



OVERVIEW

District Details

Grades : K3-12

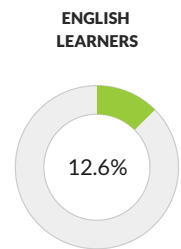
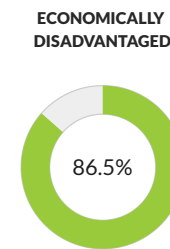
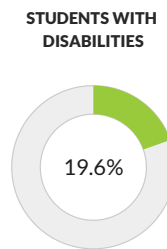
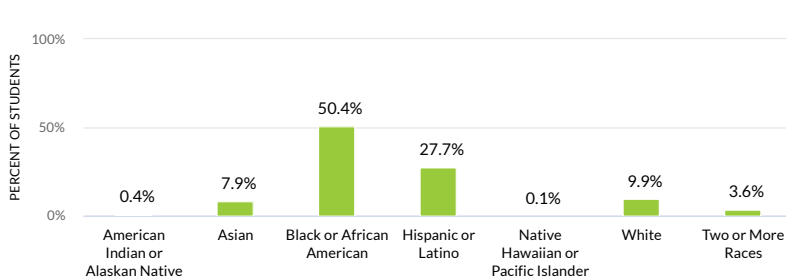
Enrollment : 71,510

Percent open enrollment : 2.9%

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 and its schools collaborate with students, families and community for the benefit of all.

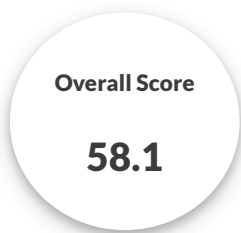
The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

Student Groups



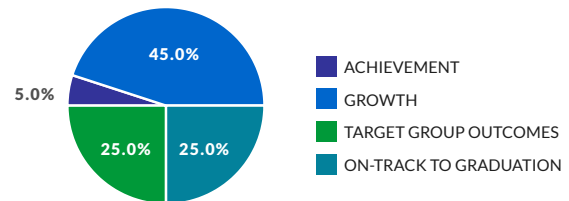
Score Summary

! 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>.



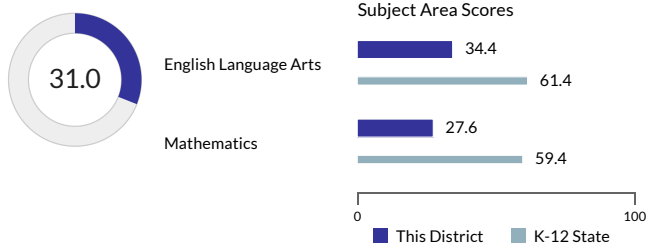
Meets Expectations
★★★★

PRIORITY AREA WEIGHTS

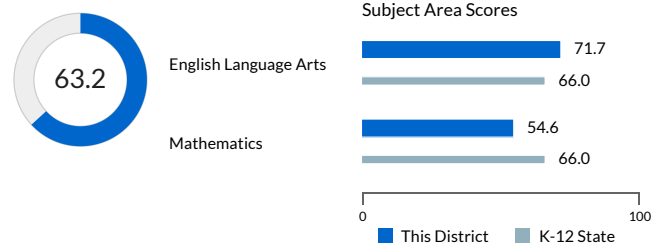


Priority Area Scores

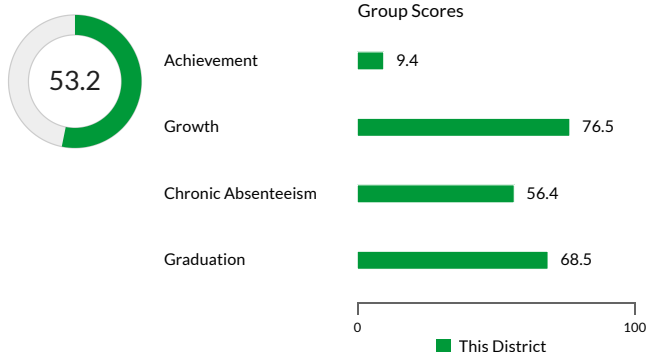
ACHIEVEMENT



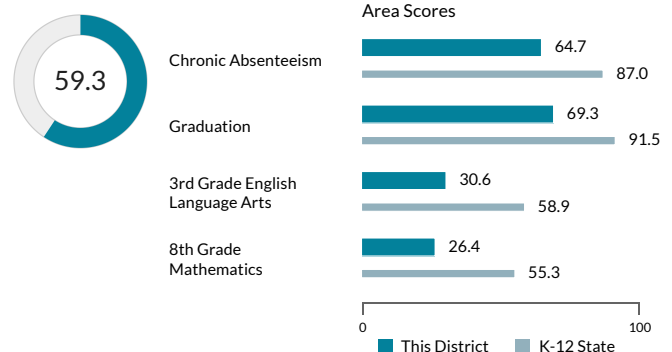
GROWTH



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	5	3.2%
Exceeds Expectations	26	16.8%
Meets Expectations	55	35.5%
Meets Few Expectations	29	18.7%
Fails to Meet Expectations	21	13.5%

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	4	2.6%
Needs Improvement	15	9.7%

School Score Summary

This table does not include alternate accountability schools.

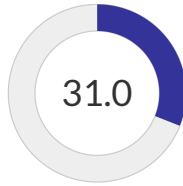
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	12.6	59.3	89.3	100.0
Achievement	4.6	27.6	74.0	100.0
Growth	25.2	63.9	100.0	100.0
Target Group Outcomes	30.5	58.6	94.2	100.0
On-Track to Graduation	32.5	67.3	90.9	100.0



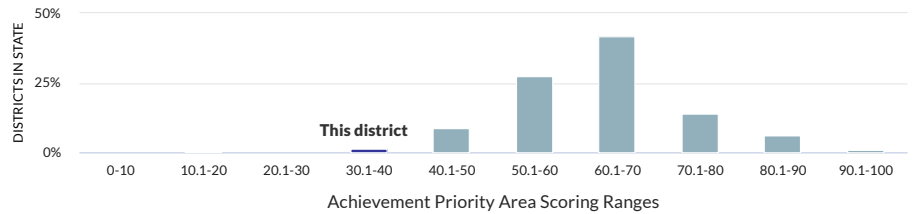
ACHIEVEMENT

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



■ This district's score was the same or higher than 0.5% of districts in the state.



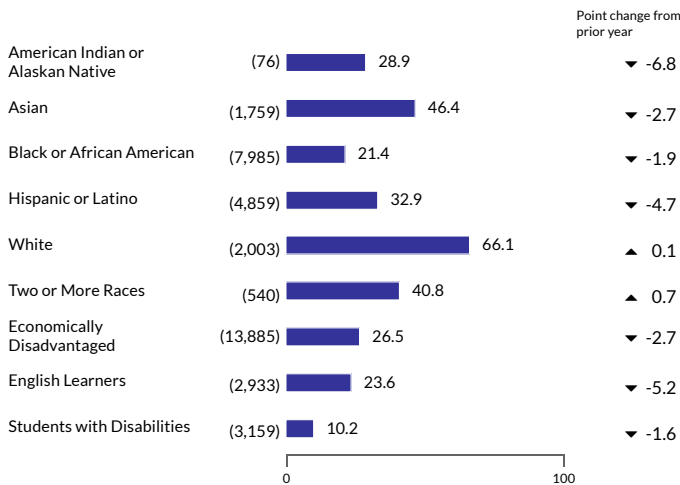
English Language Arts Score: 34.4

Mathematics Score: 27.6

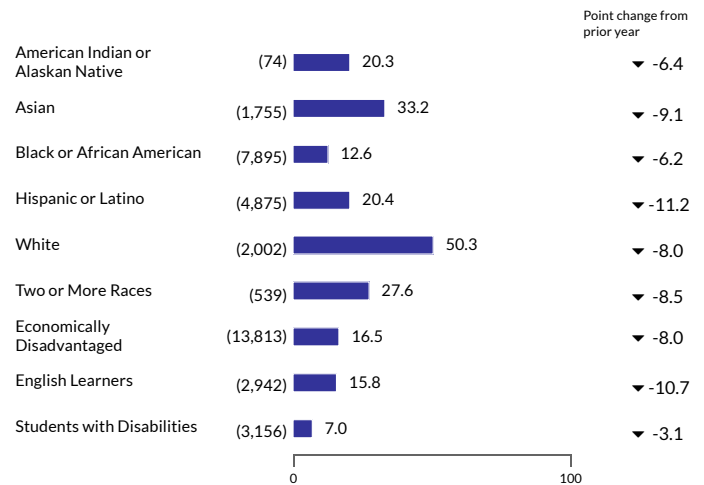
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



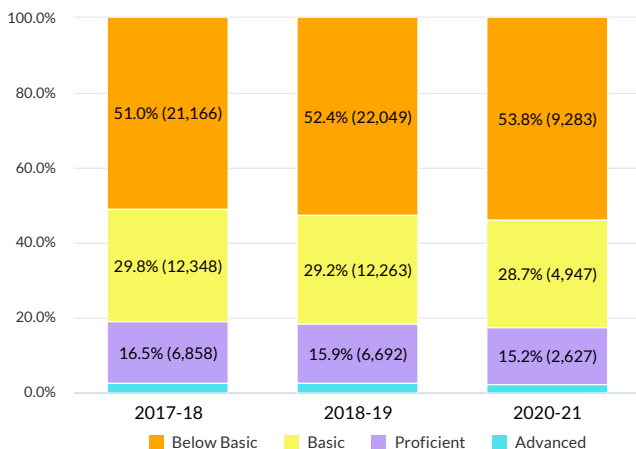
MATHEMATICS



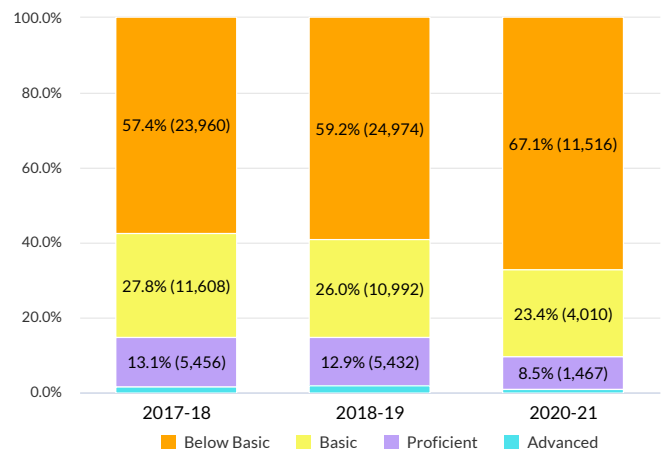
Performance Levels by Year

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, 2020-21

ENGLISH LANGUAGE ARTS

All students | Lowest-participating group:
Pacific Isle
37.4% | 26.5%

MATHEMATICS

All students | Lowest-participating group:
Pacific Isle
37.2% | 26.5%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	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	573,785	8.6%	33.7%	34.0%	23.7%	572,416	8.0%	32.7%	34.1%	25.3%	493,160	6.9%	31.5%	35.2%	26.5%
All Students	41,462	2.6%	16.5%	29.8%	51.0%	42,042	2.5%	15.9%	29.2%	52.4%	17,251	2.3%	15.2%	28.7%	53.8%
American Indian or Alaskan Native	248	2.0%	18.5%	33.9%	45.6%	235	1.7%	16.6%	33.2%	48.5%	76	1.3%	10.5%	32.9%	55.3%
Asian	3,136	4.5%	25.2%	33.4%	37.0%	3,301	4.8%	24.4%	34.9%	35.8%	1,759	3.2%	23.6%	36.0%	37.2%
Black or African American	21,297	0.9%	9.8%	26.2%	63.0%	21,289	0.8%	9.3%	25.4%	64.5%	7,985	0.5%	8.3%	24.7%	66.5%
Hispanic or Latino	11,407	2.3%	18.9%	34.9%	43.9%	11,834	2.0%	17.6%	34.0%	46.4%	4,859	1.5%	14.6%	32.0%	51.9%
Native Hawaiian or Pacific Islander	20	0.0%	25.0%	35.0%	40.0%	26	0.0%	19.2%	34.6%	46.2%	< 20	*	*	*	*
White	4,477	10.5%	35.2%	30.4%	23.9%	4,335	9.8%	36.4%	29.7%	24.1%	2,003	10.4%	35.9%	29.2%	24.5%
Two or More Races	877	2.5%	21.7%	31.8%	44.0%	1,022	3.3%	19.9%	30.5%	46.3%	540	3.1%	20.4%	31.5%	45.0%
Economically Disadvantaged	35,366	1.5%	13.5%	29.5%	55.5%	35,798	1.4%	12.8%	28.8%	57.1%	13,885	1.0%	11.1%	28.0%	60.0%
English Learners	6,599	1.0%	12.5%	31.7%	54.9%	6,766	1.0%	11.7%	31.2%	56.1%	2,933	0.6%	8.6%	28.3%	62.5%
Students with Disabilities	8,593	0.6%	4.6%	14.6%	80.1%	8,797	0.4%	4.0%	14.4%	81.2%	3,159	0.2%	2.8%	14.2%	82.8%

MATHEMATICS

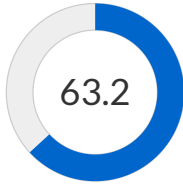
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	574,706	9.2%	32.6%	31.2%	27.0%	573,211	9.4%	31.6%	30.8%	28.2%	493,047	7.0%	29.4%	31.6%	32.0%
All Students	41,751	1.7%	13.1%	27.8%	57.4%	42,217	1.9%	12.9%	26.0%	59.2%	17,172	1.0%	8.5%	23.4%	67.1%
American Indian or Alaskan Native	247	2.0%	11.3%	36.4%	50.2%	234	1.7%	10.3%	27.8%	60.3%	74	1.4%	4.1%	28.4%	66.2%
Asian	3,140	3.2%	22.5%	32.9%	41.5%	3,320	2.8%	21.8%	32.5%	42.8%	1,755	1.3%	15.0%	32.6%	51.1%
Black or African American	21,455	0.5%	7.5%	22.6%	69.5%	21,362	0.7%	7.3%	21.0%	71.0%	7,895	0.2%	3.7%	17.1%	79.0%
Hispanic or Latino	11,525	1.5%	14.3%	33.3%	50.9%	11,904	1.5%	13.6%	31.4%	53.5%	4,875	0.4%	6.8%	25.8%	66.9%
Native Hawaiian or Pacific Islander	20	10.0%	15.0%	30.0%	45.0%	26	11.5%	11.5%	23.1%	53.8%	< 20	*	*	*	*
White	4,483	7.4%	29.6%	34.0%	29.0%	4,345	8.4%	30.4%	30.7%	30.5%	2,002	5.4%	25.5%	33.3%	35.8%
Two or More Races	881	2.6%	16.3%	30.6%	50.4%	1,026	3.0%	17.4%	28.3%	51.3%	539	1.9%	11.7%	26.2%	60.3%
Economically Disadvantaged	35,634	1.0%	10.6%	27.0%	61.5%	35,960	1.1%	10.2%	25.4%	63.3%	13,813	0.3%	5.5%	21.0%	73.2%
English Learners	6,697	1.0%	11.4%	30.1%	57.4%	6,858	0.9%	10.8%	28.8%	59.5%	2,942	0.1%	4.9%	21.4%	73.6%
Students with Disabilities	8,665	0.4%	3.2%	14.2%	82.2%	8,858	0.4%	3.1%	12.6%	83.8%	3,156	0.2%	2.2%	9.0%	88.6%



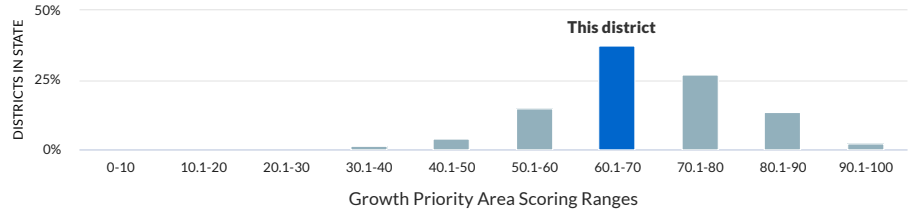
GROWTH

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



■ This district's score was the same or higher than 32.1% of districts in the state.



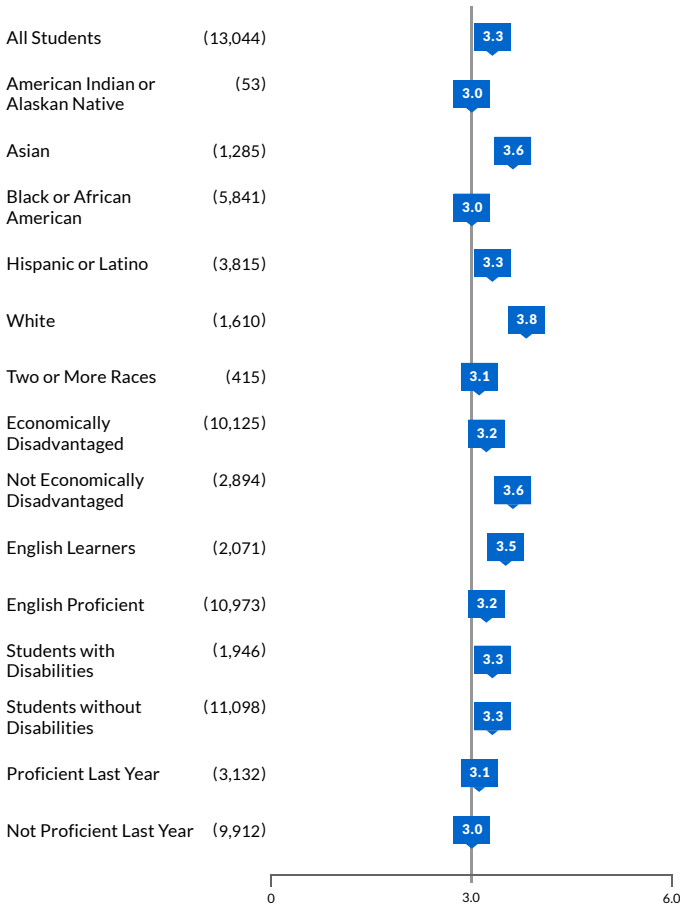
English Language Arts Score: 71.7

Mathematics Score: 54.6

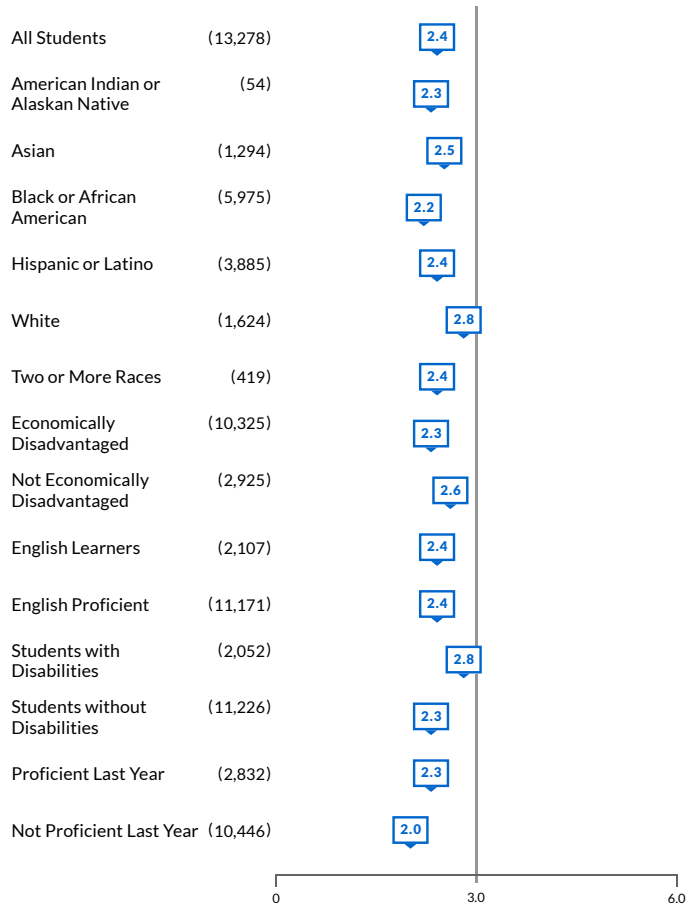
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

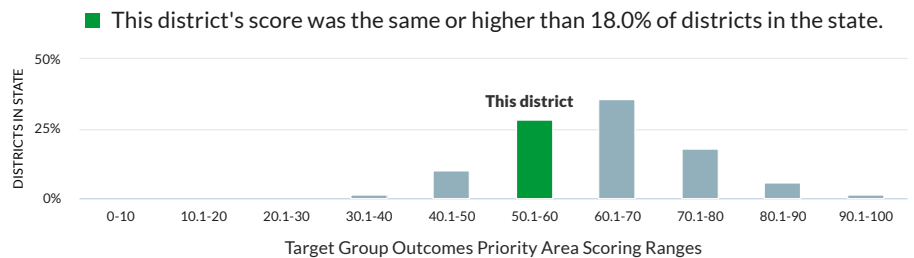
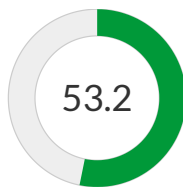




TARGET GROUP OUTCOMES

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



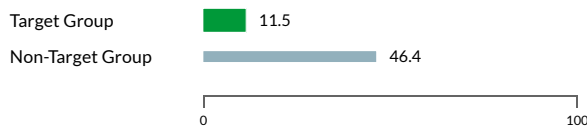
Component Scores

ACHIEVEMENT

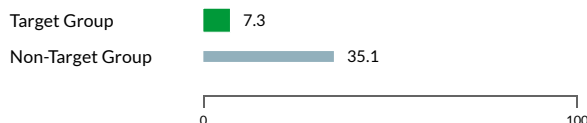
Score: 9.4

Average points-based proficiency rates.

English Language Arts



Mathematics

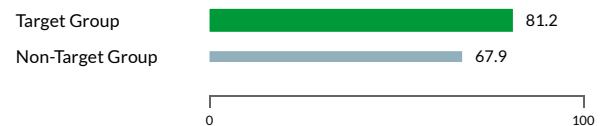


GROWTH

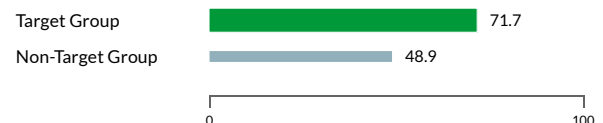
Score: 76.5

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

English Language Arts



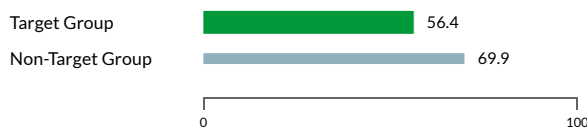
Mathematics



CHRONIC ABSENTEEISM

Score: 56.4

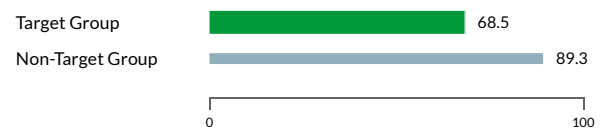
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 68.5

Average of 2019-20's 4- and 7-year cohort rates.

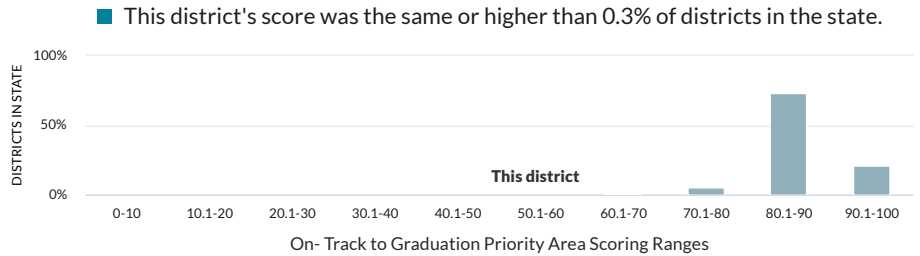
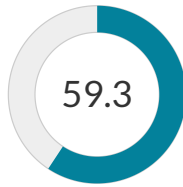




ON-TRACK TO GRADUATION

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

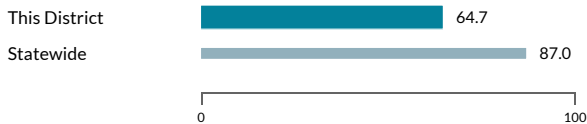


Component Scores

CHRONIC ABSENTEEISM

Score: 64.7

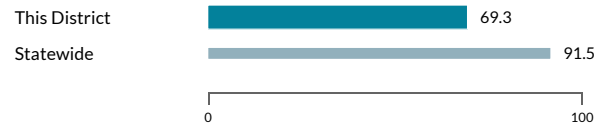
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 69.3

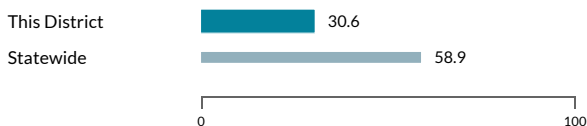
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 30.6

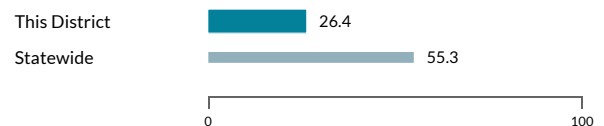
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 26.4

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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	833,321	12.8%	831,563	13.1%	826,692	13.1%
All Students	68,834	35.6%	67,948	36.9%	65,963	33.8%
American Indian or Alaskan Native	401	46.6%	362	47.8%	337	44.5%
Asian	4,922	14.0%	5,071	16.4%	5,217	14.8%
Black or African American	35,946	45.6%	35,055	47.5%	33,466	43.7%
Hispanic or Latino	18,503	28.2%	18,563	29.3%	18,241	27.3%
Native Hawaiian or Pacific Islander	47	34.0%	39	35.9%	43	37.2%
White	7,278	18.3%	6,852	17.4%	6,515	15.6%
Two or More Races	1,737	37.8%	2,006	36.9%	2,144	33.8%
Economically Disadvantaged	58,114	39.2%	55,208	41.6%	53,299	37.9%
English Learners	10,430	21.1%	10,319	22.8%	10,233	20.2%
Students with Disabilities	14,175	48.6%	14,107	48.8%	12,645	44.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. 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	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	5,502	3,706	67.4%	5,340	3,810	71.3%
American Indian or Alaskan Native	37	25	67.6%	34	15	44.1%
Asian	355	308	86.8%	330	292	88.5%
Black or African American	3,130	2,009	64.2%	3,209	2,204	68.7%
Hispanic or Latino	1,428	964	67.5%	1,186	849	71.6%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	439	330	75.2%	516	409	79.3%
Two or More Races	110	68	61.8%	63	40	63.5%
Economically Disadvantaged	4,418	2,870	65.0%	4,062	2,862	70.5%
English Learners	668	444	66.5%	648	477	73.6%
Students with Disabilities	995	443	44.5%	903	441	48.8%



POSTSECONDARY PREPARATION, 2019-20

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, and this is the first time these data are included on report cards. 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
20.1%	19.2%

4,259 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

District	State
10.6%	17.8%

2,232 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
0.0%	1.4%

1 student earned at least one industry-recognized credential.

WORK-BASED LEARNING

District	State
0.3%	2.4%

66 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. All groups present in the district are shown. 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	128	3,044	25.8%	7.7%	7.8%	12.3%	0.0%	0.5%	0.8%	0.9%
Asian	1,489	10,028	29.4%	27.3%	11.5%	17.9%	0.0%	1.1%	1.5%	1.4%
Black or African American	11,869	24,232	14.3%	11.5%	9.9%	9.9%	0.0%	0.3%	0.2%	0.8%
Hispanic or Latino	5,540	31,812	24.3%	14.7%	12.3%	14.1%	0.0%	0.9%	0.2%	1.4%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	1,632	188,332	39.3%	20.8%	9.2%	19.7%	0.0%	1.6%	0.4%	2.8%
Two or More Races	473	9,226	21.8%	16.1%	9.5%	13.3%	0.0%	1.1%	0.6%	1.4%
Economically Disadvantaged	16,937	97,617	17.5%	11.0%	10.8%	13.7%	0.0%	0.8%	0.3%	1.7%
English Learners	2,690	13,412	14.5%	8.7%	12.5%	14.1%	0.0%	0.5%	0.1%	1.3%
Students with Disabilities	4,189	34,473	6.8%	2.9%	6.9%	10.2%	0.0%	0.5%	0.1%	1.4%



ARTS COURSE INFORMATION, 2019-20

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, and this is the first time these data are included on report cards. 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

District	State
36.2%	24.7%

7,651 students successfully completed at least one art & design course.

DANCE

District	State
0.5%	0.3%

116 students successfully completed at least one dance course.

MUSIC

District	State
17.6%	21.3%

3,720 students successfully completed at least one music course.

THEATER

District	State
3.9%	1.9%

829 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. All groups present in the district are shown. 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	128	3,044	39.1%	27.9%	0.8%	0.1%	16.4%	17.3%	3.9%	1.2%
Asian	1,489	10,028	41.2%	25.8%	0.1%	0.3%	20.8%	21.8%	2.9%	1.5%
Black or African American	11,869	24,232	35.3%	27.9%	0.7%	0.5%	16.6%	13.8%	5.2%	4.1%
Hispanic or Latino	5,540	31,812	36.5%	26.2%	0.3%	0.3%	17.8%	15.5%	1.3%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	1,632	188,332	37.3%	23.9%	0.6%	0.3%	20.8%	23.4%	4.0%	1.7%
Two or More Races	473	9,226	33.8%	23.9%	1.3%	0.4%	19.2%	19.8%	4.2%	1.9%
Economically Disadvantaged	16,937	97,617	36.3%	26.9%	0.5%	0.3%	17.1%	17.4%	4.1%	2.3%
English Learners	2,690	13,412	38.7%	29.0%	0.1%	0.2%	18.5%	13.0%	0.6%	1.4%
Students with Disabilities	4,189	34,473	35.5%	25.4%	0.3%	0.3%	15.8%	14.3%	3.2%	1.9%

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WISCONSIN DEPARTMENT OF
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