range. Just over half (51.5%) of 33 students improved in reading using the former cut scores; 39.2% of 51 when applying the revised cut scores.
- Fourth- to eighth-grade students below proficient level on 2011–12 math test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range. Less than half (47.6%) of 42 students improved in math using the former cut scores; 41.7% of 48 students improved when applying the revised cut scores.
- One instructional staff member did not hold a Wisconsin DPI license or permit.

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

II. Educational Performance

A. Local Measures

1. Primary Measures of Academic Progress

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

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

Reading:

- Overall, 63.6% (14 of 22) of K5 through sixth-grade students who scored at the national average (normative mean) for their current grade level on the Measure of Academic Progress (MAP) Tests in the fall achieved the national average for their current grade level in the spring.
- Overall, 79.9% (119 of 149) of K5 through sixth-grade students who scored below the national average (normative mean) for their current grade level on the MAP in the fall reached the normative average for their functional grade level at which they had tested at in the fall.

Almost three quarters (70.0%) of 100 third- through sixth-grade students improved their reading scores between the first and fourth quarter, based on the Concept School's Acuity test.

Math:

- Overall, 82.4% (14 of 17) of K5 through sixth-grade students who tested at the national average (normative mean) for their current grade level on the MAP in the fall achieved the national average for their current grade level in the spring.
- Overall, 76.0% (117 of 154) of K5 through sixth-grade students who tested below the national average (normative mean) for their current grade level on the MAP in the fall reached the normative average for their functional current grade level at which they had tested at in the fall.
- Sixty-four (64.0%) of 100 third- through sixth-grade students improved their math scores between the first and fourth quarter based on the Concept School's Acuity test.

Writing:

- Most (137 of 159, or 86.2%) of the K5 through sixth-grade students with fall and spring writing samples improved their average writing scores between tests.

Special Education:

- Fifteen (75.0%) out of 20 students met at least 75.0% of their goals and at least 80.0% of their sub-goals on their individualized education programs over the last year.

2. Secondary Measures of Academic Progress

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

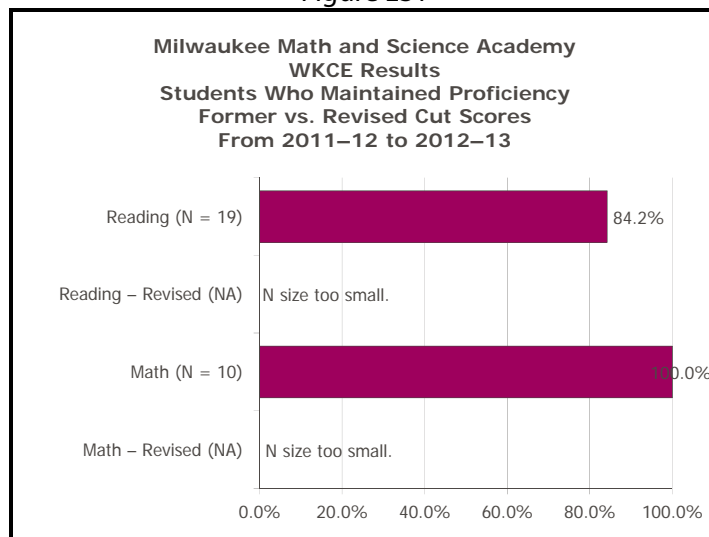
- Average student attendance was 87.2%, falling just short of the school's goal of 90.0%.
- Overall, parents of 128 (69.2%) of 185 students attended at least two family-teacher conferences, failing to achieve the school's goal of 100.0%.
- MMSA developed and maintained records for all special education students.

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

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

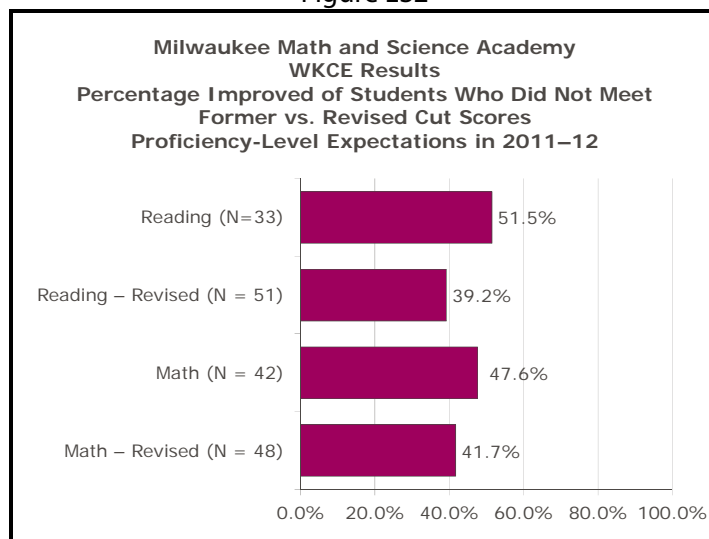
- Nine students who scored at or above GLE during 2011–12 took the Stanford Diagnostic Reading Test again in the spring of 2013. Due to the small size of this cohort, CRC cannot report how many maintained at or above grade level scores.
- One (9.1%) out of 11 students who scored below GLE on the SDRT in 2011–12 advanced their score more than 1.0 GLE on the 2012–13 test.
- Of 19 students who took the Wisconsin Knowledge and Concepts Examination (WKCE), 84.2% maintained proficiency in reading, and 100% of 10 students maintained proficiency in math, based on former proficiency cut scores used up until the current school year. The CSRC expectation is 75.0%. See Figure ES1.
- In 2011, only one student reached proficiency in reading, and four students reached proficiency in math based on revised proficiency cut scores implemented during the 2012–13 school year. Due to the small size of this cohort, results were not included in this report.

Figure ES1



- Of 33 students who were below proficient, 51.5% showed improvement in reading, and 47.6% of 42 students showed improvement in math based on former proficiency cut scores during the 2012–13 school year. See Figure ES2.
- Of 51 students who were below proficient in reading, 39.2% showed improvement based on revised proficiency cut scores implemented during the 2012–13 school year, as did 41.7% of 48 students who were below proficient in math. See Figure ES2.

Figure ES2



C. School Scorecard

The school scored 64.4% on the scorecard when the former WKCE cut scores were applied and 51.5% when the revised cut scores were applied.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed the recommendations for school improvement included in the 2011–12 academic report. Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities for the 2013–14 academic year.

- Implement mandatory tutoring after school on Tuesdays and Thursdays for students falling behind.
- Continue to develop and use enrichment opportunities for students who are functioning above grade level, such as the Ivy League Mentorship Program, camps, and clubs.
- Implement Saturday school for students in third through seventh grades prior to the WKCE to prepare for the test taking.
- Fully implement the Accelerated Reader program during the 2013–14 school year.
- Develop a data management and reporting system that is understood and used by all administrative personnel so that data can be tracked throughout the year and submitted to CRC in a timely fashion.

V. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

Based on the current year contract compliance and scorecard measures, CRC recommends that MMSA continue to receive regular, annual academic monitoring. The school is not up for charter renewal at this time.

I. INTRODUCTION

This is the second annual program monitoring report to address educational outcomes for Milwaukee Math and Science Academy (MMSA), one of nine schools chartered by the City of Milwaukee for the 2012–13 academic year. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the Children’s Research Center (CRC).¹

The following process was used to gather the information in this report.

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

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

II. PROGRAMMATIC PROFILE

Milwaukee Math and Science Academy
110 West Burleigh St.
Milwaukee, WI 53212

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

Principal 2012–13 Academic Year: Mr. Ergun Sevilmis
Principal 2013–14 Academic Year: Mr. Siddick Cifcioglu

MMSA is located on the north side of the City of Milwaukee and is the first school in Wisconsin to be operated by Concept Schools, a nonprofit educational management organization based in Chicago. Concept Schools manages 31 schools throughout the Midwest that are chartered through their local city in order to provide quality education to local residents. The Concept model is designed to provide a rigorous college preparatory curriculum with a particular emphasis on achievement in mathematics, science, and technology.²

A. School Management and Board of Directors

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

This year, five members made up the board of directors: a president and four directors. Members had experience and expertise in education, business, architecture, decision making, and with other charter schools.

² Concept Schools Website: www.conceptschoools.org

During the 2012–13 school year, the school’s leadership included a principal, an instructional coordinator, a dean of students, and administrative support staff. Concept Schools also provides the services of an instructional coach.

B. Educational Methodology

1. Philosophy (Mission)³

The mission of MMSA is to provide an environment of learning and continuous growth with a rigorous college-prep math, science, and language arts program, and to create an atmosphere for students, parents, and teachers to reach their highest potential to become effective, responsible, and productive citizens.

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

2. Educational Programs and Curriculum

MMSA serves students in K5 through sixth grade (the school intends to expand to seventh grade next year). The school offers a curriculum focused on math, science, and technology and is

³ From the 2012–13 Parent/Student Handbook.

based upon the Concept Schools six core values of respect, responsibility, integrity, courage, curiosity, and effort.

MMSA's academic program implements a standards-based, college-preparatory curriculum giving the staff flexibility to adapt instructional strategies in order to meet the needs of the students. All parts of the curriculum are aligned with the state learning standards.⁴ Subject areas taught include English, mathematics, social studies, science, art, physical education, computer science, and music. Kindergarten, first-, and second-grade student progress is monitored with report cards on which student skills are rated from advanced to below basic in each subject. These students are also assessed on the level of effort put forth in each subject on a scale ranging from consistently focuses on learning to no evidence of effort. Third through sixth-grade students are assigned a letter grade following a standard scale associated with each letter. Additionally, student progress is regularly examined through standardized testing and local measures to supply teachers and instructional leaders with real data to help guide future program and curriculum decisions. The school has a dress code policy to help create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Transportation is provided by MMSA for students who live from one to 10 miles from the school.⁵

C. Student Population

At the beginning of the year, 240 students were enrolled at MMSA.⁶ Thirty-one students enrolled after the school year started, and 63 students withdrew from the school prior to the end of the year. Of the 63 students who withdrew, 20 (31.7%) students transferred to a school in a different district, 16 (25.4%) transferred to a different school (district unknown), four (6.3%) students did not

⁴ http://www.mmsacademy.org/?page_id=5395

⁵ Information from the 2012–13 Parent/Student Handbook.

⁶ As of September 21, 2012.

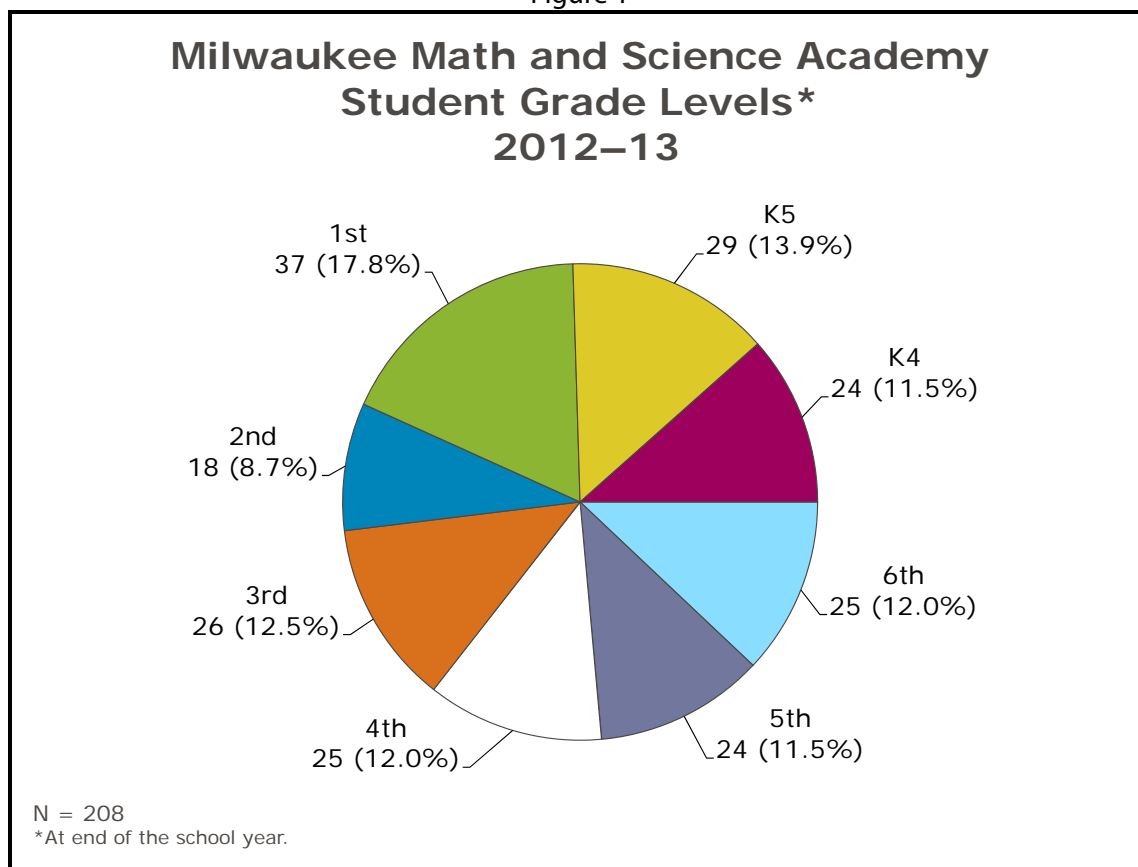
return to the school, three (4.8%) transferred to a different school in the same district, two (3.2%) moved out of state, one (1.6%) student was expelled, one student (1.6%) transferred to a different charter school, one (1.6%) transferred to a private school, one (1.6%) switched to homeschooling, one (1.6%) student left without formally withdrawing, and 13 (20.6%) left for other reasons. Of the 240 students who started the year at the school, 185 remained enrolled at the end of the year, representing a 77.1% retention rate. This compares to a retention rate of 86.4% in 2011–12.

At the end of the year, 208 students were enrolled at MMSA. They can be described as follows.

- Most (193, or 92.8%) of the students were African American, seven (3.4%) students were multiracial, three (1.4%) were Hispanic/Latino, three (1.4%) were Caucasian/White, and two (1.0%) students were American Indian or Alaska Native.
- There were 111 (53.4%) girls and 97 (46.6%) boys.
- Thirty-two students (15.4%) had special education needs. Ten of these students had other health impairments (OHI), seven students had speech/language disabilities as well as other health impairments (SPL/OHI), five had specific learning and speech/language disabilities (SLD/SPL), four had special needs in speech/language (SPL) only, two students had emotional/behavioral disabilities (EBD), two had specific learning disabilities (SLD), one student had cognitive and speech/language disabilities (CD/SPL), and one student had a specific learning disorder and other health impairments (SLD/OHI).
- The majority of students (187 or 89.9%) were eligible for free or reduced lunch prices (186 [89.4%] for free and one [0.5%] for reduced). The remaining 21 (10.1%) were not eligible.

The largest grade level was first grade with 37 students. The number of students by grade level is illustrated in Figure 1.

Figure 1



On the last day of the 2011–12 academic year, 152 MMSA students were eligible for continued enrollment in the 2012–13 academic year.⁷ Of those, 115 were enrolled on the third Friday in September 2012, representing a return rate of 75.7%.

D. School Structure

1. Areas of Instruction

MMSA's curriculum included instruction in English/reading/literacy, mathematics, social studies, science, art, music, physical education, Spanish, and computer science. Students were exposed to core subjects daily and participated in art, physical education, and computer science two

⁷ MMSA added sixth grade during 2012–13, therefore, students who were fifth graders during 2011–12 were eligible to return in the fall of 2012.

to three times per week. Special education programming was provided to students identified as needing an IEP. Students who met the criteria for special education services were monitored and reviewed so that appropriate adjustments could be made to their plans. Students received four report cards during the year; the first three were distributed at the end of the first, second, and third quarters in special envelopes. Parents were required to sign the envelopes and return them to their children's teachers. The final report card was mailed to parents after the school year was over.⁸

2. Classrooms

The school had 11 classrooms, each with approximately 25 students. One classroom each was allotted for K4, second, fourth, fifth, and sixth grades; and two classrooms each for K5, first, and third grades. Classrooms for K4 through fourth grade had assigned teachers. At the beginning of the year, the middle school grades, fifth and sixth, had four assigned teachers who covered reading/language arts, math, social studies, science, and Turkish.⁹ The school building also had an art room, a music room, and a gymnasium. Breakfast and lunch were served in a cafeteria adjacent to the kitchen.

3. Teacher Information

The school year began with 12 classroom teachers, as well as an art teacher, a Spanish teacher, a physical education teacher, a music teacher, and two special education teachers; all teachers were full time. In addition, the school had a full-time computer lab instructor and a part-time school psychologist, social worker, and speech language pathologist. Of the 12 classroom teachers, all but one (a fifth/sixth-grade teacher who left the school in October 2012) remained for the entire year representing a teacher retention rate of 91.7% All (100.0%) of the other nine instructional staff remained for the entire year, for the total retention rate of 95.2% (20 of 21).

⁸ See the 2012-13 Parent/Student Handbook.

⁹ One of the middle school teachers left in October and was not replaced.

At the end of the 2011–12 school year, seven classroom teachers and six other instructional staff were eligible to return in the fall of 2012. All seven (100.0%) of the classroom teachers returned, and three of the six (50.0%) other instructional staff returned. In all, a total of 10 of the 13 eligible staff returned for a return rate of 76.9%.

All of the instructional staff, except for the computer lab instructor,¹⁰ held valid DPI licenses or permits.

According to the school's calendar, the school provided two days (9:00 a.m. to 4:00 p.m.) of new staff orientation in August 2012 followed by one week of Teacher Institute held daily from 9:00 a.m. to 2:00 p.m. the week of August 20. In addition, the school provided the following professional development (PD) opportunities throughout the school year.

MMSA Professional Development for 2012–13		
Date	Name of PD	Content
10/26/12– 10/27/12	Concept Schools Annual Conference	Conference workshops provided everyone with an opportunity to attend sessions directly related to their areas of work at MMSA. Keynote speakers included Samuel Casey Carter, who wrote <i>No Excuses</i> and <i>On Purpose</i> , books detailing how ALL students can be successful; Manuel Scott, one of the 100 original freedom writers in a language arts class in California whose experiences inspired the popular Hollywood movie <i>Freedom Writers</i> ; and Salome Thomas-El, an award-winning teacher and principal for over 20 years in the Philadelphia school system and currently the principal of Thomas Edison Charter in Wilmington, Delaware. MMSA staff were able to meet and talk to staff from all of the 27 Concept member schools to compare and gather new ideas.
01/30/13	Classroom Management	This workshop provided staff with principles of a successful classroom management culture. This was done through role play, videos of best practices, and open discussion.
04/24/13	IPAD Training	This training provided everyone with an opportunity to learn about educational apps to use inside the classroom to enhance learning.

¹⁰ As of August 9, 2013, the DPI license website indicates that an application with payment was received on June 11, 2013.

MMSA Professional Development for 2012–13		
Date	Name of PD	Content
03/22/13	Practical Classroom Strategies That Work	The two-hour session provided staff with practical classroom strategies to differentiate student learning and ideas of classroom management.
03/22/13	Seven Strategies That Work in an Urban Setting	The 2.5-hour session provided staff with research on key factors that help students in an urban setting. The session also provided staff with ideas on initiating “peer mediation” at the school.
03/25/13	Accelerated Reading	The two-hour online training was given to classroom teachers on how to best use the program to see the best results for student reading.

4. Hours of Instruction/School Calendar

The regular school day for all students began at 8:00 a.m. and ended at 3:12 p.m. K4 students attended half days. Breakfast was served from 7:30 to 7:50 each morning. Homeroom was held from 7:55 to 8:05 a.m. Dismissal occurred between 3:12 and 3:20. Tutoring and Homework Club, held from 3:30 to 4:00, were optional; and afterschool care was provided to registered families from 3:30 to 6:30 p.m.

The first day of school was August 29, 2012, and the last day of school was June 14, 2013.¹¹ The school published the calendar in the parent handbook. MMSA has met the City of Milwaukee’s requirement to publish an annual calendar.

5. Parent and Family Involvement

The MMSA Parent/Student Handbook states that education is a shared responsibility, and successful operation of a school depends on the cooperation of everyone concerned—students, parents, and staff. The goal of MMSA is to create a partnership among the members of this triad. Each

¹¹ The 2012–13 calendar was published on the school’s website. The calendar states, “Calendar is pending Board approval; dates may change due to bad weather or other circumstances. Please call MMSA for current information.”

member is responsible for doing his or her part to make the school a place where everyone can achieve his or her goals and work together in harmony. Parents are invited to contact any member of the school staff if they need assistance with any problems or concerns. In addition, parents are asked to complete a commitment letter to MMSA, regarding prompt attendance, making their child's education their first priority, and assisting their child with learning.

The school provided a parent/student orientation the day before school began. Parents at MMSA could follow along their children's classroom activities, homework, assignments, and grades via the Internet. All teachers at the school used Concept Schools' student information system, a grade book that lets teachers securely publish grades and class activities on the Internet for students and parents. Parents received their passwords from the administration/secretary and set up their account after which they could log in and see what was published by the teachers every day. All families were provided the login information and passwords for the grading system online. The school's information system reported that 112 parents logged in to the system over the course of the school year.

According to the school's calendar, the school planned an initial parent conference in September for the purpose of goal setting. Four subsequent conferences were planned: one each in December, February, April, and a final conference at the end of the school year. If parents were unable to attend a conference, the school attempted to make home visits and/or held conferences over the telephone.

6. Waiting List

In September 2012, the school reported a waiting list of 10 students across various grades. As of May 31, 2013, the school reported 16 students waiting for fall openings in fifth, sixth, and seventh grades.

7. Disciplinary Policy

MMSA's goal is to help every student fulfill his/her intellectual, social, physical, and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, school administrators and teachers do not allow unacceptable behaviors during school, on school property, or at or during any school-sponsored activities. The school's 2012–13 Parent/Student Handbook explains the policy and procedures regarding student conduct and discipline.

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

8. Activities for School Improvement

The following is a description of MMSA's response to the activities recommended in the programmatic profile and educational performance report for the 2011–12 academic year:

- Recommendation: Implement a more proactive approach to discipline and continue to develop character education.

Response: A dean of students position was created for the 2012–13 school year. The full-time position increased the time devoted to working on issues of student behavior. The dean of students conducted a character education class with the fifth- and sixth- grade students.

- Recommendation: Further develop the school's implementation of Response to Intervention (RtI) through further examination of individual student data and improved intervention planning (RtI was implemented in the spring of 2012).

Response: The school utilized Concept Achievement Tests which include an item analysis feature that allows teachers to analyze the test data and identify specific areas of student need.

The school also provided more training and practice for teachers for the continued implementation of CompassLearning. CompassLearning is a program that helps teachers personalize instruction to meet the needs of individual students.

The school adopted the RAZ-Kids: Reading A–Z, a program whereby students access books online and answer comprehension questions.

These efforts demonstrated the school's melding of technology instruction with classroom based content. Each teacher has an iPod and the school has an iPod cart with 30 iPods for student use in addition to the two computer labs.

The school initiated the "Accelerated Reader" program and added a library consisting of between 3,000 and 4,000 leveled books. During the second semester, teachers were trained on the program; students were tested to identify their reading level so they could begin using the library with the leveled books. The school planned to track student progress in reading and comprehension.

- Recommendation: Develop a plan to reach out more effectively to parents.

Response: The school established a parent teacher organization (PTO) and initially selected and invited 12 parents to attend. The group met twice during the year. The first meeting was attended by four parents, the second by 12. The results were that officers were elected, and nine meetings were scheduled for the 2013–14 school year.

The school increased efforts by teachers to communicate with parents, including home visits. Parents also were provided access to the school's website via a password. With this they can log in and check out what is published by the teachers every day: their child's classroom activities, homework, assignments, and grades.

- Recommendation: Develop programming for students at or above grade level to maintain and improve their level of functions, particularly in reading.

Response: This year the school piloted the Ivy League Mentorship Program (ILMP) for fifth and sixth graders. The program involves a program coordinator and three mentors who work with some selected students. The academics included science, math, reading, and character education along with sports and other activities such as theater. The ILMP occurred on Saturdays from 9:00 a.m. to 2:00 p.m. The school held a dinner for all eligible students and parents/guardians, and 10 students were identified for participation this year. The program will continue during 2013–14, and student follow-up is planned through high school graduation.

III. EDUCATIONAL PERFORMANCE

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

A. Attendance

CRC examined student attendance in two ways. The first reflects the average time students attended school, and the second rate includes excused absences. Both rates include all students enrolled at any time during the school year. The school considered a student present if he/she arrived at school no later than 10:00 a.m. and remained in class for the rest of the school day or if the student arrived at school by 8:00 a.m. and remained in class until at least 1:00 p.m. MMSA set a goal that students would attend, on average, 90.0% of the time. Attendance data were available for 271 students enrolled during the year and revealed an attendance rate of 87.2%.¹² When excused absences were included, the attendance rate rose to 88.0%. MMSA, therefore, fell just short of its goal related to attendance.

CRC also examined the time students spent, on average, suspended (in or out of school). Throughout the 2012–13 school year, 146 students from K4 through sixth grade were suspended at

¹² Individual student attendance rate was calculated by dividing the total number of days present by the total number of days that the student was enrolled. Individual rates were then averaged across all students.

least once. Of those students, 116 spent, on average, 3.9 days out of school on suspension, and 107 students spent an average of 3.7 days in school and on suspension. (Note that some students were given in- and out-of-school suspensions during the year.)

B. Parent Participation

At the beginning of the academic year, the school set a goal that 50.0% of parents would attend at least two of the four formal parent conferences. Phone calls, home visits, and alternative meeting times were counted as attending. The school was only able to provide data for two out three conferences; a fourth conference, the one at the end of the year, was never held. As a result, the CRC examined the percentage of parents that attended both the December and April conferences. It was expected that at least 50.0% of parents would attend both conferences. This year, 185 students were enrolled at the time of both conferences (i.e., for the year). Results indicated that parents of 128 (69.2%) children attended both conferences; therefore, MMSA met their goal of 50.0% attendance.

C. Special Education Needs

This year, the school set a goal to develop and maintain records for all special education students. During the school year, 37 special education students were enrolled at MMSA. Thirteen students were assessed for an initial IEP, and IEPs were completed for 10 of the 13 students. An IEP was not created for three students because they did not qualify for special education services. The school held annual reviews and maintained records for 23 of the 24 remaining students.¹³ In addition, CRC conducted a review of a representative number of files during the year. This review showed that students had current evaluations indicating their eligibility for special education services, that IEPs

¹³ One student withdrew from the school before his/her annual IEP review was due.

were reviewed in a timely manner, and that parents were invited to develop and be involved in their child's IEP.

D. Local Measures of Educational Performance

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

MMSA used two measures of math and reading progress as local measures: the Measures of Academic Progress (MAP) and the Concept School's Acuity Tests.¹⁴

1. Measures of Academic Progress

MAP is a series of tests that measures student skills in reading, math, and language usage. The test yields Rausch Unit (RIT) scale that shows student understanding, regardless of grade level, which allows easy comparison of students' progress from the beginning to the end of the year and/or from one year to the next. Results provide educators with information necessary to build curriculum to meet their students' needs.

¹⁴ Only MAP test results were considered when calculating the scorecard. Scores were calculated by adding the number of students who maintained the national average for their grade level to the number of students who demonstrated progress divided by the total number of test takers.

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

Utilizing the second method, student progress is measured by comparing each student's performance to nationally normed scores for his/her grade level. In 2008 and 2011, the Northwest Evaluation Association (NWEA) conducted a norming study using data from school districts all over the country and calculated a normative mean, or national average, score for the fall, winter, and spring administrations of each of the MAP tests for each grade level. For example, on a national level, fifth-grade students scored, on average, 207 RIT points on the fall MAP reading test and 212 points on the spring MAP reading test, for an overall improvement of five points. On the math test, fifth-grade students scored, on average, 213 points on the fall test and 221 points on the spring test, for an overall improvement of eight points.¹⁵ Using these national averages, teachers and parents can determine whether students are above, at, or below the national average score for all students in the same grade level at each test administration. For example, if a third-grade student scored 175 points at the beginning of the year, he/she is functioning below the national average for his/her grade level; the student is functioning, rather, within the range of a first- or second-grade student. National average scores for each grade level are presented in Table 1.¹⁶

¹⁵ Scores are rounded to the nearest whole number for analysis.

¹⁶ <http://www.nwea.org/support/article/normative-data-2011>

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

CRC examined progress for students who were at or above the national average, as well as students who were below the national average for their current grade level at the time of the fall test. Progress for students at or above the grade-level national average in the fall of 2012 was measured by determining whether the student was able to again score at or above the grade-level by national average at the time of the spring test (basically, this examination indicates if students who are functioning at or above grade level improved, on average, the same as their national counterparts). For students below grade-level average, CRC examined how many reached the national grade-level average by the spring test for the functional grade level at which the student tested in the fall.

The school's goal this year was that at least 50.0% of students who completed both the fall and spring test and scored at or above the national average for their grade level would remain at or above the national average on the spring test. Among students who had tested below the national

average for their grade level during the fall test, it was expected that at least 55.0% would test at or above the functional grade-level average at which they had tested at during the fall on the spring test.

During the 2011–12 school year, MMSA measured students' academic progress comparing only the students' national average. For this 2012–13 report, however, CRC examined students' progress on the reading and math MAP tests using both methods. Results are described for both students who met the national average as well as those who did not. Additionally, student performance on the reading and math tests using the target RIT scores will serve as a baseline for future comparisons.

2. Concept Schools' Acuity Tests

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

3. Reading Progress for K5 Through Sixth Graders

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

At the time of the fall MAP test, 22 (12.9%) students were at or above the national average for their respective grade level, while 149 (87.1%) scored below the average (Table 2).

Table 2 Milwaukee Math and Science Academy Local Measures of Academic Progress: MAP Reading Assessment Student Scores Relative to National Average¹⁷ (Normative Mean) Fall 2012					
Grade Level	N	Students at or Above National Average Fall 2012		Students Below National Average Fall 2012	
		N	%	N	%
K5	23	8	34.8%	15	65.2%
1st	30	4	13.3%	26	86.7%
2nd	17	0	0.0%	17	100.0%
3rd	26	2	7.7%	24	92.3%
4th	25	2	8.0%	23	92.0%
5th	25	3	12.0%	22	88.0%
6th	25	3	12.0%	22	88.0%
Total	171	22	12.9%	149	87.1%

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

Of the 22 K5 through sixth-grade students at or above the national average for their grade level on the fall test, 14 (63.6%) scored the national average again on the spring test, exceeding the school's goal of 50.0% in reading. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students in each grade who were at or above the national average, CRC could not include results by grade level in this report (Table 3).

¹⁷ For the student's current grade level.

Table 3 Milwaukee Math and Science Academy Progress for Students at or Above the National Average in Reading Spring 2013			
Grade	N	At or Above National Average in Spring 2013	
		N	%
K5	8	Cannot report due to <i>n</i> size	
1st	4	Cannot report due to <i>n</i> size	
2nd	0	Cannot report due to <i>n</i> size	
3rd	2	Cannot report due to <i>n</i> size	
4th	2	Cannot report due to <i>n</i> size	
5th	3	Cannot report due to <i>n</i> size	
6th	3	Cannot report due to <i>n</i> size	
Total	22	14	63.6%

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

There were 149 students who scored less than the national average for their current grade level on the fall test. By the time of the spring test, 119 (79.9%) had reached the national math score for their functional grade level at which they had tested during the fall, exceeding the school's goal of 55.0%.¹⁸

¹⁸ Sixteen (13.4%) of the 119 students who met the national average for the functional grade level at which they had tested in the fall scored at or above the national average for their current grade level on the spring test.

Table 4 Milwaukee Math and Science Academy Local Measures of Academic Progress: MAP Reading Assessment Progress for Students Below National Average (Normative Mean) in Fall 2012 Fall 2012 to Spring 2013			
Grade Level	Below National Average in Fall 2012	Reached Functional Grade-Level National Average Score in Spring 2013	
	N	N	%
K5	15	7	46.7%
1st	26	23	88.5%
2nd	17	11	64.7%
3rd	24	22	91.7%
4th	23	21	91.3%
5th	22	16	72.7%
6th	22	19	86.4%
Total	149	119	79.9%

Overall, 133 (77.8%) of 171 students either maintained at or above grade-level status or reached the national average for the functional grade at which they tested in the fall at the time of the spring test.

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

This year, CRC also examined students' reading progress by looking at whether students were able to reach their target RIT score on the spring reading test.¹⁹ Since this is the first year investigating RIT scores, results will serve as baseline data to help the school formulate future goals relating to local measures of academic progress.

¹⁹ The RIT score indicates student skills on developmental curriculum scales or continua. RIT scales exist for each subject, so scores from one subject are not the same as for another. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest NWEA norming study who started the year with a RIT score in the same 10-point RIT block as the individual student. For more information on the RIT score and the mean growth target score, see the NWEA website, www.nwea.org/assessments/researchbased.asp

As illustrated in Table 5, of the 171 students who completed both the fall and spring reading test, 116 (67.8%) met their target reading score on the spring 2013 test administration.

Table 5 Milwaukee Math and Science Academy Local Measures of Academic Progress: MAP Reading Assessment K5 Through 6th Grade Based on Target RIT Scores			
Grade	N	Met Target RIT Score in Spring 2013	
		N	%
K5	23	19	82.6%
1st	30	14	46.7%
2nd	17	8	47.1%
3rd	29	19	65.5%
4th	26	21	80.8%
5th	25	16	64.0%
6th	25	19	76.0%
Total	171	116	67.8%

Concept Schools Acuity Tests

The second local measure used by MMSA for reading was the Concept Schools' Acuity Test for reading. During the first and fourth quarters, 100 students completed the test. Table 6 provides students' reading test results for both tests by grade level. Third-grade students, on average, scored 44.9% at the time of the first quarter test; fourth-grade students received an average score of 39.6%; fifth-grade students received an average score of 39.1%; and sixth-grade students received an average score of 46.0%. At the time of the fourth-quarter test, third-grade students achieved an average score of 56.8%; fourth-grade students achieved an average score of 47.5%; fifth-grade students received an average score of 49.3%; and sixth-grade students received an average score of 46.7%.

Table 6 Milwaukee Math and Science Academy Local Measures of Academic Progress in Reading Concept Schools Acuity Test Results					
First Quarter					
Grade Level	N	Min %	Max %	Mean %	Median %
3rd	24	12.0%	75.0%	44.9%	40.5%
4th	25	14.0%	87.0%	39.6%	36.0%
5th	26	16.0%	72.0%	39.1%	36.5%
6th	25	13.0%	88.0%	46.0%	38.0%
Total	100	12.0%	88.0%	42.3%	38.5%
Fourth Quarter					
Grade Level	N	Min %	Max %	Mean %	Median %
3rd	24	23.0%	95.0%	56.8%	53.5%
4th	25	25.0%	90.0%	47.5%	46.0%
5th	26	24.0%	80.0%	49.3%	48.5%
6th	25	20.0%	84.0%	46.7%	44.0%
Total	100	20.0%	95.0%	49.9%	48.5%

Of the 100 students who completed both tests, 70 (70.0%) improved their scores from the first to fourth quarter (falling short of the school's goal of 80.0%), and scores for 30 (30.0%) students decreased between tests (not shown). On average, third-grade students scored 11.8% higher on the spring test than the fall test. Fourth-grade students scored 7.9% higher on the spring test; fifth-grade students, on average, scored 10.2% higher on the spring test; and sixth-grade students, on average, scored 0.7% higher on the spring test. Overall, on average, third- through sixth-grade students scored 7.6% higher on the fourth-quarter test than on the first-quarter test (Table 7).

Table 7 Milwaukee Math and Science Academy Local Measures of Academic Progress in Reading Concept Schools' Acuity Test Change in Scores From First Quarter and Fourth Quarter				
Grade Level	N	Minimum Change	Maximum Change	Mean (Average) Change
3rd	24	-35.0%	45.0%	11.8%
4th	25	-15.0%	29.0%	7.9%
5th	26	-23.0%	38.0%	10.2%
6th	25	-36.0%	23.0%	0.7%
Total	100	-36.0%	45.0%	7.6%

2. Math

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

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

At the time of the fall MAP test, 17 (9.9%) students were at or above the national average for their respective grade level, while 154 (90.1%) scored below the average (Table 8).

Table 8 Milwaukee Math and Science Academy Local Measures of Academic Progress: MAP Math Assessment Student Scores Relative to National Average²⁰ (Normative Mean) Fall 2012					
Grade Level	N	Students at or Above National Average Fall 2012		Students Below National Average Fall 2012	
		N	%	N	%
K5	23	4	17.4%	19	82.6%
1st	30	4	13.3%	26	86.7%
2nd	17	1	5.9%	16	94.1%
3rd	26	2	7.7%	24	92.3%

²⁰ For the student's current grade level.

Table 8 Milwaukee Math and Science Academy Local Measures of Academic Progress: MAP Math Assessment Student Scores Relative to National Average²⁰ (Normative Mean) Fall 2012					
Grade Level	N	Students at or Above National Average Fall 2012		Students Below National Average Fall 2012	
		N	%	N	%
4th	25	3	12.0%	22	88.0%
5th	25	2	8.0%	23	92.0%
6th	25	1	4.0%	24	96.0%
Total	171	17	9.9%	154	90.1%

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

Of the 17 K5 through sixth-grade students at or above the national average for their grade level on the fall test, 14 (82.4%) scored the national average again on the spring test, exceeding their goal of 50.0%. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students in each grade who were at or above the national average, CRC could not include results by grade level in this report (Table 9).

Table 9 Milwaukee Math and Science Academy Progress for Students at or Above the National Average in Math Spring 2013			
Grade	N	At or Above National Average in Spring 2013	
		N	%
K5	4	Cannot report due to <i>n</i> size	
1st	4	Cannot report due to <i>n</i> size	
2nd	1	Cannot report due to <i>n</i> size	
3rd	2	Cannot report due to <i>n</i> size	
4th	3	Cannot report due to <i>n</i> size	
5th	2	Cannot report due to <i>n</i> size	
6th	1	Cannot report due to <i>n</i> size	
Total	17	14	82.4%

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

There were 154 students who scored less than the national average for their current grade level on the fall test. By the time of the spring test, 117 (76.0%) had reached the national math score for their functional grade level at which they had tested during the fall, exceeding the school's goal of 55.0% (Table 10).²¹

²¹ Eighteen (15.4%) of the 117 students who met the national average for the functional grade level at which they had tested in the fall scored at or above the national average for their current grade level on the spring test.

Table 10 Milwaukee Math and Science Academy Local Measures of Academic Progress: MAP Math Assessment Progress for Students Below National Average (Normative Mean) in Fall 2012 Fall 2012 to Spring 2013			
Grade Level	Below National Average in Fall 2012	Reached Functional Grade-Level National Average Score In Spring 2013	
	N	N	%
K5	19	14	73.7%
1st	26	25	96.2%
2nd	16	13	81.3%
3rd	24	19	79.2%
4th	22	16	72.7%
5th	23	11	47.8%
6th	24	19	79.2%
Total	154	117	76.0%

Overall, 131 (76.6%) of 171 students either maintained at or above grade-level status or reached the national average for the functional grade at which they tested in the fall in math at the time of the spring test.

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

This year, CRC also examined students' math progress by looking at whether students were able to reach their target RIT score on the spring reading test.²² Since this is the first year investigating RIT scores, results will serve as baseline data to help the school formulate future goals relating to local measures of academic progress.

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

As illustrated in Table 11, of the 171 students who completed both the fall and spring math test, 105 (61.4%) met their target reading score on the spring 2013 test administration.

Table 11 Milwaukee Math and Science Academy Local Measures of Academic Progress: MAP Math Assessment K5 Through 6th Grade Based on Target RIT Scores			
Grade	N	Met Target RIT Score in Spring 2013	
		N	%
K5	23	21	91.3%
1st	30	11	36.7%
2nd	17	9	52.9%
3rd	26	16	61.5%
4th	25	18	72.0%
5th	25	11	44.0%
6th	25	19	76.0%
Total	171	105	61.4%

c. *Concept Schools' Acuity Test*

During the first and fourth quarters, 100 students completed the math acuity test. Table 12 provides students' math test results by grade level. During the first quarter, third-grade students achieved an average score of 44.8%. Fourth- and fifth-grade students achieved first quarter averages of 30.6% and 31.0%, respectively, and sixth-grade students achieved an average score of 31.0%. In the fourth quarter, third-grade students achieved an average score of 50.8%; fourth-, fifth- and sixth-grade students scored an average of 42.2%, 36.2%, and 34.0%, respectively.

Table 12 Milwaukee Math and Science Academy Local Measures of Academic Progress in Math Concept Schools' Acuity Test Results					
First Quarter					
Grade Level	N	Min %	Max %	Mean %	Median %
3rd	24	10.0%	71.0%	44.8%	47.0%
4th	25	15.0%	73.0%	30.6%	28.0%
5th	26	19.0%	85.0%	31.0%	26.5%
6th	25	13.0%	80.0%	31.0%	28.0%
Total	100	10.0%	85.0%	34.2%	31.0%
Fourth Quarter					
Grade Level	N	Min %	Max %	Mean %	Median %
3rd	24	26.0%	87.0%	50.8%	45.0%
4th	25	20.0%	78.0%	42.2%	42.0%
5th	26	16.0%	80.0%	36.2%	30.0%
6th	25	13.0%	98.0%	34.0%	28.0%
Total	100	13.0%	98.0%	40.7%	38.0%

To measure progress from the first to the fourth quarter, CRC examined change in percent correct. Of the 100 students who completed both tests, 64 (64.0%) improved their scores from the first to fourth quarter (falling short of the school's goal of 80.0%); nine (9.0%) maintained their scores; and scores for 27 (27.0%) students decreased between tests (not shown). On average, third-grade students scored 6.0% higher on the spring test compared to the fall test. Fourth-grade students, on average, scored 11.7% higher on the spring test; fifth-grade students, on average, scored 5.1% higher on the spring test; and sixth-grade students, on average, scored 3.1% higher on the spring test (Table 13).

Table 13 Milwaukee Math and Science Academy Local Measures of Academic Progress in Math Concept Schools' Acuity Test Change in Scores From First Quarter and Fourth Quarter				
Grade Level	N	Minimum Change	Maximum Change	Mean Change
3rd	24	-24.0%	49.0%	6.0%
4th	25	-4.0%	28.0%	11.7%
5th	26	-17.0%	36.0%	5.1%
6th	25	-18.0%	19.0%	3.1%
Total	100	-24.0%	49.0%	6.5%

3. Writing

MMSA assessed students writing skills using the 6+1 Traits of Writing. Students completed writing samples in the fall and spring of the school year. Writing prompts were the same for both samples and were based on grade-level topics with a focus on the narrative genre for K5 through second grade and the persuasive genre for third through sixth grades.²³ Students could score between zero and six points on each writing sample.

In the fall of 2012, 191 students completed a writing sample. 159 of those students also completed a spring writing sample. Of the 159 students, 137 (86.2%) improved their average scores between tests; 10 (6.3%) maintained their scores; and writing scores for 12 (7.5%) students decreased between fall and spring (Table 14). The minimum score on the spring sample was 0.0, the maximum score was 6.0, and the average score was 2.8 for students in K5 through sixth grades (not shown).

²³ Writing genres include expository, descriptive, persuasive, and narrative.

Table 14 Milwaukee Math and Science Academy Local Measures of Academic Achievement: 6+1 Traits of Writing 2012–13							
Grade	N	Increased		Maintained		Decreased	
		N	%	N	%	N	%
K5	23	21	91.3%	1	4.3%	1	4.3%
1st	27	24	88.9%	3	11.1%	0	0.0%
2nd	15	12	80.0%	2	13.3%	1	6.7%
3rd	25	18	72.0%	1	4.0%	6	24.0%
4th	20	14	70.0%	2	10.0%	4	20.0%
5th	24	24	100.0%	0	0.0%	0	0.0%
6th	25	24	96.0%	1	4.0%	0	0.0%
Total	159	137	86.2%	10	6.3%	12	7.5%

4. IEP Progress for Special Education Students

The CSRC expects that students in special education services will make routine progress on a yearly basis. The school set the goal that special education students will meet or make progress on 75.0% of their goals and meet or make progress on 80.0% of their subgoals by the time of their annual review. Twenty students had their IEP implemented for a full year at MMSA. Of those 20 students, 15 (75.0%) made progress on at least 75.0% of their IEP goals, and 16 (80.0%) made progress on at least 80.0% of their IEP subgoals. Fifteen (75.0%) students made progress on at least 75.0% of their goals and at least 80.0% of their subgoals (Table 15).

Table 15 Milwaukee Math and Science Academy Local Measures of Academic Achievement: IEP Goals 2012–13						
Type	Met		Not Met		Total	
	N	%	N	%	N	%
Goals	15	75.0%	5	25.0%	20	100.0%
Subgoals	16	80.0%	4	20.0%	20	100.0%
Goals and Subgoals	15	75.0%	5	25.0%	20	100.0%

E. External Standardized Measures of Educational Performance

In 2012–13, DPI required that all students in K5 take the Phonological Awareness Literacy Screening (PALS-K) assessment.²⁴ PALS-K aligns with both Common Core State Standards (CCSS) in English and the Wisconsin Model Early Learning Standards (WMELS). The test is composed of six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word) and one optional task (word recognition in isolation). Task scores are summed for an overall score; if a student's overall score is below the benchmark (28 for the fall test and 81 for spring), the student may need additional reading instruction in order to master basic literacy fundamentals.²⁵

The CSRC also required the administration of the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination (WKCE) to students attending city-chartered elementary schools to provide a basis for multiple-year student progress. The SDRT must be administered to all first-, second-, and third-grade students between April 15 and May 15 of each year;

²⁴ Per the contract with the CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS-K. The timeframe for the PALS assessment is April 29 – May 24, 2013. Next year, the school will be required to administer the PALS-K in the fall and spring.

²⁵ http://www.palswisconsin.info/pals_wi.html

and the WKCE must be administered to all third- through eighth-grade students in the timeframe established by the DPI, generally in the fall of each school year.

The SDRT is an assessment of reading skills that indicates the grade level at which a child can read. The WKCE is directly aligned with Wisconsin Model Academic standards in reading and math and assesses student skills as advanced, proficient, basic, or minimal. DPI requires all students in third through eighth grades and in tenth grade to participate in WKCE testing to meet federal No Child Left Behind requirements. Note that results in this section include students who have been enrolled at the school for a full academic year²⁶ (FAY) or longer as well as students new to the school.

In order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were redrawn in 2012–13 to mimic cut scores used by the National Assessment of Educational Progress (NAEP). The revised cut scores require that students achieve higher scale scores in order to be considered proficient in each subject. During this year of transition from the old to the new cut scores, CRC reported reading and math proficiency levels using both the former and the current cut scores to report proficiency levels. This allows schools and stakeholders to see how students and the school performed when different standards were applied. Both current school year and year-to-year student progress will be described using both sets of cut scores.

1. PALS-K

The PALS-K was administered in the fall and spring of the school year.²⁷ Twenty-three K5 students completed the fall and spring PALS-K. The minimum, maximum, and average overall scores increased from fall to spring. Of the 23 students who completed the fall and spring tests, 22 (95.7%) were at or above the benchmark on the fall assessment, and 73.9% were at or above the benchmark

²⁶ Enrolled since September 16, 2011.

²⁷ During 2012–13, the PALS was required only in the spring; in subsequent years, schools must administer the test during the fall and the spring.

on the spring test (Table 16). All (100.0%) students improved their overall scores by at least three points. The minimum change in scores was three points, the maximum change was 73 points, and the average change in scores from fall to spring was 25.4 points (not shown).

Table 16 Milwaukee Math and Science Academy PALS-K for K5 Students 2012-13 (N = 23)				
Test Period	Lowest Overall Score	Highest Overall Score	Average Overall Score	% at or Above Benchmark*
Fall 2012	10.0	92.0	65.1	95.7%
Spring 2013	66.0	102.0	90.5	73.9%

*The overall fall benchmark is 28 and the spring benchmark is 81.

2. SDRT for First-Grade Students

Student performance on the SDRT is reported in phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total. Results indicate that first graders were functioning, on average, at grade level in reading in each of the areas assessed (Figure 2 and Table 16).

Figure 2

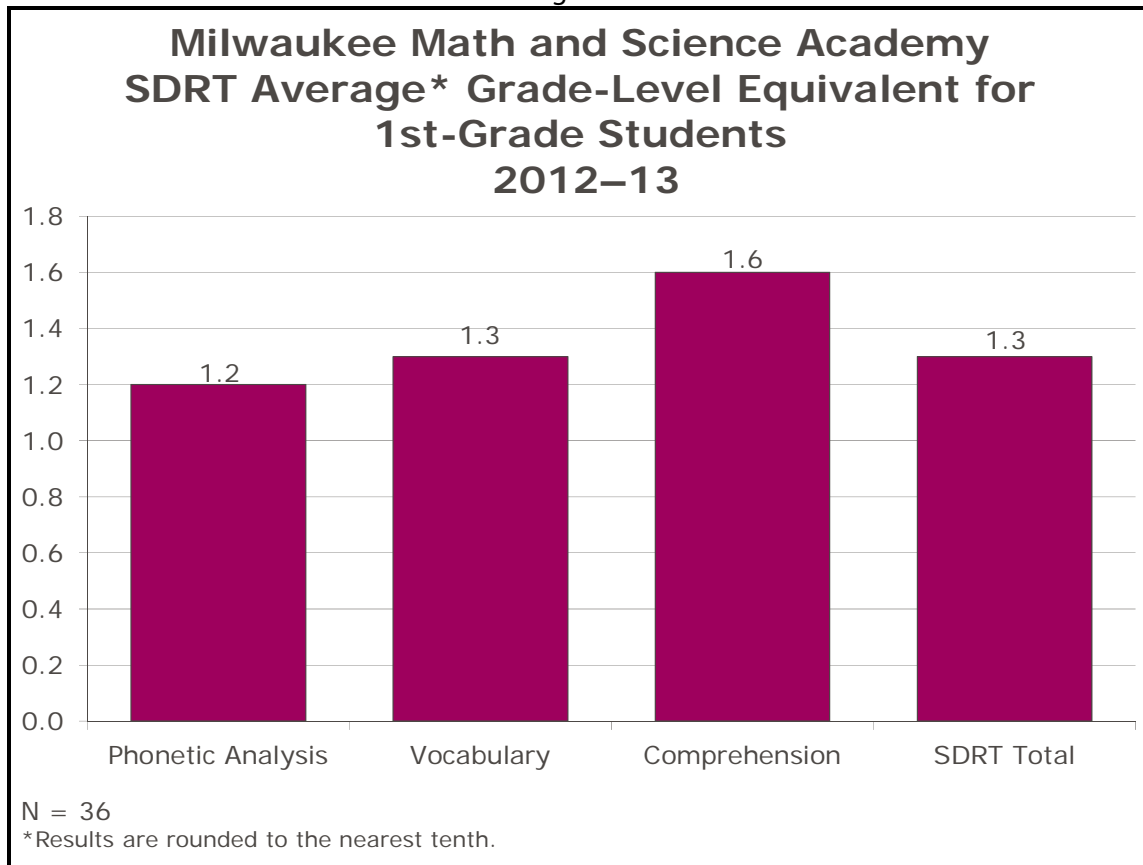


Table 16 Milwaukee Math and Science Academy SDRT GLE Range for 1st-Grade Students 2012–13 (N = 36)				
Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median GLE	Percentage at or Above GLE
Phonetic Analysis	PK	3.5	1.1	61.1%
Vocabulary	K.6	3.2	1.3	75.0%
Comprehension	K.8	7.7	1.4	86.1%
SDRT Total	K.4	2.4	1.3	66.7%

Note: Results are rounded to the nearest tenth. PK was coded to 0.0.

3. SDRT for Second-Grade Students

Results for second-grade students are presented in Figure 3 and Table 17. As illustrated, second-grade students were, on average, reading from 1.7 to 2.0 GLE in the areas tested. Overall, 29.4% of the second-grade students scored at or above their grade level.

Figure 3

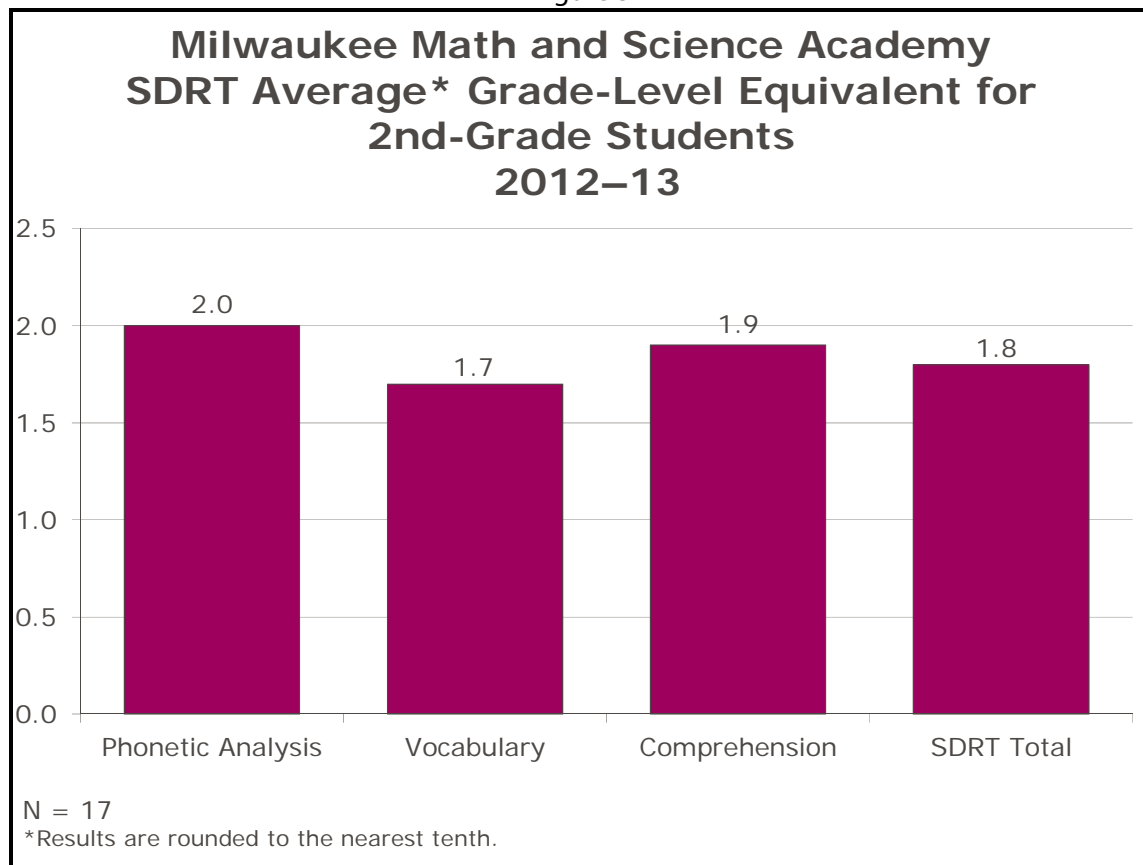


Table 17 Milwaukee Math and Science Academy SDRT GLE Range for 2nd-Grade Students 2012–13 (N = 17)				
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median GLE	Percentage at or Above GLE
Phonetic Analysis	K.8	4.7	1.5	41.2%
Vocabulary	K.7	2.9	1.5	41.2%
Comprehension	1.0	4.4	1.8	29.4%
SDRT Total	K.8	3.5	1.7	29.4%

Note: Results are rounded to the nearest tenth.

4. SDRT for Third-Grade Students

Results from this year's SDRT indicate that third-grade students were, on average, reading from 2.5 to 3.2 GLE (see Figure 4 and Table 18). Overall, 29.2% were at or above their grade level.

Figure 4

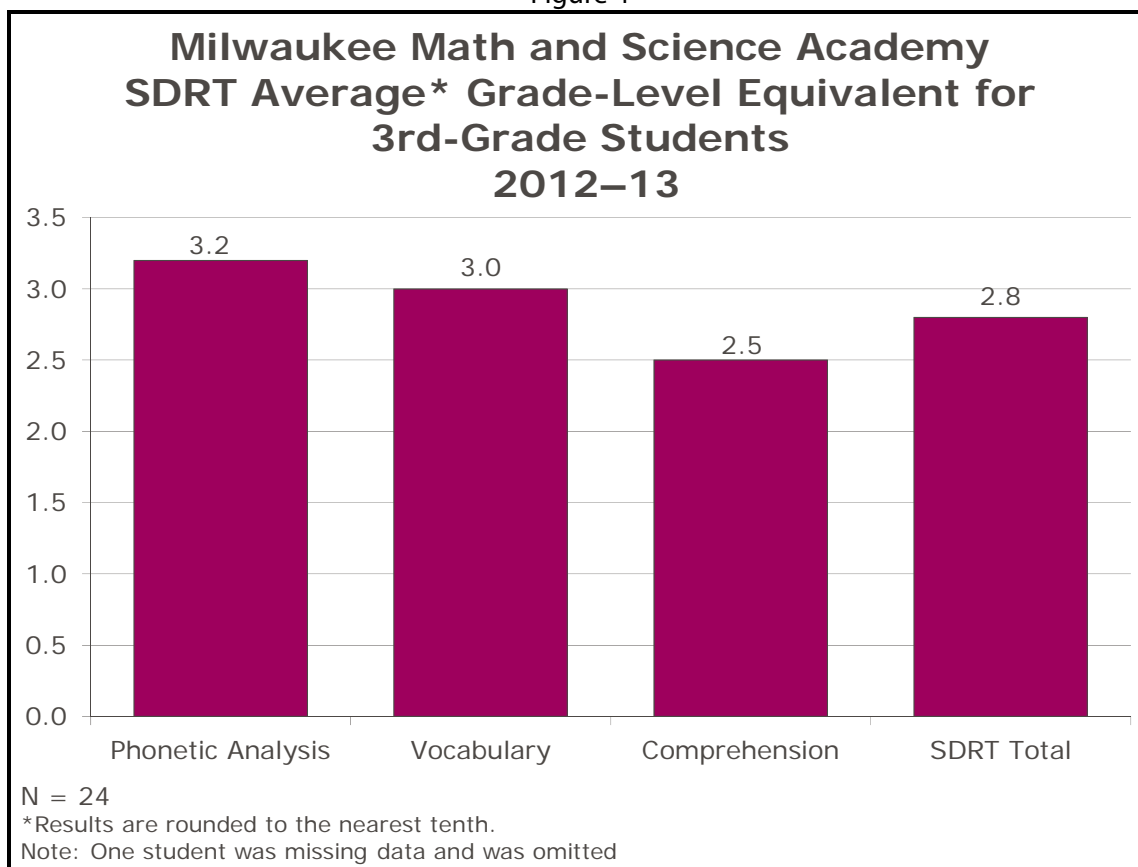


Table 18

**Milwaukee Math and Science Academy
SDRT GLE Range for 3rd-Grade Students
2012–13
(N = 24)**

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median GLE	Percentage at or Above GLE
Phonetic Analysis	1.4	PHS	2.5	37.5%
Vocabulary	1.4	4.5	3.1	54.2%
Comprehension	1.4	7.1	2.3	20.8%
SDRT Total	1.4	7.1	2.7	29.2%

Note: One student was missing data and was omitted. Results are rounded to the nearest tenth.

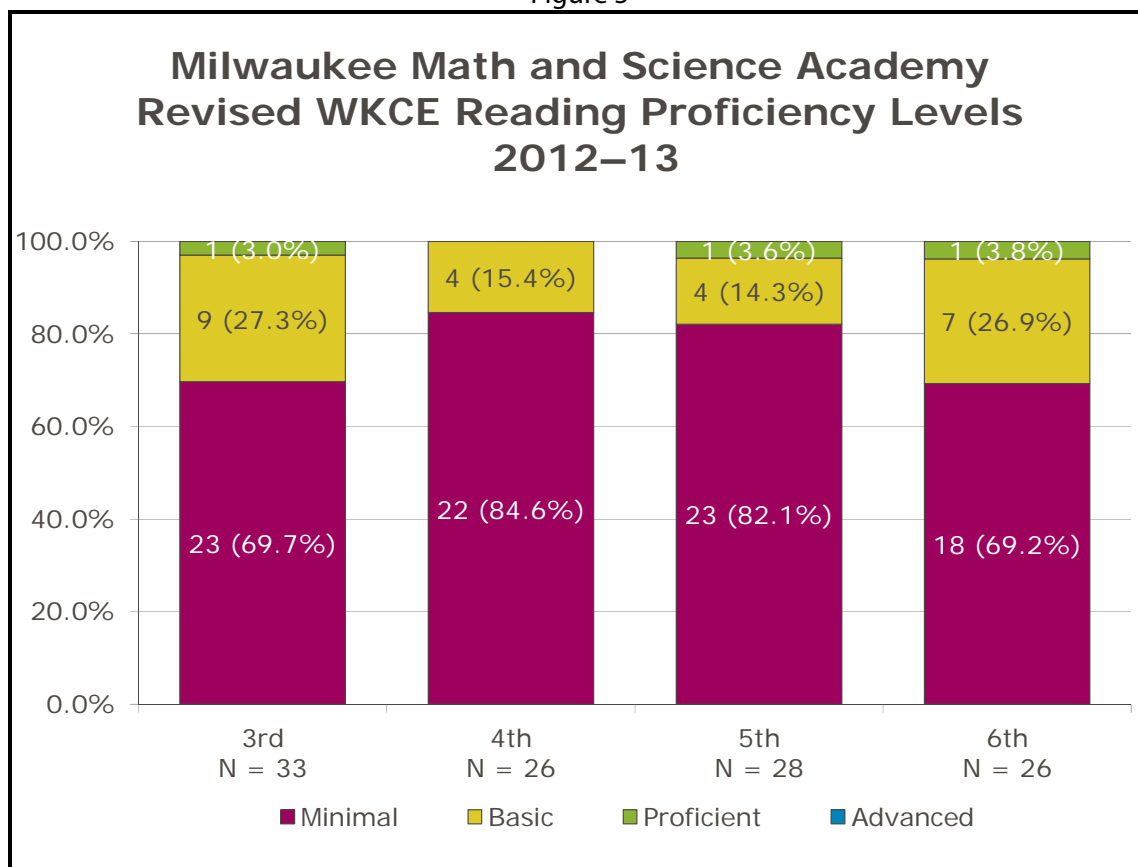
5. WKCE for Third- Through Sixth-Grade Students

a. *Reading*

In October 2012, 33 third graders, 26 fourth graders, 28 fifth graders, and 26 sixth graders were administered the WKCE reading test. Using the revised cut scores, one (3.0%) third grader scored at the proficient level; no fourth graders scored proficient; one (3.6%) fifth grader scored proficient; and one (3.8%) sixth grader scored proficient. Results for third through sixth grades are illustrated in Figure 5. Overall, three (2.7%) third- through sixth-grade students scored proficient or advanced in reading (not shown).

When the former cut scores used prior to 2012–13 were applied to this year’s scale scores, three (9.1%) third graders were advanced, and nine (27.3%) were proficient in reading; one (3.8%) fourth grader was at the advanced level, and eight (30.8%) were proficient; one (3.6%) fifth grader was advanced, and 10 (35.7%) were proficient in reading; and four (15.4%) sixth graders were at the advanced level, and eight (30.8%) were proficient (not shown). Overall, 44 (38.9%) third- through eighth-grade students scored proficient or advanced in reading, using the cut scores prior to 2012–13 (not shown).

Figure 5



On average, third-grade students scored in the 22nd percentile statewide in reading. This means that, on average, students scored higher than 22.0% of all third-grade students who took the WKCE this year. Fourth-grade students scored in the 17th percentile; fifth-grade students scored in the 17th percentile; and sixth graders, on average, tested in the 21st percentile in reading.

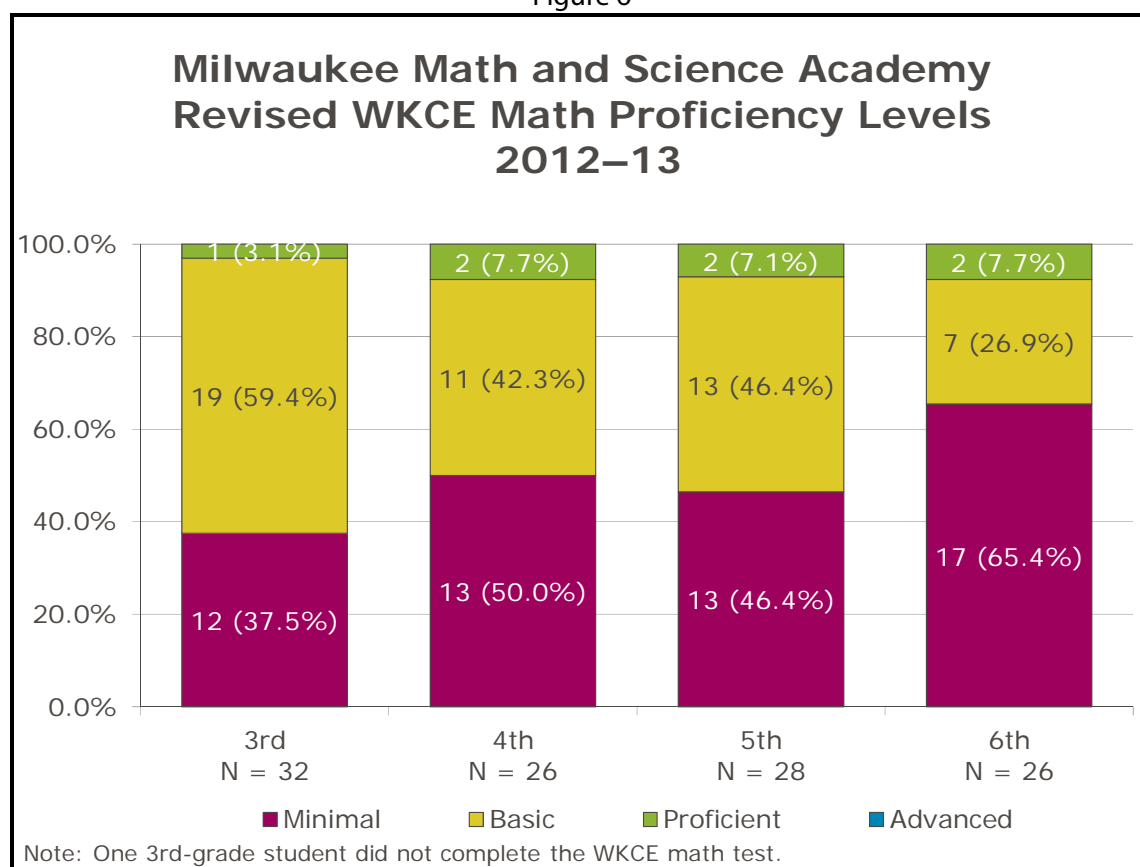
b. Math

Math results for third through eighth grades using the revised cut scores are illustrated in Figure 6. Overall, seven (6.3%) students scored proficient or advanced in math (not shown).

When the former cut scores used prior to 2012–13 were applied to this year’s scale scores, 11 (34.4%) third graders were proficient in math; six (23.1%) fourth graders were proficient; two (7.1%)

fifth graders were at the advanced level, and five (17.9%) were proficient; and two (7.7%) sixth graders were at the advanced level, and seven (26.9%) were proficient in math (not shown). Overall, 33 (29.5%) third- through eighth-grade students scored proficient or advanced in math, using the cut scores prior to 2012–13 (not shown).

Figure 6



On average, third-grade students scored in the 20th percentile statewide in math. This means that, on average, students scored higher than 20.0% of all third-grade students who took the WKCE this year. Fourth-grade students scored in the 15th percentile; fifth-grade students scored in the 19th percentile; and sixth graders, on average, tested in the 16th percentile in math.

c. *Language Arts*

In addition to reading and math, fourth-grade students also completed the WKCE language arts test. Results show that one (4.0%) fourth-grade student scored advanced, eight (32.0%) scored proficient, 14 (56.0%) had basic skills, and two (8.0%) students exhibited minimal skills.

d. *Writing*

In addition to the reading and math subtest, fourth-grade students completed a WKCE writing sample. The extended writing sample is evaluated using two holistic rubrics. A six-point composition rubric evaluates students' ability to control purpose, organization, content development, sentence fluency, and word choice. A point conventions rubric evaluates students' ability to manage punctuation, grammar, capitalization, and spelling. Rubric scores are combined to produce a single score ranging from 0.0 to a maximum possible score of 9.0. MMSA's fourth-grade students' writing scores ranged from 2.0 to 6.0. The average score was 4.4. The median score was 4.5, meaning half of students scored at or below 4.5, and half scored 4.0 to 6.0.

F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. First- through third-grade skills are assessed based on the SDRT. Year-to-year progress expectations apply to all students with scores in consecutive years. Fourth- through sixth-grade reading and math skills are tested on the WKCE. Year-to-year progress expectations apply to students who have been enrolled at the school for a full academic year. This year, WKCE progress will be measured using the revised cut scores based on the NAEP standards as well as the former scores used prior to the current school year.

The CSRC expectations on the SDRT are that at least 75.0% of students who were at or above grade level the previous year maintain at or above grade-level status during the current year. Students below grade level are expected to advance, on average, more than 1.0 GLE. For the WKCE, the expectation is that at least 75.0% of the students who were at the proficient or advanced levels on the previous year's WKCE reading and math subtests, and who met the full academic year definition, would maintain their status of proficient or above. For those students who scored below expectations, i.e., at the minimal or basic levels on their previous year's WKCE reading or math tests, the expectation is that at least 60.0% would either advance to the next proficiency level or advance to the next-highest quartile within their previous year's proficiency level.²⁸

1. First- Through Third-Grade SDRT

There were 20 second- and third- grade students who completed the SDRT during the 2011–12 school year as first and second graders. Of these students, nine (45.0%) tested at or above GLE, and 11 (55.0%) students tested below GLE during the 2011–12 administration of the SDRT (not shown). As stated earlier, the CSRC expectation is that 75.0% of students who test at or above GLE the previous year will remain at or above GLE during the current year. Students below grade level are expected to advance, on average, more than 1.0 GLE.

a. *At or Above GLE*

CRC does not report results for cohorts smaller than 10 students. Due to the small size of this cohort (nine), results could not be included in this report.

²⁸ Students had to be enrolled in the school on or before September 16, 2011, to meet the FAY definition.

b. *Below GLE*

Three second graders and eight third graders scored below grade level in the spring of 2012. One student (9.1%) improved his/her score more than 1.0 GLE between the 2012 and 2013 tests. Overall, 11 students who were below grade level the prior year advanced, on average, 0.7 GLE on the spring 2013 test. Due to the small size of this cohort, results by grade level could not be included in this report (Table 19).

Table 19				
Milwaukee Math and Science Academy Average GLE Advancement in Reading for Students Below GLE in 2011–12				
Grade (2011–12 to 2012–13)	Average GLE 2011–12	Average GLE 2012–13	Average GLE Advancement	% Met Goal*
1st to 2nd (n = 3)	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size
2nd to 3rd (n = 8)	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size
Total (N = 11)	--	--	0.7	9.1%

Note: Results are rounded to the nearest tenth.

*Improved more than 1.0 GLE.

2. Fourth- Through Sixth-Grade WKCE Based on Former Cut Scores

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

progress from last year to this year using the former cut scores; the following section will describe progress using the revised cut scores.

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

Based on WKCE data from the fall of 2011, 19 students reached proficiency in reading, and 10 were proficient or higher in math. As illustrated in Tables 20 and 21, 84.2% of students maintained their reading levels, and 100.0% maintained proficient or advanced levels in math, exceeding the CRSC expectation of 75.0%.

Table 20 Milwaukee Math and Science Academy Reading Proficiency-Level Progress for FAY Students Proficient or Advanced in 2011–12 Based on Former WKCE Proficiency Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2011–12	Students Who Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	5	Cannot report due to <i>n</i> size	
4th to 5th	8	Cannot report due to <i>n</i> size	
5th to 6th	6	Cannot report due to <i>n</i> size	
Total	19	16	84.2%

Table 21 Milwaukee Math and Science Academy Math Proficiency-Level Progress for FAY Students Proficient or Advanced in 2011–12 Based on Former WKCE Proficiency Cut Scores			
Grade	Students Who Were Proficient/Advanced in 2011–12	Students Who Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	2	Cannot report due to <i>n</i> size	
4th to 5th	3	Cannot report due to <i>n</i> size	
5th to 6th	5	Cannot report due to <i>n</i> size	
Total	10	10	100.0%

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

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

The CSRC expects that at least 60.0% of students who did not meet proficiency-level expectations (were at the minimal or basic levels) on the WKCE in 2011–12 will progress one or more levels or, if they scored in the same level, will show progress to a higher quartile within that level. To examine movement within a proficiency level, CRC divided the minimal and basic levels equally into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The upper threshold reflected the scale score used by DPI to establish proficiency levels.

As illustrated, 51.5% of 33 students met the goal in reading (Table 22), and 47.6% of 42 students met the goal in math (Table 23). The school, therefore did not meet the requirements in reading or in math.

Table 22					
Milwaukee Math and Science Academy Reading Proficiency-Level Progress for FAY Students Minimal or Basic in 2011–12 Based on Former WKCE Proficiency Cut Scores					
Grade	# Students Minimal/ Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	9	Cannot report due to <i>n</i> size			
4th to 5th	12	3	3	6	50.0%
5th to 6th	12	2	3	5	41.7%
Total	33	10	7	17	51.5%

Table 23 Milwaukee Math and Science Academy Math Proficiency-Level Progress for FAY Students Minimal or Basic in 2011–12 Based on Former WKCE Proficiency Cut Scores					
Grade	# Students Minimal/ Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	12	4	2	6	50.0%
4th to 5th	17	4	4	8	47.1%
5th to 6th	13	3	3	6	46.2%
Total	42	11	9	20	47.6%

3. Fourth- Through Sixth-Grade WKCE Based on Revised Cut Scores

The previous section described progress for students from 2011–12 to 2012–13 using Wisconsin-based WKCE proficiency-level cut scores. This section describes progress for these same students using the NAEP-based proficiency-level cut scores that were implemented in 2012–13. In order to do this, the new cut scores were applied to scale scores from 2011–12. It is important to note that the range of scale scores used to assign the proficiency level differ from the ranges using the old

Wisconsin cut scores; therefore, it may not be possible to directly compare results using the two different models. The results described in this section simply provide a look at student progress using the new cut scores but the same standards.

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

Based on WKCE data from the fall of 2011, one student reached proficiency in reading and four were proficient or higher in math when NAEP-based cut scores were applied. In order to protect student confidentiality, CRC does not report on cohorts smaller than 10, and results are not included in this report.

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

To determine if students who did not meet proficient or advanced levels were making progress, CRC examined whether or not these students were able to improve scores by moving up one or more categories, e.g., minimal to basic, basic to proficient, or minimal to proficient. If students were not able to improve by a level, CRC examined student progress within the student's skill level. To examine movement within a proficiency level, CRC equally divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.²⁹

²⁹ This method is used by CRC to examine student progress in the schools chartered by the city.

During 2011–12, 51 students scored in the minimal or basic categories in reading based on the NAEP proficiency-level cut scores. Of these, 39.2% showed improvement by progressing to a higher proficiency level (N = 7) or quartile (N = 13) in reading (Table 24).

Table 24 Milwaukee Math and Science Academy Reading Proficiency-Level Progress for Students Minimal or Basic in 2011–12 Based on Revised WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	14	2	3	5	35.7%
4th to 5th	19	2	4	6	31.6%
5th to 6th	18	3	6	9	50.0%
Total	51	7	13	20	39.2%

Proficiency-level progress in math is described in Table 25. When the NAEP-based cut scores were applied to the 2011–12 scale scores, 48 students scored below proficient on the fall 2011 WKCE. Overall, 41.7% of these students either advanced one proficiency level (N = 12) or, if they did not advance a level, improved at least one quartile within their level (N = 8).

Table 25 Milwaukee Math and Science Academy Math Proficiency-Level Progress for Students Minimal or Basic in 2011–12 Based on Revised WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency-Level Advancement	
				N	%
3rd to 4th	13	3	2	5	38.5%
4th to 5th	20	7	3	10	50.0%
5th to 6th	15	2	3	5	33.3%
Total	48	12	8	20	41.7%

G. CSRC School Scorecard

During the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The scorecard includes multiple measures of student academic progress such as performance on standardized tests and local measures as well as point-in-time academic achievement and engagement elements such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating (Table 26).

Table 26 City of Milwaukee Educational Performance Rating Scale for Charter Schools	
School Status	Scorecard % Total
High Performing/Exemplary	100%–85%
Promising/Good	84%–70%
Problematic/Struggling	69%–55%
Poor/Failing	54% or less

The CSRC uses the score and rating to guide decisions regarding whether to accept a school's annual education performance and continue monitoring as usual and whether to recommend a school for a five-year contract renewal at the end of its fourth year of operation under its current contract. The CSRC expectation is that schools achieve a rating of 70.0% or more; if a school falls under 70.0%, the CSRC will carefully review the school's performance and determine if a probationary plan should be developed. The CSRC officially adopted the use of the scorecard in August 2012. For a full explanation of the scorecard policy see Appendix C.

This year, due to the change in WKCE cut score standards, CRC prepared two scorecards. One reflects the WKCE results using the former proficiency-level cut scores used until the current school year, and one reflects the revised cut scores. When WKCE results using the former cut scores were included, MMSA scored 64.4% percent on the scorecard. When the revised WKCE cut scores were included, the school scored 51.5% on the scorecard. This compares to 59.2% on the school's 2011–12 scorecard, which was based on the former WKCE cut scores. Please see Appendices C and E for school scorecard information.

H. Department of Public Instruction School Report Card³⁰

As part of the new state accountability system reflected in Wisconsin's approved Elementary and Secondary Education Act (ESEA) Flexibility Request,³¹ DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas:

³⁰

Information for this section was retrieved from the DPI website, <http://reportscards.dpi.wi.gov>. The DPI report card reflects the school's performance for the 2011-12 school year. Report cards for the 2012-13 school year will be issued in the fall of 2013.

³¹ Department of Public Instruction, retrieved from http://acct.dpi.wi.gov/acct_accountability

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

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

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

The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings:

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

MMSA's report card indicated that the school was not rated. The reasons for not rating a school are that the school is new, is an alternative school, or has too few students for accountability

determinations. For MMSA the later reason applies. Further information on the report card for MMSA is included in Appendix E.

I. Recommendations for Ongoing Monitoring

This report covers the second year of Milwaukee Math and Science Academy's operation as a City of Milwaukee charter school. Based on the school's compliance and the scorecard results for this second year of operation, CRC recommends that MMSA continue to receive regular, annual academic monitoring and reporting.

Appendix A

Contract Compliance Chart

<p style="text-align: center;">Milwaukee Math and Science Academy</p> <p style="text-align: center;">Overview of Compliance for Education-Related Contract Provisions</p> <p style="text-align: center;">2012–13</p>			
Section of Contract	Education-Related Contract Provision	Report Page Number(s)	Contract Provisions Met or Not Met?
Section I, B	Description of educational program: student population served	6	Met
Section I, V	The school will provide a copy of the calendar prior to the end of the previous school year.	9	Met
Section I, C	Educational methods	2–12	Met
Section I, D	Administration of required standardized tests.	32–42	Met
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals	15–32	Met
Section I, D and subsequent memos from the CSRC	Academic criteria #2: Year-to-year achievement measure		
	a. 2nd- and 3rd-grade students at or above grade level in reading: At least 75.0% will maintain at or above grade level status.	a. 43	a. N/A
	b. 4th- to 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level.	b. 44–46	b. Met when former cut score were applied (84.2% of 19 students); N/A* when revised cut scores were applied.
	c. 4th- to 8th-grade students proficient or advanced in math: At least 75.0% maintain proficiency level.	c. 49	c. Met when former cut scores were applied (100% of 10 students); N/A* when revised cut scores were applied.
Section I, D	Academic criteria #3:		
	a. 2nd- and 3rd-grade students with below grade-level 2011–12 scores in reading: Advance more than 1.0 GLE in reading.	a. 44	a. Not met (average gain 0.7 GLE).
	b. 4th- to 8th-grade students below proficient level in 2011–12 reading test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range.	b. 48–49	b. Not met when former cut scores were applied (51.5% of 33 students);

Milwaukee Math and Science Academy Overview of Compliance for Education-Related Contract Provisions 2012–13			
Section of Contract	Education-Related Contract Provision	Report Page Number(s)	Contract Provisions Met or Not Met?
	c. 4th- to 8th-grade students below proficient level in 2011–12 math test: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range.	c. 50	<p>not met when revised cut scores were applied (39.2% of 51 students).</p> <p>c. Not met when former cut scores were applied (47.6% of 42 students); not met when revised cut scores were applied (41.7% of 48 students).</p>
Section I, E	Parental involvement	9, 14	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	8	Substantially met**
Section I, I	Pupil database information	4–7	Met
Section I, K	Disciplinary procedures	11	Met

*CRC does not report results for cohorts smaller than 10 students in order to protect student confidentiality.

**The computer lab teacher did not hold a Wisconsin DPI license or permit.

Appendix B

Student Learning Memorandum

Learning Memo for Milwaukee Math and Science Academy

To: City of Milwaukee Charter School Review Committee and Children's Research Center
From: Milwaukee Math and Science Academy
Re: Student Learning Memorandum for the 2012–13 School Year
Date: October 24, 2012

The following procedures and outcomes will be used for the 2012–13 school year to monitor the educationally related activities described in the Milwaukee Math and Science Academy's charter school contract with the City of Milwaukee. The data will be provided to the Children's Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee (CSRC). Data will be reported in a spreadsheet or database that includes each student's Wisconsin student identification number (WSN). All spreadsheets and/or the database will include all students enrolled at any time during the school year.

Attendance

The school will maintain an average daily attendance rate of 90.0%. Attendance will be reported as present, excused absence, or unexcused absence. A student is considered present for the day if he/she arrives at the school no later than 10:00 a.m. and stays the rest of the day, or arrives on time in the morning (8:00 a.m.) and stays at least until 1:00 p.m.

Parent Participation

Half (50.0%) of all parents will participate in at least two of the four parent-teacher conferences. If parents are unable to attend parent-teacher conferences, home visits and phone conferences will be acceptable alternatives.

Special Education

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

Academic Achievement: Local Measures

Mathematics and Reading for K5 Through Sixth-Grade Students

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

At least 50.0% of the students who tested at or above the national average (normative mean) for their current grade level will remain at or above the normative average for that grade level in the spring.

At least 55.0% of the students who tested below the normative mean for their current grade level will score at least at the end-of-the-year mean for the grade level at which they tested in the fall.

In addition, CRC will conduct the following data analysis to examine MAP performance. Progress will be calculated by determining the number/percentage of students who meet their target RIT score on the spring test. This information will provide baseline data and further describe the progress of students in the areas of reading and math.

Mathematics and Reading for Third Through Sixth-Grade Students

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

Writing for K5 Through Sixth Grade

Writing progress will be measured using the Six Traits of Writing.³² The rubric consists of a six-point scale for each of the six traits. All students will complete a writing sample between December 5 and December 20, 2012, and again between May 15 and May 31, 2013. The grade-level prompt for both writing samples will be the same, with a focus on a narrative genre for K5 through second-grade students and persuasive samples for students in third through sixth grades. Progress will be measured by comparing each student's average fall score with his/her average spring score. It is understood this outcome will establish the baseline for further writing goals.³³

Special Education

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

Academic Achievement: Standardized Measures

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

K5: The Phonological Awareness Literacy Screening (PALS) will be administered each year within the timeframe required by the Wisconsin Department of Public Instruction (DPI).³⁴ PALS provides information about each student's level of mastery of early literacy fundamentals. Each student will receive a summed score, which will be compared to fall developmental expectations for his/her grade level.³⁵

Grades 1, 2, and 3

The Stanford Diagnostic Reading Test (SDRT) will be administered between April 17 and May 13, 2013. Progress will be assessed based on the results of the test in reading in subsequent years.

³² The six traits are: ideas, organization, voice, sentence fluency, word choice, and conventions.

³³ Writing genres include expository, descriptive, persuasive, and narrative.

³⁴ The school must administer the PALS in the fall of the school year; if DPI requires additional test administrations, CRC may request data from the winter and/or spring test periods.

³⁵ PALS was developed by researchers at the University of Virginia and is considered a scientifically-based reading assessment for kindergarten students. It assesses key literacy fundamentals, including phonemic awareness, phonics, fluency, and vocabulary. Specifically, PALS assesses rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation (optional). Note: This information was taken from the DPI website: <http://www.palswisconsin.info>

Grades 3 Through 6

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

CSRC Year-to-Year Expectations

- At least 75.0% of the students who were at or above grade level on the SDRT the previous spring will maintain at or above grade-level status.
- All students below grade level on the previous year's SDRT will advance, on average, more than one year using grade-level equivalencies (GLE) from spring test to spring test. (The results for third-grade students with comparable first-grade SDRT test results will be reported as supplementary information.)
- Three quarters (75.0%) or more of the fourth through sixth graders meeting the full academic year (FAY) definition who were at the proficient or advanced levels on their previous year's WKCE reading and/or math subtests will maintain their status of proficient or above.
- More than half (60.0%) of the current fourth through sixth graders meeting the FAY definition who were at the minimal or basic levels of proficiency on their previous year's WKCE reading and/or math subtests will show advancement in scale scores to the next highest quartile within the range of their previous year's proficiency level or advance to the next proficiency level.

Student Learning Memo Data Addendum Milwaukee Math and Science Academy

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

1. All students attending the school *at any time during the 2012–13 academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique ID number in each data file.
2. All data fields must be completed for each student *enrolled at any time during the school year*. If a student is not enrolled when a measure is completed, record N/E for that student to indicate "not enrolled." This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.
3. Record and submit a score/response for each student. *Please do not submit aggregate data* (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

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

Staff person responsible for year-end data submission: Ergun Sevilmis

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

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

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Special Education Needs Students	<p>For each student with a special education need, as noted on the student roster, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Special education need (e.g., ED, CD, LD) • Eligibility assessment date (date team met to determine eligibility) • IEP completion date (date IEP was developed) • Parent participation in IEP completion (Y/N) • IEP review date (date IEP was reviewed this year; if initial IEP was developed this year, enter N/A) • IEP review results, e.g., continue in special education, no longer eligible for special education • Parent participation in IEP review (Y/N) • Number of goals, including sub-goals on IEP • Number of goals, including sub-goals, met on IEP • Planned date for next evaluation/eligibility assessment 	Spreadsheet	Shara Barlow
Academic Achievement: Local Measures <i>K5 Through 6th-Grade Reading and Math</i>	<p>For each K5 through 6th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Fall 2012 reading RIT score • Reading RIT target score • Spring 2013 reading RIT score • Met reading target (Y/N) • Fall 2012 math RIT score • Math RIT target score • Spring 2013 math RIT score • Met math target (Y/N) 	Spreadsheet	Laurie Jewell and Ergun Sevilmis
Academic Achievement: Local Measures <i>3rd- Through 6th-Grade</i>	<p>For each 3rd- through 6th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN 	Spreadsheet	Laurie Jewell and Ergun Sevilmis

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<i>Reading and Math</i>	<ul style="list-style-type: none"> • Student name • Grade • Fall Reading Concept Test score • Fall Math Concept Test score • Fall test administration date • Spring Reading Concept Test score • Spring Math Concept Test score • Spring test administration date 		
<i>K5 Through 6th-Grade Writing</i>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Average fall writing score • Average spring writing score 	Spreadsheet	Laurie Jewell and Ergun Sevilimis
<p>Academic Achievement: Standardized Measures <i>SDRT</i></p> <p><i>1st- Through 3rd-Grade</i></p>	<p>For each 1st- through 3rd-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Phonetics scale score • Phonetics GLE • Vocabulary scale score • Vocabulary GLE • Comprehension scale score • Comprehension GLE • Total scale score • Total GLE 	Spreadsheet; provide paper copies of the test publisher's printout	Laurie Jewell and Ergun Sevilimis
<p>Academic Achievement: Standardized Measures <i>WKCE</i></p> <p><i>3rd- Through 6th-Grade</i></p>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • WSN • Local student ID number • Student name • Grade • Scale scores for each WKCE test (e.g., math and reading for all grades, plus language, social studies, science, and writing for 4th graders) • Proficiency level for each WKCE test • State percentile for each WKCE test <p>Note: Enter N/E if student</p>	Spreadsheet; provide paper copies of the test publisher's printout	Laurie Jewell and Ergun Sevilimis

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>was not enrolled at the time of the test. Enter N/A if test did not apply for another reason.</p> <p>CRC encourages the school to download WKCE data from the Turnleaf website. This website contains the official WKCE scores used by DPI.</p> <p>Please provide test date(s) in an email or other document.</p>		

Appendix C

CSRC School Scorecards

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

r: 4/11

K5-8TH GRADE

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

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced	(7.5)	35.0%
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	

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

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

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

HIGH SCHOOL

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

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

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

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

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

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

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

Beginning in 2012–13, the Wisconsin Department of Public Instruction applied more rigorous proficiency-level cut scores to the WKCE reading and math tests. These revised cut scores are based on standards set by the NAEP and require students to achieve higher scale scores in order to be considered proficient. The school scorecards include both points related to current year and year-to-year performance on the WKCE. In order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two scorecards: One uses the former WKCE cut scores and one uses the revised cut scores that were implemented this year. In order to compare results from last year and this year, the former cut scores were applied to the current year scale scores and the revised cut scores were applied to scale scores from last year. Progress was then measured from last year to this year using the former cut score proficiency levels and from last year to this year using the revised proficiency levels.

The scorecard in Table C1 was compiled using the former WKCE cut scores and can be compared to scorecard results from previous years.

Table C1 Milwaukee Math and Science Academy Charter School Review Committee WKCE Scores Based on Former Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress 1st–3rd Grades	SDRT: % remained at or above GL	N/A* (4.0)	10.0%	--	--
	SDRT: % below GL who improved more than 1 GL	6.0		9.1%	0.5
Student Academic Progress 3rd–8th Grades	WKCE reading: % maintained proficient and advanced	7.5	35.0%	84.2%	6.3
	WKCE math: % maintained proficient and advanced	7.5		100.0%	7.5
	WKCE reading: % below proficient who progressed	10.0		51.5%	5.2
	WKCE math: % below proficient who progressed	10.0		47.6%	4.8
Local Measures	% met reading**	3.75	15.0%	77.8%	2.9
	% met math**	3.75		76.6%	2.9
	% met writing***	3.75		86.2%	3.2
	% met special education	3.75		75.0%	2.8
Student Achievement 3rd–8th Grades	WKCE reading: % proficient or advanced	7.5	15.0%	38.9%	2.9
	WKCE math: % proficient or advanced	7.5		29.5%	2.2
Engagement	Student attendance	5.0	25.0%	87.2%	4.4
	Student reenrollment	5.0		75.7%	3.8
	Student retention	5.0		77.1%	3.9
	Teacher retention rate	5.0		95.0%	4.8
	Teacher return rate	5.0		77.0%	3.9
TOTAL		96.0			61.8 (64.4%)

*CRC does not report results for cohorts smaller than 10 students in order to protect student confidentiality.

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

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

The scorecard in Table C2 was compiled using the revised WKCE cut scores.

Table C2 Milwaukee Math and Science Academy Charter School Review Committee WKCE Scores Based on Revised Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress 1st–3rd Grades	SDRT: % remained at or above GL	N/A* (4.0)	10.0%	--	--
	SDRT: % below GL who improved more than 1 GL	6.0		9.1%	0.5
Student Academic Progress 3rd–8th Grades	WKCE reading: % maintained proficient and advanced	N/A* (7.5)	35.0%	--	--
	WKCE math: % maintained proficient and advanced	N/A* (7.5)		--	--
	WKCE reading: % below proficient who progressed	10.0		39.2%	3.9
	WKCE math: % below proficient who progressed	10.0		41.7%	4.2
Local Measures	% met reading**	3.75	15.0%	77.8%	2.9
	% met math**	3.75		76.6%	2.9
	% met writing***	3.75		86.2%	3.2
	% met special education	3.75		75.0%	2.8
Student Achievement 3rd–8th Grades	WKCE reading: % proficient or advanced	7.5	15.0%	2.7%	0.2
	WKCE math: % proficient or advanced	7.5		6.3%	0.5
Engagement	Student attendance	5.0	25.0%	87.2%	4.4
	Student reenrollment	5.0		75.7%	3.8
	Student retention	5.0		77.1%	3.9
	Teacher retention rate	5.0		95.0%	4.8
	Teacher return rate	5.0		77.0%	3.9
TOTAL		81.0			41.7 (51.5%)

*CRC does not report results for cohorts smaller than 10 students in order to protect student confidentiality.

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

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

Appendix D

Trend Information

Table D1					
Milwaukee Math and Science Academy Student Enrollment and Retention					
School Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number and Rate Enrolled for Entire School Year
2011–12	154	21	23	152	133 (86.4%)
2012–13	240	31	63	208	185 (77.1%)

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

Table D3	
Milwaukee Math and Science Academy Parent/Guardian Participation Rate	
School Year	Parent/Guardian Participation Rate
2011–12	48.9%
2012–13	69.2%

Table D4	
Milwaukee Math and Science Academy SDRT Year-to-Year Progress Percentage of Students Who Remained At or Above Grade Level 2nd and 3rd Grades	
School Year	Percent
2011–12	N/A
2012–13	Cannot report due to <i>n</i> size

Table D5	
Milwaukee Math and Science Academy SDRT Year-to-Year Progress Percentage of Students Who Were Below Grade Level and Showed Improvement 2nd and 3rd Grades	
School Year	Average GLE Advancement
2011–12	N/A
2012–13	0.7

Table D6 Milwaukee Math and Science Academy WKCE Year-to-Year Progress Based on Former Proficiency-Level Cut Scores* Percentage of Students Who Remained Proficient or Showed Advancement 4th Through 6th Grades		
School Year	Reading	Math
2012–13	84.2%	100.0%

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

Table D7 Milwaukee Math and Science Academy WKCE Year-to-Year Progress Based on Revised Proficiency-Level Cut Scores Percentage of Students Who Remained Proficient or Showed Advancement 4th Through 6th Grades		
School Year	Reading	Math
2012–13	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size

Table D8 Milwaukee Math and Science Academy WKCE Year-to-Year Progress Based on Former Proficiency-Level Cut Scores* Percentage of Students Who Were Minimal or Basic and Showed Improvement 4th Through 6th Grades		
School Year	Reading	Math
2012–13	51.5%	47.6%

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

Table D9 Milwaukee Math and Science Academy WKCE Year-to-Year Progress Based on Revised Proficiency-Level Cut Scores Percentage of Students Who Were Minimal or Basic and Showed Improvement 4th Through 6th Grades		
School Year	Reading	Math
2012–13	39.2%	41.7%

Table D10	
Milwaukee Math and Science Academy Using Former WKCE Cut Scores	
School Year	Scorecard Result
2011–12	59.2%
2012–13	64.4%

Table D11					
Milwaukee Math and Science Academy Teacher Retention					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Number and Rate Employed at the School for Entire School Year
2011–12					
Classroom Teachers Only	8	0	1	7	7 (87.5%)
All Instructional Staff	14	0	1	13	13 (93.0%)
2012–13					
Classroom Teachers Only	12	0	1	11	11 (91.7%)
All Instructional Staff	21	0	1	20	20 (95.2%)

Table D12			
Milwaukee Math and Science Academy Teacher Return Rate*			
Teacher Type	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
2011–12			
Classroom Teachers Only	N/A	N/A	N/A
All Instructional Staff	N/A	N/A	N/A
2012–13			
Classroom Teachers Only	7	7	100.0%
All Instructional Staff	13	10	76.9%

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

Appendix E

2011–12 DPI Report Card



Milwaukee Math and Science Aca | Milwaukee Math and Science Aca

School Report Card | 2011-12 | Summary

Overall Accountability Score and Rating



Not Rated*

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

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	NA/NA		66.4/100	
Reading Achievement	NA/NA		28.5/50	
Mathematics Achievement	NA/NA		37.9/50	
Student Growth	NA/NA		67.4/100	
Reading Growth	NA/NA		34.2/50	
Mathematics Growth	NA/NA		33.2/50	
Closing Gaps	NA/NA		65.7/100	
Reading Achievement Gaps	NA/NA		32.6/50	
Mathematics Achievement Gaps	NA/NA		33.1/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	NA/NA		85.5/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	NA/NA		74.2/80	
3rd Grade Reading Achievement	NA/NA		11.3/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: NA
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: NA
Absenteeism Rate (goal <13%)	Goal met: NA
Dropout Rate (goal <6%)	Goal met: NA