

Milwaukee Academy of Science

Programmatic Profile and Educational Performance

2014–15 School Year

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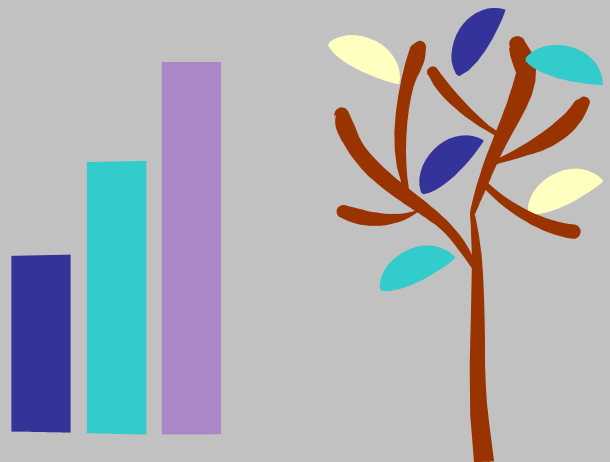


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EXECUTIVE SUMMARY
for
Milwaukee Academy of Science
2014–15

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

I. CONTRACT COMPLIANCE SUMMARY¹

One provision was not met this year: One of the instructional staff did not hold a Wisconsin Department of Public Instruction (DPI) license or permit.²

DPI embargoed eleventh-grade ACT data until October 2015. Compliance with the two provisions related to eleventh-grade ACT results and PLAN-to-ACT results are pending until the embargo is lifted.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Primary Measures of Educational Progress

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

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

Primary/Elementary Academy (K4 Through Fifth Grade)

- Of K4 students, 70 completed the fall and spring Phonological Awareness Literacy Screening (PALS) PreK assessments; at the time of the spring test, 90.0% of those students were at or above the developmental range for five or more of seven completed tasks. The school’s goal was 85.0%.
- Of K5 students, 77 completed the fall and spring PALS-K assessments; most (90.9%) of those students were at or above the spring summed-score benchmark. The school’s goal was 85.0%.

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

² A special education teacher for the junior academy did not have a DPI license.

- Of first through fifth graders, 356 completed the fall and spring Measures of Academic Progress (MAP) reading tests. Overall, 72.2% of those students showed progress on the spring test. The school's goal was 70.0%.
- Of K4 and K5 students, 152 completed fall and spring assessments based on the SRA Real Math curriculum. Most (86.8%) of those students acquired at least 80.0% of the math competencies designated as benchmarks. The school's goal was 80.0%.
- Of first through fifth graders, 354 completed the fall and spring MAP math tests. Overall, 71.5% of those students showed progress on the spring test. The school's goal was 70.0%.
- Of 188 third- through fifth-grade students assessed in writing, 76.6% achieved a score of 12 or more points, meeting the school's goal of 75.0%.
- Of 34 primary/elementary academy students with IEP goals reviewed during the year, 97.1% met one or more of their goals this year. The school's goal was 80.0%.

Junior Academy (Sixth Through Eighth Grades)

- Of sixth through eighth graders, 196 completed the fall and spring MAP reading tests. Overall, 77.0% of those students showed progress on the spring test. The school's goal was 72.0%.
- Of sixth through eighth graders, 195 completed the fall and spring MAP math tests. Overall, 81.0% of those students showed progress on the spring test. The school's goal was 72.0%.
- A total of 195 sixth- through eighth-grade students were assessed in writing. Three quarters (74.9%) of those students received a score of 18 or more; the school's goal was 72.0%.
- Of 16 junior academy students with IEP goals reviewed during the year, 87.5% met one or more of their goals this year. The school's goal was 80.0%.

High School (Ninth Through Twelfth Grades)

- Of ninth graders, 71 took the ACT Aspire reading and English tests in the fall and spring of the school year. At the time of the spring test, 62 (87.3%) students reached the benchmark or improved at least one point in English or reading. The school's goal was 70.0%.
- Of 89 tenth through twelfth graders who completed fall and spring Scholastic Reading Inventory assessments, 50.6% showed improvement between tests; the school's goal was 70.0%.

- Of ninth graders, 71 took the Aspire math subtest in the fall and spring of the school year. At the time of the spring test, 42 (59.2%) had reached the math benchmark or improved at least one point from fall to spring. The school's goal was 70.0%.
- Of 89 tenth through twelfth graders who completed final math assessments for the math course in which they were enrolled, 56.2% scored 70.0% or better on the end-of-year assessment. The school's goal was 65.0%.
- Of 162 high school students who were enrolled for the entire school year and completed the spring writing assessments, 63.6% received a score of 18 or higher in the spring; the school's goal was 65.0%.
- Of 16 high school students with IEP goals reviewed during the year, 68.8% met one or more of their goals this year. The school's goal was 80.0%.
- Graduation plans were developed for all 165 high school students enrolled at the end of the school year. The school's goal was to develop a plan for all students.
- Ninth graders earned an average of 6.7 credits; tenth graders accumulated an average of 12.8 credits; eleventh graders accumulated an average of 20.2 credits; and twelfth graders accumulated, on average, 26.5 credits. A large majority (140, or 84.8%) of students were promoted to the next grade or graduated from high school this year.

2. Secondary Measures of Educational Outcomes

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

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

The primary/elementary academy met two of their internal goals (parent participation and special education student records), the junior academy met all three of their internal goals (attendance, parent participation, and special education student records), and the high school met four of their five internal goals.³

³ The high school met the parent participation, special education student records, testing of new enrollees, and graduation plan goals but did not meet its internal goal for attendance.

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

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

- Year-to-year progress for second through eighth graders: Data regarding year-to-year academic achievement on the DPI standardized tests for third through eighth graders are not available this year due to the discontinuance of the Wisconsin Knowledge and Concepts Examination as well as the first year of application of the PALS to second graders and the Badger Exam to third through eighth graders.
- EXPLORE to Aspire: ACT changed from the EXPLORE/PLAN series in 2013–14 to Aspire in 2014–15. While benchmarks from both tests are comparable, the two-digit EXPLORE scale score could not be compared with the three-digit Aspire scale score to determine the change in scores from year to year. Therefore, year-to-year results are not available this year for tenth-grade students.
- PLAN to ACT:⁴ DPI embargoed eleventh-grade ACT results until October 2015. PLAN-to-ACT results will be added to this report as soon as the embargo is lifted.

C. CSRC Scorecard

The school scored 79.4% for K4 through eighth grade and 79.6% for the high school on the CSRC scorecard. The weighted overall score was 79.4%.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The school addressed all of the recommendations in its 2013–14 programmatic profile and educational performance report. To continue a focused school improvement plan, CRC reviewed MAS's academic achievement data for the last school year and solicited input from school staff to formulate these recommendations for the 2015–16 year.

For the Primary/Elementary Academy

- Create interim assessments for second through fifth graders in reading and math so that teachers can more regularly monitor individual students' acquisition of required skills.
- Continue to work with parents to increase their engagement and collaboration with MAS teachers in an effort to improve students' achievement in reading and math. Specifically, staff should provide parents with additional opportunities to acquire skills

⁴ ACT series benchmarks for 2014–15 were different from the benchmarks used in previous years; this occurred for two reasons. First, a 2013 ACT study resulted in a shift in the benchmark scores for some subtests. Second, in 2014–15, schools were required to test students in the spring instead of the fall semester. Year-to-year progress measures were changed to reflect spring-to-spring results for tenth and eleventh graders. This resulted in a switch to spring benchmarks, which are somewhat higher than the fall benchmarks for each grade level.

to increase their child's engagement in the learning process at school and at home. Some of these opportunities should include sessions that engage parents in specific activities with their children that can also be conducted in the home or other settings.

For the Junior Academy

- Expand career exploration in class activities so that students become more knowledgeable about an array of new and emerging professional fields.
- Use teacher effectiveness data to design professional development directions for each staff person and organize interactions to appropriately support teachers in the achievement of their developmental goals.

For the High School

- Focus on increasing student engagement and expanding ownership of students' specific goals and aspirations. This will be accomplished by helping students obtain internships, mentors, field experiences, and real-world applications of what they are learning.
- Strengthen the use of data-driven instruction by setting specific objectives for students within each class and evaluating student progress through formative assessments. Additionally, continue working to ensure all classes are aligned to college readiness standards and are sufficiently rigorous to enable students to succeed in postsecondary school settings.
- Use the teacher effectiveness data to design professional development directions for each staff person and organize interactions to appropriately support teachers in the achievement of their developmental goals.

V. RECOMMENDATION FOR ONGOING MONITORING

This is MAS's seventh year as a City of Milwaukee Charter School. Due to the school's contract compliance status and combined scorecard rating of 79.4%, CRC recommends that the school continue regular, annual monitoring and reporting.

I. INTRODUCTION

This is the seventh regular program monitoring report to describe educational outcomes for the Milwaukee Academy of Science (MAS), a school chartered by the City of Milwaukee. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between CSRC and the NCCD Children's Research Center (CRC).⁵

CRC used the following steps to gather the information in this report.

- Three initial site visits were conducted, wherein CRC conducted a structured interview with the primary/elementary academy, the junior academy, and the high school leadership staff; revised critical documents; and obtained copies of these documents for CRC files.
- CRC staff assisted the school in developing outcome measures for three distinct learning memorandums.
- CRC staff made additional scheduled and unscheduled site visits to observe classroom activities; student-teacher interactions; parent-staff exchanges; and overall school operations, including the clarification of necessary data collection. CRC staff also reviewed a representative sample of special education files.
- CRC staff, along with the CSRC chair, attended a meeting of the board of directors of this school to improve communications regarding the roles of the CSRC and CRC, as the educational monitor and the expectations regarding board member involvement.
- At the end of the school year, CRC conducted structured interviews with the primary/elementary academy, junior academy, and high school leadership teams.
- The school provided electronic data to CRC, which CRC compiled and analyzed.

⁵ CRC is a nonprofit social science research organization and a center of the National Council on Crime and Delinquency (NCCD).

II. PROGRAMMATIC PROFILE

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

Telephone: (414) 933-0302
Website: <http://www.milwaukeeacademyofscience.org>

President and Chief Executive Officer: Judy Merryfield
Associate Principal, Kindergarten Through Fifth Grade: Jacqueline DeJean⁶
Associate Principal, Sixth Through Eighth Grade: Kristi Bachar
Associate Principal, Ninth Through Twelfth Grade: Darrell Woodard/Chris Schwab⁷

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

According to the MAS website:

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

MAS opened in August 2000 and was chartered by UW–Milwaukee. The school began a five-year charter agreement with the City of Milwaukee in July 2008. MAS started its second five-year charter agreement during the 2013–14 school year. The school serves students in K4 through twelfth grade with a challenging curriculum that emphasizes science. MAS staff embrace the “5 E” model of teaching science: engage, explore, explain, evaluate, and extend. MAS enhances its curriculum with community partnerships to offer its students unique science opportunities.

⁶ There will be organizational changes in the leadership positions for the primary/elementary academy for the 2015–16 school year. These changes will be described in the annual report for the next school year.

⁷ Mr. Woodward resigned his position at MAS in October 2015. Mr. Schwab was the high school achievement director at that time. Upon Mr. Woodward’s resignation, Mr. Schwab stepped in as acting associate principal, and with assistance from other staff, he assumed the responsibilities for leading the high school. Mr. Schwab has been appointed associate principal for the high school for the 2015–16 school year.

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

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

2. Instructional Design

MAS emphasizes the integration of science into the general curriculum. It also provides its students with unique science opportunities at all levels. The school's overall objectives, as stated in the 2014–15 parent, student, and teacher handbooks, are threefold.

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

As part of the school's efforts to achieve these objectives, MAS teachers are trained in differentiated instruction as well as the curricular areas in which they teach. Teachers use a variety of instructional groupings, including one-on-one instruction, small-group instruction, cooperative learning, whole-group instruction, and independent study. MAS used additional grade-level teachers to assist first- through eighth-grade classroom teachers. These assistants worked under the supervision of the classroom teachers to provide supplemental instructional support to small groups in reading and math. Teachers may also team teach, which commonly occurs in inclusion classrooms with the regular education teacher and the special education teacher. The school's professionals use direct and indirect instruction methodologies, project-based learning, computer-based learning, interactive learning techniques, and experiential learning opportunities. The needs of the students and the objectives of the lessons determine the most appropriate instructional techniques.⁸

The school's curriculum is challenging and designed to meet the needs of individual learners. Open Court Reading, a research-based program with proven ability to accelerate reading skills with urban students, is used as the core reading program for the primary/elementary academy. The junior academy is departmentalized and classes are taught by content-area specialists. All students have a double reading block using Holt Elements of Literature; independent reading of self-selected novels; and other instructional strategies, including Compass Learning. The high school students also use Holt Elements of Literature as a foundation text. Teachers supplement this curriculum through the use of novels and techniques such as literature circles. The junior academy science curriculum focuses on the life sciences with an emphasis on both biology and environmental science. All high school students take biology, physical science, chemistry, technological inquiry, and physics. In addition to these science requirements, high school students have access to things such as advanced placement

⁸ This information was taken from the school's city charter application.

courses in biology and environmental science and classes in anatomy and physiology, vertebrate zoology, and engineering.

The primary/elementary and junior academy used the Measures of Academic Progress (MAP) to assess student progress in reading. Both programs used Compass Learning and the Scholastic Reading Inventory (SRI) to assess and monitor students' acquisition of higher-level reading skills.⁹

For math, MAS uses the SRA Real Math curriculum for the primary/elementary academy students. A Common Core State Standards-aligned Holt curriculum is used for the junior academy students, with the focus for eighth graders on algebraic concepts. The high school math program allows students to progress through courses in Algebra I, Geometry, and Algebra II/Trigonometry; Precalculus or Statistics; and potentially Calculus. More advanced courses are provided based on student needs.

Students start their science learning at the youngest ages by focusing on themes aligned with their reading series. The science curriculum draws on the McGraw-Hill series for K4 through fifth grade. The junior academy students use Science Plus, an active, hands-on curriculum based on the Constructivist Learning Model, which encourages students to build their own understanding of science. The older students' math and science curriculum has been strengthened by focusing on the concepts emphasized in the Common Core instructional shifts and the competencies embedded in the Aspire and ACT.

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

⁹ Compass Learning is a computer-based program that matches learning activities to students' scores on MAP.

B. School Structure

1. Board of Directors

MAS is an unincorporated association governed by the Milwaukee Science Education Consortium, a 501c(3) organization. The consortium is governed by a board of directors. It has ultimate responsibility for the school's success and is accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all of the terms of its charter are met. The board sets policy for the school and hires the school president and CEO, who, in turn, hires the staff of the school. The board has regular meetings where issues are discussed, policy is set, and school business is conducted.¹⁰

This year, there were 19 members on the board of directors: a president/CEO, vice president, secretary, treasurer, and 15 other members.¹¹ Board members represent each of the institutions of higher education that contributed to the creation of the consortium (Medical College of Wisconsin, Cardinal Stritch University, Marquette University, Alverno College, Milwaukee Area Technical College, Milwaukee School of Engineering, and UW–Milwaukee). Other board members represent major local businesses and contribute their expertise in administrative and fiscal management. Board members reflect a variety of experience and expertise, including educational administration, accounting, nonprofit leadership and management, law, development/construction, marketing/fundraising, and teaching, as well as two parent representatives.

2. Areas of Instruction

MAS administration is structured to support the ongoing improvement of the learning environment and academic achievement of all its students. The school has a president/CEO, director

¹⁰ This information is taken from the school's website and its original application to the City of Milwaukee.

¹¹ There are four other members of emeritus status.

of business services, operations coordinator, and director of development who are responsible for the overall school and its academic and financial outcomes. Three associate principals, one assistant principal, three achievement directors, a reading director, and an instructional coach oversee MAS's three academies: the primary/elementary academy, the junior academy, and the high school. The academies are assisted with their core instructional activities by special education teachers, intervention staff, other instructional specialists, and a technology team.

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

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

Students in the junior academy and high school receive instruction in language arts, writing, reading, literature, mathematics, technology, social studies, science, foreign languages, art, and physical education. Grade-level standards and benchmarks have been established for each of these curricular areas; progress is measured against these standards for each grade level. The junior academy is departmentalized in every subject area. In an effort to better prepare students for the high school experience, they move from classroom to classroom for their content instruction. These practices maximize the teachers' expertise and enable them to operate more effectively as "teacher

teams.” Most recently, high school students were given expanded opportunities to participate in advanced placement classes and other more advanced courses. In order to graduate from MAS, students must acquire 22 credits.¹² The minimum credit requirements for graduation are as follows.

- English 4.0
- Mathematics 4.0
- Social studies 3.0
- Science 5.0
- Foreign language 2.0
- Physical education/health¹³ 2.0
- Electives 2.0

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

In order to participate in the graduation ceremony, students must take the ACT during their junior year and during their senior year, maintain an 85.0% attendance rate, and have no outstanding fees.¹⁴

3. Teacher Information

MAS is on 2.5 acres of land. The primary/elementary and junior academies occupy a three-story-plus-basement building, while the high school occupies two stories of the 12-story attached “tower” building and new classrooms on the first floor. The school has a gymnasium on the north side of the building, which is currently used by all students. At the beginning of the 2013–14 academic year, MAS had 26 primary/elementary academy, 13 junior academy, and 15 high school

¹² These graduation requirements will be upgraded and become more rigorous for students who graduate in 2017. Students in this class will need four and a half credits in English, six credits in science, and two and a half elective credits.

¹³ Must include one and a half credits in physical education and half a credit in health.

¹⁴ This requirement is articulated in the 2014–15 *Student and Parent High School Handbook*.

classrooms. Numerous additional rooms are available for art, computer labs, libraries, science labs, resource areas, engineering labs, and conference rooms.

Classrooms were staffed by 32 primary/elementary academy teachers and grade-level teachers, 11 junior academy teachers, and 13 high school teachers. These classroom teachers were supported by a special education coordinator, 11 special education teachers; three intervention teachers; one science, technology, engineering, and mathematics (STEM) teacher; two physical education teachers; a STEM paraprofessional; and a computer technology specialist. Other educational support staff included a guidance counselor for ninth- through twelfth-grade students and a three-person technology team that included a librarian. In addition to the president/CEO, the school's administrative staff included a director of business service, an operations coordinator, a director of development, an operations coordinator, three associate principals, three achievement directors, an assistant principal, an instructional coach, a reading director, four office staff, and three security staff.¹⁵

At the beginning of the year, 23 (31.5%) of the 73 instructional staff were newly hired. The other 50 (68.5%) teachers returned from the 2013–14 school year and had been at the school for one to 10 years. The overall return rate from the 2013–14 to 2014–15 school year for eligible instructional staff was 75.4%.¹⁶ During the 2014–15 school year, seven (9.6%) of the 73 teachers left the school, resulting in an annual school year teacher retention rate of 90.4%.

One (1.4%) of the 73 instructional staff employed during the year did not hold a Wisconsin DPI license or permit to teach.¹⁷

¹⁵ MAS contracted with the Milwaukee Center for Independence for all food service.

¹⁶ This rate was calculated excluding the teachers who were at MAS at the end of the 2013–14 school year but who were not offered contracts for the 2014–15 school year, either due to unacceptable performance or the elimination of their instructional position. One of the returning teachers was given a promotion to an administrative position at the MAS so he did not return to the teaching staff.

¹⁷ A special education teacher with the junior academy was not licensed by the end of the school year.

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

- Teachers should create personal professional development plans and portfolios.
- Designated teams assess their common professional development needs.
- Staff attendance is mandatory on professional development days.

The school supports professional development through its preservice training and ongoing professional development opportunities. Staff members are provided with in-house support and multiple opportunities to grow as professionals.¹⁸ The school maintains a comprehensive induction program for initial (new) educators. Components include:

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

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

¹⁸ The material in this section was extracted from pages 24 and 25 of MAS's application to the city to be authorized as a charter school in July 2008 and from the *2014–15 Staff Handbook*.

Formal teacher evaluations occur on an annual basis and are used to guide decisions about contract renewals and salaries for the next school year. Assessments/evaluations of MAS teaching staff are based on the employee's commitment to his/her personal professional development and evidence of progress, as well as school budgetary constraints.

4. Hours of Instruction/School Calendar¹⁹

For primary/elementary and junior academy students, the regular school day began at 7:55 a.m. and ended at 3:20 p.m. High school students began their day between 7:40 and 9:00 a.m. and ended their day between 3:00 and 3:51 p.m. Breakfast was available to all students beginning at 8:31 a.m.

The first day of student attendance was August 18, 2014, and the last day was June 12, 2015. The school met the contract requirement for instructional/attendance days. The school held a back-to-school night for families on September 18, 2014.

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

MAS offered tutoring services, science club, robotics, athletics, etc. to junior academy students from 3:20 until about 5:30 p.m. Other activities were available for these youth and their high school peers during this same time period.²⁰ The learning lab was available for all high school students both before (7:00 to 8:31 a.m.) and after (3:00 to 5:00 p.m.) school. The lab was staffed by high school teachers and provided a place for students to complete general studying, independent reading,

¹⁹ All information in this section is available in the school calendar; MAS provided CRC with a copy of the school calendar at the beginning of the school year.

²⁰ Activities included things such as science club; job/career club; basketball; fitness; cheerleading; dance; career club; self-defense; and Pearls for Teen Girls, Inc.

research on the computer, ACT preparation, and assessments or assignments, or obtain enrichment instruction. MAS strongly encouraged students with the greatest needs to participate in the learning lab.

5. Parental Involvement

MAS recognizes that parent/family involvement is a critical component of student success.

The school encourages and solicits the engagement and involvement of parents in the following ways.

- MAS requires all parents to attend a mandatory registration meeting at the beginning of the school year. At this session, staff review the appropriate student/parent handbook. Subsequent to this review, parents and older students sign an agreement to follow the school's policy and procedures.
- MAS expects administrative and teaching staff to work with parents/families to ensure that children are coming to school regularly. It is also their responsibility to provide parents with regular and diverse opportunities to participate in school functions.
- MAS seeks regular communication with its families by having each grade level send out newsletters. These newsletters highlight upcoming school activities and describe recent student achievements and school awards. Teachers are also encouraged to communicate with parents on a regular basis via written notes, telephone, and/or email as well as to be prepared to meet with parents during parent/teacher conferences.²¹

The school also has a parent action team, which holds meetings once each month. All parents are members of this organization and are encouraged to participate so that the team can achieve its mission, which is to make MAS the best school in Milwaukee. The team provides parents with an additional link to teachers; bridges communication between parents, school, students, and teachers; helps to develop students as lifelong learners; provides leadership for the school community; and raises funds for school programs and projects.

²¹ This information was extracted from MAS's charter school application and the student and parent handbooks for the 2014–15 school year.

6. Waiting List

According to the school's administrators, the school did not have a waiting list as of June 2015. They anticipated a waiting list might develop over the summer for certain grades, but staff did not expect the number of students to be significant.

7. Discipline Policy

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

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

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

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

MAS also uses strategies consistent with good Response to Intervention (RtI) practices. RtI is a framework for implementing high-quality instruction, balanced assessment, and collaboration using a multi-tiered system to provide the support to increase success for all students. MAS's RtI has three tiers for both academics and behaviors. Each tier contains detailed information about the school's expectations and the consequences for deviation from the expectations. Details about MAS's RtI can be found in the 2014–15 parent handbook.

8. Graduation Information

MAS's guidance department provides some assistance to the school's eighth graders, but the junior academy staff work throughout the year with these students and their parents and strongly encourage them to continue their education at MAS through high school graduation. The MAS leadership team indicated that most eighth graders continue at MAS for high school. At the end of the school year, 92.6% of the eighth graders who were promoted to ninth grade were enrolled in MAS for the next school year. The remaining five students were enrolled in either another public system school or were moving out of state.²² The reasons generally stated for students not returning to MAS for high school were the desire to participate in school athletics or to pursue interests other than science and/or engineering.

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

All twelfth graders participated in a credit check and graduation progress meeting. A specific form was structured for use in these meetings so that each senior was aware of what was required of

²² The schools chosen by MAS eighth-grade graduates enrolling in MPS schools were Rufus King International School (n=2) and Riverside University High School (n=1).

him/her in order to graduate at the end of the school year. During this session, each student identified the colleges and careers of greatest interest to him/her. Each senior had two subsequent individual meetings to review his/her progress toward graduation and movements for entry into colleges or a specific career field. The counselor also helped these students with ACT registration. Individual time was available to all seniors for assistance in filling out college applications, gathering the necessary documentation, calling universities to ask diverse questions, and sending out transcripts.²³

All ninth, tenth, and eleventh graders participated in at least one individual session to develop a graduation and career plan. The guidance counselor also assisted eleventh graders with the ACT registration process. Individualized sessions were complemented by a series of other activities provided by MAS to its high school students to increase their knowledge and ability to be more successful in their careers after graduation from high school.

Students went on one college visit to UW–Madison and had multiple admission representatives from around the country come to the school to speak to students. Juniors and seniors complemented their college visit with participation in the Wisconsin Education Fair held at Mount Mary University in the fall of the school year. In January, a small group of students attended the Trade Apprentice Fair at the Center for Excellence.

In addition to admission representative visits and college tours, MAS once again partnered with the Great Lakes Foundation; a representative came and presented on various topics with each grade level. For example, some of the topics covered were types of financial aid (twelfth graders), starting to think about college early (ninth graders), and what to start doing in eleventh grade to prepare for the application process. Starting in January, they came to the school weekly to assist with applications and the completion of the Free Application for Federal Student Aid (FAFSA).

²³ The guidance counselor held college application workshops every Wednesday from 3:00 to 4:00 p.m. to assist any student with these activities.

MAS is continuing to build two other partnerships to assist students with postsecondary planning: the Marquette Upward Bound Math and Science program and the UW–Milwaukee Talent Search program. Representatives from these two organizations visit MAS regularly to meet with students and assist them in exploring and identifying specific postsecondary options.

The outcomes of these diverse activities were reported by the guidance counselor at the end of the school year. One outcome was that all 26 twelfth graders who graduated at the end of the school year were accepted into postsecondary schools, including UW–Milwaukee, Regency Beauty Institute, Mount Mary University, UW–Platteville, UW–Stevens Point, UW–Whitewater, San Diego Community College, Madison Area Technical College, and Milwaukee Area Technical College.²⁴

C. Student Population

As of September 19, 2014, 1,025 students were enrolled in K4 through twelfth grade.²⁵ During the year, 26 students enrolled in the school and 179 students withdrew.²⁶ Students withdrew for a variety of reasons. Of the primary/elementary academy students, 88 transferred to other schools, 22 moved out of the district/state, and parents of seven students withdrew them for various reasons (e.g., behavior issues, disagreement with school policies). Of the junior academy students, 13 were expelled (one for assault, 11 for fighting, and one for theft), 10 moved out of the district/state, two transferred to other schools, and four students dropped or parents withdrew for unknown reasons. Of the high school students, 19 transferred to other schools/districts, seven were dropped or were withdrawn by a parent or guardian for unknown reasons, six were expelled for fighting, and one student was dropped due to chronic attendance problems.

²⁴ By the end of summer, one additional student earned enough credits to graduate for a total of 27 students. Post-secondary information was not available for the student who graduated at the end of summer.

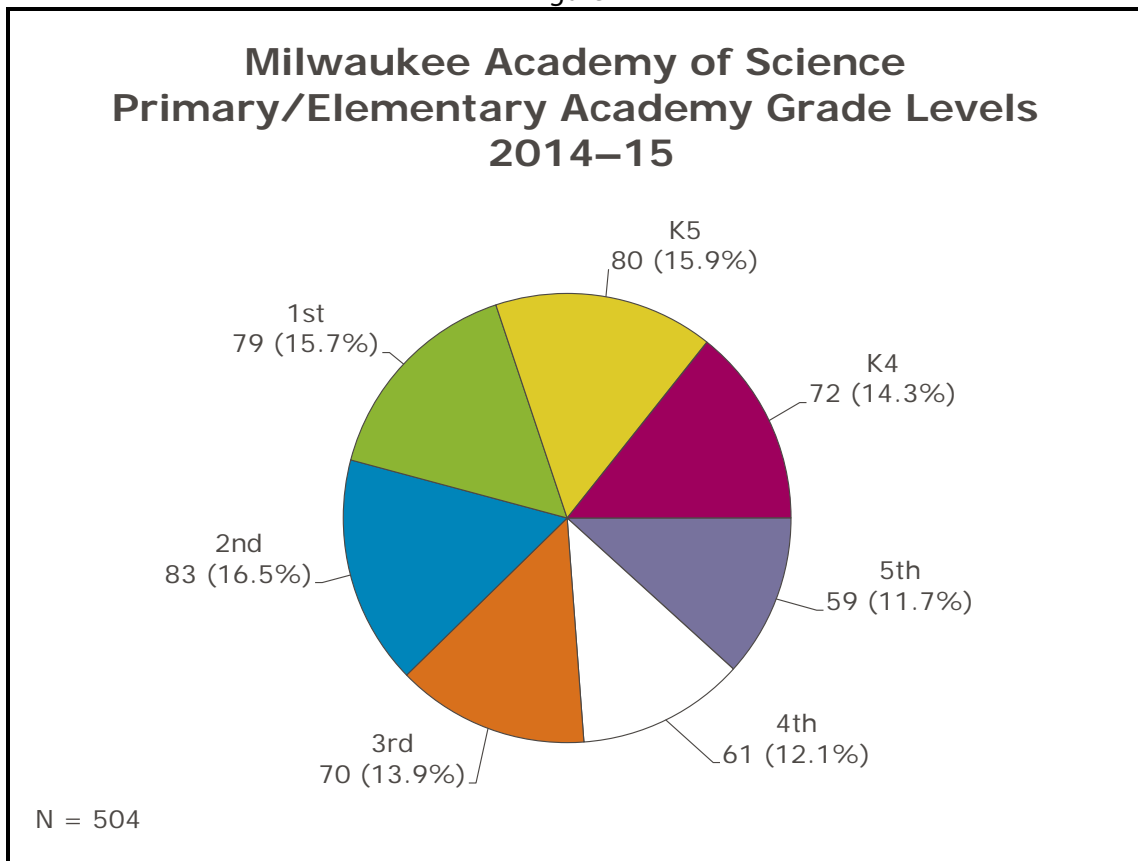
²⁵ There were 606 students in the primary/elementary academy, 224 in the junior academy, and 195 in high school.

²⁶ A total of 15 students enrolled and 117 withdrew from the primary/elementary academy; eight enrolled and 29 withdrew from the junior academy; and three enrolled and 33 withdrew from the high school.

There were 872 students enrolled at the end of the school year.

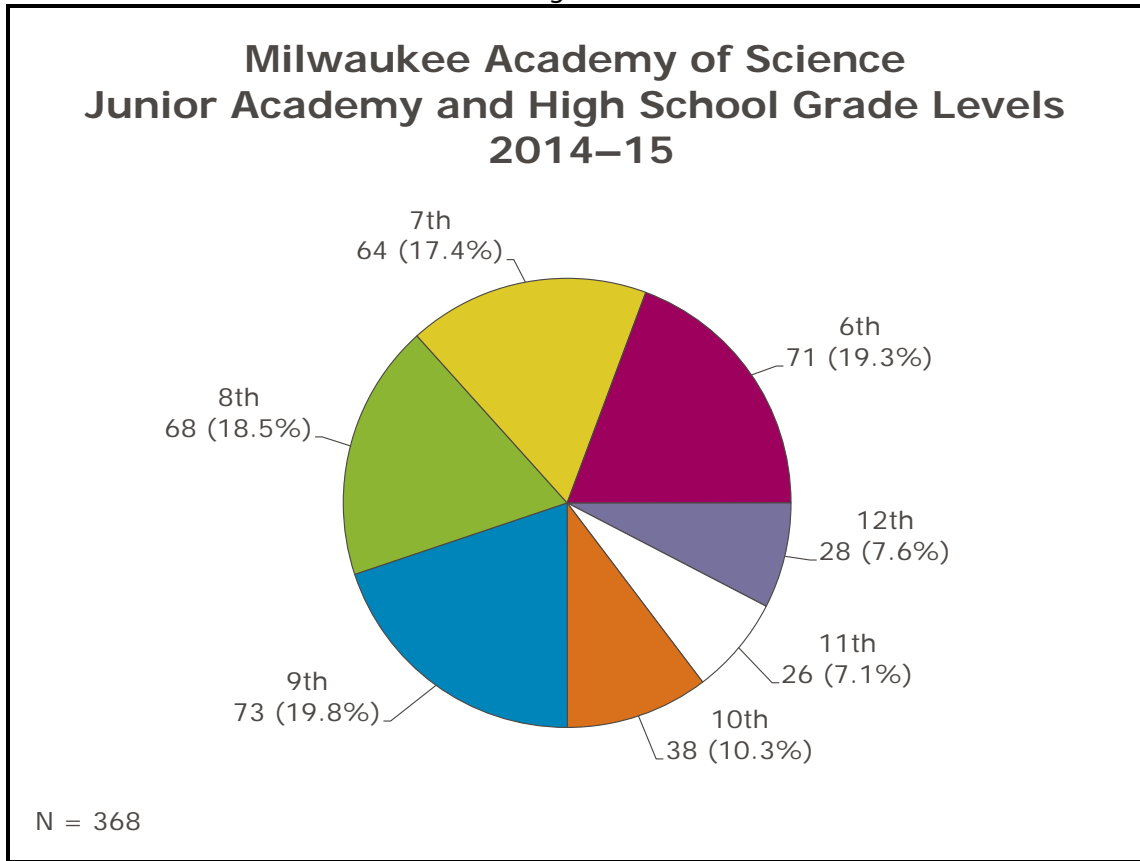
- There were 504 students in K4 through fifth grade (Figure 1), 203 in sixth through eighth grades, and 165 students in ninth through twelfth grades (Figure 2).
- Over half (464, or 53.2%) were girls and 408 (46.8%) were boys.
- There were 863 (99.0%) African American students, six (0.7%) Hispanic students, and three (0.3%) Caucasian students.
- There were 101 (11.6%) students with special education needs.²⁷ A total of 40 students had other health impairments (OHI), 22 had learning disabilities (SLD), 16 had emotional behavioral disabilities (EBD), 14 had speech and language impairments (SPL), four had cognitive disabilities (CD), three had significant developmental delays (SDD), and two students were autistic.
- All (100.0%) of the school's students were eligible for free/reduced lunch.

Figure 1



²⁷ Includes students with identified special education needs who qualified and were not dismissed at evaluation.

Figure 2



There were 1,025 students enrolled on the third Friday of September;²⁸ of these, 851 students were still enrolled on the last day of the school year. This represents an overall retention rate of 83.0%. Of 606 primary/elementary academy students who were enrolled at the beginning of the year, 493 (81.4%) were still enrolled at the end; in the junior academy, 196 (87.5%) of the 224 students enrolled at the beginning stayed for the entire year; and 162 (83.1%) of 195 high school students were retained for the year.

There were 798 students enrolled at the end of the 2013–14 school year who were eligible to return to the school, i.e., they did not graduate from eighth grade or high school; 652 of those

²⁸ The third Friday of September is considered the beginning of the school year for student tracking purposes.

students were enrolled on the third Friday in September 2014. This represents a student return rate of 81.7%.²⁹

D. Activities for Continuous School Improvement

During the year, MAS responded to all of the activities recommended in the 2013–14 programmatic profile and educational performance report. Below is a description of each recommendation and corresponding response.

For the primary/elementary academy, the focus was on the following.

- **Recommendation:** Streamline the Response to Intervention (Rtl) process so that it is more focused and uses more precise interventions. Leadership should also set benchmarks for students and monitor their achievement of these goals.

Response: A streamlined Rtl process was newly implemented for students in third through fifth grades. Staff had weekly meetings to set benchmarks for students requiring special interventions. Once benchmarks were established, the effectiveness of the interventions was monitored on a regular basis, and intervention adaptations were made if initial plans did not succeed in reaching the desired goals. This same process was continued for students in K4 through second grade.

MAS relaunched the convening of Behavior and Cultural meetings twice each month. During these sessions, staff discussed specific student behavior issues, created appropriate interventions and then monitored student behaviors for the desired changes. At these meetings, there were also discussions about the potential need for referring students for special education assessments and or newly developing needs.

- **Recommendation:** Work collaboratively with teaching staff to align all of the curriculum with the Common Core State Standards and increase the rigor within each classroom.

Response: Last summer and fall, staff redesigned their instructional units to increase the rigor of the curriculum. Additional writing assignments were included in all units. For the upper elementary levels, online learning was increased so that students' digital learning was enhanced as well as their overall literacy skills in reading and writing. For math, MAS switched to the New York math curriculum due to the rigor of the instructional materials. Finally, staff increased their expectations for student performance on the MAP and used additional MAP data to guide individual student instruction in basic skill areas.

²⁹ Of 660 K4 through seventh-grade students who were enrolled at the end of the 2013–14 school year, 542 (82.1%) were enrolled on the third Friday of September 2014. Of 138 students who were enrolled as ninth, tenth, or eleventh graders at the end of the 2013–14 school year, 110 (79.7%) returned for the 2014–15 school year.

- Recommendation: Seek out feedback from parents on how to increase parental involvement in their children’s learning.

Response: MAS created a Parent Committee to work with staff to sponsor more events for parents. Some of these event included specific activities that engaged parents in learning exercises with their children. The committee met monthly and offered suggestions to staff for ways they could increase parental involvement. MAS also launched a K4 outreach program to work with parents on increasing their skills to work on literacy and math with their children. There were more than 90 hours of outreach dedicated to this program.

For the junior academy, the focus was on improving the student competencies through the following strategies.

- Recommendation: Work collaboratively with teaching staff to align/map the science and social studies curriculum to be consistent with the Common Core standards as part of the efforts to increase the rigor of the curriculum in these two study areas.

Response: Teachers created interim assessments for these two curriculum areas and incorporated literacy/writing skills into the courses in diverse ways. The curriculum and instruction were revised based on the results of the interim assessments to better meet the students’ needs and improve their acquisition of competencies related to the Common Core standards.

- Recommendation: Allocate additional support/resources to reading and math classroom teachers so they can better focus on differentiation of their students and provide more instructional time to the lowest achievers.

Response: Both the reading and math instructional blocks were increased to 100 minutes each. These blocks are back to back and conducted by the same teachers. The school also uses co-teaching methods in these blocks due to there being a second teacher in each classroom. This makes the teachers more knowledgeable about their students’ overall basic skill levels and furthers teachers’ ability to differentiate instruction either on an individual level or within smaller groups. Teachers also use Chromebooks and other technologies as resources for their students.

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

- Recommendation: Work collaboratively with teaching staff to design more appropriate local assessments that align with the Common Core standards, College and Career Readiness Standards, and the rigor of the ACT series.

Response: The high school adopted and implemented the interim assessments developed by Noble Academy. Staff used these assessments to structure their curriculum and lesson plans. They also revised their lesson plans based on the results of each interim assessment.

- Recommendation: Strengthen data-driven instructional practices as they relate to each general classroom and RtI implementation.

Response: Staff dedicated three days to review the results of the interim assessments and other classroom assessments to adjust subsequent lesson plans and student assignments to reinforce classroom lessons. As a result of these sessions, staff are expanding their skills to use data to influence their instruction and better focus on student needs.

- Recommendation: Research and implement additional proven strategies to improve student attendance and engagement in educational endeavors. Additional steps should also be taken to reduce the amount of time students are suspended from school.

Response: After reviewing research studies on successful engagement strategies, a Positive Behavioral Interventions and Supports committee worked on creating a plan that would provide staff with alternatives to suspensions and expulsions. The overall strategy was to focus on rewards for positive behaviors rather than react to negative behaviors. This approach encouraged student leadership and the exhibition of more responsible adult behaviors among students.

III. EDUCATIONAL PERFORMANCE

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

This year, local assessment measures included student progress in literacy, mathematics, and writing, as well as IEP goals for special education students. The standardized assessment measures used were the Phonological Awareness Literacy Screen (PALS), the Badger Exam,³⁰ the Wisconsin

³⁰ The Badger Exam is a Smarter Balanced Assessment aligned with Common Core standards. Students continued to take the WKCE science and social studies tests but not the reading, math, and language arts tests.

Knowledge and Concepts Exam (WKCE) for science and social studies, the ACT Aspire,³¹ and the ACT or SAT.

A. Attendance

At the beginning of the 2014–15 academic year, the primary/elementary academy and junior academy established a goal to maintain average attendance rates of 92.0%; the high school academy's goal was 91.0%. In the primary/elementary academy, a student was considered present if he/she was at the school between 8:30 a.m. and 3:20 p.m. A student was marked as attending for a partial day if he/she arrived after 11:00 a.m. or left before 3:20 p.m. Junior academy students were marked present for the day if they arrived at school prior to 10:00 a.m. High school attendance was taken by period. Students were marked present only if they attended for the entire day. High schoolers who missed any period were marked truant.³²

Primary/Elementary Academy

- Primary/elementary academy students attended school an average of 91.1% of the time. When excused absences were included, the attendance rate rose to 91.7%.
- There were 165 students suspended from school at least once during the year. These students spent, on average, 3.0 days out of school due to suspension.

Junior Academy

- Junior academy students attended school an average of 93.8% of the time. When excused absences were included, the attendance rate rose to 94.2%.

³¹ The Aspire replaced the ACT EXPLORE and PLAN, which were developed by ACT to measure a student's preparedness to take the ACT.

³² Attendance data were provided for 1,024 students enrolled at any point during the school year. Attendance was calculated for each student by dividing the number of days attended by the number of days expected, then averaging all of the students' attendance rates.

- There were 80 students suspended from school at least once during the year. These students spent, on average, 2.3 days out of school due to suspension.

High School

- High school students attended school an average of 89.3% of the time. When excused absences were included, the attendance rate rose to 90.6%.
- There were 59 students suspended from school at least once during the year. These students spent, on average, 3.1 days out of school due to suspension.

The school has not met its attendance goal for the primary/elementary academy or high school but did meet the goal for the junior academy.³³

B. Parent Participation

The primary/elementary academy's goal related to parent participation was that parents of at least 85.0% of students enrolled for the entire school year would attend two of three scheduled parent-teacher conferences; the goal for the junior academy and high school was 80.0%.³⁴

Conferences were scheduled for November 2014, February 2015, and April 2015.

- Of the 493 primary/elementary academy students enrolled all year, parents of 464 (94.1%) attended two of three conferences.
- Of the 196 junior academy students enrolled for the entire year, parents of 194 (99.0%) attended two of three conferences.
- Of the 162 high school students enrolled all year, parents of 134 (82.7%) attended two of three conferences.

All three academies, therefore, met their goal related to parent participation.

³³ The attendance rate for students in K4 through eighth grade was 91.8%.

³⁴ Conferences with any teacher at the school, via phone, or at the student's home were counted in the participation rate.

C. Special Education Student Records

The school established a goal to maintain up-to-date records for all special education needs students. An IEP was developed and/or reviewed for all 62 primary/elementary academy, all 23 junior academy, and all 16 high school special education students enrolled at the end of the year who qualified for and were not dismissed from special education services.

In addition, CRC conducted a random review of special education files. This review indicated that IEPs were routinely completed and that parents were invited to develop and/or be involved in developing the IEP. The school therefore met its goal to maintain records on all students with special needs.³⁵

D. Local Measures of Educational Performance

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

³⁵ There were a couple of students whose annual IEP reviews were not completed prior to the end date of the previous annual IEP. Corrective actions, including automated alerts, have been taken to remedy this issue and it is not anticipated that it will occur in subsequent years.

At the beginning of the school year, MAS designated three different areas in which students' competencies would be measured: literacy, mathematics, and writing. The school also set a goal related to special education IEP goal progress.

1. Primary/Elementary Academy

a. *Literacy*

i. *PALS for K4 and K5 Students*

The PALS assessment and benchmarks are described in detail in Section F, External Standardized Measures of Educational Performance. In addition to administering the assessment as required by DPI and CSRC, MAS also elected to use the PALS-PreK and PALS-K as their local measures for students in grades K4 and K5. The school's goal for K4 was that at least 85.0% of students who completed both the fall and spring assessments would be at or above the developmental range for at least five of the seven tasks at the time of the spring assessment.

A total of 70 K4 students completed the fall and spring PALS-PreK. Almost all (63, or 90.0%) of those students were at or above the developmental range for five of the seven tasks at the time of the spring assessment, exceeding the school's goal (Table 1).

Table 1 Milwaukee Academy of Science PALS-PreK for K4 Students Number of Tasks Students at or Above Range 2014–15 (N = 70)		
Number of Tasks	N	%
Seven	57	81.4%
Six	5	7.1%
Five	1	1.4%
Four	3	4.3%
Three	2	2.9%
Two	1	1.4%
One	1	1.4%
Zero	0	0.0%

The school’s goal for K5 students was that at least 85.0% of students who completed the fall and spring PALS-K would achieve the spring summed score benchmark. A total of 77 K5 students completed the fall and spring PALS-K. Most (70, or 90.9%) of those students were at or above the spring summed score benchmark, exceeding the school’s goal (not shown).

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

First- through fifth-grade literacy skills were assessed using the MAP reading test. MAP tests are computerized, adaptive tests that measure student skills and provide educators with information necessary to build curriculum to meet their students’ needs. Every item on the MAP tests corresponds to a value on the Rasch unit (RIT) scale.³⁶ A level of difficulty is assigned to each item and each value represents an equal interval measurement, meaning the difference between scores is the same

³⁶ The RIT score indicates student skills on developmental curriculum scales or continua. There are RIT scales for each subject, so scores from one subject are not the same as for another. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest Northwest Evaluation Association (NWEA) norming study who started the year with an RIT score in the same 10-point RIT block as the individual student. For more information on the RIT score and the mean growth target score, see the NWEA website: <https://www.nwea.org/content/uploads/2014/07/MAP-Normative-Data-One-Sheet-Dec11.pdf>.

regardless of where the student scores on the scale. The RIT scale shows student understanding, regardless of grade level, which allows easy comparison from year to year. Educators can use the RIT reference chart to determine the students' level of understanding in three subject areas (reading, math, and language usage).³⁷

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

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

MAS elected to use a combination of these methods for their local measure this year. The school set goals for students who were above the normative mean for their grade level at the time of the fall test and for students who were at or below the normative mean for their grade level in the fall. First and second graders above the normative mean were expected to gain at least six RIT points from fall to spring; third through fifth graders above the normative mean in the fall were expected to increase their RIT scores by at least four points by the time of the spring test.

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

³⁷ NWEA, retrieved from <http://www.nwea.org/products-services/computer-based-adaptive-assessments/map>

progress for the year. The school's overall goal was that at least 70.0% of students in first through fifth grades who took both the fall and spring MAP assessments would make progress as described above.

In 2013–14, MAP rolled out the Common Core MAP assessment. Schools using the MAP assessments were given the opportunity to choose between the regular MAP assessment and the Common Core MAP assessment; MAS elected to switch to the Common Core version. Although the school used an alternative version of the assessment, the normative means from the 2011 study still apply.³⁸

A total of 356 first through fifth graders completed the fall and spring MAP reading test. At the time of the fall test, 117 (32.9%) students were above the normative mean for their grade level while 239 (67.1%) students were at or below the normative mean. Of the 117 students who were above the normative mean for their grade level in the fall, 101 (86.3%) met the goal as described above and 156 (65.3%) of the 239 students at or below the normative mean for their grade level in the fall met the MAP growth target at the time of the spring test (Table 2). Overall, 72.2% (257 of 356) of students progressed from fall to spring, meeting the primary/elementary academy's MAP reading goal.

³⁸ NWEA, retrieved from <http://www.nwea.org/sites/www.nwea.org/files/resources/Common%20Core-Aligned%20MAP%20and%20MPG%20FAQ%204.22.13%5B2%5D.pdf>

Table 2			
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Reading Assessment Progress for 1st Through 5th Graders Fall 2014 to Spring 2015			
Grade Level	Total N	Met Goal	
		N	%
Students Above the Normative Mean in the Fall			
1st	44	42	95.5%
2nd	23	19	82.6%
3rd	22	19	86.4%
4th	13	9	69.2%
5th	15	12	80.0%
Total	117	101	86.3%
Students at or Below the Normative Mean in the Fall			
1st	35	14	40.0%
2nd	62	41	66.1%
3rd	49	35	71.4%
4th	49	36	73.5%
5th	44	30	68.2%
Total	239	156	65.3%

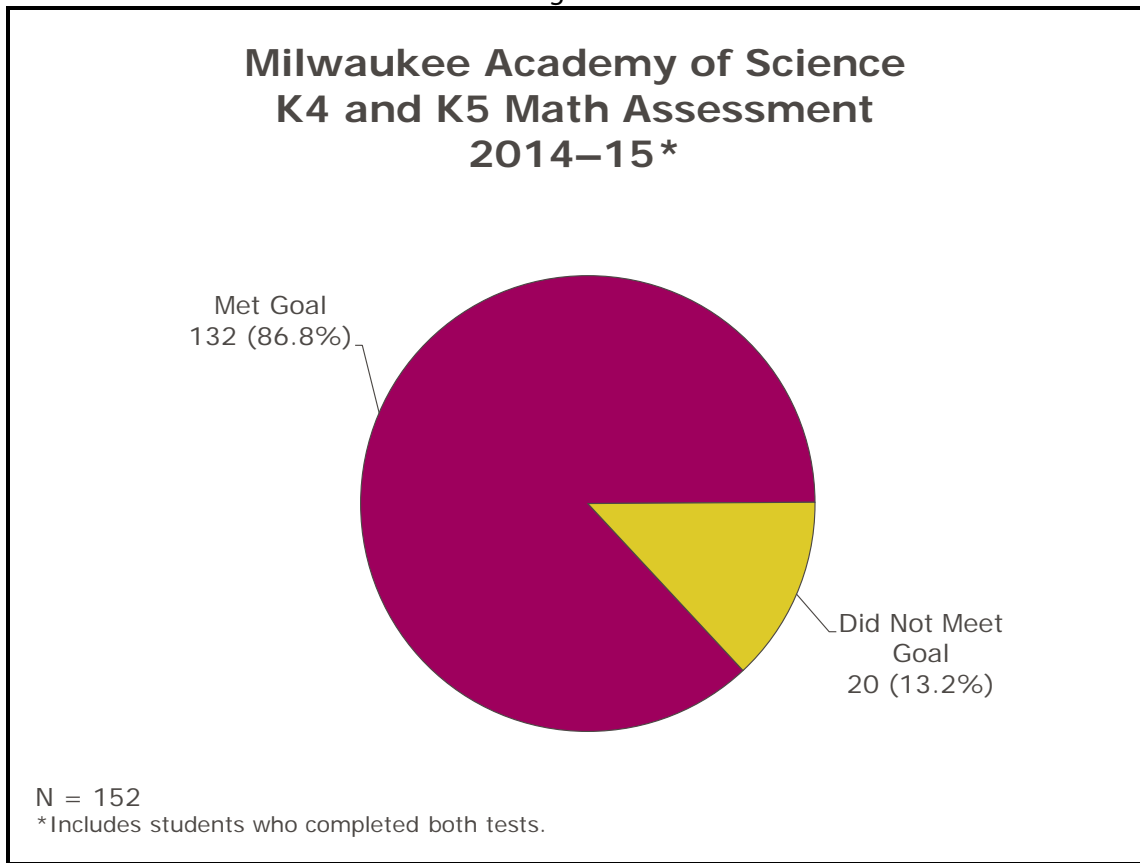
b. *Mathematics*

i. *Math Skills Assessment for K4 and K5 Students*

To assess student progress in mathematics, the school set a goal that at least 80.0% of K4 and K5 students who completed the fall and spring math skill assessments would acquire at least 80.0% of the math competencies designated as benchmarks for their grade level at the time of the spring assessment. MAS staff designed the math skills assessments based on their SRA Real Math curriculum; the skills assessments are aligned to the Common Core standards for K4 and K5 students.

At the time of the spring assessment, 86.8% of 152 K4 and K5 students who completed the fall and spring assessments had met the math goal, exceeding the school’s goal (Figure 3).

Figure 3



ii. *MAP Math Test for First Through Fifth Graders*

MAP assessments and the varying methods available for tracking student progress using MAP results are described in the reading section above. As with reading, the school set math progress goals for first- through fifth-grade students who were above the normative mean for their grade level at the time of the fall test and for students who were at or below the normative mean for their grade level in the fall. First and second graders above the normative mean were expected to gain at least six RIT points from fall to spring; third through fifth graders above the normative mean in the fall were expected to increase their RIT scores by at least four points by the time of the spring test.

For students at or below the normative mean for their grade level, progress was determined by examining whether the student met the MAP growth target based on his/her fall test score and current grade level; students who met their growth target for the year were considered to have made

adequate progress for the year. The school's overall goal was that at least 70.0% of students in first through fifth grade who took both the fall and spring MAP assessments would make progress as described above.

A total of 354 first through fifth graders completed the fall and spring MAP math tests. At the time of the fall test, 95 (26.8%) students were above the normative mean for their grade level while 259 (73.2%) students were at or below. Of the 95 students who were above the normative mean for their grade level in the fall, 90 (94.7%) met the goal as described above and 163 (62.9%) of the 259 students at or below the normative mean for their grade level in the fall met the MAP growth target at the time of the spring test (Table 3). Overall, 71.5% (253 of 354) of students progressed from fall to spring, exceeding the primary/elementary academy's MAP math goal. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students.

Table 3			
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Math Assessment Progress for 1st Through 5th Graders Fall 2014 to Spring 2015			
Grade Level	Total N	Met Goal	
		N	%
Students Above the Normative Mean in the Fall			
1st	43	43	100.0%
2nd	20	19	95.0%
3rd	14	13	92.9%
4th	8	Cannot report due to <i>n</i> size	
5th	10	7	70.0%
Total	95	90	94.7%
Students at or Below the Normative Mean in the Fall			
1st	35	16	45.7%
2nd	65	38	58.5%
3rd	57	38	66.7%
4th	53	35	66.0%
5th	49	36	73.5%
Total	259	163	62.9%

c. *Writing*

To assess student skills in writing, teachers judged student writing samples at the end of the school year and assigned a score to students in each of six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Students received a score of 1 for minimal/basic control, 2 for adequate control, or 3 for proficient/advanced control for each domain, and these were totaled for an overall score. An overall score of 12 or more indicated the student was writing at grade level. The school’s goal was for 75.0% of students in third through fifth grades to achieve an overall average score of 12 or more.

Students scored, on average, 12.8 points; over three quarters (144 of 188, or 76.6%) of third-through fifth-grade students enrolled for the entire year reached a score of 12 or more, meeting the school’s goal (Table 4).

Table 4				
Milwaukee Academy of Science				
Writing Skills for 3rd Through 5th Graders Based on Teacher Assessment				
2014–15				
Grade	N	Writing Score Average	Number Met Goal*	% Met Goal
3rd	69	13.0	52	75.4%
4th	60	12.3	42	70.0%
5th	59	13.1	50	84.7%
Total	188	12.8	144	76.6%

*Received a score of 12 or higher.

d. *IEP Goals for Special Education Students*

This year, the primary/elementary academy’s goal was that at least 80.0% of special education students would meet one or more goals defined on their IEPs as assessed by the participants in their most recent annual IEP reviews. There were 62 special education students enrolled at the end of the year; 28 of those students were new to MAS this year and/or had initial IEPs that were not due for an

assessment of student progress toward meeting goals during the 2014–15 school year. All 34 students who were enrolled in special education at MAS last year had an IEP review this year; 33 (97.1%) of those students met at least one of their IEP goals, exceeding the school’s goal.

2. Junior Academy

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

As described earlier in this report, MAP scores can be used several ways to measure student reading progress. The junior academy elected to use a combination of the different methods to measure progress for students in sixth through eighth grades. Specifically, students who were above the normative mean for their grade level at the time of the fall test were expected to increase at least one RIT point at the time of the spring test. Students who were at or below the normative mean for their grade in the fall were expected meet the MAP growth target based on their fall RIT score and current grade level. The school’s overall goal was that at least 72.0% of junior academy students would show progress as described above.

A total of 196 sixth through eighth graders completed the fall and spring MAP reading test. At the time of the fall test, 49 (25.0%) students were above the normative mean for their grade level while 147 (75.0%) students were at or below the normative mean. Of the 49 students who were above the normative mean for their grade level in the fall, 36 (73.5%) met the goal as described above and 115 (78.2%) of the 147 students at or below the normative mean for their grade level in the fall met the MAP growth target at the time of the spring test (Table 5). Overall, 77.0% (151 of 196) of students progressed from fall to spring, exceeding the junior academy’s MAP reading goal.

Table 5			
Milwaukee Academy of Science			
Local Measures of Academic Progress: MAP Reading Assessment			
Progress for 6th Through 8th Graders			
Fall 2014 to Spring 2015			
Grade Level	Total N	Met Goal	
		N	%
Students Above the Normative Mean in the Fall			
6th	9	Cannot report due to <i>n</i> size	
7th	17	14	82.4%
8th	23	16	69.6%
Total	49	36	73.5%
Students at or Below the Normative Mean in the Fall			
6th	58	46	79.3%
7th	44	39	88.6%
8th	45	30	66.7%
Total	147	115	78.2%

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

The junior academy set a local math goal similar to the reading goal described in the previous section. Specifically, students who were above the normative mean for their grade level at the time of the fall test were expected to increase at least one RIT point at the time of the spring test. Students who were at or below the normative mean for their grade in the fall were expected to meet the MAP growth target based on their fall RIT score and current grade level. The school’s overall goal was that at least 72.0% of junior academy students would show progress as described above.

A total of 195 sixth- through eighth-grade students completed the fall and spring MAP math tests. At the time of the fall test, 41 (21.0%) students were above the normative mean for their grade level while 154 (79.0%) students were at or below mean. Of the 41 students who were above the normative mean for their grade level in the fall, 35 (85.4%) met the goal as described above and 123 (79.9%) of the 154 students at or below the normative mean for their grade level in the fall met

the MAP growth target at the time of the spring test (Table 6). Overall, 81.0% (158 of 195) of students progressed from fall to spring, exceeding the junior academy’s MAP math goal.

Table 6			
Milwaukee Academy of Science Local Measures of Academic Progress: MAP Math Assessment Progress for 6th Through 8th Graders Fall 2014 to Spring 2015			
Grade Level	Total N	Met Goal	
		N	%
Students Above the Normative Mean in the Fall			
6th	10	9	90.0%
7th	14	11	78.6%
8th	17	15	88.2%
Total	41	35	85.4%
Students at or Below the Normative Mean in the Fall			
6th	56	43	76.8%
7th	47	42	89.4%
8th	51	38	74.5%
Total	154	123	79.9%

c. *Writing*

At the end of the school year, teachers judged student writing samples in six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Teachers assign 0 to 5 points in each of the six domains and combine them for an overall writing score. For junior academy students, an overall score of 18 or more indicated that the student was writing at grade level. The goal was that at least 72.0% of students in sixth through eighth grades would achieve a score of 18 or more. Students scored, on average, 19.1 points and 74.9% (146 of 195) students received a score of 18 or more, exceeding the junior academy’s writing goal (Table 7).

Table 7 Milwaukee Academy of Science Junior Academy Writing Skills Based on Teacher Assessment 2014–15				
Grade	N	Writing Score Average	Number Met Goal*	% Met Goal
6th	67	19.8	50	74.6%
7th	60	19.3	45	75.0%
8th	68	18.3	51	75.0%
Total	195	19.1	146	74.9%

*Received a score of 18 or higher.

d. *Special Education Students*

This year, the goal for the junior academy was that 80.0% of special education students would meet one or more goals on their IEP, as assessed by the participants in their most recent annual IEP review. At the end of the year, 23 special education students in sixth through eighth grades had completed IEPs; seven of those students were new to MAS this year and/or had initial IEPs developed. Of the 16 students who were enrolled in special education at MAS last year and had IEP reviews, 14 (87.5%) met one or more of the goals in their IEP, exceeding the junior academy’s special education goal.

3. High School

a. *Literacy*

i. *Aspire Reading and English Tests for Ninth and Tenth Graders*

Ninth-grade students took the Aspire in the fall and spring of the school year. The Aspire replaced the EXPLORE and PLAN for the 2014–15 school year. The assessment is described in detail in the standardized test section of this report.

The school’s internal goal related to the Aspire was that at least 70.0% of ninth graders who took both the fall and spring assessments would reach either the English or reading benchmark at the time of the spring test or improve at least one point from fall to spring. Over 70.0% of students progressed on the English subtest and over 60.0% of ninth graders progressed on the reading subtest; when combined, 87.3% of students showed literacy progress, exceeding the school’s local literacy goal for ninth graders (Table 8).

Table 8						
Milwaukee Academy of Science						
9th Grade Literacy Progress Based on Aspire English and Reading Tests						
2014–15						
(N = 71)						
Test	Students Who Achieved Benchmark		Students Who Did Not Achieve Benchmark But Increased at Least One Point From Fall to Spring		Goal Met?*	
	N	%	N	%	N	%
English	23	32.4%	32	45.1%	55	77.5%
Reading	10	14.1%	36	50.7%	46	64.7%
Overall	--	--	--	--	62	87.3%

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

ii. *Scholastic Reading Inventory for Tenth Through Twelfth Graders*³⁹

The school administered the Scholastic Reading Inventory (SRI) to tenth, eleventh, and twelfth graders in the fall and again in the spring. The goal was that at least 70.0% of students would show improvement in scores, called Lexile measures, of at least 13 points. Lexile measures can range from

³⁹ All students who were new to MAS this year were administered the Brigance reading assessment within 60 days of enrollment.

0 (beginning reader) to 1,700 and are used to help students find books that align with reading skills.⁴⁰

Lexile levels cannot be converted into grade-level units.⁴¹

Half (50.6%) of tenth, eleventh, and twelfth graders with comparable SRI measures showed improvement (as measured by a 13-point increase) in reading skills, falling short of the high school’s reading goal. On average, students improved 30.6L (Table 9).

Table 9				
Milwaukee Academy of Science				
10th, 11th, and 12th Grades				
Literacy Progress Based on SRI Measures				
2014–15				
Grade	N	Number Met Goal*	% Met Goal	Average Increase in Score
10th	36	19	52.8%	28.0 L
11th	26	12	46.2%	45.7 L
12th	27	14	51.9%	19.6 L
Total	89	45	50.6%	30.6L

*Improved by 13 or more points.

b. Mathematics

i. Aspire Math Test for Ninth Graders

Ninth-grade students completed the Aspire math test in the fall and spring of the school year. The school’s goal was that at least 70.0% of ninth graders who took both the fall and spring assessments would reach the benchmark at the time of the spring test or improve at least one point from the fall to spring. Of 71 ninth graders who completed both, eight (11.3%) reached benchmark and 34 (47.9%) did not reach benchmark but improved one point from fall to spring. Overall,

⁴⁰ The Lexile Framework for Reading, retrieved from www.lexile.com/about-lexile/lexile-overview;https://lexile-website-media-2011091601.s3.amazonaws.com/cms_page_media/135/What%20does%20the%20Lexile%20Measure%20Mean.pdf

⁴¹ The Lexile Framework for Reading, retrieved from www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/

42 (59.2%) reached the math benchmark or improved one point from fall to spring, falling short of the school’s internal math goal.

ii. *Comprehensive Math Assessment for Tenth, Eleventh, and Twelfth Graders*

To assess math progress for tenth through twelfth graders, the school set a goal that at least 65.0% of students in each math class would attain a score of 70.0% or more on their comprehensive course examinations at the end of the school year.⁴² Scores were reported as percentage correct. Results from exams at the end of the year indicate that, on average, students scored 65.9% correct. Of the 89 students with scores available, 56.2% scored 70.0% or higher, falling short of the school’s goal of 65.0% (Table 10).

Table 10				
Milwaukee Academy of Science High School—10th, 11th, and 12th Grades Final Math Exam Percentage Correct at the End of the Year Spring 2015				
Grade	Total N	Met Goal*		Avg. Score
		N	%	
10th	37	23	62.2%	63.2%
11th	26	21	80.8%	75.1%
12th	26	6	23.1%	60.6%
Total	89	50	56.2%	65.9%

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

c. *Writing*

At the end of the school year, teachers judged student writing samples and assigned a score to each student. Student writing skills were assessed in six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain

⁴² The school tested all new students using the Wide Range Achievement Test for math within 60 days of enrollment.

was assigned a score from 0 to 5. Scores in each domain were totaled. A score of 18 or higher indicated that the student was writing at grade level. The goal was that 65.0% of students in ninth through twelfth grades enrolled for the entire year would reach a score of 18 or more.

Students scored, on average, 18.8 points, but only 63.6% (103 of 162) students received a score of 18 or higher, just short of the high school writing goal (Table 11).

Table 11				
Milwaukee Academy of Science				
High School Writing Skills Based on Teacher Assessment				
2014–15				
Grade	N	Writing Score Average	Number Met Goal*	% Met Goal
9th	72	19.8	51	70.8%
10th	37	18.4	22	59.5%
11th	25	19.5	18	72.0%
12th	28	16.2	12	42.9%
Total	162	18.8	103	63.6%

*Received a score of 18 or higher.

d. Special Education Students

This year, the goal for the high school was that 80.0% of special education students would meet one or more goals on their IEP, as assessed by the participants in their most recent annual IEP review. At the end of the year, there were 16 special education students in ninth through twelfth grades. All 16 were enrolled in special education at MAS last year and all had completed IEPs; 11 (68.8%) of those students met one or more of the goals in their IEP. The high school did not meet its special education goal this year.

E. Additional Requirements for High School Students

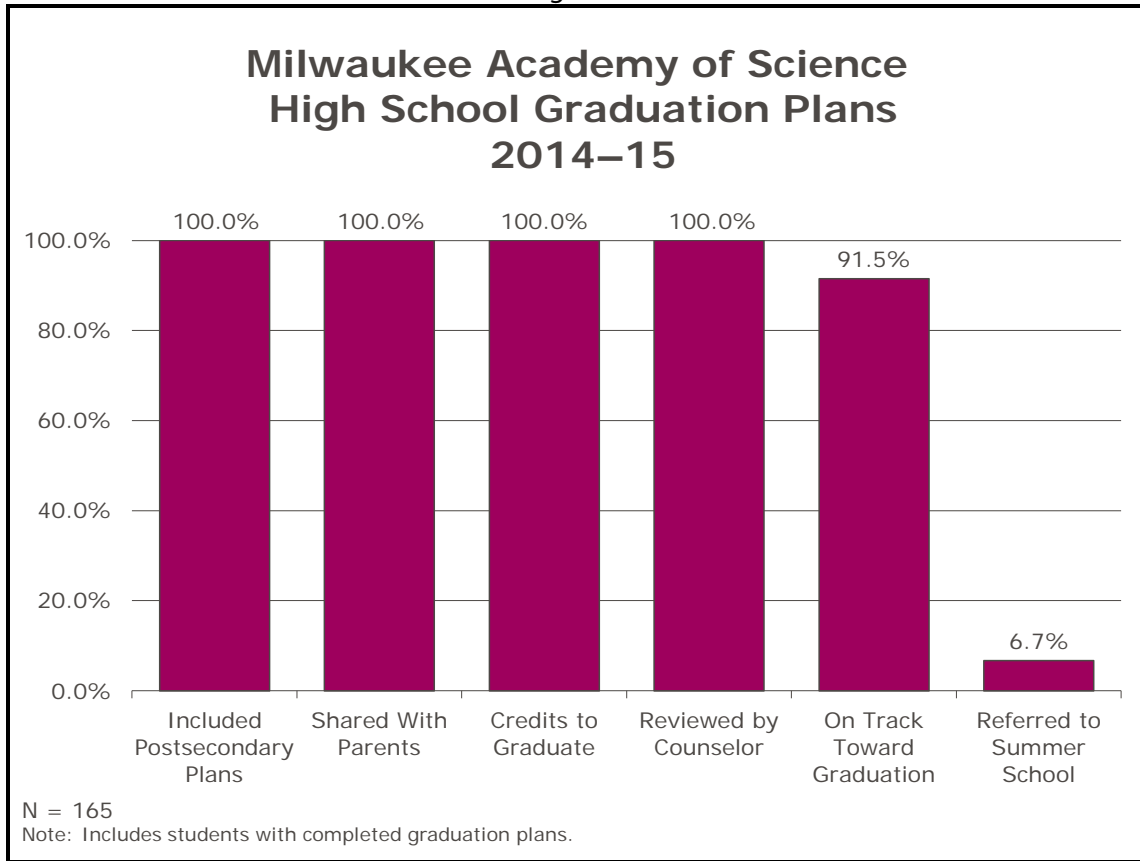
In addition to local and externalized measures, the high school must also measure completion of student graduation plans and track progress toward graduation.

1. Graduation Plans

All 165 high school students enrolled at the end of the year developed a graduation plan. All of the completed graduation plans included the students' postsecondary plans, included a schedule reflecting the credits required to graduate, were shared with a parent, and were reviewed by the counselor.⁴³ Counselors reviewed the plans in part to ensure that students were on track to graduate and to determine whether a student should be referred for summer school. Based on those reviews, 91.5% of students were on track to graduate in four years, and 6.7% were referred to summer school (Figure 4). Additionally, each eleventh- and twelfth-grade student was required to meet with the counselor during the first quarter to discuss his/her graduation plan; all of the students met with the counselor during the school year (not shown).

⁴³ Plans were reviewed with parents of 65 (39.4%) students and mailed to parents of 100 (60.6%) parents.

Figure 4



2. High School Graduation Requirements

MAS's graduation requirement policy states that all ninth graders who earned at least six credits would be promoted to tenth grade; all tenth graders who accumulated at least 12 credits would be promoted to eleventh grade; all eleventh graders who accumulated at least 16.5 credits would be promoted to twelfth grade; and all twelfth graders who earned 22 or more credits, including the required courses, would graduate.^{44, 45}

MAS provided credit and promotion information for high school students who finished the school year at MAS. Of 165 students, 140 (84.8%) earned at least the minimum number of credits to be promoted to the next grade or, in the case of twelfth graders, to graduate from high school. (Table 12).

Table 12				
Milwaukee Academy of Science High School Graduation Requirements 2014–15				
Grade	N	Average Credits Earned/ Accumulated	Promoted/Graduated	
			N	%
9th	73	6.7	56	76.7%
10th	38	12.8	32	84.2%
11th	26	20.2	25	96.2%
12th	28	26.5	27	96.4%
Total	165	--	140	84.8%

⁴⁴ In 2013–14, MAS adopted new graduation requirements for the class of 2017 (i.e., students who were ninth graders in 2013–14). The new requirements are six credits to move from ninth to tenth grade, 12 to move from tenth to eleventh grade, 18 to move from eleventh to twelfth grade, and 24 to graduate.

⁴⁵ This grade-level promotion schedule reflects the credits needed at each grade level in order to graduate in four years. IEPs for some special education students indicate that the student will need more than four years of study to graduate; these students are promoted based on the following credit requirements: 4.5 credits to move from ninth to tenth grade; nine to move from tenth to eleventh grade; 13.5 to move from eleventh to twelfth grade; and 22 to graduate.

F. External Standardized Measures of Educational Performance

In 2014–15, DPI required that all schools administer PALS assessments to K4 through second graders, the Badger Exam to third through eighth graders, the WKCE science and social studies tests to fourth and eighth graders, the Aspire to ninth and tenth graders, and the ACT to eleventh graders.⁴⁶ Additionally, CSRC required that high schools administer the ACT to twelfth-grade students in the fall of the school year. These tests and results are described in the following sections.

1. Primary/Elementary Academy and Junior Academy

a. *PALS for K4 Through Second Graders*

Beginning in 2014–15, DPI required that all students in K4 through second grade take the PALS assessment in the fall and spring of the school year. PALS aligns with both the Common Core English standards and the Wisconsin Model Early Learning Standards.

There are three versions of the PALS assessment: the PALS-PreK for K4 students, the PALS-K for K5 students, and the PALS 1–3 for students in first through third grades.⁴⁷ The PALS-PreK includes five required tasks (name writing, uppercase alphabet recognition, beginning sound awareness, print and word awareness, and rhyme awareness). There are two additional tasks (lowercase alphabet recognition and letter sounds) that students complete only if they reach a high enough score on the uppercase alphabet task. Finally, there is one optional task (nursery rhyme awareness) that schools can choose to administer or not. Because this latter task is optional, CRC will not report data on nursery rhyme awareness.

⁴⁶ Per the contract with CSRC, the school will administer all tests required by DPI within the timeframe specified by DPI; this includes the PALS. The timeframe for the fall PALS assessment was October 13 to November 7, 2014, for K4 and K5 students and September 15 to October 10, 2014, for first graders. The spring testing window was April 27 to May 22, 2015, for all grade levels. The timeframe for the Badger Exam was April 13 to May 23, 2015. The timeframe for the WKCE science and social studies tests were October 27 to November 27, 2014.

⁴⁷ Although the PALS 1–3 can be used for students in third grade, DPI only requires the test for K4 through second graders; third-grade students are tested using the Badger Exam.

The PALS-K includes six required tasks (rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, and concept of word) and one optional task (word recognition in isolation). The PALS 1–3 is composed of three required tasks (spelling, word recognition in isolation, and oral reading in context). The PALS 1–3 also includes one additional required task for first graders during the fall administration (letter sounds) and additional tasks for students who score below the summed score benchmark. These additional tasks are used to gather further diagnostic information about those students.

For the PALS-K and PALS 1–3, specific task scores are summed for an overall summed score. For the PALS 1–3, the fall and spring summed scores are calculated using different task combinations. The summed score is then compared to benchmarks set for each grade level and test administration. Reaching or surpassing the benchmark is not an indicator that the student is reading at grade level; the benchmark simply helps teachers identify which students may have difficulty learning to read. For example, if the student’s summed score is below the designated benchmark for their grade level and test administration, the student is identified as requiring additional instruction to master basic literacy skills.⁴⁸ Students who are at or above the benchmark have the basic skills required to, with targeted instruction, continue learning to read without intervention. Teachers may use PALS assessment results to help plan classroom reading and spelling instruction according to student needs.

There is no similar summed score or set benchmarks for the PALS-PreK. Because students enter K4 with different levels of exposure to books, letters, and sounds, the purpose of the PALS-PreK 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 four-year-old child.

⁴⁸ Information retrieved from <http://www.palswisconsin.info>

i. PALS-PreK

A total of 70 K4 students completed the PALS-PreK in the fall and spring. Although the spring developmental ranges relate to expected age-level development by the time of the spring semester, CRC applied the ranges to both test administrations to see if more students were at or above the range for each test by the spring administration. The number of students at or above the developmental range increased for each task from fall to spring (Table 13).

Table 13				
Milwaukee Academy of Science PALS-PreK for K4 Students Students at or Above the Spring Developmental Range 2014-15 (N = 70)				
Task	Fall		Spring	
	N	%	N	%
Name writing	41	58.6%	69	98.6%
Uppercase alphabet recognition	38	54.3%	64	91.4%
Lowercase alphabet recognition*	29	100.0%	62	100.0%
Letter sounds*	26	89.7%	62	100.0%
Beginning sound awareness	43	61.4%	69	98.6%
Print and word awareness	26	37.1%	66	94.3%
Rhyme awareness	28	40.0%	63	90.0%

*Fall percentages are out of 29 students who qualified to complete the lowercase and letter sound tasks in the fall and spring percentages are out of 62 students who qualified in the spring.

ii. PALS-K and PALS 1-3

As mentioned above, each of these tests has a summed score benchmark for the fall and spring (Table 14). As noted above, the fall and spring summed score benchmarks are calculated using different task combinations. Therefore, the spring benchmark may be lower than the fall benchmark. Additionally, student benchmark status is only a measure of whether the student is where he/she

should be developmentally to continue becoming a successful reader; results from fall to spring should not be used as a measure of individual student progress.

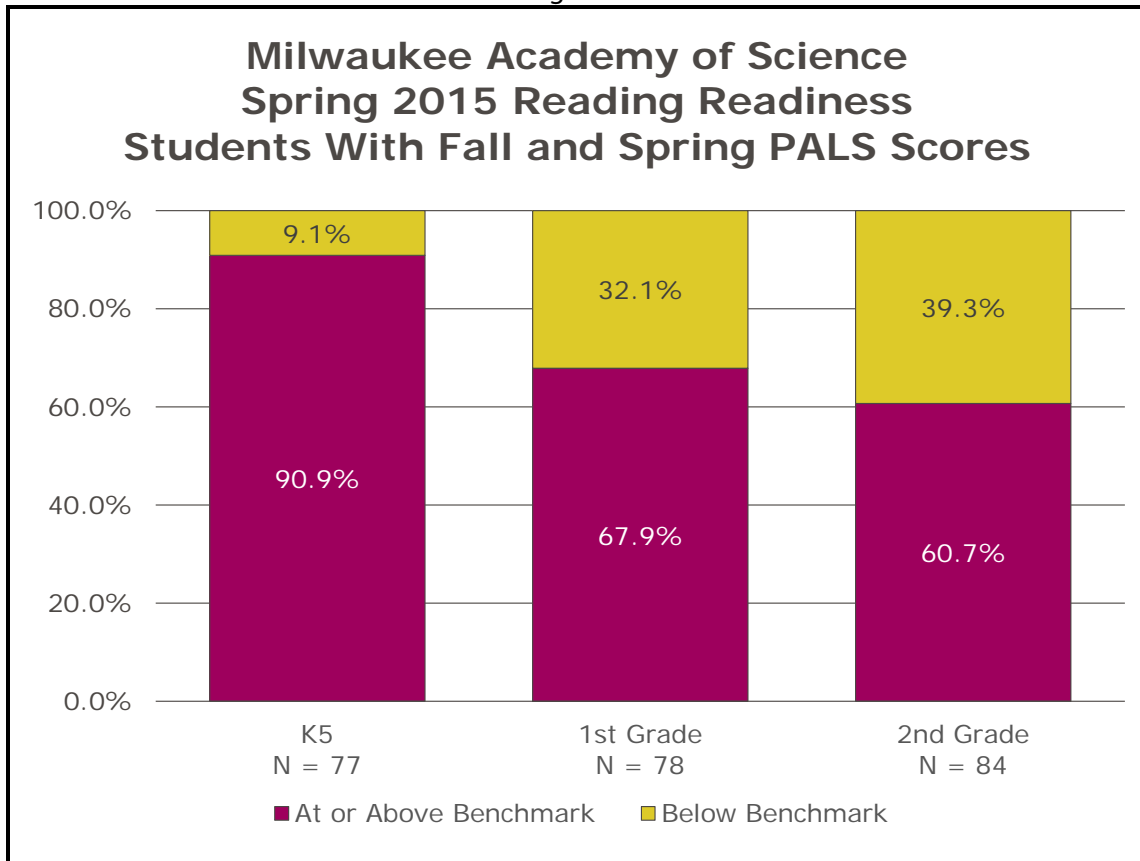
Table 14		
PALS-K and PALS 1–2 Summed Score Benchmarks		
PALS Assessment	Fall Benchmark	Spring Benchmark
PALS-K	28	81
PALS: 1st Grade	39	35
PALS: 2nd Grade	35	54

CRC first examined reading readiness for any student who completed the fall or spring tests. For each grade level, a larger percentage of students who completed the fall test were at the fall benchmark compared to the percentage of students who completed the spring test (Table 15).

Table 15			
Milwaukee Academy of Science Reading Readiness for K5 and 1st Graders Fall 2014 and Spring 2015			
Grade Level and Test Period	Total N	Students at or Above Benchmark	
		N	%
K5			
Fall	86	85	98.8%
Spring	80	71	88.8%
1st Grade			
Fall	90	88	97.8%
Spring	78	53	67.9%
2nd Grade			
Fall	97	70	72.2%
Spring	84	51	60.7%

Next, CRC looked at spring benchmark status for students who completed both the fall and spring assessments. A total of 77 K5 students, 78 first graders, and 84 second graders had results from both test periods. At the time of the spring assessment, 90.9% of K5 students, 67.9% of first graders, and 60.7% of second graders were at or above the spring summed score benchmark for their grade level (Figure 5).

Figure 5



b. *Badger Exam for Third Through Eighth Graders*⁴⁹

The Badger Exam is Wisconsin's Common Core standards assessment. The assessment was developed by the Smarter Balanced Consortium, one of two national, state-led consortia tasked with developing "next-generation" assessments aligned to the Common Core standards for English/language arts and math. The Consortium was awarded federal funding in 2010 to develop the new assessment by the 2014–15 school year. The Badger Exam replaces the English, reading, and language arts sections of the WKCE, which had previously been used to measure student progress on Wisconsin model academic standards in those areas. The Badger Exam includes a summative assessment which measures student progress on Common Core content as well as progress toward college and career readiness. It includes sections for English/language arts and math.

The Badger Exam is administered on computers and is a computer-adaptive test, which means that, based on student responses, it adjusts the difficulty of questions as the student moves through the items. The benefit of these adaptive tests is that they give students, teachers, and parents better information about which skills the student has mastered.⁵⁰

Each student receives a four-digit scale score from 2,000 to 3,000 for each of the English/language arts and math assessments. The scale scores represent a continuous vertical scale that increases across grade levels. The scale score demonstrates student current achievement and can be used to track growth over time.⁵¹ Based on initial field test results, the Smarter Balanced Consortium developed achievement levels. Based on each student's scale scores, each will be placed into an achievement level ranging from one to four (1 = below basic; 2 = basic; 3 = proficient;

⁴⁹ Information taken from the Wisconsin Department of Public Instruction and Smarter Balanced websites. For more information, visit <http://oea.dpi.wi.gov> and <http://www.smarterbalanced.org>.

⁵⁰ The adaptive components of the Badger Exam were not ready for the 2014–15 school year. All students completed the same set of questions for both the English/language arts and math tests.

⁵¹ <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/11/Interpretation-and-Use-of-Scores.pdf>

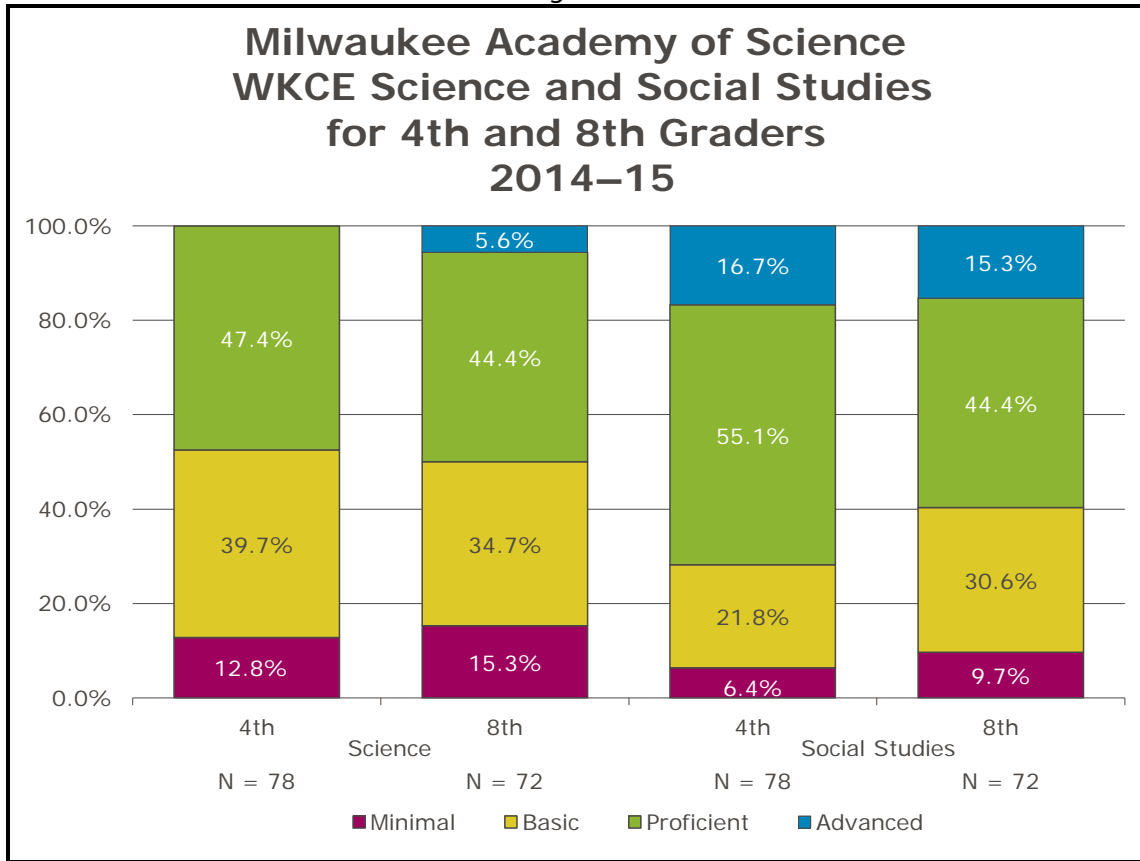
4 = advanced) that describes their knowledge and skills in that area. Classification into such achievement levels is a federal requirement under the No Child Left Behind Act.

The Badger Exam was first administered in the spring during the last eight weeks of the 2014–15 school year. DPI has embargoed Badger Exam results until September or October 2015. This means that, although schools and districts may share individual student test results with parents, they are not allowed to release summary test results until the embargo is lifted. Due to the embargo, Badger Exam results will not be included in the 2014–15 monitoring reports until such time as the embargo is lifted. At that time, results will be shown in an appendix of this report or in a separate addendum. Additionally, it is important to note that even after Badger Exam results are made available to the public, they will not be used by the CSRC this year to evaluate school performance or progress.

c. WKCE Science and Social Studies Assessments for Fourth and Eighth Graders

Although the WKCE English, reading, and math tests were replaced by the Badger Exam, students in the fourth, eighth, and tenth grades are still required to take the WKCE science and social studies assessments to measure student progress in these subjects. Results of the 2014–15 assessments for fourth and eighth graders are shown in Figure 6.

Figure 6



2. High School

CSRC requires that the WKCE be administered to all tenth-grade students in the timeframe established by DPI. The WKCE was designed to align with Wisconsin model academic standards. Until 2014–15, it was used to measure student progress in reading, math, English, science and social studies. In 2014–15, other standardized tests aligned with Common Core standards replaced the WKCE for reading, math, and English, but DPI still requires that schools administer the WKCE science and social studies tests to students in fourth, eighth, and tenth grade.

Ninth-grade students are required to take all subtests of the Aspire in the fall and spring of the school year and tenth-grade students are required to take the Aspire in the spring of the school year; eleventh-grade students are required to take the ACT Plus Writing and the ACT WorkKeys in the spring

of the school year.⁵² CSRC requires that twelfth-grade students take the ACT or ACT Plus Writing in the fall semester (note that this is not a DPI requirement).

The Aspire was developed by ACT to replace the EXPLORE and PLAN tests. Unlike EXPLORE and PLAN, which could be used for eighth through tenth graders, Aspire can be used to map student progress along a vertical scale all the way from third through tenth grade (DPI only requires Wisconsin high schools to administer the test to ninth and tenth graders). Aspire summative evaluations are linked to Common Core standards and are anchored to the ACT College Readiness Benchmarks. Students receive a three-digit scale score for each of the reading, math, English, and science sections that show students how they are progressing in each subject area. Each test also has a grade-level-based benchmark.

ACT has conducted studies to determine the relationship between scores on the EXPLORE, PLAN, and ACT with success in college courses. Based on that research, ACT set minimum scores on the English, math, reading, and science subtests for the EXPLORE, PLAN, and ACT that served as benchmarks for success in college-level English composition, algebra, social sciences, and biology. Students who reached the benchmark or higher on the EXPLORE as ninth graders, the PLAN as tenth graders, and the ACT as eleventh or twelfth graders had a 50.0% chance of receiving at least a B in those college courses. Benchmark scores for the Aspire were concorded with the benchmarks set during the EXPLORE, PLAN, and ACT studies and can be used in the same way.

The benchmarks shown in Table 16 reflect the most recent EXPLORE, PLAN, and ACT benchmarks published in 2013 as well as the Aspire benchmarks that concorded with those 2013 results. Note that the EXPLORE and PLAN benchmarks reflect expectations when the test is

⁵² The fall ninth-grade assessment window for the Aspire was October 6 to 24, 2014. The spring Aspire assessment window was April 27 to May 22, 2015 for ninth and tenth graders. The ACT Plus Writing test date for eleventh-grade students was March 3, 2015; March 17 was the make-up day. The test date for the eleventh grade ACT WorkKeys was March 4, 2015; the make-up date was March 18.

administered in the spring of the school year.⁵³ ACT does not publish composite benchmark scores for the EXPLORE, PLAN, or Aspire. CRC created composite benchmark scores for these tests by averaging the benchmark scores from the four subtests. The ACT composite benchmark was created and published by ACT.

Table 16					
ACT College Readiness Benchmarks for the EXPLORE, PLAN, Aspire, and ACT					
Subtest	9th Grade Spring Benchmarks		10th Grade Spring Benchmarks		11th Grade ACT
	EXPLORE	Aspire	PLAN	Aspire	
English	15	426	16	428	18
Math	18	428	20	432	22
Reading	18	425	20	428	22
Science	20	430	21	432	23
Composite	18	427	19	430	21

CSRC’s standards related to student progress on these tests are based on year-to-year results from the EXPLORE to Aspire and the PLAN to ACT.⁵⁴ Those results are included in the year-to-year section of this report. Results presented here reflect student achievement on the Aspire and ACT during the current school year.

⁵³ For more information, see http://www.discoveractaspire.org/pdf/2014_ACT-AspireTechnicalBulletin2.pdf

⁵⁴ ACT concorded scale scores from the EXPLORE and PLAN to the Aspire; therefore, student progress can be validly measured using a combination of those tests.

a. *Aspire for Ninth Graders*

The Aspire was administered in October 2014 and April/May 2015. Ninth-grade students enrolled during those time periods completed the tests, meeting the CSRC expectation that students be tested.

A total of 71 students completed both the fall and the spring assessments. For all but the math subtest, the number of students at or above the benchmark increased from the fall to spring Aspire (Table 17).

Table 17				
Milwaukee Academy of Science				
Aspire for 9th Graders				
Students at or Above Benchmark				
Fall 2014 and Spring 2015				
(N = 71)				
Test Section	Fall		Spring	
	N	%	N	%
English	14	19.7%	23	32.4%
Math	8	11.3%	8	11.3%
Reading	8	11.3%	10	14.1%
Science	6	8.5%	7	9.9%
Composite*	5	7.0%	10	14.1%

*ACT does not publish a benchmark for the Aspire composite score; CRC calculated a composite benchmark equal to 427 by averaging the benchmark scores from the four subtests.

b. *Aspire for Tenth Graders*

All tenth-grade students were required to take the Aspire in the spring of 2015.⁵⁵ The number of students at or above the benchmark for each subtest and the composite score are shown in Table 18.

Table 18		
Milwaukee Academy of Science Aspire for 10th Graders Students at or Above Benchmark Spring 2015 (N = 38)		
Subtest	N	%
English	16	42.1%
Math	2	5.3%
Reading	7	18.4%
Science	5	13.2%
Composite*	6	15.8%

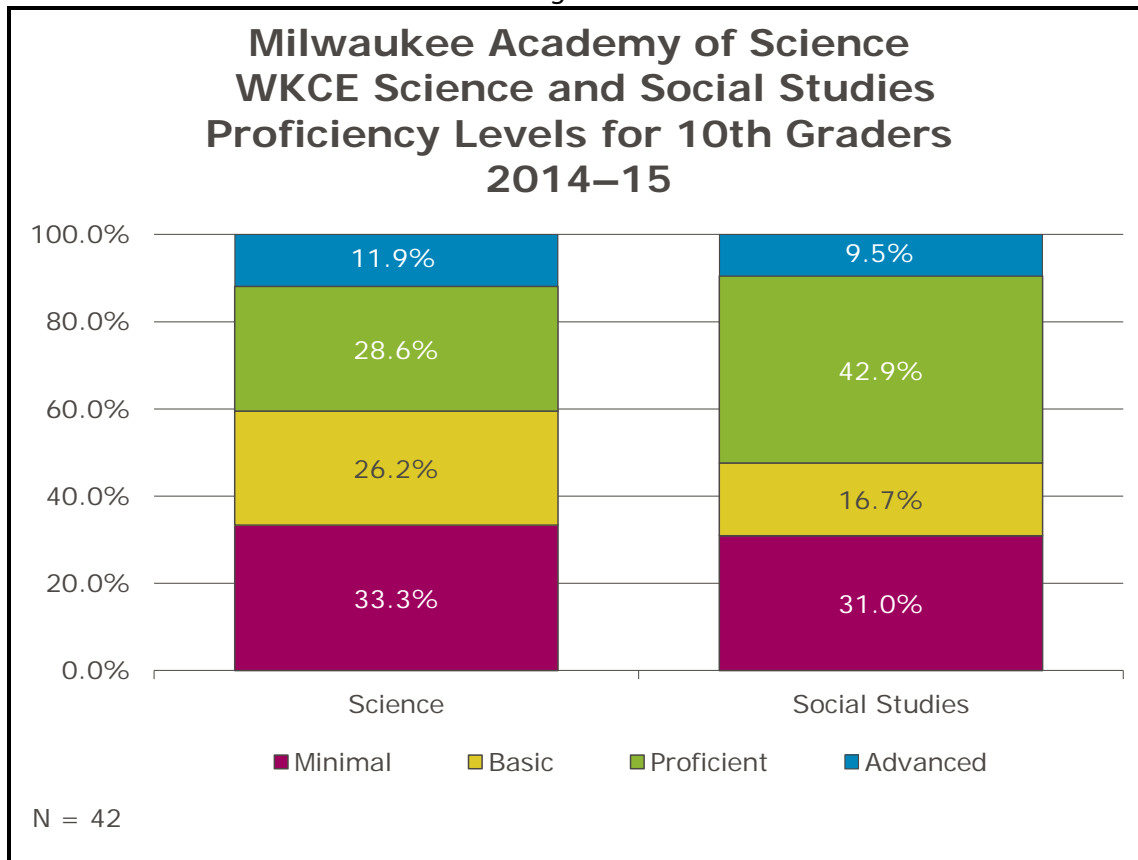
*Note that ACT does not publish composite benchmark scores for the Aspire. CRC created composite benchmark scores by averaging the benchmarks from the four subtests.

⁵⁵ Students enrolled when the Aspire was administered completed the assessment.

c. *WKCE for Tenth Graders*

In October 2014, 42 tenth graders took the WKCE science and social studies tests. Just over 40% of students were proficient or advanced in science and 52.4% were proficient or advanced in social studies (Figure 7).

Figure 7



d. *ACT for Eleventh and Twelfth Graders*

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing and the ACT WorkKeys in the time frame required by DPI (fall semester) and that twelfth graders take the ACT or ACT Plus Writing in the fall semester. There were 28 twelfth graders enrolled at the end of the school year; all of those students completed the required test (20 of those students completed the ACT and eight completed the ACT Plus Writing). All 26 eleventh graders enrolled at the end of the year completed the ACT Plus Writing.

Composite ACT scores for twelfth graders ranged from 13 to 23, with an average of 16.8 (not shown). Three (10.7%) twelfth graders scored at or above the ACT composite benchmark of 21.25 (21 when rounding; Table 19). DPI has embargoed ACT results for eleventh-grade students until October 2015; once the embargo has been lifted, eleventh-grade results will be added to this report.

Table 19		
Milwaukee Academy of Science Students at or Above Benchmark for ACT Subtests and Composite 11th and 12th Graders 2014–15		
Subtest	N	%
11th Grade (N = 26)		
English	Redacted	Redacted
Math	Redacted	Redacted
Reading	Redacted	Redacted
Science	Redacted	Redacted
Composite	Redacted	Redacted
12th Grade (N = 28)		
English	7	25.0%
Math	2	7.1%
Reading	3	10.7%
Science	2	7.1%
Composite ⁵⁶	3	10.7%

⁵⁶ Three (11.5%) of the 26 graduates received a 21 or higher on the ACT composite score this year.

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/performance expectations apply to all students with scores in consecutive years. In the fall of 2013, students in K4 through second grade began taking the PALS reading assessment. The PALS summed score benchmark is intended to show teachers which students require additional reading assistance, not to be used as an indicator that the student is reading at grade level. Additionally, there are three versions of the test (the PALS PreK, PALS, and PALS 1–3), which include different formats, sections, and scoring. For these reasons, an examination of PALS results from one test to another provides neither a valid nor a reliable measure of student progress. Therefore, CRC examined results for students who were in the first grade in 2014 and second grade in 2015 who had taken the PALS 1–3 during two consecutive years. CSRC’s proposed performance expectation is that at least 75.0% of students who were at or above the summed score benchmark in first grade will remain at or above the summed score benchmark as second graders in the subsequent school year. This year, results will be used as baseline data to confirm this expectation.

Prior to this year, the WKCE was used to measure year-to-year progress for students in grades four through eight. Because this is the first year the Badger Exam was administered, 2014–15 results will be used as baseline data to measure student progress from 2014–15 to 2015–16; results will be available at that time.

Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the ACT test series.⁵⁷ Students who were in ninth grade last year took the EXPLORE but completed the Aspire as tenth graders this year. Because the Aspire benchmarks were concorded with the benchmarks on the EXPLORE and PLAN, student benchmark progress can be measured from the EXPLORE last year to the Aspire this year. However, EXPLORE scale scores are two-digit numbers and

⁵⁷ Prior to 2014–15, schools used the EXPLORE for ninth graders, the PLAN for tenth graders, and the ACT for eleventh and twelfth graders; beginning in 2014–15, ninth and tenth graders take the Aspire instead of the EXPLORE or PLAN.

Aspire scale scores are three digits. Although scores between the two tests were concordant and used to set benchmarks, there is not one-to-one concordance between the scale scores from both tests. In other words, because the range of Aspire scores is greater than the range of EXPLORE/PLAN scores, not all Aspire scale scores have a matching EXPLORE/PLAN score. Because of this, Aspire scale scores could not be converted to EXPLORE/PLAN scale scores for change in score analyses required to examine progress for students below benchmark. For that reason, year-to-year progress from ninth to tenth grade is not available this year.

Progress from tenth to eleventh grade or tenth to twelfth grade will be measured using the PLAN and ACT Plus Writing. Students who were in tenth grade last year took the PLAN and completed the ACT Plus Writing this year as eleventh graders or the ACT Plus Writing or ACT as twelfth graders. Because the test period for tenth graders was changed from fall to spring this year, and because Aspire scores were concordant with spring EXPLORE/PLAN benchmarks from the 2013 study, year-to-year results were measured from spring of last year to spring this year rather than fall to fall as in previous years.

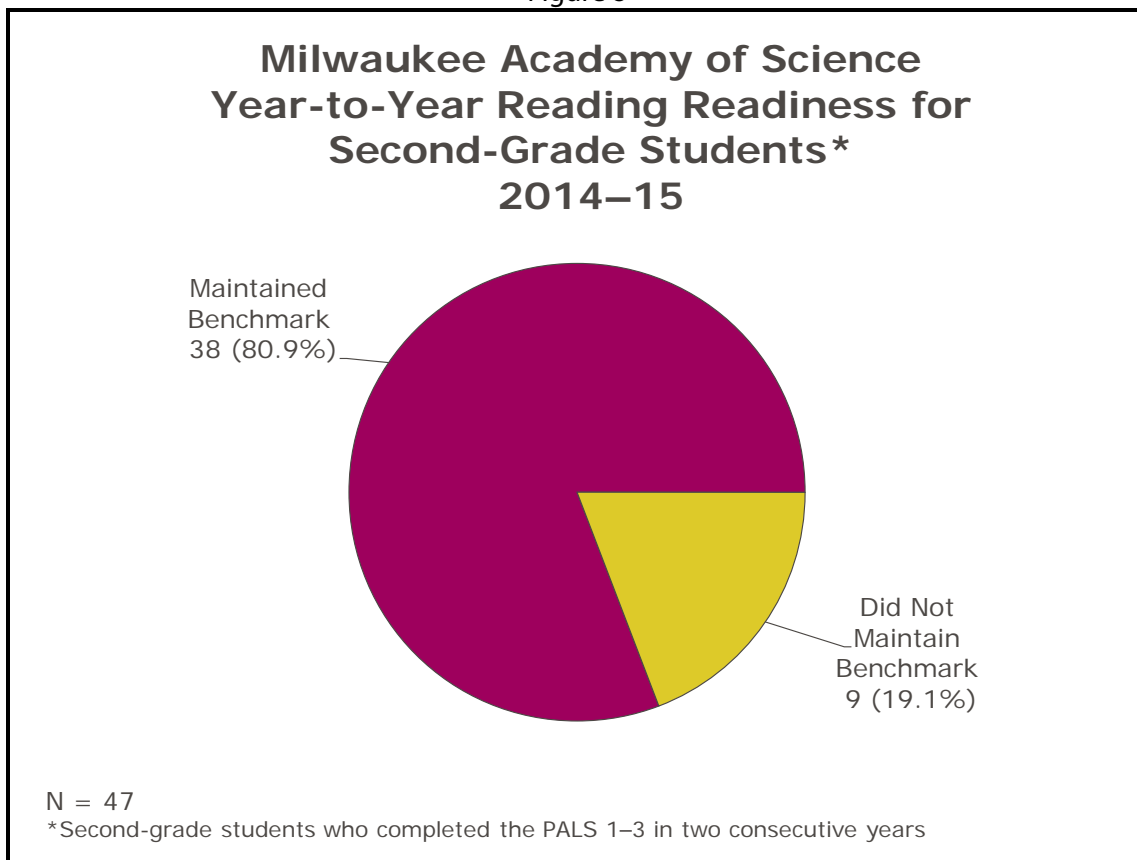
CSRC requires that multiple-year progress be reported for students who met proficiency-level expectations (i.e., scored at benchmark or above) and for those students who did not meet benchmark expectations (i.e., tested below benchmark) in the 2014–15 school year. The expectation is that at least 75.0% of students at or above the EXPLORE or PLAN benchmarks will maintain benchmark on the Aspire or ACT, respectively, the following year.⁵⁸ For students below benchmark, the expectation is that at least 60.0% of students will either meet the benchmark the next year or improve at least one point between tests.

⁵⁸ Progress is measured from the spring of 2013 or 2014 PLAN to the most recently completed ACT for eleventh and twelfth graders. This is a change from previous years due to a shift in the test period for the ACT test series for tenth graders from fall to spring.

1. Second-Grade Performance Based on PALS

A total of 68 students completed the PALS spring assessment in 2013–14 as first graders and 2014–15 as second graders. Based on PALS results from the spring of 2014, 47 of those students were at or above the spring summed score benchmark as first graders; 38 (80.9%) of those students remained at or above the summed score benchmark in the spring of 2015 as second graders (Figure 8).⁵⁹

Figure 8



2. Fourth- Through Eighth-Grade Badger Exam

This is the first year that the Badger Exam was administered. Year-to-year results will not be available until the next school year.

⁵⁹ First to second grade reading readiness is included on the pilot school scorecard.

3. Progress From the Spring 2014 EXPLORE to the Spring 2015 Aspire

Students in ninth grade at MAS during the 2013–14 school year took the EXPLORE in the fall and again in the spring semester. Those same ninth graders who were enrolled as tenth graders at MAS during 2014–15 took the Aspire during the fall and spring semesters of that year. As noted above, while benchmark comparisons between the EXPLORE and Aspire are possible, change in scale scores could not be calculated due to the change from a two-digit to a three-digit scoring system. Therefore, EXPLORE to Aspire results could not be calculated and year-to-year progress from ninth to tenth grade could not be included this year.

4. Benchmark Progress From the Spring 2013/2014 PLAN to the 2014–15 ACT

Tenth graders at MAS during the 2012–13 or 2013–14 school years took the PLAN in the fall and spring semesters. Those same tenth graders who were enrolled as eleventh or twelfth graders at MAS during 2014–15 took the ACT sometime during the year (eleventh graders in the spring of 2015 and twelfth graders in the fall of 2014).

Using the minimum spring benchmark scores for each subject area (Table 16) on the PLAN, CRC examined student progress from tenth to eleventh or twelfth grade.⁶⁰ There were 55 MAS students who took the PLAN in the spring of 2013 or 2014 and the ACT in 2014–15. Due to the DPI embargo on eleventh-grade ACT data, year-to-year results cannot be included at this time. Once the embargo is lifted, results will be added to this report.

⁶⁰ A new ACT study was conducted in 2013 which resulted in changes to the minimum benchmark scores for the EXPLORE, PLAN, and ACT; those new benchmark scores were used for the 2014–15 school year. In order to compare results from prior years, those same 2013 benchmarks were applied to scores from previous years. Additionally, because DPI requires that tenth graders only take the ACT test in the spring, this comparison is based on spring-to-spring test results; therefore, spring ACT benchmark scores were used for comparison.

H. CSRC School Scorecard

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

In 2014, CSRC approved a new scoring system in order to make the scorecard percentages more meaningful and provide schools with greater opportunities to exhibit improvement. The new scoring system is based on the following scale.

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

The percentage score is still translated into a school status level as in previous years, with small changes to the status-level cut scores. The previous and newly adopted cut scores are shown in Table 20.

Table 20		
City of Milwaukee		
Educational Performance Rating Scale for Charter Schools		
School Status	Scorecard Total %	
	Previous	Scale Adopted 8/12/14
High Performing/Exemplary	100% – 85%	83.3% – 100% (B to A)
Promising/Good	84% – 70%	70.0% – 83.2% (C– to B–)
Problematic/Struggling	69% – 55%	60.0% – 69.9% (D– to D+)
Poor/Failing	54% or less	0.0% – 59.9% (F)

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

CSRC also approved a new pilot scorecard that will be tested this year. The pilot scorecard includes new measures that reflect changes to the standardized tests during the past couple of years (the Stanford Diagnostic Reading Test [SDRT] to PALS and WKCE to the Badger Exam).⁶¹ The pilot scorecard also includes changes to the maximum point values for some of the measures. For example, local measure results are each worth a maximum of 3.75 points on the 2014–15 scorecard but are

⁶¹ The SDRT was administered to students in first through third grades up through the 2012–13 school year; it was discontinued in 2013–14 and replaced with the PALS reading assessment.

worth a maximum of 6.25 points on the pilot scorecard. Other point changes were made to some of the standardized test measures (full versions of both the 2014–15 and pilot scorecards are available in the appendices of this report). The primary reason for these changes was to make both the high school and elementary scorecards have the same values awarded to a single standard test. For the elementary scorecard, that is the Badger Exam and for the high schools, that is the Aspire/ACT series. This revision resulted in additional weight being given to students' annual academic progress as measured by a school's local measures.

This year, CRC calculated the MAS scorecards using both the 2014–15 and the pilot scorecard versions. The scores based on the 2014–15 scorecards will be used to determine the school's rating for the 2014–15 school year. Because the kindergarten through eighth-grade pilot scorecard includes the results of the Badger Exam, CRC will not include kindergarten through eighth-grade pilot scorecard results until the DPI Badger Exam embargo is lifted. At that time, the kindergarten through eighth-grade pilot scorecard will be added to the appendix of this report or will be reproduced in a separate addendum. The pilot high school scorecard results are available in Appendix F. Pilot scorecard results will be used as baseline information for comparison with 2015–16 results, if applicable.

The school scored 79.4% (C+) on the 2014–15 K4 through eighth-grade scorecard and 79.6% (C+) on the high school scorecard. This compares to 72.2% and 78.1% on the school's 2013–14 scorecards. See Appendix D for school scorecard information.

Additionally, for schools with students in kindergarten through eighth grade and high schools, CRC calculated a weighted average score for the entire school (kindergarten through twelfth grade). The weighted average is simply a measure that takes into consideration the number of students to which they were applied. CRC assigned the weight of each individual report card's score based on the

number of students enrolled in the elementary/junior academy and the high school at the end of the school year. When combined, MAS had an overall, weighted average score of 79.4% (C+).⁶²

I. DPI School Report Card

DPI did not produce report cards for any schools for the 2014–15 school year.⁶³

IV. SUMMARY AND RECOMMENDATIONS

This report covers the seventh year of MAS’s operation as a City of Milwaukee charter school. The school has met all but two provisions of its contract with the City of Milwaukee and the subsequent CSRC requirements. One provision was partially met. In addition, the school scored 79.4% on the K4 through eighth grade scorecard and 79.6% on the high school scorecard. When combined, MAS had an overall, weighted average score of 79.4%. Based on current and past contract compliance and the scorecard results, CRC’s recommendation is that MAS continue regular, annual academic monitoring and reporting.

⁶² Of the 872 students enrolled at the end of the school year, 81.1% were in K4 through eighth grades and 18.9% were in high school. Those percentages were used to calculate the weighted scorecard percentages.

⁶³ In May 2015, the Wisconsin legislature passed SB 67, which prohibits DPI from issuing school accountability reports for the 2014–15 school year.

Appendix A

Contract Compliance Chart

Table A
Milwaukee Academy of Science
Overview of Compliance for Education-Related Contract Provisions
2014–15

Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met
Section I, B	Description of educational program; student population served.	pp. 2–5 and 16–19	Met
Section I, V	School will provide a copy of the calendar prior to the end of the previous school year.	p. 11	Met
Section I, C	Educational methods.	pp. 2–5	Met
Section I, D	Administration of required standardized tests:		
	a. K4 through 8th grades; and b. 9th through 12th grades.	pp. 44–51 pp. 51–57	a. Met b. Met
Section I, D	All new high school students tested within 60 days of first day of attendance in reading and math.	pp. 37, 39	Met
Section I, D	Written annual plan for graduation.	pp. 41–42	Met
Section I, D	Academic criterion #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 24–40	Met
Section I, D	Academic criterion #2: Year-to-year achievement measure for 1st through 12th grades.		
	Progress for elementary students at or above was not available this year.	N/A	N/A
	a. 10th-grade students at or above benchmarks on the EXPLORE: At least 75.0% will maintain benchmarks on the Aspire. b. 11th-grade students at or above benchmarks on the PLAN: At least 75.0% will maintain benchmarks on the ACT.	a. N/A b. p. Redacted	a. N/A ⁶⁴ b. Pending ⁶⁵

⁶⁴ Due to the change from the ACT EXPLORE/PLAN series in 2013–14 to the Aspire in 2014–15, year-to-year progress from ninth- to tenth-grade could not be calculated this year.

⁶⁵ Due to the DPI embargo on eleventh-grade ACT data, PLAN-to-ACT results cannot be reported until the embargo is lifted.

Table A
Milwaukee Academy of Science
Overview of Compliance for Education-Related Contract Provisions
2014–15

Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met
Section I, D	<p>Academic criterion #3: Year-to-year achievement measure for 1st through 12th grades.</p> <p>a. Progress for elementary students below grade level or proficiency level was not available this year.</p> <p>b. 10th-grade students below benchmarks on the EXPLORE: At least 60.0% of students below benchmark on any Aspire subtest or the composite score will reach benchmark or gain at least one point on the same subtest or composite score on the Aspire.</p> <p>c. 11th-grade students below benchmarks on the PLAN: At least 60.0% of students below benchmark on any PLAN subtest or the composite score will reach benchmark or gain at least one point on the same subtest or composite score on the ACT.</p>	<p>a. N/A</p> <p>b. N/A</p> <p>c. p. Redacted</p>	<p>a. N/A</p> <p>b. N/A⁶⁶</p> <p>c. Pending⁶⁷</p>
Section I, E	Parental involvement.	pp. 12–14	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 9	Not met ⁶⁸
Section I, I	Pupil database information, including special education-needs students.	pp. 16–19	Met
Section I, K	Discipline procedures.	pp. 13–14	Met

⁶⁶ Due to the change from the ACT EXPLORE/PLAN series in 2013–14 to the Aspire in 2014–15, year-to-year progress from ninth to tenth grade could not be calculated this year.

⁶⁷ Due to the DPI embargo on eleventh-grade ACT data, PLAN-to-ACT results cannot be reported until the embargo is lifted.

⁶⁸ A special education teacher for the junior academy did not have a DPI license.

Appendix B

Student Learning Memorandums

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

To: NCCD Children’s Research Center and Charter School Review Committee
From: Milwaukee Academy of Science Primary/Elementary Academy
Re: Learning Memo for the 2014–15 Academic Year
Date: September 29, 2014

Note: This memorandum of understanding includes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students’ academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children’s Research Center (CRC) and CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide them to CRC, the educational monitoring agent contracted by CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section of this memo. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 19, 2015.

Enrollment

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

Termination/Withdrawal

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

Attendance

The school will maintain appropriate attendance records. A student is marked partial day (excused or unexcused) if he/she arrives after 11:00 a.m. or leaves before 3:20 p.m. MAS will achieve an attendance rate of at least 92%. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Parent Participation

Parents of at least 85% of students enrolled for the entire school year will participate in two of three scheduled parent-teacher conferences. If a parent does not attend a scheduled conference at the school, MAS will conduct the conference with the parent either via phone or home visit; all methods will count as participation. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Special Education Needs Students

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

Academic Achievement: Local Measures

Literacy and Math

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

At least 85% of K5 students who complete the fall and spring PALS-K will achieve the summed score spring benchmark.⁶⁹ The summed score benchmark is a total of the scores for rhyme awareness, beginning sound awareness, alphabet recognition, letter sounds, spelling, and concept of word.

At least 80.0% of K4 and K5 students who complete the fall and spring math skill assessments will have acquired at least 80.0% of the math competencies designated as benchmarks for their grade level on the spring assessment. These assessments were designed by the MAS staff based on their SRA Real Math curriculum and are aligned to the Common Core State Standards.⁷⁰

First- 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 score will be compared to national grade-level averages based on the 2011 Northwest Evaluation Association (NWEA) normative study. For the cohort of students who complete the fall and spring tests, CRC will report progress for students above the normative mean for their grade level and students at or below the normative mean for their current grade level. Based on fall test scores and the student's current grade level, the student receives a target growth Rasch unit (RIT) score for the spring test.

- Progress for students above the normative mean for their current grade at the time of the fall test will be measured by examining the change in RIT scores from fall to spring. For first and second graders, an increase of six or more RIT points will indicate progress for the current school year; for third through fifth graders, an increase of four or more points will indicate progress.
- For students at or below the normative grade-level average, progress will be determined by examining whether the student met the MAP growth target based on his/her 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.

⁶⁹ The PALS-K summed score spring benchmark is 81.

⁷⁰ The National Council of Teachers of Mathematics (NCTM) describes the curriculum focal points that identify the most important math standards at a particular level. SRA Real Math was developed to build key math concepts in line with the NCTM focal points. For more information, visit <https://www.mheonline.com/program/view/1/16/248/0076053903/>

At least 70% of all students who complete both the fall and spring assessments will show progress this year. Required data elements for all literacy and math measures are described in the “Learning Memo Data Requirements” section.

Writing

By the end of the final marking period, students in third through fifth grades will have a writing sample assessed. Writing skills appropriate for each grade level will be assessed in the following six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale: 1 = minimal/basic control; 2 = adequate control; and 3 = proficient/advanced control. Each grade cohort will be judged to have at least “adequate control,” as indicated by an average total score of 12. At least 75% of students enrolled for the entire year will achieve a score of 12 or above. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Individualized Education Program Goals

At least 80% of the special education students will meet one or more of the goals defined in their individualized education program (IEP). Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Academic Achievement: Standardized Measures

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

PALS for K4 Through Second-Grade Students⁷¹

The PALS will be administered to all K4 through second-grade students in the fall and spring of each school year within the timeframe required by the Wisconsin Department of Public Instruction (DPI). Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Smarter Balanced Assessment for Third- Through Fifth-Grade Students

The Smarter Balanced Assessment will be administered on an annual basis in the DPI-identified timeframe (i.e., spring of 2015). The English/language arts (ELA) assessment will provide each student with a proficiency level via a scale score in reading, and the math assessment will provide each student with a proficiency level via a scale score in math. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Wisconsin Knowledge and Concepts Examination for Fourth-Grade Students

Fourth, eighth, and tenth graders will also complete the Wisconsin Knowledge and Concepts Examination (WKCE) science and social studies assessments in the fall timeframe identified by DPI.

⁷¹ Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. It does not guarantee that the student is at grade level. Information from <http://www.palswisconsin.info>.

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

Year-to-Year Achievement⁷²

1. CRC will report Smarter Balanced Assessment results starting in the 2014–15 annual school reports. The 2015 spring data will be baseline data and will be used by CSRC to set expectations for performance in subsequent years. If possible, beginning in the 2015–16 school year, CRC will also report year-to-year progress for students who completed the assessments in consecutive school years at the same school. When year-to-year data are available, CSRC will set its expectations for student progress and these expectations will be effective for all subsequent years.
2. Data from the 2014 spring PALS assessment will be used as baseline data. CSRC’s expectation for students maintaining reading readiness is that at least 75% of first graders who met the summed score benchmark in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year.

⁷² CSRC will not have year-to-year achievement measurements for students in K4 and K5.

Learning Memo Data Requirements Milwaukee Academy of Science

CRC developed the data requirements to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2014–15 academic year. Additionally, important principles applicable to all data collection must be followed.

1. CRC requires an enrollment document that **includes any student enrolled at any time during the school year**. This includes students who enroll after the first day of school and students who withdraw before the end of the school year.
2. Each student's unique Wisconsin student number (WSN) and name in each data file.
3. CRC requires individual student data for each measure. Aggregate data (e.g., 14 students scored 75%, or the attendance rate was 92%) will not be accepted as an alternative to individual student records.
4. Data formatting requirements include the following.
 - Each item listed in the grid below represents a required data element and should be presented as a separate column in the data spreadsheet (e.g., Excel).
 - Each column in the spreadsheet must have a clear, understandable heading.
 - Shading and other formatting to denote benchmarks, proficiency levels, or other data-related elements cannot be used in place of actual data. CRC uses the provided data spreadsheets to calculate student performance on each measure. Shading and other similar formatting cannot be read into CRC's statistical program and should not be used.
 - If you enter codes into the data (e.g., F, R, and P for lunch status), MAS must inform CRC of the codes' meanings even if they seem obvious.
5. Consider using an additional "comments" column in the spreadsheet to provide details or explanations about the data in that sheet or for specific students.

End-of-the-year data due date: no later than the fifth working day after the end of the second semester, or June 19, 2015.

Staff person(s) responsible for year-end data submission to CRC: Jaqueline DeJean (JD)
Tresca Meiling (TM)

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment and Termination	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Local student ID • Student name • Grade • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date <ul style="list-style-type: none"> » If available, the first date the student ever attended the school. » If first date ever is not available, first date student was enrolled for the current school year. • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable (if the student was expelled, please provide reason) 	<p>PowerSchool</p> <p>Note that enrollment and termination data for all three academies should be combined and sent to CRC in one spreadsheet.</p>	Britani D'Alie (BD)
Attendance	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension • Number of times in-school suspension • Number of days in-school suspension 	<p>PowerSchool</p> <p>Note that attendance data for all three academies should be combined and sent to CRC in one spreadsheet.</p>	BD
Parent Participation	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Student name • Attend conference 1 (yes or no) 	Spreadsheet designed by school	JD

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Attend conference 2 (yes or no) • Attend conference 3 (yes or no) • If a student is not enrolled at the time of any conference, enter N/E (not enrolled) instead of yes or no. <p>Explanation: Conference data should be aggregated for each student for each conference period (i.e., not by teacher or classroom). If a student's parent attends a conference with ANY teacher on the scheduled conference dates (either in person at the school or the student's home or over the phone), that parent will be considered in attendance for the conference period. Indicate attendance for each conference period in the columns outlined above.</p>		
Special Education Needs Students	<p>The following are required data elements for each student who received any special education services.</p> <ul style="list-style-type: none"> • WSN • Student name • Most recent eligibility assessment date (Date the team met to determine eligibility; may be at this school or a previous school. If at a previous school and date is unknown, enter unknown.) • If identified, special education need, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at the school during the previous school year (i.e., has this school been responsible for special education services for the student for a full IEP year)? Yes or no. • Next eligibility reevaluation date (three-year reevaluation date to determine whether child is still eligible for special education; may be during a subsequent school year) • Date of last annual IEP review (should be blank if the first IEP was completed for the student this year) • Beginning and end dates of the IEP reviewed • Was the parent invited to participate in the review? Yes or no. • At the time of that review, how many goals were reviewed? If there was no review, enter N/A. 	Spreadsheet designed by school	Monica Veitch

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • At the time of that review, how many goals were met? If there was no review, enter N/A. • Was a new IEP developed at the review? Yes or no. • If a new IEP was not developed, provide a reason (e.g., parent refused services, student dismissed from special education services, etc.) • Beginning and end dates of the new IEP 		
Academic Achievement: Local Measures <i>K4 and K5 Literacy</i>	See the PALS requirements in the "Academic Achievement: Standardized Measures" section below.	Spreadsheet designed by school	TM
Academic Achievement: Local Measures <i>K4 and K5 Math</i>	For each student, include the following. <ul style="list-style-type: none"> • WSN • Student name • Grade • Percent of competencies achieved on the fall of 2014 math skill assessment • Percent of competencies achieved on the spring of 2015 math skill assessment 	Spreadsheet designed by school	TM
Academic Achievement: Local Measures <i>1st- Through 5th-Grade Literacy</i>	For each 1st- through 5th-grade student, include the following. <ul style="list-style-type: none"> • WSN • Student name • Grade • Fall of 2013 MAP reading RIT score • MAP reading growth target score • Spring of 2014 MAP reading RIT score • Met MAP reading target (yes or no) 	Spreadsheet designed by school	TM
Academic Achievement: Local Measures <i>1st- Through 5th-Grade Math</i>	For each 1st- through 5th-grade student, include the following. <ul style="list-style-type: none"> • WSN • Student name • Grade • Fall of 2013 MAP math RIT score • MAP math growth target score • Spring of 2014 MAP math RIT score 	Spreadsheet designed by school	TM

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> Met MAP math target (yes or no) 		
Academic Achievement: Local Measures <i>Writing</i>	For each 3rd- through 5th-grade student, include the following. <ul style="list-style-type: none"> WSN Student name Final total writing score 	Spreadsheet designed by school	TM
Academic Achievement: Local Measures <i>IEP Goals</i>	See "Special Education Needs Students" section above.	Spreadsheet designed by school	
Academic Achievement: Standardized Measures <i>PALS-PreK</i>	For each K4 student, include the following. <ul style="list-style-type: none"> WSN Student name Fall score for each PALS-PreK task Spring score for each PALS-PreK task Provide the PALS-PreK test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet; provide paper copies of the test publisher's printout	TM
Academic Achievement: Standardized Measures <i>PALS-K and PALS 1-3</i>	For each K5, 1st-grade, and 2nd-grade student, include the following. <ul style="list-style-type: none"> WSN Student name Fall summed score Spring summed score Provide the PALS-K and PALS test date(s) in an email or other document if the date is not included in the data sheet 	Spreadsheet; provide paper copies of the test publisher's printout	TM
Academic Achievement: Standardized Measures <i>Smarter Balanced Assessment (SBA)</i>	<p><u>Note that these requirements may change during the year. If they do, CRC will alert schools to the updated requirements.</u></p> <p>The following are required data elements for each student.</p> <ul style="list-style-type: none"> WSN Student name Proficiency level, scale score, and state percentile for SBA ELA assessment Proficiency level, scale score, and state percentile for SBA math assessment 	Spreadsheet designed by the school or individual student data downloaded electronically from the test publisher. If downloaded, data must be in an analyzable format, such as a delimited text file or Excel database. If results are in a spreadsheet designed by the school, also	TM

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> Provide the SBA test date(s) in an email or other document if the date is not included in the data sheet 	provide paper copies of all students' SBA scores.	
<p>Academic Achievement: Standardized Measures</p> <p><i>WKCE Science and Social Studies</i></p>	<p>For each 4th-grade student, include the following.</p> <ul style="list-style-type: none"> WSN Student name Proficiency level, scale score, and state percentile for WKCE science test Proficiency level, scale score, and state percentile for WKCE social studies test Provide the WKCE test date(s) in an email or other document if the date is not included in the data sheet 	<p>Export results from the publisher's website to a spreadsheet.</p> <p>Also provide paper copies of all students' WKCE scores.</p>	TM

Student Learning Memorandum for Milwaukee Academy of Science Junior Academy

To: NCCD Children’s Research Center and Charter School Review Committee
From: Milwaukee Academy of Science Junior Academy
Re: Learning Memo for the 2014–15 Academic Year
Date: September 25, 2014

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students’ academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children’s Research Center (CRC) and CSRC. The school will record student data in PowerSchool and/or MS Excel spreadsheets and provide data to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 19, 2015.

Enrollment

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

Termination/Withdrawal

The exit date and reason for every student leaving the school will be determined and recorded in the school’s database. Specific reasons for each expulsion 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. Students will be marked present for the day if they arrive at school prior to 10:00 a.m. MAS will achieve an attendance rate of at least 92%. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Parent Participation

Parents of at least 80% of students enrolled for the entire school year will participate in two out of the three scheduled parent-teacher conferences. Note that a parent conference with any teacher in person at the school, via phone, or at the student’s home during each of the three conference periods will be counted as participation. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Special Education Needs Students

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

Academic Achievement: Local Measures

Literacy

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

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

At least 72% of all students who complete both the fall and spring assessments will show progress this year. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Mathematics

Junior academy students will complete MAP math tests in the fall and spring of the school year. At the time of the fall test, each student's math score will be compared to national grade-level averages based on the 2011 NWEA normative study. For the cohort of students who complete the fall and spring tests, CRC will report progress for students above the normative mean for their grade level and students at or below the normative mean for their current grade level.

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

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

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

At least 72% of all students who complete both the fall and spring assessments will show progress this year. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Writing

By the end of the final marking period, students in sixth through eighth grades will have writing samples assessed. Student writing skills will be assessed in the following six domains based on grade level or IEP expectations: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale: 1 = minimal control; 2 = basic control; 3 = adequate control; 4 = proficient control; and 5 = advanced control. At least 72% of students enrolled for the entire school year will have at least “adequate control,” as indicated by an average total score of 18 or higher.

Individualized Education Program Goals

At least 80% of the special education students will meet one or more of the goals defined in their individualized education program (IEP). Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Academic Achievement: Standardized Measures

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

Smarter Balanced Assessment for Sixth-, Seventh-, and Eighth-Grade Students

The Smarter Balanced Assessment will be administered on an annual basis in the timeframe identified by the Wisconsin Department of Public Instruction (DPI; i.e., spring of 2015). The English/language arts assessment will provide each student with a proficiency level via a scale score in reading, and the math assessment will provide each student with a proficiency level via a scale score in math. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Wisconsin Knowledge and Concepts Examination for Eighth-Grade Students

Eighth graders will also complete the Wisconsin Knowledge and Concepts Examination (WKCE) science and social studies assessments in the fall timeframe identified by DPI. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Year-to-Year Achievement

CRC will report Smarter Balanced Assessment results starting in the 2014–15 annual school reports. The 2015 spring data will be baseline data and will be used by CSRC to set expectations for performance in subsequent years. If possible, beginning in the 2015–16 school year, CRC will also report year-to-year progress for students who completed the assessments in consecutive school years at the same school. When year-to-year data are available, CSRC will set its expectations for student progress and these expectations will be effective for all subsequent years.

Learning Memo Data Requirements Milwaukee Academy of Science

CRC developed the following data requirements to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2014–15 academic year. Additionally, important principles applicable to all data collection must be followed.

1. CRC requires an enrollment document that **includes any student enrolled at any time during the school year**. This includes students who enroll after the first day of school and students who withdraw before the end of the school year.
2. Each student's unique Wisconsin student number (WSN) and name should appear in each data file.
3. CRC requires individual student data for each measure. Aggregate data (e.g., 14 students scored 75%, or the attendance rate was 92%) will not be accepted as an alternative to individual student records.
4. Data formatting requirements include the following.
 - Each item listed in the grid below represents a required data element and should be presented as a separate column in the data spreadsheet (e.g., Excel).
 - Each column in the spreadsheet must have a clear, understandable heading.
 - Shading and other formatting to denote benchmarks, proficiency levels, or other data related elements cannot be used in place of actual data. CRC uses the provided data spreadsheets to calculate student performance on each measure. Shading and other similar formatting cannot be read into CRC's statistical program and should not be used.
 - If codes are entered into the data (e.g., F, R, and P for lunch status), MAS must inform CRC of the codes' meanings even if they seem obvious.
5. Consider using an additional "comments" column in the spreadsheet to provide details or explanations about the data in that sheet or for specific students.

End-of-the-year data due date: No later than the fifth working day after the end of the second semester, or June 19, 2015.

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

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment and Termination	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Local student ID • Student name • Grade • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, or not eligible) • Enrollment date <ul style="list-style-type: none"> » If available, the first date the student ever attended the school » If first date ever is not available, first date student was enrolled for the current school year • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable (if the student was expelled, please provide reason) 	<p>PowerSchool</p> <p>Note that enrollment and termination data for all three academies should be combined and sent to CRC in one spreadsheet.</p>	Britani D'Alie (BD)
Attendance	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension • Number of times in-school suspension • Number of days in-school suspension 	<p>PowerSchool</p> <p>Note that attendance data for all three academies should be combined and sent to CRC in one spreadsheet.</p>	BD
Parent Participation	<p>The following are required data elements for each student enrolled at any time during the year.</p> <ul style="list-style-type: none"> • WSN • Student name • Parent attended conference 1 (yes or no) 	Spreadsheet designed by school	Kristi Bachar

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Parent attended conference 2 (yes or no) • Parent attended conference 3 (yes or no) • If a student was not enrolled for any of the conference periods, enter N/E (not enrolled). <p>Explanation: Conference data should be aggregated for each student for each conference period (i.e., not by teacher or classroom). If a student's parent attends a conference with ANY teacher on the scheduled conference dates (either in person at the school or the student's home or over the phone), that parent will be considered in attendance for the conference period. Indicate attendance for each conference period in the columns outlined above.</p>		
Special Education Needs Students	<p>The following are required data elements for each student who received any special education services.</p> <ul style="list-style-type: none"> • WSN • Student name • Most recent eligibility assessment date (Date the team met to determine eligibility; may be at this school or a previous school. If at a previous school and date is unknown, enter unknown.) • Special education need: If identified, special education need (e.g., ED, CD, LD, OHI, etc.). • Was student enrolled in special education services at the school during the previous school year (i.e., Has this school been responsible for special education services for the student for a full IEP year?) Yes or no. • Next eligibility reevaluation date (three-year reevaluation date to determine whether student is still eligible for special education; may be during a subsequent school year) • Date of last annual IEP review (leave blank if the first IEP was completed for the student this year) • Beginning and end dates of the IEP that was reviewed • Was the parent invited to participate in the review? Yes or no. • At the time of that review, how many goals were reviewed? If there was no review, enter N/A. 	Spreadsheet designed by school	Monica Veitch (MV)

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> At the time of that review, how many goals were met? If there was no review, enter N/A. Was a new IEP developed at the review? Yes or no. If a new IEP was not developed, provide a reason (e.g., parent refused services, student was dismissed from special education services, etc.) Beginning and end dates of the new IEP 		
Academic Achievement: Local Measures <i>Literacy</i>	For 6th-, 7th-, and 8th-grade students, also include the following. <ul style="list-style-type: none"> Fall MAP reading RIT score MAP reading growth target Spring MAP reading RIT score Student met MAP reading growth target (Y/N) 	Spreadsheet designed by school	LB
Academic Achievement: Local Measures <i>Math</i>	For 6th-, 7th-, and 8th-grade students, include the following. <ul style="list-style-type: none"> Fall MAP math RIT score MAP math growth target Spring MAP math RIT score Student met MAP math growth target (Y/N) 	Spreadsheet designed by school	LB
Academic Achievement: Local Measures <i>Writing</i>	For each student, enter the following. <ul style="list-style-type: none"> WSN Student name Final total writing score 	Spreadsheet designed by school	LB
Academic Achievement: Local Measures <i>IEP</i>	See "Special Education Needs Students" section above.	Spreadsheet designed by school	MV
Academic Achievement: Standardized Measures <i>Smarter Balanced Assessment (SBA)</i>	<u>Note that these requirements may change during the year. If they do, CRC will alert schools to the updated requirements.</u> The following are required data elements for each student. <ul style="list-style-type: none"> WSN Student name Proficiency level, scale score, and state percentile for SBA English/language arts assessment Proficiency level, scale score, and state percentile for SBA math assessment 	Spreadsheet designed by school or individual student data downloaded electronically from the test publisher. If downloaded, data must be in an analyzable format such as a delimited text file or Excel database.	LB

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> Provide the SBA test date(s) in an email or other document if the date is not included in the data sheet 	If results are in a spreadsheet designed by the school, also provide paper copies of all students' SBA scores.	
<p>Academic Achievement: Standardized Measures</p> <p><i>WKCE Science and Social Studies</i></p>	<p>For each 8th-grade student, include the following.</p> <ul style="list-style-type: none"> WSN Student name Proficiency level, scale score, and state percentile for the WKCE science test Proficiency level, scale score, and state percentile for the WKCE social studies test Provide the WKCE test date(s) in an email or other document if the date is not included in the data sheet 	<p>Export results from the publisher's website to a spreadsheet.</p> <p>Also provide paper copies of all students' WKCE scores.</p>	LB

Student Learning Memorandum for Milwaukee Academy of Science High School

To: Children's Research Center and Charter School Review Committee
From: Milwaukee Academy of Science High School
Re: Learning Memo for the 2014–15 Academic Year
Date: September 22, 2014

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the Children's Research Center (CRC) and the CSRC. The school will record student data in PowerSchool and/or Excel spreadsheets and provide that data to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the Data Requirements section of this memo. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 19, 2015.

Enrollment

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

Termination/Withdrawal

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

Attendance

The school will maintain appropriate attendance records. High school students who miss any portion of the school day are considered truant.⁷³ MAS will achieve an attendance rate of at least 91%. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Parent/Guardian Participation

Parents of at least 80% of students enrolled for the entire school year will participate in two out of the three scheduled parent-teacher conferences. Note that a parent conference with any teacher during

⁷³ Excused and unexcused absences, as well as suspension data for high school students, are reported by class period; CRC will use these data to calculate the number of days each student missed due to excused absences, unexcused absences, or in- or out-of-school suspension. The number of days enrolled, the number of days attended, and overall absences should be reported as days.

each of the three conference periods will be counted as participation. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Special Education Needs Students

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

High School Graduation Plan

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

- Information regarding the student's post-secondary plans.
- A schedule reflecting plans for completing four credits each in English and mathematics; five credits in science; three credits in social studies; and two credits each in foreign language, physical education/health, and other electives.⁷⁴
- Evidence of parent/guardian/family involvement. Involvement means that the guidance counselor will review each student's graduation plan with his/her parent(s) by the end of the school year via either a face-to-face or phone conference. If a parent does not participate in one of these sessions, MAS will have a conference with the student and submit a written report to the parent via regular mail.

The guidance counselor/advisor will meet with each twelfth-grade student by the end of the first semester to discuss the student's graduation plan.

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

Required data elements related to this outcome are described in the Data Requirements section of this memo.

⁷⁴ Credit requirements were revised and will be applied to students in the class of 2017 or after; for those students, the schedule must reflect the number of credits required to graduate based on these revised graduation requirements.

High School Graduation Requirements⁷⁵

- All ninth graders who earn at least 6.0 credits will be promoted to tenth grade.⁷⁶
- All tenth graders who earn at least 12.0 credits will be promoted to eleventh grade.
- All eleventh graders who earn at least 16.5 credits will be promoted to twelfth grade.
- All twelfth graders who earn at least 22.0 credits, including the required courses, will graduate.

Required data elements related to this outcome are described in the Data Requirements section of this memo.

Academic Achievement: Local Measures

Literacy

Ninth-grade students will complete all subtests of the ACT Aspire Early High School assessment in the fall and spring of the school year; the reading and English subtests will be used to measure student progress in literacy skills. At least 70% of students who complete both the fall and spring assessments will reach either the English or reading benchmark or increase their English or reading score by one point from fall to spring.⁷⁷ Required data elements related to this outcome are described in the Data Requirements section of this memo.

Reading progress for tenth through twelfth graders will be demonstrated by changes in their Lexile level scores as measured by the Scholastic Reading Inventory (SRI) administered by the end of September and again at the end of the school year. At least 70% of the students will increase their Lexile level scores by at least 13 points from fall to spring.⁷⁸ Any student who enrolls after the beginning of the school year will be tested within 60 calendar days of enrollment using the Brigance. Required data elements related to this outcome are described in the Data Requirements section of this memo.

⁷⁵ 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 4.5 credits, tenth to eleventh grade with nine credits, and eleventh to twelfth grade with 13.5 credits. All special education students are required to accumulate 22 credits to graduate from MAS.

⁷⁶ MAS has adopted new graduation requirements effective for the class of 2017. The following credits are necessary for promotion to the next grade level: ninth to tenth, six; tenth to eleventh, 12; eleventh to twelfth, 18; and to graduate, 24.

⁷⁷ When this memo was developed, some information regarding the Aspire scoring system was still pending. The school set local measure goals based on information at the time but will reevaluate whether one point is an appropriate expectation when complete information is available. Any changes to the goal stated here will be included and explained in the 2014–15 monitoring report. This will be true for the Aspire math local measure as well.

⁷⁸ These Lexile score increases would indicate that students in these respective grade levels had made one year of progress in the acquisition of comprehension and vocabulary skills.

Mathematics

Ninth-grade students will complete all subtests of the ACT Aspire in the fall and spring of the school year; the math subtest will be used to measure student progress in math. At least 70% of students who complete both the fall and spring assessments will reach the math benchmark or increase their score by one point from fall to spring. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Math progress for tenth 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.⁷⁹ The end-of-year test results will be reported to CRC. At least 65% of the students will attain scores of at least 70% on their comprehensive course exams at the end of the school year. In addition, students who enroll after the start of the school year will be given the Wide Range Achievement Test (WRAT) within 60 days of their enrollment to assess their basic math competency levels. Required data elements related to this outcome are described in the Data Requirements section of this memo.

Writing

By the end of the final marking period, students in ninth through twelfth grades will have writing samples assessed. Student writing skills will be assessed in the following six domains based on grade level or IEP expectations: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale: 1 = minimal control; 2 = basic control; 3 = adequate control; 4 = proficient control; and 5 = advanced control. At least 65% of students in each grade enrolled for the entire year will be judged to have at least "adequate control," as indicated by an average total score of 18 or higher. Required data elements related to this outcome are described in the Data Requirements section of this memo.

IEP Goals

At least 80% of the special education students will meet one or more of the goals defined in their IEPs. Required data elements related to this outcome are described in the Data Requirements section of this memo.

⁷⁹ The math courses offered to high school students include algebra, geometry, advanced algebra, advanced algebra/trigonometry, pre-calculus, and statistics. Not all eleventh- and twelfth-grade students are enrolled in a math class. Some students have already completed the requirement to earn four credits in math prior to graduation; students not enrolled in a math class during the school year will not be tested.

Academic Achievement: Standardized Measures

Ninth-Grade Students

All ninth-grade students are required to take all subtests⁸⁰ of the ACT Aspire (the pre-ACT tests that will identify students not ready for the ACT)⁸¹ in the fall and spring of the school year in the timeframe required by the Wisconsin Department of Public Instruction (DPI). Specific data elements related to this outcome are described in the Data Requirements section of this memo.

Tenth-Grade Students

All tenth-grade students are required to take the Wisconsin Knowledge and Concepts Examination (WKCE) science and social studies assessments in the fall timeframe identified by DPI. Specific data elements related to this outcome are described in the Data Requirements section of this memo.

All tenth-grade students are required to take all subtests⁸² of the ACT Aspire in the spring of the school year in the timeframe required by DPI. Specific data elements related to this outcome are described in the Data Requirements section of this memo.

Eleventh-Grade Students

All eleventh-grade students are required to take all subtests of the ACT Plus Writing and the ACT WorkKeys in the spring of the school year in the timeframe required by DPI. Specific data elements related to this outcome are described in the Data Requirements section of this memo.

Twelfth-Grade Students

MAS will require all seniors to take the ACT or ACT Plus Writing in the fall of 2014. The ACT for twelfth graders is not required by DPI but is a requirement of the CSRC. Specific data elements related to this outcome are described in the Data Requirements section of this memo.

Year-to-Year ACT Aspire and ACT Plus Writing Progress

To incorporate college readiness benchmarks published by ACT, it is expected that at least 75% of the students at benchmark in any of the subtest areas or the composite score will maintain that status in the subsequent year on the appropriate ACT test. It is expected that at least 60% of the students below benchmark in any of the subtest areas or composite score will reach benchmark or increase their score by at least one point in the next test on the appropriate ACT test.^{83,84}

⁸⁰ English, mathematics, reading, science, and writing.

⁸¹ The Educational Planning and Assessment System developed by ACT provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support, and evaluation. The series includes the ACT Aspire Early High School, ACT Plus Writing, and ACT WorkKeys tests. Score ranges from all three tests are linked to *Standards for Transition* statements that describe what students have learned and what they are ready to learn next. The *Standards for Transition*, in turn, are linked to *Pathways* statements that suggest strategies to enhance students' classroom learning. *Standards* and *Pathways* can be used by teachers to evaluate instruction and student progress and advise students on courses of study.

⁸² English, mathematics, reading, science, and writing.

⁸³ This expectation is in a pilot phase at this time.

⁸⁴ At the time of this memo, it is CRC's understanding that the benchmarks used for the EXPLORE and PLAN tests are comparable to the benchmarks for the ACT Aspire and can be used to measure student progress over time.

Learning Memo Data Requirements Milwaukee Academy of Science

CRC developed the data requirements to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2014–15 academic year. Additionally, important principles applicable to all data collection must be followed.

1. The enrollment document must **include any student enrolled at any time during the school year**. This includes students who enroll after the first day of school and students who withdraw before the end of the school year.
2. Each student's unique WSN and name must appear in each data file.
3. Individual student data are required for each measure. Aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%) will not be accepted as an alternative to individual student records.
4. Data formatting requirements:
 - Each item listed in the grid below represents a required data element and should be presented as a separate column in the data spreadsheet (e.g., Excel).
 - Each column in the spreadsheet must have a clear, understandable heading.
 - Shading and other formatting to denote benchmarks, proficiency levels, or other data-related elements cannot be used in place of actual data. CRC uses these data spreadsheets to calculate student performance on each measure, and shading and other similar formatting cannot be read into the statistical program.
 - Codes that appear in the data (e.g., F, R, & P for lunch status) must be spelled out at some point, even if they seem obvious.
5. N/E (not enrolled) should be entered into cells when students are not enrolled at the time of a particular measure.
6. An additional "comments" column in the spreadsheet may be used to provide details or explanations about the data in that sheet or for specific students.

End-of-the-year data due date: no later than the fifth working day after the end of the second semester, or June 19, 2015.

Staff person(s) responsible for year-end data submission to CRC: Chris Schwab (CS)

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Enrollment and Termination	<p>Required data elements for each student enrolled at any time during the year:</p> <ul style="list-style-type: none"> • Wisconsin student number (WSN) • Local student ID • Student name • Grade level at the beginning of the school year • Grade level at the end of the school year • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date <ul style="list-style-type: none"> » If available, the first date the student ever attended the school. » If first date ever is not available, first day student was enrolled for the current school year. • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable (if the student was expelled, please provide reason) 	<p>PowerSchool</p> <p>Note that enrollment and termination data for all three academies should be combined and sent to CRC in one spreadsheet.</p>	Britani D'Alie (BD)
Attendance	<p>Required data elements for each student enrolled at any time during the year:</p> <ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension • Number of times in-school suspension • Number of days in-school suspension 	<p>PowerSchool</p> <p>Note that attendance data for all three academies should be combined and sent to CRC in one spreadsheet.</p>	BD
Parent Participation	<p>Required data elements for each student enrolled at any time during the year:</p> <ul style="list-style-type: none"> • WSN • Student name 	Spreadsheet designed by school	Darrell Woodard (DW)

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Attended conference 1 (Yes, No, or N/A) • Attended conference 2 (Yes, No, or N/A) • Attended conference 3 (Yes, No, or N/A) <p>Explanation: Parent-teacher conference data should be aggregated for each student for each conference period (i.e., not by teacher or classroom). If a student's parent attends a conference with ANY teacher during the conference window, either in person at the school or student's home or over the phone, that parent will be considered in attendance for the conference period. Indicate attendance for each conference period in the columns outlined above.</p>		
Special Education Needs Students	<p>Required data elements for each student who received any special education services:</p> <ul style="list-style-type: none"> • WSN • Student name • Most recent eligibility assessment date (date the team met to determine eligibility; may be at this school or a previous school. If at a previous school and date is unknown, enter unknown.) • Special education need: If identified, special education need, e.g., ED, CD, LD, OHI, etc. • Was student enrolled in special education services at the school during the previous school year (i.e., has this school been responsible for special education services for the student for a full IEP year)? Yes or No • Next eligibility reevaluation date (three-year reevaluation date to determine if child is still eligible for special education; may be during a subsequent school year) • Date of last annual IEP review (should be blank if the first IEP was completed for the student this year) • Beginning and end dates of the IEP that was reviewed • Was the parent invited to participate in the review? Yes or No • At the time of that review, how many goals were reviewed? If there was no review, enter N/A. 	Spreadsheet designed by school	Monica Veitch (MV)

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • At the time of that review, how many goals were met? If there was no review, enter N/A. • Was a new IEP developed at the review? Yes or No • If a new IEP was not developed, provide a reason (e.g., parent refused services, student dismissed from special education services, etc.). • Beginning and end dates of the new IEP 		
High School Graduation Plan	<p>For each 9th- through 12th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Graduation plan developed (Y, N) • Date graduation plan developed • Graduation plan includes post-secondary plans (Y, N, N/A) • Graduation plan includes a schedule that reflects credits required for graduating (Y, N, N/A) • Graduation plan includes evidence of parent/guardian/family involvement (Y; N; N, but plan was mailed; or N/A) • Schedule reviewed by guidance counselor (Y, N) • Student on track toward earning credits (Y, N) • Student needs to enroll in summer school (Y, N, N/A) <p>For 12th-grade students, include the following:</p> <ul style="list-style-type: none"> • Guidance counselor met with student to discuss graduation plan (Y, N, N/A) • Date guidance counselor met with student 	Spreadsheet designed by school	Lisa Youngvorst (LY)
High School Graduation Requirements	<p>For each 9th- through 12th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Number of credits earned during current school year • Number of cumulative credits earned at MAS and any other high school attended • If 9th through 11th grade, indicate if student was promoted to the next grade level (Y, N) • If 12th grade, indicate if student graduated (Y, N) 	Spreadsheet designed by school	LY

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Local Measures <i>Literacy: ACT Aspire for 9th Graders</i>	See the ACT Aspire requirements listed in the standardized test section below.		
Academic Achievement: Local Measures <i>Literacy: SRI for 10th – 12th Graders</i>	<p>For 10th- and 12th-grade students, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Fall semester SRI Lexile reading level (or for new students, level from the intake test given within 60 days of enrollment) • Spring semester SRI Lexile reading level <p>For <u>all</u> new students include:</p> <ul style="list-style-type: none"> • Brigance results from the test administered within 60 days of enrollment • Date Brigance was administered 	Spreadsheet designed by school	CS
Academic Achievement: Local Measures <i>Math: ACT Aspire for 9th Graders</i>	See the ACT Aspire requirements listed in the standardized test section below.		
Academic Achievement: Local Measures <i>Math for 10th – 12th Graders</i>	<p>For each 10th- and 12th-grade student, include spring semester comprehensive course exam percentage correct.</p> <p>For <u>all</u> new students, include:</p> <ul style="list-style-type: none"> • WRAT results from the test administered within 60 days of enrollment • Date the WRAT was administered 	Spreadsheet designed by school	CS
Academic Achievement: Local Measures <i>Writing</i>	<p>For each student, enter the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Final total writing score 	Spreadsheet designed by school	CS
Academic Achievement: Local Measures <i>IEP</i>	See “Special Education Needs Students” section above.	Spreadsheet designed by school	MV

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Standardized Measures <i>WKCE Science and Social Studies</i>	For each 10th-grade student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and state percentile for WKCE science test • Proficiency level, scale score, and state percentile for WKCE social studies test • WKCE test date(s) in an email or other document, if date is not included in the data sheet 	Export results from the publisher's website to a spreadsheet. Also provide paper copies of all students' WKCE scores.	CS
Academic Achievement: Standardized Measures <i>ACT Aspire for 9th Graders</i>	For each 9th-grade student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Three-digit English, mathematics, reading, science, and composite scale scores from fall test • English, mathematics, reading, science, and composite benchmark scores from fall test • Date of fall test • Three-digit English, mathematics, reading, science, and composite scale scores from spring test • English, mathematics, reading, science, and composite benchmark scores from spring test • Date of spring test 	Spreadsheet designed by school If available, the school may provide copies of CDs from the test publisher OR individual student data downloaded electronically from the test publisher. Electronic data must be in an analyzable format such as delimited text files or Excel datasheets. If scores are in a spreadsheet designed by the school, also provide paper printouts of all students' test scores.	CS
Academic Achievement: Standardized Measures <i>ACT Aspire for 10th Graders</i>	For each 10th-grade student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Three-digit English, mathematics, reading, science, and composite scale scores from spring test • English, mathematics, reading, science, and composite benchmark scores from spring test • Date of spring test 	Spreadsheet designed by school If available, the school may provide copies of CDs from the test publisher OR individual student data downloaded electronically from the test publisher. Electronic data must be in an analyzable format such as	CS

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
		<p>delimited text files or Excel datasheets.</p> <p>If scores are in a spreadsheet designed by the school, also provide paper printouts of all students' test scores.</p>	
<p>Academic Achievement: Standardized Measures</p> <p><i>ACT Plus Writing for 11th Graders</i></p>	<p>For each 11th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Took the ACT Plus Writing (Y, N, N/A) • Date student took test • English, mathematics, reading, science, and composite scores • Writing subscore • Combined English/writing score • Any additional relevant comments regarding student participation 	<p>Spreadsheet designed by school</p> <p>If available, the school may provide copies of CDs from the test publisher OR individual student data downloaded electronically from the test publisher. Electronic data must be in an analyzable format such as delimited text files or Excel datasheets.</p> <p>If scores are in a spreadsheet designed by the school, also provide paper printouts of all students' test scores.</p>	CS
<p>Academic Achievement: Standardized Measures</p> <p><i>ACT/ACT Plus Writing for 12th Graders</i></p>	<p>For each 12th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Test taken? ACT or ACT Plus Writing • Took the ACT (Y, N, N/A) • Date student took the ACT • English, mathematics, reading, science, and composite scores • If student took ACT Plus Writing, also include the writing subscore and the combined English/writing score • Any additional relevant comments regarding student participation 	<p>Spreadsheet designed by school</p> <p>If available, the school may provide copies of CDs from the test publisher OR individual student data downloaded electronically from the test publisher. Electronic data must be in an analyzable format such as delimited text files or Excel datasheets.</p>	CS

Learning Memo Section/Outcome	Data Elements/Description	Location of Data	Person(s) Responsible for Collecting Data
		If scores are in a spreadsheet designed by the school, also provide paper printouts of all students' test scores.	

Appendix C

Trend Information

Table C1					
Milwaukee Academy of Science Enrollment					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number/ Percentage Enrolled for Entire School Year
2010–11	1,054	32	133	953	926 (87.9%)
2011–12	1,039	40	128	951	914 (88.0%)
2012–13	965	25	140	850	829 (85.9%)
2013–14	958	42	111	889	849 (88.6%)
2014–15	1,025	21	179	872	851 (83.0%)

Table C2			
Milwaukee Academy of Science Student Return Rates			
Year	Number Enrolled at End of Previous Year*	Number Enrolled at Start of This School Year	Student Return Rate
2010–11	849	712	83.9%
2011–12	921	761	82.6%
2012–13**	869	688	79.2%
2013–14**	734	581	79.2%
2014–15**	798	652	81.7%

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

**In 2012–13, the reenrollment calculation was modified to exclude students in the eighth AND twelfth grades during the previous school year; prior to that, only twelfth-grade students were excluded.

Figure C1

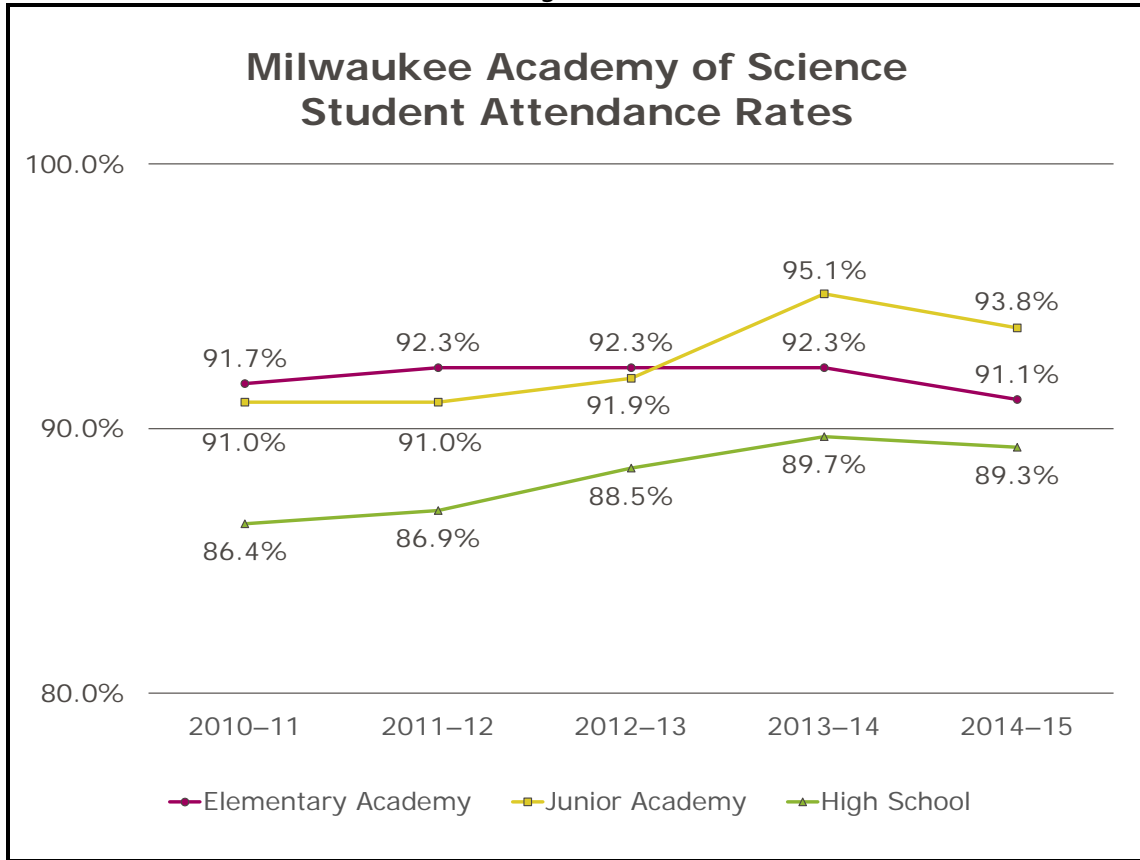


Figure C2

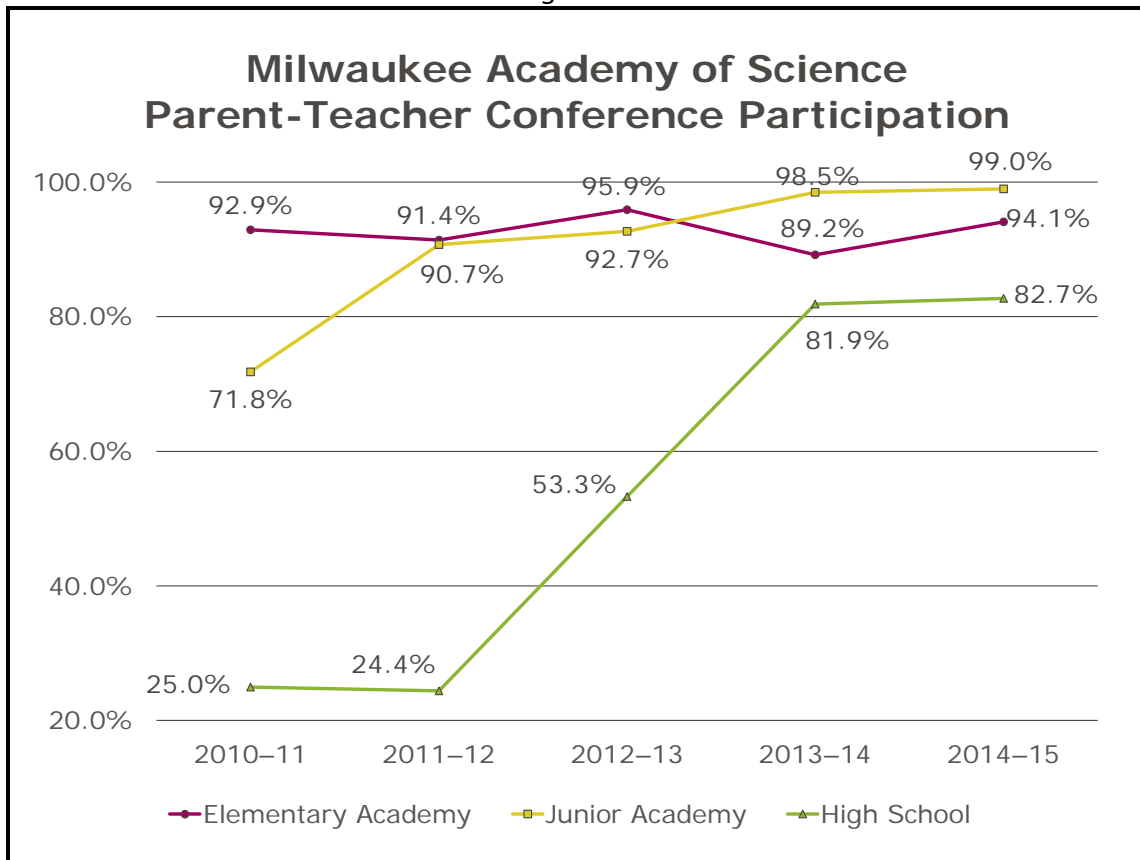


Table C3					
Milwaukee Academy of Science Teacher Retention					
Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Teacher Retention Rate: Rate Employed at School for Entire School Year
2010–11	67	1	1	67	98.5%
2011–12	80	4	4	80	95.0%
2012–13	72	4	3	73	95.8%
2013–14	73	5	1	77	98.6%
2014–15	73	7	7	73	90.4%

Table C4			
Milwaukee Academy of Science Teacher Return⁸⁵			
Year	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Teacher Return Rate
2010–11	57	53	93.0%
2011–12	63	49	77.8%
2012–13	72	59	81.9%
2013–14	61	53	86.9%
2014–15	69	50 ⁸⁶	75.4%

⁸⁵ This number excludes the teachers who were not offered contracts at the end of the previous school year due to either unacceptable performance or the elimination of an instructional position.

⁸⁶ Two additional teachers from the 2013–14 school year returned to MAS in the 2014–15 school year but not as teachers. They were included when calculating the return rate for the 2014–15 school year.

Table C5			
Milwaukee Academy of Science CSRC Scorecard Score			
School Year	K-8	High School	Combined Average*
2010-11	73.9%	73.9%	N/A
2011-12	73.8%	69.4%	72.9%
2012-13	73.2%	77.1%	74.0%
2013-14	72.2%	78.1%	73.3%
2014-15	79.4%	79.6%	79.4%

*Based on a weighted average; weight is based on the number of students enrolled at the end of the school year. The weighted average was a new measure introduced in 2012-13 and calculated retroactively for the 2011-12 school year.

Appendix D

CSRC 2014–15 School Scorecards

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

r: 4/11

K5-8TH GRADES

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(5.0)	
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(5.0)	10%

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced	(7.5)	
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	35%
• WKCE math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(3.75)	
• % met math	(3.75)	15%
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or Advanced	(7.5)	
• WKCE math—% proficient or advanced	(7.5)	15%

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

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to ACT Aspire—Composite score at or above benchmark on EXPLORE and at or above benchmark on Aspire	(5.0)	
• EXPLORE to ACT Aspire—Composite score below benchmark on EXPLORE but increased 1 or more on Aspire	(10.0)	30%
• Adequate credits to move from 9th to 10th grade	(5.0)	
• Adequate credits to move from 10th to 11th grade	(5.0)	
• DPI graduation rate	(5.0)	

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

LOCAL MEASURES		
• % met reading	(3.75)	
• % met math	(3.75)	15%
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	
• WKCE math—% proficient and advanced	(7.5)	15%

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

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

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

Beginning with the 2014–15 elementary scorecard, the PALS replaced the SDRT as the standardized measure for students in the first and second grades. As noted in the body of the report, CSRC approved new pilot scorecards, which will be tested this year. However, because the new scorecards are still in the pilot stage, expectations for school performance will be based on the 2014–15 scorecards included in tables D1 and D2.

Table D1					
Milwaukee Academy of Science Elementary (K4–8th Grade)					
Charter School Review Committee Scorecard					
2014–15 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Reading Readiness 1st – 2nd Grades ⁸⁷	% 1st graders at or above spring summed score benchmark this year	5.0	10.0%	67.9%	3.4
	% 2nd graders at or above spring summed score benchmark this year	5.0		60.7%	3.0
Student Academic Progress 3rd – 8th Grades	WKCE reading: % maintained proficient and advanced	7.5	35.0%	N/A	N/A
	WKCE math: % maintained proficient and advanced	7.5		N/A	N/A
	WKCE reading: % below proficient who progressed	10		N/A	N/A
	WKCE math: % below proficient who progressed	10		N/A	N/A
Local Measures ⁸⁸	% met reading	3.75	15.0%	77.4%	2.9
	% met math	3.75		77.5%	2.9
	% met writing	3.75		75.7%	2.8
	% met special education	3.75		94.0%	3.5
Student Achievement 3rd – 8th Grades	WKCE reading: % proficient or advanced	7.5	15.0%	N/A	N/A
	WKCE math: % proficient or advanced	7.5		N/A	N/A
Engagement	Student attendance	5	25.0%	91.8%	4.6
	Student reenrollment ⁸⁹	5		82.1%	4.1
	Student retention rate	5		83.0%	4.2
	Teacher retention rate	5		90.4%	4.5
	Teacher return rate	5		75.4%	3.8
TOTAL		50 ⁹⁰			39.7 (79.4%)

⁸⁷ PALS replaced the SDRT for the 2014–15 scorecard. Percent reflects students at or above the summed score benchmark during the current year, not year-to-year results.

⁸⁸ When there were multiple measures per subject, the percent that met all four local measures was derived by combining the performance of students at different grade levels.

⁸⁹ Student was enrolled in K4 through seventh grade on the last day of the 2013–14 school year and was also enrolled on the third Friday of September 2014.

⁹⁰ The WKCE reading and math tests were discontinued for the 2014–15 school year. Therefore, current and year-to-year results were not available. The maximum points possible for the WKCE scorecard measures were subtracted from the total possible points. The scorecard percent was calculated by dividing the number of points earned by the modified denominator.

Table D2					
Milwaukee Academy of Science High School (9th – 12th Grades)					
Charter School Review Committee Scorecard					
2014–15 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress	EXPLORE to Aspire: Composite score at or above benchmark on EXPLORE and at or above benchmark on Aspire	5	30.0%	N/A ⁹¹	N/A
	EXPLORE to Aspire: Composite score below benchmark on EXPLORE but increased 1 or more on Aspire	10		N/A	N/A
	Adequate credits to move from 9th to 10th grade	5		76.7%	3.8
	Adequate credits to move from 10th to 11th grade	5		84.2%	4.2
	12th Grade	Graduation rate (DPI) ⁹²		5	84.0%
Postsecondary Readiness 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	100.0%	10.0
	% of 11th/12th graders tested	2.5		100.0%	2.5
	% of graduates with ACT composite score of 21.25 or more	2.5		11.5%	0.3
Local Measures⁹³	% met reading	3.75	15.0%	66.9%	2.5
	% met math	3.75		57.5%	2.2
	% met writing	3.75		63.6%	2.4
	% met special education	3.75		68.8%	2.6
Student Academic Achievement 10th Grade⁹⁴	WKCE reading: % proficient and advanced	7.5	15.0%	N/A	N/A
	WKCE math: % proficient and advanced	7.5		N/A	N/A
Engagement	Student attendance	5	25.0%	89.3%	4.5
	Student reenrollment	5		79.7%	4.0
	Student retention rate	5		83.1%	4.2
	Teacher retention rate	5		90.4%	4.5
	Teacher return rate	5		75.4%	3.8
TOTAL		70⁹⁵			55.7 (79.6%)

⁹¹ Due to the change from the ACT EXPLORE/PLAN series in 2013–14 to the Aspire in 2014–15, year-to-year progress from ninth to tenth grade could not be calculated this year.

⁹² Based on the 2013–14 DPI four-year rate reported on the DPI website: <https://apps2.dpi.wi.gov/sdpr/district-report.action>

⁹³ When there were multiple measures per subject for the reading and math local measures, the percent that met the measure was derived by combining the performance of students in different grade levels.

⁹⁴ WKCE reading and math assessments were discontinued for the 2014–15 school year. Therefore, results were not available.

⁹⁵ Points for measures that were not available this year were subtracted from the total possible points. The scorecard percent was calculated by dividing the number of points earned by the modified denominator.

Appendix E

2014–15 Badger Exam Results

Due to the DPI embargo of Badger Exam data, summary results cannot be reported at this time. As soon as the embargo is lifted later this year, results will be added to this appendix or to a separate addendum to this report.

Appendix F

CSRC PILOT School Scorecards

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

r: 6/15

K5-8TH GRADE

HIGH SCHOOL

STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	(4.0)	10%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• Badger Exam reading—% maintained proficient	(5.0)	30%
• Badger Exam math—% maintained proficient	(5.0)	
• Badger Exam reading—% below proficient who progressed	(10.0)	
• Badger Exam math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(6.25)	25%
• % met math	(6.25)	
• % met writing	(6.25)	
• % met special education	(6.25)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• Badger Exam reading—% proficient or advanced	(5.0)	10%
• Badger Exam math—% proficient or advanced	(5.0)	

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

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• ACT Aspire - % 10th graders who were at or above the composite benchmark score two consecutive years	(5)	30%
• ACT Aspire - % 10th graders below the composite benchmark in 9th grade but progressed one point in 10th grade	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

POSTSECONDARY READINESS: GRADES 11 and 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	(10)	15%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES		
• % met reading	(5.0)	20%
• % met math	(5.0)	
• % met writing	(5.0)	
• % met special education	(5.0)	

STUDENT ACHIEVEMENT: Grades 9 and 10		
• ACT Aspire English—% students at or above spring benchmark	(5.0)	10%
• ACT Aspire math—% students at or above spring benchmark	(5.0)	

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

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

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

Due to changes in the standardized tests administered to students, CSRC approved several changes to the school scorecards that were used up through the 2014–15 school year. These changes will be piloted over the next several years. In addition to replacing SDRT results with PALS results and WKCE results with Badger Exam results, the maximum points per measure were modified to decrease the value placed on standardized tests to only 40.0% of the total for the elementary level, as this has always been the value given to standardized tests for the high schools. There was also an increase in the value given to local academic achievement measures: 25.0% of the total for elementary schools and 20.0% for high schools. DPI embargoed the Badger Exam results until September or October 2015; due to the embargo, schools and districts are not allowed to share summary Badger Exam results with the public. Therefore, because the pilot elementary scorecard includes summary Badger Exam results, pilot elementary scorecard results will not be added to 2014–15 monitoring reports until the embargo is lifted. At that time, pilot elementary scorecard results will be added to this appendix or a separate addendum to this report. Pilot high school scorecard results are shown in Table F.

Table F						
Milwaukee Academy of Science High School (9th – 12th Grades)						
Charter School Review Committee Pilot Scorecard						
2014–15 School Year						
Area	Measure	Max. Points	% Total Score	Performance	Points Earned	
Student Academic Progress	ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5	30.0%	N/A ⁹⁶	N/A	
	9th – 10th Grade	ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed 1 point in 10th grade		10	N/A	N/A
	10th – 11th Grade	Adequate credits to move from 9th to 10th grade		5	76.7%	3.8
	12th Grade	Adequate credits to move from 10th to 11th grade		5	84.2%	4.2
		Graduation rate (DPI) ⁹⁷		5	84.0%	4.2
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	100.0%	10.0	
	% of 11th/12th graders tested on ACT	2.5		100.0%	2.5	
	% of graduates with ACT composite score of 21.25 or more	2.5		11.5%	0.3	
Local Measures	% met reading	5	20.0%	66.9%	3.3	
	% met math	5		57.5%	2.9	
	% met writing	5		63.6%	3.2	
	% met special education	5		68.8%	3.4	
Student Academic Achievement 9th – 10th Grades	ACT ASPIRE English: % of 9th and 10th graders at or above spring benchmark	5	10.0%	35.8%	1.8	
	ACT ASPIRE math: % of 9th and 10th graders at or above spring benchmark	5		9.2%	0.5	
Engagement	Student attendance	5	25.0%	89.3%	4.5	
	Student reenrollment	5		79.7%	4.0	
	Student retention	5		83.1%	4.2	
	Teacher retention rate	5		90.4%	4.5	
	Teacher return rate	5		75.4%	3.8	
TOTAL POSSIBLE POINTS		85⁹⁸			61.1 (71.9%)	

⁹⁶ Due to the change from the ACT EXPLORE/PLAN series in 2013–14 to the Aspire in 2014–15, year-to-year progress from ninth to tenth grade could not be calculated this year.

⁹⁷ Based on the 2013–14 DPI four-year rate reported on the DPI website: <https://apps2.dpi.wi.gov/sdpr/district-report.action>

⁹⁸ Points for measures that were not available this year were subtracted from the total possible points. The scorecard percent was calculated by dividing the number of points earned by the modified denominator.