

Milwaukee Math and Science Academy

Programmatic Profile and Educational Performance

2011–12 School Year

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EXECUTIVE SUMMARY
for
Milwaukee Math and Science Academy
2011–12

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

I. CONTRACT COMPLIANCE SUMMARY

For the 2011–12 academic year, MMSA met all of its education-related contract provisions. See Appendix A for an outline of specific contract provision compliance information, page references, and a description of whether or not each provision was met.

II. Educational Performance

A. Local Measures

1. Primary Measures of Academic Progress

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

This year, MMSA’s local measures of academic progress resulted in the following:

Reading:

- Overall, 33.3% (7 of 21) of K5 through fifth-grade students who scored at the national average (normative mean) for their current grade level on the Measure of Academic Progress Tests (MAP) in the fall, achieved the national average for their current grade level in the spring.
- Overall, 51.4% (54 of 105) of K5 through fifth-grade students who scored below the national average (normative mean) for their current grade level on the MAP in the fall either reached the normative average for their current grade level or improved by at least the average change in scores for their functional grade level.
- More than half (36 or 59.0%) of 61 third- through fifth-grade students improved their reading scores between the first and fourth quarter, based on the Concept School’s Acuity test.

Math:

- Overall, 69.2% (9 of 13) of K5 through fifth-grade students who tested at the national average (normative mean) for their current grade level on the MAP in the fall achieved the national average for their current grade level in the spring.
- Overall, 41.7% (48 of 115) of K5 through fifth-grade students who tested below the national average (normative mean) for their current grade level on the MAP in the fall either reached the normative average for their current grade level or improved by at least the average change in scores for their functional grade level.
- Thirty-six (59.0%) of 61 third- through fifth-grade students improved their math scores between the first and fourth quarter based on the Concept School's Acuity test.

Writing:

- Most (109 of 115, or 94.8%) of the K5 through fifth-grade students with fall and spring writing samples improved their average writing scores between tests.

Special Education:

- The 2011–12 school year was MMSA's first year of operation; therefore, no students with an IEP attended MMSA for a full academic year. Goals related to the progress of special education students will be reported following the 2012–13 school year.

2. Secondary Measures of Academic Progress

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

- Average student attendance was 88.8%, falling just short of the school's goal of 90%.
- Overall, parents of 65 (48.9%) of 133 students attended at least two family-teacher conferences, failing to achieve the school's goal of 100.0%.
- MMSA developed and maintained records for all special education students.

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

Stanford Diagnostic Reading Test (SDRT) results indicated the following:

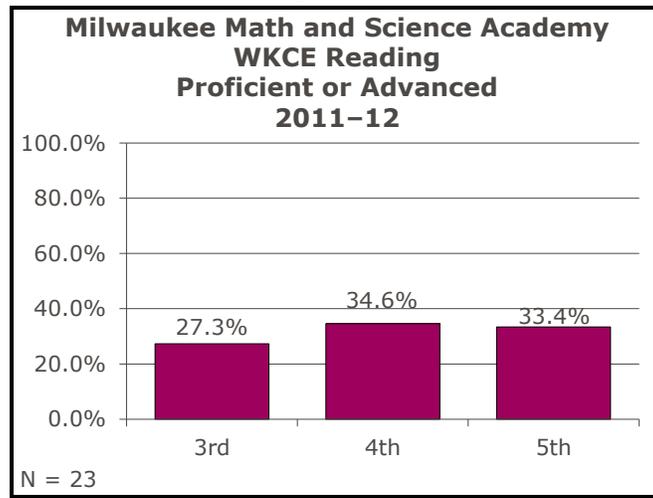
- Nineteen first-grade students were, on average, reading at 1.2 GLE overall, and 63.2% were at or above grade level;
- Twenty-five second-grade students were reading at 1.8 GLE, and 44.0% were at or above grade level; and

- Twenty-four third-grade students were reading at 2.4 GLE overall, and 21.7% were at or above grade level.

Wisconsin Knowledge and Concepts Examination (WKCE) results for third- through fifth-grade students who were tested in the fall of this year are reflected in the following figures:

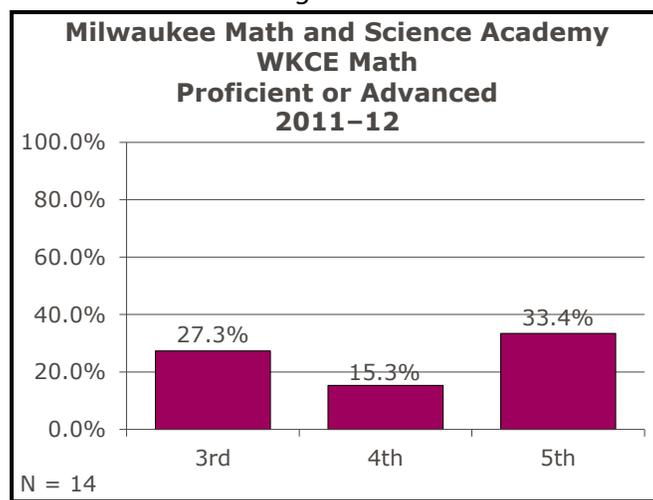
Overall, 31.9% (23 of 72) of third- through fifth-grade students scored at the proficient or advanced level in reading on the WKCE. Figure ES1 shows students who scored proficient or advanced in reading by grade level.

Figure ES1



Overall, 19.4% (14 of 72) of third- through fifth-grade students scored at the proficient or advanced level in math on the WKCE. Figure ES2 shows students who scored proficient or advanced in math by grade level.

Figure ES2



3. School Scorecard

The school scored 59.2% on the scorecard.

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

Because this is the first year of operation as a City-chartered school, there are no year-to-year scores to report.

III. SURVEY/INTERVIEW RESULTS

CRC conducts parent surveys and interviews board members, teachers, and students of all City of Milwaukee charter schools. This was the first opportunity for MMSA to participate. Some of the key results are as follows:

- Parents of 59 (38.8%) of 152 students responded to the survey. Of these,
 - » Nearly all (89.2%) would recommend this school to other parents; and
 - » More than three quarters (78.4%) rated the school's overall contribution to their child's learning as excellent.
- Four of the five board members participated in interviews. Of these,
 - » Three (75.0%) rated the school overall as good, and the other rated the school as excellent; and
 - » Members would like to reach out to the community and improve parent-teacher relationships.
- Ten instructional staff participated in interviews. Of these,
 - » Four (40.0%) listed the school's progress toward becoming an excellent school as excellent, and five (50.0%) of the teachers listed the school's progress as good; and
 - » Three (30.0%) rated the school's contribution to students' academic progress as excellent and the remaining seven (70.0%) rated the contribution as good.
- Ten fifth-grade students were interviewed. Of these:
 - » All (100.0%) indicated that they had improved in reading and math; and
 - » All indicated that they felt safe in school.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities for the 2012–13 academic year:

- Implement a more proactive approach to discipline and continue to develop character education.
- Further develop the school's implementation of Response to Intervention (RtI) through further examination of individual student data and improved intervention planning (RtI was implemented in the spring of 2012).
- Develop a plan to reach out more effectively to parents.
- Develop programming for students at or above grade level to maintain and improve their level of functions, particularly in reading.

V. RECOMMENDATION FOR ONGOING MONITORING AND CHARTER RENEWAL

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

I. INTRODUCTION

This is the first annual program monitoring report to address educational outcomes for Milwaukee Math and Science Academy (MMSA), one of seven schools chartered by the City of Milwaukee for the academic year 2011–12. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the Children’s Research Center (CRC).¹

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

1. CRC staff assisted the school in developing its student learning memorandum (or “learning memo”).
2. In the late summer and early fall, CRC staff visited the school to conduct a structured interview with the principal and the instructional coordinator/dean of students as well as to clarify the data requirements and the data submission process.
3. During the year, additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
4. At the end of the school year, a structured interview was conducted with the principal, the instructional coordinator/dean of students, and the instructional coach from Concept Schools to review the year and develop initial recommendations for school improvement.
5. CRC staff read case files for selected special education students to ensure that individualized education programs (IEPs) were up-to-date.
6. CRC staff conducted interviews with students, teachers, and members of the school’s board of directors.
7. CRC conducted a survey of parents of all students enrolled in the school.
8. The school provided electronic and paper data to CRC. Data were compiled and analyzed at CRC.

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

II. PROGRAMMATIC PROFILE

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Principal 11–12 Academic Year: Mr. Alper Akyurek
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MMSA is located on the north side of the City of Milwaukee and is the first school in Wisconsin to be operated by Concept Schools, a nonprofit educational management organization based in Chicago. Concept Schools manages 27 schools throughout the midwest that are chartered through their local city in order to provide quality education to local residents. The Concept model is designed to provide a rigorous college preparatory curriculum with a particular emphasis on achievement in mathematics, science, and technology.

A. School Management and Board of Directors

MMSA is governed locally by a volunteer board of directors. The board, along with Concept Schools, has ultimate responsibility for the success of the school and is accountable directly to the City of Milwaukee and the 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, five members made up the board of directors: a president and four directors. Members had experience and expertise in education, business, architecture, decision making, and with other charter schools.

Four of the five board members participated in the board interview conducted this year.² One of the board members rated the school as excellent overall; the other three gave an overall rating of good. Two of the four reported that they participated in strategic planning, three of the four reported that they received and approved the school's annual budget, and three reported reviewing the school's annual financial audit. The board valued the small size of the school, the resources and condition of the school, the motivated staff including the principal and the teachers, and the focus on each child's needs.

The main suggestion for improving the school was to develop a plan to improve parent participation and develop parent/teacher relationships. See Appendix H for additional results from board member interviews.

B. Educational Methodology

1. Philosophy (Mission)

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

MMSA exists for the welfare and dignity of each child. Education is student-centered and each child is recognized as a unique individual with different interests, needs, and abilities. The school aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. MMSA is focused on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. The purpose of the school is to foster productive attitudes toward work, family, and community. When

² Board interviews, along with teacher and student interviews and parent surveys, are conducted every other year.

students have a positive attitude toward school, their perception of “school” transforms. MMSA strives to lead each and every student toward these accomplishments by using a curriculum aligned with the state of Wisconsin’s academic content standards, which is essential to future success in school and at work.

2. Educational Programs and Curriculum

MMSA serves students in K5 through fifth grade (the school intends to expand to sixth grade next year). The school offers a curriculum focused on math, science, and technology and is based upon the Concept Schools six core values of respect, responsibility, integrity, courage, curiosity, and effort.

MMSA’s academic program incorporates a variety of instructional strategies, including direct teaching and problem-based learning, to prepare students for standardized testing as well as work toward ensuring a higher level of achievement for each student.³ Kindergarten, first-, and second-grade student progress is monitored with report cards on which student skills are rated from advanced to below basic in each subject. These students are also assessed on the level of effort put forth in each subject on a scale ranging from consistently focuses on learning to no evidence of effort. Third-through fifth-grade students are assigned a letter grade following a standard scale associated with each letter. Additionally, student progress is regularly examined through standardized testing and local measures to supply teachers and instructional leaders with real data to help guide future program and curriculum decisions. The school has a dress code policy to help create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress

³ http://www.mmsacademy.org/?page_id=439

styles. Transportation is provided by MMSA for students who live from one to ten miles from the school.⁴

During the interview and survey process, board members, teachers, and parents were asked about the school's program of instruction. The two board members who had knowledge of the program of instruction expressed satisfaction with the program of instruction, and all four rated the materials and equipment as good (three) or excellent (one). Nearly all (89.2%) parents surveyed indicated that the program of instruction was excellent (73.1%) or good (16.2%). Eight of the ten teachers were either very satisfied or somewhat satisfied (four) with the school's program of instruction; two teachers were somewhat dissatisfied. All of the teachers interviewed indicated that the educational methodology was either a very important (six) or somewhat important (4) reason for teaching at the school.

C. Student Population

At the beginning of the year, there were 154 students enrolled in MMSA.⁵ Twenty-one students enrolled after the school year started and 23 students withdrew from the school prior to the end of the year. Of the 23 students who withdrew, 17 (73.9%) were at risk of being expelled for behavioral reasons and voluntarily left the school. Four (17.4%) students had parents who voluntarily withdrew them from the school due to concerns regarding the classroom culture, and two (8.7%) students moved out of Wisconsin. Of the 154 students who started the year at the school, 133 remained enrolled at the end of the year, representing a 86.4% retention rate.

⁴ Information taken from the 2011-12 Parent/Student Handbook.

⁵ As of September 16, 2011.

At the end of the year, there were 152 students enrolled at MMSA. They can be described as follows:

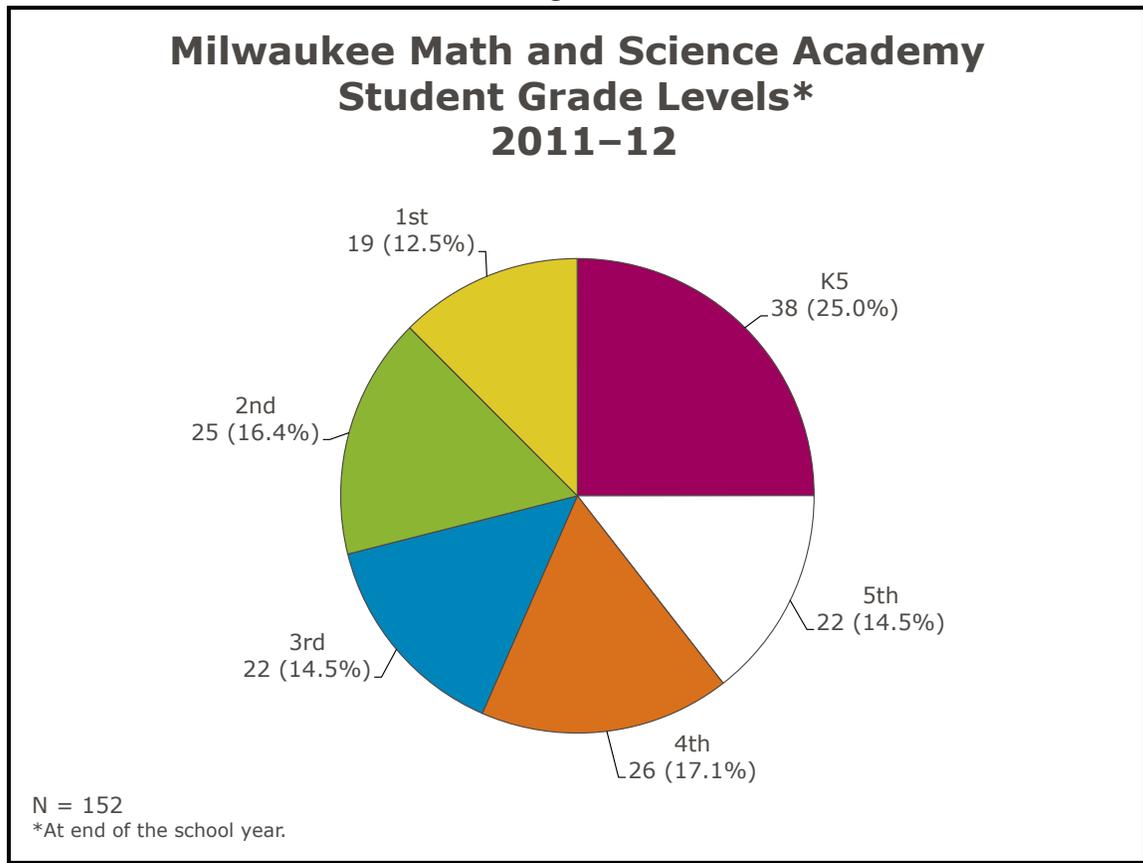
- Most (142, or 93.4%) of the students were African American and 10 (6.6%) students were of an “other” race/ethnicity.
- There were 80 (52.6%) girls and 72 (47.4%) boys.

Thirty-one students (20.4%) had special education needs. Nine had learning disabilities (LD), seven had special needs in speech/language (SP/L), three students had emotional/behavioral disabilities (EBD), two had cognitive disabilities (CD), and ten students had other health impairments (OHI). One additional student required accommodation under section 504 of the Civil Rights Act (although this student was not eligible for special education, the school was required to develop an accommodation plan).

- There were 137 (90.1%) students eligible for free or reduced lunch prices (136 [89.5%] students were eligible for free and 1 [0.7%] for reduced lunch prices). The remaining 15 (9.9%) were not eligible.

The largest grade level was K5 with 38 students. The number of students by grade level is illustrated in Figure 1.

Figure 1



Ten fifth grade students participated in interviews at the end of the school year. All 10 students reported that they felt safe in school, learned new things, and had improved their skills in reading and math. Furthermore, 9 of the 10 students reported that their teachers/staff were helpful, and all 10 students mentioned that their teachers talked with their parents. Students most often mentioned the teachers, computer use, and class choice as things they liked best about the school. When asked what they liked least, students mentioned the discipline policy, dress code, behavior of other students, and math class.

D. School Structure

1. Areas of Instruction

MMSA's curriculum included instruction in English/reading/literacy, mathematics, social studies, science, art, music, physical education, Spanish, and computer science. Students were exposed to core subjects daily and participated in art, physical education, and computer science two to three times per week. Special education programming was provided to students identified as needing an Individualized Education Program (IEP). Students who meet the criteria for special education services were monitored and reviewed annually to make appropriate adjustments to their plans. Students received four report cards every year, distributed at the end of the first, second, and third quarters in a special envelope. Parents were required to sign the envelope and return it to their child's teacher. The final report card was mailed to the parents after the school year was over.⁶

2. Classrooms

The school had seven classrooms, each with approximately 22 students. There were two K5 classrooms and one classroom each for first through fifth grades. Each classroom was assigned a teacher who shared two teaching assistants with the other teachers. The school building also had an art room, a music room, and a gymnasium. Breakfast and lunch were served in a cafeteria adjacent to the kitchen.

3. Teacher Information

There were seven full-time classroom teachers, a full-time art teacher, and a full-time special education teacher. In addition, there were part-time Spanish, music, and physical education teachers

⁶ See the 2011–12 Parent/Student Handbook.

and a part-time speech/language pathologist.⁷ Each of the seven classrooms in the school was headed by a classroom teacher (two K5 teachers, one for each of the first, second,⁸ third, fourth, and fifth grades). All of the instructional staff held valid DPI licenses or permits.

During the year, the school employed a total of 14 instructional staff. At the start of the year, there were eight classroom teachers; all but one remained at the school the entire year,⁹ indicating a teacher retention rate of 87.5%. The other five instructional staff who began in the fall all remained at the school for the entire year (100.0%). The overall retention rate for all instructional staff was 13 of 14, or 92.9%.

The school provided professional development during three days set aside during the school year: September 30, October 28 and March 26. The topics covered included:

- Concept school information
- Improving student achievement through data driven instruction
- Compass/MAP testing
- Acuity testing and data analysis
- Classroom management
- Starboard¹⁰ applications in the classroom
- Evaluations and observations
- Technology
- Atlas and Centers (Rtl plan)
- Behavior Management
- Data wall preparation (Rtl plan) and analysis
- Creating strategic plan to support student learning
- Collaboration within support teams

During the interview process, teachers were asked about professional development opportunities: 3 of the 10 teachers rated professional development opportunities as excellent, 4 as

⁸ One second-grade teacher left in September 2011. This position was not refilled due to enrollment.

⁹ One second-grade teacher left in September 2011. This position was not refilled due to enrollment

¹⁰ Starboard is an electronic whiteboard.

good, and 3 as fair. Six of the 10 teachers indicated that they were satisfied with the opportunities for continuing education, and four had no opinion.

4. Hours of Instruction/School Calendar

The regular school day for all students began at 8:00 a.m. and ended at 3:15 p.m. Before and after school care was provided to registered families from 6:30 to 8:00 a.m. and/or from 3:30 to 6:00 p.m. Breakfast was served from 7:30 to 7:50 a.m. Optional tutoring and homework club were offered on Wednesdays and Thursdays from 3:30 to 4:00pm.

The first day of school was August 24, 2011, and the last day of school was June 12, 2012.¹¹ There were 182 days that students were expected to attend. MMSA has met the City of Milwaukee's requirement to publish an annual calendar with the number of days for student attendance.

5. Parent and Family Involvement

The MMSA Parent/Student Handbook states that education is a shared responsibility, and successful operation of a school depends on the cooperation of everyone concerned—students, parents, and staff. The goal of MMSA is to create a partnership among the members of this triad. Each member is responsible for doing his or her part to make the school a place where everyone can achieve his or her goals and work together in harmony. The handbook indicated that parents understand that MMSA has an open door and visitor policy and will make sure that they visit the school once a quarter to see their child interact with classmates and teachers. In addition, parents are asked to complete a commitment letter to MMSA, where they commit to prompt attendance, making their child's education their first priority, and assisting their child with learning. The school reported that all parents signed commitment letters at the beginning of the school year.

¹¹ Calendar published in the Parent/Student Handbook, 2011–2012; the calendar states; "Calendar is pending Board approval; dates may change due to bad weather or other circumstances. Please call MMSA for current information."

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 Database System, a grade book that lets teachers securely publish grades and class activities on the Internet for students and parents. Parents received their passwords from the administration/secretary and set up their account, after which, they could log in and see what was published by the teachers every day. Thirty two parents requested login information during the school year.

Four parent/teacher conferences were scheduled during the year: October, December, February, and April. If parents were unable to attend a conference, the school made home visits and/or held conferences over the telephone.

Teachers, parents, and board members were asked about parental involvement. Of the 37 parents who responded to the parent survey, 86.5% indicated that the opportunity for parent involvement with the school was excellent or good, and all (100%) of the survey respondents indicated that the opportunity for parental participation was an important reason for choosing the school.

Interviews with teachers and board members indicated that there was a lack of sufficient parent involvement. All of the ten teachers interviewed were dissatisfied with parent involvement. Of the four board members interviewed, two were unaware of the level of parent involvement (did not know enough to provide an opinion); one was "somewhat satisfied," and one was somewhat dissatisfied. The need to improve parent involvement was a significant issue expressed by board members and teachers alike.

6. Waiting List

In September 2011, the school reported that all classes were full. Three students were on the waiting list for second grade, and one was waiting for a first grade spot. As of May 21, 2012, the school had several third graders and a few fifth graders on the waiting list for the fall of 2012 enrollment.¹²

7. Disciplinary Policy

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

The school uses a color level system for students in K5 through second grade that reinforces good behavior from improving to modeling the best behavior. Teachers can take various actions and apply appropriate consequences for specific kinds of behavior.

Third- through fifth-grade students' behaviors are classified into Level 1, Level 2, or Level 3 infractions. Each level corresponds to recommended actions for the school staff. For example, Level 2 behaviors result in a referral to the Dean of Students for a suspension process, and Level 3 behaviors result in a referral to the Dean of Students and an expulsion process. The handbook lays out the due process rights of the students, including a description of Saturday detentions, as well as the suspension and expulsion appeal processes.¹³

¹² Current students and siblings have priority.

¹³ Parent/Student Handbook, 2011–12.

This year teachers, parents, and board members were asked about the discipline policy at MMSA. The opinions expressed were very favorable regarding discipline policy:

- Teachers:
 - » Nine (90.0%) considered the discipline at the school as a very important or somewhat important reason for teaching at the school; and
 - » All (100.0%) were either very satisfied or somewhat satisfied with the discipline policy; however, half were not satisfied with the adherence to the discipline policy.
- Parents:
 - » Nearly all (97.3%) 37 parents surveyed considered discipline as a very important or somewhat important factor in choosing MMSA;
 - » More than three-quarters (78.4%) rated the discipline methods at the school as good or excellent; and
 - » A majority (83.8%) percent were comfortable with how the staff handles discipline.¹⁴
- Board Members:
 - » Three of four board members were not knowledgeable regarding the discipline policy, and all of the board members were unaware of the adherence to the discipline policy.

¹⁴ Either strongly agreed or agreed with the statement: "I am comfortable with how the staff handles discipline."

III. EDUCATIONAL PERFORMANCE

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

A. Attendance

CRC examined student attendance in two ways. The first reflects the average time students attended school, and the second rate includes excused absences. Both rates include all students enrolled at any time during the school year. The school considered a student present if he/she arrived at school no later than 10:00 a.m. and remained in class for the rest of the school day, or if the student arrived at school by 8:00 a.m. and remained in class until at least 1:00 p.m. MMSA set a goal that students would attend, on average, 90% of the time. Attendance data were available for 174 of 175 students enrolled during the year and revealed an attendance rate of 88.8%.¹⁵ When excused absences were included, the attendance rate rose to 89.8%. MMSA, therefore, did not meet its goal related to attendance.

¹⁵ 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.

CRC also examined the time students spent, on average, suspended (in or out of school). Throughout the 2011–12 school year, 54 students from K5 through fifth grade were suspended at least once. Forty-three students spent, on average, 1.7 days out of school on suspension, and 31 students spent an average of 1.7 days in school and on suspension. (Note that some students were given in- and out-of-school suspensions during the year.)

B. Parent Participation

At the beginning of the academic year, the school set a goal that all parents would attend at least two of the four formal parent conferences. Phone, home visits, and alternative meeting times were counted as attending. This year, there were 133 students enrolled at the time of all four conferences (i.e., for the year). Results indicated that parents of 114 (85.7%) children attended at least one of the four conferences, parents of 21 (15.8%) children attended three out of the four conferences, and parents of 9 (6.8%) children attended all four conferences throughout the school year.

Sixty-five (48.9%) children attended at least two of the four conferences; therefore, MMSA did not meet their goal of 100% attendance.

C. Special Education Needs

This year, the school set a goal to develop and maintain records for all special education students. Thirty-six special education students were enrolled at MMSA during the school year. Sixteen students were assessed for an initial IEP, and IEPs were completed for 11 of the 16 students. An IEP was not created for three students because they did not qualify for special education services,¹⁶ and parental consent was never obtained for two students. The school held annual reviews and maintained records for the remaining 20 students. In addition, CRC conducted a review of a

¹⁶ One student who was not eligible for an IEP qualified for assistive services through a 504 plan.

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

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee–chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC expectation is that schools establish local measures in reading, writing, math, and special education. In this first year of operation, MMSA used two measures of reading progress as local measures: the Measures of Academic Progress (MAP) and the Concept School Acuity test.¹⁷ The school intends to use the results of the fall and spring assessments as baseline data for future local measure goals. A description of the local measures and a discussion of outcomes follows.

1. Measures of Academic Progress

MAP is a series of tests that measures student skills in reading, math, and language usage. The test yields an RIT scale that shows student understanding, regardless of grade level, which allows easy

¹⁷ Only MAP test results were considered when calculating the scorecard. Scores were calculated by adding the number of students who maintained the national average for their grade level to the number of students who demonstrated progress divided by the total number of test takers.

comparison of students' progress from the beginning of the year to the end of year and/or from one year to the next. Results provide educators with information necessary to build curriculum to meet their students' needs.

Student progress can be measured by comparing each student's performance to nationally normed scores for his/her grade level. In 2008 and 2011, the Northwest Evaluation Association (NWEA) conducted a norming study using data from school districts all over the country and calculated a normative mean, or national average, score for the fall, winter, and spring administrations of each of the MAP tests for each grade level. For example, on a national level, fifth-grade students scored, on average, 207 RIT points on the fall MAP reading test and 212 points on the spring MAP reading test, for an overall improvement of 5 points. On the math test, fifth-grade students scored, on average, 213 points on the fall test and 221 points on the spring test, for an overall improvement of 8 points.¹⁸ Using these national averages, teachers and parents can determine whether students are above, at, or below the national average score for all students in the same grade level at each test administration. For example, if a third-grade student scored 175 points in the beginning of the year, he/she is functioning below the national average for his/her grade level; the student is functioning, rather, within the range of a first- or second-grade student. National average scores for each grade level are presented in Table 1.¹⁹

¹⁸ Scores are rounded to the nearest whole number for analysis.

¹⁹ <http://www.nwea.org/support/article/normative-data-2011>

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

The school's local measure goal for MAP reading and math results was that students who completed both the fall and the spring reading test would increase their RIT scores by at least as much as the national sample did (i.e., the difference in the normative mean [average] scores for the grade-level average at which the student tested in the fall). CRC examined progress for students who were at or above the national average, as well as students who were below the national average for their current grade level at the time of the fall test.

Progress for students at or above the grade-level national average in the fall of 2011 was measured by determining whether the student was able to again score at or above the grade-level national average at the time of the spring test (basically, this examination indicates if students who are functioning at or above grade level improved, on average, the same as their national counterparts).

For students below grade-level average, CRC examined how many reached the national grade-level average for their current grade by the spring test. For students who were still below the grade-level average on the spring test, progress was measured by determining if student scores increased by the national average increase associated with the student's functional grade level (i.e., the grade-level average at which the student tested in the fall). For example, if a fourth-grade student scored 161 RIT points on the fall reading test and 185 RIT points on the spring test, the student scored below the national fourth-grade average on both tests. With a score of 161, the student's fall score was between the national fall and spring averages for first-grade students; therefore, the student's functional grade level was first grade. The average change in scores for all first-grade students was 17 RIT points. Because the student increased his/her score by 24 points, he/she progressed by at least the national average increase for his/her functional grade level.

2. Concept Schools Acuity Test

In addition to MAP, the school utilized Concept Schools Acuity Tests to measure students' academic progress in math and language. Concept Schools Acuity Tests are skill-based assessments developed and used by all Concept Schools. The tests assess language arts, mathematics, and science skills. Students in grades three through five completed the Acuity Tests in the first and fourth quarters. Progress was measured by comparing the percent correct from the first to the fourth quarter test. Since this is the first year of operation, results will be used as baseline data for development of future annual goals. Results from students' Concept scores in math and language are described below.

3. Reading/Language

a. *MAP*

At the time of the fall MAP test, 21 (16.7%) students were at or above the national average for their respective grade level, while 105 (83.3%) scored below the average (Table 2).

Table 2					
Milwaukee Math and Science Academy					
Local Measures of Academic Progress: MAP Reading Assessment					
Student Scores Relative to National Average²⁰ (Normative Mean)					
Fall 2011					
Grade Level	N	Students at or Above National Average Fall 2011		Students Below National Average Fall 2011	
		N	%	N	%
K5	28	9	32.1%	19	67.9%
1st	17	3	17.6%	14	82.4%
2nd	20	4	20.0%	16	80.0%
3rd	19	2	10.5%	17	89.5%
4th	22	1	4.5%	21	95.5%
5th	20	2	10.0%	18	90.0%
Total	126	21	16.7%	105	83.3%

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

Of the 21 K5 through fifth-grade students at or above the national average for their grade level on the fall test, 7 (33.3%) scored the national average again on the spring test. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above the national average, CRC could not include results by grade level in this report (Table 3).

²⁰ For the student's current grade level.

Table 3			
Milwaukee Math and Science Academy			
Progress for Students at or Above the National Average in Reading			
Spring 2011			
Grade	N	At or Above National Average in Spring 2012	
		N	%
K5	9	Cannot report due to N size	
1st	3	Cannot report due to N size	
2nd	4	Cannot report due to N size	
3rd	2	Cannot report due to N size	
4th	1	Cannot report due to N size	
5th	2	Cannot report due to N size	
Total	21	7	33.3%

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

There were 105 students who scored less than the national average for their current grade level on the fall test. By the time of the spring test, 10 (9.5%) had reached the national reading score for their current grade level, and 44 (41.9%) had improved their reading scores by at least the average change in scores for their functional grade level. This represents a total growth rate of 51.4% for K5 through fifth-grade students (Table 4).

Table 4							
Milwaukee Math and Science Academy							
Local Measures of Academic Progress: MAP Reading Assessment							
Progress for Students Below National Average (Normative Mean) in Fall 2011							
Fall 2011 to Spring 2012							
Grade Level	Below National Average in Fall 2011	Reached Grade-Level National Average Score in Spring 2012		Increased National Average from Fall to Spring		Overall Progress	
	N	N	%	N	%	N	%
K5	19	4	21.1%	8	42.1%	12	63.2%
1st	14	1	7.1%	6	42.9%	7	50.0%
2nd	16	0	0.0%	7	43.8%	7	43.8%
3rd	17	1	5.9%	6	35.3%	7	41.2%
4th	21	0	0.0%	10	47.6%	10	47.6%
5th	18	4	22.2%	7	38.9%	11	61.1%
Total	105	10	9.5%	44	41.9%	54	51.4%

b. *Concept School Acuity Test*

The second local measure used by MMSA for reading was the Concept Schools Acuity Test for language. Sixty-one students completed the test during both the first and fourth quarters. Table 5 provides students' language test results for both tests by grade level. Third-grade students, on average, scored 28.7% at the time of the first quarter test, fourth grade students received an average score of 35.2%, and fifth-grade students received an average score of 30.8%. At the time of the fourth-quarter test, third-grade students achieved an average score of 39.9%, fourth-grade students achieved an average score of 36.8%, and fifth-grade students received an average score of 41.7%.

Table 5					
Milwaukee Math and Science Academy Local Measures of Academic Progress in Language Concept Schools Acuity Test Results					
First Quarter					
Grade Level	N	Min %	Max %	Mean %	Median %
3rd	19	5.0%	60.0%	28.7%	28.0%
4th	22	18.0%	73.0%	35.2%	34.0%
5th	20	0.0%	58.0%	30.8%	26.5%
Total	61	0.0%	73.0%	31.7%	30.0%
Fourth Quarter					
Grade Level	N	Min %	Max %	Mean %	Median %
3rd	19	18.0%	63.0%	39.9%	38.0%
4th	22	18.0%	65.0%	36.8%	33.0%
5th	20	18.0%	80.0%	41.7%	38.0%
Total	61	18.0%	80.0%	39.4%	38.0%

CRC measured change in the percent correct from fall to spring as a base line for the next school year. Of the 61 students who completed both tests, 36 (59.0%) improved their scores from the first to fourth quarter, 7 (11.5%) maintained their scores, and scores for 18 (29.5%) students decreased between tests (not shown). On average, third-grade students scored 11.2% higher on the spring test than the fall test. Fourth-grade students scored 1.6% higher on the spring test, and fifth-grade students, on average, scored 10.9% higher on the spring language test. Overall, on average, third-through fifth-grade students scored 7.6% higher on the fourth quarter test than on the first quarter test (Table 6).

Table 6				
Milwaukee Math and Science Academy				
Local Measures of Academic Progress in Language				
Concept School's Acuity Test Change in Scores From First Quarter and Fourth Quarter				
Grade Level	N	Minimum Change	Maximum Change	Mean (Average) Change
3rd	19	-5.0%	43.0%	11.2%
4th	22	-20.0%	28.0%	1.6%
5th	20	-13.0%	33.0%	10.9%
Total	61	-20.0%	43.0%	7.6%

2. Math

MMSA also utilized the MAP and the Concept School Acuity Test to measure students' academic progress in math.

a. *MAP*

There were 128 K5 through fifth-grade students who completed both the fall and spring MAP math tests. As illustrated in Table 7, at the time of the fall test, 13 (10.2%) students scored at or above the national average for their current grade level, while 115 (89.8%) scored below the national average.

Table 7 Milwaukee Math and Science Academy Local Measures of Academic Progress: MAP Math Assessment Student Scores Relative to National Average (Normative Mean) Fall 2011					
Grade Level	N	Students at or Above National Average Fall 2011		Students Below National Average Fall 2011	
		N	%	N	%
K5	29	6	20.7%	23	79.3%
1st	17	3	17.6%	14	82.4%
2nd	21	2	9.5%	19	90.5%
3rd	19	1	5.3%	18	94.7%
4th	22	1	4.5%	21	95.5%
5th	20	0	0.0%	20	100.0%
Total	128	13	10.2%	115	89.8%

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

Of the 13 K5 through fifth-grade students at or above the national average for their grade level on the fall test, 9 (69.2%) met the national average again on the spring test. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above the national average, CRC could not include results by grade level in this report (Table 8).

Table 8			
Milwaukee Math and Science Academy			
Progress for Students at or Above the National Average in Math			
Spring 2011			
Grade	N	At or Above National Average in Spring 2012	
		N	%
K5	6	Cannot report due to N size	
1st	3	Cannot report due to N size	
2nd	2	Cannot report due to N size	
3rd	1	Cannot report due to N size	
4th	1	Cannot report due to N size	
5th	0	0	0.0%
Total	13	9	69.2%

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

There were 115 students who scored less than the national average for their current grade level on the fall test. By the time of the spring test, 10 (8.7%) of those students had reached the national average math score for their grade level, and 38 (33.0%) had improved their math scores by the average change in scores for their functional grade level. This represents a total growth rate of 41.7%. Results by grade level are in Table 9.

Table 9							
Milwaukee Math and Science Academy							
Local Measures of Academic Progress: MAP Math Assessment							
Progress for Students Below National Average (Normative Mean) in Fall 2011							
Fall 2011 to Spring 2012							
Grade Level	Below National Average in Fall 2011	Reached Grade Level National Average Score in Spring 2012		Did Not Reach Grade Level Average in Spring but Increased Fall and Spring		Overall Progress of Students Below National Average on the Fall 2011 MAP Math Test	
	N	N	%	N	%	N	%
K5	23	5	21.7%	10	43.5%	15	65.2%
1st	14	0	0.0%	4	28.6%	4	28.6%
2nd	19	2	10.5%	7	36.8%	9	47.4%
3rd	18	0	0.0%	5	27.8%	5	27.8%
4th	21	1	4.8%	5	23.8%	6	28.6%
5th	20	2	10.0%	7	35.0%	9	45.0%
Total	115	10	8.7%	38	33.0%	48	41.7%

c. *Concept School Acuity Test*

Sixty-one students completed the math acuity test during the first and fourth quarters.

Table 10 provides students' math test results by grade level. During the first quarter, third-grade students achieved an average score of 44.7%. Fourth- and fifth-grade students achieved first quarter averages of 56.9% and 41.4%, respectively. In the fourth quarter, third-grade students achieved an average score of 51.4%; fourth- and fifth-grade students scored an average of 56.9% and 49.7%, respectively.

Table 10					
Milwaukee Math and Science Academy Local Measures of Academic Progress in Math Concept School Acuity Test Results: First Quarter and Fourth Quarter					
First Quarter					
Grade Level	N	Minimum %	Maximum %	Mean %	Median %
3rd	19	18.0%	68.0%	44.7%	48.0%
4th	22	18.0%	83.0%	56.9%	60.0%
5th	20	23.0%	65.0%	41.4%	41.5%
Total	61	18.0%	83.0%	48.0%	48.0%
Fourth Quarter					
Grade Level	N	Min %	Max %	Mean %	Median %
3rd	19	25.0%	73.0%	51.4%	53.0%
4th	22	18.0%	93.0%	56.9%	55.0%
5th	20	23.0%	85.0%	49.7%	46.5%
Total	61	18.0%	93.0%	52.8%	53.0%

To measure progress from the first to the fourth quarter, CRC examined change in percent correct. Of the 61 students who completed both tests, 35 (57.4%) improved their scores from the first to fourth quarter, 11 (18.0%) maintained their scores, and scores for 15 (8.6%) students decreased between tests (not shown). On average, third-grade students scored 6.7% higher on the spring test compared to the fall test. Fourth-grade students had no improvement in the percent correct, and fifth-grade students, on average, scored 8.3% higher on spring math test (Table 11).

Table 11				
Milwaukee Math and Science Academy Local Measures of Academic Progress in Math Concept Schools Acuity Test Change in Scores from First Quarter and Fourth Quarter				
Grade Level	N	Minimum Change	Maximum Change	Mean Change
3rd	19	-32.0%	42.0%	6.7%
4th	22	-15.0%	17.0%	0.0%
5th	20	-12.0%	35.0%	8.3%
Total	61	-32.0%	42.0%	4.8%

3. Writing

MMSA assessed students writing skills using the 6+1 Traits of Writing. Students completed writing samples in the fall and spring of the school year. Writing prompts were the same for both samples and were based on grade-level topics with a focus on the narrative genre for K5 through second grade and the persuasive genre for third through fifth grades.²¹ Students could score between zero and six points on each writing sample. Average progress for this school year will be used as baseline data for next year.

One hundred and thirty-one students completed a writing sample in the fall of 2011; 115 of those students also completed a spring writing sample. Of the 115 students, 109 (94.8%) improved their average scores between tests, 3 (2.6%) maintained their scores, and writing scores for 3 (2.6%) students decreased between fall and spring (Table 12). The minimum score on the spring sample was 1.3, the maximum score was 5.0, and the average score was 3.2 for students in grades K5 through fifth (not shown).

²¹ Writing genres include expository, descriptive, persuasive, and narrative.

Table 12							
Milwaukee Math and Science Academy							
Local Measures of Academic Achievement: 6+1 Traits of Writing							
2011–2012							
Grade	N	Increased		Maintained		Decreased	
		N	%	N	%	N	%
K5	26	26	100.0%	0	0.0%	0	0.0%
1st	16	15	93.8%	0	0.0%	1	6.3%
2nd	18	14	77.8%	3	16.7%	1	5.5%
3rd	20	19	95.0%	0	0.0%	1	5.0%
4th	19	19	100.0%	0	0.0%	0	0.0%
5th	16	16	100.0%	0	0.0%	0	0.0%
Total	115	109	94.8%	3	2.6%	3	2.6%

4. IEP Progress for Special Education Students

The CSRC expects that students in special education services will make routine progress on a yearly basis. It is expected that special education students will meet or make progress on 75% of their goals and meet or make progress on 80% of their subgoals by the time of their annual review. Given that the 2011–12 school year is MMSA’s first year of operation, and no special education student would have been enrolled at MMSA for a full year since the implementation of their IEP, monitoring of this goal will begin during the 2012–13 school year.

E. External Standardized Measures of Educational Performance

The CSRC requires that the school administer certain standardized tests to students in city-chartered schools. The school is required to administer the Stanford Diagnostic Reading Test (SDRT) to all students in first, second, and third grade, while third- through eighth- grade students take the Wisconsin Knowledge and Concepts Examination (WKCE). Student performance on the SDRT is reported in grade-level equivalents for phonetic analysis, vocabulary, comprehension, and a total

SDRT score. The WKCE is aligned with Wisconsin model academic standards and rates student skills as minimal, basic, proficient, or advanced.²² The WKCE meets federal No Child Left Behind (NCLB) requirements to test students' reading and math skills; it also provides a mechanism to measure student progress over multiple years. The SDRT was administered in April 2012, and the WKCE was administered in October 2011.

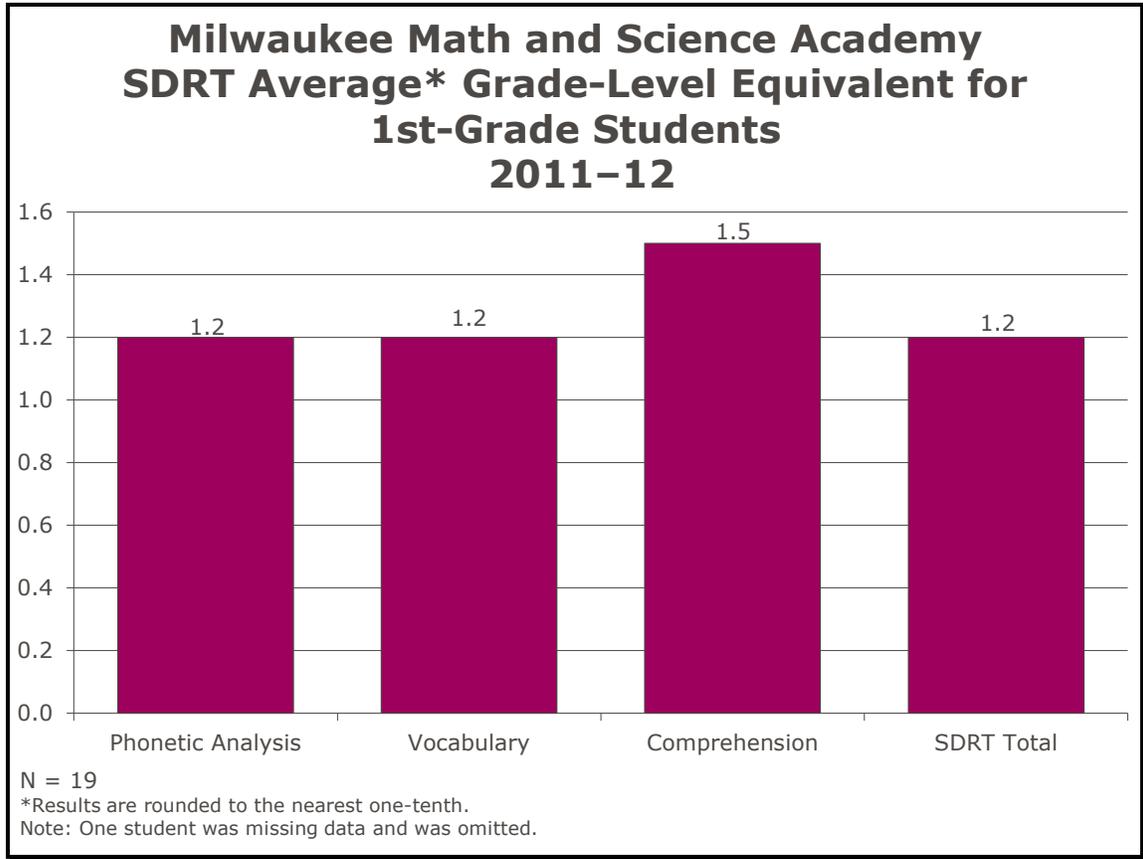
The following section describes results of these standardized tests for all children who took the tests. Since this is MMSA's first year of operation, this includes all students who were enrolled at the beginning of the academic school year as well as those students who enrolled in MMSA throughout the year.

1. SDRT for First-Grade Students

The SDRT was administered to 19 first-grade students; results on this measure indicate that, on average, first-grade students were functioning at grade-level equivalents (GLEs) in all three areas tested (Figure 2), and 63.2% of those first-grade students tested at or above their grade level (Table 13).

²² *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills; *proficient*: demonstrates competency in the academic knowledge and skills; *basic*: demonstrates some academic knowledge and skills; and *minimal*: demonstrates very limited academic knowledge and skills.

Figure 2



The GLE range and median score for first graders are illustrated in Table 13.

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median GLE	Percentage At or Above GLE
Phonetic Analysis	K.2	3.5	1.0	57.8%
Vocabulary	K.5	2.6	1.2	73.6%
Comprehension	K.8	2.6	1.6	84.2%
SDRT Total	K.4	2.1	1.3	63.2%

Note: Results are rounded to the nearest one-tenth.

2. SDRT for Second-Grade Students

Results for second-grade students are presented in Figure 3 and Table 14. As illustrated, second-grade students were, on average, reading from 1.8 to 1.9 GLE in the areas tested. Overall, 44.0% of the second-grade students scored at or above their grade level.

Figure 3

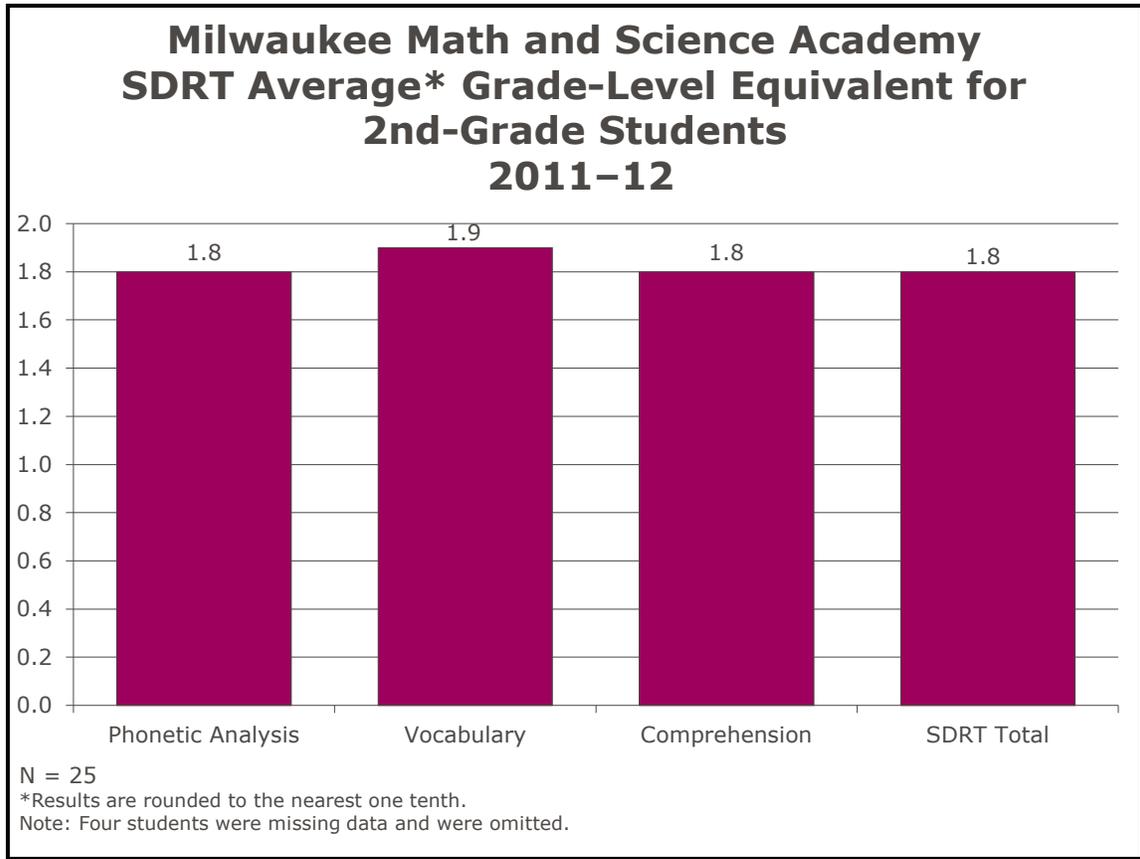


Table 14 Milwaukee Math and Science Academy SDRT GLE Range for 2nd-Grade Students 2011–12 (N = 25)				
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median GLE	Percentage At or Above GLE
Phonetic Analysis	K.6	4.7	1.6	36.0%
Vocabulary	K.5	4.7	1.7	44.0%
Comprehension	K.8	3.6	1.8	36.0%
SDRT Total	K.6	3.4	1.8	44.0%

Note: Three additional students were given parts of the test. These scores were not included

3. SDRT for Third-Grade Students

Results from this year's SDRT indicate that third-grade students were, on average, reading at second-grade levels in the areas tested (see Figure 4 and Table 15). Overall, 21.7% were at or above their grade level.

Figure 4

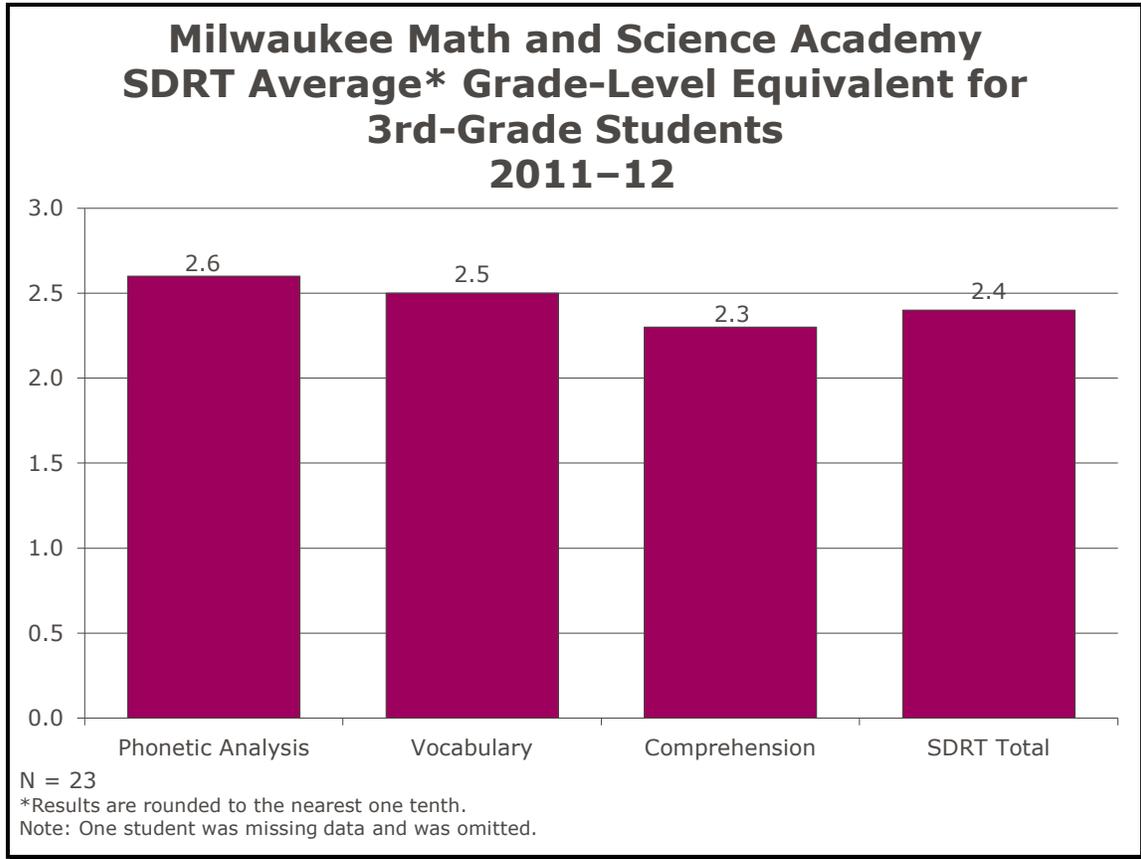


Table 15

**Milwaukee Math and Science Academy
SDRT GLE Range for 3rd-Grade Students
2011-12
(N = 24)**

Area Tested	Lowest Grade Level Score	Highest Grade Level Score	Median GLE	Percentage At or Above GLE
Phonetic Analysis	1.7	5.3	2.5	20.9%
Vocabulary	1.3	3.7	2.5	37.6%
Comprehension	1.2	3.5	2.0	21.7%
SDRT Total	1.6	3.6	2.1	21.7%

Note: Part of the test was given to one additional student. His/her scores were not included.

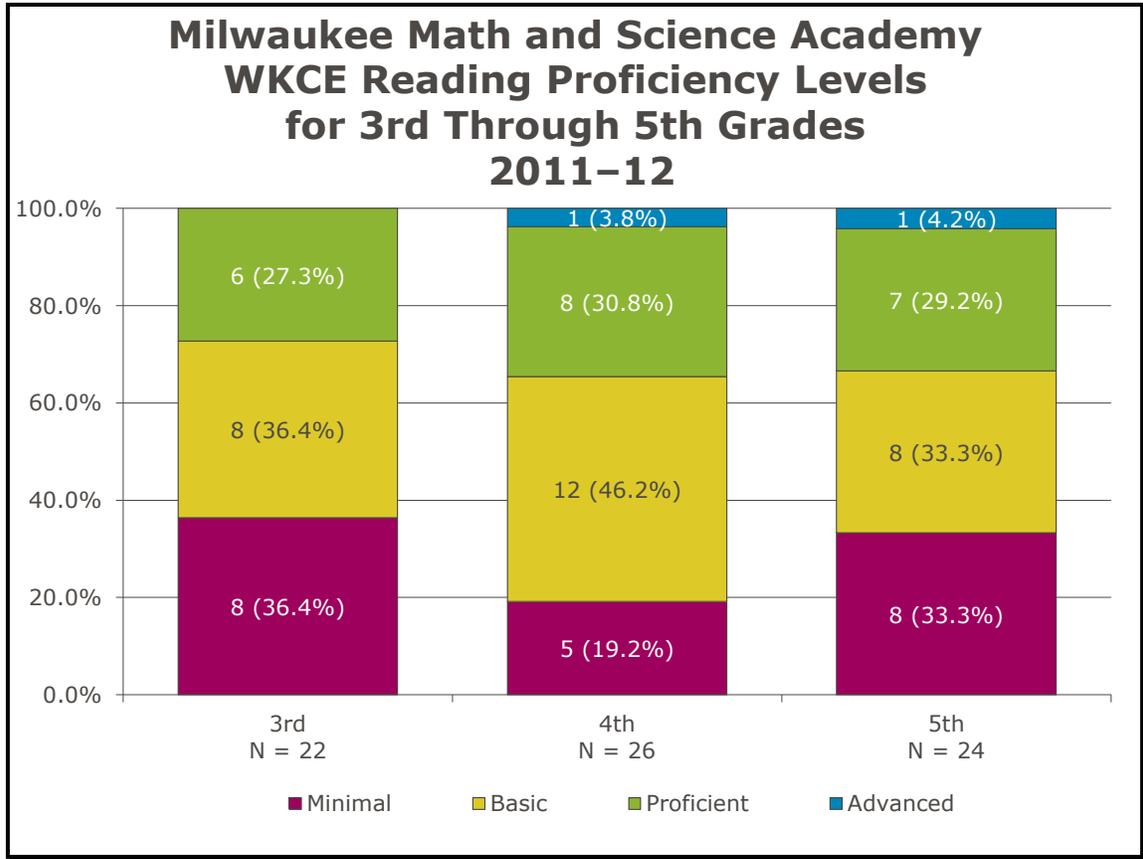
4. WKCE for Third- Through Fifth-Grade Students

The WKCE math and reading tests were administered to 72 third-through fifth-grade students during the 2011–12 school year. The following sections describe the results on the reading and math tests. In addition, fourth-grade students were administered subtests in language arts, social studies, science, and writing. CSRC requires that language arts results be reported.

a. *Reading*

Results for third-grade students indicate that six (27.3%) students were reading at the proficient level, eight (36.4%) scored basic, and eight (36.4%) scored in the minimal proficiency category. Results for fourth-grade students show that one (3.8%) student scored advanced, eight (30.8%) scored proficient, 12 (46.2%) scored basic, and five (19.2%) scored in the minimal category on the reading test. Results for fifth-grade students indicated that one (4.2%) student scored advanced, seven (29.2%) were proficient, eight (33.3%) scored basic, and eight (33.3%) scored minimal (Figure 5). Overall, 23 (31.9%) of the 72 students who took the WKCE in the fall scored proficient or advanced in reading (not shown).

Figure 5



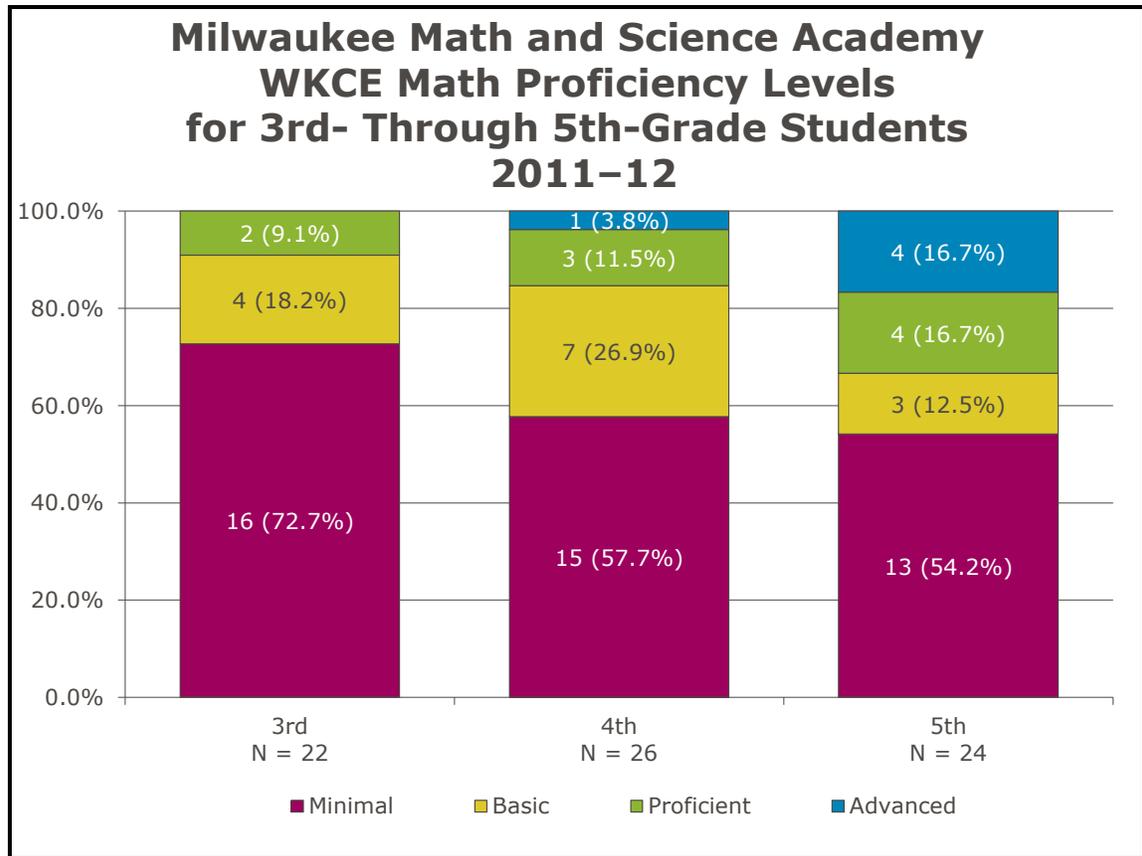
On average, third-grade students scored in the 13th percentile statewide in reading. This means that, on average, students scored higher than 13% of all third-grade students who took the WKCE this year. Fourth-grade students scored in the 18th percentile and fifth-grade students, on average, tested in the 15th percentile in reading.

b. Math

In math, two (9.1%) third-grade students exhibited proficient skills, four (18.2%) scored basic, and 16 (72.7%) scored minimal. Results for fourth-grade students indicate that one (3.8%) student scored advanced, three (11.5%) scored proficient, seven (26.9%) scored minimal, and 15 (57.7%) demonstrated minimal proficiency. Fifth grade results show that four (16.7%) students demonstrated

advanced skills, four (16.7%) scored proficient, three (12.5%) scored basic, and 13 (54.2%) scored minimal in math (Figure 6). Overall, 14 (19.4%) of the 72 students who took the WKCE in the fall scored proficient or advanced in math (not shown).

Figure 6



On average, third-grade students scored in the 11th percentile statewide in math. This means that, on average, students scored higher than 11% of all third-grade students who took the WKCE this year. Fourth-grade students scored in the 14th percentile, and fifth grade students, on average, tested in the 20th percentile in math.

c. *Language Arts*

In addition to reading and math, fourth-grade students also completed the WKCE language arts test. Results show that one (3.8%) fourth-grade student scored advanced, six (23.1%) scored proficient, 15 (57.7%) had basic skills, and four (15.4%) students exhibited minimal skills.

d. *Writing*

In addition to the reading and math subtest, fourth-grade students completed a WKCE writing sample. The extended writing sample is evaluated using two holistic rubrics. A six-point composition rubric evaluates students' ability to control purpose, organization, content development, sentence fluency, and word choice. A point conventions rubric evaluates students' ability to manage punctuation, grammar, capitalization, and spelling. Rubric scores are combined to produce a single score ranging from 0.0 to a maximum possible score of 9.0. MMSA's fourth-grade students' writing scores ranged from 2.0 to 6.0. The average score was 4.2. The median score was 4.0, meaning half of students scored at or below 4.0, and half scored 4.0 to 7.0.

F. Multiple-Year Student Progress

Because this is the first year of operation for MMSA, multiple-year student progress is not yet applicable.

G. School Scorecard

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The scorecard includes multiple measures of student academic progress such as performance on standardized tests and local measures as well as point-in-time academic achievement and engagement elements such as attendance and student and teacher retention and return. The score

provides a summary indicator of school performance. In addition, the CSRC intends to examine scorecard results from all City-chartered schools over the past three years and establish policies that will guide decisions about contract renewal, probationary status and school closure.

Because this is MMSA's first year as a City of Milwaukee-chartered school, its scorecard results do not include any of the year-to-year measures. The school scored a total of 24.4 points of 41.25 possible points for an overall percentage of 59.2%.

H. Annual Review of the School's Adequate Yearly Progress

Since passage of No Child Left Behind (NCLB), school performance in Wisconsin schools has been measured by Adequate Yearly Progress. AYP consists of four objectives: test participation, graduation rate or attendance rate, and achieving a designated proficiency rate on two academic indicators—reading and mathematics.

In July 2012, State Superintendent Tony Evers announced that Wisconsin's request for waivers from certain provisions of NCLB, including the AYP designation, was approved by the U.S. Department of Education. AYP will be replaced with an alternate school progress indicator as part of a larger accountability system developed by the Wisconsin DPI, which will go into effect in the 2012–13 school year. Therefore, there is no AYP determination for 2011–12 as the department transitions to the new accountability system. For more information, please see the DPI website:

<http://dpi.wi.gov/oea/acct/accountability.html>.

I. Parent/Teacher/Board Satisfaction Regarding Student Academic Progress

Based on 37 parent surveys, most parents indicated that the program of instruction was excellent (73.0%) or good (16.2%) and that teacher performance was excellent (75.7%) or good (16.2%). In addition, 78.4% of the parents indicated that the school's contribution to their child's

learning was excellent and 10.8% rated the school's contribution as good. Three of the ten teachers interviewed (30.0%) rated the school's contribution to student learning as excellent and the remaining seven (70.0%) teachers rated the school's contribution as good.

When asked about satisfaction with student academic progress, 81.1% of the 37 parents surveyed rated their child's academic progress as excellent and 8.1% as good. One of the 10 teachers interviewed was very satisfied with the students' academic progress, seven were somewhat satisfied and two were somewhat dissatisfied. The two board members with knowledge of the students' academic progress were somewhat satisfied.

J. Recommendations for School Improvement

Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities for the 2012–13 academic year:

- Implement a more proactive approach to discipline and continue to develop character education;
- Develop the school's implementation of Response to Intervention (RtI) by further examination of individual student data and improved intervention planning (RtI was implemented in the spring of 2012);
- Develop a plan to reach out more effectively to parents; and
- Develop programming for students at or above grade level to maintain and improve their level of functions, particularly in reading.

K. Recommendations for Ongoing Monitoring

This report covers the first year of Milwaukee Math and Science Academy's operation as a City of Milwaukee charter school. The school has met all provisions of its contract with the City of

Milwaukee and the subsequent requirements of the CSRC. In addition, the school scored 59.2% on the scorecard.

Based on the school's compliance and the scorecard results for this first year of operation, CRC recommends that MMSA continue to receive the regular, annual academic monitoring and reporting.

Appendix A

Contract Compliance Chart

Milwaukee Math and Science Academy			
Overview of Compliance for Education-related Contract Provisions 2011-12			
Section of Contract	Education-related Contract Provision	Report Page Number	Contract Provisions Met or Not Met?
Section I, B	Description of educational program: student population served.	pp. 2-5	Met.
Section I, V	Charter school shall operate under the days and hours indicated in the calendar for the 2011-12 school year.	p. 10	Met.
Section I, C	Educational methods.	pp. 2-12	Met.
Section I, D	Administration of required standardized tests.	pp. 30-36	Met.
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 16-30	Met.
Section I, D and subsequent memos from the CSRC	Academic criteria #2: Year-to-year achievement measure. a. 2nd- and 3rd-grade students at or above grade level in reading: At least 75% will maintain at or above grade level status. b. 4th- to 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level. c. 4th- to 8th-grade students proficient or advanced in math: At least 75.0% maintain proficiency level.		a. N/A* b. N/A* c. N/A*
Section I, D	Academic criteria #3: a. 2nd- and 3rd-grade students with below grade-level 2010-11 scores in reading: Advance more than 1.0 GLE in reading. b. 4th- to 8th-grade students below proficient level in 2010-11 reading test: At least 60% will advance one level of proficiency or to the next quartile within the proficiency level range. c. 4th- to 8th-grade students below proficient level in 2010-11 math test: At least 60% will advance one level of proficiency or to the next quartile within the proficiency level range.		a. N/A* b. N/A* c. N/A*
Section I, E	Parental involvement.	pp. 10-11, 15	Met.
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 9	Met.
Section I, I	Pupil database information.	pp. 5-7	Met.
Section I, K	Disciplinary procedures.	pp. 12-13	Met.

*The year-to-year measures do not apply this year since it is MMSA's first year of operation as a City of Milwaukee-chartered school.

Appendix B

Student Learning Memorandum

Learning Memo for Milwaukee Math and Science Academy

To: City of Milwaukee Charter School Review Committee and Children's Research Center
From: Milwaukee Math and Science Academy
Re: Student Learning Memorandum for the 2011–12 School Year
Date: November 2, 2011

The following procedures and outcomes will be used for the 2011–12 school year to monitor the educationally-related activities described in the Milwaukee Math and Science Academy's charter school contract with the City of Milwaukee. The data will be provided to the Children's Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee. Data will be reported in a spreadsheet or database that includes each student's Wisconsin student identification number (WSN). All spreadsheets and/or the database will include all students enrolled at any time during the school year.

Attendance

The school will maintain an average daily attendance rate of 90%. Attendance will be reported as present, excused absence, or unexcused absence. A student is considered present for the day if he/she arrives at the school no later than 10:00 a.m. and stays the rest of the day, or arrives on time in the morning (8:00 a.m.) and stays at least until 1:00 p.m.

Parent Participation

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

Special Education

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

Academic Achievement: Local Measures

Mathematics and Reading for K5 Through Fifth-grade Students

Students will complete MAP reading and math tests in the fall and spring of the school year. At the time of the fall test, each student's score will be compared to grade-level means based on the 2011 NWEA normative study.

Students who complete both the fall and spring reading and math MAP tests will increase their RIT scores by at least the difference in the normative mean score for the grade-level average at which the student tested in the fall. Progress for students at or above the normative mean for their current grade level as well as progress for students below the normative mean for their current grade level will be examined. Since this is the first year of operation, the results will be used as baseline data for the development of future annual goals.

Mathematics and Reading for Third- Through Fifth-grade Students

At least 80% of students will demonstrate growth as measured by comparing the first- and fourth-quarter Concept Schools Acuity Tests. Since this is the first year of operation, the results will be used as baseline data for the development of future annual goals.

Writing for K5 Through Fifth Grade

Writing progress will be measured using the Six Traits of Writing.²³ The rubric consists of a six-point scale for each of the six traits. All students will complete a writing sample no later than October 15, 2011, and again between May 15 and 31, 2012. The grade-level prompt for both writing samples will be the same, with a focus on a narrative genre for K5 through second-grade students and persuasive samples for students in grades three through five. Progress will be measured by comparing each student's average fall score with their average spring score. It is understood that this outcome will establish the baseline for further writing goals.²⁴

Special Education

Students who have an IEP and who have been enrolled at MMSA for the full year of IEP implementation will meet or make progress on 75% of their goals and meet 80% of their sub goals at their annual review or re-evaluation. Progress during the IEP will be monitored through the special education progress report that is attached to the regular education progress reports. (It is understood that this goal will not be reported for the first year of MMSA's operation because no student will have been attending MMSA for a full year of their IEP; that will occur during the 2012–2013 school year.)

Academic Achievement: Standardized Measures

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

Grades 1, 2, and 3

The SDRT will be administered between April 17 and May 12, 2012. The first-year testing will serve as baseline data. Progress will be assessed based on the results of the test in reading in the second and subsequent years.

Grades 3 Through 5

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

²³ The six traits are: ideas, organization, voice, sentence fluency, word choice, and conventions.

²⁴ Writing genres include expository, descriptive, persuasive, and narrative.

CSRC Year-to-year Expectations

It is understood that, since this is the first year of operations, the following will begin in the 2012–2013 school year.

- At least 75% of the students whose were at or above grade level on the SDRT the previous spring will maintain at or above grade-level status.
- All students below grade level on the previous year's SDRT will advance, on average, more than one year using grade-level equivalencies (GLE) from spring test to spring test. (The results for third-grade students with comparable first-grade SDRT test results will be reported as supplementary information.)
- It is expected that 75.0% or more of the fourth through fifth graders meeting the FAY definition who were at the proficient or advanced levels on their previous year's WKCE reading and/or math subtests will maintain their status of proficient or above.
- It is expected that 60% of the current fourth through fifth graders meeting the FAY definition who were at the minimal or basic levels of proficiency on their previous year's WKCE reading and/or math subtests will show advancement in scale scores to the next highest quartile within the range of their previous year's proficiency level or advance to the next proficiency level.

Student Learning Memo Data Addendum Milwaukee Math and Science Academy

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in the school’s student learning memo for the 2011–12 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1. All students attending the school *at any time during the 2011–12 academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student’s unique ID number in each data file.

2. All data fields must be completed for each student *enrolled at any time during the school year*. If a student is not enrolled when a measure is completed, record N/E for that student to indicate “not enrolled.” This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.

3. Record and submit a score/response for each student. *Please do not submit aggregate data* (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

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

Staff person responsible for year-end data submission: Alper Akyurek

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster	List of students enrolled at any time during the year. Include student name; local student ID number; WSN; grade; gender; race/ethnicity; free/reduced lunch eligibility; special education status; and, if applicable, disability type.	SIS/Spreadsheet	Shanda McClure
Attendance	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> • WSN • Local student ID • Student name • Number of days expected • Number of days attended • Number of days excused 	SIS/Spreadsheet	Shanda McClure

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	absent <ul style="list-style-type: none"> • Number of days unexcused absent • Number of days in-school suspension • Number of days out-of-school suspension 		
Enrollment Termination/Withdrawal	For every student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> • WSN • Local student ID • Student name • Grade • Whether student is repeating a grade (Y/N) • Enrollment date • Withdrawal date (if applicable) • Withdrawal reason (if applicable, include if the student was expelled and why) • Gender • Race/ethnicity • Free/reduced lunch status • Special education status • Disability type (if applicable) 	SIS/Spreadsheet	Shanda McClure
Parent Participation	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> • WSN • Student name • Parent participation in conference 1 (Y, N, N/A) • Type of conference 1 (school, phone, home, N/A) • Parent participation in conference 2 (Y, N, 	Spreadsheet	Shanda McClure

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>N/A)</p> <ul style="list-style-type: none"> • Type of conference 2 (school, phone, home, N/A) • Parent participation in conference 3 (Y, N, N/A) • Type of conference 3 (school, phone, home, N/A) • Parent participation in conference 4 (Y, N, N/A) • Type of conference 4 (school, phone, home, N/A) 		
Special Education Needs Students	<p>For each student with a special education need, as noted on the student roster, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Special education needs type (e.g., ED, CD, LD) • Date of most recent IEP eligibility evaluation • Most recent eligibility results (e.g., ineligible or disability type) • IEP completion date • Parent participation in IEP • IEP annual review date • Number of IEP goals • Number of IEP goals achieved at IEP review • Planned date for next evaluation/eligibility assessment 	Spreadsheet	Shara Barlow
<p>Academic Achievement: Local Measures</p> <p><i>K5 Through 5th-grade Reading and Math</i></p>	<p>For each K5 through 5th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name 	Spreadsheet	Laurie Jewell and Alper Akyurek

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Grade • Fall 2011 reading RIT score • Reading growth target • Spring 2012 reading RIT score • Met reading target (Y/N) • Fall 2011 math RIT score • Math growth target • Spring 2012 math RIT score • Met math target (Y/N) 		
<p>Academic Achievement: Local Measures</p> <p><i>3rd- Through 5th-grade Reading and Math</i></p>	<p>For each 3rd- through 5th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Fall Reading Concept Test score • Fall Math Concept Test score • Fall test administration date • Spring Reading Concept Test score • Spring Math Concept Test score • Spring test administration date 	Spreadsheet	Laurie Jewell and Alper Akyurek

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<i>K5 Through 5th-grade Writing</i>	For each student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Average fall writing score • Average spring writing score 	Spreadsheet	Laurie Jewell and Alper Akyurek
Academic Achievement: Standardized Measures <i>SDRT</i> <i>1st- Through 3rd-grade</i>	For each 1st- through 3rd-grade student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Raw scores from each section of the SDRT, including the total • GLE scores from each section of the SDRT, including the total 	Spreadsheet; provide paper copies of the test publisher's printout	Laurie Jewell and Alper Akyurek
Academic Achievement: Standardized Measures <i>WKCE</i> <i>3rd- Through 5th- grade</i>	For each student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and statewide percentile for WKCE math test • Proficiency level, scale score, and statewide percentile for WKCE reading test For students in 4th grade, include the following: <ul style="list-style-type: none"> • WSN • Proficiency level and scale score for WKCE language arts test • Proficiency level and scale score for WKCE social studies test • Proficiency level and scale score for WKCE science test 	Spreadsheet; provide paper copies of the test publisher's printout	Laurie Jewell and Alper Akyurek

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Writing composite score <p>Note: Enter absent in each column if the student was absent at the time of the test. Enter N/E if the student was not enrolled in the school at the time of the test.</p>		

Appendix C

Scorecard

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

r: 4/11

K5-8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1-3		
• SDRT—% remained at or above GL	(4.0)	
• SDRT—% below GL who improved more than 1 GL	(6.0)	10%

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced	(7.5)	
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	35%
• WKCE math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(3.75)	
• % met math	(3.75)	15%
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or advanced	(7.5)	
• WKCE math—% proficient or advanced	(7.5)	15%

ENGAGEMENT		
• Student attendance	(5.0)	
• Student reenrollment	(5.0)	
• Student retention	(5.0)	25%
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to PLAN—composite score at or above 17 on EXPLORE and at or above 18 on PLAN	(5)	
• EXPLORE to PLAN—composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	(10)	30%
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

POST-SECONDARY READINESS: GRADES 11 and 12		
• Post-secondary acceptance for graduates (college, university, technical school, military)	(10)	
• % of 11th/12th graders tested	(2.5)	15%
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES		
• % met reading	(3.75)	
• % met math	(3.75)	15%
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	
• WKCE math—% proficient and advanced	(7.5)	15%

ENGAGEMENT		
• Student attendance	(5.0)	
• Student reenrollment	(5.0)	
• Student retention	(5.0)	25%
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

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

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

Milwaukee Math and Science Academy Charter School Review Committee Pilot Score Card 2011–12 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress Grades 1–3	SDRT: % remained at or above GL	N/A (4)	10%	--	--
	SDRT: % below GL who improved more than 1 GL	N/A (6)		--	--
Student Academic Progress Grades 3–8	WKCE reading: % maintained proficient and advanced	N/A (7.5)	35%	--	--
	WKCE math: % maintained proficient and advanced	N/A (7.5)		--	--
	WKCE reading: % below proficient who progressed	N/A (10)		--	--
	WKCE math: % below proficient who progressed	N/A (10)		--	--
Local Measures	% met reading	3.75	15%	48.4%	1.8
	% met math	3.75		44.5%	1.7
	% met writing	3.75		94.8%	3.6
	% met special education	N/A (3.75)		--	--
Student Achievement Grades 3–8	WKCE reading: % proficient or advanced	7.5	15%	31.9%	2.4
	WKCE math: % proficient or advanced	7.5		19.4%	1.5
Engagement	Student attendance	5	25%	88.8%	4.4
	Student reenrollment	N/A (5)		--	--
	Student retention	5		86.4%	4.3
	Teacher retention rate	5		93.0%	4.7
	Teacher return rate	N/A (5)		--	--
TOTAL		41.25			24.4 (59.2%)

Note: This is MMSA's first year as a City-chartered school; therefore, the year-to-year results were not available. The percentage is based on the modified denominator rather than 100 possible points. Teacher retention and return rates reflect teachers plus additional instructional staff.

Appendix D

Summary Information

Table D1					
Milwaukee Math and Science Academy Student Enrollment and Retention					
School Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number and Rate Enrolled for Entire School Year
2011-12*	154	21	23	152	133 (86.4%)

*2011-12 was MMSA's first year of operation as a City-chartered school.

Table D2	
Milwaukee Math and Science Academy Student Attendance	
School Year	Attendance Rate
2011-12*	88.8%

*2011-12 was MMSA's first year of operation as a City-chartered school.

Table D3	
Milwaukee Math and Science Academy Parent/Guardian Participation Rate	
School Year	Parent/Guardian Participation Rate
2011-12*	48.9%

*2011-12 was MMSA's first year of operation as a City-chartered school.

Table D2	
Milwaukee Math and Science Academy SDRT Year-to-Year Progress Percentage of Students Who Remained At or Above Grade Level Grades 2-3	
School Year	Percent
2011-12	N/A

*2011-12 was MMSA's first year of operation as a City-chartered school.

Table D3	
Milwaukee Math and Science Academy SDRT Year-to-Year Progress Percentage of Students Who Were Below Grade Level and Showed Improvement Grades 2-3	
School Year	Average GLE Advancement
2011-12	N/A

*2011-12 was MMSA's first year of operation as a City-chartered school.

Table D5		
Milwaukee Math and Science Academy WKCE Year-to-Year Progress Students Who Remained Proficient or Showed Advancement Grades 3–5		
School Year	Reading	Math
2011–12*	N/A	N/A

*2011–12 was MMSA's first year of operation as a City-chartered school.

Table D6		
Milwaukee Math and Science Academy WKCE Year-to-Year Progress Students Who Were Minimal or Basic and Showed Improvement Grades 3–5		
School Year	Reading	Math
2011–12*	N/A	N/A

*2011–12 was MMSA's first year of operation as a City-chartered school.

Table D7						
Milwaukee Math and Science Academy Teacher Retention						
Teacher Type	Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at the End of School Year	Retention Rate: Number and Rate Employed at the School for Entire School Year
Classroom Teachers Only	2011–12	8	0	1	7	7 (87.5%)
All Instructional Staff	2011–12	14	0	1	13	13 (93%)

Table D8				
Milwaukee Math and Science Academy Teacher Return Rate*				
Teacher Type	Year	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Return Rate
Classroom Teachers Only	2011–12	N/A	N/A	N/A
All Instructional Staff	2011–12	N/A	N/A	N/A

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

Appendix E

Teacher Interviews

Teacher Interviews

In the spring of 2012, CRC interviewed 10 teachers/instructional staff regarding their reasons for teaching and their overall satisfaction with the school. At least one teacher from each grade (K5 through fifth grade), an art teacher, a music teacher, and the special education teacher were interviewed. Teachers were responsible for six to 25 students at a given time. Two teachers indicated that they share classroom responsibility with another teacher for at least one period of the day. Seven teachers reported that they did not share classroom responsibility with another teacher. The 2011–12 school year was teachers’ first year teaching at the school, and three teachers indicated that this was their first year teaching in general. Seven teachers reported previous teaching experience at other schools. Nine teachers indicated that they routinely use data to make decisions in the classroom; one teacher did not. All teachers stated that school leadership used data to make school-wide decisions. Eight teachers stated that their performance reviews occurred every semester, and two teachers’ reviews occurred monthly. Eight teachers indicated that they received informal feedback and suggestions monthly. One teacher received informal feedback each semester, and one teacher did not receive informal feedback. Seven teachers were satisfied with the review process, and the remaining three teachers were somewhat satisfied with the review process. All interviewed teachers reported that they planned continue teaching at the school.

Teachers were asked to rate how important various reasons were for teaching at the school. Teachers rated administrative leadership, general atmosphere, students, educational methodology, financial considerations, and colleagues as somewhat important or very important for reasons teaching at this school. See Table E2 for more details.

Table E2				
Reasons for Teaching at Milwaukee Math and Science Academy				
2011–12				
(N = 10)				
Reason	Importance			
	Very Important	Somewhat Important	Somewhat Unimportant	Not At All Important
Location	2	4	1	3
Financial	1	7	2	0
Educational methodology	6	4	0	0
Age/grade level of students	4	4	2	0
Discipline	5	4	1	0
General atmosphere	8	1	0	1
Class size	5	4	1	0
Type of school	4	1	2	3
Parental involvement	5	2	2	1
Administrative leadership	9	0	0	1
Colleagues	4	6	0	0
Students	6	3	1	0

Teachers were asked whether there were any additional criteria that influenced their decision to continue teaching at the school. Three teachers referenced positive support and cooperative environment, and two teachers said they were interested in being part of a new school. One teacher each said the director, passion for helping the community, and the reputation of Concept Schools as reasons for continuing to teach at the school.

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, and student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated professional support, class size, and shared leadership as excellent. The school's student assessment plan was most often rated as good. Five of the 10 teachers listed the school's progress toward becoming an excellent school as excellent, three teachers listed the school's progress as good, and two teachers listed the school's progress as fair.

Table E3				
Milwaukee Math and Science Academy				
School Performance Rating				
2011-12				
(N = 10)				
Area	Rating			
	Excellent	Good	Fair	Poor
1. Class size	6	2	2	0
2. Materials and equipment	4	3	3	0
3. Student assessment plan	3	6	1	0
3a. Local measures	2	6	1	1
3b. Standardized test	3	5	1	1
3c. Progress reports	3	7	0	0
4. Shared leadership, decision making, and accountability	6	3	0	1
5. Professional support	7	2	1	0
6. Professional development opportunities	3	4	3	0
7. Progress toward becoming an excellent school	5	3	2	0

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, teachers responded on the satisfied end of the response range in most areas. Areas where the teachers expressed the most satisfaction were with principal's performance, opportunities for teacher involvement, discipline policy, instructional support, professional support staff performance, and frequency of staff meetings. Table E4 lists all of the teachers' responses.

Table E4					
Milwaukee Academy of Math and Science					
Teacher Satisfaction					
2011–12					
(N = 10)					
Performance Measure	Response				
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion/ N/A
Program of instruction	4	4	2	0	0
Enrollment policy and procedure	2	4	2	0	2
Students' academic progress	1	7	2	0	0
Student-teacher ratio	4	5	1	0	0
Discipline policy	6	4	0	0	0
Adherence to discipline policy	1	4	4	1	0
Instructional support	5	3	2	0	0
Parent-teacher relationships	1	7	1	1	0
Teacher collaboration to plan learning experiences	2	6	1	1	0
Parent involvement	0	0	6	4	0
Community/business involvement	0	4	4	0	2
Performance as a teacher	2	8	0	0	0
Principal's performance	8	1	1	0	0
Professional support staff performance	5	4	1	0	0
Opportunities for teacher involvement	6	3	1	0	0
Opportunities for continuing education	1	5	0	0	4
Frequency of staff meetings	5	4	1	0	0
Effectiveness of staff meetings	4	4	2	0	0

When teachers were asked to name three things they liked most about the school, teachers noted the following:

- Staff, i.e., support and collaboration (six);
- Support from administration (five);
- Technology in classroom (three);
- Ability to try new things (three);
- Curriculum (two);
- Students (two);

One teacher each said Concept School, provides resources needed, positive attitude of staff, can address students' behavior, ability to talk informally with administration, have breakfast for students,

recognizes talent of students and provides opportunity to share talent, unified goal of staff, lack of bureaucracy, and leadership has child's best interest in mind.

Teachers most often mentioned the following as least liked about the school:

- Lack of parent involvement/communication (five);
- Inconsistent discipline policy (three);
- Lack of materials (three);

One teacher each said lacking sufficient teacher pay, lack of school culture, students' lack self-discipline skills, lack of consistency with the handbook requirements, weekend emails, lack of prep time, need more support staff, need more support for families, insurance benefits, and the building layout.

When asked what barriers could affect their decision to remain at the school, two teachers said salary. One teacher each said not receiving additional classroom support, current position becomes full-time, not feeling safe in the future, class size increasing without support, insurance does not improve over the years, lack of improvement in students' discipline skills.

When asked to provide a suggestion to improve the school, three teachers said to increase parent involvement. One teacher each said to set a tone of expectation for students at the beginning of the school year, focus on improving the implementation of a single initiative rather than several throughout the year, adhere to the discipline policy, continue character education, establish school-wide culture, and create two support positions for the Dean of Students and Instructional Coordinator.

When asked for a suggestion to improve the classroom, two teachers said increase materials and have a wider range of supplies. One teacher each said enforce good character development; provide additional support, use the 6 Traits of Writing more consistently, provide more academic help for individuals and small groups, provide more hands-on resources, integrate more science related materials, and obtain the Triumph math curriculum.

Teachers were also asked to rate the school's contribution to students' academic progress. On a scale of poor, fair, good, or excellent, three of the teachers rated the school's contribution as excellent, and the remaining seven rated the school's contribution as good.

Appendix F

Parent Surveys

Parent Surveys

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were provided with a survey during the spring parent-teacher conferences. Parents were asked to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. For families who had not submitted a survey, CRC completed the survey over the telephone or sent the parents/guardians a survey in the mail. All completed survey forms were forwarded to CRC for data entry. At the time of this report, 37 family surveys, representing parents of 59 (38.8%) of 152 children, had been completed and submitted to CRC. Results are presented below.

Several parents (29.7%) heard about the school from friends or relatives. Two parents heard about the school through a community center (5.4%), and one parent each heard about the school through church (2.7%) or TV/radio (2.7%). Many (62.2%) parents heard about the school from other sources. See Table F1 for more information.

Table F1 Milwaukee Math and Science Academy How Parents Learned About the School 2011–12 (N = 37)		
Method	Response	
	N	%
Friends/relative	11	29.7%
Flyer	8	21.6%
Billboard/ad	7	18.9%
Community center	2	5.4%
School is in neighborhood	2	5.4%
Walk-in/pass by	2	5.4%
Other	5	13.5%

Parents listed the following as other ways they had heard about the school:

- One parent each heard about the school through a co-worker, by taking a tour, church, TV/radio/Internet, and through a school enrollment fair.

Parents chose to send their child to MMSA for a variety of reasons. Parents could rate each factor as ranging from being very to not at all important when choosing a school. Most parents (97.3%) rated the school's safety and/or educational methodology (94.6%) as being a very important reason for selecting this school. In addition, many parents (86.5%) indicated that the school's class size was also very important to them when choosing this school. Please see Table F2 for complete information.

Table F2										
Milwaukee Math and Science Academy Parent Reasons for Choosing the School 2011-12 (N = 37)										
Factors	Response									
	Very Important		Somewhat Important		Somewhat Unimportant		Not at All Important		No Response	
	N	%	N	%	N	%	N	%	N	%
Location	17	45.9%	15	40.5%	2	5.4%	3	8.1%	0	0.0%
Other children or relative already attending this school	5	13.5%	4	10.8%	5	13.5%	22	59.5%	1	2.7%
Educational methodology	35	94.6%	2	5.4%	0	0.0%	0	0.0%	0	0.0%
Range of grades in school	25	67.6%	9	24.3%	0	0.0%	3	8.1%	0	0.0%
Discipline	31	83.8%	5	13.5%	0	0.0%	0	0.0%	1	2.7%
General atmosphere	30	81.1%	7	18.9%	0	0.0%	0	0.0%	0	0.0%
Class size	32	86.5%	5	13.5%	0	0.0%	0	0.0%	0	0.0%
Recommendation of family and friends	12	32.4%	11	29.7%	4	10.8%	9	24.3%	1	2.7%
Opportunities for parental participation	32	86.5%	5	13.5%	0	0.0%	0	0.0%	0	0.0%
School safety	36	97.3%	1	2.7%	0	0.0%	0	0.0%	0	0.0%
Frustration with previous school	17	45.9%	8	21.6%	0	0.0%	11	29.7%	1	2.7%

Some parents (11 of 37, or 29.7%) had other reasons for enrolling their child in the school. Other reasons for enrolling their child included: emphasis on math and science, good curriculum, quality teachers, one parent heard it was a good school, and one parent had thought it would be a better school for their child.

Parental involvement was utilized as an additional measure of satisfaction with the school and was measured by the number of contacts between the school and the parent(s) and parents' participation in educational activities in the home. Parents and the school were in contact for a variety of reasons, including the child's academic performance and behavior, assisting in the classroom, or engaging in fundraising activities. For example, 40.8% of parents reported contact with the school five or more times regarding their child's academic progress. Table F3 provides complete information relating to the type and frequency of parental contact between the school.

Table F3										
Milwaukee Math and Science Academy Parent-School Contacts 2011-12 (N = 37)										
Areas of Contact	Number of Contacts									
	0 Times		1-2 Times		3-4 Times		5+ Times		No Response	
	N	%	N	%	N	%	N	%	N	%
Your child(ren)'s academic performance	6	16.2%	6	1.6%	9	24.3%	13	35.1%	3	8.1%
The classes your child(ren) took	8	21.6%	9	2.4%	6	16.2%	11	29.7%	3	8.1%
Your child(ren)'s behavior	5	13.5%	12	3.2%	3	8.1%	12	32.4%	4	10.8%
Participating in fundraising	13	35.1%	12	3.2%	6	16.2%	2	5.4%	4	10.8%
Providing information for school records	7	18.9%	16	4.3%	6	16.2%	3	8.1%	5	13.5%
Helping in the classroom	7	18.9%	12	3.2%	5	13.5%	7	18.9%	6	16.2%
Other*	1	2.7%	3	0.8%	2	5.4%	3	8.1%	28	75.7%

*Other types of contact included: calls regarding extra-curricular activities and/or field trips.

The second measure of parental participation was the extent to which parents engaged in educational activities while at home. During a typical week, 91.7% of worked on homework with their children; 86.1% of parents worked on arithmetic or math with their child; 83.3% of parents read to or with their child; 83.3% watched educational programs on television; and 75.0% participated in activities such as sports, library visits, or museum visits with their child (note that one parent did not respond to the educational activities section of the survey; not shown).

Parents were then asked to comment on what they liked best about the school. Responses indicate that 21.4% of parents liked the teachers/staff and 15.5% of liked the program/curriculum. Table F4 shows all parents' responses.

Table F4		
Milwaukee Math and Science Academy Most Liked by Parents About the School 2011-12 (N = 37)		
Response	N	%
Teachers/staff	9	24.3%
Involvement with students	5	13.5%
Program/curriculum	5	13.5%
Class size	5	13.5%
Communication	4	10.8%

Table F4		
Milwaukee Math and Science Academy Most Liked by Parents About the School 2011–12 (N = 37)		
Response	N	%
Atmosphere	2	5.4%
Everything	2	5.4%
No response	5	13.5%

Parents were then asked to comment on what they liked least about the school. Responses included location (5.1%), communication (5.1%), and lack of transportation (2.5%). See Table F5 for additional information.

Table F5		
Milwaukee Math and Science Academy Least Liked by Parents About the School 2011–12 (N = 37)		
Response	N	%
Lack of communication	3	8.1%
Lack of parental involvement	2	5.4%
Lack of activities	2	5.4%
Other*	6	16.2%
Nothing	11	29.7%
No response	13	35.1%

*Other responses included: discipline methodology, late attendance policy, Dean of Students, uniform policy, breakfast not filling enough, bus drop-off procedure.

Parents were also asked to rate the school on various aspects including the program of instruction, the school's responsiveness, and progress reports provided to parents/guardians. Table F6 indicates that parents rated the school as good or excellent in most of the aspects of the academic environment. For example, most parents indicated that their child's academic progress was excellent (81.1%) or good (8.1%) and that opportunities for parental involvement were excellent (78.4%) or good (8.1%). Where no response was indicated, the parent either had no knowledge or experience with that aspect or had no opinion.

Table F6										
Milwaukee Math and Science Academy										
Parental Satisfaction										
2011–12										
(N = 37)										
Area	Response									
	Excellent		Good		Fair		Poor		No Response	
	N	%	N	%	N	%	N	%	N	%
Program of instruction	27	73.0%	6	16.2%	3	8.1%	0	0.0%	1	2.7%
Ease of enrollment	27	73.0%	9	24.3%	0	0.0%	0	0.0%	1	2.7%
Child's academic progress	30	81.1%	3	8.1%	2	5.4%	0	0.0%	2	5.4%
Student-teacher ratio	25	67.6%	8	21.6%	2	5.4%	1	2.7%	1	2.7%
Discipline methods	25	67.6%	4	10.8%	2	5.4%	4	10.8%	2	5.4%
Parent-teacher relationships	27	73.0%	6	16.2%	2	5.4%	1	2.7%	1	2.7%
Communication regarding learning expectations	25	67.6%	9	24.3%	0	0.0%	2	5.4%	1	2.7%
Opportunities for parental involvement	29	78.4%	3	8.1%	0	0.0%	3	8.1%	2	5.4%
Teacher performance	28	75.7%	6	16.2%	2	5.4%	0	0.0%	1	2.7%
Principal performance	27	73.0%	6	16.2%	2	5.4%	1	2.7%	1	2.7%
Teacher/principal availability	28	75.7%	5	13.5%	1	2.7%	2	5.4%	1	2.7%
Responsiveness to concerns	26	70.3%	6	16.2%	2	5.4%	2	5.4%	1	2.7%
Progress reports for parents/guardians	27	73.0%	6	16.2%	3	8.1%	0	0.0%	1	2.7%

Parents were then asked to indicate their level of agreement with several statements about school staff. Most parents (81.1%) reported that they were comfortable talking with their child's teachers and/or school staff, and many (64.9%) felt satisfied with the overall performance of school staff as well as believed that teachers and staff recognized their child's strengths in school. Table F7 provides additional details of parents' ratings of school staff.

Table F7

**Milwaukee Math and Science Academy
Parental Rating of School Staff
2011-12
(N = 37)**

Statement	Response											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
I am comfortable talking with staff	30	81.1%	4	10.8%	0	0.0%	0	0.0%	0	0.0%	3	8.1%
The staff welcomes suggestions from parents	26	70.3%	5	13.5%	3	8.1%	0	0.0%	0	0.0%	3	8.1%
The staff keeps me informed about my child(ren)'s performance	26	70.3%	7	18.9%	0	0.0%	0	0.0%	1	2.7%	3	8.1%
I am comfortable with how the staff handles discipline	22	59.5%	9	24.3%	1	2.7%	1	2.7%	1	2.7%	3	8.1%
I am satisfied with the number of adult staff available to work with the students	20	54.1%	9	24.3%	4	10.8%	0	0.0%	0	0.0%	4	10.8%
I am satisfied with the overall performance of the staff	24	64.9%	9	24.3%	1	2.7%	0	0.0%	0	0.0%	3	8.1%
The staff recognizes my child(ren)'s strengths and weaknesses	24	64.9%	7	18.9%	2	5.4%	1	2.7%	0	0.0%	3	8.1%

Lastly, parental satisfaction was evident in the following results:

- Most (33, or 89.2%) parents would recommend this school to other parents;
- Of the 37 surveyed parents, 32 (86.5%) will send their child to the school next year. One parent (2.7%) indicated that they would not send their child to the school next year, and four parents (10.8%) were not sure if their child would be attending next year. Concerns regarding parental participation and investment in child's progress were cited as reasons for parents not re-enrolling their child in the school.
- When asked to rate the school's overall contribution to their child's learning, over three quarters (29, or 78.4%) of parents indicated excellent and four (10.8%) parents rated the school good. Four parents did not respond to the question.

Appendix G

Student Interviews

Student Interviews

At the end of the school year, CRC staff asked 10 randomly selected fifth-grade students several questions about their school. All students indicated that they were learning new things every day, ability in reading and math had improved, their teachers were helpful, and that teachers regularly talked to their parents. See Table G1 for additional information.

Table G1			
Milwaukee Math and Science Academy Student Interview 2011-12 (N = 10)			
Question	Answer		
	Yes	No	No Response/ Don't Know/ N/A
1. Do you like your school?	10	0	0
2. Are you learning new things every day?	10	0	0
3. Have you improved in reading?	10	0	0
4. Have you improved in math?	10	0	0
5. Do you use computers at school?	10	0	0
6. Is your school clean?	9	1	0
7. Do you like the school rules?	6	4	0
8. Do you think the school rules are fair?	9	1	0
9. Does your homework help you at school?	10	0	0
10. Do your teachers help you at school?	9	1	0
11. Do you like being in school?	9	1	0
12. Do you feel safe in school?	10	0	0
13. Do people work together in school?	9	1	0
14. Do you feel the marks you get on classwork, homework, and report cards are fair?	9	1	0
15. Do your teachers talk to your parents?	10	0	0
16. Does your school have afterschool activities?	9	0	1
17. Do your teachers talk with you about high school plans?	10	0	0

Students were then asked what they liked best and least about the school. Students liked the following aspects best:

- Teachers (two);
- Computer use (two);
- Classes i.e., electives (two);
- One student each said kids are safe, my friends, clubs after school, and the stuff we do here.

When asked what they liked least, students responded as follows:

- Disciplinary methods i.e., yelling from teachers (three);
- One student each said have to tuck shirts in, uniform color, some students disrespect teachers, rats and roaches in building, math class, don't know, and one student stated can't think of anything.

Appendix H

Board Member Interviews

Board Member Interviews

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. Milwaukee Math and Science Academy's Board of Directors board consists of five members: a president/CEO and four directors. Four of the five MMSA members participated in a phone interview conducted by CRC staff using a prepared interview guide. All of the board members were in their first year of this new City of Milwaukee-chartered school. These board members represented experience as a parent of students who attended a charter school in Milwaukee Public Schools, an architect, and an expert in education and business.

Two of the four board members interviewed participated in strategic planning for the school; all four reported that the board receives and approves the school budget; three reported that the board reviews the school's annual financial audit. A presentation of the school's annual academic performance report was not yet applicable. When asked to rate the school on a number of factors, all board members were satisfied to somewhat satisfied in all areas except parent involvement with the school. Note that there were several areas in which board members did not yet have enough information to form an opinion.

Table H					
Milwaukee Math and Science Academy					
Board Member Interview Results					
2011-12					
(N = 4)					
Performance Measure	Response				
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know
Program of instruction	1	1			2
Enrollment policy/procedures	1	2			1
The students' academic progress		2			2
Student/teacher ratio/class size	3	1			
Discipline policy		1			3
Adherence to discipline policy					4
Instructional support	1	2			1
Parent involvement		1	1		2
Community/business involvement	1	1			2
Teacher performance	1	2			1
Principal's performance	3				1
Current role of the board of directors	2	1			1
Board of directors' performance	2	2			
Financial resources to fulfill school's mission	1				3
Commitment of school's leadership	2				2
Safety of the educational environment	3				1

One board member rated the school overall as excellent and the other three as good on a scale of excellent, good, fair, or poor.

When asked what they liked best about the school, the board members mentioned the following:

- The school has a focused academic program based on each child's needs;
- Concept Schools provide the best possible educational approach;
- The effort put forward by all involved with the school;
- Teachers are highly motivated;
- Classroom size is small, and the student/teacher ratio is small;
- The uniforms;
- There are educational resources, good equipment, and the building is clean and well-groomed inside and out; and
- The principal.

Regarding dislikes, the board members mentioned the following issues:

- The need for more parent involvement (have to find a way to reach out to parents); and
- The neighborhood may be dangerous.

When asked for one suggestion for improving the school, three board members comments revolved around improving parent involvement such as the following:

- Develop a plan to improve parent involvement;
- Reach out to the community to find out the real needs; and
- Teachers and parents working together to improve parent/teacher relationships.