

2018–2019 Programmatic Profile and Educational Performance

September 2019



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
2018–19**

This is the 11th annual report about the operation of Milwaukee Academy of Science (MAS), one of seven schools chartered by the City of Milwaukee during the 2018–19 school year. 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 determined the following.

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, math, and individualized education program (IEP) goals throughout the year to identify students in need of additional help and to assist teachers develop strategies to improve the academic performance of all students.

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

- *Elementary Academy (K4 Through Fifth Grade)*
 - » Of 68 K4 students who completed the fall and spring Phonological Awareness Literacy Screening PreK assessments, 85.2% 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 90.0%.
 - » Of 502 K5 through fifth graders who completed the fall and spring Measures of Academic Progress (MAP) reading tests, 74.3% 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 68 K4 students who completed fall and spring math assessments, most (89.7%) acquired at least 80.0% of the math competencies designated as benchmarks. The school's goal was 90.0%.
- » Of 501 K5 through fifth-grade students who completed the fall and spring MAP math tests, 76.4% showed progress on the spring test. The school's goal was 70.0%.
- » Of 250 third- through fifth-grade students assessed in writing, 87.2% achieved a score of 18 or more, meeting the school's goal of 80.0%.
- » All (100.0%) 34 elementary academy students with IEP goals reviewed during the year met one or more of their goals this year. The school's goal was 100.0%.
- *Junior Academy (Sixth Through Eighth Grades)*
 - » Of 229 students who completed the fall and spring MAP reading tests, 79.5% showed progress on the spring test. The school's goal was 83.0%.
 - » Of 229 students who completed the fall and spring MAP math tests, 79.9% showed progress on the spring test. The school's goal was 83.0%.
 - » A total of 229 students were assessed in writing. Over four fifths (86.0%) received a score of 18 or more; the school's goal was 82.0%.
 - » Of 16 junior academy students with IEP goals reviewed during the year, 100.0% met one or more of their goals; the school's goal was 100.0%.
- *High School (Ninth Through Twelfth Grades)*
 - » Of 186 high school students who completed fall and spring Scholastic Reading Inventory assessments, 83.1% showed improvement from fall to spring; the school's goal was 70.0%.
 - » Of 180 high school students who completed final math assessments for the math course in which they were enrolled for the entire year, 53.8% scored 70.0% or better on the end-of-year assessment. The school's goal was 60.0%.
 - » Of 195 high school students who were enrolled for the entire school year and completed the spring writing assessments, 92.8% received a score of 18 or higher in the spring; the school's goal was 80.0%.

- » All 18 (100.0%) of the students with IEP goals reviewed during the year, and the school's goal was 95.0%.
- » Graduation plans were developed for 199 of 205 high school students enrolled at the school year's end.
- » Most (176, 91.7%) of 192 students enrolled for the entire school year with promotion status reported were promoted to the next grade or graduated from high school this year.

2. Secondary Measures of Educational Outcomes

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

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

The elementary and junior academies met two of their three internal goals (parent participation and special education student records), and the high school met two of four internal goals (parent participation and special education student records).

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

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

C. CSRC School Scorecard

On the CSRC scorecard, the school scored 66.2% for K4 through eighth grade (as compared to 64.7% for the last school year) and 72.7% for the high school (as compared to 72.7% for the prior year). The weighted overall score was 67.5%, as compared to 66.4% for the 2017–18 school year.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all of the recommendations in its 2017–18 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 2019–20 year.

A. Elementary Academy

- Staff will use ZEARN² which is aligned with the math curriculum to enhance their ability to monitor individual student progress. Zearn will enable teachers to provide students with increased differential instruction based on identified needs. Special attention needs to be given to students in third through fifth grade.
- The entire elementary team will participate in MAS's continuous improvement plans to strengthen data driven and standard alignment practices to maximize student's academic achievement. As part of this effort, the team will maintain its focus on consistent implementation of the English/language arts/math curriculum. Elementary academy leadership and teachers will use data regularly to improve instructional practices.
- Staff will implement the Success for All Foundation's Getting Along Together curriculum. The goal of this effort is to build student's social and emotional skills and to assist them to apply their new skills in and out of the classroom.

B. Junior Academy

- Junior Academy teachers and leadership will engage in MAS's continuous improvement plans to focus their practices on increasing the rigor of the curriculum and strengthening its alignment with state standards. Expectations for academic achievement will be set as high as possible. Regular monitoring will be used to assess progress toward realization of improved student outcomes in all academic areas. Special attention needs to be given to reading and math instructional practices.
- Junior Academy staff will continue work to strengthen parental involvement in strategies to improve student culture, enhance their child's academic performance, and minimize disruptive student behavior.

² More information about ZEARN can be found on their website: <https://www.zearn.org/>

C. High School

- The high school team will strengthen its focus on skills and competencies emphasized in Aspire and ACT standards. The team will engage in MAS's continuous improvement plans to use data to increase the rigor of the curriculum and improve all students' academic achievement with emphasis on math improvements.
- Special attention will be given to implementation of additional strategies to improve students' attendance and retention rates.
- The team will use PBIS incentives for positive behaviors. Staff will be trained about new processes to track rule violations. Data gathered on negative behaviors will be used to design strategies targeted to minimize or eliminate most frequent problematic behaviors.

IV. RECOMMENDATIONS

From 2017–18 to 2018–19, the elementary scorecard percentage (covering the elementary and junior academies) increased from 64.7% to 66.2%, the high school scorecard percentage remained at 72.7%, and the overall rating increased from 66.4% to 67.5%. Based on past and current contract compliance status and the combined scorecard rating, CRC recommends MAS continue regular, annual academic monitoring and reporting with an expectation that the overall and elementary scorecard will continue to increase during the next school year.

I. INTRODUCTION

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

To produce this report, CRC:

- Conducted an initial school visit to collect information related to contract requirements and to draft a learning memo for the new school year as well as a year-end interview to review progress about recommendations and changes that occurred during the year;
- Visited the school throughout the year to observe classrooms and overall school operations and to conduct a random review of special education files;
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements; and
- Collected and analyzed data submitted by the school to complete an annual report.

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
Chief Academic Officer:	Christopher Schwab
Principal, Kindergarten Through Fifth Grade:	Michael Beaudoin
Principal, Sixth Through Eighth Grade:	Jennifer Torosian
Principal, Ninth Through Twelfth Grade:	Tom Schalmo

A. Description and Philosophy of Educational Methodology

1. Mission

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

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

2. Instructional Design

MAS emphasizes integrating science into the general curriculum and provides its students with unique science opportunities at all levels. MAS teachers are trained in differentiated instruction and in the curricular areas they teach. Teachers use a variety of instructional groupings, including one-on-one, small group, cooperative learning, whole group, and independent study. MAS used K4, K5, and first grade 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 supplementary 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.³ The challenging curriculum is designed to meet the needs of individual learners. First through eighth grades are departmentalized, and classes are taught by content-area specialists.

The elementary and junior academies used the Measures of Academic Progress (MAP) to assess student progress in reading and math. Both programs used Compass Learning and ACT Aspire to assess and monitor students' acquisition of higher-level reading and math skills.⁴

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

Students' science learning starts young with themes aligned with their reading series. The science curriculum draws on the McGraw-Hill series *Science: A Closer Look* for K4 through fifth grade. 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 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

³ This information was taken from the school's city charter application and annual interview sessions.

⁴ Compass Learning is a computer-based program that matches learning activities to students' MAP scores.

education; technology; and science, technology, engineering, and math (STEM) labs on a regular basis.

B. School Structure

1. Board of Directors

MAS is an unincorporated association governed by the Milwaukee Science Education Consortium, a 501(c)(3) organization. The consortium is governed by a board of directors. It has ultimate responsibility for the school's success and is accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all terms of its charter are met. The board sets policy for the school and hires the school president/CEO, who, in turn, hires school staff. The board meets regularly to discuss issues, set policy, and conduct school business.⁵

This year, there were 22 members on the board of directors: a chair, a vice chair, a secretary, a treasurer, and 18 other members. Board members represent the institutions of higher education that contributed to the creation of the consortium (Medical College of Wisconsin, Cardinal Stritch University, Marquette University, Alverno College, Milwaukee Area Technical College, and Milwaukee School of Engineering).

Other board members represent major local businesses and contribute their expertise in administrative and fiscal management. There are also two parent representatives. Board members reflect a variety of experience and expertise, including educational administration,

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

accounting, nonprofit leadership and management, law, development/construction, marketing/fundraising, and teaching.

2. Areas of Instruction

The MAS administration is structured to support ongoing improvement of the learning environment and academic achievement of all MAS students. The school has a president/CEO, a chief academic officer, a chief financial officer, a finance and operations coordinator, a special education coordinator, and a development and community engagement manager, all of whom are responsible for the school and its academic and financial outcomes. Three additional principals oversee MAS's three 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 elementary academy serves students in K4 through fifth grades, the junior academy serves students in sixth through eighth grades, and the high school serves students in ninth through twelfth grades.

A major part of the school's overall strategic plan is to identify 21st-century skills, integrate them into the entire curriculum, and develop appropriate means for assessing and improving students' academic performance. In the earliest grades (K4 through third), instruction focuses primarily on acquiring 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 elementary academy, 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, math, 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. Most recently, high school students were given expanded opportunities to participate in Advanced Placement (AP) classes and other more advanced courses.

To graduate from MAS, students must acquire 24 credits. The minimum credit requirements are: English (4.5), math (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.⁶

⁶ This requirement is articulated in the *Student and Parent High School Handbook*.

3. Teacher Information

At the end of the 2017–18 school year, 74 instructional staff were eligible to return for the 2018–19 school year; of those, 62 returned for an overall return rate of 83.8%.⁷ In addition, 14 new staff members were hired.

All instructional staff employed during the year held a DPI license or permit. During the year, three teachers' employment was terminated; one left the profession; and one died, resulting in an annual instructional staff retention rate of 98.6% (71 of 72 staff eligible for retention).

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

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

- An orientation program before the school year starts;
- Strong, cohesive teams;
- Professional development plan reviews, administrator observation, and academy meetings—all focused on new teacher needs; and

⁷ This rate excludes teachers who were at MAS at the end of the 2017–18 school year but were not offered contracts for the 2018–19 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 17 years.

- 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.

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

4. School Hours and Calendar⁸

For elementary and junior academy students, the regular school day began at 7:55 a.m. and ended at 3:10 p.m. and 3:25 p.m. respectively. High school students began their classes at 8:25 a.m. and ended their day at 3:21 p.m. Breakfast was available to all students beginning at 7:55 a.m.

The first day of student attendance was August 14, 2018, and the last day was June 5, 2019. The school met the contract requirement for instructional and attendance days.

MAS offers students regular opportunities for afterschool activities and academic support. For elementary academy students, afterschool activities—such as tutoring, science club, Boy and Girl Scouts, dance team, and sports—are held from 3:15 p.m. to 6:00 p.m.

⁸ 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.

MAS offered tutoring services, science club, athletics, etc., to junior academy students from 3:30 p.m. until about 5:00 p.m. Other activities were available for these youth and their high school peers during this same time period.⁹ 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.

5. Parent Involvement

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

- All parents are encouraged to attend a registration meeting at the beginning of the school year. At this session, staff review the appropriate student/parent handbook. Subsequent to this review, parents and older students sign an agreement to follow the school's policies and procedures.
- Administrative and teaching staff are expected to work with families to ensure students are attending school regularly. It is also their responsibility to provide parents with regular, diverse opportunities to participate in school functions.
- Each grade level seeks regular communication with its families by staff sending out newsletters highlighting upcoming school activities and describing 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 be prepared to meet with parents during parent-teacher conferences.¹⁰

The school also has a parent committee that meets monthly. All parents are encouraged to participate so the team can achieve its vision, which is to make MAS the preferred school in

⁹ Examples include science club; job/career club; basketball; fitness; cheerleading; dance; self-defense; theatre; Project Empower Nova; Pearls for Teen Girls, Inc.

¹⁰ This information was extracted from MAS's charter school application and the student and parent handbooks for the current school year.

Milwaukee. The team provides parents with an additional link to teachers; bridges communication between parents, school, and teachers; provides leadership for the school community; and raises funds for school programs and projects.

6. Waiting List

As of May 2019, administrators reported that there was a small waiting list for some of the elementary grades. They anticipate a waiting list might develop over the summer for some other grades, but staff did not expect the numbers 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 play a critical role in supporting this learning environment through the use of common, respectful language that inspires students while setting clear limits.

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

MAS also uses strategies consistent with strong Response to Intervention (RTI) practices. RTI is a framework for implementing high-quality instruction, balanced assessment, and collaboration. It uses a 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 parent handbooks.

8. Graduation Information

MAS's guidance department assists the school's eighth graders. In addition, the junior academy staff work with these students and their parents throughout the year and strongly encourage them to continue their MAS education through high school graduation. The MAS leadership team indicated that most eighth graders continue at MAS for high school. At the end of the school year, 93.2% 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

school or had not informed the school of their chosen high school.¹¹ The primary reasons for students not returning to MAS for high school were the desire to participate in school athletics or pursue interests other than science or engineering.

MAS employs a full-time guidance counselor whose primary responsibility is to work with high school students as they prepare for postsecondary careers and educational experiences. The counselor and staff completed the following activities with students.

- Some juniors and seniors went on group visits to several colleges and universities, both in and out of state; and admission representatives from around the country spoke with students onsite.
- Tenth through twelfth graders attended a career fair and each interviewed at least three career representatives. Students participated in a variety of industry tours to local business/organizations. The counselor worked with all students to complete a career interest inventory using the Career Cruising website. Results were used in graduation plan conferences.
- The school established a new partnership with Lead2Change. A group of juniors/seniors were provided with 150 hours of career exploration workshops. These students also had a career coach and will participate in a six-week summer paid career internship. MAS continued partnerships with Marquette University's Upward Bound program, and the UW-Milwaukee Talent Search program to support postsecondary planning.
- Each senior had a planning conference and families were invited to participate. The staff also assisted students with college applications and the completion of the Free Application for Federal Student Aid (FAFSA).

All 27 (100.0%) twelfth-grade students who graduated were accepted into one or more postsecondary schools (in and out of state). These students were offered \$2,039,200 in scholarship funds.

¹¹ MAS eighth-grade graduates not returning to MAS enrolled in Nathan Hale High School; one moved out of state; two were unsure of MAS re-enrollment status; and enrollment was unknown for one student.

C. Student Population

As of September 21, 2018, 1,127 students were enrolled in K4 through twelfth grade.¹² During the year, 33 students enrolled in the school, and 131 students withdrew.¹³ Students withdrew for a variety of reasons.

Of the elementary academy students who withdrew, nine transferred to other schools out of state; nine withdrew due to chronic absences; eight transferred to other schools in Wisconsin; seven withdrew for chronic behavior issues; four withdrew because of parent dissatisfaction with the school; two students transferred to schools that better met their needs; two transferred to other schools in Milwaukee; one withdrew to avoid potential expulsion; one student was expelled and 10 withdrew for unknown reasons.

Of the junior academy students, 13 withdrew because of chronic behavior issues; two transferred to schools out of state; one transferred to another school in Wisconsin; one withdrew because of chronic attendance issues; and ten withdrew for other or unknown reasons.

Of the high school students, 22 withdrew because of chronic behavior issues; six withdrew because of chronic attendance issues; four transferred out of state; two transferred to other schools in Milwaukee; two withdrew due to dissatisfaction with MAS; two withdrew for academic reasons; and 13 withdrew for other, or unknown reasons.

A total of 1,028 students were enrolled at the school year's close.

- Most students (n = 586) were enrolled in elementary academy (Figures 1 and 2).
- More than half (534, 51.9%) were girls, and 494 (48.1%) were boys.

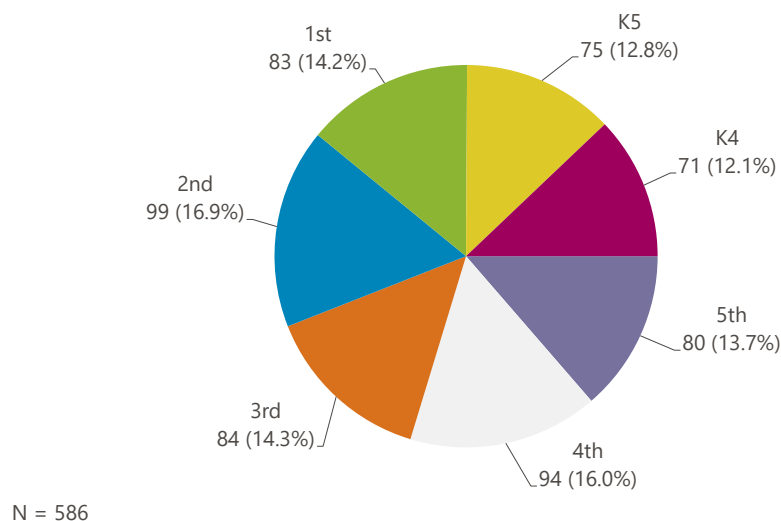
¹² There were 624 students in the elementary academy, 258 in the junior academy, and 245 in the high school.

¹³ A total of 15 students enrolled and 53 withdrew from the elementary academy, six enrolled and 27 withdrew from the junior academy, and 12 enrolled and 51 withdrew from the high school.

- There were 1,016 (98.8%) African American students, five (0.5%) Hispanic students, four (0.4%) Caucasian students, and two (0.2%) students in the Other category.
- There were 98 (9.5%) students with special education needs.¹⁴ Twenty-eight had other health impairments (OHI), 27 had speech and language impairments (SPL/SL), 14 had learning disabilities (LD), eight had emotional behavioral disabilities (EBD), seven had significant developmental delays (SDD), four specific learning disability (SPD), four had OHI and SPL/SL, two had SLD and SPL, two were autistic, one had SDD and SPL, and one had an intellectual disability.
- Most (92.8%) of the school's students were eligible for free/reduced price lunch.

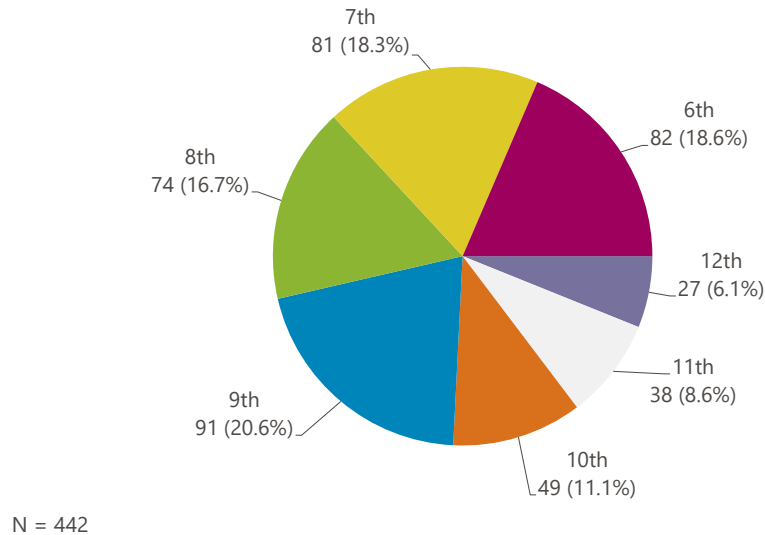
Figure 1

**Milwaukee Academy of Science
Elementary Academy Grade Levels
2018–19**



¹⁴ 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
2018–19



There were 1,126 students enrolled on the third Friday of September who were eligible for retention.¹⁵ Of these, 1,002 students were still enrolled on the last day of the school year. This represents an overall retention rate of 89.0%. Of the 624 elementary academy students who were enrolled at the beginning of the year, 574 (92.0%) were still enrolled at the end; in the junior academy, 231 (89.5%) of 258 enrolled at the beginning stayed for the entire year; and 197 (80.7%) of 244 high school students were retained for the year.¹⁶

¹⁵ The third Friday of September is considered the beginning of the school year for student tracking purposes.

¹⁶ The combined retention rate for the elementary and junior academies was 91.3%.

Of 874 students enrolled at the end of the 2017–18 school year who were eligible to return to the school (i.e., they did not graduate from eighth grade or high school), 751 were enrolled on the third Friday in September 2018. This represents a student return rate of 85.9%.¹⁷

D. Activities for Continuous School Improvement

During the year, MAS responded to all of the activities recommended in the 2017–18 programmatic profile and educational performance report. Below is a description of each recommendation and the school’s corresponding response.

The elementary academy focused on the following.

- Recommendation: Staff will use a more proactive approach to stabilize student behaviors and enable staff to focus on academic content; this, in turn, will help reduce suspensions, expulsions, and other disciplinary actions. More attention will be paid to a student’s character development and social/emotional needs, especially as they relate to past and current trauma in their lives.

Response: Staff adopted several new strategies as alternatives to suspensions including providing more targeted support to teachers in the classroom. They also used ClassDoJo¹⁸ to increase parental involvement and engagement as well as other proactive strategies to partner with parents to improve student outcomes and behaviors. All these improvements resulted in teachers being more focused on learning in the classrooms.
- Recommendation: The elementary academy team will maintain its focus on fidelity to consistent implementation of the English/language arts curriculum. Elementary academy leadership and teachers will use data regularly to improve instructional practices and better meet the needs of the lowest-achieving students at all grade levels. Teachers will also give additional attention to improving students’ writing skills

¹⁷ Of the 701 students in K4 through seventh grade who were enrolled at the end of the 2017–18 school year, 611 (87.2%) were enrolled on the third Friday of September 2018. Of the 173 students who were enrolled as ninth, tenth, or eleventh graders at the end of the 2017–18 school year, 140 (80.9%) returned for the 2018–19 school year.

¹⁸ More information about this tool can be found at: <https://www.classdojo.com/>

Response: The ELA lead teacher created a lesson plan template to assist teacher's ability to increase their fidelity to the benchmark curriculum. Coaches provided more feedback on content and worked with teachers to improve their plans and individualization to better meet the needs of all students. Weekly assessments were used to determine if each student was achieving standard competencies. If student did not meet standards, re-teaching plans were created and implemented.

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

- Recommendation: Junior academy teachers and leadership will pay special attention to stabilizing and gaining consistency in instruction practices in K4 through eighth grade. This will include adopting Eureka Math in the junior academy, which is aligned with the Common Core State Standards and used in the elementary academy. Leadership and teachers will give attention to improving reading and writing competencies of all students.

Response: All teachers were trained to implement the Eureka Math curriculum. It was implemented in all junior academy grades this school year. Elementary teachers were a resource to staff and special attention was given to increasing the rigor of the math curriculum this year. More rigor was also included in reading and writing instruction sessions.

- Recommendation: All junior academy staff will strengthen strategies to improve student culture and better monitor effects of these efforts on students' behaviors. The team will take actions to increase the use of restorative justice to manage disruptive student behavior.

Response: Staff employed several strategies to improve student culture. These included more focused use of PBIS and restorative justice. Daily behavior points were tracked and used to identify ongoing behavior problems. This enabled staff to determine if an intervention was working or if there was a need for an alternative approach to problem solving. Staff also used ClassDoJo to increase parental involvement and engagement in managing behavior issues.

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

- Recommendation: The high school team will better align the curriculum to focus on skills and competencies emphasized in Aspire and ACT standards. The team should use data with greater regularity to increase effectiveness of instructional practices used by staff. Staff should give special attention to ensure more ninth-grade students earn adequate credits to transition to tenth grade at the end of the school year.

Response: Leadership provided more consistent feedback and assistance to teachers to improve utilization and effectiveness of re-teaching practices related to Aspire standards. They also reviewed the curriculum to make sure it was closely aligned to competencies linked to Aspire and Act Standards.

The principal and credit monitor regularly reviewed the progress of all ninth graders to ensure that they were on target to obtain credits in all their subject areas. If problems were identified, students were encouraged to seek assistance in the learning lab after school.

- Recommendation: The high school team should either improve and make effective the strategies incorporated into ClassDojo, a behavior management model; or implement more diverse strategies to reduce negative student behaviors. The team should make efforts to improve the overall culture of the high school and its systems and routines to better engage families in address issues students encounter at school.

Response: Staff implemented a series of new strategies to reduce negative student behaviors. A key component of their strategy was increasing partnerships with parents in addressing any problem issues, but also engaging parents in more pro-active communications about students' achievements and positive interactions in the school.

III. EDUCATIONAL PERFORMANCE

To monitor performance relating to the CSRC contract, MAS collected a variety of qualitative and quantitative information at specified intervals during the academic year. This year, the school established goals for attendance, parent-teacher conferences, and special

education student records. In addition, MAS identified local and standardized measures of academic performance to monitor student progress.

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

A. Attendance

The 2018–19 attendance goals for MAS’s three academies were 92.0% for elementary, 95.0% for junior, and 93.0% for high school.

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 student attendance was recorded in compliance with DPI’s attendance standard used for recording in WISEdata.

- Elementary Academy: Students attended school an average of 90.2% of the time. When excused absences were included, the attendance rate rose to 97.4%. There were 165 students suspended from school at least once during the year. These students spent, on average, 2.4 days out of school because of suspension.
- Junior Academy: Students attended school an average of 92.3% of the time. When excused absences were included, the attendance rate rose to 98.1%. There were 64 students suspended from school at least once during the year. These students spent, on average, 3.6 days out of school because of suspension.
- High School: Students attended school an average of 88.3% of the time. When excused absences were included, the attendance rate rose to 91.3%. There were 63 students suspended from school at least once during the year. These students spent, on average, 4.1 days out of school because of suspension.

The school fell just short of its attendance goals for all academies.¹⁹

B. Parent-Teacher Conferences

The parent-participation goals for 2018-19 were that parents of at least 98% of elementary, 95% of junior academy, and 90% of high school students enrolled for the entire school year would attend two of three scheduled parent-teacher conferences.²⁰ Conferences were scheduled for the fall, winter, and spring quarters.

- Parents of all (100.0%) 574 elementary academy students enrolled all year attended at least two of three conferences.
- Parents of 230 (99.6%) of 231 junior academy students enrolled all year attended at least two of three conferences.
- Parents of 186 (94.4%) of 197 high school students enrolled all year attended at least two of three conferences.

MAS, therefore, met their parent-participation goal for all three academies.

C. Special Education Student Records

The school's goal was to maintain up-to-date records for all special education students. An IEP was developed, reviewed, and adopted for all 56 elementary academy, all 20 junior

¹⁹ The combined attendance rate for students in K4 through eighth grade was 90.8%. Staff reported that busing issues contributed significantly to the rates of attendance. Steps are being taken to remediate these issues before the start of the next school year.

²⁰ Conferences with any teacher—at the school, via phone, or at the student's home—were counted in the participation rate.

academy, and all 22 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. Re-evaluations are also conducted or waived by parents in accordance with special education laws and rules. The school has, therefore, met its goal of maintaining accurate records and implementing the required practices for 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, math, 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. Elementary Academy

a. *Literacy*

i. *PALS for K4 Students*

MAS elected to use the PALS-PreK as their local measure for students in K4. The school's goal was that at least 90.0% of students enrolled for the entire year 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 described in Section F.)

A total of 68 K4 students completed the fall and spring PALS-PreK. Almost all (58, 85.3%) 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.²¹

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

K5 through fifth-grade literacy skills were assessed using the MAP reading test. MAP assessments result in a Rasch unit (RIT) score; scores can be used a variety of ways to identify student understanding and progress throughout the year.²² MAP tests are given multiple times during the year. Based on performance in fall, each student receives a spring target RIT score. Additionally, the Northwest Evaluation Association developed normative mean scores, or average RIT scores for each grade level at the time of each MAP administration.²³ Elementary

²¹ Count includes spring lowercase letter and sound tasks for all students who completed those tasks.

²² For more information about MAP assessments, visit <https://www.nwea.org/>.

²³ Based on results of a 2015 Northwest Evaluation Association normative study: <https://www.nwea.org/content/uploads/2015/11/Normative-Data-2015.pdf>

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.

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

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

A total of 502 K5 through fifth graders enrolled for the entire school year completed both the fall and spring MAP reading tests. Overall, 373 (74.3%) of 502 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			
Fall to Spring Progress for K5 Through 5th Graders			
Grade Level	Students	Met Goal	% Met Goal
Students Above the Normative Mean in the Fall			
K5	28	28	100.0%
1st	23	22	95.7%
2nd	11	10	90.9%
3rd	13	10	76.9%
4th	20	10	50.0%
5th	13	7	53.8%
Total Above	108	87	80.6%

Table 1			
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Reading Assessment Fall to Spring Progress for K5 Through 5th Graders			
Grade Level	Students	Met Goal	% Met Goal
Students at or Below the Normative Mean in the Fall			
K5	47	38	80.9%
1st	57	47	82.5%
2nd	87	83	95.4%
3rd	69	42	60.9%
4th	70	36	51.4%
5th	64	40	62.5%
Total at or Below	394	286	72.6%
OVERALL PROGRESS	502	373	74.3%

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 enrolled for the entire year, who complete 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 Common Core standards. At the spring assessment, 61 (89.7%) of 68 K4 students enrolled for the entire year with available math scores had met the math goal, meeting the school's goal (not shown).

ii. MAP Math Assessment for K5 Through Fifth Graders

The 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 501 K5 through fifth-grade students completed both fall and spring MAP math tests. Overall, 383 (76.4%) of 501 students progressed from fall to spring, exceeding of the elementary MAP math goal (Table 2).

Table 2 Milwaukee Academy of Science Local Measures of Academic Progress: MAP Math Assessment Fall to Spring Progress for K5 Through 5th Graders			
Grade Level	Students	Met Goal	% Met Goal
Students Above the Normative Mean in the Fall			
K5	27	27	100.0%
1st	25	23	92.0%
2nd	11	11	100.0%
3rd	16	16	100.0%
4th	14	13	92.9%
5th	12	10	83.3%
Total Above	105	100	95.2%
Students at or Below the Normative Mean in the Fall			
K5	48	38	79.2%
1st	55	44	80.0%
2nd	87	86	98.9%
3rd	66	51	77.3%
4th	76	33	43.4%
5th	64	31	48.4%
Total at or Below	396	283	71.5%
OVERALL PROGRESS	501	383	76.4%

c. *Writing*

To assess student writing skills, 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 80.0% of students in third through fifth grades enrolled for the entire year to achieve an overall average score of 18 or more.

Most (218, 87.2%) of 250 third- through fifth-grade students enrolled for the entire year scored 18 or more, meeting the school's goal (Table 3).

Table 3			
Milwaukee Academy of Science Teacher-Assessed Writing Skills for 3rd – 5th Graders 2018–19			
Grade	Students	Met Goal	% Met Goal
3rd	82	74	90.2%
4th	90	75	83.3%
5th	78	69	88.5%
Total	250	218	87.2%

d. *Special Education Student Progress*

This year, the goal of the elementary academy was that all (100.0%) 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 56 special education students enrolled in the

elementary academy at the end of the year. Of those students, 34 were enrolled in special education services at MAS last year and had an IEP review this year; all (100.0%) 34 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 elementary academy, the junior academy MAP progress goals were set based on whether the student was above the normative mean or at or below the normative mean for their grade level at the time of the fall test.

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

The school's overall goal was that 83.0% of students enrolled for the entire school year would progress as described above. A total of 212 sixth through eighth graders completed both the fall and spring MAP reading tests. Overall, 182 (79.5%) of 229 students progressed from fall to spring, falling short of the academy's MAP reading goal (Table 4).

Table 4			
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Reading Assessment Fall to Spring Progress for 6th – 8th Graders			
Grade Level	Students	Met Goal	% Met Goal
Above the Normative Mean in the Fall			
6th	20	17	85.0%
7th	31	24	77.4%
8th	25	21	84.0%
Total Above	76	62	81.6%
At or Below the Normative Mean in the Fall			
6th	61	51	83.6%
7th	46	35	76.1%
8th	46	34	73.9%
Total At or Below	153	120	78.4%
OVERALL PROGRESS	229	182	79.5%

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 fall compared to the normative mean for their current grade level. The school expected at least 83.0% of junior academy students would show progress from fall to spring.

A total of 229 sixth- through eighth-grade students completed both fall and spring MAP math tests. Overall, 183 (79.9%) progressed from fall to spring, just under the junior academy's MAP math goal (Table 5).

Table 5			
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Math Assessment Fall to Spring Progress for 6th – 8th Graders			
Grade Level	Students	Met Goal	% Met Goal
Above the Normative Mean in the Fall			
6th	11	9	81.8%
7th	13	12	92.3%
8th	18	14	77.8%
Total Above	42	35	83.3%
At or Below the Normative Mean in the Fall			
6th	70	55	78.6%
7th	64	53	82.8%
8th	53	40	75.5%
Total At or Below	187	148	79.1%
OVERALL PROGRESS	229	183	79.9%

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 0 to 5 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 82.0% of students in sixth through eighth grades would achieve a score of 18 or more. Most (86.0%) students received a score of 18 or more, meeting the junior academy's writing goal (Table 6).

Table 6 Milwaukee Academy of Science Teacher-Assessed Junior Academy Writing Skills 2018–19			
Grade	Students	Met Goal	% Met Goal
6th	81	72	88.9%
7th	77	60	77.9%
8th	71	65	91.5%
Total	229	197	86.0%

d. Special Education Student Progress

This year, the junior academy's goal was that all (100.0%) special education students would meet one or more goals on their IEPs, as assessed by participants' most recent annual IEP review. At year-end, there were 20 special education students enrolled in sixth through eighth grades. Of those, 16 were enrolled in special education services at MAS last year and had an IEP review this year. Of these, all 16 (100.0%) met one or more of the goals in their IEP, meeting the junior academy's special education goal.

3. High School

a. *Literacy Progress Based on the Scholastic Reading Inventory*²⁴

The school administered the Scholastic Reading Inventory (SRI)²⁵ to high school students in fall and again in spring. The goal was that at least 70.0% of students enrolled for the entire school year would show improvement in scores, called Lexile measures, of at least 13 points.

Of 197 students, 195 had comparable Lexile scores. Of those, 162 (83.1%) improved their scores by 13 points, meeting the goal (Table 7).

Table 7			
Milwaukee Academy of Science High School Literacy Progress: Scholastic Reading Inventory Measures 2018–19			
Grade	Students	Met Goal	% Met Goal
9th	88	75	85.2%
10th	45	34	75.6%
11th	36	33	91.7%
12th	26	20	76.9%
Total	195	162	83.1%

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

²⁴ All but three students who enrolled in MAS after the year's start were given the SRI reading assessment within 60 days.

²⁵ For more about the SRI, see:

http://teacher.scholastic.com/products/product_info/pdf/SRI_Research%20Summary_Revised.pdf

year.²⁶ Scores were reported as the percentage of items a student got correct. Of the 186 students enrolled for the entire year with scores available, 53.8% scored 70.0% or higher, short of the school's goal (Table 8).

Table 8 Milwaukee Academy of Science High School: End-of-Year Math Assessment 2018–19			
Grade	Students	Met Goal	% Met Goal
9th	88	53	60.2%
10th	44	18	40.9%
11th	32	16	50.0%
12th	22	13	59.1%
Total	186	100	53.8%

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 the student demonstrated at least adequate control. The goal was that 80.0% of students in each grade level enrolled for the entire year would reach a score of 18 or more.

²⁶ The school tested math skills (using the Wide Range Achievement Test) for all but four students who enrolled after the beginning of the year within 60 days of enrollment.

Of 197 high school students enrolled for the entire year, 195 had a writing score recorded. Overall, 92.8% of students received a score of 18 or higher (Table 9).

Table 9 Milwaukee Academy of Science Teacher-Assessed High School Writing Skills 2018–19			
Grade	Students	Met Goal	% Met Goal
9th	88	78	88.6%
10th	45	42	93.3%
11th	36	35	97.2%
12th	26	26	100.0%
Total	195	181	92.8%

d. Special Education Student Progress

The high school's goal was that 100.0% 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 22 special education students with completed IEPs in high school. Of these, 18 were enrolled in special education at MAS last year; all 18 (100.0%) met one or more of their IEP goals, meeting the high school goal.

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

Most (199) of 205 high school students enrolled at the end of the year developed a graduation plan. Graduation plan outcomes are shown in Table 10. Additionally, all eleventh and twelfth graders were required to meet with the counselor during the school year to discuss graduation plans; all did so.

Table 10 Milwaukee Academy of Science High School Graduation Plans 2018–19 N = 199	
Measure	% Plans Including Measure
Included postsecondary plans	99.5%*
Shared with parents	100.0%
Included schedule reflecting credits to graduate	100.0%
Reviewed by counselor	100.0%
On track toward graduation	85.4%
Need to enroll in credit recovery activities	24.6%

*Data missing for one student.

2. High School Graduation and Grade-Level Promotion Requirements

MAS's minimum credit requirements are as follows.

- Ninth graders who earned 5.5 credits moved to tenth grade.²⁷
- Tenth graders who accumulated 12 credits moved to eleventh grade.
- Eleventh graders who earned 18 credits were promoted to twelfth grade.

²⁷ The credit requirement for promotion to tenth grade was previously a minimum of 6 credits. The change to 5.5 is due to a change in class length and credits available in English and math.

- Twelfth graders who earned 24 credits in the required courses graduated.²⁸

The school provided credit and grade-promotion information for 192 of 197 high school students enrolled for the entire school year at MAS. Of the 192 students with promotion status recorded, 176 (91.7%) 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 2018–19			
Grade	Students	Promoted/Graduated	% Promoted/Graduated
9th	87	79	90.8%
10th	43	38	88.4%
11th	36	33	91.7%
12th ²⁹	26	26	100.0%
Total	192	176	91.7%

F. External Standardized Measures of Educational Performance

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

²⁸ 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.

²⁹ There was one additional graduate who was not enrolled at MAS for the entire school year.

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

1. PALS³⁰

The PALS assessment 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 earlier tasks. There is no summed score benchmark for the PALS-PreK.

A total of 68 K4 students completed the PALS-PreK in fall and spring. Although spring developmental ranges relate to expected development by the spring semester, CRC applied the spring 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).

³⁰ Information about the PALS assessments taken from <https://palsresource.info/wisconsin/> and <https://pals.virginia.edu/>. For more information, visit these sites.

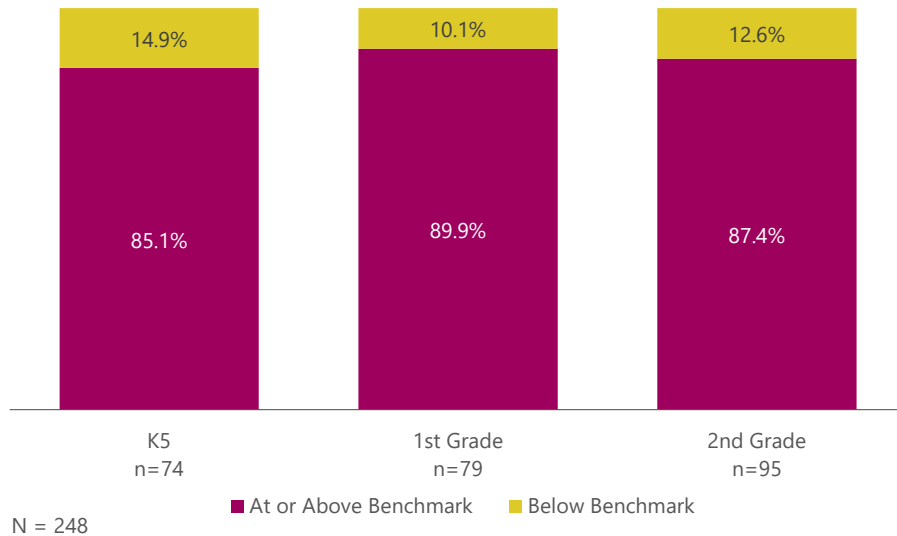
Table 12 Milwaukee Academy of Science PALS-PreK for K4 Students Students at or Above the Spring Developmental Range 2018–19 N = 68				
Task	Fall		Spring	
	n	%	n	%
Name writing	16	23.5%	65	95.6%
Uppercase alphabet recognition	19	27.9%	55	80.9%
Lowercase alphabet recognition*	15	93.8%	64	94.1%
Letter sounds*	9	60.0%	48	100.0%
Beginning sound awareness	23	33.8%	47	97.9%
Print and word awareness	15	22.1%	59	86.8%
Rhyme awareness	20	29.4%	62	91.2%

*Percentages for these tasks are based on the number of students who qualified to complete them. Fall percentages based on 16 students for lowercase alphabet recognition and 15 students for letter sounds; spring percentages are based on an *n* size of 48 for both lowercase alphabet and letter sounds.

b. PALS-K and PALS Plus

CRC examined spring reading readiness for students who completed both fall and spring tests. More than four-fifths of students in all three grades were at or above the spring summed score benchmark (Figure 3).

Figure 3
Milwaukee Academy of Science
Spring 2019 Reading Readiness
Students With Fall and Spring PALS Scores



2. Wisconsin Forward Exam³¹

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

In spring of 2019, 491 third- through eighth-grade students completed the ELA and 490 completed 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), 12.2% were proficient or advanced in ELA, and 13.1% were proficient or advanced in math. Results by grade level are presented in Figures 4 and 5.

³¹ Information taken from the Wisconsin DPI website. For more information, visit <http://dpi.wi.gov/assessment/forward>.

Figure 4
Milwaukee Academy of Science
Forward Exam English/Language Arts Assessment
2018–19

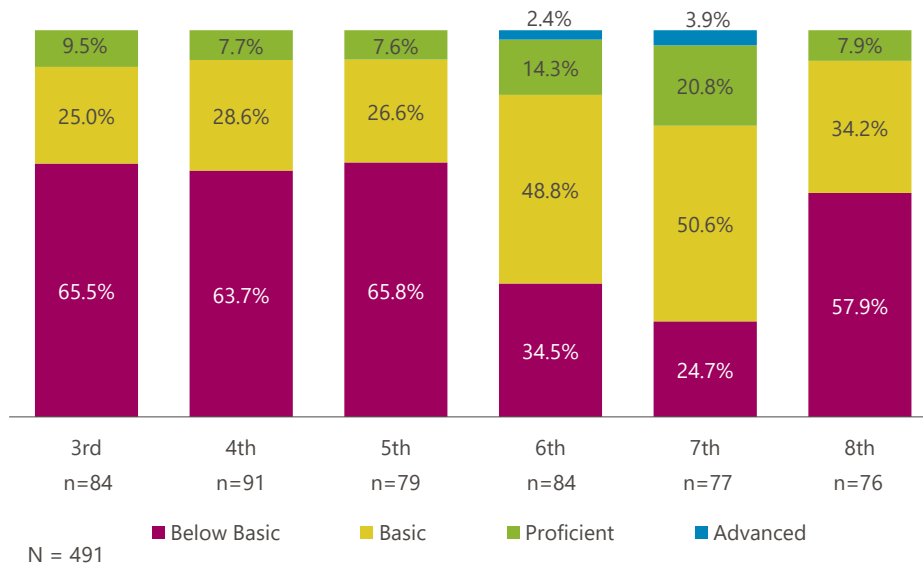
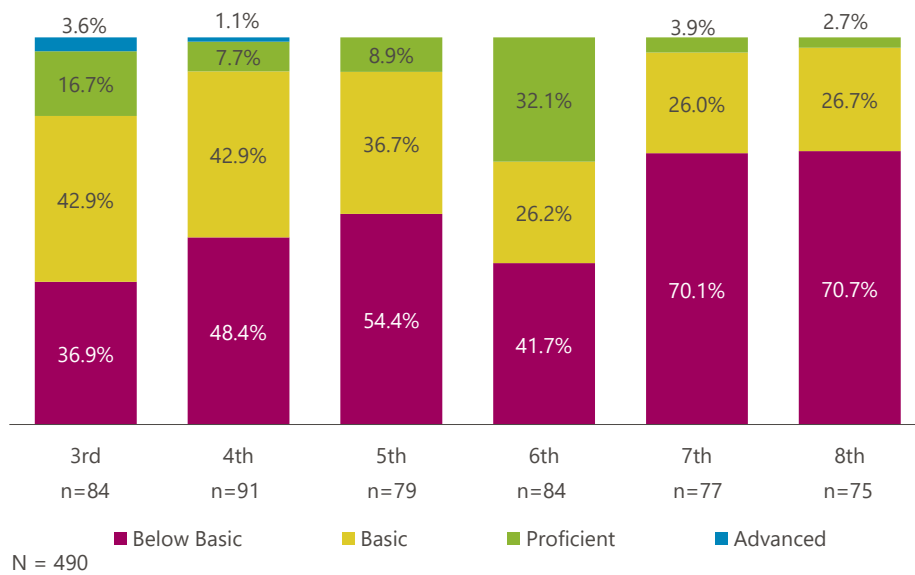


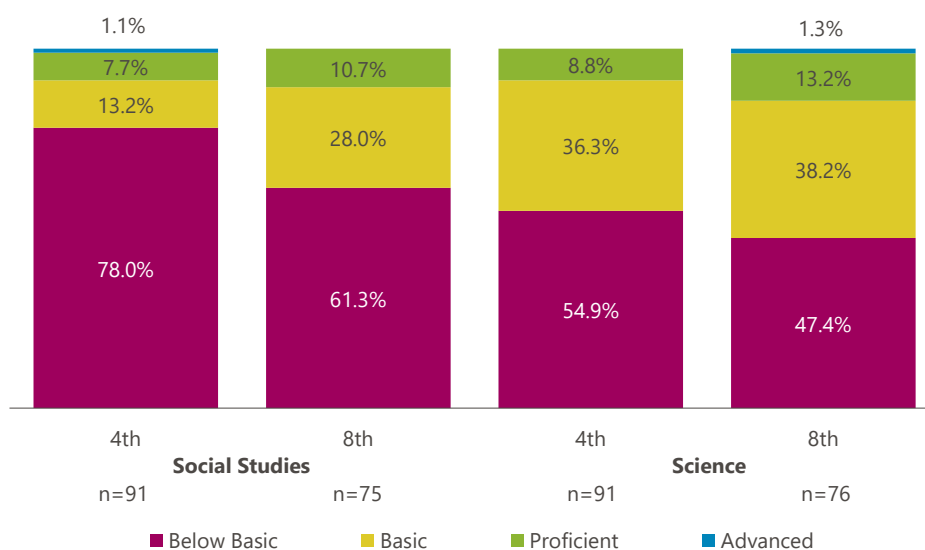
Figure 5³²
Milwaukee Academy of Science
Forward Exam Math Assessment
2018–19



³² Some percentages total more than 100% due to rounding.

Of the 166 fourth and eighth graders who completed the social studies test and 167 students who completed the science test, 9.6% were proficient or advanced in social studies and 11.4% were proficient in science (not shown). Results by grade level are presented in Figure 6.

Figure 6
Milwaukee Academy of Science
Forward Exam Social Studies and Science Assessments
2018–19



In spring of 2019, 48 tenth graders took the Forward Exam social studies test (not shown). Three (6.3%) of those students were proficient or advanced (not shown).

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 13.³³

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 spring 2019. Ninth- and tenth-grade students enrolled during that time period completed the tests, meeting the CSRC expectation that students be tested. A total of 93 ninth and 52 tenth graders completed the Aspire (Table 14).

³³ For more information about ACT Aspire and ACT Plus Writing benchmarks, see the ACT Aspire website (<https://www.discoveractaspire.org/>) and the ACT website (<http://www.act.org/>)

Table 14 Milwaukee Academy of Science Aspire for 9th and 10th Graders Students at or Above Benchmark, Spring of 2019				
Test Section	9th Grade (N = 93)		10th Grade (N = 52)	
	n	%	n	%
English	29	31.2%	7	13.5%
Math	13	14.0%	0	0.0%
Reading	7	7.5%	1	1.9%
Science	10	10.8%	0	0.0%
Composite*	13	14.0%	1	1.9%

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

b. ACT for Eleventh and Twelfth Graders

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing 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 38 eleventh and 27 twelfth graders enrolled at the end of the school year; all the students completed testing as required.

Composite ACT scores for eleventh graders ranged from 11 to 29, with an average of 15.7 (not shown). For twelfth graders, scores ranged from 11 to 25, with an average of 17.0 (not shown). Two (5.3%) eleventh graders and four (14.8%) twelfth graders scored at or above the ACT composite benchmark (Table 15).

Table 15 Milwaukee Academy of Science Students at or Above Benchmark for ACT Subtests and Composite Score 11th and 12th Graders 2018–19				
Subtest	11th Grade (N = 38)		12th Grade (N = 27)	
	n	%	n	%
English	7	18.4%	12	44.0%
Math	3	7.9%	4	14.8%
Reading	1	2.6%	5	18.5%
Science	2	5.3%	3	11.1%
Composite	2	5.3%	4 ³⁴	14.8%

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. Students in K4 through second grade take the PALS reading assessment. The PALS summed score benchmark indicates when a student requires additional reading assistance—not that the student is reading at grade level. Additionally, there are three versions of the test, which include different formats, sections, and scoring. Because only students who are in first and second grade during two consecutive years complete the same version of the test, CRC only examined year-to-year results for students who were in first grade in the spring of 2018 and second grade in the spring of 2019. 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

³⁴ Four (14.8%) of the 27 students who graduated this year received a composite score of 21 or higher on the ACT.

remain at or above the summed score benchmark as second graders in the subsequent school year.

Students in third through eighth grade take the Forward Exam in spring of the school year. This is the third 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.

Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the Aspire.³⁵ 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 use of 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 2019. These recommendations will be based on data from the last three school years on Aspire. Only when the CSRC makes a decision will there be new expectations for subsequent years.

1. Second-Grade Progress Based on PALS

A total of 86 students completed the PALS spring assessment in 2017–18 as first graders and 2018–19 as second graders. Of those, 47 were at or above the spring summed score

³⁵ For more information on Aspire benchmarks, see <https://www.discoveractaspire.org/>.

benchmark as first graders, and all (100.0%) 47 remained at or above the summed score benchmark in the spring of 2019 as second graders (not shown).

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

A total of 312 students completed the Forward Exam in spring 2018 and spring 2019. Year-to-year progress was measured for students at or above proficient and for students below proficient in ELA and/or math in spring 2018.

a. *Students at or Above Proficient*

In spring 2018, 37 students were proficient or advanced in ELA; 56.8% of them maintained proficiency in spring 2019 (Table 16a). There were 42 students at or above proficient in math in spring 2018, and 45.2% maintained proficiency in spring 2019 (Table 16b).

Table 16a			
Milwaukee Academy of Science Year-to-Year Progress in English/Language Arts for 4th – 8th Graders Wisconsin Forward Exam: Students Proficient in 2018			
Current Grade Level	Students Proficient/Advanced in 2018	Maintained Proficiency in 2019	
		n	%
4th	6	Cannot report due to <i>n</i> size	
5th	4		
6th	3		
7th	11	10	90.9%
8th	13	3	23.1%
Total	37	21	56.8%

Table 16b Milwaukee Academy of Science Year-to-Year Progress in Math for 4th – 8th Graders Wisconsin Forward Exam: Students Proficient in 2018			
Current Grade Level	Students Proficient/Advanced in 2018	Maintained Proficiency in 2019	
		n	%
4th	13	6	46.2%
5th	5	Cannot report due to n size	
6th	5		
7th	11	3	27.3%
8th	8	Cannot report due to n size	
Total	42	19	45.2%

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.³⁶

In spring 2018, 275 students were below proficient in ELA, and 33.1% of those students showed progress in 2019 (Table 17a). For math, 269 students were at or below proficient in spring 2018, and 29.4% demonstrated progress in 2019 (Table 17b).

³⁶ This method is used by CRC to examine student progress in the schools chartered by the city.

Table 17a					
Milwaukee Academy of Science Year-to-Year Progress in English/Language Arts for 4th – 8th Graders Wisconsin Forward Exam: Students Below Proficient in 2018					
Current Grade Level	Students Below Proficient in 2018	Students Progressed in 2019			
		Increased 1+ Level	Increased a Quartile	Overall Progress	
				n	%
4th	60	10	7	17	28.3%
5th	59	9	9	18	30.5%
6th	58	20	7	27	46.6%
7th	49	17	7	24	49.0%
8th	49	2	3	5	10.2%
Total	275	58	33	91	33.1%

Table 17b					
Milwaukee Academy of Science Year-to-Year Progress in Math for 4th – 8th Graders Wisconsin Forward Exam: Students Below Proficient in 2018					
Current Grade Level	Students Below Proficient in 2018	Students Progressed in 2019			
		Increased 1+ Level	Increased a Quartile	Overall Progress	
				n	%
4th	53	5	8	13	24.5%
5th	58	7	8	15	25.9%
6th	56	25	12	37	66.1%
7th	49	2	3	5	10.2%
8th	53	2	7	9	17.0%
Total	269	41	38	79	29.4%

3. Progress From Spring 2018 Aspire to Spring 2019 Aspire

Students in ninth grade at MAS during the 2017–18 school year took the Aspire in the spring semester. If the same students were enrolled as tenth graders at MAS during 2018–19, they took the Aspire in spring 2019.

Using minimum benchmark scores for each grade level and subject area on the Aspire, CRC examined student progress from ninth to tenth grade. There were 41 students who took the Aspire in spring 2018 as ninth graders and in spring 2019 as tenth graders. The following sections describe progress for students with test scores from both years.

a. Students at or Above Benchmark on Spring 2018 Aspire

Of the 12 students who were at or above the 2018 Aspire English benchmark, 33.3% maintained benchmark on the spring 2019 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 of 2018 to Spring of 2019 N = 41				
Subtest	Students at or Above Benchmark Spring of 2018		Students Who Remained at or Above Benchmark Spring of 2019	
	n	%	n	%
English	12	29.3%	4	33.3%
Math	2	4.9%	Cannot report due to <i>n</i> size	
Reading	2	4.9%		
Science	4	9.8%		
Composite*	4	9.8%		

*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 2018 Aspire

The percentage of students below benchmark who progressed on Aspire subtests and the composite score ranged from 41.9% to 76.5% (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 for Students Below Benchmark on the Spring of 2018 Aspire						
Subtest	Spring of 2018 (N = 41)		2019 Progress			
	n	%	Achieved Benchmark	Increased 1+ Point	Overall	Overall %
English	29	70.7%	3	6	9	31.0%
Math	39	95.1%	0	16	16	41.0%
Reading	39	95.1%	1	12	13	33.3%
Science	37	90.2%	0	11	11	29.7%
Composite*	37	90.2%	1	9	10	27.0%

*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.

H. CSRC School Scorecard

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard with related standards and expectations. In 2014–15, due to significant changes required by DPI for new standardized tests, the scorecard was revised. Like the original, the revised scorecard 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. The revised

scorecard was partially piloted for the first two years. In February 2017, after the same standardized tests had been used for two consecutive school years, the revised scorecard was accepted by the CSRC to replace the original as an indicator of school performance. However, it will remain a pilot for an additional two to three years. The overall scorecard percentage (percentage of available points earned) is used to monitor school improvement from year to year.

The school scored 66.2% for K4 through eighth grade and 72.7% for the high school. This compares to 64.7% on the K4 through eighth grade and 72.7% on the school's 2017–18 pilot scorecards. See Appendix D for school scorecard information.

Additionally, for schools with students in both kindergarten through eighth grade and 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 67.5% for the current school year, compared to 66.4% for the 2017–18 school year.³⁷

³⁷ Of the 1,028 students enrolled at the end of the school year, 80.1% were in K4 through eighth grades and 19.9% were in high school. Those percentages were used to calculate the weighted scorecard percentages.

IV. SUMMARY AND RECOMMENDATIONS

From 2017–18 to 2018–19, the elementary scorecard percentage (covering the elementary and junior academies) increased from 64.7% to 66.2%, the high school scorecard percentage remained the same at 72.7% both years, and the overall rating increased from 66.4% to 67.5%. Based on past and current contract compliance status and the combined scorecard rating, CRC recommends MAS continue regular, annual academic monitoring and reporting with an expectation of continued improvement on the overall and elementary scorecards.

Appendix A

Contract Compliance Chart

<p>Table A</p> <p>Milwaukee Academy of Science</p> <p>Overview of Compliance With Education-Related Contract Provisions</p> <p>2018–19</p>			
Contract Section	Education-Related Contract Provision	Report Reference Page(s)	Provision Met or Not
Section I, B	Description of educational program; student population served.	pp. 2–4 and 13–16	Met
Section I, V	School will provide a copy of the calendar prior to the end of the previous school year.	p. 8–9	Met
Section I, C	Educational methods.	pp. 2–4	Met
Section I, D	Administration of required standardized tests:		
	a. K4 through 8th grade and b. 9th – 12th grade.	pp. 38–40 pp. 41–43	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. 42–44	Met
Section I, D	Written annual plan for graduation.	p. 34	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. 21–33	Met
Section I, D	<u>Academic criterion #2</u> : Year-to-year achievement measure for 1st through 12th grades.		
	a. Year-to-year progress for 4th – 8th graders at or above proficient the previous year.	a. pp. 45–46	a. Not available (N/A)
	b. Year-to-year progress for 10th-grade students at or above benchmarks on the Aspire the previous year.	b. pp. 47–48	b. N/A
	Due to recent changes in standardized assessments no expectations are currently in place for fourth through tenth graders.		
	c. Second-grade students at or above summed score benchmark in reading.	c. p. 44–45	c. Met

Table A Milwaukee Academy of Science Overview of Compliance With Education-Related Contract Provisions 2018–19			
Contract Section	Education-Related Contract Provision	Report Reference Page(s)	Provision Met or Not
Section I, D	<u>Academic criterion #3:</u> Year-to-year achievement measure for 1st through 12th grades. a. Progress for 4th – 8th graders below proficiency level. b. Progress for 10th-grade students below benchmark on the Aspire the previous year. Due to recent changes in standardized assessments, no expectations are currently in place for year-to-year progress.	a. pp. 47–49 b. pp. 50–51	a. N/A b. N/A
Section I, E	Parental involvement.	pp. 9–10	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 4–5	Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 13–16	Met
Section I, K	Discipline procedures.	pp. 10–11	Met

Appendix B

Student Learning Memorandums

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

To: NCCD Children's Research Center and Charter School Review Committee
From: Milwaukee Academy of Science Elementary Academy
Re: Learning Memo for the 2018–19 Academic Year
Date: September 25, 2018

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 the 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 the 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. 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 14, 2019.

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% for all students enrolled at any time during the school year. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Parent Participation

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

Special Education Needs Students

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

Academic Achievement: Local Measures

Literacy and Math

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

K5- through fifth-grade students will complete Measures of Academic Progress (MAP) reading and math tests in the fall and spring of the school year. At the time of the fall test, each student's reading and math scores will be compared to national grade-level averages based on the 2015 Northwest Evaluation Association (NWEA) normative study. For the cohort of students who were enrolled for the entire year and complete both 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 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. For K5 through second graders, an increase of six or more RIT points will indicate progress; for third and fourth graders, an increase of at least four RIT points will indicate progress; and for fifth graders, an increase of at least two RIT points will indicate progress.

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

At least 70% of students in the cohort described above will show progress this year. Required data elements for all literacy and math measures are described in the "Learning Memo Data Requirements" section.

Writing

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

1 = minimal control; 2 = basic control; 3 = adequate control; 4 = proficient control; and 5 = advanced control. Each grade cohort will be judged to have at least "adequate control," as indicated by a total score of 18. At least 80% of students enrolled for the entire year will achieve a total score of 18 or above. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Individualized Education Program Goals

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

Academic Achievement: Standardized Measures

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

PALS for K4- Through Second-Grade Students³⁸

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.

³⁸ Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. It does not guarantee that the student is at grade level. Information from <https://palsresource.info/>.

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

Year-to-Year Achievement³⁹

1. CRC will report 2018–19 Forward Exam results. CRC will also report progress for students who completed the assessment in consecutive school years at the same school.⁴⁰ When sufficient year-to-year data are available, the CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.
2. The CSRC’s PALS expectation for students maintaining reading readiness is that at least 75% of students who were in first grade in the 2017–18 school year, and who met the summed score benchmark in the spring of 2018, will remain at or above the second-grade summed score benchmark in the spring of 2019.

³⁹ The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

⁴⁰ Includes only students who advanced a grade level from last year to this year.

Student Learning Memorandum for Milwaukee Academy of Science Junior Academy

To: NCCD Children’s Research Center and Charter School Review Committee
From: Milwaukee Academy of Science Junior Academy
Re: Learning Memo for the 2018–19 Academic Year
Date: September 28, 2018

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 the 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 14, 2019.

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 “Learning Memo Data Requirements” section.

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 “Learning Memo Data Requirements” section.

Attendance

The school will maintain appropriate attendance records. Students who arrive at school prior to 10:45⁴¹ 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 "Learning Memo Data Requirements" section.

Parent Participation

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

Special Education Needs Students

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

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 2015 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.

⁴¹ Students who arrive before 10:45 a.m. 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 83% of all students who complete both the fall and spring assessments and are enrolled for the entire school year will show progress this year. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Math

Junior academy students will complete MAP math tests in the fall and spring of the school year. At the time of the fall test, each student’s math score will be compared to national grade-level averages based on the 2015 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 83% of all students who complete both the fall and spring assessments and are enrolled for the entire school year will show progress this year. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Writing

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

IEP Goals

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

Academic Achievement: Standardized Measures

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

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

Year-to-Year Achievement

CRC will report year-to-year progress for students who completed the Forward assessment in two consecutive school years at the same school.⁴² When sufficient year-to-year data are available, the CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.

⁴² Includes only students who advanced a grade level from last year to this year.

Student Learning Memorandum for Milwaukee Academy of Science High School

To: NCCD Children's Research Center and Charter School Review Committee
From: Milwaukee Academy of Science High School
Re: Learning Memo for the 2018–19 Academic Year
Date: October 25, 2018

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 the 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 the 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 14, 2019.

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 attendance will be recorded in compliance with DPI's attendance standard used for recording in WISEdata. 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 90% 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 math; six credits in science; three credits in social studies; two credits in foreign language; 1.5 credits in physical education; 0.5 credits in health; and 2.5 credits in other electives.⁴³
- 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.

⁴³ Science, English, and other elective credit requirements differ for special education students. Students enrolled in special education services are expected to complete 5 credits in science, 4 credits in English, and 1.5 credits in other electives.

Beginning with the class of 2022, students will be required to earn 4 credits in English. Special education student enrolled in a study hall will be required to earn 5 credits in science and 1 credit in other electives to graduate.

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 credit recovery or summer school.

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

High School Graduation Requirements⁴⁴

- All ninth graders who earn at least 5.5 credits will be promoted to tenth grade.⁴⁵
- 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.

Results will be reported for the cohort of students enrolled for the entire school year.

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

⁴⁴ 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 need a study hall in lieu of another course. These students are promoted for this school year from ninth to tenth grade with 4.5 credits, tenth to eleventh grade with 10.5 credits, and eleventh to twelfth grade with 16.0 credits. All special education students are required to accumulate 21.5 credits to graduate from MAS.

⁴⁵ The credit requirement for promotion to tenth grade was previously a minimum of 6 credits. Note that the change to 5.5 is due to a change in the class length and credits available in English and math. English and math periods, which were previously 50 minutes are now 75-minutes long and worth 1.5 credits. Ninth graders who earn 5.5 credits could thus still reflect failing two semesters of a course, which is consistent with MAS’s past and current expectations across grade levels for promotion.

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 70% of students enrolled for the entire school year will increase their Lexile level scores by at least 13 points from fall to spring.⁴⁶ Any student who enrolls after the beginning of the school year will be tested within 60 calendar days of enrollment using the SRI. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Math

Math progress for ninth through twelfth graders enrolled in a math course during the school year will be measured by the comprehensive tests for the math course in which they are enrolled.⁴⁷ The end-of-year test results will be reported to CRC. At least 60% of students enrolled for the entire school year and 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.⁴⁸ 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 80% 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.

⁴⁶ These Lexile score increases would indicate that students in these respective grade levels made one year of progress in the acquisition of comprehension and vocabulary skills.

⁴⁷ 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.

⁴⁸ The school will provide scores for students enrolled in the same math course for the entire school year.

IEP Goals

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

Academic Achievement: Standardized Measures

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)⁴⁹ in the timeframe required by DPI. Results will be reported for students enrolled on the third Friday of September and remained at the school until the spring Aspire. 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 timeframe(s) specified by DPI. Results will be reported for students enrolled on the third Friday of September and remained at the school until the spring Forward Exam. Specific data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Eleventh-Grade Students

All eleventh-grade students are required to take all subtests of the ACT Plus Writing and the ACT WorkKeys in the timeframe required by DPI. Results will be reported for students enrolled at the end of the school year. 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 2018. The ACT for twelfth graders is not required by DPI but is a CSRC requirement. Results will be reported for students enrolled at the end of the school year. Specific data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Year-to-Year Progress

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

⁴⁹ Subtests include English, math, reading, science, and writing.

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.

Appendix C

Trend Information

Table C1					
Milwaukee Academy of Science Student Enrollment					
Year	Number Enrolled at Start of School Year	Enrolled During Year	Withdrew	Number at End of School Year	Enrolled for Entire School Year (Retention)
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%)
2017–18	1,057	32	108	981	953 (90.2%)
2018–19	1,127	33	131	1,028	1,002 (89.0%)

Table C2			
Milwaukee Academy of Science Student Return Rate			
Year	Enrolled at End of Previous Year*	Enrolled at Start of This School Year	Return Rate
2014–15	798	652	81.7%
2015–16	776	661	85.2%
2016–17	859	733	85.3%
2017–18	891	752	84.4%
2018–19	874	751	85.9%

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

Table C3			
Milwaukee Academy of Science Student Attendance Rates			
Year	Elementary Academy	Junior Academy	High School
2014–15	91.1%	93.8%	89.3%
2015–16	91.2%	94.8%	93.0%
2016–17	91.8%	94.3%	91.7%
2017–18	91.6%	92.4%	90.5%
2018–19	90.2%	92.3%	88.3%

Table C4			
Milwaukee Academy of Science Parent-Teacher Conference Participation			
Year	Elementary Academy	Junior Academy	High School
2014–15	94.1%	99.0%	82.7%
2015–16	92.2%	100.0%	85.1%
2016–17	100.0%	100.0%	88.5%
2017–18	99.4%	99.5%	87.3%
2018–19	100.0%	99.6%	94.4%

Table C5	
Milwaukee Academy of Science Teacher Retention Rate	
Year	Retention Rate: Employed Entire School Year
2014–15	90.4%
2015–16	97.0%
2016–17	98.5%
2017–18	100.0%
2018–19	98.6%

Table C6	
Milwaukee Academy of Science Teacher Return Rate	
Year	Rate
2014–15	75.4%
2015–16	80.9%
2016–17	87.5%
2017–18	84.5%
2018–19	83.8%

Table C7			
Milwaukee Academy of Science CSRC Scorecard Score			
School Year	K4 Through 8th Grade	High School	Combined Average*
2014–15	79.4%	79.6%	79.4%
2015–16	81.2%	82.7%	81.4%
2016–17†	68.6%	73.5%	69.5%
2017–18†	64.7%	72.7%	66.4%
2018–19†	66.2%	72.7%	67.5%

*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 2018–19 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	
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0	
		10.0%


STUDENT ACADEMIC PROGRESS: GRADES 3-8

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


LOCAL MEASURES

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


STUDENT ACHIEVEMENT: GRADES 3-8

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


ENGAGEMENT

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


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	
• 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	
		30.0%


POSTSECONDARY READINESS: GRADES 11 AND 12

• Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	
• % of 11th/12th graders tested	2.5	
• % of graduates with ACT composite score of 21.25 or higher	2.5	
		15.0%


LOCAL MEASURES

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

STUDENT ACHIEVEMENT: GRADES 9 AND 10

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

ENGAGEMENT

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

*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 fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard and the total score will be calculated to reflect each school's denominator.

Table D1

**Milwaukee Academy of Science
CSRC Pilot Elementary School (K Through 8th Grade) Scorecard
2018–19**

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%	89.9%	3.6
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		100.0%	6.0
Student Academic Progress: 3rd – 8th Grades	<u>Forward Exam reading:</u> % maintained proficient/advanced	5.0	30.0%	56.8%	2.8
	<u>Forward Exam math:</u> % maintained proficient/advanced	5.0		45.2%	2.3
	<u>Forward Exam reading:</u> % below proficient who progressed	10.0		33.1%	3.3
	<u>Forward Exam math:</u> % below proficient who progressed	10.0		29.4%	2.9
Local Measures*	% met reading	6.25	25.0%	76.7%	4.8
	% met math	6.25		78.6%	4.9
	% met writing	6.25		86.6%	5.4
	% met special education	6.25		100.0%	6.25
Student Academic Achievement: 3rd – 8th Grades	<u>Forward Exam English/ language arts:</u> % at/above proficient	5.0	10.0%	12.2%	0.6
	<u>Forward Exam math:</u> % at/above proficient	5.0		13.1%	0.7
Engagement	Student attendance rate	5.0	25.0%	90.8%	4.5
	Student return rate	5.0		87.2%	4.4
	Student retention	5.0		91.3%	4.6
	Teacher retention rate	5.0		98.6%†	4.9
	Teacher return rate	5.0		83.8%	4.2
TOTAL		100.0			66.2
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					66.2%

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

†Combined rate for all academies.

Table D2					
Milwaukee Academy of Science CSRC Pilot High School (9th – 12th Grade) Scorecard 2018–19					
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 due to <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		27.0%	2.7
	Adequate credits to move from 9th to 10th grade	5.0		90.8%	4.5
	Adequate credits to move from 10th to 11th grade	5.0		88.4%	4.4
	Graduation rate (DPI)*	5.0		97.5%	4.9
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		14.8%	0.4
Local Measures	% met reading	5.0	20.0%	83.1%	4.2
	% met math	5.0		53.8%	2.7
	% met writing	5.0		92.8%	4.6
	% met special education	5.0		100.0%	5.0
Student Academic Achievement: 9th and 10th Grades	ACT Aspire English: % of 9th and 10th grade students at or above benchmark	5.0	10.0%	24.8%	1.2
	ACT Aspire math: % of 9th and 10th grade students at or above benchmark	5.0		9.0%	0.5
Engagement	Student attendance	5.0	25.0%	88.3%	4.4
	Student reenrollment	5.0		80.9%	4.0
	Student retention	5.0		80.7%	4.0
	Teacher retention rate	5.0		98.6%†	4.9
	Teacher return rate	5.0		83.8%	4.2
TOTAL		95.0			69.1
HIGH SCHOOL SCORECARD PERCENTAGE					72.7%

*Based on 2017–18 four-year rate, the most recent available at the time of this report. Note that MAS’s graduation rate on the WISEDash graduation dashboard is 95.1%. A data errata letter was submitted to and accepted by DPI shows the corrected graduation rate of 97.5% which is reflected in the table above. A copy of the letter is linked to the MAS graduation rate page on the WISEDash portal: <https://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>.

†Combined rate for all academies.