



## OVERVIEW

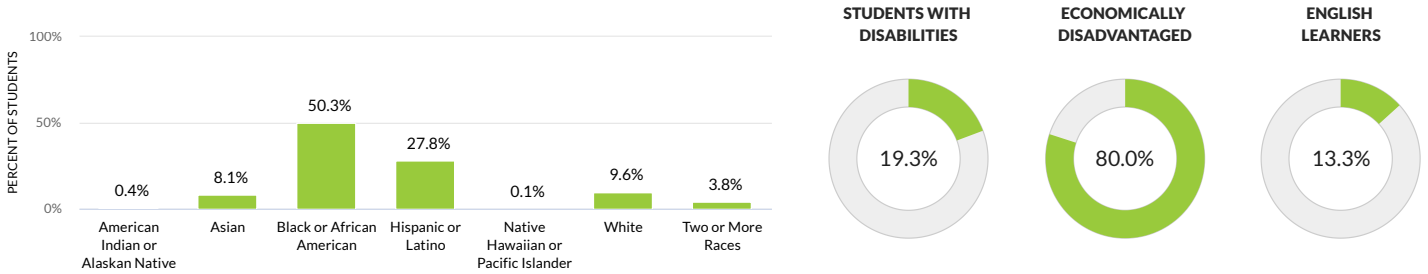
### District Details

Grades : K3-12  
Enrollment : 69,115  
Percent open enrollment : 3.2%

Milwaukee Public Schools (MPS) is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work, and citizenship. MPS is committed to providing an educational environment that is child-centered and supports achievement while collaborating with students, families, and community for the benefit of all.

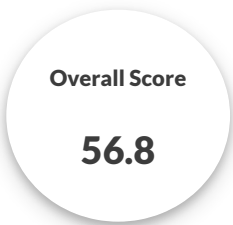
*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

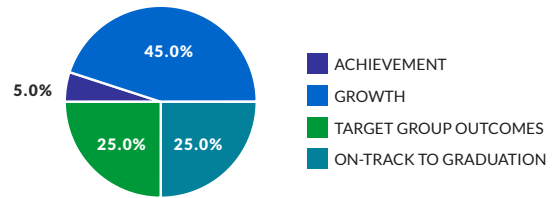
**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Few Expectations

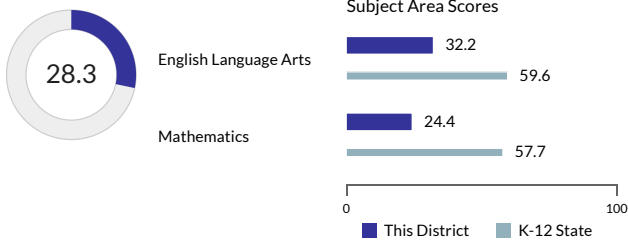


#### PRIORITY AREA WEIGHTS

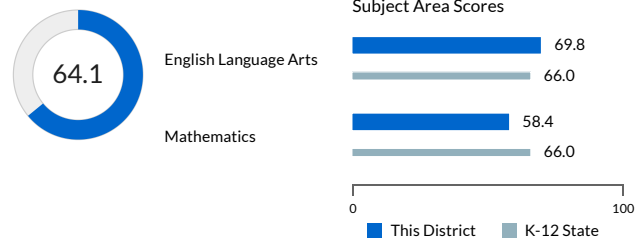


### Priority Area Scores

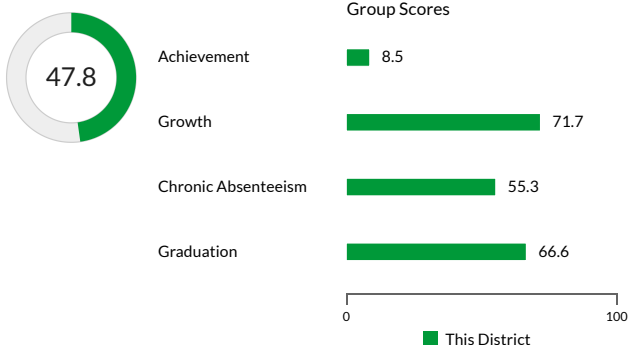
#### ACHIEVEMENT



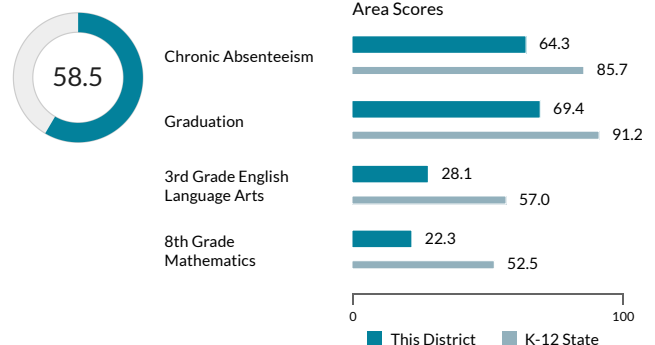
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION





## DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

### Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	1	0.7%
Exceeds Expectations	28	18.3%
Meets Expectations	40	26.1%
Meets Few Expectations	39	25.5%
Fails to Meet Expectations	28	18.3%

### Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	8	5.2%
Needs Improvement	9	5.9%

### School Score Summary

This table does not include alternate accountability schools.

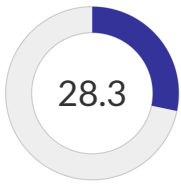
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	10.7	57.0	83.0	100.0
Achievement	5.5	24.3	73.3	100.0
Growth	29.0	63.9	97.3	100.0
Target Group Outcomes	8.2	53.9	85.7	100.0
On-Track to Graduation	27.3	64.2	93.4	100.0



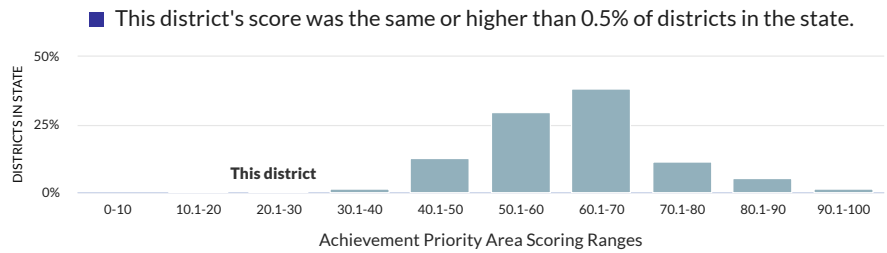
## ACHIEVEMENT

This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



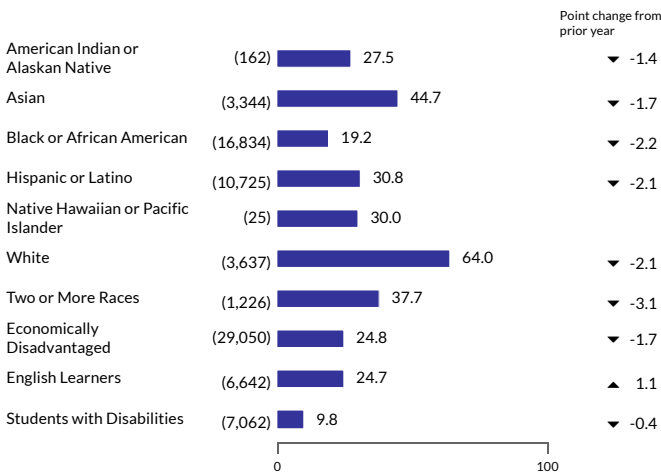
English Language Arts Score: 32.2  
Mathematics Score: 24.4



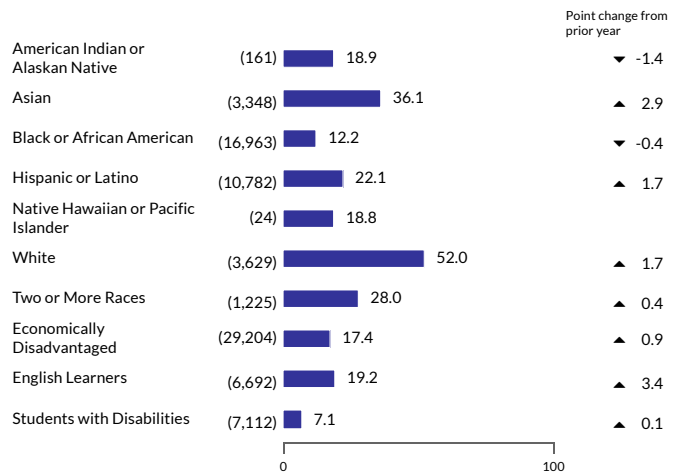
## Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



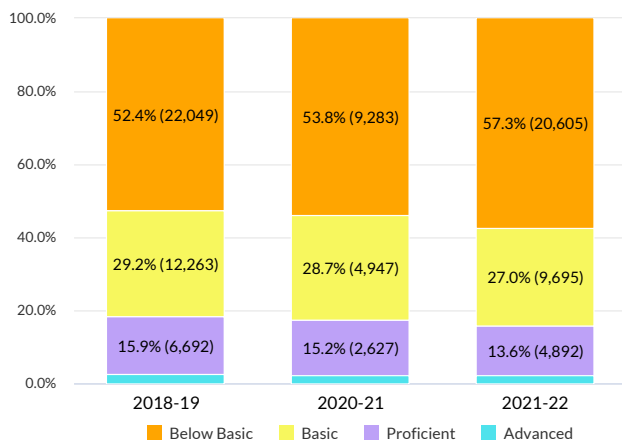
### MATHEMATICS



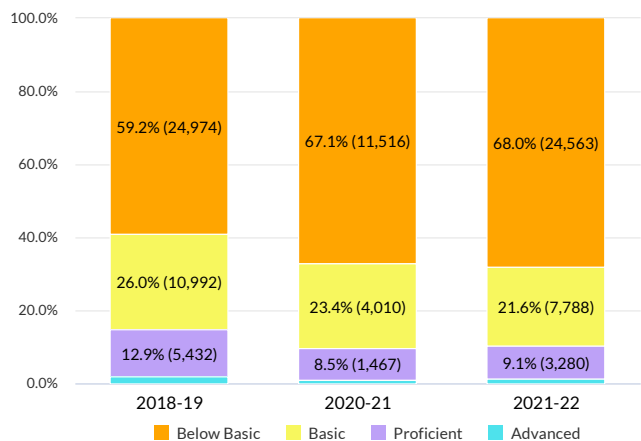
## Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2021-22

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Black or African American
84.0%	78.2%

#### MATHEMATICS

All students	Lowest-participating group: Black or African American
84.4%	78.8%

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	42,042	2.5%	15.9%	29.2%	52.4%	17,251	2.3%	15.2%	28.7%	53.8%	35,953	2.1%	13.6%	27.0%	57.3%
American Indian or Alaskan Native	235	1.7%	16.6%	33.2%	48.5%	76	1.3%	10.5%	32.9%	55.3%	162	1.2%	14.2%	22.8%	61.7%
Asian	3,301	4.8%	24.4%	34.9%	35.8%	1,759	3.2%	23.6%	36.0%	37.2%	3,344	3.3%	22.4%	34.8%	39.5%
Black or African American	21,289	0.8%	9.3%	25.4%	64.5%	7,985	0.5%	8.3%	24.7%	66.5%	16,834	0.6%	7.2%	22.0%	70.1%
Hispanic or Latino	11,834	2.0%	17.6%	34.0%	46.4%	4,859	1.5%	14.6%	32.0%	51.9%	10,725	1.2%	13.5%	31.0%	54.3%
Native Hawaiian or Pacific Islander	26	0.0%	19.2%	34.6%	46.2%	<20	*	*	*	*	25	0.0%	16.0%	28.0%	56.0%
White	4,335	9.8%	36.4%	29.7%	24.1%	2,003	10.4%	35.9%	29.2%	24.5%	3,637	10.4%	33.7%	29.6%	26.4%
Two or More Races	1,022	3.3%	19.9%	30.5%	46.3%	540	3.1%	20.4%	31.5%	45.0%	1,226	2.6%	18.0%	31.6%	47.8%
Economically Disadvantaged	35,798	1.4%	12.8%	28.8%	57.1%	13,885	1.0%	11.1%	28.0%	60.0%	29,050	1.0%	10.1%	26.4%	62.6%
English Learners	6,766	1.0%	11.7%	31.2%	56.1%	2,933	0.6%	8.6%	28.3%	62.5%	6,642	0.6%	9.3%	28.9%	61.1%
Students with Disabilities	8,797	0.4%	4.0%	14.4%	81.2%	3,159	0.2%	2.8%	14.2%	82.8%	7,062	0.2%	3.0%	12.9%	83.9%

#### MATHEMATICS

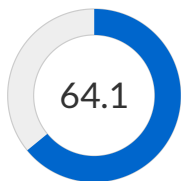
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	42,217	1.9%	12.9%	26.0%	59.2%	17,172	1.0%	8.5%	23.4%	67.1%	36,132	1.4%	9.1%	21.6%	68.0%
American Indian or Alaskan Native	234	1.7%	10.3%	27.8%	60.3%	74	1.4%	4.1%	28.4%	66.2%	161	1.2%	6.2%	21.7%	70.8%
Asian	3,320	2.8%	21.8%	32.5%	42.8%	1,755	1.3%	15.0%	32.6%	51.1%	3,348	2.5%	17.7%	29.4%	50.4%
Black or African American	21,362	0.7%	7.3%	21.0%	71.0%	7,895	0.2%	3.7%	17.1%	79.0%	16,963	0.3%	3.9%	15.7%	80.1%
Hispanic or Latino	11,904	1.5%	13.6%	31.4%	53.5%	4,875	0.4%	6.8%	25.8%	66.9%	10,782	0.8%	8.7%	24.3%	66.2%
Native Hawaiian or Pacific Islander	26	11.5%	11.5%	23.1%	53.8%	<20	*	*	*	*	24	0.0%	12.5%	12.5%	75.0%
White	4,345	8.4%	30.4%	30.7%	30.5%	2,002	5.4%	25.5%	33.3%	35.8%	3,629	7.1%	25.3%	32.0%	35.6%
Two or More Races	1,026	3.0%	17.4%	28.3%	51.3%	539	1.9%	11.7%	26.2%	60.3%	1,225	1.6%	12.6%	26.0%	59.8%
Economically Disadvantaged	35,960	1.1%	10.2%	25.4%	63.3%	13,813	0.3%	5.5%	21.0%	73.2%	29,204	0.7%	6.5%	19.7%	73.1%
English Learners	6,858	0.9%	10.8%	28.8%	59.5%	2,942	0.1%	4.9%	21.4%	73.6%	6,692	0.5%	7.1%	22.6%	69.8%
Students with Disabilities	8,858	0.4%	3.1%	12.6%	83.8%	3,156	0.2%	2.2%	9.0%	88.6%	7,112	0.3%	2.2%	9.0%	88.5%



## GROWTH

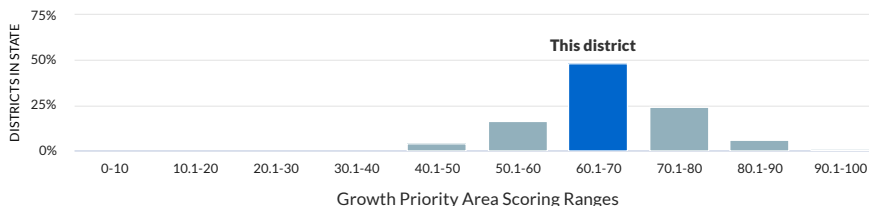
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score



**English Language Arts Score:** 69.8  
**Mathematics Score:** 58.4

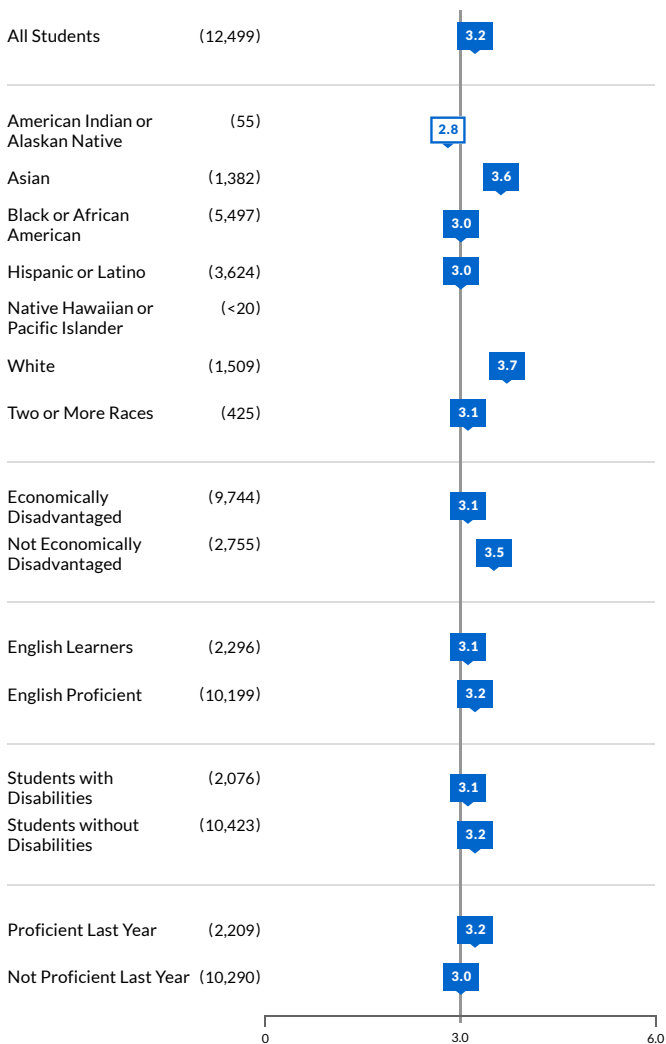
■ This district's score was the same or higher than 42.5% of districts in the state.



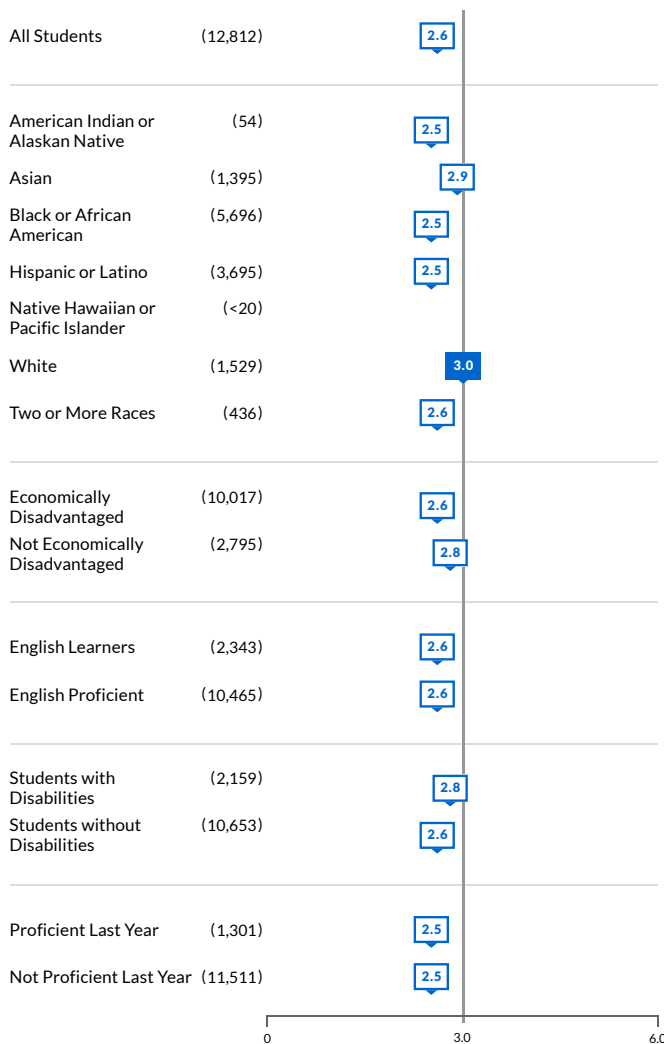
### Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

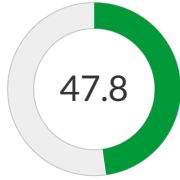




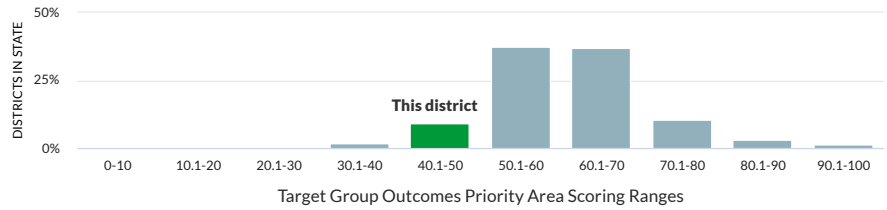
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping districts focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



■ This district's score was the same or higher than 7.2% of districts in the state.



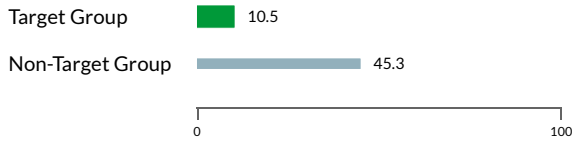
## Component Scores

### ACHIEVEMENT

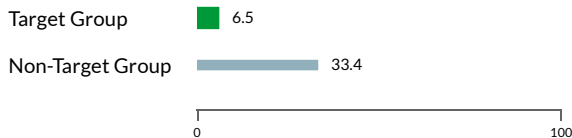
Score: 8.5

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

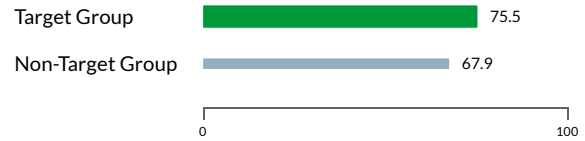


### GROWTH

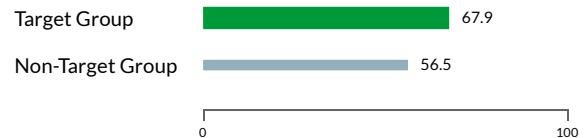
Score: 71.7

Value-added scores converted onto a 0-100 growth scale.

#### English Language Arts



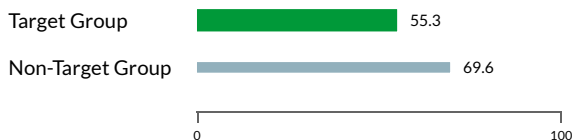
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 55.3

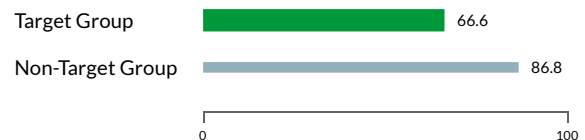
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 66.6

Average of 2020-21's 4- and 7-year cohort rates.

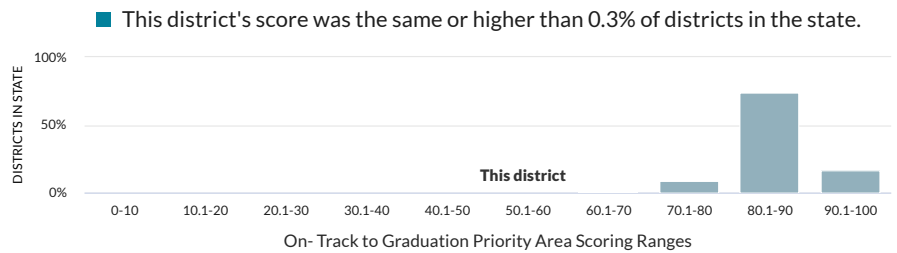
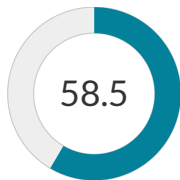




## ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

### Priority Area Score

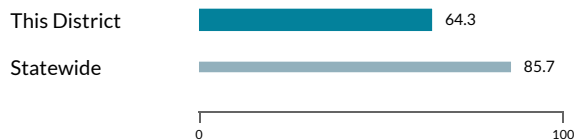


## Component Scores

### CHRONIC ABSENTEEISM

Score: 64.3

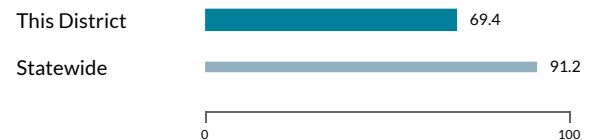
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 69.4

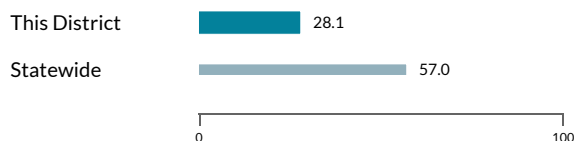
Average of 2020-21's 4- and 7-year cohort rates.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 28.1

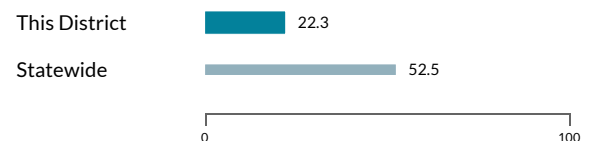
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: 22.3

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

### Student Group Chronic Absenteeism Rates, Single-Year

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	831,556	13.1%	826,704	13.1%	808,635	16.3%
All Students	67,948	36.9%	65,963	33.8%	65,877	36.6%
American Indian or Alaskan Native	362	47.8%	337	44.5%	315	45.7%
Asian	5,071	16.4%	5,217	14.8%	5,322	12.5%
Black or African American	35,055	47.5%	33,466	43.7%	33,318	49.7%
Hispanic or Latino	18,563	29.3%	18,241	27.3%	18,326	27.9%
Native Hawaiian or Pacific Islander	39	35.9%	43	37.2%	41	31.7%
White	6,852	17.4%	6,515	15.6%	6,230	12.7%
Two or More Races	2,006	36.9%	2,144	33.8%	2,325	35.9%
Economically Disadvantaged	55,208	41.6%	53,299	37.9%	54,449	40.9%
English Learners	10,319	22.8%	10,233	20.2%	10,052	21.0%
Students with Disabilities	14,107	48.8%	12,645	44.4%	13,463	45.3%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: K-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	5,147	3,285	63.8%	5,330	3,989	74.8%
American Indian or Alaskan Native	30	18	60.0%	46	30	65.2%
Asian	359	292	81.3%	344	303	88.1%
Black or African American	2,918	1,704	58.4%	3,191	2,301	72.1%
Hispanic or Latino	1,351	910	67.4%	1,149	863	75.1%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	369	283	76.7%	514	429	83.5%
Two or More Races	117	76	65.0%	80	57	71.3%
Economically Disadvantaged	3,245	1,622	50.0%	4,073	3,000	73.7%
English Learners	595	376	63.2%	624	469	75.2%
Students with Disabilities	1,050	399	38.0%	995	566	56.9%





## POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

District	State
<b>29.6%</b>	<b>19.9%</b>

5,889 students successfully completed at least one Advanced Placement or International Baccalaureate course.

#### DUAL ENROLLMENT

District	State
<b>4.7%</b>	<b>18.6%</b>

935 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

District	State
<b>0.0%</b>	<b>2.8%</b>

4 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

District	State
<b>0.3%</b>	<b>3.4%</b>

52 students participated in a work-based learning program.

### Student Group Participation

This table compares the percentages of students in the district participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	105	2,799	24.8%	6.5%	1.9%	10.0%	0.0%	1.8%	0.0%	2.4%
Asian	1,526	9,945	41.2%	28.6%	3.9%	16.9%	0.0%	2.2%	0.3%	1.9%
Black or African American	10,842	25,104	19.4%	12.2%	2.5%	6.2%	0.0%	0.6%	0.1%	0.9%
Hispanic or Latino	5,315	34,372	38.3%	15.8%	9.4%	13.4%	0.0%	1.9%	0.4%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	1,578	181,931	59.8%	21.7%	5.2%	21.7%	0.1%	3.4%	0.6%	4.2%
Two or More Races	495	9,829	30.3%	15.9%	3.8%	13.7%	0.0%	1.8%	0.4%	1.9%
Economically Disadvantaged	15,070	96,593	23.6%	10.8%	4.4%	12.0%	0.0%	2.1%	0.1%	2.6%
English Learners	2,512	14,562	29.4%	9.7%	7.7%	12.0%	0.0%	1.3%	0.0%	1.3%
Students with Disabilities	4,475	34,324	14.0%	3.6%	1.6%	9.6%	0.0%	1.9%	0.3%	2.5%



## ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
<b>24.7%</b>	<b>23.0%</b>	<b>0.4%</b>	<b>0.3%</b>	<b>11.4%</b>	<b>18.3%</b>	<b>2.1%</b>	<b>1.6%</b>
4,912 students successfully completed at least one art & design course.		88 students successfully completed at least one dance course.		2,263 students successfully completed at least one music course.		424 students successfully completed at least one theater course.	

### Student Group Participation

This table compares the percentages of students in the district completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	105	2,799	20.0%	21.5%	0.0%	0.0%	14.3%	12.5%	1.9%	0.5%
Asian	1,526	9,945	31.5%	20.6%	0.1%	0.3%	10.9%	16.3%	0.7%	0.9%
Black or African American	10,842	25,104	24.5%	18.7%	0.6%	0.4%	11.6%	8.9%	3.0%	2.5%
Hispanic or Latino	5,315	34,372	24.0%	21.3%	0.3%	0.2%	11.8%	12.1%	0.7%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	1,578	181,931	22.6%	24.2%	0.3%	0.3%	9.2%	21.0%	2.9%	1.5%
Two or More Races	495	9,829	24.8%	21.5%	0.6%	0.2%	9.5%	16.5%	1.6%	1.6%
Economically Disadvantaged	15,070	96,593	23.8%	21.8%	0.5%	0.2%	11.5%	13.6%	1.9%	1.5%
English Learners	2,512	14,562	27.2%	21.6%	0.1%	0.2%	12.7%	9.4%	0.3%	1.1%
Students with Disabilities	4,475	34,324	24.6%	23.4%	0.3%	0.2%	9.8%	12.0%	1.5%	1.5%

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