

**2021–22  
PROGRAMMATIC  
PROFILE AND  
EDUCATIONAL  
PERFORMANCE**

**MILWAUKEE ACADEMY  
OF SCIENCE**

September 2022



## **ABOUT EVIDENT CHANGE**

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This report includes text from Milwaukee Academy of Science'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 Academy of Science 2021–22

This is the 14th annual report about the operation of Milwaukee Academy of Science (MAS), one of seven schools chartered by the City of Milwaukee during the 2021–22 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and Evident Change.

On the basis of the information gathered and discussed in the attached report, Evident Change has determined the following.

### I. CONTRACT COMPLIANCE SUMMARY<sup>1</sup>

This school year, MAS met or partially met all contract provisions.

### II. PERFORMANCE CRITERIA

#### A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

##### 1. Primary Measures of Educational Progress

The CSRC requires each school to track student progress in reading, writing, math, and individualized education program (IEP) goals throughout the year to identify students who need additional help and to help teachers develop strategies to improve the academic performance of all students.

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<sup>1</sup> See Appendix A for a list of each education-related contract provision, page references, and a description of whether each provision was met.

This year, local measures for MAS resulted in the following outcomes.

- *Elementary Academy (K4 Through Fifth Grade)*
  - » Of 72 K4 students who completed the spring Phonological Awareness Literacy Screening PreK assessments, 54 (75.0%) were at or above the developmental range for five or more of seven completed tasks. The school's goal was 90.0%.
  - » Of 519 K5 through fifth graders who completed the fall and spring Measures of Academic Progress (MAP) reading tests, 312 (60.1%) showed progress on the spring test. The school's goal was 73.0%.
  - » Of 73 K4 students enrolled all year who had spring math scores, 51 (69.9%) acquired at least 80.0% of the math competencies designated as benchmarks. The school's goal was 90.0%.
  - » Of 519 K5 through fifth-grade students who completed the fall and spring MAP math tests, 345 (66.5%) showed progress on the spring test. The school's goal was 73.0%.
  - » Of 264 third- through fifth-grade students assessed in writing, 198 (75.0%) achieved a score of 18 or higher. The school's goal was 80.0%.
  - » All (100.0%) 34 elementary academy students with IEP goals reviewed during the year met one or more of their goals this year. The school's goal was 100.0%.
- *Junior Academy (Sixth Through Eighth Grade)*
  - » Of 230 students who completed the fall and spring MAP reading tests, 189 (82.2%) showed progress on the spring test. The school's goal was 83.0%.
  - » Of 232 students who completed the fall and spring MAP math tests, 194 (83.6%) showed progress on the spring test. The school's goal was 83.0%.
  - » A total of 221 students were assessed in writing. Most (207, or 93.7%) received a score of 18 or higher; the school's goal was 82.0%.
  - » All (100.0%) 15 junior academy students with IEP goals reviewed during the year met one or more of their goals; the school's goal was 100.0%.
- *High School (Ninth Through Twelfth Grade)*
  - » Of 296 high school students enrolled all year who completed the Houghton Mifflin Harcourt Reading Inventory in the fall and spring, 243 (82.1%) showed improvement from fall to spring; the school's goal was 80.0%.
  - » Of 284 high school students who completed comprehensive math assessments for the math course in which they were enrolled for at least two trimesters, 168 (59.2%) scored 70.0% or higher on the end-of-year assessment. The school's goal was 60.0%.
  - » Of 301 high school students who completed the spring writing assessments, 261 (86.7%) received a score of 18 or higher in the spring; the school's goal was 85.0%.
  - » All (100.0%) 14 high school students with IEP goals reviewed during the year met one or more of their IEP goals; the school's goal was 100.0%.

- » Graduation plans were developed for all 314 high school students enrolled at the end of the school year.
- » Of 301 students enrolled for the entire school year, 286 (95.0%) were promoted to the next grade or graduated from high school this year.

## **2. Secondary Measures of Educational Outcomes**

To meet City of Milwaukee requirements, MAS identified measurable outcomes in the following secondary areas of academic progress.

- Attendance
- Parent participation
- Special education student records
- High school graduation plans
- Grade promotion and graduation

The elementary academy met two of its three internal goals (parent participation and special education student records), and the junior academy met one of its three internal goals (special education records). The high school met three of its five internal goals (parent participation, special education student records, and high school graduation plans) and partially met one (grade promotion and graduation).

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

The Wisconsin Department of Public Instruction allowed parents to “opt their child out” of the requirement to take any standardized tests for the 2020–21 school year. This resulted in varied completion rates across schools and made it difficult to have adequate or comparable cohorts to measure or report year-to-year progress from 2020–21 to 2021–22.

## **C. CSRC SCHOOL SCORECARD**

Because year-to-year student progress was not measured this year, the CSRC scorecard contains partial outcome data. The school’s score should not be compared with the score for any previous or subsequent year. The school scored 75.6% of the 59 possible points for K4 through eighth grade and 81.9% of the 85 possible points for the high school. The weighted overall score was 77.3%.



### III. SURVEY/INTERVIEW RESULTS

Every other year, Evident Change conducts interviews or surveys with parents, board members, teachers, and students to obtain feedback on their perceptions about the school. Key results include the following.

- There were 352 parent/guardian surveys completed, representing 351 (45.6%) of 769 families.
  - » Most (87.5%) parents would recommend this school to other parents.
  - » Most (85.1%) parents rated the school's overall contribution to their child's learning as excellent or good.
- A total of 19 board members participated in interviews.
  - » All (100.0%) rated the school as excellent or good overall.
  - » Board members' main suggestions for improving the school were to increase funding to provide competitive salaries and provide better transportation, increase visibility of the school, and increase the diversity of teaching staff.
- A total of 29 instructional staff participated in interviews.
  - » Just under two thirds (62.0%) of teachers rated the school's progress toward becoming a high-performing school as excellent or good.
  - » A majority (62%) of teachers rated the students' academic progress as excellent or good.
- A total of 136 seventh and eighth graders and 60 eleventh and twelfth graders (who were present the day the survey was administered) participated.
  - » Most (85.3%) seventh and eighth graders and 90.0% of eleventh and twelfth graders indicated they had improved in English/reading, and 78.6% of seventh and eighth graders and 71.7% of eleventh and twelfth graders indicated they had improved in math.
  - » Just over half (50.7%) of younger students agreed or strongly agreed that they feel safe in school, while a larger proportion of older students (71.6%) reported feeling safe.
- Over half (56.7%) of 60 high school students said they plan to enroll in a postsecondary program after high school.

### IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

MAS addressed all recommendations in its 2020–21 programmatic profile and educational performance report. To continue a focused school improvement plan, Evident Change reviewed the school's academic achievement data for the past school year and collected input from school staff to develop these recommendations for the 2022–23 school year.

## **ELEMENTARY ACADEMY**

- The leadership team will use Skyrocket Education<sup>2</sup> and its coaching model to improve staff skills and practices over the next school year. The goal is to have full implementation of the model by the end of the upcoming school year.
- At least one paraprofessional will be placed in each classroom to facilitate the implementation of more strategic interventions. These interventions will have an academic focus and result in concrete practices for each student. This approach will also facilitate improvement in co-planning sessions.

## **JUNIOR ACADEMY**

- Staff will continue to engage in a continuous improvement instructional framework by placing a heavy emphasis on students' social emotional learning needs. This approach will be undertaken to reduce the removal of students from the classroom and minimize the need for suspensions. The staff will add a social worker who will spend 80% of the time providing leadership and new strategies for this approach.
- Additional practices will be adopted to improve communications among the academy staff, students, and families.

## **HIGH SCHOOL**

- Staff will give more attention to students' mental health and social needs to enable them to better focus on academic studies and steps they need to take to develop concrete plans for their adult lives after graduation.
- Staff will work to obtain greater consistency around expectations and routines related to practices such as enforcement of uniforms, passes, and timely class attendance. Staff will seek family engagement in supporting stated expectations and consequences for non-compliance with expectations.

## **V. RECOMMENDATIONS**

After reviewing past and current contract compliance status and available data, Evident Change recommends that MAS continue regular, annual academic monitoring and reporting.

Additionally, Evident Change recommends that MAS be awarded another five-year contract by the City of Milwaukee to operate its charter school for grades K4–12.

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<sup>2</sup> More information can be found at <https://home.skyrocketed.org/frameworks>

# 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 an initial school session to collect information related to contract requirements and to draft a learning memo for the new school year, and conducted 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;
- Surveyed or interviewed parents, board members, and a sample of teachers and students to gather feedback about the school;
- 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 Academy of Science  
2000 W. Kilbourn Ave.  
Milwaukee, WI 53233

**Telephone:** (414) 933-0302

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

<b>President and Chief Executive Officer</b>	Anthony McHenry
<b>Chief Academic Officer</b>	Christopher Schwab
<b>Principal, Kindergarten Through Fifth Grade</b>	Staci Gruse
<b>Principal, Sixth Through Eighth Grade</b>	Patrick Rooney
<b>Principal, Ninth Through Twelfth Grade</b>	Tom Schalmo

## A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

### 1. MISSION

*“The mission of the Milwaukee Academy of Science, an exemplary leader in STEM education, is to graduate urban students prepared to compete successfully at the postsecondary level.”*

The Milwaukee Academy of Science (MAS) opened in August 2000 as a University of Wisconsin–Milwaukee charter school. The school began a five-year charter agreement with the City of Milwaukee in July 2008 and started its third five-year charter agreement during the 2018–19 school year. The school serves students in K4 through twelfth grades with a challenging curriculum emphasizing science. MAS staff embrace the 5E instructional model (engage, explore, explain, evaluate, and extend). Also, MAS enhances its curriculum with science-related community partnerships.

### 2. INSTRUCTIONAL DESIGN

MAS started the school year with all students engaged in face-to-face instruction. There were only a few times when classrooms or individual students were required to quarantine and engage in virtual learning. Even though the school returned to in-person learning, staff noted that attendance, suspensions, and overall learning presented new challenges within the education environment. During the pandemic, students experienced new traumas, isolation, and limited peer and adult interactions. These realities made staff recognize that school is no longer the same as it was before the pandemic. Students exhibited additional needs for social and emotional support; this, coupled with the challenges of recovering academic losses from the time of virtual learning, made the school year unique for staff and students.

MAS emphasizes integrating science into the general curriculum and provides its students with unique science opportunities at all levels. MAS teachers are trained in differentiated instruction and in the curricular areas they teach. Teachers use a variety of instructional groupings, including one on one, small group, cooperative learning, whole group, and independent study. MAS used paraprofessionals in K4 through fifth grade, Reading Corps members, and Marquette University volunteers to assist K4 through fifth-grade classroom teachers. Under the supervision of classroom teachers, these assistants provided supplementary instructional support to small groups in reading and math. Teachers also team teach, in which a classroom teacher and a special education teacher provide instruction together. Student needs and lesson objectives determine the most appropriate instructional techniques.<sup>3</sup> First through eighth grades are departmentalized, and classes are taught by content-area specialists.

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<sup>3</sup> This information comes from the school’s city charter application and annual interview sessions.

MAS uses the Eureka Math curriculum for all three academies. The high school math program allows students to progress through algebra I, geometry, algebra II/trigonometry, precalculus, statistics, and potentially calculus. More advanced courses are provided based on student needs.

Students' science learning starts young, with themes aligned with their reading series. The science curriculum draws on the McGraw-Hill series *Science: A Closer Look* for K4 through fifth grade. Junior academy students use Houghton Mifflin Harcourt's Science Dimensions. The older students' math and science curriculum focuses on concepts emphasized in the Common Core State Standards, the Next Generation Science Standards, and the competencies embedded in the ACT Aspire and ACT. Finally, MAS recognizes the importance of "specials" in a student's academic program, so each student receives instruction in physical education, technology, and STEM labs on a regular basis.

## **B. SCHOOL STRUCTURE**

### **1. BOARD OF DIRECTORS**

MAS is an unincorporated association governed by the Milwaukee Science Education Consortium, a 501(c)(3) organization. The consortium is governed by a board of directors. It 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 sets policy for the school and hires the school president/CEO, who, in turn, hires school staff. The board meets regularly to discuss issues, set policy, and conduct school business.<sup>4</sup>

This year, the board had 21 members: a chair, a vice chair, a secretary, a treasurer, and 17 other members. Board members represent the institutions of higher education that contributed to the creation of the consortium (Medical College of Wisconsin, Cardinal Stritch University, Marquette University, and Milwaukee School of Engineering).

Other board members represent major local businesses and contribute their expertise in administrative and fiscal management. There are also two parent representatives. Board members reflect a variety of experience and expertise, including educational administration, accounting, nonprofit leadership and management, law, medicine, development/construction, marketing/fundraising, and teaching.

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<sup>4</sup> This information comes from the school's website and its original application to the City of Milwaukee.

This year, Evident Change conducted phone interviews with 19 (95.0%) of 20 board members who responded to a request for feedback.<sup>5</sup> All 19 said they participated in strategic planning for the school, attended a presentation on the school's annual academic performance report, reviewed the school's annual financial audit, and received and approved the school's annual budget. All 19 rated the school as excellent or good overall. Some suggestions made by board members to improve the school included increasing funding to provide competitive salaries and provide better transportation, increasing the visibility of the school, and increasing diversity of teaching staff.

## **2. AREAS OF INSTRUCTION**

The MAS administration is structured to support ongoing improvement of the learning environment and academic achievement of all MAS students. The school has a president/CEO, a chief academic officer, a chief financial officer, a director of development, and numerous other administrative staff, all of whom are responsible for the school's academic and financial outcomes.

Three principals oversee the school's three academies. The academies are assisted with their core instructional activities by a special education team, intervention staff, other instructional specialists, a technology team, and a student support team.

The elementary academy serves students in K4 through fifth grades; the junior academy serves students in sixth through eighth grades; and the high school serves students in ninth through twelfth grades.

A major part of the school's overall strategic plan is to identify 21st-century skills, integrate them into the entire curriculum, and develop appropriate means to assess and improve students' academic performance. In the earliest grades (K4 through third), instruction focuses primarily on acquiring literacy and math skills. At these early ages, students are also introduced to science, social studies, and technology. As students move into the next two grades in the elementary academy, the curriculum expands its focus, with more instructional time on scientific constructs and social studies material.

Students in the junior academy and high school receive instruction in language arts, writing, reading, literature, math, technology, social studies, science, and physical activity/movement classes. High school students also have foreign language instruction. Grade level standards and benchmarks have been established for each curricular area, and progress is measured against these standards. Most recently, high school

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<sup>5</sup> The CEO of MAS is a member of the board of directors. He was not contacted for an interview, so only 20 members were considered eligible for an interview.

students were given expanded opportunities to participate in Advanced Placement classes and other more advanced courses.

To graduate from MAS, students must earn 24 credits in the following areas: English (4.0), math (4.0), social studies (3.0), science (6.0), foreign language (2.0), physical education/health (2.0), and electives (3.0).

Requirements may vary for students with special education needs, depending upon their individualized education program (IEP) goals and their transition plan.

During the interview and survey process, board members and teachers were asked about the school's program of instruction. All 19 (100.0%) board members agreed or strongly agreed that the program of instruction is consistent with the school's mission, and 58.6% of teachers rated the program of instruction as excellent or good.

### **3. TEACHER INFORMATION**

At the end of the 2020–21 school year, 79 instructional staff were eligible to return for the 2021–22 school year; of those, 69 returned for an overall return rate of 87.3%.<sup>6</sup> At the beginning of the year, 24 new staff were hired for a total of 93. During the year, one staff person's employment was terminated, and six of the 92 remaining staff resigned for a variety of reasons, resulting in an annual instructional staff retention rate of 93.5% (86 out of 92).

Five (5.8%) of 86 instructional staff employed at the end of the year did not hold a DPI license or permit.

Professional staff members are accountable for their growth and development, collectively and individually. Expectations include creating Educator Effectiveness Plans, Student Learning Objectives, and Professional Practice Goals. Staff attendance is mandatory on professional development days.

The school supports professional development through pre-service training and ongoing professional development opportunities. Staff members are provided with in-house support and multiple opportunities to grow professionally. The school maintains an in-depth new-educator induction program, which includes:

- An orientation program before the school year starts;

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<sup>6</sup> The return rate excludes teachers who were at MAS at the end of the 2020–21 school year but were not offered contracts for the 2021–22 school year because of either unacceptable performance or the elimination of their instructional position. The rate also excludes teachers who moved out of the city for family reasons.

- Strong, cohesive teams; and
- Professional development plan reviews, administrator observation, and academy meetings.

All staff members are required to participate in professional development programs and are provided with time for collaborative planning and departmental meetings. In addition, teachers are encouraged to attend relevant conferences and workshops.

Formal evaluations occur twice a year and are used to guide decisions about contract renewals and salaries for the next school year. Evaluations of MAS professional staff are based on an employee's commitment to professional development and evidence of progress.

During the interview process, teachers were asked about the teacher assessment process. A majority (79.3%) agreed or strongly agreed that the school has a clear teacher assessment process, and a somewhat smaller proportion (65.5%) were satisfied with the teacher assessment criteria.

Parents were also asked about school staff. Most (88.9%) parents agreed or strongly agreed with the statement "I am comfortable talking with the staff," and 74.4% agreed or strongly agreed that they were satisfied with overall staff performance. Three fifths (60.2%) of parents agreed or strongly agreed that people in this school treat each other with respect.

Over half (61.0%) of seventh and eighth graders surveyed agreed or strongly agreed that the teachers help them to succeed in school, and nearly three quarters (73.3%) of eleventh and twelfth graders agreed that adults help them understand what they need to succeed in school.

#### **4. SCHOOL HOURS AND CALENDAR<sup>7</sup>**

Elementary instruction took place between 8:15 a.m. and 3:15 p.m. Junior academy students were engaged between 7:55 a.m. and 3:25 p.m. High school students took five classes a day between 7:55 a.m. and 3:10 p.m.

The first day of student attendance was August 31, 2021. The last day of school was June 10, 2022. The school met the contract requirement for instructional and attendance hours/days.

MAS offered summer school between June 26 and July 29. K4, first, and second grades focused on benchmarks for math and English language/arts (ELA). The upper grades used the National Summer School

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<sup>7</sup> All information in this section is available in the school calendar. MAS provided Evident Change with a copy of the calendar at the beginning of the school year.



Institute model.<sup>8</sup> Students also had opportunities to participate in recreational activities. High school students were provided with credit recovery opportunities between June 13 and July 21.

## 5. PARENT INVOLVEMENT

MAS recognizes family involvement is a critical component of student success and encourages parent/family engagement and involvement in the following ways.

- All parents are encouraged to attend a registration meeting at the beginning of the school year. At this session, staff review the appropriate student/parent handbook. Subsequent to this review, parents and older students sign an agreement to follow the school's policies and procedures.
- Administrative and teaching staff are expected to work with families to ensure students attend school regularly. It is also their responsibility to provide parents with diverse opportunities to participate in school learning experiences.
- Each grade level seeks regular communication with its families by having staff send out newsletters highlighting upcoming school activities and describing recent student achievements and school awards. Teachers are also encouraged to communicate with parents regularly via written notes, telephone, and/or email and be prepared to meet virtually with parents during parent-teacher conferences.<sup>9</sup>

The school's parent committee meets monthly. All parents are encouraged to participate so the team can achieve the school's vision, which is to make MAS the preferred school in Milwaukee. The team provides parents with an additional link to teachers; bridges communication between parents, school, and teachers; provides leadership for the school community; and raises money for school programs and projects.

When asked about parental involvement during the survey/interview process, most (84.9%) parents indicated that they felt welcome at the school. Many reported that what they like most about the school is the communication between teachers and parents.

Over two thirds (69.0%) of the 29 teachers who were interviewed agreed or strongly agreed that the staff encourage all families to become involved in school activities, but only 27.6% rated parent involvement as good.

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<sup>8</sup> For more information, visit <https://nssi.org/programs>

<sup>9</sup> This information comes from MAS's charter school application and the student and parent handbooks for the current school year.

## 6. DISCIPLINE POLICY

MAS places a strong emphasis on a safe, orderly learning environment and has adopted this code of conduct.

*At the Milwaukee Academy of Science,  
I will respect myself,  
respect my school staff,  
respect my fellow students,  
and respect my school.*

In the parent handbooks, the school emphasizes its use of Positive Behavioral Intervention and Supports as a proactive approach to maximize student achievement. It requires a commitment to maintaining a positive learning environment that promotes cooperation, fosters creativity, and encourages students to take risks involved in learning. MAS believes parents play a critical role in supporting this learning environment through the use of common, respectful language that inspires students while setting clear limits.

The parent handbooks contain detailed information about the school's discipline code and what MAS considers Level 1, 2, and 3 violations. The handbooks provide clear and concrete descriptions of the range of disciplinary consequences to be used by MAS staff. The handbooks identify each type of consequence, describe consequences in detail, indicate who can assign consequences, and associate each consequence with a set of violations. For example, a warning might be issued to a student with a Level 1 violation, and expulsion is possible for a Level 3 violation.

MAS also uses strategies consistent with strong Response to Intervention (RTI) practices. RTI is a framework for implementing high-quality instruction, balanced assessment, and collaboration. It uses a multitiered system to provide the support needed to increase success for all students. MAS's RTI has three tiers for both academics and behaviors. Each tier contains detailed information about the school's expectations and the consequences for deviating from the expectations. Details about MAS's RTI can be found in parent handbooks.

This year, teachers, students, and parents were asked about the discipline policy at MAS; they expressed mixed opinions.

- **Teachers:** Nearly all (96.5%) teachers considered the discipline policy at the school a very or somewhat important reason for continuing to teach there, but only 34.4% rated the school's adherence to the discipline policy as excellent or good.
- **Students:** Only 15.5% of seventh- and eighth-grade students agreed or strongly agreed that the school rules are fair, and just over half (55.0%) of eleventh and twelfth graders agreed or strongly agreed that the rules are enforced fairly.

- **Parents:** Just under two thirds (63.1%) of parents are comfortable with how staff handle discipline.

## 7. GRADUATION INFORMATION

MAS's counseling department assists the school's eighth graders. In addition, the junior academy staff work with these students and their parents throughout the year and strongly encourage them to continue their MAS education through high school graduation. The MAS leadership team indicated that most eighth graders continue at MAS for high school. At the end of this school year, 97.6% (82 of 84) of the eighth graders who were promoted to ninth grade were enrolled in MAS for the next school year. The remaining students were enrolled at another high school.<sup>10</sup> The primary reasons for students not returning to MAS for high school were the desire to pursue interests other than science or engineering.

MAS employs two full-time school counselors whose primary responsibilities are to work with high school students as they prepare for postsecondary careers and educational experiences. The counselors and staff completed the following activities with students.

- An online scheduling system was implemented that allows students to see what they need for graduation and elect courses of interest to them. This system generates reports that allow staff to maximize opportunities tailored to students' needs.
- Students visited Milwaukee Area Technical College for their first high school career fair. As part of this visit, students explored a wide array of certifications, degrees, and licensures offered by the college.
- Freshman, juniors, and seniors participated in seminar courses introducing them to Naviance to assist with college search processes and career interest exploration.<sup>11</sup> Juniors also participated in a full ACT prep course offered by College Possible.
- The school continued its partnership with Lead2Change, Secure Futures, WRTP-Big Step, and Milwaukee Tool to help students explore career fields, internships, and apprenticeships.
- Counselors and advisors discussed graduation plans with each student and monitored their course completion toward graduation. The annual Career Day hosted 80 professionals across a variety of careers and fields. These professionals spent time in assigned classrooms that aligned with students' fields of interest. Students were encouraged to follow up, one on one, with any of these individuals for early networking avenues. Students were linked to numerous community resources such as College Possible, College Map, and Upward Bound. The school's partnership with All-In Milwaukee and Wisconsin Educational Opportunities Programs enabled students to meet as large groups virtually with

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<sup>10</sup> Two eighth-grade graduates who did not return to MAS enrolled at the following schools: one at Golda Meir and the other at Milwaukee High School of the Arts.

<sup>11</sup> Detailed information can be found at [www.naviance.com](http://www.naviance.com)

representatives from these organizations and then to schedule individual appointments with them for support with inquiries related to scholarships.

- The team is also working to establish a stable student services department that will provide support for families in urgent need, such as our McKinney-Vento response team or the longer-range therapeutic support, both in house and through partnerships like Rawhide, AMRI Counseling Services, and Lutheran Family Service.

All 60 (100.0%) twelfth-grade students enrolled at the end of the school year were accepted into one or more postsecondary schools (in and out of state). These students were offered \$10,348,410 in scholarships.

When surveyed, over half (56.7%) of 60 high school students strongly agreed or agreed that they plan to enroll in a postsecondary program after high school; 28.3% neither agreed nor disagreed.

## C. STUDENT POPULATION

As of September 17, 2021, 1,342 students were enrolled in K4 through twelfth grade.<sup>12, 13</sup> During the year, 49 students enrolled in the school, and 210 withdrew.<sup>14</sup>

Students withdrew for a variety of reasons. Of the 72 elementary academy students who withdrew, 27 withdrew due to chronic behavior issues, 14 moved out of state, nine withdrew due to chronic absences, eight moved elsewhere in Milwaukee, six withdrew to avoid expulsion, two withdrew because the family was dissatisfied with school policies, two withdrew due to issues with a sibling, two withdrew due to transportation issues, one student was moving elsewhere in Wisconsin, and one family was dissatisfied with the school overall.

A total of 67 junior academy students withdrew this year. Of those, 30 withdrew to avoid expulsion, 19 withdrew due to chronic behavior issues, five withdrew due to dissatisfaction with the school, four withdrew due to chronic absences, four were moving out of state, three moved elsewhere in Milwaukee, and two students were expelled.

Of the 71 high school students, 22 withdrew due to chronic behavior issues, 19 withdrew to avoid expulsion, nine withdrew due to chronic absences, eight moved out of state, five withdrew due to academic failure, five

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<sup>12</sup> The third Friday of September is considered the beginning of the school year for student tracking purposes.

<sup>13</sup> There were 667 students in the elementary academy, 308 in the junior academy, and 367 in the high school.

<sup>14</sup> A total of 20 students enrolled and 72 withdrew from the elementary academy; 11 enrolled and 67 withdrew from the junior academy; and 18 enrolled and 71 withdrew from the high school.

withdrew due to dissatisfaction with MAS and/or school policies, one student transferred to another school in Milwaukee, one withdrew due to issues with a sibling, and a reason was not provided for one student.

A total of 1,181 students were enrolled at the end of the school year.

- Most students (615) were enrolled in the elementary academy (Figure 1).
- Of all the students, 615 (52.1%) were female, and 566 (47.9%) were male.<sup>15</sup>
- There were 1,162 (98.4%) Black or African American students, five (0.4%) Caucasian students, six (0.5%) Black (non-Hispanic) students, four (0.3%) Hispanic or Latino students, and four (0.3%) Asian Pacific American students.<sup>16</sup>
- There were 108 (9.1%) students who were still enrolled in special education services at the end of the school year.<sup>17</sup> Of those students, 43 were diagnosed with other health impairments, 22 with speech and language impairments, 21 with specific learning disabilities, eight with significant developmental delays, six with emotional behavioral disabilities, six with autism, one with a learning disability, and the type of special education need was not reported for one student.
- All students received free lunch.<sup>18</sup>

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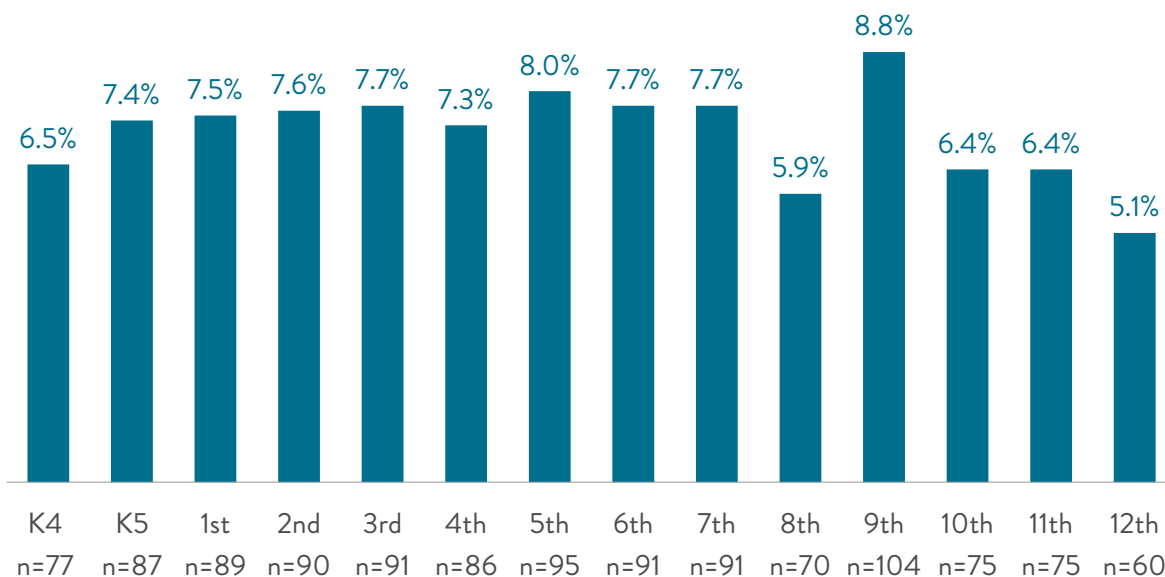
<sup>15</sup> Gender categories reflect those provided by the school.

<sup>16</sup> Race/ethnicity categories reflect those provided by the school.

<sup>17</sup> Includes students with identified special education needs who qualified or continued and were not dismissed at evaluation.

<sup>18</sup> MAS is a Community Eligibility Provision school; therefore, household income application forms are not required. The percentage of students eligible for free lunch is determined by a direct certification list. For more information, visit [dpi.wi.gov/school-nutrition/community-eligibility-provision](https://dpi.wi.gov/school-nutrition/community-eligibility-provision)

**Figure 1**  
**Milwaukee Academy of Science Grade Levels 2021–22**  
**N = 1,181**



Of 1,342 students enrolled on the third Friday of September 2021, 1,140 were still enrolled at the end of the school year. This represents an overall retention rate of 84.9%. Of the 667 elementary academy students who were enrolled at the beginning of the year, 596 (89.4%) remained enrolled at the end of the school year; in the junior academy, 243 (78.9%) of 308 enrolled at the beginning stayed through the end of the school year; and 301 (82.0%) of 367 high school students were retained for the year.<sup>19</sup>

Of 1,170 students enrolled at the end of the 2021–22 school year who were eligible to return to the school (i.e., they did not graduate from high school), 1,013 were enrolled on the third Friday in September 2021. This represents a student return rate of 86.6%.<sup>20</sup>

<sup>19</sup> The combined retention rate for the elementary and junior academies was 86.1%.

<sup>20</sup> Of the 814 students in K4 through eighth grade who were enrolled at the end of the 2020–21 school year, 805 (87.2%) were enrolled on the third Friday of September 2021. Of the 247 students who were enrolled as ninth, tenth, or eleventh graders at the end of the 2020–21 school year, 208 (84.2%) returned for the 2021–22 school year.

## D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

During the year, MAS responded to all of the activities recommended in the 2020–21 programmatic profile and educational performance report. Below is a description of each recommendation and the school’s corresponding response.

- **Recommendation:** The MAS leadership team decided to engage all staff and students in a continuous improvement instructional framework to enhance the school’s overall academic performance. Small groups will work to improve instructional planning and assessments in order to strengthen the rigor of the curriculum and ensure that all learning is standard-aligned. Specific and achievable goals will be set for students, teachers, and administrators. Data will consistently be used to monitor progress and ensure that standard-aligned instruction is being implemented with fidelity. This process is designed to concretely engage all school participants, students, teachers, and administrators in the school’s mission and the advancement of its academic achievements.

**Response:** All instructional staff at MAS participated in continuous improvement practices throughout the school year. The year started with training for all staff, and the process was implemented with fidelity at all grade levels throughout the school year. Staff and students engaged in the Plan, Do, Study, Act (PDSA) process. In each classroom, staff and students set their own goals. Throughout the school, there was an emphasis on reducing the number of students who were below basic in skill levels or below benchmarks at the high school level. Coaching was offered to teachers typically twice a month, and data reviews were usually undertaken on a quarterly basis. When goals were achieved, rewards were used to recognize these achievements. This process was repeated several times during the school year, and every effort was made to solicit student input in the formulation and monitoring of goal achievements.

## III. EDUCATIONAL PERFORMANCE

To monitor performance relating to the CSRC contract, MAS collected a variety of qualitative and quantitative information at specified intervals during the academic year. This year, the school established goals for attendance, parent–teacher conferences, and special education student records. In addition, MAS identified local and standardized measures of academic performance to monitor student progress.

This year, local assessment measures included student progress in literacy, math, writing, and IEP goals for special education students. The standardized assessment measures were the Phonological Awareness Literacy Screening (PALS) assessment, the Wisconsin Forward Exam, the ACT Aspire, and the ACT.

## A. ATTENDANCE

The 2021–22 attendance goals for the three academies were 92.0% for elementary, 95.0% for junior, and 93.0% for high school.

Elementary and junior academy students receiving in-person instruction were marked partial day (excused or unexcused) if they arrived after 10:44 a.m. or left before 12:46 p.m. During online instruction, elementary and junior academy students were considered present with any participation in synchronous instruction, completing or submitting asynchronous assignments, logging in to asynchronous learning platforms, or receiving and responding to communication from a teacher, such as in the form of a one-on-one check-in. For high school students receiving in-person instruction, attendance was recorded in compliance with DPI's attendance standard. During online instruction, high school students were considered in attendance if they participated in synchronous class instruction or demonstrated (through asynchronous assignment completion) participation in 67% of their five daily classes.

- **Elementary academy:** Students attended school an average of 86.0% of the time. When excused absences were included, the attendance rate rose to 89.6%. During the year, 129 elementary academy students were suspended (out of school) at least once. Those who were suspended spent, on average, 3.1 days out of school.
- **Junior academy:** Students attended school an average of 84.9% of the time. When excused absences were included, the attendance rate rose to 87.4%. In the junior academy, 173 students were suspended from school at least once during the year and spent, on average, 5.8 days out of school.
- **High school:** Students attended school an average of 84.7% of the time. When excused absences were included, the attendance rate rose to 87.4%. A total of 77 high school students were suspended from school at least once this year, spending, on average, 3.3 days out of school.

The school fell short of its attendance goals for all academies.<sup>21</sup>

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<sup>21</sup> The combined attendance rate for students in K4 through eighth grade was 85.7%.



## B. PARENT-TEACHER CONFERENCES

The parent participation goals for 2021–22 were that parents of at least 98% of elementary, 95% of junior academy, and 90% of high school students enrolled for the entire school year would attend two of three scheduled parent–teacher conferences.<sup>22</sup> Conferences were scheduled for the fall, winter, and spring.

- Parents of all (100.0%) 596 elementary academy students enrolled all year attended at least two conferences.
- Parents of 217 (89.3%) of 243 junior academy students enrolled all year attended at least two conferences.
- Parents of 281 (93.4%) of 301 high school students enrolled all year attended at least two conferences.

MAS met its parent participation goal for the elementary academy and the high school this year.

## 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, 142 students received special education services. A total of 68 students received an evaluation this year (38 initial and 30 reevaluations); 16 the students who were evaluated during the current year did not qualify or were dismissed from special education services. The remaining 74 students received an initial or reevaluation during a previous year or withdrew prior to an evaluation scheduled for this school year. An IEP was developed for all 120 new or returning special education students who required one. (Five students transferred before the IEP date.)

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 for their students. Reevaluations are also conducted or waived by parents in accordance with special education laws and rules. Therefore, the school has met its goal of maintaining accurate records and implementing the required practices for all students with special needs.<sup>23</sup>

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<sup>22</sup> Conferences with any teacher—at the school, via phone, Zoom, or at the student’s home—were counted in the participation rate.

<sup>23</sup> All the requirements were met, but there was some inconsistency in the recording of who participated in IEP review sessions in the paper files. It is important that the paper copies clearly indicate who was present for these sessions and that documentation is recorded for the three contacts made with parents to ensure their engagement in these meetings.

## D. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

Charter schools, by their definition and nature, are autonomous schools with curricula reflecting each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school must describe goals and expectations for its students in the context of that school's unique approach to education. Each City of Milwaukee charter school establishes these goals and expectations at the start of the academic year to measure students' educational performance. These local measures are used to monitor and report progress, guide and improve instruction, clearly express the expected quality of student work, and provide evidence that students are meeting local benchmarks.

At the beginning of the year, MAS designated literacy, math, and writing as core areas to measure students' competencies. The school also set a goal related to IEP goal progress.

### 1. LITERACY

#### a. PALS-PreK for K4 Students

MAS elected to use the PALS-PreK as its local measure for K4 students. The school's goal was that at least 90.0% of students enrolled for the entire year would be at or above the developmental range for at least five of the seven tasks at the time of the spring assessment. (The PALS assessment is described in Section F.)

A total of 72 K4 students who were enrolled all year completed all five required tasks on the spring PALS-PreK. Of those students, 54 (75.0%) were at or above the developmental range for five of the seven tasks at the time of the spring assessment, below the school's goal.<sup>24</sup>

#### b. MAP Reading Test for K5 Through Fifth Graders

K5- through fifth-grade literacy skills were assessed using the NWEA Measures of Academic Progress (MAP) reading test. MAP assessments result in a Rasch unit (RIT) score, which can be used in a variety of ways to identify student understanding and progress throughout the year.<sup>25</sup> MAP tests are given multiple times during the year. Each student receives a spring target RIT score, based on performance in the fall. Additionally, NWEA developed normative mean scores, or average RIT scores for each grade level at the

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<sup>24</sup> Count includes spring lowercase alphabet recognition and sound tasks for all students who completed those tasks.

<sup>25</sup> For more information, visit [www.nwea.org](http://www.nwea.org)

time of each MAP administration.<sup>26</sup> MAP progress goals were set based on whether the student was above the normative mean or at or below the normative mean for their grade level at the time of the fall test.

- Progress for students above the normative mean for their grade level at the time of the fall test was measured by examining the change in RIT scores from fall to spring. At the time of the spring test, K5 through second graders were expected to increase scores by six or more points; third and fourth graders, by four or more points; and fifth graders, by two or more points.
- Progress for students at or below the normative grade-level average in the fall was determined by examining whether the student met the MAP growth target based on their fall test score and current grade level; students who met their growth target were considered to have made adequate progress.

The school’s overall goal was that at least 73.0% of elementary academy students would show progress as described earlier.

A total of 519 K5- through fifth-grade students enrolled for the entire year completed both fall and spring MAP reading tests. Overall, 312 (60.1%) progressed from fall to spring, below the elementary academy’s reading goal (Table 1).

TABLE 1			
MILWAUKEE ACADEMY OF SCIENCE			
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP READING ASSESSMENT			
FALL-TO-SPRING PROGRESS FOR K5 – 5TH GRADERS			
GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
K5	84	55	65.5%
1st	85	41	48.2%
2nd	87	58	66.7%
3rd	88	44	50.0%
4th	82	67	81.7%
5th	93	47	50.5%
<b>Overall Progress</b>	<b>519</b>	<b>312</b>	<b>60.1%</b>

<sup>26</sup> Based on results of a 2020 NWEA study: <https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf>

### c. MAP Reading Assessment for Sixth, Seventh, and Eighth Graders

Like the elementary academy, the junior academy MAP progress goals were set based on whether the student was above the normative mean or at or below the normative mean for their grade level at the time of the fall test.

- Students above the normative mean for their grade level at the time of the fall test were expected to increase their scores by at least one RIT point on the spring test.
- Students at or below the normative mean for their grade in the fall were expected to meet the MAP growth target.

The school’s overall goal was that 83.0% of students enrolled for the entire school year would progress as described earlier.

A total of 230 sixth- through eighth-grade students enrolled for the entire school year completed both fall and spring MAP reading tests. Overall, 189 (82.2%) progressed from fall to spring, falling just below the junior academy’s reading goal (Table 2).

TABLE 2			
MILWAUKEE ACADEMY OF SCIENCE			
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP READING ASSESSMENT			
FALL-TO-SPRING PROGRESS FOR 6TH – 8TH GRADERS			
GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
6th	86	68	79.1%
7th	81	72	88.9%
8th	63	49	77.8%
<b>Overall Progress</b>	<b>230</b>	<b>189</b>	<b>82.2%</b>

### d. Literacy Progress Based on the Scholastic Reading Inventory

The school administers the Houghton Mifflin Harcourt Reading Inventory (HMHRI) to high school students in fall and again in spring. The goal was that at least 80.0% of students enrolled for the entire school year would improve their scores, called Lexile measures, by at least 13 points at the time of the spring test.

Of 301 students enrolled all year, 296 had comparable Lexile scores. Of those, 243 (82.1%) improved their scores by 13 points, meeting the high school reading goal (Table 3).

<b>TABLE 3</b> <b>MILWAUKEE ACADEMY OF SCIENCE</b> <b>HIGH SCHOOL LITERACY PROGRESS: HMHRI</b> <b>2021–22</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
9th	99	87	87.9%
10th	67	58	86.6%
11th	72	54	75.0%
12th	58	44	75.9%
<b>Total</b>	<b>296</b>	<b>243</b>	<b>82.1%</b>

## 2. MATH

### a. Math Skills Assessment for K4 Students

To assess student progress in math, the school set the goal that at least 90.0% of K4 students enrolled for the entire year who complete the spring math skill assessments would acquire at least 80.0% of the math competencies designated as benchmarks for their grade level at the time of the spring assessment. These assessments were designed by MAS staff based on alignment with the Wisconsin Model Early Learning Standards and Common Core standards. Of 73 K4 students enrolled all year who had spring math scores, 51 (69.9%) met the math goal this year.

### b. MAP Math Assessment for K5 Through Fifth Graders

The elementary academy math goal was identical to the reading goal described earlier; progress goals were set depending on how students' fall scores compared with the normative mean for their current grade level. The school expected at least 73.0% of students would show progress from fall to spring.

A total of 519 K5 through fifth-grade students enrolled for the entire school year completed both fall and spring MAP math tests. Overall, 345 (66.5%) progressed from fall to spring, below the elementary academy's goal (Table 4).

**TABLE 4**

**MILWAUKEE ACADEMY OF SCIENCE  
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP MATH ASSESSMENT  
FALL-TO-SPRING PROGRESS FOR 2ND – 5TH GRADERS**

<b>GRADE LEVEL</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
K5	84	51	60.7%
1st	85	61	71.8%
2nd	87	55	63.2%
3rd	87	54	62.1%
4th	83	75	90.4%
5th	93	49	52.7%
<b>Overall Progress</b>	<b>519</b>	<b>345</b>	<b>66.5%</b>

**c. MAP Math Assessment for Sixth, Seventh, and Eighth Graders**

The junior academy math goal was identical to the reading goal described earlier. Progress goals were set depending on how students' scores in fall compared with the normative mean for their current grade level. The school expected at least 83.0% of junior academy students would show progress from fall to spring.

A total of 232 sixth- through eighth-grade students enrolled for the entire school year completed both fall and spring MAP math tests. Overall, 194 (83.6%) progressed from fall to spring, meeting the junior academy's MAP math goal (Table 5).

**TABLE 5**

**MILWAUKEE ACADEMY OF SCIENCE  
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP MATH ASSESSMENT  
FALL-TO-SPRING PROGRESS FOR 6TH – 8TH GRADERS**

<b>GRADE LEVEL</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
6th	88	75	85.2%
7th	81	68	84.0%
8th	63	51	81.0%
<b>Overall Progress</b>	<b>232</b>	<b>194</b>	<b>83.6%</b>

#### d. Math Progress Based on the Comprehensive Math Assessment

To assess math progress for these students, the school set a goal that at least 60.0% of high school students enrolled in the same math class for the entire year would attain a score of 70.0% or higher on their comprehensive course examinations at the end of the school year.

Of the 284 students enrolled in the same math class for two trimesters with scores available, 168 (59.2%) scored 70.0% or higher, below the school's goal (Table 6).

<b>TABLE 6</b>			
<b>MILWAUKEE ACADEMY OF SCIENCE HIGH SCHOOL: END-OF-YEAR MATH ASSESSMENT 2021–22</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
9th	103	59	57.3%
10th	68	25	36.8%
11th	70	57	81.4%
12th	43	27	62.8%
<b>Total</b>	<b>284</b>	<b>168</b>	<b>59.2%</b>

### 3. WRITING

To assess writing skills in all three academies, teachers judged student writing samples at the end of the school year and assigned a score in each of six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Teachers assigned 0 to 5 points in each domain and combined them for an overall writing score. Across all three academies, an overall score of 18 or higher indicated the student had adequate control.

The following goals were set.

- The school's goal was for 80.0% of students in third through fifth grades enrolled for the entire year to achieve a score of 18 or higher.
- For the junior academy, the goal was that at least 82.0% of students in sixth through eighth grades would achieve a score of 18 or higher.
- The high school's goal was that 85.0% of students in each grade level enrolled for the entire year would achieve a score of 18 or higher.

Of 264 third through fifth graders enrolled for the entire year with a writing score recorded, 198 (75.0%) students received a score of 18 or higher (Table 7A), below the elementary academy’s goal.

<b>TABLE 7A</b>			
<b>MILWAUKEE ACADEMY OF SCIENCE</b>			
<b>TEACHER-ASSESSED 3RD – 5TH GRADE WRITING SKILLS</b>			
<b>2021–22</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
3rd	88	67	76.1%
4th	83	76	91.6%
5th	93	55	59.1%
<b>Total</b>	<b>264</b>	<b>198</b>	<b>75.0%</b>

Of 221 sixth through eighth graders enrolled for the entire year with a writing score recorded, 207 (93.7%) students received a score of 18 or higher (Table 7B) meeting the junior academy’s goal.

<b>TABLE 7B</b>			
<b>MILWAUKEE ACADEMY OF SCIENCE</b>			
<b>TEACHER-ASSESSED 6TH – 8TH GRADE WRITING SKILLS</b>			
<b>2021–22</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
6th	77	67	87.0%
7th	83	79	95.2%
8th	61	61	100.0%
<b>Total</b>	<b>221</b>	<b>207</b>	<b>93.7%</b>

Of 301 high school students enrolled for the entire year with a writing score recorded, 261 (86.7%) students received a score of 18 or higher (Table 7C), meeting the high school’s goal.

<b>TABLE 7C</b>			
<b>MILWAUKEE ACADEMY OF SCIENCE</b>			
<b>TEACHER-ASSESSED HIGH SCHOOL WRITING SKILLS</b>			
<b>2021–22</b>			
<b>GRADE</b>	<b>STUDENTS</b>	<b>MET GOAL</b>	<b>% MET GOAL</b>
9th	99	91	91.9%
10th	69	53	76.8%
11th	73	60	82.2%
12th	60	57	95.0%
<b>Total</b>	<b>301</b>	<b>261</b>	<b>86.7%</b>



#### 4. SPECIAL EDUCATION STUDENT PROGRESS

This year, the goal for all three academies was that all (100.0%) special education students would meet one or more goals on their IEPs, as assessed by participants' most recent annual IEP review. Results are presented by academy.<sup>27</sup>

- **Elementary academy:** At year's end, an IEP was reviewed for 34 students who were enrolled in special education services at MAS for an entire year; all 34 (100.0%) met one or more of the goals in their IEP.
- **Junior academy:** At year's end, an IEP was reviewed for 15 special education students who were enrolled in special education services at MAS for an entire year; all 15 (100.0%) met one or more of the goals in their IEP.
- **High school:** At year's end, an IEP was reviewed for 14 special education students who were enrolled in special education at MAS for an entire year; all 14 (100.0%) met one or more of their IEP goals.

The school met their IEP goals for all three academies this year.

#### E. ADDITIONAL REQUIREMENTS FOR HIGH SCHOOL STUDENTS

In addition to local and external measures, the high school also must measure completion of student graduation plans and track students' progress toward graduation.

##### 1. GRADUATION PLANS

All 314 high school students enrolled at the end of the year developed a graduation plan; outcomes are shown in Table 8. All eleventh and twelfth graders were required to meet with a counselor during the school year to discuss graduation plans; all did so.

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<sup>27</sup> Of 49 elementary and junior academy students enrolled at the end of the year who had been enrolled in special education services for a full year at MAS, all (100.0%) met at least one of their IEP goals.

**TABLE 8****MILWAUKEE ACADEMY OF SCIENCE  
HIGH SCHOOL GRADUATION PLANS 2021–22****N = 314**

<b>MEASURE</b>	<b>% PLANS INCLUDING MEASURE</b>
Included postsecondary plans	100.0%
Shared with parents	100.0%
Included schedule reflecting credits to graduate	100.0%
Reviewed by counselor	100.0%
On track toward graduation	83.8%
Need to enroll in credit recovery activities	16.2%

**2. HIGH SCHOOL GRADUATION AND GRADE-LEVEL PROMOTION REQUIREMENTS**

The school’s goal for grade level promotion and graduation was that among students enrolled for the entire school year, at least 85% of ninth graders would complete six or more credits and move to tenth grade; 90% of tenth graders would complete 12 or more credits and move to eleventh grade; 95% of eleventh graders would complete 18 or more credits and move to twelfth grade; and 100% of twelfth graders would earn 24 or more of the required credits and graduate.

The school provided credit and grade promotion information for all 301 high school students enrolled at MAS for the entire school year. Of those, 286 (95.0%) earned the minimum number of credits to be promoted to the next grade or, in the case of twelfth graders, to graduate from high school by the end of summer school (Table 9).

**TABLE 9****MILWAUKEE ACADEMY OF SCIENCE  
HIGH SCHOOL GRADUATION REQUIREMENTS 2021–22**

<b>GRADE</b>	<b>STUDENTS</b>	<b>PROMOTED/ GRADUATED</b>	<b>% PROMOTED/ GRADUATED</b>
9th	99	90	90.9%
10th	69	65	94.2%
11th	73	71	97.3%
12th	60	60	100.0%
<b>Total</b>	<b>301</b>	<b>286</b>	<b>95.0%</b>

## F. 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; MAS also chose PALS to meet the DPI requirement for students in K4 and K5.

For students in third through eighth grade, DPI requires the Forward Exam. Schools are required to assess ninth and tenth graders using the ACT Aspire, and eleventh graders must complete the ACT Plus Writing in spring of the school year.

In addition to the testing requirements described earlier, the CSRC encourages twelfth-grade students to take the ACT again in the fall semester, but it is no longer required. These tests and results are described in the following sections.

### 1. PALS-PREK<sup>28</sup>

The PALS-PreK includes five required tasks: name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness. Two additional tasks (lowercase alphabet recognition and letter sounds) are completed only by students who score high enough on earlier tasks. There is no summed score benchmark for the PALS-PreK.

A total of 72 K4 students enrolled since the beginning of the school year completed all required portions of the PALS-PreK in spring. The number of students above the spring developmental range for each is shown in Table 10.

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<sup>28</sup> Information about the PALS assessments is taken from [palsresource.info/wisconsin](https://palsresource.info/wisconsin) and [pals.virginia.edu](https://pals.virginia.edu)

**TABLE 10**

**MILWAUKEE ACADEMY OF SCIENCE  
PALS-PREK FOR K4 STUDENTS  
STUDENTS AT OR ABOVE THE SPRING DEVELOPMENTAL RANGE 2021–22  
N = 72**

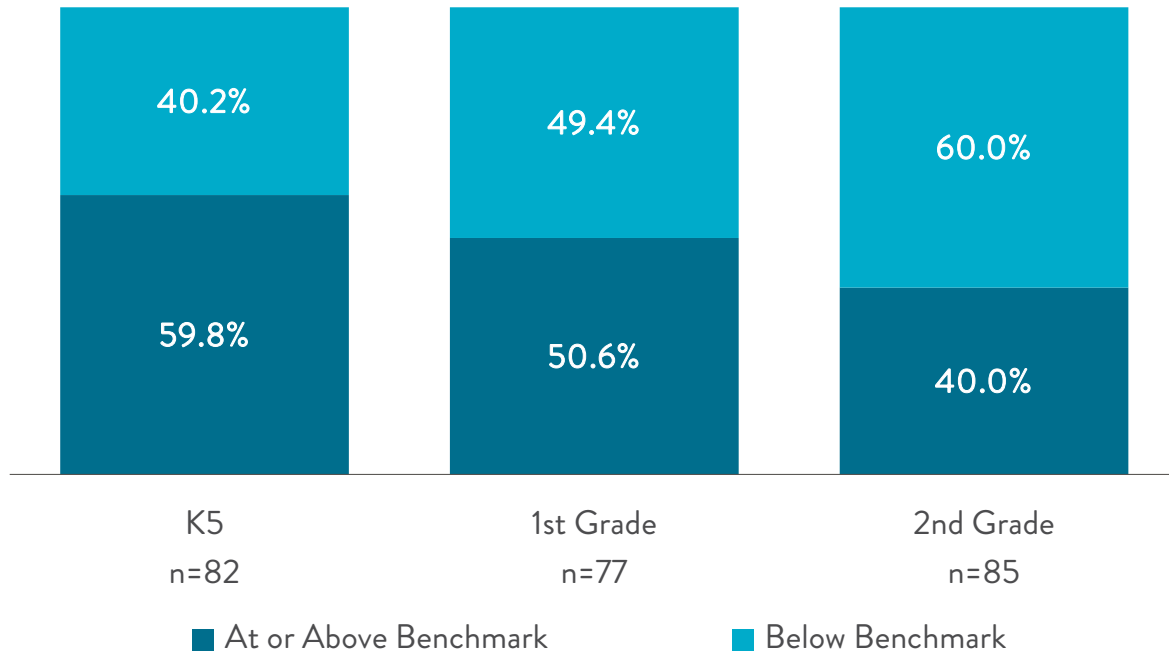
<b>TASK</b>	<b>n</b>	<b>%</b>
Name writing	64	88.9%
Uppercase alphabet recognition	51	70.8%
Lowercase alphabet recognition*	44	100.0%
Letter sounds*	44	100.0%
Beginning sound awareness	62	86.1%
Print and word awareness	53	73.6%
Rhyme awareness	51	70.8%

\*Percentages for these tasks are based on the number of students who qualified to complete them. Percentages are based on 44 students for lowercase alphabet recognition and 44 students for letter sounds.

## **2. PALS-K AND PALS PLUS**

The PALS-K and PALS Plus are administered in the fall and spring. Both tests result in a summed score that can be compared with a reading readiness benchmark set for each of the test administrations. Evident Change examined spring reading readiness for students who were enrolled at the beginning of the school year and completed the spring test. Overall, half (50.0%) of students were at or above the spring summed score benchmark for their grade level (not shown). Results by grade level are presented in Figure 2.

**Figure 2**  
**Milwaukee Academy of Science**  
**Spring 2022 PALS-K and PALS Plus Reading Readiness**  
**N = 244**



### 3. WISCONSIN FORWARD EXAM<sup>29</sup>

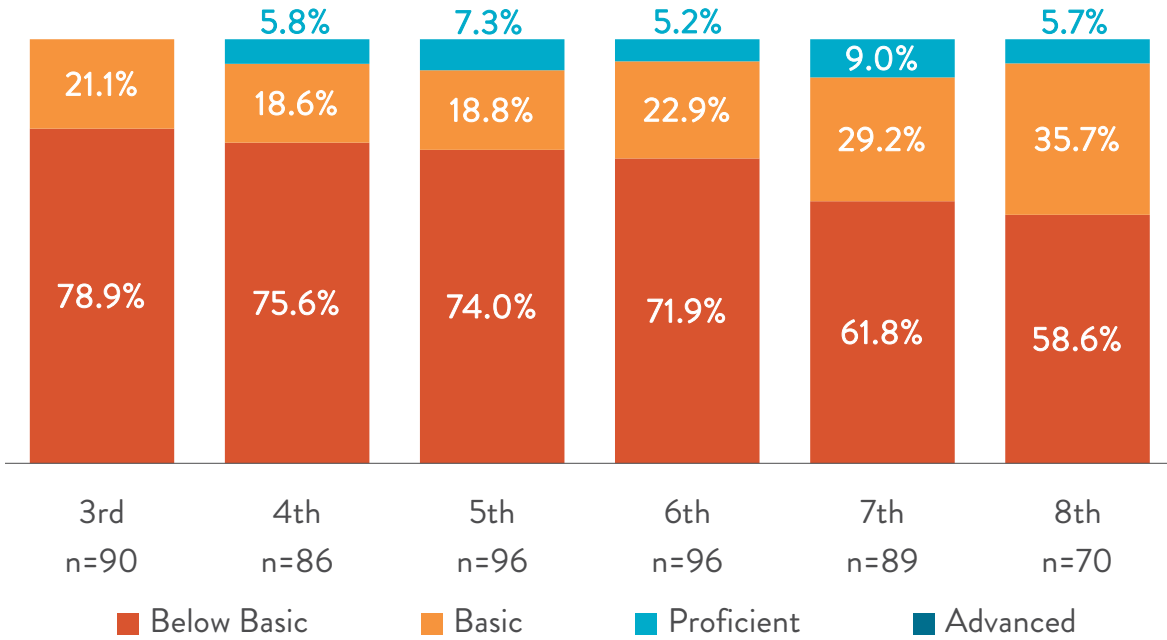
The Forward Exam was implemented as the state’s standardized test for ELA and math for third through eighth graders; science for fourth and eighth graders; and social studies for fourth, eighth, and tenth graders. Scores for each test are translated into one of four levels: advanced, proficient, basic,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

In spring of 2022, 527 third- through eighth-grade students enrolled since the third Friday of September completed the ELA and/or math assessments. Of those students, 5.5% were proficient or advanced in ELA, and 7.2% were proficient or advanced in math. Results by grade level tested are presented in Figures 3 and 4.

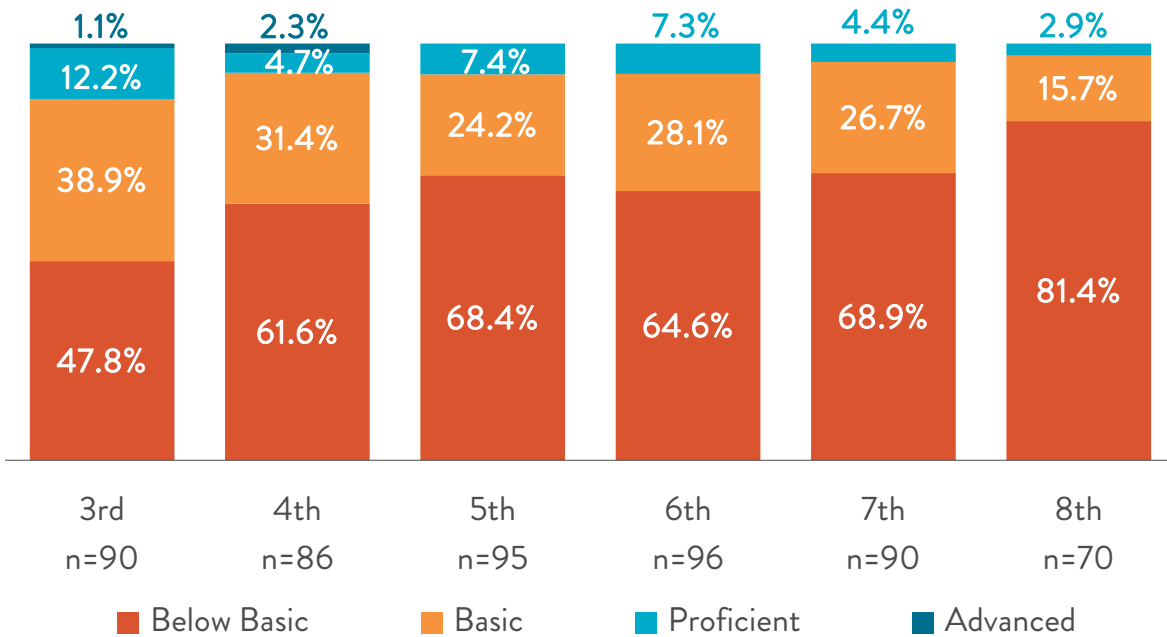
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<sup>29</sup> Information from the DPI website. For more information, visit [dpi.wi.gov/assessment/forward](https://dpi.wi.gov/assessment/forward)

**Figure 3**  
**Milwaukee Academy of Science**  
**Forward Exam ELA Assessment 2021–22**  
**N = 527**

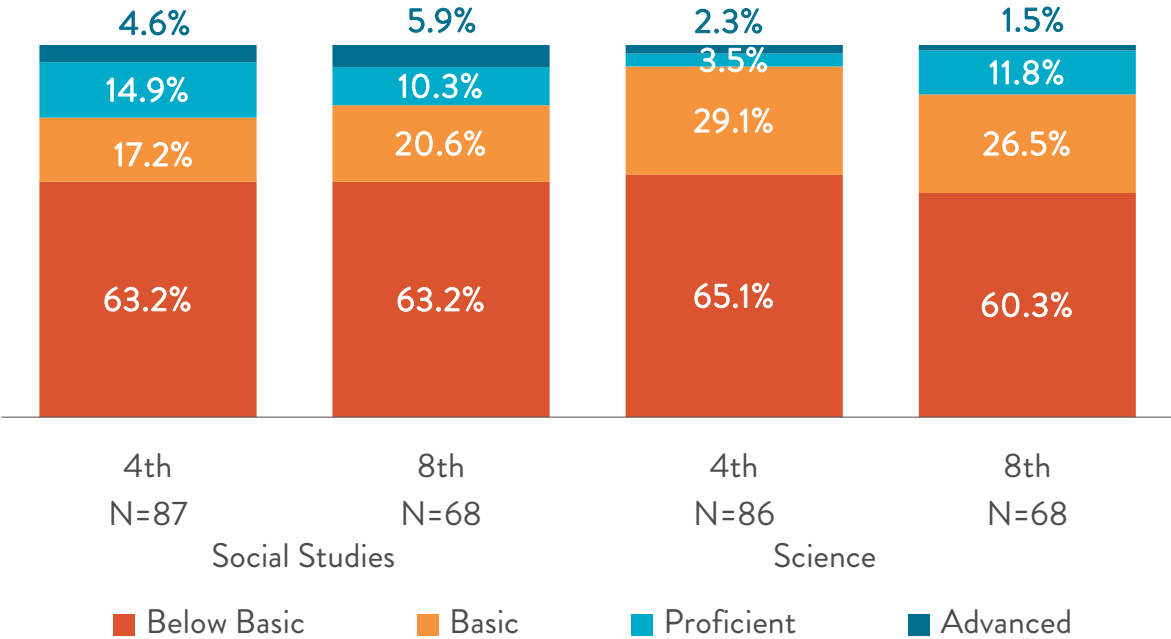


**Figure 4**  
**Milwaukee Academy of Science**  
**Forward Exam Math Assessment 2021–22**  
**N = 527**



Of the 155 fourth and eighth graders who completed the social studies test, 18.1% were proficient or advanced in social studies, and 9.1% of 154 fourth and eighth grade students who took the science test were proficient or advanced in science (not shown). Results by grade level are presented in Figure 5.

**Figure 5**  
**Milwaukee Academy of Science**  
**Forward Exam Social Studies and Science Assessments 2021–22**



In spring of 2022, 73 tenth graders enrolled from the beginning of the school year to the time of the Forward Exam took the exam’s social studies test. Seven (9.6%) of those students were proficient or advanced (not shown).

**4. ACT ASPIRE AND ACT PLUS WRITING**

ACT has set college readiness benchmarks for the subject-specific subtests of both the Aspire and the ACT. The most recent benchmarks (published in 2013) for each grade level and test are shown in Table 11.<sup>30</sup>

<sup>30</sup> More information about ACT Aspire and ACT Plus Writing benchmarks can be found at [www.discoveractaspire.org](http://www.discoveractaspire.org) and [www.act.org](http://www.act.org)

TABLE 11			
ACT COLLEGE READINESS BENCHMARK SCORES FOR THE ASPIRE AND ACT			
SUBTEST	9TH-GRADE ASPIRE	10TH-GRADE ASPIRE	11TH-GRADE ACT
English	426	428	18
Math	428	432	22
Reading	425	428	22
Science	430	432	23
Composite*	427	430	21

\*ACT does not publish composite benchmark scores for the Aspire or the ACT. Evident Change created composite benchmark scores by averaging each grade level’s benchmark scores from the four subtests, as published by ACT.

Student progress on these tests is based on year-to-year results, which are included in a separate section of this report. The results presented in the tables that follow reflect student achievement on the Aspire and ACT during the current school year.

#### a. Aspire for Ninth and Tenth Graders

The Aspire was administered in spring of 2022. Ninth- and tenth-grade students enrolled during that time period completed the tests, meeting the CSRC expectation that students be tested. A total of 103 ninth and 75 tenth graders completed the Aspire. Results are reported for 99 ninth graders and 70 tenth graders who were enrolled from the start of the school year until the time of testing (Table 12).

TABLE 12				
MILWAUKEE ACADEMY OF SCIENCE				
STUDENTS AT OR ABOVE BENCHMARK FOR ACT ASPIRE SUBTESTS AND COMPOSITE SCORE				
9TH AND 10TH GRADERS 2021–22				
SUBTEST	9TH GRADE (N = 99)		10TH GRADE (N = 70)	
	n	%	n	%
English	38	38.4%	9	12.9%
Math	9	9.1%	1	1.4%
Reading	7	7.1%	3	4.3%
Science	6	6.1%	2	2.9%
Composite*	8	8.1%	2	2.9%

\*ACT does not publish a benchmark for the Aspire composite score; Evident Change calculated an Aspire composite benchmark—427 for ninth graders and 430 for tenth graders—by averaging the benchmark scores from the four subtests.



## **b. ACT for Eleventh and Twelfth Graders**

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing in the timeframe required by DPI (spring semester). Twelfth graders are encouraged to, but not required, to take the ACT. ACT results from the current school year were available for 74 of 75 (98.7%) of eleventh graders enrolled at the end of the year. Composite ACT scores for eleventh graders ranged from 9 to 24, with an average of 14.4 (not shown). No twelfth-grade students completed the ACT this year.<sup>31</sup> Eleven (14.9%) students met the English benchmark, four (5.4%) students met the reading benchmark, two (2.7%) met the science benchmark, and one (1.4%) student met the composite score benchmark.

## **G. 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. Additionally, 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 examined only year-to-year results for students who were in first grade in the spring of 2021 and second grade in the spring of 2022. The CSRC's performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade would remain at or above the summed score benchmark as second graders in the subsequent school year.

The Forward Exam results from two consecutive school years are typically used to assess student progress. Expectations for year-to-year progress on the Forward Exam were adopted by the CSRC for the 2019–20 school year. The CSRC's performance expectations are that at least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year would maintain proficiency, and at least 50% of fourth through eighth graders who were proficient or advanced in math the prior year would maintain proficiency.

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<sup>31</sup> Of 60 twelfth graders who graduated at the end of the year, 2021–22 ACT scores were available for 52. Of those students, three (5.8%) had a composite score of 19.6 or higher.

Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the ACT Aspire.<sup>32, 33</sup> In 2019, the CSRC adopted a year-to-year academic expectation that 50% of tenth graders would maintain composite scale score benchmarks or improve their composite scale score by at least one point from ninth to tenth grade.

DPI allowed parents to “opt their child out” of the requirement to take any standardized tests for the 2020–21 school year. This resulted in varied completion rates across the schools and made it difficult to have adequate or comparable cohorts to measure or report year-to-year progress from 2020–21 to 2021–22.

## H. 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 tests 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. 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 C 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 75.6% of 59 possible points for K4 through eighth grade and 81.9% of 85 possible points for the high school. See Appendix C for school scorecard information.

Additionally, for schools with students in both kindergarten through eighth grade and in high school, Evident Change calculated a weighted average score for the entire school (kindergarten through twelfth grade). The

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<sup>32</sup> For more information on Aspire benchmarks, visit [www.discoveractaspire.org](http://www.discoveractaspire.org)

<sup>33</sup> Progress from tenth to eleventh grade cannot be validly measured using available data, in the same way that progress was measured from the PLAN to the ACT in previous years. As a result, year-to-year progress from tenth to eleventh grade is not reported.

weighted average is simply a measure that considers the number of students to which it was applied. Evident Change assigned the weight of each individual report card's score based on the number of students enrolled in each academy at the end of the school year. When combined, MAS had an overall weighted average score of 77.3% for the current school year.<sup>34</sup>

## IV. SUMMARY AND RECOMMENDATIONS

After reviewing past and current contract compliance status and school data, Evident Change recommends that MAS continue regular, annual academic monitoring and reporting with an expectation of improvement on scorecard measures.

Additionally, Evident Change is recommending that MAS be awarded another five-year contract to operate as a charter school authorized by the City of Milwaukee.

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<sup>34</sup> Of the 1,181 students enrolled at the end of the school year, 73.4% were in K4 through eighth grades, and 26.6% were in high school. Those percentages were used to calculate the weighted scorecard percentages.

# **APPENDICES**

- A. CONTRACT COMPLIANCE CHART**
- B. TREND INFORMATION**
- C. CSRC 2021–22 SCHOOL SCORECARDS**
- D. PARENT/GUARDIAN SURVEY RESULTS**
- E. BOARD INTERVIEW RESULTS**
- F. STUDENT SURVEY RESULTS**
- G. TEACHER INTERVIEW RESULTS**
- H. STUDENT LEARNING MEMORANDUMS**

# APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
MILWAUKEE ACADEMY OF SCIENCE			
OVERVIEW OF COMPLIANCE WITH EDUCATION-RELATED CONTRACT PROVISIONS 2021–22			
CONTRACT SECTION	EDUCATION-RELATED CONTRACT PROVISION	REPORT REFERENCE PAGE(S)	PROVISION MET OR NOT
Section I, B	Description of educational program.	pp. 2–3 and 10–12	Met
Section I, V	Annual school calendar provided.	p. 6–7	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	Administration of required standardized tests:		
	a. K4 – 8th grade and	a. pp. 27–30	a. Met
	b. 9th – 12th grade.	b. pp. 31	b. Met
Section I, D	Written annual plan for graduation.	p. 25	Met
Section I, D	<i>Academic criterion #1:</i> Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 16–23	Met
Section I, D	<i>Academic criterion #2:</i> Year-to-year achievement measures for students at or above proficient the previous year.		
	a. 4th – 8th grade students at or above proficient on the Forward Exam in ELA the prior year: 60% will maintain proficiency.	a. N/A	a. N/A
	b. 4th – 8th grade students at or above proficient on the Forward Exam in Math the prior year: 50% will maintain proficiency.	b. N/A	b. N/A
	c. Second-grade students at or above summed score benchmark in reading (PALS): At least 75.0% will remain at or above.	c. N/A	c. N/A
	d. 9th – 10th grade students: At least 50% of 10th graders will maintain composite scale score benchmarks or improve their composite score by at least one point from ninth to tenth grade. <sup>35</sup>	d. N/A	d. N/A

<sup>35</sup> This requirement meets academic criteria 2 and 3 for ninth- and tenth-grade students.

**TABLE A**

**MILWAUKEE ACADEMY OF SCIENCE  
OVERVIEW OF COMPLIANCE WITH EDUCATION-RELATED CONTRACT PROVISIONS 2021-22**

<b>CONTRACT SECTION</b>	<b>EDUCATION-RELATED CONTRACT PROVISION</b>	<b>REPORT REFERENCE PAGE(S)</b>	<b>PROVISION MET OR NOT</b>
Section I, D	<p><i>Academic criterion #3: Year-to-year achievement measures for students below proficient.</i></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. N/A</p> <p>b. N/A</p>	<p>a. N/A</p> <p>b. N/A</p>
Section I, E	Parental involvement.	pp. 7	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 5-6	Partially Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 10-12, 15	Met
Section I, K	Discipline procedures.	pp. 8-9	Met

## APPENDIX B: 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 or subsequent years.

TABLE B1					
MILWAUKEE ACADEMY OF SCIENCE STUDENT ENROLLMENT					
YEAR	NUMBER ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)
2017–18	1,057	32	108	981	953 (90.2%)
2018–19	1,127	33	131	1,028	1,002 (89.0%)
2019–20	1,216	20	99	1,137	1,121 (92.2%)
2020–21	1,266	23	82	1,206	1,187 (93.8%)
2021–22	1,342	49	210	1,181	1,140 (84.9%)

TABLE B2			
MILWAUKEE ACADEMY OF SCIENCE STUDENT RETURN RATE			
YEAR	ENROLLED AT END OF PREVIOUS YEAR*	ENROLLED AT START OF THIS SCHOOL YEAR	RETURN RATE
2017–18*	891	752	84.4%
2018–19*	874	751	85.9%
2019–20**	1,001	870	86.9%
2020–21**	1,097	1,012	92.3%
2021–22**	1,170	1,013	86.6%

\*Excludes students in eighth and twelfth grades during previous school year.

\*\*Excludes students in twelfth grade during the previous school year.

<b>TABLE B3</b>			
<b>MILWAUKEE ACADEMY OF SCIENCE STUDENT ATTENDANCE RATES</b>			
<b>YEAR</b>	<b>ELEMENTARY ACADEMY</b>	<b>JUNIOR ACADEMY</b>	<b>HIGH SCHOOL</b>
2017-18	91.6%	92.4%	90.5%
2018-19	90.2%	92.3%	88.3%
2019-20	90.5%	91.9%	89.6%
2020-21	82.8%	83.3%	86.1%
2021-22	86.0%	84.9%	84.7%

<b>TABLE B4</b>			
<b>MILWAUKEE ACADEMY OF SCIENCE PARENT-TEACHER CONFERENCE PARTICIPATION</b>			
<b>YEAR</b>	<b>ELEMENTARY ACADEMY</b>	<b>JUNIOR ACADEMY</b>	<b>HIGH SCHOOL</b>
2017-18	99.4%	99.5%	87.3%
2018-19	100.0%	99.6%	94.4%
2019-20	100.0%	98.8%	96.1%
2020-21	100.0%	97.6%	98.2%
2021-22	100.0%	89.3%	93.4%

<b>TABLE B5</b>	
<b>MILWAUKEE ACADEMY OF SCIENCE TEACHER RETENTION RATE</b>	
<b>YEAR</b>	<b>RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR</b>
2017-18	100.0%
2018-19	98.6%
2019-20	93.9%
2020-21	100.0%
2021-22	93.5%



**TABLE B6****MILWAUKEE ACADEMY OF SCIENCE  
TEACHER RETURN RATE**

<b>YEAR</b>	<b>RATE</b>
2017-18	84.5%
2018-19	83.8%
2019-20	95.7%
2020-21	87.8%
2021-22	87.3%

# APPENDIX C: CSRC 2021–22 SCHOOL SCORECARDS

## 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
• 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
• 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



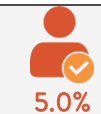
#### LOCAL MEASURES

• % met reading	6.25
• % 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
• Forward Exam math—% proficient or advanced	2.5



#### ENGAGEMENT

• Student attendance	5.0
• 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
• 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
• % 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
• % 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
• ACT Aspire math—% students at or above spring benchmark	2.5



#### ENGAGEMENT

• Student attendance	5.0
• 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 C1

**MILWAUKEE ACADEMY OF SCIENCE  
CSRC ELEMENTARY SCHOOL (K THROUGH 8TH GRADE) SCORECARD 2021–22**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year	4.0	10.0%	50.6%	2.0
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		Not available	
Student Academic Progress: 3rd – 8th Grades	<i>Forward Exam reading:</i> % maintained proficient/advanced	5.0	35.0%	Not available	
	<i>Forward Exam math:</i> % maintained proficient/advanced	5.0			
	<i>Forward Exam reading:</i> % below proficient who progressed	12.5			
	<i>Forward Exam math:</i> % below proficient who progressed	12.5			
Local Measures*	% met reading	6.25	25.0%	67.6%	4.2
	% met math	6.25		71.6%	4.5
	% met writing	6.25		83.5%	5.2
	% met special education	6.25		100.0%	6.25
Student Academic Achievement: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % at/above proficient	2.5	5.0%	5.5%	0.1
	<i>Forward Exam math:</i> % at/above proficient	2.5		7.2%	0.2
Engagement	Student attendance rate	5.0	25.0%	85.7%	4.3
	Student reenrollment	5.0		87.2%	4.4
	Student retention	5.0		86.1%	4.3
	Teacher retention rate†	5.0		93.5%	4.7
	Teacher return rate†	5.0		87.3%	4.4
<b>TOTAL</b>		<b>59.0</b>			<b>44.6</b>
<b>ELEMENTARY SCHOOL SCORECARD PERCENTAGE</b>					<b>75.6%</b>

\*Percentages were calculated by combining outcomes for reading, math, writing, and special education measures across students in K4 through eighth grade. These percentages do not correspond directly to numbers shown in the report, which uses different grade-level groupings.

†Combined rate for all academies.

**TABLE C2**

**MILWAUKEE ACADEMY OF SCIENCE  
CSRC HIGH SCHOOL (9TH – 12TH GRADE) SCORECARD 2021–22**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
<b>Student Academic Progress:</b>	ACT Aspire—% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	<b>35.0%</b>	Not available	
<b>9th to 10th Grade</b>	Adequate credits to move from 9th to 10th grade	7.5		90.9%	6.8
<b>10th to 11th Grade</b>	Adequate credits to move from 10th to 11th grade	7.5		94.2%	7.1
<b>12th Grade</b>	Graduation rate (DPI)*	5.0		85.7%	4.3
<b>Postsecondary Readiness: 11th and 12th Grades</b>	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	<b>15.0%</b>	100.0%	10.0
	% of 11th graders tested on ACT	2.5		98.7%	2.5
	% of graduates with ACT composite score of 19.6 or higher	2.5		5.8%	0.1
<b>Local Measures</b>	% met reading	5.0	<b>20.0%</b>	82.1%	4.1
	% met math	5.0		59.2%	3.0
	% met writing	5.0		86.7%	4.3
	% met special education	5.0		100.0%	5.0
<b>Student Academic Achievement: 9th and 10th Grades</b>	ACT Aspire English: % of 9th and 10th grade students at or above benchmark	2.5	<b>5.0%</b>	27.8%	0.7
	ACT Aspire math: % of 9th and 10th grade students at or above benchmark	2.5		5.9%	0.1
<b>Engagement</b>	Student attendance	5.0	<b>25.0%</b>	84.7%	4.2
	Student reenrollment	5.0		84.2%	4.2
	Student retention	5.0		82.0%	4.1
	Teacher retention rate†	5.0		93.5%	4.7
	Teacher return rate†	5.0		87.3%	4.4
<b>TOTAL</b>		<b>85.0</b>			<b>69.6</b>
<b>HIGH SCHOOL SCORECARD PERCENTAGE</b>					<b>81.9%</b>

\*Based on 2020–21 four-year rate, the most recent available at the time of this report.

†Combined rate for all academies.

# APPENDIX D: PARENT/GUARDIAN SURVEY RESULTS

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine parents’ satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed online survey links using a variety of methods. Paper surveys were available at the parent/guardian’s request.

Evident Change made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, Evident Change completed the survey with them over the telephone. In all, 352 surveys, representing 351 (45.6%) of 769 MAS families, were completed and submitted to Evident Change.

Most parents agreed or strongly agreed that they clearly understand the school’s academic expectations (330 or 93.8%), are comfortable talking with staff (313 or 88.9%), feel welcomed at the school (299 or 84.9%), and that their child is learning what is needed to succeed in life (296 or 84.1%) (Table D1).

TABLE D1						
MILWAUKEE ACADEMY OF SCIENCE						
PARENT SATISFACTION WITH SCHOOL 2021–22						
(N = 352)						
STATEMENT	RESPONSE					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	46.0%	42.9%	7.4%	2.8%	0.9%	0.0%
The staff keep me informed about my child’s academic performance.	42.3%	38.6%	8.8%	7.1%	3.1%	0.0%
I am comfortable with how the staff handle discipline.	27.0%	36.1%	17.9%	11.6%	7.4%	0.0%
I am satisfied with the overall performance of the staff.	30.4%	44.0%	17.0%	6.3%	2.3%	0.0%
The staff recognize my child’s strengths and weaknesses.	35.5%	45.7%	11.1%	5.7%	1.7%	0.3%
I feel welcome at my child’s school.	40.6%	44.3%	8.0%	5.7%	1.4%	0.0%
The staff respond to my worries and concerns.	33.0%	39.2%	16.2%	8.2%	3.1%	0.3%

TABLE D1						
MILWAUKEE ACADEMY OF SCIENCE PARENT SATISFACTION WITH SCHOOL 2021–22 (N = 352)						
STATEMENT	RESPONSE					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
My child and I clearly understand the school’s academic expectations.	45.5%	48.3%	4.0%	1.4%	0.9%	0.0%
My child is learning what is needed to succeed in life.	34.4%	49.7%	9.7%	4.5%	1.7%	0.0%
My child is safe in school.	31.0%	45.7%	15.6%	6.0%	1.7%	0.0%
People in this school treat each other with respect.	18.2%	42.0%	25.6%	11.6%	2.6%	0.0%
The school offers a variety of courses and afterschool activities to keep my child interested.	25.0%	38.4%	22.7%	10.5%	2.8%	0.6%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, most of the parents of younger children (K4 through fifth grades) worked on homework with their children (208 or 93.3%), worked on arithmetic or math (205 or 91.9%), read to or with their children (190 or 85.2%), and/or participated in activities outside of school (151 or 67.7%).

TABLE D2					
MILWAUKEE ACADEMY OF SCIENCE PARENT PARTICIPATION IN ACTIVITIES K4 – 5TH GRADE 2021–22 (N = 223)					
ACTIVITY	RESPONSE				
	Never	Monthly	Weekly	Daily	No Response
Read with or to your child(ren)	4.5%	10.3%	38.6%	46.6%	0.0%
Work on arithmetic or math	4.0%	4.0%	27.4%	64.6%	0.0%
Work on homework	4.0%	2.7%	19.3%	74.0%	0.0%
Participate together in activities outside of school	4.9%	27.4%	41.7%	26.0%	0.0%

Parents of older children (sixth through twelfth grades) engaged in similar activities during the week (i.e., weekly or daily). For example, of 217 parents surveyed, a majority of them monitored homework completion (181, or 83.4%), discussed their children’s progress toward graduation (181, or 83.4%), discussed plans for education after graduation (170, or 78.3%), and participated in activities outside of school with them at least once a week (119, or 54.8%).

<b>TABLE D3</b>					
<b>MILWAUKEE ACADEMY OF SCIENCE</b>					
<b>PARENT PARTICIPATION IN ACTIVITIES</b>					
<b>6TH – 12TH GRADE 2021–22</b>					
<b>(N = 217)</b>					
<b>ACTIVITY</b>	<b>RESPONSE</b>				
	<b>Never</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>	<b>No Response</b>
Monitor homework completion	6.5%	9.2%	30.0%	53.5%	0.9%
Participate together in activities outside of school	9.7%	34.1%	36.9%	18.0%	1.4%
Discuss with your child their progress toward graduation	4.1%	11.5%	25.8%	57.6%	0.9%
Discuss plans for education after graduation	5.1%	15.2%	25.3%	53.0%	1.4%

Parents of high school students were also asked to rate the school on two measures related to progress toward graduation and school assistance in helping the family understand and plan for life after high school. Most (94 or 72.3%) parents rated their child’s progress toward graduation as excellent or good. Over half of parents (76 or 58.5%) rated the school’s assistance in helping them plan for education after high school as excellent or good (Table D4).

TABLE D4					
MILWAUKEE ACADEMY OF SCIENCE					
PARENTS’ RATING OF CHILD’S HIGH SCHOOL PROGRESS 2021–22					
(N = 130)					
ITEM	RATING				
	Excellent	Good	Fair	Poor	No Response
Your child’s progress toward graduation	33.8%	38.5%	18.5%	7.7%	1.5%
The school’s assistance in helping my child and me understand and plan for my child’s education after high school	22.3%	36.2%	24.6%	15.4%	1.5%

Parental satisfaction was also evident in the following results from the survey.

- Most (308 parents, or 87.5%) parents would recommend this school to other parents.
- Most (289 parents, or 82.1%) will send their child to the school next year. Thirty-two (9.1%) parents said they will not send their child to the school next year, and 32 (9.1%) were not sure. Two (0.6%) parents did not respond to this question.<sup>36</sup>
- When parents were asked to rate the school’s overall contribution to their child’s learning, a majority (287 parents, or 81.5%) rated the school’s overall contribution to their child’s learning as excellent or good, 54 (15.3%) rated the school’s contribution as fair, and nine (2.6%) rated it as poor. Two (0.6%) parents did not respond to this question.

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<sup>36</sup> Of those who will not return, 11 indicated that their child will have graduated, eight are moving out of the school district or state, 14 said the school does not meet their child’s needs or their expectations, and five stated other reasons.



When parents were asked what they like most about the school, responses included:

- The academics, academic program and curriculum;
- Communication between the school and parents; and
- The teachers and staff.

When parents were asked what they like least about the school, responses included:

- Transportation;
- How discipline is handled;
- Lack of communication; and
- Lack of afterschool activities.

# APPENDIX E: BOARD INTERVIEW RESULTS

Board member opinions are qualitative in nature and provide valuable, albeit subjective, insight about school performance and organizational competency. The MAS board of directors consists of 19 members. Evident Change conducted phone interviews using a prepared interview guide with 19 (95.0%) of 20 board members who were asked and agreed to participate.<sup>37</sup>

The board members have served for an average of seven years. Their backgrounds include finance, parent, business, government, higher education, medicine, law, nonprofits, real estate, and volunteer experience.

All 19 of the board members said they participated in strategic planning for the school, received a presentation on the school’s annual academic performance report, reviewed the school’s annual financial audit, and received and approved the school’s annual budget.

Rating on a scale of excellent to poor, 12 of the board members rated the school as excellent, and seven rated the school as good. None of the board members rated the school as fair or poor. Nineteen members either agreed or strongly agreed that the school was making progress toward becoming a high-performing school, and 18 members either agreed or strongly agreed that board members took their responsibilities seriously.

TABLE E1					
MILWAUKEE ACADEMY OF SCIENCE					
BOARD MEMBER INTERVIEW RESULTS 2021–22					
(N = 19)					
PERFORMANCE MEASURE	RESPONSE				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher–student ratio/class size at this school is appropriate.	21%	68%	11%	0%	0%
Program of instruction (including curriculum, equipment, and building) is consistent with the school’s mission.	53%	47%	0%	0%	0%
Students make significant academic progress at this school.	53%	32%	15%	0%	0%

<sup>37</sup> There are 21 board members, including the school CEO, who was not invited to participate in the interview process.

**TABLE E1**

**MILWAUKEE ACADEMY OF SCIENCE  
BOARD MEMBER INTERVIEW RESULTS 2021–22  
(N = 19)**

PERFORMANCE MEASURE	RESPONSE				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The administrator’s financial management is transparent and efficient.	84%	16%	0%	0%	0%
This school is making progress toward becoming a high-performing school.	63%	37%	0%	0%	0%
This school has strong links to the community, including businesses.	84%	11%	5%	0%	0%
The administrative staff’s performance meets the board’s expectations.	68%	32%	0%	0%	0%
The majority of the board of directors take their varied responsibilities seriously.	58%	37%	5%	0%	0%
This school has the financial resources to fulfill its mission.	16%	47%	16%	21%	0%
The environment of this school ensures the safety of its students and staff.	37%	63%	0%	0%	0%

When asked what they liked most about the school, the board members mentioned the following items.

- The strong and lasting commitment to student achievement;
- Academic rigor and results; and
- Strength of student-staff relationship.

Regarding things they like least, the board members mentioned:

- Lack of funding/resources;
- Lack of professionals to support teachers; and

When asked for one suggestion for improving the school, board members said:

- More funding (multiple board members mentioned the cost of transportation and the inability of the school to provide competitive teacher salaries as big issues that could be solved with more funding);
- Increase visibility of the school (another thing mentioned as a way to increase funding); and
- More diverse teaching staff.

# APPENDIX F: STUDENT SURVEY RESULTS

At the end of the school year, 136 students in seventh and eighth grades and 60 students in eleventh and twelfth grades completed an online survey about their school. Survey responses were generally positive.

- Most (170, or 86.7%) students across both the elementary and high school surveys said their reading/writing or English skills improved, and 150 (76.5%) said their math skills also improved (Tables F1 and F2).
- Over half (83, or 61.0%) of the seventh and eighth graders said the teachers help them succeed in school (Table F1).
- Over half (82, or 60.3%) of seventh and eighth graders said teachers talk with them about high school plans (Table F1).
- Over three quarters (78.3%) of high school students said the school is important to them (Table F2).
- A majority of high school students (44, or 73.3%) said the adults at the school help them understand what they need to do in order to succeed in school.

Some areas that deserve attention from school leadership and staff include the following.

- Only 30 (22.1%) of the seventh- and eighth-grade students surveyed agreed or strongly agreed that students at MAS respect each other and their different points of view. About half (50.7%) of seventh and eighth graders agreed or strongly agreed that they feel safe in school, and only 15.4% agreed or strongly agreed that the school rules are fair (Table F1).
- Among high school students, just one third (33.3%) said the school offers enough classes and activities to keep them interested, and just over one third (38.3%) said teachers respect students' different points of view (Table F2).

TABLE F1						
MILWAUKEE ACADEMY OF SCIENCE ELEMENTARY/JUNIOR HIGH STUDENT SURVEY 2021-22 (N = 136)						
QUESTION	ANSWER					
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
I like my school.	14.7%	41.9%	31.6%	7.4%	4.4%	0.0%
My reading/writing skills have improved.	29.4%	55.9%	8.1%	2.9%	1.5%	2.2%

TABLE F1						
MILWAUKEE ACADEMY OF SCIENCE ELEMENTARY/JUNIOR HIGH STUDENT SURVEY 2021-22 (N = 136)						
QUESTION	ANSWER					
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
My math skills have improved.	27.9%	50.7%	16.2%	2.9%	1.5%	0.7%
The school rules are fair.	3.7%	11.8%	36.8%	30.1%	14.7%	2.9%
The teachers at my school help me to succeed in school.	27.2%	33.8%	25.7%	6.6%	3.7%	2.9%
I like being in school.	15.4%	24.3%	37.5%	14.7%	7.4%	0.7%
I feel safe in school.	14.7%	36.0%	29.4%	8.8%	9.6%	1.5%
The marks I get on classwork, homework, and report cards are fair.	21.3%	41.2%	27.9%	3.7%	5.1%	0.7%
My school has afterschool activities (e.g., field trips, clubs, computers).	34.6%	44.1%	9.6%	6.6%	3.7%	1.5%
My teachers/school staff talk with me about high school plans.	26.5%	33.8%	14.7%	13.2%	10.3%	1.5%
The students at my school respect each other and each other's different points of view.	10.3%	11.8%	28.7%	18.4%	30.1%	0.7%
Teachers/staff at my school respect students and their different points of view.	16.9%	27.2%	27.2%	11.8%	16.2%	0.7%

TABLE F2						
MILWAUKEE ACADEMY OF SCIENCE HIGH SCHOOL STUDENT SURVEY 2021-22 (N = 60)						
QUESTION	ANSWER					
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
This school is important to me.	23.3%	55.0%	20.0%	0.0%	1.7%	0.0%
My English/writing skills have improved.	28.3%	61.7%	10.0%	0.0%	0.0%	0.0%
My math skills have improved.	26.7%	45.0%	21.7%	5.0%	0.0%	1.7%

**TABLE F2  
MILWAUKEE ACADEMY OF SCIENCE  
HIGH SCHOOL STUDENT SURVEY 2021–22  
(N = 60)**

QUESTION	ANSWER					
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
I regularly use computers/tablets in my schoolwork.	30.0%	46.7%	20.0%	1.7%	0.0%	1.7%
Disciplinary policies are enforced fairly at my school.	13.3%	41.7%	25.0%	15.0%	5.0%	0.0%
I like being in school.	18.3%	30.0%	31.7%	13.3%	6.7%	0.0%
I feel safe in school.	23.3%	48.3%	23.3%	5.0%	0.0%	0.0%
The grades I get on classwork, homework, and report cards are fair.	25.0%	48.3%	23.3%	3.3%	0.0%	0.0%
My school offers enough classes and activities to keep me interested in school.	10.0%	23.3%	36.7%	21.7%	6.7%	1.7%
The adults at my school help me understand what I need to do in order to succeed in school.	20.0%	53.3%	23.3%	1.7%	1.7%	0.0%
The adults at my school help me develop goals that challenge me academically.	20.0%	51.7%	23.3%	3.3%	1.7%	0.0%
Adults at my school respect students.	20.0%	36.7%	31.7%	10.0%	1.7%	0.0%
Adults respect students' different points of view.	13.3%	25.0%	33.3%	18.3%	6.7%	3.3%
Adults at my school helped me develop a high school graduation plan.	28.3%	38.3%	21.7%	8.3%	1.7%	1.7%
Adults expect that I will continue my education after high school graduation.	41.7%	40.0%	15.0%	1.7%	1.7%	0.0%
I plan to enroll in a postsecondary program after high school.	25.0%	31.7%	28.3%	10.0%	5.0%	0.0%

When asked what they liked best about the school, students said:

- Teachers;
- The other students; and
- Classes and activities offered.

When asked what they liked least, students said:

- Lack of recess;
- The uniform policy;
- School rules and discipline policies are strict;
- Students' level of respect for each other.

# APPENDIX G: TEACHER INTERVIEW RESULTS

In the spring of 2022, Evident Change interviewed 29 teachers about why they teach at MAS and solicited feedback on their overall satisfaction with the school. Interviews included a variety of classroom teachers from K4 through twelfth grades, as well as teachers with a variety of specializations.

The teachers interviewed had been teaching for an average of 7.7 years. The number of years teaching at MAS ranged from one year to nine years.

Five teachers rated the school's overall progress in contributing to students' academic progress as excellent; 16 rated school's progress as good; six teachers rated the school's progress as fair; and two teachers rated the school's progress as poor.

Most (23, or 79.3%) teachers agreed or strongly agreed that the school has clear teacher performance assessment processes, and 19 (65.5%) were satisfied with the performance assessment criteria (Table G1).

TABLE G1					
MILWAUKEE ACADEMY OF SCIENCE					
TEACHER PERFORMANCE ASSESSMENT 2021–22					
(N = 29)					
QUESTION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The school has a clear teacher performance assessment process.	17.2%	62.1%	10.3%	6.9%	3.4%
I am satisfied with my school's teacher performance assessment criteria.	17.2%	48.3%	13.8%	17.2%	3.4%
Student academic performance is an important part of teacher assessment. <sup>38</sup>	34.5%	41.4%	10.3%	10.3%	0.0%

<sup>38</sup> A response was missing for one teacher interview; as a result, percentages for this item do not add up to 100%.



Teachers seem to have a favorable view of school climate. Most (22, or 75.9%) staff said that staff typically work well with one another (Table G2). Similarly, more than two thirds (20, or 69.0%) of teachers said that staff encourage all families to become involved in school activities. Most (25, or 86.2%) staff said that adults who work in the school respect students and their different points of view.

TABLE G2					
MILWAUKEE ACADEMY OF SCIENCE					
SCHOOL CLIMATE 2021–22					
(N = 29)					
QUESTION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Staff who work in this school respect students and their different points of view.	34.5%	51.7%	6.9%	6.9%	0.0%
Staff at this school typically work well with one another.	34.5%	41.4%	20.7%	3.4%	0.0%
Staff at this school encourage all families to become involved in school activities. <sup>39</sup>	20.7%	48.3%	24.1%	3.4%	0.0%

When asked to rate the importance of various reasons for continuing to teach at the school, all (100.0%) staff rated educational methodology/curriculum approach, general atmosphere as very or somewhat important, and nearly all rated financial considerations, discipline practices/procedures, class size, and administrative leadership as very or somewhat important for teaching at this school (Table G3).

TABLE G3				
REASONS FOR CONTINUING TO TEACH AT MILWAUKEE ACADEMY OF SCIENCE 2021–22				
(N = 29)				
REASON	IMPORTANCE			
	VERY IMPORTANT	SOMEWHAT IMPORTANT	SOMEWHAT UNIMPORTANT	NOT AT ALL IMPORTANT
Financial considerations	55.2%	41.4%	0.0%	3.4%
Educational methodology/ curriculum approach	55.2%	44.8%	0.0%	0.0%
Age/grade level of students	44.8%	37.9%	17.2%	0.0%
Discipline practices/procedures	79.3%	17.2%	3.4%	0.0%
General atmosphere	79.3%	20.7%	0.0%	0.0%
Class size	65.5%	31.0%	0.0%	3.4%

<sup>39</sup> A response to this item was missing for one interview; as a result, percentages do not add up to 100%.

TABLE G3				
REASONS FOR CONTINUING TO TEACH AT MILWAUKEE ACADEMY OF SCIENCE 2021–22 (N = 29)				
REASON	IMPORTANCE			
	VERY IMPORTANT	SOMEWHAT IMPORTANT	SOMEWHAT UNIMPORTANT	NOT AT ALL IMPORTANT
Administrative leadership	89.7%	6.9%	3.4%	0.0%
Colleagues	55.2%	37.9%	6.9%	0.0%

Evident Change asked teachers 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 their performance as a teacher, collaboration among teachers on planning learning experiences, and administrative staff performance as excellent or good. Parent involvement, adherence to discipline policy, and professional support/development opportunities were most often rated as fair or poor (Table G4).

TABLE G4				
MILWAUKEE ACADEMY OF SCIENCE SCHOOL PERFORMANCE RATING 2021–22 (N = 29)				
AREA	RATING			
	EXCELLENT	GOOD	FAIR	POOR
Class size/student–teacher ratio	10.3%	51.7%	31.0%	6.9%
Program of instruction	6.9%	51.7%	27.6%	13.8%
Shared leadership, decision making, and accountability	13.8%	41.4%	34.5%	10.3%
Professional support/development opportunities	13.8%	34.5%	37.9%	13.8%
Progress toward becoming a high-performing school	17.2%	44.8%	24.1%	13.8%
Students’ academic progress	3.4%	58.6%	27.6%	10.3%
Adherence to discipline policy	3.4%	31.0%	37.9%	27.6%
Instructional support	17.2%	44.8%	27.6%	10.3%
Parent–teacher relationships	13.8%	48.3%	27.6%	10.3%
Collaboration among teachers on planning learning experiences	34.5%	41.4%	13.8%	10.3%
Parent involvement	0.0%	27.6%	44.8%	27.6%
Your performance as a teacher	17.2%	69.0%	13.8%	0.0%
Administrative staff’s performance	10.3%	65.5%	17.2%	6.9%

When asked to name two things they liked most about the school, teachers noted:

- Collaboration among staff;
- Flexibility and autonomy with curriculum to support student growth; and
- Support of school administration.

Things teachers liked least about the school include:

- Behavior management and discipline accountability;
- Would like more resources to support students and families.

# APPENDIX H: STUDENT LEARNING MEMORANDUMS

## STUDENT LEARNING MEMORANDUM FOR MILWAUKEE ACADEMY OF SCIENCE ELEMENTARY ACADEMY

**TO:** Evident Change and the CSRC  
**FROM:** MAS Elementary Academy  
**SUBJECT:** Learning Memo for the 2021–22 Academic Year  
**DATE:** October 18, 2021

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 leadership and/or staff at the school in consultation with staff from Evident Change and the CSRC.

The school will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide them to Evident Change, the educational monitoring agent contracted by the CSRC. Paper test printouts or data directly from a test publisher or the Wisconsin Department of Public Instruction (DPI) will be provided to Evident Change for all standardized tests. All required elements related to the following outcomes are described in the “Learning Memo Data Requirements” section.

Evident Change requests electronic submission of year-end data by the fifth day following the last day of student attendance for the academic year, or June 17, 2022.

### ENROLLMENT

Milwaukee Academy of Science (MAS) will record enrollment dates for every student. Individual student information and actual enrollment dates will be added to PowerSchool upon admission. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## **TERMINATION/WITHDRAWAL**

For every student who leaves the school, the exit date and reason will be determined and recorded in PowerSchool. A specific reason for each expulsion is 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. During online learning, a student is considered present by participating in synchronous instruction, completing or submitting asynchronous assignments, logging in to asynchronous learning platforms, or receiving and responding to communication from a teacher, such as a one-on-one check-in. When in-person learning resumes, a student is marked partial day (excused or unexcused) if the student arrives after 10:44 a.m. or leaves before 12:46 p.m. MAS will achieve an attendance rate of at least 92% for all students enrolled at any time during the school year. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## **PARENT PARTICIPATION**

Parents of at least 98% of students enrolled for the entire school year will participate in two of three scheduled parent–teacher conferences. If a parent does not attend a scheduled conference at the school, MAS will conduct the conference with the parent via phone, virtual meeting, or home visit; all methods will count as participation. 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 this outcome are described in the “Learning Memo Data Requirements” section.

## ACADEMIC ACHIEVEMENT: LOCAL MEASURES

### LITERACY AND MATH

At least 90% of K4 students who are enrolled for the entire year and complete the spring Phonological Awareness Literacy Screening (PALS)-PreK will be at or above the developmental range for at least five of seven tasks at the time of the assessment.

At least 90% of K4 students who are enrolled for the entire year and complete the spring math skill assessments will demonstrate that they have acquired at least 80% of the math competencies designated as benchmarks for their grade level by the end of the school year. These assessments were designed by MAS staff based on the assessments' alignment with the DPI Wisconsin Model Early Learning Standards and the Common Core State Standards.

K5 through fifth-grade students will complete Measures of Academic Progress (MAP) reading and math tests in the fall and spring of the school year. At the time of the fall test, each student's reading and math scores will be compared with national grade-level averages based on the 2020 Northwest Evaluation Association (NWEA) normative study. For the cohort of students who were enrolled for the entire year and completed both the fall and spring tests, Evident Change will report progress for students above the normative mean for their grade level and students at or below the normative mean for their grade level. Based on the fall test scores and the student's current grade level, a target growth Rasch unit (RIT) score for the spring test is given to the student.

Progress for students above the normative mean for their current grade at the time of the fall test will be measured by examining the change in RIT scores from fall to spring. For K5 through second graders, an increase of six or more RIT points will indicate progress; for third and fourth graders, an increase of at least four RIT points will indicate progress; and for fifth graders, an increase of at least two RIT points will indicate progress.

For students at or below the normative grade-level average, progress will be determined by examining whether the student met the MAP growth target based on their fall test score and current grade level; students who met their growth target for the year will be judged to have made adequate progress for the year.

At least 73% of students in the cohort described above will show progress this year. Required data elements for all literacy and math measures are described in the "Learning Memo Data Requirements" section.

## **WRITING**

By the end of the final marking period, students in third through fifth grades will have a writing sample assessed. Writing skills appropriate for each grade level will be assessed in the following six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale: 1 = minimal control; 2 = basic control; 3 = adequate control; 4 = proficient control; and 5 = advanced control. Each grade cohort will be judged to have at least adequate control, as indicated by a total score of 18. At least 80% of students enrolled for the entire year will achieve a total score of 18 or higher. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## **INDIVIDUALIZED EDUCATION PROGRAM GOALS**

All (100%) special education students who have been enrolled in special education services for a full year at MAS and were still receiving special education services at the end of the school year will meet one or more of the goals defined in their individualized education program (IEP). Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## **ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES**

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

### **PALS FOR K4 THROUGH SECOND-GRADE STUDENTS<sup>40</sup>**

The PALS will be administered to all K4 through second-grade students in the spring. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

### **WISCONSIN FORWARD EXAM FOR THIRD- THROUGH FIFTH-GRADE STUDENTS**

The Wisconsin Forward Exam will be administered annually within timeframes specified by DPI. This standardized assessment will produce an English/language arts (ELA) and a math score for all third, fourth, and fifth graders. Fourth-grade students also will complete the science and social studies tests. Results will

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<sup>40</sup> Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth, given regular classroom literacy instruction. It does not guarantee that the student is at grade level. Information from <https://palsresource.info>

be reported for students enrolled on the third Friday of September who remained at the school until the spring Forward Exam. Data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## YEAR-TO-YEAR ACHIEVEMENT<sup>41</sup>

Evident Change will report progress for students who completed standardized tests in consecutive school years at the same school.<sup>42</sup> The CSRC’s expectations for student progress follow.

- For students who take the PALS assessment in two consecutive years: At least 75% of students who met the summed score benchmark the previous spring as first graders will remain at or above the second-grade summed score benchmark in the spring of the current school year.
- For students who take the Forward Exam in two consecutive years:
  - » At least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency. At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency.
  - » At least 35% of fourth through eighth graders who were below proficiency in ELA and/or math in the prior year will demonstrate progress.

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<sup>41</sup> The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

<sup>42</sup> Includes only students who advanced a grade level from last year to this year.



# STUDENT LEARNING MEMORANDUM FOR MILWAUKEE ACADEMY OF SCIENCE JUNIOR ACADEMY

**TO:** Evident Change and the CSRC  
**FROM:** MAS Junior Academy  
**SUBJECT:** Learning Memo for the 2021–22 Academic Year  
**DATE:** October 18, 2021

This memorandum of understanding describes 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 school leadership and/or staff in consultation with staff from Evident Change and the CSRC.

The school will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide that data to Evident Change, the educational monitoring agent contracted by the CSRC. Paper test printouts or data directly from the test publisher or the Wisconsin Department of Public Instruction (DPI) will be provided to Evident Change for all standardized tests. All required elements related to the following outcomes are described in the “Learning Memo Data Requirements” section.

Evident Change requests electronic submission of year-end data by the fifth day following the last day of student attendance for the academic year, or June 17, 2022.

## ENROLLMENT

Milwaukee Academy of Science (MAS) will record enrollment dates for all students. Individual student information and the actual enrollment date will be added to PowerSchool upon admission. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason for withdrawal will be determined and recorded in PowerSchool. 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

MAS will maintain appropriate attendance records. During online learning, a student is considered present by participating in synchronous instruction, completing or submitting asynchronous assignments, logging in to asynchronous learning platforms, or receiving and responding to communication from a teacher, such as a one-on-one check-in. For in-person instruction, students who arrive at school by 10:44 a.m. will be marked present for the entire day.<sup>43</sup> Late arrivals will be considered in attendance for part of the day. Students will also be considered present for the full day if they attend until 12:46 p.m. MAS will achieve an attendance rate of at least 95%. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## PARENT PARTICIPATION

Parents of at least 95% of students enrolled for the entire school year will participate in two of three scheduled parent-teacher conferences. Participation will count if the parent meets with any teacher virtually, in person at the school, via phone, or at the student’s home during each of the three conference periods. 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 receive 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.

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<sup>43</sup> Students who arrive before 10:44 a.m. are in attendance at least 67% of the entire school day.

## ACADEMIC ACHIEVEMENT: LOCAL MEASURES

### LITERACY

Junior academy students will complete Measures of Academic Progress (MAP) reading tests in the fall and spring of the school year. At the time of the fall test, each student's reading score will be compared with national grade-level averages (i.e., normative means) based on the 2020 Northwest Evaluation Association (NWEA) normative study. For the cohort of students who complete the fall and spring tests, Evident Change will report progress for students above the normative mean for their grade level and students at or below the normative mean for their current grade level. Based on fall test scores and the student's current grade level, a target growth Rasch unit (RIT) score for the spring test is given to the student.

- Progress for students above the normative mean for their current grade at the time of the fall test will be measured by examining the change in RIT scores from fall to spring; an increase of one RIT point will indicate progress for the current school year.
- For students at or below the normative grade-level average for their current grade, progress will be determined by examining whether students met the MAP growth target based on their fall test score and current grade level; students who met their growth target for the year will be considered to have made adequate progress for the school year.

At least 83% of all students who complete both the fall and spring assessments and are enrolled for the entire school year will show progress this year. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

### MATH

Junior academy students will complete MAP math tests in the fall and spring of the school year. At the time of the fall test, each student's math score will be compared with national grade-level averages based on the 2020 NWEA normative study. For the cohort of students who complete the fall and spring tests, Evident Change will report progress for students above the normative mean for their grade level and students at or below the normative mean for their current grade level. Based on fall test scores and the student's current grade level, a target growth RIT score for the spring test is given to the student.

- Progress for students above normative mean for their current grade at time of the fall test will be measured by examining the change in RIT scores from fall to spring; an increase of one RIT point will indicate progress for the current school year.

- For students at or below the normative grade-level average for their current grade, progress will be determined by examining whether the student met the MAP growth target based on their fall test score and current grade level; students who met their growth target for the year will be considered to have made adequate progress for the school year.

At least 83% of all students who complete both the fall and spring assessments and are enrolled for the entire school year will show progress this year. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## **WRITING**

Writing samples from students in sixth through eighth grades will be assessed by the end of the final grading period in the following six domains based on grade level or individualized education program (IEP) expectations: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale: 1 = minimal control; 2 = basic control; 3 = adequate control; 4 = proficient control; and 5 = advanced control. At least 82% of students enrolled for the entire school year will have at least adequate control, as indicated by a total score of 18 or higher. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## **IEP GOALS**

All (100%) special education students will meet one or more of the goals defined in their IEPs. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## **ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES**

The Wisconsin Forward Exam will be administered to sixth-, seventh- and eighth-grade students annually within timeframes specified by DPI. This standardized assessment will produce an English/language arts (ELA) and a math score for all sixth, seventh, and eighth graders. Eighth-grade students also will complete the science and social studies tests. Results will be reported for students enrolled on the third Friday of September and who remained at the school until the spring Forward Exam. Data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## YEAR-TO-YEAR PROGRESS

Evident Change will report year-to-year progress for students who completed the Forward Exam in two consecutive school years at the same school.<sup>44</sup> The CSRC expects that at least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency. At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency. At least 35% of fourth through eighth graders who were below proficiency in ELA and/or math the prior year will demonstrate progress.

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<sup>44</sup> Includes only students who advanced a grade level from last year to this year.

# STUDENT LEARNING MEMORANDUM FOR MILWAUKEE ACADEMY OF SCIENCE HIGH SCHOOL

**TO:** Evident Change and the CSRC  
**FROM:** Milwaukee Academy of Science High School  
**SUBJECT:** Learning Memo for the 2021–22 Academic Year  
**DATE:** September 27, 2021

This memorandum of understanding describes 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 school leadership and/or staff in consultation with staff from Evident Change and the CSRC.

Milwaukee Academy of Science (MAS) High School will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide that data to Evident Change, the educational monitoring agent contracted by the CSRC. Also, paper printouts of tests or data directly from the test publisher or the Wisconsin Department of Public Instruction (DPI) will be provided to Evident Change for all standardized tests. All required data elements related to the following outcomes are described in the "Learning Memo Data Requirements" section.

Evident Change requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 17, 2022.

## ENROLLMENT

MAS will record enrollment dates for every high school student. When a student is admitted, 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**

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

## **ATTENDANCE**

MAS will maintain appropriate attendance records. During virtual instruction, students will be considered in attendance if they participate in synchronous class instruction or demonstrate, through asynchronous assignment completion, participation in 67% of each of their five daily classes. When students are receiving in-person instruction, attendance will be recorded in compliance with the DPI attendance standard used for recording in WISEdata. MAS will achieve a high school attendance rate of at least 93%. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

## **PARENT/GUARDIAN PARTICIPATION**

Parents of at least 90% of students enrolled for the entire school year will participate in two of three scheduled parent-teacher conferences. Participation will count if the conference is held at the school, via phone, or at the student's home. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

## **SPECIAL EDUCATION NEEDS STUDENTS**

The school will maintain records on all students who received special education services during the year, 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.

## **HIGH SCHOOL GRADUATION PLAN**

All ninth- through eleventh-grade students will develop a high school graduation plan by the end of the school year, and all twelfth-grade students will complete graduation plans by the end of the first trimester.

Each student's plan will incorporate the following.

- Information about the student's post-secondary plans.
- A schedule reflecting plans for completing 4.0 credits in English, 4.0 credits in math, 6.0 credits in science, 3.0 credits in social studies, 2.0 credits in foreign language, 1.5 credits in physical education, 0.5 credits in health, and 3.0 credits in other electives.<sup>45</sup>
- Evidence of parent/guardian/family involvement: A school counselor will review each student's graduation plan with their parent(s) by the end of the school year via face-to-face or phone conference. If a parent does not participate in one of these sessions, MAS will have a conference with the student and send a written report to the parent via postal mail.

The school counselor will meet with each twelfth-grade student by the end of first trimester to discuss the student's graduation plan.

For ninth through twelfth grades, students' course schedules will be reviewed by the school counselor by the end of the school year to determine whether each student is on track toward earning credits and whether the student will need to enroll in credit recovery or summer school.

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

## HIGH SCHOOL GRADUATION REQUIREMENTS<sup>46</sup>

Among students enrolled for the entire school year, at least 85% of ninth graders will complete 6.0 or more credits; 90% of tenth graders will complete 12.0 or more credits; 95% of eleventh graders will complete 18.0 or more credits, and 100% of twelfth graders will earn 24.0 or more of the required credits and graduate.

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<sup>45</sup> Some special education students will have alternate credit requirements as noted in their IEPs based on a disability-related need or a schedule modification.

<sup>46</sup> This item depends on the school's high school graduation requirements and the timing of the student's coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year. Some special education students' IEPs indicate that they will need more than four years of study to graduate. However, these students are promoted for this school year from ninth to tenth grade with 4.5 credits, tenth to eleventh grade with 9.0 credits, and eleventh to twelfth grade with 13.5 credits. All special education students are required to accumulate 22.0 credits to graduate from MAS.



## POST-SECONDARY PLANS FOR TWELFTH GRADERS

The school will monitor and document post-secondary acceptance, enrollment plans, and scholarship awards for twelfth-grade graduates. Required data elements related to these outcomes are described in the “Learning Memo Data Requirements” section.

## ACADEMIC ACHIEVEMENT: LOCAL MEASURES

### LITERACY

Reading progress for ninth through twelfth graders will be demonstrated by changes in their Lexile level scores as measured by the Houghton Mifflin Harcourt Reading Inventory (HMHRI) administered by the end of September and again at the end of the school year. At least 80% of students enrolled for the entire school year will increase their Lexile level scores by at least 13 points from fall to spring.<sup>47</sup> If the goal is reached before end of year, that will be the reported score. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

### MATH

Math progress for ninth through twelfth graders enrolled in a math course during the school year will be measured by the comprehensive tests for the math course in which they are enrolled.<sup>48</sup> The end-of-year test results will be reported to Evident Change. At least 60% of students enrolled in the same math class for at least two trimesters will attain scores of at least 70% on their comprehensive tests at the end of the school year.<sup>49</sup> Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

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<sup>47</sup> These increases would indicate that students in these respective grade levels made one year of progress in acquiring comprehension and vocabulary skills.

<sup>48</sup> The math courses offered to high school students are algebra, geometry, advanced algebra, advanced algebra/trigonometry, pre-calculus, and statistics. Not all eleventh- and twelfth-grade students are enrolled in a math class. Some students have already completed the requirement to earn four credits in math prior to graduation; students not enrolled in a math class during the school year will not be tested.

<sup>49</sup> The school will provide scores for students enrolled in the same math course for the entire school year.

## **WRITING**

By the end of the final marking period, students in ninth through twelfth grades will have had writing samples assessed. Writing skills will be assessed in the following six domains based on grade level or individualized education program (IEP) expectations: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale: 1 = minimal control; 2 = basic control; 3 = adequate control; 4 = proficient control; and 5 = advanced control. At least 85% of students in each grade enrolled for the entire year will be judged to have at least adequate control as indicated by a total score of 18 or higher. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## **IEP GOALS**

All (100%) of the special education students will meet one or more of the goals defined in their IEPs. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## **ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES**

### **WISCONSIN FORWARD EXAM SOCIAL STUDIES ASSESSMENT FOR TENTH-GRADE STUDENTS**

All tenth graders are required to complete the Wisconsin Forward Exam social studies assessments in the timeframe(s) specified by DPI. Results will be reported for students who were enrolled on the third Friday of September and remained at the school until the spring Forward Exam. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

### **ACT ASPIRE FOR NINTH- AND TENTH-GRADE STUDENTS**

All ninth- and tenth-grade students are required to take all subtests of the ACT Aspire (the pre-ACT test that will identify student readiness for the ACT and college courses) in the timeframe required by DPI.<sup>50</sup> Results will be reported for students who were enrolled on the third Friday of September and remained at

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<sup>50</sup> Subtests are English, math, reading, science, and writing.

the school until the spring Aspire. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## **ACT FOR ELEVENTH- AND TWELFTH-GRADE STUDENTS**

All eleventh-grade students are required to take all subtests of the ACT Plus Writing in the timeframe required by DPI. Results will be reported for students who were enrolled at the end of the school year. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

MAS will encourage all seniors to take the ACT or ACT Plus Writing in the fall of the school year. The ACT for twelfth graders is not required but encouraged by the CSRC. Results will be reported for students who were enrolled at the end of the school year. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

## **YEAR-TO-YEAR PROGRESS**

Evident Change reports year-to-year progress from the ninth- to tenth-grade ACT Aspire for students who complete the test in two consecutive years. Progress is reported for students at or above benchmark and for students below benchmark on any of the subtests or the composite score. The CSRC expects that at least 50% of tenth graders will maintain composite score benchmarks or improve their composite score by at least one point from ninth to tenth grade.