

**2023–24
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

**MILWAUKEE ACADEMY
OF SCIENCE**

September 2024



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 2023–24

This is the 16th annual report about the operation of Milwaukee Academy of Science (MAS), one of seven schools chartered by the City of Milwaukee during the 2023–24 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 and partially met one contract 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 program (IEP) goals throughout the year to identify students who need additional help and to help teachers develop strategies to improve the academic performance of all students.

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 (K4 Through Fifth Grade)*

- Of 75 K4 students who were enrolled for the entire year, 59 (78.7%) 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 267 K5 through second graders who completed the fall and spring Star Early Literacy assessments, 164 (61.4%) made progress this year: 51 (60.0%) of 85 K5 students, 55 (63.2%) of 87 first graders, and 58 (61.1%) of 95 second graders. The school's goal was 75.0% for K5, 60.0% for first grade, and 50.0% for second grade.
- Of 271 third through fifth graders who completed both fall and spring Star Reading assessments, 159 (58.7%) met their reading growth goal this year. The school's goal was 75.0%.
- Of 75 K4 students enrolled all year who had spring math scores, 66 (88.0%) acquired at least 80.0% of the math competencies designated as benchmarks. The school's goal was 80.0%.
- Of 543 K5 through fifth-grade students who completed the fall and spring Star Math assessments, 316 (58.2%) progressed on the spring test. The school's goal was 75.0%.
- Of 279 third through fifth graders assessed in writing, 217 (77.8%) achieved a score of 18 or higher. The school's goal was 80.0%.
- Of 39 elementary academy students with IEP goals reviewed during the year, 36 (92.3%) met one or more of their goals this year. The school's goal was 100.0%.

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

- Of 297 students who completed the fall and spring Measures of Academic Progress (MAP) reading tests, 220 (74.1%) showed progress on the spring test. The school's goal was 83.0%.
- Of 299 students who completed the fall and spring MAP math tests, 238 (79.6%) showed progress on the spring test. The school's goal was 83.0%.
- A total of 299 students were assessed in writing. Of those students, 255 (85.3%) received a score of 12 or higher. The school's goal was 90.0%.
- All (100.0%) 19 junior academy students with IEP goals reviewed during the year met one or more of their goals. The school's goal was 100.0%.

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

- Of 323 high school students enrolled all year who completed the Houghton Mifflin Harcourt Reading Inventory in the fall and spring, 291 (90.1%) showed progress from fall to spring. The school's goal was 80.0%.

- Of 327 high school students who completed comprehensive math assessments for the math course in which they were enrolled for at least two trimesters, 210 (64.2%) scored 70.0% or higher on the end-of-year assessment. The school's goal was 60.0%.
- Of 327 high school students who completed the spring writing assessments, 291 (89.0%) received a score of 18 or higher in the spring. The school's goal was 85.0%.
- Of 23 high school students with IEP goals reviewed during the year, 21 (91.3%) met one or more of their IEP goals. The school's goal was 100.0%.
- Graduation plans were developed for 334 of 336 high school students enrolled at the end of the school year.
- Of 327 students enrolled for the entire school year, 296 (90.5%) 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 the following secondary areas of academic progress.

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

The elementary academy met two of its three internal goals (parent participation and special education student records), and the junior academy met two of its three internal goals (parent participation and special education records). The high school met two of its five internal goals (parent participation and special education student records) and partially met two of its goals (high school graduation plans and grade promotion and graduation).²

² For grade promotion and graduation, the school met the goal for ninth and twelfth graders.

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 due to a change in assessment caused by the discontinuation of the Phonological Awareness Literacy Screening assessment.

Additionally, the Department of Public Instruction made changes to the performance categories and cut score ranges for each performance level for each content area in the Wisconsin Forward Exam. Because of this, year-to-year progress cannot be measured and will resume for the 2024–25 reporting year.

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.³

- A total of 76 tenth graders completed the PreACT two consecutive school years; 44 (57.9%) of those students demonstrated progress from 2023 to 2024.
- A total of 62 eleventh graders completed the PreACT in 2023 and the ACT Plus Writing in 2024; 41 (66.0%) of those students demonstrated progress from 2023 to 2024.

The CSRC's expectation is that 50% of students in each cohort will demonstrate progress.

C. CSRC SCHOOL SCORECARD

The CSRC scorecard for the elementary and junior academies contains partial outcome data due to unavailable year-to-year data for the early literacy measures and Forward exams. Because of this, the school's score for K4 through eighth grade should not be compared with the score for any previous year. The school scored 74.2% of the 59 possible points for K4 through eighth grade and 80.8% of the 100 possible points for the high school. The weighted overall score was 75.9%.

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

³ For more information on ACT assessments and benchmarks, visit <https://success.act.org>.

consultation with school staff, Evident Change recommends that MAS continue a focused school improvement plan with the following activities.

- 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.
- The leadership team will develop and implement strategies to enhance school culture, resulting in a more supportive environment for students, staff, and parents.
- There will be a continued focus on students' social emotional learning needs, specifically on reducing student removal from the classroom and minimizing suspensions.
- 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.

IV. RECOMMENDATIONS

After reviewing past and current contract compliance status and available data, Evident Change recommends that MAS continue regular, annual academic monitoring and reporting with special attention to improving math and reading skills.

I. INTRODUCTION

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

To produce this report, Evident Change:

- Conducted an initial school session to collect information related to contract requirements and to draft a learning memo for the new school year and conducted an in-person year-end interview to review progress about recommendations and changes that occurred during the year;
- Visited the school to 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 regarding compliance with the City of Milwaukee’s academic expectations and contract requirements;
- Surveyed the school community—including students, parents, teacher, staff, school leadership, and board members—to understand the experiences and perspectives of the school community and to determine strengths and areas for improvement based on five elements that support school improvement; 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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Principal, Kindergarten Through Fifth Grade	Staci Gruse
Principal, Sixth Through Eighth Grade	Patrick Rooney
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A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION

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

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

2. INSTRUCTIONAL DESIGN

MAS 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 K4 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.⁴ First 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 McGraw-Hill series *Science: A Closer Look* for K4 through fifth grade. Junior academy students use Houghton Mifflin Harcourt’s *Science Dimensions*. Older students’ math and science curricula focus on concepts emphasized in the Common Core State Standards, the Next Generation Science Standards, and the competencies embedded in the ACT. Finally, MAS recognizes the importance of “specials” in a student’s

⁴ This information comes from the school’s city charter application and annual interview sessions.

academic program, so each student receives instruction in physical education, technology, and STEM labs on a regular basis.

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.

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

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

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

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

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

3. STAFF INFORMATION

At the end of the 2022–23 school year, 78 instructional staff were eligible to return for the 2023–24 school year; of those, 64 returned, resulting in an overall return rate of 82.1%.⁶ During the 2023–24 school year, MAS employed a total of 110 certified staff. During the year, four staff were terminated, and nine of the 106 remaining staff resigned for a variety of reasons, resulting in an annual instructional staff retention rate of 91.5% (97 out of 106).

Seven (6.4%) of 110 instructional staff employed throughout the year did not have a current DPI license or permit.⁷

⁶ The return rate excludes teachers who were at MAS at the end of the 2022–23 school year but were not offered contracts for the 2023–24 school year because of either unacceptable performance or the elimination of their instructional position. The rate also excludes teachers who retired or moved more than 20 miles from Milwaukee County for family reasons.

⁷ All uncertified staff had current applications pending with the state at the time of this report.

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.

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 CALENDAR⁸

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 22, 2023. The last day of school was June 7, 2024. The school met the contract requirement for instructional and attendance hours/days.

MAS offered summer school between June 24 and July 26. K4, first, and second grades focused on benchmarks for math and English/language arts (ELA). The upper grades used the National Summer School Initiative model.⁹ Students also had opportunities to participate in recreational activities. High school students were provided with credit recovery opportunities.

⁸ All information in this section is available in the school calendar, which MAS provided to Evident Change at the beginning of the school year.

⁹ For more information, visit <https://nssi.org/programs>.

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. 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.¹⁰

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

¹⁰ This information comes from MAS’s charter school application and the student and parent handbooks for the current school year.

involved in learning. MAS believes parents play a critical role in supporting this learning environment through the use of common, respectful language that inspires students while setting clear limits.

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

MAS also uses strategies consistent with strong Response to Intervention (RTI) practices. RTI is a framework for implementing high-quality instruction, balanced assessment, and collaboration. It uses a multitiered system to provide the support needed to increase success for all students. MAS's RTI has three tiers for both academics and behaviors. Each tier contains detailed information about the school's expectations and the consequences for deviating from the expectations. Details about MAS's RTI can be found in 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, 96.8% (91 of 94) of the eighth graders who were promoted to ninth grade are enrolled in MAS for the upcoming school year. The remaining students were enrolled at another high school.

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. This year, both counselors were new to the school and participated in professional development opportunities, including the Wisconsin School Counselor Association Conference, National PowerSchool User Group Conference, and ongoing training to become more knowledgeable in dialectical behavior therapy skills.

The counselors and staff completed the following activities with students in accordance with our Academic Career Plan.

- Each high school student received counseling to review credits and graduation requirements and develop postsecondary academic and career plans.
- Upperclassman interested in courses on medical terminology and introduction to teaching participated in dual-enrollment courses held on the MAS campus in partnership with Teach for America and Alverno College.

- MAS offered job-specific training courses such as nursing assisting and skilled trades. Five students earned certified nursing assistant (CNA) certification, and 12 students earned North America's Building Trades Unions (NABTU) certification.
- MAS hosted its annual career fair welcoming professionals from 16 industries to speak to students on panels and convention-style stations.
- MAS hosted a "Lunch With Leadership" in which MAS board members and MAS student leaders met to discuss college and career pathways.
- Students visited the Milwaukee Carpenters District Council, the North Central States Regional Council of Carpenters union, Plumbers Union Local 75, Aurora St. Luke's, Aurora Sinai Medical Center, Azura Memory Care, the Medical College of Wisconsin, and the Versiti Blood Center of Wisconsin and had various job shadowing opportunities.
- Students visited Lakeland University, Marquette University, University of Wisconsin–Parkside, Carthage College, University of Wisconsin–Stevens Point, Waukesha Area Technical College, Alverno College, University of Wisconsin–Milwaukee, University of Wisconsin–Madison, University of Wisconsin–Whitewater, University of Wisconsin–Platteville, and Milwaukee Area Technical College. As part of these visits, students explored an array of certifications, degrees, and licensures offered by the institutions.
- Students attended daily Senior Seminar classes during which they completed college applications, local scholarship applications, and the Free Application for Federal Student Aid (FAFSA) form; created resumes and LinkedIn profiles; and had weekly guest speakers from the University of Wisconsin–Whitewater, Marquette University, Mount Mary University, University of Wisconsin–Parkside, and Lakeland University.
- During the spring semester, the school hosted guest speakers from the community who spoke about their careers with students. These speakers included teachers, athletic directors, therapists, administrative assistants, institutional development managers, and individuals with specialty trades.
- MAS partnered with College Goal Wisconsin to become a host site to assist students from all over the City of Milwaukee with FAFSA forms.
- MAS achieved an 88% FAFSA completion rate.
- Five students were selected to participate in All-In Milwaukee, a college completion program; 10 students were selected for the Kelben scholarship; one student was selected to receive a Herb Kohl Initiative Scholarship; and one was selected to receive a Rotary Club scholarship.
- The school continued its partnership with Marquette Education Opportunity Program, Camp Manitowish, Lead2Change, Secure Futures, WRTP BIG STEP, College Possible, Ernst & Young College Mentoring for Access and Persistence, American Red Cross, Notes for Notes with Boys & Girls Clubs, Urban Ecology Center, Big Brothers Big Sisters, Boys & Girls Clubs, and Milwaukee Tool.

All (100.0%) 59 twelfth-grade students enrolled at the end of the school year were accepted into one or more postsecondary schools (in and out of state). These students were offered \$5,462,702 in scholarships.

C. STUDENT POPULATION

As of September 15, 2023, 1,397 students were enrolled in K4 through twelfth grade.^{11, 12} During the year, 19 students enrolled in the school, and 146 withdrew.¹³ Students withdrew for a variety of reasons.

Of the 49 elementary academy students who withdrew, 19 moved elsewhere in Milwaukee, 10 students moved elsewhere in Wisconsin, six withdrew due to chronic behavior issues, six withdrew to avoid expulsion, three moved out of state, three withdrew due to transportation issues, one withdrew due to chronic absences, and one withdrew due to issues with a sibling.

A total of 36 junior academy students withdrew this year. Of those, 20 withdrew to avoid expulsion, four moved out of state, three moved elsewhere in Milwaukee, two withdrew due to chronic absences, two withdrew due to chronic behavior issues, two withdrew due to transportation issues, one withdrew due to dissatisfaction with the school, one moved elsewhere in Wisconsin, and one withdrew due to issues with a sibling.

A total of 61 high school students withdrew this year. Of those, 34 withdrew to avoid expulsion, 14 moved elsewhere in Milwaukee, seven withdrew due to chronic absences, four moved to another state, and two withdrew due to chronic behavior issues.

A total of 1,270 students were enrolled at the end of the school year.

- Most (633) students were enrolled in the elementary academy (Figure 1).
- Of all the students, 665 (52.4%) were female, and 605 (47.6%) were male.¹⁴
- There were 1,242 (97.8%) Black or African American students, 12 (0.9%) American Indian or Alaska Native students, seven (0.6%) Hispanic or Latino students, four (0.3%) Asian Pacific American students, three (0.2%) Caucasian students, and two (0.2%) Black (non-Hispanic) students.¹⁵

¹¹ The third Friday of September is considered the beginning of the school year for student tracking purposes.

¹² There were 675 students in the elementary academy, 335 in the junior academy, and 387 in the high school.

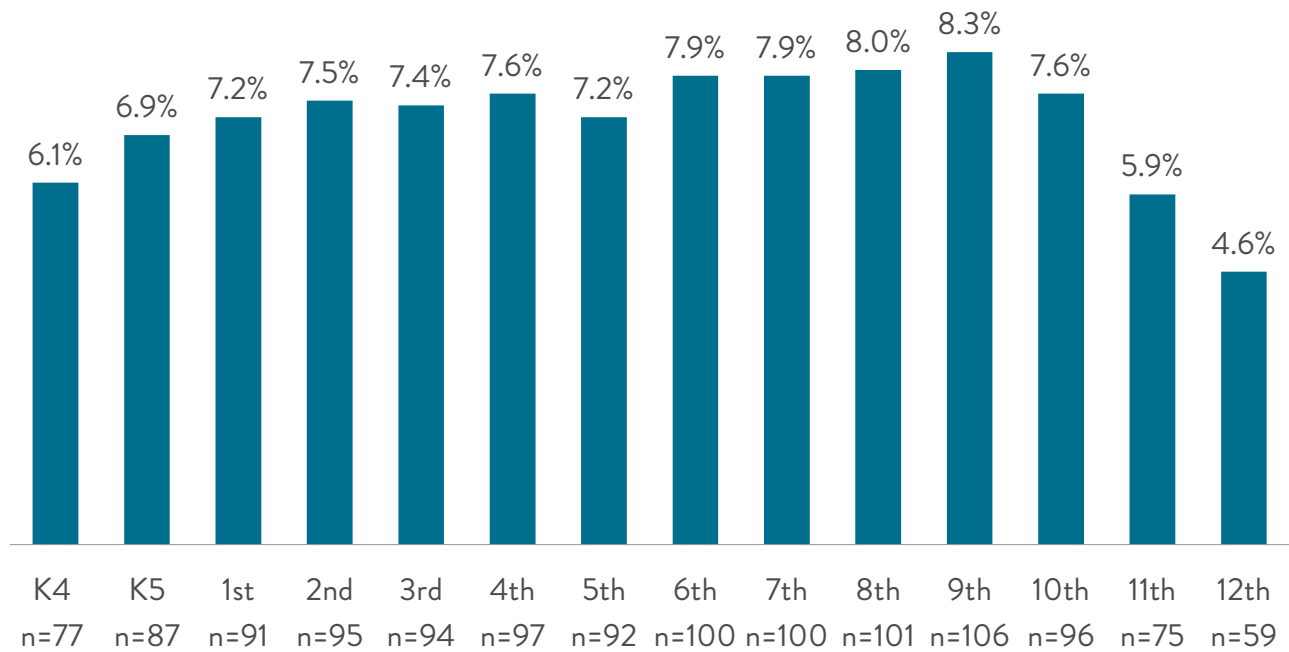
¹³ A total of seven students enrolled and 49 withdrew from the elementary academy; two enrolled and 36 withdrew from the junior academy; and 10 enrolled and 61 withdrew from the high school.

¹⁴ Gender categories reflect those provided by the school.

¹⁵ Race/ethnicity categories reflect those provided by the school.

- There were 135 (10.6%) students who were enrolled in special education services at the end of the school year.¹⁶ Of those students, 49 were diagnosed with specific learning disabilities, 32 with speech and language impairments, 29 with other health impairments, eight with significant developmental delays, seven with emotional behavioral disabilities, seven with autism, two with intellectual disabilities, and one with a visual impairment.
- Nearly all (99.8%) students were eligible for free lunch.¹⁷

Figure 1
Milwaukee Academy of Science Grade Levels 2023–24 (N = 1,270)



Of 1,397 students enrolled on the third Friday of September 2023, 1,253 remained enrolled at the end of the school year. This represents an overall retention rate of 89.7%. Of the 675 elementary academy students who were enrolled at the beginning of the year, 626 (92.7%) remained enrolled at the end of the

¹⁶ Includes students with identified special education needs who qualified or continued and were not dismissed at evaluation.

¹⁷ MAS is a Community Eligibility Provision school; therefore, household income application forms are not required, and all students receive free lunch. The percentage of students eligible for free lunch is determined by a direct certification list. For more information, visit dpi.wi.gov/school-nutrition/community-eligibility-provision.

school year; in the junior academy, 299 (89.3%) of 335 students enrolled at the beginning stayed through the end of the school year; and 328 (84.8%) of 387 high school students were retained for the year.¹⁸

Of 1,147 students enrolled at the end of the 2022–23 school year who were eligible to return to the school (i.e., they did not graduate from high school), 1,026 were enrolled on the third Friday in September 2023. This represents a student return rate of 89.5%.¹⁹

D. SCHOOL CULTURE AND CLIMATE SURVEY

Evident Change conducts biennial school culture and climate surveys. These surveys provide a platform to understand the experiences and perspectives of the school community—including students, parents, teachers, staff, school leadership, and board members—to determine areas of improvement. The survey highlights strengths and opportunities for growth based on five elements that support school improvement.

1. FIVE INDICATORS OF SCHOOL IMPROVEMENT

The School Culture and Climate Survey is loosely based on the 5Essentials framework created by the Consortium on School Research at the University of Chicago.²⁰ This survey measured school culture and climate by aligning questions with five indicators of school improvement:

- Supportive Environment
- Ambitious Instruction
- Collaborative Staff
- Effective Leadership
- Involved Families

Strong scores in these five areas lead to improved outcomes for all students, including improved attendance and larger gains in test scores. Research indicates that students enrolled in schools that are strong in at least

¹⁸ The combined retention rate for the elementary and junior academies was 91.6%.

¹⁹ Of the 895 students in K4 through eighth grade who were enrolled at the end of the 2022–23 school year, 799 (89.3%) were enrolled on the third Friday of September 2023. Of the 252 students who were enrolled as ninth, tenth, or eleventh graders at the end of the 2022–23 school year, 227 (90.1%) returned for the 2023–24 school year.

²⁰ For more information, visit <https://uchicagoimpact.org/our-offerings/5essentials>.

three of these indicators are up to 10 times more likely to increase their math and reading scores than students in schools weak in three or more indicators.²¹

2. SURVEY PARTICIPATION

Students, parents, staff, and school leaders were invited to participate in the survey (Table 1). Evident Change staff visited all schools to explain and proctor surveys to students in sixth through twelfth grades. Each school designated a survey coordinator to work with Evident Change staff to create a distribution schedule. Twice a week for three months, the school shared the survey link and/or QR code to families via text messages, newsletters, flyers, postcards, and emails. Schools also set up a survey station equipped with Chromebooks for parents to participate in the survey onsite during parent–teacher conferences and other parent engagement events. Teachers, support staff, board members, and school leaders were invited to participate through email.

TABLE 1				
RESPONSE RATE				
STUDENTS	CERTIFIED STAFF	SUPPORT STAFF	LEADERSHIP	PARENTS
76.0%	43.0%	6.6%	45.4%	43.1%

3. SURVEY RESULTS

The comprehensive scores (Table 3) are based on culture and climate questions²² organized by the five indicators of school improvement (Table 2). Schools are considered in a strong position for improvement if the school community has a positive score of 60 or higher in three or more indicators of success.

TABLE 2	
RANGE OF SCORES	
POSITION FOR IMPROVEMENT	POSITIVE SENTIMENT SCORE
Well-organized for improvement	80–100
Organized for improvement	60–79
Moderately organized for improvement	40–59
Partially organized for improvement	20–39
Not yet organized for improvement	0–19

²¹ Supporting School Improvement: Early Findings from a Reexamination of the 5Essentials Survey

²² Survey questions can be viewed in Appendix E. Themes from open-ended questions were provided to school leadership.

Supportive Environment: Students, parents, and staff feel safe and find the school community members trustworthy and responsive to the academic needs of all students.

Ambitious Instruction: Instruction is planned, concise, and well-structured. Taps into prior knowledge and encourages students to build and apply new information.

Collaborative Staff: All staff actively work together toward school improvement and are committed to the school's mission and vision.

Effective Leadership: Leaders work together to develop and implement a shared vision with a cohesive approach to resource allocation, quality instruction, and policy implementation.

Involved Families: Staff view parents as valuable and as partners in increasing academic achievement.

TABLE 3						
POSITIVE SENTIMENT SCORES						
INDICATOR OF IMPROVEMENT	SURVEY					OVERALL
	Certified Staff	Supportive Staff	Leadership	Parents	Students	
Supportive Environment	71.1	58.3	N/A	69.6	67.2	66.5
Ambitious Instruction	75.9	N/A	N/A	N/A	84.8	80.4
Collaborative Staff	70.8	73.9	n/a	70.4	N/A	71.7
Effective Leadership	53.6	84.7	86.4	86.0	87.0	79.5
Involved Families	60.3	95.0	N/A	N/A	N/A	77.6
Overall Rating	66.3	78.0	86.4	75.3	79.6	75.1

Note: N/A indicates that the questions related to the listed indicator did not apply to the specific subgroup.

E. 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.

- **Elementary Academy Recommendation**

- » The leadership team will improve its academic culture by providing subject-based professional development training, appointing academic-specific instructional coaches, restructuring teacher assistant responsibilities, better defining the role of Teacher Leads, and providing subject-specific professional development trainings.
- » SkyRocket Education’s Framework for Teacher Coaching and Evaluation—which consists of classroom culture, content mastery, and rigor—will continue to be implemented.²³

Response

- » The leadership team provided professional development training and established clear roles and responsibilities for teacher assistants. This is an area that continues to need attention and revamping as student needs change. Professional development training was provided to improve instruction in the basic skill areas of math and reading.
- » The school leadership decided not to use the SkyRocket Framework this year. Instead, they adopted the Arc of the Year framework. This framework is a teacher and leader development strategy in which schools divide the year into units and prioritize the highest-leverage goals and implement action steps. During the school year, the school focused on foundations, classroom environment, and rigor.

- **Junior Academy Recommendation**

- » Staff will continue to engage in a continuous improvement instructional framework by placing a heavy emphasis on data-driven instruction, including aligning assessments with instruction, instructional modeling/coaching, and skill-based scope and sequence development.
- » There will be continued focus on students’ social emotional learning needs, specifically on reducing student removal from the classroom and minimizing suspensions.

Response

- » The junior academy leadership implemented the Arc of the Year coaching framework (described above), which involved defining goals, measuring progress toward those goals, and aligning teacher development to those goals.
- » Students participated in weekly social emotional learning lessons that encouraged positive engagement with peers, teachers, and the school community. An incentive program was created to encourage the use of strategies and language from the social emotional learning curriculum.

²³ For more information, visit <https://home.skyrocketed.org>.

- **High School Recommendation**

- » The leadership team will improve its academic culture by focusing on data-driven instruction. Staff will align the scope and sequence of all core subjects with the ACT College and Career Readiness Standards.
- » The leadership team will continue to use Skyrocket Education and its coaching model to improve staff daily practices to improve school culture, with an emphasis on classroom management. Also, high school staff will receive training and support implementing the social emotional learning (SEL) program.

Response

- » The high school team aligned the scope and sequence of all core subjects with the ACT standards and maintained ongoing internal analysis of student progress on these standards throughout the school year.
- » The high school staff implemented the Arc of the Year coaching framework with a focus on the Foundations framework.

Evident Change recommends that MAS continue a focused school improvement plan with the following activities.

- 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.
- The leadership team will develop and implement strategies to enhance school culture, resulting in a more supportive environment for students, staff, and parents.
- There will be a continued focus on students' social emotional learning needs, specifically on reducing student removal from the classroom and minimizing suspensions.
- 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.

III. EDUCATIONAL PERFORMANCE

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

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

A. ATTENDANCE

The 2023–24 attendance goals for the three academies were 90.0% for elementary, 95.0% for junior, and 90.0% for high school.

Elementary and junior academy students receiving in-person instruction were marked partial day (excused or unexcused) if they arrived after 10:44 a.m. or left before 12:46 p.m. For high school students, attendance was recorded in compliance with DPI's attendance standard.

- **Elementary academy:** Students attended school an average of 88.2% of the time. When excused absences were included, the attendance rate rose to 90.6%. During the year, 87 (12.8%) of 682 elementary academy students were suspended (out of school) at least once. Those who were suspended spent, on average, 3.2 days out of school.
- **Junior academy:** Students attended school an average of 87.8% of the time. When excused absences were included, the attendance rate rose to 89.9%. In the junior academy, 150 (44.5%) of 337 students were suspended from school at least once during the year and spent, on average, 3.0 days out of school.
- **High school:** Students attended school an average of 83.9% of the time. When excused absences were included, the attendance rate rose to 85.1%. A total of 138 (34.8%) of 397 high school students were suspended from school at least once this year, spending, on average, 4.5 days out of school.

The school fell short of its attendance goals for all academies.²⁴

B. PARENT–TEACHER CONFERENCES

The parent participation goals for 2023–24 was that parents of at least 100% of elementary, 95% of junior academy, and 90% of high school students enrolled for the entire school year would attend two of three scheduled parent–teacher conferences.²⁵

²⁴ The combined attendance rate for students in K4 through eighth grade was 88.1%.

²⁵ Conferences with any teacher—at the school, via phone, via Zoom, or at the student's home—were counted in the participation rate.

- Parents of all (100.0%) 625 elementary academy students enrolled all year who had conference data available attended at least two conferences.²⁶
- Parents of 288 (96.3%) of 299 junior academy students enrolled all year attended at least two conferences.
- Parents of 317 (96.6%) of 328 high school students enrolled all year attended at least two conferences.

MAS met its parent participation goal for all three academies this year.

C. SPECIAL EDUCATION STUDENT RECORDS

This year, the school established a goal to develop and maintain records for all special education students, including students who were evaluated but not eligible for services. During the year, 172 students received special education services. A total of 67 students qualified for an evaluation during the 2023–24 school year (36 initial and 31 reevaluations); 16 of the students who were evaluated during the current year did not qualify or were dismissed from special education services, 29 students qualified for new or continued services, and evaluations for 22 students were waived, resulting in continued services. The remaining 105 students received an initial or re-evaluation during a previous year or withdrew prior to an evaluation scheduled for this school year. An IEP was developed for all 138 new or returning special education students who required one. (Seventeen students transferred before the IEP date.)

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

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

²⁶ One student did not have conference data.

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. Strategic Teaching and Evaluation of Progress (STEP) Assessment for K4 Students

MAS used the STEP assessment as its local measure for K4 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 75 K4 students who were enrolled all year completed the STEP assessment in the spring. Of those students, 59 (78.7%) met four of five pre-read metrics, below the school's goal.

b. Star Early Literacy Assessment for K5 Through Second Graders

Literacy skills for K5 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 within the range of 35 to 65 is an indicator of adequate growth from fall to spring.

An expected SGP of 35 or higher was used to define adequate growth for the current school year. For students who complete both fall and spring assessments, the school set the following grade level-specific goals based on SGP benchmark status at the time of the spring test.

- At least 75% of K5 students will test at or above the SGP benchmark on the spring assessment.
- At least 60% of first graders will score at or above the SGP benchmark on the spring assessment.
- At least 50% of second graders will score at or above the SGP benchmark on the spring assessment.

A total of 267 K5 through second-grade students enrolled for the entire year completed both fall and spring Star assessments. Overall, 164 (61.4%) met the SGP benchmark at the time of the spring assessment. The school met its goal for first- and second-grade students, but was below the goal for K5 (Table 4).

TABLE 4

**MILWAUKEE ACADEMY OF SCIENCE
LOCAL MEASURES OF ACADEMIC PROGRESS: STAR EARLY LITERACY ASSESSMENT
SPRING SGP BENCHMARK STATUS FOR K5 – 2ND GRADERS
2023–24**

GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
K5	85	51	60.0%
1st	87	55	63.2%
2nd	95	58	61.1%
Overall Progress	267	164	61.4%

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 within the range of 35 to 65 to be an indicator of adequate growth from fall to spring. MAS identified an expected SGP of 35 for the current school year. The school’s goal was that at least 75.0% of students with fall and spring scores would demonstrate progress from fall to spring. Of 271 third through fifth graders with fall and spring scores, 159 (58.7%) made progress this year (Table 5).

TABLE 5

**MILWAUKEE ACADEMY OF SCIENCE
LOCAL MEASURES OF ACADEMIC PROGRESS: STAR READING ASSESSMENT
PROGRESS FOR 3RD – 5TH GRADERS
2023–24**

GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
3rd	91	52	57.1%
4th	92	58	63.0%
5th	88	49	55.7%
Overall Progress	271	159	58.7%

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

Junior academy reading progress was measured using the NWEA Measures of Academic Progress (MAP) reading test. MAP assessments result in a Rasch unit (RIT) score, which can be used in a variety of ways to

measure student understanding and progress throughout the year. MAP tests are given multiple times during the year. Each student receives a spring target RIT score, based on performance in the fall. Additionally, NWEA developed normative mean scores, or average RIT scores for each grade level at the time of each MAP administration.²⁷ MAP progress goals were set based on whether the student was above the normative mean or at or below the normative mean for their grade level at the time of the fall test.

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

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

A total of 297 sixth- through eighth-grade students enrolled for the entire school year completed both fall and spring MAP reading tests. Overall, 220 (74.1%) progressed from fall to spring, falling short of meeting the junior academy’s reading goal (Table 6).

TABLE 6 MILWAUKEE ACADEMY OF SCIENCE LOCAL MEASURES OF ACADEMIC PROGRESS: MAP READING ASSESSMENT FALL-TO-SPRING PROGRESS FOR 6TH – 8TH GRADERS 2023–24			
GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
6th	100	70	70.0%
7th	97	70	72.2%
8th	100	80	80.0%
Overall Progress	297	220	74.1%

e. Literacy Progress Based on the Scholastic Reading Inventory

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

²⁷ For more information about MAP assessments, visit www.nwea.org.

Of 328 students enrolled all year, 323 had fall and spring Lexile scores. Of those, 291 (90.1%) improved their scores by 13 points, meeting the high school reading goal (Table 7).

TABLE 7 MILWAUKEE ACADEMY OF SCIENCE LOCAL MEASURES OF ACADEMIC PROGRESS: HMHRI FOR 9TH – 12TH GRADERS 2023–24			
GRADE	STUDENTS	MET GOAL	% MET GOAL
9th	97	91	93.8%
10th	94	72	76.6%
11th	73	71	97.3%
12th	59	57	96.6%
Total	323	291	90.1%

2. MATH

a. Math Skills Assessment for K4 Students

To assess student progress in math, the school set the goal that at least 80.0% of K4 students enrolled for the entire year who complete the spring math skill assessments would acquire at least 80.0% of the math competencies designated as benchmarks for their grade level at the time of the spring assessment. These assessments were designed by MAS staff based on alignment with the Wisconsin Model Early Learning Standards and Common Core standards. Of 75 K4 students enrolled all year who had spring math scores, 66 (88.0%) met the math goal this year.

b. Star Math Assessment for K5 Through Fifth Graders

Students in K5 through fifth grade completed the Star Math 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. SGP measures each student’s relative growth compared with other students nationwide. This year, MAS’s goal was that at least 75.0% of students with fall and spring scores would achieve a SGP of 35 or higher on the spring test.

A total of 543 K5 through fifth-grade students completed both fall and spring Star Math assessments. Overall, 316 (58.2%) progressed from fall to spring, below the elementary academy’s goal (Table 8).

TABLE 8

**MILWAUKEE ACADEMY OF SCIENCE
LOCAL MEASURES OF ACADEMIC PROGRESS: STAR MATH ASSESSMENT
FALL-TO-SPRING PROGRESS FOR K5 – 5TH GRADERS
2023–24**

GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
K5	87	61	70.1%
1st	87	45	51.7%
2nd	94	53	56.4%
3rd	91	37	40.7%
4th	94	58	61.7%
5th	90	62	68.9%
Overall Progress	543	316	58.2%

c. MAP 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 set depending on how students’ scores in fall compared with the normative mean for their current grade level. The school expected at least 83.0% of junior academy students would show progress from fall to spring.

A total of 299 sixth- through eighth-grade students enrolled for the entire school year completed both fall and spring MAP math tests. Overall, 238 (79.6%) progressed from fall to spring, below the junior academy’s MAP math goal (Table 9).

TABLE 9

**MILWAUKEE ACADEMY OF SCIENCE
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP MATH ASSESSMENT
FALL-TO-SPRING PROGRESS FOR 6TH – 8TH GRADERS
2023–24**

GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
6th	100	82	82.0%
7th	99	71	71.7%
8th	100	85	85.0%
Overall Progress	299	238	79.6%

d. Math Progress Based on the Comprehensive Math Assessment

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

Of the 327 students enrolled in the same math class for two trimesters with scores available, 210 (64.2%) scored 70.0% or higher, meeting the school’s goal (Table 10).

TABLE 10			
MILWAUKEE ACADEMY OF SCIENCE			
LOCAL MEASURES OF ACADEMIC PROGRESS:			
END-OF-YEAR MATH ASSESSMENT FOR 9TH – 12TH GRADERS			
2023–24			
GRADE	STUDENTS	MET GOAL	% MET GOAL
9th	106	62	58.5%
10th	95	66	69.5%
11th	75	51	68.0%
12th	51	31	60.8%
Total	327	210	64.2%

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 each of six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. In the elementary academy and high school, teachers assigned 0 to 5 points in each domain and combined them for an overall writing score; an overall score of 18 or higher indicated the student had adequate control. In the junior academy, teachers assigned 0 to 4 points in each domain; students with an overall score of 12 or higher were assessed as having adequate control.

The following goals were set.

- The school’s goal was for 80.0% of students in third through fifth grades enrolled for the entire year to achieve a score of 18 or higher.
- For the junior academy, the goal was that at least 90.0% of students in sixth through eighth grades would achieve a score of 12 or higher.

- The high school’s goal was that 85.0% of students in each grade level enrolled for the entire year would achieve a score of 18 or higher.

Of 279 third through fifth graders enrolled for the entire year with a writing score recorded, 217 (77.8%) students received a score of 18 or higher (Table 11A), below the elementary academy’s goal.

TABLE 11A			
MILWAUKEE ACADEMY OF SCIENCE			
LOCAL MEASURES OF ACADEMIC PROGRESS:			
TEACHER-ASSESSED 3RD – 5TH GRADE WRITING SKILLS			
2023–24			
GRADE	STUDENTS	MET GOAL	% MET GOAL
3rd	93	73	78.5%
4th	96	61	63.5%
5th	90	83	92.2%
Total	279	217	77.8%

Of 299 sixth through eighth graders enrolled for the entire year with a writing score recorded, 255 (85.3%) students received a score of 12 or higher (Table 11B), below the junior academy’s goal.

TABLE 11B			
MILWAUKEE ACADEMY OF SCIENCE			
LOCAL MEASURES OF ACADEMIC PROGRESS:			
TEACHER-ASSESSED 6TH – 8TH GRADE WRITING SKILLS			
2023–24			
GRADE	STUDENTS	MET GOAL	% MET GOAL
6th	100	75	75.0%
7th	99	83	83.8%
8th	100	97	97.0%
Total	299	255	85.3%

Of 327 high school students enrolled for the entire year with a writing score recorded, 291 (89.0%) students received a score of 18 or higher (Table 11C), meeting the high school’s goal.

TABLE 11C

MILWAUKEE ACADEMY OF SCIENCE
 LOCAL MEASURES OF ACADEMIC PROGRESS:
 TEACHER-ASSESSED 9TH – 12TH GRADE WRITING SKILLS
 2023–24

GRADE	STUDENTS	MET GOAL	% MET GOAL
9th	101	91	90.1%
10th	94	75	79.8%
11th	73	70	95.9%
12th	59	55	93.2%
Total	327	291	89.0%

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.²⁸

- **Elementary academy:** An IEP was reviewed for 39 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; 36 (92.3%) of those students met one or more of the goals in their IEP.
- **Junior academy:** An IEP was reviewed for 19 students who were enrolled in special education services at MAS for an entire year were still enrolled at the end of the school year; all 19 (100.0%) met one or more of the goals in their IEP.
- **High school:** An IEP was reviewed for 23 students who were enrolled in special education at MAS for an entire year and were still enrolled at the end of the school year; 21 (91.3%) met one or more of their IEP goals.

The school met IEP goals for the junior academy this year.

²⁸ Of 58 elementary and junior academy students enrolled at the end of the year who were enrolled in special education services for a full year at MAS, 55 (94.8%) met at least one 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

Most (334 of 336 or 99.4%) high school students enrolled at the end of the year developed a graduation plan. Of those 334 graduation plans developed, 99.7% 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 100% of graduation plans. As a result of that review, 85.0% of students were on track toward graduation, and 15.0% needed to enroll in credit recovery activities (Table 12). All eleventh and twelfth graders were required to meet with a counselor during the school year to discuss graduation plans; all (100%) did so (not shown).

TABLE 12	
MILWAUKEE ACADEMY OF SCIENCE HIGH SCHOOL GRADUATION PLANS 2023–24 N = 334	
PROGRESS MEASURE	PERCENTAGES
Percentage of Plans Including Documentation of Each Measure	
Included postsecondary plans	99.7%
Shared with parents	99.7%
Included schedule reflecting credits to graduate	99.7%
Reviewed by counselor	99.7%
Progress toward graduation	100.0%
Outcome of Graduation Progress Review	
On track toward graduation	85.0%
Need to enroll in credit recovery activities	15.0%

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% of twelfth graders would earn 24 or more of the required credits and graduate.

The school provided credit and grade promotion information for 327 of 328 high school students enrolled at MAS for the entire school year. Of those, 296 (90.5%) 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 13).

TABLE 13			
MILWAUKEE ACADEMY OF SCIENCE			
HIGH SCHOOL GRADUATION REQUIREMENTS 2023–24			
GRADE	STUDENTS	PROMOTED/ GRADUATED	% PROMOTED/ GRADUATED
9th	101	90	89.1%
10th	94	81	86.2%
11th	73	66	90.4%
12th	59	59	100.0%
Total	327	296	90.5%

F. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires all schools to administer a DPI-approved reading achievement test to students in K4 through second grade. In 2023, the CSRC selected the Star Early Literacy assessment for students in K5 through second grade at all city-chartered schools; MAS also chose the STEP assessment to meet the DPI requirement for students in K4.

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.

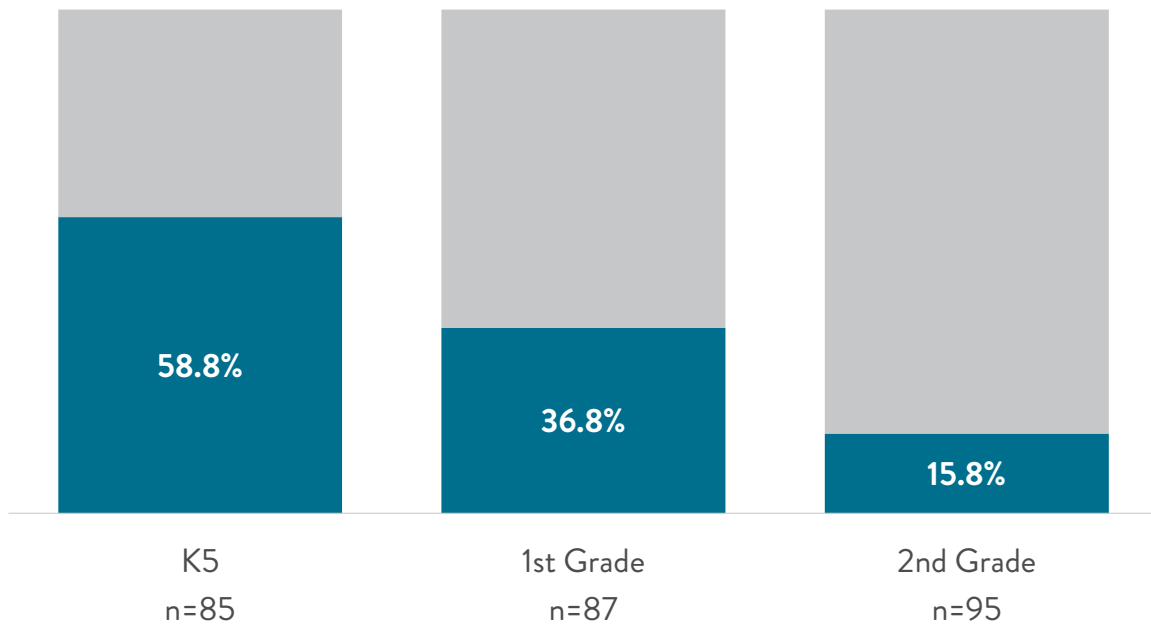
1. STEP ASSESSMENT

A total of 75 K4 students enrolled since the beginning of the school year completed the STEP Assessment in spring. Of those students, 59 (78.7%) met four of five pre-read metrics.

2. STAR EARLY LITERACY FOR K5 – SECOND GRADE

The Star Early Literacy assessment was administered in the fall and spring. Based on a 2022 normative study, the 40th percentile was set by Renaissance as the proficiency benchmark for the reading test. The percentage of students at or above benchmark status (40th percentile or higher) was used as the standardized measure for early literacy among K5 through second-grade students. Overall, 36.3% of students enrolled from the beginning of the school year until the time of the test were at or above benchmark in the spring (not shown). Results by grade level are presented in Figure 2.

Figure 2
Milwaukee Academy of Science
Spring 2024 Star Early Literacy Students at or Above Benchmark
N = 267

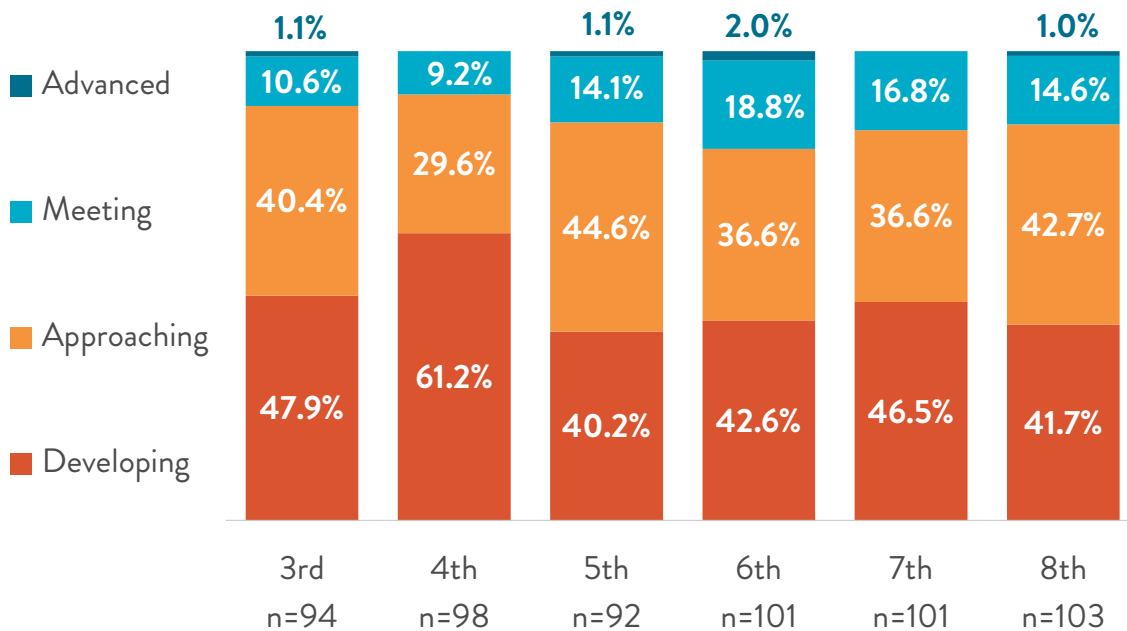


3. WISCONSIN FORWARD EXAM²⁹

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 2024, 589 third- through eighth-grade students enrolled since the third Friday of September completed the ELA and math assessments. Of those students, 88 (14.9%) were at the meeting or advanced performance level in ELA, and 90 (15.3%) were at the meeting or advanced performance level in math. Results by grade level tested are presented in Figures 3 and 4. Tables 14 and 15 show the average ELA scale score by grade level and average math scale score by grade level, along with the performance level in which that average score is situated for that specific grade level.

Figure 3
Milwaukee Academy of Science
Forward Exam ELA Assessment 2023–24
N = 589



²⁹ Information from the DPI website. For more information, visit dpi.wi.gov/assessment/forward.

TABLE 14

**MILWAUKEE ACADEMY OF SCIENCE
FORWARD EXAM ELA ASSESSMENT 2023–24
AVERAGE SCALE SCORE BY GRADE LEVEL**

GRADE LEVEL	N	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	94	1515.8	Approaching
4th	98	1526.5	Developing
5th	92	1558.3	Approaching
6th	101	1577.0	Approaching
7th	101	1580.8	Approaching
8th	103	1596.4	Approaching

**Figure 4
Milwaukee Academy of Science
Forward Exam Math Assessment 2023–24
N = 589**

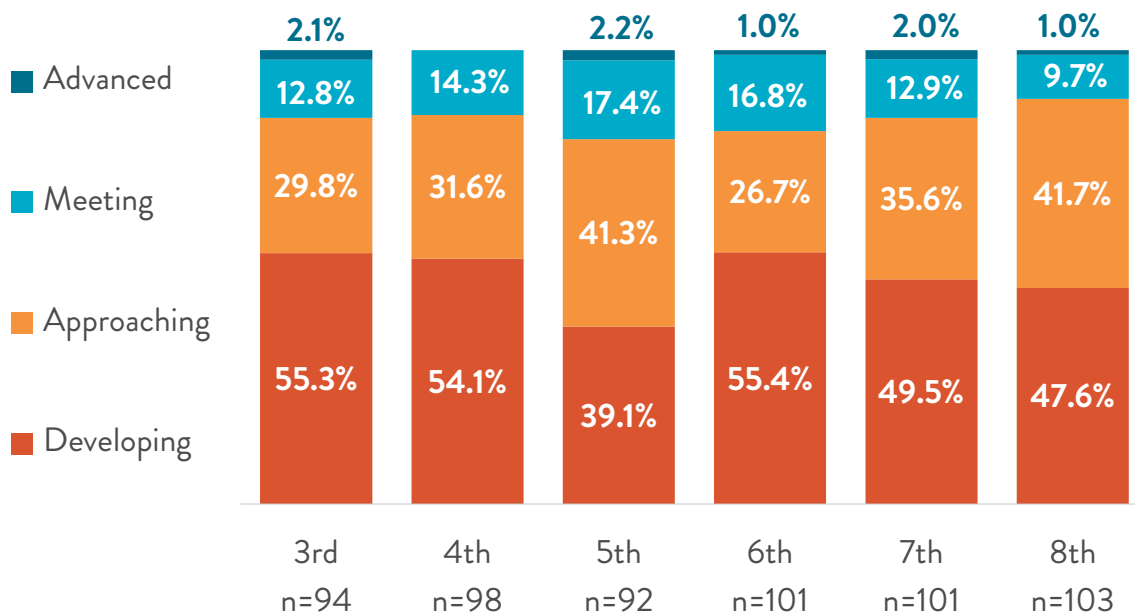


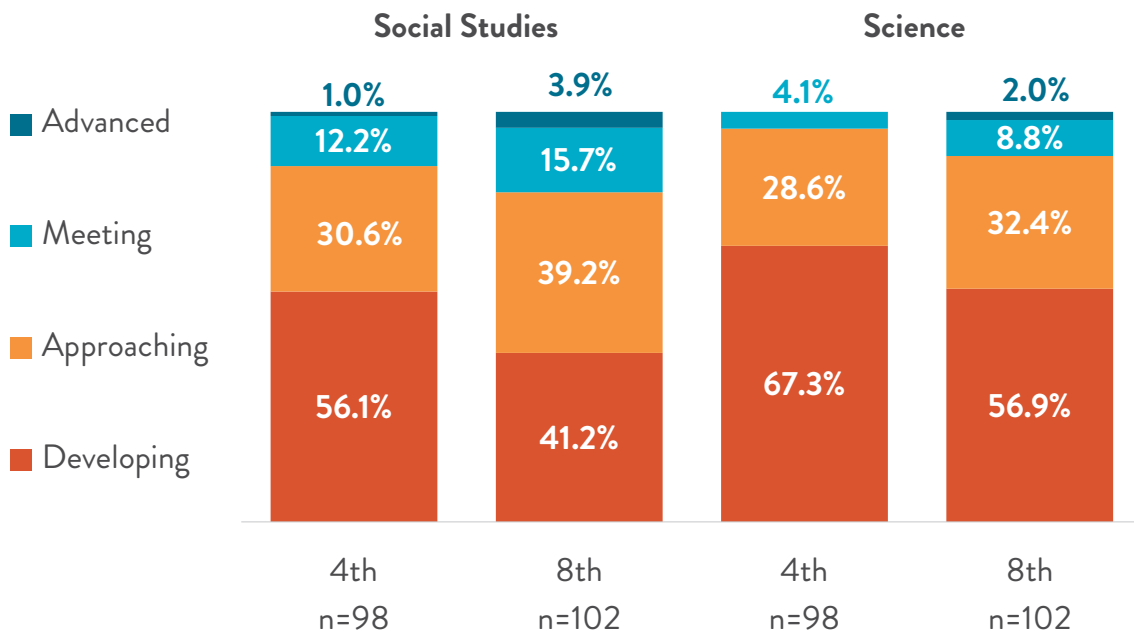
TABLE 15

**MILWAUKEE ACADEMY OF SCIENCE
FORWARD EXAM MATH ASSESSMENT 2023–24
AVERAGE SCALE SCORE BY GRADE LEVEL**

GRADE LEVEL	N	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	94	1500.4	Developing
4th	98	1522.0	Developing
5th	92	1566.3	Approaching
6th	101	1576.6	Developing
7th	101	1586.1	Developing
8th	103	1605.1	Approaching

Of the 200 fourth and eighth graders who completed the social studies and science tests, 33 (16.5%) were at the meeting or advanced performance level in social studies, and 15 (7.5%) were at the meeting or advanced performance level in science (not shown). Results by grade level are presented in Figure 5.

**Figure 5
Milwaukee Academy of Science
Forward Exam Social Studies and Science Assessments 2023–24**



In spring of 2024, 94 tenth graders enrolled from the beginning of the school year to the time of the Forward Exam took the exam’s social studies test. Five (5.3%) of those students were at the meeting performance level (not shown).

4. 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 16.³⁰ Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration.

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 2024. Results are reported for 111 students who completed the tests as ninth graders and 90 students who completed the test as tenth graders who were enrolled from the start of the school year until the time of testing (Table 17). Overall, 19.9% of ninth and tenth graders were at or above the English benchmark, and 2.0% were at or above the math benchmark. The average English scale score for ninth and tenth graders was 10.9, and the average math scale score was 14.5. Average composite score by grade level are shown in Figure 6.

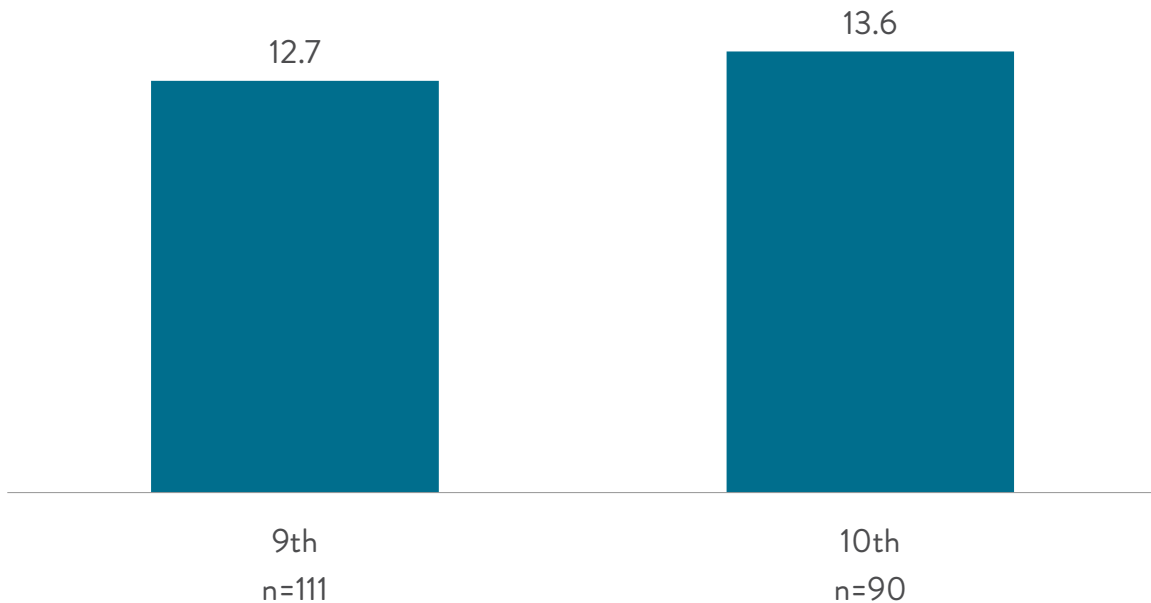
³⁰ For more information about PreACT Secure and ACT Plus Writing benchmarks, visit <https://success.act.org>.

TABLE 17

**MILWAUKEE ACADEMY OF SCIENCE
STUDENTS AT OR ABOVE BENCHMARK FOR PRACT SECURE
2023–24**

SUBTEST	9TH GRADE (N = 111)		10TH GRADE (N = 90)	
	n	%	n	%
English	16	14.45%	24	26.7%
Math	3	2.7%	1	1.1%
Reading	10	9.0%	6	6.7%
Science	5	4.5%	1	1.1%
Composite	7	6.3%	7	7.8%

Figure 6
Milwaukee Academy of Science
Average PreACT Secure Composite Scores by Grade Level 2023–24



b. ACT for Eleventh and Twelfth Graders

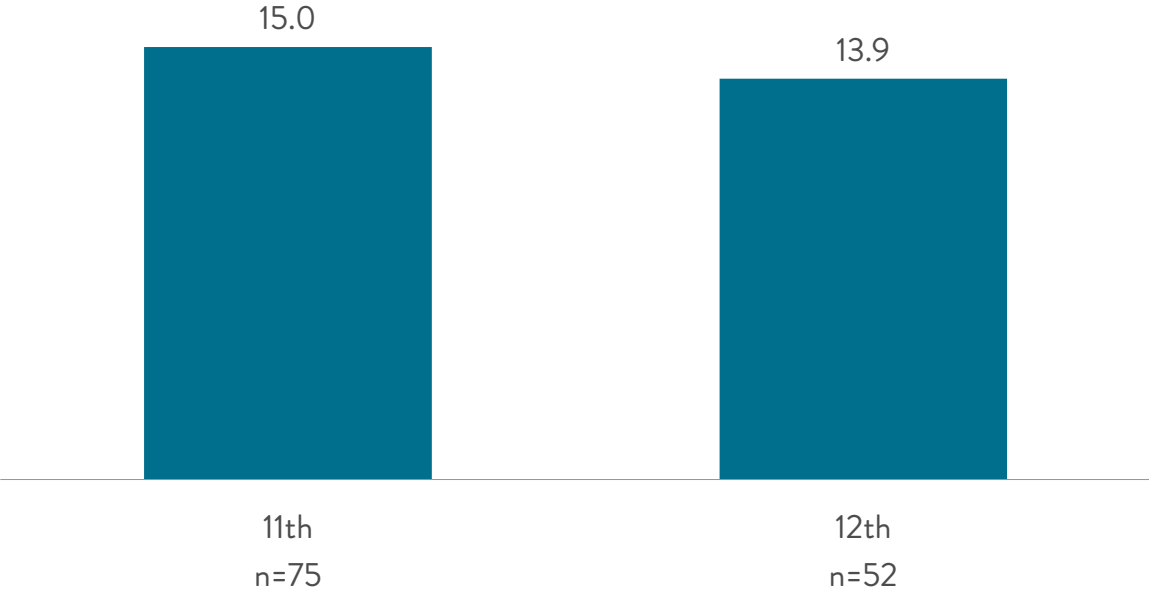
The final CSRC expectation was that all eleventh graders take the ACT Plus Writing in the timeframe required by DPI (spring semester). Twelfth graders are encouraged, but not required, to take the ACT. This year, MAS students completed the district ACT in the fall, and DPI required the ACT in the spring. 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 all 75 eleventh graders enrolled at the end of the year. Composite ACT scores for eleventh graders ranged from 9 to 30 (not shown), with an average of 15.0. Nine (12.0%) students met the English benchmark, three (4.0%) met the math benchmark, five (6.7%) met the reading benchmark, four (5.3%) met the science benchmark, and four (5.3%) students met the composite score benchmark.

ACT results from the current school year were available for 52 of 59 twelfth graders enrolled at the end of the year. Composite ACT scores for twelfth graders ranged from 11 to 26 (not shown) with an average of 13.9. Four (7.7%) students met the English benchmark, one (1.9%) met the math benchmark, three (5.8%) met the reading benchmark, one (1.9%) met the science benchmark, and one (1.9%) met the composite score benchmark.

Average ACT composite scores by grade level are shown in Figure 7.

Figure 7
Milwaukee Academy of Science
Average ACT Composite Scores by Grade Level 2023–24



G. MULTIPLE-YEAR STUDENT PROGRESS

1. YEAR-TO-YEAR PROGRESS FOR SECOND THROUGH EIGHTH GRADERS

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. Students in K4 through second grade take the Star Early Literacy 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.

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 proficient or advanced in ELA the prior year would maintain proficiency, and at least 50.0% of fourth through eighth graders who were proficient or advanced in math the prior year would maintain proficiency. Additionally, it is expected that at least 35.0% of fourth through eighth graders who were below proficiency in ELA the prior year will demonstrate progress. At least 35.0% of fourth through eighth graders who were below proficiency in math will demonstrate progress.

Early literacy year-to-year measures for first and second graders could not be examined this year due to a change in assessment caused by the discontinuation of the Phonological Awareness Literacy Screening early literacy assessment.

Additionally, DPI made changes to the performance categories and cut score ranges for each performance level for each content area for the Forward Exam. Due to this change, year-to-year progress cannot be measured and will resume for the 2024–25 reporting year.

2. 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.³¹ Tenth-grade progress is based on PreACT Secure scores from two consecutive school years, and eleventh-grade progress is based on PreACT scores from the tenth-grade year and ACT Plus Writing scores from the student’s eleventh grade year.

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.

³¹ For more information on ACT assessments and benchmarks, visit <https://success.act.org>.

Progress was measured for 76 tenth grade and 62 eleventh grade students who had test scores from two consecutive grade levels and school years. At the time of the 2024 assessment, 44 (57.9%) tenth graders and 41 (66.1%) eleventh graders demonstrated progress from the previous school year (Table 18).

TABLE 18 MILWAUKEE ACADEMY OF SCIENCE YEAR-TO-YEAR PROGRESS FOR TENTH AND ELEVENTH GRADERS 2023–24			
2023–24 GRADE LEVEL	N	DEMONSTRATED PROGRESS	
		n	%
10th	76	44	57.9%
11th	62	41	66.1%

H. CSRC SCHOOL SCORECARD

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard. The scorecard includes multiple measures of student academic progress, including performance on standardized tests and local measures and point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return rates. The scorecard has been updated three times since the initial pilot in 2012.

The 2023–24 scorecard reflects the most recent changes made to the high school scorecard. The first update was the addition of a year-to-year progress measure for eleventh graders. The second was a modification to the postsecondary readiness section that puts more emphasis on postsecondary enrollment in a college, university, or technical school or enrollment in a certification/occupational-based training program, apprenticeship, military enlistment, or dual enrollment program. Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will be used to guide decisions about a school’s status as a city-chartered school for subsequent school years. See Appendix C for detailed information on the most recent scorecard.

The school scored 74.2% of 59 possible points for K4 through eighth grade and 80.8% of 100 possible points for the high school. See Appendix C for school scorecard information.

Additionally, for schools with students in both kindergarten through eighth grade and in high school, Evident Change calculated a weighted average score for the entire school (kindergarten through twelfth grade). The 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 75.9% for the 2023–24 school year.³²

IV. SUMMARY AND RECOMMENDATIONS

After reviewing past and current contract compliance status and school data, Evident Change recommends that MAS continue regular, annual academic monitoring and reporting with special attention to improving math and reading skills.

³² Of the 1,270 students enrolled at the end of the school year, 73.5% were in K4 through eighth grades, and 26.5% were in high school. Those percentages were used to calculate the weighted scorecard percentages.

APPENDICES

- A. CONTRACT COMPLIANCE CHART**
- B. TREND INFORMATION**
- C. CSRC 2023–24 SCHOOL SCORECARDS**
- D. STUDENT LEARNING MEMORANDUMS**
- E. SCHOOL CULTURE AND CLIMATE SURVEY**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
MILWAUKEE ACADEMY OF SCIENCE			
OVERVIEW OF COMPLIANCE WITH EDUCATION-RELATED CONTRACT PROVISIONS 2023–24			
CONTRACT SECTION	EDUCATION-RELATED CONTRACT PROVISION	REPORT REFERENCE PAGE(S)	PROVISION MET OR NOT
Section I, B	Description of educational program.	pp. 2–3	Met
Section I, V	Annual school calendar provided.	p. 5	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	Administration of required standardized tests:		
	a. K4 – 8th grade and	a. pp. 27–31	a. Met
	b. 9th – 12th grade.	b. pp. 31–34	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. 17–25	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. pp. 34–35	a. N/A
	b. 4th – 8th grade students meeting/advanced expectations on the Forward Exam in Math the prior year: 50% will maintain meeting/advanced expectations.	b. pp. 34–35	b. N/A
	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. pp. 34–35	c. N/A
	d. Ninth and 10th-grade students: At least 50% of tenth graders will maintain composite scale score benchmarks or	d. pp. 35–36	d. Met (57.9%)
		e. pp. 35–36	

TABLE A

**MILWAUKEE ACADEMY OF SCIENCE
OVERVIEW OF COMPLIANCE WITH EDUCATION-RELATED CONTRACT PROVISIONS 2023–24**

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. ³³ 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. Met (66.1%)
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. pp. 34–35 b. pp. 34–35	a. N/A b. N/A
Section I, E	Parental involvement.	p. 16–17	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. 9–11, 17	Met
Section I, K	Discipline procedures.	pp. 6–7	Met

Note: N/A indicates unavailability of comparable assessment data from spring of 2023.

³³ This requirement meets academic criteria 2 and 3 for ninth- and tenth-grade students.

APPENDIX B: TREND INFORMATION

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

TABLE B1					
MILWAUKEE ACADEMY OF SCIENCE					
STUDENT ENROLLMENT					
YEAR	NUMBER ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)*
2019–20	1,216	20	99	1,137	1,121 (92.2%)
2020–21	1,266	23	82	1,206	1,187 (93.8%)
2021–22	1,342	49	210	1,181	1,140 (84.9%)
2022–23	1,394	29	206	1,217	1,190 (85.4%)
2023–24	1,397	19	146	1,270	1,253 (89.7%)

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

TABLE B2			
MILWAUKEE ACADEMY OF SCIENCE			
STUDENT RETURN RATE			
YEAR	ENROLLED AT END OF PREVIOUS YEAR*	ENROLLED AT START OF THIS SCHOOL YEAR	RETURN RATE
2019–20	1,001	870	86.9%
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%

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

TABLE B3			
MILWAUKEE ACADEMY OF SCIENCE STUDENT ATTENDANCE RATES			
YEAR	ELEMENTARY ACADEMY	JUNIOR ACADEMY	HIGH SCHOOL
2019–20	90.5%	91.9%	89.6%
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%

TABLE B4						
MILWAUKEE ACADEMY OF SCIENCE OUT-OF-SCHOOL SUSPENSIONS						
YEAR	ELEMENTARY ACADEMY		JUNIOR ACADEMY		HIGH SCHOOL	
	% SUSPENDED	AVG. DAYS	% SUSPENDED	AVG. DAYS	% SUSPENDED	AVG. DAYS
2019–20	19.5%	2.9	24.4%	3.0	24.2%	3.1
2020–21 ³⁴	N/A	N/A	N/A	N/A	N/A	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

TABLE B5			
MILWAUKEE ACADEMY OF SCIENCE PARENT–TEACHER CONFERENCE PARTICIPATION			
YEAR	ELEMENTARY ACADEMY	JUNIOR ACADEMY	HIGH SCHOOL
2019–20	100.0%	98.8%	96.1%
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%

³⁴ The 2020–21 school year was partially virtual due to COVID restrictions; suspension data not applicable.

TABLE B6**MILWAUKEE ACADEMY OF SCIENCE
CERTIFIED STAFF RETENTION RATE**

YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2019–20	93.9%
2020–21	100.0%
2021–22	93.5%
2022–23	92.0%
2023–24	91.5%

TABLE B7**MILWAUKEE ACADEMY OF SCIENCE
TEACHER RETURN RATE**






YEAR	RATE
2019–20	95.7%
2020–21	87.8%
2021–22	87.3%
2022–23	87.3%
2023–24	82.1%

APPENDIX C: CSRC 2023–24 SCHOOL SCORECARDS






CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD

r: 05/23

K–8TH GRADE

STUDENT READING READINESS: GRADES 1–2		
• Star Early Literacy—% 1st graders at or above spring benchmark this year	4.0	 10.0%
• Star Early Literacy—% 2nd graders who maintained spring benchmark two consecutive years	6.0	
STUDENT ACADEMIC PROGRESS: GRADES 3–8		
• Forward Exam reading—% maintained meeting/advanced expectations	5.0	 35.0%
• Forward Exam math—% maintained meeting/advanced expectations	5.0	
• Forward Exam reading—% developing/approaching expectations who progressed	12.5	
• Forward Exam math—% developing/approaching expectations who progressed	12.5	
LOCAL MEASURES		
• % met reading	6.25	 25.0%
• % met math	6.25	
• % met writing	6.25	
• % met special education	6.25	
STUDENT ACHIEVEMENT: GRADES 3–8		
• Forward Exam reading—% meeting/advanced expectations	2.5	 5.0%
• Forward Exam math—% meeting/advanced expectations	2.5	
ENGAGEMENT		
• Student attendance	5.0	 25.0%
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9 - 12		
• PreACT Secure—% 10th graders who maintained benchmark on composite score or progressed at least one point	7.5	 35.0%
• PreACT to ACT—% 11th graders who maintained benchmark on composite score or progressed at least one point	7.5	
• Adequate credits to move from 9th to 10th grade	7.5	
• Adequate credits to move from 10th to 11th grade	7.5	
• DPI graduation rate	5.0	
POSTSECONDARY READINESS: GRADE 12		
Postsecondary acceptance for graduates (college, university, technical school) or enrollment in a certification/occupational-based training program, apprenticeship, military enlistment, or dual enrollment program.	15.0	 15.0%
LOCAL MEASURES		
• % met reading	5.0	 20.0%
• % met math	5.0	
• % met writing	5.0	
• % met special education	5.0	
STUDENT ACHIEVEMENT: GRADES 9 AND 10		
• PreACT English—% students at or above spring benchmark	2.5	 5.0%
• PreACT math—% students at or above spring benchmark	2.5	
ENGAGEMENT		
• Student attendance	5.0	 25.0%
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

*Teachers not offered continuing contracts or who moved farther than 25 miles from any Milwaukee County border due to a transfer of a family member are excluded when calculating this rate.

Note: To protect student identity, Evident Change does not report data on scorecard items with fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard, and the total score will be calculated to reflect each school's denominator.

TABLE C1

**MILWAUKEE ACADEMY OF SCIENCE
CSRC ELEMENTARY SCHOOL (K THROUGH 8TH GRADE) SCORECARD 2023–24**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Reading Readiness: Star Early Literacy, 1st – 2nd Grades	% 1st graders at or above spring benchmark this year	4.0	10.0%	36.8%	1.5
	% 2nd graders who maintained spring benchmark two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 8th Grades	<i>Forward Exam reading:</i> % maintained meeting/advanced level expectations	5.0	35.0%	N/A	N/A
	<i>Forward Exam math:</i> % maintained meeting/advanced level expectations	5.0		N/A	N/A
	<i>Forward Exam reading:</i> % developing/approaching expectations who progressed	12.5		N/A	N/A
	<i>Forward Exam math:</i> % meeting/approaching expectations who progressed	12.5		N/A	N/A
Local Measures*	% met reading	6.25	25.0%	66.2%	4.1
	% met math	6.25		67.6%	4.2
	% met writing	6.25		81.7%	5.1
	% met special education	6.25		94.8%	5.9
Student Academic Achievement: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % meeting/advanced expectations	2.5	5.0%	14.9%	0.4
	<i>Forward Exam math:</i> % meeting/advanced expectations	2.5		15.3%	0.4
Engagement	Student attendance rate	5.0	25.0%	88.1%	4.4
	Student reenrollment	5.0		89.3%	4.5
	Student retention	5.0		91.6%	4.6
	Teacher retention rate†	5.0		91.5%	4.6
	Teacher return rate†	5.0		82.1%	4.1
TOTAL³⁵		59.0			43.8
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					74.2%

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

†Combined rate for all academies.

³⁵ Excludes points for measures for which performance could not be measured or reported this year.

TABLE C2

**MILWAUKEE ACADEMY OF SCIENCE
CSRC HIGH SCHOOL (9TH – 12TH GRADE) SCORECARD 2023–24**

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%	57.9%	4.3
	PreACT to ACT –% 11th graders who maintained benchmark on composite score or progressed at least one point	7.5		66.1%	5.0
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		89.1%	6.7
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		86.2%	6.5
12th Grade	Graduation rate (DPI)*	5.0		86.6%	4.3
Postsecondary Readiness: 12th Grade	Postsecondary acceptance for graduates	15.0	15.0%	100.0%	15.0
Local Measures	% met reading	5.0	20.0%	90.1%	4.5
	% met math	5.0		64.2%	3.2
	% met writing	5.0		89.0%	4.5
	% met special education	5.0		91.3%	4.6
Student Academic Achievement: 9th and 10th Grades	<i>PreACT Secure English</i> : % of 9th and 10th grade students at or above benchmark	2.5	5.0%	19.9%	0.5
	<i>PreACT Secure math</i> : % of 9th and 10th grade students at or above benchmark	2.5		2.0%	0.1
Engagement	Student attendance	5.0	25.0%	83.9%	4.2
	Student reenrollment	5.0		90.1%	4.5
	Student retention	5.0		84.8%	4.2
	Teacher retention rate†	5.0		91.5%	4.6
	Teacher return rate†	5.0		82.1%	4.1
TOTAL		100.0			80.8
HIGH SCHOOL SCORECARD PERCENTAGE					80.8%

*Based on 2022–23 four-year rate, the most recent available at the time of this report.

†Combined rate for all academies.

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 2023–24 Academic Year
DATE: October 10, 2023

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 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 or via mail) 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 following the last day of student attendance for the academic year, or June 14, 2024.

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 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 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.

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: LOCAL MEASURES³⁶

LITERACY AND MATH FOR K4 STUDENTS

At least 80% of K4 students who are enrolled for the entire year will meet four of five pre-read metrics³⁷ on the Strategic Teaching and Evaluation of Progress (STEP) literacy assessment.³⁸

At least 80% of K4 students who are enrolled for the entire year and complete the spring math skill assessments will demonstrate that they have acquired at least 80% of the math competencies designated as benchmarks for their grade level by the end of the school year.

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 K5 THROUGH SECOND-GRADE STUDENTS

Students in K5 through second grade will demonstrate progress in acquiring literacy skills by completing the Star Early Literacy assessment. At the time of the fall test, each student’s score will be compared with the national grade-level averages based on the 2022 Renaissance Star Early Literacy normative study. Each student’s development will be reported to their parents or guardians on report cards. Renaissance has determined the 40th percentile as the proficiency benchmark. Based on the fall score and the student’s current grade level, a projected growth score for the spring test is given to the student. For the cohort of

³⁶ 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.

³⁷ The five metrics are name, letter name identification, letter sound identification, onset and rhyme, and concepts about print.

³⁸ For more information, visit <https://uchicagoimpact.org/our-offerings/step>.

students who complete the fall and spring tests, progress will be measured based on benchmark status at the time of the spring test.

The school has set the following goals.

- At least 75% of K5 students will test at or above the benchmark on the spring assessment.
- At least 60% of first graders will score at or above the benchmark on the spring assessment.
- At least 50% of second graders will score at or above the benchmark on the spring assessment.

LITERACY FOR THIRD THROUGH FIFTH GRADERS

Third through fifth graders will complete the Star Reading assessment in the fall and spring. At the time of the fall test, each student's score will be compared with the national grade-level averages based on the 2022 Renaissance Star Reading normative study.³⁹ Renaissance has determined the 40th percentile as the proficiency benchmark. Based on the fall test score and the student's current grade level, a projected growth score for the spring test is given to the student. Progress will be determined by examining whether students met the spring projected growth score target. Students who met their growth target for the year will be considered to have made adequate progress for the school year.⁴⁰

The school has set the following goal.

- At least 75% of third through fifth graders will meet their growth goal.

MATH FOR K5 THROUGH FIFTH-GRADE STUDENTS

Students in K5 through fifth grade who are enrolled for the entire school year will be administered the Star Math assessment.

At the time of the fall test, each student's score will be compared with the national grade-level averages based on the 2022 Renaissance Math normative study.⁴¹ Renaissance has determined the 40th percentile as the proficiency benchmark. Based on the fall test score and the student's current grade level, a projected scale score for the spring test is given to the student. Progress will be determined by examining whether

³⁹ For more information, see [Star Reading Unified Benchmarks and Cut Scores](#).

⁴⁰ 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 within the range of 35 to 65 is an indicator of adequate growth from fall to spring.

⁴¹ For more information, see [Star Math Unified Benchmarks and Cut Scores](#).

students met the spring projected growth score target. Students who met their growth target for the year will be considered to have made adequate progress for the school year.

The school has set the following goal.

- At least 75% of students in K5 through fifth grade will meet their growth goal on the spring assessment.

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 six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale: 1 = minimal control; 2 = basic control; 3 = adequate control; 4 = proficient control; and 5 = advanced control. Each grade cohort will be judged to have at least adequate control, as indicated by a total score of 18.

The school has set the following goal.

- At least 80% of students enrolled for the entire year will achieve a total score of 18 or higher.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

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

EARLY LITERACY ASSESSMENT FOR K4 THROUGH SECOND-GRADE STUDENTS

The STEP assessment will be administered to K4 students.

The Star Early Literacy assessment will be administered to all K5 through second-grade students in the fall and spring. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

WISCONSIN FORWARD EXAM FOR THIRD THROUGH FIFTH GRADERS

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

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

YEAR-TO-YEAR ACHIEVEMENT⁴²

Evident Change will report progress for students who completed standardized tests in consecutive school years at the same school.⁴³ The CSRC’s expectations for student progress follow.

- For students who take the Phonological Awareness Literacy Screening (PALS) assessment in two consecutive years: At least 75% of students who met the summed score benchmark the previous spring as first graders will remain at or above the second-grade summed score benchmark in the spring of the current school year.
 - » Due to the discontinuation of PALS, this school year will be the first year that students take the Star Early Literacy assessment. Year-to-year reporting on the Star Early Literacy assessment 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.

⁴² The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

⁴³ Includes only students who advanced a grade level from last year to this year.

STUDENT LEARNING MEMORANDUM FOR MILWAUKEE ACADEMY OF SCIENCE JUNIOR ACADEMY

TO: Evident Change and the CSRC
FROM: MAS Junior Academy
SUBJECT: Learning Memo for the 2023–24 Academic Year
DATE: October 10, 2023

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 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 or via mail) 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 14, 2024.

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.⁴⁴ 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 95%.

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 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.

INDIVIDUALIZED EDUCATION PLAN

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

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

ACADEMIC ACHIEVEMENT: LOCAL MEASURES⁴⁵

LITERACY

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

- For students above the normative mean for their current grade at the time of the fall test, progress will be measured by examining the change in RIT scores from fall to spring; an increase of one RIT point will indicate progress for the current school year.
- For students at or below the national grade-level average for their current grade, progress will be determined by examining whether the students met the MAP growth target based on their fall test score and current grade level; students who met their growth target for the year will be considered to have made adequate progress for the school year.
- At least 83% of all students who complete both the fall and spring assessments and are enrolled for the entire school year will show progress this year.

MATH

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

⁴⁵ 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.

- For students above normative mean for their current grade at time of the fall test, progress will be measured by examining the change in RIT scores from fall to spring; an increase of one RIT point will indicate progress for the current school year.
- For students at or below the national grade-level average for their current grade, progress will be determined by examining whether the students met the MAP growth target based on their fall test score and current grade level; students who met their growth target for the year will be considered to have made adequate progress for the school year.
- Of all students who complete the fall and spring assessments and are enrolled for the entire school year, at least 83% will show progress this year.

WRITING

Writing samples from junior academy students will be assessed by the end of the final grading period 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 grammar. Each domain will be assessed on the following scale: 0 = minimal control; 1 = basic control; 2 = adequate control; 3 = proficient control; and 4 = advanced control. At least 90% of students enrolled for the entire school year will have at least adequate control, as indicated by a total score of 12 or higher.

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 report year-to-year progress for students who completed the Forward Exam in two consecutive school years at the same school.⁴⁶

- 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.

⁴⁶ 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 2023–24 Academic Year
DATE: October 10, 2023

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 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 or via mail) 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 14, 2024.

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.

INDIVIDUALIZED EDUCATION PLANS

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

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.⁴⁷
- 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 first trimester to discuss the student's graduation plan.

Students' course schedules will be reviewed by the assistant principal and/or the school counselor by the end of the school year to determine whether each student is on track toward earning credits and whether the student will need to enroll in credit recovery or summer school. In addition to the required documentation above, each graduation plan should include documentation that this review occurred, as well as the results of the review.

HIGH SCHOOL GRADUATION REQUIREMENTS⁴⁸

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.

⁴⁷ Some special education students will have alternate credit requirements as noted in their IEPs based on a disability-related need or a schedule modification.

⁴⁸ This item depends on the school's high school graduation requirements and the timing of the student's coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year. Some special education students' IEPs indicate that they will need more than four years of study to graduate. However, these students are promoted for this school year from ninth to tenth grade with 5.5 credits, tenth to eleventh grade with 11.0 credits, and eleventh to twelfth grade with 16.5 credits. All special education students must accumulate 22.0 credits to graduate from MAS.

POSTSECONDARY PLANS FOR TWELFTH GRADERS

The school will monitor and document postsecondary acceptance, enrollment plans, and scholarship awards for twelfth-grade graduates.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES⁴⁹

LITERACY

Reading progress for ninth through twelfth graders will be demonstrated by changes in their Lexile level scores as measured by the Houghton Mifflin Harcourt Reading Inventory (HMHRI) administered by the end of September and again at the end of the school year.

The school has set the following goal.

- At least 80% of students enrolled for the entire school year will increase their Lexile level scores by at least 13 points from fall to spring.⁵⁰ If the goal is reached before the end of the year, that will be the reported score.

MATH

Math progress for ninth through twelfth graders enrolled in a math course during the school year will be measured by the comprehensive tests for the math course in which they are enrolled.⁵¹ End-of-year test results will be reported to Evident Change.

The school has set the following goal.

⁴⁹ 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.

⁵⁰ These increases indicate that students in these respective grade levels made one year of progress in acquiring comprehension and vocabulary skills.

⁵¹ The math courses offered to high school students are algebra, geometry, advanced algebra, advanced algebra II, precalculus, college math, and statistics.

- At least 60% of students enrolled in the same math class for at least two trimesters will score at least 70% on their comprehensive tests at the end of the school year.⁵²

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 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.

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.

⁵² The school will provide scores for students enrolled in the same math course for the entire 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

This year is the second year that ninth and tenth graders will take the PreACT Secure; therefore, Evident Change will resume reporting year-to-year progress from ninth to tenth grade and from tenth to eleventh grade using comparable tests (PreACT and ACT Plus Writing) of students who complete the test in two consecutive years. Progress is measured for students at or above benchmark and for students below benchmark on any of the subtests or the composite score. The CSRC's expectations follow.

NINTH- TO TENTH-GRADE PREACT SECURE

At least 50% of tenth graders 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

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.

APPENDIX E: SCHOOL CULTURE AND CLIMATE SURVEY

PARENT SURVEY

Dear Parent,

As a parent of a youth in a City of Milwaukee charter school, we invite you to contribute to the enhancement of your child's educational experience. The City of Milwaukee's Charter School Review Committee (CSRC) is responsible for monitoring the quality of the educational experience for students. The CSRC has contracted with Evident Change, a nonprofit that uses data and research to improve social systems, to monitor the educational program and academic outcomes for children enrolled in the city charter schools.

As a parent of a youth in a school chartered by the City of Milwaukee, your insights are crucial in providing a comprehensive understanding of the inner workings of your school. This survey is designed to capture your perspectives on key aspects of school.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Your individual responses will remain confidential and will not be linked to any individual information about you or your child.

Lastly, your participation in this survey is voluntary. You may elect not to respond to individual questions and may discontinue participation at any time.

Grade Level of student(s) (select all that apply)

- Elementary (K4–5)
- Middle School (6th–8th grade)
- High school (9th–12th grade)

1. How much do you agree with the following statements about your child's school?

Strongly disagree Disagree Agree Strongly agree

The office staff greets visitors warmly.

The support staff (teacher assistants, office staff, security, cafeteria workers, etc.) seem to care about the students.

The school invites me to meetings and special school events.

The school regularly shares important issues.

I have opportunities to participate in making decisions that affect the whole school community.

The school's policies and programs reflect the diversity of the families in the community.

2. Would you like to share anything else about the school community?

3. How would you rate the quality of the following facilities at your school?⁵³

Poor Fair Good Excellent

Your child's classroom

Access to technology (ex. computers, tablets, etc.)

Food services/nutritious meals

Gym

Exterior area (parking lot, playground)

The waiting area or front desk area

Overall cleanliness of the school

⁵³ Data for schools that do not have a gym or provide food services were eliminated from analysis.

4. Would you like to share anything else about the quality of the school's facilities?

5. How much do you agree or disagree with the following statements about your child's school?

Bullying is not a problem at this school.

My child feels like they are part of a community at this school.

My child's social and emotional needs are met at this school.

Students and parents are treated fairly regardless of social or cultural background.

Strongly disagree	Disagree	Agree	Strongly agree
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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6. My child is safe riding the bus to school.⁵⁴

Strongly disagree	Disagree	Agree	Strongly agree	My child does not ride the bus
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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7. Would you like to share anything else about school safety?

8. How much do you agree with the following statements?

The teacher respects me.

I am comfortable sharing my concerns with the teachers.

The teacher lets me know what they are working on in class.

The teacher contacts me personally to discuss my child's (strengths and accomplishments) before calling about behavior problems.

The teacher listens to my suggestions on how to help my child with behavioral or learning needs.

None at all	A little	A moderate amount	A lot	A great deal
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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⁵⁴ Data for schools that do not provide transportation were eliminated from analysis.

9. Would you like to share anything else about partnering with your child's teacher?

For this survey, the leadership team refers to any of the following leaders: CEO, principal, assistant principal, and associate principal.

10. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership team is accessible when I need to speak about a concern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team is approachable and cares about the academic achievement of my child(ren).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team supports me when I have concerns about teachers, curriculum, and other issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership understands and respects my culture and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Would you like to share anything else about partnering with your school's leadership team?

12. Name two things you like most about this charter school.

13. Name two things you like least about this charter school.

14. If you could make one suggestion for improving this school, what would it be?

STUDENT SURVEY

Have you always wanted to tell the school leadership about your experience as a student? Well, here is your chance! Welcome to the Student Experience Survey! Your insights matter, and we want to hear all about your unique perspective as a student.

This survey provides a platform for you to share your thoughts on your classes and overall school experience. Your responses are completely confidential, and there are no wrong answers. This survey gives you a chance to tell us what you think of your classes and school. There are no wrong answers, and your answers are confidential. We will review student answers to help school leaders improve the school.

Thank you for helping us determine how to improve your school by answering these questions!

Participation in this survey is entirely voluntary, and you have the flexibility to discontinue at any point. Let your voice be heard—together, we can make a positive impact on your school experience!

1. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teacher notices if I have trouble learning something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher is willing to give extra help on schoolwork if I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher helps me catch up if I am behind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher gives me specific suggestions about how I can improve my work in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher explains things in a different way if I don't understand something in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to share anything else about how teachers make your learning personal?

3. How many of your classmates ...	All	Most	About half	A few	None
Think doing homework is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel it is important to pay attention in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel it is important to attend school every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try hard to get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would you like to share anything else about your classmate's seriousness about school?

5. How safe do you feel?	Very safe	Mostly safe	Somewhat safe	Not safe
I feel safe in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the hallways of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the bathrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe when talking to school staff alone in an office/hallway or classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I feel safe riding the bus to school.⁵⁵

Strongly disagree

Disagree

Agree

Strongly agree

I do not ride the bus

7. Would you like to share anything else about your feelings of safety?

8. How much do you agree or disagree with these statements?

Strongly agree

Agree

Disagree

Strongly disagree

My teachers care about my well-being.

My teachers treat me with respect.

I feel comfortable with my teachers at this school.

My teacher always listens to students' ideas.

My teacher understands and respects my culture.

9. How much do you agree or disagree with these statements?

Strongly agree

Agree

Disagree

Strongly disagree

The school principal cares about me.

The principal speaks to me with respect.

The principal is fair.

I feel comfortable with the principal at this school.

The principal always listens to my side of the story when I'm sent to the office.

The school principal understands and respects my culture.

10. Would you like to share anything else about trusting your teachers/principal?

⁵⁵ Data from schools that do not offer transportation was removed from analyses.

11. How much do you agree or disagree with these statements? ⁵⁶	Strongly agree	Agree	Disagree	Strongly disagree
Teachers make sure that all students are planning for life after graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school shares information about trade professions (plumber, electrician, mechanic, carpenter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students receive information about college and career planning events in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school help students plan for college and careers outside of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum at this school is focused on helping students get ready for college and careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Would you like to share anything else to share about how your school is preparing you for life after high school?⁵⁷

13. How would you rate the quality of the following facilities at your school? ⁵⁸	Poor	Fair	Good	Excellent
Your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (ex. computers, tablets, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food services/nutritious meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gym	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exterior area (parking lot, playground)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The waiting area or front desk area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bathrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall cleanliness of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁵⁶ This question was for high school students only.

⁵⁷ This question was for high school students only.

⁵⁸ Data for schools without a gym or food service were eliminated from analysis.

14. Would you like to share anything else about the quality of your school's facilities?

15. How much do you agree or disagree with these statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teacher expects everyone to work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes challenge me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher asks difficult questions on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes require me to work hard to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really learn a lot in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I take the state exams (Forward or ACT exam) I take it seriously and try my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Would you like to share anything else about how your teachers push you to do your best?

17. How often do you experience the following?	Almost every day	Once or twice a month	Once or twice a year	Never
In my English class we discuss connections between what we read and real-life people or situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my English class we discuss how times, place or culture affects an author's writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my English class we improve a piece of writing as a class or with partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my English class we debate the meaning of things we read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my math class we write a few sentences to explain how we solved a math problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In math class we write math problems for other students to solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How often do you experience the following?	Almost every day	Once or twice a month	Once or twice a year	Never
In math class we discuss possible solutions to problems with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In math class we apply math to life outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Name two things you like most about this school.

19. Name two things you like least about this school.

20. If you could make one suggestion for improving this school, what would it be?

SCHOOL BOARD/LEADERSHIP SURVEY

Dear Board Member and School Leader,

As a School Board member or School Leader, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights and perspective are crucial to help us paint a comprehensive picture of your school from an organizational perspective.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment. Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

What is your highest level of education?

- Did not graduate high school
- High school diploma
- GED
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctorate degree

What expertise do you bring to the Board of Directors? (Select all that apply.)

- Finance & Accounting
- Fundraising
- Governance
- Education
- Human Resources
- Facilities
- Management
- Parent or Community Member
- Marketing
- Leadership
- Growth & Innovation
- Operations & Technology

How do you identify?

- African-American/Black
- Native American
- Asian
- White
- Multi-racial/Multi-ethnic
- Hispanic
- Other

1. How much do you agree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
The Board understands the issues that hinder school improvement and work with the leadership to develop plans to transform the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program of instruction (including curriculum, equipment, and building) is consistent with the school's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school offers teachers a competitive salary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's financial management is transparent and efficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has an ongoing recruitment plan or has an ongoing waiting list for enrollment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has strong links to community organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has strong links to local corporations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's leadership staff implements policies and practices that advance measurable results and accelerate learning outcomes for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The majority (over 50%) of the board members offer expertise to support the school's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board and leadership understand the issues related to student engagement and regularly discuss plans to improve student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has a recruitment plan to diversify the school's teacher population to be more reflective of the student population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If your board decides to pursue new members, what expertise is most needed?

3. Is there anything more you would like to share about the effectiveness of your school's leadership and Board of Directors?

CERTIFIED STAFF SURVEY

Dear Staff,

As a certified staff member, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights are crucial in helping us paint a comprehensive picture of your institution from an organizational perspective.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment.

Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

Please select your position

- Special education paraprofessional
- Classroom teacher
- Specialist teacher (art, music, PE, etc.)
- Special education teacher
- Instructional coach/curriculum coordinator
- Counselor
- Social worker
- Occupational therapist
- Speech pathologist
- Other

How long have you worked at this school?

- First year
- 2–5 years
- 6 or more years

1. How often do ...	Never	Rarely	Sometimes	Almost always
Students build on each other's ideas during discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use data and text references to support their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students show each other respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide constructive feedback to their peers and to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students participate in the discussion at some point.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to share anything else about the quality of student discussion?

For the sake of this survey, the leadership team refers to the CEO, principal, assistant, and associate principal.

3. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
Makes clear to the staff the leadership expectations for meeting instructional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates a clear vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presses teachers to implement what they have learned in professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows what's going on in my classroom, hallways, playground and cafeteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides me with useful feedback to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has provided me with the support I need to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets high standards for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates in instructional planning with team teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would you like to share anything else about instructional leadership?

5. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
Once we start a new program in this school, leadership follows up to make sure that it's working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline procedures are well coordinated across different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Would you like to share anything else about program coherence?

7. How much do you influence the following?	No influence	A little influence	Some influence	A great deal of influence
Determining which books and other instructional materials are used in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop curriculum maps and instructional design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the content of in-service programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting standards for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning how discretionary school funds should be used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Would you like to share anything else about your influence on instruction and/or behavioral standards?

9. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
The leadership has confidence in the expertise of the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership takes a personal interest in the professional development of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership looks out for the personal welfare of the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership places the needs of the children ahead of personal and political interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel respected by the leadership team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school leader is an effective manager who makes the school run smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team functions as a cohesive team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Would you like to share anything else about teacher–leadership trust?

11. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
I would recommend this school to parents seeking a place for their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually look forward to each working day at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wouldn't want to work in any other school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to other teachers as a place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Would you like to share anything else about your commitment to this school?

13. During the course of the school year, how often have you done the following?	Never	Once	2 or 3 times	4 or more times
Observed another teacher's classroom to get ideas for your own instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone over student assessment data with other teachers to make instructional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other teachers to develop materials or activities for particular classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on instructional strategies with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received support around how to incorporate students' cultural and linguistic backgrounds in my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received support in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other teachers to monitor the progress of students with Individual Education Plan goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensured instruction represents multiple perspectives, cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Would you like to share anything else about collaborative practices?

15. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Teachers and support staff in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is okay in this school to discuss feelings, worries, and frustrations with support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff respect the work of the classroom teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff are effective when working with disengaged or disruptive students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel respected by support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Would you like to share anything else about teacher and support staff trust?

17. How many adults in the school ...	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for improving the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible that all students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible for helping students develop self-control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible when students in this school do not follow school expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help build a welcoming school environment not just their class or office space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Would you like to share anything else about collective responsibility?

19. Professional development this year has ...	Strongly agree	Agree	Disagree	Strongly disagree
Been sustained and coherently focused, rather than short-term and unrelated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been closely connected to our school's improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included enough time to think carefully about, try, and evaluate new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included opportunities to work productively with colleagues in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included opportunities to work productively with peers/mentors from other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly related to the needs of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Would you like to share anything else about professional development?

21. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
School staff understand family challenges and concerns of most parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff work closely with families to meet the students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff regularly communicate with families about how they can help students advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff value families' race, ethnicity, culture, or background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff incorporate feedback from families into supporting children in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Our school ...	Not at all	A little	Sometimes	Almost always
Involves parents in the development of programs aimed at improving students' academic outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops formal networks to link all families with each other (for example: providing a website for parents to connect with one another).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages more involved parents/guardians to reach out to less involved parents/guardians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involves parents in commenting on school curricula.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school considers the input of parent leaders from all backgrounds when planning school improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Would you like to share anything else about family involvement and community ties?

24. Name two things you like most about this school.

25. Name two things you like least about this school.

26. If you could make one suggestion for improving this school, what would it be?

STUDENT SUPPORT STAFF SURVEY

Dear Support Staff,

As Support Staff member, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights on crucial aspects of school operations will help us paint a comprehensive picture of your institution from an organizational standpoint.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment. Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

1. How many adults in the school ...	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for improving the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible that all students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible for helping students develop self-control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible when students in this school do not follow school expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help build a welcoming school environment not just their class or office space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to share anything else about collective responsibility?

3. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
I would recommend this school to parents seeking a place for their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually look forward to each working day at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wouldn't want to work in any other school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to others as a place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would you like to share anything else about your commitment to this school?

5. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
Teachers and support staff in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's okay in this school to discuss feelings, worries, and frustrations with other staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers respect the work of the support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers try to work with disengaged and disruptive students before calling for support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student support workers respect the classroom teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Would you like to share anything else about trust and respect between support staff and teachers?

For the sake of this survey, the leadership team refers to the CEO, principal, assistant, and associate principal. Program coherence is a shared understanding about the purpose and nature of the work in the minds and actions of the adults in the school, individually and especially collectively.

7. How much do you agree with the follow statements about program coherence?	Strongly disagree	Disagree	Agree	Strongly agree
There is consistency in disciplinary policies and practices schoolwide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership makes clear to the staff the leadership expectations for meeting school goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership communicates a clear vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership presses staff to implement what they have learned in professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership knows what's going on in the classrooms, hallways, playground and cafeteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership provides me with useful feedback to improve my interactions with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once we start a new program in this school, the leadership follows up to make sure that it is working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How much do you agree with the follow statements about program coherence?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership has provided me with the support I need to improve my interactions with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership sets high standards for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership sets high standards for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership participates in school culture planning with student support teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline procedures are well coordinated across different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team functions as a cohesive team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Is there anything else you would like to say about program coherence?

9. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
School leadership takes a personal interest in the professional development of support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership looks out for the personal welfare of support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership places the needs of the children ahead of personal and political interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership respects support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership works effectively to make the school run smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Would you like to share anything else about the trust and respect between leadership–staff?

11. Career development: How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership encourages me to continue my education by attaining a college degree or teacher certification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team provides information about workshops, training and college courses that will support my work and career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a mentor who supports my career growth at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are opportunities for promotion at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. I would like my school to help me enroll in a teacher education program.

- Yes
- Maybe
- No

13. Would you like to share anything else about career development opportunities at your school?

14. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
School staff understand the challenges and concerns of most parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff work closely with families to meet the students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff regularly communicate with families about how they can help students advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff value the race, ethnicity, culture, or background of the students and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff incorporate feedback from families to support student behavior and academic achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Would you like to share anything else about parent involvement?

16. Name two things you like most about this school.

17. Name two things you like least about this school.

18. If you could make one suggestion for improving this school, what would it be?