

Milwaukee Academy of Science

Programmatic Profile and Educational Performance

2012–13 School Year

Report Date: August 2013

Prepared by:
Janice Ereth, PhD
Susan Gramling
Andrea Bogie

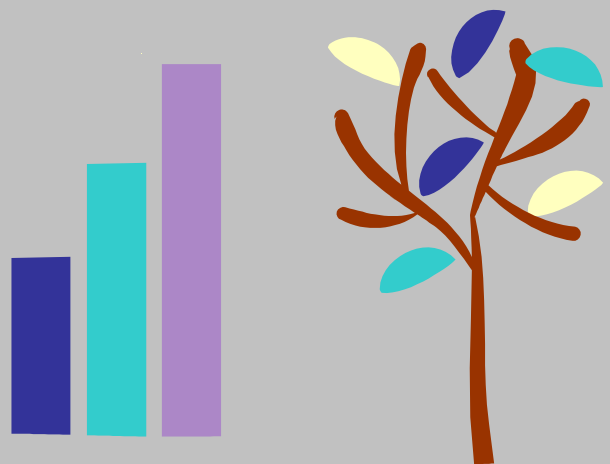


TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
I. INTRODUCTION	1
II. PROGRAMMATIC PROFILE	2
A. Description and Philosophy of Educational Methodology.....	2
1. Mission and Philosophy	2
2. Instructional Design	3
B. School Structure	5
1. Board of Directors	5
2. Areas of Instruction.....	6
3. Teacher Information.....	8
4. Hours of Instruction/School Calendar	11
5. Parental Involvement.....	12
6. Waiting List	13
7. Discipline Policy	13
8. Graduation Information	14
C. Student Population	16
D. Activities for Continuous School Improvement.....	20
III. EDUCATIONAL PERFORMANCE	23
A. Primary/Elementary Academy (K4 Through Fifth Grade)	23
1. Attendance	23
2. Parent-Teacher Conferences.....	24
3. Special Education Student Records	24
4. Local Measures of Educational Performance	25
a. Literacy	25
b. Mathematics.....	31
c. Writing.....	34
d. IEP Goals for Special Education Students	36
5. External Standardized Measures of Educational Performance.....	37
a. PALS-K for K5 Students.....	38
b. SDRT for First Graders	40
c. SDRT for Second Graders.....	42
d. SDRT for Third Graders	43
e. WKCE for Third Through Fifth Graders.....	45
B. Junior Academy and High School (Sixth Through 12th Grades)	47
1. Attendance	47
2. Parent-Teacher Conferences.....	48
3. Special Education Student Records.....	49
4. High School Graduation Plans.....	50
5. High School Graduation Requirements	51
6. Local Measures of Educational Performance	53
a. Literacy	53
i. Scholastic Reading Inventory	53

TABLE OF CONTENTS (continued)

	ii.	MAP Reading Assessment for Junior Academy Students	54
		Students at or Above Normative Grade-Level Mean on	
		the Fall MAP Reading Test	55
		Students Below the Normative Grade-Level Mean on	
		the Fall MAP Reading Test	56
	iii.	EXPLORE and PLAN Reading and English Tests for Ninth	
		and 10th Graders	57
	b.	Mathematics	58
	i.	End-of-Year Math Assessment for 11th and 12th Graders	58
	ii.	MAP Math for Junior Academy Students	59
		Students at or Above Normative Mean on the Fall MAP	
		Math Test	60
		Students Below the Normative Mean on the Fall MAP	
		Math Test	61
	iii.	EXPLORE and PLAN Math Test for Ninth and 10th Graders.....	62
	c.	Writing	62
	d.	Special Education Students	64
7.		External Standardized Measures of Educational Performance.....	65
	a.	WKCE for Sixth Through Eighth Graders	65
	b.	Standardized Tests for Ninth and 10th Graders	68
	i.	EXPLORE for Ninth Graders	70
		Students at or Above Benchmarks on the Fall 2012 EXPLORE	
		Subtests.....	72
		Students Below Benchmarks on the Fall 2012 EXPLORE	
		Subtests.....	72
	ii.	PLAN for 10th Graders	73
		Students at or Above Benchmarks on the Fall 2012 PLAN	
		Subtests.....	75
		Students Below Benchmarks on the Fall 2012 PLAN	
		Subtests.....	75
	iii.	WKCE for 10th Graders.....	77
	c.	ACT or SAT for 11th and 12th Graders	78
C.		Multiple-Year Student Progress	79
	1.	SDRT Results for First Through Third Graders	80
	a.	Students at or Above GLE.....	81
	b.	Students Below GLE.....	82
	2.	Multiple-Year Student Progress for Fourth Through Eighth Graders Using	
		Former WKCE Cut Scores	82
	a.	Students Who Met Proficiency-Level Expectations	
		(Former Cut Scores)	83
	b.	Students Who Did Not Meet Proficiency-Level Expectations	
		(Former Cut Scores)	84

TABLE OF CONTENTS (continued)

3.	Multiple-Year Student Progress for Fourth Through Eighth Graders Using Revised Cut Scores	86
a.	Students Who Met Proficiency-Level Expectations (Revised Cut Scores)	86
b.	Students Who Did Not Meet Proficiency-Level Expectations (Revised Cut Scores)	88
4.	Benchmark Progress From the Fall of 2011 EXPLORE to the Fall of 2012 PLAN.....	89
a.	Students at or Above Benchmarks on the EXPLORE Subtests	90
b.	Students Below Benchmarks on the EXPLORE Subtests	91
5.	Benchmark Progress From the Fall of 2010/2011 PLAN to the 2012–13 ACT ...	92
a.	Students at or Above Benchmarks on the Fall of 2010/2011 PLAN Subtests.....	93
b.	Students Below Benchmarks on the Fall of 2010/2011 PLAN Subtests.....	94
D.	CSRC School Scorecard	95
E.	Wisconsin Department of Public Instruction School Report Card	96
IV.	SUMMARY AND RECOMMENDATIONS	98

APPENDICES

Appendix A: Contract Compliance Chart

Appendix B: Outcome Measures Agreement Memos

Appendix C: Trend Information

Appendix D: CSRC Scorecards

Appendix E: 2011–12 DPI Report Card

EXECUTIVE SUMMARY
for
Milwaukee Academy of Science
2012–13

This is the fifth annual report to describe the operation of the Milwaukee Academy of Science (MAS) as a City of Milwaukee–chartered school. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has reached the following findings.

I. CONTRACT COMPLIANCE SUMMARY¹

Beginning in 2012–13, the Wisconsin Department of Public Instruction (DPI) applied more rigorous proficiency-level cut scores to the Wisconsin Knowledge and Concepts Examination (WKCE) reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Performance (NAEP) and require students to achieve higher scale scores in order to be considered proficient. The school’s contract compliance is affected by how students perform on the WKCE tests. In order to view the impact that the revised cut scores have on the school’s overall contract compliance, contract compliance is shown when both the former and revised cut scores were applied to WKCE results below.

Two provisions were substantially met and two were not applicable. These provisions were not affected by the change in WKCE cut scores.

- A. Two provisions were substantially met: Not all ninth through 12th graders took the required standardized tests, and one of the instructional staff did not hold a DPI license or permit.²
- B. One provision was not applicable due to the small number of high school students above the benchmarks on the fall 2011 EXPLORE.³
- C. Provisions not met:
 - 1. When the former WKCE proficiency-level standards were applied, MAS met all but four of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC. The school did not meet the following provisions.

¹ See Appendix A for a list of each education-related contract provision, page references, and a description of whether or not each provision was met.

² A math teacher in the middle school did not have a DPI license. However, he was enrolled in the Urban Education Fellows Program at Mount Mary University. This program requires a two-year commitment and will lead to teaching certification and a Masters of Arts in Education. The program is available for individuals with a bachelor’s degree who are not currently eligible for a teaching license.

³ Due to the small number of students at or above the benchmark on the fall 2011 EXPLORE, this cohort could not be included in this report.

- That at least 75.0% of students at or above the benchmark for any of the PLAN subtests or the composite score will maintain benchmark on the ACT; only 41.7% of students at or above the PLAN English benchmark maintained on the ACT, and only 25.0% of students at or above the reading benchmark at the time of the PLAN maintained benchmark on the ACT. Too few students were at or above the math, science, and composite benchmarks to include results in this report.
 - That second and third graders below grade level in reading will advance more than one grade level equivalency (GLE) by the next school year; 14 students below grade level advanced, on average, 0.8 GLE.
 - That at least 60.0% of students below benchmark on any of the PLAN subtests or the composite score meet the benchmark or improve at least one point between the PLAN and the ACT. Only 56.8% of students progressed on the English test from PLAN to ACT, 52.9% showed progress on the math test, 59.1% on the reading test, 45.5% on the science test, and 51.0% of 10th graders showed progress on the composite score from PLAN to the ACT.
 - That more than 60.0% of students below proficient on the WKCE in math show advancement (actual: 47.6% of 124).
2. When the revised WKCE proficiency-level standards were applied, MAS met all but six expectations. In addition to the first three provisions listed above, MAS did not meet the following:
- That at least 75.0% of fourth- through eighth-grade students who were proficient or advanced in reading would maintain proficiency level the next year; only 56.5% of 23 students maintained proficiency when the revised cut scores were applied.
 - That more than 60.0% of students below proficient on the WKCE in reading show advancement (actual: 38.1% of 291).
 - That more than 60.0% of students below proficient on the WKCE in math show advancement (actual: 44.2% of 242).⁴

⁴ This provision was not met using either set of WKCE cut scores; it is therefore listed in both sections 1 and 2 with the corresponding percent met.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Primary Measures of Educational Progress

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

This year, MAS's primary local measures of academic progress resulted in the following outcomes.

For primary/elementary academy grades (K4 through fifth):

- Of 117 K4 and K5 students, 99.2% were proficient in literacy skills at the end of the school year. K4 and K5 proficiency was based on the BRIGANCE Comprehensive Inventory of Basic Skills. The school's goal was 90.0%.
- Of 131 first- and second-grade students, 85.5% showed improvement or reached proficiency in literacy skills. First and second graders were tested using the Scholastic Guided Reading Level. The school's goal was 80.0%.
- Third- through fifth-grade students completed the Measures of Academic Progress (MAP) reading test in the fall and spring. Of 203 students who completed both assessments, 153 (75.4%) met their growth target scores at the time of the spring test. The school's goal was 70.0%.
- Of 118 K4 and K5 students, 98.3% exhibited proficiency in mathematics, based on BRIGANCE. The school's goal was 90.0%.
- Of 130 first and second graders, 88.5% showed improvement or maintained grade-level expectations in mathematics, based on BRIGANCE. The school's goal was 80.0%.
- Third- through fifth-grade students completed the MAP math test in the fall and spring. Of 203 students who completed both assessments, 150 (73.9%) met their growth target scores at the time of the spring test. The school's goal was 70.0%.
- Third- through fifth-grade students scored, on average, 12.8 points on the teacher-assessed writing sample. The school's goal was 12 points.
- Of 28 primary/elementary academy students with IEP goals, 82.1% met one or more of their goals this year. The school's goal was 80.0%.

For junior academy (sixth through eighth grades) and high school (ninth through 12th grades):

- Eleventh and 12th graders scored, on average, 33.7 points higher on the Scholastic Reading Inventory (SRI) administered at the end of the year compared to the beginning of the year. The school's goal was 13 points.
- MAP Reading Test:
 - » Of the 62 junior academy students at or above the normative mean for their grade level at the time of the fall MAP reading test, 48 (77.4%) remained at or above the normative mean on the spring test.
 - » Of the 160 students below the normative mean for their grade level at the time of the fall MAP reading test, 39 (24.4%) had reached the normative mean for their grade level by the time of the spring test, and 69 (43.1%) had increased at least the difference between Rausch Unit (RIT) means for the grade level at which they tested in the fall. Overall, 67.5% students showed progress from fall to spring.
 - » Of 222 students with fall and spring MAP reading scores, 168 (75.7%) met their growth target RIT score at the time of the spring test. The school's goal was 70%.
- EXPLORE and PLAN Reading and English Progress:
 - » Fifty-five ninth graders took the EXPLORE reading and English tests in the fall and spring of the school year. At the time of the spring test, 40 (72.7%) had reached the English benchmark or improved at least one point on the English test, and 45 (81.8%) had reached the reading benchmark or improved one point from fall to spring on the reading subtest.
 - » Forty-three 10th graders took the PLAN reading and English tests in the fall and spring of the school year. At the time of the spring test, 37 (86.0%) had reached the English benchmark or improved at least one point on the English test, and 31 (72.1%) had reached the reading benchmark or improved one point from fall to spring on the reading subtest.
 - » The school's goal was 60.0%.
- Of 66 11th and 12th graders, 63.6% demonstrated math competency by scoring 70.0% or higher on the final course examination. The school's goal was 80.0%.
- MAP for math:
 - » Of the 52 junior academy students at or above the normative mean for their grade level at the time of the fall MAP math test, 45 (86.5%) remained at or above the normative mean on the spring test.

- » Of the 168 students below the normative mean for their grade level at the time of the fall MAP math test, 23 (13.7%) had reached the normative mean for their grade level by the time of the spring test, and 74 (44.0%) had increased at least the difference between RIT means for the grade level at which they tested in the fall. Overall, 57.7% students showed progress from fall to spring.
- » Of 220 students with fall and spring MAP math scores, 162 (73.6%) met their growth target RIT score at the time of the spring test. The school's goal was 70.0%.
- EXPLORE and PLAN Math:
 - » Fifty-five ninth graders took the EXPLORE math subtest in the fall and spring of the school year. At the time of the spring test, 30 (54.5%) had reached the math benchmark or improved at least one point between the fall and spring tests.
 - » Forty-three 10th graders took the PLAN math subtest in the fall and spring of the school year. At the time of the spring test, 21 (48.8%) had reached the math benchmark or improved at least one point from fall to spring.
 - » The school's goal was 60.0%.
- Junior academy students scored, on average, 18.8 points; and high school students scored, on average, 19.5 points on a teacher-assessed writing sample. The goal for all junior academy and high school students was 18 points.
- Of 37 junior academy and high school students with IEP goals, 89.2% met one or more of their goals this year. The school's goal was 80.0%.
- Graduation plans were developed for 170 (99.4%) of 171 ninth- through 12th-grade students enrolled at the end of the school year. The school's goal was to develop a plan for all students.
- Ninth graders earned an average of 6.1 credits; 10th graders accumulated an average of 13.2 credits; 11th graders accumulated an average of 20.0 credits; and 12th graders accumulated, on average, 26.2 credits. One-hundred fifty (87.7%) students were promoted to the next grade or graduated from high school this year.

2. Secondary Measures of Educational Outcomes

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

- Attendance
- Parent conferences
- Special education student records

- Testing of new enrollees
- High school graduation plans

The primary/elementary school met all three of its internal goals (attendance, parent conferences, and special education student records), but the junior academy/high school met only two (special education student records and testing of new enrollees), and substantially met one (high school graduation plans) of its five internal goals.⁵

3. CSRC Scorecard

The school scored 73.2% for K–8 and 77.1% for the high school on the CSRC scorecard when former WKCE cut scores were applied; when revised cut scores were used, the school received scores of 59.1% for K–8 and 70.1% for the high school. The weighted overall scores were 74.0% using former WKCE cut scores and 61.3% when the revised scores were applied.

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

The following summarizes year-to-year achievement based on standardized test scores.

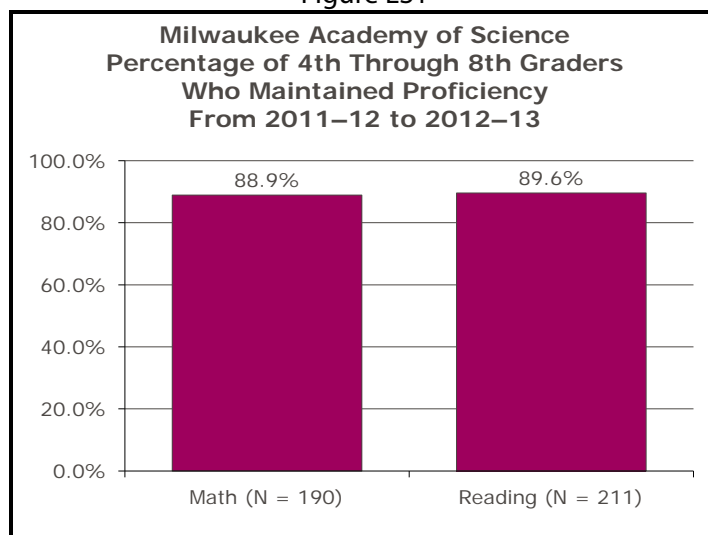
- Fifty-two second graders advanced, on average, 1.0 GLE; and 43 third graders advanced, on average, 0.8 GLE, based on Stanford Diagnostic Reading Test (SDRT) scores from consecutive years.
- Sixty-four (79.0%) second and third graders at or above GLE last year maintained GLE during the current school year. The CSRC goal is that 75.0% of these students maintain GLE from one year to the next.
- Fourteen second and third graders below GLE last year advanced, on average, 0.8 GLE. The CSRC goal is that these students advance more than 1 GLE.⁶
- Of 211 fourth through eighth graders, 89.6% maintained proficiency in reading, and 88.9% of 190 students maintained proficiency in math, based on former proficiency cut scores used up until the current school year.⁷ The CSRC goal is 75.0%. See Figure ES1.

⁵ The junior academy/high school met the special education student records and the testing of new enrollees, and substantially met the graduation plan goal but did not meet its internal goals for attendance and parent conferences. Note that the junior academy met the attendance goal but the high school did not; when the two attendance rates were averaged together, the attendance rate was below 90.0%, excluding excused absences. When excused absences were included, the attendance rate rose to 90.5%, consistent with the school's goal. Similarly, the junior academy met the parent participation goal (92.7%) while the high school did not (53.3%); the rates, when averaged together (75.5%), were below the goal for this year.

⁶ Only 14 students were below grade level at the time of the spring 2012 test; due to the small number of students in this cohort, results should be interpreted with caution.

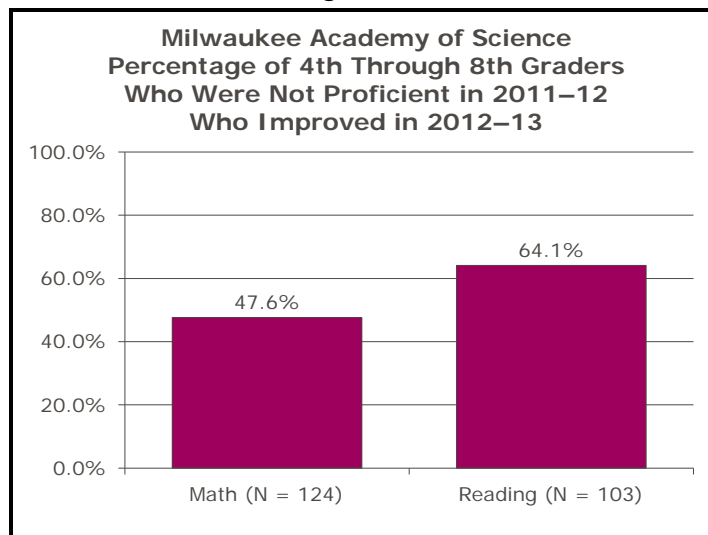
⁷ When the revised cut scores were applied to scale scores from the 2011–12 school year, 13 (56.5%) of 23 students maintained proficiency in reading, and 55 (76.4%) of 72 students maintained proficiency in math from 2011–12 to 2012–13.

Figure ES1



- Of 103 fourth- through eighth-grade students who were below proficient in reading, 64.1% showed improvement, while 47.6% of 124 students who were below proficient in math showed improvement (Figure ES2).⁸ The CSRC goal is 60.0%.

Figure ES2



- EXPLORE to PLAN: Forty-eight students took the EXPLORE in the fall of 2011 as ninth-grade students and the PLAN in the fall of 2012 as 10th graders. CRC examined

⁸ When the new NAEP-based cut scores were applied to scale scores from the 2011–12 school year, 114 (39.2%) of 291 students showed improvement in reading, and 107 (44.2%) of 242 students showed improvement in math from 2011–12 to 2012–13.

progress for students who were at or above the EXPLORE benchmarks as well as those who were below benchmark at the time of the fall 2011 EXPLORE.

Students at or above benchmark: Due to the small number of students at or above benchmark on the EXPLORE subtests and the composite score, progress on the PLAN could not be reported.

Students below benchmark:

- » Thirty-one (77.5%) students were below the English benchmark on the fall 2011 EXPLORE; seven (22.6%) of those students reached the benchmark, and 14 (45.2%) had improved their scores by at least one point on the fall 2011 PLAN, for a total growth rate of 67.7%.
- » Thirty-eight (95.0%) students were below the EXPLORE math benchmark; three (7.9%) of those students reached benchmark, and 20 (52.6%) students had improved their math scores by at least one point between the EXPLORE and PLAN, for a total growth rate of 60.5%.
- » Thirty-seven (92.5%) students were below the EXPLORE reading benchmark; three (8.1%) of those students reached benchmark by the fall 2012 PLAN, and 20 (54.1%) had improved their scale scores by at least one point, for a total growth rate of 62.2%.
- » Forty (100.0%) students were below the science benchmark; one (2.5%) of those students reached benchmark by the time of the fall 2012 PLAN, and 27 (67.5%) students increased their scale scores by at least one point, for a total growth rate of 70.0%.
- » Thirty-eight (95.0%) students had a composite score less than 17 on the fall 2011 EXPLORE; two (5.3%) of those students scored an 18 or higher on the 2012 PLAN, and 26 (68.4%) students improved their composite scores by at least one point, for a total growth rate of 73.7%.

The CSRC expectation is that at least 60.0% of students will progress on each subtest and the composite score from the EXPLORE to PLAN.

- PLAN to ACT: Fifty-six students took the PLAN in the fall of 2010 or 2011 as 10th-grade students and the ACT during 2012–13 as 11th or 12th graders. CRC examined progress for students who were at or above benchmark as well as those who were below benchmark at the time of the fall 2010 or 2011 PLAN.

Students at or above benchmark: Five (41.7%) of 12 students at or above the PLAN English benchmark maintained benchmark on the ACT, and three (25.0%) of 12 students at or above the PLAN reading benchmark maintained on the ACT. Due to the small number of students at or above benchmark on the PLAN math and science subtests and the composite score, progress could not be reported.

Students below benchmark:

- » Forty-four (78.6%) students were below the English benchmark on the fall 2010 or 2011 PLAN; none of those students reached the benchmark, but 25 (56.8%) had improved their scores by at least one point on the 2012–13 ACT.
- » Fifty-one (91.1%) students were below the PLAN math benchmark; none of those students reached benchmark, but 27 (52.9%) students had improved their math scores by at least one point between the PLAN and ACT.
- » Forty-four (78.6%) students were below the PLAN reading benchmark; none of those students reached benchmark by the 2012–13 ACT, but 26 (59.1%) had improved their scale scores by at least one point.
- » Fifty-five (98.2%) students were below the PLAN science benchmark; none of those students reached benchmark by the time of the 2012–13 ACT, but 25 (45.5%) students increased their scale scores by at least one point.
- » Fifty-one (91.1%) students had a composite score less than 18 on the fall 2010 or 2011 PLAN; one (2.0%) of those students scored an 21 or higher on the ACT, and 25 (49.0%) students improved their composite scores by at least one point, for a total growth rate of 51.0%.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all of the recommendations in its 2011–12 programmatic profile and educational performance report. To continue a focused school improvement plan, CRC reviewed MAS's academic achievement data for the last school year and solicited input from school staff to formulate these recommendations for the 2013–14 year.

For the primary/elementary academy:

- Adopt and implement new strategies to improve the attendance and school engagement of the youngest students.
- Improve parental engagement and involvement in the education of their children by creating a more solid team approach to learning.
- Continue strengthening the reading program by increasing the rigor of the curriculum and providing more resources for the teachers.

For the junior academy:

- Implement the common core standard curriculum for both junior academy and high school students, including strengthening the content for literary instruction.
- Utilize novels with greater frequency as part of the English/literature instruction.
- Create more cohesion in the curriculum between reading and writing.

For the high school:

- Improve the rigor and relevance of the use of the quality core concepts in all courses taken by the students.
- Create advisory groups to provide students with more supports to improve their academic outcomes and school attendance, and to address personal and familial issues that challenge success in school.

V. RECOMMENDATION FOR ONGOING MONITORING

This is MAS's fifth year as a City of Milwaukee Charter School. Due to the school's contract compliance status and combined scorecard rating of 74.0% (61.3% when revised WKCE cut scores were used), CRC recommends that the school continue regular, annual monitoring and reporting.⁹

⁹ The K–8 scorecard rating was 73.2% and the high school's was 77.1% when the former WKCE cut scores were used. When the revised cut scores were applied, the K–8 rating was 59.1% and the high school's was 70.1%.

I. INTRODUCTION

This is the fifth regular program monitoring report to describe educational outcomes for the Milwaukee Academy of Science (MAS), a school chartered by the City of Milwaukee.¹⁰ This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the Children's Research Center (CRC).¹¹

The process used to gather the information in this report included the following steps.

- Two initial site visits occurred, wherein a structured interview was conducted with the primary/elementary academy and junior academy/high school's leadership staff, critical documents were reviewed, and copies of these documents were obtained for CRC files.
- CRC staff assisted the school in developing its outcome measures for two distinct learning memos.
- Additional scheduled and unscheduled site visits were made to observe classroom activities; student-teacher interactions; parent-staff exchanges; and overall school operations, including the clarification of necessary data collection. CRC staff also reviewed a representative sample of special education files.
- At the end of the school year, structured interviews were conducted with the primary/elementary academy and the junior academy/high school leadership teams.
- The school provided electronic data to CRC, which CRC compiled and analyzed.

¹⁰ MAS initially opened in August 2000 and was chartered by UW–Milwaukee. In July 2008, the school entered into a five-year charter agreement with the City of Milwaukee. A second five-year contract was signed with MAS during this school year. This contract starts with the 2013–14 school year.

¹¹ CRC is a nonprofit social science research organization and center of the National Council on Crime and Delinquency (NCCD).

II. PROGRAMMATIC PROFILE

Milwaukee Academy of Science
2000 West Kilbourn Avenue
Milwaukee, WI 53233

Telephone: (414) 933-0302

Website: <http://www.milwaukeeacademyofscience.org>

President and Chief Executive Officer: Judy Merryfield
Associate Principal, Sixth Through 12th Grades: Jody Dungey
Associate Principal, Kindergarten Through Fifth Grade: Jacqueline DeJean

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

According to the MAS website, “the mission of the Milwaukee Academy of Science, an exemplary leader in innovative science education that maximizes the potential of each young mind, is to graduate urban students prepared to compete successfully in science at the postsecondary level, by providing a rigorous 21st century curriculum taught by master educators in collaboration with students, families, staff, and the community.”

MAS opened in August 2000 and was chartered by the University of Wisconsin–Milwaukee (UWM). The school began a five-year charter agreement with the City of Milwaukee in July 2008. MAS will start its second five-year charter agreement in the 2013–14 school year. It currently serves students from K4 through 12th grade with a challenging curriculum that emphasizes science. The staff at MAS embrace the “5 E” model of teaching science: Engage, Explore, Explain, Evaluate, Extend. MAS enhances its curriculum with community partnerships to offer its students unique science opportunities.

MAS complements its mission by operating under the following guiding principles.

- All human beings have equal, intrinsic worth.

- Every individual is unique and has an unlimited capacity for learning.
- In a changing world, a passion for lifelong learning is crucial for reaching one's full potential.
- Personal success is achieved through high expectations, hard work, and perseverance.
- As individuals mature, they become increasingly more responsible for their choices and behavior.
- Everyone benefits when people willingly contribute to the well-being of their community.
- A quality education requires the collaborative effort of devoted and enthusiastic students, family, staff, and community.
- Integrity is essential for building and sustaining a strong, supportive community.
- Diversity of experience and culture strengthens understanding and enriches life.
- The understanding and application of science prepares individuals for the complexities of the 21st century.

2. Instructional Design

MAS emphasizes the integration of science into the general curriculum. It also provides its students with unique science opportunities at all levels. The school's overall objectives, as stated in the school's 2008–13 strategic plan, are threefold.

- All students who are enrolled at MAS for three or more years will meet or exceed grade-level standards in reading, writing, and mathematics.
- By 2013, all MAS graduates will demonstrate 21st-century skills necessary to make a successful transition to postsecondary education in science.
- Each student will design and complete challenging, meaningful science projects or experiences tailored to his/her interests, abilities, and aspirations.

As part of the school's efforts to achieve these objectives, the teachers at MAS are trained in differentiated instruction as well as the curricular areas in which they teach. Teachers use a variety of

instructional groupings including one-on-one instruction, small-group instruction, cooperative learning, whole-group instruction, and independent study. For this school year, MAS added an additional teacher to assist teachers in each of the grades from first to eighth. These assistants worked under the supervision of the classroom teachers to provide supplemental instructional support to small groups in reading and math. Teachers may also team teach, which commonly occurs in inclusion classrooms with the regular education teacher and the special education teacher. The school's professionals use direct and indirect instruction methodologies, project-based learning, computer-based learning, interactive learning techniques, and experiential learning opportunities. The needs of the students and the objectives of the lessons determine the most appropriate instructional techniques.¹²

The school's curriculum is challenging and designed to meet the needs of individual learners. Open Court Reading, a research-based program with proven ability to accelerate reading skills with urban students, is used as the core reading program for the primary/elementary academy. The junior academy and high school students use Holt, Rinehart, and Winston's Elements of Literature series as a foundation text. Teachers supplement this curriculum through the use of novels and techniques such as literature circles. The primary/elementary and junior academy used the Measures of Academic Progress (MAP) to assess students' progress in reading. Both programs used CompassLearning and the Scholastic Reading Inventory (SRI) to assess and monitor students' acquisition of higher-level reading skills.¹³

For math, MAS uses the Real Math curriculum for the primary/elementary academy students. Prentice Hall is used for the junior academy students, with the focus for eighth graders on algebraic concepts. The high school math program allows students to progress through courses in algebra I,

¹² This information was taken from the school's city charter application.

¹³ Compass Learning is a computer-based program that matches learning activities to students' scores on MAP.

geometry, and algebra II/trigonometry. More advanced courses are provided based on students' needs.

Students start their science learning at the youngest ages by focusing on themes aligned with their reading series. This year, a new science curriculum, the McGraw-Hill series, was adopted for K4 through fifth grade. The junior academy students use Science Plus, which is an active, hands-on curriculum. It is based on the Constructivist Learning Model, which encourages students to build their own understanding of science. The older students' math and science curriculum has been strengthened by focusing on the concepts emphasized in the common core curriculum as well as the competencies embedded in the EXPLORE, PLAN, and ACT.

Finally, MAS recognizes the importance of "specials" in a student's academic program, so each student receives instruction in art and physical education on a regular basis. A decision was made to drop instruction in music and replace it with a technology laboratory option for the 2011–12 school year.

B. School Structure

1. Board of Directors

MAS is governed by the Milwaukee Science Education Consortium, a 501c(3) organization. MAS is an unincorporated association under the control of the consortium. The consortium is governed by a board of directors. It has ultimate responsibility for the success of the school and is accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all of the terms of its charter are met. The board sets policy for the school and hires the school president, who, in turn, hires the staff of the school. The board has regular meetings where issues are discussed, policy is set, and business of the school is conducted.¹⁴

¹⁴ This information is taken from the school's website and its original application to the City of Milwaukee.

This year the board of directors consists of 17 members: a president, vice president, treasurer, and 14 other directors. Board members represent each of the institutions of higher education that contributed to the creation of the consortium (Medical College of Wisconsin, Cardinal Stritch University, Marquette University, Alverno College, Wisconsin Lutheran College, Mount Mary College, Milwaukee Area Technical College, Milwaukee School of Engineering, and the University of Wisconsin–Milwaukee). Other board members represent major local businesses and contribute their expertise in administrative and fiscal management.

Several members have been on the board since the school's inception 13 years ago. Others have served on the board from one to nine years. Board members reflect a variety of experience and expertise including educational administration, accounting, nonprofit leadership and management, law, development/construction, marketing/fundraising, and teaching, as well as a parent representative.

2. Areas of Instruction

MAS administration is structured to support the ongoing improvement of the learning environment and academic achievement of all its students. The school has a president/chief executive officer (CEO) and business manager who are responsible for the overall school and its academic and financial outcomes. Two associate principals, assisted by achievement directors, oversee the two academies: the primary/elementary academy and the junior academy/high school. Each academy has a science director to support the implementation of hands-on science instruction with a solid, rigorous science curriculum. This year MAS had four deans of students to assist with attendance and behavioral issues in each of the school's organization units. The deans were expected to work with students to prevent and manage behavioral problems as well as serve as the primary connection between home and school. The deans were also actively involved in working with parents/guardians to improve the attendance and engagement of students and parents with the MAS community. The

primary/elementary academy serves students in K4 through fifth grade; the junior academy/high school serves students in sixth through 12th grades.

A major part of the school's overall strategic plan is to identify 21st-century skills, integrate them throughout the K4 through 12th-grade curriculum, and develop appropriate means for assessing and improving students' academic performance. In the earliest grades (K4 through third), instruction focuses primarily on the acquisition of literacy and mathematical skills. At these early ages, students are also introduced to science, social studies, technology, and the fine arts. As students progress into the next two grades in the primary/elementary academy, the curriculum expands its focus to encompass additional instructional time on scientific constructs and social studies material, but special attention continues to be given to the acquisition of all age-appropriate literacy and mathematical skills.

Students in the junior academy/high school receive instruction in language arts, writing, reading, literature, mathematics, technology, social studies, science, foreign languages, art, and physical education. Grade-level standards and benchmarks have been established for each of these curricular areas; progress is measured against these standards for each grade level. The junior academy is departmentalized in every subject area. In an effort to better prepare students for the high school experience, they move from classroom to classroom for their content instruction. These practices maximize the teachers' expertise and enable them to operate more effectively as "teacher teams." Most recently, high school students were given expanded opportunities to participate in advanced placement (AP) classes and other more advanced courses. In order to graduate from MAS, students must acquire 22 credits.¹⁵ The minimum credit requirements for graduation are as follows:

- | | | |
|---|-------------|-----|
| • | English | 4.0 |
| • | Mathematics | 4.0 |

¹⁵ These graduation requirements will be upgraded and become more rigorous for students who graduate in 2015.

- Social Studies 3.0
- Science 5.0
- Foreign Language 2.0
- Physical Education/Health¹⁶ 2.0
- Electives 2.0

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

In order to participate in the graduation ceremony, students must take the ACT during their junior year and their senior year, maintain an 85.0% attendance rate, and have no outstanding fees.¹⁷

3. Teacher Information

MAS is located on a 2.54-acre parcel of land. The primary/elementary and junior academies occupy a three-story-plus-basement building, while the high school occupies two stories of the 12-story attached “tower” building. The school has a gymnasium on the north side of its building, which is currently used by all students. At the beginning of the 2012–13 academic year, MAS had 24 primary/elementary academy classrooms and 31 junior academy/high school classrooms. Numerous, additional rooms are available for art, computer labs, libraries, science labs, resource areas, engineering labs, and conference rooms.

Classrooms were staffed by 34 primary/elementary academy teachers, lead teachers, reading teachers, and three instructional assistants; 13 junior academy teachers; and 13 high school teachers. These classroom teachers were supported by a special education coordinator, seven special education teachers, two art teachers, two physical education instructors, and a computer technology specialist.¹⁸

Other educational support staff included a guidance counselor for ninth- through 12th-grade

¹⁶ Must include 1.5 credits in PE and 0.5 credits in health.

¹⁷ This requirement is articulated in the 2012–13 Student and Parent High School Handbook.

¹⁸ The special education teachers included two speech and language specialists.

students, one health services nurse, and a four-person technology team that included a librarian. In addition to the president/chief executive officer, the school's administrative staff included a business manager, two associate principals, three achievement directors, two science directors, four office staff, and two security staff.¹⁹

At the beginning of the year, 13 (18.1%) of the 72 instructional staff were newly hired. The remaining 59 (81.9%) teachers returned from the 2011–12 school year and had been at the school from one to 13 years. The overall return rate from the 2011–12 to 2012–13 school year for eligible instructional staff was 83.3%.²⁰ During the 2012–13 school year, three (4.2%) of 72 teachers left the school prior to the end of the school year, resulting in an annual school year teacher retention rate of 95.8%. By the end of the 2012–13 school year, the instructional staff had been teaching at the school for an average of 3.8 years.

One (1.4%) of the 72 instructional staff employed during the year did not hold a Wisconsin DPI license or permit to teach.²¹

MAS believes that staff members are accountable for their own professional growth and development. Professionals are expected to accept the responsibility for their development both collectively and individually. Expectations include the following.

- Teachers should create personal professional development plans and portfolios.
- Designated teams assess their common professional development needs.
- Senior teachers help other teachers improve their practice.
- Staff attendance is mandatory on professional development days.

¹⁹ MAS contracted with the Milwaukee Center for Independence (MCFI) for all food service.

²⁰ This rate was calculated excluding the teachers who were at MAS at the end of the 2011–12 school year but who were not offered contracts for the 2012–13 school year, either due to unacceptable performance or the elimination of their instructional position.

²¹ A math teacher in the middle school did not have a DPI license. However, he was enrolled in the Urban Education Fellows Program at Mount Mary University. This program requires a two-year commitment and will lead to teaching certification and an MA in Education. The program is available for individuals with a bachelor degree who are not currently eligible for a teaching license.

The school is accountable for providing opportunities for professional development. Staff members are provided with in-house support and multiple opportunities to grow as professionals.²² The school maintains a comprehensive induction program for initial (new) educators. Components include the following:

- Orientation program prior to the start of the school year;
- Trained mentors for each teacher;
- Professional development plan reviewers on staff;
- Membership in the Southeastern Wisconsin New Teacher Project, which includes regular mentor/new teacher seminars;
- New teacher group moderated by the principals;
- Strong, cohesive teams; and
- Principal observations.

All staff members are required to participate in professional development programs and are provided time for collaborative planning and departmental meetings. In addition, teachers are encouraged to attend relevant conferences and workshops. For example, some of the K4 through eighth-grade staff attend the Wisconsin State Reading Association Conference each year.

Formal teacher evaluations occur on an annual basis and are used to guide decisions about contract renewals and salaries for the next school year. Assessments/evaluations of MAS teaching staff are based on the employee's commitment to his or her personal professional development and evidence of progress, as well as school budgetary constraints. The evaluation process is explained in detail in the *MAS Staff Handbook, 2012–2013*. These evaluation frameworks were revisited this school

²² The material in this section was extracted from MAS's application to the city to be authorized as a charter school in July 2008, pages 24 and 25, and its 2012–13 Staff Handbook.

year and were also used to assess the performance of the associate principals as well as the achievement directors.²³

4. Hours of Instruction/School Calendar

For primary/elementary students, the regular school day began at 8:30 a.m. and ended at 3:20 p.m. Students were served breakfast between 7:55 and 8:20 a.m. The junior academy students' school day began at 8:25 a.m. and ended at 3:20 p.m. Breakfast was provided for these students at 7:55 a.m. The high school students started their day between 7:40 and 9:00 a.m. and ended their day between 2:56 and 3:51 p.m. Breakfast was also made available to high schoolers.

MAS's school calendar indicated that the first day of student attendance was August 13, 2012, and the last day was June 13, 2013.²⁴ The calendar indicated that there were 180 student attendance days and 195 teacher days. The school held an open house for families on August 9, 2012, from noon until 6:00 p.m.

MAS offers its students regular opportunities for afterschool activities and academic support. The primary/elementary students are provided with afterschool activities from 3:30 to 5:00 p.m. Students are able to participate in activities such as science club, Boy and Girl Scouts, basketball, and cheerleading. For first through third graders, MAS partnered with Marquette University two days a week to improve the literacy and math skills of students. Students participating in this partnership were bused to the Hartman Literacy Center for tutoring and other related academic support activities. Junior academy students were able to participate in tutoring from 4:00 to 5:30 p.m. Other activities were available for these youth and their high school peers during this same time period.²⁵ The

²³ The handbook was updated for the 2012–13 school year.

²⁴ A copy of the school calendar was provided to CRC at the beginning of the school year.

²⁵ These activities included science club; job/career club; basketball; fitness; cheerleading; dance; career club; self-defense; Pearls for Teen Girls, Inc.; etc.

learning lab was available for all high school students both before (7:00 until 8:31 a.m.) and after (2:56 until 6:00 p.m.) school. The lab was staffed by high school teachers and provided a place for students to do general studying, independent reading, research on the computer, prepare for the ACT, complete assessments or assignments, or obtain enrichment instruction. Participation in the learning lab was strongly encouraged for students with the greatest needs.

5. Parental Involvement

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

- MAS requires all parents to attend a mandatory registration meeting at the beginning of the school year. At this session, staff review the appropriate student/parent handbook. Subsequent to this review, parents and older students sign an agreement to follow the school's policy and procedures.
- MAS employs four deans of students who are expected to work with parents/families to ensure that children are coming to school regularly. It is also their responsibility to provide parents with regular and diverse opportunities to participate in school functions.
- MAS seeks regular communication with its families by having each grade level send out weekly newsletters. These newsletters highlight upcoming school activities and describe recent student achievements and school awards. Teachers are also encouraged to communicate with parents on a regular basis via written notes, telephone, and/or email as well as to be prepared to meet with parents during parent/teacher conferences.²⁶

The school also has a parent action team, which holds meetings on the second Monday of each month. All parents are members of this organization and are encouraged to participate so that the team can achieve its mission, which is to make MAS the best school in Milwaukee. The team

²⁶ This information was extracted from MAS's charter school application and the high school's *Student and Parent Handbook*.

provides parents with an additional link to teachers; bridges communication between parents, school, students, and teachers; helps to develop students as lifelong learners; provides leadership for the school community; and raises funds for school programs and projects.

6. Waiting List

The school's administrators reported that as of May 2013, the school did not have a waiting list. However, they anticipated a waiting list to develop over the summer for the fourth, fifth, and ninth grades for the 2013–14 school year. The number of students on these lists, however, was not expected to be significant.

7. Discipline Policy

MAS places a strong emphasis on a safe and orderly learning environment. The school has adopted a "Code of Conduct," which reads as follows:

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 commitment to creating and maintaining a positive learning environment that promotes cooperation, fosters creativity, and encourages and nurtures students to take risks involved in learning. MAS believes parents and community members play a critical role in supporting this learning environment through the use of common, respectful language that inspires students while setting clear limits. These partners are encouraged to discuss the school's code of conduct with children.

The parent handbooks also contain detailed information about MAS's discipline code and what MAS considers to be level 1, 2, and 3 violations. It also provides clear and concrete descriptions

of the range of disciplinary consequences that will be used by MAS staff. The handbooks identify each type of consequence, describe each consequence in some detail, indicate who can assign the consequence, 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 utilizes strategies consistent with good Response to Intervention (RtI) practices. RtI is a framework for implementing high-quality instruction, balanced assessment, and collaboration using a multi-tiered system to provide the support to increase success for all students. MAS's RtI has three tiers for both academics and behaviors. "If a child is failing academically, not making sufficient progress, habitually truant, or has had two parent reinstatements in one quarter, the teacher will refer the students to the Response to Intervention team. This team is made up of teachers, parents, dean of students, special education teachers, and administrators who will create an intervention plan. Parent participation in this process is integral for student success."²⁷

8. Graduation Information

MAS's guidance department provides some assistance to the school's eighth graders, but the junior academy staff work throughout the year with these students and their parents and strongly encourage them to continue their education at MAS through high school graduation. The leadership team at MAS indicated that most of their eighth graders continue at MAS for high school. At the end of the school year, 92.1% of the eighth graders that were promoted to ninth grade were enrolled in MAS for the next school year. The remaining five students were enrolled in either Milwaukee Public Schools or choice high schools.²⁸ The reasons generally stated for students not returning to MAS for

²⁷ This quote is taken from the 2012–13 *Student and Parent Handbook Junior Academy*, p. 10.

²⁸ Some of the schools chosen by MAS eighth-grade graduates include Rufus King, High School of the Arts, and Hope.

high school are the desire to participate in school athletics or to pursue interests other than science and/or engineering.

MAS employs a full-time guidance counselor whose primary responsibility is to work with the high school students as they prepare for postsecondary careers and educational experiences. As part of her work over the last school year, the counselor reported completing the following activities with MAS students.

- All 12th graders participated in a credit check and graduation progress meeting. A specific form was structured for use in these meetings so that each senior was aware of what was required of him/her in order to graduate at the end of the school year. During this session, each student identified the colleges and careers of greatest interest to him/her. Each senior had two subsequent individual meetings to review his/her progress toward graduation and movements for entry into colleges or a specific career field. The counselor also helped these students with ACT registration. Individual time was available to all seniors for assistance in filling out college applications, gathering the necessary documentation, calling universities with diverse questions, and sending out transcripts.
- All ninth, 10th, and 11th graders participated in at least one individual session to develop a graduation and career plan. The guidance counselor also assisted 11th graders with the ACT registration process.

Individualized sessions were complemented by a series of other activities provided by MAS to its high school students to increase their knowledge and ability to be more successful in their careers after graduation from high school. Some of these activities included the following.

- A college/career exploration course was offered as an elective. During the course, students practiced job interviews, developed short- and long-term goals, and researched colleges.
- MAS continued its partnership with the University of Wisconsin–Milwaukee (UWM) Talent Search to find potential pre-college programs for ninth through 11th graders and to recruit students to their programs. The UWM Talent Search liaison met with interested students each Wednesday during the lunch period throughout the school year.
- Great Lakes Foundation staff met with student groups at the school on multiple occasions:

- » Explain what to look for in specific colleges; and
- » Help provide resources regarding postsecondary education financial aid to 10th and 11th graders. Individual appointments were made to complete the FAFSA application and review their award letters.
- Students were assisted with completing applications, preparing for interviews, and getting to interviews for Mayor Barrett's Summer Youth Internship Program.
- Students were offered opportunities for full-day field trips to UWM and the University of Wisconsin Oshkosh.
- Recruiters from numerous postsecondary institutions visited the school and talked with students about their higher education programs and application processes.

The outcomes of these diverse activities were reported by the guidance counselor at the end of the school year. One outcome was that 35 (97.2%) of the 36 12th graders who graduated at the end of the school year were accepted into postsecondary schools or the Milwaukee Fire Department Fire Cadet program.²⁹

C. Student Population

MAS started the school year on August 13, 2012. As of September 21, 2012, 965 students were enrolled in K4 through 12th grades.³⁰ During the year, 25 students enrolled in the school and 140 students withdrew.³¹ Students withdrew for a variety of reasons. Of the primary/elementary academy students, 20 moved out of the district or state, 15 transferred because parent(s) did not agree with rigorous school policies, 12 transferred to other schools for various reasons, six withdrew due to behavior issues, five withdrew due to transportation issues, four for attendance reasons, and nine

²⁹ One student graduated but had to complete work during the summer program to get his/her diploma; postsecondary plans were not reported for this student.

³⁰ There were 509 students in primary/elementary academy, K4 through fifth grade; 263 in junior academy, sixth through eighth grade; and 193 students were in high school, ninth through 12th grades.

³¹ Eighteen students enrolled and 71 withdrew from primary/elementary academy; five enrolled and 45 withdrew from junior academy; and two enrolled and 24 withdrew from high school. Seven of the students who withdrew from MAS had special education needs.

students withdrew for other/unknown reasons. Of the junior academy and high school students, 18 were expelled or brought up for expulsion and transferred, 10 moved out of the district or state, 10 transferred because parent(s) did not agree with school policies, six transferred due to behavior issues, two transferred to schools that could better meet their needs, two transferred due to transportation issues, one transferred due to attendance issues, eight transferred for various other reasons, and 12 students transferred for unknown reasons.

At the end of the year, 850 students were enrolled. Student enrollment was as follows.

- There were 456 students in K4 through fifth grades, 223 in junior academy (sixth through eighth grades), and 171 students in high school (ninth through 12th grades).
- There were 445 (52.4%) girls and 405 (47.6%) boys.
- The primary/elementary academy was comprised of 452 (99.1%) African American students, three (0.7%) Hispanic students, and one (0.2%) Native American student. The junior academy/high school was comprised of 391 (99.2%) African American students, two (0.5%) White students, and one (0.3%) Hispanic student.
- There were 74 students with special education needs.³² Twenty-four students had specific learning disabilities (SLD); 20 had other health impairments (OHI); 11 had speech and language needs (SPL) with OHI; six had SPL; four had learning disabilities (LD); three had emotional behavioral disabilities (EBD) with OHI; two had EBD; one had SLD with OHI; one had SLD with SPL; one had autism with SLD; and one had autism with SPL.
- Most (799, or 94.0%) of the school's students were eligible for free/reduced lunch.

The number of students in each grade level is illustrated in Figures 1 and 2.

³² Includes students with identified special education needs who qualified and were not dismissed at evaluation.

Figure 1

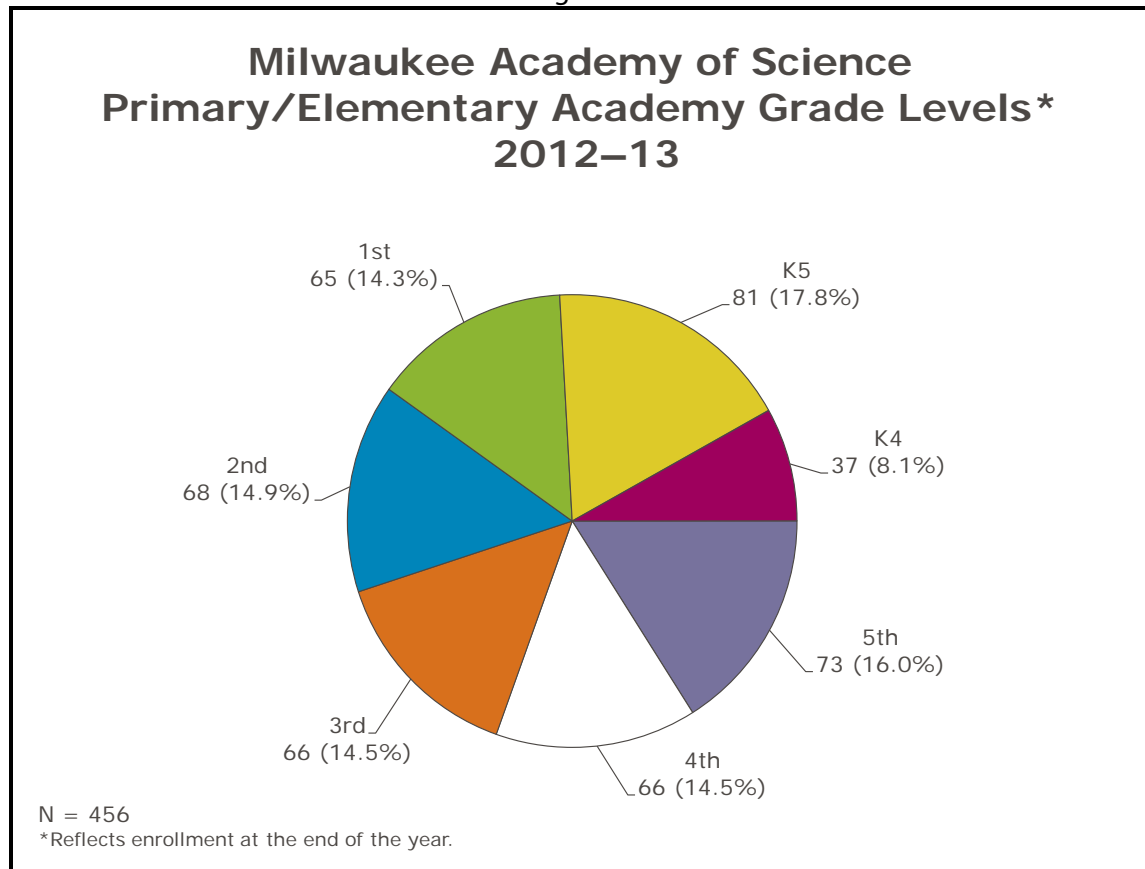
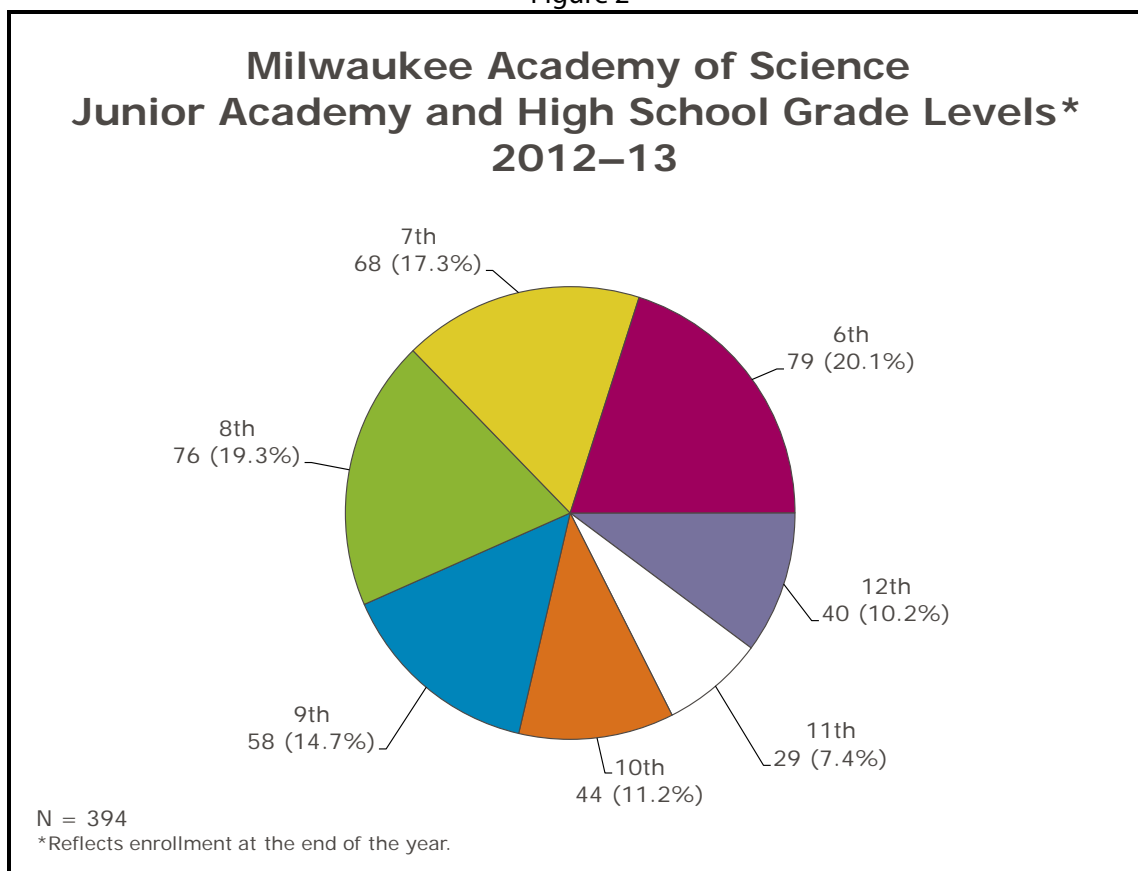


Figure 2



There were 829 students who were enrolled for the entire school year. This represents a retention rate of 85.9%.³³ Of 509 primary/elementary academy students, 442 (86.8%) were enrolled for the year; and 387 (84.9%) of 456 junior academy and high school students were enrolled for the year.

There were 869 students enrolled at the end of the 2011–12 school year who were eligible to return to the school, i.e., did not graduate from eighth grade or high school. Of these, 688 were enrolled as of the third Friday in September 2012. This represents a student return rate of 79.2%.^{34,35}

³³ Of 965 students enrolled at the beginning of the school year, 829 remained for the entire year.

³⁴ Additionally, seven students who were enrolled on the last day of the 2011–12 school year who were eligible to return were not enrolled on the third Friday of September but returned to MAS later in the school year.

D. Activities for Continuous School Improvement

The following is a description of MAS's response to the recommended activities in its programmatic profile and educational performance report for the 2011–12 academic year.

For the primary/elementary academy:

- **Recommendation:** Provide additional training to staff on Response to Intervention (RTI) to enable teachers to maximize the differentiation of instruction they provide to both the lower- and higher-performing students.

Response: Some staff participated in an Rtl conference in Minnesota in the summer prior to the start of the school year. Additionally, six staff attended the Wisconsin Rtl training in Green Bay. The information collected at these conferences was used to develop and implement training for all staff at the beginning of the school year. The achievement directors developed and implemented a monitoring process that included the collection of data pertinent to the tracking of Rtl activities. This process has enabled staff to identify students with emerging needs on a more timely basis. It has also strengthened the formulation of interventions that are more beneficial to both high-and low-performing students. Finally, the Title 1 team participated in training sessions to strengthen their use of the various assessment tools that are available to them on the Rtl website.

- **Recommendation:** Develop new strategies to improve the reading performance of the lower-achieving students in the early grades, i.e., first through third.

Response: The staff was trained and then implemented a new reading mastery direct instruction program during this school year. This new approach is quite complex, and some of its concepts are very foreign to current staff. The implementation of this new approach did not produce the desired results in this first year, but it is anticipated that it will produce increasingly better outcomes for students as staff master this curriculum. Special efforts were made to balance guided reading with the direct instructional approach and additional training and support will be provided to staff during the next school year to improve these practices.

- **Recommendation:** Implement classroom and school-wide practices to reduce the number of suspensions.

Response: Third- through fifth-grade students participated in character-building activities each morning at breakfast. These included celebrations of students' progress, recognition of student achievements, and participation in a variety of motivational

³⁵ Of 721 K4 through seventh-grade students who were enrolled at the end of the 2011–12 school year, 569 (78.9%) were enrolled on the third Friday of September 2012. Of 148 students who were enrolled as ninth, 10th, or 11th graders at the end of the 2011–12 school year, 119 (80.4%) returned for the 2012–13 school year.

activities. Additionally, a parent session was required for every suspension event in order to process the situation with students and parents, discuss consequences of the current event, and formulate practices to prevent the occurrence of any subsequent events. The dean of students continued to be a resource to staff as a means of addressing student behaviors without resorting to out-of-school suspensions.

For the junior academy, the focus was on improving the math competencies of students through the following strategies.

- Recommendation: Develop new strategies to enable students to demonstrate higher levels of mastery in basic math and algebraic concepts.

Response: The school formed a math implementation team to develop new strategies to improve students' math performance. This team attended a special workshop on this topic given by a UWM professor. They also researched best practices for the implementation of math concepts contained within the common core. The team shared their findings with teachers during staff development sessions and achievement coordinator sessions. Finally, the school decided to purchase a new math curriculum for use with students in the 2013–14 school year.³⁶

- Recommendation: Consider providing students with more time and resources to enable them to focus more effectively on the acquisition of both reading and math competencies.

Response: All students participate in a 51-minute enrichment period during the school day. Activities provided to students during this period are based on their levels of performance in both reading and math. Supplemental instruction is provided for the lowest-performing students and is based on their MAP assessments and the corresponding suggestions obtained from the CompassLearning curriculum.

- Recommendation: Assist staff with their efforts to implement the MAP assessments and corresponding curriculum redesign approaches so that more students demonstrate progress on this local measure.

Response: A team of staff participated in the most recent conference hosted by the developers of the MAP assessments and corresponding CompassLearning curriculum. These staff took the lead as trainers, mentors, and monitors for implementation of these materials. A special session was held for all staff at the beginning of the school year and then another review occurred mid-year. Throughout the year the team leaders worked to identify implementation weaknesses and worked with staff to strengthen instruction in these domains. For reading, vocabulary was emphasized

³⁶ The new curriculum selected by staff is produced by Holt and is the same text series used by the high school.

throughout the year; in math, the emphasis was measurement. The math and science teams worked together on the math concerns.

For the high school, the focus was on the following steps.

- Recommendation: Embed the college readiness standards into the high school curriculum and train staff to use periodic assessment data to identify areas requiring “reteaching” and to monitor students’ progress on the mastery of these standards. Individual instructional plans may be needed to ensure that more students are making regular progress toward graduation and postsecondary success.

Response: High school staff implemented the quality core curriculum and assessment process in math and English. Students took benchmark tests on a quarterly basis and used the assessment results to identify student skill needs and strategies to re-teach content not mastered by students. Teachers met on a weekly basis and regularly reviewed student data to collaboratively probe problem areas and design new teaching strategies. Staff also reviewed the EXPLORE and PLAN results with students and used the benchmarks to familiarize students with their current college readiness status.

In addition, assessment and coursework status were used to determine if a student needed to be placed on probationary status. Teachers checked the homework of students on probation on a daily basis. If the homework was not completed, the student was required to participate in the learning lab after school in order to complete his/her work. Staff found that this practice reduced the number of students who were falling through the cracks.

- Recommendation: Adopt new strategies to better engage students and parents in MAS as demonstrated by improved attendance rates and parental participation in school conferences.

Consider implementing an incentive system, especially for lower-performing students, to increase their engagement in the learning lab both before and after school.

Response: School engagement and consistent attendance continues to be a problem for some students. Staff improved their use of the phone tracking system and teachers discussed student absenteeism in weekly sessions. Teachers also called parents when students missed one of their classes. Incentives were offered to students with perfect attendance; this approach was successful with some but not all students. If a student’s attendance fell below 85.0%, the school called a meeting with the student’s family to discuss problem-solving strategies and joint efforts to improve the student’s participation in school.

III. EDUCATIONAL PERFORMANCE

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

This year, local assessment measures included student progress in literacy, mathematics, and writing, as well as IEP goals for special education students. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT), the Wisconsin Knowledge and Concepts Examination (WKCE),³⁷ the EXPLORE, the PLAN,³⁸ and the ACT or SAT. Results for measures of academic progress are presented for primary/elementary academy students in K4 through fifth grade and then for students attending the junior academy (sixth through eighth grades) and high school (ninth through 12th grades).

A. Primary/Elementary Academy (K4 Through Fifth Grade)

1. Attendance

At the beginning of the 2012–13 academic year, the primary/elementary academy established a goal to maintain an average attendance rate of 91.0%. A student was considered present if he/she was at the school between 8:30 a.m. and 3:20 p.m. A student was marked as attending partial day if he/she arrived after 11:00 a.m. or left before 3:20 p.m. This year, students attended school an average

³⁷ The WKCE is a standardized test aligned with Wisconsin model academic standards.

³⁸ The EXPLORE and PLAN were developed by ACT and measure a student's preparedness to take the ACT.

of 92.3% of the time. When excused absences were included, the attendance rate rose to 93.8%. The school has therefore met its goal.³⁹

Note that 82 students were suspended from school at least once during the year. These students spent, on average, 1.9 days out of school due to suspension.

2. Parent-Teacher Conferences

At the beginning of the school year, the school set a goal that at least 80.0% of students enrolled for the entire school year would have their parent(s) attend two of three scheduled parent-teacher conferences. Conferences were scheduled for November 2012, February 2013, and April 2013.⁴⁰ There were 442 primary/elementary academy students enrolled all year. Parents of 424 (95.9%) students attended two of three conferences. The school therefore exceeded its goal for parent participation.

3. Special Education Student Records

The school established a goal to maintain up-to-date records for all special education needs students. There were 41 special education students enrolled in the primary/elementary academy at the end of the year who were qualified for and not dismissed from special education services. An IEP had been developed and/or reviewed for all 41 students requiring one. In addition, CRC conducted a random review of special education files. This review indicated that IEPs were routinely completed and that parents were invited to develop and/or be involved in developing the IEP. The school therefore met its goal to maintain records on all students with special needs.

³⁹ Attendance data were provided for 527 students enrolled at any point during the school year. Attendance was calculated for each student by dividing the number of days attended by the number of days expected, then averaging all of the students' attendance rates.

⁴⁰ A fourth-quarter conference was held for a few students in June 2013.

4. Local Measures of Educational Performance

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

At the beginning of the school year, MAS designated three different areas in which students' competencies would be measured: literacy, mathematics, and writing.

a. Literacy

The school set a goal that at least 90.0% of students in K4 and K5 would exhibit proficient or higher literacy skills by the final spring assessment, that 80.0% of students in first and second grades would reach a reading level that is at or above grade level or show progress of at least four reading levels, and that 70.0% of students in third through fifth grades would reach their spring target growth scores based on their fall reading level.

Literacy skills for K4 and K5 included recognizing and printing uppercase letters. Results were based on student performance at the time of the spring BRIGANCE reading assessment. Results were provided as quotient scores; a quotient score of 85 or higher was considered proficient. First- and second-grade literacy skills were assessed using the Scholastic Guided Reading Level. Students were to exhibit reading skills at grade level or show at least four levels of improvement based on the test gradient scale, which assesses reading fluency and comprehension. The test gradient scale consists of 27 levels, each assigned an alphabetic character(s). Levels correspond to grade-level skills; for

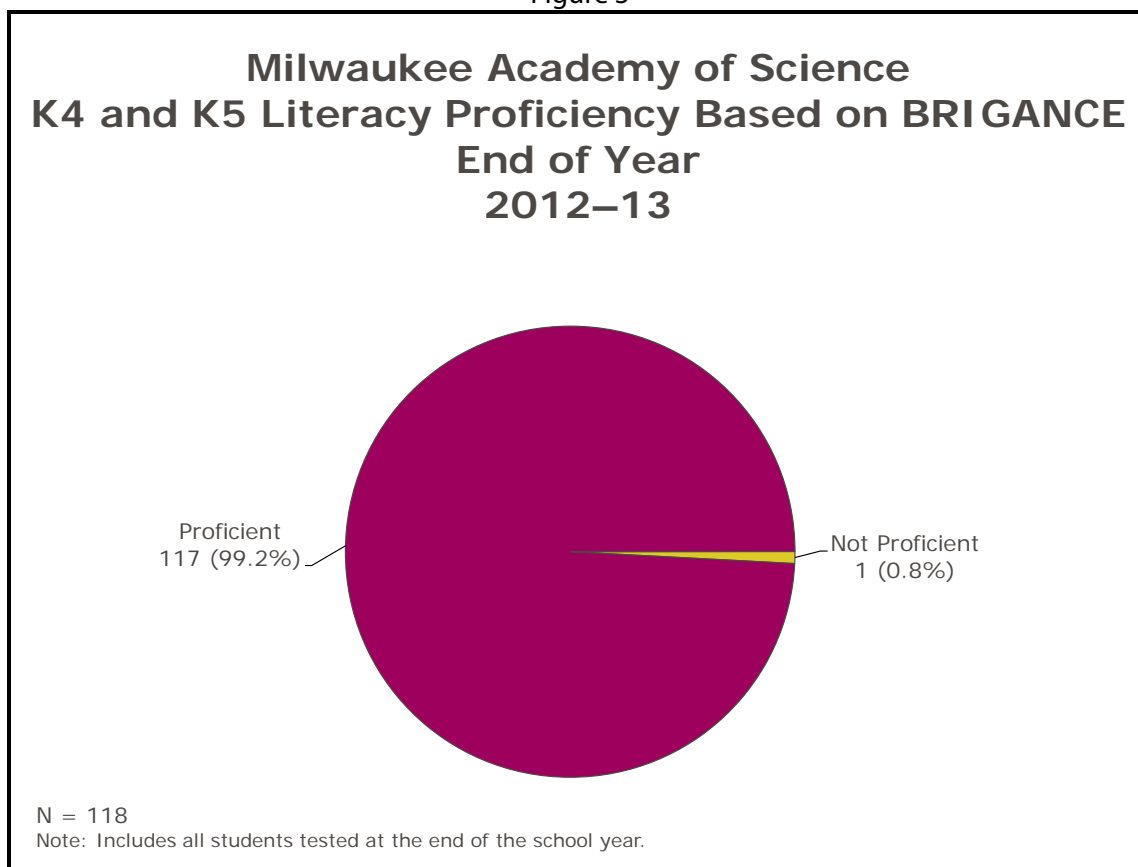
example, levels A through C indicate kindergarten, and B through I indicate second-grade-level reading skills. The minimum level for first-grade proficiency was H; for second grade, L. Tests were given in the fall of 2012 and spring of 2013; progress for returning students was measured from the spring of 2012 to the spring of 2013, and progress for new students was measured from the fall of 2011 to the spring of 2012.

Third-, fourth-, and fifth-grade literacy skills were assessed using the MAP reading test. The MAP reading test was given in the fall and spring of the school year. Each test results in an RIT (Rasch Unit) score. Based on the student's fall test score, the MAP also provides a target score for the spring test. The school's goal for third, fourth, and fifth graders was that 70.0% of students would meet their spring target RIT scores based on their fall test scores.

At the end of the year, most (99.2%) K4 and K5 students were proficient or higher on recognizing and printing uppercase letters (i.e., scored 85 or higher in both areas).⁴¹ Therefore, the school met its internal literacy goal for K4 and K5 students (Figure 3).

⁴¹ A score of 85 is considered proficient.

Figure 3



Of all first through third graders, 65.7% were reading at or above grade-level expectations in the spring of 2013 (Table 1).⁴²

Table 1				
Milwaukee Academy of Science 1st and 2nd Grades Reading Proficiency at End of Year Based on Scholastic Guided Reading Level Spring 2013				
Grade	Minimum SRI Level for Proficiency	N	Proficient or Higher	
			N	%
1st	H	65	40	61.5%
2nd	L	69	48	69.6%
Total	--	134	88	65.7%

⁴² Scores were provided as an alpha-character level.

Results for first- and second-grade students indicate that 85.5% of students showed improvement or reached proficiency or reading-level requirements in literacy skills (see Table 2). The school therefore met its internal literacy goal for first- and second-grade students.

Table 2 Milwaukee Academy of Science Literacy Progress for 1st and 2nd Grades 2012–13					
Grade	Test Administrations	Test	N	Met Goal**	
				N	%
1st	Fall 2012 and Spring 2013*	Scholastic Guided Reading Level	64	54	84.4%
2nd	Spring 2012 and Spring 2013*	Scholastic Guided Reading Level	67	58	86.6%
Total	--	--	131	112	85.5%

Note: Includes students who had pre- and post-test scores; new students tested in January 2013 and the spring of 2013 are not included, as sufficient time had not passed between test administrations.

*New students were tested in the fall of 2012 and the spring of 2013.

**Reflects students who reached reading-level requirements at the time of the spring 2013 test or improved four or more levels on the test gradient scale between the pre-test and the spring of 2013.

This year, MAS used the MAP tests to measure student progress in reading and math. MAP tests are computerized, adaptive tests that measure student skills and provide educators with information necessary to build curriculum to meet their students' needs. Every item on the MAP tests corresponds to a value on the RIT scale.⁴³ A level of difficulty is assigned to each item and each value represents an equal interval measurement, meaning the difference between scores is the same regardless of where the student scores on the scale. The RIT scale shows student understanding, regardless of grade level, which allows easy comparison from year to year. Educators can use the RIT

⁴³ The RIT score indicates student skills on developmental curriculum scales or continua. There are RIT scales for each subject, so scores from one subject are not the same as for another. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest Northwest Evaluation Association (NWEA) norming study who started the year with a RIT score in the same 10-point RIT block as the individual student. For more information on the RIT score and the mean growth target score, see the NWEA website: www.nwea.org/assessments/researchbased.asp

reference chart to determine the students' level of understanding in three subject areas (reading, math, and language usage).⁴⁴

MAP scores can be used to measure progress in a number of ways:

- a. Based on the student's grade level he/she receives a spring target score based on his/her fall RIT score. At the time of the third test, progress can be measured by whether the student met his/her target score.
- b. Teachers, parents, and students may measure growth based on the change in RIT scores from the first test to the last test during the school year. Because the scores are scaled so that an increase in one point is the same regardless of where the student falls on the scale, progress may be determined by measuring how many RIT points the student gained or lost from one test to the other.
- c. In 2011, NWEA conducted a nationwide study of student performance. As a result of that study, a normative mean, or average, is assigned to each grade level at the time of the fall, winter, and spring tests. Student progress can be measured by comparing each student's performance to these nationally normed scores for his/her grade level.

The school selected the first method to measure growth in reading and math for the 203 third-through fifth-grade students who completed both the fall and spring MAP tests. The minimum, maximum, and average scores for each test period are shown in Table 3.

Table 3					
Milwaukee Academy of Science					
Reading Level Based on Measures of Academic Progress (MAP)					
Grade	N	Test Administration	Minimum RIT	Maximum RIT	Average RIT
3rd	65	Fall 2012	148	201	180.2
		Spring 2013	163	210	192.8
4th	64	Fall 2012	172	216	191.7
		Spring 2013	180	230	201.2
5th	74	Fall 2012	180	229	201.0
		Spring 2013	180	232	209.3

⁴⁴ See <http://www.nwea.org/products-services/computer-based-adaptive-assessments/map>

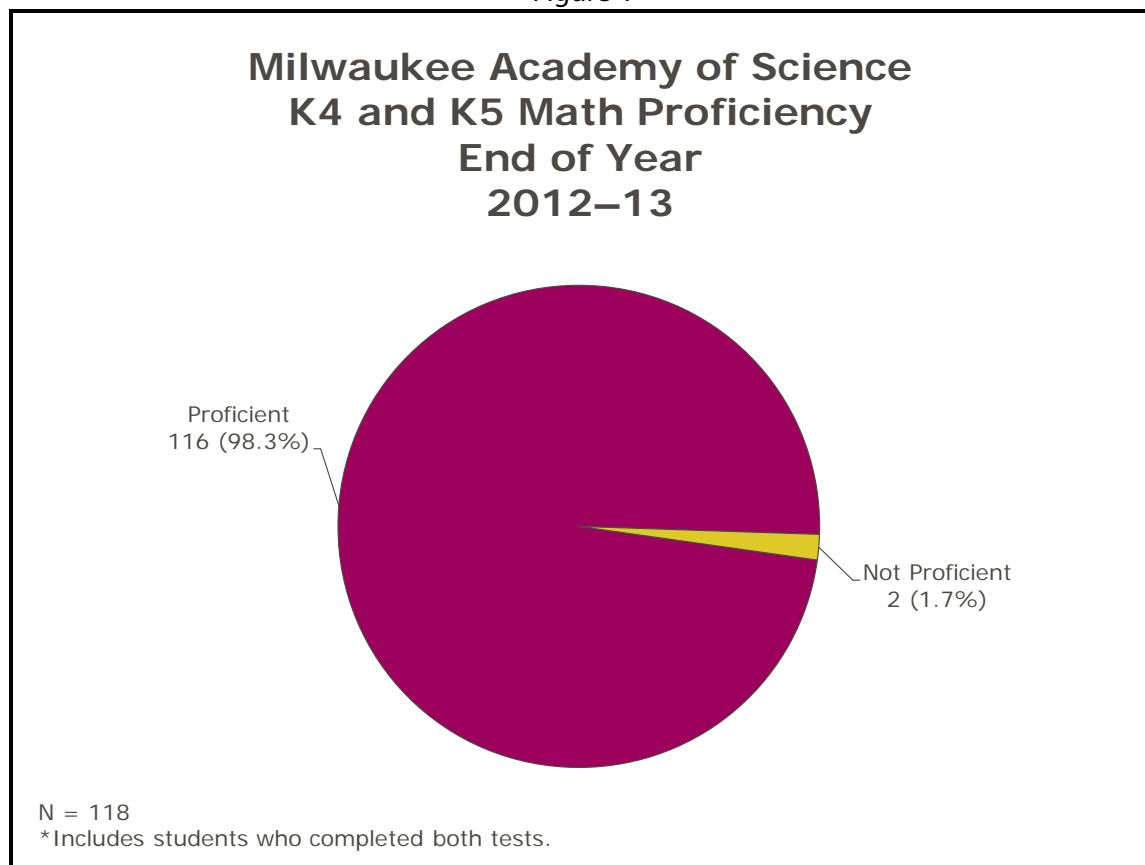
Of those 203 students who completed the fall and spring tests, 153 (75.4%) met their growth target scores at the time of the spring test, exceeding the school's internal literacy goal for third-through fifth-grade students (see Table 4).

Table 4 Milwaukee Academy of Science Reading Progress Based on Measures of Academic Progress (MAP) Fall 2012 to Spring 2013			
Grade	N	Met Spring Target Score Based on Expected Grade Level Growth	
		N	%
3rd	65	47	72.3%
4th	64	48	75.0%
5th	74	58	78.4%
Total	203	153	75.4%

b. Mathematics

To assess primary/elementary academy student progress in mathematics, the school set a goal that at least 90.0% of students in K4 and K5 would exhibit proficient or higher skills by the final spring math assessment, based on the BRIGANCE. Math skills included counting objects and reading numbers. Results for K4 and K5 students were provided as quotient scores. A student was considered proficient if he/she scored 85 or higher on both tests. At the end of the year, most (98.3%) K4 and K5 students were proficient in math (Figure 4).

Figure 4



BRIGANCE was also used to test math skills for first and second graders. The school set a goal that 80.0% of these students would show improvement or maintain grade-level equivalency (GLE) or

higher. These students were tested on computation skills. Results were provided as GLE. Tests were given in the springs of 2012 and 2013 for all returning students. All first graders and newly enrolled students were tested in the fall of 2012 and again in the spring of 2013. At the end of the year, on average, 83.1% of first graders and 79.7% of second graders were functioning at grade level (Table 5).⁴⁵

Table 5 Milwaukee Academy of Science 1st and 2nd Graders at or Above GLE in Math Based on Spring 2011 BRIGANCE 2012-13			
Grade	N Tested	At or Above GE	
		N	%
1st	65	54	83.1%
2nd	69	55	79.7%
Total	134	109	81.3%

Academic progress for 130 first- and second-grade students with comparable test results from the spring of 2012 or fall of 2012 and the spring of 2013 indicated that 88.5% improved at least one month for every month of instruction or maintained GLE (Table 6). The school therefore exceeded its goal.

⁴⁵ At or above GLE reflects students who scored GLE equal to or greater than the minimum, end-of-year expected GLE set by the school. For example, first-grade scores of 2.2 or higher and second-grade scores of 2.6 or higher were considered at or above grade level.

Table 6 Milwaukee Academy of Science Mathematics Progress for 1st and 2nd Graders Based on BRIGANCE 2012–13					
Grade	N	Number Maintained GLE	Number Improved 1 GLE Month Per Month of Instruction	Total	
				N	%
1st	63	53	8	61	96.8%
2nd	67	54	0	54	80.6%
Total	130	107	8	115	88.5%

Third- through fifth-grade students—a total of 203—completed the MAP math test twice during the school year. The minimum, maximum, and average scores for each test period are shown in Table 7.

Table 7 Milwaukee Academy of Science Math Level Based on Measures of Academic Progress (MAP)					
Grade	N	Test Administration	Minimum RIT	Maximum RIT	Average RIT
3rd	65	Fall 2012	161	207	183.6
		Spring 2013	172	215	196.7
4th	64	Fall 2012	168	213	193.5
		Spring 2013	185	224	205.3
5th	74	Fall 2012	175	229	204.0
		Spring 2013	185	243	214.1

Of those 203 students who completed the fall and spring tests, 150 (73.9%) met their growth target scores at the time of the spring test, exceeding the school's internal math goal for third-through fifth-grade students (Table 8).

Table 8 Milwaukee Academy of Science Math Progress Based on Measures of Academic Progress (MAP) Fall 2012 to Spring 2013			
Grade	N	Met Spring Target Score Based on Expected Grade Level Growth	
		N	%
3rd	65	47	72.3%
4th	64	49	76.6%
5th	74	54	73.0%
Total	203	150	73.9%

c. Writing

To assess student skills in writing, teachers judged student writing samples at the end of the school year and assigned a score to each student. Student writing skills were assessed in six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain was assigned a score of 1, minimal/basic control; 2 for adequate control; or 3 for proficient/advanced control. Scores from each domain were totaled. A score of 12 or more indicated the student was writing at grade level. The school's goal was for students in third through fifth grades to reach a score of 12 or more, on average.

Results for students in the third through fifth grades indicate that students, on average, scored 12.8, and 86.4% of students achieved an average score of 12 or above, meeting the school's goal (Table 9).

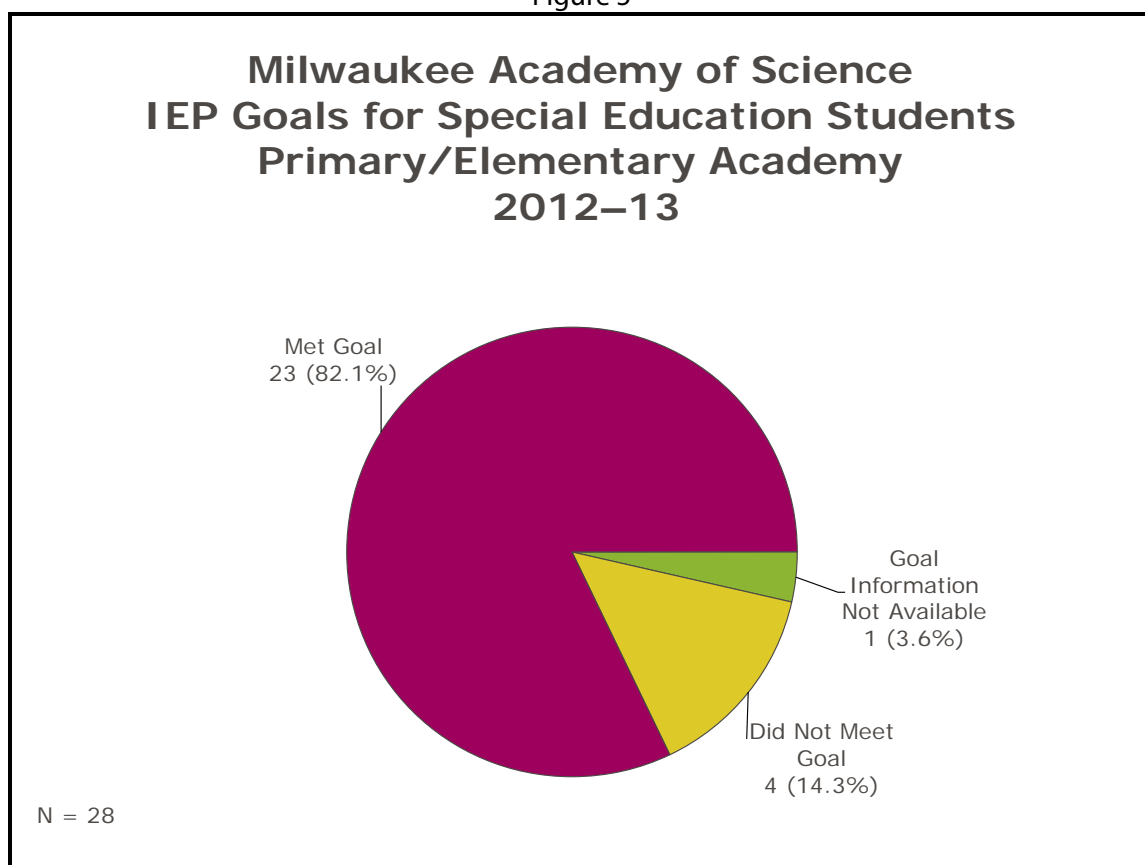
Table 9 Milwaukee Academy of Science Writing Skills for 3rd – 5th Graders Based on Teacher Assessment 2012–13			
Grade	N	Writing Score Average	% Met Goal*
3rd	66	12.4	81.8%
4th	66	12.8	92.4%
5th	74	13.1	85.1%
Total	206	12.8	86.4%

*Received a score of 12 or higher.

d. *IEP Goals for Special Education Students*

This year, the primary/elementary academy's goal was that at least 80.0% of special education students would meet one or more goals defined on their IEPs as assessed by the participants in their most recent annual IEP reviews. There were 41 special education students enrolled at the end of the year. IEPs for eight of the students were initial, had been in effect for less than one year, and were not yet due for an assessment of student progress toward meeting goals. All 28 students with reviews due during the school year had one; of those students, 23 (82.1%) met at least one goal, four (14.3%) did not meet any goals, and goals were not reported for one (3.6%) student (Figure 5). Therefore, the elementary academy met its goal related to special education goals.

Figure 5



5. External Standardized Measures of Educational Performance

In 2012–13, DPI required that all students in K5 take the PALS-K assessment.⁴⁶ PALS-K aligns with both the Common Core State Standards (CCSS) in English and the Wisconsin Model Early Learning Standards (WMELS). The test is composed of six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word recognition in isolation). Task scores are summed for an overall score; if the student's overall score is below the benchmark (28 for the fall test and 81 for spring), the student may need additional reading instruction in order to master basic literacy fundamentals.⁴⁷

The CSRC also required that the SDRT be administered to all first-, second-, and third-grade students between April 17 and May 12, 2013.⁴⁸ Student performance is reported in phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total.

Finally, the CSRC requires that the WKCE be administered to all third- through fifth-grade students in October or November, the timeframe established by the Wisconsin DPI.⁴⁹ The WKCE was designed to align with Wisconsin model academic standards in reading and math. Up through the 2011–12 school year, proficiency-level cut scores reflected levels set by the state to describe how students perform relative to these standards. These proficiency-level cut scores, used up until the current school year, are referred to as former cut scores throughout the report. Skills are assessed as minimal, basic, proficient, or advanced.

⁴⁶ Per the contract with the CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS-K. The timeframe for the PALS assessment is April 29 – May 24, 2013. Next year, the school will be required to administer the PALS-K in the fall and spring.

⁴⁷ http://www.palswisconsin.info/pals_wi.html.

⁴⁸ During the 2010–11 school year, the SDRT test window was between March 15 and April 15.

⁴⁹ The WKCE is also given to students in sixth, seventh, eighth, and 10th grades. Students in fourth, eighth, and 10th grades are also tested in language arts, science, and social studies. The state WKCE testing period for 2012–13 was October 22 – November 23, 2012.

In 2012–13, in order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were revised to mimic cut scores used by the National Assessment of Educational Progress (NAEP). The new cut scores require that students achieve higher scale scores in reading and math in order to be considered proficient. During this year of transition from the former to the revised cut scores, CRC reported reading and math proficiency levels using both standards. This allows schools and stakeholders to see how students and the school performed when different standards were applied. Both current school year and year-to-year student progress will be described using both methods.

The CSRC requires that these tests be administered to students to provide an assessment of student skills and to provide a basis for student progress over consecutive school years. The DPI required all students in third through eighth and 10th grades to participate in WKCE testing to meet federal No Child Left Behind requirements. Results for primary/elementary academy students who took the examinations are included in this section. This section reflects results for all students enrolled in the school who were administered all portions of the exams, including those enrolled for a full academic year (FAY) or longer and those students who were new to the school.

a. PALS-K for K5 Students

The PALS-K was administered in the fall and spring of the school year.⁵⁰ Seventy-nine students took the fall PALS-K, and 83 students completed the spring assessment.

⁵⁰ During 2012–13, the PALS was only required in the spring; in subsequent years, schools must administer the test during the fall and the spring.

Table 10 Milwaukee Academy of Science PALS-K for K5 Students 2012–13					
Test Period	N	Lowest Overall Score	Highest Overall Score	Average Overall Score	% at or Above Benchmark*
Fall 2012	79	35.0	101.0	69.3	100.0%
Spring 2013	83	52.0	102.0	92.7	95.2%

*The overall fall benchmark is 28 and the spring benchmark is 81.

CRC also examined progress from fall to spring for 79 K5 students who completed both tests. Seventy-eight (98.7%) students improved their overall scores by at least one point. The minimum change in scores was a loss of four points, the maximum change was 63 points, and the average change in scores from fall to spring was 24 points (not shown). Seventy-five (94.9%) of the students at benchmark at the time of the fall test maintained benchmark on the spring test; none of the students were below benchmark in the fall of 2012 (Table 11).

Table 11 Milwaukee Academy of Science Reading Progress for K5 Students PALS-K Fall 2012 to Spring 2013						
Fall Benchmark Status	Spring Benchmark Status				Total	
	Below Benchmark		At or Above Benchmark			
	N	%	N	%	N	%
Below Benchmark	0	0.0%	0	0.0%	0	100.0%
At or Above Benchmark	4	5.1%	75	94.9%	79	100.0%
Total	4	5.1%	75	94.9%	79	100.0%

b. SDRT for First Graders

In April 2013, MAS administered the SDRT to first-grade students. Results indicate that first graders were functioning, on average, at 1.8 to 2.1 GLE in reading, depending on the area assessed (see Figure 6 and Table 12).

Figure 6

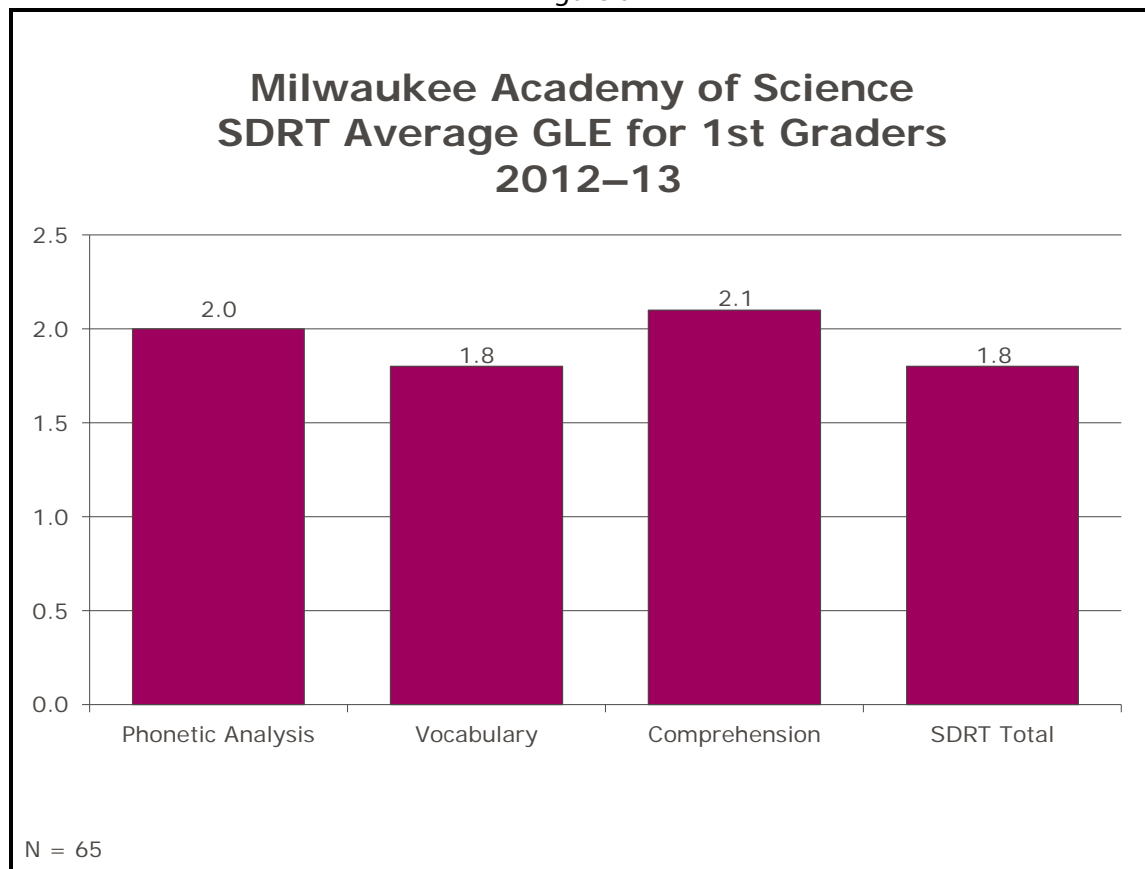


Table 12 Milwaukee Academy of Science SDRT GLE for 1st Graders 2012–13 (N = 65)				
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% at or Above Grade Level
Phonetic Analysis	K.6	5.2	1.9	81.5%
Vocabulary	K.8	5.3	1.6	96.9%
Comprehension	K.5	7.7	1.6	92.3%
SDRT Total	K.6	6.1	1.6	93.8%

Note: Results are rounded to the nearest one 10th.

c. *SDRT for Second Graders*

In May 2013, the SDRT was administered to 69 second-grade students. Second graders were functioning, on average, at or above GLE depending on the area tested. Results are presented in Figure 7 and Table 13.

Figure 7

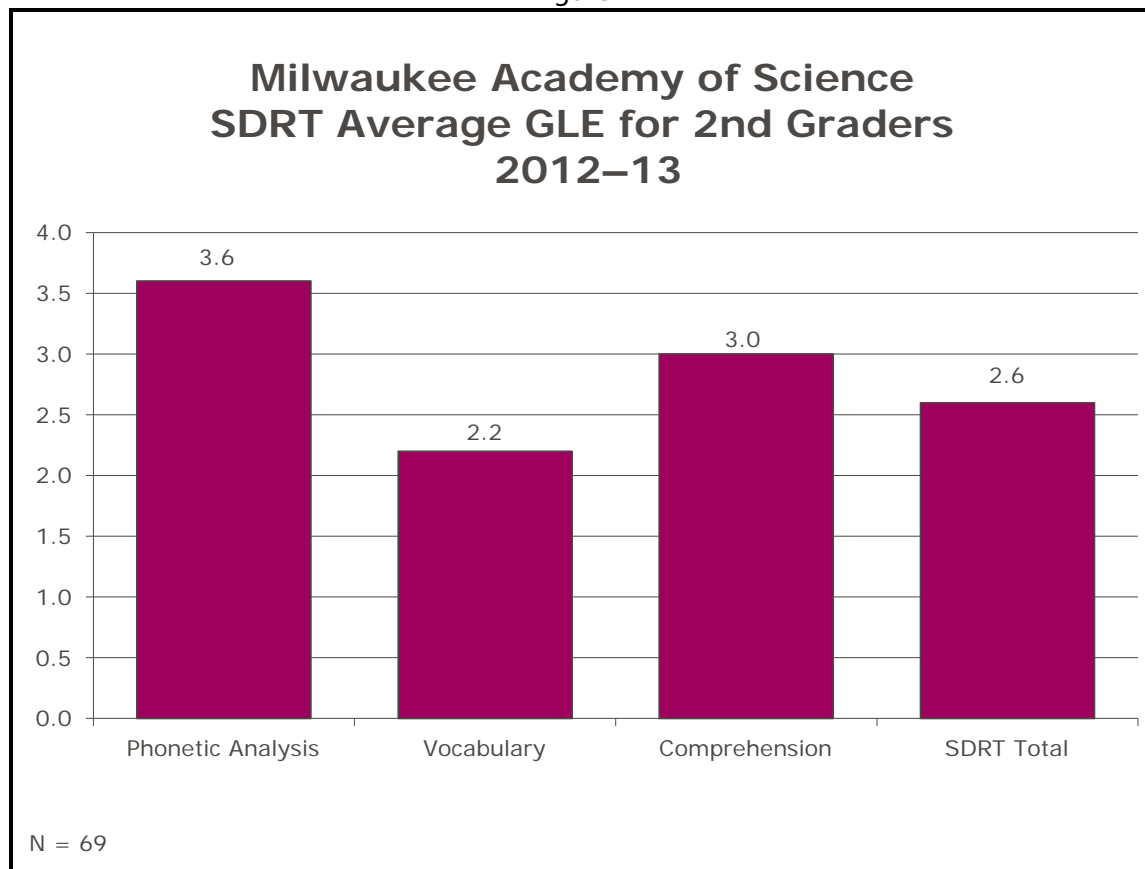


Table 13 Milwaukee Academy of Science SDRT GLE for 2nd Graders 2012–13 (N = 69)				
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% at or Above Grade Level
Phonetic Analysis	K.9	10.9	3.1	81.2%
Vocabulary	K.7	5.6	2.0	59.4%
Comprehension	1.3	12.0	2.5	87.0%
SDRT Total	1.3	7.3	2.4	73.9%

Note: Results are rounded to the nearest one 10th.

d. SDRT for Third Graders

In April 2013, MAS administered the SDRT to 67 third graders.⁵¹ Results indicated that the third graders were, on average, reading at third- or fourth-grade levels, depending on the area tested (see Figure 8 and Table 14).

⁵¹ The SDRT is no longer being published. For this year, MAS administered the SDRT to third-grade students using a paper version of the test; raw score to GLE conversions were not available for all scores. Therefore, GLE scores for some students for some parts of the test were not available for inclusion in this report.

Figure 8

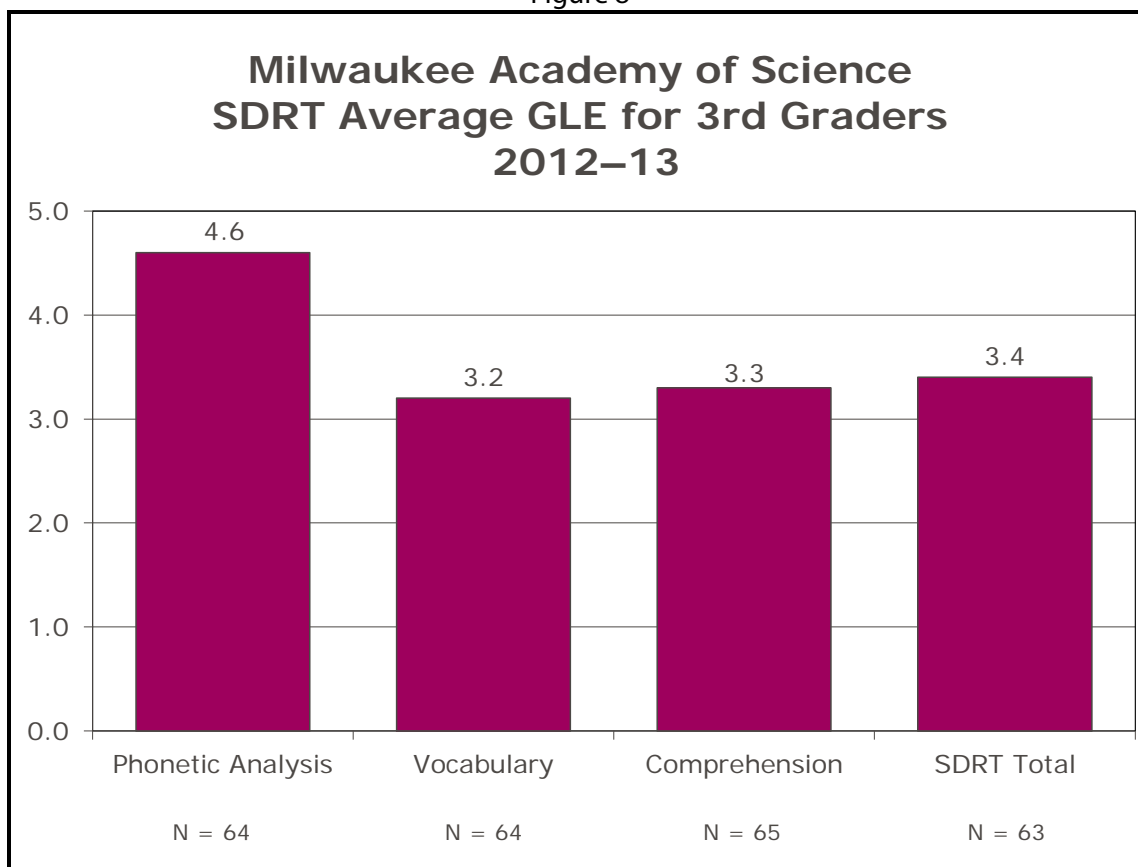


Table 14

**Milwaukee Academy of Science
SDRT GLE for 3rd Graders
2012–13**

Area Tested	N	Lowest GLE Scored	Highest GLE Scored	Median	% at or Above Grade Level
Phonetic Analysis	64	1.2	PHS*	3.5	65.6%
Vocabulary	64	1.4	7.2	3.2	65.6%
Comprehension	65	1.3	8.1	3.0	55.4%
SDRT Total	63	2.0	5.7	3.3	60.3%

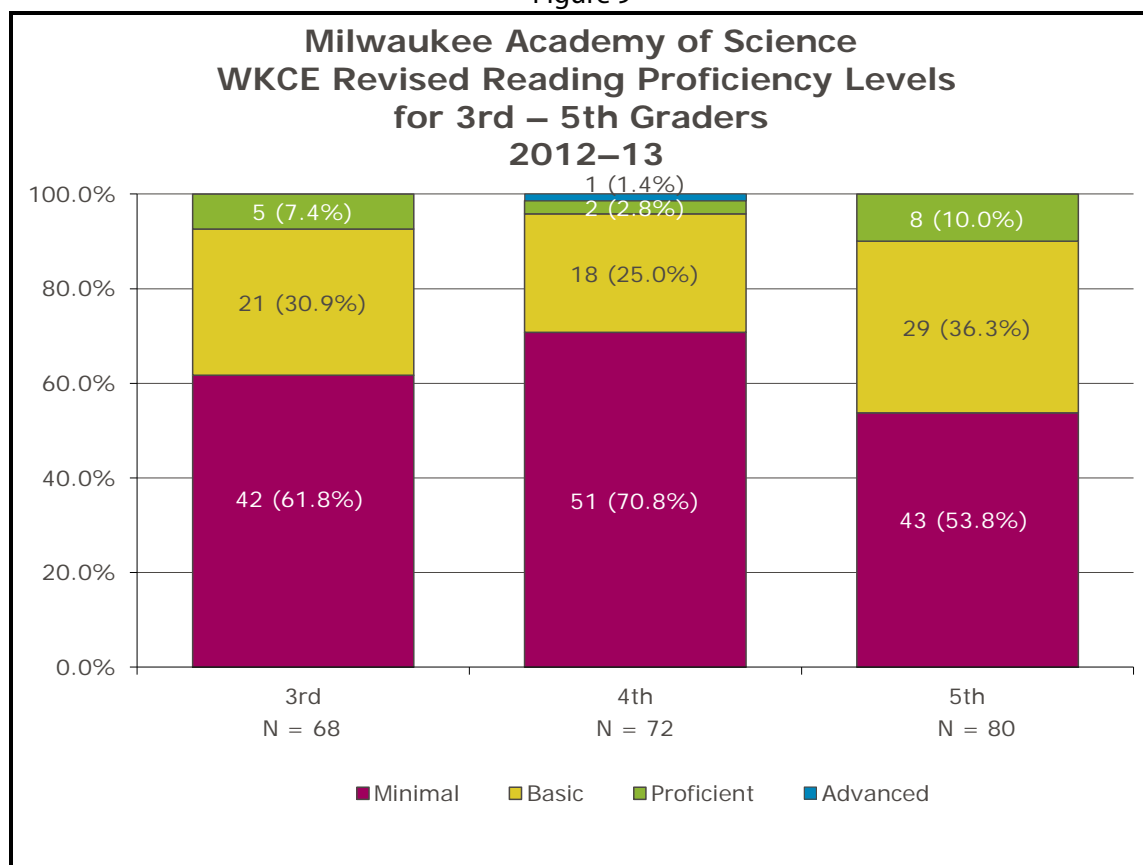
Note: Results are rounded to the nearest one 10th.

*Post-high school (PHS) scores were entered as 13.0 for analysis.

e. *WKCE for Third Through Fifth Graders*

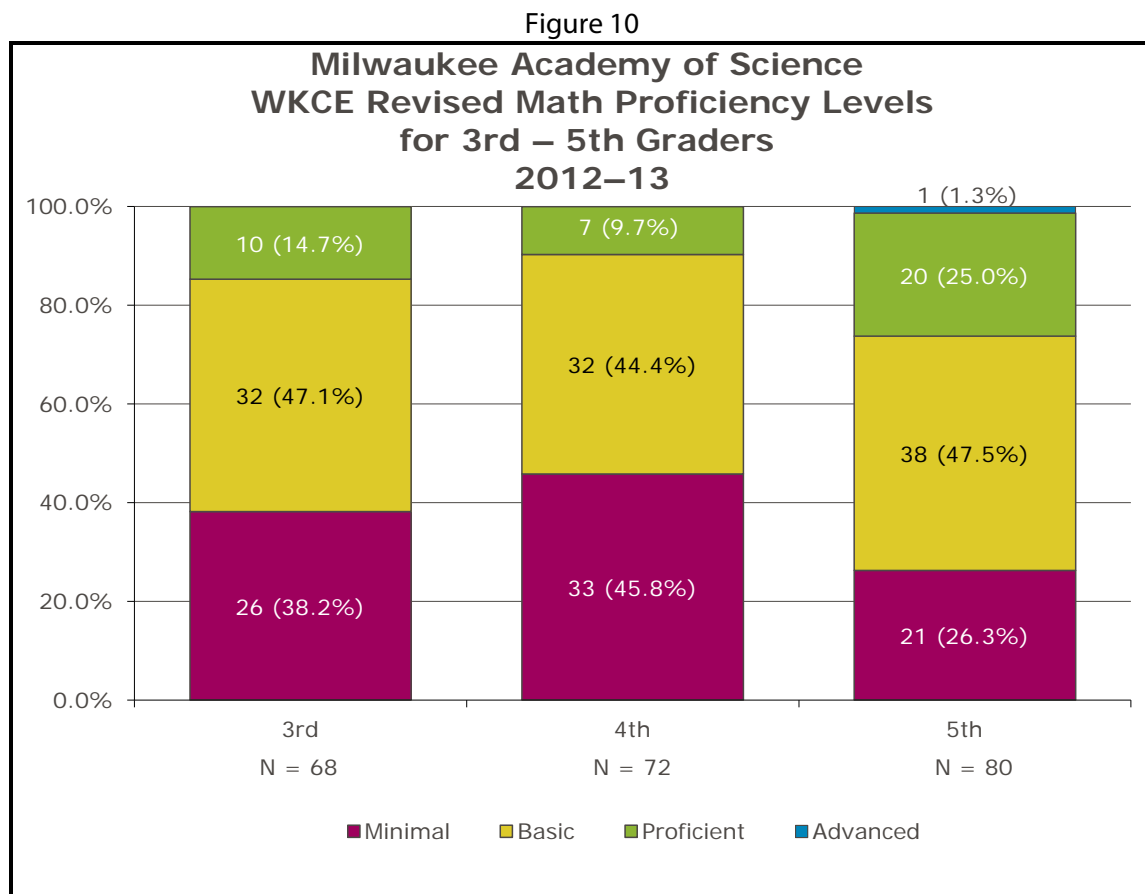
In October 2012, 68 third graders, 72 fourth graders, and 80 fifth graders were administered the WKCE. Using the revised cut scores, five (7.4%) third graders scored at the proficient level in reading; one (1.4%) fourth grader scored at the advanced level, and two (2.8%) were proficient; and eight (10.0%) fifth graders were proficient in reading (Figure 9). When the former cut scores used prior to 2012–13 were applied to this year's scale scores, nine (13.2%) third graders were advanced, and 28 (41.2%) were proficient in reading; five (6.9%) fourth graders were at the advanced level, and 43 (59.7%) were proficient; and 11 (13.8%) fifth graders were advanced, and 49 (61.3%) were proficient in reading (not shown).

Figure 9



On average, MAS third-grade students scored in the 30th percentile statewide in reading; fourth-grade students scored in the 26th percentile; and fifth graders scored in the 32nd percentile in reading (not shown).

In math, 10 (14.7%) third-grade students reached the proficient level based on the revised cut scores; seven (9.7%) fourth-grade students were proficient; and one (1.3%) fifth grader was advanced, and 20 (25.0%) scored at the proficient level (Figure 10). If the former cut scores were applied to this year's math scale scores, three (4.4%) third graders would have been in the advanced level, and 26 (38.2%) would have been proficient; three (4.2%) fourth graders would have been advanced, and 28 (38.9%) proficient; and 18 (22.5%) fifth graders would have been advanced, and 32 (40.0%) would have been proficient in math (not shown).



On average, MAS third-grade students scored in the 26th percentile statewide in math; fourth-grade students scored in the 22nd percentile; and fifth graders scored in the 33rd percentile in math (not shown).

Fourth-grade students also complete the WKCE language arts tests. Results from the fall of 2012 indicate that four (5.6%) students were in the advanced category, and 31 (43.1%) were proficient in language arts. Cut scores for the language arts test were not altered, so results from this year are comparable to those from prior years.

The final score from the WKCE is a writing score for fourth, eighth, and 10th graders. Each student's extended writing sample is scored using two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to use punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score with a maximum possible score of nine.

The MAS fourth-grade extended writing scores ranged from two to eight. The median score was five, meaning half of the students scored at or below five, and half scored five to eight on a scale of zero to nine.

B. Junior Academy and High School (Sixth Through 12th Grades)

1. Attendance

At the beginning of the 2012–13 academic year, the junior academy/high school established a goal to maintain an average attendance rate of 91.0%. A junior academy student was considered present if he/she arrived at school prior to 10:00 a.m. High school students were considered truant if they missed any part of the day. Junior academy students attended school an average of 91.9% of the time, and high school students attended school an average of 88.5% of the time. Overall, junior

academy and high school students attended, on average, 90.5% of the time.⁵² The overall rate did not meet the school's internal goal. However, the junior academy rate, when examined separately, did meet the school's goal. When excused absences were included, the attendance rate rose to 92.5% for junior academy students and 89.5% for high school students, for an overall rate of 91.2%, which is consistent with the school's goal.⁵³

Note that 184 students were suspended at least once during the year. These students spent an average of 1.6 days out of school due to suspension.⁵⁴

2. Parent-Teacher Conferences

At the beginning of the school year, the school set a goal that 80.0% of parents of junior academy/high school students would attend two of three scheduled parent-teacher conferences. Conferences were scheduled for October 2012, January 2013, and April 2013. There were 387 students enrolled for all three conferences (i.e., the entire year). Parents of 92.7% of junior academy and 53.3% of high school students attended two of three conferences (attendance could occur in-person at the school, at the parents' home, or via telephone).⁵⁵ Overall, parents of 75.5% of students attended two of the three conferences, which falls short of the school's goal (Figure 11).

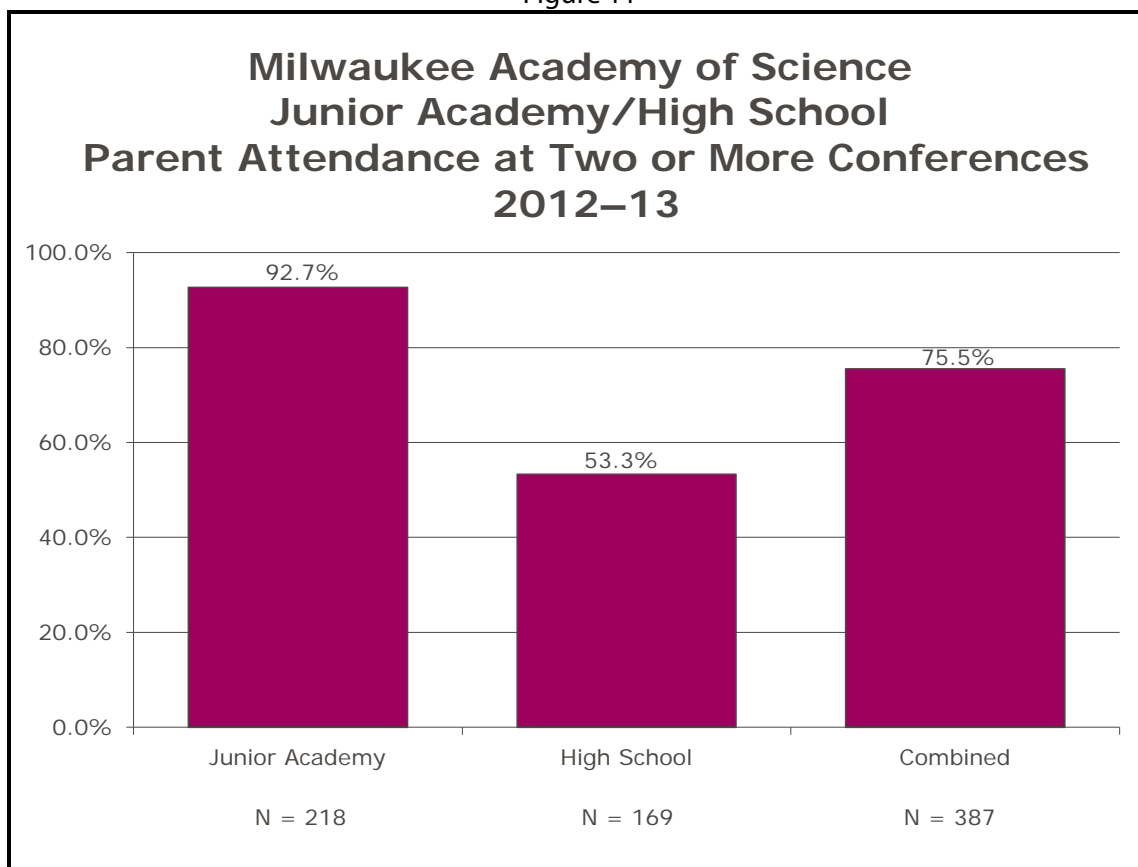
⁵² Attendance data were provided for 463 students enrolled at any point during the school year; attendance data were available for 268 junior academy and 195 high school students. Attendance was calculated for each student by dividing the number of days attended by the number of days expected, then averaging all of the students' attendance rates.

⁵³ Excused absences were reported by period for high school students. In order to determine the number of days of excused absence, CRC added the number of periods excused and divided by seven, the number of periods during the day.

⁵⁴ Out-of-school suspensions were reported by period for high school students. In order to determine the number of days assigned to out-of-school suspension, CRC added the number of periods of out-of-school suspension and divided by seven.

⁵⁵ Data were reported to CRC using letter codes and were interpreted as S = student, P = phone, G = guardian. If a parent/guardian met with any teacher, either at school or via phone, CRC coded parent participation as "Yes."

Figure 11



3. Special Education Student Records

The school established a goal to maintain up-to-date records for all special education needs students. There were 38 special education students enrolled in the junior academy and high school at the end of the school year. An IEP had been completed or reviewed for each of these students. In addition, CRC conducted a random review of special education files indicating that IEPs were routinely completed and that parents were invited to develop and/or were involved in developing IEPs. The school has therefore met its goal to maintain records on all students with special needs.

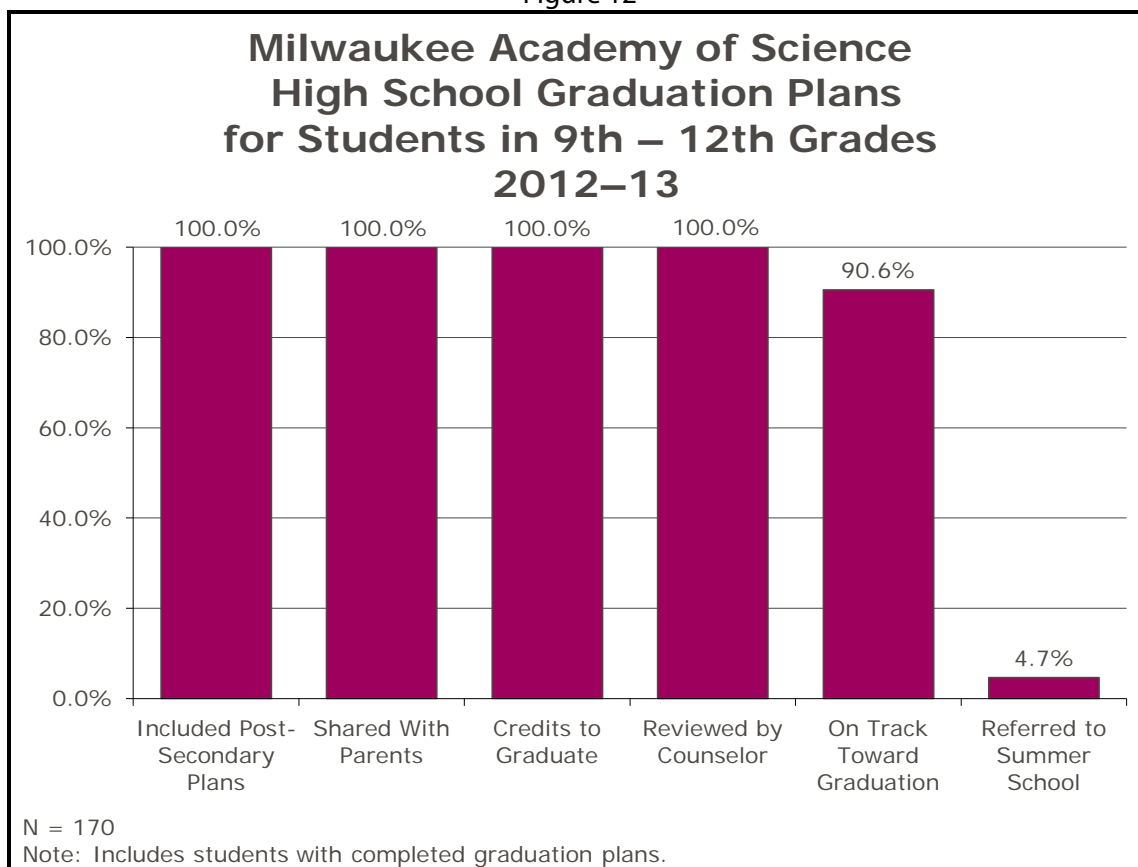
4. High School Graduation Plans

A high school graduation plan is to be developed for each high school student by the end of his/her first semester of enrollment at the school. The plan is to include (1) evidence of parent/guardian/family involvement; (2) information regarding the student's postsecondary plans; and (3) a schedule reflecting plans for completing four credits in English and mathematics, five credits in science, three credits in social studies, and two credits each in foreign language, physical education/health, and other electives.⁵⁶

This year, plans were completed for 170 of 171 high school students enrolled at the end of the year. Of these, 100.0% included the student's postsecondary plans, 100.0% were submitted to parents for their review, and 100.0% included a schedule reflecting credits needed to graduate. Counselors were required to review each student's plan at least once during the year. Part of the review was to ensure that students were on track to graduate and to determine if a student should be referred for summer school. Counselors reviewed plans for 100.0% of students. This year, 90.6% of students were on track to graduate, and eight (4.7%) students were referred to summer school (Figure 12). Additionally, each 11th- and 12th-grade student must meet with the counselor during the first quarter to discuss his/her graduation plan; of the 68 11th and 12th graders still enrolled at the end of the school year, 100% met with the counselor during the school year (not shown).

⁵⁶ Evidence of involvement reflects whether or not the school provided the student's parent(s) with a copy of the plan. Parents are also encouraged to review the plan as part of scheduled parent-teacher conferences.

Figure 12



5. High School Graduation Requirements

As part of high school graduation requirements, the school set a goal that all ninth graders who earned at least 5.5 credits would be promoted to 10th grade; all 10th graders who accumulated at least 11 credits would be promoted to 11th grade; all 11th graders who accumulated at least 16.5 credits would be promoted to 12th grade; and all 12th graders who had earned 22 or more credits would graduate. This measure applies to high school students only (not to junior academy students).

Credit and promotion information was provided for high school students who finished the school year at MAS. Of 171 students, 150 (87.7%) earned at least the minimum number of credits to be promoted to the next grade or, in the case of 12th graders, to graduate from high school.

Forty-five (77.6%) of 58 ninth graders were promoted, 41 (93.2%) of 44 10th graders were promoted,

27 (93.1%) of 29 11th graders were promoted, and 37 (92.5%) of 40 12th graders graduated. Ninth graders earned, on average, 6.1 credits; 10th graders accumulated, on average, 13.2 credits; 11th graders earned, on average, 19.7 credits; and 12th graders earned an average of 25.8 credits (Table 15).

Table 15 Milwaukee Academy of Science High School Graduation Requirements 2012–13					
Grade	N	Minimum Number of Credits Required	Average Credits Earned/Accumulated	Promoted/Graduated	
				N	%
9th	58	5.5	6.1	45	77.6%
10th	44	11.0	13.2	41	93.2%
11th	29	16.5	19.7	27	93.1%
12th	40	22.0	25.8	37 ⁵⁷	92.5%
Total	171	--	--	150	87.7%

⁵⁷ Includes one student who graduated but had to complete some work during the summer program; two additional students may graduate at the end of the summer program.

6. Local Measures of Educational Performance

At the beginning of the school year, MAS designated four different areas in which junior academy and high school students' competencies would be locally measured: literacy, mathematics, writing, and IEP goals. All new students are tested in literacy and math within 30 days of enrollment.

a. *Literacy*

i. *Scholastic Reading Inventory*

The school set a goal that 11th- and 12th-grade students be administered the SRI in the fall and again in the spring. The goal was to show improvement in scores, called measures, of at least 13 points.⁵⁸ Lexile measures can range from 0 (beginning reader) to 1,700 and are used to help students find books that align with reading skills.⁵⁹ Lexile levels cannot be converted into grade-level units. Based on SRI scores from the spring of 2013 test administration, students scored, on average, the measures indicated in Table 16. (Note that Lexile measures are typically denoted with an "L.")⁶⁰

Table 16					
Milwaukee Academy of Science 11th and 12th Grades Scholastic Reading Inventory Lexile Measures at the End of the Year Spring 2013					
Grade	N	Minimum	Maximum	Average	Typical Reader Measures
11th	33	55L	1,437L	945.7L	940L to 1,210L
12th	35	42L	1,501L	977.5L	940L to 1,210L

⁵⁸ www2.scholastic.com/browse/article.jsp?id=1556

⁵⁹ www.lexile.com/about-lexile/lexile-overview;
www.lexile.com/m/uploads/downloadablepdfs/WhatDoesTheLexileMeasureMean.pdf indicates that the largest maximum possible measure is 2,000.

⁶⁰ www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/

As illustrated in Table 17, 57.6% of 33 11th graders and 45.7% of 35 12th graders with comparable SRI measures were able to show improvement (as measured by a 13-point increase) in reading skills based on SRI fall and spring test measures. Overall, on average, 11th- and 12th-grade students improved 33.7 points. The school has therefore met its internal literacy goal for 11th and 12th graders.

Table 17 Milwaukee Academy of Science 11th and 12th Grades Literacy Progress Based on SRI Measures 2012-13				
Grade	N	Number Improved*	Percentage Improved (Met Goal)	Average Increase in Score
11th	33	19	57.6%	90.9L
12th	35	16	45.7%	-20.3L
High School Subtotal	68	35	51.5%	33.7L

*Improved by 13 or more points.

ii. *MAP Reading Assessment for Junior Academy Students*

MAP scores can be used several ways to measure student progress in reading and math; these methods are described earlier in this report. The junior academy elected to use the first (met spring target RIT based on fall test and expected grade level growth) and third (student performance relative to nationally normed, i.e., normative mean scores) methods to measure progress for students in sixth through eighth grades. Junior academy students who completed both the fall and spring MAP reading tests numbered 222. At the time of the fall test, 22 (27.2%) sixth-grade students were at or above the normative mean for their grade level, 19 (27.9%) seventh-grade students were at or above the normative mean, and 21 (28.8%) eighth-grade students were at or above the normative mean for their respective grade level (Table 18). Progress for students at or above the average as well as those below is described below.

Table 18 Milwaukee Academy of Science Local Measures of Academic Progress: MAP Reading Assessment Student Scores Relative to Normative Mean Fall 2012					
Grade Level	N	Students at or Above Normative Mean Fall 2012		Students Below Normative Mean Fall 2012	
		N	%	N	%
6th	81	22	27.2%	59	72.8%
7th	68	19	27.9%	49	72.1%
8th	73	21	28.8%	52	71.2%
Total	222	62	27.9%	160	72.1%

Students at or Above Normative Grade-Level Mean on the Fall MAP Reading Test

Of the 62 junior academy students at or above the normative mean for their grade level on the fall test, 48 (77.4%) achieved the normative mean on the spring test (Table 19).

Table 19 Milwaukee Academy of Science Local Measures of Academic Progress: MAP Reading Assessment Progress for Students at or Above Normative Mean in Fall 2012 Fall 2012 to Spring 2013					
Grade Level	Students at or Above Normative Mean Fall 2012	Students Maintained at or Above Normative Mean Spring 2013		Students Below Normative Mean Spring 2013	
		N	%	N	%
6th	22	13	59.1%	9	40.9%
7th	19	18	94.7%	1	5.3%
8th	21	17	81.0%	4	19.0%
Total	62	48	77.4%	14	22.6%

Students Below the Normative Grade-Level Mean on the Fall MAP Reading Test

Of the 222 junior academy students who completed both reading tests, 160 (72.1%) were below the normative mean at the time of the fall 2012 test. By the time of the spring test, 39 (24.4%) had reached the spring normative reading score for their grade level and 69 (43.1%) had improved their reading scores by at least the difference in RIT means for the grade level at which the student tested in the fall. This represents a total growth rate of 67.5% for all junior academy students (Table 20). Results are also presented by grade level.

Table 20 Milwaukee Academy of Science Local Measures of Academic Progress: MAP Reading Assessment Progress for Students Below Normative Mean in Fall 2012 Fall 2012 to Spring 2013							
Grade Level	Students Below Normative Mean on the MAP Reading Test Fall 2012	Students Who Reached Their Grade Level Normative Mean Score Spring 2013		Students Who Did Not Reach Grade Level Normative Mean in Spring but Increased at Least the Difference Between Fall and Spring RIT Means for Grade Level at Which Student Tested in the Fall		Overall Progress of Students Below Normative Mean on the Fall 2012 MAP Reading Test	
	N	N	%	N	%	N	%
6th	59	13	22.0%	28	47.5%	41	69.5%
7th	49	17	34.7%	18	36.7%	35	71.4%
8th	52	9	17.3%	23	44.2%	32	61.5%
Total	160	39	24.4%	69	43.1%	108	67.5%

NWEA also provides a target RIT score for each student based on his/her fall test score and the expected grade level growth. The school's goal related to the MAP reading test was that at least 70.0% of junior academy students would meet their target RIT scores in the spring of 2013. Of the 222 students who completed both the fall and spring MAP reading tests, 168 (75.7%) met or exceeded

their target score (not shown). The school has therefore met its internal literacy goal for junior academy students.

iii. EXPLORE and PLAN Reading and English Tests For Ninth and 10th Graders

Ninth-grade students take the EXPLORE, the first in a series of ACT pre-tests, in the fall and spring of the school year; 10th-grade students take the PLAN, the second test in the series. The EXPLORE and PLAN are described in detail in the standardized test section of this report. The school's internal goal related to the tests was that at least 60.0% of ninth and 10th graders who took both the fall and spring assessments would reach the benchmark at the time of the spring test or improve at least one point from fall to spring. More than 70.0% of students in each grade met the spring benchmark for the reading and English subtests or improved at least one point from fall to spring; more than 80.0% of ninth graders met the reading goal; more than 80.0% of 10th graders met the English goal. Additionally, when CRC calculated overall progress for each grade level, 53 (96.4%) ninth graders and all 43 (100.0%) 10th graders progressed from fall to spring, i.e., met the benchmark or progressed in reading and/or math at the time of the spring test. Overall, 96 (98.0%) ninth and 10th graders met the goal. This exceeds the school's local literacy goal for ninth and 10th-grade students.

Table 21							
Milwaukee Academy of Science							
9th and 10th Grades							
Literacy Progress Based on EXPLORE and PLAN English and Reading Tests							
2012–13							
Grade/Test	N	Students Who Achieved Benchmark Spring 2013		Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring		Goal Met?*	
		N	%	N	%	N	%
Ninth-Grade EXPLORE							
English	55	31	56.4%	9	16.4%	40	72.7%
Reading	55	16	29.1%	29	52.7%	45	81.8%
Overall	55	--	--	--	--	53	96.4%
10th-Grade PLAN							
English	43	26	60.5%	11	25.6%	37	86.0%
Reading	43	8	18.6%	23	53.5%	31	72.1%
Overall	43	--	--	--	--	43	100.0%

*Reached benchmark by spring or improved at least one point from fall to spring; for overall, student met benchmark or improved for the English and/or reading test.

b. Mathematics

i. End-of-Year Math Assessment for 11th and 12th Graders

To assess math progress for 11th- and 12th-grade students, the school set a goal that at least 80.0% of students in each math class would attain a score of 70.0% or more on the course examination at the end of the school year.⁶¹ Scores were reported as percentage correct. Results from exams at the end of the year indicate that, on average, students scored 68.8% correct. Of the 66 students with scores available, 63.6% scored 70.0% or higher, falling short of the school's goal of 80.0% (Table 22).

⁶¹ The school also set a goal that all new 11th and 12th graders would take the Wide Range Achievement Test for math within 30 days of enrollment; the school met this goal.

Table 22 Milwaukee Academy of Science High School – 11th and 12th Grades Final Math Exam Percentage Correct at the End of the Year Spring 2013					
Grade	N	Minimum %	Maximum %	Average %	Met Goal*
11th	33	28.0%	100.0%	67.6%	57.6%
12th	33	0.0%	88.0%	69.9%	69.7%
Total	66	--	--	68.8%	63.6%

*Scored 70% or better on the end-of-year math assessment.

ii. *MAP Math for Junior Academy Students*

MAP normative means were described earlier in this report; the number of students at or above and below the normative means for the fall test are shown in Table 23. This section describes student progress from the fall of 2012 to the spring of 2013.

The fall and spring MAP math tests were completed by 222 students. At the time of the fall test, 15 (18.8%) sixth-grade students were at or above the fall sixth-grade normative mean; 19 (28.4%) seventh-grade students were at or above the normative mean; and 18 (24.7%) eighth-grade students were at or above the normative mean for their respective grade level (see Table 23). Progress for students at or above the normative mean as well as those below the average is described below.

Table 23 Milwaukee Academy of Science Local Measures of Academic Progress: MAP Math Assessment Student Scores Relative to Normative Mean Fall 2012					
Grade Level	N	Students at or Above Normative Mean Fall 2012		Students Below Normative Mean Fall 2012	
		N	%	N	%
6th	80	15	18.8%	65	81.3%
7th	67	19	28.4%	48	71.6%
8th	73	18	24.7%	55	75.3%
Total	220	52	23.6%	168	76.4%

Students at or Above Normative Mean on the Fall MAP Math Test

Of the 52 junior academy students at or above the normative mean for their grade level on the fall test, 45 (86.5%) achieved the normative mean on the spring test (Table 24).

Table 24					
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Math Assessment Progress for Students at or Above Normative Mean in Fall 2012 Fall 2012 to Spring 2013					
Grade Level	Students at or Above Normative Mean Fall 2012	Students Maintained at or Above Normative Mean Spring 2013		Students Below Normative Mean Spring 2013	
		N	%	N	%
6th	15	12	80.0%	3	20.0%
7th	19	17	89.5%	2	10.5%
8th	18	16	88.9%	2	11.1%
Total	52	45	86.5%	7	13.5%

Students Below the Normative Mean on the Fall MAP Math Test

Of the 220 junior academy students who completed both math tests, 168 (76.4%) were below the normative mean at the time of the fall test. By the time of the spring test, 23 (13.7%) students had reached the spring normative math score for their grade level, and 74 (44.0%) had improved their math scores by at least the difference in RIT means for the grade level at which they tested in the fall. This represents a total growth rate of 57.7% for all junior academy students (Table 25). Results also are presented by grade level.

Table 25							
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Math Assessment Progress for Students Below Normative Mean in Fall 2012 Fall 2012 to Spring 2013							
Grade Level	Students Below Normative Mean on the MAP Math Test Fall 2012	Students Who Reached the Normative Mean Score Spring 2013		Students Who Did Not Reach Grade Level Normative Mean in Spring but Increased at Least the Difference Between Fall and Spring RIT Means for Grade Level at Which Student Tested in the Fall		Overall Progress of Students Below Normative Mean on the Fall 2012 MAP Math Test	
	N	N	%	N	%	N	%
6th	65	3	4.6%	31	47.7%	34	52.3%
7th	48	14	29.2%	20	41.7%	34	70.8%
8th	55	6	10.9%	23	41.8%	29	52.7%
Total	168	23	13.7%	74	44.0%	97	57.7%

The school's goal related to the MAP math test was that at least 70.0% of junior academy students would meet their spring target RIT scores based on their fall assessments and expected grade level growth. Of the 220 students who completed both the fall and spring MAP math tests, 162 (73.6%) met or exceeded their target RIT score (not shown). The school has therefore met its internal math goal for junior academy students.

iii. *EXPLORE and PLAN Math Test For Ninth and 10th Graders*

Ninth-grade students completed the EXPLORE math test, and 10th graders completed the PLAN math test in the fall and spring of the school year. The school's goal was that at least 60.0% of ninth and 10th graders who took both the fall and spring assessments would reach the benchmark at the time of the spring test or improve at least one point from the fall to spring. Thirty (54.5%) of 55 ninth graders who completed both EXPLORE assessments reached the math benchmark by the spring test or improved one point from fall to spring; 21 (48.8%) of 43 10th graders who completed both PLAN assessments met the math goal. The school has therefore not met its internal math goal for ninth and 10th graders.

Table 26 Milwaukee Academy of Science 9th and 10th Graders Math Progress Based on the EXPLORE and PLAN Math Test 2012–13							
Grade	N	Students Who Achieved Benchmark Spring 2013		Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring		Goal Met?*	
		N	%	N	%	N	%
9th	55	9	16.4%	21	38.2%	30	54.5%
10th	43	4	9.3%	17	39.5%	21	48.8%

*Reached benchmark by spring or improved at least one point from fall to spring.

c. *Writing*

To assess junior academy and high school students' skills in writing, at the end of the school year teachers judged student writing samples and assigned a score to each student. Student writing skills were assessed in six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain was assigned a score from 0 to 5.

Scores in each domain were totaled. A score of 18 or more for junior academy/high school students indicated that the student was writing at grade level. The goal was that students in sixth through 12th grades would reach a score of 18 or more, on average.

Results indicated that junior academy students scored, on average, 19.5 points.⁶² Results for high school students indicate that students' average score was 18.8 points (see Table 27).⁶³ The school has therefore met its goal related to writing.

Table 27 Milwaukee Academy of Science Junior Academy and High School Writing Skills Based on Teacher Assessment 2012–13		
Grade	N	Writing Score Average
6th	81	19.9
7th	69	18.9
8th	77	19.8
Junior Academy Total	227	19.5
9th	57	19.6
10th	44	19.5
11th	31	16.8
12th	35	18.4
High School Total	167	18.8

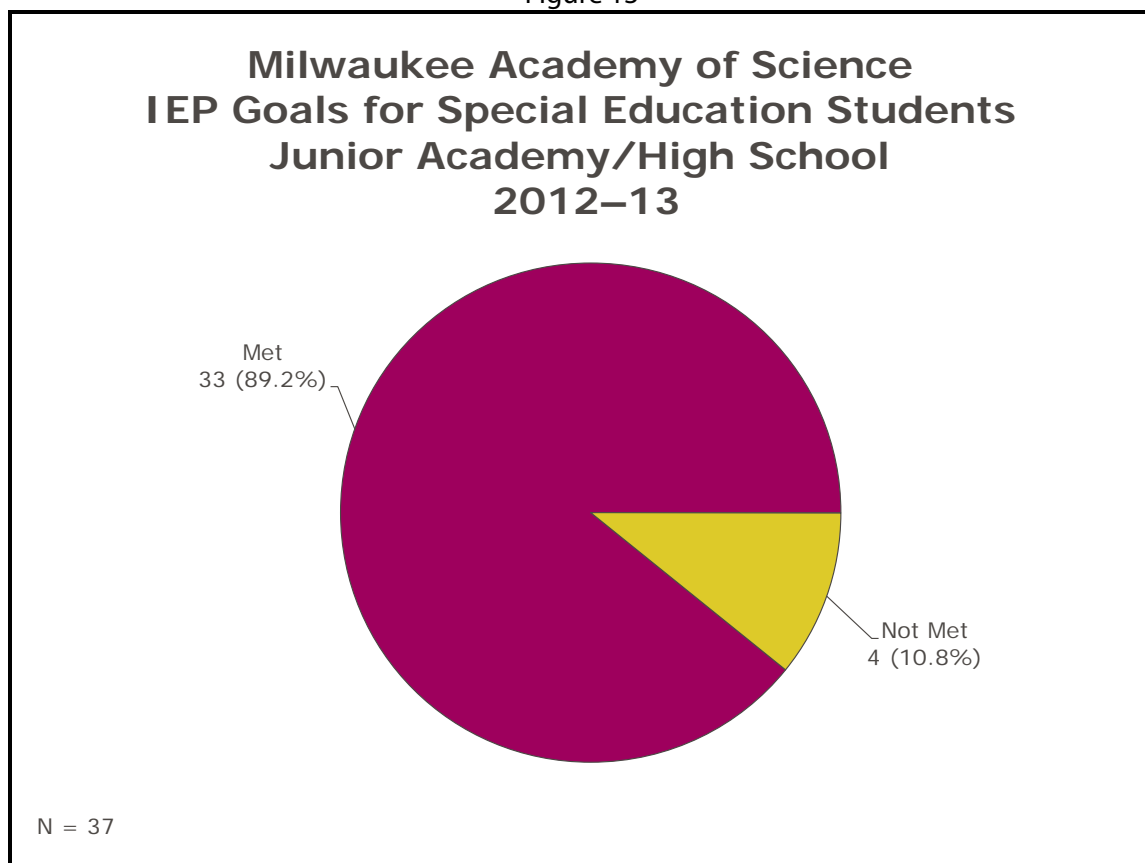
⁶² Of 227 junior academy students, 156 (68.7%) scored 18 or more points.

⁶³ Of 167 high school students, 107 (64.1%) scored 18 or more points.

d. *Special Education Students*

This year, the goal for the junior academy and high school was that 80.0% of special education students would meet one or more goals on their IEP, as assessed by the participants in their most recent annual IEP review. At the end of the year, 38 special education students in sixth through 12th grades had completed IEPs. The IEP for one student was initial and had been in effect for less than one year; therefore, progress toward meeting goals was not required. Annual IEPs were available for the remaining 37 students; 33 (89.2%) of those students met one or more of the goals in their IEP (Figure 13). The junior academy/high school has therefore met its goal related to student progress on IEP goals.

Figure 13



7. External Standardized Measures of Educational Performance

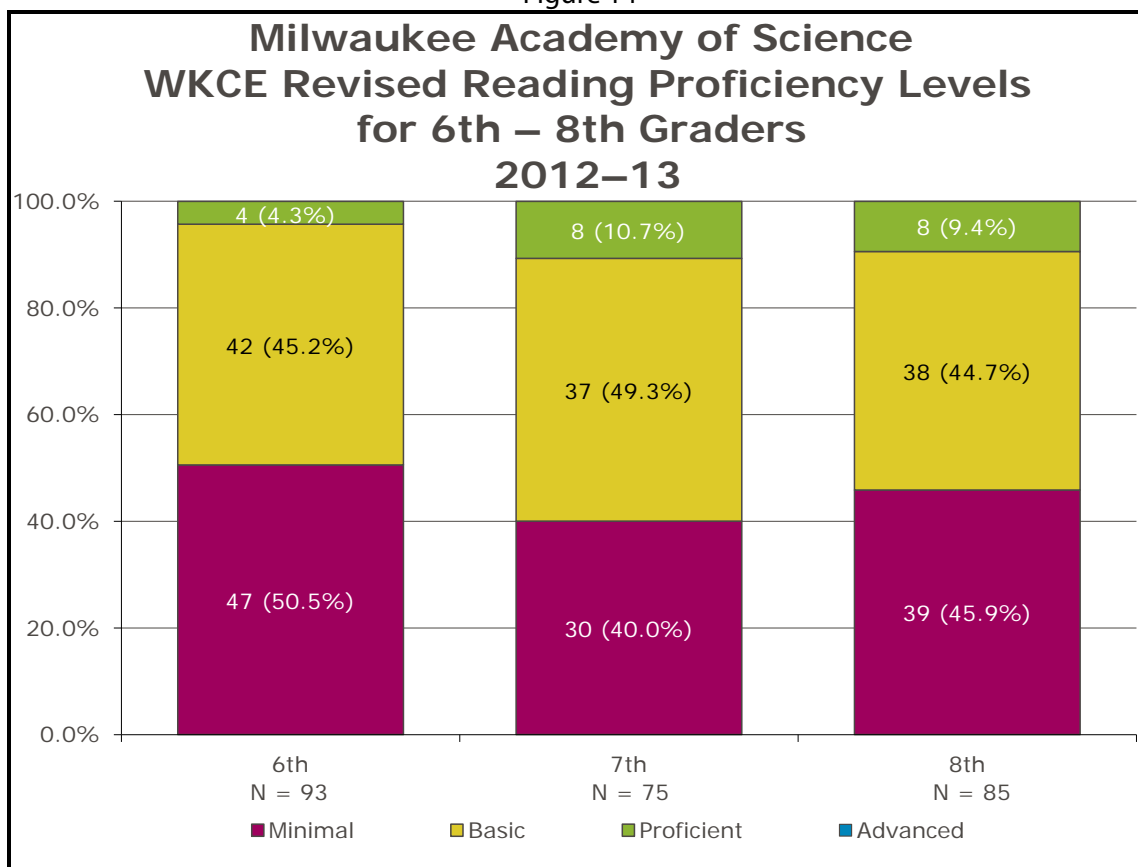
The CSRC required the administration of the WKCE to all sixth- through eighth- and 10th-grade students.⁶⁴ Results for all junior academy and high school students administered all subtests, regardless of FAY status, are reflected in this section; proficiency levels are based on the revised cut scores.

a. WKCE for Sixth Through Eighth Graders

Sixth through eighth graders were administered the WKCE in October 2012. As illustrated, four (4.3%) sixth graders were proficient in reading based on the revised cut scores; eight (10.7%) of 75 seventh graders were proficient in reading; and eight (9.4%) eighth graders scored at the proficient reading level (Figure 14). In comparison, had the former WKCE cut scores been used, 11 (11.8%) sixth graders would have been at the advanced level, and 55 (59.1%) would have been proficient in reading; 18 (24.0%) seventh graders would have been advanced, and 40 (53.3%) proficient; and 14 (16.5%) eighth graders would have tested at the advanced level, and 50 (58.8%) would have been proficient in reading.

⁶⁴ The WKCE is also given to students in third, fourth, and fifth grades to test reading and math skills. Students in fourth, eighth, and 10th grades are also tested in language arts, science, and social studies.

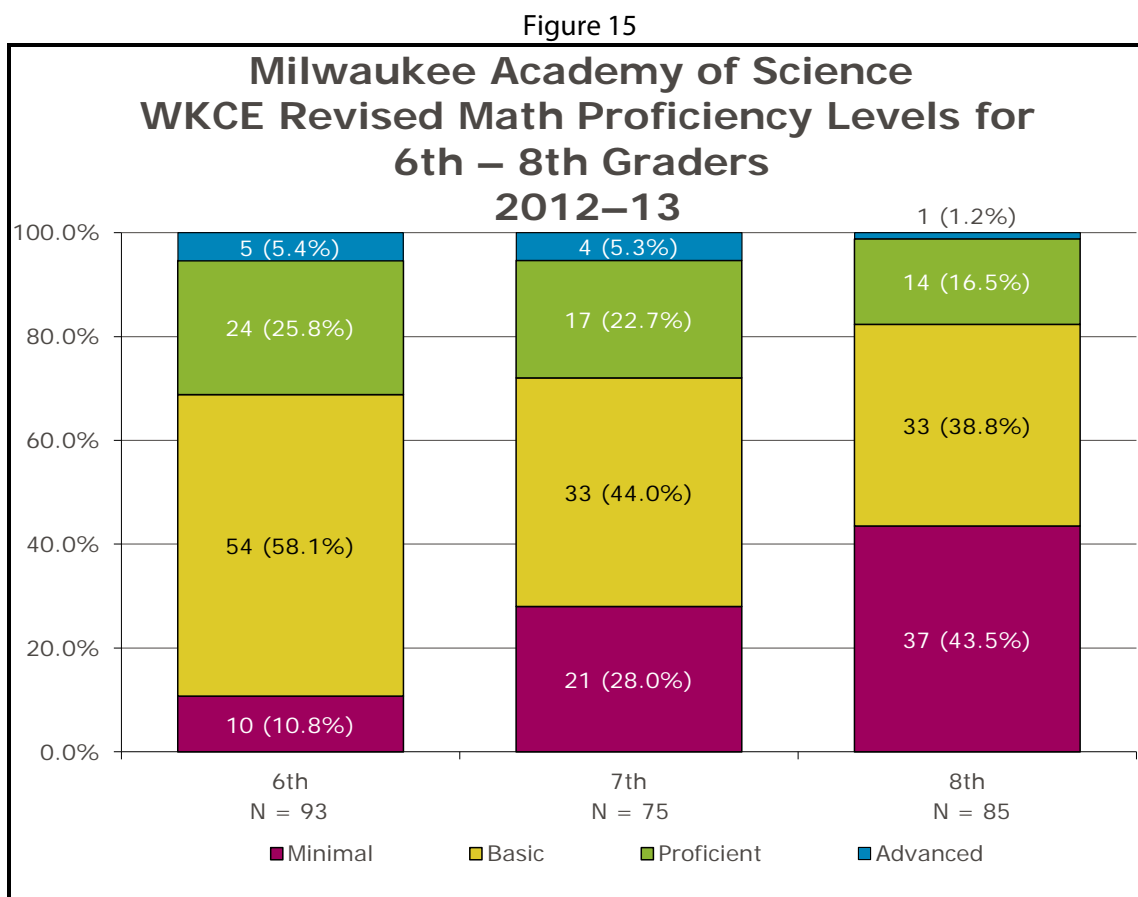
Figure 14



On average, MAS sixth-grade students scored in the 28th percentile statewide in reading; seventh-grade students scored in the 33rd percentile; and eighth graders scored in the 26th percentile in reading (not shown).

In math, five (5.4%) sixth graders exhibited advanced skills, and 24 (25.8%) scored in the proficient range; four (5.3%) of 75 seventh graders scored in the advanced level, and 17 (22.7%) were proficient; and one (1.2%) eighth grader was advanced, and 14 (16.5%) scored in the proficient range based on the revised cut scores (Figure 15). Had the former WKCE cut scores been applied this year, 29 (31.2%) sixth graders would have been at the advanced level, and 48 (51.6%) would have been proficient; 12 (16.0%) seventh graders would have been advanced, and 40 (53.3%) would have been

proficient; and six (7.1%) eighth graders would have been at the advanced level, and 39 (45.9%) would have been proficient in math (not shown).



On average, MAS sixth-grade students scored in the 43th percentile statewide in math; seventh-grade students scored in the 38th percentile; and eighth graders scored in the 31st percentile in math (not shown).

Eighth-grade students also complete the language arts section of the WKCE.⁶⁵ Results from the fall of 2012 indicate that five (6.0%) eighth graders demonstrated advanced language arts skills, and

⁶⁵ Only 84 eighth graders completed the language arts test.

23 (27.4%) scored in the proficient range. Cut scores for the language arts test were not altered, so results from this year are comparable to those from prior years.

The final score from the WKCE is a writing score for fourth, eighth, and 10th graders. The extended writing sample is scored using two holistic rubrics that are similar to those used on the fourth-grade test. Points received on the two rubrics are combined to produce a single score on the report, with a maximum possible score of 9.⁶⁶ The MAS eighth-grade writing scores ranged from four to seven. The median score was six, meaning half of the students scored at or below six; and half scored at or above six on a scale of zero to nine.

b. Standardized Tests for Ninth and 10th Graders

The EXPLORE is the first in a series of two pre-ACT tests developed by ACT and is typically administered to students in eighth or ninth grade. The EXPLORE includes sections for English, math, reading, and science. EXPLORE scores provide information about students' knowledge, skills, interests, and plans. Students can use this information as they plan their high school coursework and begin thinking about college and careers. In addition to providing a score for each section, the EXPLORE provides a composite score for each student that reflects all the areas tested. Students can score between one and 25 on each section of the test; the composite score, which also ranges from one to 25, is an average of the scores from all four subtests.⁶⁷

The PLAN, the second in the series of pre-ACT tests, is generally taken in 10th grade as a follow-up to the EXPLORE. Like the EXPLORE, the PLAN includes sections for English, math, reading, and science. Results of the PLAN can be used as a guidance tool for students planning to attend college or join the workforce following graduation. It also has been shown to be a predictor of student

⁶⁶ See www.dpi.state.wi.us/oea/kc_writg.html for details.

⁶⁷ Information found at <http://actstudent.org/explore/index.html>, July 2008.

success on the ACT. Students can score between one and 32 on each section of the test; the composite score, which also ranges from one to 32, is an average of the scores from all four subtests.⁶⁸

In addition to providing information about students' skill levels in reading, math, English, and science, scores from the EXPLORE, PLAN, and ACT from consecutive years can be used to gauge student progress toward college readiness. ACT conducted a study to determine the relationship between scores on the EXPLORE, PLAN, and ACT with success in college courses. Based on that research, ACT set minimum scores on the English, math, reading, and science subtests for the EXPLORE, PLAN, and ACT that serve as benchmarks for success in college-level English composition, algebra, social sciences, and biology. Students who reach the benchmark or higher on the EXPLORE as ninth graders, the PLAN as 10th graders, and the ACT as 11th or 12th graders have a 50.0% chance of receiving at least a B in those college courses. Table 28 shows ACT's benchmark scores for each subtest on the EXPLORE and PLAN.⁶⁹ ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores for these tests by averaging the benchmark scores from the four subtests. The ACT composite benchmark, created using this same procedure, was published by ACT.

Table 28 Milwaukee Academy of Science ACT College Readiness Benchmarks for the EXPLORE and PLAN			
Subtest	EXPLORE Benchmark (9th Grade)	PLAN Benchmark (10th Grade)	ACT Benchmark (11th Grade)
English	14	15	18
Math	18	19	22
Reading	16	17	21
Science	20	21	24
Composite*	17	18	21.25

*ACT does not publish a benchmark for the EXPLORE composite score; CRC calculated a composite benchmark equal to 17 by averaging the benchmark scores from the four subtests.

⁶⁸ Information found at <http://www.act.org/plan>, July 2008.

⁶⁹ For more information, see the ACT EXPLORE Technical Manual online at <http://www.act.org/explore/pdf/TechManual.pdf>

The following describes results for ninth and 10th graders relative to these benchmarks. It also describes the school's progress toward meeting goals related to providing additional intervention to students based on their composite scores.

i. EXPLORE for Ninth Graders

All ninth graders were required to take the EXPLORE during October/November 2012, the same timeframe the DPI established for the standardized WKCE. All students enrolled during the fall test period completed the EXPLORE. In addition to administering the EXPLORE in the fall of the school year to comply with the CSRC requirement, MAS also administered the test in the spring of 2013 to measure student progress from fall to spring. The following sections illustrate student performance relative to the ACT readiness benchmarks on each subtest, as well as the composite score for all students who took the test in the fall and spring of the school year. As shown, 19 (34.5%) students who completed both the fall and spring tests scored 14 or more on the fall English test; eight (14.5%) scored 18 or higher on the math test; eight (14.5%) scored 16 or better on the reading test; three (5.5%) scored at or above the benchmark for science; and six (10.9%) students were at or above the composite benchmark score in the fall of 2012. At the time of the spring 2013 test, 31 (56.4%) students were at or above the English benchmark; nine (16.4%) were at or above the math benchmark; 16 (29.1%) were at or above the reading benchmark; 11 (20.0%) were at or above the science benchmark; and 17 (30.9%) students were at or above the composite benchmark (Table 29).

Table 29					
Milwaukee Academy of Science EXPLORE for 9th Graders Minimum, Maximum, and Average Scores Fall 2012 and Spring 2013 (N = 55)					
Test Section	Minimum Score	Maximum Score	Average Score	Students at or Above Benchmark	
				N	%
Fall 2012					
English	5.0	22.0	13.1	19	34.5%
Math	5.0	23.0	14.1	8	14.5%
Reading	8.0	23.0	12.8	8	14.5%
Science	6.0	21.0	15.1	3	5.5%
Composite*	10.0	22.0	14.0	6	10.9%
Spring 2013					
English	9.0	24.0	14.9	31	56.4%
Math	7.0	24.0	14.9	9	16.4%
Reading	7.0	24.0	14.2	16	29.1%
Science	5.0	22.0	16.6	11	20.0%
Composite *	9.0	22.0	15.2	17	30.9%

*ACT does not publish a benchmark for the EXPLORE composite score; CRC calculated a composite benchmark equal to 17 by averaging the benchmark scores from the four subtests.

CRC also examined student progress from the fall 2012 to the spring 2013 EXPLORE. The following sections describe progress for students who were at or above the benchmark on each of the four subtests and the composite score at the time of the fall 2012 EXPLORE, and then progress for the students who were below benchmarks at the time of the fall 2012 EXPLORE.

Students at or Above Benchmarks on the Fall 2012 EXPLORE Subtests

CRC first examined scores for students who were at or above the college readiness benchmarks on the fall 2012 EXPLORE. Of the 19 students at or above benchmark on the fall English subtest, 16 (84.2%) remained at or above benchmark on the spring test (Table 30). In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Due to the small number of students who were at or above benchmark on the math, reading, and science subtests as well as the composite score, CRC could not include results in this report.

Table 30						
Milwaukee Academy of Science						
Progress for Students at or Above Benchmarks on the Fall 2012 EXPLORE						
(N = 55)						
Subtest	Students at or Above Benchmark on the EXPLORE Fall 2012		Students Who Remained at or Above Benchmark on the EXPLORE Spring 2013		Students Below Benchmark on the EXPLORE Spring 2013	
	N	%	N	%	N	%
English	19	34.5%	16	84.2%	3	15.8%
Math	8	14.5%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Reading	8	14.5%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Science	3	5.5%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Composite*	6	10.9%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	

*Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

Students Below Benchmarks on the Fall 2012 EXPLORE Subtests

Next, CRC examined progress for students below benchmarks on each of the fall 2012 EXPLORE subtests. As Table 31 illustrates, 36 (65.5%) of the 55 students who took the fall 2012 and spring 2013 EXPLORE scored below the benchmark on the English subtest. At the time of the spring 2013 test, 15 (41.7%) of those students reached the benchmark, and nine (25.0%) had improved their scores by at least one point. Four (8.5%) of the 47 students below the benchmark on the fall 2012

math test reached benchmark by the spring test, and 21 (44.7%) had improved their scale scores by at least one point from the fall to the spring. Eight (17.0%) of the 47 students below benchmark in reading reached benchmark by the spring test, and 29 (61.7%) students improved their reading scores between tests. In science, nine (17.3%) of the 52 students below benchmark in the fall of 2012 reached benchmark by the time of the spring test, and 26 (50.0%) students increased their scale scores between tests. Forty-nine students scored below a 17 on the fall 2012 EXPLORE; by the time of the spring test, 11 (22.4%) of the students had reached benchmark, and 24 (49.0%) had improved their scores by at least one point.

Table 31 Milwaukee Academy of Science Fall to Spring Student Progress: Fall 2012 to Spring 2013 EXPLORE for Students Below Benchmarks on the Fall 2012 EXPLORE								
Subtest	Students Below Benchmark on the EXPLORE Fall 2012 (N = 55)		Students Who Achieved Benchmark on the EXPLORE Spring 2013		Students Who Did Not Achieve Benchmark But Increased at Least One Point on the EXPLORE Spring 2013		Overall Progress of Students Below Benchmark on Fall 2012 EXPLORE	
	N	%	N	%	N	%	N	%
English	36	65.5%	15	41.7%	9	25.0%	24	66.7%
Math	47	85.5%	4	8.5%	21	44.7%	25	53.2%
Reading	47	85.5%	8	17.0%	29	61.7%	37	78.7%
Science	52	94.5%	9	17.3%	26	50.0%	35	67.3%
Composite*	49	89.1%	11	22.4%	24	49.0%	35	71.4%

*Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

ii. *PLAN for 10th Graders*

All 10th-grade students were required to take the PLAN in the fall of 2012. In addition to the fall PLAN, MAS administered the PLAN to 10th-grade students in the spring of 2013 in order to

measure progress from fall to spring. Table 32 shows the minimum, maximum, and average scores at the time of each test for students who took the PLAN in the fall and spring of the school year. As shown, the average score for each subtest, as well as the average composite score, increased from fall to spring.

Table 32					
Milwaukee Academy of Science PLAN for 10th Graders Minimum, Maximum, and Average Scores Fall 2012 and Spring 2013 (N = 43)					
Test Section	Minimum Score	Maximum Score	Average Score	Students at or Above Benchmark	
				N	%
Fall 2012					
English	7.0	19.0	13.2	15	34.9%
Math	8.0	25.0	15.3	4	9.3%
Reading	6.0	24.0	13.7	6	14.0%
Science	13.0	22.0	16.5	1	2.3%
Composite*	10.0	20.0	14.9	4	9.3%
Spring 2013					
English	8.0	23.0	15.5	26	60.5%
Math	10.0	27.0	16.0	4	9.3%
Reading	10.0	25.0	15.3	8	18.6%
Science	11.0	21.0	17.2	2	4.7%
Composite *	11.0	22.0	16.0	8	18.6%

*ACT does not publish a benchmark for the PLAN composite score; CRC calculated a composite benchmark equal to 18 by averaging the benchmark scores from the four subtests.

CRC also examined student progress from the fall 2012 to the spring 2013 PLAN. The following sections describe progress for students who were at or above the benchmark on each of the four subtests at the time of the fall 2012 PLAN, and then progress for the students who were below benchmark on the four subtests at the time of the fall 2012 PLAN.

Students at or Above Benchmarks on the Fall 2012 PLAN Subtests

CRC first examined scores for students who were at or above the college readiness benchmarks on the fall 2012 PLAN. Of the 15 students who were at or above the English benchmark in the fall, 12 (80.0%) remained at or above benchmark on the spring test. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above benchmarks on the other fall tests, CRC could not include results in this report.

Table 33						
Milwaukee Academy of Science						
Progress for Students at or Above Benchmarks on the Fall 2012 PLAN						
(N = 43)						
Subtest	Students at or Above Benchmark on the PLAN Fall 2012		Students Who Remained at or Above Benchmark on the PLAN Spring 2013		Students Below Benchmark on the PLAN Spring 2013	
	N	%	N	%	N	%
English	15	34.9%	12	80.0%	3	20.0%
Math	4	9.3%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Reading	6	14.0%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Science	1	2.3%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Composite*	4	9.3%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	

*Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

Students Below Benchmarks on the Fall 2012 PLAN Subtests

Next, CRC examined progress for students below benchmarks on each of the fall 2012 PLAN subtests. As Table 34 illustrates, 28 (65.1%) of the 43 students who took the fall 2012 and spring 2013 PLAN scored below the benchmark on the English subtest. At the time of the spring test, 14 (50.0%) of those students reached the benchmark, and 11 (39.3%) had improved their scores by at least one point. Two (5.1%) of the 39 students below the benchmark on the fall math test reached benchmark in

the spring, and 17 (43.6%) improved their scale scores by at least one point. Four (10.8%) of the 37 students below benchmark in reading reached benchmark, and 23 (62.2%) had improved their reading scores by the spring test. Of 42 students below benchmark in science on the fall test, two (4.8%) reached benchmark by the time of the spring test, and 22 (52.4%) increased their scale scores between tests. Finally, 39 (90.7%) students were below the composite benchmark at the time of the fall test; by the time of the spring test, four (10.3%) of those students had reached benchmark, and 23 (59.0%) students improved their scores by at least one point.

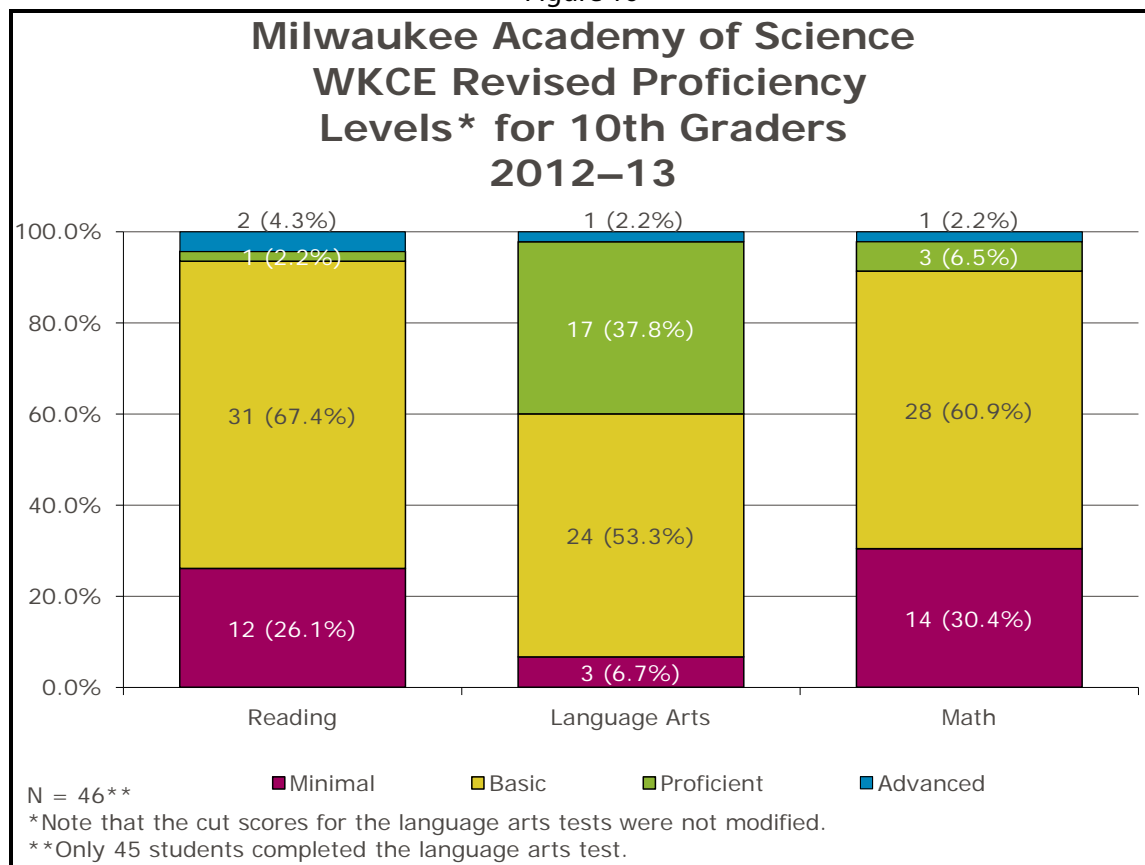
Table 34 Milwaukee Academy of Science Fall to Spring Student Progress: Fall 2012 to Spring 2013 PLAN for Students Below Benchmarks on the Fall 2012 PLAN								
Subtest	Students Below Benchmark on the PLAN Fall 2012 (N = 43)		Students Who Achieved Benchmark on the PLAN Spring 2013		Students Who Did Not Achieve Benchmark But Increased at Least One Point on the PLAN Spring 2013		Overall Progress of Students Below Benchmark on Fall 2012 PLAN	
	N	%	N	%	N	%	N	%
English	28	65.1%	14	50.0%	11	39.3%	25	89.3%
Math	39	90.7%	2	5.1%	17	43.6%	19	48.7%
Reading	37	86.0%	4	10.8%	23	62.2%	27	73.0%
Science	42	97.7%	2	4.8%	22	52.4%	24	57.1%
Composite*	39	90.7%	4	10.3%	23	59.0%	27	69.2%

*Note that ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores by averaging the benchmarks from the four subtests. The composite benchmark score for the ACT was published by ACT.

iii. WKCE for 10th Graders

In October 2012, 46 10th graders were given the WKCE.⁷⁰ Based on the revised cut scores, two (4.3%) students scored advanced, and one (2.2%) scored proficient in reading; one (2.2%) scored advanced, and 17 (37.8%) scored proficient in language arts; and one (2.2%) student scored advanced, and three (6.5%) scored proficient in math. Results are illustrated in Figure 16. If the former cut scores used prior to this year had been applied to this year's scale scores, six (13.0%) 10th graders would have been advanced, and 23 (50.0%) would have been proficient in reading; and two (4.3%) students would have been advanced, and 17 (37.0%) would have been proficient in math. Cut scores for the language arts test were not altered, so results from this year are comparable to those from prior years.

Figure 16



⁷⁰ Only 45 students completed the language arts test.

On average, MAS 10th-grade students scored in the 32nd percentile statewide in reading and in the 29th percentile in math (not shown).

The MAS 10th-grade writing scores ranged from four to six. The median score was six, meaning half of the students scored at or below six, and half scored at or above six on a scale of zero to nine.

c. *ACT or SAT for 11th and 12th Graders*

The final CSRC expectation was that all 11th and 12th graders would take the ACT or SAT. 11th graders were to have taken the test by the end of the school year. Twelfth graders were to have taken the test in the fall of their senior year. This year, 29 11th and 40 12th graders were enrolled at the end of the year and therefore should have taken the test. Of these 69 students, 65 (94.2%) completed the ACT; none of the students took the SAT. This falls short of CSRC expectations that all 11th and 12th graders take the ACT or SAT.

ACT scores were available for 64 of the 65 of the students who completed the test. Composite ACT scores for 11th graders ranged from 11 to 22, with an average of 14 (Table 35). ACT scores for 12th graders ranged from 11 to 26, with an average of 15.6. Overall, 11th and 12th graders scored, on average, 14.9 points on the ACT composite (not shown). One (3.8%) of 26 11th graders and four (10.5%) of 38 12th-grade students with scores available scored at or above the ACT composite benchmark of 21.25 (21 when rounding).

Table 35					
Milwaukee Academy of Science ACT Scores for 11th and 12th Graders 2012–13					
ACT Test Subject	Minimum	Maximum	Average	Students at or Above Benchmark	
				N	%
11th Grade (N = 26)					
English	8	16	12.2	0	0.0%
Math	12	28	15.3	1	3.8%
Reading	9	19	14.0	0	0.0%
Science	9	23	14.0	0	0.0%
Composite	11	22	14.0	1	3.8%
12th Grade (N = 38)					
English	6	29	13.7	5	13.2%
Math	8	26	15.6	1	2.6%
Reading	10	29	15.4	3	7.9%
Science	9	23	16.3	0	0.0%
Composite	11	26	15.6	4	10.5%

C. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. First- through third-grade skills are assessed based on the SDRT. Year-to-year progress expectations apply to all students with scores in consecutive years. Fourth- through eighth-grade reading and math skills are tested on the WKCE. Year-to-year progress expectations apply to students who have been enrolled at the school for a full academic year. This year, WKCE progress will be measured using the revised cut scores as well as the former cut scores used prior to the current school year. Progress toward college readiness from ninth to 10th grade is assessed using benchmarks from the EXPLORE and PLAN tests, and progress from 10th to 11th grade is assessed using benchmarks from the PLAN to the ACT test. The CSRC requires that multiple-year progress be reported for students who met proficiency-level expectations (i.e., scored at proficient or advanced levels) and for those

students who did not meet proficiency-level expectations (i.e., tested at minimal or basic levels) in the 2011–12 school year.

The CSRC expectations on the SDRT are that at least 75.0% of students who were at or above grade level the previous year maintain at or above grade-level status during the current year. Students below grade level are expected to advance, on average, more than 1.0 GLE. For the WKCE, the expectation is that at least 75.0% of the students who were at the proficient or advanced levels on the previous year's WKCE reading and math subtests, and who met the full academic year definition, would maintain their status of proficient or above. For those students who scored below expectations, i.e., at the minimal or basic levels on their previous year's WKCE reading or math tests, the expectation is that at least 60.0% of students would either advance to the next proficiency level or advance to the next highest quartile within their previous year's proficiency level.⁷¹ Finally, expectations related to the EXPLORE, PLAN, and ACT are that at least 75.0% of the students at benchmark in any of the subtest areas or the composite score will maintain that status on the next test in the series (e.g., EXPLORE to PLAN and PLAN to ACT). It is expected that at least 60.0% of the students below benchmark in any of the subtest areas or composite score will reach benchmark or increase their score by at least one point on the next test in the series the following year.

1. SDRT Results for First Through Third Graders

The standardized test used by the CSRC to track reading progress from first through third grade is the SDRT. GLE scores from this test do not translate into proficiency levels; therefore, results are described in GLE. Progress for all students who took tests in the last two consecutive years was examined.

⁷¹ Students had to be enrolled in the school on or before September 16, 2010, to meet the FAY definition.

There were 52 students enrolled at MAS as first graders in 2011–12 who took the test in 2012–13 as second graders; 43 students were enrolled in 2011–12 as second graders who took the test in 2012–13 as third graders. The average advancement for all students from 2011–12 to 2012–13 was 0.9 GLE. Fifty (96.2%) of 52 second graders and 31 (72.1%) of 43 third graders were at or above GLE at the time of the spring 2012 SDRT (not shown). The following sections describe progress for students at or above GLE and those below GLE in 2012.

a. Students at or Above GLE

Beginning in 2011–12, the CSRC required the school to measure progress for students who were at or above GLE at the time of the previous year’s test. The expectation is that at least 75.0% of students at or above grade level will maintain grade-level status during the current school year. At the time of the 2011–12 test, 50 second graders and 31 third graders tested at or above grade level. Forty-one (82.0%) of the 50 second graders and 23 (74.2%) of 31 third graders maintained grade-level status during 2012–13 (Table 36). Overall, 79.0% of 81 students at or above grade level in 2011–12 maintained grade level status in 2012–13; therefore, the school met the CSRC goal related to this outcome.

Table 36 Milwaukee Academy of Science Progress for Students at or Above GLE in 2011–12 Based on SDRT			
Grade (2011–12 to 2012–13)	Students Who Were at or Above GLE in 2011–12	Students Who Maintained at or Above in 2012–13	
		N	%
1st to 2nd	50	41	82.0%
2nd to 3rd	31	23	74.2%
Total	81	64	79.0%

b. *Students Below GLE*

The CSRC requires that progress for students below proficiency be examined separately. The SDRT does not provide proficiency indicators; therefore, GLE scores were used to identify students who were functioning below grade level in reading. The CSRC expects more than 1.0 GLE improvement for these students. As illustrated below, 14 second and third graders tested below GLE as first or second graders. These students advanced, on average, 0.8 GLE this year, short of the CSRC goal (Table 37).

Table 37				
Milwaukee Academy of Science Average GLE Advancement in Reading for Students Below GLE in 2011–12				
Grade (2011–12 to 2012–13)	Average GLE 2011–12	Average GLE 2012–13	Average GLE Advancement	% Met Goal*
1st to 2nd (n = 2)	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size
2nd to 3rd (n = 12)	1.8	2.7	0.9	33.3%
Total (N = 14)	--	--	0.8	28.6%

Note: Results are rounded to the nearest one 10th.

*Improved more than 1.0 GLE.

2. Multiple-Year Student Progress for Fourth Through Eighth Graders Using Former WKCE Cut Scores

Until the current school year, WKCE proficiency levels were based on cut scores developed by the state that aligned with state reading and math standards. In 2012–13, the state began using revised cut scores that are based on those used by NAEP and more closely align with national and international standards. During this transition year, year-to-year student progress will be measured using both the former cut scores and revised cut scores. In order to do so, the former proficiency level cut scores and quartiles will be applied to the scale scores for the current year, and the revised cut scores will be applied to last year's scale scores. This section describes progress from last year to this

year using the former cut scores; the following section will describe progress using the revised cut scores.

a. Students Who Met Proficiency-Level Expectations (Former Cut Scores)

Based on fall of 2011 WKCE data, 211 students reached proficiency in reading, and 190 were proficient or higher in math. As illustrated in Tables 38 and 39, 89.6% of students maintained their reading levels and 88.9% maintained proficient or advanced levels in math, exceeding the CSRC expectation of 75.0%.

Table 38 Milwaukee Academy of Science Reading Proficiency-Level Progress for Students Proficient or Advanced in 2011–12 Based on Former WKCE Proficiency Cut Scores			
Grade	Students Proficient/Advanced in 2011–12	Students Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	39	33	84.6%
4th to 5th	42	39	92.9%
5th to 6th	45	39	86.7%
6th to 7th	34	33	97.1%
7th to 8th	51	45	88.2%
Total	211	189	89.6%

Table 39 Milwaukee Academy of Science Math Proficiency-Level Progress for Students Proficient or Advanced in 2011–12 Based on Former WKCE Proficiency Cut Scores			
Grade	Students Proficient/Advanced in 2011–12	Students Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	23	19	82.6%
4th to 5th	33	31	93.9%
5th to 6th	41	41	100.0%
6th to 7th	44	41	93.2%
7th to 8th	49	37	75.5%
Total	190	169	88.9%

b. Students Who Did Not Meet Proficiency-Level Expectations (Former Cut Scores)

To determine if students who did not meet proficient or advanced levels were making progress, CRC examined whether or not these students were able to improve scores by moving up one or more categories, e.g., minimal to basic, basic to proficient, or minimal to proficient. If students were not able to improve by a level, CRC examined student progress within the student’s skill level. To examine movement within a proficiency level, CRC equally divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.⁷²

There were 103 students who scored in the minimal or basic categories in 2011–12 based on the former proficiency-level cut scores. Of these, 64.1% showed improvement by progressing to a higher proficiency level (N = 52) or quartile (N = 14) in reading (Table 40). The CSRC expectation is that at least 60.0% of students will show progress; therefore, MAS did meet this expectation.

⁷² This method is used by CRC to examine student progress in the schools chartered by the city.

Table 40 Milwaukee Academy of Science Reading Proficiency-Level Progress for Students Minimal or Basic in 2011–12 Based on Former WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency Level Advancement	
				N	%
3rd to 4th	20	7	3	10	50.0%
4th to 5th	20	8	3	11	55.0%
5th to 6th	20	9	4	13	65.0%
6th to 7th	27	20	3	23	85.2%
7th to 8th	16	8	1	9	56.3%
Total	103	52	14	66	64.1%

Proficiency-level progress in math is described in Table 41. There were 124 students who scored below proficient on the fall 2011 WKCE. Overall, 47.6% of these students either advanced one proficiency level (N = 52) or, if they did not advance a level, improved at least one quartile within their level (N = 7). The CSRC expectation is that at least 60.0% of students will show progress; therefore, MAS did not meet this expectation.

Table 41 Milwaukee Academy of Science Math Proficiency-Level Progress for Students Minimal or Basic in 2011–12 Based on Former WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency Level Advancement	
				N	%
3rd to 4th	36	9	1	10	27.8%
4th to 5th	29	11	3	14	48.3%
5th to 6th	24	20	1	21	87.5%
6th to 7th	17	9	1	10	58.8%
7th to 8th	18	3	1	4	22.2%
Total	124	52	7	59	47.6%

3. Multiple-Year Student Progress for Fourth Through Eighth Graders Using Revised Cut Scores

The previous section described progress for students from 2011–12 to 2012–13 using former WKCE proficiency-level cut scores (i.e., those used until the current school year). This section describes progress for these same students using the revised proficiency-level cut scores that were implemented in 2012–13. In order to do this, the revised cut scores were applied to scale scores from 2011–12. It is important to note that the range of scale scores used to assign the proficiency level differ from the ranges using the former cut scores; therefore, it may not be possible to directly compare results using the two different models. The results described in this section simply provide a look at student progress using the revised cut scores but the same standards.

a. *Students Who Met Proficiency-Level Expectations (Revised Cut Scores)*

Based on fall 2011 WKCE data, 23 students reached proficiency in reading when revised cut scores were applied, and 72 were proficient or higher in math. As illustrated in Tables 42 and 43, 56.5% of students maintained their reading levels, and 76.4% maintained proficient or advanced levels in

math. Had the CSRC expectations applied to the revised year-to-year results, MAS would not have met the expectation for reading but did meet the expectation for math.

Table 42 Milwaukee Academy of Science Reading Proficiency-Level Progress for Students Proficient or Advanced in 2011–12 Based on Revised WKCE Proficiency Cut Scores			
Grade	Students Proficient/Advanced in 2011–12	Students Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	3	Cannot report due to <i>n</i> size	
4th to 5th	5	Cannot report due to <i>n</i> size	
5th to 6th	5	Cannot report due to <i>n</i> size	
6th to 7th	5	Cannot report due to <i>n</i> size	
7th to 8th	5	Cannot report due to <i>n</i> size	
Total	23	13	56.5%

Table 43 Milwaukee Academy of Science Math Proficiency-Level Progress for Students Proficient or Advanced in 2011–12 Based on Revised WKCE Proficiency Cut Scores			
Grade	Students Proficient/Advanced in 2011–12	Students Maintained Proficient/Advanced in 2012–13	
		N	%
3rd to 4th	3	Cannot report due to <i>n</i> size	
4th to 5th	14	13	92.9%
5th to 6th	20	16	80.0%
6th to 7th	13	12	92.3%
7th to 8th	22	11	50.0%
Total	72	55	76.4%

b. *Students Who Did Not Meet Proficiency-Level Expectations (Revised Cut Scores)*

To determine if students who did not meet proficient or advanced levels were making progress, CRC examined whether or not these students were able to improve scores by moving up one or more categories, e.g., minimal to basic, basic to proficient, or minimal to proficient. If students were not able to improve by a level, CRC examined student progress within the student's skill level. To examine movement within a proficiency level, CRC equally divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.⁷³

There were 291 students who scored in the minimal or basic categories in 2011–12 based on the revised proficiency-level cut scores. Of these, 38.1% showed improvement by progressing to a higher proficiency level (N = 53) or quartile (N = 58) in reading (Table 44). Had the CSRC expectation applied to the year-to-year progress using the revised cut scores, MAS did not meet the expectation for reading.

Table 44 Milwaukee Academy of Science Reading Proficiency-Level Progress for Students Minimal or Basic in 2011–12 Based on Revised WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency Level Advancement	
				N	%
3rd to 4th	56	6	6	12	21.4%
4th to 5th	57	14	11	25	43.9%
5th to 6th	60	6	13	19	31.7%
6th to 7th	56	19	16	35	62.5%
7th to 8th	62	8	12	20	32.3%
Total	291	53	58	111	38.1%

⁷³ This method is used by CRC to examine student progress in the schools chartered by the city.

Proficiency-level progress in math is described in Table 45. When the revised cut scores were applied to the 2011–12 scale scores, 242 students scored below proficient on the fall 2011 WKCE. Overall, 44.2% of these students either advanced one proficiency level (N = 44) or, if they did not advance a level, improved at least one quartile within their level (N = 63). Had the CSRC expectation applied to the year-to-year progress using the revised cut scores, MAS did not meet the expectation for math.

Table 45 Milwaukee Academy of Science Math Proficiency-Level Progress for Students Minimal or Basic in 2011–12 Based on Revised WKCE Proficiency Cut Scores					
Grade	# Students Minimal/Basic 2011–12	# Students Who Advanced One Proficiency Level 2012–13	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2012–13	Total Proficiency Level Advancement	
				N	%
3rd to 4th	56	8	9	17	30.4%
4th to 5th	48	9	19	28	58.3%
5th to 6th	45	17	19	36	80.0%
6th to 7th	48	9	12	21	43.8%
7th to 8th	45	1	4	5	11.1%
Total	242	44	63	107	44.2%

4. Benchmark Progress From the Fall of 2011 EXPLORE to the Fall of 2012 PLAN

Students in ninth grade at MAS during the 2011–12 school year took the EXPLORE in the fall of 2011. Those same ninth-grade students who were enrolled as 10th graders at MAS during 2012–13 took the PLAN during the fall of 2012. Students, parents, and teachers can use scores from each year to determine areas in which students may need additional assistance.

Using the minimum benchmark scores for each subject area (shown in Table 46) on the EXPLORE, CRC examined student progress from ninth to 10th grade. There were 40 MAS students who

took the EXPLORE in the fall of 2011 as ninth graders and the PLAN in the fall of 2012 as 10th graders. Of those students, nine (22.5%) were at or above the English benchmark, two (5.0%) students were at or above the benchmark in math, three (7.5%) were at or above the benchmark for reading, and none of the students were at or above the benchmark for science at the time of the fall 2011 EXPLORE. The following sections describe progress for students who were at or above the EXPLORE benchmark for each test as well as students who were below the benchmark at the time of the fall 2011 test.

a. Students at or Above Benchmarks on the EXPLORE Subtests

CRC first examined scores for students who were at or above benchmarks on the fall 2011 EXPLORE. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above benchmark, CRC could not include results in this report.

Table 46 Milwaukee Academy of Science Progress for Students at or Above Benchmarks on the Fall 2011 EXPLORE (N = 40)						
Subtest	Students at or Above Benchmark on the EXPLORE Fall 2011		Students Who Remained at or Above Benchmark on the PLAN Fall 2012		Students Below Benchmark on the PLAN Fall 2012	
	N	%	N	%	N	%
English	9	22.5%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Math	2	5.0%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Reading	3	7.5%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Science	0	0.0%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Composite*	2	5.0%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	

*ACT does not publish a benchmark for the EXPLORE or PLAN composite score; CRC calculated a composite benchmark equal to 17 for the EXPLORE and 18 for the PLAN by averaging the benchmark scores from the four subtests.

b. Students Below Benchmarks on the EXPLORE Subtests

Next, CRC examined progress for students below benchmarks on each of the fall 2011 EXPLORE subtests. As Table 47 illustrates, 31 (77.5%) of the 40 students who took the EXPLORE and PLAN scored below the benchmark on the EXPLORE English subtest. At the time of the fall 2012 PLAN, seven (22.6%) of those students reached the benchmark, and 14 (45.2%) had improved their scores by at least one point. Three (7.9%) of the 38 students below benchmark in math reached benchmark, and 20 (52.6%) students had improved their math scores between the EXPLORE and PLAN. Three (8.1%) of the 37 students below the benchmark on the fall 2011 EXPLORE reading test reached benchmark by the fall 2012 PLAN, and 20 (54.1%) had improved their scale scores by at least one point from the EXPLORE to PLAN. One (2.5%) of the 40 students below benchmark in science on the fall 2011 EXPLORE reached benchmark by the time of the fall 2012 PLAN, and 27 (67.5%) students increased their scale scores between tests. Finally, two (5.3%) of the students whose composite scores were below a 17 on the EXPLORE scored an 18 or higher on the PLAN, and 26 (68.4%) students improved their composite scores by at least one point. More than 60.0% of students progressed on each of the subtests and the composite score. Therefore, MAS met the CSRC's expectation related to the EXPLORE and PLAN.

Table 47 Milwaukee Academy of Science Year-to-Year Student Progress: EXPLORE to PLAN Progress for Students Below Benchmarks on the Fall 2011 EXPLORE								
Subtest	Students Below Benchmark on the EXPLORE Fall 2011 (N = 40)		Students Who Achieved Benchmark on the PLAN Fall 2012		Students Who Did Not Achieve Benchmark But Increased at Least One Point on the PLAN Fall 2012*		Overall Progress of Students Below Benchmark on Fall 2011 EXPLORE	
	N	%	N	%	N	%	N	%
English	31	77.5%	7	22.6%	14	45.2%	21	67.7%
Math	38	95.0%	3	7.9%	20	52.6%	23	60.5%
Reading	37	92.5%	3	8.1%	20	54.1%	23	62.2%
Science	40	100.0%	1	2.5%	27	67.5%	28	70.0%
Composite**	38	95.0%	2	5.3%	26	68.4%	28	73.7%

*Scores on the EXPLORE and PLAN are scaled so that a score on the EXPLORE represents the same level of skill as the same score on the PLAN. Therefore, a score increase in one subject from the EXPLORE to the PLAN demonstrates progress in that subject area from one year to the next.

**ACT does not publish a benchmark for the EXPLORE or PLAN composite score; CRC calculated a composite benchmark equal to 17 for the EXPLORE and 18 for the PLAN by averaging the benchmark scores from the four subtests.

5. Benchmark Progress From the Fall 2010/2011 PLAN to the 2012–13 ACT

Students in 10th grade at MAS during the 2010–11 and 2011–12 school years took the PLAN in the fall semester. Those same 10th-grade students who were enrolled as 11th or 12th graders at MAS during 2012–13 took the ACT sometime during the year.

Using the minimum benchmark scores for each subject area (shown earlier in this report) on the PLAN, CRC examined student progress from 10th to 11th grade or 12th grade. There were 56 MAS students who took the PLAN in the fall of 2010 or 2011 as 10th graders and the ACT 2012–13 as 11th or 12th graders. Of those students, 12 (21.4%) were at or above the English benchmark; five (8.9%) students were at or above the benchmark in math; 12 (21.4%) were at or above the benchmark in reading; and one (1.8%) of the students was at or above the benchmark in science at the time of the fall 2010 or 2011 PLAN. Five (8.9%) students scored an 18 or higher composite score on the fall 2010 or

2011 PLAN. The following sections describe progress for students who were at or above the PLAN benchmark for each test as well as students who were below the benchmark at the time of the fall 2010 or 2011 test.

a. *Students at or Above Benchmarks on the Fall of 2010/2011 PLAN Subtests*

CRC first examined scores for 12 students who were at or above the English benchmark on the fall 2010 or 2011 PLAN; five (41.7%) maintained benchmark on the 2012–13 ACT. Of the 12 students at or above the PLAN reading benchmark, three (25.0%) maintained benchmark on the ACT reading test. This falls short of the CSRC expectation that 75.0% of students maintain benchmark. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above benchmark in math or science subtests or the composite score, CRC could not include the number of students who remained at or above the benchmark on each test in this report.

Table 48 Milwaukee Academy of Science Year-to-Year Student Progress: PLAN to ACT Results Progress for Students at or Above Benchmarks on the Fall 2010/2011 PLAN (N = 56)						
Subtest	Students at or Above Benchmark on the PLAN Fall 2010/2011		Students Who Remained at or Above Benchmark on the ACT 2012–13		Students Below Benchmark on the ACT 2012–13	
	N	%	N	%	N	%
English	12	21.4%	5	41.7%	7	58.3%
Math	5	8.9%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Reading	12	21.4%	3	25.0%	9	75.0%
Science	1	1.8%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	
Composite*	5	8.9%	Cannot report due to <i>n</i> size		Cannot report due to <i>n</i> size	

*The PLAN does not have a composite benchmark score. CRC created a PLAN composite benchmark score by averaging the benchmark scores for the four subtests.

b. *Students Below Benchmarks on the Fall 2010/2011 PLAN Subtests*

Next, CRC examined progress for students below benchmarks on each of the fall 2010/2011 PLAN subtests. As Table 49 illustrates, none of the students below benchmark on English, math, reading, or science subtests reached benchmark on the 2012–13 ACT. However, 25 (56.8%) of the 44 students below benchmark in English, 27 (52.9%) of the 51 students below benchmark in math, 26 (59.1%) of the 44 students below benchmark in reading, and 25 (45.5%) of the 55 students below benchmark in science had improved their scores by at least one point. There were 51 students who scored below 18 on the fall 2010 or 2011 PLAN composite score; one (2.0%) of those students had reached the ACT composite benchmark in 2012–13, and 25 (49.0%) students improved their composite scores by at least one point between the PLAN and the ACT for a total growth of 51.0%. This falls below the CSRC expectation that at least 60.0% of students below benchmark on any subtest or the composite score will achieve benchmark or improve at least one point from the PLAN to the ACT.

Table 49 Milwaukee Academy of Science Year-to-Year Student Progress: PLAN to ACT Progress for Students Below Benchmarks on the Fall 2010 or 2011 PLAN								
Subtest	Students Below Benchmark on the PLAN Fall 2010/2011 (N = 56)		Students Who Achieved Benchmark on the ACT 2012–13		Students Who Did Not Achieve Benchmark But Increased at Least One Point on the ACT 2012–13*		Overall Progress of Students Below Benchmark on Fall 2010/2011 PLAN	
	N	%	N	%	N	%	N	%
English	44	78.6%	0	0.0%	25	56.8%	25	56.8%
Math	51	91.1%	0	0.0%	27	52.9%	27	52.9%
Reading	44	78.6%	0	0.0%	26	59.1%	26	59.1%
Science	55	98.2%	0	0.0%	25	45.5%	25	45.5%
Composite**	51	91.1%	1	2.0%	25	49.0%	26	51.0%

*Scores on the PLAN and ACT are scaled so that a score on the PLAN represents the same level of skill as the same score on the ACT. Therefore, a score increase in one subject from the PLAN to the ACT demonstrates progress in that subject area from one year to the next.

**There is no composite benchmark score for the PLAN. CRC created a PLAN composite benchmark by averaging the benchmark scores for the four subtests.

D. CSRC School Scorecard

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The pilot ran for three years, from 2009–10 through 2011–12. In the fall of 2012, the CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress such as performance on standardized tests and local measures. It also includes point-in-time academic achievement and engagement elements such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating (Table 50).

Table 50	
City of Milwaukee	
Educational Performance Rating Scale for Charter Schools	
School Status	Scorecard % Total
High Performing/Exemplary	100%–85%
Promising/Good	84%–70%
Problematic/Struggling	69%–55%
Poor/Failing	54% or less

The CSRC uses the score and rating to guide decisions regarding whether to accept a school’s annual education performance and continue monitoring as usual and whether to recommend a school for a five-year contract renewal at the end of its fourth year of operation under its current contract. The CSRC expectation is that schools achieve a rating of 70.0% or more; if a school falls under 70.0%, the CSRC will carefully review the school’s performance and determine if a probationary plan should be developed.

This year, due to the change in WKCE cut score standards, CRC prepared two K4–8 scorecards and two high school scorecards, one each reflecting the WKCE results using the former proficiency-level cut scores used until the current school year and one each reflecting the revised cut scores. When WKCE results using the former cut scores were included, the school scored 73.2% percent on the K4–8

scorecard and 77.1% on the high school scorecard. This compares to 73.8% and 69.4% on the school's 2011–12 scorecards. When the revised WKCE cut scores were included, the school scored 59.1% on the K4–8 scorecard and 70.1% on the high school scorecard. See Appendix D for school scorecard information.

Additionally, for schools with students in K through 8 and high schools, CRC calculated a weighted average score for the entire school (K through 12). The weighted average is simply a measure that takes into consideration the number of students to which they were applied. CRC assigned the weight of each individual report card's score based on the number of students enrolled in the elementary/junior academy and the high school at the end of the school year. When combined, MAS had an overall, weighted average score of 74.0% for the scorecard with former WKCE cut scores and 61.3% for the scorecard that applied the revised WKCE cut scores.⁷⁴

E. Wisconsin Department of Public Instruction School Report Card⁷⁵

As part of the new state accountability system reflected in Wisconsin's approved Elementary and Secondary Education Act (ESEA) Flexibility Request,⁷⁶ the DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas.

- **Student Achievement**—Performance on the WKCE and the Wisconsin Alternative Assessment for Students with Disabilities in reading and mathematics.
- **Student Growth**—Improvement over time on the WKCE in reading and mathematics.

⁷⁴ Of the 850 students enrolled at the end of the school year, 79.9% were in grades K – 8 and 20.1% were in high school. Those percents were used to calculate the weighted scorecard percents.

⁷⁵ Information for this section was retrieved from the DPI website, <http://reportscards.dpi.wi.gov>. The DPI report card reflects the school's performance for the 2011–12 school year. Report cards for the 2012–13 school year will be issued in the fall of 2013.

⁷⁶ Department of Public Instruction, retrieved from http://acct.dpi.wi.gov/acct_accountability

- **Closing Gaps**—Progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates.
- **On-Track and Postsecondary Readiness**—Performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career.

Schools receive a score from 0 to 100 for each priority area. Scores for each area are included on each school's report card. The report cards are public documents and can be found on the DPI website. Some schools have had data replaced by an asterisk (*) because there are fewer than 20 students in a group.

In addition to priority area scores, performance on three student engagement indicators is reported. These include test participation rate (goal of 95.0% for all students and each subgroup), absenteeism rate (goal of 13.0% or less), and dropout rate (goal of 6.0% or less). Schools that do not meet the goals receive point deductions from their overall scores.

The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings:

- Significantly Exceeds Expectations (83.0–100.0)
- Exceeds Expectations (73.0–82.9)
- Meets Expectations (63.0–72.9)
- Meets Few Expectations (53.0–62.9)
- Fails to Meet Expectations (0.0–52.9)

MAS's report card indicated an overall accountability rating of 62.1 points, resulting in a rating of Meets Few Expectations. Further information on the report card for MAS is included in Appendix E.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the fifth year of MAS's operation as a City of Milwaukee charter school. The school has met all but four provisions of its contract with the City of Milwaukee and the subsequent requirements of the CSRC when the former WKCE cut scores were applied; when the revised cut scores were used, the school met all but six of the requirements. In addition, the school scored 73.2% on K–8 and 77.1% on the high school scorecards using the former WKCE cut scores.⁷⁷ Based on current and past contract compliance and the scorecard results, CRC's recommendation is that MAS continue regular, annual academic monitoring and reporting.

⁷⁷ Scores were 59.1% and 70.1% when the revised WKCE cut scores were applied.

Appendix A

Contract Compliance Chart

Milwaukee Academy of Science Overview of Compliance for Education-Related Contract Provisions 2012–13			
Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met?
Section I, B	Description of educational program; student population served.	2–5 and 16–19	Met
Section I, V	School will provide a copy of the calendar prior to the end of the previous school year.	11	Met
Section I, C	Educational methods.	2–5	Met
Section I, D	Administration of required standardized tests: a. 1st through 8th grades b. 9th through 12th grades	37–47 and 65–68 68–79	a. Met b. Substantially met ⁷⁸
Section I, D	All new high school students tested within 30 days of first day of attendance in reading and math.	53	Met ⁷⁹
Section I, D	Written annual plan for graduation.	50–51	Met
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	25–36 and 53–64	Met ⁸⁰
Section I, D	Academic criteria #2: Year-to-year achievement measure for 1st through 12th grades: a. 2nd- and 3rd-grade students at or above GLE in reading: At least 75.0% maintain GLE. b. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level. c. 4th- through 8th-grade students proficient or advanced in math: At least 75.0% maintain proficiency level.	a. 81 b. 83, 86–87 c. 83–84, 86–87	a. Met, 79.0% of 64 b. Met. When former WKCE cut scores were applied, 89.6% of 211. Not met. When revised cut scores were applied, 56.5% of 23. c. Met. When former WKCE cut scores were applied, 88.9% of 190. Met. When revised cut

⁷⁸ Sixty-five (94.2%) of the 69 11th and 12th graders still enrolled at the end of the school year had completed the ACT. All 70 ninth graders enrolled in the fall completed the EXPLORE and all but two of 47 10th graders enrolled in the fall of 2012 completed the PLAN.

⁷⁹ New high school students were tested in reading and math using the EXPLORE and PLAN; however, one new student did not have a reading and math score within 30 days of enrollment.

⁸⁰ The school met all but two of its internal goals; it did meet the expectations established by the CSRC.

Milwaukee Academy of Science Overview of Compliance for Education-Related Contract Provisions 2012–13			
Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met?
	d. 10th-grade students at or above benchmarks on the EXPLORE: At least 75.0% will maintain benchmarks on the PLAN. e. 11th-grade students at or above benchmarks on the PLAN: At least 75.0% will maintain benchmarks on the ACT.	d. 90 e. 93	scores were applied, 76.4% of 72. d. N/A ⁸¹ e. Not met ⁸²
Section I, D	Academic criteria #3: Year-to-year achievement measure for 1st through 12th grades: a. 2nd- and 3rd-grade students below grade level in reading: Advance more than 1 GLE in reading. b. 4th- through 8th-grade students below proficient level in reading: At least 60% will advance one level of proficiency or to the next quartile within the proficiency level range. c. 4th- through 8th-grade students below proficient level in math: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range.	a. 82 b. 84–85 and 88 c. 85–86 and 89	a. Not met ⁸³ b. Met. When former cut scores were applied, 64.1% of 103. Not met. When revised cut scores were applied, 38.1% of 291. c. Not met. When former cut scores were applied, 47.6% of 124. Not Met. When revised cut scores were applied, 44.2% of 242.

⁸¹ There were too few students at or above the EXPLORE benchmarks to include results in this report.

⁸² Only 41.7% of students at or above the PLAN English benchmark maintained on the ACT, and only 25.0% of students at or above the reading benchmark at the time of the PLAN maintained benchmark on the ACT. There were too few students at or above the math, science, and composite benchmarks to include results in this report.

⁸³ Fourteen second and third graders advanced 0.8 GLE, on average.

Milwaukee Academy of Science Overview of Compliance for Education-Related Contract Provisions 2012–13			
Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met?
	d. 10th-grade students below benchmarks on the EXPLORE: At least 60.0% of students below benchmark on any EXPLORE subtest or the composite score will reach benchmark or gain at least one point on the same subtest or composite score on the PLAN. e. 11th-grade students below benchmarks on the PLAN: At least 60.0% of students below benchmark on any PLAN subtest or the composite score will reach benchmark or gain at least one point on the same subtest or composite score on the ACT.	d. 91–92 e. 94	d. Met ⁸⁴ e. Not met ⁸⁵
Section I, E	Parental involvement.	12–13	Met ⁸⁶
Section I, F	Instructional staff hold a DPI license or permit to teach.	9	Substantially met ⁸⁷
Section I, I	Pupil database information, including special education-needs students.	16–19	Met
Section I, K	Discipline procedures.	13–14	Met

⁸⁴ More than 60.0% of students progressed on all four subtests and the composite score; 67.7% of students progressed on the English test from EXPLORE to PLAN, 60.5% showed progress on the math test, 62.2% on the reading test, 70.0% on the science test, and 73.7% of 10th graders showed progress on the composite score from EXPLORE to PLAN.

⁸⁵ Only 56.8% of students progressed on the English test from PLAN to ACT, 52.9% showed progress on the math test, 59.1% on the reading test, 45.5% on the science test, and 51.0% of 10th graders showed progress on the composite score from PLAN to the ACT.

⁸⁶ The school met its contract requirements but the junior academy/high school did not meet its internal goals for parental involvement; when separated, the junior academy met the school's internal goal but the high school did not.

⁸⁷ A math teacher in the middle school did not have a DPI license. However, he was enrolled in the Urban Education Fellows Program at Mount Mary University. This program requires a two-year commitment and will lead to teaching certification and an MA in Education. The program is available for individuals with bachelor's degrees who are not currently eligible for a teaching license.

Appendix B

Outcome Measures Agreement Memos

Student Learning Memorandum for Milwaukee Academy of Science Primary/Elementary Academy

To: Children's Research Center and the Charter School Review Committee
From: Milwaukee Academy of Science Primary/Elementary Academy
Re: Final Learning Memo for the 2012–13 School Year
Date: October 2, 2012

The following procedures and outcomes will be used for the 2012–13 school year to monitor the education-related activities described in the Milwaukee Academy of Sciences (MAS) Primary/Elementary Academy's charter school contract with the City of Milwaukee. Data will be provided to the Children's Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee (CSRC). Data will be reported in a spreadsheet or database that includes each student's state ID number(s). CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 21, 2013. Additionally, paper test printouts or data directly from the test publisher must be provided to CRC for all standardized tests.

The school will record student data in the PowerSchool (PS) database and Excel spreadsheets. The school will be able to generate a student roster in a usable data file format that lists all students enrolled at any time during the school year. The roster will include student name, student ID number, Wisconsin Student Number (WSN), enrollment date, withdrawal date and reason, grade, gender, race/ethnicity, free/reduced lunch eligibility, special education status, and, if applicable, disability type.

Attendance

The school will maintain an average daily attendance rate of 91%. Attendance rates will be reported as present, excused absence, unexcused absence, and out-of-school suspension. A student is marked partial day (excused or unexcused) if he/she arrives after 11:00 a.m. or leaves before 3:20 p.m.

Enrollment

The school will record the enrollment date for every student. Upon admission, individual student information will be added to the school database, including student name, student ID number, WSN, enrollment date, grade, gender, race/ethnicity, free/reduced lunch eligibility, special education status, and, if applicable, disability type.

Termination/Withdrawal

The withdrawal date and reason, including expulsion, for every student leaving the school will be recorded in the school database.

Parent Participation

At least 80% of students enrolled for the entire school year will have their parent(s) participate in two of the three scheduled parent-teacher conferences. If a parent(s) does not attend a scheduled conference at the school, MAS will conduct the conference with the parent either via phone or home visit. The date of the conference, the type of contact (school, phone, or home), and whether a parent/guardian or other interested person participated in the conference will be recorded by the school for each student.

Special Education Needs Students

The school will maintain updated records on all evaluated students and eligible special education students, including date of the most recent individualized education program (IEP) team eligibility evaluation; evaluation results (eligible or ineligible) and disability type; IEP completion date; parent participation in IEP; number of IEP goals; IEP annual review dates; number of IEP goals achieved at the annual review; and planned date for the next evaluation/eligibility assessment.

Academic Achievement: Local Measures

Literacy and Math

At least 90% of the students in K4 and K5 will exhibit proficient or higher literacy skills (specifically, recognizes uppercase letters and prints uppercase letters) and math skills (specifically, counts objects and reads numbers) by the final spring assessment, based on student quotients on the BRIGANCE: Comprehensive Inventory of Basic Skills.⁸⁸ (Note: A quotient score of 85 or higher is considered proficient.)

At least 80% of the students in first and second grade will reach a reading level that is at or above grade level or will show progress of at least four levels on their Scholastic Guided Reading Level as measured by the text gradient scale, which assesses reading fluency and comprehension.⁸⁹ All new and retained students will take their pre-test in the fall of 2012. For returning students, results from the spring of 2012 will be used for the pre-test and all students will be post-tested in the spring of 2013.

At least 80% of the students in first and second grades will reach a grade-equivalency score that is at or above grade level or demonstrates one month's growth for each month of instruction in mathematics (math computation) on the BRIGANCE.⁹⁰ All first graders and new second-grade students will take their pre-test in the fall of 2012. Spring 2012 test results will be compared to spring 2013 test results for returning students. All students will be post-tested in the spring of 2013.

Third- through fifth-grade students will complete the Measures of Academic Progress (MAP) reading and math tests in the fall and spring of the school year. CRC will report RIT scores from both test periods. Progress will be measured by the number of students who meet their spring growth target scores based on their fall test results. At least 70% of the students who complete both tests will have met their MAP growth target RIT score.

Writing

By the end of the final marking period, students in third through fifth grades will have a writing sample assessed. Each grade cohort will be judged to have at least "adequate control," as indicated by an average total score of 12. At least 75% of the students will achieve a score of 12 or above. 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/basic control; 2 = adequate control; and 3 = proficient/advanced control.

Special Education Students

⁸⁸ BRIGANCE is a basic skills assessment model created and distributed by Curriculum Associates, Inc.

⁸⁹ The following are the text gradient levels that indicate a student is at grade level for the respective grades: first grade = H or above; and second grade = L or above.

⁹⁰ The math end-of-year expected grade equivalent scores are as follows: first grade = 2.2; and second grade = 2.6.

At least 80% of the special education students will meet one or more of the goals defined in their IEP, as assessed by the participants in their most recent annual review. Data on each special education student's goal achievements will be recorded in an Excel spreadsheet by student ID number.

Academic Achievement: Standardized Measures

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

Grade K5: The Phonological Awareness Literacy Screening (PALS) will be administered each year within the timeframe required by the Department of Public Instruction (DPI).⁹¹ PALS provides information about each student's level of mastery of early literacy fundamentals. Each student will receive a summed score, which will be compared to fall developmental expectations for their grade level.⁹²

Grades 1, 2, and 3: The Stanford Diagnostic Reading Test (SDRT) will be administered each spring between April 17 and May 12.⁹³ Progress will be assessed based on the results of testing in reading in the second and subsequent years.

For current second- and third-grade students with comparison SDRT scores from the previous spring:

- At least 75% of the students who were at or above grade level the previous spring will maintain at or above grade-level status;
- All students below grade level on the previous year's SDRT will advance, on average, more than one year using grade-level equivalencies (GLE) from spring test to spring test.

Grades 3, 4, and 5: The Wisconsin Knowledge and Concepts Examination (WKCE) will be administered on an annual basis in the timeframe identified by the Wisconsin Department of Public Instruction. The WKCE reading subtest will provide each student with a proficiency level via a scale score in reading, and the WKCE math subtest will provide each student with a proficiency level via a scale score in math. For fourth graders, it will also include language arts, science, and social studies scale scores. Results will also reflect each student's statewide percentile score.

At least 75% of the students who were proficient or advanced in reading and/or math on the WKCE in 2011–12 will maintain their status of proficient or above in the subsequent year.

⁹¹ The school must administer the PALS in the fall of the school year; if DPI requires additional test administrations, CRC may request data from the winter and/or spring test periods.

⁹² PALS was developed by researchers at the University of Virginia and is considered a scientifically based reading assessment for kindergarten students. It assesses key literacy fundamentals, including phonic awareness, fluency, and vocabulary. Specifically, PALS assesses rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation (optional). (Note: This information was taken from the DPI website, <http://www.palswisconsin.info>.)

⁹³ The CSRC plans to make this change to conform to the information provided by the testing company for its spring norming period.

More than 60% of the students who tested below proficient (basic or minimal) in mathematics on the WKCE in 2011–12 will improve a level or at least one quartile within their level in the next school year. This is a school-wide expectation.

More than 60% of the students who tested below proficient (basic or minimal) in reading on the WKCE in 2011–12 will improve a level or at least one quartile within their level in the next school year. This is a school-wide expectation.

Student Learning Memo Data Addendum

Milwaukee Academy of Science

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in the school's student learning memo for the 2012–13 academic year. Additionally, important principles applicable to all data collection must be considered.

1. All students attending the school *at any time during the 2012–13 academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's ID number in each data file.
2. All data fields must be completed for each student *enrolled at any time during the school year*. If a student is not enrolled when a measure is completed, record N/E for that student to indicate "not enrolled." This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.
3. Record and submit a score/response for each student. *Please do not submit aggregate data* (e.g., 14 students scored 75%, or the attendance rate was 92%).

End-of-the-year data must be submitted to CRC no later than the fifth working day after the end of the second semester, or June 21, 2013.

Staff persons responsible for year-end data submission: Jaqueline DeJean (JD)
Jenny Berwanger (JB)
Tresca Meiling (TM)

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster, Enrollment, and Termination	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • Wisconsin student number (WSN) • Local student ID • Student name • Grade • Whether student is repeating a grade • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date • Termination/withdrawal date, if applicable • Termination/withdrawal 	<p>PowerSchool</p> <p>Note that enrollment and termination data for primary school students can be combined with the same data for junior academy and high school students and sent to CRC in one spreadsheet.</p>	Elizabeth Rodriguez (ER)

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	reason, if applicable, including if the student was expelled <ul style="list-style-type: none"> Assessed for special education (Y, eligible; Y, not eligible; N, not eligible) 		
Attendance	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> WSN Student name Number of days expected attendance Number of days attended Number of days excused absence Number of days unexcused absence Number of days in in-school suspension Number of days in out-of- school suspension 	Export data from PowerSchool into a usable data format such as a spreadsheet Note that attendance data for primary school students can be combined with the same data for junior academy and high school students and sent to CRC in one spreadsheet.	ER
Parent Participation	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> WSN Student name Parent participation in conference 1 (Y, N, N/A) Type of conference 1 (school, phone, home, N/A) Parent participation in conference 2 (Y, N, N/A) Type of conference 2 (school, phone, home, N/A) Parent participation in conference 3 (Y, N, N/A) Type of conference 3 (school, phone, home, N/A) 	Student data in a spreadsheet Provide conference dates via a document or email.	JD

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Special Education Needs Students	<p>For each student with a special education need, as noted on the student roster, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • The special education need, e.g., ED, CD, LD, OHI, etc. • Eligibility assessment date (the date the team meets to determine eligibility) • Eligibility re-evaluation date (if not due this year, indicate "not due"; this is the three-year re-evaluation date to determine if the child is still eligible for special education) • IEP completion date (this is the date the IEP was developed) • IEP review date (enter the date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A) • IEP review results, e.g., continue in special education, no longer eligible for special education, or N/A • Number of goals on the IEP • Number of goals on the IEP met at the time of the annual review. Enter N/A if the IEP was not reviewed this year. 	Spreadsheet	Celia Ridolfi
Academic Achievement: Local Measures <i>K4 and K5 Literacy</i>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Spring 2013 quotient score • Recognizing UC letters • Spring 2013 quotient score for printing UC letters 	Spreadsheet	TM
Academic Achievement:	For each student, include the	Spreadsheet	TM

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Local Measures <i>K4 and K5 Math</i>	following: <ul style="list-style-type: none"> • WSN • Student name • Grade • Spring 2013 quotient score for counting objects • Spring 2013 quotient score for reading numbers 		
<i>1st- Through 5th-Grade Literacy</i>	For each student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Grade For 1st and 2nd graders, include the following: <ul style="list-style-type: none"> • New/retained student fall 2012 Scholastic Guided Reading Level • Spring 2013 Scholastic Guided Reading Level (Note: Spring 2012 scores will be used to gauge progress. These scores were provided to CRC in the summer of 2012.) For each 3rd- through 5th-grade student, include the following: <ul style="list-style-type: none"> • Fall 2012 reading RIT score • Reading growth target • Spring 2013 reading RIT score • Met reading target (Y/N) 	Spreadsheet	JB and TM

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<i>1st- Through 5th-Grade Math</i>	<p>For each 1st and 2nd grader, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Spring 2013 BRIGANCE math computation GE score • For new enrollees (i.e., first graders and newly enrolled second graders), provide fall 2012 BRIGANCE math computation GE score. <p>(Note: Spring 2012 scores will be used to gauge progress. These scores were provided to CRC in the summer of 2012.)</p> <p>For each 3rd- through 5th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Fall 2012 math RIT score • Math growth target • Spring 2013 math RIT score • Met math target (Y/N) 	Spreadsheet	JB and TM
<i>3rd- Through 5th-Grade Writing</i>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Total, end-of-year writing score 	Spreadsheet	JB
Academic Achievement: Standardized Measures <i>PALS K5</i>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Summed score from fall PALS test 	Spreadsheet; provide paper copies of the test publisher's printout	JB
Academic Achievement: Standardized Measures	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • WSN 	Spreadsheet; provide paper copies of the test publisher's	JB and TM

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

Student Learning Memorandum for Milwaukee Academy of Science Junior Academy/High School

To: Children's Research Center and Charter School Review Committee
From: Milwaukee Academy of Science Junior Academy/High School
Re: Learning Memo for the 2012–13 Academic Year
Date: September 24, 2012

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC). It also describes outcomes defined by the school to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the Children's Research Center (CRC) and the CSRC. Data will be provided to CRC, the monitoring agent contracted by the CSRC. Data will be reported in a spreadsheet or database that includes each student's Wisconsin Student Number (WSN). CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 21, 2013. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests.

The school will record student data in the PowerSchool (PS) database and/or Excel spreadsheets. The school will be able to generate a student roster in a usable data file format that lists all students enrolled at any time during the school year. The roster will include student name, local student ID number, WSN, enrollment date, withdrawal date and reason, grade, gender, race/ethnicity, free/reduced lunch eligibility, special education status, and, if applicable, disability type.

Enrollment

The school will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school's PS database.

Termination/Withdrawal

The date and reason for every student leaving the school will be determined, and an exit date will be recorded in the school's PS database. Information will include the date of withdrawal/termination and the reason why the student left the school, such as expelled, dropped out, moved, transportation issues, dissatisfaction with the school, etc. Reasons for each expulsion will also be recorded.

Attendance

The school will maintain appropriate attendance records. These records need to include student data on excused absences, unexcused absences, and out-of-school suspensions. Attendance data will include WSN for each student. MAS will achieve an attendance rate of at least 91%. Junior academy students will be marked present for the day if they arrive at school prior to 10:00 a.m. High school students who miss any portion of the school day are considered truant.⁹⁴ Attendance data will be reported separately for the junior academy and high school students.

⁹⁴ Excused and unexcused absences, as well as suspension data for high school students, is reported by period; CRC will use these data to calculate the number of days each student missed due to excused absences, unexcused absences, or in- or out-of-school suspension. The number of days enrolled, the number of days attended, and overall absences should be reported as days.

Parent/Guardian Participation

At least 80% of parents will participate in two out of the three scheduled parent-teacher conferences held for the junior academy/high school students. Note that a parent conference with any teacher during each of the three conference periods will be counted as participation and should be reported by student and conference period (fall, winter, or spring). The WSN; student name; date of each conference; who participated in the conference (student and/or parent); and whether the conference was held at the school, via phone, or at the student's home will be recorded in a database or spreadsheet.

Special Education Needs Students

The school will maintain updated records on all students evaluated and eligible for special education services, including date of the most recent individualized education program (IEP) team eligibility evaluation; evaluation results, including if the student was ineligible; and if eligible, the disability type, IEP completion date, parent participation in IEP, number of IEP goals, IEP annual review dates, number of IEP goals achieved at the annual review, and planned date for the next evaluation/eligibility assessment. Note: Specific instructions for each data element are further described in the data addendum.

High School Graduation Plan

A high school graduation plan will be developed for all students (ninth through twelfth grades) by the end of their first semester of enrollment at the school. Each student will incorporate the following into his/her high school graduation plan:

- Information regarding the student's postsecondary plans.
- A schedule reflecting plans for completing four credits each in English and mathematics; five credits in science; three credits in social studies; and two credits each in foreign language, physical education/health, and other electives.
- Evidence of parent/guardian/family involvement. Involvement means that during the first scheduled parent-teacher conference, teachers/staff will review each student's graduation plan with his/her parent(s) whether the conference is held at the school, via phone, or via home visit. If a parent does not participate in this conference, MAS will have a conference with the student and submit a written report to the parent via regular mail.

The guidance counselor/advisor will meet with each eleventh- and twelfth-grade student during the first quarter to discuss the student's graduation plan.

For ninth through twelfth grades, student schedules will be reviewed by the guidance counselor/advisor by the end of the school year to determine if each student is on track toward earning credits and whether or not the student will need to enroll in summer school.

High School Graduation Requirements⁹⁵

- All ninth graders who earn at least 5.5 credits will be promoted to 10th grade.
- All tenth graders who earn at least 11 credits will be promoted to eleventh grade.
- All eleventh graders who earn at least 16.5 credits will be promoted to twelfth grade.
- All twelfth graders who earn at least 22 credits, including the required courses, will graduate.

Academic Achievement: Local Measures⁹⁶

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 to national grade level averages based on the 2011 NWEA normative study. For the cohort of students who complete the fall and spring tests, CRC will report the progress for students at or above the national average for their current grade level as well as progress for students below the national average for their grade level. CRC will also report whether students met their MAP growth target RIT scores in the spring based on their fall test scores; at least 70% of students are expected to meet their MAP reading growth targets. Note: CRC will report the percentage of growth target rates met for the overall group, the special education students in this group, and the regular education students in this group.

Ninth graders will complete all of the subtests on the EXPLORE, and tenth graders will complete all of the subtests on the PLAN in the fall and spring of the 2012–13 school year. Progress will be measured from the fall to spring English and reading subtests. At least 60% of the students who complete both the fall and spring assessments will reach the benchmark or increase their scores by at least one point by the spring test. Ninth and tenth graders who enroll after the fall testing dates will be tested within 30 days of enrollment using the EXPLORE or PLAN.

Reading progress for eleventh and twelfth graders will be demonstrated by changes in their Lexile level scores⁹⁷ as measured by the Scholastic Reading Inventory (SRI) administered by the end of

⁹⁵ 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.

⁹⁶ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

⁹⁷ The Lexile Framework is a research-proven system for measuring students' reading levels and matching readers to text. The Lexile Framework is unique because it uses a common metric—a Lexile measure—to evaluate both reading ability and text difficulty. By placing both reader and text on the same scale, the Lexile Framework allows educators to forecast the level of comprehension a student will experience with a particular text, and to evaluate curriculum needs based on each student's ability to comprehend the materials.

September and again at the end of the school year.⁹⁸ Students will increase their Lexile level scores, on average, at least 13 points from fall to spring.⁹⁹ Any eleventh or twelfth grader who enrolls after the September testing date will be tested within 30 calendar days of enrollment using the SRI.

Mathematics

Junior academy students will complete Measures of Academic Progress (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 to national grade level averages based on the 2011 NWEA normative study. For the cohort of students who complete the fall and spring tests, CRC will report progress for students at or above the national average for their current grade level as well as progress for students below the national average for their grade level. CRC will also report whether students met their MAP math growth target RIT scores in the spring; at least 70% of students are expected to meet their MAP math growth targets.¹⁰⁰

Ninth graders will complete all of the subtests on the EXPLORE, and tenth graders will complete all of the subtests on the PLAN in the fall and spring of the 2012–13 school year. Progress will be measured from the fall to spring math subtest. At least 60% of the students who complete both the fall and spring assessments will reach the benchmarks or increase their scores by at least one point by the spring test. Ninth and tenth graders who enroll after the fall testing dates will be tested within 30 days of enrollment using the EXPLORE or PLAN.

Math progress for eleventh and 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.¹⁰¹ The end-of-year test results will be reported to CRC. At least 80% of the students will attain scores of at least 70% on their comprehensive course exams at the end of the school year. In addition, all new eleventh and twelfth graders will be given the WRAT within 30 days of their enrollment to assess their basic math competency levels.¹⁰²

Writing

By the end of the final marking period, students in sixth through twelfth grades will have writing samples assessed, and each grade cohort will be judged to have, on average, at least "adequate control," as indicated by an average total score of 18 or higher. Student 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.

⁹⁸ This test will regularly be given to all new students as per the requirement (#1) of the CSRC expectations policy dated February 1, 2008, for its high schools.

⁹⁹ These Lexile score increases would indicate that students in these respective grade levels had made one year of progress in the acquisition of comprehension and vocabulary skills.

¹⁰⁰ Note: CRC will report the percentage of growth target rates met for the overall group, the special education students in this group, and the regular education students in this group.

¹⁰¹ The math courses offered to high school students include algebra, geometry, advanced algebra, and advanced algebra/trigonometry. Not all eleventh- and twelfth-grade students are enrolled in a math class. Some students have already completed the requirement to earn four credits in math prior to graduation; students not enrolled in a math class during the school year will not be tested.

¹⁰² This test will be given regularly to all new students as per the requirement (#1) of the CSRC expectations policy dated February 1, 2008, for its high schools.

IEP Goals

At least 80% of the special education students will meet one or more of the goals defined in their IEPs. Data on each special education student's goal achievements will be recorded in an Excel spreadsheet by student WSN.

Academic Achievement: Standardized Measures

Sixth-, Seventh-, Eighth-, and Tenth-Grade Students

All sixth-, seventh-, eighth-, and tenth-grade students are required to take the Wisconsin Knowledge and Concepts Examination (WKCE) in the timeframe identified by the Department of Public Instruction (DPI).

Eighth graders will also complete the EXPLORE in the spring; CRC will report these results.

Ninth-Grade Students

All ninth-grade students are required to take all subtests¹⁰³ of the EXPLORE test (the first in a series of two pre-ACT tests that will identify students who are not ready for the ACT)¹⁰⁴ in the fall of the school year. The EXPLORE will also be administered in the spring.

Tenth-Grade Students

All tenth-grade students are required to take all subtests of the PLAN (the second test in the pre-ACT series) in the fall of the school year.¹⁰⁵ The PLAN will also be administered in the spring.

Eleventh-Grade Students

All eleventh-grade students are required to take the ACT or the SAT by the end of the school year. MAS will monitor students' participation in a spreadsheet and report the subtest and composite scores for each student as well as the date the test was administered.

Twelfth-Grade Students

MAS will require all seniors to take the ACT or SAT in the fall of 2012. MAS will monitor students' participation in a spreadsheet and report the subtest and composite scores for each student. The spreadsheet needs to indicate the date (month/year) that each twelfth grader took the ACT or SAT.

Year-to-Year EXPLORE, PLAN, and ACT Progress

Scores from the EXPLORE, PLAN, and ACT will be used to track student progress from ninth to tenth and from tenth to eleventh or twelfth grades.

¹⁰³ English, mathematics, reading, and science.

¹⁰⁴ The Educational Planning and Assessment System (EPAS), developed by the American College Testing (ACT) service, provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support, and evaluation. The series includes the EXPLORE, PLAN, and ACT tests. Score ranges from all three tests are linked to *Standards for Transition* statements that describe what students have learned and what they are ready to learn next. The *Standards for Transition*, in turn, are linked to *Pathways* statements that suggest strategies to enhance students' classroom learning. *Standards* and *Pathways* can be used by teachers to evaluate instruction and student progress, and to advise students on courses of study.

¹⁰⁵ English, mathematics, reading, and science.

- EXPLORE to PLAN: At least 75% of the tenth-grade students who were at or above benchmark for any of the four subtests (English, math, reading, and science) or the composite score at the time of the fall 2011 EXPLORE test will remain at or above benchmark on the fall 2012 PLAN. Tenth graders who were below benchmark for any of the four subtests or the composite score at the time of the fall 2011 EXPLORE will either achieve benchmark(s) or have increased their score by one or more points by the time of the fall 2012 PLAN.
- PLAN to ACT: At least 75% of the eleventh- or twelfth-grade students who were at or above benchmark for any of the four subtests (English, math, reading, and science) or the composite score at the time of either the fall 2010 or fall 2011 PLAN test will remain at or above benchmark on the most recently completed ACT test. Eleventh- or twelfth-grade students who were below benchmark for any of the four subtests or the composite score at the time of the fall 2010 or fall 2011 PLAN will either achieve benchmark(s) or have increased their scores by one or more points by the time of the most recently completed ACT.¹⁰⁶

¹⁰⁶ Eleventh-grade students who took the ACT during the 2011–12 school year took the PLAN in the fall of 2010; twelfth-grade students who took the ACT during the 2011–12 school year took the PLAN in the fall of 2009.

Learning Memo Data Addendum Milwaukee Academy of Science

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2012–13 academic year. Additionally, important principles applicable to all data collection must be considered.

1. All students attending the school at any time during the 2012–13 academic year should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique WSN in each data file.
2. All data fields must be completed for each student enrolled at any time during the school year. If a student is not enrolled and/or present when a measure is completed, record an N/E for that student to indicate "not enrolled." This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.
3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75%, or the attendance rate was 92%).

End-of-the-year data must be submitted to CRC by no later than the fifth working day after the end of the second semester, or June 21, 2013.

Staff person(s) responsible for year-end data submission: Lyndee Belanger (LB)

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster; Enrollment and Termination	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> • Wisconsin student number (WSN) • Local student ID • Student name • Grade • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable, including if the student was expelled • Assessed for special education (Y, eligible; Y, not eligible; N/A) 	PowerSchool Note that enrollment and termination data for junior academy and high school students can be combined with the same data for elementary school students and sent to CRC in one spreadsheet.	Elizabeth Rodriguez (ER)
Attendance	For each student enrolled at any time during the year, include the following:	PowerSchool Note that attendance	ER

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension 	data for junior academy and high school students can be combined with the same data for elementary school students and sent to CRC in one spreadsheet.	
Parent Participation	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Conference 1 date • Attend conference 1 (parent, student, parent and student, none, N/A) • Type conference 1 (school, phone, home, none, N/A) • Conference 2 date • Attend conference 2 (parent, student, parent and student, none, N/A) • Type conference 2 (school, phone, home, none, N/A) • Conference 3 date • Attend conference 3 (parent, student, parent and student, none, N/A) • Type conference 3 (school, phone, home, none, N/A) <p>Note: Conference data should be reported in aggregate for each conference period (i.e., fall, winter, and spring). If a student's parent attends a conference with ANY teacher on the scheduled conference dates, either in person at the school or the student's home, or over the phone, that parent will be considered in attendance for the conference period. Indicate attendance for each conference period in the columns outlined above.</p>	Spreadsheet designed by school	Jody Dungey (JD)

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Special Education Needs Students	<p>For each student assessed for special education needs (as indicated on the student roster), include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • The special education need, e.g., ED, CD, LD, OHI, etc. • Eligibility assessment date (the date the team met to determine eligibility) • Eligibility re-evaluation date (if not due this year, indicate “not due”; this is the three-year re-evaluation date to determine if the child is still eligible for special education) • IEP completion date (this is the date the IEP was developed) • IEP review date (enter the date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A) • IEP review results, e.g., continue in special education, no longer eligible for special education, or NA • # goals on IEP • # goals met on IEP at the time of the annual review. Enter NA if the IEP was not reviewed this year. 	Spreadsheet designed by school	Celia Ridolfi (CR)
High School Graduation Plan	<p>For each 9th- through 12th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Graduation plan developed (Y, N) • Date graduation plan developed • Graduation plan includes postsecondary plans (Y, N, N/A) • Graduation plan includes a schedule that reflects credits required for graduating (Y, N, N/A) • Graduation plan includes evidence of parent/guardian/family involvement (Y; N; N, but plan was mailed; or N/A) • Schedule reviewed by guidance 	Spreadsheet designed by school	Lisa Youngvorst (LY)

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>counselor (Y or N)</p> <ul style="list-style-type: none"> Student on track toward earning credits (Y, N) Student needs to enroll in summer school (Y, N, N/A) <p>For 11th- and 12th-grade students, include the following:</p> <ul style="list-style-type: none"> Guidance counselor met with student to discuss graduation plan (Y, N, N/A) Date guidance counselor met with student 		
High School Graduation Requirements	<p>For each 9th- through 12th-grade student, include the following:</p> <ul style="list-style-type: none"> WSN Student name The number of credits earned during the current school year The number of cumulative credits earned at MAS and any other high school attended If 9th through 11th grade, indicate if the student was promoted to the next grade level (Y, N) If 12th grade, indicate if the student graduated (Y, N) 	PowerSchool	LY
Academic Achievement: Local Measures Literacy	<p>For 6th-, 7th-, and 8th-grade students, also include the following:</p> <ul style="list-style-type: none"> Fall MAP reading RIT score MAP reading growth target Spring MAP reading RIT score Student met MAP reading growth target (Y/N) <p>For 11th- and 12th-grade students, include the following:</p> <ul style="list-style-type: none"> WSN Student name Fall semester SRI Lexile reading level (or for new students, level from the test given within 30 days of enrollment) Spring semester SRI Lexile reading level <p>Note that EXPLORE and PLAN data required for the 9th- and 10th-grade local measure are described below.</p>	Spreadsheet designed by school	LB

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Local Measures Math	<p>For 6th-, 7th-, and 8th-grade students, include the following:</p> <ul style="list-style-type: none"> • Fall MAP math RIT score • MAP math growth target • Spring MAP math RIT score • Student met MAP math growth target (Y/N) <p>For each 11th- and 12th-grade student, include spring semester comprehensive course exam percentage correct.</p> <p>For all new 11th- and 12th-grade students, include the WRAT results from the test administered within 30 days of enrollment.</p> <p>Note that EXPLORE and PLAN data required for the 9th- and 10th-grade local measure are described below.</p>	Spreadsheet designed by school	LB
Academic Achievement: Local Measures Writing	<p>For each student, enter the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Final total writing score 	Spreadsheet designed by school	LB
Academic Achievement: Local Measures IEP	See "Special Education Needs Students" section above.	Spreadsheet designed by school	CR
Academic Achievement: Standardized Measures WKCE	<p>For each 6th-, 7th-, 8th-, and 10th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and state percentile for WKCE math test • Proficiency level, scale score, and state percentile for WKCE reading test <p>For 8th- and 10th-grade students, also include the following:</p> <ul style="list-style-type: none"> • Proficiency level and scale score for WKCE language arts test • Proficiency level and scale score for WKCE social studies test • Proficiency level and scale score for WKCE science test • Total writing score 	<p>Export results from the Turnleaf website to a spreadsheet.</p> <p>Also provide paper copies of all students' WKCE scores.</p>	LB

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Standardized Measures EXPLORE	<p>For each 9th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • EXPLORE English, mathematics, reading, science, and composite scores from fall test (also include scores for students who enrolled after fall test, but who were tested within 30 days of enrollment) • Date of the fall EXPLORE, or date of EXPLORE if tested within 30 days of enrollment • EXPLORE English, mathematics, reading, science, and composite scores from spring test • Date of the spring test <p>For each 8th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Date of the spring EXPLORE • EXPLORE English, mathematics, reading, science, and composite scores from spring test 	<p>Spreadsheet designed by school</p> <p>Also provide paper copies of all students' EXPLORE scores or data as provided by the test publisher.</p>	LB
Academic Achievement: Standardized Measures PLAN	<p>For each 10th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • PLAN English, mathematics, reading, science, and composite scores from fall test (also include scores for students who enrolled after fall test, but who were tested within 30 days of enrollment) • Date of the fall test, or date of test if tested within 30 days of enrollment • PLAN English, mathematics, reading, science, and composite scores from spring test • Date of the spring PLAN 	<p>Spreadsheet designed by school</p> <p>Also provide paper copies of all students' PLAN scores or data as provided by the test publisher.</p>	LB
Academic Achievement: Standardized Measures ACT or SAT	<p>For each 11th- and 12th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Took the ACT (Y, N, N/A) • Date student took the ACT 	<p>Spreadsheet designed by school</p> <p>Also provide paper copies of all students' ACT scores or data as provided by the test</p>	LB

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • ACT English, mathematics, reading, science, and composite scores • Took the SAT (Y, N, N/A) • Date student took the SAT 	publisher.	

Appendix C

Trend Information

Table C1 Milwaukee Academy of Science Enrollment					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number/ Percentage Enrolled for Entire School Year
2008–09	954	36	99	891	867 (90.9%)
2009–10	969	14	111	872	858 (88.5%)
2010–11	1,054	32	133	953	926 (87.9%)
2011–12	1,039	40	128	951	914 (88.0%)
2012–13	965	25	140	850	829 (85.9%)

Table C2 Milwaukee Academy of Science Student Return Rates			
Year	Number Enrolled at End of Previous Year*	Number Enrolled at Start of This School Year	Student Return Rate
2009–10	869	715	82.3%
2010–11	849	712	83.9%
2011–12	921	761	82.6%
2012–13**	869	688	79.2%

*Includes only students enrolled at the end of the previous year who were eligible for enrollment again the following year.

**In 2012–13, the re-enrollment calculation was modified to exclude students in the eighth and 12th grades during the previous school year.

Figure C1

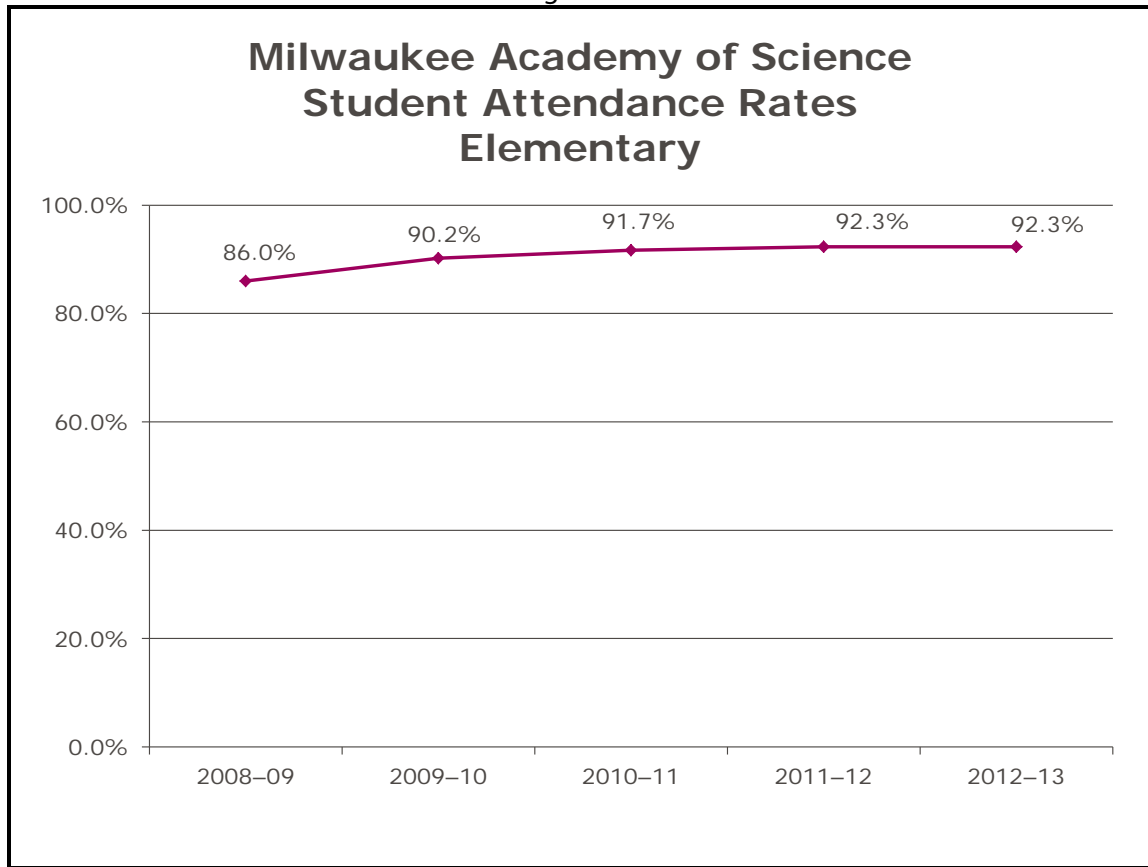


Figure C2

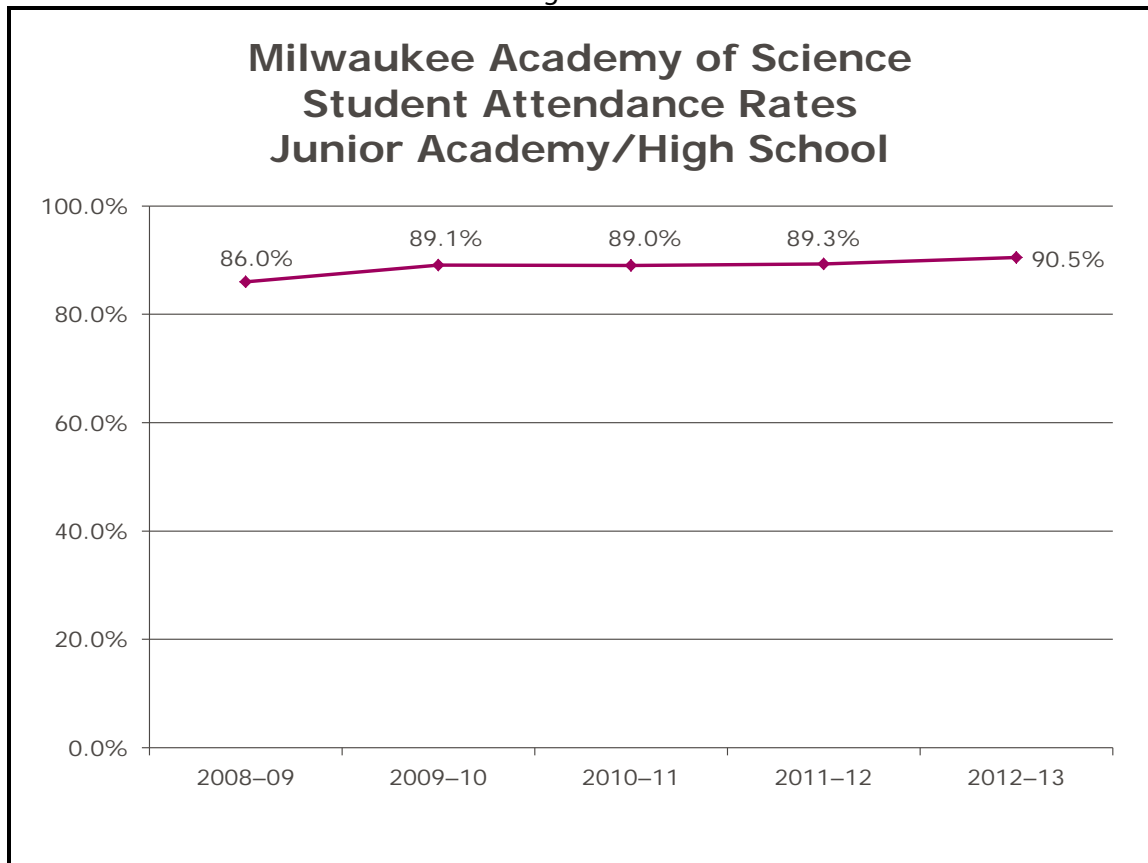


Figure C3

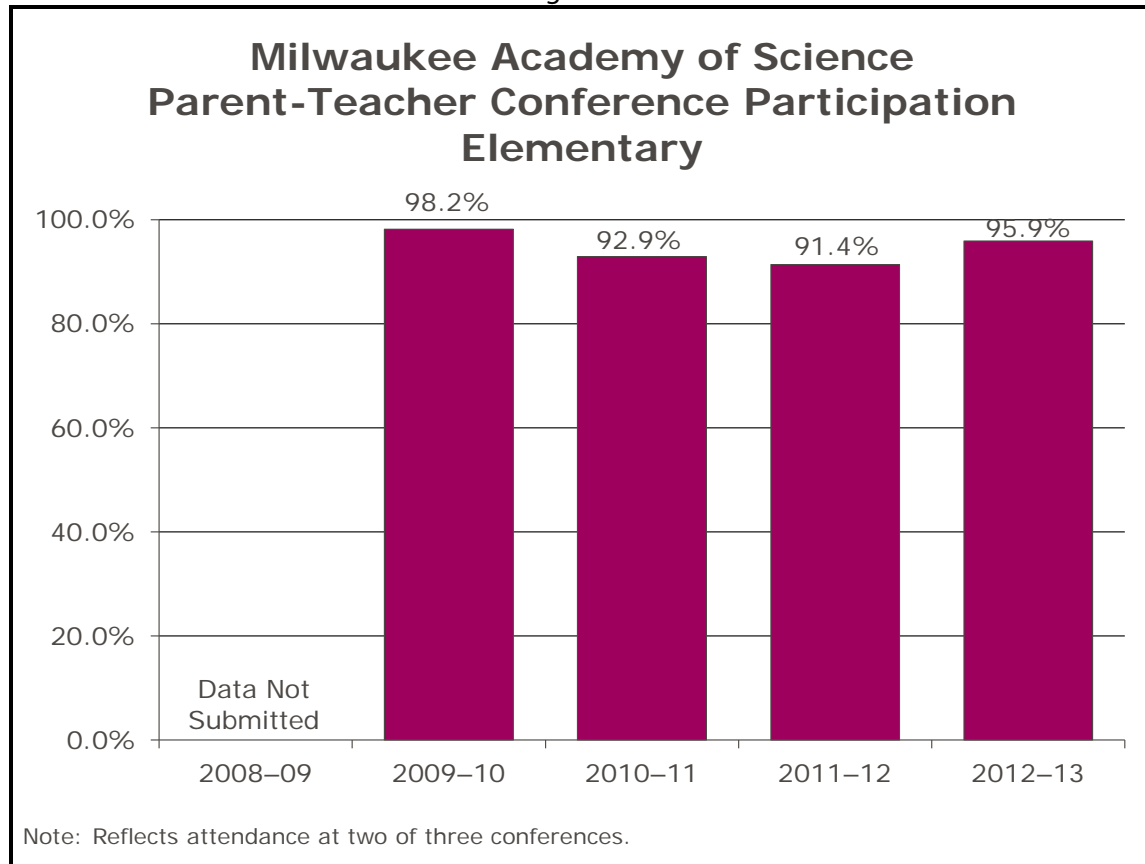


Figure C4

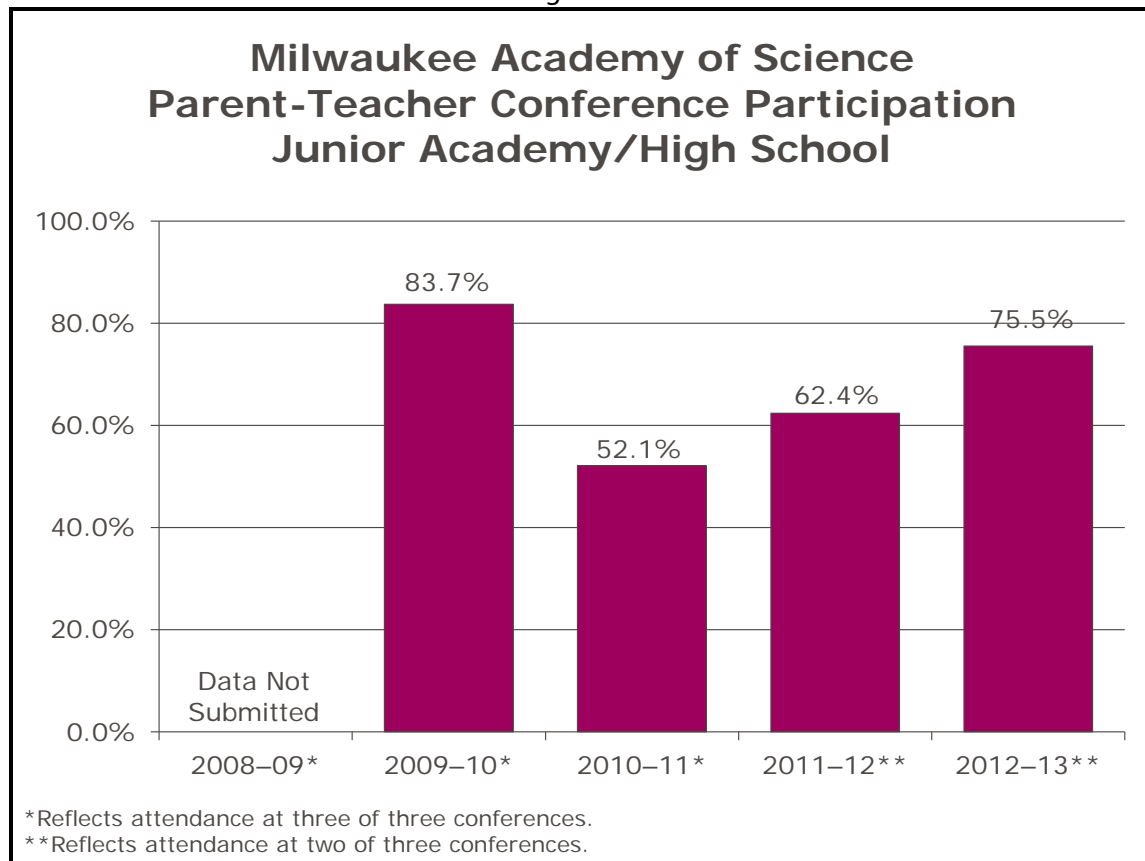


Table C3 Milwaukee Academy of Science SDRT Year-to-Year Progress Percentage of Students Who Remained At or Above Grade Level 2nd and 3rd Graders	
School Year	Percent
2011–12	68.5%
2012–13	79.0%

Table C4 Milwaukee Academy of Science SDRT Year-to-Year Progress Average Grade-Level Advancement of Students Below GLE 2nd and 3rd Graders		
School Year	N	Average Grade-Level Advancement
2011–12	27	0.8
2012–13	14	0.8

Table C5 Milwaukee Academy of Science WKCE Year-to-Year Progress Students Who Remained Proficient Based on Former Proficiency-Level Cut Scores** 4th – 8th Graders		
School Year	Reading	Math
2008–09*	85.6%	74.1%
2009–10	89.4%	91.0%
2010–11	87.3%	87.1%
2011–12	88.0%	88.3%
2012–13	89.6%	88.9%

*Although not required, the school provided WKCE data.

**In 2012–13, the state began using revised cut scores; the former cut scores were applied to the 2012–13 data in order to examine progress from 2011–12 to 2012–13.

Table C6 Milwaukee Academy of Science WKCE Year-to-Year Progress Students Who Were Minimal or Basic and Showed Improvement Based on Former Proficiency-Level Cut Scores** 4th – 8th Graders		
School Year	Reading	Math
2008–09*	47.3%	52.3%
2009–10	63.9%	65.4%
2010–11	52.5%	64.4%
2011–12	63.8%	60.8%
2012–13	64.1%	47.6%

*Although not required, the school provided WKCE data.

**In 2012–13, the state began using revised cut scores; the former cut scores were applied to the 2012–13 data in order to examine progress from 2011–12 to 2012–13.

Table C7 Milwaukee Academy of Science Teacher Retention					
Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Teacher Retention Rate: Number and Rate Employed at School for Entire School Year
2009–10	64	0	2	62	62 (96.9%)
2010–11	67	1	1	67	66 (98.5%)
2011–12	80	4	4	80	76 (95.0%)
2012–13	72	4	3	72	69 (95.8%)

Table C8 Milwaukee Academy of Science Teacher Return¹⁰⁷			
Year	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Teacher Return Rate
2009–10	64	47	73.4%
2010–11	57	53	92.9%
2011–12	63	49	77.8%
2012–13	72	59	81.9%

Table C9 Milwaukee Academy of Science Percentage Proficient or Advanced WKCE Based on Former Proficiency-Level Cut Scores* 3rd Through 8th and 10th Graders			
School Year	N	Reading	Math
2008–09*	506	42.7%	26.5%
2009–10	492	50.6%	43.9%
2010–11	542	56.1%	50.5%
2011–12	549	64.3%	56.8%
2012–13	519	69.8%	58.4%

*In 2012–13, the state began using NAEP-based cut scores; the old Wisconsin cut scores were applied to the 2012–13 data in order to compare data across years. NAEP cut score proficiency levels are presented in table C10.

Table C10 Milwaukee Academy of Science Percentage Proficient or Advanced WKCE Based on Revised Proficiency-Level Cut Scores 3rd Through 8th and 10th Graders			
School Year	N	Reading	Math
2012–13	519	7.5%	20.6%

¹⁰⁷ This number excludes the teachers who were not offered contracts at the end of the previous school year due to either unacceptable performance or the elimination of an instructional position.

Table C11 Milwaukee Academy of Science CSRC Scorecard Score Using Former WKCE Cut Scores			
School Year	K-8	High School	Combined Average*
2009-10	74.6%	67.3%	N/A
2010-11	73.9%	73.9%	N/A
2011-12	73.8%	69.4%	72.9%
2012-13	73.2%	77.1%	74.0%

*Based on a weighted average; weight is based on the number of students enrolled at the end of the school year. The weighted average was a new measure introduced in 2012-13.

Appendix D

CSRC Scorecards

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

r: 4/11

K5-8TH GRADES

STUDENT ACADEMIC PROGRESS: GRADES 1-3

- | | | |
|---|-------|------------|
| • SDRT—% remained at or above GL | (4.0) | 10% |
| • SDRT—% below GL who improved more than 1 GL | (6.0) | |

STUDENT ACADEMIC PROGRESS: GRADES 3-8

- | | | |
|---|--------|------------|
| • WKCE reading—% maintained proficient and advanced | (7.5) | 35% |
| • WKCE math—% maintained proficient and advanced | (7.5) | |
| • WKCE reading—% below proficient who progressed | (10.0) | |
| • WKCE math—% below proficient who progressed | (10.0) | |

LOCAL MEASURES

- | | | |
|---------------------------|--------|------------|
| • % met reading | (3.75) | 15% |
| • % met math | (3.75) | |
| • % met writing | (3.75) | |
| • % met special education | (3.75) | |

STUDENT ACHIEVEMENT: GRADES 3-8

- | | | |
|---|-------|------------|
| • WKCE reading—% proficient or Advanced | (7.5) | 15% |
| • WKCE math—% proficient or advanced | (7.5) | |

ENGAGEMENT

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

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12

- | | | |
|--|--------|------------|
| • EXPLORE to PLAN—Composite score at or above 17 on EXPLORE and at or above 18 on PLAN | (5.0) | 30% |
| • EXPLORE to PLAN—Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN | (10.0) | |
| • Adequate credits to move from 9th to 10th grade | (5.0) | |
| • Adequate credits to move from 10th to 11th grade | (5.0) | |
| • DPI graduation rate | (5.0) | |

POSTSECONDARY READINESS: GRADES 11 and 12

- | | | |
|--|--------|------------|
| • Postsecondary acceptance for graduates (college, university, technical school, military) | (10.0) | 15% |
| • % of 11th/12th graders tested | (2.5) | |
| • % of graduates with ACT composite score of 21.25 or more | (2.5) | |

LOCAL MEASURES

- | | | |
|---------------------------|--------|------------|
| • % met reading | (3.75) | 15% |
| • % met math | (3.75) | |
| • % met writing | (3.75) | |
| • % met special education | (3.75) | |

STUDENT ACHIEVEMENT: GRADE 10

- | | | |
|--|-------|------------|
| • WKCE reading—% proficient and advanced | (7.5) | 15% |
| • WKCE math—% proficient and advanced | (7.5) | |

ENGAGEMENT

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

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

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

Beginning in 2012–13, the Wisconsin DPI applied more rigorous proficiency-level cut scores to the WKCE reading and math tests. These revised cut scores are based on standards set by the NAEP and require students to achieve higher scale scores in order to be considered proficient. The K through 8th-grade and the high school scorecards both include points related to current year and year-to-year performance on the WKCE. In order to examine the impact of the revised cut scores on the school's scorecard score, CRC compiled two K5 through 8th-grade and two high school scorecards; one each using the former WKCE cut scores and one each using the revised cut scores that were implemented this year. In order to compare results from last year and this year, the former cut scores were applied to the current year scale scores and the revised cut scores were applied to scale scores from last year. Progress was then measured from last year to this year using the former cut score proficiency levels and from last year to this year using the revised proficiency levels.

The scorecards in Tables D1 and D2 were compiled using the former WKCE cut scores and can be compared to scorecard results from previous years.

Table D1 Milwaukee Academy of Science Elementary (K4–8th Grade) Charter School Review Committee Scorecard WKCE Scores Based on Former Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress 1st – 3rd Grades	SDRT: % remained at or above GLE	4	10%	79.0%	3.2
	SDRT: % below GLE who improved more than 1 GLE	6		28.6%	1.7
Student Academic Progress 3rd – 8th Grades	WKCE reading: % maintained proficient and advanced*	7.5	35%	89.6%	6.7
	WKCE math: % maintained proficient and advanced*	7.5		88.9%	6.7
	WKCE reading: % below proficient who progressed*	10		64.1%	6.4
	WKCE math: % below proficient who progressed*	10		47.6%	4.8
Local Measures	% met reading	3.75	15%	81.6%	3.1
	% met math	3.75		80.9%	3.0
	% met writing	3.75		77.1%	2.9
	% met special education	3.75		84.0%	3.2
Student Achievement 3rd – 8th Grades	WKCE reading: % proficient or advanced*	7.5	15%	70.4%	5.3
	WKCE math: % proficient or advanced*	7.5		60.0%	4.5
Engagement	Student attendance	5	25%	92.2%	4.6
	Student re-enrollment ¹⁰⁸	5		78.9%	3.9
	Student retention rate	5		85.5%	4.3
	Teacher retention rate	5		95.8% ¹⁰⁹	4.8
	Teacher return rate	5		81.9%	4.1
TOTAL		100			73.2%

*WKCE scores in this report card were based on the former proficiency-level cut scores used up until the 2012–13 school year.

¹⁰⁸ Student was enrolled in K4 through seventh-grade on the last day of the 2011–12 school year and was also enrolled on the third Friday of September 2012.

¹⁰⁹ Several teachers work across grade levels, therefore the teacher retention and return rates are based on all instructional staff for the entire school and are the same for the elementary and the high school's scorecards.

Table D2 Milwaukee Academy of Science High School (9th–12th Grades) Charter School Review Committee Scorecard WKCE Scores Based on Former Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: 9th to 10th¹¹⁰ Grade 10th to 11th Grade 12th Grade	EXPLORE to PLAN: Composite score at or above 17 on EXPLORE and at or above 18 on PLAN	5	30%	Cannot report due to <i>n</i> size ¹¹¹	--
	EXPLORE to PLAN: Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	10		73.7%	7.4
	Adequate credits to move from 9th to 10th grade	5		77.6%	3.9
	Adequate credits to move from 10th to 11th grade	5		93.2%	4.7
	Graduation rate (DPI) ¹¹²	5		85.0%	4.3
Postsecondary Readiness: 11th –12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15%	97.2%	9.7
	% of 11th/12th graders tested	2.5		94.2%	2.4
	% of graduates with ACT composite score of 21.25 or more	2.5		10.8%	0.3
Local Measures	% met reading	3.75	15%	78.9%	3.0
	% met math	3.75		56.7%	2.1
	% met writing	3.75		64.1%	2.4
	% met special education	3.75		93.3%	3.5
Student Academic Achievement: 10th Grade	WKCE reading: % proficient and advanced*	7.5	15%	63.1%	4.7
	WKCE math: % proficient and advanced*	7.5		41.3%	3.1
Engagement	Student attendance	5	25%	88.5%	4.4
	Student re-enrollment	5		80.4% ¹¹³	4.0
	Student retention rate	5		87.6%	4.4
	Teacher retention rate	5		95.8%	4.8
	Teacher return rate	5		81.9%	4.1
TOTAL		95			73.2 (77.1%)

*WKCE scores in this report card were based on the former proficiency-level cut scores used up until the 2012–13 school year.

¹¹⁰ EXPLORE is administered to ninth graders; PLAN is administered to 10th graders.

¹¹¹ Due to the N size of students who scored 17 or higher on the EXPLORE, CRC could not include results; therefore, five points were deducted from the total points possible.

¹¹² Four-year rate as of 2011–12; reported on DPI website: <http://data.dpi.state.wi.us/Data/HSCompletionPage.aspx>

¹¹³ Student was enrolled in ninth through 11th grades on the last day of the 2011–12 school year and was also enrolled on the third Friday of September 2012.

The scorecards in Tables D3 and D4 were compiled using the revised WKCE cut scores.

Table D3 Milwaukee Academy of Science Elementary (K4–8th Grades) Charter School Review Committee Scorecard WKCE Scores Based on Revised Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress 1st – 3rd Grades	SDRT: % remained at or above GLE	4	10%	79.0%	3.2
	SDRT: % below GLE who improved more than 1 GLE	6		28.6%	1.7
Student Academic Progress 3rd – 8th Grades	WKCE reading: % maintained proficient and advanced*	7.5	35%	56.5%	4.2
	WKCE math: % maintained proficient and advanced*	7.5		76.4%	5.7
	WKCE reading: % below proficient who progressed*	10		38.1%	3.8
	WKCE math: % below proficient who progressed*	10		44.2%	4.4
Local Measures	% met reading	3.75	15%	81.6%	3.1
	% met math	3.75		80.9%	3.0
	% met writing	3.75		77.1%	2.9
	% met special education	3.75		84.0%	3.2
Student Achievement 3rd – 8th Grades	WKCE reading: % proficient or advanced*	7.5	15%	7.6%	0.6
	WKCE math: % proficient or advanced*	7.5		21.8%	1.6
Engagement	Student attendance	5	25%	92.2%	4.6
	Student re-enrollment ¹¹⁴	5		78.9%	3.9
	Student retention rate	5		85.5%	4.3
	Teacher retention rate	5		95.8% ¹¹⁵	4.8
	Teacher return rate	5		81.9%	4.1
TOTAL		100			59.1%

*WKCE scores in this report card were based on the revised proficiency-level cut scores first used during the 2012–13 school year.

¹¹⁴ Student was enrolled in K4 through seventh grade on the last day of the 2011–12 school year and was also enrolled on the third Friday of September 2012.

¹¹⁵ Several teachers work across grade levels, therefore the teacher retention and return rates are based on all instructional staff for the entire school and are the same for the elementary and the high school's scorecards.

Table D4 Milwaukee Academy of Science High School (9th–12th Grades) Charter School Review Committee Scorecard WKCE Scores Based on Revised Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: 9th to 10th¹¹⁶ Grade 10th to 11th Grade 12th Grade	EXPLORE to PLAN: Composite score at or above 17 on EXPLORE and at or above 18 on PLAN	5	30%	Cannot report due to <i>n</i> size ¹¹⁷	--
	EXPLORE to PLAN: Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	10		73.7%	7.4
	Adequate credits to move from 9th to 10th grade	5		77.6%	3.9
	Adequate credits to move from 10th to 11th grade	5		93.2%	4.7
	Graduation rate (DPI) ¹¹⁸	5		85.0%	4.3
Postsecondary Readiness: 11th–12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15%	97.2%	9.7
	% of 11th/12th graders tested	2.5		94.2%	2.4
	% of graduates with ACT composite score of 21.25 or more	2.5		10.8%	0.3
Local Measures	% met reading	3.75	15%	78.9%	3.0
	% met math	3.75		56.7%	2.1
	% met writing	3.75		64.1%	2.4
	% met special education	3.75		93.3%	3.5
Student Academic Achievement: 10th Grade	WKCE reading: % proficient and advanced*	7.5	15%	6.5%	0.5
	WKCE math: % proficient and advanced*	7.5		8.7%	0.7
Engagement	Student attendance	5	25%	88.5%	4.4
	Student re-enrollment	5		80.4% ¹¹⁹	4.0
	Student retention rate	5		87.6%	4.4
	Teacher retention rate	5		95.8%	4.8
	Teacher return rate	5		81.9%	4.1
TOTAL		95			66.6 (70.1%)

*WKCE scores in this table are based on the revised WKCE cut scores first used during the 2012–13 school year.

¹¹⁶ EXPLORE is administered to ninth graders; PLAN is administered to 10th graders.

¹¹⁷ Due to the N size of students who scored 17 or higher on the EXPLORE, CRC could not include results; therefore, five points were deducted from the total points possible.

¹¹⁸ Four-year rate as of 2011–12; reported on DPI website: <http://data.dpi.state.wi.us/Data/HSCompletionPage.aspx>

¹¹⁹ Student was enrolled in ninth through 11th grades on the last day of the 2011–12 school year and was also enrolled on the third Friday of September 2012.

Appendix E

2011–12 DPI Report Card



Milwaukee Acad of Science | Milwaukee Acad of Science

School Report Card | 2011-12 | Summary

Overall Accountability Score and Rating



Meets Few Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-12 State	K-12 Max
Student Achievement	33.6/100		66.4/100	
Reading Achievement	12.7/50		29.8/50	
Mathematics Achievement	20.9/50		36.6/50	
Student Growth	81.9/100		62.3/100	
Reading Growth	38.8/50		31.2/50	
Mathematics Growth	43.1/50		31.1/50	
Closing Gaps	72.5/100		67.4/100	
Reading Achievement Gaps	33.6/50		16.5/25	
Mathematics Achievement Gaps	38.9/50		16.8/25	
Graduation Rate Gaps	NA/NA		34.1/50	
On-Track and Postsecondary Readiness	80.5/100		82.9/100	
Graduation Rate (when available)	74.3/80		70.9/80	
Attendance Rate (when graduation not available)	NA/NA		NA/NA	
3rd Grade Reading Achievement	1.2/5		2.8/5	
8th Grade Mathematics Achievement	2.6/5		3.5/5	
ACT Participation and Performance	2.4/10		5.7/10	

Student Engagement Indicators	Total Deductions: -5
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction