

**2020–21  
PROGRAMMATIC  
PROFILE AND  
EDUCATIONAL  
PERFORMANCE**

**MILWAUKEE MATH AND  
SCIENCE ACADEMY**

September 2021

Evident Change was previously the NCCD Children's Research Center.



## **ABOUT EVIDENT CHANGE**

Evident Change promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice. For more information, call (800) 306-6223 or visit us online at [EvidentChange.org](https://EvidentChange.org) and [@Evident\\_Change](https://twitter.com/Evident_Change) on Twitter.

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

# EXECUTIVE SUMMARY

## FOR MILWAUKEE MATH AND SCIENCE ACADEMY 2020–21

This is the 10th annual report on the operation of Milwaukee Math and Science Academy (MMSA), one of seven schools chartered by the City of Milwaukee during the 2020–21 school year. It is the result of intensive work by the City of Milwaukee Charter School Review Committee (CSRC), MMSA staff, and Evident Change (formerly NCCD Children’s Research Center).

In 2020–21, the COVID-19 pandemic affected every aspect of our lives, including education systems. The findings discussed in this report should be interpreted with this in mind.

Evident Change has determined the following, based on the information gathered and discussed in the attached report.

### I. CONTRACT COMPLIANCE SUMMARY

MMSA met or substantially met all of the educational provisions in its contract with the City of Milwaukee and the measurable subsequent requirements of the CSRC.

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

### II. EDUCATIONAL PERFORMANCE

#### A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

##### 1. Primary Measures of Academic Progress

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

This year, MMSA's Star Assessments had the following results.<sup>1</sup>

- **Reading.** Overall, 119 (67.6%) of 176 students with fall and spring assessments met the local reading measure.
- **Math.** Overall, 71 (49.0%) of 145 students with fall and spring assessments met the local math measure.
- **Writing.** Overall, 79 (48.8%) of 162 students with fall and spring assessments met the local writing measure.
- **Special education.** Six (26.1%) of the 23 students met or made progress on at least 75.0% of their goals at the time of their annual IEP review.

## **2. Secondary Measures of Academic Progress**

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

- Average student attendance was 81.6%, falling short of the school's goal of 92.0%.
- Parents of 182 (92.9%) of 196 children attended at least two conferences, exceeding the school's goal of 75.0%.
- MMSA developed and maintained essential records for all special education students.

## **B. YEAR-TO-YEAR ACADEMIC ACHIEVEMENT ON STANDARDIZED TESTS**

The Wisconsin Department of Public Instruction withdrew the requirement for schools to administer any standardized tests for 2019–20. Therefore, year-to-year progress could not be measured from 2019–20 to 2020–21.

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<sup>1</sup> Star Assessments are published by Renaissance. For more information, visit [www.renaissance.com/products/star-assessments/](http://www.renaissance.com/products/star-assessments/)

## C. SCHOOL SCORECARD

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school's score should not be compared with the score for any previous year. MMSA scored 63.2% of 59 possible scorecard points.

## III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

MMSA addressed all recommendations for school improvement in its 2019–20 programmatic profile and educational performance report. On the basis of the results in this report and in consultation with school staff, Evident Change recommends the school continue a focused school improvement plan with the following activities for 2021–22.

- Train and implement the Success for All reading program for K4 through eighth grades.
- Develop the understanding of the cultural differences of students, families, and staff by using community resources such as Martha Berry (racial justice director at YWCA Southeast Wisconsin), the Ron Clark Academy, or the House System of Urban Living to increase:
  - » The understanding of student cultures, their challenges, and the culture of the local community and the nation; and
  - » The use of appropriate language and approaches to students and their families.

## IV. PROBATION STATUS

The CSRC placed MMSA on probation in the fall of 2017. At that time, the CSRC set expectations for the 2017–18 school year. The expectations were that the school would achieve at least 66.8% on the 2017–18 scorecard (an increase of at least 15 percentage points from the 2016–17 scorecard results) and that the school would meet at least five of nine specified goals. Because the school did not meet the expectations in 2017–18, the CSRC extended the probation to the 2018–19 school year with the same expectations.

The school achieved 59.5% on the scorecard for the 2018–19 school year, again falling short of the 66.8% expectation. The school did achieve a majority (five) of the nine specified goals during the 2018–19 school year. Therefore, in the fall of 2019, the CSRC extended the school's probationary status with the expectation that the school's scorecard results for 2019–20 would be at least 4 percentage points higher and that the school would present a midyear report to the CSRC in February or March of 2020.

Because of the lack of end-of-year local measure data as well as Wisconsin Forward exam data, the scorecard for 2019–20 could not be compared with the 2018–19 scorecard. In fall of 2020, the CSRC extended the school’s probation with the expectation that MMSA leadership present a midyear report to the CSRC. In addition, the CSRC extended the school’s contract for another five years.

MMSA presented a midyear report verbally and in written form to the CSRC at a virtual meeting held on February 25, 2021. That report is located with the materials for the meeting at [milwaukee.legistar.com](https://milwaukee.legistar.com)

## V. RECOMMENDATIONS

MMSA has met or substantially met all the requirements of its contract with the City of Milwaukee. The school’s results in the areas of student attendance, retention and return, and teacher return and retention indicate that students and teachers are engaged. Evident Change recommends that the CSRC consider extending MMSA’s probation for the 2021–22 school year, with the expectation that the school will provide a midyear report to the CSRC in February 2022.

# I. INTRODUCTION

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

To produce this report, Evident Change:

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

# II. PROGRAMMATIC PROFILE

Milwaukee Math and Science Academy  
2703 N. Sherman Blvd, Milwaukee, WI 53210

**Phone:** (414) 263-6400

**Website:** [www.mmsacademy.org](http://www.mmsacademy.org)

**Principal:** Alper Akyurek

Milwaukee Math and Science Academy (MMSA) is in the Sherman Park neighborhood on Milwaukee's northwest side.<sup>2</sup> The school was initially affiliated with Concept Schools, a nonprofit educational management organization based in Chicago. However, in early 2020, the school separated from Concept Schools and currently is partnered with MAESTRO Education, an educational management organization in Mount Prospect, Illinois. According to its website ([maestroed.com](http://maestroed.com)), MAESTRO has over 50 years of combined experience in managing and providing services to successful schools. Its educational team consists

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<sup>2</sup> MMSA relocated while all students were learning virtually and prior to the beginning of in-person classes. The school's former location was 110 W. Burleigh St. in Milwaukee.

of former school principals, district administrators, school board members, and teachers. MAESTRO helps schools with all aspects of school operation while guaranteeing that the school board and administration have complete control over the school's personnel and academic programs.

## **A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY**

### **1. MISSION<sup>3</sup>**

MMSA's mission is to prepare students for college by creating an effective learning community of high standards and expectations with a rigorous curriculum focusing on math, science, and technology.

### **2. INSTRUCTIONAL DESIGN**

Because of the COVID-19 pandemic, MMSA began the year with all students attending school virtually. The school submitted its virtual schedule to Evident Change staff. On April 12, 2021, when in-person education was allowed and the school's safety plan was accepted by the city Health Department, the school offered students either an in-person daily schedule or a continued virtual program.

The school's leadership noted disadvantages to virtual learning, including the following.

- Engagement with all students was not possible despite various efforts to contact parents and students. For example, some parents who had multiple children in the school just did not participate.
- Attendance decreased because students were home alone or at day care because their parents had to work during the day.

The advantages of virtual learning reported by the school leadership included the following.

- Some costs were decreased, which helped the school catch up financially.
- Some students performed better with online learning.
- Teachers had more conversations with families who were engaged, and this carried over to in-person learning in the spring.

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<sup>3</sup> From the school's 2020–21 *Parent/Student Handbook*.

- Teachers appreciated the consistency of the virtual plan as well as working from home, receiving new laptops and digital writing pads, and learning new teaching technologies such as Moodle and Google Docs.

Education is student-centered, and each child is recognized as a unique individual with unique interests, needs, and abilities. MMSA aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. MMSA focuses on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built.

All students are exposed to a rigorous curriculum in subjects such as language arts, physical education, and social studies. MMSA provides an extra emphasis on math, science, and technology to prepare students to be globally competitive. Graduation requirements, discipline, promotion policies, and homework policies all reflect high standards.<sup>4</sup> The curriculum is aligned to the Common Core State Standards, which are essential to future success in school and at work. The Common Core standards are reinforced and reviewed to prepare students for standardized tests. Except when virtual learning was in place, in-class preparation and afterschool instruction are provided to ensure a higher level of achievement for each student.<sup>5</sup>

All students receive four report cards every year. At the end of each quarter, report cards are mailed home. Students in K4 through second grade are assessed by their classroom teachers and by the teachers of special classes. Third- through eighth-grade students are assigned a letter grade following a standard numerical scale associated with each letter. Student progress for kindergarten through second grade is monitored with report cards that rate a student's skills from "below basic" to "advanced" in the following subjects: independent learning and social behavior, math, reading, science, social studies, and writing. These students also are assessed on the level of effort put forth in each subject on a scale ranging from "no evidence of effort" to "consistently focuses on learning." The school has a stated grade promotion policy as well as attendance and dress code policies. Transportation is provided by MMSA for students who live within 10 miles of the school.<sup>6</sup>

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<sup>4</sup> This information comes from [www.mmsacademy.org](http://www.mmsacademy.org)

<sup>5</sup> This information comes from the 2019–20 *Parent/Student Handbook*, which was used again for the 2020–21 school year.

<sup>6</sup> This information comes from the 2019–20 *Parent/Student Handbook*.

## **B. SCHOOL STRUCTURE**

### **1. SCHOOL MANAGEMENT AND BOARD OF DIRECTORS**

MMSA is governed locally by a volunteer board of directors. The board—along with professionals from MAESTRO Education—has ultimate responsibility for the school’s success 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, the board consisted of four members: a president, a vice president, secretary, and a treasurer.

The school’s management team consists of the principal and assistant principal.

### **2. AREAS OF INSTRUCTION**

According to the schedules and report card information included in the school’s *Parent/Student Online Learning Handbook* for 2020–21, MMSA’s curriculum included instruction in English, reading, and literacy (English/language arts, or ELA); math; social studies; and science. All parts of the curriculum are aligned with Common Core standards. Special education programming was provided to students identified as needing an individualized education program (IEP). Students who met the criteria for special education services were monitored and reviewed so that appropriate adjustments could be made to their plans.<sup>7</sup>

### **3. CLASSROOMS**

The school began the year with 10 virtual classrooms: one each for K4 through eighth grades. During virtual learning, meals were available to be picked up each week, with some delivered to families if transportation was an issue. When in-person classes resumed, breakfast was served from 7:30 to 7:55 a.m. with a take-home boxed breakfast and lunch sent on Tuesday afternoons for Wednesday home learning. The school’s new location includes the 10 classrooms plus rooms for special education, art, music, a library, a gym, computer learning, and a science lab. All these spaces were not yet utilized during this school year but will be in 2021.<sup>8</sup>

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<sup>7</sup> Information from the fall and spring interviews and the 2021–22 *Student/Parent Online Learning Handbook*.

<sup>8</sup> Information from the fall and spring interviews and the 2021–22 *Student/Parent Online Learning Handbook*.

#### 4. TEACHER INFORMATION

During the school year, a total of 10 classroom teachers and eight additional instructional staff were employed. The school year began with 10 classroom teachers, including one who was new to the school. There was one teacher per grade level from K4 through third grade. Fourth and fifth grades had one teacher who taught ELA and social studies and one teacher who taught math and science. The middle school (sixth through eighth grades) had three subject-area teachers: one for math, one for ELA, and one for social studies/science. In addition to the principal and vice principal, (who were administrative leaders but also provided instructional services), the other eight instructional staff at the beginning of the year consisted of a social worker, two special education teachers, a music teacher, a student support reading paraprofessional, a physical education teacher, an English as a second language (ESL) teacher, and a psychologist. The school contracted for the services of a speech language pathologist.

Of the 10 classroom teachers who began the year, all (100.0%) remained the entire year. All (100.0%) of the 10 other instructional staff who began the year remained at the school all year. The total retention rate for all eligible instructional staff, including classroom teachers, was 100.0% (20 of 20).

At the end of the 2019–20 school year, nine classroom teachers and eight other instructional staff were eligible to return in the fall of 2020. All (100.0%) of the classroom teachers returned, and seven (87.5%) of the eight other instructional staff returned. Overall, 94.1% (16 of 17) of the eligible staff returned.

License information on the DPI website indicated that all instructional staff employed throughout the year had valid DPI licenses or permits except for the middle school science/social studies teacher.

Teachers were evaluated using the Educator Effectiveness program through DPI. Crystal Bielmeier, assistant principal, worked closely with each teacher to review and provide feedback for the Student Learning Objectives and the Professional Practice Goal. Using the Charlotte Danielson Framework for observations, the administrators provided teachers with specific descriptors of what the observer is looking for and ways to improve their instruction, classroom management, culture, and professional responsibilities.

Regarding professional development activities in addition to the information provided in the midyear report to the CSRC, teachers also received training in the following areas:

- **Equity in the classroom/school**
- **Transitioning from virtual classrooms to in-person**
- **Building relationships**
- **Providing effective feedback for student growth**
- **Goal setting with students**
- **Strategies for transitions in the classroom**

- **Classroom management strategies**
- **Committee work:** School leaders and teachers met to share and discuss resources that would be a good fit for professional development sessions for the 2021–22 school year under the umbrella of equity/cultural diversity and responsiveness/unconscious bias.
- **Success for All training:** Reading teachers attended an introductory 90-minute session to learn about the Success for All reading program.

## 5. SCHOOL HOURS AND CALENDAR

The regular school day for all students was 9:00 a.m. to 3:00 p.m. during virtual learning. When classes resumed, the hours were the same as in 2019–20 school year: 8:00 a.m. to 3:20 p.m. The first day of school was August 19, 2020, and the last day of school was June 11, 2021. The school published the calendar on its website and provided a copy to Evident Change staff. MMSA met the City of Milwaukee’s requirement to publish an annual calendar.

## 6. PARENT INVOLVEMENT

MMSA’s 2019–20 *Parent/Student Handbook* was used again in 2020–21 and states that parental involvement in a child’s educational life is critical to a child’s success. The school values the development of a strong, positive partnership between parents and MMSA. In addition to using the 2019–20 student handbook for possible in-person classes in 2020–21, the school published and distributed its *Parent/Student Online Learning Handbook*. Dated August 2020, this handbook covers virtual policies regarding attendance, online behavior expectations, grading and promotion, sample schedules, and using Chromebooks at home. The handbook was sent home on the first day of school and required a signature from every student in the family.

The school provided virtual parent/student orientation sessions prior to the beginning of school.

According to the 2019–20 *Parent/Student Handbook*, parents are expected to attend at least two parent–teacher conferences per year (one each semester) and conferences as requested by the classroom teacher, principal, or assistant principal. When in-person classes resumed, parents were welcomed and encouraged to volunteer in (or, with an appointment, observe) daily activities in their child’s classroom.

## 7. DISCIPLINE POLICY

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

This year, the school continued to implement a program based on Positive Behavior Interventions and Supports (PBIS). The school's behavioral expectations are to be safe, respectful, and responsible. Both of the school's parent/student handbooks explain the policy and procedures regarding student conduct and discipline during virtual and in-person learning.

## 8. GRADUATION AND HIGH SCHOOL INFORMATION

School staff presented high school information to eighth graders during homeroom. Individual meetings with students were held to discuss their school choices and plans. In May, the school reported that 25 eighth-grade students would graduate this year. At that time, 19 of the students planned to attend one the following high schools: Martin Luther, Pathways, Riverside, Rufus King, Hamilton, Milwaukee Lutheran, Washington, St. Joan Antida, Carmen, Golda Meir, Obama, and Bradley Tech. Six students were undecided.

## C. STUDENT POPULATION

At the beginning of the year (September 18, 2020), 206 students were enrolled at MMSA.<sup>9</sup> No additional students enrolled after the school year started, and 10 students withdrew prior to the end of the year. Of those 10, five (50.0%) transferred to a school open for in-person learning; three (30.0%) withdrew due to non-attendance; one (10.0%) moved out of state; and one (10.0%) transferred out of state. Of the 206 students who started the year at MMSA, 196 remained enrolled at the end of the year, representing a retention rate of 95.1%.

At the end of the year, 196 students were enrolled at MMSA.

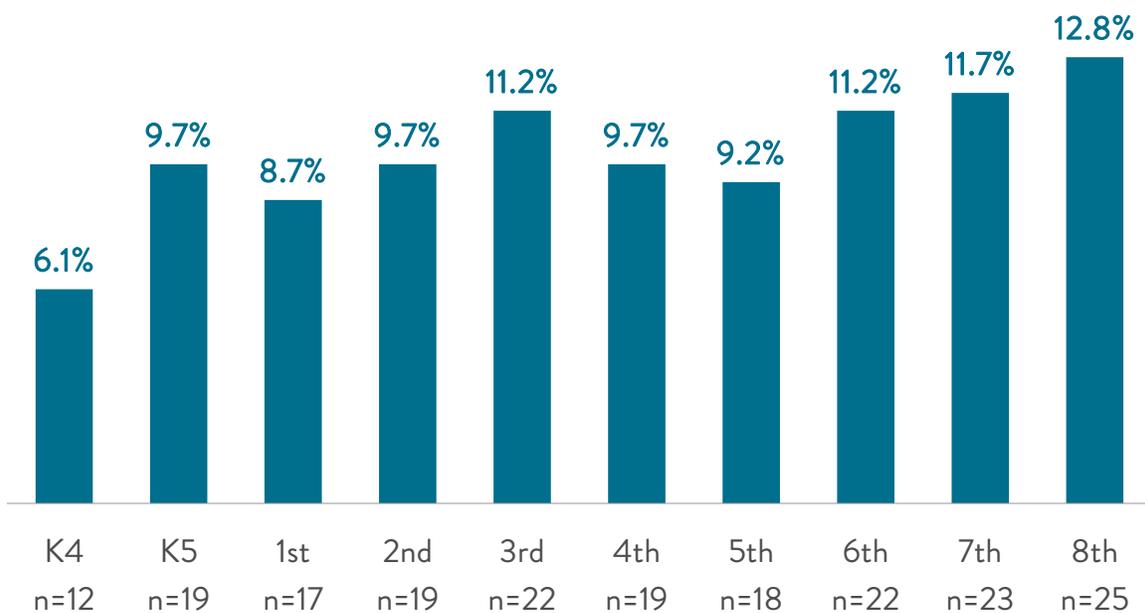
- Most (193, or 98.5%) of the students were Black or African American, two (1.0%) were Hispanic/Latino, and one (0.5%) was multiracial.
- There were 104 (53.1%) girls and 92 (46.9%) boys.

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<sup>9</sup> Evident Change uses the third Friday of September as a cutoff for including students in the analysis. Students who withdraw before this date are not included in any part of the analysis. This does not necessarily correspond to the start of the school year.

- Special education needs were reported for 25 (12.8%) students, of whom nine had other health impairments, nine had a speech/language impairment, five had emotional/behavioral disabilities, four had an intellectual disability, two had had specific learning disabilities, and two had autism.<sup>10</sup>
- Nearly all (99.5%) students were eligible for free lunch.
- Grade sizes ranged from 12 to 25 students (Figure 1).

**Figure 1**  
**Milwaukee Math and Science Academy Student Grade Levels\* 2020–21**  
**N = 196**



\*At end of the school year

On the last day of the 2019–20 academic year, 215 students were eligible for continued enrollment in the 2020–21 academic year. Of those, 179 were enrolled on the third Friday in September 2020, representing a return rate of 83.3%. This compares with 71.3% the prior year.

<sup>10</sup> Because some students have multiple disabilities, the total number of disabilities may exceed the total students enrolled with special education needs.

## D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

The following describes MMSA's responses to the recommendations in the school's 2019–20 programmatic profile and education performance report.<sup>11</sup>

- **Recommendation:** Continue the transition to MAESTRO, the school's current educational management organization, to:
  - » Support teachers in the classroom by improving instructional strategies that would engage students and improve their ability to think at a higher level; and
  - » Help teachers with methods to increase appropriate behavior as well as improve reading and math performance.

**Response:** In anticipation of virtual learning in the fall, during the summer of 2020, MAESTRO staff provided one-on-one training with each teacher in Moodle, the online learning management system. Moodle allowed teachers to livestream lessons, meet with students and parents via videoconference, upload prerecorded lessons/videos, create assessments and activities, and encourage participation through public and private chats. Teachers were shown how to upload assignments, embed videos, create a calendar, organize their work, create assessments, etc. MAESTRO staff were also available for follow-up questions or more training. During the first semester, MAESTRO staff and MMSA leadership observed each teacher virtually and when in-person observations in the classroom occurred. Feedback on the observations was provided. Behavior management was also part of the observation feedback.

MAESTRO staff member Mary Hicks, an adjunct professor and student teacher mentor at Loyola University, worked with Bielmeier and provided professional development regarding best practices in literacy throughout the school year.

The math initiative planned for the 2020–21 school year—a supplemental resource called Eureka Math—was postponed until the 2021–22 school year due to the difficulty of introducing the program virtually. Instead, the school continued to use the McGraw Hill workbooks, and IXL workbooks were provided to the students both in print and digital. Teachers used IXL to provide targeted/differentiated practice of individual students as supplemental homework.

In addition, Chris Austria, MAESTRO's chief education officer, hosted a 60-minute curriculum workshop with each teacher. The workshop focused on each teacher's class and the power standards and strategies to maximize student learning during distance learning.

Monthly grade-based meetings were held to share ideas regarding engagement and transition.

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<sup>11</sup> This includes information from the end-of-year interview and from the February 25, 2021, Mid-Year Report by the school to the CSRC. The Mid-Year Report is available with the materials posted online for the meeting held February 25, 2021 at [milwaukee.legistar.com](https://milwaukee.legistar.com)

- **Recommendation:** The MMSA board and school leadership, with the help of MAESTRO, will research a new location for the school and make plans to move for the 2021–22 academic year if a feasible location is identified.

**Response:** The MMSA board and school leadership researched and finalized the new location for the school, at 2703 N. Sherman Blvd. in Milwaukee’s Sherman Park neighborhood. The school moved into the new site and began in-person classes on April 12, 2021.

- **Recommendation:** Continue to build a more positive culture of the school through improved integration of PBIS into all the activities of the school.

**Response:** During virtual learning, each teacher scheduled small-group time or office hours to assist students with individual needs. Included in these sessions was the recognition that students needed emotional support. Students, particularly older students, reached out at all hours, day and night.

The PBIS committee initiated two new monthly awards for students: a virtual learning leader and a virtual rising leader. These were shared with the school community via video.

The PBIS committee also provided teachers with homeroom activities when each class met as a whole each Friday. This was an opportunity for activities related to social emotional learning, depression, sleep habits, healthy eating, hygiene/self-care, social justice, family struggles, etc.

- **Recommendation:** Continue using staff committees to enhance the school’s professional learning communities.

**Response:** The PBIS and Star committees continued this year. Other committees will resume in the 2021–22 school year.

- **Recommendation:** Identify and implement a daily school-wide reading program.

**Response:** Because of virtual learning for most of the year, a new daily schoolwide reading program was not identified and implemented. The Success for All reading program will be implemented in 2021–22.

On the basis of the results in this report and in consultation with school staff, Evident Change recommends that the school continue a focused school improvement plan by doing the following.

- Train and implement the Success for All reading program for K4 through eighth grade.
- Develop the understanding of the cultural differences of students, families, and staff by using community resources such as Martha Berry (racial justice director at the YWCA Southeast Wisconsin), the Ron Clark Academy, or the House System of Urban Living to increase:

- » The understanding of student cultures, their specific cultural challenges, and the culture of the local community and the nation; and
- » The use of appropriate language and approaches to students and their families.

## E. PROBATION STATUS

The CSRC placed the school on probation in the fall of 2017. At that time, the CSRC set expectations for the 2017–18 school year. The expectations were that the school would achieve at least 66.8% on the 2017–18 scorecard (an increase of at least 15 percentage points from the 2016–17 scorecard results) *and* that the school would meet at least five of nine specified goals. Because the school did not meet the expectations in 2017–18, the CSRC extended the probation to the 2018–19 school year with the same expectations.

The school achieved 59.5% on the scorecard for the 2018–19 school year, again falling short of the 66.8% expectation. The school did achieve a majority (five) of the nine specified goals during the 2018–19 school year. Therefore, in the fall of 2019, the CSRC extended the school’s probationary status with the expectation that the school’s scorecard results for 2019–20 would be at least 4 percentage points higher and that the school would present a midyear report to the CSRC in February or March of 2020.

Because of the lack of end-of-year local measure data as well as Wisconsin Forward exam data, the scorecard for 2019–20 could not be compared with the 2018–19 scorecard. The CSRC extended the school’s probation with the expectation that MMSA leadership present a midyear report to the CSRC.

MMSA presented a midyear report verbally and in written form to the CSRC at a virtual meeting held on February 25, 2021. That report is located with the materials for the meeting at <https://milwaukee.legistar.com>

## III. EDUCATIONAL PERFORMANCE

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

This year, the local assessment measures covered student progress in reading, math, writing skills, and IEP progress. The standardized assessment measures used were the Phonological Awareness Literacy Screening (PALS) assessment and the Wisconsin Forward Exam.

## A. ATTENDANCE

Evident Change examined student attendance two ways: the average time students attended school and attendance that includes excused absences. Both rates include all students enrolled at any time during the school year.

MMSA established a goal to maintain an average daily attendance rate of 92.0%. The school considered a student present if the student (1) attended at least one video conference during the day; or (2) completed one online activity and submitted it the same day. Attendance data were available for 206 students enrolled during the year. On average, students attended 81.6% of the time, shy of the school's goal.<sup>12</sup> When excused absences were included, the attendance rate rose to 82.2%.

Evident Change also examined the time students spent, on average, in suspension (in school or out of school). Throughout the school year, 22 students from K4 through eighth grade were suspended at least once.<sup>13</sup> Of those, 17 spent, on average, 1.5 days in out-of-school suspension, and nine students spent an average of 1.3 days in in-school suspension. Note that some students were given both in- and out-of-school suspensions during the year.

## B. PARENT-TEACHER CONFERENCES

At the beginning of the academic year, the school set a goal that parents of 75.0% of students enrolled all year would attend at least two of the four parent-teacher conferences. Virtual, Class Dojo, emails, home visits, phone calls, and alternative face-to-face visits at school were acceptable alternatives for parents who were unable to attend conferences. Parents of 182 (92.9%) of 196 children attended at least two conferences, exceeding the school's goal of 75.0%.

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<sup>12</sup> 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.

<sup>13</sup> Suspensions were enacted only while learning was in-person.

## C. SPECIAL EDUCATION STUDENT RECORDS

This year, the school established a goal to develop and maintain records for all special education students, including students who were evaluated but not eligible for services. During the year, a total of 26 students received special education services. A total of 13 students received an evaluation this year (two initial and 11 reevaluations). None of the 13 students who were evaluated during the current year did not qualify for special education services. The remaining 13 students received an initial or reevaluation during a previous year.

Of the 26 students who were new or returning special education students, none transferred, and one was dismissed before the IEP date. Therefore, 25 students needed an IEP developed. An IEP was developed for all 48 new or returning special education students who required one.

In addition, Evident Change conducted a random review of special education files. This review indicated that IEPs are routinely being completed and that parents are being invited to help develop IEPs. Reevaluations are also conducted or waived by parents in accordance with special education laws and rules. The school has, therefore, met its goal of maintaining accurate records and implementing the required practices for all students with special needs.

## D. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

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

MMSA used Star Assessments as a local measure of reading and math progress. More information about these assessments can be found [www.renaissance.com/products/star-assessments](http://www.renaissance.com/products/star-assessments)

MMSA measured student progress in reading and math by examining the point growth of students who ranked below the 75th percentile and at or above the 75th percentile on the fall exam.

Kindergarten through second-grade students who took the Star Early Literacy assessment in fall and spring had the following goals.

- **Below 75th percentile.** At least 70% of students will show at least an 85-point growth on their scaled score from fall to spring.
- **At or above 75th percentile.** At least 60% of students will show at least a 75-point growth on their scaled score from fall to spring.

Of the 52 total students in kindergarten through second grade, 46 were in the “below” cohort, and six were in the “at or above” cohort. The school met its goal for the “below” cohort; the “at or above” cohort was too small to assess. Overall, 65.4% (34 of 52) of kindergarten through second grade students met their goal regardless of cohort (Table 1).

TABLE 1		
MILWAUKEE MATH AND SCIENCE ACADEMY		
STAR EARLY LITERACY ASSESSMENT FOR K5 – 2ND GRADE STUDENTS		
GRADE	STUDENTS	% MET GOAL
K5	18	55.6%
1st	15	53.3%
2nd	19	84.2%
<b>Total</b>	<b>52</b>	<b>65.4%</b>

Third- through eighth-grade students who took the Star Reading assessment in the fall and spring had the following goals.

- **Below 75th percentile.** At least 70% of students will show at least a 70-point growth on their scaled score from fall to spring.
- **At or above 75th percentile.** At least 60% of students will show at least a 60-point growth on their scaled score from fall to spring.

Of the 124 total students<sup>14</sup> in third through eighth grade, 123 students were in the “below” cohort, and one was in the “at or above” cohort. The school was just short of its goal for the “below” cohort; the “at or above” cohort was too small to assess. Overall, 68.5% (85 of 124) of third through eighth grade students met their goal regardless of cohort (Table 2).

TABLE 2		
MILWAUKEE MATH AND SCIENCE ACADEMY		
STAR READING ASSESSMENT FOR 3RD – 8TH GRADE STUDENTS		
GRADE	STUDENTS	% MET GOAL
3rd	22	50.0%
4th	17	41.2%
5th	17	52.9%
6th	21	76.2%
7th	23	87.0%
8th	24	91.7%
<b>Total</b>	124	68.5%

Overall, 67.6% (119 of 176) kindergarten through eighth-grade students met the reading local measure.

Second- through eighth-grade students who took the Star math assessment in fall and spring had the following goals:

- **Below 75th percentile.** At least 70% of students will show at least an 80-point growth on their scaled score from fall to spring.
- **At or above 75th percentile.** At least 60% of students will show at least a 60-point growth on their scaled score from fall to spring.

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<sup>14</sup> One student in this group took the Star Early Literacy Assessment, as it was more developmentally appropriate. That student’s results have been excluded from the analysis.

Of the 145 total students in second through eighth grade, 142 were in the “below” cohort, and three were in the “at or above” cohort. The school was short of its goal for the “below” cohort; the “at or above” cohort was too small to assess. Overall, 49.0% (71 of 145) of second- through eighth-grade students met their goal regardless of cohort (Table 3).

TABLE 3		
MILWAUKEE MATH AND SCIENCE ACADEMY		
STAR MATH ASSESSMENT FOR 2ND – 8TH GRADE STUDENTS		
GRADE	STUDENTS	% MET GOAL
2nd	19	73.7%
3rd	22	31.8%
4th	19	36.8%
5th	17	29.4%
6th	22	54.5%
7th	22	54.5%
8th	24	58.3%
<b>Total</b>	145	49.0%

To assess student writing skills, MMSA used the Six Traits of Writing rubric. Students completed writing samples in fall and spring. Writing prompts were the same for both samples and were based on grade level topics. K5 through second graders focused on the narrative genre, third through fifth graders focused on expository writing, and sixth through eighth graders focused on persuasive writing. The rubric is graded on a six-point scale for each of the six traits for a maximum score of 36 points.

MMSA measured student progress in writing by examining the point growth of students who scored less than 30 points and 30 or more points on the fall exam. Students had the following goals.

- **Less than 30 points.** At least 60% of students will increase their overall score by at least four points from fall to spring.
- **Thirty points or more.** All (100%) students will maintain or increase their overall score from fall to spring.

Of the 162 total students in kindergarten through eighth grade with fall and spring writing samples, 153 were in the “below” cohort, and nine were in the “at or above” cohort. The school was short of its goal for the “below” cohort; the “at or above” cohort was too small to assess. Overall, 48.8% (79 of 162) of second through eighth grade students met their goal regardless of cohort (Table 4).

<b>TABLE 4</b>		
<b>MILWAUKEE MATH AND SCIENCE ACADEMY</b>		
<b>SIX TRAITS OF WRITING RUBRIC FOR K5 – 8TH GRADE STUDENTS</b>		
<b>GRADE</b>	<b>STUDENTS</b>	<b>% MET GOAL</b>
K5	13	69.2%
1st	11	81.8%
2nd	18	94.4%
3rd	22	59.1%
4th	15	40.0%
5th	13	0.0%
6th	22	63.6%
7th	23	30.4%
8th	25	16.0%
<b>Total</b>	<b>162</b>	<b>48.8%</b>

The CSRC expects students in special education services to make routine progress yearly. This year, MMSA set the goal that all special education students who had a calendar year of IEP implementation at MMSA would meet or make progress on 75.0% of their goals by the time of their annual review. Progress is defined as meeting at least 80.0% of the subgoals under each goal. During 2020–21, IEPs for 24 students were implemented for a full year. One of these students was dismissed before their annual review. Of the remaining 23 students, six (26.1%) made progress or met at least 75.0% of their goals.<sup>15</sup>

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<sup>15</sup> The school noted that one IEP was delayed due to the virtual learning period, and 10 students had poor attendance for the year.

## E. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

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

For students in third through eighth grade, DPI requires the Forward Exam. These tests and results are described in the following sections. For the 2020–21 school year, DPI was granted a federal waiver suspending the accountability requirement that achievement results be based on 95 percent of students. Because standardized tests could not be administered remotely, families were allowed to “opt out” of the testing requirement this year.<sup>16</sup> Therefore, these results include only students who completed the test and should not be compared with results from previous or subsequent years.

### 1. PALS<sup>17</sup>

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

#### a. PALS-PreK

PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and nursery rhyme awareness). Two additional tasks (lowercase alphabet recognition and letter sounds) are completed only by students who reach an adequate score on the uppercase alphabet task.

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<sup>16</sup> More detailed information about testing requirements and families’ right to opt out of testing can be found at [dpi.wi.gov/assessment/COVID-19/FAQ#parent%20opt-out](https://dpi.wi.gov/assessment/COVID-19/FAQ#parent%20opt-out)

<sup>17</sup> Information about the PALS assessments comes from [palsresource.info/wisconsin](https://palsresource.info/wisconsin) and [pals.virginia.edu](https://pals.virginia.edu)

PALS-PreK does not have a summed score benchmark because the purpose is to learn students’ abilities as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a 4-year-old. There is no summed score benchmark for the PALS-PreK.

A total of 11 K4 students enrolled since the start of the school year completed the PALS-PreK in the spring; the number of students above the spring developmental range for each is shown in Table 5.

<b>TABLE 5</b> <b>MILWAUKEE MATH AND SCIENCE ACADEMY PALS-PREK FOR K4 STUDENTS:</b> <b>STUDENTS AT OR ABOVE THE SPRING DEVELOPMENTAL RANGE 2020–21</b> <b>N = 11</b>		
TASK	STUDENTS	%
Name writing	11	90.9%
Uppercase alphabet recognition	11	27.3%
Lowercase alphabet recognition <sup>18</sup>	3	Results can only be reported for cohorts of 10 or more
Letter sounds <sup>19</sup>	3	
Beginning sound awareness	11	100.0%
Print and word awareness	11	63.6%
Rhyme awareness	11	100.0%

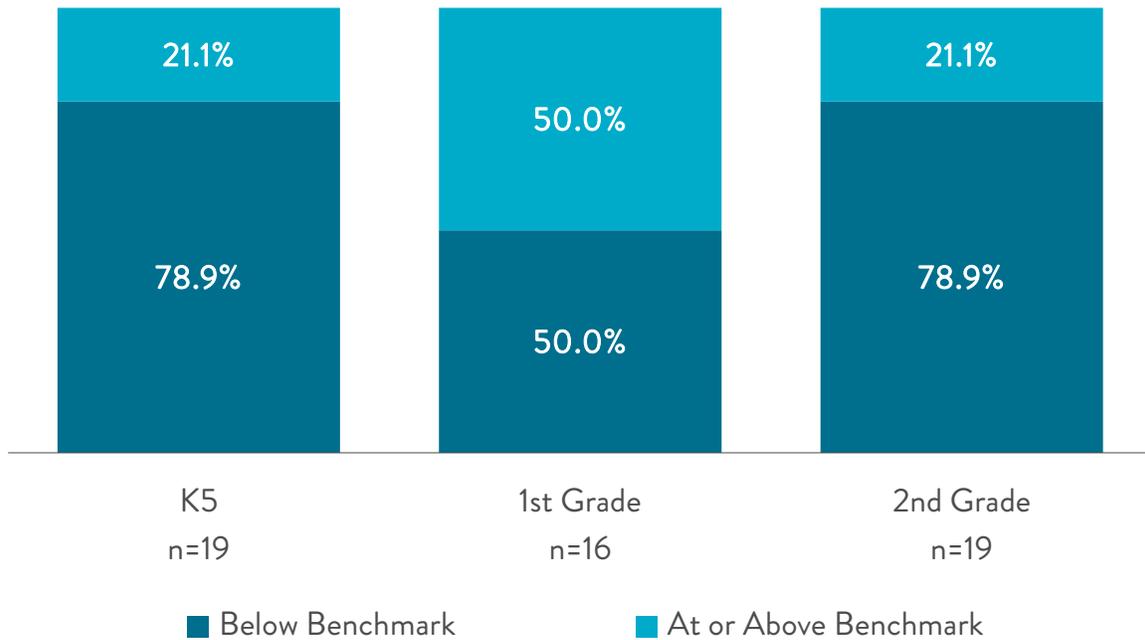
**b. PALS-K and PALS Plus**

The PALS-K and PALS Plus are administered in the fall and spring semester. Both tests result in a summed score that can be compared to a reading readiness benchmark set for each of the test administrations. Evident Change examined spring reading readiness for students who completed both the fall and spring tests who were enrolled since the start of the year. At the time of the spring assessment, four (21.1%) of 19 K5 students, eight (50.0%) of 16 first graders, and four (21.1%) of 19 second graders were at or above the spring summed score benchmark for their grade level (Figure 2).

<sup>18</sup> Students who score 16 or higher on the uppercase alphabet recognition task complete the lowercase alphabet recognition task.

<sup>19</sup> Students who score 9 or higher on the lowercase alphabet recognition task complete the letter sounds task.

**Figure 2**  
**Milwaukee Math and Science Academy Spring 2021 PALS Results**



**2. WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS<sup>20</sup>**

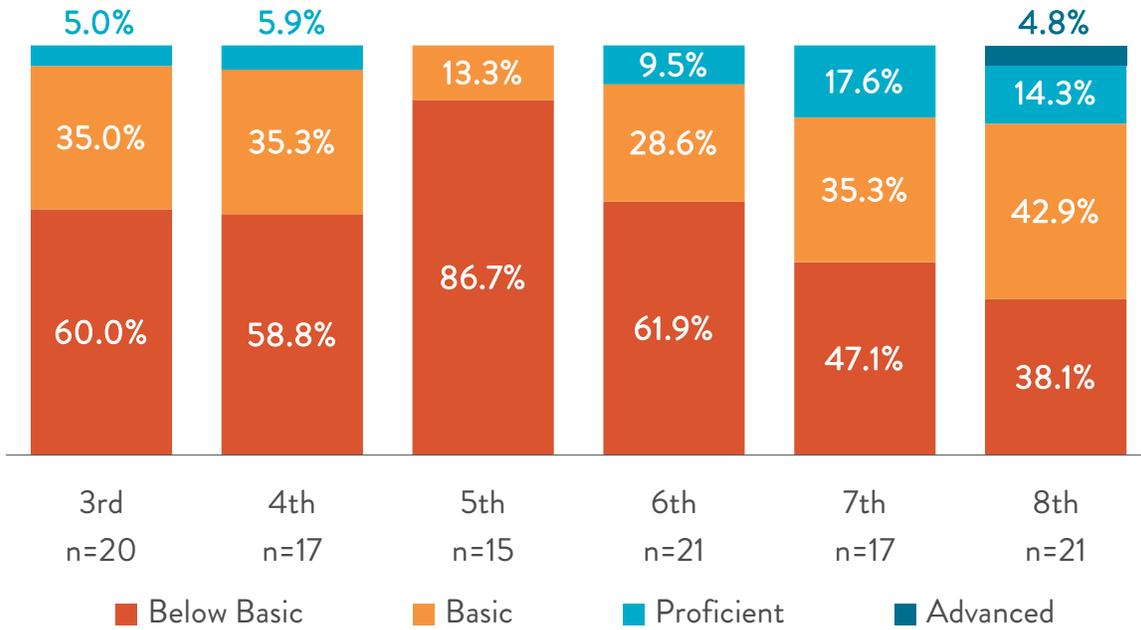
The Forward Exam was implemented as the state’s standardized test for ELA and math for third through eighth graders; for science for fourth and eighth graders; and for social studies for fourth, eighth, and tenth graders. Scores for each test are translated into one of four levels: advanced, proficient, basic, and below basic. The Forward Exam is administered in the spring of each school year.

In the spring of 2021, 111 third through eighth graders who were enrolled since the start of the academic year (third Friday in September) completed the ELA assessment, and 109 completed the math assessment. Of these students, 11 (9.9%) were proficient or advanced in ELA, and 11 (10.1%) were proficient or advanced in math. Results by grade level are presented in Figures 3 and 4.

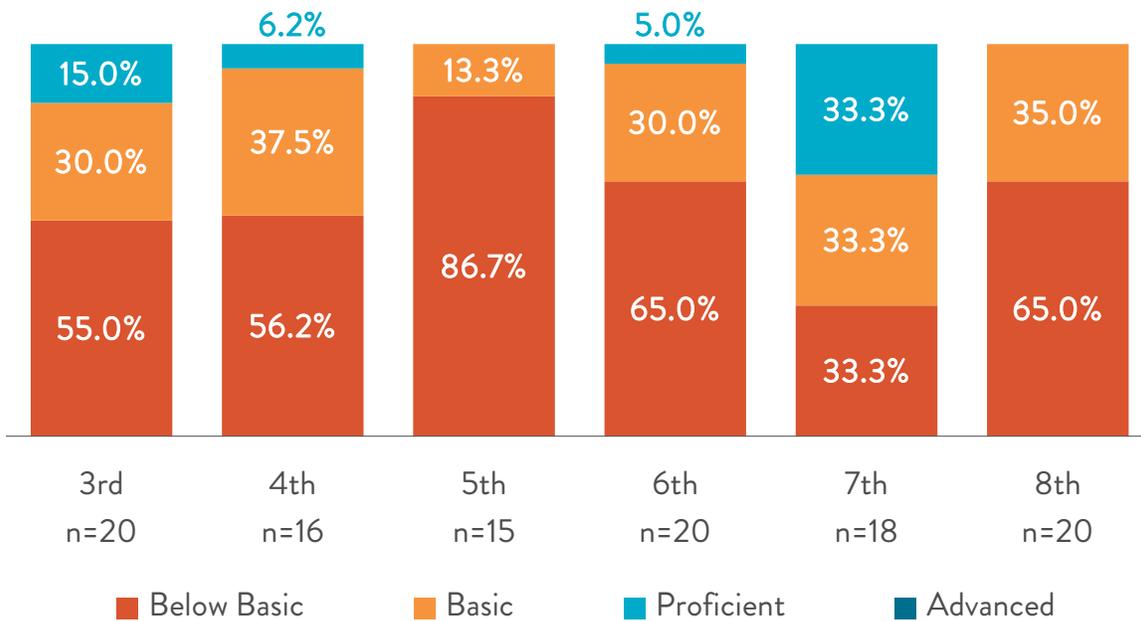
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<sup>20</sup> Information taken from the DPI website ([dpi.wi.gov/assessment/forward](http://dpi.wi.gov/assessment/forward)) and Wisconsin Forward Exam family brochure ([dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward\\_brochure\\_for\\_families.pdf](http://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward_brochure_for_families.pdf)).

**Figure 3**  
**Milwaukee Math and Science Academy**  
**Forward Exam ELA Assessment 2020–21**

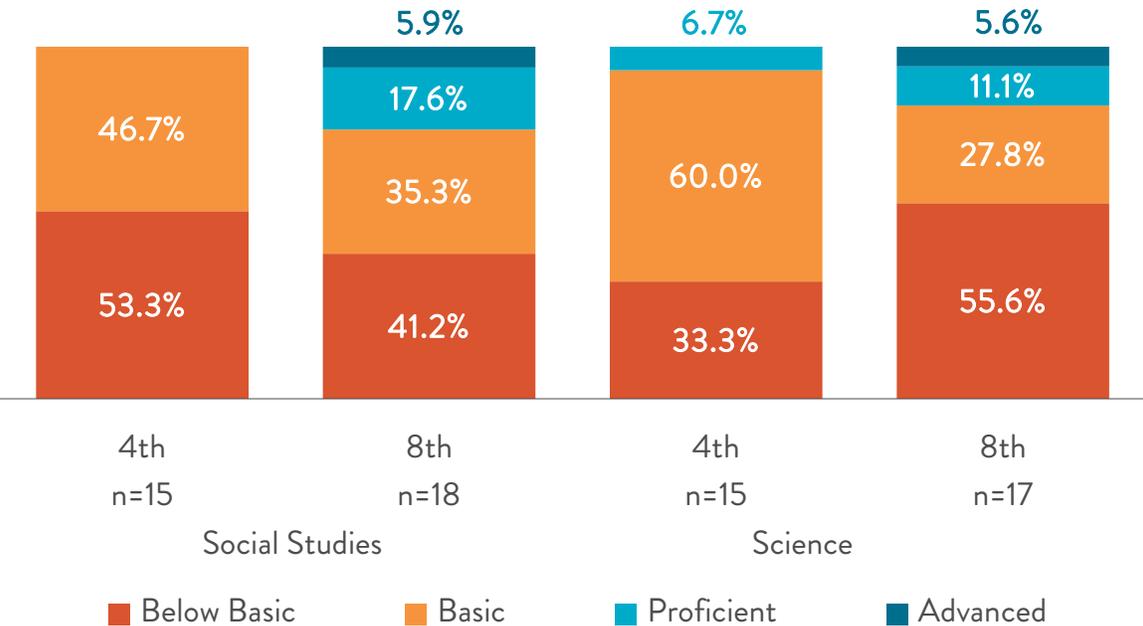


**Figure 4**  
**Milwaukee Math and Science Academy**  
**Forward Exam Math Assessment 2020–21**



Similarly, 32 fourth and eighth graders completed the science assessment, and 33 fourth and eighth graders completed the social studies assessment. Among them, four (12.5%) were proficient or advanced in social studies, and four (12.1%) were proficient or advanced in science. Results by grade level appear in Figure 5.

**Figure 5**  
**Milwaukee Math and Science Academy**  
**Forward Exam Social Studies and Science Assessments 2020–21**



**F. MULTIPLE-YEAR STUDENT PROGRESS**

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. Students in K4 through second grade take the PALS reading assessment. The PALS summed score benchmark indicates when a student requires additional reading assistance, not that the student is reading at grade level. In addition, there are three versions of the test, with different formats, sections, and scoring. Because only students who are in first and second grade during two consecutive years complete the same version of the test, Evident Change typically examines only year-to-year results for a cohort of students who were in first grade in the spring of one year and second grade in the spring of the following year. The CSRC’s performance expectation is at least 75.0% of students who were at or above the summed score benchmark in first grade would remain at or above the summed score benchmark as second graders in the subsequent school year.

Students in third through eighth grade take the Forward Exam in the spring of the school year. The CSRC expectations are that at least 60% of the fourth through eighth graders who were proficient in ELA the prior year would maintain proficiency, and that at least 50% of fourth through eighth graders who were proficient or advanced in math the prior year would maintain proficiency. For students below proficiency in ELA the prior year, at least 35% would demonstrate progress, and 35% of the students below proficiency in math the prior year also were expected to demonstrate progress.

DPI withdrew the requirement for schools to administer any standardized tests for 2019–20; therefore, year-to-year progress could not be measured from 2019–20 to 2020–21.

## G. CSRC SCHOOL SCORECARD

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard. The scorecard included multiple measures of student academic progress, including performance on standardized test and local measures and point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return rates. Due to significant testing changes, the scorecard was revised, and a second pilot was initiated in 2014–15.

In February 2020, when three years of comparable data on all elements in the second pilot scorecard were available, the CSRC reviewed data trends and made minor modifications to the scoring rubric. The changes place more emphasis on year-to-year student progress and less on point-in-time measures in order to capture a more realistic picture of the school's impact on student growth over time.<sup>21</sup> Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will be used to guide decisions about a school's status as a city-chartered school for subsequent school years. See Appendix D for detailed information on the revised scorecard.

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school's score should not be compared with the score for any previous or subsequent year. The school scored 63.2% of 59 possible points. These results should not be compared with scores in previous or subsequent school years.

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<sup>21</sup> The CSRC continues to focus on the schools' impact on student achievement over time. Therefore, the changes assigned more points to the progress indicators rather than point-in-time assessments. For the elementary scorecard, the year-to-year progress for students below proficiency in ELA and math was increased by 2.5 points, and the point-in-time ELA and math proficiencies were decreased by 2.5 points. For the high school scorecard, the first two items related to ACT Aspire were merged, two items related to grade promotion were given 2.5 additional points, and point-in-time measures on Aspire in English and math were decreased by 2.5 points each.

## IV. SUMMARY AND RECOMMENDATIONS

This report covers the 10th year of MMSA's operation as a City of Milwaukee charter school. The school adopted strategies to address the improvement recommendations in the 2019–20 report.

MMSA has met or substantially met all the requirements of its contract with the City of Milwaukee. The school's results in the areas of student attendance, retention and return, and teacher return and retention indicate that students and teachers are engaged. Evident Change recommends that the CSRC consider extending MMSA's probation for the 2021–22 school year, with the expectation that the school will provide a midyear report to the CSRC in February 2022.

# **APPENDICES**

- A. CONTRACT COMPLIANCE CHART**
- B. STUDENT LEARNING MEMORANDUM**
- C. TREND INFORMATION**
- D. CSRC 2020–21 SCHOOL SCORECARD**

# APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
MILWAUKEE MATH AND SCIENCE ACADEMY			
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS 2020–21			
CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGES	PROVISION MET
Section B	Description of educational program.	pp. 2–3	Met
Section B	Annual school calendar provided.	p. 6	Met
Section C	Educational methods.	pp. 2–3	Met
Section D	Administration of required standardized tests.	pp. 18	Met
Section D	<i>Academic criterion #1:</i> Maintain local measures in reading, math, writing, and IEP goals, showing pupil growth in demonstrating curricular goals.	pp. 13–17	Met
Section D and subsequent CSRC memos	<p><i>Academic criterion #2:</i> Year-to-year achievement measures.</p> <p>a. 4th – 8th grade students at or above proficient on the Forward Exam in ELA the prior year: 60% will maintain proficiency</p> <p>b. 4th – 8th grade students at or above proficient on the Forward Exam in Math the prior year: 50% will maintain proficiency.</p> <p>c. 2nd grade students at or above summed score benchmark in reading (PALS): At least 75.0% will remain at or above.</p>	<p>a. pp. 21</p> <p>b. p. 21</p> <p>c. p. 19</p>	<p>a. Not available (N/A)</p> <p>b. N/A</p> <p>c. N/A</p>
Section D and subsequent CSRC memos	<p><i>Academic criterion #3:</i> Year-to-year achievement measures. Progress for students below proficient on the Forward Exam.</p> <p>a. 4th – 8th grade students below proficiency on the Forward Exam in ELA the prior year: 35% will demonstrate progress.</p> <p>b. 4th – 8th grade students below proficiency on the Forward Exam in Math the prior year: 35% will demonstrate progress.</p>	<p>a. p. 22–23</p> <p>b. p. 22–23</p>	<p>a. N/A</p> <p>b. N/A</p>
Section E	Parental involvement.	pp. 6	Met

**TABLE A****MILWAUKEE MATH AND SCIENCE ACADEMY  
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS 2020–21**

<b>CONTRACT SECTION</b>	<b>CONTRACT PROVISION</b>	<b>REPORT REFERENCE PAGES</b>	<b>PROVISION MET</b>
Section F	Instructional staff hold a DPI license or permit to teach.	pp. 5	Substantially Met*
Section I	Maintain pupil database information for each pupil.	pp. 7–8	Met
Section K	Disciplinary procedures.	p. 7	Met

\*One middle school teacher did not hold a valid DPI license or permit during this school year.

# APPENDIX B: STUDENT LEARNING MEMORANDUM

## Student Learning Memorandum for Milwaukee Math and Science Academy

**To:** NCCD Children’s Research Center and Charter School Review Committee  
**From:** Milwaukee Math and Science Academy  
**Re:** Learning Memo for the 2019–20 Academic Year  
**Date:** October 14, 2020

This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students’ academic progress. These outcomes have been defined by the leadership and/or staff at Milwaukee Math and Science Academy (MMSA) in consultation with staff from the NCCD Children’s Research Center (CRC) and the CSRC. The school will record student data in the Concept School Student Information System (SIS) database and/or MS Excel spreadsheets and provide the data to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests unless CRC has direct access to the results from the test publisher. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section. CRC requests electronic submission of year-end data on the fifth working day following the last day of student attendance for the academic year, or June 18, 2021.

### **Enrollment**

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

### **Termination/Withdrawal**

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

### **Attendance**

The school will maintain appropriate attendance records and maintain an average daily attendance rate of 92%.

During online instruction, MMSA will adhere to DPI's student attendance policy for online learning. Students will be counted as present for the entire day if they either

1. Attend at least one video conference in one day; OR
2. Complete one online activity and submit that same activity on the same day.

When face-to-face instruction resumes, a student is considered present for the day if they arrive at school no later than 10:00 a.m. and stays the rest of the day or arrives on time in the morning (8:00 a.m.) and stays at least until 1:00 p.m.

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

### **Parent Participation**

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

### **Special Education Needs Students**

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

### **Academic Achievement: Local Measures<sup>22</sup>**

#### Reading for K5 Through Eighth-Grade Students

Students in kindergarten through second grade will complete the Renaissance Star Early Literacy assessment in the fall and spring of the school year.

- At least 70% of students who are below the 75th percentile in the fall will show at least an 85 point growth on their scaled score from fall to spring.
- At least 60% of students who are at or above the 75th percentile in the fall will show at least a 75 point growth on their scaled score from fall to spring.

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<sup>22</sup> Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

Students in third through eighth grade will complete the Renaissance Star Reading assessment in the fall and spring of the school year.

- At least 70% of students who are below the 75th percentile in the fall will show at least a 70 point growth on their scaled score from fall to spring.
- At least 60% of students who are at or above the 75th percentile in the fall will show at least a 60 point growth on their scaled score from fall to spring

#### Mathematics for Second Through Eighth-Grade Students

Students in second through eighth grade will complete Renaissance Star Math assessment in the fall and spring of the school year.

- At least 70% of students who are below the 75th percentile in the fall will show at least an 80 point growth on their scaled score from fall to spring.
- At least 60% of students who are at or above the 75th percentile in the fall will show at least a 60 point growth on their scaled score from fall to spring.

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

#### Writing for K5 Through Eighth-Grade Students

Writing progress will be measured using the Six Traits of Writing.<sup>23</sup> The rubric for K5–8th grade will have a six-point scale for each of the six traits. All students will complete a writing sample no later than October 30, 2020, and another between April 20 and May 15, 2021. The grade-level prompt for both writing samples will be the same, with a focus on a narrative genre for K5 through second grade, expository writing for third through fifth grades, and persuasive writing for sixth through eighth grades.

Of the students with both fall and spring writing samples that score less than 30 points in the fall, 60% will increase their total score by at least four points.<sup>24</sup> All (100%) students with both writing samples that score 30 or higher on the fall assessment will maintain or increase their overall score in the spring.

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<sup>23</sup> The six traits are ideas, organization, voice, sentence fluency, word choice, and conventions.

<sup>24</sup> Writing genres include expository, descriptive, persuasive, and narrative.

### Special Education

All (100%) students with individualized education programs (IEP) who have been enrolled at MMSA for the full year of IEP implementation will meet or make progress on 75% of their goals. Progress is defined by meeting at least 80% of the subgoals under each goal at their annual review or reevaluation. Progress on IEPs will be monitored through special education progress reports attached to the regular education progress reports. Required data elements related to these outcomes are described in the "Learning Memo Data Requirements" section.

### **Academic Achievement: Standardized Measures**

DPI requires that schools assess reading readiness for all students in K4 through second grade.

#### PALS for K4 Through Second Grade Students

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

#### DPI-Required Assessment for Third- Through Eighth-Grade Students

DPI requires the Wisconsin Forward Exam to be administered on an annual basis in the timeframe identified by DPI (i.e., spring of 2021). This standardized assessment will produce an English/language arts score and a math score for all third through eighth graders. Additionally, fourth- and eighth-grade students will complete the science and social studies tests. Data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

### **Year-to-Year Achievement<sup>25</sup>**

1. CRC will report results from the 2020-21 Wisconsin Forward Exams. In addition, progress will be reported for students who completed the Forward Exam for two consecutive years at the same school. When sufficient year-to-year data are available, the CSRC will set its expectations for student progress and these expectations may be effective in subsequent years.
2. The CSRC's expectation for students maintaining reading readiness on the PALS is that at least 75% of students who were in first grade in the 2019-20 school year and met the summed score benchmark in the spring of 2020 will remain at or above the second-grade summed score benchmark in the spring of 2021.

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<sup>25</sup> The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

## APPENDIX C: TREND INFORMATION

The following tables present five-year trends for enrollment and measure of academic progress. In 2019–20 and 2020–21, the COVID-19 pandemic impacted every aspect of student education including attendance, enrollment, and academic assessment. Therefore, while data from these two years is included in the trend tables, results should not be compared with results from prior years.

TABLE C1					
MILWAUKEE MATH AND SCIENCE ACADEMY STUDENT ENROLLMENT AND RETENTION					
SCHOOL YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	NUMBER AND RATE ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)
2016–17	378	31	75	334	307 (81.2%)
2017–18	310	20	48	282	266 (85.8%)
2018–19	298	16	48	266	251 (84.2%)
2019–20	221	14	16	219	209 (94.6%)
2020–21	206	0	10	196	196 (95.1%)

TABLE C2	
MILWAUKEE MATH AND SCIENCE ACADEMY STUDENT RETURN RATE	
SCHOOL YEAR	RETURN RATE
2016–17	72.5%
2017–18	65.6%
2018–19	71.8%
2019–20	71.3%
2020–21	83.3%

<b>TABLE C3</b>	
<b>MILWAUKEE MATH AND SCIENCE ACADEMY STUDENT ATTENDANCE</b>	
<b>SCHOOL YEAR</b>	<b>ATTENDANCE RATE</b>
2016–17	89.8%
2017–18	90.2%
2018–19	90.1%
2019–20	90.8%
2020–21	81.6%

<b>TABLE C4</b>	
<b>MILWAUKEE MATH AND SCIENCE ACADEMY TEACHER/INSTRUCTIONAL STAFF RETENTION*</b>	
<b>SCHOOL YEAR</b>	<b>RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR</b>
2016–17	90.0%
2017–18	93.3%
2018–19	86.2%
2019–20	95.7%
2020–21	100.0%

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

<b>TABLE C5</b>			
<b>MILWAUKEE MATH AND SCIENCE ACADEMY TEACHER RETURN RATE*</b>			
<b>TEACHER TYPE</b>	<b>NUMBER AT END OF PRIOR SCHOOL YEAR</b>	<b>RETURNED FIRST DAY OF CURRENT SCHOOL YEAR</b>	<b>RETURN RATE</b>
<b>2016-17</b>			
Classroom teachers only	13	10	76.9%
All instructional staff	20	14	70.0%
<b>2017-18</b>			
Classroom teachers only	15	11	73.3%
All instructional staff	23	18	78.3%
<b>2018-19</b>			
Classroom teachers only	11	10	90.9%
All instructional staff	22	19	86.4%
<b>2019-20</b>			
Classroom teachers only	9	9	100.0%
All instructional staff	19	18	94.7%
<b>2020-21</b>			
Classroom teachers only	9	9	100.0%
All instructional staff	17	16	94.1%

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

# APPENDIX D: CSRC 2020–21 SCHOOL SCORECARD

## CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD

r: 06/20

### K–8TH GRADE

#### STUDENT READING READINESS: GRADES 1–2

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

#### STUDENT ACADEMIC PROGRESS: GRADES 3–8

• Forward Exam reading—% maintained proficient	5.0	 <b>35.0%</b>
• Forward Exam math—% maintained proficient	5.0	
• Forward Exam reading—% below proficient who progressed	12.5	
• Forward Exam math—% below proficient who progressed	12.5	

#### LOCAL MEASURES

• % met reading	6.25	 <b>25.0%</b>
• % met math	6.25	
• % met writing	6.25	
• % met special education	6.25	

#### STUDENT ACHIEVEMENT: GRADES 3–8

• Forward Exam reading—% proficient or advanced	2.5	 <b>5.0%</b>
• Forward Exam math—% proficient or advanced	2.5	

#### ENGAGEMENT

• Student attendance	5.0	 <b>25.0%</b>
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

### HIGH SCHOOL

#### STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

• ACT Aspire—% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	 <b>35.0%</b>
• Adequate credits to move from 9th to 10th grade	7.5	
• Adequate credits to move from 10th to 11th grade	7.5	
• DPI graduation rate	5.0	

#### POSTSECONDARY READINESS: GRADES 11 AND 12

• Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	 <b>15.0%</b>
• % of 11th/12th graders tested	2.5	
• % of graduates with ACT composite score of 19.6 or higher	2.5	

#### LOCAL MEASURES

• % met reading	5.0	 <b>20.0%</b>
• % met math	5.0	
• % met writing	5.0	
• % met special education	5.0	

#### STUDENT ACHIEVEMENT: GRADES 9 AND 10

• ACT Aspire English—% students at or above spring benchmark	2.5	 <b>5.0%</b>
• ACT Aspire math—% students at or above spring benchmark	2.5	

#### ENGAGEMENT

• Student attendance	5.0	 <b>25.0%</b>
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

\*Teachers not offered continuing contracts or who moved farther than 25 miles from any Milwaukee County border due to a transfer of a family member are excluded when calculating this rate. Note: To protect student identity, Evident Change does not report data on scorecard items with fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard, and the total score will be calculated to reflect each school's denominator.

**TABLE D**

**MILWAUKEE MATH AND SCIENCE ACADEMY  
CSRC ELEMENTARY SCHOOL (K THROUGH 8TH GRADE) SCORECARD  
2020-21**

<b>AREA</b>	<b>MEASURE</b>	<b>MAXIMUM POINTS</b>	<b>% TOTAL SCORE</b>	<b>PERFORMANCE</b>	<b>POINTS EARNED</b>
<b>Student Reading Readiness: PALS, 1st – 2nd Grades</b>	% 1st graders at or above spring summed score benchmark this year	4.0	<b>10.0%</b>	50.0%	2.0
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		Not available	
<b>Student Academic Progress: 3rd – 8th Grades</b>	<i>Forward Exam English/language arts:</i> % maintained proficient/advanced	5.0	<b>35.0%</b>	Not available	
	<i>Forward Exam math:</i> % maintained proficient/advanced	5.0			
	<i>Forward Exam English/language arts:</i> % below proficient who progressed	12.5			
	<i>Forward Exam math:</i> % below proficient who progressed	12.5			
<b>Local Measures</b>	% met reading	6.25	<b>25.0%</b>	67.6%	4.2
	% met math	6.25		49.0%	3.1
	% met writing	6.25		48.8%	3.1
	% met special education	6.25		26.1%	1.6
<b>Student Academic Achievement: 3rd – 8th Grades</b>	<i>Forward Exam English/language arts:</i> % at/above proficient	2.5	<b>5.0%</b>	9.9%	0.2
	<i>Forward Exam math:</i> % at/above proficient	2.5		10.1%	0.3
<b>Engagement</b>	Student attendance rate	5.0	<b>25.0%</b>	81.6%	4.1
	Student return rate	5.0		83.3%	4.2
	Student retention	5.0		95.1%	4.8
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		94.1%	4.7
<b>TOTAL</b>		<b>59.0</b>			<b>37.3</b>
<b>ELEMENTARY SCHOOL SCORECARD PERCENTAGE</b>					<b>63.2%</b>