



March 21, 2019

Kevin Ingram
Chair,
Charter School Review Committee

Dear Kevin Ingram,

Milwaukee Math and Science (MMSA) community thanks you and the Charter School Review Committee for giving us the opportunity to update you with the progress our school has made toward the recommendations listed in the 2017–18 Programmatic Profile and Educational Performance. As you will observe throughout this document, MMSA has made progress in the current school year. With the support of our management organization, Concept Schools, our staff, as a team, put strong measures in place to increase student achievement, leadership and staff consistency, attendance, and retention for both student and staff.

Below you will find the goals listed for the 2018-2019 school year for MMSA. These goals will continue to address the concerns that were expressed in the MMSA Probation letter that was sent to our school, based on the recommendations from the CRC and the CSRC in the 2016-17 MMSA Programmatic Profile and Educational Performance, while also focusing on the recommendations included in the 2017-2018 MMSA Programmatic Profile. The following narrative also explains the changes/strategies that are being used to address each of these goals.

MMSA Report Card Goals for the 2018-2019 School Year

1. At least 80% of the first graders at the school for the entire year will meet the summed score benchmark on the spring of 2018 PALS assessment.
2. At least 75% of the second grade students with consecutive-spring PALS results will maintain the PALS reading benchmark in the spring of 2018.
3. At least 60% of the students who completed the fall NWEA Measures of Academic Progress (MAP) reading test will reach their target Rasch unit (RIT) score on the spring NWEA MAP reading test.
4. At least 60% of students who completed the fall NWEA MAP math test will reach their target RIT score on the spring NWEA MAP math test.
5. Increase total points earned for engagement indicators on the 2017-18 scorecard. The total points include attendance and the student and teacher return and retention rates.



6. At least 20% of students in third through eighth grade will attain proficiency or above on the Forward Exam in reading.
7. At least 20% of students in third through eighth grade will attain proficiency or above on the Forward Exam in math.
8. At least 50% of students who were proficient or above in reading and/or math on the Forward Exam in the spring of 2018 will maintain proficiency in the spring of 2019.
9. At least 35% of students who were below proficient in reading and/or math on the Forward Exam in the spring of 2018 will improve by at least a quartile within their level or move up to the next level.

Recommendations from the CRC based on MMSA's 2017-2018 report card:

- Continue the effort to close the gap in reading, writing, and math by using student data to plan individual and small-group lessons and monitor progress throughout the year.
- Focus professional development on finding positive ways to engage students in meaningful writing.
- Continue to implement Positive Behavioral Interventions and Supports
- Continue the development of Response to Intervention

Strategies to Address the PALS Assessment Goals for K5-2nd Grade Students (Goal 1 and 2)

During the 2018-2019 school year, MMSA has smaller class sizes for our K5-2nd grade classrooms. Because of these smaller classes, the classroom teachers have focused more on personalized learning through guided reading groups, personalized independent work in class, and individualized homework for students. Teachers use data from PALS, STAR-Early Literacy, and NWEA to create learning groups, focus the work students do while in learning centers and provide individual support. Teachers have an even better understanding of their student's needs and how to best support their learning.

In the 2018-2019 school year, MMSA continues to have an extra reading class for all students in grades Kindergarten through second grade. This class is part of the 'specials' that our students attend, like music, computers, art and physical education. Each group meets twice per week for a total of 90 extra minutes of reading instruction beyond the regular classroom instruction. The focus of the reading class is to continue to build foundational skills: phonological awareness, phonics and word recognition, and fluency for the K5-2nd grade students. (Also supports goal 3)



The 1st and 2nd grade classrooms have RTI support from a teaching assistant. The teaching assistants (TAs) help students in the classroom during work time. The TAs also work with small groups or individual students on foundational skills the student hasn't mastered yet. Together, the classroom teacher, TA and instructional coordinator identify students in need of specialized attention and create learning opportunities based on those missing skills. The TA provides feedback to the classroom teacher and the reading teacher. Fountas and Pinell reading assessments, running records, flashcards, PALS quick checks, short reading passages, classwork and center work are resources that the TAs use to assist our students. The running records, Fountas and Pinnel assessments and PALS quick checks are all used to track student progress. (Also supports goals 3 and 4)

Each teacher uses the Journeys resources to guide instruction in reading. The Journeys resources provide lessons in: concept of print, phonemic awareness/phonics, reading fluency, reading comprehension, letters and sound, vocabulary, spelling, language, writing and high frequency words. Teachers use the leveled readers during Guided Reading. The leveled readers consist of below-level, on grade-level and above grade-level texts. Teachers have also shared leveled readers across grade levels, depending on an individual's need for lower or higher level reading text. All teachers have access to Think Central, which is the online resource to accompany other Journeys resources. Teachers can upload their student roster and assign work to their students for independent work time. Along with the use of these resources, the K-2 curriculum director with Concept Schools has provided a scope and sequence, unit and weekly goals, authentic writing tasks, center ideas, and a variety of other practice resources for the classroom teacher. (Also supports goal 3)

The K-2 Concept Schools Curriculum Director has provided several webinars available through her website that are pre-recorded for any teachers that want professional development in these areas: balanced literacy, basics to reading instruction, guided reading, and reading and math center. She also updates her live webinars quarterly, this quarter offering: basics to reading instruction, high leverage strategies and tools for classroom management, effective guided reading in the primary classroom and the emergent reader. There are a variety of times that teachers can sign up for this live webinar, based on their planning time or after-school time. (Also supports goals 3 and 4)

Teachers utilize many online resources to supplement their lessons each day. Reading A-Z offers teachers the ability to print leveled readers for students to take home to share with their families or to be used during small group centers. Compass Learning is used to provide students with individual support based on their needs identified on the NWEA test in the fall and winter. Each student receives a learning path in Compass Learning in the following areas:



Foundation Skills (phonics and word recognition, phonological awareness, print concepts), Language and Writing (capitalize/spell/punctuate, language: grammar/usage, Writing: purposes: plan/develop/edit), Literature and Informational (key ideas, details craft and structure of informational text/ key ideas, craft and structure of literature), Vocabulary Use and Functions (context clues/references, vocabulary acquisition/use). Along with those individualized online resources, teachers also use children's videos to practice letters, sounds, sight words, etc. Other online resources that are utilized during center time include: ABCya, ReadWorks, Book It, SpellingCity, Fact Monster, Fun Brain, and countless other programs. (Also supports goals 3 and 4)

All of our K5-2nd grade teachers have access to the PALS website through CESA 1. The website offers a variety of teaching tools, webinars, reports for identifying students' strengths and weaknesses, and online quick checks to monitor the student's progress between the fall, winter and spring assessment. This year, our teachers are also giving the PALS assessment in the winter session. Although the mid-year check doesn't provide a benchmark score like in the fall and spring, teachers are still able to track a student's growth or lack of progress with specific skills so interventions can be provided for students still failing to make growth.

Each of the K4-2nd grade teachers offer tutoring on Mondays and Thursdays. There are a small number of students from each teacher's class that stay on those nights so small group interventions can target skills that students need the most help with.

Although the PALS winter assessment does not assign a total benchmark score as in the fall and spring, data from the winter PALS assessment has been included below. The first table includes data from the 1st grade students that fell below the benchmark in Fall 2018 in the areas of: a total spelling score, beginning sounds, ending sounds, digraphs, blends, preprimer and primer word lists. The second table includes data from the 2nd grade students that were above the benchmark in Fall 2018. The data includes: an overall spelling score, identification of 1st grade sight words, identification of 2nd grade sight words, and reading accuracy, words per minute and comprehension scores for 2nd-4th grade reading passages.



TABLE 1
PALS
1st Grade Students Below the Benchmark in Fall 2018

Student ID #	Fall Spelling Score (0-10)	Winter Spelling Score (24-44)	Fall Beginning Sounds (4)	Winter Beginning Sounds (4)	Fall Ending Sounds (4)	Winter Ending Sounds (4)	Fall Digraphs (4)	Winter Digraphs (4)	Fall Blends (4)	Winter Blends (4)	Fall Short Vowels	Winter Short Vowels	Fall-Preprimer (10)	Winter-Preprimer (19-20)	Fall-Primer (0)	Winter-Primer (15-20)
Student 1**	14	16	4	4	4	4	0	1	1	1	2	3	5	11	NA	NA
Student 2**	2	5	0	2	2	2	0	0	1	0	0	2	1	2	NA	NA
Student 3	9	17	4	4	3	4	0	1	0	0	1	3	5	19	NA	10
Student 4	10	14	4	4	3	3	1	2	0	0	1	3	14	14	NA	NA
Student 5	9	10	4	4	4	4	0	2	0	0	0	2	7	11	NA	NA
Student 6	13	NA	4	NA	3	NA	0	NA	0	NA	3	NA	8	18	NA	5
Student 7	7	12	4	4	2	4	0	0	0	0	1	2	7	12	NA	3
Student 8	6	13	4	4	1	3	0	3	0	0	1	3	3	8	NA	NA
Student 9	4	12	2	3	2	4	0	0	0	2	0	1	10	14	NA	NA
Student 10	0	5	0	2	0	1	0	0	0	1	0	0	2	6	NA	NA

*Denotes students that receive ESL services

**Denotes students that receive special education services



TABLE 2 PALS 2nd Grade Students Above the Benchmark in Fall 2018														
Student ID Number	Fall Spelling Score (20)	Winter Spelling Score (28-56)	Fall 1st grade word list (15)	Winter 1st grade word list (16-20)	Fall 2nd grade word list	Winter 2nd grade word list (12-20)	Fall Reading Level	Winter Reading Level	Fall Words Per Minute	Winter Words Per Minute	Fall Fluency (Max-3)	Winter Fluency (Max-3)	Fall Comprehension (Max-6)	Winter Comprehension Max-6)
Student 1	40	54	19	20	19	20	3rd	btw 3/4	46	58	1	2	3	3
Student 2	40	52	20	20	20	19	3rd	4th	72	74	3	2	5	3
Student 3	35	46	17	20	19	17	btw 2/3	btw 3/4	77	81	2	3	4	5
Student 4	38	49	16	18	6	12	P	btw 1/2	43	46	2	2	5	5
Student 5	23	39	16	17	14	14	1st	btw 1/2	32	78	1	3	0	4
Student 6	31	42	16	16	16	15	2nd	3rd	42	49	3	2	5	5
Student 7*	24	48	19	20	14	15	btw 1/2	2nd	26	51	1	2	4	5
Student 8	46	52	20	20	20	20	3rd	btw 3/4	57	69	2	2	4	5
Student 9	39	34	14	13	NA	NA	PP	btw p/1	NA	48	NA	3	NA	6
Student 10**	25	13	15	12	10	NA	1st	btw P/1	23	31	1	2	0	5
Student 11	46	54	17	20	18	17	btw 2/3	3rd	35	28	2	2	NA	4
Student 12	48	47	20	19	18	19	3rd	3rd	56	60	1	3	NA	4
Student 13	46	42	18	20	18	20	3rd	3rd	39	48	1	2	NA	5
Student 14	48	50	20	20	20	20	3rd	3rd	88	71	3	3	NA	4
Student 15	37	24	13	20	NA	17	btw P/1	2nd	47	55	2	3	NA	4
Student 16*	22	18	15	9	3	NA	P	P	46	35	1	3	NA	6
Student 17*	37	20	13	13	NA	NA	P	btw P/1	45	22	1	2	NA	6
Student 18	37	56	9	11	NA	NA	PP	P	NA	41	NA	2	NA	6
Student 19	35	31	14	13	NA	NA	btw pp/p	P	NA	33	NA	3	NA	6
Student 20	42	35	12	11	NA	NA	PP	P	NA	23	NA	1	NA	6
*Denotes students that receive ESL services														
**Denotes students that receive special education services														

Strategies to Address the NWEA Goals, Forward Exam Goals and Writing Goals (Goals 3, 4, 6, 7 and 8)

In the 2018-2019 school year, MMSA has pull-out Title I services for students in 3rd-8th grade for reading. Students were identified for these Title I services based on data from the NWEA fall/winter assessment and monthly STAR data, along with teacher recommendations. Students



in Title I reading receive 90 minutes of interventions each week. The focus during these small group interventions include: reading comprehension, vocabulary development, and fluency. Each reading RTI group consists of 4-6 students. Each group meets twice per week (T/Th or W/F). The teachers use Monday as their planning/prep time for their RTI groups each week. STAR, NWEA and intervention checks are used to track progress of each student. The progress monitoring data is shared with the grade level team teachers and the instructional coordinator at the end of each quarter to determine whether the student will continue in RTI pull-outs or end their RTI sessions.

MMSA also has Title I services for math for students in 3rd-6th grade. Again, students were identified for math support based on NWEA fall/winter assessments and STAR assessments. Students receive 90 minutes of interventions weekly. The focus for math interventions in 3rd-6th grade include: basic skills in the areas of whole numbers, decimals, and fractions. Similar progress monitoring meetings are held to determine a student's placement in RTI pull-outs.

In the 2018-2019 school year, MMSA continues with an extra reading class for all students in grades K5-8th grade (K5-2nd grade in past years). This class provides our students with an extra 90 minutes of reading instruction beyond the regular classroom instruction. The focus for this class with 3rd-8th grade students include: read alouds and independent reading time to promote a habit of lifelong reading, comprehension, fluency, vocabulary acquisition, spelling strategies, and responding to reading through conversation and writing. Ms. Coleman works to create writing opportunities for students in her class. Their work includes responding to text, writing from a prompt and journaling. By practicing different types of writing, she is helping our ELA teachers to build better writers.

The 3rd-8th grade students continue to utilize online training tools offered via the Wisconsin DPI-Forward Exam website and DRC. This training tool gives students practice with the testing interface, including tools like: masking, highlighting, scrolling, turning pages, clicking and dragging, etc. This is the second year that our students have been able to take a practice test with item samplers with stimuli and test items similar to those on the Forward Exam. Along with the practice test questions, a summary of the alignment for each grade level, answer key, depth of knowledge and annotations for each test item. (Link to DPI's Forward Exam Practice Test and Sample Items- <https://dpi.wi.gov/assessment/forward/sample-items>) Teachers have a more clear understanding of the test items and can use that knowledge to focus their test preparation sessions. 3rd-8th grade students have begun using these practice items during their computer lab time each week. (Specifically goals 6, 7 and 8)



DPI and DRC have also uploaded a text dependent analysis question for each grade level that includes student responses. This allows students to read a text passage or several text passages and then respond in writing to a prompt. Like on the Forward Exam, students will be asked to identify and explain a theme or central idea by using textual evidence to support their claim or analyze the development of an event, character, central idea or theme using textual evidence to support their analysis. Teachers ask students to read and then respond to this question, as they would on the Forward Exam. Once students complete their writing response, the teacher will share the student responses that are included from DPI and DRC. Students will analyze those student responses and then use them to score their own response. The teacher will then ask the students to rewrite their original response based on the analysis of the included student responses. (Specifically goals 6, 7 and 8)

Along with the Forward Exam resources offered by DPI, MMSA teachers continue to use other resources for test preparation in our reading and math classes. Our reading and math teachers have taken advantage of released test items from the PARCC (Partnership for Assessment of Readiness for College and Careers), which is the Illinois state test. That assessment is based on the Common Core Standards, just like Wisconsin's Forward Exam so test stimuli and content are pretty similar. Teachers have used these test prep questions for bell work at the beginning of each class. They give students a chance to solve the problems or respond to the text questions and then go through the answers as a whole class. Not only do students get independent practice at reading the question, identifying key words in the question stem, finding the answer in the text or solving the problem, they also get to learn alternate strategies from their classmates. One thing that is common to hear in MMSA math classes is the teacher asking if anyone used a different strategy or found the answer in a different way. And you will always hear the reading teachers asking students to defend their responses with textual evidence.

Other test-taking strategies that have been taught in 3rd-8th grade is the process of elimination. Students are taught to eliminate answers that are obviously wrong or do not answer the question that was asked before choosing from the remaining responses. Teachers also draw attention to words like: always, all, never, every, sometimes, most often, few, etc. Students practice reading graphs by understanding how to read titles, headings, labels, and other helpful information. Reading the question and responses before reading a text passage is key to setting a purpose for reading. Teachers give clues about where to locate information regarding a text passage, for example in a nonfiction text, the main idea will likely come toward the beginning of the passage, while supporting details are in the middle followed by the conclusion. For a fiction story, the setting and characters are often developed near the beginning, the problem will arise toward the middle of the story, and the resolution near the end. Lastly, all content teachers have been teaching the following words within their daily assignments/classwork so students



understand what the word is asking: explain, persuade, support, describe, evaluate, infer, analyze, summarize, predict, compare/contrast, sequence, etc.

The curriculum directors for each content area have been to Milwaukee during the 2018-2019 school year. Prior to the start of the year, each director met with their respective teachers to walk through curriculum maps, the scope and sequence, assessments and resources available that are embedded in our student information system. Since then, the directors have also visited each teacher to observe classroom instruction and follow-up with the teachers after the observations to share insights, ideas, and constructive feedback. The directors' focus is on depth of knowledge and helping teachers to deepen the student's understanding of the content along with knowing how to use that information or skill to extend their learning. (Also supports goals 1 and 2)

When curriculum directors met with the ELA, science and social studies teachers, the focus was on creating authentic writing opportunities for students. Our ELA teachers are always having students respond to text or journaling, but other content area teachers were not including as many writing chances in their classroom. The curriculum directors shared easy ways to infuse writing into the daily/weekly curriculum.

Grade level teams have also used their meeting time to share ideas they have about including writing in the curriculum. The ELA teacher has shared the writing rubrics used in their classrooms and then teachers have worked together to tweak that rubric so it includes content-related information that should be included in the writing task for science, social studies, art, etc. Writing resources were also purchased for teachers this year to guide them in setting up writing workshops in their classrooms. The 3rd-5th grade teachers have utilized *Writing Pathways Performance Assessments and Learning Progression* by Lucy Calkins. The K4-2nd grade teachers have utilized *A Teacher's Guide to Getting Started with Beginning Writers* by Katie Wood Ray and Lisa B Cleaveland. The middle school continue to use resources from Kelly Gallagher to structure writing assessments and also use his article of the week for writing ideas.

During the last school year, MMSA administration worked with a leadership team from Concept Schools to create strategies for school improvement in the area of differentiating instruction to improve student understanding and growth. Our milestone for this goal is: *Teachers know how to assess where student skills are and create student groups based on that data, so the expectations in the group are challenging, but not overwhelming.* Based on that milestone, different levels of differentiation were established, with our goal to move all teachers toward a level 4 through data meetings, professional development opportunities, coaching, peer



observation/feedback, modeling, and sharing ideas via team/department/staff meetings. We discuss these levels during team meetings but also during individual teacher meetings, pre and post-observation meetings and when teaching strategies/lessons need to be addressed.

- Level 1 - Teachers know what standards they are expected to teach and can identify the level of thinking students should be doing to demonstrate mastery.
- Level 2 - Teachers match their assignments and assessments to the appropriate thinking level required for mastery of a standard. They use student groups in class and provide support to students who need remediation or enrichment through small group teaching or individual help.
- Level 3 - Teachers use more small group and think-pair-share rather than teacher led instruction. Teachers know how to read and interpret assessment data (classroom pretests and progress monitoring data) to group students, and then they create assignments and activities that are within the zone of proximal development to help scaffold learning. All students are not doing the same thing.
- Level 4 - Teachers employ various student-centered activities such as simulations, PBL, experiments, inquiry, etc... at least 3 out 5 days

MMSA provides its teachers with additional resources to increase the quality of teaching and learning. MMSA reading and math teachers use Compass Learning (Odyssey) with their students twice per week during regularly scheduled time in the media center. This program allows students to work at their own pace on the material and concepts that were assigned to them after taking the NWEA test. This program also allows teachers to assign work to students based on concepts that are being taught in class.

MMSA has also utilized IXL for math practice during the 2018-2019 school year, with the possibility of using it for ELA during the 2019-2020 school year, based on teacher and student feedback. IXL offers students the ability to work on recommended skills based on the diagnostic tool in IXL. Teachers can also assign practice items based on the skills that are currently being taught in math class or based on a student's individual needs. Students seem to be more engaged with IXL than Compass Learning because it is a new program that encourages them to work toward proficiency in skill areas to earn certificates and badges.

3rd-8th grade reading, math, science and social studies teachers offer tutoring twice per week on Mondays and Thursdays. Because there are so many teachers available, we are able to spread the students out among them so groups for tutoring are small and more work can get accomplished. Some teachers also work with students during their recess time to get caught up on work or make up quizzes/tests from being absent.



The Assistant Principal of Academics meets with individual teachers after testing sessions to go over data. A variety of data reports are used from NWEA, STAR and PALS. We are able to pinpoint specific skills that students are struggling with overall, but also individual struggles. Data conversations are also shared with teams of teachers if they share students. Not only is it the responsibility of our reading and math teachers to help our students gain skills and show growth, but other content areas can help as well. During social studies and science, the teachers often use maps, charts, graphs and graphic organizers to practice reading those types of tools. Technical writing is also expected in those content areas. (Also supports goals 1 and 2)

NWEA has added a new student profile that has been shared with parents during Parent/Teacher conferences. Teachers are able to display the student profile on the STARBoards in the classroom to walk parents through the data for reading and math. The profile also offers a goal-setting function so teachers, parents and students can have a conversation based on the data and the skills that are recommended for growth. The growth chart is particularly interesting for parents because they are able to see the results for each time the student took the test and can see if the student's scores are going up, down or staying the same across many semesters. This also leads to a discussion about the Forward Exam because NWEA has found the correlation between the 2 assessments and is able to offer a prediction on how the student will score on the state assessment. (Also supports goals 1 and 2)

Although we continue to try to build intrinsic motivation for our student's success, we also understand the need for extrinsic motivation during our test sessions to keep our students focused and trying their best. NWEA incentives are easier to reward to students because we are able to see immediately whether they have met their goals or not. Teachers spend time goal-setting with their students after each testing session and remind students of those goals and strategies that will help them to meet their goals. Students go into the testing room with their NWEA goals in their sights and write down their own scores after they complete the test.

- NWEA winter incentives include nachos for students that met one of their MAP goals and nachos and pizza for meeting both of their goals.
- NWEA spring incentives include a pizza party for students that meet one of their goals. K5-4th grade students that meet both of their goals are rewarded with a field trip to Stone Fire, while 5th-8th grade students earn a trip to Action Territory.
- In the spring, students that meet both of their NWEA RIT goals and meet the national average also earn a trip to Bay Beach.



The Forward Exam is not as easy for students to set goals or understand their results because they don't get scores immediately, which makes it difficult for them to find any purpose in this assessment. Teachers will continue to encourage them and will make students aware of their quartile rank from the previous year and also whether they were below basic, basic, proficient or advanced prior to the test session. DPI has also given access to the scaled score and performance levels for any students that were not at MMSA during the 2017-2018 school year. During testing, students can earn testing incentive tickets for being focused on their test, taking their time, going back over their responses, etc. At the end of all testing sessions, two students from each section will win an invitation to a pizza and wings party. Prior to the 2019 testing window, we also reminded our students about the incentives that were earned for last year's Forward Exam. Ten of our students went on a trip to Wisconsin Dells for a night to enjoy the Wilderness Water Parks, while twenty of our students also received \$50 gift cards for the growth they showed from the 2017 Forward Exam to the 2018 Forward Exam.

Finally, setting up a testing environment that is calm and quiet is helpful for students. The elementary students (K5-3rd grade) continue to take their NWEA assessments in the computer lab where they go for their regular computer class. There are usually 2-3 adults in the room to supervise students. Students are allowed to take breaks for water or the bathroom when they are losing their focus so they don't just click through questions. The 4th-8th grade students have begun taking their NWEA tests on the chromebooks in the classroom. Again, students are able to take breaks, when needed. The test proctor pauses the tests during passing time so students can take a stretch break, do some mindfulness or just relax for a few minutes before resuming their test.

In Table 3 you will see the comparative data for the NWEA Reading test. In most grade levels our teachers are closing the gaps between the fall and winter assessment between our students' scores and the norm. Unfortunately, the gap is widening slightly in the kindergarten, 1st and 2nd grade. There have been individual meetings with the teachers of those classrooms and the instructional coordinator to continue to look at data for individual students and the overall class growth or lack of growth. Professional development opportunities have also been recommended for several teachers to continue to build their knowledge and skills with teaching foundational reading skills to our young students.



Table 3
2018-2019 NWEA Measures of Academic Progress
Fall to Winter RIT Comparison- Reading

	Fall 2018			Winter 2019		
Grade Level	Mean RIT score	Norm RIT score	Difference	Mean RIT score	Norm RIT score	Difference
Kindergarten	137.8	141	-3.2	147.1	151.3	-4.2
1 st Grade	152.6	160.7	-8.1	161.5	171.5	-10
2 nd Grade	167.1	174.7	-7.6	176.5	184.2	-7.7
3 rd Grade	167.2	188.3	-21.1	178.7	195.6	-16.9
4 th Grade	182.3	198.2	-15.9	188.2	203.6	-15.4
5 th Grade	192.0	205.7	-13.7	201.4	209.8	-8.4
6 th Grade	198.1	211	-12.9	203.3	214.2	-10.9
7 th Grade	204.4	214.4	-10	208.7	216.9	-8.2
8 th Grade	203.4	217.2	-13.8	209	219.1	-10.1

In Table 4 you will find data regarding the number of students that met their NWEA winter RIT growth for reading. Each student's growth projection or goal is based on the student's grade level, starting RIT score (fall score) and the subject matter (reading or math). Students that enrolled at MMSA after the fall NWEA testing window were given a goal of the national norm for



their grade level. For this mid-year report, those new students that met the national norm were considered having met their goal, while students that didn't meet that goal were considered not meeting their goal. NWEA says on average, 50% of students will show more growth than the projected growth score and 50% of students will show less growth than the projected score. Taking that into account, many of the grade levels are performing better than the projection by NWEA, with a few exceptions. Our overall total of 60.0% is above the norm of 50%.

Table 4 NWEA MAP Reading K5-8th Grade Based on Target RIT Scores			
Grade	N	Met Target RIT Growth in Winter 2019	
		N	%
K5	26	13	50.0%
1st	27	14	51.9%
2nd	32	19	59.4%
3rd	21	15	71.4%
4th	32	16	50.0%
5th	36	27	75.0%
6th	40	23	57.5%
7th	30	17	56.7%
8th	21	15	71.4%
Total	265	159	60.0%

In Table 5 you will see the comparative data for the NWEA Math test. The NWEA reading tests were given during the week of January 14th. This allowed teachers and students to get readjusted to our school routine after our 2-week winter break. Unfortunately, the NWEA math



tests were scheduled for the following week, which was the start of what could be called, our '2nd winter break'. Our students were off of school on Monday, January 21st for MLK Jr. Day. That same week, our students were off Wednesday and Friday due to snow and cold days. The following week, like MPS, MMSA was also off on Monday, Tuesday, Wednesday and Thursday. Our students returned to school on Friday, February 1st. The week of February 4th was finally when our students were able to resume their testing, although far less focused than when they had taken their reading tests. Although our students did okay on the NWEA math test, we believe they would have scored higher on the tests had their not been so many disruptions during the testing window.

Table 5
2018-2019 NWEA Measures of Academic Progress
Fall to Winter RIT Comparison-Math

	Fall 2018			Winter 2019		
Grade Level	Mean RIT score	Norm RIT score	Difference	Mean RIT score	Norm RIT score	Difference
Kindergarten	132.9	140	-7.1	146.2	151.5	-5.3
1 st Grade	155.9	162.4	-6.5	166.9	173.8	-6.9
2 nd Grade	173.3	176.9	-3.6	184.4	186.4	-2.0
3 rd Grade	176.5	190.4	-13.9	184.1	198.2	-14.1
4 th Grade	190.0	201.9	-11.9	194.3	208.7	-14.4
5 th Grade	197.3	211.4	-14.1	204.1	217.2	-13.1
6 th Grade	201.1	217.6	-16.5	207.1	222.1	-15.0
7 th Grade	208.6	222.6	-14.0	213.1	226.1	-13.0
8 th Grade	209.6	226.3	-16.7	211.4	229.1	-17.7



In Table 6 you will find data regarding the number of students that met their NWEA winter RIT growth for math. Again, you will see that MMSA's overall percentage of 55.3% is above the typical growth that NWEA has established.

Table 6 NWEA MAP Math K5-8th Grade Based on Target RIT Scores			
Grade	N	Met Target RIT Score in Winter 2019	
		N	%
K5	26	18	69.2%
1st	27	13	48.1%
2nd	32	19	59.4%
3rd	21	9	42.3%
4th	32	11	34.4%
5th	36	26	72.2%
6th	42	23	54.7%
7th	30	18	60%
8th	20	10	50%
Total	266	147	55.3%

Strategies to Address the student and teacher return rates (Goal 5)

Student Retention and Student Return Strategies

Since the beginning of the academic year, MMSA has had various activities, academic and extracurricular trips, and events our students like and may not have the chance to participate in other schools. For most of these events we ask very minimal fees and cover the students who



cannot afford to pay. Some of the many trips that our students have participated in are: several movies days at local theaters, roller skating, ice skating at Petit National Ice Center, Apple Holler, a local farm, Milwaukee County Zoo, Milwaukee Public Museum, Stone Fire, Peace Learning Center of Milwaukee, the Wilderness Resort in Wisconsin Dells and soon a trip to Cleveland, Ohio for the CONSEF science fair and a camping trip at the Mackenzie Center in Columbia County for our CSYP students.

Many in-school events have been taking place or are planned throughout the remainder of the school year that would involve parents, grandparents or other family members such as Harvest Fest, Holidays Around the World, Donuts with Dudes, Muffins with Moms, Grandparents Day, , Honor Roll Dinners, a staff vs student basketball game, Black History Program, the winter concert, a student/staff talent show, etc.

Many of the incentives for academic success/improvements are being offered and they keep the students connected with their school. Class Dojo and Facebook are other ways to keep the families engaged with their children's education and help teachers work together with the families. These kinds of measures help us keep our students for longer terms and drop the mobility rate, unless it is unavoidable.

MMSA students are able to participate in CYSP (Concept Young Scholars Program) which is a program that will focus on academic challenges, healthy lifestyle, building confidence, volunteerism, exploration, and many fun activities related to the four goal areas: personal development, voluntary public service, physical fitness, and expedition/exploration. Each scholar has a chance to earn a Gold, Silver, or Bronze medal. Scholars who earn a medal will be rewarded at the end of the school year in an award ceremony. The medals and certificates are important for scholars to keep in their academic portfolio because they can ultimately help strengthen their resume and college applications. Currently, there are 45 5th-8th grade students in CYSP. Our CYSP scholars have already volunteered this school year at the Milwaukee Zoo for the Lung Force Walk and the US BankCenter for the Fight For Air Climb. About 25 of our scholars spent a night at the museum when they visited the Milwaukee Public Museum on Friday, February 22nd. Our last CYSP field trip will be to the Mackenzie Center for a weekend camping trip in Poynette, Wisconsin.

Milwaukee Math and Science Academy 5th-8th grade students have the opportunity to participate in the MMSA science fair and hopefully qualify for the CONSEF Science Fair in Cleveland, OH. Last year approximately 20 students traveled to Ohio to participate in the science fair, do a math demonstration or a science demonstration. Each of our participants



receive a gift card and a ribbon for their work. Along with competing in the science fair, MMSA also offers robotics for middle school students.

Concept Schools hosts MathCON for those students that excel in math. All of our students have been registered in 5th-8th grade. Students have taken the online test in January and now are preparing themselves for the regional finals which will be held in Cleveland during the CONSEF science fair and the National Mathcon Finals will be held at the University of Illinois-Chicago on May 5th.

We also believe that we will be able to retain our students and parents by creating a safe, high achieving, and nurturing school environment by having clear behavioral expectations. We are implementing the following strategies:

- Milwaukee Math and Science Academy Commitment to Excellence is required to be signed by parent, student and staff
- Each family receives a MMSA handbook at the beginning of the school year which clearly states behavioral expectations and consequences
- Student/Parent orientation day in the summer
- Monthly assemblies for K5-8th grade. The purpose of these assemblies is to recognize positive student behavior and enforce the school culture and core values.
- The PBIS matrix of expected behaviors hang in each classroom and expectation reminders are hung in the hallway, bathroom, and other common areas.

MMSA feels very strongly about the implementation of the PBIS model. Below is an explanation of how PBIS makes our school stronger and helps with student retention and return.

Discipline/ PBIS

In the past, MMSA's schoolwide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. However, research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. In 2015, our school began introducing, modeling, and reinforcing positive social behavior as we knew it was an important step of our student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before



responding. The purpose of schoolwide PBIS movement was to establish a climate in which appropriate behavior is the norm.

For past few years our school witnessed a decrease in the number of out of school suspensions. In 2017-2018, MMSA incorporated a mindfulness/behavior modification room which was named the Hawk's Nest to help support our PBIS mission. This collaboration effort resulted in an unprecedented decline in the in the number in out of school and in school suspensions those numbers went from 243 in the 2016-2017 school year to 89 in the 2017-2018 school year.

It is important to keep in mind that PBIS is not a treatment or therapy. It's a framework for teachers, administrators and parents to follow. It's also important to know that when a school uses PBIS, it uses it for all students. That includes kids with IEPs and 504 plans. According to several studies, PBIS leads to better student behavior. In many schools that use PBIS, students receive fewer detentions and suspensions, and get better grades. With that in mind this year unlike last year, this year at MMSA we have had some struggles with higher than normal suspensions rates this was due to an influx of new students entering into our building this year. These new students have had a difficult time adjusting to our school norms To assist them with adjusting many of them began the school year with Tier 2 PBIS interventions but many of them moved quickly to Tier 3 interventions. Tier interventions helped a few students however many of them did not take full advantage of the interventions and instead moved quickly through the progressive discipline policy which has caused us to have a rise in the number of suspensions this year. On the brighter side of this data has shown that PBIS has lead to less bullying this school year. Although, our number of suspensions have risen; we have been able to provide a safer, more positive and bully free learning environment for students. In addition, the student retention and return rate has been positively affected.

School Suspension Reduction Strategies

As previously mentioned we attribute the decline in the number of in-school and out -of school suspensions to pairing Hawk's Nest with our school-wide PBIS movement. However, this year due to unforeseen staffing circumstances the academy has not been able to utilize the Hawk's



Nest as much as we did last school year because of this there has been a rise in school suspensions. The following strategies are currently being used to expeditiously end the rise in the number of suspensions:

- Community Service
Which includes cleaning up the neighborhood around the academy
Cleaning the school building
Tutoring students in younger grades
- Reverse Suspension
- Extending Hawk Nest Hours
This gives students an alternative place to self-regulate and have a few mindfulness moments
- Morning Detention

Also, the PBIS committee closely monitors challenging behavior data and provide interventions to individual students or groups of students as needed so those challenging behaviors do not lead to suspension. The committee also recently implemented a Golden Ticket incentive with this incentive students are able to wear jeans if they do not receive a suspension for the entire month. We have already witnessed a decrease in suspensions with the previously mentioned strategies. It is our belief that as we continue with these and other strategies that we work to implement we will see a steady decline in suspensions. Insomuch our students will be in the classroom learning and our academy will be fulfilling its PBIS mission.

Teacher Retention and Return Strategies

Each year we look to retain our great teachers. The challenges in the classroom, however, are still an important factor in regards to teacher retention along with the teacher shortage in our area and some positions even statewide. But, we continue to implement strategies and support our teachers so they are likely to return year after year.

- The MMSA administration and school board were able to start offering retirement benefits as of October 2018 as an effort to improve the benefits that we have available for our teachers.
- We are offering a more competitive salary scale to attract quality teachers and keep the ones who are working towards our school's vision.



- We continue to support our teachers with an administration team that consists of the principal, assistant principal of academics, assistant principal of school culture and a behavioral support staff member.

By having several staff members dedicated to improving our school culture and student behavior, problems are resolved much more efficiently. These staff members speak with students to address problems but also communicate with the classroom teachers to offer feedback and classroom management suggestions to help those students experience growth academically, socially and behaviorally.

The Assistant Principal of Academics (APA) is in charge of the academics at Milwaukee Math and Science Academy. She oversees and supports teachers with lesson plans, the grading policy, classroom grades, testing data, Title I, scheduling, hiring, and evaluations. She meets with teachers on a regular basis to address curriculum needs, resources, testing data, and other concerns. Walkthroughs and observations are completed by the principal and APA, which are used as formative assessments to help teachers improve in their delivery and instruction.

The APA also completes formal evaluations in compliance with the Evaluator Effectiveness program through Wisconsin DPI.

MMSA also has a Leadership Team consisting of the principal, assistant principals, special education director, technology coordinator, K-2 grade chairperson, 3-4 grade chairperson, 5-8 grade chairperson, math department head, and ELA department head. Meetings are held once per month so the representatives can share thoughts, ideas, concerns from staff members and actions can be taken to problem solve.

Along with the leadership team, we have several other committees that meet monthly, or more often if needed. These committees allow teachers to get involved in the school community, grow professionally, and take on leadership roles. These committees show the MMSA Administration team's commitment to including teachers in making school decisions and developing teacher leaders.

- **School Improvement Committee:** The committee meets on an ongoing basis to review data, develop plans, interventions, and progress monitor to help the students improve academically and/or behaviorally and also provide support to the teachers. The committee also shares their work with other MMSA stakeholders including: parents, community, school board members, etc.
- **Special Events Committee:** The committee coordinates special events for the school, including but not limited to: honor roll dinner, winter/spring concerts, Black History Month program, and K5/8th grade promotion. Responsibilities would include: ordering



food, setting date in calendar, decorations, create event programs, certificates, set-up for event, communication with teachers and administrators. The proposal for each event would need to be presented to the director.

- PBIS Committee: A description and purpose of this committee was mentioned above.

Teachers are recognized during staff meetings for accomplishments, like: student test scores, number of home visits, number of logs in Student Information System (phone calls, conferences, meetings, etc.), success with individual students, obtaining donations of money/supplies/ books/etc., bringing volunteer readers from the community into their classroom, attendance.

Supporting our teachers with curriculum help, classroom management, organization, and instructional strategies are an important component to building a positive work environment. Each member of the administration team has an 'open door policy'. We make time to listen to our teachers about their concerns, answer their questions, or just lend a listening ear. The administration team also feels very strongly about creating and encouraging the continued growth of teacher leaders at our school. When teachers feel supported and that their thoughts and opinions matter, they have more buy-in in the school and want to stay longer. This is a benefit for all members of the school community.

As MMSA administration, we would like to close the training gap to support our teachers before the school year begins and throughout the year. New teachers come for Summer Institute earlier than returning teachers so they can get information regarding some of the online systems we use and get some background information regarding our charter school sponsor and our management company. New teachers also traveled to Chicago to meet their curriculum directors along with other new teachers from the network. Returning teachers join us a couple of days later for many professional development sessions. Returning teachers will share their expertise and experience with the newcomers to close this gap and have them start their year more prepared. Each new teacher is paired with a returning mentor teacher. These pairs meet during our Summer Institute in August to talk about expectations for a new year, student behaviors, setting up procedures, classroom management strategies, academic strategies, grading procedures, emergency plan, etc. Throughout the year, the mentors/mentees also meet to talk about parent/teacher conferences, protocol for field trips, and any issues that may arise.

One of the other things we were able to add this year for our new teachers was a partnership with mentors from MTEC (Milwaukee Teacher Education Center). The mentors/coaches observed and met with our new teachers weekly throughout the first semester to provide



feedback on the observations they made. With some teachers, the support was more for classroom management, while other teachers needed academic support for creating better lessons. The beginning of the year is always a busy time and the MMSA administration team wanted to ensure that our new teachers were fully supported by us but also individuals outside of our school building. The MTEC mentors did share some feedback with the administration team, but in many cases, the relationship with their new teacher was private to help that new teacher. The MMSA administration wanted the new teachers to be very honest and upfront about the help they needed without any worry of teacher evaluations or judgement. We believe this was a very successful partnership and we look forward to working with MTEC again next year.

We started the school year with 2 new math teachers in the middle school. They both struggled with classroom management and ended up leaving in the fall. School administration terminated one of these 2 math teachers due to extremely poor classroom management issues, even after coaching and mentoring from members of the administration team, teacher mentors and the MTEC mentor. Due to low enrollment, we combined 3rd grade students into one section and moved one of the teachers to middle school math but she decided to resign after a few weeks. Two of the special education teachers left in October and November due to personal reasons. Out of these 5 teaching staff, 4 of them resigned and one was terminated. In total out of 31 teaching staff, 4 of them resigned, therefore our teacher retention rate at this time is 87%.

Student retention

MMSA started the 2018-2019 academic year with 285 students. 37 of them left due to various reasons, family issues, moving, discipline problems, etc. This gives us 87% of student retention.

Attendance

The school secretary, social worker and principal continue monitoring the individual attendance of our students and contact the parents whose students are having excessive absences and reach out to the parents to provide support.

Our social worker has attempted to set up many meetings with parents regarding their child's attendance concerns. During those meetings, the social worker, parents and an administrator speak to identify the underlying issue for low attendance and then try to find solutions to the problem. Although some of our parents do show up for those attendance meetings, many



parents do not, which often leads the problem unsolved. We will continue to set these meetings up and work with our parents to ensure their child is at school each and everyday.

As of March 19th, 2019 our student attendance rate is 90.7%. Due to extreme winter conditions during January and February, our attendance rates have been much lower than we hoped. We hope now that spring is here, our attendance rates will improve and we won't have anymore snowy or cold days.

The attendance data from our Student Information System (SIS) is below.

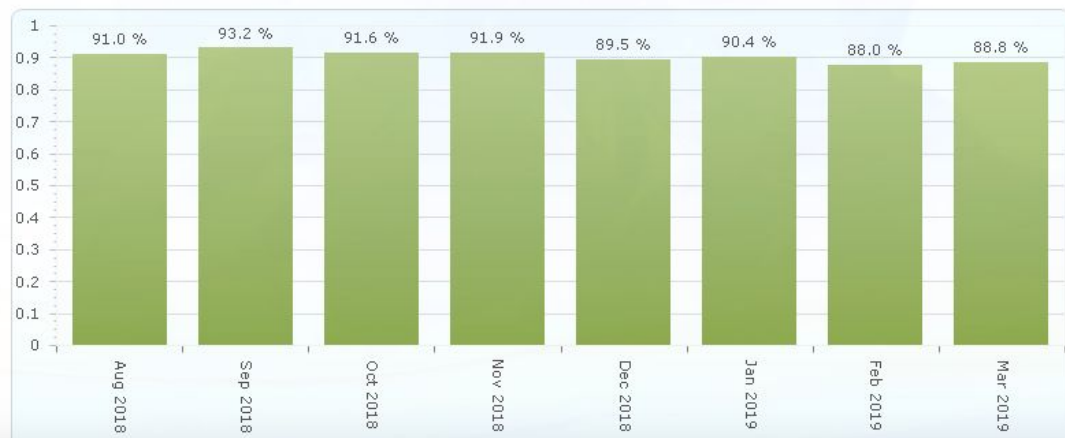
Attendance Rates Report

- 8/20/2018 to 3/19/2019

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Group	Period	Avg #Student	Rate	#Days	#Attendance Records	#Absence
2018-2019	Aug 2018	292	91.0 %	8	2341	210
	Sep 2018	298	93.2 %	18	5381	365
	Oct 2018	292	91.6 %	22	6439	538
	Nov 2018	283	91.9 %	18	5100	415
	Dec 2018	280	89.5 %	13	3642	382
	Jan 2019	289	90.4 %	14	4055	389
	Feb 2019	286	88.0 %	17	4865	586
	Mar 2019	283	88.8 %	12	3397	382



The administration team and staff members of Milwaukee Math and Science Academy have been working very hard during the 2018-2019 school year to improve our report card scores and our assessment data. Our students work hard at school and they deserve to continue to have

**Milwaukee
Math & Science
Academy**



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Milwaukee Math and Science Academy as their second home. We love our students, their families, our staff and our community and we would like to continue to offer a quality education to our students. As always, we appreciate the feedback we receive from the Children's Research Center and the Charter School Review Committee as we continue to develop the future leaders of our Milwaukee community.

We look forward to our meeting when we are able to share our progress thus far in the 2018-2019 school year and what we are still working to achieve with the remainder of year.

-MMSA Administration Team