

A woman with curly hair, wearing a grey t-shirt, is focused on working on a circuit board. She is using a pair of pliers. The background is a blurred laboratory or workshop setting with various equipment and bright lighting. The image is partially covered by a white rounded rectangle on the right side, which contains the text.

2024–25 PROGRAMMATIC PROFILE AND EDUCATIONAL PERFORMANCE

MILWAUKEE ACADEMY
OF SCIENCE

September 2025



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 2024–25

This is the 17th annual report about the operation of Milwaukee Academy of Science (MAS), one of seven schools chartered by the City of Milwaukee during the 2024–25 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 SUMMARY¹

This school year, MAS met all contractual provisions except for one and partially met one other provision.

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 plan (IEP) goals throughout the year to identify students who need additional help and to help teachers develop strategies to improve students' academic performance.

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

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

a. *Elementary Academy (4K Through Fifth Grade)*

- Of 109 4K students who were enrolled the entire year, 90 (82.6%) met four of five pre-read metrics on the Strategic Teaching and Evaluation of Progress literacy assessment in the spring. The school's goal was 80.0%
- Of 333 students in 5K through second grade who completed the fall and spring Star Early Literacy assessments, 174 (52.3%) made progress this year. The school's goal was 50.0%.
- Of 398 third through fifth graders who completed both fall and spring Star Reading assessments, 228 (57.3%) met their reading growth goal this year. The school's goal was 50.0%.
- Of 110 4K students enrolled all year who had spring math scores, 94 (85.5%) acquired at least 80.0% of the math competencies designated as benchmarks. The school's goal was 80.0%.
- Of 760 5K through fifth-grade students who completed the fall and spring Star Math assessments, 420 (55.3%) progressed on the spring test. The school's goal was 50.0%.
- Of 404 third through fifth graders assessed in writing, 186 (46.0%) achieved a score of 10 or higher. The school's goal was 80.0%.
- Of 50 elementary academy students with IEP goals reviewed during the year, 44 (88.0%) met one or more of their goals this year. The school's goal was 100.0%.

b. *Junior Academy (Sixth Through Eighth Grade)*

- Of 302 students who completed the fall and spring Star Reading assessments, 214 (70.9%) showed progress on the spring test. The school's goal was 50.0%.
- Of 303 students who completed the fall and spring Star Math assessments, 189 (62.4%) showed progress on the spring test. The school's goal was 50.0%.
- Of 305 students who were assessed in writing, 173 (56.7%) received a score of 10 or higher. The school's goal was 80.0%.
- Of 33 students with IEP goals reviewed during the year, 30 (90.9%) met one or more of their goals. The school's goal was 100.0%.

c. *High School (Ninth Through Twelfth Grade)*

- Of 353 students enrolled all year who completed fall and spring Star Reading assessments, 182 (51.6%) showed progress from fall to spring. The school's goal was 50.0%.
- Of 355 students who completed fall and spring Star Math assessments, 212 (59.7%) showed progress in the spring. The school's goal was 50.0%.

- Of 356 students who completed the spring writing assessments, 244 (68.5%) received a score of 18 or higher in the spring. The school's goal was 85.0%.
- Of 28 students with IEP goals reviewed during the year, 24 (85.7%) met one or more of their IEP goals. The school's goal was 100.0%.
- Graduation plans were developed for all (100.0%) 369 high school students enrolled at the end of the school year.
- Of 358 students enrolled for the entire school year, 330 (92.2%) were promoted to the next grade or graduated from high school by the end of the summer program.

2. Secondary Measures of Educational Outcomes

To meet City of Milwaukee requirements, MAS identified measurable outcomes in secondary areas of academic progress (Table ES1). The elementary academy and junior academies met one of their three internal goals (special education student records). The high school met two of its five internal goals (special education student records and high school graduation plans) and partially met one of its goals (grade promotion and graduation; goal was met for ninth and twelfth graders).

TABLE ES1		
MAS 2024–25		
SECONDARY MEASURES OF ACADEMIC PROGRESS: GOALS		
GOAL AREA	OUTCOME	GOAL MET?
ELEMENTARY ACADEMY		
Student attendance	87.8% average; goal of 90.0%	No
Parent–teacher conferences	91.1% attended one conference; goal of 100.0%	No
Special education records	Maintained all required records	Yes
JUNIOR ACADEMY		
Student attendance	87.2% average; goal of 90.0%	No
Parent–teacher conferences	63.9% attended one conference; goal of 95.0%	No
Special education records	Maintained all required records	Yes
HIGH SCHOOL		
Student attendance	85.1% average; goal of 90.0%	No
Parent–teacher conferences	76.3% attended one conference; goal of 90.0%	No
Special education records	Maintained all required records	Yes
Graduation plans	100.0% completed one; goal of 100%	Yes
Grade promotion/graduation	9th: 94.9% promoted, goal of 85.0%; 10th: 89.1% promoted, goal of 90.0%; 11th: 84.6% promoted, goal of 95.0%; 12th: 100% graduated, goal of 100.0%	Partially

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

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

Early literacy year-to-year measures for first and second graders could not be examined this year because of the change in assessment from Renaissance Star Early Literacy to aimswebPlus.

Year-to-year progress for fourth through eighth graders was assessed using Wisconsin Forward Exam results completed in two consecutive school years. A total of 62 fourth- through eighth-grade students who scored at the meeting or advanced performance levels in English/language arts (ELA) in spring of 2024 participated in the assessment again in spring of 2025. Similarly, 67 students who achieved the meeting or advanced performance levels in math in 2024 took the math assessment again in 2025.

- Of these students, 40 (64.5%) were meeting or advanced in ELA, and 45 (67.2%) were meeting or advanced in math in 2025. The CSRC's expectation is that 60.0% of students would maintain meeting or advanced status in ELA and 50.0% would maintain in math.
- Of the 344 students who were at the developing or approaching levels in ELA in the spring of 2024, 133 (38.7%) showed progress in 2025. Of the 339 students who were at the developing or approaching levels in math in the spring of 2024, 167 (49.3%) showed progress in 2025. The CSRC's expectation is that 35.0% of students would progress in ELA and 35.0% would progress in math.

Progress toward college readiness from ninth to tenth and tenth to eleventh grade was assessed using benchmarks from ACT tests available for each grade level.² The CSRC's expectation is that 50.0% of students in each cohort will demonstrate progress.

- A total of 86 tenth graders completed the PreACT in two consecutive school years; 39 (45.3%) of those students demonstrated progress from 2024 to 2025.
- A total of 68 eleventh graders completed the PreACT in 2024 as tenth graders and the ACT Plus Writing in 2025; 42 (61.8%) of those students demonstrated progress from 2024 to 2025.

C. CSRC SCHOOL SCORECARD

The CSRC scorecard for the elementary academy contains partial outcome data due to unavailable year-to-year data for the early literacy assessment. Because of this, the school's score for 4K through fifth grade should not be compared with the score for any previous year.

² For more information on ACT assessments and benchmarks, visit success.act.org.

The school scored 59.1% of the 94 possible points for the elementary academy, 64.8% of the 100 possible points for the junior academy, and 77.3% of the 100 possible points for the high school. The weighted overall score was 64.5% (Table ES2).

TABLE ES2			
MAS 2024–25			
CSRC SCORECARD SUMMARY			
GRADE LEVELS	SCORE	POSSIBLE POINTS	%
4K–5th grade	55.6	94	59.1%
6th–8th grade	64.8	100	64.8%
9th–12th grade	77.25	100	77.3%
Total (Weighted)	N/A	N/A	64.5%

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

MAS addressed all recommendations for school improvement in its programmatic profile and educational performance report for the previous school year. On the basis of the results in this report, survey data, and consultation with school staff, Evident Change recommends that MAS continue a focused school improvement plan with the following activities.

- The school will prioritize leadership development with a specific focus on academic deans. Leadership training will emphasize instructional excellence and data-informed decision making. Systems for data analysis will be refined to improve consistency in grading practices and ensure rigorous academic support for all students, with particular attention to special education services and student performance data.
- To build upon the established Arc of the Year professional development training, the school will continue to enhance classroom environment and academic rigor, with a focus on the Feedback Arc in the upcoming year. These efforts will prioritize improvement in foundational academic skills—particularly reading, writing, and math—to ensure all students make adequate academic growth.
- The director of school culture will play a central role by providing targeted coaching and professional development for educators, implementing proactive strategies, and serving as an extra layer of instructional and cultural support.

IV. RECOMMENDATION FOR ANNUAL MONITORING

Based on a review of past and current contract compliance and available performance data, Evident Change recommends that MAS continue consistent annual academic monitoring and reporting, with an emphasis on strengthening student outcomes in reading and math.

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 a year-end interview to review progress about recommendations and changes that occurred during the year;
- Visited the school to observe classroom instruction and school culture;
- Visited the school to conduct a random review of special education files;
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update on 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

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Telephone: (414) 933-0302

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Chief Executive Officer	Anthony McHenry
Chief Academic Officer	Lita Mallett, EdD
Principal, Kindergarten Through Fifth Grade	Staci Gruse
Principal, Kindergarten Through Fifth Grade, 24th Street Campus	Morgan Woods
Interim Principal, Sixth Through Eighth Grade	Jocelyn White
Principal, Ninth Through Twelfth Grade	Judith Parker Brown

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. The school serves students in 4K through twelfth grade with a challenging curriculum emphasizing science. MAS enhances its curriculum with science-related community partnerships.

2. INSTRUCTIONAL DESIGN

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 groups, including one on one, small group, cooperative learning, whole group, and independent study.

Paraprofessionals, under the supervision of classroom teachers, provide supplementary instructional support in reading and math to small groups of students in 4K through fifth grade. 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.³ Fourth through eighth grades are departmentalized, and classes are taught by content-area specialists.

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 early, with themes aligned with their reading series. The science curriculum draws on the Mystery Science curriculum for elementary academy. The junior and high school academies use the OpenSciEd curriculum.⁴ MAS recognizes the importance of “specials” in a student’s academic program, so each student regularly receives instruction in physical education, technology, and STEM labs.

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

⁴ [OpenSciEd](#) website

B. SCHOOL STRUCTURE

1. LEADERSHIP AND 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 is responsible 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.⁵

This year, the board had 23 members: a chair, immediate past chair, a secretary, a treasurer, and 19 other members. Board members represent local institutions of higher education such as the Medical College of Wisconsin, Mount Mary University, and Marquette University. 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.

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.

Four principals oversee the school's four 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 main campus includes the elementary academy, which serves students in 4K through fifth grade; the junior academy, which serves students in sixth through eighth grades; and the high school, which serves students in ninth through twelfth grades. The 24th Street campus serves students in 4K through fifth grade.

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

⁵ This information comes from the school's website and its original application to the City of Milwaukee.

the earliest grades (4K 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 students were given expanded opportunities to participate in AP classes and job-specific courses such as nurse assisting and skilled trade 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 plan (IEP) goals and their transition plan.

3. STAFF INFORMATION

This section presents return and retention data for instructional staff eligible to return for the 2024–25 school year (Table 1), as well as demographic profiles of both instructional and support staff (Tables 2 and 3). The analysis offers insight into staffing stability and workforce composition for the 2024–25 academic year. These data support ongoing efforts to build and sustain an experienced, representative, and well-supported educational team.

a. Instructional Staff⁶

TABLE 1		
MAS 2024–25		
STAFF RETURN AND RETENTION RATES		
RETURN AND RETENTION	STAFF	RATE
Return		89.1%
Eligible to return after 2023–24 school year	92	
Returned	82	

⁶ Terminated staff are not included in return and retention rates.

TABLE 1		
MAS 2024–25		
STAFF RETURN AND RETENTION RATES		
RETURN AND RETENTION	STAFF	RATE
Retention		95.5%
Employed during 2024–25 school year ⁷	132	
Resigned	6	
Remaining after resignation	126	

b. Instructional Staff Demographics

TABLE 2		
MAS 2024–25		
INSTRUCTIONAL STAFF BY RACE/ETHNICITY (N = 132)		
RACE/ETHNICITY ⁸	STAFF	%
White	64	48.4%
African American/Black	58	44.0%
Hispanic or Latino	6	4.5%
Multi-racial	3	2.3%
American Indian or Alaska Native	1	0.8%

In addition to the teaching staff, the school is supported by a strong executive and support team that contributes to the overall success of the school community. The executive team includes a chief executive officer, chief compliance and operations officer, chief financial officer, chief academic officer, and chief development officer, who provide leadership and oversight across all areas of operations, instruction, finance, and development.

The instructional support staff includes over 40 teacher assistants; multiple paraprofessionals serving English language/arts (ELA), special education, and physical education; and learning support specialists and student support specialists who address students’ academic and behavioral needs. Additional academic roles include

⁷ At the time of this report, a total of 14 teacher licensure issues were identified. Six teachers had pending licenses, one held an expired license, one had no record of a license application, and four held invalid lifetime licenses. Additionally, two special education aides were assigned instructional responsibilities in general education classrooms—one in third grade and the other in fourth grade—beyond the scope of their licensure.

⁸ Race/ethnicity categories reflect those reported by the school.

ELA and physical education teacher fellows, a college and career advisor, and a dean of culture. Operational and administrative support is provided by an operations manager, executive assistant, transportation coordinator, and several front-desk administrative assistants and receptionists. The presence of student culture coordinators, security personnel, and a family engagement and recruitment coordinator further reflect the school’s commitment to student well-being, school climate, and family partnerships. Collectively, this comprehensive team ensures that students receive the academic, social, and emotional support needed to thrive.

c. Support Staff Demographics

TABLE 3		
MAS 2024–25		
SUPPORT STAFF BY RACE/ETHNICITY (N = 93)		
RACE/ETHNICITY ⁹	STAFF	%
Black or African American	74	79.6%
White	10	10.7%
Multi-racial	1	1.1%
Asian Pacific Islander	1	1.1%
Race not reported	7	7.5%

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

⁹ Race/ethnicity categories reflect those reported by the school.

All staff members must participate in professional development programs and are given 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.

4. SCHOOL HOURS AND CALENDAR¹⁰

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 3:30 p.m. High school students took five classes a day between 7:55 a.m. and 3:30 p.m.

The first day of student attendance was August 21, 2024. The last day of school was June 6, 2025. The school met the contract requirement for instructional and attendance hours/days.

MAS offered summer school enrichment activities. 4K through eighth grades focused on benchmarks for math and ELA. Students also had opportunities to participate in recreational activities. High school students were provided with credit recovery opportunities.

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. Then, 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.

At each grade level, regular communication with families is sought by having staff send out newsletters highlighting upcoming school activities and describing recent student achievements and school awards.

¹⁰ Information in this section is in the school calendar, which MAS provided to Evident Change at the beginning of the school year.

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.¹¹

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.

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

¹¹ This information comes from MAS’s charter school application and the student and parent handbooks for the current school year.

expectations and the consequences for deviating from the expectations. Details about MAS's RTI can be found in the parent handbook.

7. GRADUATION INFORMATION

The junior academy staff work with eighth-grade 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, 91.6% (98 of 107) of the eighth graders who were promoted to ninth grade are enrolled in MAS for the upcoming school year. The remaining students are enrolled at another high school or had not decided by the end of the school year.

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 in accordance with the school's Academic Career Plan.

- MAS implemented a comprehensive approach to postsecondary preparation during the academic year, ensuring all high school students engaged in academic advisement, career exploration, dual enrollment, and work-based learning experiences.
- All high school students participated in structured advisement sessions during which they reviewed academic progress, assessed graduation requirements, and developed individualized academic and career plans tailored to their postsecondary goals.
- Career exploration was embedded throughout the school year. All students attended the annual Career Day Fair, featuring professionals from the for-profit and nonprofit sectors who facilitated career panels, job talks, and mock interviews. Students also explored specific career pathways through field-based learning. Athletes, nursing students, and anatomy and physiology students participated in targeted field trips to the Versiti Blood Center of Wisconsin and the Medical College of Wisconsin to deepen their understanding of health care careers.
- Students 16 and older with an interest in nursing attended an informational session about the certified nursing assistant program and subsequently enrolled in a semester-long course. Of the 21 participating students, nine earned certification through the State of Wisconsin; the remaining students are currently awaiting the results of the state knowledge examination. In addition, three students were placed into the nursing pipeline at Aurora St. Luke's Medical Center, gaining early exposure to the health care field.
- Through strong partnerships with local unions and businesses, MAS provided hands-on opportunities in the skilled trades. Sixteen students completed job-specific coursework in construction trades and robotics, resulting in certification from North America's Building Trades Unions. One rising junior secured a two-year youth apprenticeship with J.M. Brennan Inc., and two rising seniors began youth

apprenticeships with We Energies in spring of 2025. These apprenticeships will continue through their graduation. Additionally, one student secured a youth apprenticeship at a major Milwaukee contractor after attending the Plumbing Mechanical Sheet Metal Contractors' Alliance Career Fair.

- Students also participated in job shadowing and work-based learning opportunities at industry sites including the Milwaukee Carpenters' District Council, North Central States Regional Council of Carpenters, Plumbers Union Local 75, Aurora St. Luke's Medical Center, Aurora Sinai Medical Center, Azura Memory Care, the Medical College of Wisconsin, and the Versiti Blood Center of Wisconsin.
- Postsecondary exposure remained a key component of the MAS experience. Students participated in guided visits to a wide range of two- and four-year institutions, including Lakeland University, Marquette University, UW–Parkside, Carthage College, UW–Stevens Point, Waukesha County Technical College, Alverno College, UW–Milwaukee, UW–Madison, UW–Whitewater, UW–Platteville, and Milwaukee Area Technical College (MATC). These visits allowed students to explore diverse pathways, including degree programs, certifications, and licensure options.
- With support from the Herb Kohl Foundation, MAS students also took part in an educational tour of Washington, D.C., which included visits to Howard University and Georgetown University. This experience broadened students' understanding of higher education environments and postsecondary possibilities.
- Through a dual enrollment partnership with the UW–Milwaukee, 25 students earned college credit in courses such as English 101, English 102, young adult literature, and introduction to teaching. The latter two courses were part of the school's teacher pipeline initiative and involved a yearlong, conference-style collaboration with students from other Milwaukee schools. Additionally, 12 MAS seniors earned a total of 31 college credits through enrollment at MATC during the spring semester of 2025 while 13 juniors are already registered for MATC courses in fall of 2026.
- College and financial aid preparation was supported through a daily Senior Seminar, in which all seniors completed Free Application for Federal Student Aid (FAFSA) forms, applied for colleges and scholarships, and participated in weekly sessions with college representatives from UW–Whitewater, Marquette University, Mount Mary University, UW–Parkside, and Lakeland University. MAS achieved an 88% FAFSA completion rate. Five students were selected—and four accepted—into the All-In Milwaukee college completion support program. Additionally, 12 students received Kelben scholarships.
- During the spring semester, MAS hosted community guest speakers representing diverse professions, including educators, athletic directors, therapists, nonprofit leaders, and trades professionals. Students also participated in the “Lunch with Leadership” event, where student leaders met with MAS board members to discuss college and career planning.
- MAS continues to maintain and strengthen partnerships with numerous organizations that support postsecondary readiness, including Marquette University's Educational Opportunity Program, Camp Manito-wish, Lead2Change, SecureFutures, WRTP | BIG STEP, College Possible, Ernst & Young's College MAP program, the American Red Cross, Notes for Notes (in partnership with Boys & Girls Clubs), the Urban Ecology Center, Big Brothers Big Sisters, and Milwaukee Tool.

All (100.0%) 72 twelfth-grade students enrolled at the end of the school year who graduated were accepted into one or more postsecondary schools or programs (in and out of state). These students were offered \$4,779,944 in scholarships.

C. STUDENT POPULATION

1. RETURN RATE

Of 1,211 eligible students, 1,069 (88.3%) returned for the 2024–25 school year.

2. ENROLLMENT SUMMARY

TABLE 4	
MAS 2024–25	
STUDENT ENROLLMENT	
ENROLLMENT	STUDENTS
Beginning enrollment (September 20, 2024)	1,701
New enrollments during the year	34
Withdrawals during the year	160
End-of-year enrollment	1,575

3. RETENTION RATES

There were 1,701 students enrolled on the third Friday of September. Of those students, 1,542 (90.7%) were still enrolled on the last day of school (Table 5). Note that the end-of-year enrollment in this table includes only those students who were also enrolled at the beginning of the year; as a result, the total may differ from the end-of-year enrollment figures reported above.

TABLE 5			
MAS 2024–25			
STUDENT RETENTION DETAILS			
GRADE LEVELS	BEGINNING ENROLLMENT	END-OF-YEAR ENROLLMENT	RETENTION RATE
Elementary Academy	970	879	90.6%
Junior Academy	340	305	89.7%
High School	391	358	91.6%
Total	1,701	1,542	90.7%

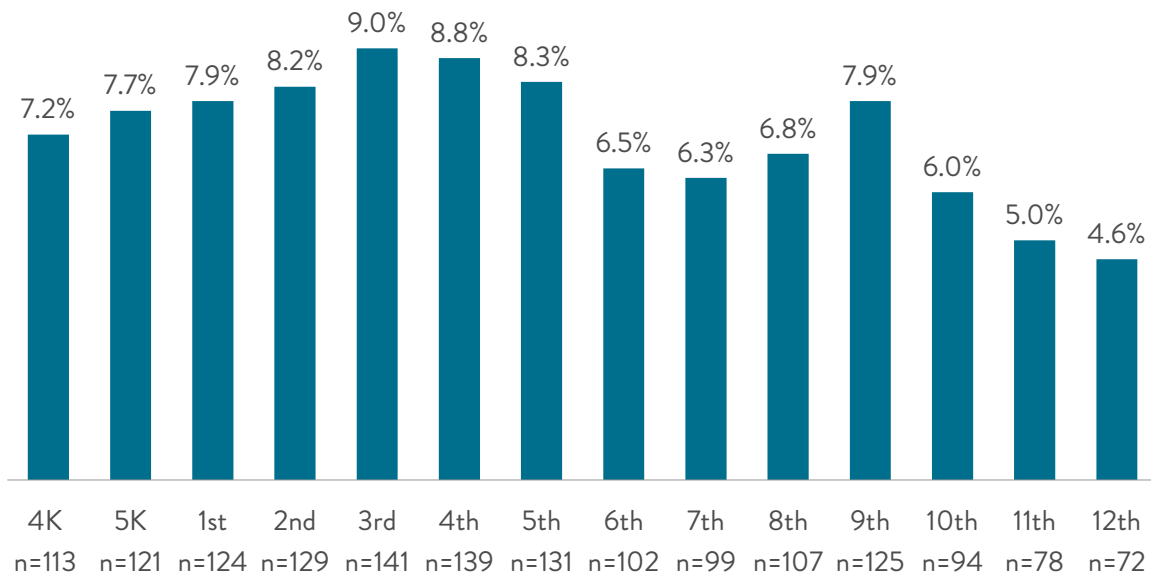
4. STUDENT DEMOGRAPHICS SUMMARY

The demographic summaries in Tables 6 and 7 and in Figure 1 include the students still enrolled at the end of the 2024–25 school year. Race/ethnicity and gender categories reflect those reported by the school.

TABLE 6		
MAS 2024–25 STUDENTS BY GENDER		
GENDER	STUDENTS	%
Female	784	49.8%
Male	791	50.2%
Total	1,575	100.0%

TABLE 7		
MAS 2024–25 STUDENTS BY RACE/ETHNICITY		
RACE/ETHNICITY	STUDENTS	%
Black or African American	1,478	93.8%
American Indian or Alaska Native	11	0.7%
Asian Pacific Islander	5	0.3%
White	6	0.4
Multiple Races/Ethnicities	75	4.8
Total	1,575	100.0%

Figure 1
MAS 2024–25
Enrollment by Grade (N = 1,575)



D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

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

Recommendation: The leadership team will enhance the culture of collaborative learning and continuous improvement among staff members, ensuring student success and schoolwide excellence in reading, writing, and math and increasing proficiency levels of all students.

Response:

- The school strengthened instructional coherence through increased collaboration across content areas and grade levels. Weekly meetings and cross-curricular planning time supported consistent instructional practices and alignment. Grade-level meetings also served as a space for student engagement with leadership and for identifying academic needs.
- Curriculum implementation began with a strong foundation at the new campus. Regular Data Days enabled staff to analyze student performance, identify those in need of support, and implement targeted interventions. Professional development—guided by the Arc of the Year framework—focused on instructional priorities, effective data use, and instructional alignment.

- At the district level, Data Days facilitated high-level analysis, and each school level developed quarterly protocols to act on findings. Collaboration across all levels supported data-informed instructional decisions and promoted continuous improvement.

Recommendation: The leadership team will develop and implement strategies to enhance school culture, resulting in a more supportive environment for students, staff, and parents.

Response:

- At the district level, weekly reports tracked removals, merits, demerits, and suspensions to inform behavioral interventions and guide support strategies.
- A proactive approach was implemented through the Arc of the Year framework, emphasizing classroom environment, systems, and routines to foster safe, joyful, and predictable learning spaces. Teachers were trained to set a positive tone from the outset.
- After winter break, a culture reset introduced a behavior matrix, consistent ClassDojo use, weekly parent newsletters, and reinforcement of PRIDE values: perseverance, responsibility, integrity, dignity, and empathy.
- Middle school leaders conducted weekly co-observations, celebrated students through shout-outs, and promoted engagement with daily announcements and Friday raffles. Nova Tickets rewarded positive behaviors, such as self-care.
- At the high school, a culture of academic excellence was promoted. Students earning a 3.5 grade-point average or higher were recognized, and strong habits were tied to achievement. Apprenticeship interviews supported career readiness. Increased use of email improved communication on grades and tutoring, and students actively monitored their academic data and aligned behaviors.

Recommendation: There will be a continued focus on students' social emotional learning needs, specifically on reducing student removal from the classroom and minimizing suspensions.

Response:

- The school approached social-emotional learning (SEL) as a long-term, systems-level strategy that included both immediate interventions and developmental components. At the elementary and junior academy levels, SEL was embedded into the daily routine through structured morning check-ins, allowing educators to assess student well-being, anticipate potential behavioral challenges, and coordinate proactive support. This consistent practice contributed to a measurable reduction in behavioral removals and suspensions, particularly in kindergarten through second grade, signaling early success.
- At the secondary level, efforts focused on building adult capacity to engage students in one-on-one mentoring during structured time, such as "nation building," and incorporating independent academic

platforms like IXL to support these interactions. Additionally, a restorative justice and communication course was launched in partnership with community organizations. This course equipped a diverse group of students with skills in peer mediation, circle keeping, and restorative practices. The program not only influenced how students approached conflict resolution but also provided a pathway to careers in social work, justice, and community leadership.

Recommendation: The leadership team will continue to use the Arc of the Year teacher coaching model to improve staff daily practices and academic achievement, with an emphasis on improving the classroom environment and rigor, providing ongoing student feedback, and encouraging critical thinking.

Response:

- Teacher coaching efforts began with regular check-ins, coaching meetings, and consultation with Doug McCurry, who provided targeted feedback and next steps. Coaching sessions, totaling one to three hours per week, focused on implementing the Arc of the Year, with an emphasis on classroom environment and instructional rigor.
- Consultations included visits across academies to observe practice coaching sessions and align observation practices. The team worked to ensure the Arc framework—particularly the Think Arc—was embedded consistently across classrooms.
- Monthly professional development sessions for all staff were aligned to specific components of the Arc, reinforcing implementation with fidelity and coherence across the school year.

Evident Change recommends that MAS continue a focused school improvement plan for the 2025–26 school year with the following activities.

- The school will prioritize leadership development with a specific focus on academic deans. Leadership training will emphasize instructional excellence and data-informed decision-making. Systems for data analysis will be refined to improve consistency in grading practices and ensure rigorous academic support for all students, with particular attention to special education services and student performance data.
- To build upon the established Arc of the Year professional development training, the school will continue to enhance classroom environment and academic rigor, with a focused emphasis on the Feedback Arc in the upcoming year. These efforts will prioritize improvement in foundational academic skills—particularly reading, writing, and math—to ensure all students make adequate academic growth.
- The director of school culture will play a central role by providing targeted coaching and professional development for educators, implementing proactive strategies, and serving as an additional layer of instructional and cultural support.

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 consisted of student progress in literacy, math, writing, and IEP goals for special education students. The standardized assessment measures were the Strategic Teaching and Evaluation of Progress (STEP) assessment, the Renaissance Star Early Literacy and Star Math assessments, the Wisconsin Forward Exam, the PreACT Secure, and the ACT.

A. ATTENDANCE AND SUSPENSION RATES

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. For high school students, attendance was recorded in compliance with DPI’s attendance standard.

The 2024–25 attendance goal for all three academies was 90.0%. The school fell short of its attendance goals for all academies (Table 8).

TABLE 8					
MAS 2024–25					
ATTENDANCE AND SUSPENSION RATES BY SCHOOL LEVEL					
SCHOOL LEVEL	STUDENTS	AVG. ATTENDANCE RATE ¹²	SUSPENDED		
			n	%	AVG. DAYS
Elementary Academy	990	87.8%	151	15.3%	3.8
Junior Academy	343	87.2%	129	37.6%	3.3
High School	402	85.1%	154	38.3%	3.1

¹² When excused absences were included, the attendance rate for 4K through fifth grade rose to 89.4%, for sixth through eighth grades, the attendance rate rose slightly to 88.7%, and for high school students, the attendance rate was slightly higher at 85.2%.

B. PARENT-TEACHER CONFERENCES

The parent participation goals for 2024–25 were that parents of all (100.0%) elementary students, at least 95.0% of junior academy students, and 90.0% of high school students enrolled for the entire school year would attend at least two of three scheduled parent–teacher conferences.¹³

Conference attendance by school level is shown in the Table 9. MAS did not meet its parent participation goals for any of the three academies this year.

TABLE 9			
MAS 2024–25			
CONFERENCE ATTENDANCE BY SCHOOL LEVEL			
SCHOOL LEVEL	STUDENTS	MET GOAL	
		n	%
Elementary academy	879	801	91.1%
Junior academy	305	195	63.9%
High school	358	273	76.3%

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, 234 students received special education services. A total of 115 students qualified for an evaluation during the 2024–25 school year (61 initial and 54 reevaluations); 38 of the students who were evaluated during the current year did not qualify or were dismissed from special education services, 42 students qualified for new or continued services, and evaluations for 35 students were waived, resulting in continued services. The remaining 119 students received an initial or reevaluation during a previous year or withdrew prior to an evaluation scheduled for this school year. Overall, 193 students qualified for new or continued services resulting from a current or prior year evaluation. An IEP was developed for all 183 new or returning special education students who required one. (Ten students transferred before the IEP date, and one student’s parents rescinded consent.)

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

¹³ Conferences with any teacher—at the school, via phone, via Zoom, or at the student’s home—were counted in the participation rate.

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 disabilities.

Disability classifications were provided for 193 students who qualified for special education services (Table 10). Each student may have more than one disability classification. These students are represented in multiple rows; therefore, the number of disability classifications sums to more than the total number of students.

TABLE 10	
MAS 2024–25	
SPECIAL EDUCATION DETAILS	
DISABILITY CLASSIFICATION	STUDENTS
Specific learning disabilities	63
Speech and language impairments	47
Other health impairments	47
Autism	11
Significant developmental delays	8
Intellectual disabilities	8
Emotional behavioral disabilities	7
Visual impairment	1
Not reported	3
Total	193

D. LOCAL MEASURES OF EDUCATIONAL PROGRESS

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 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. STEP Assessment for 4K Students

MAS used the STEP assessment as its local measure for 4K students. The school’s goal was that at least 80.0% of students enrolled for the entire year would meet four of five pre-read metrics on the STEP literacy assessment by the time of the spring assessment.

A total of 109 4K students who were enrolled all year completed the STEP assessment in the spring. Of those students, 90 (82.6%) met four of five pre-read metrics, meeting the school’s goal.

b. Star Early Literacy Assessment for 5K Through Second Grade

Literacy skills for 5K through second grade were assessed using the Renaissance Star Early Literacy assessment. Progress was measured by examining how many students met the school’s expected Student Growth Percentile (SGP) at the time of the spring test. Renaissance has determined that an expected SGP between 35 and 65 indicates adequate growth from fall to spring. An expected SGP of 35 or higher was used to define adequate growth for the current school year.

The school’s goal was that at least 50.0% of students in 5K through second grade will score at or above the SGP benchmark on the spring assessment.

A total of 333 5K through second-grade students enrolled for the entire year completed fall and spring Star Early Literacy assessments. Overall, 174 (52.3%) met the SGP benchmark at the time of the spring assessment. The school met its goal for 5K and second-grade students but was below the goal for first graders (Table 11).

TABLE 11			
MAS 2024–25			
STAR EARLY LITERACY ASSESSMENT FOR 5K – 2ND GRADE			
GRADE	STUDENTS	MET GOAL	
		n	%
5K	118	64	54.2%
1st	119	53	44.5%
2nd	96	57	59.4%
Total	333	174	52.3%

c. Star Reading Assessment for Third Through Fifth Graders

Third through fifth graders completed the Star Reading assessment in the fall and spring. Progress was measured by examining how many students met the school’s expected SGP at the time of the spring test. Renaissance determined that an expected SGP between 35 and 65 indicates adequate growth from fall to spring. MAS identified a SGP of 35 or higher as the measure of progress for the current school year.

The school’s goal was that at least 50.0% of students with fall and spring scores would demonstrate progress from fall to spring.

Of 398 third through fifth graders with fall and spring scores, 228 (57.3%) made progress this year (Table 12). The school met its goal for all three grade levels.

TABLE 12			
MAS 2024–25			
STAR READING ASSESSMENT FOR 3RD – 5TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
3rd	135	84	62.2%
4th	134	70	52.2%
5th	129	74	57.4%
Total	398	228	57.3%

d. Star Reading Assessment for Sixth, Seventh, and Eighth Graders

Junior academy reading progress was measured using the Star Reading Assessment. Progress was measured by examining how many students met the school’s expected SGP at the time of the spring test. Renaissance determined that an expected SGP between 35 and 65 indicates adequate growth from fall to spring. MAS identified a SGP of 35 or higher as the measure of progress for the current school year.

The school’s goal was that at least 50.0% of students with fall and spring scores would demonstrate progress from fall to spring.

A total of 302 sixth through eighth graders enrolled for the entire school year completed fall and spring Star reading tests. Overall, 214 (70.9%) progressed from fall to spring, meeting the junior academy’s reading goal (Table 13).

TABLE 13			
MAS 2024–25			
STAR READING ASSESSMENT FOR 6TH – 8TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
6th	99	73	73.7%
7th	98	69	70.4%
8th	105	72	68.6%
Total	302	214	70.9%

e. Star Reading Assessment for High School Students

Ninth through twelfth grade students completed the Star Reading assessment in the fall and spring. Progress was measured by examining how many students met the school’s expected SGP at the time of the spring test. Renaissance determined that an expected SGP between 35 and 65 indicates adequate growth from fall to spring. MAS identified a SGP of 35 or higher as the measure of progress for the current school year.

The school’s goal was that at least 50.0% of students with fall and spring scores would demonstrate progress from fall to spring.

Of 328 students enrolled all year, 353 had fall and spring Star reading scores. Of those, 182 (51.6%) made adequate growth, meeting the high school reading goal (Table 14).

TABLE 14			
MAS 2024–25			
STAR READING ASSESSMENT FOR 9TH – 12TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
9th	114	46	40.4%
10th	92	36	39.1%
11th	77	42	54.5%
12th	70	58	82.9%
Total	353	182	51.6%

2. MATH

a. Math Skills Assessment for 4K Students

To assess student progress in math, the school set the goal that at least 80.0% of 4K 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 110 4K students enrolled all year who had spring math scores, 94 (85.5%) met the math goal this year.

b. Star Math Assessment for 5K Through Fifth Graders

Students in 5K through fifth grade completed the Star Math assessment in the fall and spring. Similar to the literacy measurement, progress was measured by examining how many students met the school's expected SGP at the time of the spring test.

This year, the school's goal was that at least 50.0% of students with fall and spring scores would achieve a SGP of 35 or higher on the spring test.

Of 760 5K through fifth-grade students enrolled all year who completed fall and spring Star Math assessments, 420 (55.3%) progressed from fall to spring, meeting the elementary academy's goal (Table 15).

TABLE 15			
MAS 2024–25			
STAR MATH ASSESSMENT FOR 5K – 5TH GRADE			
GRADE	STUDENTS	MET GOAL	
		n	%
5K	114	67	58.8%
1st	120	55	45.8%
2nd	125	66	52.8%
3rd	136	80	58.8%
4th	134	81	60.4%
5th	131	71	54.2%
Total	760	420	55.3%

c. Star Math Assessment for Sixth, Seventh, and Eighth Graders

The junior academy’s math goal was identical to the reading goal described earlier. Progress goals were determined based on students achieving an SGP of 35 or higher.

The school’s goal was that at least 50.0% of junior academy students would show progress from fall to spring.

A total of 303 sixth- through eighth-grade students enrolled for the entire school year completed both fall and spring Star Math assessments. Overall, 189 (62.4%) progressed from fall to spring, meeting the junior academy’s goal (Table 16).

TABLE 16			
MAS 2024–25			
STAR MATH ASSESSMENT FOR 6TH – 8TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
6th	99	69	69.7%
7th	98	67	68.4%
8th	106	53	50.0%
Total	303	189	62.4%

d. Star Math Assessment for High School Students

To assess math progress for these students, the school set a goal that at least 50.0% of high school students would make adequate progress, with an SGP score of 35 or higher. Of the 355 students with fall and spring scores available, 212 (59.7%) progressed from fall to spring, meeting the school’s goal (Table 17).

TABLE 17			
MAS 2024–25			
STAR MATH ASSESSMENT FOR 9TH – 12TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
9th	116	64	55.2%
10th	92	51	55.4%
11th	77	47	61.0%
12th	70	50	71.4%
Total	355	212	59.7%

3. WRITING

To assess writing skills in all three academies, teachers reviewed student writing samples at the end of the school year and assigned a score in several domains.

Third through fifth graders were assessed in four domains: reading comprehension, organization and purpose, evidence and elaboration, and conventions. Sixth through eighth graders were assessed in five domains: content and analysis, command of evidence, coherence, organization and style, and control of conventions. High school students were assessed in six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar.

In the elementary academy, teachers assigned 1 to 4 points in each domain. Junior academy writing samples were assigned a score of 0 to 4 on each domain, and high school writing samples were assessed using a scale from 1 to 5 points. For all three academies, domain scores were combined for an overall writing score.

The following goals were set.

- **Third through fifth grade:** At least 80.0% of students enrolled for the entire year achieve a total score of 10 or higher.
- **Sixth through eighth grades:** At least 90.0% of students in sixth through eighth grades would achieve a score of 10 or higher.
- **Ninth through twelfth grades:** At least 85.0% of students in each grade level enrolled for the entire year would achieve a score of 18 or higher.

Of 404 third through fifth graders enrolled for the entire year with a writing score recorded, 186 (46.0%) students received a score of 10 or higher, below the elementary academy’s goal (Table 18A).

TABLE 18A			
MAS 2024–25			
TEACHER-ASSESSED WRITING SKILLS FOR 3RD – 5TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
3rd	138	66	47.8%
4th	135	57	42.2%
5th	131	63	48.1%
Total	404	186	46.0%

Of 305 sixth through eighth graders enrolled for the entire year with a writing score recorded, 173 (56.7%) students received a score of 10 or higher, below the junior academy’s goal (Table 18B).

TABLE 18B			
MAS 2024–25			
TEACHER-ASSESSED WRITING SKILLS FOR 6TH – 8TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
6th	100	48	48.0%
7th	98	55	56.1%
8th	107	70	65.4%
Total	305	173	56.7%

Of 356 ninth through twelfth graders enrolled for the entire year with a writing score recorded, 244 (68.5%) students received a score of 18 or higher, below the high school’s goal (Table 18C).

TABLE 18C			
MAS 2024–25			
TEACHER-ASSESSED WRITING SKILLS FOR 9TH – 12TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
9th	118	102	86.4%
10th	92	20	21.7%
11th	76	70	92.1%
12th	70	52	74.3%
Total	356	244	68.5%

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.

- **Elementary academy:** An IEP was reviewed for 50 students who were enrolled in special education services at MAS for an entire year who were still enrolled at the end of the school year; 44 (88.0%) of those students met one or more of the goals in their IEP.
- **Junior academy:** An IEP was reviewed for 33 students who were enrolled in special education services at MAS for an entire year were still enrolled at the end of the school year; 30 (90.9%) met one or more of the goals in their IEP.

- **High school:** An IEP was reviewed for 28 students enrolled in special education at MAS for an entire year and were still enrolled at the end of the school year; 24 (85.7%) met one or more of their IEP goals.

The school did not meet the IEP goal for any of the three academies this year. Overall, 98 (88.3%) of 111 students for whom IEPs were reviewed met one or more of their IEP goals.

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 369 high school students enrolled at the end of the year developed a graduation plan. All (100.0%) graduation plans included documentation of postsecondary plans, were shared with parents, included a schedule reflecting credits to graduate, and were reviewed by a counselor.

Additionally, each student’s progress toward graduation must be reviewed; based on evidence provided, progress toward graduation was documented in all (100.0%) graduation plans. As a result of that review, 80.8% of students were on track toward graduation, and 19.2% needed to enroll in credit recovery activities (Table 19). All eleventh and twelfth graders were required to meet with a counselor during the school year to discuss graduation plans; all (100.0%, not shown) did so. Also, graduation plans included documentation indicating that students in the top 5% and 10% of their class were notified (not shown).

TABLE 19	
MAS 2024–25	
HIGH SCHOOL GRADUATION PLANS (N = 369)	
PROGRESS MEASURE	PERCENTAGES
Percentage of Plans Including Documentation of Each Measure	
Included postsecondary plans	100.0%
Shared with parents	
Included schedule reflecting credits to graduate	
Reviewed by assistant principal or counselor	
Progress toward graduation	
Outcome of Graduation Progress Review	
On track toward graduation	80.8%
Need to enroll in credit recovery activities	19.2%

2. HIGH SCHOOL GRADUATION REQUIREMENTS

The school’s goal for grade level promotion and graduation was that among students enrolled for the entire school year, at least 85.0% of ninth graders would complete six or more credits and move to tenth grade; 90.0% of tenth graders would complete 12 or more credits and move to eleventh grade; 95.0% of eleventh graders would complete 18 or more credits and move to twelfth grade; and 100.0% of twelfth graders would earn 24 or more of the required credits and graduate.

The school provided credit and grade promotion information for all 358 high school students enrolled at MAS for the entire school year.¹⁴ Of those, 330 (92.2%) 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 the summer program (Table 20).

TABLE 20			
MAS 2024–25			
HIGH SCHOOL GRADUATION REQUIREMENTS			
GRADE	STUDENTS	PROMOTED/GRADUATED	
		n	%
9th	118	112	94.9%
10th	92	82	89.1%
11th	78	66 ¹⁵	84.6%
12th	70	70 ¹⁶	100.0%
Total	358	330	92.2%

F. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires all schools to administer the aimswebPlus early literacy assessment for students in 4K through third grade. Schools are required to administer the assessment to 5K through third-grade students midyear, and to students in 4K through third grade students in the spring.

¹⁴ At the time of data submission, MAS was waiting for transcripts for four students’ previous schools.

¹⁵ Includes one student who graduated by the end of the summer program.

¹⁶ Two additional twelfth graders who were not enrolled at MAS the entire school year graduated.

For students in third through eighth grade, DPI requires the Forward Exam. Schools are required to assess ninth and tenth graders using PreACT Secure; tenth graders also take the social studies Forward exam, 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. AIMSWEBPLUS EARLY LITERACY ASSESSMENT

The following benchmarks we set for each grade level.

- Four-year-old kindergarten students are expected to score at or above the 25th percentile on the spring assessment for the Initial Sounds and Letter Word Sounds Fluency subtests.
- Five-year-old kindergarten students are expected to attain an aimswebPlus Early Literacy composite score at or above the 25th percentile (i.e., 80 or higher on the spring test). The kindergarten Early Literacy composite score is determined by combining their performance on the Letter Naming Fluency and Letter Word Sounds Fluency subtests.
- First through third graders are expected to score an Oral Reading Fluency score at or above the 25th percentile.

A total of 607 4K through third-grade students enrolled since the beginning of the school year completed the aimswebPlus in the spring. Table 21 shows the number of students who met the benchmark established for their grade level.

TABLE 21			
MAS 2024–25			
AIMSWEBPLUS FOR 4K – 3RD GRADE (N = 607)			
GRADE	STUDENTS	MET BENCHMARK	
		n	%
4K			
Initial Sounds	108	82	75.9%
Letter Word Sounds Fluency		56	51.9%
5K	114	50	43.9%
1st	120	24	20.0%
2nd	128	47	36.7%
3rd	137	34	24.8%

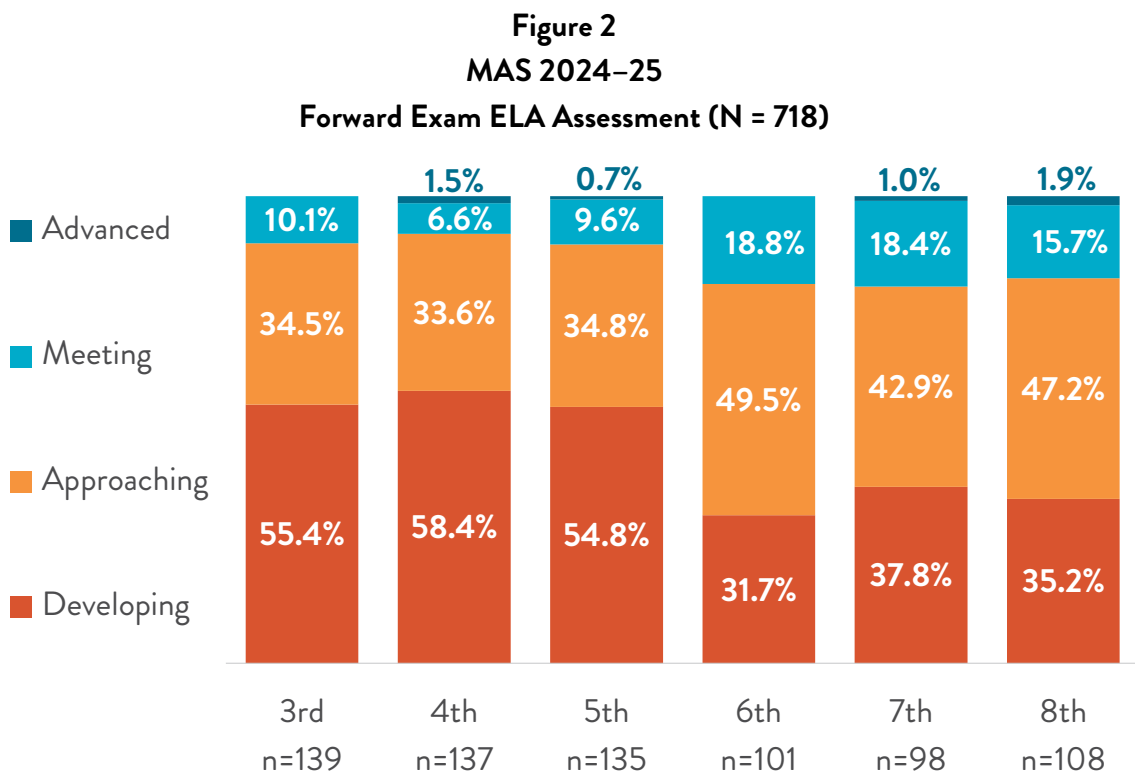
2. WISCONSIN FORWARD EXAM¹⁷

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 performance levels: advanced, meeting, approaching, and developing. The Forward Exam is administered in the spring of each school year.

In spring of 2025, 718 third- through eighth-grade students enrolled since the third Friday of September completed the ELA assessment. Of those students, 96 (13.4%) were at the meeting or advanced performance level in ELA.

Of 411 elementary school students who completed the Forward ELA assessment, 39 (9.5%) were at the meeting or advanced level, and 57 (18.6%) of 307 junior academy students were at the meeting or advanced level.

Results by grade level tested are presented in Figure 2.



¹⁷ Information from the DPI website. For more information, visit dpi.wi.gov/assessment/forward.

Table 22 shows the average ELA scale score by grade level, along with the performance level in which that average score is situated for that specific grade level.

TABLE 22			
MAS 2024–25			
FORWARD EXAM ELA ASSESSMENT			
AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	STUDENTS	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	139	1506.2	Developing
4th	137	1528.8	Developing
5th	135	1549.0	Approaching
6th	101	1581.1	Approaching
7th	98	1590.1	Approaching
8th	108	1603.3	Approaching

In spring of 2025, 718 third- through eighth-grade students enrolled since the third Friday of September completed the math assessment. Of those students, 105 (14.6%) were at the meeting or advanced performance level in math.

Of 411 elementary school students who completed the Forward math assessment, 53 (12.9%) of 411 elementary academy students and 52 (16.9%) of 307 junior academy students tested at the meeting or advanced level.

Results by grade level tested are presented in Figure 3.

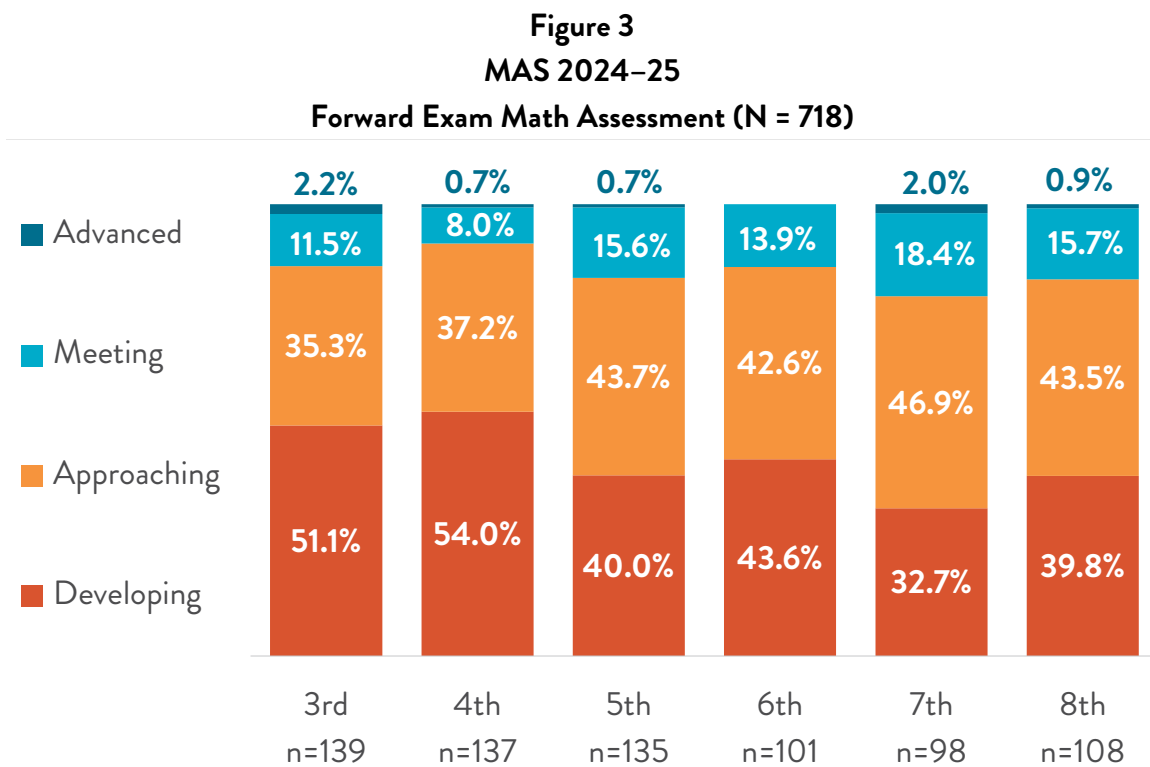
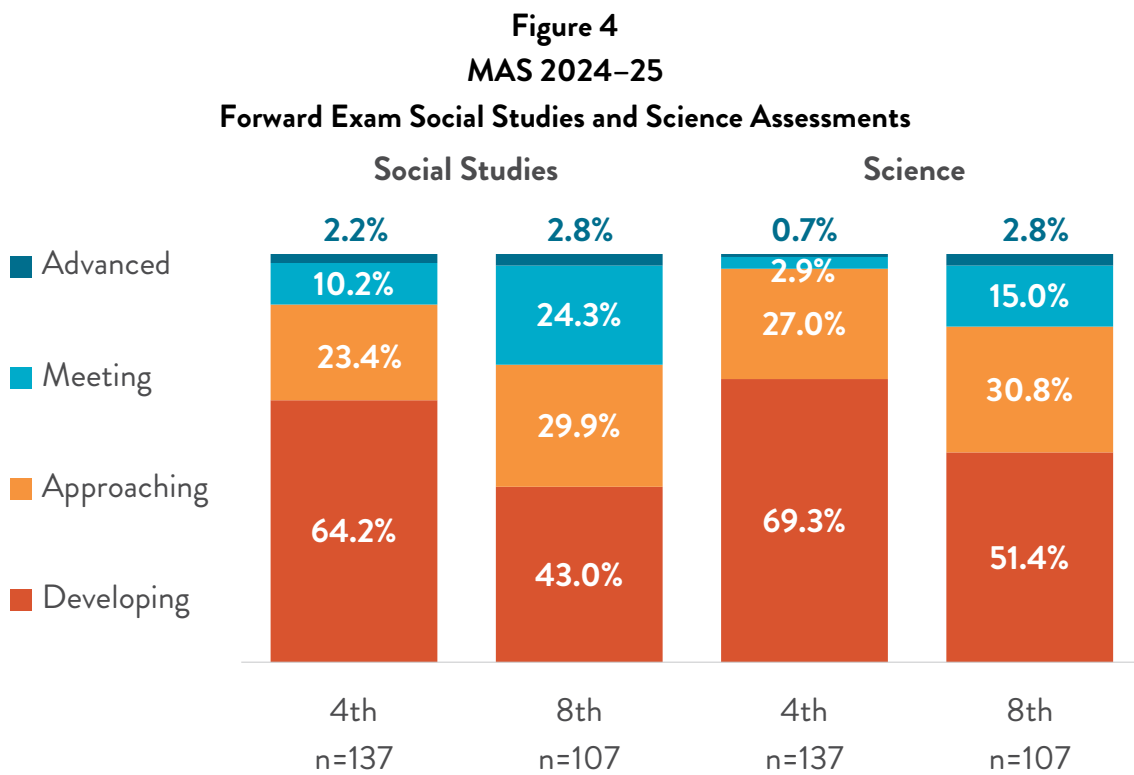


Table 23 shows the average ELA scale score by grade level, along with the performance level in which that average score is situated for that specific grade level.

TABLE 23			
MAS 2024–25			
FORWARD EXAM MATH ASSESSMENT			
AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	STUDENTS	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	139	1505.8	Approaching
4th	137	1528.6	Developing
5th	135	1565.0	Approaching
6th	101	1589.2	Approaching
7th	98	1603.7	Approaching
8th	108	1617.0	Approaching

Of the 244 fourth and eighth graders who completed the social studies and science tests, 46 (18.9%) were at the meeting or advanced performance level in social studies, and 24 (9.8%) were at the meeting or advanced performance level in science (not shown). Results by grade level are presented in Figure 4.



In spring of 2025, 95 tenth graders enrolled from the beginning of the school year to the time of the Forward Exam took the social studies test. Eleven (11.6%) of those students were at the meeting or advanced performance levels (not shown).

3. PREACT SECURE AND ACT PLUS WRITING

ACT has set college readiness benchmarks for the subject-specific subtests of both the PreACT Secure and the ACT. The most recent benchmarks (published in 2022) for each grade level and test are shown in Table 24.¹⁸ Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration.

¹⁸ For more information about PreACT Secure and ACT Plus Writing benchmarks, visit success.act.org.

TABLE 24			
MAS 2024–25			
ACT COLLEGE READINESS BENCHMARK SCORES FOR THE PREACT SECURE AND ACT			
SUBTEST	9TH-GRADE PREACT SECURE	10TH-GRADE PREACT SECURE	11TH-GRADE ACT
English	13	15	18
Math	18	19	22
Reading	18	20	22
Science	19	20	23
Composite*	17	18	21

*ACT does not publish composite benchmark scores for the PreACT Secure 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.

The results presented in the tables that follow reflect student achievement on the PreACT and ACT during the school year.

a. PreACT Secure for Ninth and Tenth Graders

The PreACT Secure was administered in spring of 2025. Results are reported for 118 students who completed the tests as ninth graders and 95 students who completed the test as tenth graders who were enrolled from the start of the school year until the time of testing (Table 25). Overall, 7.0% of ninth and tenth graders were at or above the English benchmark, and 1.9% were at or above the math benchmark (not shown). The average English scale score for ninth and tenth graders was 9.7, and the average math scale score was 14.6. Average composite score by grade level are shown in Figure 5.

TABLE 25				
MAS 2024–25				
STUDENTS AT OR ABOVE BENCHMARK FOR PREACT SECURE				
SUBTEST	9TH GRADE (N = 118)		10TH GRADE (N = 95)	
	n	%	n	%
English	11	9.3%	4	4.2
Math	2	1.7%	2	2.1
Reading	12	10.2%	4	4.2
Science	2	1.7%	1	1.1
Composite	6	5.1%	0	0.0

Figure 5
Milwaukee Academy of Science
Average PreACT Secure Composite Scores by Grade Level 2024–25

12.7

9th
N = 118

12.9

10th
N = 95

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, but not required, to take the ACT. This year, MAS students completed the district ACT in the fall, and DPI required the ACT in the spring. For students with fall and spring test scores this year, results are reported for the test administration during which the student received the higher composite score.

ACT results from the current school year were available for 74 of 78 eleventh graders enrolled at the end of the year. Composite ACT scores for eleventh graders ranged from 11 to 24 (not shown), with an average of 14.7. Sixteen (21.6%) students met the English benchmark, one (1.4%) met the math benchmark, six (8.1%) met the reading benchmark, three (4.1%) met the science benchmark, and two (2.7%) students met the composite score benchmark.

ACT results from the current school year were available for 69 of 72 twelfth graders enrolled at the end of the year. Composite ACT scores for twelfth graders ranged from 9 to 29 (not shown) with an average of 15.1. Thirteen (18.8%) students met the English benchmark, two (2.9%) met the math benchmark, four (5.8%) met the reading benchmark, four (5.8%) met the science benchmark, and three (4.3%) met the composite score benchmark.

Average ACT composite scores by grade level are shown in Figure 6.

Figure 6
MAS 2024–25
Average ACT Composite Scores by Grade Level



G. MULTIPLE-YEAR STUDENT PROGRESS

1. PROGRESS FOR SECOND GRADERS BASED ON EARLY LITERACY ASSESSMENT

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 4K through second grade take the aimswebPlus assessment. The CSRC’s performance expectation is that at least 75.0% of students who were at or above the benchmark (40th percentile) in first grade would remain at or above the benchmark as second graders in the subsequent school year. Because aimswebPlus was a new assessment in 2024–25, progress from last year could not be measured.

2. FOURTH THROUGH EIGHTH GRADER PROGRESS BASED ON FORWARD EXAM

The Forward Exam results from two consecutive school years are 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 60.0% of fourth through eighth graders who were at the meeting or advanced performance level in ELA the prior year would remain at the meeting or advanced level, and at least 50.0% of fourth through eighth graders who were the meeting or advanced level in math the prior year would maintain meeting or advanced levels. Additionally, it is expected that at least 35.0% of fourth through eighth graders who were at the developing or approaching performance level in ELA the prior year will demonstrate progress, and that at least 35.0% of fourth through eighth graders who were at the developing or approaching level in math will demonstrate progress.

A total of 406 students completed the Forward Exam in spring of 2024 and spring of 2025. Year-to-year progress was measured for students at the meeting or advanced level and for students at the developing or approaching level in ELA and/or math in spring of 2024.

a. Students at the Meeting or Advanced Level

In spring of 2024, 62 students were meeting or advanced in ELA; 40 (64.5%) of them maintained meeting or advanced levels in spring of 2025. There were 67 students at the meeting or advanced level in math in spring of 2024, and 45 (67.2%) maintained meeting or advanced levels in spring of 2025. Due to the small number of students in some grades, results are not shown by grade level.

b. Students at the Developing or Approaching Level

To determine if students who were at the developing or approaching levels the previous year were making progress, Evident Change examined whether these students improved scores by moving up one or more categories (i.e., developing to approaching, approaching to meeting, or developing to meeting). If students did not improve by a level, Evident Change examined student progress within the student’s level by equally dividing the developing and approaching levels into quartiles. The lowest and upper thresholds for both levels reflected the scale score ranges used by DPI to establish proficiency levels.¹⁹

In spring of 2024, 344 students were at the developing or approaching levels in ELA, and 38.7% of those students showed progress in 2025 (Table 26A). For math, 339 students were at the developing or approaching levels in spring 2024, and 49.3% demonstrated progress in 2025 (Table 26B).

TABLE 26A					
MAS 2024–25					
YEAR-TO-YEAR PROGRESS IN ELA FOR 4TH – 8TH GRADES					
WISCONSIN FORWARD EXAM: STUDENTS DEVELOPING OR APPROACHING IN SPRING OF 2024					
CURRENT GRADE LEVEL	STUDENTS DEVELOPING OR APPROACHING	STUDENTS PROGRESSED IN 2025			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th	70	12	7	19	27.1%
5th	72	17	14	31	43.1%
6th	67	18	11	29	43.3%
7th	62	13	10	23	37.1%
8th	73	22	9	31	42.5%
Total	344	82	51	133	38.7%

¹⁹ This method is used by Evident Change to examine student progress in the schools chartered by the city.

TABLE 26B					
MAS 2024–25					
YEAR-TO-YEAR PROGRESS IN MATH FOR 4TH – 8TH GRADES					
WISCONSIN FORWARD EXAM: STUDENTS DEVELOPING OR APPROACHING IN 2024					
CURRENT GRADE LEVEL	STUDENTS DEVELOPING OR APPROACHING	STUDENTS PROGRESSED IN 2025			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th	68	11	16	27	39.7%
5th	70	24	24	48	68.6%
6th	63	9	15	24	38.1%
7th	64	20	16	36	56.3%
8th	74	17	15	32	43.2%
Total	339	81	86	167	49.3%

c. Overall Progress

Overall progress includes students who progressed from any performance level, including those maintaining meeting or advanced levels and those advancing within or across lower performance quartiles. Of all students who participated in the assessment in both 2024 and 2025, 173 students (42.6%) demonstrated growth in ELA, and 212 students (52.2%) demonstrated growth in math in 2025. Overall progress by grade level is shown in Table 27.²⁰

TABLE 27			
MAS 2024–25			
YEAR-TO-YEAR OVERALL FORWARD EXAM PROGRESS BY GRADE LEVEL			
SUBJECT AND CURRENT GRADE LEVEL	STUDENTS	OVERALL PROGRESS	
		n	%
ELA			
4th–5th	161	61	37.9%
6th–8th	245	112	45.7%
ELA Total	406	173	42.6%
Math			
4th–5th	161	87	54.0%
6th–8th	245	125	51.0%
Math Total	406	212	52.2%

²⁰ Overall student progress in ELA and math are the measures used in the CSRC scorecards.

3. TENTH- AND ELEVENTH-GRADE PROGRESS BASED ON ACT TESTS

Progress toward college readiness from ninth to tenth and tenth to eleventh grade is assessed using benchmarks from ACT tests available for each grade level.²¹ Tenth-grade progress is based on PreACT Secure scores from two consecutive school years, and eleventh-grade progress is based on PreACT scores from tenth grade and ACT Plus Writing scores from eleventh grade.

In 2019, the CSRC adopted a year-to-year academic expectation that 50.0% of tenth graders will demonstrate progress from ninth to tenth grade and that at least 50.0% of eleventh graders will demonstrate progress from tenth to eleventh grade. Student progress is measured based on the student’s composite benchmark status the previous school year. Students who met the composite benchmark for their grade level the previous school year will also meet the composite benchmark during the current school year. Students below the composite benchmark the previous school year will improve their composite scale score by at least one point during the current school year.

Progress was measured for 86 tenth graders and 68 eleventh graders who had test scores from two consecutive grade levels and school years. At the time of the 2025 assessment, 39 (45.3%) tenth graders and 42 (61.8%) eleventh graders demonstrated progress from the previous school year (Table 28).

TABLE 28			
MAS 2024–25			
YEAR-TO-YEAR PROGRESS FOR TENTH AND ELEVENTH GRADES			
2024–25 GRADE LEVEL	STUDENTS	DEMONSTRATED PROGRESS	
		n	%
10th	86	39	45.3%
11th	68	42	61.8%

H. CSRC SCHOOL SCORECARD

The scorecards were 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 most recent scorecard.

²¹ For more information on ACT assessments and benchmarks, visit success.act.org.

The school scored 59.1% of 94 possible points for kindergarten through fifth grade, 64.8% of 100 possible points for sixth through eighth grades, and 77.3% of 100 possible points for ninth through twelfth grades. See Appendix C for school scorecard information.

Additionally, Evident Change calculated a weighted average score for the entire school (4K through twelfth grade). The 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.

MAS had an overall weighted average score of 64.5% for the 2024–25 school year.²²

IV. SUMMARY AND RECOMMENDATIONS

Based on a review of past and current contract compliance and available performance data, Evident Change recommends that MAS continue consistent annual academic monitoring and reporting, with particular emphasis on strengthening student outcomes in reading and math.

²² Of the 1,270 students enrolled at the end of the school year, 57.0% were in kindergarten through fifth grade, 19.6% were in sixth through eighth grades, and 23.4% were in ninth through twelfth grades. Those percentages were used to calculate the overall weighted average score.

APPENDICES

- A. CONTRACT COMPLIANCE CHART**
- B. TREND INFORMATION**
- C. CSRC 2024–25 SCHOOL SCORECARDS**
- D. STUDENT LEARNING MEMORANDUMS**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
MAS 2024–25			
OVERVIEW OF COMPLIANCE WITH EDUCATION-RELATED CONTRACT PROVISIONS			
CONTRACT SECTION	EDUCATION-RELATED CONTRACT PROVISION	REPORT REFERENCE PAGE(S)	PROVISION MET OR NOT
Section I, B	Description of educational program.	p. 2	Met
Section I, V	Annual school calendar provided.	p. 7	Met
Section I, C	Educational methods.	pp. 3–4	Met
Section I, D	Administration of required standardized tests:		
	a. K4 – 8th grade and	a. pp. 27–32	a. Met
	b. 9th – 12th grade.	b. pp. 32–35	b. Met
Section I, D	Written annual plan for graduation.	p. 26	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. 18–26	Met
Section I, D	<i>Academic criterion #2:</i> Year-to-year achievement measures for students meeting/advanced expectations the previous year.		
	a. 4th – 8th grade students meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain meeting/advanced expectations.	a. p. 36	a. Met (64.5%)
	b. 4th – 8th grade students meeting/advanced expectations on the Forward Exam in Math the prior year: 50% will maintain meeting/advanced expectations.	b. p. 36	b. Met (67.2%)
	c. Second-grade students at or above summed score benchmark in reading (Star Early Literacy Assessment): At least 75.0% will remain at or above.	c. p. 35	c. N/A
	d. Ninth and 10th-grade students: At least 50% of tenth graders will maintain composite scale score benchmarks or	d. p. 38	d. Not met (45.3%)

TABLE A			
MAS 2024–25			
OVERVIEW OF COMPLIANCE WITH EDUCATION-RELATED CONTRACT PROVISIONS			
CONTRACT SECTION	EDUCATION-RELATED CONTRACT PROVISION	REPORT REFERENCE PAGE(S)	PROVISION MET OR NOT
	improve their composite score by at least one point from ninth to tenth grade. ²³ e. Tenth- and eleventh-grade students: At least 50% of eleventh graders will maintain composite scale score benchmarks or improve their composite score by at least one point from tenth to eleventh grade.	e. p. 38	e. Met (61.8%)
Section I, D	<i>Academic criterion #3:</i> Year-to-year achievement measures for students not meeting expectations. a. 4th – 8th grade students developing/approaching expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress. b. 4th – 8th grade students developing/approaching expectation on the Forward Exam in Math the prior year: 35% will demonstrate progress.	a. p. 36 b. p. 36	a. Met (38.7%) b. Met (49.3%)
Section I, E	Parental involvement.	p. 7–8	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 4	Partially Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 11–13, 17–18	Met
Section I, K	Discipline procedures.	pp. 8–9	Met

Note: N/A indicates unavailability of comparable assessment data from spring of 2024.

²³ This requirement meets academic criteria 2 and 3 for ninth and tenth graders.

APPENDIX B: TREND INFORMATION

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

TABLE B1					
MAS 2020–25 STUDENT ENROLLMENT					
SCHOOL YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	NUMBER AND RATE ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)*
2020–21	1,266	23	82	1,206	1,187 (93.8%)
2021–22	1,342	49	210	1,181	1,140 (84.9%)
2022–23	1,394	29	206	1,217	1,190 (85.4%)
2023–24	1,397	19	146	1,270	1,253 (89.7%)
2024–25	1,701	34	160	1,575	1,542 (90.7%)

*Students enrolled on the third Friday of September (considered the beginning of the school year) who were also enrolled at the end.

TABLE B2			
MAS 2020–25 STUDENT RETURN RATE			
SCHOOL YEAR	ENROLLED AT END OF PREVIOUS YEAR*	ENROLLED AT START OF THIS SCHOOL YEAR	RETURN RATE
2020–21	1,097	1,012	92.3%
2021–22	1,170	1,013	86.6%
2022–23	1,121	982	87.6%
2023–24	1,147	1,026	89.5%
2024–25	1,211	1,069	88.3%

Note: Return rates exclude students in twelfth grade during the previous school year.

TABLE B3			
MAS 2020–25 STUDENT ATTENDANCE RATES			
SCHOOL YEAR	ELEMENTARY ACADEMY	JUNIOR ACADEMY	HIGH SCHOOL
2020–21	82.8%	83.3%	86.1%
2021–22	86.0%	84.9%	84.7%
2022–23	87.0%	87.5%	85.8%
2023–24	88.2%	87.8%	83.9%
2024–25	87.8%	87.2%	85.1%

TABLE B4						
MAS 2020–25 OUT-OF-SCHOOL SUSPENSIONS						
SCHOOL YEAR	ELEMENTARY ACADEMY		JUNIOR ACADEMY		HIGH SCHOOL	
	% SUSPENDED	AVG. DAYS	% SUSPENDED	AVG. DAYS	% SUSPENDED	AVG. DAYS
2020–21 ²⁴	N/A					
2021–22	18.8%	3.1	54.2%	5.8	20.0%	3.3
2022–23	13.7%	3.7	42.2%	2.8	24.0%	5.0
2023–24	12.8%	3.2	44.5%	3.0	34.8%	4.5
2024–25	15.3%	3.8	37.6%	3.3	38.3%	3.1

TABLE B5			
MAS 2020–25 PARENT–TEACHER CONFERENCE PARTICIPATION			
SCHOOL YEAR	ELEMENTARY ACADEMY	JUNIOR ACADEMY	HIGH SCHOOL
2020–21	100.0%	97.6%	98.2%
2021–22	100.0%	89.3%	93.4%
2022–23	100.0%	93.9%	95.2%
2023–24	100.0%	96.3%	96.6%
2024–25	91.1%	63.9%	76.3%

²⁴ The 2020–21 school year was partially virtual due to COVID-19 restrictions; suspension data not applicable.

TABLE B6 MAS 2020–25 CERTIFIED STAFF RETENTION RATE	
SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2020–21	100.0%
2021–22	93.5%
2022–23	92.0%
2023–24	91.5%
2024–25	95.5%

TABLE B7 MAS 2020–25 TEACHER RETURN RATE	
SCHOOL YEAR	RETURN RATE
2020–21	87.8%
2021–22	87.3%
2022–23	87.3%
2023–24	82.1%
2024–25	89.1%

APPENDIX C: CSRC 2024–25 SCHOOL SCORECARDS

TABLE C1					
MAS 2024–25 5K THROUGH 5TH GRADE SCORECARD					
AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: 1st – 2nd Grades	aimswebPlus: % 1st graders at or above the 25th percentile	4.0	10.0%	20.0%	0.8
	aimswebPlus: % 2nd graders at or above the 25th percentile two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 5th Grades	<i>Forward Exam ELA:</i> % maintained meeting/advanced expectations or progressed ²⁵	17.5	35.0%	37.9%	6.6
	<i>Forward Exam math:</i> % maintained meeting/advanced expectations or progressed	17.5		54.0%	9.5
Local Measures	% met reading	6.25	25.0%	58.6%	3.7
	% met math	6.25		55.3%	3.5
	% met writing	6.25		46.0%	2.9
	% met special education*	6.25		88.3%	5.5
Student Academic Achievement: 3rd – 5th Grades	<i>Forward Exam ELA:</i> % meeting/advanced expectations	2.5	5.0%	9.5%	0.2
	<i>Forward Exam math:</i> % meeting/advanced expectations	2.5		12.9%	0.3
Engagement	Student attendance rate	5.0	25.0%	87.8%	4.4
	Student reenrollment*	5.0		88.3%	4.4
	Student retention*	5.0		90.7%	4.5
	Teacher retention rate*	5.0		95.5%	4.8
	Teacher return rate*	5.0		89.1%	4.5
TOTAL ²⁶		94.0			55.6
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					59.1%

*Combined rate for all academies.

²⁵ Progress in reading or math for students who were at the developing or approaching level the previous school year is defined as improving one proficiency level or improving one or more quartiles within the performance level for their grade level.

²⁶ Excludes points for measures for which performance could not be measured or reported this year.

TABLE C2					
MAS 2024–25					
6TH – 8TH GRADE SCORECARD					
AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress: 6th - 8th Grades	Forward Exam ELA: % maintained meeting/advanced expectations or progressed ²⁷	17.5	35.0%	45.7%	8.0
	Forward Exam math: % maintained meeting/advanced expectations or progressed	17.5		51.0%	8.9
Local Measures	% met reading	8.75	35.0%	70.9%	6.2
	% met math	8.75		62.4%	5.5
	% met writing	8.75		56.7%	5.0
	% met special education*	8.75		88.3%	7.7
Student Academic Achievement: 6th - 8th Grades	Forward Exam ELA: % meeting/advanced expectations	2.5	5.0%	18.6%	0.5
	Forward Exam math: % meeting/advanced expectations	2.5		16.9%	0.4
Engagement	Student attendance rate	5.0	25.0%	87.2%	4.4
	Student reenrollment*	5.0		88.3%	4.4
	Student retention*	5.0		90.7%	4.5
	Teacher retention rate*	5.0		95.5%	4.8
	Teacher return rate*	5.0		89.1%	4.5
TOTAL		100.0			64.8
MIDDLE SCHOOL SCORECARD PERCENTAGE					64.8%

*Combined rate for all academies.

²⁷ Progress in reading or math for students who were at the developing or approaching level the previous school year is defined as improving one proficiency level or improving one or more quartiles within the proficiency level for their grade level.

TABLE C3					
MAS 2024–25					
9TH – 12TH GRADE SCORECARD					
AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress:	PreACT Secure —% 10th graders who maintained benchmark on composite score or progressed at least one point	7.5	35.0%	45.3%	3.4
	PreACT to ACT —% 11th graders who maintained benchmark on composite score or progressed at least one point	7.5		61.8%	4.6
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		94.9%	7.1
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		89.1%	6.7
12th Grade	Graduation rate (DPI)*	5.0		86.6%	4.3
Postsecondary Readiness: 12th Grade	Postsecondary acceptance for graduates ²⁸	15.0	15.0%	100.0%	15.0
Local Measures	% met reading	5.0	20.0%	51.6%	2.6
	% met math	5.0		59.7%	3.0
	% met writing	5.0		68.5%	3.4
	% met special education†	5.0		88.3%	4.4
Student Academic Achievement: 9th and 10th Grades	PreACT Secure English: % of 9th and 10th grade students at or above benchmark	2.5	5.0%	7.0%	0.2
	PreACT Secure math: % of 9th and 10th grade students at or above benchmark	2.5		1.9%	0.05
Engagement	Student attendance	5.0	25.0%	85.1%	4.3
	Student reenrollment†	5.0		88.3%	4.4
	Student retention†	5.0		90.7%	4.5
	Teacher retention rate†	5.0		95.5%	4.8
	Teacher return rate†	5.0		89.1%	4.5
TOTAL		100.0			77.25
HIGH SCHOOL SCORECARD PERCENTAGE					77.3%

*Based on 2023–24 four-year rate, the most recent available at the time of this report.

†Combined rate for all academies.

²⁸ Percentage of twelfth graders who completed at least one of the following: Received postsecondary acceptance (college, university, technical school) OR enrollment in a certification/occupational-based training program, apprenticeship, military enlistment, or dual enrollment program.

APPENDIX D: 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 2024–25 Academic Year
DATE: October 30, 2024

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 Milwaukee Academy of Science (MAS) elementary academy 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 the data to Evident Change, the educational monitoring agent contracted by the CSRC. The school will provide, when available, local measure test results downloaded directly from the test publisher. The school will also provide, for all standardized tests, data files downloaded directly from the test publisher. If such files are not available, the school will provide paper printouts (scanned and transferred via File Drop) that include standardized test results from the test publisher. 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 after the last day of student attendance for the academic year, or June 13, 2025.

ENROLLMENT

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. 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 90% 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.

TEACHER RETURN AND RETENTION

Teacher return and retention rates will be monitored through a running staff roster maintained from the start of the school year until the final day.

- **Return rate:** Determined by the number of instructional staff employed the previous school year and returned for the current year.
- **Retention rate:** Determined by the number of instructional staff employed for the entire year.

PARENT/GUARDIAN PARTICIPATION

All (100%) parents 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 RECORDS

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 MEASURES²⁹

LITERACY AND MATH FOR 4K STUDENTS

At least 80% of 4K students who are enrolled for the entire year will meet four of five pre-read metrics³⁰ on the Strategic Teaching and Evaluation of Progress (STEP) literacy assessment.³¹

At least 80% of 4K 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. The math skill assessment is designed by MAS staff, based on the assessment’s alignment with the Department of Public Instruction (DPI) Wisconsin Model Early Learning Standards and the Common Core State Standards. Each student’s development will be reported to their parents or guardians on report cards.

LITERACY FOR 5K THROUGH SECOND-GRADE STUDENTS

Students in 5K through second grade will take the Renaissance Star Early Literacy assessment in the fall and spring. Each student’s progress will be communicated to parents or guardians through report cards.

For those who complete both the fall and spring assessments, progress will be evaluated by determining how many students achieved the school’s expected student growth percentile (SGP) by the spring test. Renaissance defines adequate progress from fall to spring as an SGP between 35 and 65.³²

The school has set the following goals.

²⁹ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school’s unique philosophy and curriculum. The CSRC requires local measures of academic achievement in literacy, math, writing, and IEP goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

³⁰ The five metrics are name, letter name identification, letter sound identification, onset and rhyme, and concepts about print.

³¹ For more information, visit <https://uchicagoimpact.org/our-offerings/step>

³² For more information, visit [Student Growth Percentile in Star Assessments](#).

At least 50% of 5K-second graders will score at or above the 35th SGP benchmark.

LITERACY FOR THIRD THROUGH FIFTH GRADERS

Students in third through fifth grade will take the Renaissance Star Reading assessment in the fall and spring. Progress for those completing both assessments will be evaluated by determining how many students met the school's SGP benchmark. Renaissance defines adequate progress from fall to spring as an SGP between 35 and 65. Students who reach this benchmark will be considered to have made adequate progress for the school year.

The school's goal is that at least 50% of third through fifth graders will score at or about the 35th SGP benchmark this year.

MATH FOR 5K THROUGH FIFTH-GRADE STUDENTS

Students in 5K through fifth grade will take the Renaissance Star Math assessment in the fall and spring. For students who complete both assessments, progress will be measured by how many meet the school's SGP benchmark. According to Renaissance, an SGP between 35 and 65 indicates adequate progress from fall to spring. Students who meet this benchmark will be considered to have made sufficient progress for the school year.

The school has set the following goal: At least 50% of students in 5K through fifth grade will score at or above the 35th SGP benchmark.

WRITING FOR THIRD THROUGH FIFTH GRADERS

By the end of the final marking period, third through fifth graders will have a writing sample assessed. Writing skills appropriate for each grade level will be assessed in the following domains: reading comprehension, organization and purpose, evidence and elaboration, and conventions. Each domain will be assessed on the following scale: 1 = beginning; 2 = developing; 3 = proficient; 4 = advanced.

The school has set the following goal: At least 80% of students enrolled for the entire year will achieve a total score of 10 or higher on the spring assessment.

INDIVIDUALIZED EDUCATION PLANS

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 plans (IEPs). Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

AIMSWEBPLUS³³ EARLY LITERACY ASSESSMENT

DPI mandates that all schools administer the aimswebPlus early literacy assessment for students in 4K through third grade. For the 2024–25 school year, DPI has deemed the fall assessment optional; however, all schools are required to administer the exam to 5K through third-grade students at midyear, and to 4K through third-grade students in the spring of 2025.

4K Fundamental Skills Screening

Four-year-old kindergarten students are expected to score at or above the 25th percentile on the spring assessment for the Initial Sounds and Letter Word Sounds Fluency subtests.

5K Universal Reading Screening

Five-year-old kindergarten students are expected to attain an aimswebPlus early literacy score at or above the 25th percentile. The Kindergarten Early Literacy composite score is determined by combining their performance on the Letter Naming Fluency and Letter Word Sounds Fluency subtests.

Universal Reading Screening for First Through Third Graders

Students are expected to score an Oral Reading Fluency score at or above the 25th percentile.

WISCONSIN FORWARD EXAM FOR THIRD THROUGH FIFTH GRADERS

DPI requires the Wisconsin Forward Exam to be administered annually in the timeframe identified by the Department. This standardized assessment will produce an English/language arts (ELA) score and a math score for all third through eighth graders. Fourth- and eighth-grade students also will complete the science and social studies tests. Data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

³³ For more information, visit the [aimswebPlus](#) and [WI Act 20 Assessment Matrix](#).

YEAR-TO-YEAR ACHIEVEMENT

Evident Change will include the results of the DPI-required assessments in each school's annual report. Additionally, Evident Change will report year-to-year progress for students who completed the assessments in consecutive school years at the same school. The CSRC expects the following progress.

- At least 75% of first graders who met the early literacy benchmark for reading readiness in the spring will remain at or above the second-grade benchmark in the spring of the subsequent year.
- Year-to-year progress will not be measured this year due to the assessment change from Star Early Literacy to aimswebPlus as the early literacy screener for the 2024–25 school year. Year-to-year reporting on early literacy screening will resume next 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.

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 2024–25 Academic Year
DATE: October 30, 2024

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 at Milwaukee Academy of Science (MAS) junior academy in consultation with staff from Evident Change and the CSRC.

MAS 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. The school will provide, when available, local measure test results downloaded directly from the test publisher. The school also will provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are not available, the school will provide paper printouts (scanned and transferred via File Drop) that include standardized test results from the test publisher.

Evident Change requests electronic submission of year-end data by the fifth day after the last day of student attendance for the academic year, or June 13, 2025.

All required elements related to the following outcomes are described in the "Learning Memo Data Requirements" section.

ENROLLMENT

MAS will record enrollment dates for all students. Upon admission, each student will have their information and actual enrollment date added to PowerSchool.

TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason for withdrawal will be recorded in PowerSchool. Specific reasons for each expulsion are required.

ATTENDANCE

MAS will maintain appropriate attendance records. Students who arrive at school by 10:44 a.m. will be marked present for the entire day.³⁴ 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 junior academy will achieve an attendance rate of at least 90%.

TEACHER RETURN AND RETENTION

Teacher return and retention rates will be monitored through a running staff roster that will be maintained from the start of the school year until the final day.

- **Return rate:** Determined by the number of instructional staff employed the previous school year and returned for the current year.
- **Retention rate:** Determined by the number of instructional staff employed for the entire year.

PARENT/GUARDIAN 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.

SPECIAL EDUCATION SERVICES

MAS 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.

³⁴ Students who arrive before 10:44 a.m. are in attendance at least 67% of the entire school day.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES³⁵

LITERACY

Students in sixth through eighth grade will take the Renaissance Star Reading assessment in the fall and spring. For those who complete both the fall and spring assessments, progress will be evaluated by determining how many students achieved the school's expected student growth percentile (SGP) by the spring test. Renaissance defines adequate progress from fall to spring as an SGP between 35 and 65.³⁶

The school has set the following goals.

- At least 50% of sixth-eighth graders will score at or above the 35th SGP benchmark.

MATH

Students in sixth through eighth grade will take the Renaissance Star Math assessment in the fall and spring. For those who complete both the fall and spring assessments, progress will be evaluated by determining how many students achieved the school's expected student growth percentile (SGP) by the spring test. Renaissance defines adequate progress from fall to spring as an SGP between 35 and 65.

The school has set the following goals.

- At least 50% of sixth-eighth graders will score at or above the 35th SGP benchmark.

WRITING

Writing samples from junior academy students will be assessed by the end of the final grading period in the following domains: content and analysis, command of evidence, coherence, organization and style, and control of conventions. Each domain will be assessed on the following scale: 0 = no evidence; 1 = beginning; 2 = developing; 3 = proficient; and 4 = advanced.

³⁵ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in literacy, math, writing, and individualized education plan (IEP) goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

³⁶ For more information, visit [Student Growth Percentile in Star Assessments](#).

At least 80% of students enrolled for the entire school year will score 10 or higher on the spring assessment.

INDIVIDUALIZED EDUCATION PLAN

All (100%) special education students will meet one or more of the goals defined in their individualized education plans (IEPs).

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

The Wisconsin Forward Exam will be administered to students in sixth, seventh, and eighth grades annually within the timeframes specified by the Department of Public Instruction (DPI). This standardized assessment will produce an English/language arts (ELA) score and a math score for junior academy students. Eighth graders 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.

YEAR-TO-YEAR PROGRESS

Evident Change will include the results of the DPI-required assessments in each school's annual report. Additionally, Evident Change will report year-to-year progress for students who completed the assessments in consecutive school years at the same school.³⁷

- 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.

³⁷ 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: MAS High School
SUBJECT: Learning Memo for the 2024–25 Academic Year
DATE: October 30, 2024

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 the leadership and/or staff at Milwaukee Academy of Science (MAS) high school in consultation with staff from Evident Change and the CSRC.

MAS 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. The school will provide, when available, local measure test results downloaded directly from the test publisher. The school will also provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are not available, the school will provide paper printouts (scanned and transferred via File Drop) that include standardized test results from the test publisher.

Evident Change requests electronic submission of year-end data by the fifth day after the last day of student attendance for the academic year, or June 13, 2025.

All required data elements related to the following outcomes are described in the "Learning Memo Data Requirements" section.

ENROLLMENT

MAS will record enrollment dates for every high school student. When a student is admitted, their information and actual enrollment date will be added to the school's database.

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.

ATTENDANCE

MAS will maintain appropriate attendance records. Attendance will be recorded in compliance with the Wisconsin Department of Public Instruction (DPI) attendance standard used for recording in WISEdata. MAS will achieve a high school attendance rate of at least 90%.

TEACHER RETURN AND RETENTION

Teacher return and retention rates will be monitored through a running staff roster that will be maintained from the start of the school year until the final day.

- **Return rate:** Determined by the number of instructional staff employed the previous school year and returned for the current year.
- **Retention rate:** Determined by the number of instructional staff employed for the entire year.

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, virtually, or at the student's home.

SPECIAL EDUCATION SERVICES

MAS will maintain records on all students who received special education services during the year, including students who were evaluated but not eligible for services.

HIGH SCHOOL GRADUATION PLAN

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

Each student's plan will incorporate the following.

- Information about the student's postsecondary 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.³⁸
- 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 meeting 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 the first trimester to discuss the student's graduation plan.
- Students' course schedules will be reviewed by the assistant principal and/or 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.
- Formal notification is provided to students who rank in the top 5% and top 10% of their class at the end of their junior year.
- This notification is delivered in the form of a letter addressed to both the student and their family and is officially recorded on the student's transcript.

Along with the required documentation mentioned above, each graduation plan must include evidence that this review took place, along with the results of the review.

HIGH SCHOOL GRADUATION REQUIREMENTS

Among students enrolled for the entire school year, at least 85% of ninth graders will complete six or more credits; 90% of tenth graders will complete 12 or more credits; 95% of eleventh graders will complete 18 or more credits, and 100% of twelfth graders will earn 24 or more of the required credits and graduate.

POSTSECONDARY PLANS FOR TWELFTH GRADERS

The school will track and document the postsecondary plans of all twelfth-grade students, including participation in dual enrollment programs; acceptance into colleges, universities, or technical schools;

³⁸ Some special education students will have alternate credit requirements as noted in their IEPs based on a disability-related need or a schedule modification.

enrollment in certification or occupational training programs or apprenticeships; military enlistment; and the total amount of scholarships awarded.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES³⁹

LITERACY

Students in ninth through twelfth grade will take the Renaissance Star Reading assessment in the fall and spring. For those who complete both the fall and spring assessments, progress will be evaluated by determining how many students achieved the school's expected student growth percentile (SGP) by the spring test. Renaissance defines adequate progress from fall to spring as an SGP between 35 and 65.⁴

The school has set the following goals.

- At least 50% of ninth-twelfth graders will score at or above the 35th SGP benchmark.

MATH

Students in ninth through twelfth grade will take the Renaissance Star Math assessment in the fall and spring. For those who complete both the fall and spring assessments, progress will be evaluated by determining how many students achieved the school's expected student growth percentile (SGP) by the spring test. Renaissance defines adequate progress from fall to spring as an SGP between 35 and 65.⁴

The school has set the following goals.

- At least 50% of ninth-twelfth graders will score at or above the 35th SGP benchmark.

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 IEP expectations: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and

³⁹ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in literacy, math, writing, and IEP goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

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.

- The school has set the following goal: At least 85% of students in each grade enrolled for the entire year will score 18 or higher on the spring assessment.

INDIVIDUALIZED EDUCATION PLANS

All (100%) special education students will meet one or more of the goals defined in their individualized education plans (IEPs).

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

PREACT FOR NINTH AND TENTH GRADERS

All ninth- and tenth-grade students are required to take all subtests of the PreACT in the timeframe required 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 test.

WISCONSIN FORWARD EXAM SOCIAL STUDIES ASSESSMENT FOR TENTH GRADERS

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.

ACT FOR ELEVENTH AND TWELFTH GRADERS

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.

MAS will encourage all twelfth graders 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.

YEAR-TO-YEAR PROGRESS

NINTH- TO TENTH-GRADE PREACT SECURE

Ninth and tenth graders will take the PreACT Secure in the spring. At least 50% of tenth graders who completed the test at the school in two consecutive school years will demonstrate progress from ninth to tenth grade. Progress will be measured based on the student’s composite benchmark status at the time of the ninth-grade test.

- Students who met the ninth-grade composite score benchmark the previous year will also meet the tenth-grade composite scale benchmarks during the current school year.
- Students below the composite score benchmark in ninth grade will improve their composite scale score by at least one point from ninth to tenth grade.

TENTH-GRADE PREACT SECURE TO ELEVENTH-GRADE ACT PLUS WRITING

Progress from tenth to eleventh grade will be measured for students who completed the PreACT Secure as tenth graders and the ACT Plus Writing as eleventh graders in two consecutive school years. At least 50% of eleventh graders will demonstrate progress from tenth to eleventh grade. Progress will be measured based on the student’s composite benchmark status at the time of the tenth-grade test.

- Students who met the tenth-grade composite score benchmark on the PreACT Secure the previous year will also meet the eleventh-grade composite scale benchmark on the ACT Plus Writing during the current school year.
- Students who are below the composite score benchmark in tenth grade will improve their composite scale score by at least one point from tenth to eleventh grade.

ACT COLLEGE READINESS BENCHMARK SCORES FOR THE PREACT SECURE AND ACT			
SUBTEST	9TH-GRADE PREACT SECURE	10TH-GRADE PREACT SECURE	11TH-GRADE ACT
English	13	15	18
Math	18	19	22
Reading	18	20	22
Science	19	20	23
Composite ⁴⁰	17	18	21

⁴⁰ ACT does not publish composite benchmark scores for the PreACT Secure or the ACT. Evident Change calculated composite benchmark scores by averaging each grade level’s benchmark scores from the four subtests, as published by ACT.