

2018–2019 Programmatic Profile and Educational Performance

September 2019



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
2018–19**

This is the eighth annual report on the operation of Milwaukee Math and Science Academy (MMSA), one of seven schools chartered by the City of Milwaukee during the 2018–19 school year. It is the result of intensive work by the City of Milwaukee Charter School Review Committee (CSRC), MMSA staff, and the NCCD Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following.

I. CONTRACT COMPLIANCE SUMMARY

MMSA met all but one of the educational provisions in its contract with the City of Milwaukee and the measurable subsequent requirements of the CSRC. One teacher did not hold a Wisconsin Department of Public Instruction license or permit.

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

II. EDUCATIONAL PERFORMANCE

A. Local Measures

1. Primary Measures of Academic Progress

The CSRC requires the school to track student progress in reading, writing, 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 Measures of Academic Progress (MAP) tests had the following results.¹

Reading. Overall, 151 (64.0%) of 236 K5 through eighth-grade students who took the MAP tests in the fall and spring met their target reading score on the spring test administration.

Math. Overall, 153 (65.1%) of 235 K5 through eighth-grade students who took the MAP in the fall and spring met their target math score on the spring test administration.

¹ Measures of Academic Progress assessments are published by the Northwest Evaluation Association (NWEA). For more information, visit: <https://www.nwea.org/>

Writing. More than half (144, 61.3%) of 235 K5 through eighth graders who completed both a fall and spring writing sample either increased their score by at least five points if they scored below 30 points on the fall writing sample OR maintained or increased their score on the spring writing sample from the fall if they scored 30 or more points on the fall writing sample.

Special education. Most (20, 83.3%) of the 24 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 90.1%, falling short of the school's goal of 92.0%.
- Parents of 218 (86.9%) of 251 children attended at least two conferences, exceeding the school's goal of 75.0%.
- MMSA developed and maintained essential records for all special education students.

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

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

On the Phonological Awareness Literacy Screening (PALS) reading assessment, 14 (77.8%) of 18 of the second graders who were at or above the benchmarks at the end of first grade (spring of 2018) remained at or above the benchmark²

This was the fourth 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.

² This measure excludes three students who repeated first grade, as their results are not directly comparable with the students who advanced a grade level.

Of the students who took the exam in the spring of 2018 and again in the spring of 2019, 13 students were proficient or advanced in English/language arts (ELA), and 12 were proficient or advanced in math. Of these students, seven of 13 (53.8%) maintained proficient or advanced status in ELA and six of 12 (50.0%) maintained proficient or advanced status in math for the spring of 2019 exam.

Of 87 students who were below proficient in ELA in the spring of 2018 and took the spring ELA assessment in 2019, 34 (39.1%) showed progress. Of the 88 students who were below proficient in math in the spring of 2018 and took the spring math assessment in 2019, 36 (40.9%) showed progress.

C. School Scorecard

MMSA scored 59.5% on the CSRC pilot scorecard this year, compared with 55.2% on the pilot scorecard for 2017–18, an increase of 4.3 percentage points.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

MMSA addressed all recommendations for school improvement included in the 2017–18 academic year reports. Based on results in this report and in consultation with school staff, if the school remains a City of Milwaukee chartered school, CRC recommends the school continue a focused school improvement plan with the following activities for 2019–20.

- Implement professional learning communities (PLCs) with all staff to focus on Positive Behavioral Intervention and Supports (PBIS) and build a more positive culture in the school.
- Revise and strengthen policies and procedures for accountability of teachers, students, and parents.
- Focus on first-grade reading skills to bring students up to the benchmark at the end of first grade on the PALS assessment.
- Continue the effort to close the gap in reading, writing, and math by individualizing instruction based on data analysis.
- Continue the effort to engage students in meaningful writing across subject areas.
- Continue the development of Response to Intervention (RtI).

- Continue to work with parents to improve the student return rate.
- Work with students on skills related to taking the Forward exam.

IV. PROBATION STATUS

The CSRC placed the school on probation in the fall of 2017. In a letter dated November 1, 2017 (Appendix E), the CSRC listed the progress expectations for the 2017–18 academic year. The expectations were that the school would achieve at least 66.8% on the 2017–18 scorecard (an increase of at least 15% from the 2016–17 scorecard results) *and* that the school would meet at least five of nine specified goals. Because the school did not meet the expectations in 2017–18, the CSRC extended the probation to the 2018–19 school year with the same expectations.

The school achieved 59.5% on the scorecard for the 2018–19 school year, again falling short of the 66.8% expectation. The school did achieve a majority (five) of the nine specified goals during the 2018–19 school year.

V. RECOMMENDATIONS

MMSA failed to meet the target probationary scorecard expectation of 66.8% for two years in a row. However, the school's scorecard results have increased over the past two years from 51.8% in 2016–17 to 55.2% in 2017–18 and finally to 59.5% in 2018–19. In addition, the school met a majority of the specific expectations (five of nine) related to the school's probationary status.

The CRC recommends that the school remain on probation, with the expectation that its scorecard results for 2019–20 be at least 4% higher.

I. INTRODUCTION

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

To produce this report, CRC:

- Conducted an initial school visit to collect information related to contract requirements and to draft a learning memo for the new school year;
- Conducted a year-end interview to review progress on recommendations and changes that occurred during the year;
- Visited the school throughout the year to observe classrooms and overall school operations and to conduct a random review of special education files;
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements; and
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

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

Phone: (414) 263-6400

Fax: (414) 263-6403

Website: www.mmsacademy.org

Principal 2018–19 Academic Year: Mr. Alper Akyurek³

³ Mr. Akyurek was the principal the first year MMSA was chartered by the city. He returned as school leader for 2017–18.

Milwaukee Math and Science Academy (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, Illinois. Concept Schools manages more than 30 schools throughout the Midwest that are chartered through their local cities to provide quality education to residents. The Concept Schools model is designed to provide a rigorous college preparatory curriculum with a particular emphasis on achievement in math, science, and technology.⁴

A. Description and Philosophy of Educational Methodology

1. Mission⁵

MMSA's mission is to prepare students to thrive in science, technology, engineering, and math (STEM)-focused high schools, colleges, and the world. MMSA fosters an environment of inquiry and a love of learning. MMSA envisions its students will enter high school ready to tackle all academic challenges and excel in STEM subjects. As described on its website, MMSA promotes six core values to guide its interactions with all members of the school community: respect, responsibility, integrity, courage, curiosity, and effort.

2. Instructional Design

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

⁴ Concept Schools website: www.conceptschoools.org

⁵ From the school's website: www.mmsacademy.org

curriculum in subjects such as language arts, physical education, and social studies. MMSA provides an extra emphasis on math, science, and technology to prepare students to be globally competitive. Graduation requirements, discipline, promotion policies, and homework policies all reflect high standards.⁶

Students receive four report cards every year. At the end of each quarter, report cards are mailed home. K4, K5, first-, and second-grade students are assessed by their classroom teachers and by the teachers of special classes. Third- through eighth-grade students are assigned a letter grade following a standard numerical scale associated with each letter. Kindergarten through second-grade student progress is monitored with report cards on which student skills are rated from "below basic" to "advanced" in the following subjects: independent learning and social behavior, math, 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 "no evidence of effort" to "consistently focuses on learning." 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.⁷

B. School Structure

1. 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

⁶ www.mmsacademy.org

⁷ Information from the 2017–18 Parent/Student Handbook, which was used again for the 2018–19 academic year.

directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all terms of the school's charter are met. The board meets on a regular basis. This year, the board again consisted of five members: a president, a vice president/treasurer, a secretary, and two other members.

The school's management team consists of the principal/director, an assistant principal of academics, an assistant principal of school culture, two school secretaries and a Hawk's Nest supervisor (behavior interventionist). Opportunities for management support were also provided by Concept Schools staff.

2. Areas of Instruction

In 2018–19, MMSA's curriculum included instruction in English/reading/literacy, math, social studies, science, art, music, physical education/health, and computer science. This year the school followed a STEM (science, technology, engineering and math) curriculum. Students were exposed to core subjects daily and participated two to three times per week in four other subjects: art, music, physical education, and computer science. The school also employed a reading teacher. Special education programming was provided to students identified as needing an individualized education program (IEP). Students who met the criteria for special education services were monitored and reviewed so that appropriate adjustments could be made to their plans. All students received four report cards mailed to their homes during the year.⁸

⁸ Information from the fall interview and the 2017–18 Parent/Student Handbook, used again in 2018–19.

3. Classrooms

The school began the year with 18 classrooms or homerooms — one for K4, two each K5 through 7th grade and one 8th grade. In September the two second grade classrooms were combined due to a teacher resignation. These included designated rooms at the middle school level for sixth, seventh and eighth grade subject teachers (i.e., social studies, English/language arts, science, and math). The school also had three special education rooms, one room each for art and music, a library, two technology rooms, a gym, a reading room, and a lab used by all teachers. The sixth through eighth graders moved among the classrooms and other specialty rooms according to subject areas.

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.

4. Teacher Information

During the school year, a total of 20 classroom teachers and 13 additional instructional staff were employed. The school year began with 18 classroom teachers, eight of whom were new to the school. The 12 other instructional staff at the beginning of the year included an art teacher, a music teacher, an English as a Second Language teacher, a reading teacher, a physical education teacher, a social worker, three special education teachers, a psychologist, and two computer teachers. The school contracted for the services of a speech-language pathologist. The school also employed two teacher assistants and a teacher assistant/building sub who worked under the direction of the classroom teachers.

Of the 18 classroom teachers who began the year, 17 were eligible to remain all year. Fifteen (88.2%) of the eligible teachers remained at the school all year. Of the 12 other instructional staff who began the year, 10 (83.3%) remained at the school all year. A sixth-grade math teacher was let go in September and a third-grade math/social studies teacher left in November. The two new special education teachers left, one in October and one in November. In addition to reassigning teachers, the school hired a special education teacher, a sixth through eighth-grade social science teacher and a seventh- and eighth-grade math teacher to fill in for the teachers who left. The total retention rate for all eligible instructional staff, including classroom teachers, was 86.2% (25 of 29).

At the end of the 2017–18 school year, 11 classroom teachers and 11 other instructional staff were eligible to return in the fall of 2018. Ten of the 11 (90.9%) classroom teachers returned and nine of the 11 (81.8%) other instructional staff returned.⁹ Overall, 19 of 22 (86.4%) of the eligible staff returned.

License information on the DPI website indicated that all instructional staff employed at the end of the year held valid DPI licenses or permits, except for a second-grade teacher.

Teachers were evaluated using the Concept Schools 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 Student Learning Objectives/Professional Practice Goals and other tools in the Wisconsin Educator Effectiveness System, based on the Danielson Model.

⁹ One of the returning instructional staff who was a reading teacher in 2017–18, returned as the 4th grade ELA and social studies teacher in fall of 2018. The reading position was eliminated.

Regarding professional development activities, school leadership reported the following information. Concept Schools provided a two-day new teacher orientation, a weeklong teacher institute with content coaching, and a leadership summit during the summer of 2018. In addition, MMSA staff members provided in-house training on topics including the student information system, building positive school culture, Measures of Academic Progress (MAP)¹⁰ data analysis, Compass Learning, STAR assessment + Accelerated Reader training, Google Docs, Forward Exam training, and educator effectiveness. Concept Schools curriculum advisors also came to the school throughout the year to provide professional development and coaching for teachers and school leaders. The school also used outside agency providers for professional development on cultural awareness and building relationships with students, classroom management, child abuse training, mindfulness, and student mental health. Some teachers received mentoring from the Milwaukee Teacher Education Center.

5. School Hours and Calendar

The regular school day for all students was 8:00 a.m. – 3:20 p.m. Breakfast was served from 7:30–7:55 a.m. On Mondays and Thursdays, tutoring was available from 3:30–4:00 p.m. from October 1 to mid-May. Clubs occurred during the same time on Thursdays. Approximately one day per month, students were dismissed at 12:30 p.m. for teachers to engage in professional development and/or planning.

¹⁰ Measures of Academic Progress assessments are published by the Northwest Evaluation Association (NWEA). For more information, visit: <https://www.nwea.org/>

The first day of school was August 20, 2018, and the last day of school was June 12, 2019. The school published the calendar in the parent handbook and on its website. MMSA met the City of Milwaukee's requirement to publish an annual calendar.

6. Parent Involvement

The MMSA Parent/Student Handbook states that parental involvement in a child's educational life is critical to a child's success. The school values the development of a strong positive partnership between parents and MMSA.

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 in the mail 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.

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

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

- Harvest Fest
- Student versus staff basketball game
- Muffins with Mom
- Donuts with Dad
- Science Fair
- Honor Roll dinner
- High School Night (for eighth graders)
- Spirit Week
- Black History Program
- Chant Battle
- Positive Behavioral Intervention and Supports (PBIS) Family Carnival
- Eighth-grade graduation in June
- K5 graduation
- Concept Youth Scholars Program dinner

7. Waiting List

In September 2018, the school reported a few K4 students were waiting for a spot at MMSA. As of May 17, 2019, the school reported fewer than five students at various grade levels were waiting for fall openings.

8. Discipline 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 PBIS (Positive Behavioral Intervention and Supports). The school also continued using the Hawk's Nest, an area

of the school that provides students with the opportunity to reflect on their actions and behaviors independently. After the student has had time to reflect, the student will discuss this with a teacher. The school's behavioral expectations are to be safe, respectful, and responsible. The school's 2017–18 Parent/Student Handbook, used again in 2018–19, explains the policy and procedures regarding student conduct and discipline. The handbook covers expectations, unacceptable student behaviors, formal disciplinary policies and procedures, and the school-wide discipline system. The discipline system includes defined rules, expectations, and consequences.

9. Graduation and High School Information

The school held a high school information night when representatives from several high schools came to present information. Additional high schools came during the school day. MMSA posted acceptance letters on the school's walls to encourage all students to apply to high school and celebrate their acceptance.

In May, the school reported that 19 eighth-grade students would graduate this year. Eighteen of the nineteen planned on attending one the following high schools: Pulaski (one), Vincent (two), Pathways (two), Madison (three), Messmer (one), Rufus King (one), Riverside (one), Shorewood (one), Shalom (one), Milwaukee Lutheran (one), Central City Cyber High School (two), Milwaukee Community Cyber High (one), and Milwaukee Collegiate Academy (one). One student reported that he was moving out of state over the summer.

Since MMSA's first class of eighth-grade graduates would be finishing high school this year, the school plans on reaching out to DPI to obtain data regarding the number of MMSA graduates who graduated from high school.

C. Student Population

At the beginning of the year¹¹ (September 21, 2018), 298 students were enrolled at MMSA. An additional 16 students enrolled after the school year started, and 48 students withdrew prior to the end of the year. Of those 48, 28 (58.3%) withdrew due to a parent's decision; six (12.5%) withdrew to enroll in another school; five (10.4%) relocated within the state; four (8.3%) withdrew to enroll in a Milwaukee public school; three (6.3%) withdrew due to a no show or attendance issue; one (2.1%) moved out of state or out of town; and one (2.1%) was noted as other, without any details. Of the 298 students who started the year at the school, 251 remained enrolled at the end of the year, representing an 84.2% retention rate. This compares with a retention rate of 85.8% in 2017–18.

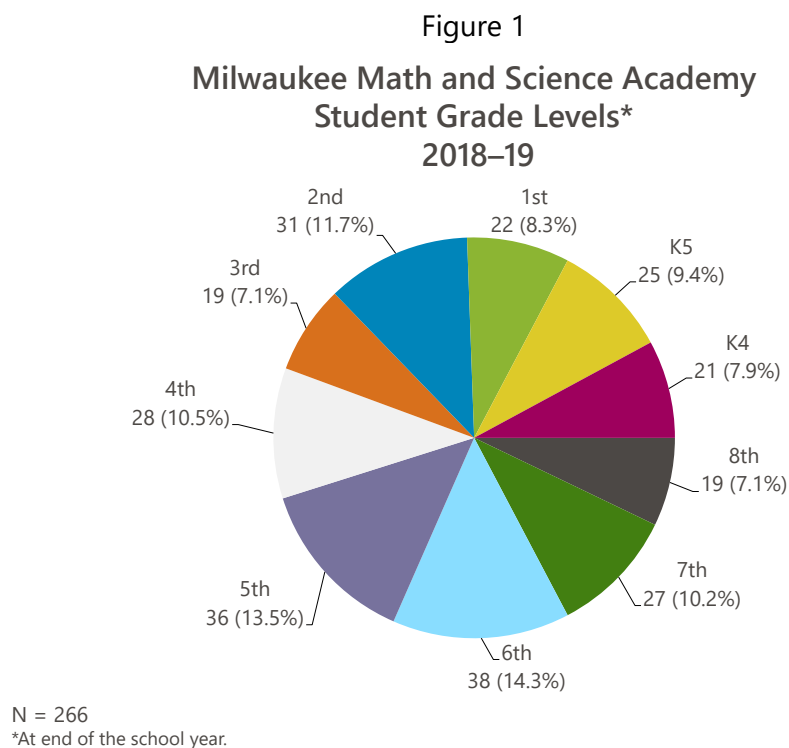
At the end of the year, 266 students were enrolled at MMSA.

- Most (258, 97.0%) of the students were black or African American, five (1.9%) were Hispanic/Latino, two (0.8%) were multiracial, and one (0.4%) was white.¹²
- There were 141 (53.0%) girls and 125 (47.0%) boys.

¹¹ CRC uses the third Friday of September as a cutoff for including students in the analysis. Students who withdraw before this date are not included in any part of the analysis. This does not necessarily correspond to the start of the school year.

¹² Total does not add up to 100 because of rounding.

- Special education needs were reported for 39 (14.7%) students, of whom 11 had emotional/behavioral disabilities (EBD), 11 had other health impairments (OHI), six had a speech/language impairment (SPL), five had had specific learning disabilities (SLD), four had a significant developmental delay (SDD), and two had an intellectual disability (ID).
- All 266 students were eligible for free lunch.
- The largest grade level was sixth, with 38 students (Figure 1).



On the last day of the 2017–18 academic year, 255 students were eligible for continued enrollment during the 2018–19 academic year. Of those, 183 were enrolled on the third Friday in September 2018, representing a return rate of 71.8%, which compares with 65.6% the prior year.

D. Activities for Continuous School Improvement

The following describes MMSA's responses to the activities for school improvement recommended in the programmatic profile and educational performance report for the 2017–18 academic year.¹³

- Recommendation: Continue the effort to close the gap in reading, writing and math by using individual student data to plan individual and small-group lessons and monitor progress throughout the year.

Results:

Reading

The school continued to have an extra reading class twice per week for all students in kindergarten through second grade. This provided a total of 90 minutes beyond the regular classroom instruction. The focus of the reading class was to continue to build foundational skills: phonological awareness, phonics, word recognition, and fluency. The school also had smaller class sizes for K5 through second grade to allow classroom teachers to work more individually with students and personalize their activities.

Each teacher used the Journeys resources to guide instruction in reading. In addition, teachers used and shared with one another the leveled readers (both for students below and above grade level in reading) during guided reading. Other online resources used by teachers included "Reading A–Z" and Compass Learning (aligned with the MAP assessments).

Compass Learning provides the teachers with a learning path for each student in the areas of reading foundation skills, writing, literature, and informational texts for the development of key ideas, craft, and structure of the content. The teachers used other online resources for students to work on during classroom or computer center time.

Tutoring was offered to K4 through second-grade students on Mondays and Thursdays after school. In this small-group setting, interventions target the skills that students need most.

¹³ This includes information from the end of the year interview and from the March 21, 2019, Mid-Year Report by the school to the Charter School Review Committee. The Mid-Year Report is available with the materials posted online for the meeting held on March 26, 2019, found at <https://milwaukee.legistar.com>.

Concept Schools' curriculum director for kindergarten through second grade provided a scope and sequence, unit and weekly goals, authentic writings tasks, classroom center ideas, and a variety of other practice resources for the classroom teachers.

Pullout Title I services (also the school's Response to Intervention services) for students struggling with reading were provided for students in third through eighth grades. The students were identified based on data from the MAP fall and winter assessments and the monthly STAR data, along with teacher recommendations. The student groups of four to six students met twice a week. The progress monitoring data was shared with the grade level team teachers and instructional coordinator at the end of each quarter to determine whether the student needed to continue with pullout services.

Writing

Three curriculum directors from Concept Schools came to the school to meet with the middle school level teachers. They modeled writing lessons with an emphasis on writing in the classroom on all subjects. The teachers held bimonthly grade level meetings with an agenda to share writing ideas across the curriculum and grade levels. Kindergarten teachers were given a writing resource.

The third- through fifth-grade teachers used *Writing Pathways: Performance Assessments and Learning Progression* by Lucy Calkins. The K4 through second-grade teachers used *A Teacher's Guide to Getting Started with Beginning Writers* by Katie Wood Ray and Lisa Cleaveland. Middle school teachers continued to use resources from Kelly Gallagher to structure writing assessments, as well as his article of the week for writing ideas.

Math

In addition to the use of Compass Learning for the skills identified as needed by the MAP fall and midyear tests, the teachers also used IXL for math practice. IXL offers students the ability to work on recommended skills based on the diagnostic tool in IXL. Third through eighth graders were also offered math tutoring twice per week, on Mondays and Thursdays.

- Recommendation: Focus Professional Development on finding positive ways to engage students in meaningful writing.

Results: As mentioned above, the curriculum directors from Concept Schools met with the middle school teachers. The teachers met with one another and shared ideas to encourage writing across all subject areas. The middle school teachers continued to use the Gallagher article of the week for writing ideas.

- Recommendation: Continue to implement PBIS.

Results: The school continued to implement PBIS for all students, including students with special education needs. For positive feedback, the school held monthly assemblies that celebrated the "Student of the Month." Students could also earn dress-down passes and other rewards, including prizes in the Dojo store for points earned.

The school's PBIS team consisted of the special ed director, the appropriate classroom teachers, the assistant principal of culture, and the Hawk's Nest supervisor. They met to develop individualized Tier II and Tier III interventions. One new idea that will be continued next year was to use community service as a natural consequence for inappropriate behavior.

- Recommendation: Continue the development of Response to Intervention (RtI).

Results: Middle school students who qualified for RtI services (based on test scores) met in small groups. The reading groups continued all year. Math RtI groups met during the second semester. The younger students were provided RtI services, based on test scores or teacher recommendations. In those grades, for the first time this year, the teacher assistants worked with the large group of students while the teacher worked with small groups of lower-level students providing RtI interventions.

- Recommendation: Implement strategies to improve student return rate.

Results: The school made calls to parents to relay positive information about their child or their child's achievements. The staff tried to contact parents of children who did not return to the school or who left during the year. This was very difficult due to lack of consistent/unknown phone numbers or no working phone.

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

- Implement professional learning communities (PLCs) with all staff to focus on PBIS and build a more positive culture in the school.
- Revise and strengthen policies and procedures for accountability of teachers, students, and parents.

- Focus on first-grade reading skills to bring students up to benchmark at the end of first grade on the PALS assessment.
- Continue the effort to close the gap in reading, writing, and math by individualizing instruction based on data analysis.
- Continue the effort to engage students in meaningful writing across subject areas.
- Continue the development of Response to Intervention (RtI).
- Continue to work with parents to improve the student return and retention rates.
- Work with students on skills related to taking the Forward Exam.

E. Probation Expectations

In October 2017, the CSRC placed MMSA on probation until the fall of 2018. In a letter dated November 1, 2017 (Appendix E), the CSRC listed the progress expectations for the 2017–18 academic year. The expectations were that the school would achieve at least 66.8% on the 2017–18 scorecard (an increase of at least 15.0% from the 2016–17 scorecard results) *and* that the school would meet at least five of nine specified goals.

Because the school failed to meet a majority of the expectations in the 2017–18 report, the CSRC extended MMSA’s probation until the fall of 2019 with the same expectations.

The school earned 55.2% of the possible points on the 2017–18 scorecard and 59.5% on its 2018–19 scorecard, falling short of the 66.8% expectation for both years. The information below details the extent to which the school met or did not meet the nine specified goals for each of the two years.

1. Of the first graders enrolled at the school for the entire year, 71.4% met the benchmark on the spring of 2018 PALS assessment and 59.1% met the benchmark on the spring of 2019 PALS assessment, short of the 80.0% expectation for both years.
2. For the 2017–18 year, it was not possible to measure whether MMSA met the goal that at least 75.0% of second-grade students with consecutive-year spring PALS would maintain the PALS reading benchmark because the year-to-year cohort was under 10—too small to report while maintaining confidentiality. For the 2018–19 year, 14 of 18 (77.8%) second-grade students who met the PALS reading benchmark in the previous spring maintained the PALS reading benchmark this year, thus meeting the 75.0% goal.
3. Of the students who completed the fall MAP reading test, 54.4% reached their target Rasch unit (RIT) score on the spring MAP reading test in 2017–18 and 64.0% reached their target RIT score in 2018–19, falling short of the 65.0% goal but showing improvement from the previous year.
4. Of the students who completed the fall MAP math test, 60.9% reached their target RIT score on the spring 2017–18 MAP math test, short of the 65.0% goal. In 2018–19, 65.1% of students met their target RIT, meeting the goal.
5. The school earned 20.7 points for engagement indicators (student attendance, student and teacher return and retention rates) on the 2017–18 scorecard, compared with 20.2 points in 2016–17. In 2018–19, the school earned 20.9 points for engagement indicators. The school increased the points earned in this section both years and therefore met this goal.
6. Of third- through eighth-grade students, 9.1% attained a proficiency level of proficient or advanced on the Forward Exam in reading in the spring of 2018, and 9.4% were proficient or advanced in the spring of 2019, short of the 20.0% goal for both years.
7. Of third- through eighth-grade students, 8.0% attained a proficiency level of proficient or advanced on the Forward Exam in math in the spring of 2018, short of the 20.0% goal. In the spring of 2019, 14.5% of students were proficient or advanced in math, showing growth but still falling short of the 20.0% goal.
8. It was not possible to measure whether MMSA met the goal of at least 50.0% of students who were proficient or above in reading and/or math on the Forward Exam in the spring of 2017 maintaining a proficiency level of proficient or advanced in the spring of 2018 because the year-to-year cohort was too small to report for both subjects.

Of the 13 students who were proficient or advanced who took the reading exam in the spring of 2018 and 2019, seven (53.8%) maintained a proficiency level of proficient or advanced. Of the 12 students who were proficient or advanced who took the math exam in the spring of 2018 and 2019, six (50.0%) maintained a proficiency level of proficient or advanced. Therefore, for the 2018–19 year, the school met the goal in reading and math.

9. In reading, 22.0% of the students who were below proficient in the spring of 2017 progressed. In math, 42.6% of the students who were below proficient in the spring of 2017 progressed. The school fell short of the 35.0% goal in reading but exceeded the 35.0% goal in math for the 2017–18 school year.

Of the students who were below proficient in the spring of 2018, 39.1% progressed in reading. Of the students who were below proficient in the spring of 2018, 40.9% progressed in math. The school exceed the 35.0% goal for both reading and math for the 2018–19 school year.

In summary, the school did not meet the overall scorecard expectation. Five of the nine goals were met this academic year.

III. EDUCATIONAL PERFORMANCE

To monitor MMSA's performance 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; math; writing skills; and, for special education students, IEP progress. The standardized assessment measures used were the PALS assessment and the 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 92.0%. The school considered a student present if the student (1) arrived at school no later than 10:00 a.m. and remained in class for the rest of the school day or (2) arrived at school by 8:00 a.m. and remained in class until at least 1:00 p.m. Attendance data were available for 330 students enrolled during the year. On average, students attended 90.1% of the time, just shy of the school's goal.¹⁴ When excused absences were included, the attendance rate rose to 91.1%.

CRC also examined the time students spent, on average, in suspension (in school or out of school). Throughout the school year, 107 students from K4 through eighth grade were suspended at least once. Of those, 106 spent, on average, 3.1 days in out-of-school suspension; and six students spent an average of 1.0 day in school and on suspension.¹⁵ Note that some students were given both in- and out-of-school suspensions during the year.

B. Parent-Teacher Conferences

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 two 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 2016–2017, 148 students were suspended at least once with an average of 3.2 days in out of school suspension and 1.2 days in school and on suspension. In 2017–2018, 54 students were suspended at least once with an average of 3.1 days in out of school suspension and 1.2 days in school and on suspension.

conferences. Home visits and alternative face-to-face visits at school were acceptable alternatives for parents who were unable to attend conferences. This year, 251 students were enrolled at the time of all four conferences (i.e., for the year). Results indicated that parents of 218 (86.9%) students attended at least two conferences, exceeding the school's goal.

C. Special Education Student Records

This year, the school set a goal to develop and maintain records for all special education students. During the school year, 49 special education students were enrolled at MMSA.¹⁶ Six students withdrew before the annual IEP review date, and one student received an IEP but withdrew before the end of the school year. The school held annual reviews and maintained records of the remaining 42 (100.0%) students.¹⁷

In addition, CRC conducted a review of a representative number of files during the year. The cases reviewed 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.

¹⁷ Due to parent/teacher conflicts and scheduling issues, there were eight students with a late IEP review. There is no indication of break in services for any of these students and all had IEPs in place by the end of school year.

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 NWEA's Measures of Academic Progress (MAP) assessments as a local measure of math and reading progress. MAP is a series of tests that measures student skills in reading, math, and language usage. The test yields a RIT 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 curricula 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 grade level and the fall test score (target RIT) that the student should strive to meet on the spring test.¹⁸

MMSA measured student progress in reading and math 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 60.0% of students who completed the fall and spring reading assessments would meet their target RIT score on the spring assessment.

¹⁸ For more information, visit: <https://www.nwea.org/>

Of the 236 students who completed both the fall and spring reading test, 151 (64.0%) met their target reading score on the spring test administration (Table 1). This met the school's goal of 60.0% and was an increase from the 54.4% who met their target in 2017–18.

Table 1 Milwaukee Math and Science Academy Local Measures of Academic Progress: Reading Assessment K5 Through 8th Grade			
Grade	Students	Met Goal in Spring of 2019	% Met Goal in Spring of 2019
K5	24	13	54.2%
1st	23	16	69.6%
2nd	30	21	70.0%
3rd	19	12	63.2%
4th	27	16	59.3%
5th	35	27	77.1%
6th	33	16	48.5%
7th	26	15	57.7%
8th	19	15	78.9%
Total	236	151	64.0%

Of the 235 students who completed both the fall and spring math test, 153 (65.1%) met their target math score on the spring test administration (Table 2), meeting the goal of 60.0%. These math results were similar but improved compared with last year's (60.9%).

Table 2 Milwaukee Math and Science Academy Local Measures of Academic Progress: Math Assessment K5 Through 8th Grade			
Grade	Students	Met Goal in Spring of 2019	% Met Goal in Spring of 2019
K5	24	20	83.3%
1st	23	11	47.8%
2nd	30	24	80.0%
3rd	18	8	44.4%
4th	26	8	30.8%
5th	35	27	77.1%
6th	34	22	64.7%
7th	26	18	69.2%
8th	19	15	78.9%
Total	235	153	65.1%

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 were based on grade-level topics. K5 through second graders focused on the narrative genre, third through fifth graders focused on expository writing, and sixth through eighth graders focused on persuasive writing. The rubric is graded on a six-point scale for each of the six traits for a maximum total of 36 points. MMSA's writing goal was that (1) at least 60.0% of all students with fall and spring scores who scored less than 30 points in the fall would increase their total score by at least five points OR (2) all students with both writing samples

who scored 30 or higher on the fall assessment would maintain or increase their overall score in the spring.

Of the 235 students with fall and spring writing samples, 144 (61.3%) met their goal on the spring writing sample (Table 3), meeting of the school's goal of 60.0% and a considerable increase from last year's result of 47.5%.

Table 3 Milwaukee Math and Science Academy Local Measures of Academic Progress: Six Traits of Writing K5 Through 8th Grade			
Grade	Students	Met Goal in Spring of 2019	% Met Goal in Spring of 2019
K5	24	22	91.7%
1st	23	19	82.6%
2nd	30	30	100.0%
3rd	18	7	38.9%
4th	27	9	33.3%
5th	34	15	44.1%
6th	34	7	20.6%
7th	26	19	73.1%
8th	19	16	84.2%
Total	235	144	61.3%

The CSRC expects students in special education services to make routine progress yearly. This year, MMSA set the goal that all special education students who had a calendar year of IEP implementation at MMSA 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 2018–19, IEPs for 24 students were implemented for a full year. Of these 24 students, 20 (83.3%) made progress or met at least 75.0% of their goals. All students in

special education services did not meet the school's goal, but overall results reflected slight improvement from 82.6% of students who met the goal that the previous year.

E. External Standardized Measures of Educational Performance

DPI requires all schools to administer a DPI-approved reading achievement test to K4 through second-grade students. In 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 K4 and K5 students.

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

1. PALS¹⁹

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

¹⁹ Information about the PALS assessments taken from <https://palsresource.info/wisconsin/> and <https://pals.virginia.edu/>; for more information, visit these sites.

students who reach a high enough score on earlier tasks. There is no summed score benchmark for the PALS-PreK.

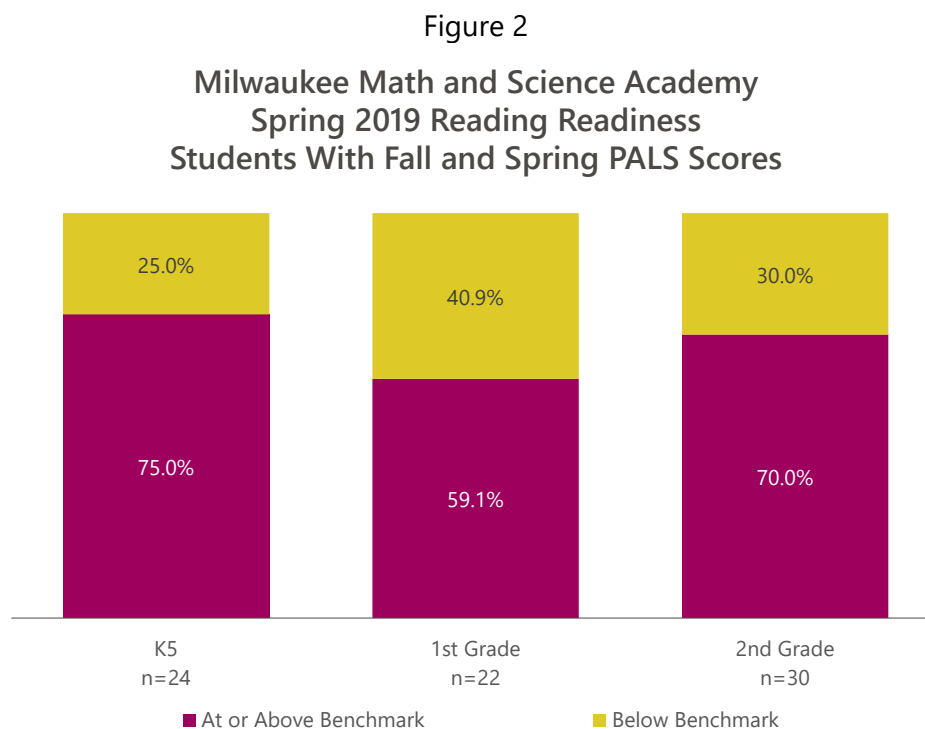
A total of 21 K4 students completed the PALS-PreK in the fall, and 19 students completed the spring assessment; 19 students completed both. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations 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, except for rhyme awareness (Table 4). By the time of the spring assessment, 14 (73.7%) of 19 students who completed both were at or above the developmental range for five or more tasks, and seven (36.8%) were at or above the range for all seven tasks.

Table 4 Milwaukee Math and Science Academy PALS-PreK for K4 Students Students at or Above the Spring Developmental Range 2018–19 N = 19				
Task	Fall		Spring	
	n	%	N	%
Name writing	11	57.9%	15	78.9%
Uppercase alphabet recognition	7	36.8%	17	89.5%
Lowercase alphabet recognition	—*	—	14	73.7%
Letter sounds	—*	—	12	63.2%
Beginning sound awareness	13	68.4%	17	89.5%
Print and word awareness	6	31.6%	16	84.2%
Rhyme awareness	10	52.6%	9	47.4%

*Six students qualified to complete these tasks, too few to report on.

b. *PALS-K and PALS Plus*

CRC examined spring reading readiness for students who completed both the fall and spring tests. At the time of the spring assessment, 18 (75.0%) of 24 K5 students, 13 (59.1%) of 22 first graders, and 21 (70.0%) of 30 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 Forward Exam was implemented as the state's standardized test for English/language arts (ELA) and math for third through eighth graders; for science for

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_brochure_for_families.pdf

fourth and eighth graders; and for 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 student's grade level. Each student receives a score based on performance in each area. Scores are translated into one of four levels: advanced, proficient, basic, and below basic. The Forward Exam is administered each spring.

A total of 160 third through eighth graders completed the ELA assessment and 159 completed math assessments in the spring of 2019. Of these students, who were enrolled for the entire school year (i.e., third Friday of September until the Forward Exam in the spring), 15 (9.4%) were proficient or advanced in ELA, and 23 (14.5%) were proficient or advanced in math. Results by grade level are presented in Figures 3 and 4.²¹

²¹ This cohort of students differed from the cohort enrolled on the day of the assessment, which included students who enrolled during the school year. Of 171 students who took the English/language arts assessment, 10.5% were proficient or advanced. Of the 170 students who took that math assessment, 15.9% were proficient or advanced in math.

Figure 3²²

**Milwaukee Math and Science Academy
Forward Exam English/Language Arts Assessment
2018–19**

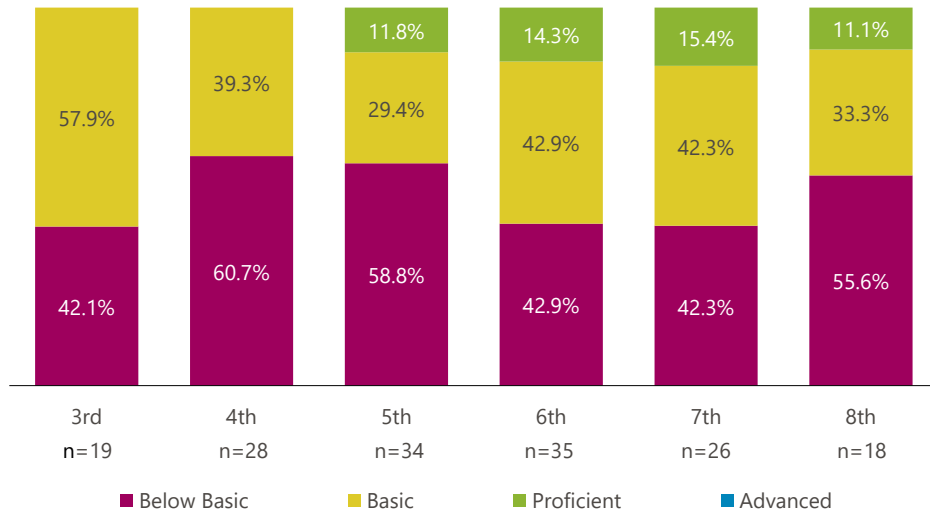
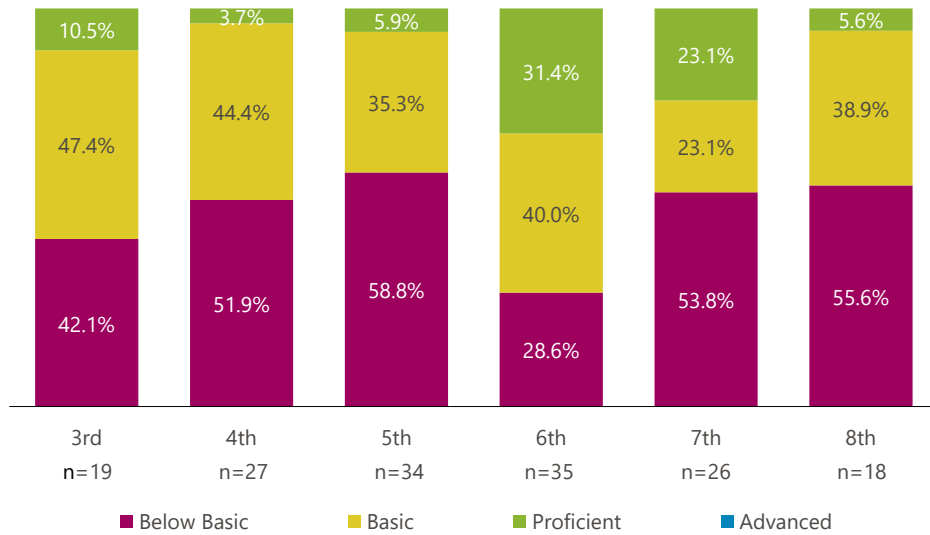


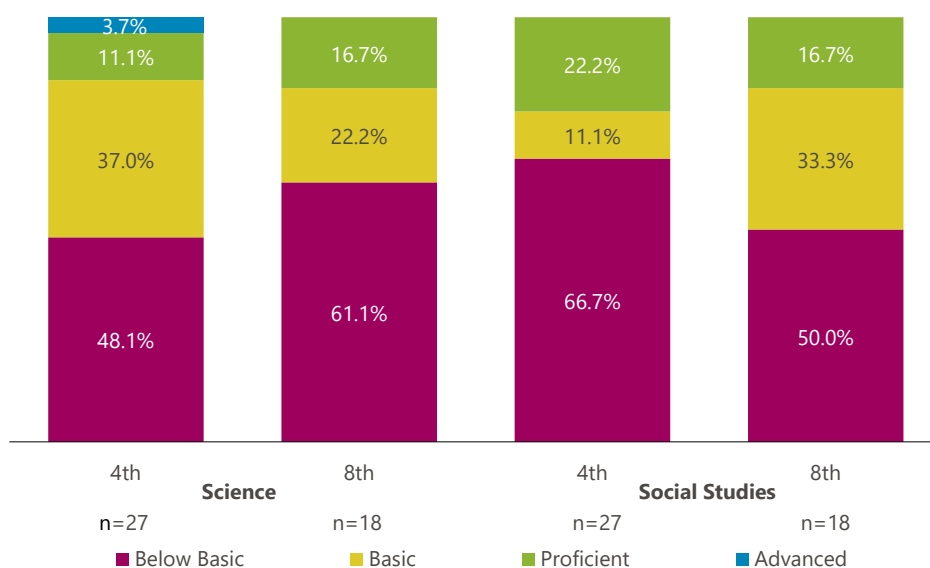
Figure 4

**Milwaukee Math and Science Academy
Forward Exam Math Assessment
2018–19**



Among 45 fourth and eighth graders who completed the science and social studies tests, 15.6% were proficient or advanced in science, and 20.0% were proficient or advanced in social studies (Figure 5).

Figure 5
Milwaukee Math and Science Academy
Forward Exam Social Studies and Science Assessments
2018–19



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 indicates when a student requires additional reading assistance—not that the student is reading at grade level.

²² Some totals on Figures 3 to 5 do not add up to 100 because of rounding.

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 2017–18 and second grade in 2018–19 and who took the PALS Plus 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.

Students in third through eighth grade take the Forward Exam in the spring of the school year. This is only the third 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

Twenty students completed the PALS spring assessment in 2017–18 as first graders and 2018–19 as second graders. Based on PALS results from the spring of 2018, 18 of those students were at or above the spring summed score benchmark as first graders; 14 (77.8%) of those students remained at or above the summed score benchmark in the spring of 2019 as second graders, exceeding the CSRC expectation of 75%.

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 on the Forward Exam in ELA and/or math in the spring of 2017–18.

a. Students at or Above Proficient

Thirteen students were proficient or advanced on the Forward Exam in ELA in the spring of 2018 and took it again in the spring of 2019. Twelve students were proficient or advanced on the Forward Exam in math in the spring of 2018 and took it again in the spring of 2019. Of these students, seven (53.8%) maintained proficiency on the ELA exam and six (50.0%) maintained proficiency on the math exam.

b. Students Below Proficient

For students below proficient the previous year, progress was measured two ways: for those improving a minimum of one proficiency level and for those improving at least one quartile within their proficiency level from 2018 to 2019.

There were 87 third- through seventh-grade students below proficient in ELA (either basic or below basic) in the spring of 2018 who took the test again in the spring of 2019.²³ Of these, 39.1% showed progress in 2019 (Table 5a). There were 88 third- through seventh-grade students below proficient (basic or below basic) in math in the spring of 2018 who took the test again in the spring of 2019. Of these, 40.9% demonstrated progress in 2019 (Table 5b).

²³ Results for ELA and math include only students who advanced a grade level from the previous school year.

Table 5a					
Milwaukee Math and Science Academy Year-to-Year Forward Exam English/Language Arts Progress for 4th – 8th Graders					
Current Grade Level	Students Below Proficient in 2018	Students Progressed in 2019			
		Improved 1+ Level	Improved 1+ Quartile Within Level	Made Overall Progress	Made Overall Progress %
4th	17	1	3	4	23.5%
5th	21	3	3	6	28.6%
6th	22	11	2	13	59.1%
7th	16	5	2	7	43.8%
8th	11	3	1	4	36.4%
Total	87	23	11	34	39.1%

Table 5b					
Milwaukee Math and Science Academy Year-to-Year Forward Exam Math Progress for 4th – 8th Graders					
Current Grade Level	Students Below Proficient in 2018	Students Progressed in 2019			
		Improved 1+ Level	Improved 1+ Quartile Within Level	Made Overall Progress	Made Overall Progress %
4th	15	0	0	0	0.0%
5th	26	3	6	9	34.6%
6th	21	13	3	16	76.2%
7th	16	5	2	7	43.8%
8th	10	2	2	4	40.0%
Total	88	23	13	36	40.9%

G. CSRC School Scorecard

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard with related standards and expectations. In 2014–15, due to significant changes required by DPI for new standardized tests, the scorecard was revised. Like the original, the revised scorecard includes multiple measures of student academic progress including performance on

standardized tests and local measures, point-in-time academic achievement, and engagement elements such as attendance and student and teacher retention and return. The revised scorecard was partially piloted for the first two years. In February 2017, after the same standardized tests had been used for two consecutive school years, the revised scorecard was accepted by the CSRC to replace the original scorecard as an indicator of school performance; however, it will remain a pilot for an additional two to three years. The overall scorecard percentage (percentage of available points earned) is used to monitor school improvement from year to year.

MMSA scored 59.5% on the pilot scorecard this year. This compares with 55.2% for 2018–19 and 51.8% for 2016–17.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the eighth year of MMSA's operation as a City of Milwaukee charter school. The school adopted strategies to address the improvement recommendations in the 2017–18 report. The school met all but one of its contract provisions with the City of Milwaukee.

MMSA failed to meet the target probationary scorecard expectation of 66.8% for two years in a row. However, the school's scorecard results have increased over the past two years from 51.8% in 2016–17, to 55.2% in 2017–18 and finally to 59.5% in 2018–19. In addition, the school met a majority of the specific expectations (five of nine) related to the school's probationary status.

The CRC recommends that the school remain on probation with the expectation that its scorecard results for 2019–20 be at least four percentage points higher.

Appendix A

Contract Compliance Chart

Table A

Milwaukee Math and Science Academy

Compliance Overview for Education-Related Contract Provisions

2018–19

Contract Section	Contract Provision	Report Reference Pages	Provision Met
Section B	Description of educational program.	pp. 2–3	Met
Section B	Annual school calendar provided.	pp. 7–8	Met
Section C	Educational methods.	pp. 2–3	Met
Section D	Administration of required standardized tests.	pp. 25–30	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. 20–25	Met
Section D and subsequent CSRC memos	<u>Academic criterion #2</u> : Year-to-year achievement measures.		
	<p>a. <i>Year-to-year Forward Exam 3rd – 8th grades at or above proficient</i>: Due to recent change in standardized assessments for elementary school students, no expectation is in place at this time.</p> <p>b. <i>Second-grade students at or above summed score PALS benchmark in reading</i>: At least 75.0% will remain at or above.</p>	<p>a. pp. 32</p> <p>b. p. 31</p>	<p>a. Not available (N/A)</p> <p>b. Met</p>
Section D and subsequent CSRC memos	<p><u>Academic criterion #3</u>: Year-to-year achievement measures. Progress for students below proficient on the Forward Exam.</p> <p>Due to recent change in standardized assessments for elementary school students, no expectation is in place at this time.</p>	pp. 30–31	N/A
Section E	Parental involvement.	pp. 9	Met
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 5–7	Not Met*
Section I	Maintain pupil database information for each pupil.	pp. 11–12	Met
Section K	Disciplinary procedures.	pp. 9–10	Met

* One teacher did not hold a DPI license or permit.

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 2017–18 Academic Year
Date: October 11, 2018

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 Student Information System (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 15, 2018.

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 92%. 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 Measures²⁴

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 60% of the students who completed the fall MAP reading test will meet their target Rasch unit (RIT) scores in the spring.
- At least 60% of the students who completed the fall MAP math test will meet their target RIT scores in the spring.

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

²⁴ 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.²⁵ The rubric for K5–8th grade will have a six-point scale for each of the six traits. All students will complete a writing sample no later than October 19, 2018, and another between April 30 and May 10, 2019. 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 that score less than 30 points, 60% will increase their total score by at least five points.²⁶ Students with both writing samples that score 30 or higher on the fall assessment will maintain or increase their overall score in the spring.

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.

PALS for K4 Through Second Grade Students

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 are 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 2018). This standardized assessment will produce an English/language arts score and a math score for all third through eighth graders. Additionally, fourth- and eighth-grade students will complete the science and social studies tests. Data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

²⁵ The six traits are ideas, organization, voice, sentence fluency, word choice, and conventions.

²⁶ Writing genres include expository, descriptive, persuasive, and narrative.

Year-to-Year Achievement²⁷

1. CRC will report results from the 2017–18 Wisconsin Forward Exams. In addition, progress will be reported for students who completed the Forward Exam for two consecutive 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 may be effective in subsequent years.
2. The CSRC's expectation for students maintaining reading readiness on the PALS is that at least 75% of students who were in first grade in the 2017–18 school year and met the summed score benchmark in the spring of 2018 will remain at or above the second-grade summed score benchmark in the spring of 2019.

²⁷ 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	Enrolled at Start of School Year	Enrolled During Year	Withdrew	Number at End of School Year	Number and Rate Enrolled for Entire School Year
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%)
2017–18	310	20	48	282	266 (85.8%)
2018–19	298	16	48	266	251 (84.2%)

Table C2	
Milwaukee Math and Science Academy Student Return Rate	
School Year	Return Rate
2014–15	68.3%
2015–16	67.1%
2016–17	72.5%
2017–18	65.6%
2018–19	71.8%

Table C3	
Milwaukee Math and Science Academy Student Attendance	
School Year	Attendance Rate
2014–15	89.7%
2015–16	91.0%
2016–17	89.8%
2017–18	90.2%
2018–19	90.1%

Table C4	
Milwaukee Math and Science Academy Parent Participation Rate	
School Year	Participation Rate
2014–15	72.3%
2015–16	67.4%
2016–17	77.2%
2017–18	60.5%
2018–19	86.9%

Table C5	
Milwaukee Math and Science Academy CSRC Scorecard	
School Year	Scorecard Result
2014–15	72.6%
2015–16	78.6%
2016–17*	51.8%
2017–18	55.2%
2018–19	59.5%

*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/Instructional Staff Retention ²⁸	
School Year	Retention Rate: Employed Entire School Year
2014–15	88.9%
2015–16	95.8%
2016–17	90.0%
2017–18	93.3%
2018–19	86.2%

²⁸ Includes only teachers who were eligible to stay the entire year.

Table C7			
Milwaukee Math and Science Academy Teacher Return Rate ²⁹			
Teacher Type	Number at End of Prior School Year	Returned First Day of Current School Year	Return Rate
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%
2017–18			
Classroom teachers only	15	11	73.3%
All instructional staff	23	18	78.3%
2018–19			
Classroom teachers only	11	10	90.9%
All instructional staff	22	19	86.4%

²⁹ Includes only teachers who were eligible to return (i.e., who were offered a position for fall).

Appendix D


CSRC 2018–19 School Scorecard

City of Milwaukee Charter School Review Committee Pilot School Scorecard
K-8TH GRADE


r: 6/15

HIGH SCHOOL


STUDENT READING READINESS: GRADES 1-2

• PALS—% 1st graders at or above spring summed score benchmark this year	4.0	
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0	
		10.0%


STUDENT ACADEMIC PROGRESS: GRADES 3-8

• Forward Exam reading—% maintained proficient	5.0	
• 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	
		30.0%


LOCAL MEASURES

• % met reading	6.25	
• % met math	6.25	
• % met writing	6.25	
• % met special education	6.25	
		25.0%


STUDENT ACHIEVEMENT: GRADES 3-8

• Forward Exam reading—% proficient or advanced	5.0	
• Forward Exam math—% proficient or advanced	5.0	
		10.0%


ENGAGEMENT

• Student attendance	5.0	
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	
		25.0%


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	
• 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	
		30.0%


POSTSECONDARY READINESS: GRADES 11 AND 12

• Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	
• % of 11th/12th graders tested	2.5	
• % of graduates with ACT composite score of 21.25 or higher	2.5	
		15.0%


LOCAL MEASURES

• % met reading	5.0	
• % met math	5.0	
• % met writing	5.0	
• % met special education	5.0	
		20.0%

STUDENT ACHIEVEMENT: GRADES 9 AND 10

• ACT Aspire English—% students at or above spring benchmark	5.0	
• ACT Aspire math—% students at or above spring benchmark	5.0	
		10.0%

ENGAGEMENT

• Student attendance	5.0	
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	
		25.0%

*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 fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard and the total score will be calculated to reflect each school's denominator.

Table D Milwaukee Math and Science Academy Pilot CSRC Elementary School (K Through 8th Grade) Scorecard 2018–19					
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%	59.1%	2.4
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		77.8%	4.7
Student Academic Progress: 3rd – 8th Grades	<u>Forward Exam reading:</u> % maintained proficient/advanced	5.0	30.0%	53.8%	2.7
	<u>Forward Exam math:</u> % maintained proficient/advanced	5.0		50.0%	2.5
	<u>Forward Exam reading:</u> % below proficient who progressed	10.0		39.1%	3.9
	<u>Forward Exam math:</u> % below proficient who progressed	10.0		40.9%	4.1
Local Measures	% met reading	6.25	25.0%	64.0%	4.0
	% met math	6.25		65.1%	4.1
	% met writing	6.25		61.3%	3.8
	% met special education	6.25		83.3%	5.2
Student Academic Achievement: 3rd – 8th Grades	<u>Forward Exam English/language arts:</u> % at/above proficient	5.0	10.0%	9.4%	0.5
	<u>Forward Exam math:</u> % at/above proficient	5.0		14.5%	0.7
Engagement	Student attendance rate	5.0	25.0%	90.1%	4.5
	Student return rate	5.0		71.8%	3.6
	Student retention	5.0		84.2%	4.2
	Teacher retention rate	5.0		86.2%	4.3
	Teacher return rate	5.0		86.4%	4.3
TOTAL		100.0			59.5
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					59.5%

Appendix E

Probation Letter



Charter School Review Committee

November 1, 2017

Alper Akyurek
Principal, Milwaukee Math and Science Academy
110 W. Burleigh St.
Milwaukee, WI 53212

Serdar Bozdag, PhD
President of the Board of Directors, Milwaukee Math and Science Academy
3910 W. Jereli Dr.
Franklin, WI 53132

Dear Mr. Akyurek and Mr. Bozdag,

On October 19, 2017, the Charter School Review Committee (CSRC) received and accepted the Milwaukee Math and Science Academy (MMSA) *2016–17 Programmatic Profile and Educational Performance* report from the NCCD Children’s Research Center (CRC). The report included a recommendation that the CSRC consider placing MMSA on probation until the CSRC reviews the school’s 2017–18 progress in the fall of 2018. This recommendation primarily relates to the 2016–17 pilot scorecard’s decrease of 14.8% compared with the school’s 2015–16 pilot scorecard. The decrease on the 2016–17 pilot scorecard reflects the following concerns.

- Poor academic progress by a number of students on the year-to-year performance on the Wisconsin Forward Exam.
- Poor performance of students on the end-of-year first-grade reading readiness test (the Phonological Awareness Literacy Screening [PALS]).
- The school’s inability to meet the CSRC expectation that at least 75.0% of second graders maintain benchmark on their end-of-year PALS for two consecutive years.
- The lack of progress toward local measure goals in reading, math, writing, and special education.

- The student and teacher return rates.

At this meeting, the CSRC considered all of the above issues and placed MMSA on probation until the fall of 2018. At that time, the school's 2017–18 report with the data needed to assess academic progress will be available for review. The expectation is that the school will achieve at least 66.8% on their 2017–18 pilot scorecard (an increase of at least 15.0% from the 2016–17 scorecard results). In addition, the school will meet at least a majority (five of the nine) of the goals listed below.¹

1. At least 80.0% 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 75.0% of the second-grade students with consecutive-year spring PALS results will maintain the PALS reading benchmark in the spring of 2018.
3. At least 65.0% 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 65.0% of students who complete 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. The total points earned in 2016–17 for these indicators was 20.2 (80.8%) out of the possible 25 points in this area.
6. At least 20.0% of students in third through eighth grades will attain proficiency or above on the Forward Exam in reading.
7. At least 20.0% of students in third through eighth grades will attain proficiency or above on the Forward Exam in math.
8. At least 50.0% of students who were proficient or above in reading and/or math on the Forward Exam in the spring of 2017 will maintain proficiency in the spring of 2018.
9. At least 35.0% of students who were below proficient in reading and/or math on the Forward Exam in the spring of 2017 will improve by at least a quartile within their level or move up to the next level.

¹These goals were established by reviewing the pertinent goals from the MMSA School Improvement Plan submitted to the CSRC on October 19, 2017, as well as goals in the school's 2017–18 learning memo.

It is expected that the school will prepare a mid-year written and in-person report to the CSRC at a meeting to be scheduled shortly after the end of the first semester.

At the time of the fall of 2018 review of MMSA's 2017–18 annual report, the CSRC will discuss the extent to which the school has addressed the conditions/goals listed in this letter and consider whether to lift the probation, extend the probation period, or revoke the city's charter contract. CSRC members are confident that MMSA will successfully address all of the expectations in this letter, resulting in a positive academic impact on its students.

Sincerely,

Kevin Ingram
Chair, Charter School Review Committee