



**EVIDENT
CHANGE**
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**2022-23
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

**MILWAUKEE ACADEMY
OF SCIENCE**

September 2023



ABOUT EVIDENT CHANGE

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

EXECUTIVE SUMMARY

FOR MILWAUKEE ACADEMY OF SCIENCE 2022–23

This is the 15th annual report about the operation of Milwaukee Academy of Science (MAS), one of seven schools chartered by the City of Milwaukee during the 2022–23 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and Evident Change.

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

I. CONTRACT COMPLIANCE SUMMARY¹

This school year, MAS met all but one contract provision. (See Appendix A.)

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

1. Primary Measures of Educational Progress

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

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

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

a. *Elementary Academy (K4 Through Fifth Grade)*

- Of 55 K4 students who completed the spring Phonological Awareness Literacy Screening (PALS) PreK assessments, 44 (80.0%) were at or above the developmental range for five or more of seven completed tasks. The school's goal was 85.0%.
- Of 520 K5 through fifth graders who completed the fall and spring Measures of Academic Progress (MAP) reading tests, 379 (72.9%) showed progress on the spring test. The school's goal was 73.0%.
- Of 71 K4 students enrolled all year who had spring math scores, 64 (90.1%) acquired at least 80.0% of the math competencies designated as benchmarks. The school's goal was 85.0%.
- Of 518 K5 through fifth-grade students who completed the fall and spring MAP math tests, 367 (70.8%) showed progress on the spring test. The school's goal was 73.0%.
- Of 265 third- through fifth-grade students assessed in writing, 227 (85.7%) achieved a score of 18 or higher. The school's goal was 80.0%.
- Most (35, or 94.6%) of 37 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%.

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

- Of 280 students who completed the fall and spring MAP reading tests, 234 (83.6%) showed progress on the spring test. The school's goal was 83.0%.
- Of 280 students who completed the fall and spring MAP math tests, 242 (86.4%) showed progress on the spring test. The school's goal was 83.0%.
- A total of 278 students were assessed in writing. Of those students, 226 (81.3%) received a score of 12 or higher; the school's goal was 90.0%.
- All (100.0%) 16 junior academy students with IEP goals reviewed during the year met one or more of their goals; the school's goal was 100.0%.

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

- Of 308 high school students enrolled all year who completed the Houghton Mifflin Harcourt Reading Inventory in the fall and spring, 276 (89.6%) showed improvement from fall to spring. The school's goal was 80.0%.
- Of 276 high school students who completed comprehensive math assessments for the math course in which they were enrolled for at least two trimesters, 168 (60.9%) scored 70.0% or higher on the end-of-year assessment. The school's goal was 60.0%.

- Of 310 high school students who completed the spring writing assessments, 252 (81.3%) received a score of 18 or higher in the spring. The school's goal was 85.0%.
- All (100.0%) 17 high school students with IEP goals reviewed during the year met one or more of their IEP goals. The school's goal was 100.0%.
- Graduation plans were developed for all 322 high school students enrolled at the end of the school year.
- Of 310 students enrolled for the entire school year, 261 (84.2%) were promoted to the next grade or graduated from high school this year.

2. Secondary Measures of Educational Outcomes

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

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

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

B. YEAR-TO-YEAR ACADEMIC ACHIEVEMENT ON STANDARDIZED TESTS

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

Evident Change examined year-to-year results of the PALS exam for second graders. Of the 29 students at or above the summed score benchmark as first graders, 27 (93.1%) remained at or above the summed score benchmark as second graders.

In 2022, there was a total of 19 third- through seventh-grade students who were proficient or advanced in English/language arts (ELA) and 29 who were proficient or advanced in math who took the assessments again in 2023. Of these students, nine (47.4%) were proficient or advanced in ELA, and 18 (62.1%) were proficient or advanced in math in 2023.

Of the 334 students who were below proficient in ELA in the spring of 2022, 122 (36.5%) showed progress in 2023. Of the 324 students who were below proficient in math in the spring of 2022, 127 (39.2%) showed progress in 2023.

DPI has decided to change the standardized test for ninth and tenth graders. Starting in the 2022–23 school year, students in those grades took the PreACT, which uses the same scoring scale as the ACT Plus Writing, which will still be taken by eleventh graders.

This report generally shares year-to-year data for ninth- and tenth-grade students from the ACT Aspire assessment. In prior years, year-to-year progress could not be measured from tenth to eleventh grade, and for the current year, progress could not be measured from ninth to tenth grade. Since the ACT Aspire uses a three-point scoring scale, the results are not directly comparable with results from ACT Plus Writing, which uses a two-point scoring scale. Year-to-year progress for ninth through eleventh grade will resume in the 2023–24 school year for students who took the PreACT Secure and ACT Plus Writing in the spring of 2022.

C. CSRC SCHOOL SCORECARD

The CSRC high school scorecard contains partial outcome data due to year-to-year data not being available for the PreACT assessment. The high school’s score should not be compared with the score for any previous or subsequent year. The school scored 66.0% of the 100 possible points for K4 through eighth grade and 81.5% of the 85 possible points for the high school. The weighted overall score was 70.1%.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

MAS addressed all recommendations in its programmatic profile and educational performance report from the previous year. To continue a focused school improvement plan, Evident Change reviewed the school’s academic achievement data for the past school year and collected input from school staff to develop these recommendations for the 2023–24 school year.

A. ELEMENTARY ACADEMY

- The leadership team will improve its academic culture by providing subject-based professional development training, appointing academic-specific instructional coaches, restructuring teacher assistant responsibilities, better defining the role of Teacher Leads, and providing subject-specific professional development trainings.

- SkyRocket Education’s Framework for Teacher Coaching and Evaluation—which consists of classroom culture, content mastery, and rigor—will continue to be implemented.²

B. JUNIOR ACADEMY

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

C. HIGH SCHOOL

- The leadership team will improve its academic culture by focusing on data-driven instruction. Staff will align the scope and sequence of all core subjects with the ACT College and Career Readiness Standards.³
- The leadership team will continue to use Skyrocket Education and its coaching model to improve staff daily practices to improve school culture, with an emphasis on classroom management. Additionally, high school staff will receive training and support in implementation of the social emotional learning (SEL) program.

IV. RECOMMENDATIONS

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

² More information can be found at [Skyrocket Education](#)

³ For more information, visit [ACT College and Career Readiness Standards](#)

I. INTRODUCTION

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

To produce this report, Evident Change:

- Conducted an initial school session to collect information related to contract requirements and to draft a learning memo for the new school year and conducted an in-person year-end interview to review progress about recommendations and changes that occurred during the year;
- Visited the school to observe classroom instruction and school culture;
- Visited the school to conduct a random review of special education files;
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee’s academic expectations and contract requirements; 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: www.milwaukeeacademyofscience.org

President and Chief Executive Officer	Anthony McHenry
Chief Academic Officer	Christopher Schwab
Principal, Kindergarten Through Fifth Grade	Staci Gruse
Principal, Sixth Through Eighth Grade	Patrick Rooney
Principal, Ninth Through Twelfth Grade	Timothy Craddock

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION

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

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

2. INSTRUCTIONAL DESIGN

MAS emphasizes integrating science into the general curriculum and provides its students with unique science opportunities at all levels. MAS teachers are trained in differentiated instruction and in the curricular areas they teach. Teachers use a variety of instructional groups, including one on one, small group, cooperative learning, whole group, and independent study. This year, MAS hired paraprofessionals for all classrooms for K4 through fifth grade. Under the supervision of classroom teachers, these assistants provided supplementary instructional support to small groups in reading and math. Teachers also team teach, in which a classroom teacher and a special education teacher provide instruction together. Student needs and lesson objectives determine the most appropriate instructional techniques.⁴ First through eighth grades are departmentalized, and classes are taught by content-area specialists.

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

Students’ science learning starts 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 Houghton Mifflin Harcourt’s *Science Dimensions*. The older students’ math and science curriculum focuses on concepts emphasized in the Common Core State Standards, the Next Generation Science Standards, and the competencies embedded in the ACT. Finally, MAS recognizes the

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

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 is responsible for the school’s success and is accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all terms of the school’s charter are met. The board sets policy for the school and hires the school president/CEO, who, in turn, hires school staff. The board meets regularly to discuss issues, set policy, and conduct school business.⁵

This year, the board had 22 members: a chair, immediate past chair, a secretary, a treasurer, and 18 other members. Board members represent the institutions of higher education that contributed to the creation of the consortium (Medical College of Wisconsin, Cardinal Stritch University, Marquette University, and Milwaukee School of Engineering).

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

2. AREAS OF INSTRUCTION

The MAS administration is structured to support ongoing improvement of the learning environment and academic achievement of all MAS students. The school has a president/CEO, a chief academic officer, a chief financial officer, a director of development, and numerous other administrative staff, all of whom are responsible for the school’s academic and financial outcomes.

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

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

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 to assess and improve students' academic performance. In the earliest grades (K4 through third), instruction focuses primarily on acquiring literacy and math skills. At these early ages, students are also introduced to science, social studies, and technology. As students move into the next two grades in the elementary academy, the curriculum expands its focus, with more instructional time on scientific constructs and social studies material.

Students in the junior academy and high school receive instruction in language arts, writing, reading, literature, math, technology, social studies, science, and physical activity/movement classes. High school students also have foreign language instruction. Grade level standards and benchmarks have been established for each curricular area, and progress is measured against these standards. Most recently, high school students were given expanded opportunities to participate in Advanced Placement classes and job-specific courses such as nurse assisting and skilled trade courses.

To graduate from MAS, students must earn 24 credits in the following areas: English (4.0), math (4.0), social studies (3.0), science (6.0), foreign language (2.0), physical education/health (2.0), and electives (3.0).

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

3. TEACHER INFORMATION

At the end of the 2021–22 school year, 79 instructional staff were eligible to return for the 2022–23 school year; of those, 69 returned, resulting in an overall return rate of 87.3%.⁶ At the beginning of the year, 31 new staff were hired for a total of 100. During the year, one staff person's employment was terminated,

⁶ The return rate excludes teachers who were at MAS at the end of the 2021–22 school year but were not offered contracts for the 2022–23 school year because of either unacceptable performance or the elimination of their instructional position. The rate also excludes teachers who moved more than 20 miles from Milwaukee County for family reasons.

and eight of the 99 remaining staff resigned for a variety of reasons, resulting in an annual instructional staff retention rate of 92.0% (91 out of 99).

Five (5.0%) of 100 instructional staff employed throughout the year did not have a current DPI license or permit.⁷

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

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

- An orientation program before the school year starts;
- Strong, cohesive teams; and
- Professional development plan reviews, administrator observation, and academy meetings.

All staff members 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 a year and are used to guide decisions about contract renewals and salaries for the next school year. Evaluations of MAS professional staff are based on an employee's commitment to professional development and evidence of progress.

4. SCHOOL HOURS AND CALENDAR⁸

Elementary instruction took place between 8:15 a.m. and 3:15 p.m. Junior academy students were engaged between 7:55 a.m. and 3:30 p.m. High school students took five classes a day between 7:55 a.m. and 3:30 p.m.

⁷ The five instructional staff are two teachers who resigned from the school before completing license requirements, two teachers with pending applications, and one administrator with a current teacher's license, but the administrator license expired. Of the three still employed, all have current applications pending with the state at the time of this report.

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

The first day of student attendance was August 22, 2023. The last day of school was June 2, 2023. The school met the contract requirement for instructional and attendance hours/days.

MAS offered summer school between June 26 and July 29. K4, first, and second grades focused on benchmarks for math and English language/arts (ELA). The upper grades used the National Summer School Initiative model.⁹ Students also had opportunities to participate in recreational activities. High school students were provided with credit recovery opportunities between June 5 and July 13.

5. PARENT INVOLVEMENT

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

- All parents are encouraged to attend a registration meeting at the beginning of the school year. At this session, staff review the appropriate student/parent handbook. Then, parents and older students sign an agreement to follow the school’s policies and procedures.
- Administrative and teaching staff are expected to work with families to ensure students attend school regularly. It is also their responsibility to provide parents with diverse opportunities to participate in school learning experiences.
- 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 virtually with parents during parent–teacher conferences.¹⁰

The school’s parent committee meets monthly. All parents are encouraged to participate so the team can achieve the school’s vision, which is to make MAS the preferred school in Milwaukee. The team provides parents with an additional link to teachers; bridges communication between parents, school, and teachers; provides leadership for the school community; and raises money for school programs and projects.

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

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

6. DISCIPLINE POLICY

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

At the Milwaukee Academy of Science,

I will respect myself,

respect my school staff,

respect my fellow students,

and respect my school.

In the parent handbooks, the school emphasizes its use of Positive Behavioral Intervention and Supports as a proactive approach to maximize student achievement. It requires a commitment to maintaining a positive learning environment that promotes cooperation, fosters creativity, and encourages students to take risks involved in learning. MAS believes parents play a critical role in supporting this learning environment through the use of common, respectful language that inspires students while setting clear limits.

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

MAS also uses strategies consistent with strong Response to Intervention (RTI) practices. RTI is a framework for implementing high-quality instruction, balanced assessment, and collaboration. It uses a multitiered system to provide the support needed to increase success for all students. MAS's RTI has three tiers for both academics and behaviors. Each tier contains detailed information about the school's expectations and the consequences for deviating from the expectations. Details about MAS's RTI can be found in parent handbooks.

7. GRADUATION INFORMATION

The junior academy staff work with eighth-grade students and their parents throughout the year and strongly encourage them to continue their MAS education through high school graduation. The MAS leadership team indicated that most eighth graders continue at MAS for high school. At the end of this school year, 96.8% (91 of 94) of the eighth graders who were promoted to ninth grade are enrolled in MAS for the upcoming school year. The remaining students were enrolled at another high school.

MAS employs two full-time school counselors whose primary responsibilities are to work with high school students as they prepare for postsecondary careers and educational experiences. This year, both counselors were new to the school and participated in professional development opportunities, including the Wisconsin School Counselor Association Conference, National PowerSchool User Group Conference, and ongoing trainings to become more knowledgeable in dialectical behavior therapy skills.

The counselors and staff completed the following activities with students.

- Individualized counseling was held with each high school student to review credits and graduation requirements and develop postsecondary academic and career plans.
- MAS offered job-specific training courses such as nursing assisting and skilled trades.
- Students visited the Milwaukee Carpenters District Council and had various job shadowing opportunities.
- Students visited UW–Stevens Point, UW–Milwaukee, UW–Whitewater and Milwaukee Area Technical College. As part of these visits, students explored a wide array of certifications, degrees, and licensures offered by the institutions.
- Students attended weekly Senior Seminars during which students completed college applications and the Free Application for Federal Student Aid (FAFSA) form. Also, each Senior Seminar provided a lesson titled, “What’s the Word Wednesday” where guest speakers from the community spoke about their careers with students. These speakers ranged from local medical doctors, CEOs, teachers, and individuals with specialty trades.
- MAS partnered with College Goal Wisconsin to become a host site to assist students from all over the City of Milwaukee with FAFSA forms.
- Five students were selected to participate in All-In Milwaukee, a college completion program; 10 students were selected for the Kelben scholarship; and one student was selected to receive the Herb Kohl Initiative Scholarship.
- The school continued its partnership with Lead2Change, Secure Futures, WRTP-Big Step, College Possible, Ernst & Young College Mentoring for Access and Persistence, and Milwaukee Tool. These partnerships supported career exploration, internships, and apprenticeships.
- The counseling team is also working to establish a stable student services department that will provide support for families in urgent need, such as our McKinney-Vento response team or the longer-range therapeutic support, both in house and through partnerships like Rawhide, AMRI Counseling Services, and Lutheran Family Service.

All (100.0%) 70 twelfth-grade students enrolled at the end of the school year were accepted into one or more postsecondary schools (in and out of state). These students were offered \$9,395,065 in scholarships.

C. STUDENT POPULATION

As of September 16, 2022, 1,394 students were enrolled in K4 through twelfth grade.^{11, 12} During the year, 29 students enrolled in the school, and 206 withdrew.¹³ Students withdrew for a variety of reasons.

Of the 74 elementary academy students who withdrew, 27 withdrew to avoid expulsion, 14 withdrew because the family was dissatisfied with the school and/or school policies, 12 moved out of state, nine withdrew due to chronic absences, seven moved elsewhere in Milwaukee, three students were moving elsewhere in Wisconsin, one withdrew due to issues with a sibling, and one withdrew due to chronic behavior issues.

A total of 49 junior academy students withdrew this year. Of those, 28 withdrew to avoid expulsion, six were moving out of state, five withdrew due to chronic absences, four moved elsewhere in Milwaukee, two withdrew due to dissatisfaction with the school, two moved elsewhere in Wisconsin, and two withdrew due to transportation issues.

A total of 83 high school students withdrew this year. Of those, 48 withdrew to avoid expulsion, 11 withdrew due to chronic absences, six withdrew due to dissatisfaction with MAS and/or school policies, four withdrew due to academic failure, four moved elsewhere in Milwaukee, three moved elsewhere in Wisconsin, three graduated before the end of the year, two withdrew because their families moved out of state, and two withdrew due to chronic behavior issues.

A total of 1,217 students were enrolled at the end of the school year.

- Most students (610) were enrolled in the elementary academy (Figure 1).
- Of all the students, 645 (53.0%) were female, and 572 (47.0%) were male.¹⁴
- There were 1,185 (97.4%) Black or African American students, nine (0.7%) Hispanic or Latino students, four (0.3%) Asian Pacific American students, four (0.3%) Caucasian students, and three (0.2%) Black (non-Hispanic) students.¹⁵

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

¹² There were 674 students in the elementary academy, 329 in the junior academy, and 391 in the high school.

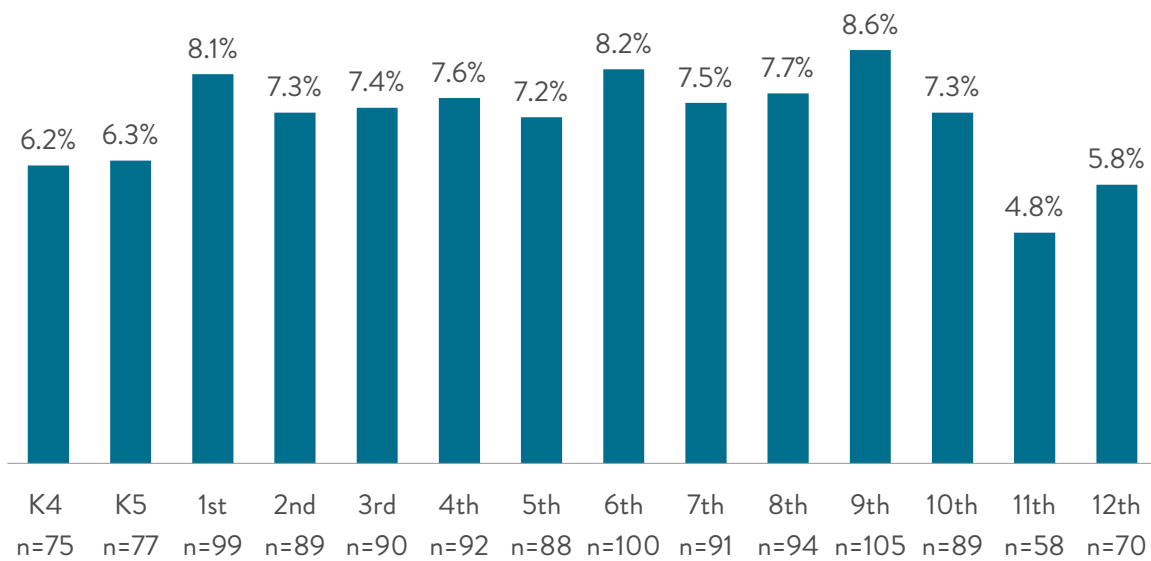
¹³ A total of 10 students enrolled and 74 withdrew from the elementary academy; five enrolled and 49 withdrew from the junior academy; and 14 enrolled and 83 withdrew from the high school.

¹⁴ Gender categories reflect those provided by the school.

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

- There were 114 (9.4%) students who were still enrolled in special education services at the end of the school year.¹⁶ Of those students, 33 were diagnosed with other health impairments, 32 with speech and language impairments, 30 with specific learning disabilities, five with significant developmental delays, five with emotional behavioral disabilities, five with autism, three with intellectual disabilities, and one with a visual impairment.
- All students received free lunch.¹⁷

Figure 1
Milwaukee Academy of Science Grade Levels 2022–23
N = 1,217



Of 1,394 students enrolled on the third Friday of September 2022, 1,190 remained enrolled at the end of the school year. This represents an overall retention rate of 85.4%. Of the 674 elementary academy students who were enrolled at the beginning of the year, 600 (89.0%) remained enrolled at the end of the

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

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

school year; in the junior academy, 280 (85.1%) of 329 enrolled at the beginning stayed through the end of the school year; and 310 (79.3%) of 391 high school students were retained for the year.¹⁸

Of 1,121 students enrolled at the end of the 2021–22 school year who were eligible to return to the school (i.e., they did not graduate from high school), 982 were enrolled on the third Friday in September 2022. This represents a student return rate of 87.6%.¹⁹

D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

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

- **Elementary Academy Recommendation**

- » The leadership team will use Skyrocket Education²⁰ and its coaching model to improve staff skills and practices over the next school year. The goal is to have full implementation of the model by the end of the upcoming school year.
- » At least one paraprofessional will be placed in each classroom to facilitate the implementation of more strategic interventions. These interventions will have an academic focus and result in concrete practices for each student. This approach will also facilitate improvement in co-planning sessions.

Response

- » The leadership team and instructional coaches participated in the “train the trainer” SkyRocket coaching framework and fully implemented the SkyRocket Education framework with all classroom teachers and paraprofessionals. This training focused on classroom culture, content mastery, and rigor.

¹⁸ The combined retention rate for the elementary and junior academies was 87.7%.

¹⁹ Of the 867 students in K4 through eighth grade who were enrolled at the end of the 2021–22 school year, 762 (87.9%) were enrolled on the third Friday of September 2022. Of the 254 students who were enrolled as ninth, tenth, or eleventh graders at the end of the 2021–22 school year, 229 (90.2%) returned for the 2022–23 school year.

²⁰ For more information, visit <https://home.skyrocketed.org>

- » The elementary academy hired paraprofessionals for each classroom to support academic strategies for improvement and a positive school culture. Paraprofessionals also helped supervise recess, lunch, and specials. As a result of having more adults in classrooms, the elementary academy saw a decrease in suspensions.

- **Junior Academy Recommendation**

- » Staff will continue to engage in a continuous improvement instructional framework by placing a heavy emphasis on students' social emotional learning (SEL) needs. This approach will be undertaken to reduce the removal of students from the classroom and minimize the need for suspensions. The staff will add a social worker who will spend 80% of the time providing leadership and new strategies for this approach.
- » Additional practices will be adopted to improve communications among the academy staff, students, and families.

Response

- » The junior academy leadership staff organized the Second Step SEL curriculum to provide teachers with common weekly lesson plans to provide structure and consistency schoolwide. Teachers were required to teach a daily 30-minute focused lesson on social emotional learning competencies such as empathy, self-control, cooperation, and assertiveness. Students were rewarded with Nova tickets when demonstrating these core competencies throughout the school day. Students' Nova tickets were entered into weekly raffles.
- » The junior academy leadership staff hired a social worker and implemented the SkyRocket coaching framework with a primary focus on classroom culture.
- » The leadership team improved communication among the school community by providing Sunday emails to staff to share data (attendance, suspensions, classroom removals) while the dean of students provided monthly communication to parents about important school events and overall school information.

- **High School Recommendation**

- » Staff will give more attention to students' mental health and social needs to enable them to better focus on academic studies and steps they need to take to develop concrete plans for their adult life after graduation.

- » Staff will work to obtain greater consistency around expectations and routines related to practices such as enforcement of uniforms, passes, and timely class attendance. Staff will seek family engagement in supporting stated expectations and consequences for non-compliance with expectations.

Response

- » The high school partnered with the Center of Behavioral Medicine for implementation of the dialectical behavioral therapy social emotional learning curriculum.
- » The high school partnered with STRYV 365²¹ to work with teachers and students. STRYV is a non-profit that creates customized trauma-informed programs to support positive relationships and interpersonal skills. The students build resiliency skills through lessons on self-awareness, responsible decision making, self-management, social awareness, and relationship skills.
- » School leadership expanded the role of the director of special education to include Student Services. This role solidifies a comprehensive Student Service team to enhance the work of the special education team along with school social workers, school counselors, attendance and engagement coordinator, and afterschool tutoring coordinator. The collaboration of these roles aims to increase parental participation, student engagement, and overall academic success.

III. EDUCATIONAL PERFORMANCE

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

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

²¹ For more information, visit [STRYV365](https://www.stryv365.com)

A. ATTENDANCE

The 2022–23 attendance goals for the three academies were 90.0% for elementary, 95.0% for junior, and 93.0% for high school.

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

- **Elementary academy:** Students attended school an average of 87.0% of the time. When excused absences were included, the attendance rate rose to 91.2%. During the year, 94 (13.7%) of 684 elementary academy students were suspended (out of school) at least once. Those who were suspended spent, on average, 3.7 days out of school.
- **Junior academy:** Students attended school an average of 87.5% of the time. When excused absences were included, the attendance rate rose to 90.4%. In the junior academy, 141 (42.2%) of 334 students were suspended from school at least once during the year and spent, on average, 2.8 days out of school.
- **High school:** Students attended school an average of 85.8% of the time. When excused absences were included, the attendance rate rose to 87.1%. A total of 97 (24.0%) of 405 high school students were suspended from school at least once this year, spending, on average, 5.0 days out of school.

The school fell short of its attendance goals for all academies.²²

B. PARENT–TEACHER CONFERENCES

The parent participation goals for 2022–23 was that parents of at least 100% of elementary, 95% of junior academy, and 90% of high school students enrolled for the entire school year would attend two of three scheduled parent–teacher conferences.²³

- Parents of all (100.0%) 599 elementary academy students enrolled all year who had conference data available²⁴ attended at least two conferences.

²² The combined attendance rate for students in K4 through eighth grade was 87.2%.

²³ Conferences with any teacher—at the school, via phone, via Zoom, or at the student's home—were counted in the participation rate.

²⁴ One student did not have conference data.

- Parents of 263 (93.9%) of 280 junior academy students enrolled all year attended at least two conferences.
- Parents of 295 (95.2%) of 310 high school students enrolled all year attended at least two conferences.

MAS met its parent participation goal for the elementary academy and the high school this year but did not meet the goal for the junior academy.

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, 156 students received special education services. A total of 67 students received an evaluation during the 2022–23 school year (36 initial and 31 reevaluations); 17 of the students who were evaluated during the current year did not qualify or were dismissed from special education services, and 51 students qualified for new or continued services. The remaining 89 students received an initial or reevaluation during a previous year or withdrew prior to an evaluation scheduled for this school year. An IEP was developed for all 127 new or returning special education students who required one. (Eleven students transferred before the IEP date.)

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

D. LOCAL MEASURES OF EDUCATIONAL 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 goals and expectations at the start of the academic year 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 to measure students' competencies. The school also set a goal related to IEP goal progress.

1. LITERACY

a. PALS-PreK for K4 Students

MAS used the PALS-PreK as its local measure for K4 students. The school's goal was that at least 85% of students enrolled for the entire year would be at or above the developmental range for at least five of the seven tasks at the time of the spring assessment. (The PALS assessment is described in Section F.)

A total of 55 K4 students who were enrolled all year completed all seven tasks on the spring PALS-PreK. Of those students, 44 (80.0%) were at or above the developmental range for five of the seven tasks at the time of the spring assessment, below the school's goal.²⁵

b. MAP Reading Test for K5 Through Fifth Graders

K5- through fifth-grade literacy skills were assessed using the NWEA Measures of Academic Progress (MAP) reading test. MAP assessments result in a Rasch unit (RIT) score, which can be used in a variety of ways to identify student understanding and progress throughout the year.²⁶ MAP tests are given multiple times during the year. Each student receives a spring target RIT score, based on performance in the fall. Additionally, NWEA developed normative mean scores, or average RIT scores for each grade level at the time of each MAP administration.²⁷ MAP progress goals were set based on whether the student was above the normative mean or at or below the normative mean for their grade level at the time of the fall test.

- 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 was within one point of their MAP growth target score for the year; students who were within one point or met their growth target were considered to have made adequate progress.

²⁵ Count includes spring lowercase alphabet recognition and sound tasks for all students who completed those tasks.

²⁶ For more information, visit www.nwea.org

²⁷ Based on results of a 2020 NWEA study: <https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf>

The school’s overall goal was that at least 73.0% of elementary academy students would show progress as described earlier.

A total of 520 K5- through fifth-grade students enrolled for the entire year completed both fall and spring MAP reading tests. Overall, 379 (72.9%) progressed from fall to spring, meeting the elementary academy’s reading goal (Table 1).

TABLE 1 MILWAUKEE ACADEMY OF SCIENCE LOCAL MEASURES OF ACADEMIC PROGRESS: MAP READING ASSESSMENT FALL-TO-SPRING PROGRESS FOR K5 – 5TH GRADERS			
GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
K5	74	53	71.6%
1st	97	58	59.8%
2nd	86	79	91.9%
3rd	87	68	78.2%
4th	90	66	73.3%
5th	86	55	64.0%
Overall Progress	520	379	72.9%

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 score within one point of 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 earlier.

A total of 280 sixth- through eighth-grade students enrolled for the entire school year completed both fall and spring MAP reading tests. Overall, 234 (83.6%) progressed from fall to spring, meeting the junior academy’s reading goal (Table 2).

TABLE 2

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

GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
6th	100	87	87.0%
7th	89	74	83.1%
8th	91	73	80.2%
Overall Progress	280	234	83.6%

d. Literacy Progress Based on the Scholastic Reading Inventory

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

Of 310 students enrolled all year, 308 had comparable Lexile scores. Of those, 276 (89.6%) improved their scores by 13 points, meeting the high school reading goal (Table 3).

TABLE 3

**MILWAUKEE ACADEMY OF SCIENCE
LOCAL MEASURES OF ACADEMIC PROGRESS: HMHRI FOR 9TH – 12TH GRADERS
2022–23**

GRADE	STUDENTS	MET GOAL	% MET GOAL
9th	97	94	96.9%
10th	87	82	94.3%
11th	55	40	72.7%
12th	69	60	87.0%
Total	308	276	89.6%

2. MATH

a. Math Skills Assessment for K4 Students

To assess student progress in math, the school set the goal that at least 85% of K4 students enrolled for the entire year who complete the spring math skill assessments would acquire at least 80.0% of the math competencies designated as benchmarks for their grade level at the time of the spring assessment. These assessments were designed by MAS staff based on alignment with the Wisconsin Model Early Learning Standards and Common Core standards. Of 71 K4 students enrolled all year who had spring math scores, 64 (90.1%) met the math goal this year.

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 73.0% of students would show progress from fall to spring.

A total of 518 K5 through fifth-grade students enrolled for the entire school year completed both fall and spring MAP math tests. Overall, 367 (70.8%) progressed from fall to spring, below the elementary academy's goal (Table 4).

GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
K5	74	52	70.3%
1st	95	68	71.6%
2nd	86	61	70.9%
3rd	87	64	73.6%
4th	91	66	72.5%
5th	85	56	65.9%
Overall Progress	518	367	70.8%

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.

A total of 280 sixth- through eighth-grade students enrolled for the entire school year completed both fall and spring MAP math tests. Overall, 242 (86.4%) progressed from fall to spring, meeting the junior academy’s MAP math goal (Table 5).

TABLE 5			
MILWAUKEE ACADEMY OF SCIENCE			
LOCAL MEASURES OF ACADEMIC PROGRESS: MAP MATH ASSESSMENT			
FALL-TO-SPRING PROGRESS FOR 6TH – 8TH GRADERS			
GRADE LEVEL	STUDENTS	MET GOAL	% MET GOAL
6th	100	88	88.0%
7th	89	72	80.9%
8th	91	82	90.1%
Overall Progress	280	242	86.4%

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.

Of the 276 students enrolled in the same math class for two trimesters with scores available, 168 (60.9%) scored 70.0% or higher, meeting the school’s goal (Table 6).

TABLE 6 MILWAUKEE ACADEMY OF SCIENCE LOCAL MEASURES OF ACADEMIC PROGRESS: END-OF-YEAR MATH ASSESSMENT FOR 9TH – 12TH GRADERS 2022–23			
GRADE	STUDENTS	MET GOAL	% MET GOAL
9th	106	73	68.9%
10th	87	31	35.6%
11th	50	46	92.0%
12th	33	18	54.5%
Total	276	168	60.9%

3. WRITING

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

The following goals were set.

- The school’s goal was for 80.0% of students in third through fifth grades enrolled for the entire year to achieve a score of 18 or higher.
- For the junior academy, the goal was that at least 90.0% of students in sixth through eighth grades would achieve a score of 12 or higher.
- The high school’s goal was that 85.0% of students in each grade level enrolled for the entire year would achieve a score of 18 or higher.

Of 265 third through fifth graders enrolled for the entire year with a writing score recorded, 227 (85.7%) students received a score of 18 or higher (Table 7A), meeting the elementary academy’s goal.

TABLE 7A MILWAUKEE ACADEMY OF SCIENCE LOCAL MEASURES OF ACADEMIC PROGRESS: TEACHER-ASSESSED 3RD – 5TH GRADE WRITING SKILLS 2022–23			
GRADE	STUDENTS	MET GOAL	% MET GOAL
3rd	87	70	80.5%
4th	91	76	83.5%
5th	87	81	93.1%
Total	265	227	85.7%

Of 278 sixth through eighth graders enrolled for the entire year with a writing score recorded, 226 (81.3%) students received a score of 12 or higher (Table 7B) below the junior academy’s goal.

TABLE 7B MILWAUKEE ACADEMY OF SCIENCE LOCAL MEASURES OF ACADEMIC PROGRESS: TEACHER-ASSESSED 6TH – 8TH GRADE WRITING SKILLS 2022–23			
GRADE	STUDENTS	MET GOAL	% MET GOAL
6th	100	76	76.0%
7th	89	81	91.0%
8th	89	69	77.5%
Total	278	226	81.3%

Of 310 high school students enrolled for the entire year with a writing score recorded, 252 (81.3%) students received a score of 18 or higher (Table 7C), below the high school’s goal.

TABLE 7C MILWAUKEE ACADEMY OF SCIENCE LOCAL MEASURES OF ACADEMIC PROGRESS: TEACHER-ASSESSED 9TH – 12TH GRADE WRITING SKILLS 2022–23			
GRADE	STUDENTS	MET GOAL	% MET GOAL
9th	98	80	81.6%
10th	87	63	72.4%
11th	56	45	80.4%
12th	69	64	92.8%
Total	310	252	81.3%

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, an IEP was reviewed for 38 students who were enrolled in special education services at MAS for an entire year, and goal information was available for 37 of those students; 35 (94.6%) of those 37 students met one or more of the goals in their IEP.
- **Junior academy:** At year’s end, an IEP was reviewed for 17 special education students who were enrolled in special education services at MAS for an entire year and goal information was available for 16 of those students; all 16 (100.0%) met one or more of the goals in their IEP.
- **High school:** At year’s end, an IEP was reviewed for 17 special education students who were enrolled in special education at MAS for an entire year; all 17 (100.0%) met one or more of their IEP goals.

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

²⁸ Of 53 elementary and junior academy students enrolled at the end of the year who were enrolled in special education services for a full year at MAS and had goal information available, 51 (96.2%) met at least one of their IEP goals.

E. ADDITIONAL REQUIREMENTS FOR HIGH SCHOOL STUDENTS

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

1. GRADUATION PLANS

All 322 high school students enrolled at the end of the year developed a graduation plan. Of those 322 graduation plans developed, 99.7% included documentation of postsecondary plans, were shared with parents, included a schedule reflecting credits to graduate, and were reviewed by a counselor. Additionally, each student’s progress toward graduation must be reviewed; based on evidence provided, progress toward graduation was reviewed and documented in 100% of graduation plans. As a result of that review, 84.2% of students were on track toward graduation and 15.8% needed to enroll in credit recovery activities (Table 8). All eleventh and twelfth graders were required to meet with a counselor during the school year to discuss graduation plans; all (100%) did so.

TABLE 8	
MILWAUKEE ACADEMY OF SCIENCE HIGH SCHOOL GRADUATION PLANS 2022–23 N = 322	
	PERCENTAGES
Percentage of Plans Including Documentation of Each Measure	
Included postsecondary plans	99.7%
Shared with parents	99.7%
Included schedule reflecting credits to graduate	99.7%
Reviewed by counselor	99.7%
Review of progress toward graduation	100.0%
Outcome of Graduation Progress Review	
On track toward graduation	84.2%
Need to enroll in credit recovery activities	15.8%

2. HIGH SCHOOL GRADUATION AND GRADE-LEVEL PROMOTION REQUIREMENTS

The school’s goal for grade level promotion and graduation was that among students enrolled for the entire school year, at least 85% of ninth graders would complete six or more credits and move to tenth grade; 90% of tenth graders would complete 12 or more credits and move to eleventh grade; 95% of eleventh graders

would complete 18 or more credits and move to twelfth grade; and 100% of twelfth graders would earn 24 or more of the required credits and graduate.

The school provided credit and grade promotion information for all 310 high school students enrolled at MAS for the entire school year. Of those, 283 (91.3%) earned the minimum number of credits to be promoted to the next grade or, in the case of twelfth graders, to graduate from high school by the end of the school year (Table 9).

TABLE 9			
MILWAUKEE ACADEMY OF SCIENCE HIGH SCHOOL GRADUATION REQUIREMENTS 2022-23			
GRADE	STUDENTS	PROMOTED/ GRADUATED	% PROMOTED/ GRADUATED
9th	98	86	87.8%
10th	87	76	87.4%
11th	56	52	92.9%
12th	69	69	100.0%
Total	310	283	91.3%

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 Forward Exam. Schools are required to assess ninth and tenth graders using PreACT Secure; tenth graders also take the social studies Forward exam, and eleventh graders must complete the ACT Plus Writing in spring of the school year.

In addition to the testing requirements described earlier, the CSRC encourages twelfth-grade students to take the ACT again in the fall semester, but it is no longer required. These tests and results are described in the following sections.

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

A total of 55 K4 students enrolled since the beginning of the school year completed all required portions of the PALS-PreK in spring. The number of students above the spring developmental range for each is shown in Table 10.

TABLE 10		
MILWAUKEE ACADEMY OF SCIENCE		
PALS-PREK FOR K4 STUDENTS		
STUDENTS AT OR ABOVE THE SPRING DEVELOPMENTAL RANGE 2022–23		
N = 55		
TASK	n	%
Name writing	49	89.1%
Uppercase alphabet recognition	40	72.7%
Lowercase alphabet recognition*	36	97.3%
Letter sounds*	36	100.0%
Beginning sound awareness	48	87.3%
Print and word awareness	43	78.2%
Rhyme awareness	42	76.4%

*Percentages for these tasks are based on the number of students who qualified to complete them. Percentages are based on 37 students for lowercase alphabet recognition and 36 students for letter sounds.

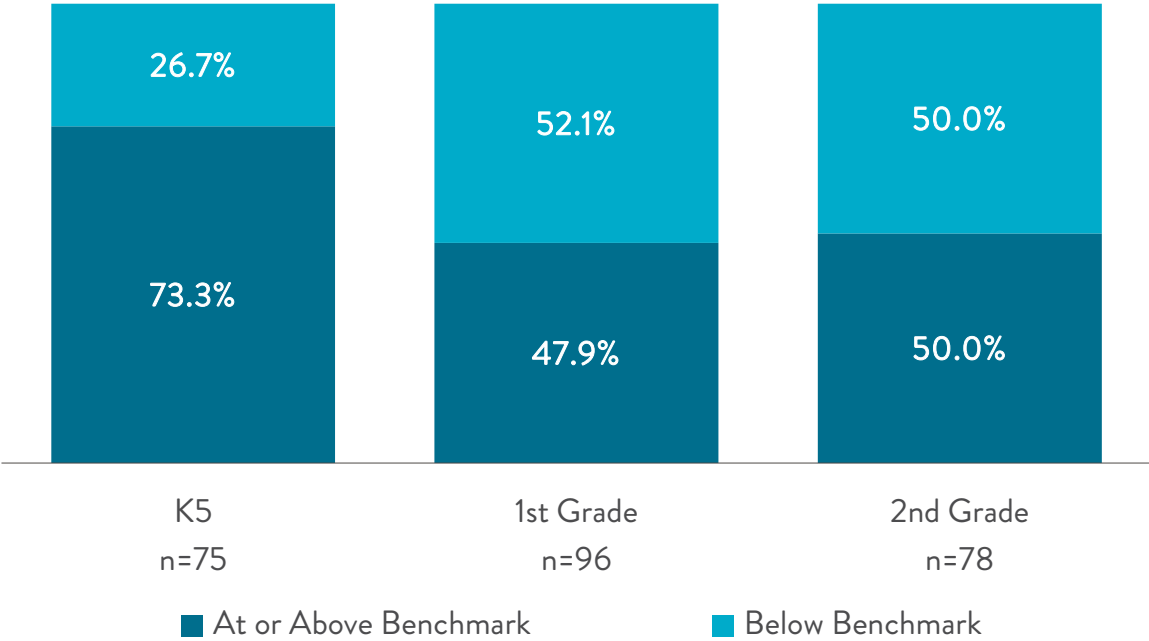
2. PALS-K AND PALS 1–3

The PALS-K and PALS 1–3 are administered in the fall and spring. Both tests result in a summed score that can be compared with a reading readiness benchmark set for each of the test administrations. Evident Change examined spring reading readiness for students who were enrolled at the beginning of the school

²⁹ For more information about the PALS assessments, visit <https://dpi.wi.gov/assessment/historical/pals>

year and completed the spring test. Overall, 56.2% of students were at or above the spring summed score benchmark for their grade level (not shown). Results by grade level are presented in Figure 2.

Figure 2
Milwaukee Academy of Science
Spring 2023 PALS-K and PALS 1-3 Reading Readiness
N = 249



3. WISCONSIN FORWARD EXAM³⁰

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

In spring of 2023, 557 third- through eighth-grade students enrolled since the third Friday of September completed the ELA assessment, and 558 completed the math assessment. Of those students, 41 (7.4%) were proficient or advanced in ELA, and 61 (10.9%) were proficient or advanced in math. Results by grade level tested are presented in Figures 3 and 4.

³⁰ Information from the DPI website. For more information, visit dpi.wi.gov/assessment/forward

Figure 3
Milwaukee Academy of Science
Forward Exam ELA Assessment 2022–23
N = 557

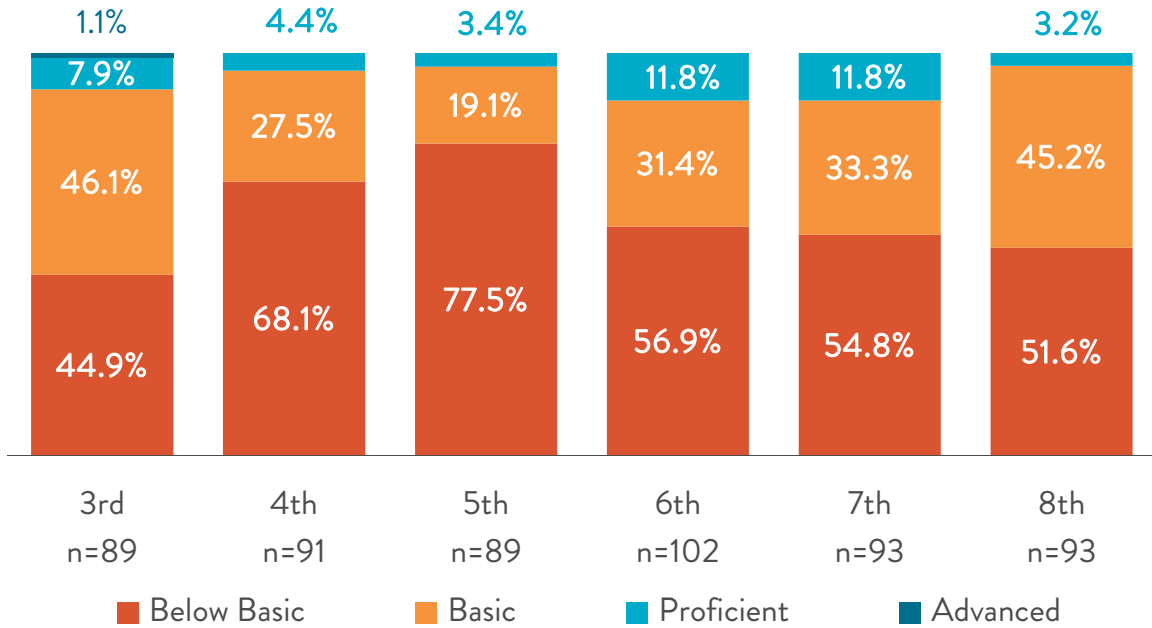
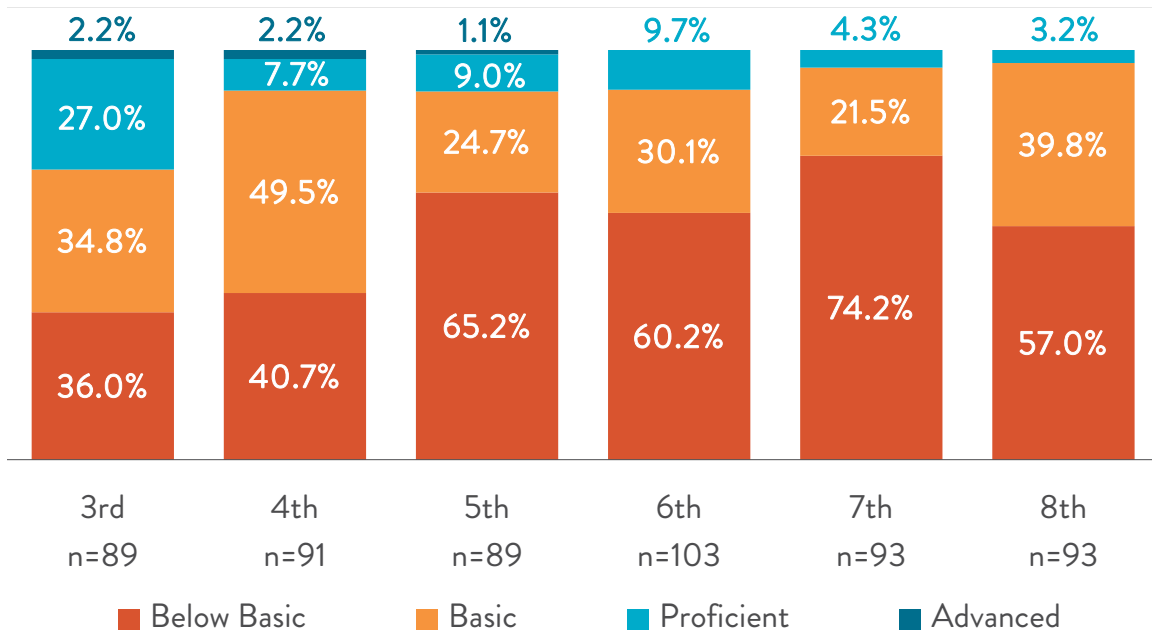
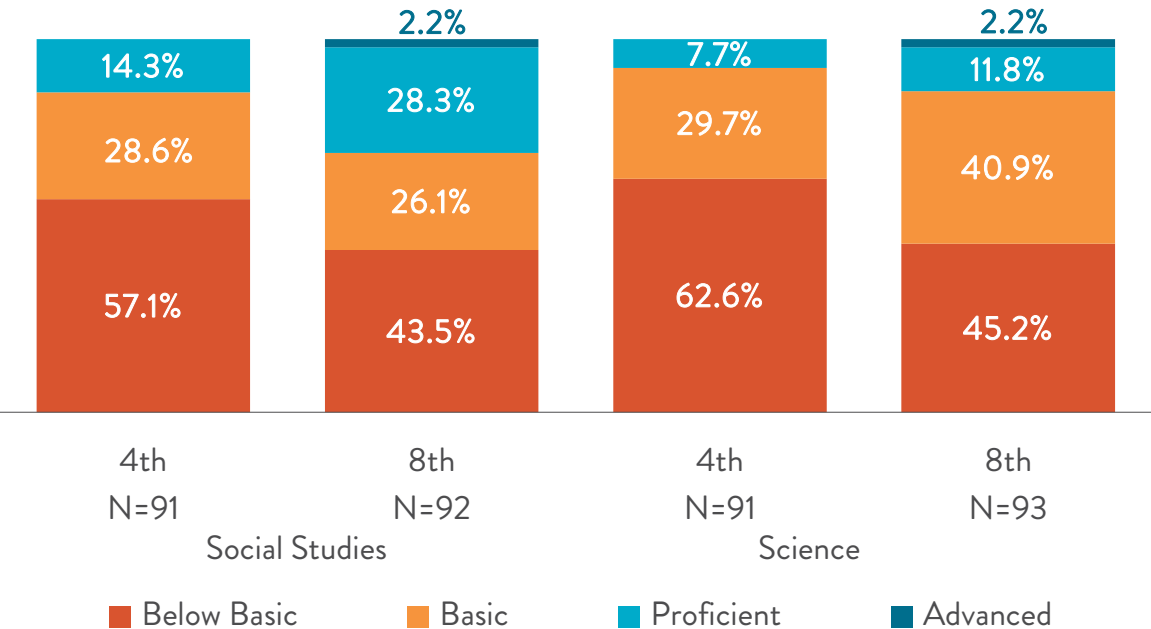


Figure 4
Milwaukee Academy of Science
Forward Exam Math Assessment 2022–23
N = 558



Of the 183 fourth and eighth graders who completed the social studies test, 41 (22.4%) were proficient or advanced in social studies, and 20 (10.9%) of 184 fourth and eighth grade students who took the science test were proficient or advanced in science (not shown). Results by grade level are presented in Figure 5.

Figure 5
Milwaukee Academy of Science
Forward Exam Social Studies and Science Assessments 2022–23



In spring of 2023, 74 tenth graders enrolled from the beginning of the school year to the time of the Forward Exam took the exam’s social studies test. Five (6.8%) of those students were proficient or advanced (not shown).

4. PREACT SECURE AND ACT PLUS WRITING

ACT has set college readiness benchmarks for the subject-specific subtests of both the PreACT Secure and the ACT. The most recent benchmarks (published in 2022) for each grade level and test are shown in Table 7.³¹ Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration.

³¹ For more information about PreACT Secure and ACT Plus Writing benchmarks, visit <https://success.act.org>

TABLE 11			
ACT COLLEGE READINESS BENCHMARK SCORES FOR THE PREACT SECURE AND ACT			
SUBTEST	9TH-GRADE PREACT SECURE	10TH-GRADE PREACT SECURE	11TH-GRADE ACT
English	13	15	18
Math	18	19	22
Reading	18	20	22
Science	19	20	23
Composite*	17	18	21

*ACT does not publish composite benchmark scores for the PreACT Secure or the ACT. Evident Change created composite benchmark scores by averaging each grade level’s benchmark scores from the four subtests, as published by ACT.

The results presented in the tables that follow reflect student achievement on the PreACT and ACT during the current school year.

a. PreACT Secure for Ninth and Tenth Graders

The PreACT Secure was administered in spring of 2023. A total of 104 ninth and 85 tenth graders enrolled during that time period completed the test, meeting the CSRC expectation that students be tested. Results are reported for 97 ninth graders and 84 tenth graders who were enrolled from the start of the school year until the time of testing (Table 12). Overall, 14.4% of ninth and tenth graders were at or above the English benchmark, and 2.8% were at or above the math benchmark.

TABLE 12				
MILWAUKEE ACADEMY OF SCIENCE				
STUDENTS AT OR ABOVE BENCHMARK FOR PREACT SECURE				
2022–23				
SUBTEST	9TH GRADE (N = 97)		10TH GRADE (N = 84)	
	n	%	n	%
English	16	16.5%	10	11.9%
Math	1	1.0%	4	4.8%
Reading	3	3.1%	2	2.4%
Science	7	7.2%	2	2.4%
Composite*	3	3.1%	1	1.2%

*ACT does not publish a benchmark for the PreACT Secure composite score; Evident Change calculated a composite score by averaging the benchmark scores from the four subtests.

b. ACT for Eleventh and Twelfth Graders

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing in the timeframe required by DPI (spring semester). Twelfth graders are encouraged, but not required, to take the ACT. This year, MAS students completed the district ACT in the fall, and DPI required ACT in the spring. For students with fall and spring test scores this year, results are reported for the test administration during which the student received the higher composite score.

ACT results from the current school year were available for all 58 eleventh graders enrolled at the end of the year. Composite ACT scores for eleventh graders ranged from 12 to 26, with an average of 14.8 (not shown). Seven (12.1%) students met the English benchmark, one (1.7%) student met the math benchmark, three (5.2%) met the reading benchmark, one (1.7%) met the science benchmark, and one (1.7%) student met the composite score benchmark.

ACT results from the current school year were available for 55 of 70 twelfth graders enrolled at the end of the year. Composite ACT scores for twelfth graders ranged from five to 23, with an average of 14.0 (not shown).³² Eight (14.5%) students met the English benchmark, one (1.8%) met the math benchmark, two (3.6%) met the reading benchmark, one (1.8%) met the science benchmark, and two (3.6%) students met the composite score benchmark.

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, Evident Change examined only year-to-year results for students who were in first grade in the spring of 2022 and second grade in the spring of 2023. 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 Forward Exam results from two consecutive school years are used to assess student progress. Expectations for year-to-year progress on the Forward Exam were adopted by the CSRC for the 2019–20

³² Of 70 twelfth graders who graduated at the end of the year, ACT scores from 2021–22 and/or 2022–23 were available for 66. Of those students, five (7.6%) had a composite score of 19.6 or higher one of the two years.

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. Additionally, it is expected that at least 35% of fourth through eighth graders who were below proficiency in ELA the prior year will demonstrate progress. At least 35% of fourth through eighth graders who were below proficiency in math will demonstrate progress.

Progress toward college readiness from ninth to tenth and tenth to eleventh grade is assessed using benchmarks from ACT tests available for each grade level.³³ In prior years, progress from ninth to tenth grade was measured using ACT Aspire scores from the spring of two consecutive years. Because of differences in score scales between the ACT Aspire and the ACT Plus Writing, year-to-year progress could not be validly measured from tenth to eleventh grade.

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. Due to the discontinuation of Aspire, year-to-year progress cannot be measured and reported from the spring of 2022 to spring of 2023. With the adoption of the PreACT Secure in 2022–23, year-to-year progress measures will be available for ninth to tenth, and from tenth to eleventh grade at the time of the 2023–24 monitoring reports.

1. SECOND-GRADE PROGRESS BASED ON PALS

A total of 59 students completed the PALS spring assessment in 2021–22 as first graders and 2022–23 as second graders. Of those, 29 (49.2%) were at or above the spring summed score benchmark as first graders, and 27 (93.1%) of 29 remained at or above the summed score benchmark in the spring of 2023 as second graders (not shown).

2. FOURTH- THROUGH EIGHTH-GRADE PROGRESS BASED ON FORWARD EXAM

A total of 353 students completed the Forward Exam in spring 2022 and spring 2023. Year-to-year progress was measured for students at or above proficient and for students below proficient in ELA and/or math in spring of 2022.

³³ For more information on ACT assessments and benchmarks, visit <https://success.act.org>

a. Students at or Above Proficient

In spring of 2022, 19 students were proficient or advanced in ELA; nine (47.4%) of them maintained proficiency in spring of 2023. There were 29 students at or above proficient in math in spring of 2022, and 18 (62.1%) maintained proficiency in spring of 2023. Due to the small number of students, results are not shown by grade level.

b. Students Below Proficient

To determine if students who were not proficient or advanced the previous year were making progress, Evident Change examined whether these students improved scores by moving up one or more categories (e.g., below basic to basic, basic to proficient, or below basic to proficient). If students did not improve by a level, Evident Change examined student progress within the student’s skill level by equally dividing the below-basic and basic levels into quartiles. The lower threshold for below basic was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.³⁴

In spring of 2022, 334 students were below proficient in ELA, and 36.5% of those students showed progress in 2023 (Table 13A). For math, 324 students were at or below proficient in spring 2022, and 39.2% demonstrated progress in 2023 (Table 13B).

TABLE 13A					
MILWAUKEE ACADEMY OF SCIENCE					
YEAR-TO-YEAR PROGRESS IN ELA FOR 4TH – 8TH GRADERS					
WISCONSIN FORWARD EXAM: STUDENTS BELOW PROFICIENT IN 2022					
CURRENT GRADE LEVEL	STUDENTS BELOW PROFICIENT IN 2022	STUDENTS PROGRESSED IN 2023			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th	71	15	13	28	39.4%
5th	60	3	6	9	15.0%
6th	74	19	14	33	44.6%
7th	67	15	8	23	34.3%
8th	62	12	17	29	46.8%
Total	334	64	58	122	36.5%

³⁴ This method is used by Evident Change to examine student progress in the schools chartered by the city.

TABLE 13B

**MILWAUKEE ACADEMY OF SCIENCE
YEAR-TO-YEAR PROGRESS IN MATH FOR 4TH – 8TH GRADERS
WISCONSIN FORWARD EXAM: STUDENTS BELOW PROFICIENT IN 2022**

CURRENT GRADE LEVEL	STUDENTS BELOW PROFICIENT IN 2022	STUDENTS PROGRESSED IN 2023			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th	61	14	8	22	36.1%
5th	60	6	20	26	43.3%
6th	73	13	19	32	43.8%
7th	66	8	12	20	30.3%
8th	64	12	15	27	42.2%
Total	324	53	74	127	39.2%

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 C for detailed information on the revised scorecard.

Because data to examine year-to-year student progress was not available for PreACT scores, the CSRC scorecard contains partial outcome data this year for the high school scorecard. The school’s score should not be compared with the score for any previous or subsequent year. The school scored 66.0% of 100 possible points for K4 through eighth grade and 81.5% of 85 possible points for the high school. See Appendix C for school scorecard information.

Additionally, for schools with students in both kindergarten through eighth grade and in high school, Evident Change calculated a weighted average score for the entire school (kindergarten through twelfth grade). The weighted average is simply a measure that considers the number of students to which it was applied. Evident Change assigned the weight of each individual report card's score based on the number of students enrolled in each academy at the end of the school year. When combined, MAS had an overall weighted average score of 70.1% for the current school year.³⁵

IV. SUMMARY AND RECOMMENDATIONS

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

³⁵ Of the 1,217 students enrolled at the end of the school year, 73.5% were in K4 through eighth grades, and 26.5% were in high school. Those percentages were used to calculate the weighted scorecard percentages.

APPENDICES

- A. CONTRACT COMPLIANCE CHART**
- B. TREND INFORMATION**
- C. CSRC 2022–23 SCHOOL SCORECARDS**
- D. STUDENT LEARNING MEMORANDUMS**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
MILWAUKEE ACADEMY OF SCIENCE			
OVERVIEW OF COMPLIANCE WITH EDUCATION-RELATED CONTRACT PROVISIONS 2022–23			
CONTRACT SECTION	EDUCATION-RELATED CONTRACT PROVISION	REPORT REFERENCE PAGE(S)	PROVISION MET OR NOT
Section I, B	Description of educational program.	pp. 2–3	Met
Section I, V	Annual school calendar provided.	p. 5–6	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	Administration of required standardized tests:		
	a. K4 – 8th grade and	a. pp. 25–29	a. Met
	b. 9th – 12th grade.	b. pp. 29–31	b. Met
Section I, D	Written annual plan for graduation.	p 24	Met
Section I, D	<i>Academic criterion #1:</i> Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 15–23	Met
Section I, D	<i>Academic criterion #2:</i> 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. p 33	a. Not met (47.4%)
	b. 4th – 8th grade students at or above proficient on the Forward Exam in Math the prior year: 50% will maintain proficiency.	b. p 33	b. Met (62.1%)
	c. Second-grade students at or above summed score benchmark in reading (PALS): At least 75.0% will remain at or above.	c. p 32	c. Met (93.1%)
	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. ³⁶	d. N/A	d. N/A

³⁶ This requirement meets academic criteria 2 and 3 for ninth- and tenth-grade students.

TABLE A

**MILWAUKEE ACADEMY OF SCIENCE
OVERVIEW OF COMPLIANCE WITH EDUCATION-RELATED CONTRACT PROVISIONS 2022-23**

CONTRACT SECTION	EDUCATION-RELATED CONTRACT PROVISION	REPORT REFERENCE PAGE(S)	PROVISION MET OR NOT
Section I, D	<p><i>Academic criterion #3:</i> Year-to-year achievement measures for students below proficient.</p> <p>a. 4th – 8th grade students below proficiency on the Forward Exam in ELA the prior year: 35% will demonstrate progress.</p> <p>b. 4th – 8th grade students below proficiency on the Forward Exam in Math the prior year: 35% will demonstrate progress.</p>	<p>a. p 33</p> <p>b. p 33</p>	<p>a. Met (36.5%)</p> <p>b. Met (39.2%)</p>
Section I, E	Parental involvement.	p 6	Partially Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 4-5	Partially Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 9-11, 15	Met
Section I, K	Discipline procedures.	p 7	Met

APPENDIX B: TREND INFORMATION

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

TABLE B1					
MILWAUKEE ACADEMY OF SCIENCE STUDENT ENROLLMENT					
YEAR	NUMBER ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)
2018–19	1,127	33	131	1,028	1,002 (89.0%)
2019–20	1,216	20	99	1,137	1,121 (92.2%)
2020–21	1,266	23	82	1,206	1,187 (93.8%)
2021–22	1,342	49	210	1,181	1,140 (84.9%)
2022–23	1,394	29	206	1,217	1,190 (85.4%)

TABLE B2			
MILWAUKEE ACADEMY OF SCIENCE STUDENT RETURN RATE			
YEAR	ENROLLED AT END OF PREVIOUS YEAR*	ENROLLED AT START OF THIS SCHOOL YEAR	RETURN RATE
2018–19*	874	751	85.9%
2019–20**	1,001	870	86.9%
2020–21**	1,097	1,012	92.3%
2021–22**	1,170	1,013	86.6%
2022–23**	1,121	982	87.6%

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

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

TABLE B3			
MILWAUKEE ACADEMY OF SCIENCE STUDENT ATTENDANCE RATES			
YEAR	ELEMENTARY ACADEMY	JUNIOR ACADEMY	HIGH SCHOOL
2018–19	90.2%	92.3%	88.3%
2019–20	90.5%	91.9%	89.6%
2020–21	82.8%	83.3%	86.1%
2021–22	86.0%	84.9%	84.7%
2022–23	87.0%	87.5%	85.8%

TABLE B4						
MILWAUKEE ACADEMY OF SCIENCE OUT-OF-SCHOOL SUSPENSIONS						
YEAR	ELEMENTARY ACADEMY		JUNIOR ACADEMY		HIGH SCHOOL	
	% SUSPENDED	AVG. DAYS OUT	% SUSPENDED	AVG. DAYS OUT	% SUSPENDED	AVG. DAYS OUT
2018–19	14.6%	3.0	24.2%	3.6	24.6%	4.1
2019–20	19.5%	2.9	24.4%	3.0	24.2%	3.1
2020–21 ³⁷	N/A	N/A	N/A	N/A	N/A	N/A
2021–22	18.8%	3.1	54.2%	5.8	20.0%	3.3
2022–23	13.7%	3.7	42.2%	2.8	24.0%	5.0

TABLE B5			
MILWAUKEE ACADEMY OF SCIENCE PARENT–TEACHER CONFERENCE PARTICIPATION			
YEAR	ELEMENTARY ACADEMY	JUNIOR ACADEMY	HIGH SCHOOL
2018–19	100.0%	99.6%	94.4%
2019–20	100.0%	98.8%	96.1%
2020–21	100.0%	97.6%	98.2%
2021–22	100.0%	89.3%	93.4%
2022–23	100.0%	93.9%	95.2%

³⁷ The 2022–21 school year was partially virtual due to COVID restrictions; suspension data not applicable.

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

YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2018-19	98.6%
2019-20	93.9%
2020-21	100.0%
2021-22	93.5%
2022-23	92.0%

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

YEAR	RATE
2018-19	83.8%
2019-20	95.7%
2020-21	87.8%
2021-22	87.3%
2022-23	87.3%

APPENDIX C: CSRC 2022–23 SCHOOL SCORECARDS

CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD

r: 06/20

K–8TH GRADE

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%

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

• PreACT Secure—% 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
• DPI graduation rate	5.0



35.0%

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

• PreACT Secure English—% students at or above spring benchmark	2.5
• PreACT Secure 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, Evident Change does not report data on scorecard items with fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard, and the total score will be calculated to reflect each school's denominator.

TABLE C1

**MILWAUKEE ACADEMY OF SCIENCE
CSRC ELEMENTARY SCHOOL (K THROUGH 8TH GRADE) SCORECARD 2022–23**

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%	47.9%	1.9
	% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0		93.1%	5.6
Student Academic Progress: 3rd – 8th Grades	<i>Forward Exam reading:</i> % maintained proficient/advanced	5.0	35.0%	47.4%	2.4
	<i>Forward Exam math:</i> % maintained proficient/advanced	5.0		62.1%	3.1
	<i>Forward Exam reading:</i> % below proficient who progressed	12.5		36.5%	4.6
	<i>Forward Exam math:</i> % below proficient who progressed	12.5		39.2%	4.9
Local Measures*	% met reading	6.25	25.0%	76.8%	4.8
	% met math	6.25		77.4%	4.8
	% met writing	6.25		83.4%	5.2
	% met special education	6.25		96.2%	6.0
Student Academic Achievement: 3rd – 8th Grades	<i>Forward Exam English/language arts:</i> % at/above proficient	2.5	5.0%	7.4%	0.2
	<i>Forward Exam math:</i> % at/above proficient	2.5		10.9%	0.3
Engagement	Student attendance rate	5.0	25.0%	87.2%	4.4
	Student reenrollment	5.0		87.9%	4.4
	Student retention	5.0		87.7%	4.4
	Teacher retention rate†	5.0		91.0%	4.6
	Teacher return rate†	5.0		87.3%	4.4
TOTAL		100.0			66.0
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					66.0%

*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 C2

**MILWAUKEE ACADEMY OF SCIENCE
CSRC HIGH SCHOOL (9TH – 12TH GRADE) SCORECARD 2022–23**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress:	PreACT Secure —% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	35.0%	Not available	
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		87.8%	6.6
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		87.4%	6.6
12th Grade	Graduation rate (DPI)*	5.0		89.6%	4.5
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		100.0%	2.5
	% of graduates with ACT composite score of 19.6 or higher	2.5		7.6%	0.2
Local Measures	% met reading	5.0	20.0%	89.6%	4.5
	% met math	5.0		60.9%	3.0
	% met writing	5.0		81.3%	4.1
	% met special education	5.0		100.0%	5.0
Student Academic Achievement: 9th and 10th Grades	<i>PreACT Secure English</i> : % of 9th and 10th grade students at or above benchmark	2.5	5.0%	14.4%	0.4
	<i>PreACT Secure math</i> : % of 9th and 10th grade students at or above benchmark	2.5		2.8%	0.1
Engagement	Student attendance	5.0	25.0%	85.8%	4.3
	Student reenrollment	5.0		90.2%	4.5
	Student retention	5.0		79.3%	4.0
	Teacher retention rate†	5.0		91.0%	4.6
	Teacher return rate†	5.0		87.3%	4.4
TOTAL		85.0			69.3
HIGH SCHOOL SCORECARD PERCENTAGE					81.5%

*Based on 2021–22 four-year rate, the most recent available at the time of this report.

†Combined rate for all academies.

APPENDIX D: STUDENT LEARNING MEMORANDUMS

FOR MILWAUKEE ACADEMY OF SCIENCE ELEMENTARY ACADEMY

TO: Evident Change and the CSRC
FROM: MAS Elementary Academy
SUBJECT: Learning Memo for the 2022-23 Academic Year
DATE: September 26, 2022

This memorandum of understanding includes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by leadership and/or staff at the school in consultation with staff from Evident Change and the CSRC.

The school will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide them to Evident Change, the educational monitoring agent contracted by the CSRC. The school will also provide, for all standardized tests, data files downloaded directly from the test publisher. If such files are not available, the school will provide paper printouts (scanned or via mail) that include standardized test results from the test publisher. All required elements related to the following outcomes are described in the "Learning Memo Data Requirements" section.

Evident Change requests electronic submission of year-end data by the fifth day following the last day of student attendance for the academic year, or June 9, 2023.

ENROLLMENT

Milwaukee Academy of Science (MAS) will record enrollment dates for every student. Individual student information and actual enrollment dates will be added to PowerSchool upon admission. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason will be determined and recorded in PowerSchool. A specific reason for each expulsion is required for each student. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

ATTENDANCE

The school will maintain appropriate attendance records. A student is marked partial day (excused or unexcused) if the student arrives after 10:44 a.m. or leaves before 12:46 p.m. MAS will achieve an attendance rate of at least 90% for all students enrolled at any time during the school year. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

PARENT PARTICIPATION

Parents of 100% students enrolled for the entire school year will participate in two of three scheduled parent–teacher conferences. If a parent does not attend a scheduled conference at the school, MAS will conduct the conference with the parent via phone, virtual meeting, or home visit; all methods will count as participation. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

SPECIAL EDUCATION NEEDS STUDENTS

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

ACADEMIC ACHIEVEMENT: LOCAL MEASURES

LITERACY AND MATH

At least 85% of K4 students who are enrolled for the entire year and complete the 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 assessment.

At least 85% 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 MAS staff based on the assessments' 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 with national grade-level averages based on the 2020 Northwest Evaluation Association (NWEA) normative study. For the cohort of students who were enrolled for the entire year and completed both the fall and spring tests, Evident Change 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 the fall test scores and the student's current grade level, a target growth Rasch unit (RIT) score for the spring test is given to the student.

- 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's spring RIT score is within one point of the MAP growth target score; students who were within one point of their growth target score 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 higher. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

INDIVIDUALIZED EDUCATION PROGRAM GOALS

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

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

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

PALS FOR K4 THROUGH SECOND-GRADE STUDENTS³⁸

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

WISCONSIN FORWARD EXAM FOR THIRD- THROUGH FIFTH-GRADE STUDENTS

The Wisconsin Forward Exam will be administered annually within timeframes specified by DPI. This standardized assessment will produce an English/language arts (ELA) and a math score for all third, fourth, and fifth graders. Fourth-grade students also will complete the science and social studies tests. Results will be reported for students enrolled on the third Friday of September who remained at the school until the spring Forward Exam. Data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

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

YEAR-TO-YEAR ACHIEVEMENT³⁹

Evident Change will report progress for students who completed standardized tests in consecutive school years at the same school.⁴⁰ The CSRC's expectations for student progress follow.

- For students who take the PALS assessment in two consecutive years: At least 75% of students who met the summed score benchmark the previous spring as first graders will remain at or above the second-grade summed score benchmark in the spring of the current school year.
- For students who take the Forward Exam in two consecutive years:
 - » At least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency. At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency.
 - » At least 35% of fourth through eighth graders who were below proficiency in ELA and/or math in the prior year will demonstrate progress.

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

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

STUDENT LEARNING MEMORANDUM FOR MILWAUKEE ACADEMY OF SCIENCE JUNIOR ACADEMY

TO: Evident Change and the CSRC
FROM: MAS Junior Academy
SUBJECT: Learning Memo for the 2022–23 Academic Year
DATE: October 20, 2022

This memorandum of understanding describes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by school leadership and/or staff at Milwaukee Academy of Science (MAS) Junior Academy in consultation with staff from Evident Change and the CSRC.

MAS will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide that data to Evident Change, the educational monitoring agent contracted by the CSRC. The school will also provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are not available, the school will provide paper printouts (scanned or via mail) that include standardized test results from the test publisher.

Evident Change requests electronic submission of year-end data by the fifth day after the last day of student attendance for the academic year, or June 9, 2023.

All required elements related to the following outcomes are described in the “Learning Memo Data Requirements” section.

ENROLLMENT

MAS will record enrollment dates for all students. Upon admission, each student will have their information and actual enrollment date added to PowerSchool.

TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason for withdrawal will be recorded in PowerSchool. Specific reasons for each expulsion are required.

ATTENDANCE

MAS will maintain appropriate attendance records. Students who arrive at school by 10:44 a.m. will be marked present for the entire day.⁴¹ 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 95%.

PARENT PARTICIPATION

Parents of at least 95% of students enrolled for the entire school year will participate in two of three scheduled parent–teacher conferences. Participation will count if the parent meets with any teacher virtually, in person at the school, via phone, or at the student’s home during each of the three conference periods.

SPECIAL EDUCATION NEEDS STUDENTS

MAS will maintain updated records on all students who receive special education services at the school, including students who were evaluated but not eligible for services.

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 with national grade-level averages (i.e., normative means) based on the 2020 NWEA normative study. For the cohort of students who complete the fall and spring tests, Evident Change will report progress for students

⁴¹ Students who arrive before 10:44 a.m. are in attendance at least 67% of the entire school day.

who are above the normative mean for their grade level and students at or below the normative mean for their grade level. Based on fall test scores and the student's current grade level, a target growth Rasch unit (RIT) score for the spring test is given to each student.

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

At least 83% of all students who complete both the fall and spring assessments and are enrolled for the entire school year will show progress this year.

MATH

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

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

Of all students who complete the fall and spring assessments and are enrolled for the entire school year, at least 83% will show progress this year.

WRITING

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

IEP GOALS

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

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

The Wisconsin Forward Exam will be administered to sixth-, seventh- and eighth-grade students annually within timeframes specified by DPI. This standardized assessment will produce an English/language arts (ELA) score and a math score for junior academy students. Eighth-grade students also will complete the science and social studies tests. Results will be reported for students enrolled on the third Friday of September and who remained at the school until the spring Forward Exam.

YEAR-TO-YEAR PROGRESS

Evident Change will report year-to-year progress for students who completed the Forward Exam in two consecutive school years at the same school.⁴² The CSRC expects that at least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency. At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency. At least 35% of fourth through eighth graders who were below proficiency in ELA and/or math the prior year will demonstrate progress.

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

STUDENT LEARNING MEMORANDUM FOR MILWAUKEE ACADEMY OF SCIENCE HIGH SCHOOL

TO: Evident Change and the CSRC
FROM: MAS High School
SUBJECT: Learning Memo for the 2022–23 Academic Year
DATE: October 20, 2022

This memorandum of understanding describes minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students’ academic progress. These outcomes have been defined by the leadership and/or staff at Milwaukee Academy of Science (MAS) High School in consultation with staff from Evident Change and the CSRC.

MAS will record student data in PowerSchool and/or Microsoft Excel spreadsheets and provide that data to Evident Change, the educational monitoring agent contracted by the CSRC. The school will also provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are not available, the school will provide paper printouts (scanned or via mail) that include standardized test results from the test publisher.

Evident Change requests electronic submission of year-end data by the fifth day after the last day of student attendance for the academic year, or June 9, 2023.

All required data elements related to the following outcomes are described in the “Learning Memo Data Requirements” section.

ENROLLMENT

MAS will record enrollment dates for every high school student. When a student is admitted, their information and actual enrollment date will be added to the school’s database.

TERMINATION/WITHDRAWAL

For every student who leaves the school, an exit date and reason will be recorded in the school's database. Specific reasons for each expulsion are required.

ATTENDANCE

MAS will maintain appropriate attendance records. Attendance will be recorded in compliance with the Wisconsin Department of Public Instruction (DPI) attendance standard used for recording in WISEdata. MAS will achieve a high school attendance rate of at least 93%.

PARENT/GUARDIAN PARTICIPATION

Parents of at least 90% of students enrolled for the entire school year will participate in two of three scheduled parent-teacher conferences. Participation will count if the conference is held at the school, via phone, virtually, or at the student's home.

SPECIAL EDUCATION NEEDS STUDENTS

MAS will maintain records on all students who received special education services during the year, including students who were evaluated but not eligible for services.

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's plan will incorporate the following.

- Information about the student's postsecondary plans.

- A schedule reflecting plans for completing 4.0 credits in English, 4.0 credits in math, 6.0 credits in science, 3.0 credits in social studies, 2.0 credits in foreign language, 1.5 credits in physical education, 0.5 credits in health, and 3.0 credits in other electives.⁴³
- Evidence of parent/guardian/family involvement. A school counselor will review each student's graduation plan with their parent(s) by the end of the school year via face-to-face or phone conference. If a parent does not participate in one of these sessions, MAS will have a conference with the student and send a written report to the parent via postal mail.

The school counselor will meet with each twelfth-grade student by the end of first trimester to discuss the student's graduation plan.

Students' course schedules will be reviewed by the assistant principal and/or the school counselor by the end of the school year to determine whether each student is on track toward earning credits and whether the student will need to enroll in credit recovery or summer school.

HIGH SCHOOL GRADUATION REQUIREMENTS⁴⁴

Among students enrolled for the entire school year, at least 85% of ninth graders will complete 6.0 or more credits; 90% of tenth graders will complete 12.0 or more credits; 95% of eleventh graders will complete 18.0 or more credits, and 100% of twelfth graders will earn 24.0 or more of the required credits and graduate.

POSTSECONDARY PLANS FOR TWELFTH GRADERS

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

⁴³ Some special education students will have alternate credit requirements as noted in their individualized education programs (IEPs) based on a disability-related need or a schedule modification.

⁴⁴ This item depends on the school's high school graduation requirements and the timing of the student's coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year. Some special education students' IEPs indicate that they will need more than four years of study to graduate. However, these students are promoted for this school year from ninth to tenth grade with 5.5 credits, tenth to eleventh grade with 11.0 credits, and eleventh to twelfth grade with 16.5 credits. All special education students are required to accumulate 22.0 credits to graduate from MAS.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES

LITERACY

Reading progress for ninth through twelfth graders will be demonstrated by changes in their Lexile level scores as measured by the Houghton Mifflin Harcourt Reading Inventory (HMHRI) 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.⁴⁵ If the goal is reached before the end of the year, that will be the reported score.

MATH

Math progress for ninth through twelfth graders enrolled in a math course during the school year will be measured by the comprehensive tests for the math course in which they are enrolled.⁴⁶ The end-of-year test results will be reported to Evident Change. 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 tests at the end of the school year.⁴⁷

WRITING

By the end of the final marking period, students in ninth through twelfth grades will have had writing samples assessed. Writing skills will be assessed in the following six domains based on grade level or 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.

⁴⁵ These increases indicate that students in these respective grade levels made one year of progress in acquiring comprehension and vocabulary skills.

⁴⁶ The math courses offered to high school students are algebra, geometry, advanced algebra, advanced algebra II, precalculus, college math, and statistics.

⁴⁷ The school will provide scores for students enrolled in the same math course for the entire school year.

IEP GOALS

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

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

PREACT FOR NINTH- AND TENTH-GRADE STUDENTS

All ninth- and tenth-grade students are required to take all subtests of the PreACT in the timeframe required by DPI. Results will be reported for students who were enrolled on the third Friday of September and remained at the school until the spring test.

WISCONSIN FORWARD EXAM SOCIAL STUDIES ASSESSMENT FOR TENTH-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 who were enrolled on the third Friday of September and remained at the school until the spring Forward Exam.

ACT FOR ELEVENTH- AND TWELFTH-GRADE STUDENTS

All eleventh-grade students are required to take all subtests of the ACT Plus Writing in the timeframe required by DPI. Results will be reported for students who were enrolled at the end of the school year.

MAS will encourage all twelfth graders to take the ACT or ACT Plus Writing in the fall of the school year. The ACT for twelfth graders is not required but encouraged by the CSRC. Results will be reported for students who were enrolled at the end of the school year.

YEAR-TO-YEAR PROGRESS

In prior years, Evident Change reported year-to-year progress from ninth to tenth grade and from tenth to eleventh grade using comparable tests (i.e., ACT EXPLORE, ACT PLAN, and ACT for ninth through eleventh grades and subsequently the ACT Aspire for ninth to tenth grade). Starting with the 2022–23 school year, DPI changed the required standardized test for ninth and tenth graders from the ACT Aspire to the PreACT. A final decision regarding year-to-year progress from last year to the current school year will be made by the CSRC at a later date and reflected in the 2022–23 monitoring report.