

2016–2017 Programmatic Profile and Educational Performance

Report Date: September 2017



Milwaukee Academy of Science

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

**EXECUTIVE SUMMARY
FOR
MILWAUKEE ACADEMY OF SCIENCE
2016–17**

This is the ninth annual report to describe the operation of 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 NCCD 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

MAS met all provisions of the contract this year.

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 local measures of academic progress resulted in the following outcomes.

- *Primary and Elementary Academies (K4 Through Fifth Grade)*
 - » Of 56 K4 students who completed the fall and spring Phonological Awareness Literacy Screening (PALS) PreK assessments, 94.6% were at or above the developmental range for five or more of seven completed tasks at the time of the spring test. The school’s goal was 85.0%.
 - » Of 517 K5 through fifth graders who completed the fall and spring Measures of Academic Progress (MAP) reading tests, 71.8% showed progress on the spring test. The school’s goal was 70.0%.

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

- » Of 58 K4 students who completed fall and spring math assessments, most (84.5%) acquired at least 80.0% of the math competencies designated as benchmarks. The school's goal was 90.0%.
- » Of 512 K5 through fifth-grade students who completed the fall and spring MAP math tests, 73.6% showed progress on the spring test. The school's goal was 70.0%.
- » Of 245 third- through fifth-grade students assessed in writing, 85.7% achieved a score of 18 or more, meeting the school's goal of 75.0%.
- » Of 34 primary/elementary academy students with IEP goals reviewed during the year, 97.0% met one or more of their goals this year. The school's goal was 90.0%.
- *Junior Academy (Sixth Through Eighth Grades)*
 - » Of 216 of the students who completed the fall and spring MAP reading tests, 81.9% showed progress on the spring test. The school's goal was 75.0%.
 - » Of 216 of the students who completed the fall and spring MAP math tests, 88.9% showed progress on the spring test. The school's goal was 75.0%.
 - » A total of 216 students were assessed in writing. More than four fifths (81.9%) of the students received a score of 18 or more; the school's goal was 75.0%.
 - » Of 21 junior academy students with IEP goals reviewed during the year, 81.0% met one or more of their goals, and the school's goal was 85.0%.
- *High School (Ninth Through Twelfth Grades)*
 - » Of 168 high school students who completed fall and spring Scholastic Reading Inventory assessments, 53.6% showed improvement from fall to spring; the school's goal was 61.0%.
 - » Of 168 high school students who completed final math assessments for the math course in which they were enrolled for the entire year, 49.4% scored 70.0% or better on the end-of-year assessment. The school's goal was 60.0%.

- » Of 173 high school students who were enrolled for the entire school year and completed the spring writing assessments, 79.2% received a score of 18 or higher in the spring; the school's goal was 75.0%.
- » Of 20 of the students with IEP goals reviewed during the year, 90.0% met one or more of their goals this year, and the school's goal was 95.0%.
- » Graduation plans were developed for all 183 high school students enrolled at the school year's end, which met the school's goal.
- » The average number of credits accumulated by students within each grade were: ninth-grade students (5.7), tenth-grade students (13.2), eleventh-grade students (19.9), and twelfth-grade students (27). More than four fifths (144, or 82.8%) of students enrolled for the entire school year were promoted to the next grade or graduated from high school this year.

2. Secondary Measures of Educational Outcomes

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

- Attendance
- Parent participation
- Special education student records
- Testing of new enrollees
- High school graduation plans

The primary, elementary, and junior academies met two of their three internal goals (parent participation and special education student records) and the high school met four of five internal goals (parent participation, special education student records, testing of new enrollees, and high school graduation plans).

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

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

- First- to Second-Grade Students: Fifty-two students completed the PALS spring assessment in 2015–16 as first-grade students and in 2016–17 as second-grade students. As first graders, 48 students were at or above the spring summed score benchmark, and, in the spring of 2017, 46 (95.8%) of these students remained at or above the summed score benchmark as second graders.
- Fourth- Through Eighth-Grade Students: Three hundred students in this grade range completed the Forward English/language arts (ELA) and math assessments in the spring of 2016 and 2017.
 - » Eleven students were proficient or advanced in ELA in 2016; eight (72.7%) maintained proficiency in 2017. Of the 289 students below proficient in 2016, 43.9% showed improvement at the time of the 2017 assessment.
 - » Twenty-five students were proficient or advanced in math in 2016; 68.0% of those students maintained proficiency in 2017. Of the 275 students below proficient in 2016, 43.3% showed improvement at the time of the 2017 assessment.
- 2016 Aspire to 2017 Aspire
 - » Of 15 students at or above the English benchmark in 2016, 86.7% maintained benchmark in 2017. There were too few students at or above benchmark on the other subtests or the composite score to include the results this year.
 - » Between 47.4% and 63.0% of students below benchmark progressed on the Aspire subtests *and* the composite score from 2016 to 2017.

C. CSRC School Scorecard

On the CSRC scorecard, the school scored 68.6% for K4 through eighth grade and 73.5% for the high school. The weighted overall score was 69.5%, as compared to 70.9% for the 2015–16 school year.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all of the recommendations in its 2015–16 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 2017–18 year.

A. Primary and Elementary Academies

- Stabilize student behaviors to enable staff to focus on academic content, which, in turn, would help staff reduce suspensions, expulsions, and other disciplinary actions.
- Implement a new ELA curriculum for K4 through fifth grade with fidelity and consistency.

B. Junior Academy

- Strengthen the science programming through use of additional technological and online resources and implementation of a new sixth- through eighth-grade science curriculum. An additional teacher with scientific expertise would be hired to assist with these enhancement efforts.
- Enhance low-achieving students' ownership of their learning by encouraging them to track their own competencies with parents' active collaboration.

C. High School

- Increase attention given to students' reading and math competencies, especially for students starting the year with lower-level skills. Special attention should also be given to ensure more ninth-grade students earn adequate credits to transition to the tenth grade at the end of the school year.
- Reduce the level of turnover in leadership and staffing by creating a stronger team culture and providing adequate supports to enhance teachers' success with students in all academic areas.

V. RECOMMENDATIONS

Based on past and current contract compliance status and a combined scorecard rating of 69.5%, which is only 0.5% below the 70.0% expectation, CRC recommends MAS continue regular, annual academic monitoring and reporting. In addition, CRC recommends MAS be granted a new five-year contract to operate as a City of Milwaukee charter school.

MAS's combined pilot scorecard result is because Forward year-to-year results were added into the pilot K4 through eighth-grade scorecard. The K4 through eighth-grade school improved all but one element of its scorecard, including continued improvements in reading and math outcomes on local measures and the point-in-time Forward results. Finally, the high school maintained a pilot scorecard result of 73.5%, which is above the 70.0% expectation.

I. INTRODUCTION

This is the ninth regular program monitoring report to describe educational outcomes for the Milwaukee Academy of Science (MAS), a school chartered by the City of Milwaukee. 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 NCCD Children's Research Center (CRC).

CRC used the following steps to gather this report's information.

- During three initial site visits, CRC conducted structured interviews with the leadership staff of each division of the school,² reviewed critical documents, and obtained copies of these documents for CRC files.
- CRC staff assisted the school in developing outcome measures for three distinct learning memorandums.
- CRC staff made additional scheduled and unscheduled site visits to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations, including clarifying necessary data collection. CRC staff also reviewed a representative sample of special education files.
- CRC staff, a CSRC member, and the CSRC policy staff attended a board of directors meeting to improve communications regarding CSRC and CRC roles. Expectations about the involvement of board members were also discussed.
- At the end of the school year, CRC conducted structured interviews with the leadership staff of all four divisions of the school.
- The school provided electronic data to CRC to compile and analyze.

² MAS consists of primary, elementary, and junior academies, and a high school.

II. PROGRAMMATIC PROFILE

Milwaukee Academy of Science
2000 West Kilbourn Ave.
Milwaukee, WI 53233

Telephone: (414) 933-0302

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

President and Chief Executive Officer: Anthony McHenry

Principal, Kindergarten Through Fifth Grade: Michael Beaudoin

Principal, Sixth Through Eighth Grade: Kristi Bachar

Acting Principal, Ninth Through Twelfth Grade: Chris Schwab³

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

This is MAS's recently revised mission statement:

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

MAS opened in August 2000 and was chartered by UW-Milwaukee. The school began a five-year charter agreement with the City of Milwaukee in July 2008 and started its second five-year charter agreement during the 2013–14 school year. The school serves students in K4 through twelfth grades with a challenging curriculum emphasizing science. MAS staff embrace the 5E instructional model (i.e., engage, explore, explain, evaluate, and extend). Also, MAS enhances its curriculum with science-related community partnerships.

MAS complements its mission with the following revised guiding principles.

³ A new principal was hired and started the 2016–17 school year. She resigned her position before the start of the second semester, and the Chief Academic Officer assumed responsibility for the high school.

- Collaborating with students, family, staff, and community to provide quality education. Preparing students for future opportunities with a STEM curriculum, diverse experiences, and enrichment beyond the core curriculum.
- Making programming and services decisions based on the best interests of students, the strategic plan, the budget, and professional development analysis and feasibility. Conducting business with integrity to ensure the school's longevity for students, families, and the community.
- Embracing diversity, never compromising safety, and holding the MAS community to high academic and behavioral expectations.

2. Instructional Design

MAS emphasizes integrating science into the general curriculum and provides its students with unique science opportunities at all levels. The school's promises, as stated in the 2016–17 parent, student, and teacher handbooks, follow.

- The school will work tirelessly to secure resources to ensure student success.
- The school will maintain a nurturing, respectful environment for scholars, family, and staff.
- The school will be the leader in STEM education in Wisconsin and Milwaukee.
- The school will maintain high expectations of students, teachers, and administrators as its standard.

As part of the school's efforts to fulfill these promises, MAS teachers are trained in differentiated instruction and in the curricular areas in which they teach. Teachers use a variety of instructional groupings, including one-on-one, small-group, cooperative learning, whole-group, and independent study. MAS used K4 and K5 assistants, Reading Corps members, and Marquette University volunteers to assist K4 through fifth-grade classroom teachers. Under

the supervision of classroom teachers, these assistants provided supplemental instructional support to small groups in reading and math. Teachers also team-teach, which commonly occurs in inclusion classrooms with the regular education teacher and the special education teacher. Student needs and lesson objectives determine the most appropriate instructional techniques.⁴

The challenging curriculum is designed to meet the needs of individual learners. Open Court Reading, a research-based program to accelerate reading skills for urban students, is used as the core reading program for the primary/elementary academies.

The junior academy is departmentalized, and classes are taught by content-area specialists. All students have a double reading block using a Holt *Elements of Literature* textbook, independent reading of self-selected novels, and other instructional strategies, including Compass Learning.

The high school students also use Holt *Elements of Literature* as a foundational text. Teachers supplement this curriculum with novels and techniques such as literature circles. The junior academy science curriculum focuses on the life sciences, with an emphasis on biology and environmental science. All high school students are required to take biology, physical science, chemistry, technological inquiry, and physics. In addition, high school students can take advanced placement (AP) courses in biology and environmental science and regular (i.e., non-AP) classes in anatomy and physiology, vertebrate zoology, zoology, and engineering.

⁴ This information was taken from the school's city charter application and annual interview sessions.

The primary/elementary and junior academies used the Measures of Academic Progress (MAP) to assess student progress in reading. Both programs used Compass Learning to assess and monitor students' acquisition of higher-level reading skills.⁵

MAS uses the Engage New York math curriculum for the primary/elementary academies. A Common Core State Standards-aligned Holt curriculum is used for the junior academy students, with a focus on algebraic concepts for students in eighth grade. The high school math program allows students to progress through courses in algebra I, geometry, algebra II/trigonometry, pre-calculus or statistics, and potentially calculus. More advanced courses are provided, based on student needs.

Students start their science learning at the youngest ages by focusing on themes aligned with their reading series. The science curriculum draws on the McGraw-Hill series *Science: A Closer Look* for K4 through fifth grade. The junior academy students use Science Plus, an active, hands-on curriculum based on the Constructivist Learning Model, which encourages students to build their own understanding of science. The older students' math and science curriculum focuses on the concepts emphasized in the Common Core State Standards, the Next Generation Science Standards, and the competencies embedded in the Aspire and ACT. Finally, MAS recognizes the importance of "specials" in a student's academic program, so each student receives instruction in physical education, technology, and a STEM lab on a regular basis.

⁵ Compass Learning is a computer-based program that matches learning activities to students' MAP scores.

B. School Structure

1. Board of Directors

MAS is an unincorporated association governed by the Milwaukee Science Education Consortium, a 501(c)(3) organization. The consortium is governed by a board of directors. It has ultimate responsibility for the school's success and is accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all of the terms of its charter are met. The board sets policy for the school and hires the school president/CEO, who, in turn, hires the staff of the school. The board meets regularly to discuss issues, set policy, and conduct school business.⁶

This year, there were 21 members on the board of directors: a president/CEO, vice president, secretary, treasurer, and 17 other members.⁷ Board members represent each of the institutions of higher education that contributed to the creation of the consortium (i.e., Medical College of Wisconsin, Cardinal Stritch University, Marquette University, Alverno College, Milwaukee Area Technical College, and the Milwaukee School of Engineering).

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

⁶ This information is taken from the school's website and its original application to the City of Milwaukee.

⁷ There are four additional members of emeritus status.

2. Areas of Instruction

The administration of MAS is structured to support the ongoing improvement of the learning environment and academic achievement of all its students. The school has a president/CEO, a chief academic officer, a chief financial officer, a finance and operations coordinator, and a development and community engagement manager, all of whom are responsible for the overall school and its academic and financial outcomes. Three additional principals and three achievement directors oversee MAS's four academies. The academies are assisted with their core instructional activities by special education teachers, intervention staff, other instructional specialists, a technology team, and a student support team.

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

A major part of the school's overall strategic plan is to identify 21st-century skills, integrate them throughout the entire 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, and technology. As students move into the next two grades in the primary/elementary academies, the curriculum expands its focus with additional instructional time on scientific constructs and social studies material.

Students in the junior academy and high school receive instruction in language arts, writing, reading, literature, mathematics, technology, social studies, science, and physical

education. High school students also have foreign language instruction. Grade-level standards and benchmarks have been established for each of these curricular areas, and progress is measured against these standards. The junior academy is departmentalized; 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 AP classes and other more advanced courses.

To graduate from MAS, students must acquire 24 credits, and the minimum credit requirements are: English (4.5), mathematics (4.0), social studies (3.0), science (6.0), foreign language (2.0), physical education/health (2.0), and electives (2.5).

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

To participate in the graduation ceremony, students must take the ACT during their junior and senior years. As seniors, they must also maintain a 90.0% attendance rate and have no outstanding disciplinary assignments or fees.⁸

⁸ This requirement is articulated in the *2016–17 Student and Parent High School Handbook*.

3. Teacher Information

At the end of the 2015–16 school year, 64 staff were eligible to return for the 2016–17 school year; of those, 56 returned for an overall return rate of 87.5%.⁹ In addition to the returning staff, 13 new staff members were hired.

During the year, MAS classrooms were staffed by 68 teachers: 28 primary/elementary academy teachers, 11 junior academy teachers, 13 high school teachers, eight special education teachers, three intervention teachers, three STEM/technology teachers, and two physical education teachers.¹⁰ These teachers were supported by a special education coordinator and a library media specialist.¹¹ Other educational support staff included: a guidance counselor for ninth- through twelfth-grade students, a technology team, and several assistants, including AmeriCorps volunteers.¹²

All instructional staff employed during the year held a DPI license or permit, and during the year, two teachers were terminated; one of the 66 teachers eligible for retention left the school, resulting in an annual teacher retention rate of 98.5%.

Professional staff members are accountable for professional growth and development, both collectively and individually. Expectations include: Teachers will create personal

⁹ This rate excludes teachers who were at MAS at the end of the 2015–16 school year, but were not offered contracts for the 2016–17 school year, because of either unacceptable performance or the elimination of their instructional position; it also excludes teachers who moved out of the city for family reasons. Returning teachers had been at the school for between one and 15 years.

¹⁰ One teacher returned this year as an administrator; that staff member was included in the return rate, but not the staff count for the 2016–17 school year.

¹¹ The special education coordinator and library media specialist positions are excluded from staff return and retention rates.

¹² The average length of service for MAS teachers was 3.7 years, and, for key administrative staff, 7.1 years.

professional development plans and portfolios, designated teams will assess their common professional development needs, and staff attendance is mandatory on professional development days.

The school supports professional development through its pre-service training and ongoing professional development opportunities. Staff members are provided with in-house support and multiple opportunities to grow professionally.¹³ The school maintains an in-depth new educator induction program, which includes:

- An orientation program before the school year's start and strong, cohesive teams;
- Professional development plan reviews, administrator observation, and academy meetings focused on new teacher needs; and
- Membership in and through the Southeastern Wisconsin Project. The school has peer mentors trained through the project who are then assigned to mentor first- and second-year teachers.

All staff members are required to participate in professional development programs and are provided with time for collaborative planning and departmental meetings. In addition, teachers are encouraged to attend relevant conferences and workshops. For example, some staff (K4 through twelfth grade) attend math and literacy networks and trainings through CESA 1.

Formal teacher evaluations occur on an annual basis and are used to guide decisions about contract renewals and salaries for the next school year. Evaluations of MAS teaching staff

¹³ The material in this section was extracted from pages 24 and 25 of MAS's application to the city to be authorized as a charter school in July 2008 and from the *2016–17 Staff Handbook*.

are based on the employee's commitment to his/her personal professional development and evidence of progress.

4. Hours of Instruction/School Calendar¹⁴

For primary/elementary and junior academy students, the regular school day began at 7:55 a.m. and ended at 3:20 p.m. High school students began their day at 7:51 a.m. and ended their day at 3:03 p.m. Breakfast was available to all students beginning at 7:25 a.m.

The first day of student attendance was August 16, 2016, and the last day was June 7, 2017. The school met the contract requirement for instructional and attendance days.

MAS offers students regular opportunities for afterschool activities and academic support. For primary/elementary academy students, afterschool activities—such as science club, Boy and Girl Scouts, dance team, and sports—are held from 3:30 to 5:00 p.m.

MAS offered tutoring services, science club, athletics, etc. to junior academy students from 3:20 until about 4:30 p.m. Other activities were available for these youth and their high school peers during this same time period.¹⁵ High school students were able to meet with individual teachers after school to obtain enrichment instruction or to complete general studying, independent reading, online research, ACT preparation, and assignments.

¹⁴ All information in this section is available in the school calendar; MAS provided CRC with a copy of the school calendar at the beginning of the school year.

¹⁵ Examples include science club, job/career club, basketball, fitness, cheerleading, dance, career club, self-defense, Project Empower Nova, DRIVE, and Pearls for Teen Girls, Inc.

5. Parental Involvement

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

- All parents are encouraged to attend a registration meeting at the beginning of the school year. At this session, staff review the appropriate student/parent handbook. Subsequent to this review, parents and older students sign an agreement to follow the school's policies and procedures.
- Expecting administrative and teaching staff to work with parents and families to ensure students are attending school regularly. It is also their responsibility to provide parents with regular, diverse opportunities to participate in school functions.
- Seeking regular communication with its families by having each grade level send out newsletters which 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 and to be prepared to meet with parents during parent/teacher conferences.¹⁶

The school also has a parent committee, which holds meetings monthly. All parents are encouraged to participate so the team can achieve its vision, which is to make MAS the preferred school in Milwaukee. The team provides parents with an additional link to teachers; bridges communication between parents, school, students, and teachers; develops students as lifelong learners; provides leadership for the school community; and raises funds for school programs and projects.

¹⁶ This information was extracted from MAS's charter school application and the student and parent handbooks for the 2016–17 school year.

6. Waiting List

According to the administrators, the school did not have a waiting list as of May 2017. They anticipated that a waiting list might develop over the summer for certain grades, but staff did not expect the number of students to be significant.

7. Discipline Policy

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

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

In the parent handbooks, the school emphasizes its use of Positive Behavioral Intervention and Supports as a proactive systems approach to maximize student achievement. It requires a commitment to 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.

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 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 uses strategies consistent with good Response to Intervention (RtI) practices. RtI is a framework for implementing high-quality instruction, balanced assessment, and collaboration and uses a multi-tiered system to provide the support needed to increase success for all students. MAS's RtI has three tiers for both academics and behaviors. Each tier contains detailed information about the school's expectations and the consequences for deviation from the expectations. Details about MAS's RtI can be found in the 2016–17 parent handbook.

8. Graduation Information

MAS's guidance department provides assistance to the school's eighth graders. In addition, the junior academy staff work with these students and their parents throughout the year and strongly encourage them to continue their MAS education through high school graduation. The MAS leadership team indicated that most eighth graders continue at MAS for high school. At the end of the school year, 70.7% of the eighth graders who were promoted to ninth grade were enrolled in MAS for the next school year. The remaining students were either enrolled in another public school or had not informed the school of their chosen high school.¹⁷

¹⁷ Two of the MAS eighth-grade graduates enrolled in Rufus King International School; two enrolled in Bay View; three enrolled in Milwaukee Lutheran; one each enrolled in Vincent, Mesmer, and Riverside; one is moving out of state; and one of the students was unsure of his MAS re-enrollment status.

The primary reasons for students not returning to MAS for high school were 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. The counselor completed the following activities with students.

- *College visits:* Seniors went on a large group visit to UW–Parkside and eight seniors visited Michigan State University, Penn State University, Haverford University, Bryn Mawr College, and Howard University; and eight sophomores and juniors visited Minnesota State University, Mankato, St. Cloud State University, Augsburg College, and the University of Minnesota, Twin Cities.
- *Admission representatives from around the country spoke with students onsite.*
- *College and career fairs.* Juniors and seniors attended the Wisconsin Education Fair held at Mount Mary University and students attended the National College Fair downtown. Small groups took field trips to local manufacturers.
- *Ongoing partnerships to support postsecondary planning.* A Great Lakes representative presented about applying to college, planning for college, and completing the FAFSA. When those presentations ended in 2016, the counselor continued providing the same presentations. The counselor also collaborated with Marquette’s Upward Bound Math and Science program and the UW-Milwaukee Talent Search Program.
- *Introduced a two-week FAFSA fire-up period in the fall.* Families attended an informational session, and the counselor met individually with students to guarantee FAFSA completion.
- *Developed and reviewed graduation plans with every student.* The counselor helped sophomores complete a career interest inventory through the Career Cruising website and used the results in individual graduation plan conferences.

All 24 twelfth-grade students who graduated were accepted into postsecondary schools, including Clark Atlanta University, Howard University, Lane College, Louisiana State University Eunice, Milwaukee Area Technical College, Mercyhurst University, Minnesota State University,

Mankato, Northwestern University, Ripon College, Silver Lake College, and UW–Milwaukee.

These students were also offered \$626,480 in scholarship funds.

C. Student Population

As of September 16, 2016, 1,056 students were enrolled in K4 through twelfth grade.¹⁸

During the year, 29 students enrolled in the school and 98 students withdrew.¹⁹ Students withdrew for a variety of reasons. Of the primary/elementary academy students who withdrew, eight transferred to other schools in Milwaukee, seven transferred out of state, five withdrew because of parent dissatisfaction with the school, three transferred to other schools in Wisconsin, one withdrew because of chronic absences, four withdrew to avoid potential expulsion, three withdrew for chronic behavior issues, two withdrew for transportation reasons, and 13 withdrew for other unknown reasons.

Of the junior academy students, nine withdrew to avoid potential expulsion, four transferred out of Milwaukee, two transferred to another school in Milwaukee, one student was dropped because of chronic attendance issues, four withdrew because of chronic behavior issues, and two withdrew for other, unknown reasons.

Of the high school students, 12 withdrew to avoid potential expulsion, three transferred to other schools in the district, five transferred out of state, two withdrew because of academic issues, one was dropped because of chronic attendance issues, one withdrew because of sibling issues, and six withdrew for other, unknown reasons.

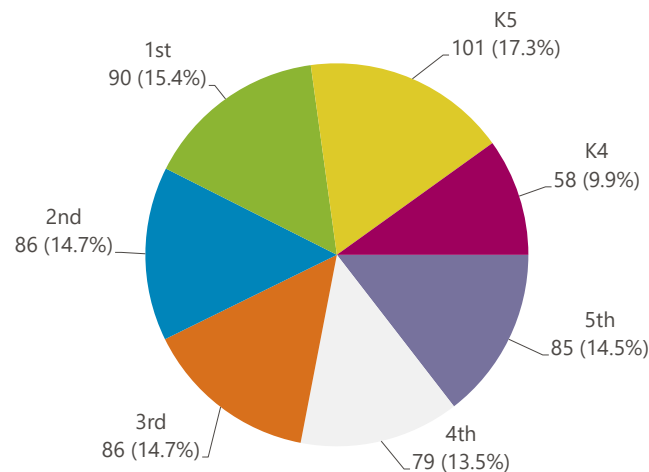
¹⁸ There were 616 students in the primary/elementary academies, 240 in the junior academy, and 200 in high school.

¹⁹ A total of 15 students enrolled and 46 withdrew from the primary/elementary academies, one enrolled and 22 withdrew from the junior academy, and 13 enrolled and 30 withdrew from the high school.

There were a total of 987 students enrolled at the school year's close.

- There were 585 students in K4 through fifth grade (Figure 1), 219 students in sixth through eighth grades, and 183 students in ninth through twelfth grades (Figure 2).
- More than half (518, or 52.5%) were girls, and 469 (47.5%) were boys.
- There were 982 (99.5%) African American students, three (0.3%) Hispanic students, one (0.1%) Caucasian student, and one (0.1%) student in the Other category.
- There were 115 (11.7% of the student body) students with special education needs.²⁰ Thirty-six students had other health impairments (OHI), 27 had learning disabilities (LD), 26 had speech and language impairments (SL), 14 had emotional behavioral disabilities (EBD), six had significant developmental delays (SDD), three had cognitive disabilities (CD), two students were autistic, and one had an intellectual disability (ID).
- Most (93.4%) of the school's students were eligible for free/reduced lunch.

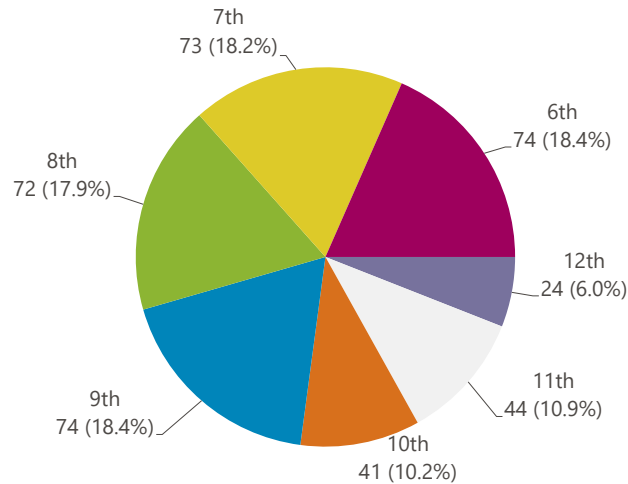
Figure 1
Milwaukee Academy of Science
Primary/Elementary Academy Grade Levels
2016–17



N = 585

²⁰ Includes students with identified special education needs who qualified and were not dismissed at evaluation.

Figure 2
Milwaukee Academy of Science
Junior Academy and High School Grade Levels
2016–17



N = 402

There were 1,056 students enrolled on the third Friday of September.²¹ Of these, 966 students were still enrolled on the last day of the school year. This represents an overall retention rate of 91.5%. Of the 616 primary/elementary academy students who were enrolled at the beginning of the year, 574 (93.2%) were still enrolled at the end; in the junior academy, 218 (90.8%) of the 240 students enrolled at the beginning stayed for the entire year; and 174 (87.0%) of 200 high school students were retained for the year.²²

There were 859 students enrolled at the end of the 2015–16 school year who were eligible to return to the school (i.e., they did not graduate from eighth grade or high school);

²¹ The third Friday of September is considered the beginning of the school year for student tracking purposes.

²² The combined retention rate for the primary/elementary and junior academies was 92.5%.

733 of those students were enrolled on the third Friday in September 2016. This represents a student return rate of 85.3%.²³

D. Activities for Continuous School Improvement

During the year, MAS responded to all of the activities recommended in the 2015–16 programmatic profile and educational performance report. Below is a description of each recommendation and the school's corresponding response.

The primary/elementary academies focused on the following.

- Recommendation: Build on the creation/use of formative assessments aligned with Common Core standards and more effectively linking outcomes to grading practices to strategically and significantly improve student performance.

Response: Staff met regularly to review weekly assessments from Engage New York, the math curriculum, to better align instruction to individual student needs. Teachers participated in additional Phonological Awareness Literacy (PALS) training and used related resources to guide their reading readiness instruction. For the upper grades, teachers used the Aspire/ACT interim assessments to monitor students' acquisition of competencies and realign the curriculum to improve students' overall performance.

- Recommendation: Improve and expand the array of appropriate math interventions for students at all grade levels.

Response: Staff adopted several strategies to respond to this recommendation. A key approach was increased engagement with Pathblazer, a web-based math curriculum which sets students on individual learning paths using diagnostics to align their experiences and improve performance. Other strategies included co-teaching, the addition of a schedule block for re-teaching in small groups, and full inclusion for special education students.

²³ Of the 713 students in K4 through seventh grade who were enrolled at the end of the 2015–16 school year, 617 (86.5%) were enrolled on the third Friday of September 2016. Of the 146 students who were enrolled as ninth, tenth, or eleventh graders at the end of the 2015–16 school year, 116 (79.5%) returned for the 2016–17 school year.

The junior academy centered on improving student competencies through the following.

- Recommendation: Use ACT Aspire interim data to strengthen and improve the science curriculum and enhance the rigor of content within science classes.

Response: Staff used the Aspire/ACT science assessment every six to eight weeks to monitor student achievement on a more rigorous science curriculum. The science assessment data were the focus for retreats during the school year. These retreats were professional development sessions where teachers worked together to create action plans that were revised after each testing session. Teachers were also expected to use a scientific approach with their instruction by stating a hypothesis, collecting data, and using the results to assess the effectiveness of their action plans and their implementation.

- Recommendation: Enhance students' ownership of their learning, engage students in tracking their own competencies, and use more consistent classroom protocols for daily informal assessments of skill and concept mastery.

Response: Staff created an academic probation tracker system to monitor behaviors mostly related to academic performance, such as homework completion, concentration during class, and completion of assigned work. Weekly reports were sent to parents to enhance their engagement with student learning, and this practice resulted in gains for 60.0% of the students on the list. Next year, the junior academy will emphasize competencies and specific skill acquisition.

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

- Recommendation: Increase use of formative assessments to enable students to receive daily feedback from staff on their learning accomplishments.

Response: Staff used Aspire and ACT interim assessments three times during the school year, and these assessments focused on English, math, reading, and science. Teachers used the results to redesign the curriculum and provide students with regular feedback on areas in which they had not achieved competency.

- Recommendation: Strengthen collaboration between teachers within their departments and create structures for department staff to share and monitor evidence of student learning.

Response: This year, teachers participated in three data retreats, which stressed collaborating on curriculum topics, such as instructional scope and sequence, in order to strengthen the vertical alignment of MAS's overall instruction. Several professional development sessions—with full teacher participation—bolstered these efforts.

III. EDUCATIONAL PERFORMANCE

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

This year, local assessment measures included student progress in literacy, mathematics, and writing, as well as IEP goals for special education students. The standardized assessment measures were the PALS, the Wisconsin Forward Exam, the ACT Aspire, and the ACT.

A. Attendance

The 2016–17 attendance goals for MAS's three academies were 92.0% for primary/elementary, 95.0% for the junior academy, and 93.0% for the high school.

Primary/elementary academy students were marked as "partial day" if they arrived after 10:40 a.m. or left before 12:40 p.m. Junior academy students were marked present for the day if they arrived at school prior to 10:45 a.m. High school students were marked present only if they attended for the entire day.

- Primary/Elementary Academies
These students attended school an average of 91.8% of the time.²⁴ When excused absences were included, the attendance rate rose to 98.7%. There were 152 students suspended from school at least once during the year. These students spent, on average, 2.3 days out of school because of suspension.
- Junior Academy
These students attended school an average of 94.3% of the time. When excused absences were included, the attendance rate rose to 97.7%. There were 65 students suspended from school at least once during the year. These students spent, on average, 3.0 days out of school because of suspension.
- High School
These students attended school an average of 91.7% of the time. When excused absences were included, the attendance rate rose to 96.2%. There were 58 students suspended from school at least once during the year. These students spent, on average, 3.3 days out of school because of suspension.

The school fell just short of its attendance goals for all academies.²⁵

B. Parent Participation

The goal of the primary/elementary and junior academies was that parents of at least 95.0% of students enrolled for the entire school year would attend two of three scheduled parent-teacher conferences; the goal for the high school was 87.0%.²⁶ Conferences were scheduled for the fall, winter, and spring quarters.

- Parents of all (100.0%) 570 primary/elementary academy students enrolled all year attended two of three conferences.
- Parents of all (100.0%) 218 junior academy students enrolled for the entire year attended two of three conferences.

²⁴ Staff indicated that major busing issues in the first semester resulted in lower student attendance rates.

²⁵ The attendance rate for students in K4 through eighth grade was 92.5%.

²⁶ Conferences with any teacher—either at the school, via phone, or at the student's home—were counted in the participation rate.

- Of the 174 high school students enrolled all year, parents of 154 (88.5%) students attended two of three conferences.

All MAS academies, therefore, met their parent-participation goal.

C. Special Education Student Records

The school's goal was to maintain up-to-date records for all special education needs students. An IEP was developed, reviewed, and adopted for all 57 primary/elementary students, all 35 junior students, and all 23 high school special education students enrolled at the end of the year who qualified for and were not dismissed from special education services.

In addition, CRC conducted a random review of special education files. This review indicated that IEPs are routinely being completed and that parents are being invited to help develop IEPs for their students. The school has, therefore, met its goal of maintaining records on all students with special needs.

D. Local Measures of Educational Performance

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

progress, guide and improve instruction, clearly express the expected quality of student work, and provide evidence that students are meeting local benchmarks.

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

1. Primary/Elementary Academies

a. *Literacy*

i. *PALS for K4 Students*

In addition to administering the assessment, as required by DPI and the CSRC, MAS also elected to use the PALS-PreK as their local measure for students in K4. The school's goal was that at least 85.0% of students who completed both the fall and spring assessments would be at or above the developmental range for at least five of the seven tasks at the time of the spring assessment. (The PALS assessment is fully described in Section F.)

A total of 56 K4 students completed the fall and spring PALS-PreK. Almost all (53, or 94.6%) of those students were at or above the developmental range for five of the seven tasks at the time of the spring assessment, exceeding the school's goal.

ii. *MAP Reading Test for K5 Through Fifth Graders*

K5 through fifth-grade literacy skills were assessed using the MAP reading test. MAP tests are computerized, adaptive tests that measure student skills and provide educators with the information necessary to build a curriculum that meets students' needs. Every item on the

MAP test corresponds to a value on the Rasch Unit (RIT) scale. A level of difficulty is assigned to each item, and each value represents an equal interval measurement, meaning that 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 reference chart to determine the students' level of understanding in three subject areas: reading, math, and language usage.²⁷

The primary/elementary academy used a combination of methods to measure K5 through fifth-grade student progress.²⁸ In 2015, the Northwest Evaluation Association conducted a nationwide study of student performance on the MAP tests, which resulted in a normative mean, or average, RIT score being assigned to each grade level at the time of each MAP administration. Junior academy MAP progress goals were set based on whether the student was above the normative mean or at or below the normative mean for their grade level at the time of the fall test.

- Students above the normative mean for their grade level at the time of the fall test were expected to increase their RIT scores: K5 through second graders were expected to increase scores by at least six points; third and fourth graders, four or more points; and fifth graders were expected to improve scores by at least two RIT points at the time of the spring test.
- Students at or below the normative mean for their grade in the fall were expected to meet the MAP growth target.

²⁷ Northwest Evaluation Association, retrieved from <https://www.nwea.org/map-growth/>

²⁸ This measure differs from the one described in the school's learning memo. After reviewing the primary/elementary measure, the school's Chief Academic Officer recommended using the same primary/elementary measure that had been used in previous years to examine local measure progress from year to year and to maintain consistency between the primary/elementary and junior academy local measures.

The school's overall goal was that at least 70.0% of primary/elementary academy students would show progress as described above.

A total of 517 K5 through fifth graders students enrolled for the entire school year completed both the fall and spring MAP reading tests. Overall, 71.8% (371 of 517) of students progressed from fall to spring, meeting their MAP reading goal (Table 1).

Table 1			
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Reading Assessment Progress for K5 Through 5th Graders Fall 2016 to Spring 2017			
Grade Level	N	Met Goal	
		n	%
Students Above the Normative Mean in the Fall			
K5	41	38	92.7%
1st	25	21	84.0%
2nd	19	17	89.5%
3rd	18	17	94.4%
4th	17	13	76.5%
5th	22	17	77.3%
Total Above	142	123	86.6%
Students at or Below the Normative Mean in the Fall			
K5	57	37	64.9%
1st	63	31	49.2%
2nd	65	47	72.3%
3rd	67	42	62.7%
4th	62	48	77.4%
5th	61	43	70.5%
Total at or Below	375	248	66.1%
OVERALL PROGRESS	517	371	71.8%

b. Math

i. Math Skills Assessment for K4 Students

To assess student progress in math, the school set the goal that at least 90.0% of K4 students who completed both the fall and spring math skill assessments would acquire at least 80.0% of the math competencies designated as benchmarks for their grade level at the time of the spring assessment. These assessments were designed by MAS staff based on their alignment with DPI Wisconsin Model Early Learning Standards and the Common Core. At the spring assessment, 84.5% (49 of 58) of K4 students who completed both the fall and spring assessments had met the math goal, falling short of the school's goal (data not shown in Table 2).

ii. MAP Math Assessment for K5 through Fifth Graders

The primary/elementary academy math goal was identical to the reading goal described above; progress goals were set depending on how students' fall scores compared to the normative mean for their current grade level. The school expected at least 70.0% of students would show progress from fall to spring.

A total of 512 K5 through fifth-grade students completed both the fall and spring MAP math tests. Overall, 73.6% of students (377 of 512) progressed from fall to spring, exceeding the MAP math goal (Table 2).

Table 2			
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Math Assessment Progress for K5 Through 5th Graders Fall 2016 to Spring 2017			
Grade Level	N	Met Goal	
		n	%
Students Above the Normative Mean in the Fall			
K5	35	35	100.0%
1st	26	24	92.3%
2nd	18	17	94.4%
3rd	19	18	94.7%
4th	11	10	90.9%
5th	11	11	100.0%
Total Above	120	115	95.8%
Students at or Below the Normative Mean in the Fall			
K5	62	42	67.7%
1st	60	42	70.0%
2nd	65	50	76.9%
3rd	66	37	56.1%
4th	67	42	62.7%
5th	72	49	68.1%
Total at or Below	392	262	66.8%
OVERALL PROGRESS	512	377	73.6%

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 students in each of six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. For each domain, students received a score of one for minimal control, two for basic control, three for adequate control, four for proficient control, and five for advanced control;

these were totaled for an overall score. An overall score of 18 or more indicated the student had adequate control. The school's goal was for 75.0% of students in third through fifth grades enrolled for the entire year to achieve an overall average score of 18 or more.

Most (210 of 245, or 85.7%) of third- through fifth-grade students enrolled for the entire year reached a score of 18 or more, meeting the school's goal (Table 3).

Table 3 Milwaukee Academy of Science Writing Skills for 3rd Through 5th Graders Based on Teacher Assessment 2016–17			
Grade	n	Number Who Met Goal*	Percentage Who Met Goal
3rd	85	65	76.5%
4th	76	71	93.4%
5th	84	74	88.1%
Total	245	210	85.7%

*Received a score of 18 or higher.

d. IEP Goals for Special Education Students

This year, the goal of the primary/elementary academies was that at least 90.0% 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 57 special education students enrolled in the primary/elementary academies at the end of the year. Twenty-three of those students were new to MAS this year and/or had initial IEPs that were not due for an assessment of student progress toward goals during the 2016–17 school year. Of the 34 students who were enrolled in special education at MAS last year and had an IEP review this year, 33 (97.1%) students met at least one of their IEP goals, exceeding the school's goal.

2. Junior Academy

a. *MAP Reading Assessment for Sixth, Seventh, and Eighth Graders*

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

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

The school's overall goal was that 75.0% of students would progress as described above.

A total of 216 sixth through eighth graders completed both the fall and spring MAP reading tests. Overall, 81.9% (177 of 216) of students progressed from fall to spring, exceeding the academy's MAP reading goal (Table 4).

Table 4			
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Reading Assessment Progress for 6th Through 8th Graders Fall 2016 to Spring 2017			
Grade Level	N	Met Goal	
		n	%
Students Above the Normative Mean in the Fall			
6th	9	Cannot report because of n size	
7th	18	17	94.4%
8th	19	13	68.4%
Total Above	46	36	78.3%

Table 4			
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Reading Assessment Progress for 6th Through 8th Graders Fall 2016 to Spring 2017			
Grade Level	N	Met Goal	
		n	%
Students at or Below the Normative Mean in the Fall			
6th	63	52	82.5%
7th	54	44	81.5%
8th	53	45	84.9%
Total at or Below	170	141	82.9%
OVERALL PROGRESS	216	177	81.9%

b. MAP Math Assessment for Sixth, Seventh, and Eighth Graders

The junior academy math goal was identical to the reading goal described above; progress goals were set depending on how student scores in the fall compared to the normative mean for their current grade level. The school expected at least 75.0% of junior academy students would show progress from fall to spring.

A total of 216 sixth- through eighth-grade students completed both the fall and spring MAP math tests. Overall, 88.9% of students (192 of 216) progressed from fall to spring, exceeding the junior academy's MAP math goal (Table 5).

Table 5			
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Math Assessment Progress for 6th Through 8th Graders Fall 2016 to Spring 2017			
Grade Level	N	Met Goal	
		n	%
Students Above the Normative Mean in the Fall			
6th	4	Cannot report because of n size	
7th	25	23	92.0%
8th	24	21	87.5%
Total Above	53	48	90.6%
Students at or Below the Normative Mean in the Fall			
6th	68	64	94.1%
7th	47	38	80.9%
8th	48	42	87.5%
Total at or Below	163	144	88.3%
OVERALL PROGRESS	216	192	88.9%

c. *Writing*

At the end of the school year, teachers judged student writing samples in six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Teachers assigned zero to five points in each of the six domains and combined them for an overall writing score. For junior academy students, an overall score of 18 or more indicated that the student demonstrated at least adequate control. The goal was that at least 75.0% of students in sixth through eighth grades would achieve a score of 18 or more. Over three quarters (81.9%) of students received a score of 18 or more, exceeding the junior academy's writing goal (Table 6).

Table 6 Milwaukee Academy of Science Junior Academy Writing Skills Based on Teacher Assessment 2016–17			
Grade	N	Number Who Met Goal*	Percentage Who Met Goal
6th	72	60	83.3%
7th	72	62	86.1%
8th	72	55	76.4%
Total	216	177	81.9%

*Received a score of 18 or higher.

d. IEP Goals for Special Education Students

This year, the junior academy's goal was that 85.0% of special education students would meet one or more goals on their IEPs, as assessed by the participants' most recent annual IEP review. At the end of the year, 35 special education students in sixth through eighth grades had completed IEPs; 14 of those students were new to MAS this year and/or had initial IEPs developed and did not require a review this year. Of 21 students enrolled in special education at MAS last year and who had IEP reviews, 17 (81.0%) met one or more of the goals in their IEP, falling short of the junior academy's special education goal.

3. High School

a. Literacy Progress Based on the Scholastic Reading Inventory²⁹

The school administered the Scholastic Reading Inventory (SRI) to high school students in the fall and again in the spring. The goal was that at least 61.0% of students would show

²⁹ All but three students who enrolled in MAS after the year's start were given the Brigance reading assessment within 60 days of enrollment.

improvement in scores, called Lexile measures, of at least 13 points. Lexile measures range from 0 (beginning reader) to 1,700, and students use them to find books that align with their reading skills. However, Lexile measures cannot be converted into grade-level units.³⁰

Of 168 students enrolled for the entire school year with comparable SRI measures, 90 (53.6%) improved their scores by 13 points, falling short of the high school's reading goal (Table 7).

Table 7 Milwaukee Academy of Science High School Literacy Progress Based on SRI Measures 2016–17			
Grade	N	Number Who Met Goal*	Percentage Who Met Goal
9th	70	42	60.0%
10th	34	22	64.7%
11th	41	21	51.2%
12th	23	5	21.7%
Total	168	90	53.6%

*Improved by 13 or more points.

b. Math Progress Based on the Comprehensive Math Assessment

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

³⁰ Lexile Framework for Reading, retrieved from www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/, <https://lexile.com/educators/understanding-lexile-measures/>, AND <http://lexile.com/educators/measuring-growth-with-lexile/lexile-measures-grade-equivalents/>

year.³¹ Scores were reported as the percentage of items a student got correct. Of the 168 students with scores available, 49.4% scored 70.0% or higher, falling short of the school's goal (Table 8).

Table 8			
Milwaukee Academy of Science			
High School: Percentage Correct on End-of-Year Math Assessment			
Grade	N	Met Goal*	
		n	%
9th	69	34	49.3%
10th	38	12	31.6%
11th	39	25	64.1%
12th	22	12	54.5%
Total	168	83	49.4%

*Scored 70.0% or better on the end-of-year math assessment.

c. *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, and the scores from each domain were totaled. A score of 18 or higher indicated that the student demonstrated at least adequate control. The goal was that 75.0% of students in each grade level enrolled for the entire year would reach a score of 18 or more.

³¹ The school tested math skills (using the Wide Range Achievement Test) for all but three students who enrolled after the beginning of the year within 60 days of enrollment.

Overall, 79.2% of students received a score of 18 or higher, but only 65.7% of ninth graders met the goal. Therefore, the school met the goal for tenth through twelfth grades, but fell just short of the goal for ninth graders (Table 9).

Table 9 Milwaukee Academy of Science High School Writing Skills Based on Teacher Assessment 2016–17			
Grade	N	Number Who Met Goal*	Percentage Who Met Goal
9th	70	46	65.7%
10th	37	31	83.8%
11th	42	38	90.5%
12th	24	22	91.7%
Total	173	137	79.2%

*Received a score of 18 or higher.

d. IEP Goals for Special Education Students

The high school's goal was that 95.0% of special education students would meet one or more goals on the IEP, as assessed by students in their most recent annual IEP review. At the end of the year, there were 23 special education students with completed IEPs in high school. Twenty of those students were enrolled in special education at MAS last year; the high school fell short of its goal because only 18 (90.0%) students met one or more of their IEP goals.

E. Additional Requirements for High School Students

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

1. Graduation Plans

All 183 high school students enrolled at the end of the year developed a graduation plan. All completed graduation plans included the students' postsecondary plans, were shared with parents, included a schedule reflecting the credits required to graduate, and were reviewed by the counselor. Counselors reviewed the plans, in part, to ensure students were on track to graduate and, in part, to determine whether a student should be referred for summer school. Based on those reviews, 82.5% of students were on track to graduate in four years, and 21.3% were referred to summer school (Table 10). Additionally, all eleventh and twelfth graders were required to meet with the counselor in the first quarter to discuss their graduation plans; all of these students met with the counselor during the school year.

Table 10 Milwaukee Academy of Science High School Graduation Plans 2016–17 (N = 183)	
Measure	Percentage of Plans Including Measure
Included postsecondary plans	100.0%
Shared with parents	100.0%
Included schedule reflecting credits to graduate	100.0%
Reviewed by counselor	100.0%
On track toward graduation	82.5%
Need to enroll in credit recovery activities	21.3%

2. High School Graduation and Grade-Level Promotion Requirements

MAS's minimum credit requirements are as follows.

- Ninth graders who earned six credits moved to tenth grade.
- Tenth graders who accumulated 12 credits moved to eleventh grade.
- Eleventh graders who earned 18 credits were promoted to twelfth grade.
- Twelfth graders who earned 24 credits, including the required courses, graduated.³²

The school provided credit and promotion information for all 174 high school students enrolled for the entire school year at MAS. Of those students, 144 (82.8%) earned the minimum number of credits to be promoted to the next grade or, in the case of twelfth graders, to graduate from high school (Table 11).

Table 11				
Milwaukee Academy of Science High School Graduation Requirements 2016–17				
Grade	N	Average Credits Earned/ Accumulated	Promoted/Graduated	
			n	%
9th	70	5.7	48	68.6%
10th	38	13.2	34	89.5%
11th	42	19.9	38	90.5%
12th	24	27.0	24	100.0%
Total	174	—	144	82.8%

³² This grade-level promotion schedule reflects the credits needed at each grade level to graduate in four years. IEPs for some special education students indicate the student will need more than four years of study to graduate. These students are promoted based on the following credit requirements: 4.5 credits to move from ninth to tenth grade, nine credits to move from tenth to eleventh grade, 13.5 credits to move from eleventh to twelfth grade, and 22 credits to graduate.

F. Standardized Measures of Educational Performance

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

For students in third through eighth grade, DPI requires the Wisconsin Forward Exam. Schools are required to assess ninth and tenth graders using the ACT Aspire and eleventh graders must complete the ACT Plus Writing in the spring of the school year. Additionally, the CSRC required that high schools administer the ACT to twelfth-grade students in the fall of the school year. These tests and results are described in the following sections.

1. PALS

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

a. PALS-PreK

The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). Two additional tasks (lowercase alphabet recognition and letter sounds) are completed only by students who reach a high enough score on the uppercase alphabet task. Schools can choose

whether to administer the optional nursery rhyme awareness task. Because this latter task is optional, CRC will not report data on nursery rhyme awareness.

The PALS-PreK does not have a summed score benchmark because the purpose is to learn students' abilities as they enter K4 in the fall. In the spring, developmental ranges for each PALS task indicate whether the student is at the expected developmental stage for a 4-year-old.

A total of 56 K4 students completed the PALS-PreK in the fall and spring. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see if more students were at or above the range for each test by the time of the spring administration (Table 12).

Table 12 Milwaukee Academy of Science PALS-PreK for K4 Students Students at or Above the Spring Developmental Range 2016-17 (N = 56)				
Task	Fall		Spring	
	n	%	n*	%
Name writing	21	37.5%	55	98.2%
Uppercase alphabet recognition	18	32.1%	54	96.4%
Lowercase alphabet recognition*	13	100.0%	52	100.0%
Letter sounds*	11	84.6%	52	100.0%
Beginning sound awareness	27	48.2%	54	96.4%
Print and word awareness	13	23.2%	54	96.4%
Rhyme awareness	15	26.8%	54	96.4%

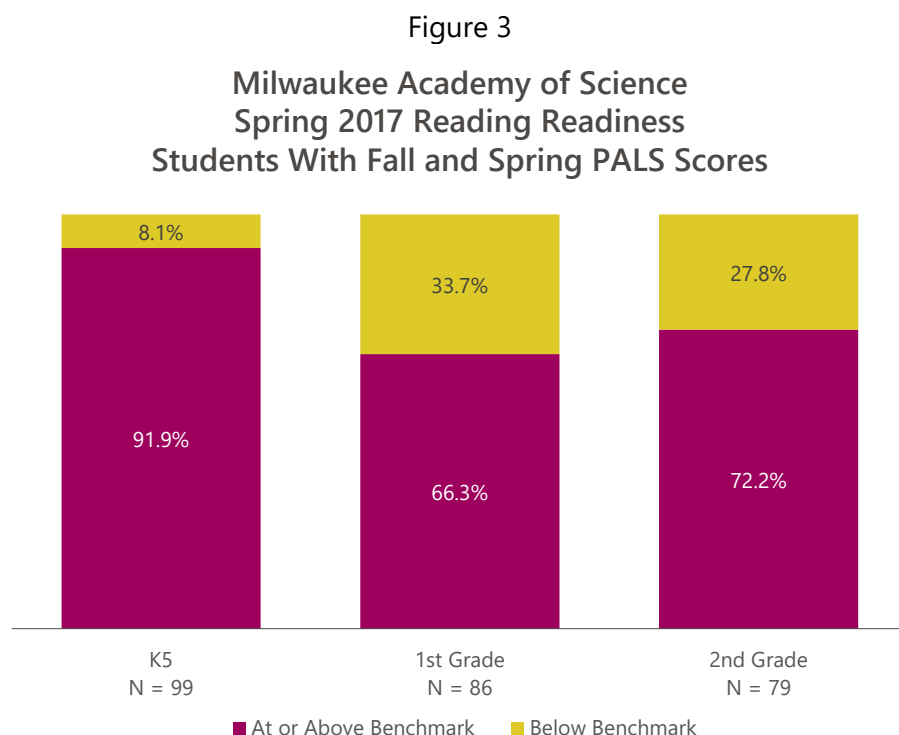
*The percentages for this task are based on an n size of 13 since 13 students qualified to complete the lowercase and letter sound tasks in the fall; by the same token, spring percentages are based on an n size of 52 since 52 students qualified at that time.

b. *PALS-K and PALS Plus*

The PALS-K includes 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). The PALS Plus comprises two entry-level tasks (spelling and word recognition in isolation) as well as other tasks that can be administered based on student needs.

For the PALS-K and PALS Plus, specific task scores are added together for an overall summed score. Student benchmark status is only a measure of whether the student is where he/she should be developmentally to continue becoming a successful reader; results from fall to spring should not be used as a measure of individual progress.

CRC examined spring reading readiness for students who completed both the fall and spring tests. More than two thirds of students in each grade level were at or above the spring summed score benchmark (Figure 3).



2. Wisconsin Forward Exam³³

In the spring of 2017, the Wisconsin Forward Exam was implemented as the state's standardized test for English/language arts (ELA) and math for third through eighth graders, science for fourth and eighth graders, and social studies for fourth, eighth, and tenth graders. The Forward Exam is a summative assessment that provides information about what students know in each content area at the students' grade level. Each student receives a score based on his/her performance in each area. Scores are translated into one of four levels: advanced, proficient, basic, and below basic. The Forward Exam is administered in the spring of each school year.

In the spring of 2016, 471 third- through eighth-grade students completed the ELA and math assessments. Of all students enrolled in the school for the entire school year (i.e., the third Friday of September until the date of the Forward test in the spring), 8.3% were proficient or advanced in ELA and 14.0% were proficient or advanced in math. Results by grade level are presented in Figures 4 and 5.

³³ Information taken from the Wisconsin DPI website and the Wisconsin Forward Exam family brochure. For more information, visit <http://dpi.wi.gov/assessment/forward> and <https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward%20brochure%20for%20families%202016-17.pdf>

Figure 4
Milwaukee Academy of Science
Forward Exam English/Language Arts Assessment
2016–17

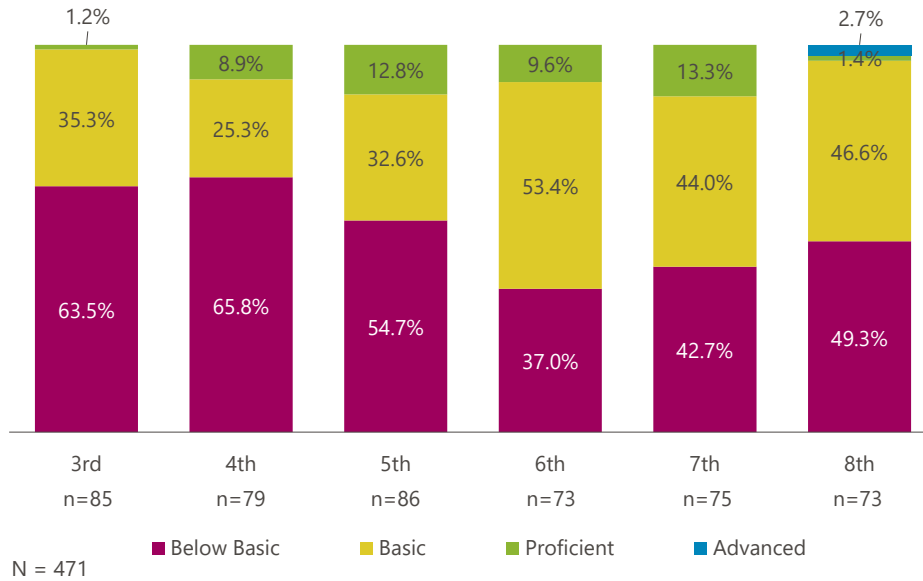
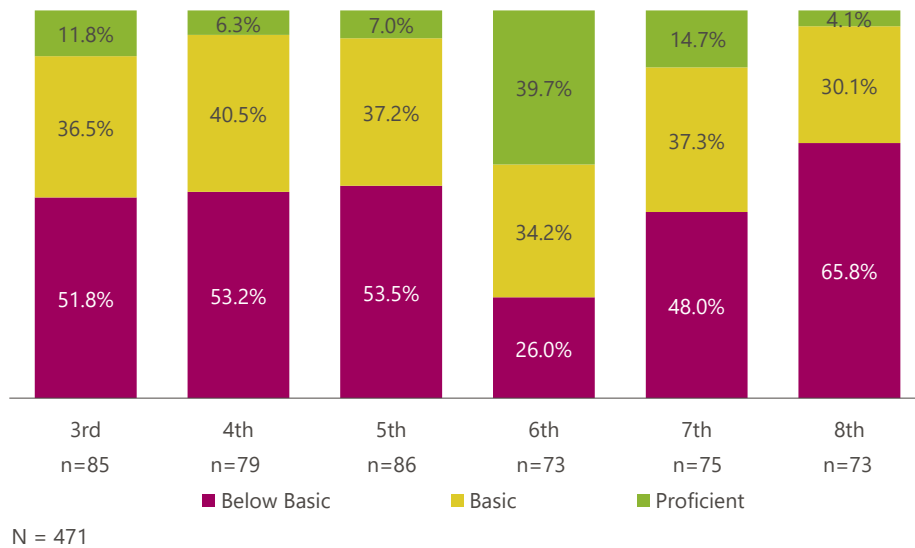
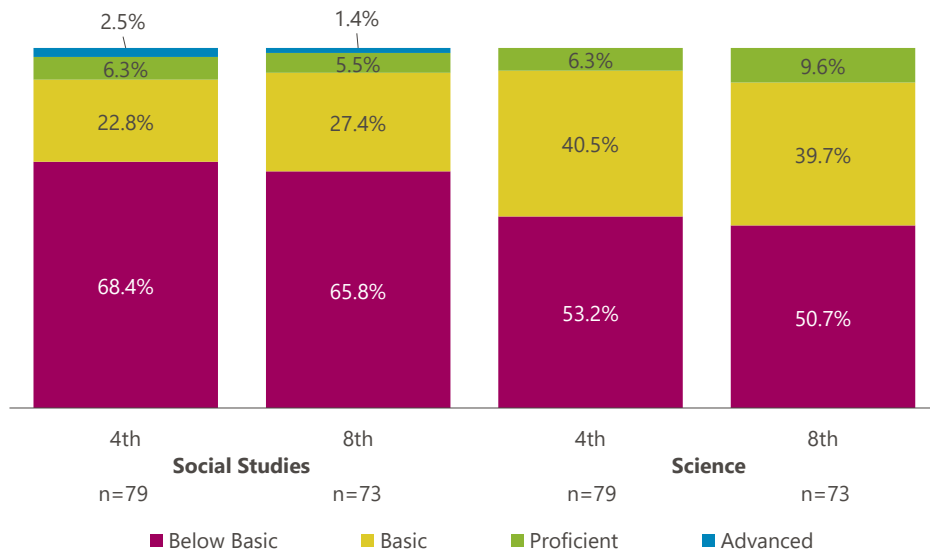


Figure 5
Milwaukee Academy of Science
Forward Exam Math Assessment
2016–17



Of the 152 fourth and eighth graders who completed the social studies and science tests, 7.9% were proficient or advanced in social studies and 7.9% were proficient in science (Figure 6).

Figure 6
Milwaukee Academy of Science
Forward Exam Social Studies and Science Assessments
2016–17



In the spring of 2017, 38 tenth graders took the Forward Exam social studies test (not shown). Just less than one fifth (six, or 15.8%) were proficient or advanced, 39.5% scored at the basic level, and 44.7% scored at the below basic level.

3. ACT Aspire and ACT Plus Writing

ACT has set college readiness benchmarks for the subject-specific subtests of both the Aspire and the ACT. The most recent benchmarks (published in 2013) for each grade level and test are shown in Table 13.³⁴

Table 13			
ACT College Readiness Benchmark Scores for the Aspire and ACT			
Subtest	9th-Grade Aspire	10th-Grade Aspire	11th-Grade ACT
English	426	428	18
Math	428	432	22
Reading	425	428	22
Science	430	432	23
Composite*	427	430	21

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

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

a. Aspire for Ninth and Tenth Graders

The Aspire was administered in the spring of 2017. Ninth- and tenth-grade students enrolled during those time periods completed the tests, meeting the CSRC expectation that students be tested. A total of 74 ninth and 41 tenth graders completed the Aspire (Table 14).

³⁴ For more information about ACT Aspire and ACT Plus Writing benchmarks, see the ACT Aspire website (<https://www.discoveractaspire.org/>) and the ACT website (www.act.org)

Table 14 Milwaukee Academy of Science Aspire for 9th and 10th Graders Number of Students at or Above Benchmark on Subtests and Composite Score 2016–17				
Test Section	9th Grade (N = 74)		10th Grade (N = 41)	
	n	%	n	%
English	25	33.8%	18	43.9%
Math	11	14.9%	4	9.8%
Reading	8	10.8%	5	12.2%
Science	5	6.8%	8	19.5%
Composite*	8	10.8%	6	14.6%

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

b. ACT for Eleventh and Twelfth Graders

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing and the ACT WorkKeys in the timeframe required by DPI (spring semester) and that twelfth graders take the ACT or ACT Plus Writing in the fall semester. There were 44 eleventh and 24 twelfth graders enrolled at the end of the school year; all of those students completed testing as required.

Composite ACT scores for eleventh graders ranged from 12 to 31, with an average of 17.1 (not shown). For twelfth graders, scores ranged from 14 to 30, with an average of 18.0 (not shown). Eight (18.2%) eleventh graders and five (20.8%) twelfth graders scored at or above the ACT composite benchmark (Table 15).

Table 15 Milwaukee Academy of Science Number of Students at or Above Benchmark for ACT Subtests and Composite Score 11th and 12th Graders 2016–17		
Subtest	n	%
11th Grade (N = 44)		
English	12	27.3%
Math	7	15.9%
Reading	7	15.9%
Science	6	13.6%
Composite	8	18.2%
12th Grade (N = 24)		
English	9	37.5%
Math	4	16.7%
Reading	5	20.8%
Science	2	8.3%
Composite ³⁵	5	20.8%

G. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. In the fall of 2013, students in K4 through second grade began taking the PALS reading assessment. The PALS summed score benchmark is intended to show teachers which students require additional reading assistance—not to indicate that the student is reading at grade level. Additionally, there are three versions of the test, which include different formats, sections, and scoring. For these reasons, an examination of PALS results from one test to

³⁵ Seven (30.4%) of the 23 students who graduated this year received a composite score of 21 or higher on this year's ACT.

another provides neither a valid nor a reliable measure of student progress. Therefore, CRC examined results for students who were in first grade in 2015 and second grade in 2016 who took the PALS Plus during two consecutive years. The CSRC's performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year.

In 2015–16, students in third through eighth grade began taking the Forward Exam in the spring of the school year. Because this is the first year that year-to-year progress can be measured using Forward Exam results from two consecutive school years, results will be used as baseline data to set expectations in subsequent school years.

Prior to 2014–15, the CSRC required that multiple-year progress from EXPLORE to PLAN and PLAN to the ACT be reported for students who met proficiency-level expectations (i.e., scored at benchmark or above), as well as for those students who did not meet benchmark expectations (i.e., tested below benchmark) the previous school year. The expectation was that at least 75.0% of students at or above the benchmark the previous year would maintain the benchmark the following year. For students below benchmark, the expectation was that at least 60.0% of students would either meet the benchmark the next year or improve their score by at least one point.

In the 2014–15 school year, the EXPLORE and PLAN were replaced by the ACT Aspire; schools continue to use the ACT for eleventh graders. Year-to-year progress toward college

readiness from ninth to tenth grade is now assessed using benchmarks from the Aspire.³⁶

Progress from tenth to eleventh grade is assessed using benchmarks and scale score improvement from the Aspire to the ACT. Because of the change from the PLAN to the Aspire in 2014–15, progress from tenth to eleventh grade cannot be validly measured, using available data, in the same way that progress was measured from the PLAN to the ACT in previous years. Therefore, year-to-year progress from tenth to eleventh grade will not be reported.

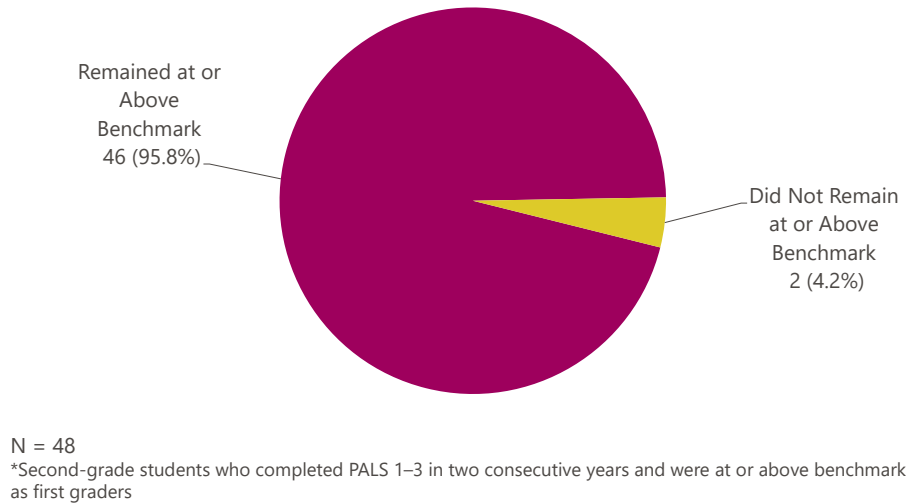
Additionally, because the change from EXPLORE/PLAN to Aspire is relatively new, the CSRC has not yet revised its expectations for year-to-year progress measures for high school students. Results from ninth to tenth grade will be reported and CRC will make recommendations for CSRC consideration in the fall of 2017 based on progress from the last three school years on Aspire; the results will be used as baseline data to set new expectations during subsequent years.

1. Second-Grade Performance Based on PALS

A total of 68 students completed the PALS spring assessment in 2015–16 as first graders and 2016–17 as second graders. Forty-eight of those students were at or above the spring summed score benchmark as first graders; 46 (95.8%) of those students remained at or above the summed score benchmark in the spring of 2017 as second graders (Figure 7).

³⁶ ACT created benchmarks for the Aspire subtests by concurring Aspire scores with the EXPLORE/PLAN benchmarks. These benchmarks will be used until ACT publishes updated Aspire benchmarks based on Aspire results.

Figure 7
Milwaukee Academy of Science
Year-to-Year Reading Readiness for
Second-Grade Students*
2016–17



2. Fourth- Through Eighth-Grade Progress Based on Forward Exam

Three hundred students completed the Forward Exam in the spring of 2016 and the spring of 2017. Year-to-year progress was measured for students at or above and for students below proficient in ELA and/or math in the spring of 2016.

a. *Students at or Above Proficient*

In the spring of 2016, 11 students were proficient or advanced in ELA; 72.7% of those students maintained proficiency in the spring of 2017 (Table 16a). Twenty-five students were at or above proficient in math in the spring of 2016, and 68.0% maintained proficient status in the spring of 2017 (Table 16b).

Table 16a			
Milwaukee Academy of Science Year-to-Year Progress in English/Language Arts for Fourth Through Eighth Graders Wisconsin Forward Exam: Students Proficient in 2016			
Current Grade Level	Students Proficient/Advanced in 2016	Maintained Proficiency in 2017	
		n	%
4th	1	Cannot report because of n size	
5th	4	Cannot report because of n size	
6th	0	Cannot report because of n size	
7th	3	Cannot report because of n size	
8th	3	Cannot report because of n size	
Total	11	8	72.7%

Table 16b			
Milwaukee Academy of Science Year-to-Year Progress in Math for Fourth Through Eighth Graders Wisconsin Forward Exam: Students Proficient in 2016			
Current Grade Level	Students Proficient/Advanced in 2016	Maintained Proficiency in 2017	
		n	%
4th	3	Cannot report because of n size	
5th	4	Cannot report because of n size	
6th	4	Cannot report because of n size	
7th	12	6	50.0%
8th	2	Cannot report because of n size	
Total	25	17	68.0%

b. *Students Below Proficient*

To determine if students who were not proficient or advanced the previous year were making progress, CRC examined whether these students improved scores by moving up one or more categories (e.g., below basic to basic, basic to proficient, or below basic to proficient).

If students did not improve by a level, CRC examined student progress within the student's skill level by equally dividing the below basic and basic levels into quartiles. The lower threshold for below basic 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.³⁷

In the spring of 2016, 289 students were below proficient in ELA, and 44.0% of those students showed progress in 2017 (Table 17a). For math, 275 students were at or below proficient in the spring of 2016, and 43.3% demonstrated progress in 2017 (Table 17b).

Table 17a Milwaukee Academy of Science Year-to-Year Progress in English/Language Arts for Fourth Through Eighth Graders Wisconsin Forward Exam: Students Below Proficient in 2016					
Current Grade Level	Students Below Proficient in 2016	Students Progressed in 2017			
		Increased at Least One Level	Increased a Quartile	Overall Progress	
				n	%
4th	56	11	6	17	30.3%
5th	58	11	10	21	36.2%
6th	58	22	15	37	63.8%
7th	57	23	8	31	54.4%
8th	60	15	6	21	35.0%
Total	289	82	45	127	43.9%

³⁷ This method is used by CRC to examine student progress in the schools chartered by the city.

Table 17b Milwaukee Academy of Science Year-to-Year Progress in Math for Fourth Through Eighth Graders Wisconsin Forward Exam: Students Below Proficient in 2016					
Current Grade Level	Students Below Proficient in 2016	Students Progressed in 2017			
		Increased at Least One Level	Increased a Quartile	Overall Progress	
				n	%
4th	54	9	10	19	35.2%
5th	58	12	11	23	39.7%
6th	54	30	10	40	74.1%
7th	48	6	7	13	27.1%
8th	61	10	14	24	39.3%
Total	275	67	52	119	43.3%

3. Progress From the Spring 2016 Aspire to the Spring 2017 Aspire

Students in ninth grade at MAS during the 2015–16 school year took the Aspire in the spring semester. The same ninth graders, if they were enrolled as tenth graders at MAS during 2016–17, took the Aspire in the spring of 2017.

Using the minimum benchmark scores for each grade level and subject area (see Table 18) on the Aspire, CRC examined student progress from ninth to tenth grade. There were 34 students who took the Aspire in the spring of 2016 as ninth graders and in the spring of 2017 as tenth graders. The following sections describe progress for students who were at or above the 2016 benchmark and for students who were below the benchmark on the 2016 test.

a. *Students at or Above Benchmark on the Spring 2016 Aspire*

Of the 15 students who were at or above the 2016 Aspire English benchmark, 86.7% maintained benchmark on the spring of 2017 English test. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, because of the small number of students who were at or above benchmark for the other subtests and the composite score, CRC could not include results in this report (Table 18).

Table 18 Milwaukee Academy of Science Year-to-Year Student Progress on the Aspire Spring 2016 to Spring 2017 (N = 34)*				
Subtest	Students at or Above Benchmark on the Spring 2016 Aspire		Students Who Remained at or Above Benchmark on the Spring 2017 Aspire	
	N	%	n	%
English	15	44.1%	13	86.7%
Math	3	8.8%	<i>Cannot report because of n size</i>	
Reading	8	23.5%	<i>Cannot report because of n size</i>	
Science	7	20.6%	<i>Cannot report because of n size</i>	
Composite**	7	20.6%	<i>Cannot report because of n size</i>	

*Total N size for Tables 18 and 19.

**ACT does not publish a benchmark for the Aspire composite score; CRC calculated a composite benchmark score by averaging the benchmark scores from the four subtests, as published by ACT.

b. *Students Below Benchmark on the Spring 2016 Aspire*

Between 47.4% and 63.0% of students below benchmark progressed on the Aspire subtests and the composite score (Table 19). These results will be used by the CSRC to set future expectations related to progress for lower-achieving ninth- to tenth-grade students (i.e., those below benchmark as ninth graders).

Table 19 Milwaukee Academy of Science Year-to-Year Student Progress on the Aspire Spring 2016 to Spring 2017 (N = 34)*						
Subtest	Number of Students Below Benchmark in Spring 2016		Number of Students Below Who Achieved Benchmark in Spring 2017	Number of Students Below Who Improved by at Least One Point in Spring 2017	Overall Progress of Students Below Benchmark on the Spring 2016 Aspire	
	N	%	n	n	n	%
English	19	55.9%	3	6	9	47.4%
Math	31	91.2%	2	15	17	54.8%
Reading	26	76.5%	3	13	16	61.5%
Science	27	79.4%	3	14	17	63.0%
Composite**	27	79.4%	1	15	16	59.3%

*Total N size for Tables 18 and 19.

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

4. Benchmark Progress From the Spring 2015 Aspire to the Spring 2016 ACT

Progress from tenth to eleventh grade, as defined by the CSRC expectations based on PLAN to ACT, cannot be validly measured using Aspire and ACT results. Therefore, progress from tenth to eleventh grade could not be measured this year.

H. **CSRC School Scorecard**

In the 2009–10 school year, the CSRC piloted a multiple measure scorecard for the schools it charters. The pilot ran for three years and in the fall of 2012, the CSRC formally adopted the scorecard to help monitor school performance. In 2014–15, the CSRC began a pilot of a revised scorecard that, like the original, includes multiple measures of student academic

progress including performance on standardized tests and local measures, point-in-time academic achievement, and engagement elements, such as attendance and student and teacher retention and return. Revisions include the following.

- The reading readiness measure uses PALS results in place of the Stanford Diagnostic Reading Test, which is no longer available.
- Year-to-year student academic progress and point-in-time student achievement measures are based on Forward Exam results instead of the Wisconsin Knowledge and Concepts Examination to reflect changes to the statewide assessment.
- Point values for each elementary local measure increased from 3.75 to 6.25, and for high schools, they increased to five points. Point values for some standardized test results decreased. This ensures that point values for a single standardized test were the same for elementary and high schools.³⁸
- The ninth- and tenth-grade EXPLORE to PLAN measures were replaced by ninth- and tenth-grade Aspire to reflect the updated ACT tests. The score for point-in-time testing was reduced by five points to match the elementary scorecard for this category.

Because of recent changes to the standardized assessments, the revised scorecard was only partially piloted over the last two years. Now that the same assessment has been used for two consecutive school years, the revised scorecard will be fully piloted this year; it was accepted by the CSRC in February 2017 to replace the original scorecard as an indicator of school performance.

³⁸ A copy of the revised scorecard is located in the appendix of this report.

The score provides a summary indicator of school performance. The summary score is translated into a school status rating using the ranges below.³⁹

A	93.4% – 100%	C	73.3% – 76.5%
A–	90.0% – 93.3%	C–	70.0% – 73.2%
B+	86.6% – 89.9%	D+	66.6% – 69.9%
B	83.3% – 86.5%	D	63.3% – 66.5%
B–	80.0% – 83.2%	D–	60.0% – 63.2%
C+	76.6% – 79.9%	F	0.0% – 59.9%

The percentage score is then translated into a school status level (Table 20).

Table 20 City of Milwaukee Educational Performance Rating Scale for Charter Schools	
School Status	Scale
High Performing/Exemplary	83.3% – 100.0% (B to A)
Promising/Good	70.0% – 83.2% (C– to B–)
Problematic/Struggling	60.0% – 69.9% (D– to D+)
Poor/Failing	0.0% – 59.9% (F)

Since implementing the scorecard in 2014–15, the CSRC has used the score and rating to guide decisions about accepting a school's annual education performance, continued monitoring, and recommending a five-year contract renewal. The expectation for school performance under the original scorecard was that schools achieve a rating of

³⁹ In 2014, the CSRC approved this scoring system to make the scorecard percentages more meaningful and provide schools more opportunity to exhibit improvement; it differs from the system used prior to that year.

70.0% (Promising/Good) or more; if a school fell under 70.0%, the CSRC carefully reviewed the school's performance to determine whether a probationary plan should be developed.

In 2016–17, the CSRC transitioned from the original to the revised scorecard. During this transition year, they implemented an expectation for the current school year that schools achieve a rating of 70.0% or more on the revised scorecard, OR, if below 70.0%, the school would increase their scorecard percentage by at least two points from the previous year.

The school scored 68.6% for K4 through eighth grade and 73.5% for the high school. This compares to 70.3% on the K4 through eighth grade and 73.8% on the school's 2015–16 pilot scorecards. See Appendix D for school scorecard information.

Additionally, for schools that have students in both kindergarten through eighth grade and students in high school, CRC calculated a weighted average score for the entire school (kindergarten through twelfth grade). The weighted average is simply a measure that considers the number of students to which it was applied. CRC assigned the weight of each individual report card's score based on the number of students enrolled in each academy at the end of the school year. When combined, MAS had an overall weighted average score of 69.5% for the current school year, which compares to 70.9% for the 2015–16 school year.⁴⁰

I. DPI School Report Card

DPI report cards for the 2016–17 school year were not yet available at the time of this report.

⁴⁰ Of the 987 students enrolled at the end of the school year, 81.5% were in K4 through eighth grades and 18.5% were in high school. Those percentages were used to calculate the weighted scorecard percentages.

IV. SUMMARY AND RECOMMENDATIONS

This is MAS's ninth year as a City of Milwaukee charter school. Based on past and current contract compliance status and a combined scorecard rating of 69.5%, which is only 0.5% below the 70.0% expectation, CRC is recommending that MAS continue regular, annual academic monitoring and reporting. In addition, CRC recommends that MAS be granted a new five-year contract to operate as a City of Milwaukee charter school.

MAS's combined pilot scorecard result is because of the addition of the Forward year-to-year results in the pilot K4 through eighth-grade scorecard. The K4 through eighth-grade school improved on all but one element of its scorecard, including continued improvements in reading and math outcomes on its local measures and the point-in-time Forward results. Finally, the high school maintained a pilot scorecard result of 73.5%, which is above the 70.0% expectation.

Appendix A

Contract Compliance Chart

<p align="center">Table A</p> <p align="center">Milwaukee Academy of Science</p> <p align="center">Overview of Compliance With Education-Related Contract Provisions</p> <p align="center">2016–17</p>			
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.	pp. 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.	p. 11	Met
Section I, C	Educational methods.	pp. 2–5	Met
Section I, D	Administration of required standardized tests:		
	a. K4 through 8th grade and b. 9th through 12th grade.	pp. 39–44 pp. 45–47	a. Met b. Met
Section I, D	All new high school students tested within 60 days of first day of attendance in reading and math.	pp. 33–35	Met
Section I, D	Written annual plan for graduation.	p. 36–38	Met
Section I, D	<u>Academic criterion #1</u> : Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 23–36	Met
Section I, D	<u>Academic criterion #2</u> : Year-to-year achievement measure for 1st through 12th grades. ⁴¹		
	a. Year-to-year progress for fourth through eighth graders at or above proficient the previous year.	a. pp. 50–51	a. N/A
	b. Second-grade students at or above summed score benchmark in reading.	b. pp. 49–50	b. Met
	c. 9th-grade students at or above benchmarks on the Aspire.	c. pp. 54	c. N/A
	d. 10th-grade students at or above benchmark on the Aspire.	d. pp. 55	d. N/A ⁴²

⁴¹ Because of changes in the standardized tests used, the CSRC has not yet set expectations for year-to-year progress on the Forward and Aspire tests; therefore, contract compliance cannot be determined at this time.

⁴² Progress from Aspire to ACT cannot be measured because of use of different scoring metrics.

<p align="center">Table A</p> <p align="center">Milwaukee Academy of Science</p> <p align="center">Overview of Compliance With Education-Related Contract Provisions</p> <p align="center">2016–17</p>			
Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met
Section I, D	<p><u>Academic criterion #3</u>: Year-to-year achievement measure for 1st through 12th grades.⁴³</p> <p>a. Progress for fourth through eighth graders below proficiency level.</p> <p>b. Ninth-grade students below benchmark on the Aspire.</p> <p>c. 10th-grade students below benchmark on the Aspire.</p>	<p>a. pp. 51–53</p> <p>b. pp. 54–54</p> <p>c. pp. 55</p>	<p>a. N/A</p> <p>b. N/A</p> <p>c. N/A⁴⁴</p>
Section I, E	Parental involvement.	pp. 12	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 9	Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 16–19	Met
Section I, K	Discipline procedures.	pp. 13–14	Met

⁴³ Because of changes in the standardized tests used, the CSRC has not yet set expectations for year-to-year progress on the Forward and Aspire tests; therefore, contract compliance cannot be determined at this time.

⁴⁴ Progress from Aspire to ACT cannot be measured because of difference in scoring metrics.

Appendix B

Student Learning Memorandums

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

To: NCCD Children’s Research Center and Charter School Review Committee
From: Milwaukee Academy of Science Primary/Elementary Academy
Re: Learning Memo for the 2016–17 Academic Year
Date: August 29, 2016

Note: This memorandum of understanding includes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students’ academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children’s Research Center (CRC) and CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide them to CRC, the educational monitoring agent contracted by CSRC. Additionally, paper test printouts or data directly from the test publisher or DPI will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section of this memo. 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 16, 2017.

Enrollment

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

Termination/Withdrawal

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

Attendance

The school will maintain appropriate attendance records. A student is marked partial day (excused or unexcused) if he/she arrives after 10:40 a.m. or leaves before 12:40 p.m. MAS will achieve an attendance rate of at least 92%. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Parent Participation

Parents of at least 95% of students enrolled for the entire school year will participate in two of three scheduled parent-teacher conferences. If a parent does not attend a scheduled conference at the school, MAS will conduct the conference with the parent via telephone or home visit; all methods will count as participation. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Special Education Needs Students

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

Academic Achievement: Local Measures

Literacy and Math

At least 85% of K4 students who complete the fall and spring Phonological Awareness Literacy Screening (PALS)-PreK will be at or above the developmental range for at least five of seven tasks at the time of the spring assessment.

At least 90% of K4 students who complete the fall and spring math skill assessments will have acquired at least 80% of the math competencies designated as benchmarks for their grade level on the spring assessment. These assessments were designed by the MAS staff based on their alignment with the DPI Wisconsin Model Early Learning Standards (WMELS) and the Common Core State Standards.

K5- through fifth-grade students will complete Measures of Academic Progress (MAP) reading and math tests in the fall and spring of the school year. Based on fall test scores and the student's current grade level, the student receives a target growth Rasch unit (RIT) score for the spring test. Progress will be determined by examining whether the student met the MAP growth target students who met their growth target for the year will be considered to have made adequate progress for the school year. At least 70% of all students who complete both the fall and spring assessments will show progress this year. Required data elements for all literacy and math measures are described in the "Learning Memo Data Requirements" section.

Writing

By the end of the final marking period, students in third through fifth grades will have a writing sample assessed. Writing skills appropriate for each grade level will be assessed in the following six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale:

1 = minimal control; 2 = basic control; 3 = adequate control; 4 = proficient control; and 5 = advanced control. Each grade cohort will be judged to have at least "adequate control," as indicated by a total score of 18. At least 75% of students enrolled for the entire year will achieve a total score of 18 or above. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Individualized Education Program Goals

At least 90% of the special education students will meet one or more of the goals defined in their individualized education program (IEP). Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Academic Achievement: Standardized Measures

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

PALS for K4- Through Second-Grade Students⁴⁵

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

Wisconsin Forward Exam for Third- Through Fifth-Grade Students

The Wisconsin Forward Exam will be administered on an annual basis within the timeframe specified by DPI. This standardized assessment will produce an English/language arts and a math score for all third, fourth, and fifth graders. Additionally, fourth grade students will complete the science and social studies tests. Data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

⁴⁵ Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. It does not guarantee that the student is at grade level. Information from <http://www.palswisconsin.info>

Year-to-Year Achievement⁴⁶

1. CRC will report results from the 2015–16 and 2016–17 Wisconsin Forward Exams. If possible, CRC will also report year-to-year progress for students who completed the assessment in consecutive school years at the same school. When sufficient year-to-year data are available, CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.
2. Data from the 2016 spring PALS assessment will be used as baseline data. CSRC's expectation for students maintaining reading readiness is that at least 75% of students who were in first grade in the 2015–16 school year, who met the summed score benchmark in the spring of 2016, will remain at or above the second-grade summed score benchmark in the spring of 2017.

⁴⁶ CSRC will not have year-to-year achievement measurements for students in K4 and K5.

**Student Learning Memorandum for
Milwaukee Academy of Science Junior Academy**

To: NCCD Children’s Research Center and Charter School Review Committee
From: Milwaukee Academy of Science Junior Academy
Re: Learning Memo for the 2016–17 Academic Year
Date: September 8, 2016

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students’ academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children’s Research Center (CRC) and CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide data to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher or the Wisconsin Department of Public Instruction (DPI) will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 16, 2017.

Enrollment

Milwaukee Academy of Science (MAS) will record enrollment dates for all students. Upon each student’s admission, individual student information and the actual enrollment date will be added to the school’s database. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Termination/Withdrawal

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

Attendance

The school will maintain appropriate attendance records. Students who arrive at school prior to 10:45⁴⁷ a.m. will be marked present for the entire day. Late arrivals will be considered in attendance for part of the day. MAS will achieve an attendance rate of at least 95%. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Parent Participation

Parents of at least 95% of students enrolled for the entire school year will participate in two of three scheduled parent-teacher conferences. Participation will count if the parent meets with any teacher in person at the school, via phone, or at the student's home during each of the three conference periods. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Special Education Needs Students

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

Academic Achievement: Local Measures

Literacy

Junior academy students will complete Measures of Academic Progress (MAP) reading tests in the fall and spring of the school year. At the time of the fall test, each student's reading score will be compared to national grade-level averages (i.e., normative means) based on the 2011 Northwest Evaluation Association (NWEA) normative study. For the cohort of students who complete the fall and spring tests, CRC will report progress for students above the normative mean for their grade level and students at or below the normative mean for their current grade level. Based on fall test scores and the student's current grade level, the student receives a target growth Rasch unit (RIT) score for the spring test.

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

⁴⁷ Students who arrive before 10:45 am are in attendance at least 67% of the entire school day.

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

At least 75% of all students who complete both the fall and spring assessments will show progress this year. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Mathematics

Junior academy students will complete MAP math tests in the fall and spring of the school year. At the time of the fall test, each student's math score will be compared 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 above the normative mean for their grade level and students at or below the normative mean for their current grade level.

Based on fall test scores and the student's current grade level, the student receives a target growth RIT score for the spring test.

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

At least 75% of all students who complete both the fall and spring assessments will show progress this year. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Writing

Writing samples from students in sixth through eighth grades will be assessed by the end of the final grading period in the following six domains based on grade level or individualized education program (IEP) expectations: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale: 1 = minimal control; 2 = basic control; 3 = adequate control; 4 = proficient control; and 5 = advanced control. At least 75% of students enrolled for the entire school year will have at least “adequate control,” as indicated by a total score of 18 or higher.

IEP Goals

At least 85% of the special education students will meet one or more of the goals defined in their IEPs. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Academic Achievement: Standardized Measures

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

Wisconsin Forward Exam for Sixth-, Seventh- and Eighth-Grade Students

The Wisconsin Forward Exam will be administered on an annual basis within the timeframe specified by DPI. This standardized assessment will produce an English/language arts and a math score for all sixth, seventh and eighth graders. Additionally, eighth-grade students will complete the science and social studies tests. Data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Year-to-Year Achievement

CRC will report results from the 2015–16 and 2016–17 Wisconsin Forward Exams. If possible, CRC will also report year-to-year progress for students who completed the assessment in consecutive school years at the same school. When sufficient year-to-year data are available, CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.

Student Learning Memorandum for Milwaukee Academy of Science High School

To: NCCD Children's Research Center and Charter School Review Committee
From: Milwaukee Academy of Science High School
Re: Learning Memo for the 2016–17 Academic Year
Date: September 8, 2016

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children's Research Center (CRC) and CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide that data to CRC, the educational monitoring agent contracted by CSRC. Additionally, paper test printouts or data directly from the test publisher or Wisconsin Department of Public Instruction (DPI) will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section of this memo. 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 16, 2017.

Enrollment

Milwaukee Academy of Science (MAS) High School will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school's database. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Termination/Withdrawal

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

Attendance

The school will maintain appropriate attendance records. High school students who miss any portion of the school day are considered truant.⁴⁸ MAS will achieve an attendance rate of at least 93%. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Parent/Guardian Participation

Parents of at least 87% of students enrolled for the entire school year will participate in two of the three scheduled parent-teacher conferences. Note that a parent conference with any teacher during each of the three conference periods will be counted as participation. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Special Education Needs Students

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

High School Graduation Plan

All ninth- through eleventh-grade students will develop a high school graduation plan by the end of the school year. All twelfth-grade students will complete their graduation plans by the end of the first semester. Each student will incorporate the following into his/her high school graduation plan.

- Information regarding the student's post-secondary plans.
- A schedule reflecting plans for completing 4.5 credits in English; four credits in mathematics; six credits in science; three credits in social studies; and two credits in foreign language; 1.5 credits physical education; 0.5 credits in health; and 2.5 credits in other electives.

⁴⁸ Excused and unexcused absences, as well as suspension data for high school students, are reported by class 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.

- Evidence of parent/guardian/family involvement. Involvement means that the guidance counselor will review each student's graduation plan with his/her parent(s) by the end of the school year via either a face-to-face or phone conference. If a parent does not participate in one of these sessions, MAS will have a conference with the student and submit a written report to the parent via regular mail.

The guidance counselor/advisor will meet with each twelfth-grade student by the end of the first semester 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 whether each student is on track toward earning credits and whether the student will need to enroll in summer school.

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

High School Graduation Requirements⁴⁹

- All ninth graders who earn at least 6.0 credits will be promoted to tenth grade.
- All tenth graders who earn at least 12.0 credits will be promoted to eleventh grade.
- All eleventh graders who earn at least 18.0 credits will be promoted to twelfth grade.
- All twelfth graders who earn at least 24.0 credits, including the required courses, will graduate.

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

⁴⁹ This item depends on the school's high school graduation requirements and the timing of the student's coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year. Some special education students' individualized education programs indicate that they will need more than four years of study to graduate. However, these students are promoted for this school year from ninth to tenth grade with 4.5 credits, tenth to eleventh grade with 9.0 credits, and eleventh to twelfth grade with 13.5 credits. All special education students are required to accumulate 22.0 credits to graduate from MAS.

Academic Achievement: Local Measures

Literacy

Reading progress for ninth through twelfth graders will be demonstrated by changes in their Lexile level scores as measured by the Scholastic Reading Inventory (SRI) administered by the end of September and again at the end of the school year. At least 61% of students will increase their Lexile level scores by at least 13 points from fall to spring.⁵⁰ Any student who enrolls after the beginning of the school year will be tested within 60 calendar days of enrollment using the Brigance. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Mathematics

Math progress for ninth through twelfth graders enrolled in a math course during the school year will be measured by the comprehensive tests for the math course in which they are enrolled.⁵¹ The end-of-year test results will be reported to CRC. At least 60% of students enrolled in the same math class for the entire year will attain scores of at least 70% on their comprehensive course exams at the end of the school year.⁵² In addition, students who enroll after the start of the school year will be given the Wide Range Achievement Test (WRAT) within 60 days of their enrollment to assess their basic math competency levels. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Writing

By the end of the final marking period, students in ninth through twelfth grades will have had writing samples assessed. Student writing skills will be assessed in the following six domains based on grade level or individualized education program (IEP) expectations: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale: 1 = minimal control; 2 = basic control; 3 = adequate control; 4 = proficient control; and 5 = advanced control. At least 75% of students in each grade enrolled for the entire year will be judged to have at least "adequate control," as indicated by a total score of 18 or higher. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

⁵⁰ 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.

⁵¹ The math courses offered to high school students include algebra, geometry, advanced algebra, advanced algebra/trigonometry, pre-calculus, and statistics. Not all eleventh- and twelfth-grade students are enrolled in a math class. Some students have already completed the requirement to earn four credits in math prior to graduation; students not enrolled in a math class during the school year will not be tested.

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

IEP Goals

At least 95% of the special education students will meet one or more of the goals defined in their IEPs. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Academic Achievement: Standardized Measures

Ninth- and Tenth-Grade Students

All ninth- and tenth-grade students are required to take all subtests of the ACT Aspire (the pre-ACT test that will identify student readiness for the ACT and college courses)^{53, 54} in the time frame required by DPI. Specific data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Wisconsin Forward Exam Social Studies Assessment for Tenth-Grade Students

All tenth graders are required to complete the Wisconsin Forward Exam social studies assessments in the time frame(s) specified by DPI. Specific data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Eleventh-Grade Students

All eleventh-grade students are required to take all subtests of the ACT Plus Writing and the ACT WorkKeys in the time frame required by DPI. Specific data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Twelfth-Grade Students

MAS will require all seniors to take the ACT or ACT Plus Writing in the fall of 2016. The ACT for twelfth graders is not required by DPI but is a CSRC requirement. Specific data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Year-to-Year Progress

Required data elements related to year-to-year outcomes are described in the "Learning Memo Data Requirements" section.

⁵³ Subtests include English, mathematics, reading, science, and writing.

⁵⁴ The Educational Planning and Assessment System developed by ACT provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support, and evaluation. The series includes the ACT Aspire Early High School, ACT Plus Writing, and ACT WorkKeys 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 for Transition* and *Pathways* can be used by teachers to evaluate instruction and student progress and advise students on courses of study.

ACT Aspire for Ninth- to Tenth-Grade Students

CRC will report year-to-year progress from the ninth- to tenth-grade Aspire for students who complete the test two consecutive years. Progress will be reported for students at or above benchmark on any of the subtests or the composite score and for students below benchmark. Results from 2015–16 and 2016–17 will be used as baseline data to set expectations for subsequent years.

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
2012–13	965	25	140	850	829 (85.9%)
2013–14	958	42	111	889	849 (88.6%)
2014–15	1,025	21	179	872	851 (83.0%)
2015–16	1,039	35	125	949	920 (88.5%)
2016–17	1,056	29	98	987	966 (91.5%)

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
2012–13	869	688	79.2%
2013–14	734	581	79.2%
2014–15	798	652	81.7%
2015–16	776	661	85.2%
2016–17	859	733	85.3%

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

Figure C1

Milwaukee Academy of Science Student Attendance Rates

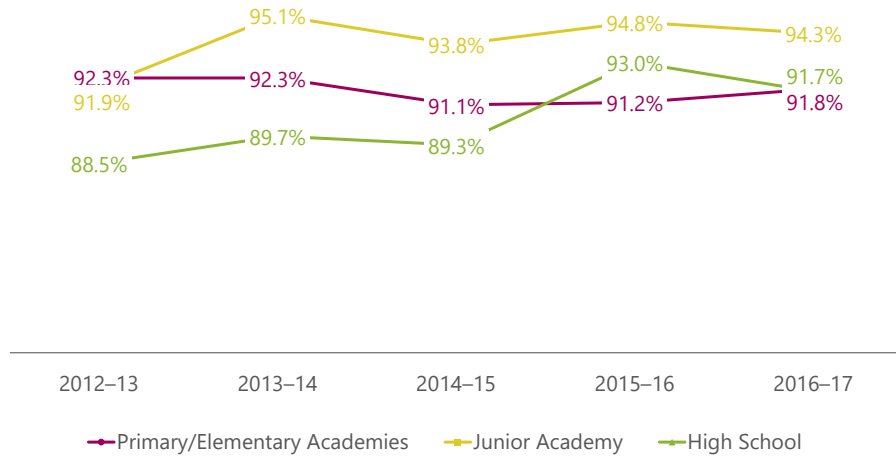


Figure C2

Milwaukee Academy of Science Parent-Teacher Conference Participation

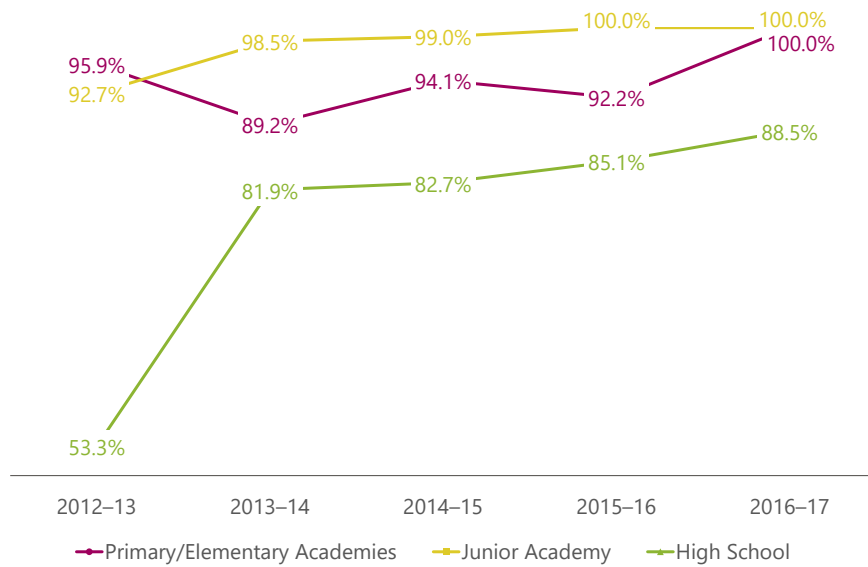


Table C3 Milwaukee Academy of Science Teacher Retention Rate (Percentage Employed at School for Entire School Year)	
Year	Rate
2012–13	95.8%
2013–14	98.6%
2014–15	90.4%
2015–16	97.0%
2016–17	98.5%

Table C4 Milwaukee Academy of Science Teacher Return Rate	
Year	Rate
2012–13	81.9%
2013–14	86.9%
2014–15	75.4%
2015–16	80.9%
2016–17	87.5%

Table C5 Milwaukee Academy of Science CSRC Scorecard Score			
School Year	Grades K4–8	High School	Combined Average*
2012–13	73.2%	77.1%	74.0%
2013–14	72.2%	78.1%	73.3%
2014–15	79.4%	79.6%	79.4%
2015–16	81.2%	82.7%	81.4%
2016–17**	68.6%	73.5%	69.5%

*Based on a weighted average; weight is based on the number of students at each grade level who were enrolled at the end of the school year.

**The revised scorecard was implemented in 2016–17; results are not directly comparable to scorecard percentages in previous years.

Appendix D

CSRC 2016–17 School Scorecards

City of Milwaukee Charter School Review Committee Pilot School Scorecard

r: 6/15

K-8TH GRADE

HIGH SCHOOL

STUDENT READING READINESS: GRADES 1-2

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

STUDENT ACADEMIC PROGRESS: GRADES 3-8

• Forward Exam reading—% maintained proficient	(5.0)	30.0%
• Forward Exam math—% maintained proficient	(5.0)	
• Forward Exam reading—% below proficient who progressed	(10.0)	
• Forward Exam math—% below proficient who progressed	(10.0)	

LOCAL MEASURES

• % met reading	(6.25)	25.0%
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	

STUDENT ACHIEVEMENT: GRADES 3-8

• Forward Exam reading—% proficient or advanced	(5.0)	10.0%
• Forward Exam math—% proficient or advanced	(5.0)	

ENGAGEMENT

• Student attendance	(5.0)	25.0%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	(5.0)	30.0%
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	(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)	15.0%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES

• % met reading	(5.0)	20.0%
• % met math	(5.0)	
• % met writing	(5.0)	
• % met special education	(5.0)	

STUDENT ACHIEVEMENT: GRADES 9 AND 10

• ACT Aspire English—% students at or above spring benchmark	(5.0)	10.0%
• ACT Aspire math—% students at or above spring benchmark	(5.0)	

ENGAGEMENT

• Student attendance	(5.0)	25.0%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

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

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

Table D1					
Milwaukee Academy of Science CSRC Pilot Elementary School (K Through Eighth Grade) Scorecard 2016–17					
Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
Student Reading Readiness: PALS, 1st – 2nd Grades	% 1st graders at or above spring summed score benchmark this year*	4.0	10.0%	66.3%	2.7
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		95.8%	5.7
Student Academic Progress: 3rd – 8th Grades	<u>Forward Exam reading:</u> % maintained proficient/advanced	5.0	30.0%	72.7%	3.6
	<u>Forward Exam math:</u> % maintained proficient/advanced	5.0		68.0%	3.4
	<u>Forward Exam reading:</u> % below proficient who progressed	10.0		43.9%	4.4
	<u>Forward Exam math:</u> % below proficient who progressed	10.0		43.3%	4.3
Local Measures	% met reading	6.25	25.0%	76.2%	4.8
	% met math	6.25		78.6%	4.9
	% met writing	6.25		83.9%	5.2
	% met special education	6.25		90.9%	5.7
Student Academic Achievement: 3rd – 8th Grades	<u>Forward Exam English/ language arts:</u> % at/above proficient	5.0	10.0%	8.3%	0.4
	<u>Forward Exam math:</u> % at/above proficient	5.0		14.0%	0.7
Engagement	Student attendance rate	5.0	25.0%	92.5%	4.6
	Student return rate	5.0		86.5%	4.3
	Student retention	5.0		92.5%	4.6
	Teacher retention rate	5.0		98.5%	4.9
	Teacher return rate	5.0		87.5%	4.4
TOTAL		100.0			68.6
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					68.6%

Table D2					
Milwaukee Academy of Science CSRC Pilot High School (Ninth Through Twelfth Grade) Scorecard 2016–17					
Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
Student Academic Progress: 9th to 10th Grade 10th to 11th Grade 12th Grade	ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5.0	30.0%	Cannot report because of <i>n</i> size	--
	ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	10.0		59.3%	5.9
	Adequate credits to move from 9th to 10th grade	5.0		68.6%	3.4
	Adequate credits to move from 10th to 11th grade	5.0		89.5%	4.5
	Graduation rate (DPI) ⁵⁵	5.0		88.0%	4.4
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	100.0%	10.0
	% of 11th/12th graders tested on ACT	2.5		100.0%	2.5
	% of graduates with ACT composite score of 21 or more	2.5		20.8%	0.5
Local Measures	% met reading	5.0	20.0%	53.6%	2.7
	% met math	5.0		49.4%	2.5
	% met writing	5.0		79.2%	4.0
	% met special education	5.0		90.0%	4.5
Student Academic Achievement: 9th and 10th Grades	<u>ACT Aspire English:</u> % of 9th and 10th grade students at or above benchmark	5.0	10.0%	37.4%	1.9
	<u>ACT Aspire math:</u> % of 9th and 10th grade students at or above benchmark	5.0		13.0%	0.7
Engagement	Student attendance	5.0	25.0%	91.7%	4.6
	Student reenrollment	5.0		79.5%	4.0
	Student retention	5.0		87.0%	4.4
	Teacher retention rate	5.0		98.5%	4.9
	Teacher return rate	5.0		87.5%	4.4
TOTAL		95.0			69.8
HIGH SCHOOL SCORECARD PERCENTAGE					73.5%

⁵⁵ Based on 2015–16 four-year rate, the most recent available at the time of this report.