

2016–2017 Programmatic Profile and Educational Performance

Report Date: September 2017



Milwaukee Math and Science Academy

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

**EXECUTIVE SUMMARY
FOR
MILWAUKEE MATH AND SCIENCE ACADEMY
2016–17**

This is the sixth annual report on the operation of Milwaukee Math and Science Academy (MMSA). It is a result of intensive work 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 full report, CRC has determined the following findings.

I. CONTRACT COMPLIANCE SUMMARY

MMSA met all but one of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. The school fell short (72.7%) of the expectation that 75.0% of the second graders maintain benchmark on the year-to-year Phonological Awareness Literacy Screening (PALS) assessment.

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

II. EDUCATIONAL PERFORMANCE

A. Local Measures

1. Primary Measures of Academic Progress

CSRC requires the school to track student progress in reading, writing, math, 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 (MAP) had the following results.

Reading. Overall, 56.7% (160 of 282) of K5 through eighth-grade students who took the MAP tests in the fall met their target reading score on the spring test administration.

Math. Overall, 61.2% (175 of 286) of K5 through eighth-grade students who took the MAP in the fall met their target math score on the spring test administration.

Writing. More than half (57.0%, or 163 of 286) of the K5 through eighth graders who completed both a fall and spring writing sample increased their average score by at least one point on the spring writing sample.

Special education. Most (13 of 21, or 61.9%) of the students met or made progress on at least 75.0% of their goals at the time of their annual individualized education program review.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, MMSA identified measurable education-related outcomes in attendance, parent involvement, and special education records. The following are the results.

- Average student attendance was 89.8%, falling short of the school's goal of 91.5%.
- Parents of 237 (77.2%) children attended at least three conferences, exceeding the school's goal.
- MMSA developed and maintained essential records for all special education students. However, the local measure records were not submitted as specified on the learning memo data addendum.

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

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

On the PALS reading benchmark, 16 of 22 (72.7%) of the second graders who were at or above the benchmarks at the end of first grade (spring of 2016), remained at or above the benchmark in the spring of 2017.

This was the second year of using the Wisconsin Forward Exam. CRC examined the year-to-year results in reading and math for students in fourth through eighth grades.

Overall, a total of 11 third- through eighth-grade students who also took the spring of 2017 exam were proficient or advanced in English/language arts (ELA), and nine were proficient or advanced in math in the spring of 2016. Of these students, five of 11 (45.5%) maintained proficient or advanced status in ELA. The number of students who took the Forward math assessments again in the spring of 2017 was not sufficient to report the results.

Of 85 students who were below proficient in ELA in the spring of 2016 and took the spring ELA assessment in 2017, 30.6% showed progress in 2017. Of the 90 students who were below proficient in math in the spring of 2016 and took the spring math assessment in 2017, 26.7% showed progress in 2017.

C. School Scorecard

MMSA scored 51.8% on the CSRC pilot scorecard this year compared to 66.6% on the pilot scorecard for 2015–16. The school did not meet the CSRC expectation of improving its pilot scorecard results by at least two points.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

MMSA addressed all recommendations for school improvement included in the 2015–16 academic year reports. Based on results in this report and in consultation with school staff, CRC recommends the school continue a focused school improvement plan with the following activities for 2017–18.

- Focusing on improved implementation of Positive Behavior Intervention and Supports.
- Increasing the effective use and monitoring of student PALS and MAP assessment data throughout the year to identify students' needs and plan appropriate teaching strategies and interventions.
- Developing a more focused Response to Intervention program.
- Developing strategies to improve the school's stability, specifically improving the student and teacher return rates.
- Identifying and addressing issues affecting students' performance on the Forward Exam and the first grade PALS benchmark test.

V. RECOMMENDATIONS

The school adopted strategies to ensure that all of the recommendations for school improvement in the 2015–16 report were implemented, and the school met all but one of the provisions of its contract with the City of Milwaukee.

However, even with the significant impact of the first year-to-year Forward Exam results, the multiple measures pilot scorecard shows lack of growth or decreasing performance in other indicators of school effectiveness. The result, at 51.8%, is about 14 percentage points below the 2015–16 pilot scorecard result of 66.6%. Therefore, CRC recommends the school be placed on probation for the 2017–18 academic year.

I. INTRODUCTION

This is the sixth annual program monitoring report to address educational outcomes for Milwaukee Math and Science Academy (MMSA), one of 10 schools chartered by the City of Milwaukee for the 2016–17 academic year. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between CSRC and the Children’s Research Center (CRC). The following process was used to gather report information.

- Assisted the school in developing its student learning memorandum (or “learning memo”).
- Visited the school in the fall to conduct a structured interview with the principal and the instructional coordinator and to clarify the data requirements and data submission process.
- Made additional site visits during the year to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
- Conducted a structured interview with the principal and the instructional coordinator/dean of students at the end of the school year to review the year and develop initial recommendations for school improvement.
- Read case files for selected special education students to ensure that individualized education programs (IEPs) were up to date.
- Verified instructional staff licensure using the Wisconsin Department of Public Instruction (DPI) website.
- Accompanied the chair and staff of the CSRC to an MMSA board of directors meeting.

CRC compiled and analyzed the electronic and paper data submitted by MMSA and presented its results in this report.

II. PROGRAMMATIC PROFILE

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

Phone: (414) 263-6400

Fax: (414) 263-6403

Website: www.mmsacademy.org

Principal 2016–17 Academic Year: Mr. David Chief

Principal 2017–18 Academic Year: Mr. Alper Akyurek¹

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 more than 30 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 DPI to ensure that all terms of the school's charter are met. The board meets on a regular basis.

¹ Mr. Akyurek was the principal the first year MMSA was chartered by the city. He is returning as school leader for 2017–18. He participated in the 2016–17 end-of-year interview and continues to be involved in the transition of leadership.

² Concept Schools website: www.conceptschoools.org

The school's management team consists of the principal/director, an assistant principal of academics, an assistant principal of school culture, an assistant dean of students. Opportunities for management support are also provided by Concept Schools staff. Of note is that this year represents the fourth year the school has been led by the same principal/director; it is the third year under the leadership of the same assistant principal of academics formerly known as the instructional coordinator.

As of February 2017, the school's board of directors consisted of four members, a president, a vice president/treasurer, a parent, and a board member. The board president and the vice president/treasurer have been on the board since the school began; the parent has been on the board since January 2015.

B. Educational Methodology

1. Philosophy (Mission and Vision)³

To prepare students to thrive in STEM-focused high schools, colleges, and the world, MMSA fosters an environment of inquiry and a love of learning. MMSA envisions its students entering high school ready to tackle all academic challenges and excelling in STEM subjects, and it pursues this vision by:⁴

- Meeting and exceeding the national norms on Measures of Academic Progress (MAP) assessments;
- Maintaining a student attendance rate of 93.0%, a student retention rate of 90.0%, and a high staff retention rate;

³ From the school's website: www.mmsacademy.org

⁴ Information from the *2016–17 Parent/Student Handbook*.

- Establishing an effective character education program and embedding it in the curriculum;
- Providing excellent parent and student satisfaction;
- Providing engaging, diverse, and effective extracurricular activities; and
- Involving parents and the community in productive ways.

MMSA exists for the welfare and dignity of each child. Education centers on students, and each child is recognized as a unique individual with unique interests, needs, and abilities. MMSA aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. MMSA is focused on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. Another 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 it transforms. MMSA will strive to lead each and every student toward these accomplishments by using a curriculum aligned to the Wisconsin Academic Standards, which is essential to future success in school and at work. The standards are reinforced and reviewed to prepare students for standardized tests. Both in-class preparation and afterschool instruction are provided to ensure a higher level of achievement for each student.

2. Educational Programs and Curriculum

Beginning in the very early grades, MMSA prepares students for college by creating a learning environment of high expectations and standards. All students are exposed to a rigorous curriculum in subjects like language arts, physical education, and social studies. MMSA provides

an extra emphasis on math, science, and technology to prepare students to be competitive in the global world. Graduation requirements, discipline, promotion policies, and homework policies all reflect high standards.

In order for students to succeed, MMSA provides a comprehensive support system to ensure success for all. This includes, but is not limited to, before- and afterschool tutoring, peer tutoring, Saturday schools, summer/winter programs, and pull-out programs.

Students are assessed on an ongoing basis, every six to nine weeks, to determine their growth and improvement. Teachers then analyze the assessment results to develop specific strategies, within the classroom and academic support, to ensure that all students attain mastery level on what they are learning in the classroom. In an effort to encourage students, parents have online access to such assessment data in order to see their child's progress throughout the school year.

Third- through eighth-grade students are assigned a letter grade following a standard numerical scale associated with each letter. Kindergarten through second grade student progress is monitored with report cards on which student skills are rated from advanced to below basic in the following subjects: independent learning and social behavior, mathematics, reading, science, social studies, and writing. These students also are assessed on the level of effort put forth in each subject on a scale ranging from "consistently focuses on learning" to "no evidence of effort." The school has a stated promotion policy as well as attendance and dress

code policies. Transportation is provided by MMSA for students who live between one and 10 miles from the school.⁵

C. Student Population

At the beginning of the year, 378 students were enrolled at MMSA.⁶ An additional 31 students enrolled after the school year started, and 75 students withdrew from the school prior to the end of the year. Of those 75 students, 33 (44.0%) withdrew due to a parent's decision; 15 (20.0%) moved out of state or out of town; 11 (14.7%) withdrew to enroll in a MPS school; seven (9.3%) withdrew due to family issues; four (5.3%) withdrew for discipline adaptation issues; two (2.7%) were expelled; one (1.3%) withdrew because their parent enrolled them in the same school as their sibling; one (1.3%) withdrew because their parent decided to remove them for behavioral reasons; and one (1.3%) withdrew for other reasons.⁷ Of the 378 students who started the year at the school, 307 remained enrolled at the end of the year, representing an 81.2% retention rate. This compares to a retention rate of 84.6% in 2015–16.

At the end of the year, 334 students were enrolled at MMSA.

- Most (318, or 95.2%) of the students were African American, six (1.8%) were Hispanic/Latino, seven (2.1%) were multiracial, two (0.6%) was Caucasian/White, and one (0.3%) was Native Hawaiian or Other Pacific Islander.

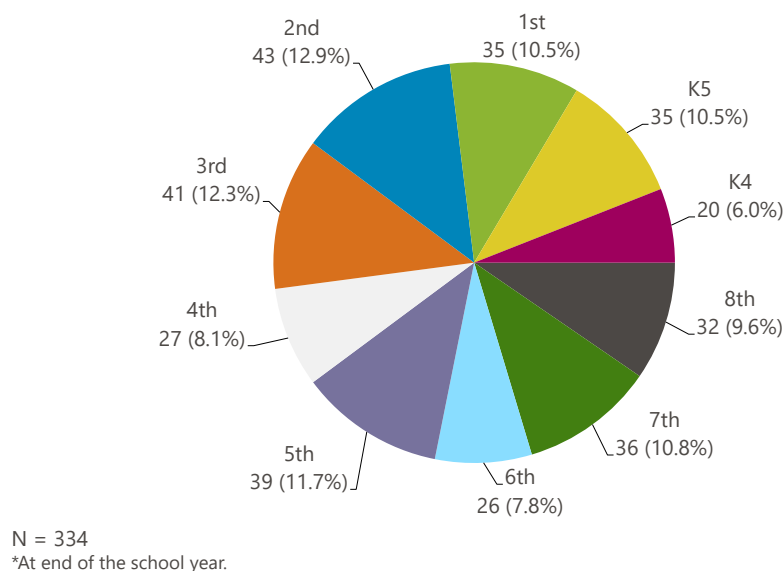
⁵ Information from the *2016–17 Parent/Student Handbook*.

⁶ As of September 16, 2016.

⁷ The administrator reported that “discipline adaptation” refers both to cases where parents withdrew their students as a result of too many disciplinary referrals or before expulsion proceedings were implemented. “Other” was the category used when the school was unable to contact a parent to determine the reason for withdrawal.

- Girls numbered 176 (52.7%); boys, 153 (45.3%); and five (1.5%) students were unknown.⁸
- Special education needs were reported for 50 (15.0%) students, of which 13 had other health impairments (OHI), 11 had special needs in speech/language (SPL), nine had emotional/behavioral disabilities (EBD), four had specific learning disabilities (SLD), two had significant developmental delay (SDD), two had SDD/SPL, one had OHI/SPL, one had SLD/SPL, one had a hearing impairment (H), and one had SLD/OHI.⁹
- All 334 students were eligible for free lunch.
- The largest grade level was second, with 43 students (Figure 1).

Figure 1
Milwaukee Math and Science Academy
Student Grade Levels*
2016–17



⁸ The school reported a "U" for gender, assumed to be "unknown."

⁹ Three students were reported to have 504 plans, which are not IEPs. Additionally, one student was indicated as having an H need, which was assumed to mean "hearing impairment."

On the last day of the 2015–16 academic year, 287 MMSA students were eligible for continued enrollment during the 2016–17 academic year. Of those, 208 were enrolled on the third Friday in September 2016, representing a return rate of 72.5%, which compares to 67.1% the prior year.

D. School Structure

1. Areas of Instruction

MMSA's curriculum included instruction in English/reading/literacy, mathematics, social studies, science, art, music, physical education/health, character education, and computer science. Students were exposed to core subjects daily and participated in art, music, physical education, and computer science two to three times per week. Special education programming was provided to students identified as needing an IEP. Students who met the criteria for special education services were monitored and reviewed so that appropriate adjustments could be made to their plans. Students received four report cards during the year, which were mailed to their homes.¹⁰

2. Classrooms

The school began the year with 20 classrooms referred to as homerooms: two at each grade level. The sixth through eighth graders moved among the classrooms according to subject areas (two English/language arts rooms, two math rooms, one science room, and one social studies room). In addition, there was a special education classroom.

¹⁰ See the 2016–17 *Parent/Student Handbook*.

At least one teacher was assigned to each classroom with additional help from the six full time and one part-time teacher aides. The middle school grades (sixth, seventh, and eighth) had six subject-matter teachers—two for English/language arts (ELA), two for math, and one each for science and social studies.

The school building also included an art room, a room for special education individual and small-group work, a library, and a gymnasium. Breakfast and lunch were served in a cafeteria adjacent to the kitchen. Other smaller rooms were available for use by school personnel working with students individually or in small groups,

3. Teacher Information

During the school year, a total of 20 classroom teachers and 12 additional instructional staff were employed. The school year began with 20 classroom teachers, 10 of whom were new to the school. The twelve instructional staff at the beginning of the year included an art teacher, two English as a Second Language (ESL) teachers, a reading teacher, a physical education teacher, a Response to Intervention (RtI) coordinator, a social worker, two special education teachers, one full-time substitute teacher (who served all classrooms), a character education teacher and a computer teacher. After the year began the school also hired a music teacher and a psychologist, both of whom started in October 2016. The school contracted for the services of a speech pathologist. The school also employed seven teacher aides throughout the year.

Of the 20 classroom teachers who began the year, 19 were eligible to remain at the school all year. Of the 19 eligible teachers, 18 (94.7%) remained for the entire year. A third grade teacher resigned at the end of October 2016 and a K-5 teacher was asked to leave in February.¹¹

Of the 12 other instructional staff who began the year, one was let go due to budget cuts and eleven were eligible to stay. The art teacher and the substitute teacher left during the year.¹²

Of the 11 eligible other instructional staff, nine (81.8%) remained the entire year. The total teacher retention rate for all instructional staff, including classroom teachers, was 90.0% (27 of 30 eligible to remain all year).

At the end of the 2015–16 school year, 13 classroom teachers and seven other instructional staff were eligible to return in the fall of 2016. Ten of the 13 classroom teachers returned for a return rate of 76.9%. Four (57.0%) of the seven other instructional staff returned. Overall, 14 of the 20 eligible staff returned for an overall return rate of 70.0%.

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

Teachers were evaluated through the use of a rubric that covered skills with points assigned in the areas of planning and preparation (10.0%), instruction (50.0%), classroom management (35.0%), and professional attributes (5.0%). Teachers also complete the

¹¹ When the third grade teacher left, the class was covered by the building substitute until December. At that time the two fourth grade classrooms were combined and one of the fourth grade teachers moved to the third grade position.

¹² When the art teacher left in December, the school provided an art study hall in which students worked on art projects, did homework, or were pulled for small-group interventions. This study hall was monitored by a long-term teaching assistant.

Student Learning Objectives/Professional Practice Goals and other tools in the Educator Effectiveness Project, based on the Danielson Model.

Teachers and leadership participated in the following 2016–17 professional development opportunities appropriate for their various positions at the school.¹³

Table 1
Professional Development 2016–17 by Topic/Event
Concept-Sponsored Professional Development <ul style="list-style-type: none"> • Leadership Summit • Teacher Institute • Introduction to Journeys • Literacy Day • Reading and Math Centers Webinar • Using Standardized Testing and Reporting (STAR) Results
Professional Development Session Provided by MMSA Staff Members <ul style="list-style-type: none"> • Student Information System (SIS) Training for New Teachers • Response to Intervention Training • Building Positive School Culture • Northwest Evaluation Association (NWEA) MAP Data Analysis • Compass Learning/STAR/AR Google Docs • Educator Effectiveness: My Learning Plan on the OASYS information system (MLP-OASYS) • Forward Exam Training • Best Practices for Difficult Students • Writing Strategies • Educator Effectiveness: MLP-OASYS Training/Portfolio
Professional Development Provided by Outside Agencies <ul style="list-style-type: none"> • Building Relationships with Students • Child Abuse Training • Professionalism: Code of Ethics • Reaching Out to All Students • Mental Health of Our Students • Wisconsin State Reading Association (WSRA) Convention • Joyful Learning

¹³ The school provided a complete attendance list for each of the professional development opportunities, which is not included in this report.

4. Hours of Instruction/School Calendar

The regular school day for all students began at 8:05 a.m. Breakfast was served from 7:30 a.m. to 7:50 a.m. each morning. Homeroom was held from 7:55 a.m. to 8:05 a.m. Students were dismissed at 3:10 p.m. (first through third grades) or 3:15 p.m. (fourth through eighth grades). On Mondays and Thursdays, tutoring was available from 3:30 p.m. to 4:00 p.m. Clubs occurred during the same time on Thursdays. Approximately one day per month, students did not attend in order for teachers to engage in professional development and/or planning.

The first day of school was August 22, 2016, and the last day of school was June 13, 2017. The school published the calendar in the parent handbook and on its website. 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, including students, parents, and staff. The goal of MMSA is to create a partnership among the members of this triad. Each member is responsible for doing his or her part to make the school a place where everyone can achieve his or her goals and work together in harmony. Parents are invited to contact any member of the school staff if they need assistance with any problems or concerns. In addition, parents and students are asked to review the *Parent/Student Handbook* and complete a statement of understanding.

The school provided a parent/student orientation before school began. Parents at MMSA could follow along their children's classroom activities, homework, assignments, and grades via

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

According to the *Parent/Student Handbook*, parents are expected to attend at least two conferences per year; one the first semester and another during the second semester or as requested by the classroom teacher, principal, or dean. Parents are welcome and encouraged to volunteer or observe in daily activities at the school.

Many family-centered activities were offered throughout the year, including the following.

- Student orientation
- Harvest Fest
- Student versus staff basketball game
- Family Movie and Game Night
- Muffins with Mom
- Donuts with Dad
- Valentine's Day Dinner and Dance
- Science Fair
- Honor Roll dinner (end of each quarter)
- High School Night (for eighth graders)
- Black History Program
- Chant Battle
- Welcome dinner for Somalian families
- Eighth grade graduation in June
- K5 graduation

- Concept Youth Scholar Program dinner
- Open parent meetings (Wednesdays from 8:30 to 9:30)

6. Waiting List

In September 2016, the school reported a waiting list of four or five students for the seventh grade. As of May 23, 2017, the school reported no students waiting for fall openings.

7. Disciplinary Policy

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

This year the school continued to implement a program based on Positive Behavior Intervention and Supports (PBIS). Staff kicked off this program prior to this school year and reintroduced the system to MMSA during the first week of school. The school's behavioral expectations are to be safe, respectful and responsible. The school's 2015–16 *Parent/Student Handbook* explains the policy and procedures regarding student conduct and discipline. The handbook covers expectations, unacceptable student behaviors, formal disciplinary policies and procedures, and the schoolwide discipline system. The discipline system includes defined rules, expectations, and consequences. The handbook includes a chart outlining specific situations in which preventive discipline strategies can be used as well as appropriate consequences. In- and out-of-school suspensions, expulsions, and due process rights are explained.

8. Graduation and High School Information

The school held a high school information night, where several high schools came to present information. In addition, Pathways, a new high school came to present at the school. School staff helped parents fill out applications as well as counseling individual students including taking some students to visit high schools. MMSA posted acceptance letters on the school's walls to encourage all students to apply to high school and celebrate their acceptance.

Of the 32 eighth-grade students who graduated, 23 plan on attending high schools of their choice. These schools included: The Islamic Society HS (one), Milwaukee Collegiate Academy (three), Pathways (three), St. Joan Antida (three), Milwaukee Academy of Science (three), Rufus King (three), Messmer (three), Riverside HS (two), Hamilton HS (one) and Wauwatosa East HS (one). At the time of graduation, six students had not decided on a high school and three had not yet applied.

The school has not developed a formal plan to track the high school achievements of its graduates. MMSA's first eighth grade graduates will be going into their junior year of high school.

9. Activities for School Improvement

The following describes MMSA's responses to the activities recommended in the programmatic profile and educational performance report for the 2015–16 academic year.

- Recommendation: Continue to focus on strategies and professional development in the areas of reading and writing.

Response: In the fall, Concept curriculum directors at each level met with all teachers to look at their student reading data, develop strategies, including writing. The levels were K through second, third through fifth and sixth through eighth grades. Again, at mid-year the curriculum directors met with teams to address the needs of students, especially in the K through second grade level.

Fall PALS data were reviewed to identify the skills individual students were missing. Teachers then directed teacher aides to work on these skills with individual students.

Several related professional development opportunities occurred during the year, including a Reading Center Webinar, a Literacy Day, Using STAR Results, NWEA MAP data analysis, and Writing Strategies. School staff also worked with non-reading/writing teachers on how to incorporate reading and writing skills into their curriculum.

- Recommendation: Continue to implement the PBIS culture and other strategies to reduce the incidence of in-school and out-of-school suspensions.

Response: Prior to the school year Ms. Deniece Fields conducted "Building Relationships With Students." This was followed by a November professional development titled "Reaching Out to All Students." Ms. Fields continued to mentor five teachers who struggled with classroom management during bi-weekly sessions over five months.

The school staff worked on increasing cultural awareness. The school's PBIS team, consisting of administrators, teachers and teaching assistants, met weekly to discuss assistance needed by students and teachers. The school also had special events as an incentive for points earned by positive behavior. For example, there was a Making It Through May event as well as a Student of the Month award for every grade to recognize positive behaviors, such as attendance, at a school-wide assembly.

- Recommendation: Continue to focus professional development and classroom strategies to meet the needs of ESL students.

Response: The school hosted a training provided by CESA to interpret the Access Assessment, an assessment for English Language Learners. There were two sessions, one for the elementary teachers and a second for the middle school teachers. The training included strategies to meet the students' needs.

In addition, the ESL teacher worked with the regular education teachers to coordinate lessons on an ongoing basis. Additional support was provided by the Concept curriculum directors.

Based on results in this report and in consultation with school staff, CRC recommends the school continue a focused school improvement plan by:

- Continue a focus on improved implementation of PBIS;
- Increase the effective use and monitoring of student Phonological Awareness Literacy Screening (PALS) and MAP assessment data throughout the year to identify students' needs and plan appropriate teaching strategies and interventions;
- Develop a more focused Rtl program;
- To develop strategies to improve the stability of the school, specifically the improvement the student and teacher return rate; and
- Identify and address the issues that affect the students' performance on the Forward Exam as well as the first grade PALS benchmark test.

III. EDUCATIONAL PERFORMANCE

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

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

A. Attendance

CRC examined student attendance two ways: The first reflects the average time students attended school; the second includes excused absences. Both rates include all students enrolled at any time during the school year. MMSA established a goal to maintain an average daily attendance rate of 91.5%. The school considered a student present if he/she arrived at school no later than 10:00 a.m. and remained in class for the rest of the school day or arrived at school by 8:00 a.m. and remained in class until at least 1:00 p.m. Attendance data were available for 409 students enrolled during the year. On average, students attended 89.8% of the time, just shy of the school's goal.¹⁴ When excused absences were included, the attendance rate rose to 90.3%.

CRC also examined the time students spent, on average, in suspension (in- or out-of-school). Throughout the school year, 148 students from K4 through eighth grade were suspended at least once. Of those students, 137 spent, on average, 3.2 days out of school on suspension, and 38 students spent an average of 1.2 days in school and on suspension.¹⁵ Note that some students were given both in- and out-of-school suspensions during the year.

B. Parent Participation

At the beginning of the academic year, the school set a goal that parents of 75.0% of students enrolled all year would attend a minimum of three of the four parent-teacher

¹⁴ 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.

¹⁵ In 2015–16, 163 students were suspended at least once with an average of, 3.7 days in out of school suspension and 1.5 days in school and on suspension.

conferences. Phone calls and home visits were acceptable alternatives for parents who were unable to attend conferences. This year, 307 students were enrolled at the time of all four conferences (i.e., for the year). Results indicated that parents of 237 (77.2%) children attended at least three conferences, exceeding the school's goal.

C. Special Education Needs

This year, the school set a goal to develop and maintain records for all special education students. During the school year, 61 special education students were enrolled at MMSA.¹⁶ Eight of these students withdrew before the time of their IEP. Additionally, three students received an IEP but withdrew before the end of the school year. The school held annual reviews and maintained records of the remaining 50 (100.0%) students.

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

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

¹⁶ Three students were given an initial assessment but were determined ineligible for special education services and one student was dismissed. Additionally, three students were identified as possibly needing services, but their parent(s) did not consent to the initial assessment. These three students are excluded from the above numbers.

its students in the context of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee-chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC expectation is that schools establish local measures in reading, writing, math, and special education.

MMSA used the MAP (Measures of Academic Performance) as a local measure of math and reading progress.

1. Local Measure Progress in Reading, Math, Writing, and Special Education

MAP is a series of tests that measures student skills in reading, math, and language usage. The test yields a Rausch Unit (RIT) scale score that shows student understanding, regardless of grade level, which allows easy comparison of student progress from the beginning to the end of the year and/or from one year to the next. Results provide educators with the information necessary to build curriculum to meet their students' needs. Students who complete the MAP tests in reading and math in the fall receive an overall score as well as a unique target score based on his/her grade level and fall test score (target RIT) that the student should strive to meet on the spring test.

MMSA measured student progress in reading and mathematics by examining the percentage of students who met their target RIT scores on the spring tests. Specifically, the school's local measure goal for MAP reading and math results was that at least 70.0% of

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

Of the 282 students who completed both the fall and spring reading test, 160 (56.7%) met their target reading score on the spring test administration (Table 2).¹⁷ This falls short of the school's goal of 70.0%, though it is an improvement over the 49.8% who met their target in the 2015–16 school year.

Table 2 Milwaukee Math and Science Academy Local Measures of Academic Progress: MAP Reading Assessment K5 Through Eighth-Grade Students Based on Target RIT Scores			
Grade	N	Met Target RIT Score in Spring 2016	
		N	%
K5	25	7	28.0%
1st	32	19	59.4%
2nd	37	16	43.2%
3rd	38	19	50.0%
4th	25	16	64.0%
5th	35	24	68.6%
6th	23	17	73.9%
7th	36	23	63.9%
8th	31	19	61.3%
Total	282	134	56.7%

Of the 286 students who completed both the fall and spring math test, 175 (61.2%) met their target math score on the spring test administration (Table 3), falling short of the goal of

¹⁷ This excludes one student where the school said the target reading was not met, but the student scores and target goal seems to suggest otherwise.

70.0%.¹⁸ However, the math results indicated that, at 61.2%, the school was on par with last year's results of 61.3%

Table 3 Milwaukee Math and Science Academy Local Measures of Academic Progress: MAP Math Assessment K5 Through Eighth-Grade Students Based on Target RIT Scores			
Grade	N	Met Target RIT Score in Spring 2016	
		N	%
K5	27	20	74.1%
1st	32	21	65.6%
2nd	37	22	59.5%
3rd	39	22	56.4%
4th	27	7	25.9%
5th	34	11	32.4%
6th	23	20	87.0%
7th	36	28	77.8%
8th	31	24	77.4%
Total	286	175	61.2%

To assess student writing skills, MMSA used the Six Traits of Writing rubric. Students completed writing samples in October and May. Writing prompts were the same for both samples and based on grade-level topics. K-5 through second graders focused on the narrative genre, third graders through fifth graders on expository writing, and sixth through eighth graders on persuasive writing. The range of possible points per trait ranged from four to nine points, depending on grade level. MMSA's writing goal was that at least 60.0% of all students with fall and spring scores would increase their average score by at least one point.

¹⁸ This excludes one student whose scores and target seem to suggest that the target goal was met, but the school reported that the target goal was not met.

Of the 286 with fall and spring writing samples, 163 (57.0%) increased their average score by at least one point on the spring writing sample (Table 4), shy of meeting the school's goal of 60.0%.¹⁹

Table 4 Milwaukee Math and Science Academy Local Measures of Academic Progress: Six Traits of Writing K5 Through Eighth-Grade Students			
Grade	N	Increased Average Score by One Point or More on Spring Writing Sample	
		n	%
K5	27	25	92.6%
1st	32	17	53.1%
2nd	38	15	39.5%
3rd	38	32	84.2%
4th	27	6	22.2%
5th	34	18	52.9%
6th	23	8	34.8%
7th	36	21	58.3%
8th	31	21	67.7%
Total	286	163	57.0%

CSRC expects students in special education services to make routine progress on a yearly basis. This year, MMSA set the goal that all special education students would meet or make progress on 75.0% of their goals by the time of their annual review. Progress is defined as meeting at least 80.0% of the subgoals under each goal. During 2016–17, IEPs for 21 students were implemented for a full year at MMSA and those students were enrolled for the entire

¹⁹ This excludes three students that the school indicated had completed both fall and spring writing assessments, but the data only had one.

2016–17 school year. Of the 21 students whose IEPs were implemented for a full year at MMSA, 13 (61.9%) made progress or met at least 75.0% of their goals, not meeting the school’s goal.

E. External Standardized Measures of Educational Performance

DPI requires all schools to administer a DPI-approved reading achievement test to K4 through second-grade students. In 2016, the CSRC selected the PALS assessment for students in first and second grade at all city-chartered schools; MMSA also chose PALS to meet the DPI requirement for students in K4 and K5.

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

1. PALS

The PALS assessment aligns with both the Common Core English standards and the Wisconsin Model Early Learning Standards. It is available in three versions: PALS-PreK for K4 students, PALS-K for K5 students, and PALS Plus for first and second graders.

a. PALS-PreK

The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Two additional tasks (lowercase alphabet recognition and letter sounds) are completed only by students who reach a high enough score on the uppercase alphabet task. Schools can choose

whether to administer the optional nursery rhyme awareness task. Because this latter task is optional, CRC will not report data on nursery rhyme awareness.

The PALS-PreK does not have a summed score benchmark because the purpose is to learn students' abilities as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a 4-year-old.

A total of 22 K4 students completed the PALS-PreK in the fall, and 19 students completed the spring assessment; 18 students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see whether more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 5). By the time of the spring assessment, 16 (88.9%) of 18 students who completed both were at or above the developmental range for five or more tasks, and 13 (72.2%) were at or above the range for all seven tasks.

Table 5 Milwaukee Math and Science Academy PALS-PreK for K4 Students Students at or Above the Spring Developmental Range 2016–17 (N = 18)				
Task	Fall		Spring	
	n	%	N	%
Name Writing	13	72.2%	16	88.9%
Uppercase Alphabet Recognition	6	33.3%	17	94.4%
Lowercase Alphabet Recognition	4*	100.0%	16**	100.0%
Letter Sounds	4*	100.0%	14**	87.5%
Beginning Sound Awareness	15	83.3%	17	94.4%
Print and Word Awareness	13	72.2%	17	94.4%
Rhyme awareness	11	61.1%	17	94.4%

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

**Out of 16 students who qualified to complete the lowercase and letter sound tasks in the spring.

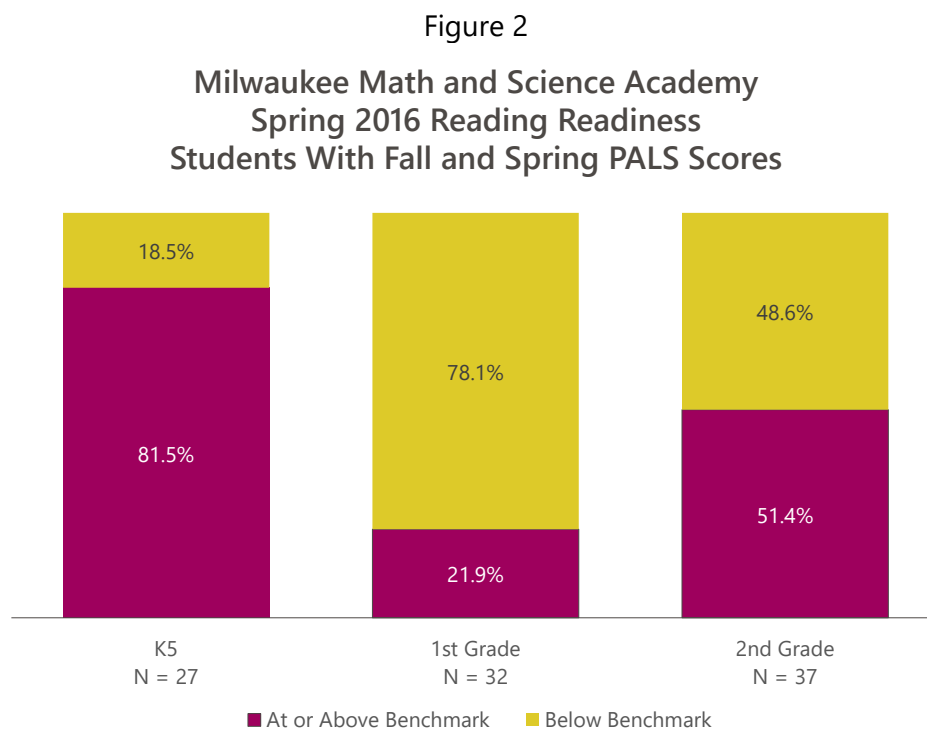
b. PALS-K and PALS Plus

The PALS-K includes six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word recognition in isolation). The PALS Plus comprises two entry-level tasks (spelling and word recognition in isolation) as well as other tasks that can be administered based on student needs.

For the PALS-K and PALS Plus specific task scores are summed for an overall summed score. Student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; results from fall to spring should not be used as a measure of individual progress.

CRC examined spring reading readiness for students who completed both the fall and spring tests. At the time of the spring assessment, 22 or 81.5% of 27 K5 students, seven or

21.9% of 32 first graders, and 19 or 51.4% of 37 second graders were at or above the spring summed score benchmark for their grade level (Figure 2).



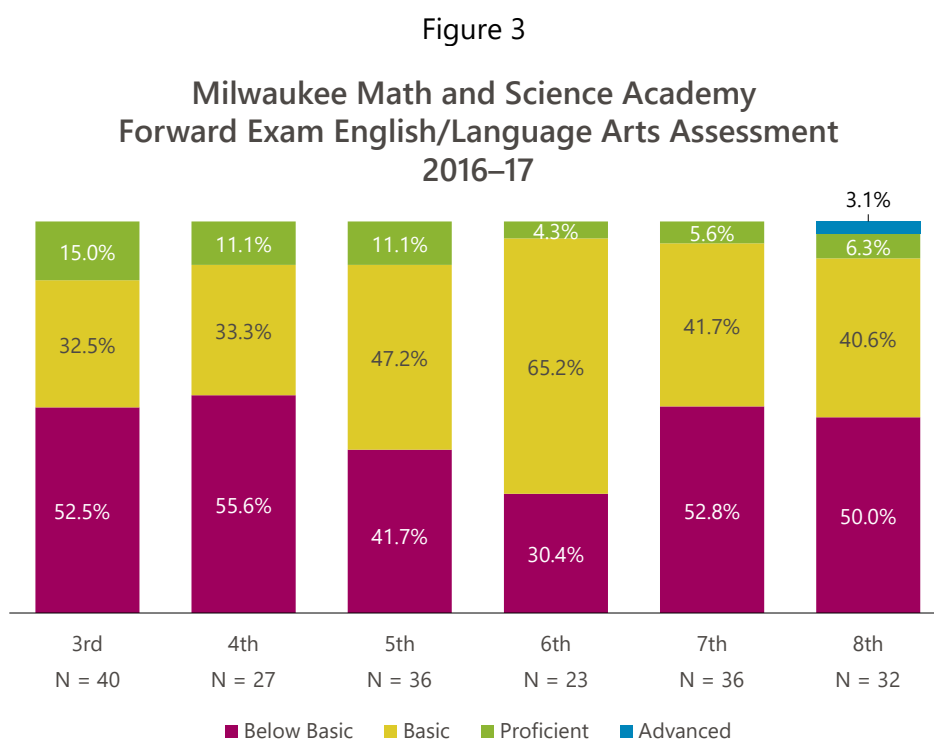
2. Wisconsin Forward Exam for Third Through Eighth Graders²⁰

In the spring of 2016, the Wisconsin Forward Exam was implemented as the state's standardized test for ELA and math for third through eighth graders, science for fourth and eighth graders, and social studies for fourth, eighth, and tenth graders. The Forward Exam is a summative assessment that provides information about what students know in each content area at the students' grade level. Each student receives a score based on his/her performance in

²⁰ Information taken from the DPI website (<http://dpi.wi.gov/assessment/forward>) and Wisconsin Forward Exam family brochure: <https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward%20brochure%20for%20families%202016-17.pdf>

each area. Scores are translated into one of four levels: advanced, proficient, basic, and below basic. The Forward Exam is administered in the spring of each school year.

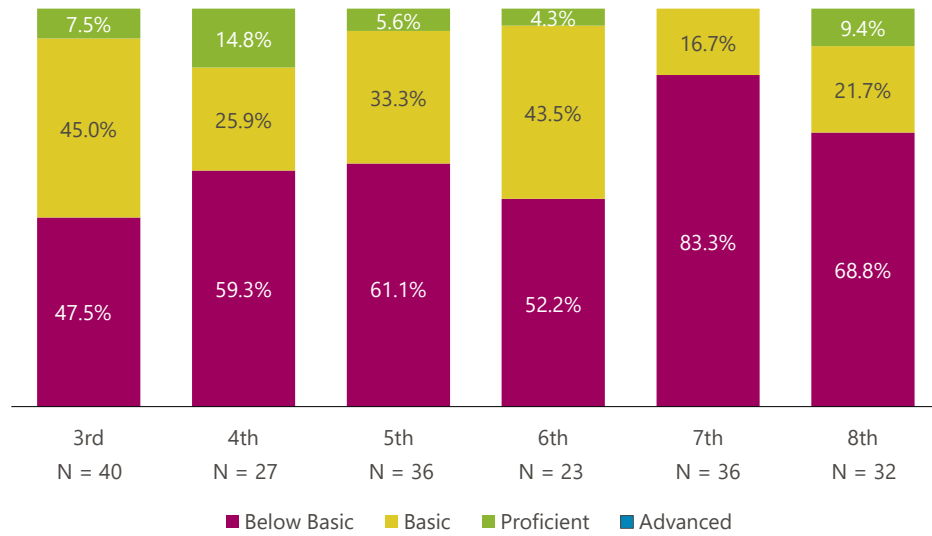
One hundred and ninety-four third through eighth graders completed the ELA and math assessments in the spring of 2017. Of all students enrolled in the school for the entire school year (i.e., third Friday of September until the Forward test in the spring), 10.8% were proficient or advanced in ELA and 6.7% were proficient or advanced in math. Results by grade level are presented in Figures 3 and 4.²¹



²¹ This cohort of students is different than the cohort who were enrolled on the day of the assessment, which also includes students who enrolled during the school year. Among all 203 third through eighth grade students enrolled on the day of the test, 9.4% were proficient or advanced in English/language arts and 6.4% were proficient or advanced in math.

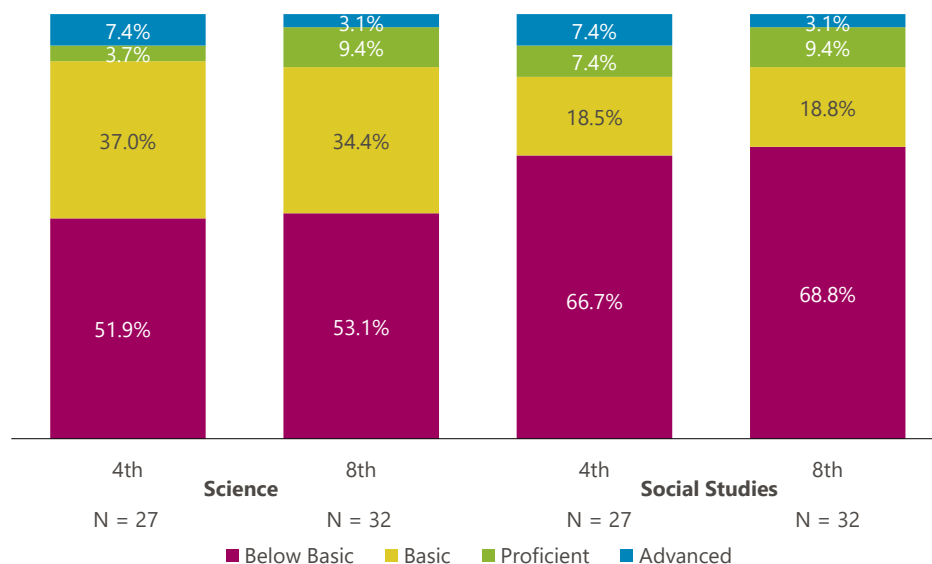
Figure 4

**Milwaukee Math and Science Academy
Forward Exam Math Assessment
2016–17**



Among 59 fourth and eighth graders who completed the social studies and science tests, 13.6% were proficient or advanced in social studies and 11.9% were proficient or advanced in science (Figure 5).

Figure 5
Milwaukee Math and Science Academy
Forward Exam Social Studies and Science Assessments
2016–17



F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. In the fall of 2013, students in K4 through second grade began taking the PALS reading assessment. The PALS summed score benchmark is intended to show teachers which students require additional reading assistance—not to indicate that the student is reading at grade level. Additionally, there are three versions of the test, which include different formats, sections, and scoring.

For these reasons, an examination of PALS results from one test to another provides neither a valid nor a reliable measure of student progress. Therefore, CRC examined results for students who were in first grade in 2015–16 and second grade in 2016–17 and who took the

PALS 1–3 during two consecutive years. The CSRC’s performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year.

In 2015–16, students in third through eighth grade began taking the Forward Exam in the spring of 2016. Because this is the first year that year-to-year progress can be measured using Forward Exam results from two consecutive school years, results will be used as baseline data to set expectations in subsequent school years.

1. Second-Grade Progress Based on PALS

Thirty-three students completed the PALS spring assessment in 2015–16 as first graders and 2016–17 as second graders. Based on PALS results from the spring of 2016, 22 of those students were at or above the spring summed score benchmark as first graders; 16 (72.7%) of those students remained at or above the summed score benchmark in the spring of 2017 as second graders.

2. Third- Through Eighth-Grade Progress Based on Forward Exam

Year-to-year progress was measured for students at or above and for students below proficient in ELA and/or math in the spring of 2015–16.

a. *Students at or Above Proficient*

In the spring of 2016, 15 students were proficient or advanced in ELA and nine were proficient or advanced in math. Of these students, 11 took the ELA test in the spring of 2017;

45.5% of those students maintained proficiency. Math year-to-year results are not reported to protect the confidentiality of cohorts of less than 10.

b. Students Below Proficient

For students below proficient the previous year, progress was measured two ways: students who improved a minimum of one proficiency level or improved at least one quartile within their proficiency level from 2016 to 2017.

In the spring of 2016, 152 third- through seventh-grade students were below proficient in ELA (either basic or below basic), 85 of which took the test again in spring of 2017.²² Of these 85 students, 30.6% of those students showed progress in 2017 (Table 6a).²³ There were 158 third- through seventh-grade students who were below proficient (basic or below basic) in math in the spring of 2016, 90 of which took the test again in spring of 2017.²⁴ Of these 90 students, 26.7% demonstrated progress in 2017 (Table 6b).

²² This excludes two students who repeated a year.

²⁴ One student was in third grade in 2015–16 and again in 2016–17 and took the Forward Exam both years. This student was excluded from tables below.

Table 6a					
Milwaukee Math and Science Academy Year-to-Year Progress in English/Language Arts for Fourth Through Eighth Graders Wisconsin Forward Exam: Students Below Proficient in 2016					
Current Grade Level	Students Below Proficient in 2016	Students Progressed in 2017			
		Improved at Least One Level	Improved at Least One Quartile Within Level	Overall Progress n	Overall progress %
4th	14	0	2	2	14.3%
5th	21	8	3	11	52.4%
6th	10	4	0	4	40.0%
7th	21	2	4	6	28.6%
8th	19	2	1	3	15.8%
Total	85	16	10	26	30.6%

Table 6b					
Milwaukee Math and Science Academy Year-to-Year Progress in Math for Fourth Through Eighth Graders Wisconsin Forward Exam: Students Below Proficient in 2016					
Current Grade Level	Students Below Proficient in 2016	Students Progressed in 2017			
		Improved at Least One Level	Improved at Least One Quartile Within Level	Overall Progress n	Overall progress %
4th	15	2	3	5	33.3%
5th	20	1	3	4	20.0%
6th	11	1	3	4	36.4%
7th	22	2	0	2	9.1%
8th	22	3	6	9	40.9%
Total	90	9	15	24	26.7%

G. CSRC School Scorecard

In the 2009–10 school year, the CSRC piloted a multiple measure scorecard for the schools it charters. The pilot ran for three years and in the fall of 2012, the CSRC formally adopted the scorecard monitor school performance. In 2014–15, the CSRC piloted a revised scorecard, which, like the original, includes multiple measures of student academic progress, such as standardized test and local measures performance, point-in-time academic achievement, and engagement elements. The latter include attendance and student and teacher retention/return rates. Revisions include.

- The reading readiness measure uses PALS results in place of the Stanford Diagnostic Reading Test, which is no longer available.
- Year-to-year student academic progress and point-in-time student achievement measures are based on Forward Exam results instead of WKCE to reflect changes to the statewide assessment.
- Point values for each local measure increased from 3.75 to 6.25 while point values for some standardized test results decreased to ensure that point values for a single standardized test were the same for elementary and high schools.²⁵

Because of recent changes to the standardized assessments, the revised scorecard was only partially piloted over the last two years. Since the assessment has been used for two consecutive school years, the revised scorecard will be fully piloted this year; it was accepted by the CSRC in February 2017 to replace the original one as an indicator of school performance.

²⁵ A copy of the pilot scorecard is located in the appendix of this report.

The score provides a summary indicator of school performance. The summary score is then translated into a school status rating using the ranges below.²⁶

A	93.4% – 100.0%	C	73.3% – 76.5%
A–	90.0% – 93.3%	C–	70.0% – 73.2%
B+	86.6% – 89.9%	D+	66.6% – 69.9%
B	83.3% – 86.5%	D	63.3% – 66.5%
B–	80.0% – 83.2%	D–	60.0% – 63.2%
C+	76.6% – 79.9%	F	0.0% – 59.9%

The percentage score is then translated into a school status level (Table 7).

Table 7 City of Milwaukee Educational Performance Rating Scale for Charter Schools	
School Status	Scale
High Performing/Exemplary	83.3% – 100.0% (B to A)
Promising/Good	70.0% – 83.2% (C– to B–)
Problematic/Struggling	60.0% – 69.9% (D– to D+)
Poor/Failing	0.0% – 59.9% (F)

Since implementing the scorecard in 2014–15, the CSRC has used the score and rating to guide decisions about accepting a school’s annual education performance, continued monitoring, and recommending a five-year contract renewal. The expectation for school performance under the original scorecard was that schools achieve a rating of 70.0% (Promising/Good) or more; if a school fell under 70.0%, the CSRC carefully reviewed the school’s performance to determine whether a probationary plan should be developed.

²⁶ In 2014, the CSRC approved this scoring system to make scorecard percentages more meaningful and provide schools with more opportunity to exhibit improvement; it differs from the prior year’s system.

In 2016–17, the CSRC transitioned from the original to the revised scorecard. During this transition year, they implemented an expectation for the current school year that schools achieve a rating of 70.0% or more on the revised scorecard, OR, if below 70.0%, the school will increase their scorecard percentage by at least two points from the previous year.

MMSA scored 51.8% on the pilot scorecard this year. This compares to their score of 66.6% on the pilot scorecard for 2015–16, which means the school failed to meet the CSRC expectation of improving their pilot scorecard results by at least two percentage points.

H. DPI School Report Card

At the time of this report, DPI has not published report cards for any school for the 2016–17 school year.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the sixth year of MMSA's operation as a City of Milwaukee charter school. The school adopted strategies to ensure that all the improvement recommendations in the 2015–16 report were implemented, and the school met all but one of its contract provisions with the City of Milwaukee.

However, even with the significant impact of the first year-to-year Forward Exam results, the multiple measure pilot scorecard shows lack of growth or decreasing performance in other indicators of school effectiveness. At 51.8%, the pilot scorecard result is about 15 percentage points below the 2015–16 pilot scorecard result of 66.6%. Therefore, CRC recommends the school be placed on probation for the 2017–18 academic year.

Appendix A

Contract Compliance Chart

<p align="center">Table A</p> <p align="center">Milwaukee Math and Science Academy</p> <p align="center">Overview of Compliance for Education-Related Contract Provisions</p> <p align="center">2016–17</p>			
Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met
Section B	Description of educational program.	pp. 3–6	Met
Section B	Annual school calendar provided.	p. 12	Met
Section C	Educational methods.	pp. 3–6	Met
Section D	Administration of required standardized tests.	pp. 30–33	Met
Section D	<u>Academic criterion #1</u> : Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 24–30	Met
Section D and subsequent CSRC memos	<u>Academic criterion #2</u> : Year-to-year achievement measures. a. Year-to-year for fourth through eighth graders at or above proficient the previous year. b. Second grade students at or above summed score benchmark in reading: At least 75.0% will remain at or above.	a. pp. 31–32 b. pp. 31	a. N/A b. Not met*
Section D and subsequent CSRC memos	<u>Academic criterion #3</u> : Year-to-year achievement measures. Progress for students below proficient.	pp. 33	N/A
Section E	Parental involvement.	pp. 12–14	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 10	Met
Section I	Maintain pupil database information for each pupil.	pp. 6–8	Met
Section K	Disciplinary procedures.	pp. 14	Met

*The school just missed the expectation since 72.7% of the second grade students remained at or above the benchmark.

Appendix B

Student Learning Memorandum

Student Learning Memorandum for Milwaukee Math and Science Academy

To: NCCD Children's Research Center and Charter School Review Committee
From: Milwaukee Math and Science Academy
Re: Learning Memo for the 2016–17 Academic Year
Date: October 12, 2016

This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at Milwaukee Math and Science Academy (MMSA) in consultation with staff from the NCCD Children's Research Center (CRC) and the CSRC. The school will record student data in the Concept School SIS database and/or MS Excel spreadsheets and provide the data to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests unless CRC has direct access to the results from the test publisher. All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 20, 2017.

Enrollment

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

Termination/Withdrawal

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

Attendance

The school will maintain appropriate attendance records and maintain an average daily attendance rate of 91.5%. A student is considered present for the day if he/she arrives at school no later than 10:00 a.m. and stays the rest of the day or arrives on time in the morning (8:00 a.m.) and stays at least until 1:00 p.m. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Parent Participation

Parents of at least 75% of the students who attend all year will participate in at least two of the four parent-teacher conferences. Home visits and alternative face-to-face visits at school will be acceptable alternatives for parents who are unable to attend scheduled conferences. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Special Education Needs Students

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

Academic Achievement: Local Measures²⁷

Mathematics and Reading for K5 Through Eighth-Grade Students

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

- At least 70% of the students who completed the fall MAP reading test will meet their target Rasch unit (RIT) score in the spring.
- At least 70% of the students who completed the fall MAP math test will meet their target RIT score in the spring.

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

²⁷ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

Writing for K5 Through Eighth-Grade Students

Writing progress will be measured using the Six Traits of Writing.²⁸ The rubric for K5 students will consist of a six-point scale, first grade will have a four-point scale, second grade will have a nine-point scale, and third through eighth grades will have a six-point scale for each of the six traits. All students will complete a writing sample no later than October 2, 2016, and again between May 15 and May 31, 2017. The grade-level prompt for both writing samples will be the same, with a focus on a narrative genre for K5 through second grade, expository writing for third through fifth grades, and persuasive writing for sixth through eighth grades.

Of the students with both fall and spring writing samples, 60% will increase their average score by at least one point.²⁹

Special Education

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

Academic Achievement: Standardized Measures

DPI requires that schools assess reading readiness for all students in K4 through second grade. The CSRC requires the Phonological Awareness Literacy Screening (PALS) for first and second-grade students. MMSA has chosen the PALS for K4 and K5 students as well. PALS will be administered to all K4 through second-grade students in the fall and spring of each school year. The required data elements related to this outcome will be described in the "Learning Memo Data Requirements" section.

DPI-Required Assessment for Third Through Eighth-Grade Students

DPI requires the Wisconsin Forward Exam to be administered on an annual basis in the timeframe identified by DPI (i.e., spring of 2017). Required data elements related to this outcome will be described in the "Learning Memo Data Requirements" section as soon as the reporting elements are known.

²⁸ The six traits are: ideas, organization, voice, sentence fluency, word choice, and conventions.

²⁹ Writing genres include expository, descriptive, persuasive, and narrative.

Year-to-Year Achievement³⁰

1. CRC will report results from the 2015–16 and 2016–17 Wisconsin Forward Exams. If possible, CRC will also report year-to-year progress for students who completed the assessment in consecutive school years at the same school. When sufficient year-to-year data are available, the CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.
2. Data from the 2015 spring PALS assessment will be used as baseline data. The CSRC's expectation for students maintaining reading readiness is that at least 75% of students who were in first grade in the 2015–16 school year and met the summed score benchmark in the spring of 2016 will remain at or above the second-grade summed score benchmark in the spring of 2017.

³⁰ The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

Appendix C

Trend Information

Table C1					
Milwaukee Math and Science Academy Student Enrollment and Retention					
School Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrawn	Number at End of School Year	Number and Rate Enrolled for Entire School Year
2012–13	240	31	63	208	185 (77.1%)
2013–14	316	26	74	268	248 (78.5%)
2014–15	333	23	60	296	278 (83.5%)
2015–16	337	27	60	304	285 (84.6%)
2016–17	378	31	75	334	307 (81.2%)

Table C2	
Milwaukee Math and Science Academy Student Return Rate	
School Year	Return Rate
2012–13	75.7%
2013–14	71.6%
2014–15	68.3%
2015–16	67.1%
2016–17	72.5%

Table C3	
Milwaukee Math and Science Academy Student Attendance	
School Year	Attendance Rate
2012–13	87.2%
2013–14	88.6%
2014–15	89.7%
2015–16	91.0%
2016–17	89.8%

Table C4	
Milwaukee Math and Science Academy Parent/Guardian Participation Rate	
School Year	Parent/Guardian Participation Rate
2012–13	69.2%
2013–14	66.9%
2014–15	72.3%
2015–16	67.4%
2016–17	77.2%

Table C5	
Milwaukee Math and Science Academy CSRC Scorecard Score	
School Year	Scorecard Result
2012–13	64.4%
2013–14	66.4%
2014–15	72.6%
2015–16	78.6%
2016–17*	51.8%

*The pilot scorecard was implemented in 2016–17; results are not directly comparable to scorecard percentages in previous years.

Table C6					
Milwaukee Math and Science Academy Teacher Retention					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Rate Employed at the School for Entire School Year
2012–13					
Classroom Teachers Only	12	0	1	11	91.7%
All Instructional Staff	21	0	1	20	95.2%
2013–14					
Classroom Teachers Only	14	2	4	12	71.4%
All Instructional Staff	23	2	4	21	82.6%
2014–15					
Classroom Teachers Only	18	1	2	17	88.9%
All Instructional Staff	29	1	3	27	88.9%

Table C6					
Milwaukee Math and Science Academy Teacher Retention					
Teacher Type	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Retention Rate: Rate Employed at the School for Entire School Year
2015–16					
Classroom Teachers Only	19	2	3	16	94.1%
All Instructional Staff	27	6	1	23	95.8%
2016–17					
Classroom Teachers Only	20	0	2	18	94.7%
All Instructional Staff	32	2	4	30	90.0%

Table C7			
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
2012–13			
Classroom Teachers Only	7	7	100.0%
All Instructional Staff	13	10	76.9%
2013–14			
Classroom Teachers Only	12	1	8.3%
All Instructional Staff	19	6	31.6%
2014–15			
Classroom Teachers Only	10	8	80.0%
All Instructional Staff	17	14	82.4%
2015–16			
Classroom Teachers Only	12	10	83.3%
All Instructional Staff	18	14	77.8%
2016–17			
Classroom Teachers Only	13	10	76.9%
All Instructional Staff	20	14	70.0%

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

Appendix D

CSRC 2016–17 School Scorecard

City of Milwaukee Charter School Review Committee Pilot School Scorecard

r: 6/15

K-8TH GRADE

HIGH SCHOOL

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(4.0)	10.0%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• Forward Exam reading—% maintained proficient	(5.0)	30.0%
• Forward Exam math—% maintained proficient	(5.0)	
• Forward Exam reading—% below proficient who progressed	(10.0)	
• Forward Exam math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(6.25)	25.0%
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• Forward Exam reading—% proficient or advanced	(5.0)	10.0%
• Forward Exam math—% proficient or advanced	(5.0)	

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

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12		
• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	(5.0)	30.0%
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	(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)	

POSTSECONDARY READINESS: GRADES 11 AND 12		
• Postsecondary 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	(5.0)	20.0%
• % met math	(5.0)	
• % met writing	(5.0)	
• % met special education	(5.0)	

STUDENT ACHIEVEMENT: GRADES 9 AND 10		
• ACT Aspire English—% students at or above spring benchmark	(5.0)	10.0%
• ACT Aspire math—% students at or above spring benchmark	(5.0)	

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: To protect student identity, CRC does not report data on scorecard items with less than 10 students. These cells will be reported as not available (N/A) on the scorecard and the total score will be calculated to reflect each school's denominator.

Table D Milwaukee Math and Science Academy Pilot CSRC Elementary School (K Through Eighth Grade) Scorecard 2016–17					
Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	21.9%	0.9
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		72.7%	4.4
Student Academic Progress: 3rd – 8th Grades	<u>Forward Exam reading:</u> % maintained proficient/advanced	5.0	30.0%	45.5%	2.3
	<u>Forward Exam math:</u> % maintained proficient/advanced	5.0		N/A	N/A
	<u>Forward Exam reading:</u> % below proficient who progressed	10.0		30.6%	3.1
	<u>Forward Exam math:</u> % below proficient who progressed	10.0		26.7%	2.7
Local Measures	% met reading	6.25	25.0%	56.7%	3.5
	% met math	6.25		61.2%	3.8
	% met writing	6.25		57.0%	3.6
	% met special education	6.25		61.9%	3.9
Student Academic Achievement: 3rd – 8th Grades	<u>Forward Exam English/language arts:</u> % at/above proficient	5.0	10.0%	10.8%	0.5
	<u>Forward Exam math:</u> % at/above proficient	5.0		6.7%	0.3
Engagement	Student attendance rate	5.0	25.0%	89.8%	4.5
	Student return rate	5.0		72.5%	3.6
	Student retention	5.0		81.2%	4.1
	Teacher retention rate	5.0		90.0%	4.5
	Teacher return rate	5.0		70.0%	3.5
TOTAL		95.00			49.2
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					51.8%