

2019–2020 Programmatic Profile and Educational Performance

September 2020



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 2019–20

This is the 12th annual report about the operation of Milwaukee Academy of Science (MAS), one of seven schools chartered by the City of Milwaukee during the 2019–20 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the NCCD Children’s Research Center (CRC).

Because of the COVID-19 pandemic that resulted in Wisconsin school closures from March 13, 2020, through the end of the school year, data available for this report are more limited than usual. Therefore, the overall academic achievements described throughout the report should not be compared with the outcomes of previous years. Detailed descriptions about differences from previous years will be reported in each of the affected sections of the report.

On the basis of the information gathered and discussed in the attached report, CRC has determined the following.

I. CONTRACT COMPLIANCE SUMMARY¹

For this abbreviated school year, MAS met all contract provisions that were applicable except for one (teacher licensure).

II. PERFORMANCE CRITERIA

A. Local Measures of Educational Progress

1. Primary Measures of Educational Progress

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

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

This year, MAS's progress for local measures could be calculated only for IEP goals since end-of-year local measures for reading, writing, and math could not be uniformly administered because of school closure as a result of the pandemic. Fall data on other local measures can be found in the report. Outcomes for IEP goals follow.

- Most (97.1%, or 34 of 35) 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%.
- All 14 (100.0%) junior 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%.
- All 18 (100.0%) high school students with IEP goals reviewed during the year met one or more of their goals this year. The school's goal was 100.0%.

2. Secondary Measures of Educational Outcomes

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

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

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

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

Because of the early school closures, The Wisconsin Department of Public Instruction withdrew the requirement for schools to administer any standardized tests for 2019–20. MAS was unable to administer standardized tests required in its contract with the City of Milwaukee.

C. CSRC School Scorecard

Because of limited data available to examine student progress, the CSRC scorecard contains partial outcome data this year. The CSRC has determined that it will not use the scorecard to guide its decision about MAS's school status for the next school year, and the school's score should not be compared with the score for any previous or subsequent year. MAS scored 93.1% of 31.25 possible points for K4 through eighth grade and 89.3% of 62.5 possible points for the high school.

III. SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts interviews or surveys with parents, board members, students, and teachers to obtain feedback on their perceptions about the school. Teacher interviews and student surveys were not conducted due to the pandemic. Parent surveys and board interviews were conducted, and the results are summarized in this report, including the following highlights.

There were 429 parent surveys completed, representing 421 (59.3%) of 710 families.

- Most (94.9%) parents would recommend this school to other parents.
- A majority (90.0%) of parents rated the school's overall contribution to their child's learning as "excellent" or "good."

A total of 13 of 17 board members participated in interviews.

- All 13 rated the school as "excellent" or "good" overall.
- Suggestions to improve the school included increasing per-pupil funding and other financial resources, continuing to invest in teachers, and upgrading the school facility.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all recommendations in its 2018–19 programmatic profile and educational performance report. To continue a focused school improvement plan, CRC reviewed MAS's academic achievement data for the past school year and solicited input from school staff to develop these recommendations for the 2020–21 school year.

A. Elementary Academy

- Staff will work collaboratively to improve and more effectively target their small group instructional practices. More classroom time will be given to personalized and individualized instruction and interventions. These practices will be tailored to the needs of individual students.
- Additional time and resources will be dedicated to professional development activities and opportunities for paraprofessional staff. The goal of this training will be to increase their instructional competencies. For some aides, these development opportunities might be designed to result in teacher licensure status.
- Staff will work to incorporate social emotional learning into daily instruction through the use of Success for All Foundation's Getting Along Together curriculum. This effort's goal is to build students' social and emotional skills and help them apply their new skills in and out of the classroom. Additional training will be provided for staff to assist with the implementation and enable them to create additional practices that work best for MAS students.

B. Junior Academy

- Junior academy teachers and leadership will roll out a new English language arts curriculum. This curriculum will focus their practices on instruction that emphasizes rigor and fidelity to state standards. Special attention will be given to improving reading skills and competencies of eighth graders.
- Special attention will be given to ensure that science standards are being implemented throughout the junior academy curriculum. Regular monitoring of the inclusion of rigor in science courses will focus on instructional practices implemented for eighth graders.

C. High School

- The high school team will strengthen its focus on skills and competencies emphasized in ACT Aspire and ACT standards. The team will use data to ensure rigorous standards align with the curriculum.
- The team will use Positive Behavior Interventions and Supports as incentives for positive behaviors. Rule violations will continue to be tracked and used to create the most appropriate responses. More afterschool activities will be offered to increase students' positive engagement in the school's culture.

IV. RECOMMENDATIONS

After reviewing past and current contract compliance status and available trend data, CRC recommends that MAS continue regular, annual academic monitoring and reporting.

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 conduct 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;
- Surveyed parents and interviewed board members to gather feedback about the school (teacher interviews and student surveys could not be conducted due to school closure);
- 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
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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 paraprofessionals in K4 through fifth grade, 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.² 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. The elementary academy uses Headsprout, Raz-Kids, and Zearn, and the junior academy uses Aleks to assess and monitor students' acquisition of higher-level reading and math skills.³

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

Students' science learning starts 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. Junior academy students use Science Dimensions. The older students' math and

² This information was taken from the school's city charter application and annual interview sessions.

³ Compass Learning is a computer-based program that matches learning activities to students' MAP scores.

science curriculum focuses on concepts emphasized in the Common Core State Standards, the Next Generation Science Standards, and the competencies embedded in the ACT Aspire and ACT. Finally, MAS recognizes the importance of “specials” in a student’s academic program, so each student receives instruction in physical education, technology, and 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 the school’s charter are met. The board sets policy for the school and hires the school president/CEO, who, in turn, hires school staff. The board meets regularly to discuss issues, set policy, and conduct school business.⁴

This year, the board had 18 members: a chair, a vice chair, a secretary, a treasurer, and 14 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).

⁴ This information is taken from the school’s website and its original application to the City of Milwaukee.

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

This year, CRC conducted phone interviews with the 13 (76.5%) of 17 board members who responded to a request for feedback.⁵ Eleven of the board members said they participated in strategic planning for the school. (One did not participate, and one did not respond.) All 13 received a presentation on the school's annual academic performance report, reviewed the school's annual financial audit, and received and approved the school's annual budget. All 13 rated the school as "excellent" or "good" overall. Some suggestions made by board members to improve the school included increasing per-pupil funding and other financial resources, continuing to invest in teachers, and upgrading the facility.

2. Areas of Instruction

The MAS district administration is structured to support ongoing improvement of the learning environment and academic achievement of all MAS students. The school has a president/CEO, a chief academic officer, a chief financial officer, a director of development, and 11 other administrative staff, all of whom are responsible for the school and its academic and financial outcomes. Three principals oversee MAS's three academies. The academies are assisted

⁵ The CEO is a member of the board, but interviews were requested only with the 17 other board members.

with their core instructional activities by a special education coordinator and 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 math skills. At these early ages, students are also introduced to science, social studies, and technology. As students move into the next two grades in the elementary academy, the curriculum expands its focus, with more instructional time on scientific constructs and social studies material.

Students in the junior academy and high school receive instruction in language arts, writing, reading, literature, math, technology, social studies, science, and physical education. High school students also have foreign language instruction. Grade-level standards and benchmarks have been established for each curricular area, and progress is measured against these standards. Most recently, high school students were given expanded opportunities to participate in AP classes and other more advanced courses.

To graduate from MAS, students must earn 23.5 credits. The minimum credit requirements are: English (4.0), 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

During the interview and survey process, board members were asked about the school's program of instruction. Most (92.3%) agreed or strongly agreed that the program of instruction is consistent with the school's mission.

3. Teacher Information

At the end of the 2018–19 school year, 69 instructional staff were eligible to return for the 2019–20 school year; of those, 66 returned for an overall return rate of 95.7%.⁷ In addition, 16 new staff members were hired.

All but five of the instructional staff employed during the year held a DPI license or permit. During the year, two teachers' employment was terminated and three left the profession, resulting in an annual instructional staff retention rate of 93.9% (77 of 82 staff eligible for retention).

Professional staff members are accountable for their growth and development, collectively and individually. Expectations include: Teachers will create Educator Effectiveness

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

⁷ This rate excludes teachers who were at MAS at the end of the 2018–19 school year but were not offered contracts for the 2019–20 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.

Plans, Student Learning Objectives, and Professional Practice Goals. Staff attendance is mandatory on professional development days.

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

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

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.

The survey asked parents about school staff. Nearly all (94.4%) agreed or strongly agreed with the statement "I am comfortable talking with the staff," and 86.0% agreed or strongly agreed that they were satisfied with overall staff performance. Three quarters (76.3%) agreed or strongly agreed that people in this school treat each other with respect.

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 3:30 p.m., respectively. High school students began their classes at 8:25 a.m. and ended their day at 3:30 p.m. Breakfast was available to all students beginning at 7:55 a.m.

The first day of student attendance was August 14, 2019. In-person attendance ended March 13, 2020. The last day of online instruction was May 28, 2020. The school met the contract requirement for instructional and attendance hours/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.

MAS offered tutoring services, science club, athletics, etc., to junior academy students from 3:30 p.m. until about 6:00 p.m. Other activities were available for these youth and their high school peers during this same time period.⁹ A STEM lab operated during the fall semester for sixth through twelfth graders. The lab enabled students to participate in a range of diverse activities on different days of the week. High school students could meet with individual teachers after school to obtain enrichment instruction or to complete general studying, independent reading, online research, ACT preparation, and assignments.

⁸ All information in this section is available in the school calendar. MAS provided CRC with a copy of the calendar at the beginning of the school year.

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

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 attend 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 having staff send out newsletters highlighting upcoming school activities and describing recent student achievements and school awards. Teachers are also encouraged to communicate with parents regularly via written notes, telephone, and/or email and be prepared to meet with parents during parent-teacher conferences.¹⁰

The school's parent committee meets monthly. All parents are encouraged to participate so the team can achieve its vision, which is to make MAS the preferred school in Milwaukee. The team provides parents with an additional link to teachers; bridges communication between parents, school, and teachers; provides leadership for the school community; and raises funds for school programs and projects. Additional parent engagement strategies were employed during the school closure period to enhance the ability of families to assist their children with online/home instruction.

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

When asked about parental involvement during the survey/interview process, almost all (91.4%) parents indicated that they felt welcome at the school. Many reported that what they like most about the school is the communication between teachers and parents.

6. Discipline Policy

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

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

In the parent handbooks, the school emphasizes its use of Positive Behavioral Intervention and Supports (PBIS) 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 multitiered system to provide the support needed to increase success for all students. MAS's RTI has three tiers for both academics and behaviors. Each tier contains detailed information about the school's expectations and the consequences for deviation from the expectations. Details about MAS's RTI can be found in parent handbooks.

Parent surveys included questions about the discipline policy at MAS; they expressed mixed opinions. Three quarters (75.1%) of parents are comfortable with how staff handle discipline, 14.5% reported feeling neutral about that statement, and 10.2% disagreed or strongly disagreed.

7. 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, 94.0% of the eighth graders who were promoted to ninth grade were enrolled in MAS for the next school year.¹¹ The remaining students were either enrolled in

¹¹ This information was reported to CRC by the junior academy principal during the end-of-year interview.

another school or had not informed the school of their chosen high school.¹² 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 on-site. Opportunities for virtual college visits were posted on the MAS website during the spring.
- Students participated in a variety of industry tours of local businesses and organizations, including Northwestern Mutual, the Medical College of Wisconsin, and Marquette University's Engineering Day and its anatomy and physiology laboratory. The counselor worked with all students to complete a career interest inventory and use Xello (a college/career readiness software) to create individual academic and career plans.
- The school continued its partnership with Lead2Change. A group of juniors and seniors was provided with career exploration workshops and classes taught by experienced professionals. These students also had a career coach and could participate in a six-week summer paid career internship. MAS continued partnerships with Marquette University's Upward Bound Math and Science program and UW-Milwaukee's Talent Search program to support postsecondary planning. Two new postsecondary partnerships were formed this year with All-In Milwaukee and Milwaukee Fellows. Both provide college completion support for MAS graduates through scholarship, mentoring, etc., throughout their college journey.
- 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.

¹² MAS eighth-grade graduates not returning to MAS enrolled in the following schools: two in Marquette University High School; one in Milwaukee Lutheran High School, and two were still deciding because of recruitment for sports by several different high schools.

All 40 (100.0%) twelfth-grade students who graduated were accepted into one or more postsecondary schools (in and out of state). These students were offered \$3,070,537 in scholarships.

C. Student Population

Because of school closure, enrollment information is based on information known about students enrolled any time from the third Friday of September through March 13, 2020. As of September 20, 2019, 1,216 students were enrolled in K4 through twelfth grade.^{13, 14} During the year, 20 students enrolled in the school, and 99 students withdrew.¹⁵

Students withdrew for a variety of reasons. Of the elementary academy students who withdrew, 17 withdrew due to chronic behavior issues, 10 moved to other schools in Milwaukee, seven withdrew to avoid expulsion, seven withdrew due to parent dissatisfaction with the school, three transferred to other schools out of state, one withdrew due to chronic absences, one left due to transportation issues, and one withdrew for another reason.

Of the junior academy students, 10 withdrew to avoid expulsion, six withdrew because of chronic behavior issues, three transferred to other schools in Milwaukee, two left due to chronic attendance issues, one transferred to a school out of state, and one withdrew due to parent dissatisfaction with the school.

¹³ The third Friday of September is considered the beginning of the school year for student tracking purposes.

¹⁴ There were 689 students in the elementary academy, 268 in the junior academy, and 259 in the high school.

¹⁵ A total of seven students enrolled and 47 withdrew from the elementary academy, three enrolled and 23 withdrew from the junior academy, and 10 enrolled and 29 withdrew from the high school. Withdrawals that occurred after March 13, 2020, are not reflected in these counts.

Of the high school students, 10 withdrew to avoid expulsion, seven withdrew due to academic failure, five withdrew because of chronic attendance issues, two withdrew because of chronic behavior issues, two transferred to other schools in Wisconsin, one transferred out of state, one transferred to another school in Milwaukee, and one withdrew due to dissatisfaction with MAS.

A total of 1,137 students were enrolled at the school year's close.

- Most students (n=649) were enrolled in elementary academy (Figures 1 and 2).
- More than half (617, 54.3%) were female, and 520 (45.7%) were males.
- There were 1,122 (98.7%) Black or African American students, five (0.4%) Hispanic or Latino students, four (0.4%) Black (Non-Hispanic) students, three (0.3%) Asian Pacific American students, two (0.2%) Caucasian students, and one (0.1%) American Indian or Alaska Native student.
- There were 95 (8.4%) students with special education needs.¹⁶ Thirty-eight had other health impairments (OHI), 22 had speech and language impairments (SPL/SL), nine had emotional behavioral disabilities, nine had specific learning disabilities, seven had learning disabilities, six had significant developmental delays, two were autistic, one had OHI and SPL/SL, and one had an intellectual disability.
- All students received free lunch.¹⁷

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

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

Figure 1

**Milwaukee Academy of Science
Elementary Academy Grade Levels
2019–20**

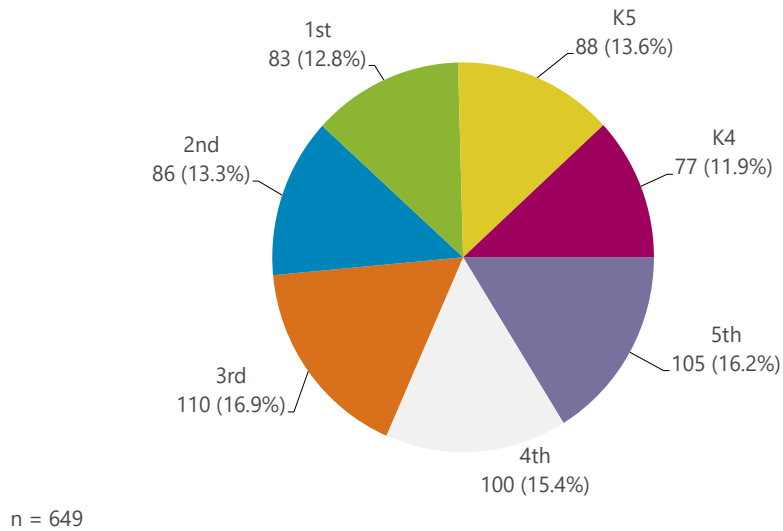
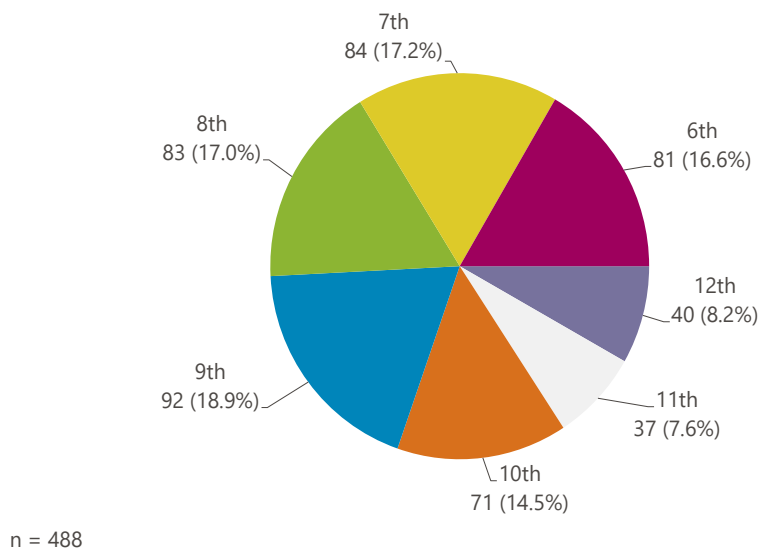


Figure 2

**Milwaukee Academy of Science
Junior Academy and High School Grade Levels
2019–20**



Of 1,216 students enrolled on the third Friday of September, 1,121 were still enrolled on March 13, 2020, the date of school closure. This represents an overall retention rate of 92.2%. Of the 689 elementary academy students who were enrolled at the beginning of the year, 643 (93.3%) were still enrolled on March 13; in the junior academy, 246 (91.8%) of 268 enrolled at the beginning stayed through March 13; and 232 (89.6%) of 259 high school students were retained for the year.¹⁸ Note that 2019–20 retention rates cannot be compared with previous school years.

Of 1,001 students enrolled at the end of the 2018–19 school year who were eligible to return to the school (i.e., they did not graduate from high school), 870 were enrolled on the third Friday in September 2019. This represents a student return rate of 86.9%.¹⁹

D. Activities for Continuous School Improvement

During the year, MAS responded to all of the activities recommended in the 2018–19 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.

¹⁸ The combined retention rate for the elementary and junior academies was 92.9%.

¹⁹ Of the 823 students in K4 through eighth grade who were enrolled at the end of the 2018–19 school year, 729 (88.6%) were enrolled on the third Friday of September 2019. Of the 178 students who were enrolled as ninth, tenth, or eleventh graders at the end of the 2018–19 school year, 141 (79.2%) returned for the 2019–20 school year.

- Recommendation: Staff will use Zearn,²⁰ 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.

Response: Staff leadership set academy guidelines, and these were used by staff to set weekly expectations for math lessons completed by each student. Lessons were monitored for every student. Teachers and coaches tracked these data to identify skill deficits and redesign lessons to better meet the needs of every student. Zearn became an essential part of the teachers' online learning instruction with students during the school closure days.

- Recommendation: The entire elementary team will participate in MAS's continuous improvement plans to strengthen data-driven and standard alignment practices to maximize students' academic achievement. As part of this effort, the team will maintain its focus on consistent implementation of the English language arts (ELA)/math curriculum. Elementary academy leadership and teachers will use data regularly to improve instructional practices.

Response: The elementary team participated in professional development sessions on strategies to strengthen data-driven and standard alignment practices. They also created continuous improvement teams to monitor progress throughout the school year. Teachers worked with students to enter their own data into binders as a way to track their work. These data were used by staff to create student snapshots and groupings for instructional purposes.

- Recommendation: Staff will implement Success for All Foundation's Getting Along Together curriculum. The goal of this effort is to build students' social and emotional skills and help them apply their new skills in and out of the classroom.

Response: The entire staff participated in training on the curriculum at the start of the school year. A team was created to specialize in implementing the program. Initial efforts to use the curriculum were launched, and data were collected to share with experts for feedback and recommendations for ongoing use of the model. These efforts were interrupted by the school closure in March, and the initiative will be restarted at the beginning of the next school year.

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

²⁰ More information about Zearn can be found at <https://www.zearn.org>.

- Recommendation: 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.

Response: The staff purchased Aleks as the math curriculum for six through twelfth graders. This will increase the consistency of learning for students who continue at MAS until high school graduation. Students were administered diagnostic tests every three weeks, and these data were used to divide classes into two groups based on skill levels. One group engaged with Aleks, and the other participated in direct instruction. Math teachers were given extra coaching during the school year and assistance to ensure their instruction was rigorously aligned with state standards.

- Recommendation: 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.

Response: Staff reported that almost 100% of the parents were regularly participating with DoJo and working with their children to get incentives for them. They also continued their emphasis on consistency with practices related to student behaviors. To reduce suspension, a push was made for student reflections. A pass was given to the student to take five minutes and write out what they needed to do to restart in a positive manner in their classroom.

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

- Recommendation: The high school team will strengthen its focus on skills and competencies emphasized in ACT 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 an emphasis on math improvements.

Response: Staff launched Aleks as a new online math curriculum. It enabled teachers to provide students with individualized tutoring and regularly monitor their skill acquisition and progress toward the acquisition of ACT Aspire and ACT standards. Using student data, staff redesigned their reteaching curriculum materials to better align with higher math standards.

- Recommendation: Special attention will be given to implementing more strategies to improve students' attendance and retention rates.

Response: Staff monitored attendance and retention rates for all students on a weekly basis. Positive incentives were given to improve students' engagement with the school and their academic program. If the weekly checks identified emerging problems, students and parents were engaged in discussion about steps to take to improve attendance and engagement at MAS.

- Recommendation: 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 the most frequent problematic behaviors.

Response: Staff used daily tracking of attendance and infractions to address emerging problems as quickly as possible. When issues were identified, the culture team followed up with individual students to set expectations and concrete plans for steps to be taken to enable the student to move forward in a positive manner.

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) assessment, the Wisconsin Forward Exam, the ACT Aspire, and the ACT.

A. Attendance

The 2019–20 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 before 10:45 a.m. High school student attendance was recorded in compliance with DPI’s attendance standard used for recording in WISEdata. Because of school closure, 2019–20 attendance rates are based on data collected through March 13, 2020.

- Elementary Academy: Students attended school an average of 90.5% of the time. When excused absences were included, the attendance rate rose to 94.5%. There were 136 students who were suspended (out of school) at least once during the year. These students spent, on average, 2.9 days out of school because of suspension.
- Junior Academy: Students attended school an average of 91.9% of the time. When excused absences were included, the attendance rate rose to 97.6%. There were 66 students who were suspended from school at least once during the year. These students spent, on average, 3.0 days out of school because of suspension.
- High School: Students attended school an average of 89.6% of the time. When excused absences were included, the attendance rate rose to 94.8%. There were 65 students who were suspended from school at least once during the year. These students spent, on average, 3.1 days out of school because of suspension.

The school fell short of its attendance goals for all academies.²¹

²¹ The combined attendance rate for students in K4 through eighth grade was 90.9%.

B. Parent-Teacher Conferences

The parent participation goals for 2019–20 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.²² Conferences were scheduled for the fall, winter, and spring. Spring conferences were scheduled for the end of March, after school closure on March 13, 2020. Therefore, results are based on participation in one of the first two conferences.²³

- Parents of all (100.0%) 643 elementary academy students enrolled all year attended at least one of the first two conferences.
- Parents of 243 (98.8%) of 246 junior academy students enrolled all year attended at least one of the first two conferences.
- Parents of 223 (96.1%) of 232 high school students enrolled all year attended at least one of the first two conferences.

MAS met its parent participation goal for all three academies.

C. Special Education Student Records

This year, the school established a goal to develop and maintain records for all special education students, including students who were evaluated but not eligible for services. During the year, 113 students received special education services. Forty-eight students received an

²² Conferences with any teacher—at the school, via phone, or at the student’s home—were counted in the participation rate.

²³ Although the third conference period occurred after school closure, many parents and guardians participated. CRC examined participation in two of three conferences and found that all (100.0%) 643 elementary, 224 (91.1%) junior academy, and 221 (95.3%) high school parents/guardians participated in two of three conferences.

evaluation this year (16 initial and 32 reevaluations). All students who received initial evaluations qualified for services. Ten of the students who were reevaluated during the current year were dismissed from special education services. The remaining 65 students received an initial or reevaluation during the previous year. An IEP was developed for all 97 new or returning special education students who required one. (Five students transferred before the IEP date.)

In addition, CRC usually conducts a random review of special education files during the spring semester. Because of school closure, CRC could not conduct the reviews this year. However, the data submitted to CRC related to special education students did not identify any compliance issues with special education federal/state laws or rules.

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. Literacy

a. *PALS-PreK for K4 Students*

MAS elected to use the PALS-PreK as its local measure for K4 students. 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.)

Because of school closure, spring data were not available this year, so progress from fall to spring could not be measured. A total of 76 students completed the PALS Pre-K subtests in the fall.²⁴ Using fall scores, CRC determined how many students met the spring developmental range for each task (Table 1).

Table 1		
Milwaukee Academy of Science		
PALS-PreK for K4 Students		
Fall 2019–20		
N = 76		
Task	At or Above Spring Developmental Range	
	n	%
Name writing	20	26.3%
Uppercase alphabet recognition	21	27.6%
Lowercase alphabet recognition*	15	93.8%
Letter sounds*	9	60.0%
Beginning sound awareness	12	15.8%
Print and word awareness	15	19.7%
Rhyme awareness	12	15.8%

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

²⁴ Two students completed the PALS-PreK but were missing a score for one subtest; those students are excluded from the analysis.

b. *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, which can be used in a variety of ways to identify student understanding and progress throughout the year.²⁵ MAP tests are given multiple times during the year. Each student receives a spring target RIT score, based on performance in the fall. Additionally, NWEA developed normative mean scores, or average RIT scores for each grade level at the time of each MAP administration.²⁶ Elementary 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 their 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. Because of school closure, spring MAP scores were not available this year, so progress from fall to spring could not be determined. Using fall scores,

²⁵ For more information about MAP assessments, visit <https://www.nwea.org>.

²⁶ Based on results of a 2015 NWEA normative study: <https://www.nwea.org/content/uploads/2015/11/Normative-Data-2015.pdf>.

CRC examined the number of students above the normative mean and at or below the normative mean at the time of the fall test (Table 2).

Table 2 Milwaukee Academy of Science Local Measures of Academic Progress: MAP Reading Assessment Fall 2019 Normative Mean Status for K5 – 5th Graders					
Grade Level	Above Normative Mean		At or Below Normative Mean		Total
	n	%	n	%	
K5	20	22.5%	69	77.5%	89
1st	24	26.4%	67	73.6%	91
2nd	6	6.3%	90	93.8%	96
3rd	15	13.0%	100	87.0%	115
4th	13	12.3%	93	87.7%	106
5th	17	14.9%	97	85.1%	114
Total	95	15.5%	516	84.5%	611

c. *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. Because of school closure, spring MAP scores were not

available this year, so progress from fall to spring could not be determined. Using fall scores, CRC identified students above the normative mean and at or below the normative mean (Table 3).

Table 3 Milwaukee Academy of Science Local Measures of Academic Progress: MAP Reading Assessment Fall 2019 Normative Mean Status for 6th – 8th Graders					
Grade Level	Above Normative Mean		At or Below Normative Mean		Total
	n	%	n	%	
6th	16	19.8%	65	80.2%	81
7th	31	36.9%	53	63.1%	84
8th	37	45.1%	45	54.9%	82
Total	84	34.0%	163	66.0%	247

d. *Literacy Progress Based on the Scholastic Reading Inventory*

The school administers the Scholastic Reading Inventory (SRI)²⁷ 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.

Because of school closure, spring scores were not available, so progress from fall to spring could not be assessed. Using fall scores for 239 students, CRC examined the range and average Lexile scores by grade level (Table 4).

²⁷ For more information, visit http://teacher.scholastic.com/products/product_info/pdf/SRI_Research%20Summary_Revised.pdf.

Table 4 Milwaukee Academy of Science High School Literacy: Scholastic Reading Inventory Measures Fall 2019 Lexile Levels				
Grade	N	Minimum Lexile	Maximum Lexile	Average Lexile
9th	91	0	1279	655.1
10th	71	86	1369	890.1
11th	37	183	1437	968.5
12th	40	286	1391	1010.5
Total	239	0	1437	832.9

2. Math

a. *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 the spring math skill assessments would acquire at least 80.0% of the math competencies designated as benchmarks for their grade level at the time of the spring assessment. These assessments were designed by MAS staff based on alignment with the Wisconsin Model Early Learning Standards and Common Core standards. Because of school closure, spring results were not available this year. Based on fall scores for 82 K4 students, percent correct ranged from 0.0% to 50.0%, with an average of 25.4%.

b. *MAP Math Assessment for K5 Through Fifth Graders*

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

Because of school closure, spring MAP scores were not available this year, so progress from fall to spring could not be determined. Using fall scores, CRC identified how many students were above and how many were at or below the normative mean for their grade level in the fall (Table 5).

Table 5 Milwaukee Academy of Science Local Measures of Academic Progress: MAP Math Assessment Fall 2019 Normative Mean Status for K5 – 5th Graders					
Grade Level	Above Normative Mean		At or Below Normative Mean		Total
	n	%	n	%	
K5	17	19.1%	72	80.9%	89
1st	30	33.0%	61	67.0%	91
2nd	11	11.5%	85	88.5%	96
3rd	18	15.7%	97	84.3%	115
4th	13	12.3%	93	87.7%	106
5th	15	13.2%	99	86.8%	114
Total	104	17.0%	507	83.0%	611

c. *MAP Math Assessment for Sixth, Seventh, and Eighth Graders*

The junior academy math goal was identical to the reading goal described earlier. Progress goals were set depending on how students' scores in fall compared with the normative mean for their current grade level. The school expected at least 83.0% of junior academy students would show progress from fall to spring.

Because of school closure, spring MAP scores were not available this year, so progress from fall to spring could not be determined. Using fall scores, CRC examined the number of

students above the normative mean and at or below the normative for their grade in the fall test (Table 6).

Table 6 Milwaukee Academy of Science Local Measures of Academic Progress: MAP Math Assessment Fall 2019 Normative Mean Status for 6th – 8th Graders					
Grade Level	Above Normative Mean		At or Below Normative Mean		Total
	n	%	n	%	
6th	8	9.9%	73	90.1%	81
7th	21	25.0%	63	75.0%	84
8th	16	19.5%	66	80.5%	82
Total	45	18.2%	202	81.8%	247

d. *Math Progress Based on the Comprehensive Math Assessment*

To assess math progress for these students, the school set a goal that at least 60.0% of high school students enrolled in the same math class for the entire year would attain a score of 70.0% or higher on their comprehensive course examinations at the end of the school year. Because of school closure, spring math results were not available this year, so progress could not be measured.

3. Writing

To assess writing skills in all three academies, teachers judged student writing samples at the end of the school year and assigned a score in each of six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Teachers assigned 0 to 5 points in each domain and combined them for an overall

writing score. Across all three academies, an overall score of 18 or higher indicated the student had adequate control. The following goals were set.

- The school's goal was for 80.0% of students in third through fifth grades enrolled for the entire year to reach an overall average score of 18 or higher.
- For the junior academy, the goal was that at least 82.0% of students in sixth through eighth grades would reach a score of 18 or higher.
- The high school's goal was that 80.0% of students in each grade level enrolled for the entire year would reach a score of 18 or higher.

Because of school closure, spring writing scores were not available for analysis this year.

4. Special Education Student Progress

This year, the goal for all three academies was that all (100.0%) special education students would meet one or more goals on their IEPs, as assessed by participants' most recent annual IEP review. Results are presented by academy.²⁸

- Elementary Academy: At year's end, 35 special education students were enrolled in the elementary academy who had been enrolled in special education services at MAS for an entire year and had an IEP review this year; 34 (97.1%) met one or more of the goals in their IEP, falling just short of the elementary academy's goal.
- Junior Academy: At year's end, 14 special education students were enrolled in the junior academy who had been enrolled in special education services at MAS for an entire year and had an IEP review this year; all 14 (100.0%) met one or more of the goals in their IEP, meeting the junior academy's goal.
- High School: At year's end, 18 special education students were enrolled in special education at MAS last year and had an IEP review this year; all 18 (100.0%) met one or more of their IEP goals, meeting the high school's goal.

²⁸ Forty-eight (98.0%) of 49 elementary and junior academy students enrolled at the end of the year who had been enrolled in special education services for a full year at MAS met at least one of their IEP goals.

E. Additional Requirements for High School Students

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

1. Graduation Plans

All 240 high school students enrolled at the end of the year developed a graduation plan; outcomes are shown in Table 7. 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 7 Milwaukee Academy of Science High School Graduation Plans 2019–20 N = 240	
Measure	% Plans Including Measure
Included postsecondary plans	99.6%*
Shared with parents	100.0%
Included schedule reflecting credits to graduate	100.0%
Reviewed by counselor	100.0%
On track toward graduation	84.6%
Need to enroll in credit recovery activities	15.0%

*Data missing for one student.

2. High School Graduation and Grade-Level Promotion Requirements

MAS's minimum credit requirements follow.

- Ninth graders who earned six credits moved to tenth grade.
- Tenth graders who earned 11.5 credits moved to eleventh grade.

- Eleventh graders who earned 18 credits moved to twelfth grade.
- Twelfth graders who earned 23.5 credits in the required courses graduated.

The school provided credit and grade-promotion information for all 232 high school students enrolled at MAS for the entire school year. Of those, 211 (90.9%) 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 8).

Table 8 Milwaukee Academy of Science High School Graduation Requirements 2019–20			
Grade	Students	Promoted/Graduated	% Promoted/Graduated
9th	88	77	87.5%
10th	69	6164	92.8%
11th	35	30	85.7%
12th	40	40	100.0%
Total	232	211	90.9%

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.

For students in third through eighth grade, DPI requires the Wisconsin Forward Exam. Schools are required to assess ninth and tenth graders using the ACT Aspire, and eleventh graders must complete the ACT Plus Writing in spring of the school year. Additionally, the CSRC

encourages twelfth-grade students to take the ACT again in the fall semester of their senior year, but it is no longer required. These tests and results are described in the following sections.

1. PALS-PreK²⁹

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 score high enough on earlier tasks. There is no summed score benchmark for the PALS-PreK.

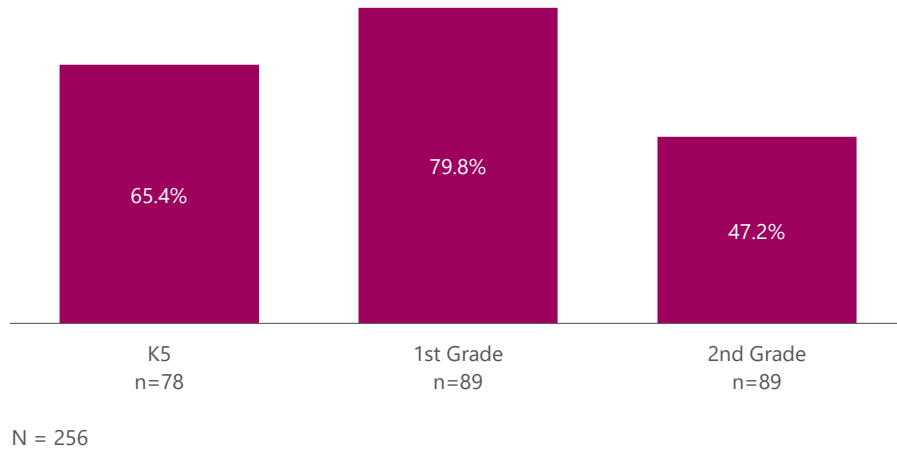
A total of 68 K4 students completed the PALS-PreK in fall. Because of school closure, spring scores were not available. Students' fall scores were compared with the spring developmental ranges. Results are presented in the local measure literacy section.

2. PALS-K and PALS Plus

The PALS-K and PALS Plus are administered in the fall and spring. Results typically show the percentage of students who completed the fall and spring assessments who were at or above the spring summed score benchmark. Because of school closure, the spring assessments were not completed this year. Results presented show the percentage of students at or above the fall summed score benchmark for their grade level (Figure 3). These results are not comparable with previous years.

²⁹ Information about the PALS assessments is taken from <https://palsresource.info/wisconsin> and <https://pals.virginia.edu>. For more information, visit these sites.

Figure 3
Milwaukee Academy of Science
Fall 2020 Reading Readiness
PALS K and PALS Plus



3. Wisconsin Forward Exam³⁰

The Wisconsin 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 the spring of each school year. Because of school closures, schools were not required to administer the Forward exam this year.

³⁰ Information taken from the DPI website. For more information, visit <http://dpi.wi.gov/assessment/forward>.

4. 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 9.³¹

Table 9			
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.

Schools were not required to administer the ACT Aspire this year because of closures as a result of the pandemic. Eleventh graders had an opportunity to take the ACT in February 2020, but the makeup test in April was canceled. ACT results for students who completed the ACT this year are presented below, but the completion rate and scores will not be included in the CSRC scorecard this year.

ACT results from the current school year were available for 30 (81.1%) of 37 eleventh graders and 38 (95.0%) of 40 twelfth graders enrolled on March 13, 2020. Composite ACT scores for eleventh graders ranged from 12 to 19, with an average of 15.2 (not shown). For twelfth

³¹ More information about ACT Aspire and ACT Plus Writing benchmarks can be found at <https://www.discoveractaspire.org> and <http://www.act.org>.

graders, scores ranged from 12 to 32, with an average of 17.3 (not shown). Five (13.2%) twelfth graders scored at or above the ACT composite benchmark (Table 10).

Table 10 Milwaukee Academy of Science Students at or Above Benchmark for ACT Subtests and Composite Score 11th and 12th Graders 2019–20				
Subtest	11th Grade (N = 30)		12th Grade (N = 38)	
	n	%	n	%
English	2	6.7%	15	39.5%
Math	0	0.0%	3	7.9%
Reading	2	6.7%	4	10.5%
Science	0	0.0%	4	10.5%
Composite	0	0.0%	5 ³²	13.2%

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, with 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

³² Seven (17.9%) of the 39 students who graduated this year and took the ACT received a composite score of 19.6 or higher. One graduate did not have an ACT score available.

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

The Wisconsin Forward Exam results from two consecutive school years are typically used to assess student progress. Expectations for year-to-year progress on the Forward Exam were adopted by the CSRC for the 2019–20 school year. The CSRC's performance expectations are that at least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year would maintain proficiency, and at least 50% of fourth through eighth graders who were proficient or advanced in math the prior year would maintain proficiency.

Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the ACT Aspire.^{33, 34} In 2019, the CSRC adopted a year-to-year academic expectation that 50% of tenth graders would maintain composite scale score benchmarks or improve their composite scale score by at least one point from ninth to tenth grade. This expectation is based on data from the last three school years.

Because of school closure this year, spring 2020 results were not available, so progress could not be assessed.

³³ For more information on Aspire benchmarks, visit <https://www.discoveractaspire.org>.

³⁴ 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.

H. CSRC School Scorecard

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard. The scorecard included multiple measures of student academic progress, including performance on standardized tests and local measures and point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return rates. Due to significant testing changes, the scorecard was revised, and a second pilot was initiated in 2014–15.

In February 2020, when three years of comparable data on all elements in the second pilot scorecard were available, the CSRC reviewed data trends and made minor modifications to the scoring rubric. The changes place more emphasis on year-to-year student progress and less on point-in-time measures in order to capture a more realistic picture of the school's impact on student growth over time. Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will be used to guide decisions about a school's status as a city-chartered school for subsequent school years. See Appendix D for detailed information on the revised scorecard.

Because of the early school closure this year, several of the progress measures on the revised scorecard were unavailable for 2019–20. Knowing this in advance of compiling reports for this year, the CSRC decided that the abbreviated scorecard will not be the primary source for making decisions about a school's status for the 2020–21 school year.

On the abbreviated scorecard, the school scored 93.1% of 31.25 possible points for K4 through eighth grade and 89.3% out of 62.5 possible points for the high school. These results

should not be compared with scores in previous or subsequent school years. See Appendix D for school scorecard information.

IV. SUMMARY AND RECOMMENDATIONS

After reviewing past and current contract compliance status and school trend data, CRC recommends that MAS continue regular, annual academic monitoring and reporting with an expectation of continued improvement on scorecard measures.

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>2019–20</p>			
Contract Section	Education-Related Contract Provision	Report Reference Page(s)	Provision Met or Not
Section I, B	Description of educational program.	pp. 2–4 and 14–17	Met
Section I, V	Annual school calendar provided.	p. 9	Met
Section I, C	Educational methods.	pp. 2–4	Met
Section I, D	Administration of required standardized tests:		
	a. K4 – 8th grade and b. 9th – 12th grade.	a. pp. 34–35 b. pp. 35–37	a. Not available (N/A) b. N/A
Section I, D	Written annual plan for graduation.	p. 32	Met
Section I, D	<u>Academic criterion #1</u> : Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 23–32	Met for special education; N/A for reading, math, writing.
Section I, D	<u>Academic criterion #2</u> : Year-to-year achievement measures for students at or above proficient the previous year.		
	a. 4th – 8th grade students at or above proficient on the Forward Exam in ELA the prior year: 60% will maintain proficiency.	a. N/A	a. N/A
	b. 4th – 8th grade students at or above proficient on the Forward Exam in Math the prior year: 50% will maintain proficiency.	b. N/A	b. N/A
	c. Second-grade students at or above summed score benchmark in reading (PALS): At least 75.0% will remain at or above.	c. N/A	c. N/A
	d. 9th – 10th grade students: At least 50% of 10th graders will maintain composite scale score benchmarks or improve their composite score by at least one point from ninth to tenth grade. ³⁵	d. N/A	d. N/A
Section I, D	<u>Academic criterion #3</u> : Year-to-year achievement measures for students below proficient.		
	a. 4th – 8th grade students below proficiency on the Forward Exam in ELA the prior year: 35% will demonstrate progress.	a. N/A	a. N/A
	b. 4th – 8th grade students below proficiency on the Forward Exam in Math the prior year: 35% will demonstrate progress.	b. N/A	b. N/A
Section I, E	Parental involvement.	pp. 10–11	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 7–8	Not Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 14–17	Met
Section I, K	Discipline procedures.	pp. 11–12	Met

³⁵ This requirement meets academic criteria 2 and 3 for ninth- and tenth-grade students.

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 2019-2020 Academic Year
Date: September 9, 2019

This memorandum of understanding includes minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by leadership and/or staff at 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 a test publisher or DPI will be provided to CRC for all standardized tests. All required elements related to outcomes below are described in "Learning Memo Data Requirements" section. CRC requests electronic submission of year-end data on the fifth day following last day of student attendance for academic year, or June 5, 2020.

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 PowerSchool. 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 PowerSchool. A specific reason for each expulsion is required for each student. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Attendance

The school will maintain appropriate attendance records. A student is marked partial day (excused or unexcused) if he/she arrives after 10:44 a.m. or leaves before 12:46 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 73% 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 (100.0%) special education students who have been enrolled in special education services for a full year at MAS and were still receiving special education services at the end of the school year will meet one or more of the goals defined in their individualized education 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 Students³⁶

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.

³⁶ 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 timeframes 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 who remained at the school until the spring Forward Exam. Data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Year-to-Year Achievement³⁷

1. CRC will report current year Forward Exam results. CRC will also report progress for students who completed the assessment in consecutive school years at the same school.³⁸ 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 previous school year, and who met the summed score benchmark in the previous spring, will remain at or above the second-grade summed score benchmark in the spring of the current school year.

³⁷ The CSRC will not have year-to-year achievement measurements for students in K4 and K5.

³⁸ 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 2019-20 Academic Year
Date: September 9, 2019

This memorandum of understanding includes *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by leadership and/or staff at school in consultation with staff from the NCCD Children's Research Center (CRC) and CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide data to CRC, educational monitoring agent contracted by CSRC. Additionally, paper test printouts or data directly from the test publisher or Wisconsin Department of Public Instruction (DPI) will be provided to CRC for all standardized tests. All required elements related to outcomes below are described in the "Learning Memo Data Requirements" section. CRC requests electronic submission of year-end data on fifth day following last day of student attendance for academic year, or June 5, 2020.

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 PowerSchool. 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 PowerSchool. 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

MAS will maintain appropriate attendance records. Students who arrive at school prior to 10:44³⁹ a.m. will be marked present for the entire day. Late arrivals will be considered in attendance for part of the day. Students will also be considered present for the full day if they attend until 12:46 p.m. MAS 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 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.

³⁹ Students who arrive before 10:44 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 79% 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 normative mean for their current grade at 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 79% 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 (100.0%) 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 timeframes 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.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.

⁴⁰ 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 2019-20 Academic Year
Date: September 9, 2019

This memorandum of understanding describes *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by school leadership and/or staff 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 5, 2020.

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

An 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

MAS 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 three scheduled parent-teacher conferences. Note that a parent conference with any teacher during each 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 during the year, 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 and all twelfth-grade students will complete graduation plans by the end of the first trimester. Each student will incorporate the following into his/her plan.

- Information regarding the student's post-secondary plans.
- A schedule reflecting plans for completing 4.0 credits in English; 4.0 credits in math; 6.0 credits in science; 3.0 credits in social studies; 2.0 credits in foreign language; 1.5 credits in physical education; 0.5 credits in health; and 3.0 credits in other electives.⁴¹
- Evidence of parent/guardian/family involvement. Involvement means that school 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 school counselor will meet with each twelfth-grade student by the end of first trimester to discuss the student's graduation plan.

For ninth through twelfth grades, student schedules will be reviewed by the school counselor by the end of the school year to determine whether each student is on track toward earning credits and whether he/she will need to enroll in credit recovery or summer school.

⁴¹ Science, English, and other elective credit requirements differ for special education students. Students enrolled in special education services are expected to complete five credits in science, four credits in English, and two credits in other electives.

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

High School Graduation Requirements⁴²

- All ninth graders who earn at least 6.0 credits will be promoted to tenth grade.
- All tenth graders who earn at least 12.0 credits will be promoted to eleventh grade.
- All eleventh graders who earn at least 18.0 credits will be promoted to twelfth grade.
- All twelfth graders who earn at least 23.5 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.

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 80% of students enrolled for the entire school year will increase their Lexile level scores by at least 13 points from fall to spring.⁴³ 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.

⁴² This item depends on the school’s high school graduation requirements and the timing of the student’s coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year. Some special education students’ individualized education programs indicate that they will need more than four years of study to graduate. However, these students are promoted for this school year from ninth to tenth grade with 4.5 credits, tenth to eleventh grade with 9.0 credits, and eleventh to twelfth grade with 13.5 credits. All special education students are required to accumulate 22.0 credits to graduate from MAS.

⁴³ 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.

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.⁴⁴ The end-of-year test results will be reported to CRC. At least 60% of students enrolled in the same math class for at least two trimesters will attain scores of at least 70% on their comprehensive course exams at the end of the school year.⁴⁵ 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 85% 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.

IEP Goals

All (100.0%) 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.

⁴⁴ The math courses offered to high school students include algebra, geometry, advanced algebra, advanced algebra/trigonometry, precalculus, 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.

⁴⁵ The school will provide scores for students enrolled in the same math course for the entire school year.

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)⁴⁶ 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 the school year. 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.

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.

⁴⁶ Subtests include English, math, reading, science, and writing.

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)
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%)
2019–20	1,216	20	99	1,137	1,121 (92.2%)

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
2015–16*	776	661	85.2%
2016–17*	859	733	85.3%
2017–18*	891	752	84.4%
2018–19*	874	751	85.9%
2019–20**	1,001	870	86.9%

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

**Excludes students in twelfth grade during the previous school year.

Table C3			
Milwaukee Academy of Science Student Attendance Rates			
Year	Elementary Academy	Junior Academy	High School
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%
2019–20	90.5%	91.9%	89.6%

Table C4			
Milwaukee Academy of Science Parent-Teacher Conference Participation			
Year	Elementary Academy	Junior Academy	High School
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%
2019–20	100.0%	98.8%	96.1%

Table C5	
Milwaukee Academy of Science Teacher Retention Rate	
Year	Retention Rate: Employed Entire School Year
2015–16	97.0%
2016–17	98.5%
2017–18	100.0%
2018–19	98.6%
2019–20	93.9%

Table C6	
Milwaukee Academy of Science Teacher Return Rate	
Year	Rate
2015–16	80.9%
2016–17	87.5%
2017–18	84.5%
2018–19	83.8%
2019–20	95.7%

Appendix D

CSRC 2019–20 School Scorecards


City of Milwaukee Charter School Review Committee School Scorecard

r: 06/20


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	12.5	
• Forward Exam math—% below proficient who progressed	12.5	
		35.0%


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	2.5	
• Forward Exam math—% proficient or advanced	2.5	
		5.0%


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 maintained benchmark on composite score or progressed at least one point	15.0	
• Adequate credits to move from 9th to 10th grade	7.5	
• Adequate credits to move from 10th to 11th grade	7.5	35.0%
• DPI graduation rate	5.0	


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 19.6 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	2.5	
• ACT Aspire math—% students at or above spring benchmark	2.5	
		5.0%

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 or who moved farther than 25 miles from any Milwaukee County border due to a transfer of a family member are excluded when calculating this rate.

Note: To protect student identity, 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 Elementary School (K Through 8th Grade) Scorecard
2019–20**

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%	Not available		
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0				
Student Academic Progress: 3rd – 8th Grades	Forward Exam reading: % maintained proficient/advanced	5.0	35.0%	Not available		
	Forward Exam math: % maintained proficient/advanced	5.0				
	Forward Exam reading: % below proficient who progressed	12.5				
	Forward Exam math: % below proficient who progressed	12.5				
Local Measures*	% met reading	6.25	25.0%	Not available		
	% met math	6.25				
	% met writing	6.25				
	% met special education	6.25		98.0%	6.1	
Student Academic Achievement: 3rd – 8th Grades	Forward Exam English/ language arts: % at/above proficient	2.5	5.0%	Not available		
	Forward Exam math: % at/above proficient	2.5				
Engagement	Student attendance rate	5.0	25.0%	90.9%	4.5	
	Student return rate	5.0		88.6%	4.4	
	Student retention	5.0		92.9%	4.6	
	Teacher retention rate	5.0		93.9%†	4.7	
	Teacher return rate	5.0		95.7%	4.8	
TOTAL		31.25				29.1
ELEMENTARY SCHOOL SCORECARD PERCENTAGE						93.1%

*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 High School (9th – 12th Grade) Scorecard 2019–20 (Abbreviated)					
Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
Student Academic Progress:	ACT Aspire—% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	30.0%	Not available	
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		87.5%	6.6
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		92.8%	7.0
12th Grade	Graduation rate (DPI)*	5.0		85.7%	4.3
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 graders tested on ACT	2.5		Not available	
	% of graduates with ACT composite score of 19.6 or more	2.5		17.9%	0.4
Local Measures	% met reading	5.0	20.0%	Not available	
	% met math	5.0			
	% met writing	5.0			
	% met special education	5.0		100.0%	5.0
Student Academic Achievement: 9th and 10th Grades	<u>ACT Aspire English:</u> % of 9th and 10th grade students at or above benchmark	2.5	10.0%	Not available	
	<u>ACT Aspire math:</u> % of 9th and 10th grade students at or above benchmark	2.5			
Engagement	Student attendance	5.0	25.0%	89.6%	4.5
	Student reenrollment	5.0		79.2%	4.0
	Student retention	5.0		89.6%	4.5
	Teacher retention rate	5.0		93.9%+	4.7
	Teacher return rate	5.0		95.7%	4.8
TOTAL		62.5			55.8
HIGH SCHOOL SCORECARD PERCENTAGE					89.3%

*Based on 2018–19 four-year rate, the most recent available at the time of this report.

Appendix E

Parent/Guardian Survey Results

Parent opinions are qualitative and provide a valuable measure of school performance. To determine parents' satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent-teacher conferences and made the survey available online. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the phone. There were 429 surveys representing 421 (59.3%) of 710 MAS families who completed the survey and submitted it to CRC.

Most parents agreed or strongly agreed with most of the statements in the survey. The statements with somewhat more disagreement (disagree or strongly disagree) included "I am comfortable with how the staff handle discipline" (10.2%), "The staff respond to my worries and concerns" (6.1%), and "The school offers a variety of courses and afterschool activities to keep my child interested" (6.0%; Table E1).

Table E1 Milwaukee Academy of Science Parent Satisfaction with School 2019–20 (N = 429)						
Statement	Response					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	68.8%	25.6%	3.3%	0.9%	1.2%	0.2%
The staff keep me informed about my child's academic performance.	62.9%	29.1%	4.7%	2.1%	0.9%	0.2%
I am comfortable with how the staff handle discipline.	45.5%	29.6%	14.5%	7.9%	2.3%	0.2%
I am satisfied with the overall performance of the staff.	49.2%	36.8%	8.9%	3.7%	1.2%	0.2%
The staff recognize my child's strengths and weaknesses.	52.9%	37.3%	6.5%	2.3%	0.5%	0.5%
I feel welcome at my child's school.	62.5%	28.9%	6.1%	2.1%	0.0%	0.5%
The staff respond to my worries and concerns.	50.1%	35.0%	8.4%	4.7%	1.4%	0.5%
My child and I clearly understand the school's academic expectations.	58.7%	35.4%	4.4%	0.9%	0.0%	0.5%
My child is learning what is needed to succeed in life.	49.7%	38.9%	8.4%	1.9%	0.2%	0.9%
My child is safe in school.	55.0%	34.7%	7.5%	1.4%	0.9%	0.5%

Table E1 Milwaukee Academy of Science Parent Satisfaction with School 2019–20 (N = 429)						
Statement	Response					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
People in this school treat each other with respect.	39.2%	37.1%	18.2%	3.7%	1.4%	0.5%
The school offers a variety of courses and afterschool activities to keep my child interested.	39.9%	38.0%	14.5%	5.1%	0.9%	1.6%

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, most or many of the parents of younger children (K4 through fifth grades) worked on homework with their children, worked on arithmetic or math, read to or with their children, and/or participated in activities such as sports, library visits, or museum visits with their children (Table E2).

Table E2 Milwaukee Academy of Science Parent Participant in Activities K4 – 5th Grade 2019–20 (N = 279)					
Activity	Response				
	Never	Monthly	Weekly	Daily	No Response
Read with or to your child(ren)	3.9%	7.5%	26.9%	61.3%	0.4%
Work on arithmetic or math	3.2%	4.7%	28.7%	63.1%	0.4%
Work on homework	1.1%	0.4%	15.4%	82.1%	1.1%
Participate together in activities outside of school	5.0%	16.8%	37.3%	39.8%	1.1%

Parents of older children (sixth through eighth grades) engaged in similar activities during the week. For example, most parents monitored homework completion, discussed their children's progress toward graduation, and participated in activities outside of school. A somewhat smaller percentage discussed plans for education after graduation (Table E3).

Table E3 Milwaukee Academy of Science Parent Participant in Activities 6th – 8th Grade 2019–20 (N = 150)					
Activity	Response				
	Never	Monthly	Weekly	Daily	No Response
Monitor homework completion	3.3%	4.7%	25.3%	65.3%	1.3%
Participate together in activities outside of school	6.0%	16.0%	42.0%	35.3%	0.7%
Discuss with your child his/her progress toward graduation	4.7%	18.0%	31.3%	44.0%	2.0%
Discuss plans for education after graduation	7.3%	28.7%	24.7%	37.3%	2.0%

Parents of high school students were also asked to rate the school on two measures related to progress toward graduation and school assistance in helping the family understand and plan for life after high school. Three quarters (76.9%) of the parents rated their child's progress toward graduation as excellent or good, and 78.3% of parents rated the school's assistance in helping them plan for education after high school as excellent or good (Table E4).

Table E4 Milwaukee Academy of Science Parent Rating for Parents of High School Students 2019–20 (N = 134)					
Item	Rating				
	Excellent	Good	Fair	Poor	No Response
Your child's progress toward graduation	37.3%	39.6%	17.9%	5.2%	0.0%
School assistance in helping my child and me understand and plan for education after high school	31.3%	47.0%	19.4%	2.2%	0.0%

Parental satisfaction was also evident in the following results.

- Most (94.9%) parents would recommend this school to other parents.
- Most (85.3%) will send their child to the school next year. Twenty-six (6.1%) said they will not send their child to the school next year (15 of these 26 students will have graduated), and 37 (8.6%) were not sure.
- When asked to rate the school's overall contribution to their child's learning, a majority (90.0%, or 386 of 429) rated the school's overall contribution to their child's learning as excellent or good.

When parents were asked what they liked most about the school, themes included:

- Curriculum and academics;
- Communication between teachers and parents; and
- Support for families.

When parents were asked what they like least about the school, themes included:

- Transportation;
- Discipline;
- Lack of afterschool activities and programs such as art, music, or dance.

Appendix F

Board Interview Results

Board member opinions are qualitative and provide valuable, although subjective, insight regarding school performance and organizational competency. MAS's board of directors consists of 17 members (excluding the president/CEO). CRC conducted phone interviews using a prepared interview guide with 13 (76.5%) board members who agreed to participate.

The board members have served on the board for an average of just under five years. Their backgrounds included finance, education, school parent, community stakeholder, government medicine, and business.

Eleven of the board members said they participated in strategic planning for the school. (One did not participate, and one did not respond to the question.) All 13 received a presentation on the school's annual academic performance report, reviewed the school's annual financial audit, and received and approved the school's annual budget.

Asked to rate on a scale of excellent to poor, 10 members rated the school as excellent, and three rated the school as good. All members agreed or strongly agreed that the administrator's financial management is transparent and efficient; that the school is making progress toward becoming a high-performing school; that MAS has strong linkages to the community, including businesses; and that the administrative staff's performance meets the board's expectations (Table F1).

Table F1 Milwaukee Academy of Science Board Member Interview Results 2019–20 (N = 13)					
Performance Measure	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher-student ratio/class size at this school is appropriate.	15.4%	76.9%	7.7%	0.0%	0.0%
Program of instruction (includes curriculum, equipment, and building) is consistent with the school's mission.	53.8%	38.5%	0.0%	7.7%	0.0%
Students make significant academic progress at this school.	61.5%	30.8%	7.7%	0.0%	0.0%
The administrator's financial management is transparent and efficient.	84.6%	15.4%	0.0%	0.0%	0.0%
This school is making progress toward becoming a high-performing school.	76.9%	23.1%	0.0%	0.0%	0.0%
This school has strong linkages to the community, including businesses.	84.6%	15.4%	0.0%	0.0%	0.0%
The administrative staff's performance meets the board's expectations.	76.9%	23.1%	0.0%	0.0%	0.0%

Table F1 Milwaukee Academy of Science Board Member Interview Results 2019–20 (N = 13)					
Performance Measure	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The majority of the board of directors take their varied responsibilities seriously.	76.9%	15.4%	0.0%	7.7%	0.0%
This school has the financial resources to fulfill its mission.	15.4%	61.5%	15.4%	7.7%	0.0%
The environment of this school ensures the safety of its students and staff.	53.8%	38.5%	7.7%	0.0%	0.0%

When members were asked what they liked most about the school, the following themes emerged:

- Strong, transparent school leadership;
- Commitment and dedication of staff; and
- The school atmosphere and culture.

Regarding things they like least, the board members mentioned:

- Inadequate funding;
- Lack of extra activities;
- Challenges presented by the current facility; and
- Transportation costs.

When asked for one suggestion for improving the school, board members mentioned:

- Increase per-pupil funding and other financial resources;
- Continue to invest in teachers; and
- Upgrade facility.