



CITY OF MILWAUKEE CHARTER SCHOOLS

2025–26 Programmatic Profile and Educational Performance

September 2026

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CSRC REQUIREMENTS

Charter schools, by their definition and nature, are autonomous schools with curricula reflecting each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school must describe goals and expectations for its students in the context of that school's unique approach to education. Each City of Milwaukee charter school establishes goals and expectations at the start of the academic year to measure students' educational performance. These local measures are used to monitor and report progress, guide and improve instruction, clearly express the expected quality of student work, and provide evidence that students are meeting local benchmarks.

Monitoring Practices and Policies

The Charter School Review Committee (CSRC), in partnership with Evident Change, implements a comprehensive set of monitoring practices and policies applicable to all schools to ensure accountability, comparability of outcomes, and continuous improvement across academic, operational, and organizational domains. These practices establish consistent expectations for data collection, reporting, and analysis while allowing schools flexibility in instructional design and local assessment selection.

Assessment Reporting and Data Integrity

Evident Change oversees standardized assessment reporting in accordance with established data integrity and privacy standards. Standardized test results are reported at the grade level for all students, with reporting suppressed for subgroups of fewer than 10 students to protect confidentiality. For assessments administered multiple times per year, only students who complete both administrations are included in the reported results.

Schools are required to submit assessment data in an electronic, analysis-ready format and provide official assessment documentation. Trend data related to assessment outcomes are incorporated into annual school reports to support longitudinal analysis and performance review. School performance outcomes are further summarized through the CSRC scorecard, which is available in each school's report.

Attendance, Enrollment, and Retention Monitoring

Attendance data are systematically disaggregated to include excused and unexcused absences, in-school and out-of-school suspensions, and expulsions. Student enrollment patterns are monitored through annual retention and return rates, calculated using enrollment status as of the third Friday of September and attendance through the final day of the school year. Withdrawal definitions are standardized, with a student's termination date established after parent notification or 30 consecutive calendar days of non-attendance. Reasons for withdrawal are collected and reported to the CSRC as part of annual attendance reporting.

Attendance rates in this report include students enrolled at any time during the school year. Retention rates include staff and students who are there on the third Friday of September and still there at the end of the school year. Return rates examine staff and students there on the last day of the previous year who return for the current reporting year.

CSRC REQUIREMENTS

Teacher workforce stability is similarly monitored through annual retention and return metrics, with eligibility criteria clearly defined to ensure consistency and fairness. These data support analysis of staffing continuity and organizational health across schools.

Local Primary Measures of Academic Growth

The CSRC requires each school to implement and monitor local primary measures of academic growth to assess student learning and progress during the school year. Schools are expected to systematically track student performance in core academic areas—including reading, writing, and math—using valid, reliable assessments aligned with instructional goals and state standards. In addition to tracking core academic measures, schools must monitor progress toward individualized education plan (IEP) goals for students who receive special education services.

Ongoing progress monitoring ensures that instructional and support services are responsive to student needs and that adjustments are made as necessary to promote meaningful educational benefit. Collectively, these measures support data-informed decision making, instructional improvement, and accountability for student outcomes across all student groups.

Schools are required to maintain local measures demonstrating student growth in core academic areas and IEP goals. While the CSRC does not mandate specific assessment tools, it promotes the use of valid and reliable measures of reading and math and provides guidance to new school applicants regarding appropriate assessment options. Analyses of local measures complement standardized assessment data to inform instructional decision making during the academic year.

Analysis of local measure progress includes students who are there during the fall and spring testing¹.

Standardized Testing Requirements

The Department of Public Instruction (DPI) requires all schools to administer the aimswebPlus Early Literacy assessment for students in 4K through third grade. Schools are required to administer the assessment to 4K students in the fall and spring and to 5K through third-grade students in the fall, winter, and spring.

The benchmarks for each grade level follow.

- Four-year-old kindergarten students are expected to score at or above the 25th percentile on the spring assessment for the Initial Sounds and Letter Word Sounds Fluency subtests.
- Five-year-old kindergarten students are expected to attain an aimswebPlus Early Literacy composite score at or above the 25th percentile. The kindergarten Early Literacy composite score is determined by combining their performance on the Letter Naming Fluency and Letter Word Sounds Fluency subtests.

¹ Due to the Star Growth Report calculation, progress for some students reflects spring 2025 to spring 2026 growth rather than fall 2026 to spring 2026 growth.

CSRC REQUIREMENTS

- First-grade students are expected to have a composite score at or above the 25th percentile. The first-grade early literacy composite score combines scores on Word Reading Fluency, Nonsense Word Fluency, and Oral Reading Fluency.
- Second and third graders are expected to have an Oral Reading Fluency score at or above the 25th percentile.

For students in third through eighth grade, DPI requires the Wisconsin Forward Exam. Schools are required to assess ninth and tenth graders using PreACT Secure; tenth graders also take the social studies Forward exam, and eleventh graders must complete the ACT Plus Writing in the spring of the school year.

The CSRC encourages twelfth graders to take the ACT again in the fall semester, but it is no longer required.

Reporting for all standardized tests includes students enrolled at that school for a full academic year, which is defined as enrolled on the third Friday of September through the spring testing date.

Multiple-Year Progress Reporting

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Year-to-year progress expectations apply to all students with scores in consecutive years. Students in 4K through second grade take the aimswebPlus assessment. The CSRC's performance expectation is that at least 75.0% of students who were at or above the benchmark (25th percentile) in first grade will remain at or above the benchmark as second graders.

The Forward Exam results from two consecutive school years are used to assess student progress. Expectations for year-to-year progress on the Forward Exam were adopted by the CSRC for the 2019–20 school year. The CSRC's performance expectations are that at least 60.0% of fourth through eighth graders who were at the meeting or advanced performance level in English language/arts (ELA) the prior year will remain at the meeting or advanced level, and at least 50.0% of fourth through eighth graders who were at the meeting or advanced level in math the prior year will remain at the meeting or advanced level. Additionally, it is expected that at least 35.0% of fourth through eighth graders who were at the developing or approaching performance level in ELA the prior year will demonstrate progress, and that at least 35.0% of fourth through eighth graders who were at the developing or approaching level in math will demonstrate progress.

To determine if students who were at the developing or approaching performance level the previous year were making progress, Evident Change examined whether these students improved scores by moving up one or more levels (developing to approaching, approaching to meeting, or developing to meeting). If students did not improve by a level, Evident Change examined students' progress within the level by equally dividing the developing and approaching levels into quartiles. The lower and upper thresholds for both levels reflected the scale score ranges used by DPI to establish proficiency levels.²

² Evident Change uses this method to examine student progress in the schools chartered by the city.

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Progress toward college readiness from ninth to tenth and tenth to eleventh grade is assessed using benchmarks from ACT tests available for each grade level.³ Tenth-grade progress is based on PreACT Secure scores from two consecutive school years, and eleventh-grade progress is based on PreACT scores from tenth grade and ACT Plus Writing scores from eleventh grade.

In 2019, the CSRC adopted a year-to-year academic expectation that 50.0% of tenth graders will demonstrate progress from ninth to tenth grade and that at least 50.0% of eleventh graders will demonstrate progress from tenth to eleventh grade. Student progress is measured based on the student's composite benchmark status the previous school year. Students who met the composite benchmark for their grade level the previous school year will also meet the composite benchmark during the current school year. Students below the composite benchmark the previous school year will improve their composite scale score by at least one point during the current school year.

Year-to-year progress cohorts include students who completed the required tests during two consecutive years at the same school and advanced a grade level from year to year.

Additional Expectations

Year-to-year promotion expectations defined for key transition points—particularly between ninth and eleventh grades, and graduation rates—are reported as part of the annual monitoring process. Grade level promotion is reported for students enrolled at that school for the entire school year.

Each student enrolled at the end of the academic year must have a documented graduation plan that includes parent or guardian involvement, postsecondary intentions, and a course schedule aligned with graduation requirements.

Schools also report information on counseling activities related to high school transition.

Continuous Improvement Planning and Accountability

Continuous improvement is a foundational expectation of the CSRC's monitoring framework. Each school is required to collaboratively identify continuous improvement goals in partnership with Evident Change, grounded in student outcome data, operational indicators, school culture and climate surveys, and school-specific contexts. These goals are intended to address areas of growth while building on existing strengths to promote sustained academic and organizational growth.

Schools are expected to develop and implement a continuous improvement plan that outlines targeted strategies, action steps, and timelines for achieving the identified goals. Throughout the academic year, schools must work toward these goals and provide Evident Change with documentation of both the planned initiatives and the

³ For more information on ACT assessments and benchmarks, visit success.act.org.

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actual efforts undertaken to advance progress. This information is incorporated into annual monitoring activities and reports, supporting reflective practice, transparency, and accountability across the charter portfolio.

CSRC Scorecards

The CSRC scorecards were designed to monitor school improvement from year to year and will be used to guide decisions about a school's status as a city-chartered school for subsequent school years. Schools are expected to score 60.0% or more of the possible points to remain in good standing.

In addition to scorecards for each grade level grouping, a weighted average score that considers the number of students to which it was applied is also calculated. The weight of each individual report card's score is based on the number of students enrolled in each applicable grade level grouping at the end of the school year (i.e., kindergarten to fifth grade, sixth to eighth grade, and ninth to twelfth grade).

2025–26 School Culture and Climate Survey

Evident Change conducts biennial school culture and climate surveys. These surveys provide a platform to understand the experiences and perspectives of the school community—including students, parents, teachers, staff, school leadership, and board members—to determine areas of improvement. The survey highlights strengths and opportunities for growth based on five indicators that support school improvement. The School Culture and Climate Survey is loosely based on the framework developed by the Consortium on School Research at the University of Chicago (commonly referred to as the UChicago framework). This survey measures school culture and climate by aligning multiple-choice and open-ended questions with five indicators of success: Supportive Environment, Ambitious Instruction, Collaborative Teachers, Effective Leaders, and Involved Families. Strong scores across these five indicators lead to improved outcomes for all students, including improved attendance and larger test-score gains. Research indicates that students in schools that are strong in at least three of these indicators were up to 10 times more likely to increase their math and reading scores than students in schools that are weak in three or more indicators.

In the 2023–24 academic year, a school scoring 60% or higher on three or more Indicators of Success was considered well-positioned for improvement; a threshold drawn from UChicago research showed students in such schools were up to 10 times more likely to improve academically.

Starting with the 2025–26 cycle, results are also read against four performance bands: Exemplary (90% or higher), Proficient (75.0–89.9%), Developing (65–74.9%), and Needs Attention (below 65%). The same bands are applied retroactively to 2023–24 scores so the two cycles can be compared on equal footing. A score that cleared the old 60% threshold may now land in the Developing band; that reflects a more precise lens on the same data, not a decline in performance.

Positive sentiment is defined as the combined percentage of respondents selecting “Agree” or “Strongly Agree” on each Likert-scale item. Where a survey instrument did not include items mapped to a given Indicator of Success, that group is marked N/A and excluded from the cross-survey average for that Indicator of Success.

DARRELL LYNN HINES ACADEMY



DLHA's mission is to prepare students academically, socially, physically, and emotionally. DLHA graduates will be ready to promote open-mindedness and social responsibility in their communities and the world. They will be equipped with the skills necessary to become well-balanced, caring, and knowledgeable individuals who understand that the many diverse voices in the world have a right to be heard and respected.



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Superintendent:

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Principal:

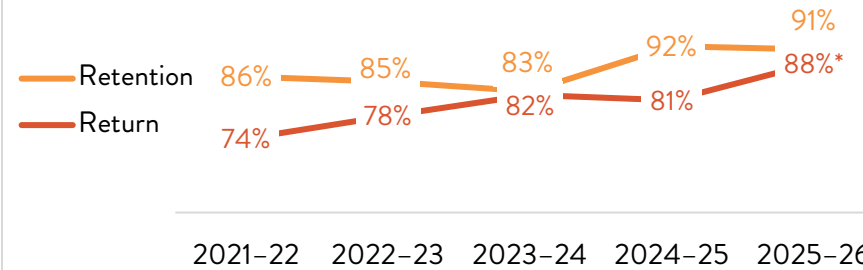
Lois Fletcher, EdD

STUDENTS

Demographics (N = 209)	%
Black/African American	94.7%
Asian/Pacific Islander	3.8%
Hispanic or Latino	3.8%
Special Education	20.0%*
Free/Reduced Lunch	97.1%

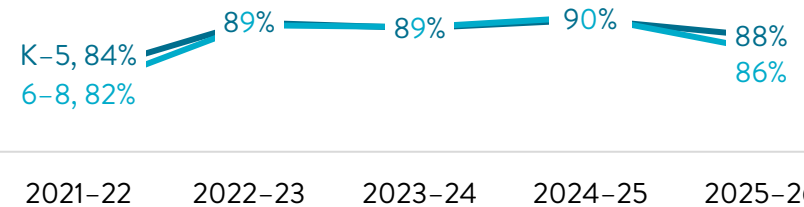
*Percentage of 235 students enrolled at any time during the school year who received special education services.

Retention and Return Rates



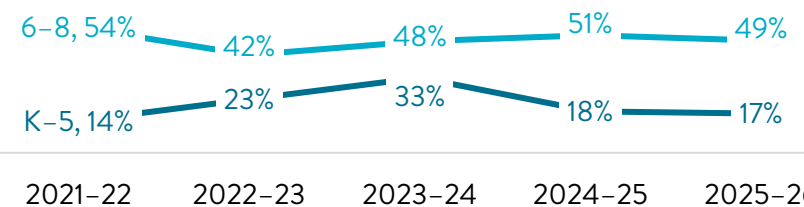
Two students who returned after the start of the year are excluded.

Attendance Rates



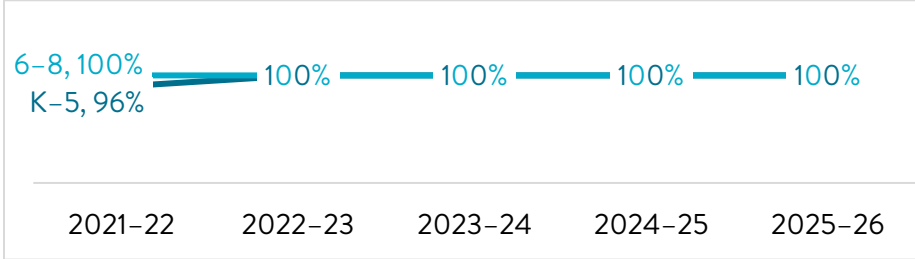
The school set a goal of 90%.

Suspension Rates



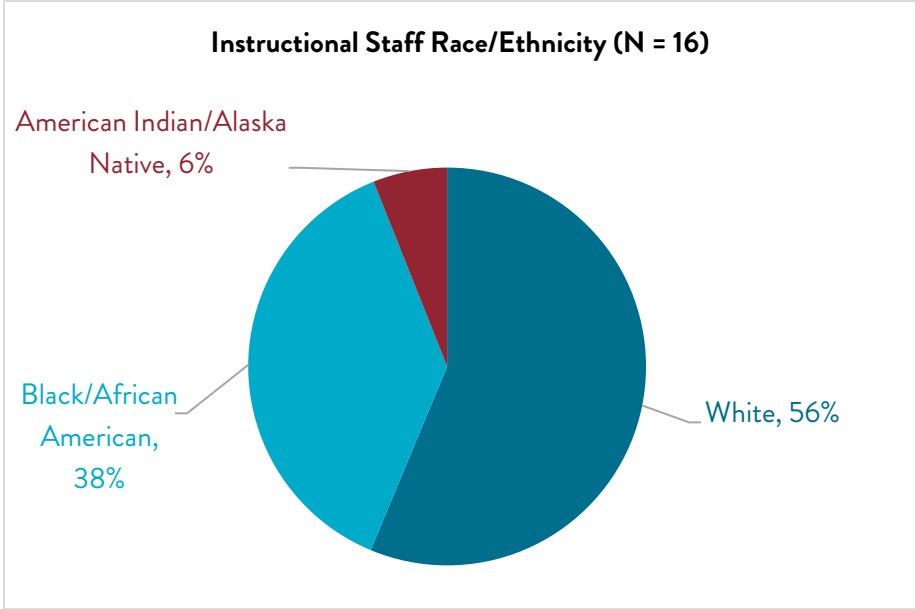
Discipline procedures are outlined in the student handbook.

PARENT-TEACHER CONFERENCE PARTICIPATION RATES



STAFF⁴

DEMOGRAPHICS⁵

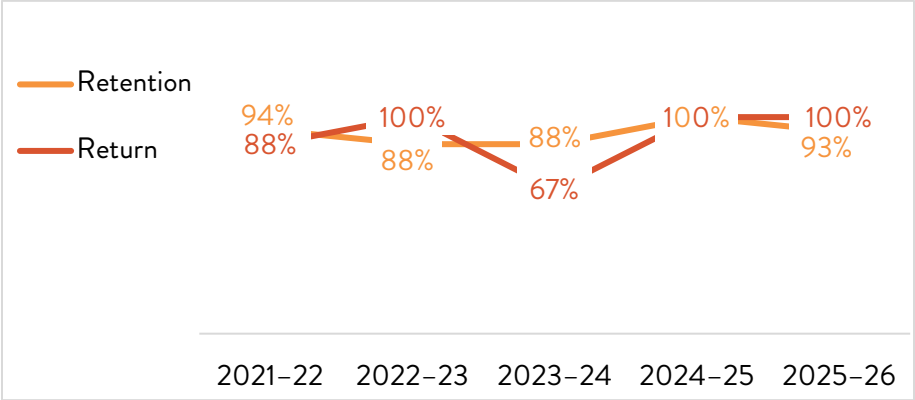


⁴ Two licensure concerns were identified: one teacher with an expired license and one administrator lacking the required administrator's license.

Support Staff Race/Ethnicity

100% Black/African American (N = 12)

CERTIFIED STAFF RETENTION AND RETURN RATES

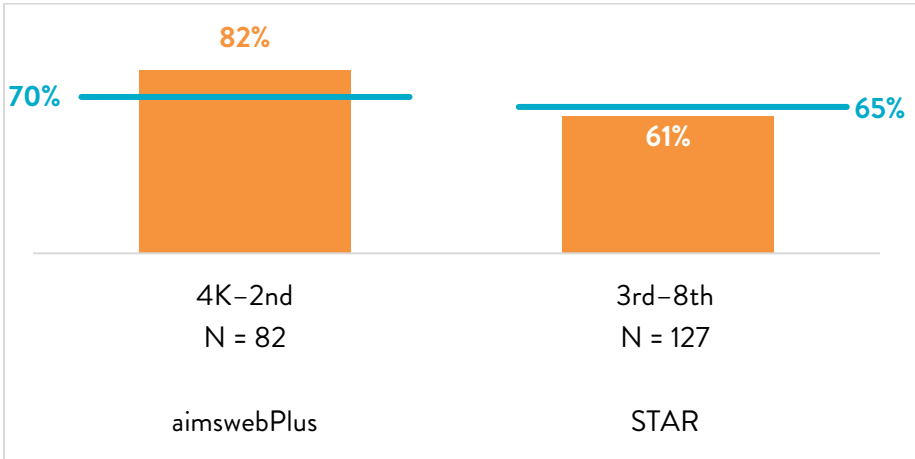


⁵ Race/ethnicity categories in this report reflect those reported by the school.

LOCAL MEASURES OF EDUCATIONAL GROWTH: PERCENTAGE MEETING EXPECTATIONS

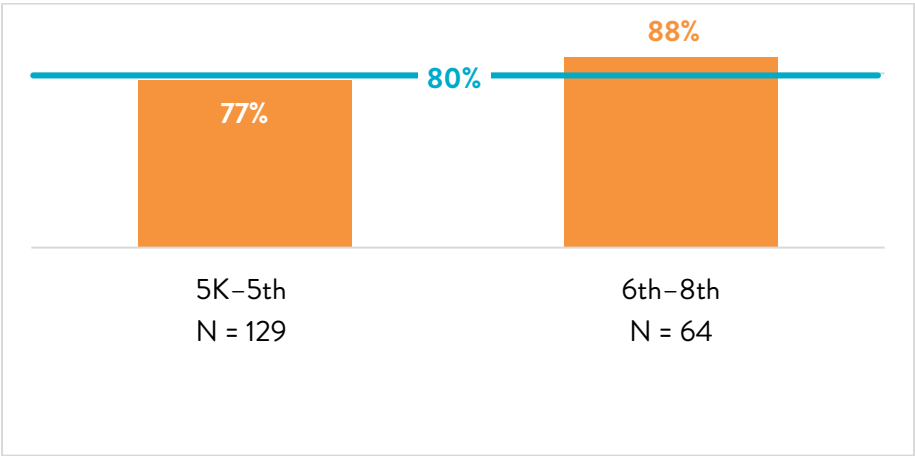
Blue horizontal line represents the school’s goal.

READING: AIMSWEBPLUS AND STAR TESTS



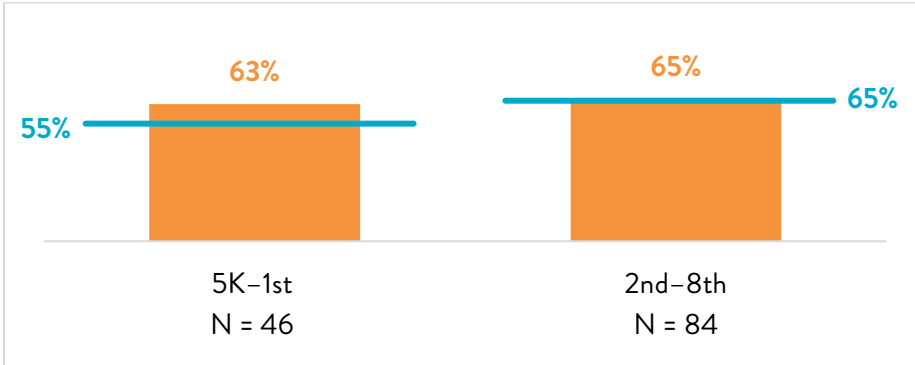
Overall: Elementary 70.8%, middle school 66.2%

WRITING ASSESSMENT



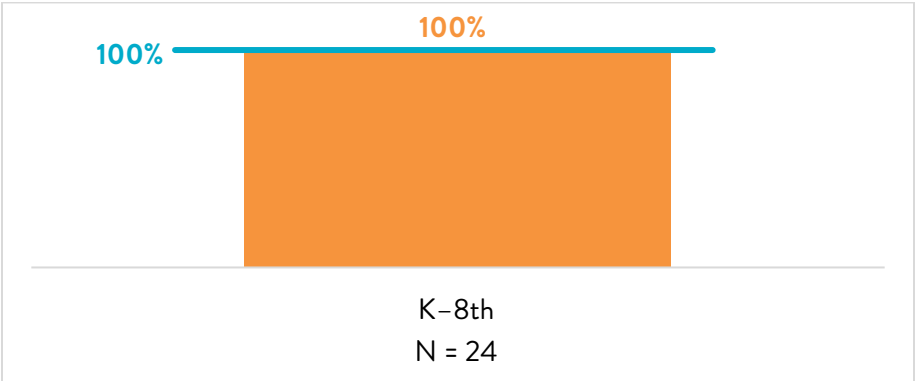
Overall, 80.3% of 5K-eighth graders met the writing goal.

MATH: STAR TEST



Overall: Elementary 60.7%, middle school 70.8%

IEP GOALS

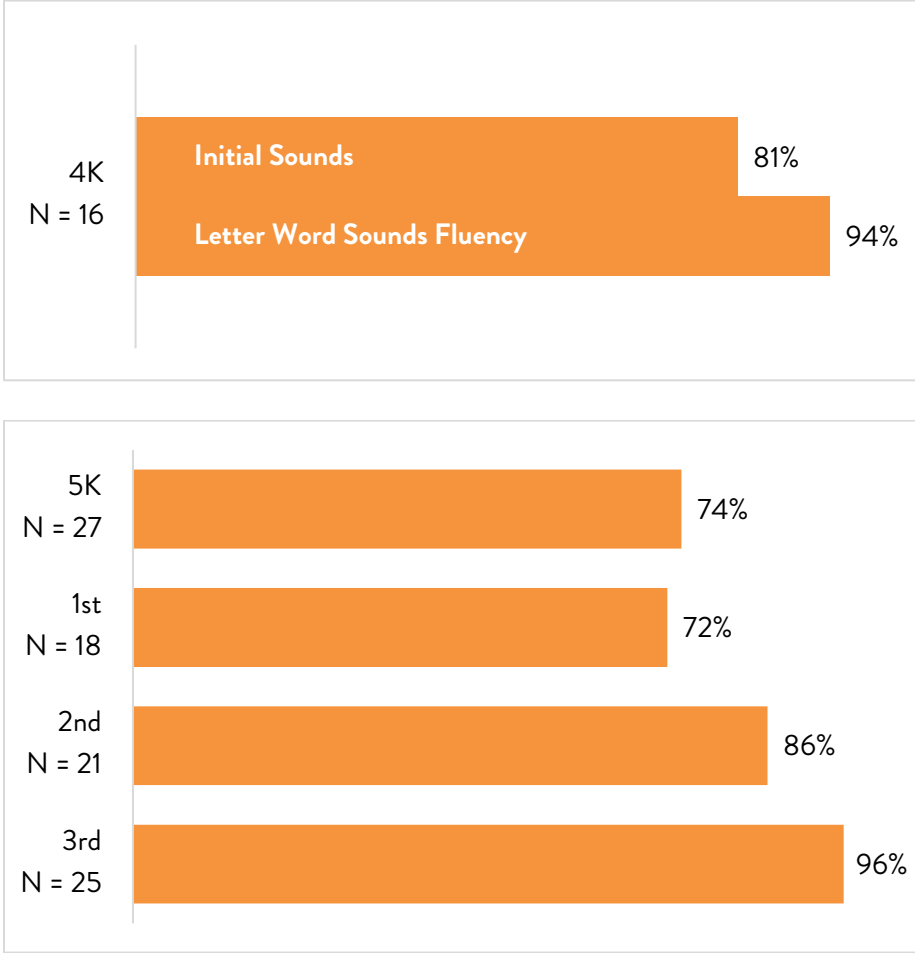


There were too few students to disaggregate by grade-level group.

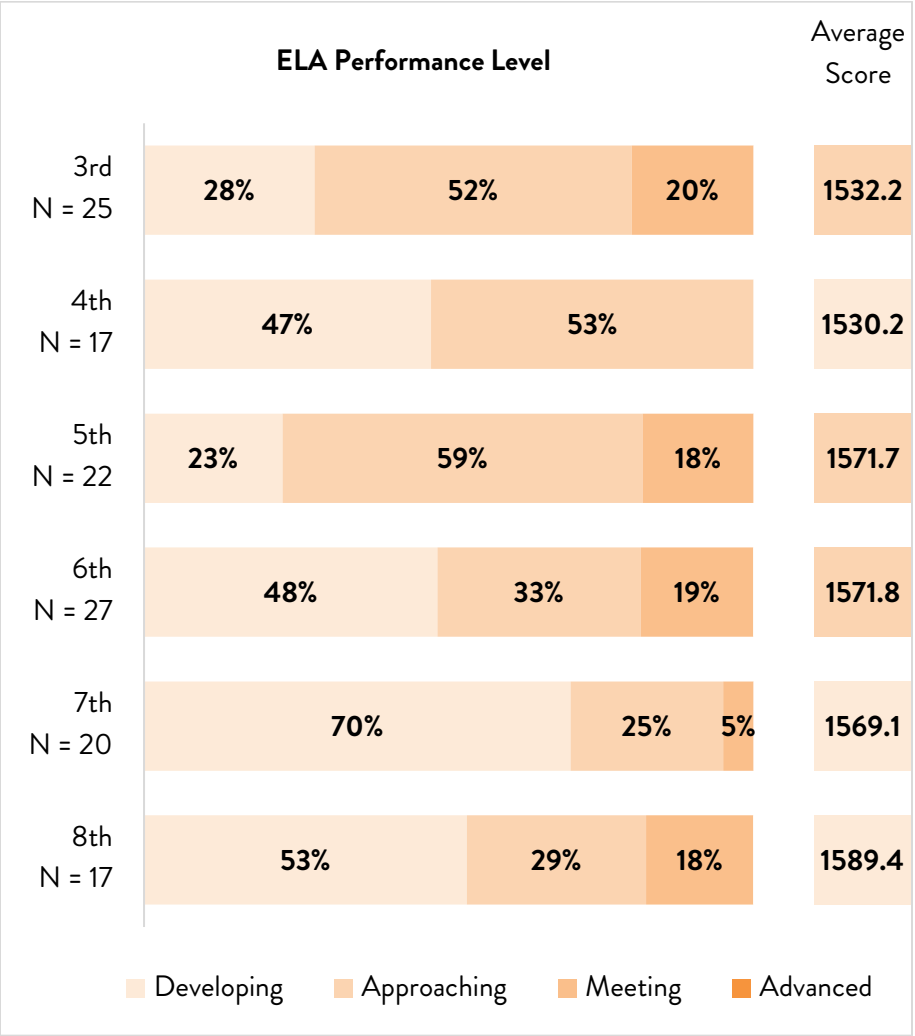
EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

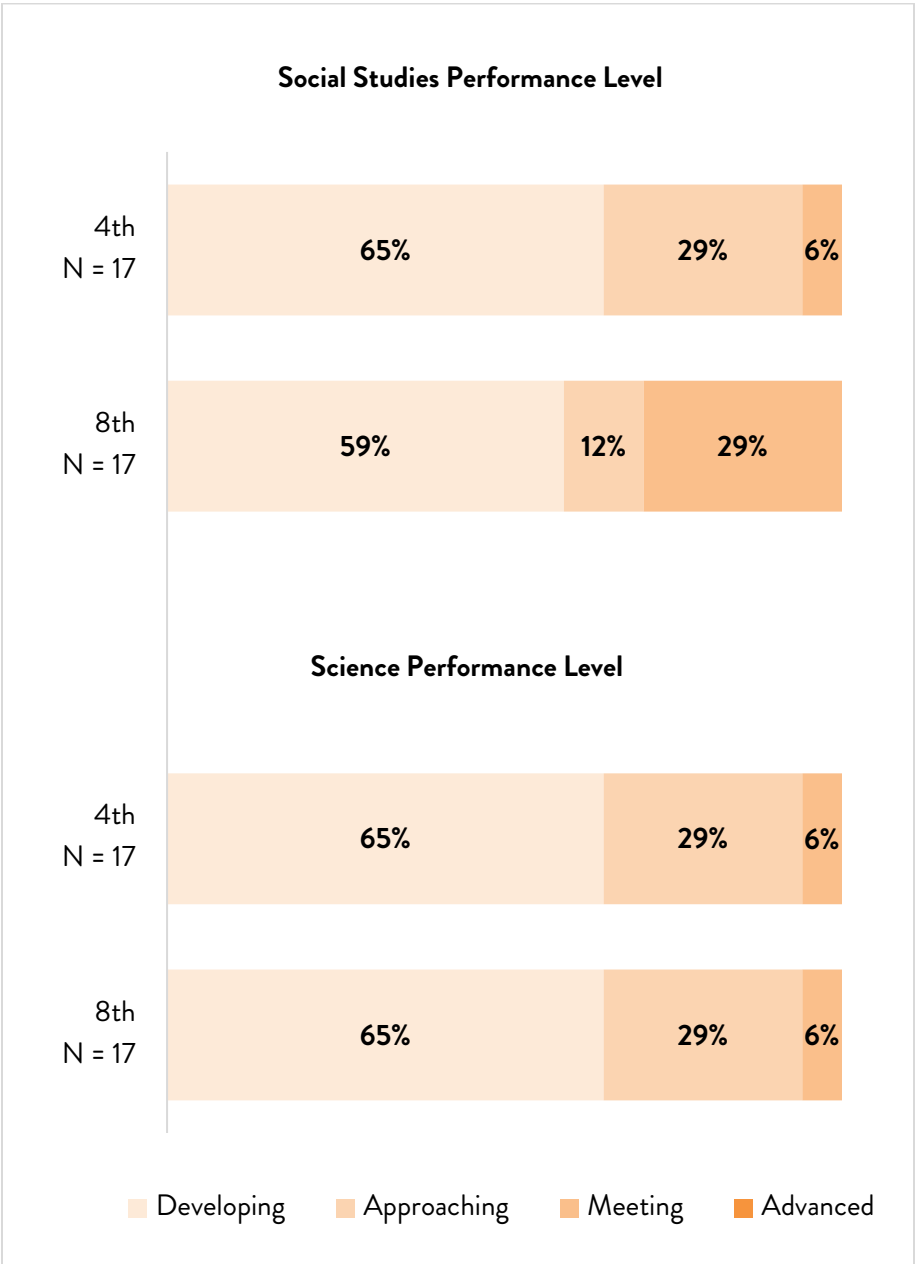
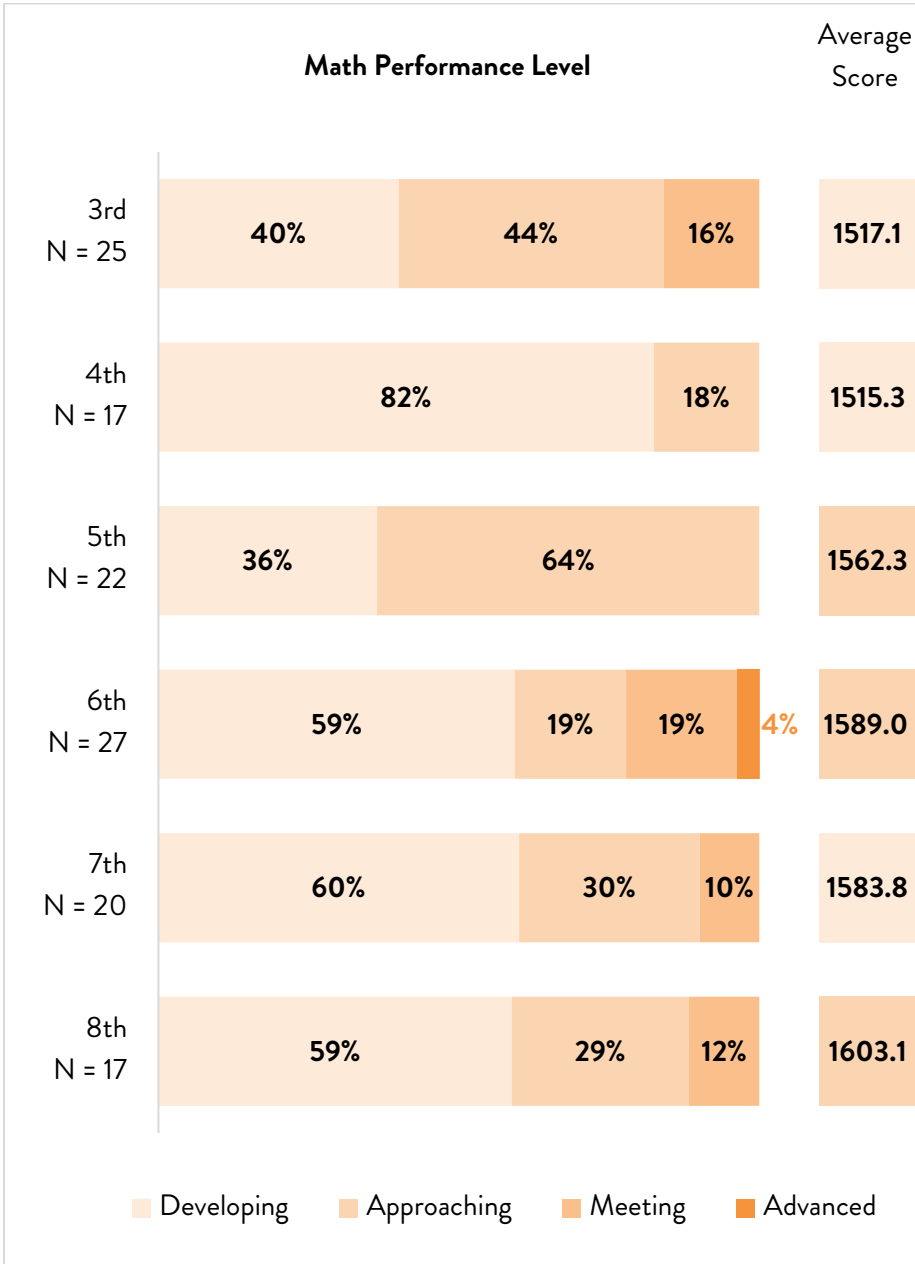
AIMSWEBPLUS EARLY LITERACY ASSESSMENT

Students Meeting Benchmark



WISCONSIN FORWARD EXAMS





MULTIPLE-YEAR STUDENT PROGRESS

AIMSWEBPLUS EARLY LITERACY ASSESSMENT

Second Graders Maintaining Benchmark

100% (N = 11)

WISCONSIN FORWARD EXAM IN SPRING OF 2025

Students Developing or Approaching

Subject and Current Grade Level	Students Developing or Approaching	Students Progressed in 2026			
		Increased 1+ Level	Increased a Quartile	Overall Progress	
				N	%
ELA					
4th–5th	28	10	6	16	57.1%
6th–8th	33	3	4	7	21.2%
Total	61	13	10	23	37.7%
Math					
4th–5th	29	5	2	7	24.1%
6th–8th	33	6	5	11	33.3%
Total	62	11	7	18	29.0%

Students Meeting or Advanced

Results for ELA and math in 2025 and 2026 cannot be reported due to N size.

Overall Student Progress

Subject and Current Grade Level	Students	Overall Progress	
		n	%
ELA			
4th–5th	30	16	53.3%
6th–8th	38	10	26.3%
ELA Total	68	26	38.2%
Math			
4th–5th	30	7	23.3%
6th–8th	38	14	36.8%
Math Total	68	21	30.9%



CONTRACT COMPLIANCE CHART

Section	Education-Related Contract Provision	Page	Provision Met?
I, B	Description of educational program on school website	n/a	Yes
I, V	Annual school calendar provided on school website	n/a	Yes
I, C	Educational methods on school website	n/a	Yes
I, D	Administration of Required Standardized Tests		
	4K–8th grade	9–12	Yes
	<i>Academic criterion 1:</i> Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	9	Yes
	<i>Academic criterion 2:</i> Year-to-year achievement measures for students at meeting/advanced expectations the previous year.	10–11	Yes
	4th-grade through 8th-grade students at meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain meeting/advanced expectations.	10	Not Reported ⁶
	4th-grade through 8th-grade students at meeting/advanced expectations on the Forward Exam in math the prior year: 50% will maintain meeting/advanced expectations.	11	Not Reported
	2nd-grade students at or above summed score benchmark in reading (aimswebPlus): At least 75.0% will remain at or above.	12	Yes (100%)
	<i>Academic criterion 3:</i> Year-to-year achievement measures for students not meeting expectations.		
	4th-grade through 8th-grade students developing/approaching expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress.	12	Yes (37%)
	4th-grade through 8th-grade students developing/approaching expectations on the Forward Exam in Math the prior year: 35% will demonstrate progress.	12	No (29%)
I, E	Parental involvement.	8	Yes ⁷
I, F	Instructional staff hold a DPI license or permit to teach.	8	Partially
I, I	Pupil database information, including information on students with special education needs.	7	Yes
I, K	Discipline procedures.	7	Yes

⁶ Not reported to protect student confidentiality (n < 10)

⁷ The school set a parent participation goal of 100%.

DARRELL LYNN HINES ACADEMY

SCORECARDS (WEIGHTED SCORE: 64.7%)

K Through Fifth Grade

Area	Measure	Maximum Points	% Total	Performance	Points Earned
Student Reading Readiness: 1st–2nd Grade	aimswebPlus: % at or above the 25th percentile	1st graders	10.0%	72.2%	2.9
		2nd graders for two consecutive years		100.0%	6.0
Student Academic Progress: 3rd–5th Grade	Forward Exam: % maintained meeting/advanced expectations or progressed ⁸	ELA	35.0%	53.3%	9.3
		Math		23.3%	4.1
Local Measures	% met reading	6.25	25.0%	70.8%	4.4
	% met math	6.25		61.5%	3.8
	% met writing	6.25		76.7%	4.8
	% met special education*	6.25		100%	6.25
Student Academic Achievement: 3rd–5th Grade	Forward Exam: % meeting/advanced expectations	ELA	5.0%	14.1%	0.4
		Math		6.3%	0.2
Engagement	Student attendance rate	5.0	25.0%	87.7%	4.4
	Student reenrollment*	5.0		88.5%	4.4
	Student retention*	5.0		91.1%	4.6
	Teacher retention rate*	5.0		93.3%	4.7
	Teacher return rate*	5.0		100%	5.0
TOTAL		100.0			65.25
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					65.3%

*Combined rate for all grade levels.

⁸ Progress in reading or math for students who were at the developing or approaching level the previous school year is defined as improving one proficiency level or improving one or more quartiles within the performance level for their grade level.

DARRELL LYNN HINES ACADEMY

Sixth Through Eighth Grade

Area	Measure		Maximum Points	% Total	Performance	Points Earned
Student Academic Progress: 6th–8th Grade	Forward Exam: % maintained meeting/advanced expectations or progressed ⁹	ELA	17.5	35.0%	26.3%	4.6
		Math	17.5		36.8%	6.4
Local Measures	% met reading		8.75	35.0%	66.2%	5.8
	% met math		8.75		70.8%	6.2
	% met writing		8.75		87.5%	7.7
	% met special education*		8.75		100.0%	8.75
Student Academic Achievement: 6th–8th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	14.1%	0.4
		Math	2.5		15.6%	0.4
Engagement		Student attendance rate	5.0	25.0%	86.2%	4.3
		Student reenrollment*	5.0		88.5%	4.4
		Student retention*	5.0		91.1%	4.6
		Teacher retention rate*	5.0		93.3%	4.7
		Teacher return rate*	5.0		100%	5.0
TOTAL			100.0			63.25
MIDDLE SCHOOL SCORECARD PERCENTAGE						63.3%

*Combined rate for all grade levels.

⁹ Progress in reading or math for students who were at the “developing” or “approaching” level the previous school year is defined as improving one proficiency level or improving one or more quartiles within the proficiency level for their grade level.

2025–26 SCHOOL CULTURE AND CLIMATE SURVEY

The following table presents positive sentiment scores for each Indicator of Success across all survey groups, color-coded by performance band. The 2025–26 cross-survey average for each Indicator of Success serves as the primary benchmark for this report. Schools meeting or exceeding 60% on three or more Indicators of Success are considered well-positioned for growth.

Performance Band	Score Range
Exemplary	≥ 90.0%
Proficient	75.0–89.9%
Developing	65.0–74.9%
Needs Attention	< 65%
N/A	Not applicable

Indicator of Success	Certified Staff	Parents	School Board/ Leadership	Support Staff	Students	Average		Change (pp)	Trend ¹⁰
						2025–26	2023–24		
Supportive Environment	72.3%	95.5%	100.0%	75.0%	68.5%	82.3%	82.3%	+8.3	▲ UP
Collaborative Teachers	93.5%	96.9%	N/A	100.0%	N/A	96.8%	96.8%	+15.6	▲ UP
Ambitious Instruction	77.5%	N/A	96.3%	N/A	80.5%	84.8%	84.8%	+1.3	— STEADY
Effective Leaders	78.6%	100.0%	91.7%	100.0%	80.6%	90.2%	90.2%	+5.3	▲ UP
Involved Families	90.1%	82.5%	100.0%	100.0%	N/A	93.2%	93.2%	+13.1	▲ UP
OVERALL COMPOSITE	N/A					89.5%	89.5%	+8.8	▲ UP

The survey’s five indicators of success reveal a school community anchored by strong relational trust and a sense of belonging among parents, staff, and leadership, alongside more variable experiences among students and certified staff on day-to-day experiences. Parents, board members, and staff consistently described deep partnership, mutual respect, and cultural responsiveness. Instructional collaboration among educators and cross-role trust between teachers and support staff emerged as a strength. Family–school ties were strong, as characterized by warmth, accessibility, and shared commitment to children’s success. However, parent interest in formal governance has not led to broad participation. At the same time, recurring concerns surface among students and frontline staff that point to gaps between the highly rated institutional confidence and lower-rated daily experience: facility conditions such as maintenance and upkeep of restrooms, lunch options and inconsistent peer academic culture. Students also described a gap between leadership’s relational warmth and their sense of consistent, fair treatment in disciplinary matters, echoed by staff-reported inconsistency in schoolwide behavioral expectations. Additional themes included limited opportunities for staff to collaborate professionally with others beyond the building, students’ limited follow-through on independent academic work, and underdeveloped mathematical reasoning practices. Collectively, these findings suggest a school with strong foundational trust and community, where targeted attention to the physical environment and procedural fairness could further strengthen the experience of students, staff, and families.

¹⁰Trend reflects the change in percentage points (pp): a gain of more than +3 pp is UP (▲), a drop of more than –3 pp is DOWN (▼), and any change within ±3 pp is STEADY (—).

RECOMMENDATIONS

RESPONSE TO 2024–25 RECOMMENDATIONS

During the year, Darrell Lynn Hines Academy (DLHA) responded to all activities recommended in the previous programmatic profile and educational performance report. Descriptions of each recommendation and the school’s corresponding response follow.

Recommendation	Response
Strengthen school–community collaboration and engagement: The school will enhance communication and collaboration with families and the community by increasing transparency, expanding engagement beyond the school building, and incorporating student voice. Efforts will include improved messaging around the school’s mission, training in restorative practices, and using disciplinary and attendance data to guide supports.	• The school improved an existing communication infrastructure that combines newsletters, flyers, and messaging through its student information system, supplemented by direct outreach from a parent coordinator. • Four family-engagement nights were held over the course of the year, including a session held in partnership with a local medical college and events incorporating student-requested activities such as open gym time and a family dance event. Eighth-grade students took on an expanded role in supporting these events, including fundraising and event setup. • The school also continued to build restorative practices into its family engagement work, inviting families to participate in conversations addressing character development and coping skills, particularly following incidents involving bullying or safety concerns. • Attendance data declined relative to the prior year; leadership attributed this primarily to illness, mental health–related absences, and an environmental hazard (a city flood) rather than disciplinary causes.
Advance early literacy through Act 20 implementation: The school will build staff capacity to implement Act 20 by providing targeted training and aligning instruction to support reading readiness in early grades.	• The school partnered with a Cooperative Educational Service Agency (CESA)–based reading coach who provided both direct instructional support and training-for-trainers coaching focused on administering aimswebPlus assessments and developing individualized intervention plans. Staff who had previously completed this training reported increased comfort with assessment administration by the second year of implementation, though continued training will be needed as new staff join the school.

CONTINUOUS SCHOOL IMPROVEMENT

The following goals reflect priority areas for continued improvement in 2026–27, based on a review of DLHA's current performance data, school culture and climate surveys, prior monitoring recommendations, and progress reported through end-of-year interviews.

1. Build a shared, schoolwide understanding of DLHA's restorative and discipline practices across staff, students, and parents, so that the whole community recognizes this work as an ongoing growth process; aligning expectations, reducing frustration, and reinforcing the relational trust already present in the school community.
2. Strengthen academic culture schoolwide by cultivating stronger norms around academic effort, engagement, and mutual expectations among students, staff, and families, with particular attention to grades 6–8.
3. Create a structured pathway for family engagement with multiple entry points such as informal engagement, advisory participation, and formal governance.

ANNUAL MONITORING AND REPORTING RECOMMENDATIONS

Based on a review of past and current contract compliance and available performance data, Evident Change's recommendation is that DLHA receive a five-year contract renewal and continued annual academic monitoring and reporting, with particular emphasis on strengthening student outcomes in reading and math.



DOWNTOWN MONTESSORI ACADEMY



The mission of Downtown Montessori Academy (DMA) is to create a Montessori environment where each child's early experiences with learning will help them become a self-confident, competent, and cooperative adult.

The philosophy is based on the belief that children learn best when they are at ease and comfortable. The key is to see the hidden nature of the child at given stages of development and to design an environment that will fulfill the child's innate potential.



2507 S. Graham St, Milwaukee, WI 53207



(414) 744-6005



<https://downtownmontessori.com>

Principal:

Mary Widmann

Executive Director:

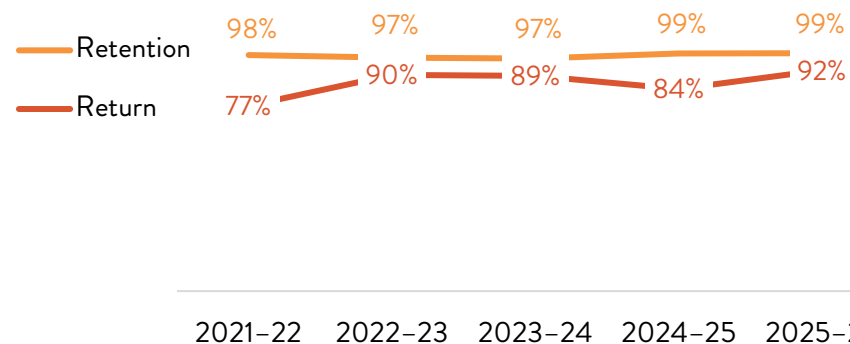
Ian Spanic

STUDENTS

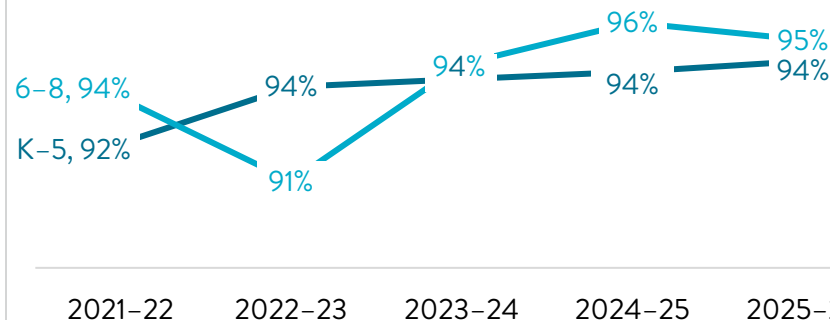
Demographics (N = 232)	%
Black or African American	4.7%
American Indian or Alaska Native	0.4%
Asian/Pacific Islander	1.7%
Hispanic or Latino	22.0%
White	61.6%
Multiple Races/Ethnicities	9.5%
Free/Reduced Lunch	14.7%
Special Education	14.5%*

*Percentage of 235 students enrolled at any time during the school year who received special education services.

Retention and Return Rates



Attendance Rates



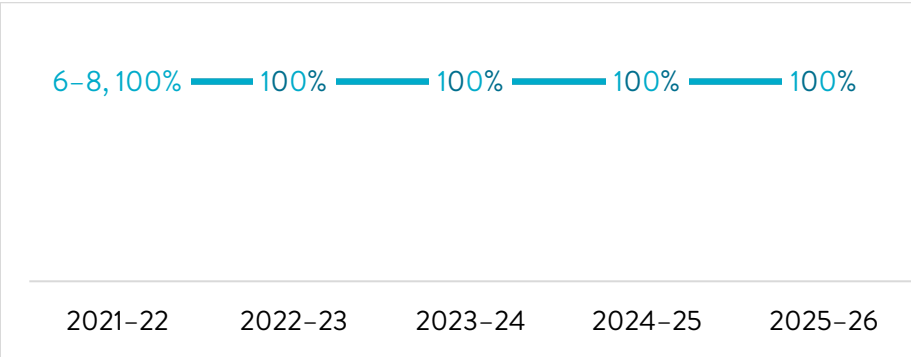
The school set a goal of 93%.

Suspension Rates¹¹

DMA's policy is to not suspend students except as a last resort. In 2025-26, no students were suspended.

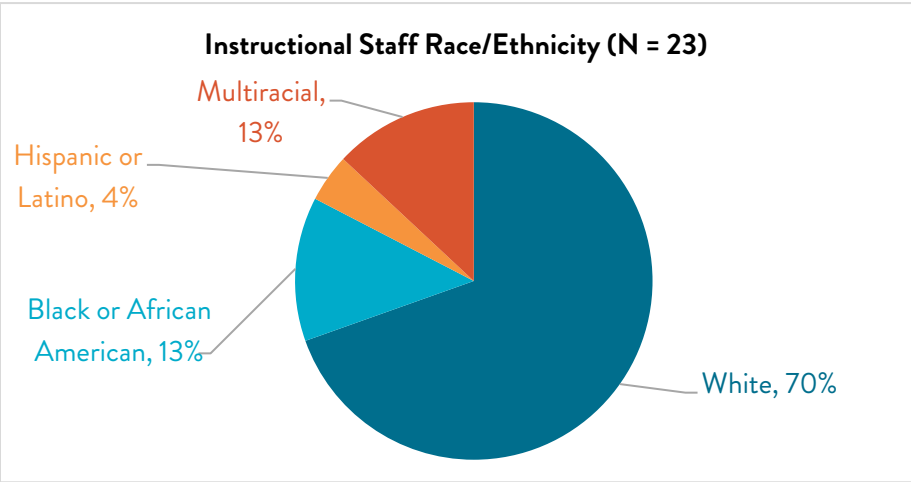
¹¹ Discipline procedures are outlined in the student handbook.

PARENT-TEACHER CONFERENCE PARTICIPATION RATES

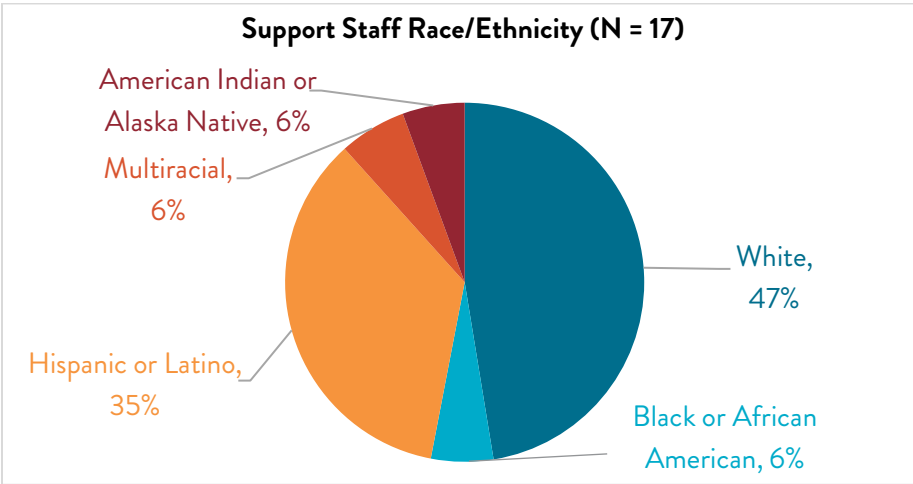


STAFF¹²

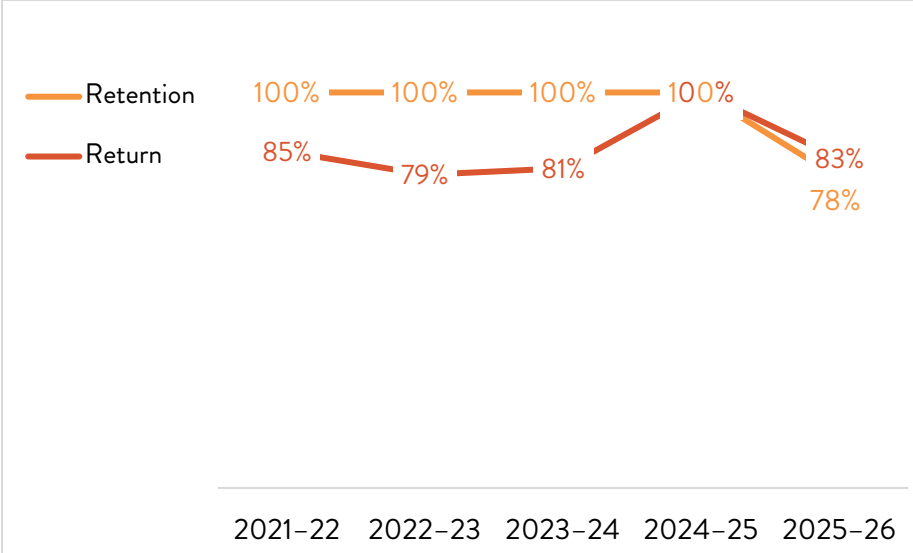
DEMOGRAPHICS¹³



¹² All instructional staff held a DPI license or permit to teach.



INSTRUCTIONAL STAFF RETENTION AND RETURN RATES



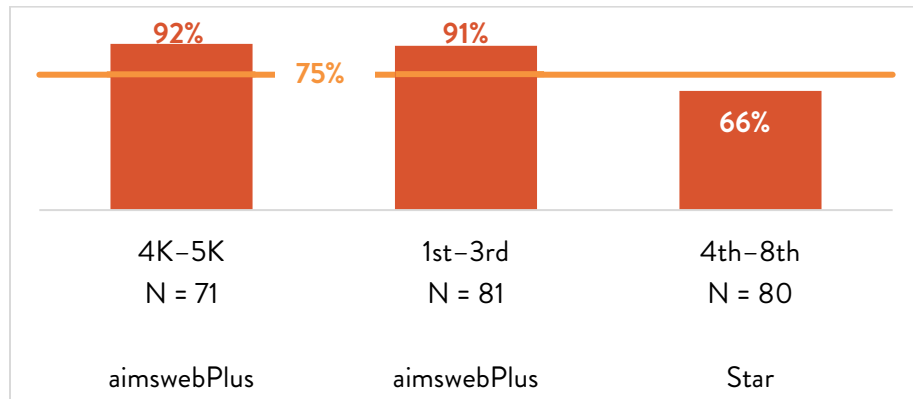
¹³ Race/ethnicity categories in this report reflect those reported by the school.

DOWNTOWN MONTESSORI ACADEMY

LOCAL MEASURES OF EDUCATIONAL GROWTH: PERCENTAGE MEETING EXPECTATIONS

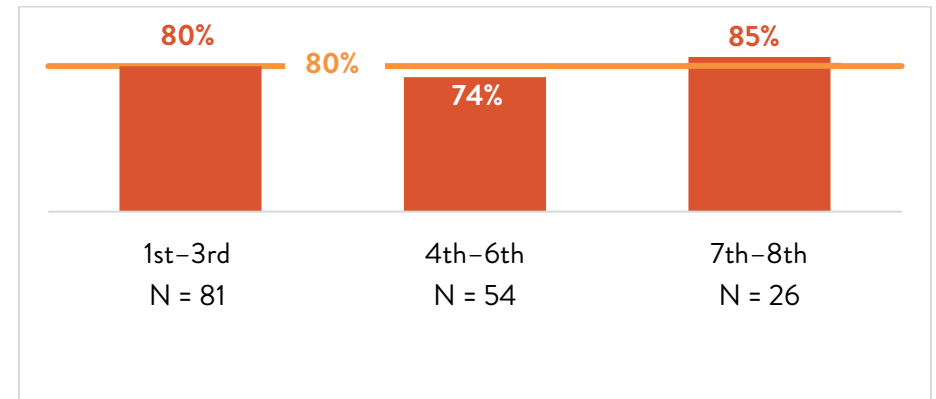
Orange horizontal line represents the school's goal.

READING: AIMSWEBPLUS AND STAR TESTS



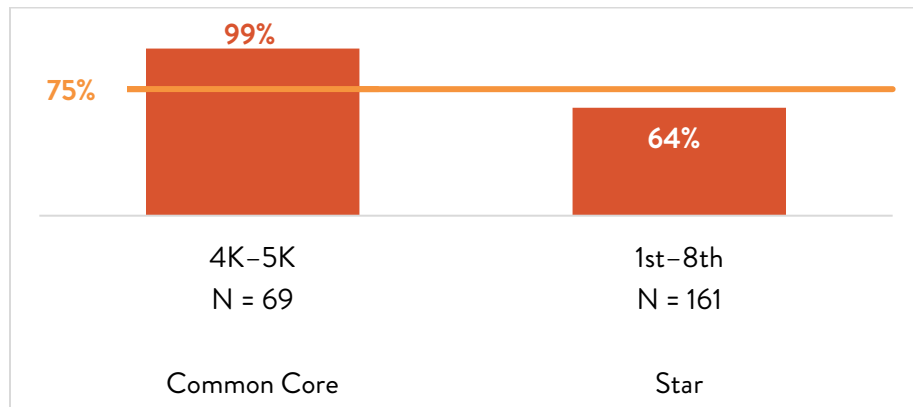
Overall: Elementary, 85.8%; middle school, 69.0%

WRITING ASSESSMENT



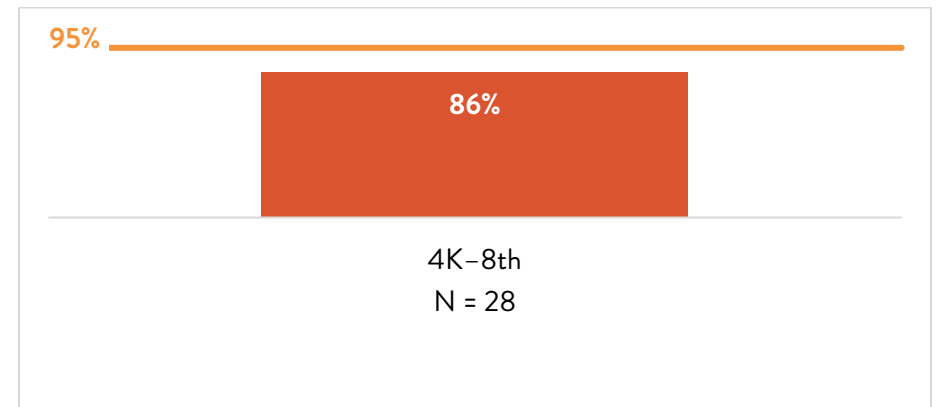
Overall: Elementary, 78.2%; middle school, 81.0%

MATH: COMMON CORE AND STAR TESTS



Overall: Elementary, 74.5%; middle school, 73.8%

IEP GOALS



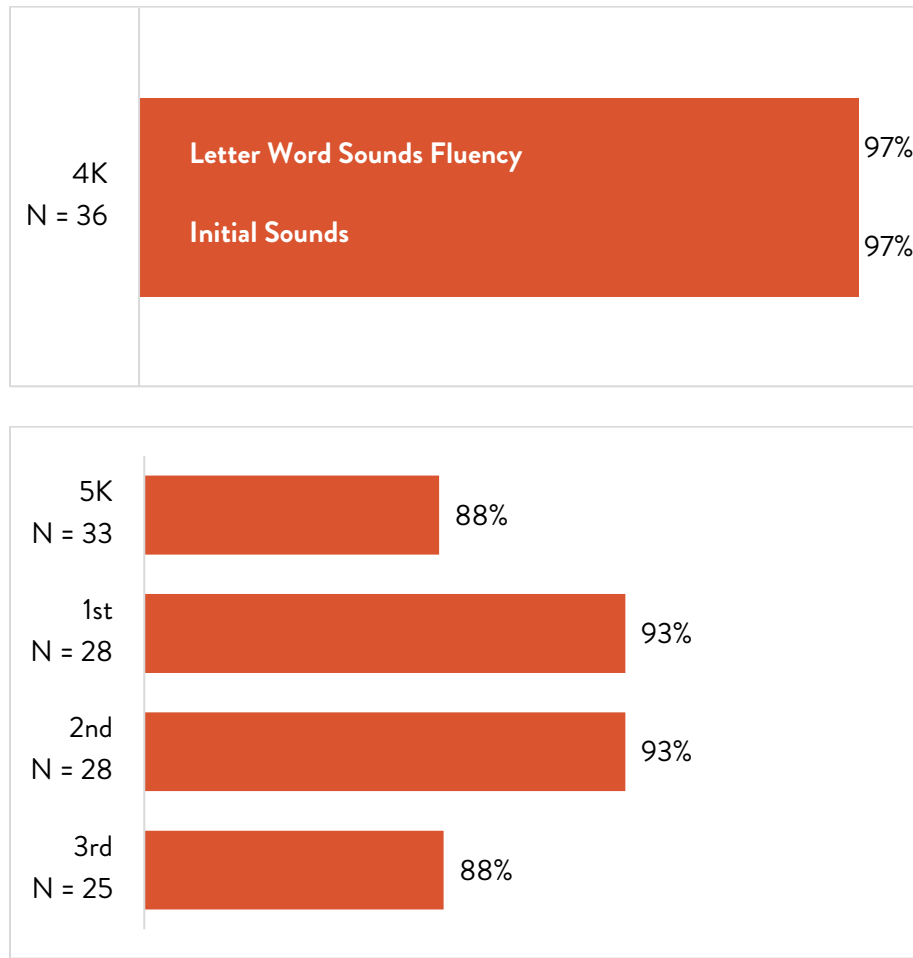
Results are not shown for individual grade levels because the number of students was less than 10.

DOWNTOWN MONTESSORI ACADEMY

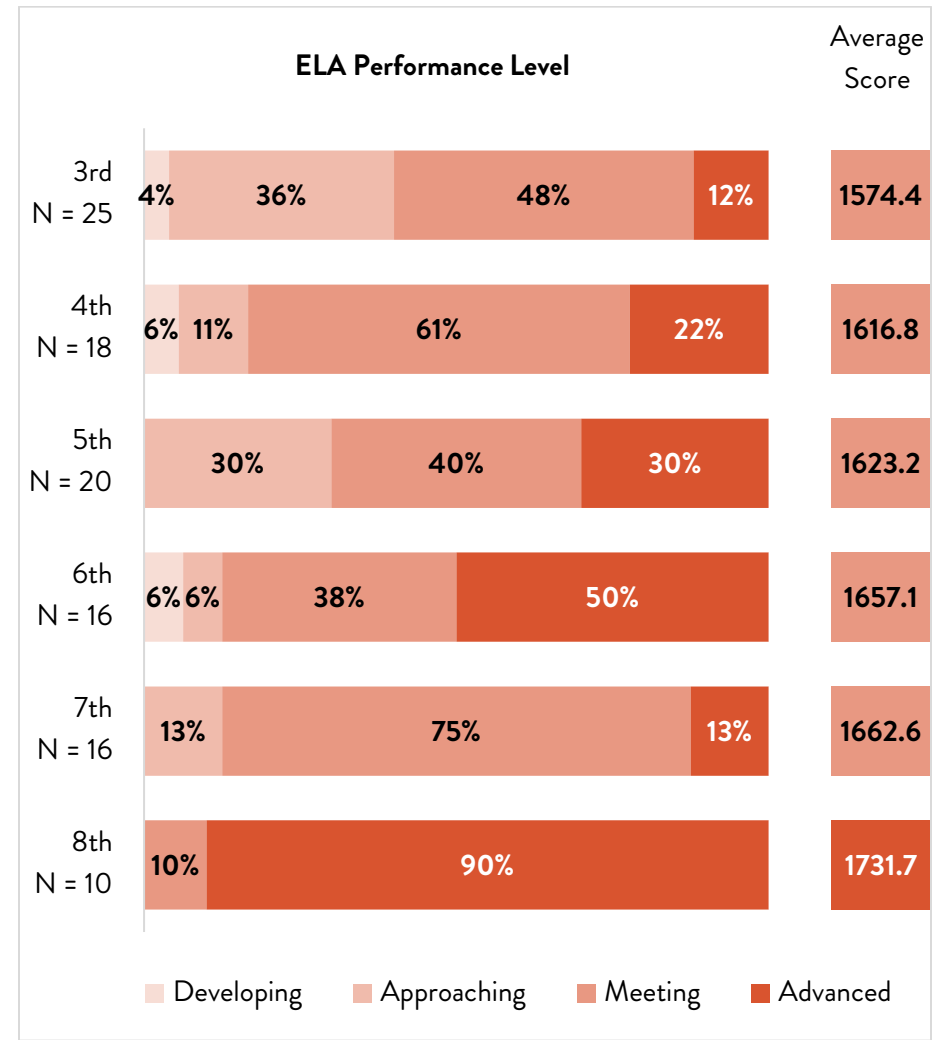
EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

AIMSWEBPLUS EARLY LITERACY ASSESSMENT

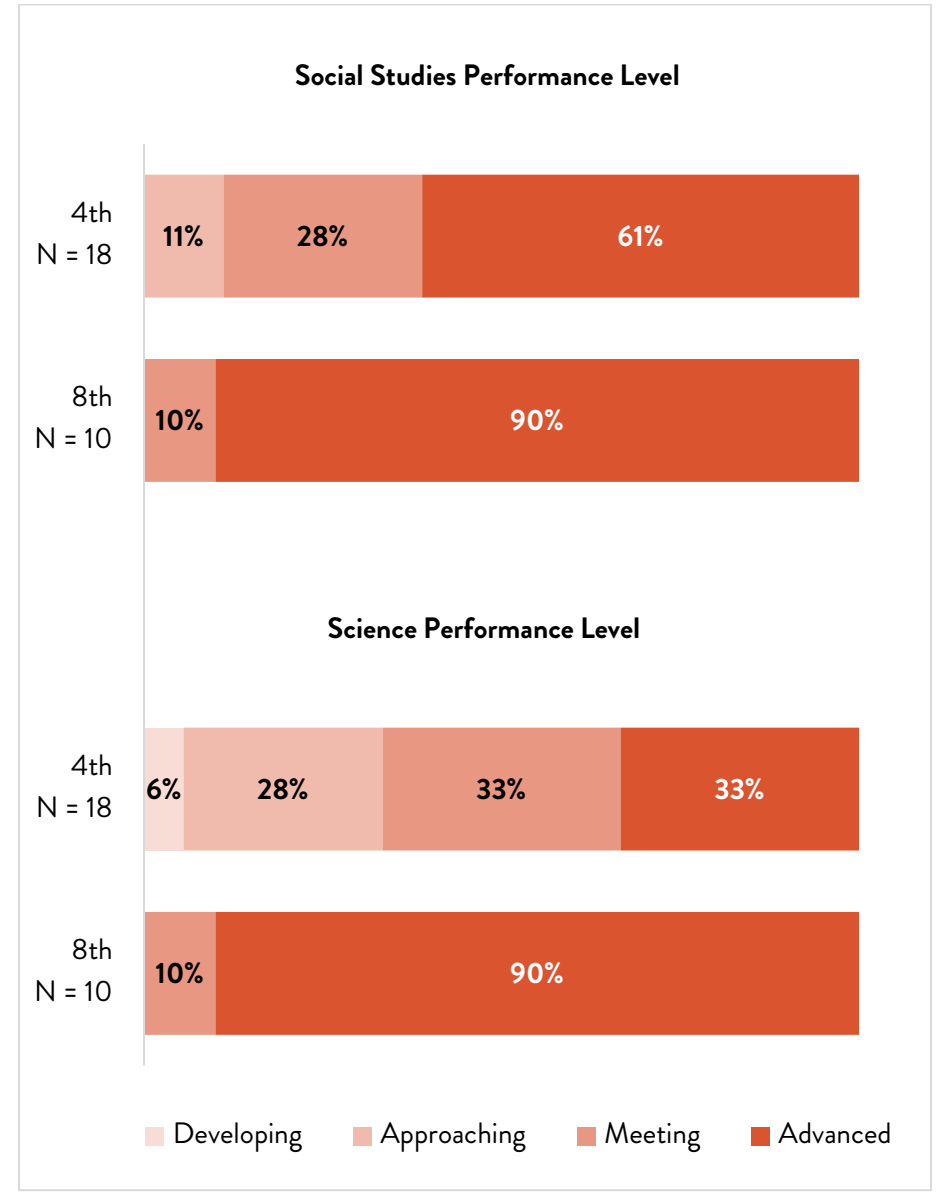
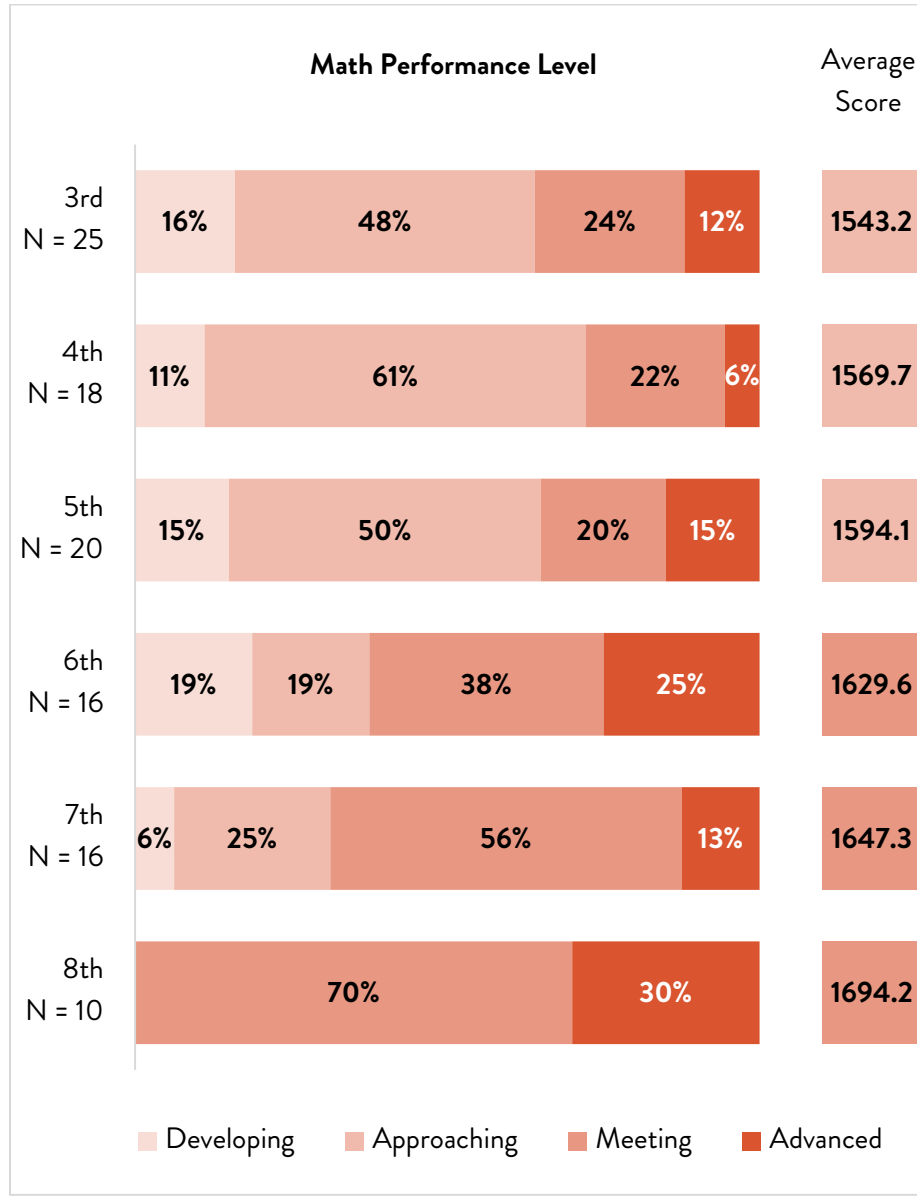
Students Meeting Benchmark



WISCONSIN FORWARD EXAMS



DOWNTOWN MONTESSORI ACADEMY



DOWNTOWN MONTESSORI ACADEMY

MULTIPLE-YEAR STUDENT PROGRESS

AIMSWEBPLUS EARLY LITERARY ASSESSMENT

Second Graders Maintaining Benchmark

100% (N = 23)

WISCONSIN FORWARD EXAM IN SPRING OF 2025

Students Developing or Approaching

Subject and Current Grade Level	Students Developing or Approaching	Students Progressed in 2026			
		Increased 1+ Level	Increased a Quartile	Overall Progress	
				N	%
ELA					
4th–8th	21	13	2	15	71.4%
Math					
4th–5th	20	7	5	12	60.0%
6th–8th	15	6	1	7	46.7%
Total	35	13	6	19	54.3%

Note: Breakdown by grade cannot be reported due to N size.

Students Meeting or Advanced

Subject	Students Meeting or Advanced		% Maintaining
	2025	2026	
ELA	56	54	96.4%
Math	42	33	78.6%

Overall Student Progress

Subject and Current Grade Level	Students	Overall Progress	
		n	%
ELA			
4th–5th	35	31	88.6%
6th–8th	42	38	90.5%
ELA Total	77	69	89.6%
Math			
4th–5th	35	20	57.1%
6th–8th	42	32	76.2%
Math Total	77	52	67.5%



DOWNTOWN MONTESSORI ACADEMY

CONTRACT COMPLIANCE CHART

Section	Education-Related Contract Provision	Page	Provision Met?
I, B	Description of educational program on school website	n/a	Met
I, V	Annual school calendar provided on school website	n/a	Met
I, C	Educational methods on school website	n/a	Met
I, D	Administration of Required Standardized Tests		
	4K – 8th grade	21–24	Met
	<i>Academic criterion 1: Maintain local measures</i>		
	Measure pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	21	Met
	<i>Academic criterion 2: Year-to-year achievement measures for students at meeting/advanced expectations the previous year.</i>		
	4th-grade through 8th-grade students at meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain meeting/advanced expectations.	24	Met (96.4%)
	4th-grade through 8th-grade students at meeting/advanced expectations on the Forward Exam in math the prior year: 50% will maintain meeting/advanced expectations.	24	Met (78.6%)
	2nd-grade students at or above summed score benchmark in reading (aimswebPlus): At least 75.0% will remain at or above.	24	Met (100%)
	<i>Academic criterion 3: Year-to-year achievement measures for students not meeting expectations.</i>		
	4th – 8th grade students developing/approaching expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress.	24	Met (71.4%)
	4th – 8th grade students developing/approaching expectations on the Forward Exam in Math the prior year: 35% will demonstrate progress.	24	Met (54.3%)
I, E	Parental involvement.	20	Met (100%) ¹⁴
I, F	Instructional staff hold a DPI license or permit to teach.	20	Met
I, I	Pupil database information, including information on students with special education needs.	19	Partially Met ¹⁵
I, K	Discipline procedures.	19	Met

¹⁴ The school's participation goal was 100%.

¹⁵ All IEPs were completed; hard copies were not maintained for review, and the IEP tracking sheet was not kept current.

DOWNTOWN MONTESSORI ACADEMY

SCORECARDS (WEIGHTED SCORE: 81.0%)

K Through Fifth Grade

Area	Measure	Maximum Points	% Total	Performance	Points Earned
Student Reading Readiness: 1st–2nd Grade	aimswestPlus: % at or above the 25th percentile	1st graders	10.0%	92.9%	3.7
		2nd graders for two consecutive years		100.0%	6.0
Student Academic Progress: 3rd–5th Grade	Forward Exam: % maintained meeting/advanced expectations or progressed ¹⁶	ELA	35.0%	88.6%	15.5
		Math		57.1%	10.0
Local Measures	% met reading	6.25	25.0%	85.8%	5.4
	% met math	6.25		74.5%	4.7
	% met writing	6.25		78.2%	4.9
	% met special education*	6.25		85.7%	5.4
Student Academic Achievement: 3rd–5th Grade	Forward Exam: % meeting/advanced expectations	ELA	5.0%	69.8%	1.7
		Math		33.3%	0.8
Engagement	Student attendance rate	5.0	25.0%	94.5%	4.7
	Student reenrollment*	5.0		91.7%	4.6
	Student retention*	5.0		98.7%	4.9
	Teacher retention rate*	5.0		78.3%	3.9
	Teacher return rate*	5.0		83.3%	4.2
TOTAL ¹⁷		100.0			80.4
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					80.4%

*Combined rate for both schools.

¹⁶ Progress in reading or math for students who were at the developing or approaching level the previous school year is defined as improving one proficiency level or improving one or more quartiles within the performance level for their grade level.

DOWNTOWN MONTESSORI ACADEMY

Sixth Through Eighth Grade

Area	Measure		Maximum Points	% Total	Performance	Points Earned
Student Academic Progress: 6th–8th Grade	Forward Exam: % maintained meeting/advanced expectations or progressed ¹⁸	ELA	17.5	35.0%	90.5%	16.6
		Math	17.5		76.2%	13.3
Local Measures	% met reading		8.75	35.0%	69.0%	6.0
	% met math		8.75		73.8%	6.5
	% met writing		8.75		81.0%	7.1
	% met special education*		8.75		85.7%	7.5
Student Academic Achievement: 6th–8th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	90.5%	2.4
		Math	2.5		73.8%	1.8
Engagement		Student attendance rate	5.0	25.0%	95.0%	4.8
		Student reenrollment*	5.0		91.7%	4.6
		Student retention*	5.0		98.7%	4.9
		Teacher retention rate*	5.0		78.3%	3.9
		Teacher return rate*	5.0		83.3%	4.2
TOTAL			100.0			83.6
MIDDLE SCHOOL SCORECARD PERCENTAGE						83.6%

*Combined rate for both schools.

¹⁸ Progress in reading or math for students who were at the developing or approaching level the previous school year is defined as improving one proficiency level or improving one or more quartiles within the proficiency level for their grade level.

DOWNTOWN MONTESSORI ACADEMY

2025–26 SCHOOL CULTURE AND CLIMATE SURVEY

The table below presents positive sentiment scores for each Indicator of Success across all survey groups, color-coded by performance band. The 2025–26 cross-survey average for each Indicator of Success serves as the primary benchmark for this report. Schools meeting or exceeding 60% on three or more Indicators of Success are considered well-positioned for growth.

Performance Band	Score Range
Exemplary	≥ 90.0%
Proficient	75.0–89.9%
Developing	65.0–74.9%
Needs Attention	< 65%
N/A	Not applicable

Indicator of Success	Certified Staff	Parents	School Board/ Leadership	Student Support Staff	Students	Average		Change (pp)	Trend ¹⁹
						2025–26	2023–24		
Supportive Environment	35.7%	88.4%	92.9%	25.0%	86.2%	65.6%	86.3%	-20.7	▼ DOWN
Collaborative Teachers	75.7%	77.6%	N/A	68.9%	N/A	74.1%	89.3%	-15.2	▼ DOWN
Ambitious Instruction	98.5%	N/A	100.0%	N/A	83.3%	93.9%	91.5%	+2.4	— STEADY
Effective Leaders	55.0%	73.6%	100.0%	9.3%	81.0%	63.8%	93.0%	-29.2	▼ DOWN
Involved Families	81.6%	62.5%	92.9%	90.0%	N/A	81.8%	87.4%	-5.6	▼ DOWN
OVERALL COMPOSITE	N/A					89.5%	75.8%	-13.7	▼ DOWN

The survey revealed a pronounced divide between the strength of Downtown Montessori Academy’s (DMA’s) instructional and relational core and the fragility of the school’s internal professional culture. Across groups, the Montessori instructional model emerges as a clear and consistent strength: certified staff, students, and school leadership describe classrooms as engaging, intellectually challenging, and aligned with the school’s mission, though opportunities remain to extend that rigor consistently into elective coursework and to strengthen mathematical reasoning and discourse practices. Family partnership is also mentioned as a strength, particularly at the classroom level, even though parents report less confidence in their influence over governance and program decisions than staff and leadership perceive. The most significant cross-cutting theme, however, concerns organizational trust and professional environment. Certified staff and student support staff mention limited access to professional development, unclear career pathways, and minimal voice in institutional decision making while these same groups also report substantial skepticism toward school leadership’s follow-through, communication, and responsiveness. This contrasts sharply with the confidence expressed by governance-level respondents, suggesting a disconnect between how leadership perceives its own effectiveness and how that effectiveness is experienced by frontline staff. Taken together, the findings point to a school community that is succeeding in its core educational purpose while facing an urgent need to rebuild internal trust, strengthen shared decision -making, and invest more deliberately in staff development and professional belonging.

¹⁹ Trend reflects change in percentage points (pp): a gain of more than +3.0 pp is UP (▲), a drop of more than -3.0 pp is DOWN (▼), and any change within ±3.0 pp is STEADY (—).

RECOMMENDATIONS

RESPONSE TO 2024–25 RECOMMENDATIONS

During the year, DMA responded to all activities recommended in the previous programmatic profile and educational performance report. Descriptions of each recommendation and the school’s corresponding response follow.

Recommendation	Response
Improve instruction through data-driven support: Use Forward Exam data to evaluate ELA and math instruction, identify targeted professional development needs, and address gaps in classroom materials to support early literacy.	• Leadership emphasized the use of assessment data to guide instruction and sought to extend the use of aimswebPlus data (beyond the state-required 4K to third grade) to all grade levels, with the goal of establishing a shared data language schoolwide. • A supplemental literacy curriculum was introduced to complement Montessori materials for students not making expected progress, supported by consultant-led professional development. Leadership indicated an intent to retain this goal for the coming year, given how literacy instruction plays a central role to other academic outcomes.
Strengthen school capacity and community engagement: Enhance staff training and evaluation, implement an emergency succession plan, grow enrollment to approximately 315 students, and expand alumni and board engagement to support long-term sustainability.	• Staff evaluation processes met some resistance among faculty, and enrollment growth remained constrained amid staff turnover and community relations challenges during the year. Board engagement with school leadership was described as inconsistent, with gaps in communication and follow-through that affected alignment on school priorities.
Strengthen governance through increased board engagement and diversity: Revitalize the school board by promoting inclusive representation, integrating parent advisory input, and recruiting new members to ensure diverse perspectives and sustained commitment to the school's mission.	• Leadership indicated that further action on board governance and diversification of board representation is anticipated to follow guidance from an upcoming review by the CSRC, including measures related to governance transparency and consideration of expanded parent representation on the board.

ANNUAL MONITORING AND REPORTING RECOMMENDATIONS

Based on a review of past and current contract compliance and available performance data, Evident Change’s recommendation is that DMA continue consistent annual academic monitoring and reporting, with particular emphasis on strengthening student outcomes in reading and math.

DOWNTOWN MONTESSORI ACADEMY

CONTINUOUS SCHOOL IMPROVEMENT

The following goals reflect priority areas for continued improvement in 2026–27, based on a review of DMA's current performance data, school culture and climate surveys, prior monitoring recommendations, and progress reported through the end-of-year interview process.

1. Implement a structured professional development plan for certified and support staff, prioritizing respectful and courageous communication, mentorship, and cross-school collaborative learning opportunities.
2. Establish a parent advisory committee with a formal seat on the School Board, giving families a structured voice in governance, budget input, and school improvement planning.
3. Strengthen math instruction for students in first through fifth grades, with particular attention to basic skills, mathematical writing, and student problem-posing.



ANNUAL MONITORING AND REPORTING RECOMMENDATIONS

Based on a review of past and current contract compliance and available performance data, Evident Change's recommendation is that DMA continue consistent annual academic monitoring and reporting, with particular emphasis on strengthening student outcomes in math.

ESCUELA VERDE

“Escuela Verde’s vision is to “cultivate a community that is participatory, just, sustainable, and peaceful.” The school’s mission states that staff and students live their vision through graduating reflective high school students prepared to live happy, healthy, meaningful lives; collaborating with the community to create a strong sense of place and skills to flourish without harm; providing staff who model our vision and embrace education as liberation; engaging urban youth by adhering to an eco-pedagogical praxis; developing biliteracy and honoring linguistic and cultural identities by engaging in trans-language practices; and offering immersion opportunities for those interested in transformative education.

 3628 W. Pierce St., Milwaukee, WI 53215

 (414) 988-7960

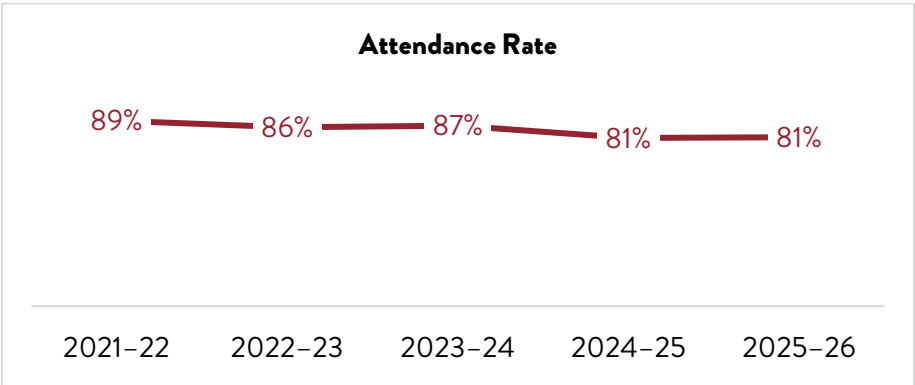
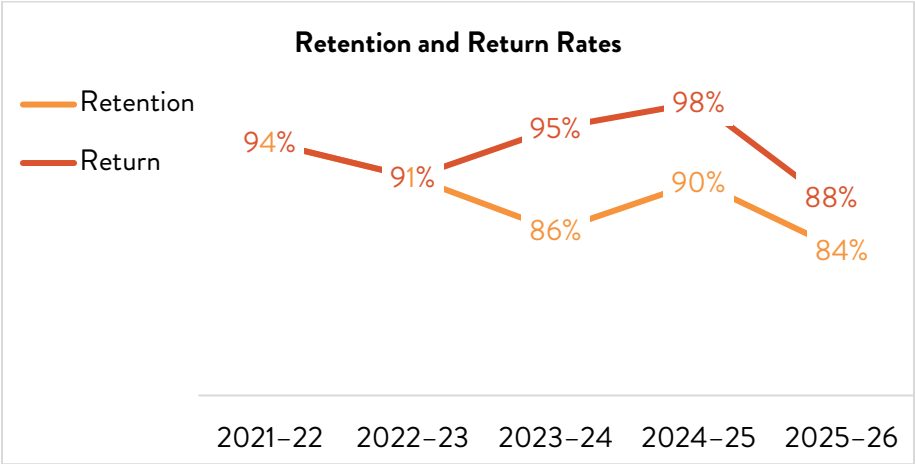
 <https://escuelaverde.org/>

Chief Executive Officer	Joey Zocher
Collaborative Leader	Kim Copeland
Collaborative Leader	Laurel Cutright

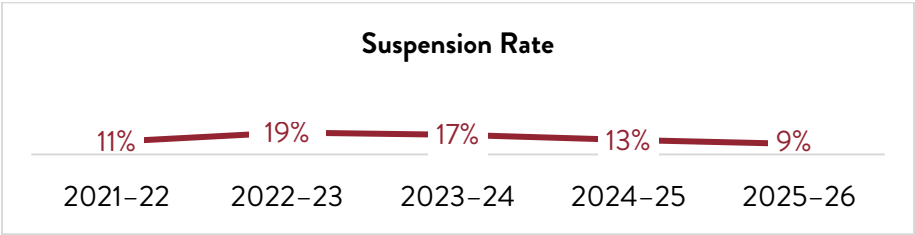
STUDENTS

Demographics (N = 111)	%
Black or African American	8.1%
Latino/Hispanic	83.8%
White	7.2%
Multiple Races/Ethnicities	0.9%
Special Education	24.0%
Free/Reduced Lunch	100%
Integrated ESL program	30.6%
ESL-integrated special education services	13.5%*

*Percentage of 121 students enrolled any time during the year who received special education services.

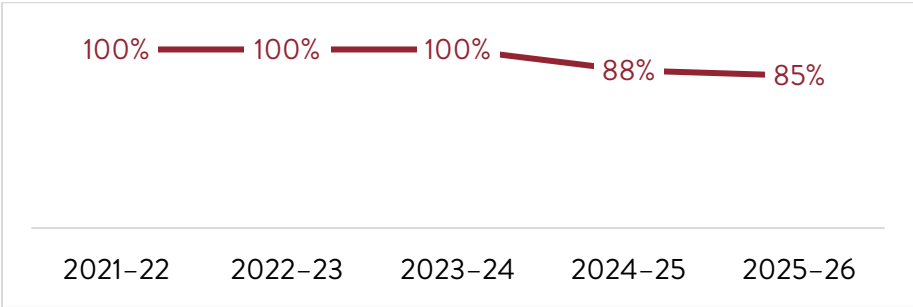


The school set a goal of at least 90%.



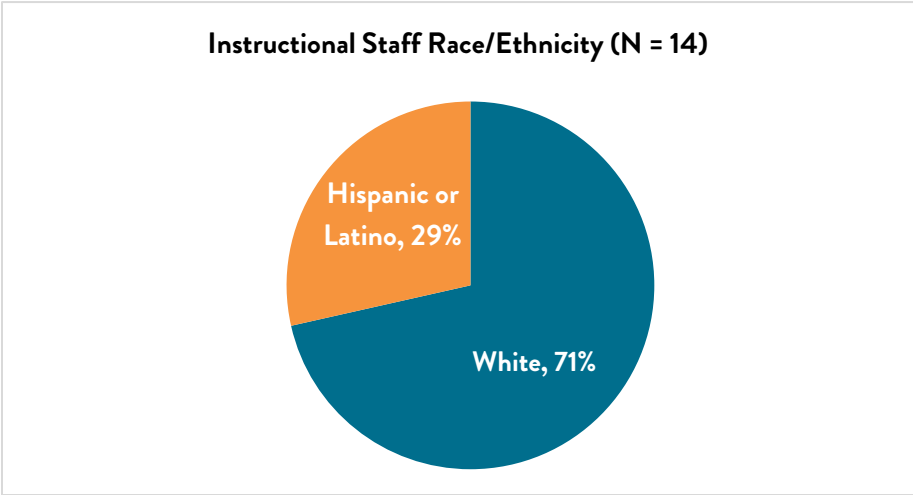
Discipline procedures are outlined in the student handbook.

PARENT-TEACHER CONFERENCE PARTICIPATION RATES



STAFF²⁰

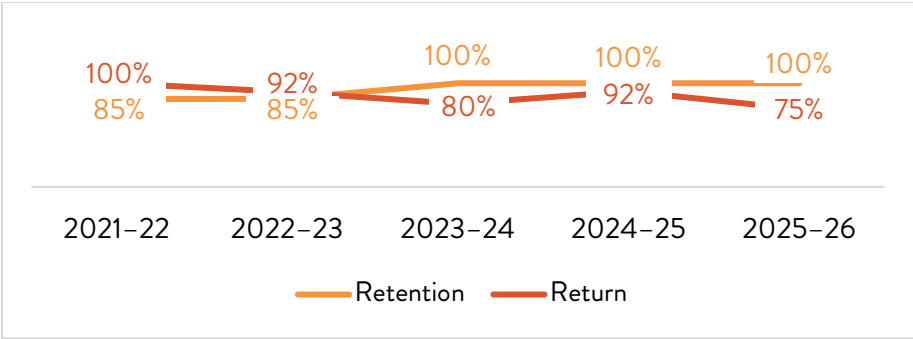
DEMOGRAPHICS²¹



Support Staff Race/Ethnicity

100% Hispanic or Latino (N = 4)

INSTRUCTIONAL STAFF RETENTION AND RETURN RATES



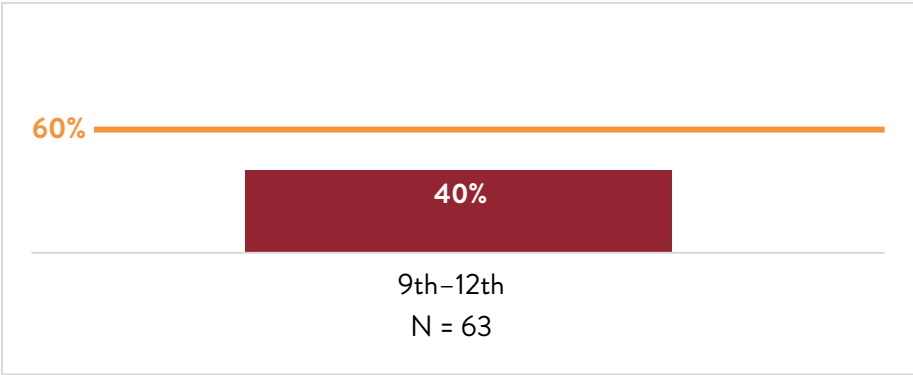
²⁰ All instructional staff held a DPI license or permit to teach.

²¹ Race/ethnicity categories in this report reflect those reported by the school.

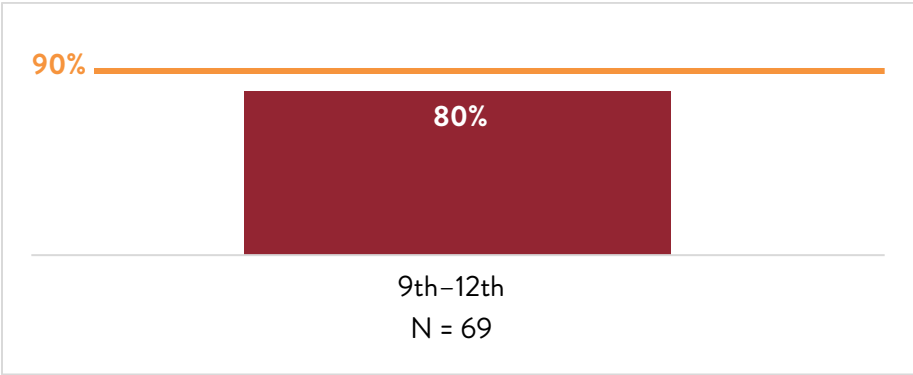
LOCAL MEASURES OF EDUCATIONAL GROWTH: PERCENTAGE MEETING EXPECTATIONS²²

Orange horizontal line represents the school’s goal.

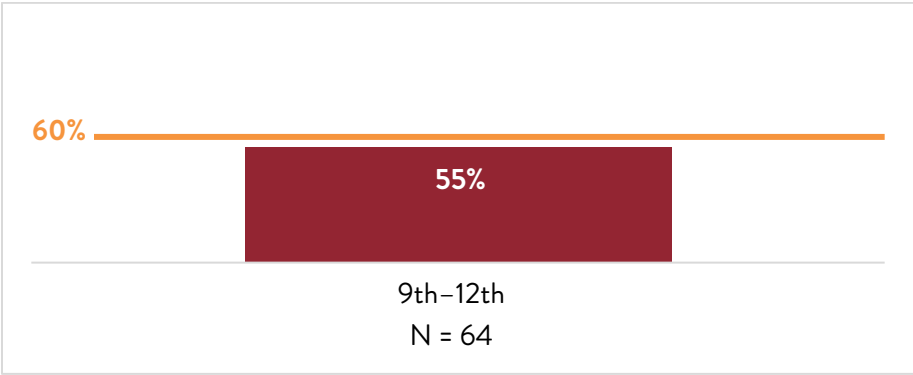
READING: STAR TEST



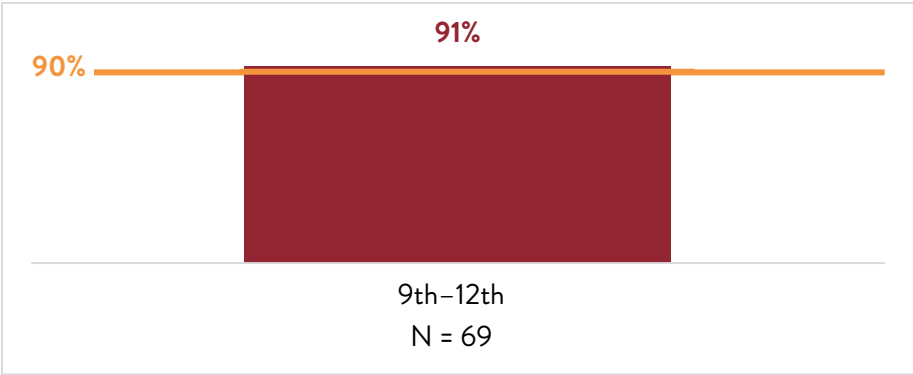
WRITING ASSESSMENT



MATH: STAR TEST



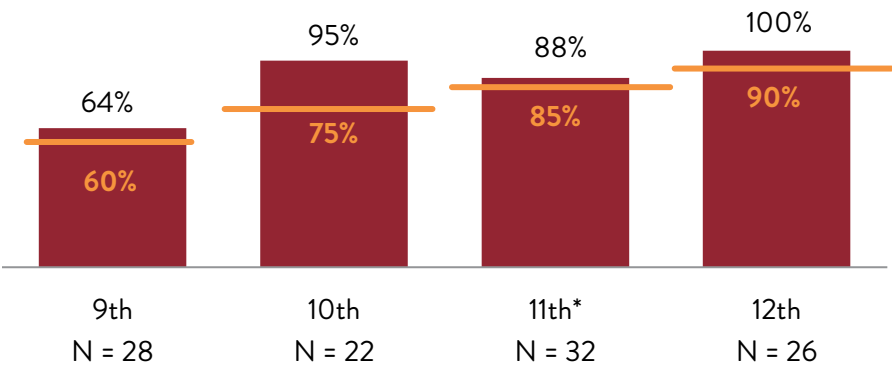
IEP GOALS



²² Forty-two English learner students with an English proficiency level of 2.9 or lower were exempt from the reading and math diagnostics as well as the local measure writing assessment.

HIGH SCHOOL PROMOTION GOALS

Promoted/Graduated



*Four eleventh graders graduated early.

Graduation Plans

Progress Measure (N = 111)	Percentages
Plans Including Documentation of Each Measure	
Included postsecondary plans	100%
Shared with parents	
Included schedule reflecting credits to graduate	
Reviewed by assistant principal or counselor	
Progress toward graduation	
Outcome of Graduation Progress Review	
On track toward graduation	86.1%
Need to enroll in credit recovery activities	13.9%

Postsecondary Scholarship Attainment

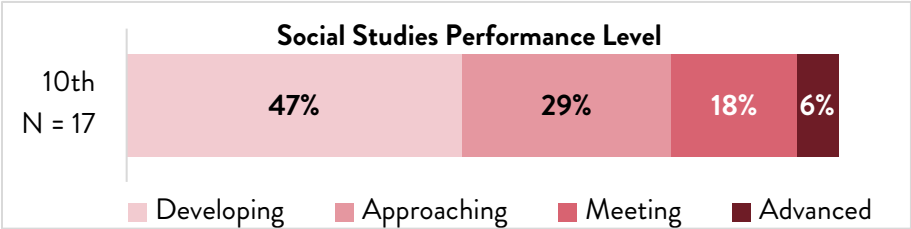


Total scholarships earned by graduating students:
\$475,416



EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

WISCONSIN FORWARD EXAM



PREACT SECURE AND ACT PLUS WRITING

ACT has set college readiness benchmarks for the subject-specific subtests of both the PreACT Secure and the ACT. The most recent benchmarks (published in 2022) for each grade level and test are shown. Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration. ACT does not publish composite benchmark scores for the PreACT Secure or the ACT. Evident Change created composite benchmark scores by averaging each grade level’s benchmark scores from the four subtests, as published by ACT.

Benchmark Scores

Subtest	PreACT Secure		ACT
	9th	10th	11th
English	13	15	18
Math	18	19	22
Reading	18	20	22
Science	19	20	23
Composite	17	18	21

Ninth and Tenth Graders at or Above Benchmark

Subtest	9th (N = 25)		10th (N = 18)	
	n	%	n	%
English	5	20.0%	3	16.7%
Math	0	0%	0	0%
Reading	2	8.0%	3	16.7%
Science	0	0%	1	5.6%
Composite	0	0%	1	5.6%

PreACT Secure and ACT Average Scores by Grade Level*

9th (N = 25)	10th (N = 18)	11th (N = 15)
12.5	13.7	15.7

*Since the ACT is not required for twelfth graders, fewer than 10 students took the exam; data for groups below this threshold are not reported.

MULTIPLE-YEAR STUDENT PROGRESS

ACT GROWTH FOR TENTH AND ELEVENTH GRADERS

Current Grade Level	Students	Demonstrated Progress	
		n	%
10th	15	6	40.0%
11th	31	20	64.5%

ESCUELA VERDE

POSTSECONDARY EXPOSURE

This year, students engaged in a sustained sequence of career and college readiness activities spanning skilled trades, higher education, military service, and direct workforce entry.

- Job site tours: Ruckus and Glee (toy store, two visits), Amilinda (restaurant, two visits), Urban Ecology Center
- Career exposure and mentoring (disability mentoring month): Zoo, Hunger Task Force Farm, YMCA, West Allis hospital
- College visits: Alverno College (two visits), Mount Mary University, Milwaukee Area Technical College, UW-Milwaukee, Waukesha County Technical College
- Military pathway: US Coast Guard
- Workforce/pre-apprenticeship: Big Step
- Classroom-based learning: Trades career presentation; Service-Learning Week class on careers in architecture, design, and project management
- Financial planning: Financial literacy planning and preparation session



CONTRACT COMPLIANCE CHART

Section	Education-Related Contract Provision	Page	Provision Met?
I, B	Description of educational program on school website	n/a	Met
I, V	Annual school calendar provided on school website	n/a	Met
I, C	Educational methods on school website	n/a	Met
I, D	Administration of required standardized tests		
	9th – 12th grade	33–35	Met
	Written annual plan for graduation	34	Met
	Academic criterion 1: Maintain local measures		
	Measure pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	33	Met
	Academic criterion 2 & 3: Year-to-year achievement measures (maintained or improved) for students who scored at or below the composite score the prior year.		
	9th- and 10th-grade students: At least 50% of 10th graders will maintain composite scale score benchmarks or improve their composite score by at least one point from 9th to 10th grade.	35	Not Met (40.0%)
	10th- and 11th-grade students: At least 50% of 11th graders will maintain composite scale score benchmarks or improve their composite score by at least one point from tenth to eleventh grade.	35	Met (64.5%)
I, E	Parental involvement.	32	Partially Met ²³ (85%)
I, F	Instructional staff hold a DPI license or permit to teach.	32	Met
I, I	Pupil database information, including information on students with special education needs.	31	Met
I, K	Discipline procedures.	31	Met

²³ The school's participation goal was 90%.

SCORECARD

Area	Measure		Maximum Points	% Total	Performance	Points Earned
Student Academic Progress	% who maintained benchmark on composite score or progressed at least one point	PreACT Secure—10th graders	7.5	35.0%	40.0%	3.0
		PreACT to ACT—11th graders	7.5		64.5%	4.8
9th–10th Grade	Adequate credits to move up a grade		7.5		64.3%	4.8
10th–11th Grade			7.5		95.5%	7.2
12th Grade	Graduation rate (DPI)*		5.0		73.1%	3.7
Postsecondary Readiness: 12th Grade	Postsecondary acceptance for graduates ²⁴		15.0	15.0%	93.3%	14.0
Local Measures	% met reading		5.0	20.0%	39.7%	2.0
	% met math		5.0		54.7%	2.7
	% met writing		5.0		79.7%	4.0
	% met special education†		5.0		91.3%	4.6
Student Academic Achievement: 9th and 10th Grades	PreACT Secure: % of students at or above benchmark	English	2.5	5.0%	18.6%	0.5
		Math	2.5		0.0%	0.0
Engagement	Student attendance		5.0	25.0%	81.4%	4.1
	Student reenrollment		5.0		87.5%	4.4
	Student retention		5.0		83.7%	4.2
	Teacher retention rate		5.0		100%	5.0
	Teacher return rate		5.0		75.0%	3.8
TOTAL			100.0			72.8
SCORECARD PERCENTAGE						72.8%

*Based on 2024–25 four-year rate, the most recent available at the time of this report.

²⁴ Percentage of twelfth graders who received postsecondary acceptance (college, university, technical school) or enrolled in a certification/occupational-based training program, apprenticeship, military enlistment, or dual enrollment program.

2025–26 SCHOOL CULTURE AND CLIMATE SURVEY

The table below presents positive sentiment scores for each Indicator of Success across all survey groups, color-coded by performance band. The cross-survey 2025–26 average for each Indicator of Success serves as the primary benchmark for this report. Schools meeting or exceeding 60% on three or more Indicators of Success are considered well-positioned for growth.

Performance Band	Score Range
Exemplary	≥ 90.0%
Proficient	75.0–89.9%
Developing	65.0–74.9%
Needs Attention	< 65%
N/A	Not applicable

Indicator of Success	Certified Staff	Parents	School Board/ Leadership	Student Support Staff	Students	Average		Change (pp)	Trend ²⁵
						2025-26	2023-24		
Supportive Environment	35.7%	87.5%	91.4%	50.0%	80.3%	69.0%	81.8%	-12.8	▼ DOWN
Collaborative Teachers	76.3%	85.2%	N/A	92.6%	N/A	84.7%	98.3%	-13.6	▼ DOWN
Ambitious Instruction	28.6%	N/A	100.0%	N/A	81.5%	70.0%	86.9%	-16.9	▼ DOWN
Effective Leaders	55.0%	100.0%	88.4%	75.0%	77.0%	79.1%	88.4%	-9.3	▼ DOWN
Involved Families	71.5%	70.2%	91.4%	80.0%	N/A	78.3%	87.5%	-9.2	▼ DOWN
OVERALL COMPOSITE	N/A					88.6%	76.2%	-12.4	▼ DOWN

Findings from the Escuela Verde (EV) survey reveal a school community anchored by strong relational trust but constrained by uneven organizational infrastructure. Parents, board members, students, and student support staff describe a warm, welcoming, and mission-aligned environment with confidence in leadership’s accessibility, cultural responsiveness, and commitment to hearing families’ voices. Support staff and parents describe collaborative practices, shared instructional planning, and cross-role trust as genuine strengths. Certified staff report a more ambivalent experience, characterized by professional isolation, limited instructional guidance, fragmented curricular coherence, and inconsistent behavioral expectations across classrooms. Certified staff mention onboarding and mentorship gaps for newer teachers as a contributing factor, suggesting that shared academic norms and instructional follow-through are not yet consistently established across the teaching staff. Students at EV affirm trust in their teachers and a strong sense of postsecondary readiness, but they note gaps in peer academic engagement. Family engagement themes reveal a paradox: Warmth and appreciation coexist with limited structural avenues for families, particularly those from linguistically diverse backgrounds, to meaningfully shape school programming. Taken together, these patterns suggest a school community with a genuinely valued mission and strong interpersonal foundations, but one whose progress is hampered by an uneven onboarding process, program coherence, and underdeveloped structures to translate community trust into sustained instructional and organizational improvement.

²⁵ Trend reflects the change in percentage points (pp): a gain of more than +3 pp is UP (▲), a drop of more than –3 pp is DOWN (▼), and any change within ±3 pp is STEADY (—).
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RECOMMENDATIONS

RESPONSE TO 2024–25 RECOMMENDATIONS

During the year, EV responded to all activities recommended in the previous programmatic profile and educational performance report. Descriptions of each recommendation and the school’s corresponding response follow.

Recommendation	Response
Strengthen data-driven instruction through Professional Learning Communities (PLCs): Enhance the effectiveness of PLCs by focusing on collaborative analysis of student data to inform instruction and improve academic outcomes.	Staff analyzed student data drawn from independent project work and found that writing and research components were not performing at the expected level. Using a project tracker to monitor progress, staff identified that students most often became stuck during the research phase, particularly in paraphrasing sources and translating findings into original written work. In response, the school developed an advisory-based instructional plan emphasizing direct instruction and modeling of the Claim-Evidence-Reasoning method for structuring written responses. Staff conducted an end-of-year analysis comparing fall and spring writing samples to evaluate the impact of this work.
Improve assessment readiness through targeted test prep: Expand ACT prep to include PreACT and Wisconsin Forward Exam support and improve English language learners’ performance on the ACCESS speaking test through structured practice and coaching.	Test preparation efforts were expanded to emphasize problem-approach strategies and writing skill development, integrated into both ACT preparation and reading coursework. English language learners received practice testing to build familiarity with the ACCESS assessment format; results indicated that the speaking portion of the assessment remains the area of greatest need, with students reporting discomfort speaking English in evaluative settings. The school prioritized ensuring sufficient student participation in the ACT this year and plans to strengthen writing- and speaking-specific supports going forward.



CONTINUOUS SCHOOL IMPROVEMENT

The following goals reflect priority areas for continued improvement in 2026–27, based on a review of EV's current performance data, culture and climate surveys, prior monitoring recommendations, and progress reported through the end-of-year interview process.

1. **Strengthen academic engagement and instructional rigor.** Increase the frequency of ACCESS speaking-portion practice, resolving related recording and equipment issues; examine ACT writing trends alongside classroom writing instruction; and monitor completion of the research phase of independent projects, closing the gap between how staff and students experience classroom engagement and rigor.
2. **Diversify experiential learning.** Expand community-based service learning, outdoor education, and career-connected experiences and continue tracking independent project outcomes as a measure of applied, real-world learning consistent with EV's project-based mission.
3. **Improve school operations and student voice.** Refine implementation of the new cell phone policy in alignment with state law, incorporating students' voices in the process; and evaluate the hall-pass system's effectiveness in reducing passes during instructional time, reinforcing consistent expectations and student input across the school day.
4. **Strengthen staff onboarding and instructional coherence.** Establish structured onboarding and mentorship supports for newer teachers, clarify shared academic norms and behavioral expectations across classrooms, and increase opportunities for collaborative planning to reduce professional isolation among certified staff.

ANNUAL MONITORING AND REPORTING RECOMMENDATIONS

Based on a review of past and current contract compliance and available performance data, Evident Change's recommendation is that EV continue consistent annual academic monitoring and reporting, with particular emphasis on strengthening student outcomes in reading and math.



MILWAUKEE ACADEMY OF SCIENCE



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

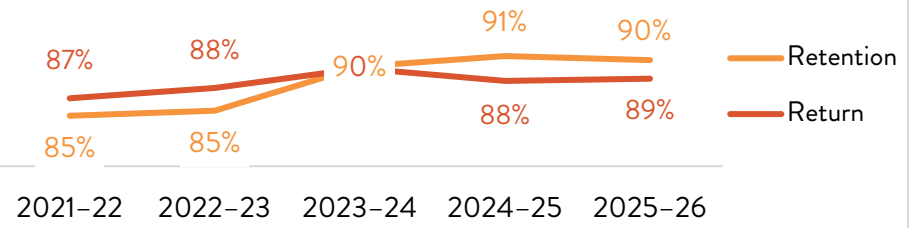
Main Campus 2000 W. Kilbourn Ave. Milwaukee, WI 53233		24th Street Campus 1441 N. 24th St. Milwaukee, WI 53205	
(414) 933-0302		www.milwaukeeacademyofscience.org	
Chief Executive Officer		Anthony McHenry	
Chief Academic Officer		Lita Mallett, EdD	
Principals, Kindergarten Through Fifth Grade	Main Campus	James Kotsonis Marissa Daniels	
	24th Street Campus	Morgan Woods	
Principal, Sixth Through Eighth Grade		Sara Wills	
Principal, Ninth Through Twelfth Grade		Jamie Sims	

STUDENTS

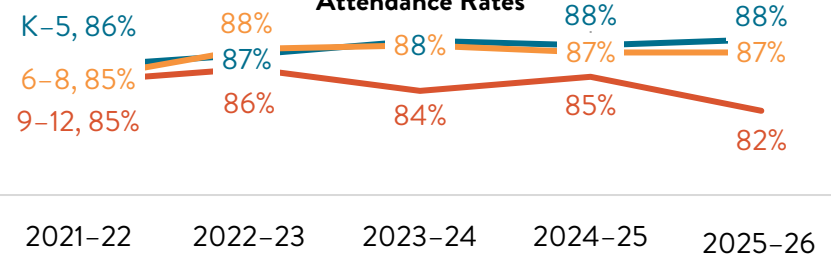
Demographics (N = 1,734)	%
Black or African American	93.7%
American Indian or Alaska Native	0.6%
Asian/Pacific Islander	0.2%
Hispanic or Latino	2.8%
White	0.2%
Multiple Races/Ethnicities	2.5%
Free/Reduced Lunch	100%
Special Education	12.4%*

*Percentage of 1,919 students enrolled anytime during the school year who received special education services.

Retention and Return Rates

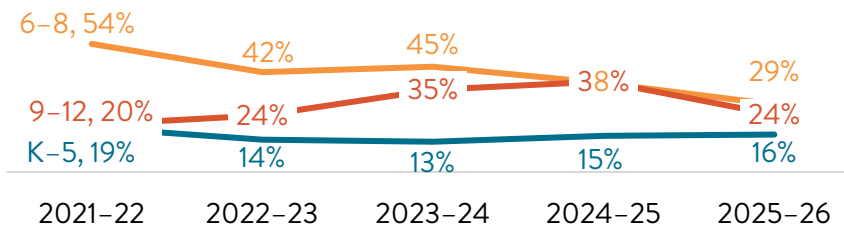


Attendance Rates



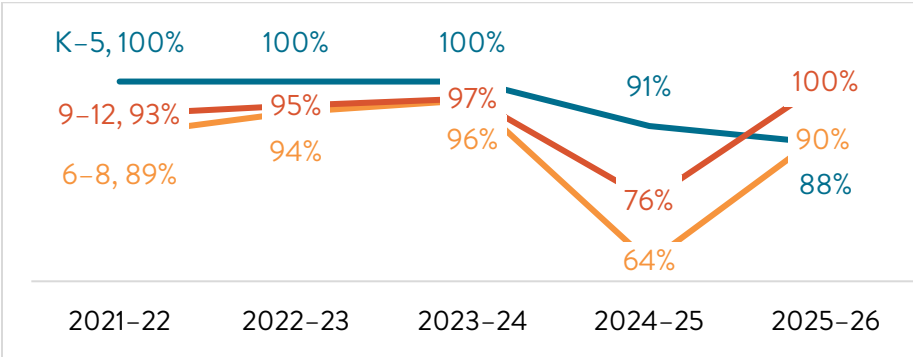
Attendance goal was set at 90%.

Suspension Rates



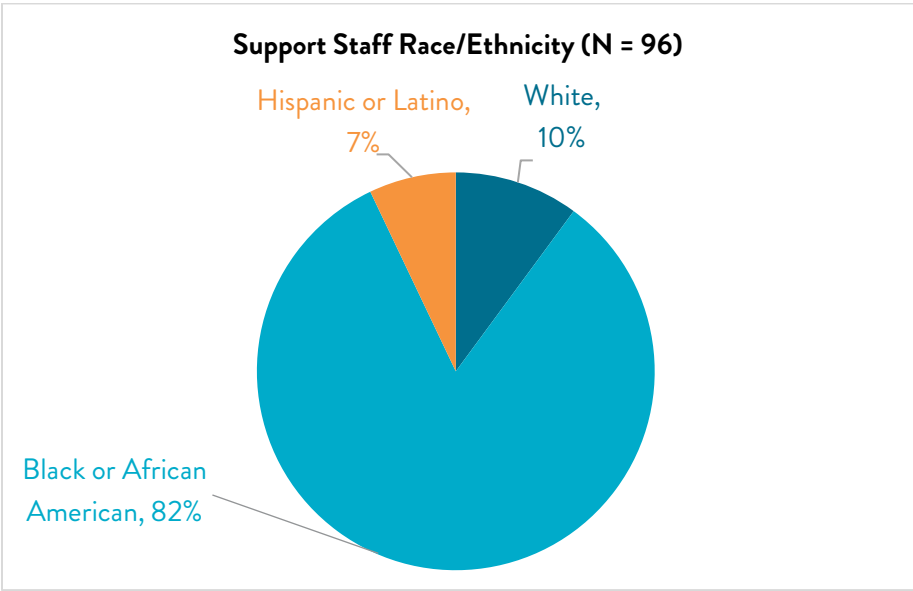
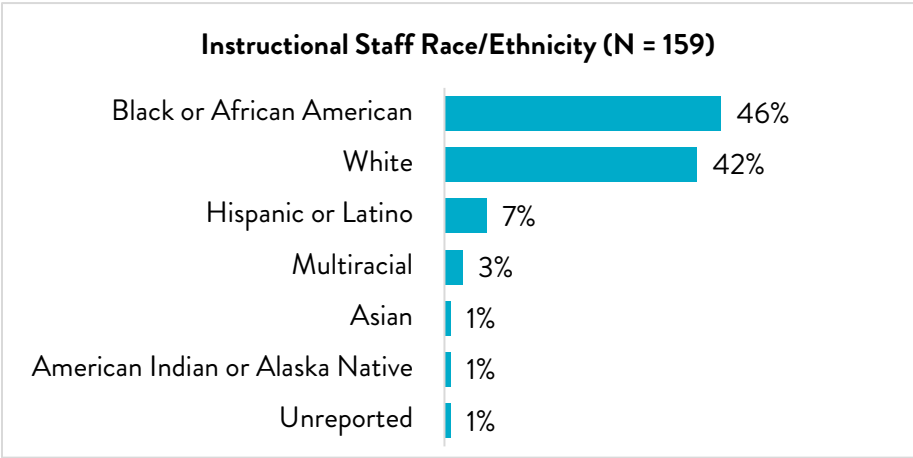
Discipline procedures are outlined in the student handbook.

PARENT-TEACHER CONFERENCE PARTICIPATION RATES

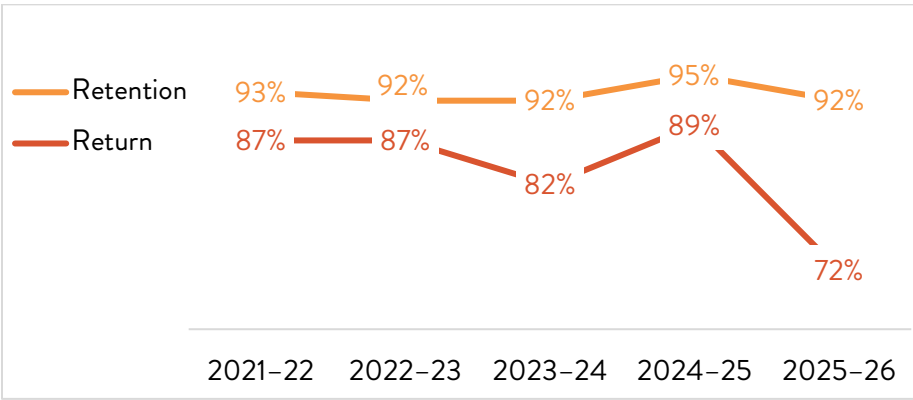


STAFF²⁶

DEMOGRAPHICS²⁷



INSTRUCTIONAL STAFF RETENTION AND RETURN RATES



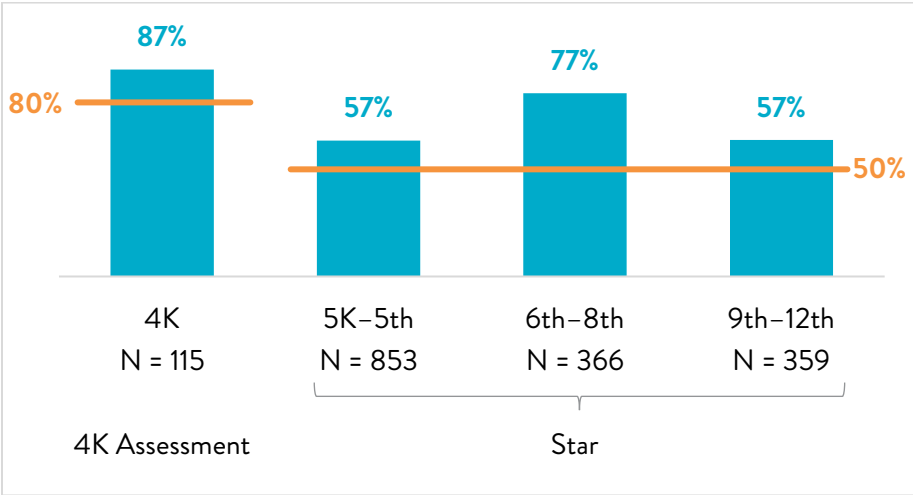
²⁶ Thirty-two licensure concerns were identified, consisting of 14 expired licenses, nine pending applications, eight without a license found, and one invalid lifetime license.

²⁷ Race/ethnicity categories in this report reflect those reported by the school.

LOCAL MEASURES OF EDUCATIONAL GROWTH: PERCENTAGE MEETING EXPECTATIONS

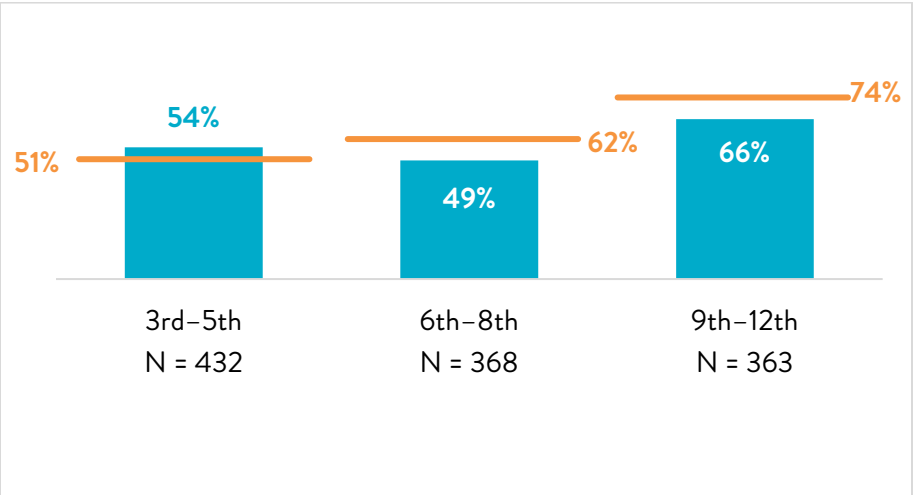
Orange horizontal line represents the school's goal.

READING: 4K READING ASSESSMENT AND STAR TESTS

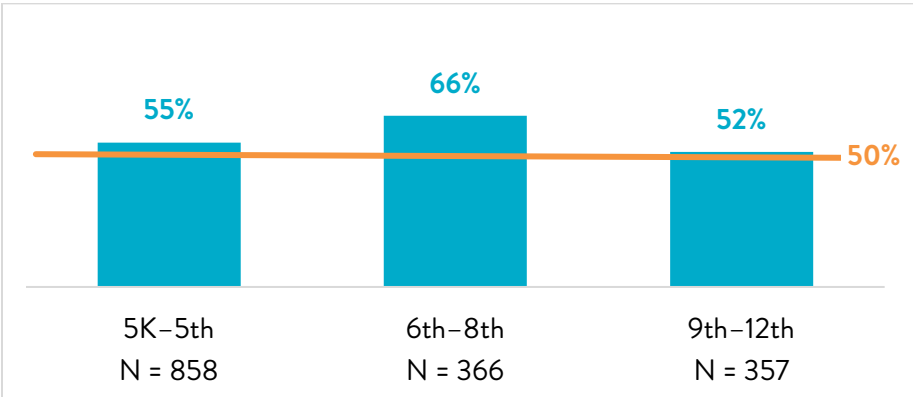


Overall: Elementary 57.1%

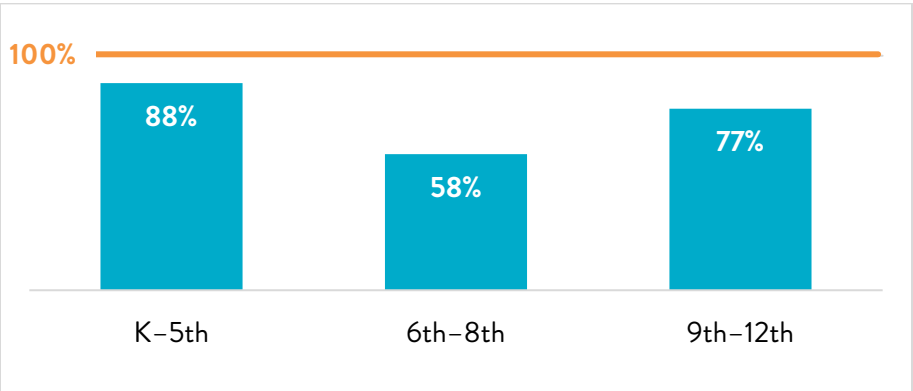
WRITING ASSESSMENT



MATH: STAR TEST



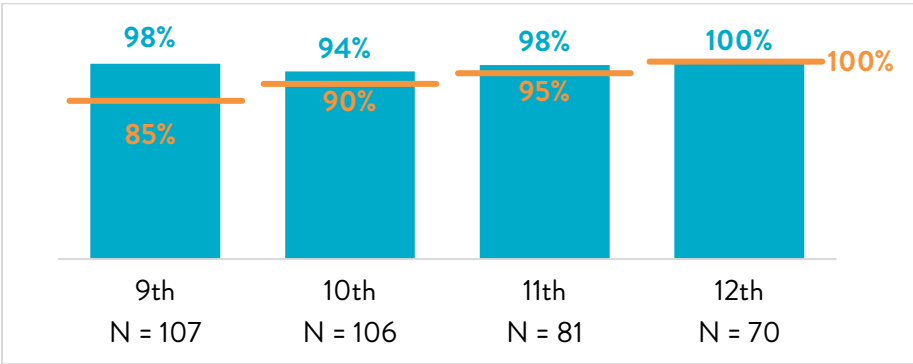
IEP GOALS



MILWAUKEE ACADEMY OF SCIENCE

HIGH SCHOOL GRADUATION REQUIREMENTS

Grade Level Promotion/Graduation



Graduation Plans

Progress Measure N = 368 ²⁸	Percentages
Plans Including Documentation of Each Measure	
Included postsecondary plans	100.0%
Shared with parents	
Included schedule reflecting credits to graduate	
Reviewed by assistant principal or counselor	
Progress toward graduation	
Outcome of Graduation Progress Review	
On track toward graduation	96.7%
Need to enroll in credit recovery activities	3.3%

²⁸ Graduation plans were developed for 368 of 369 high school students enrolled at the end of the school year.

Postsecondary Scholarship Attainment



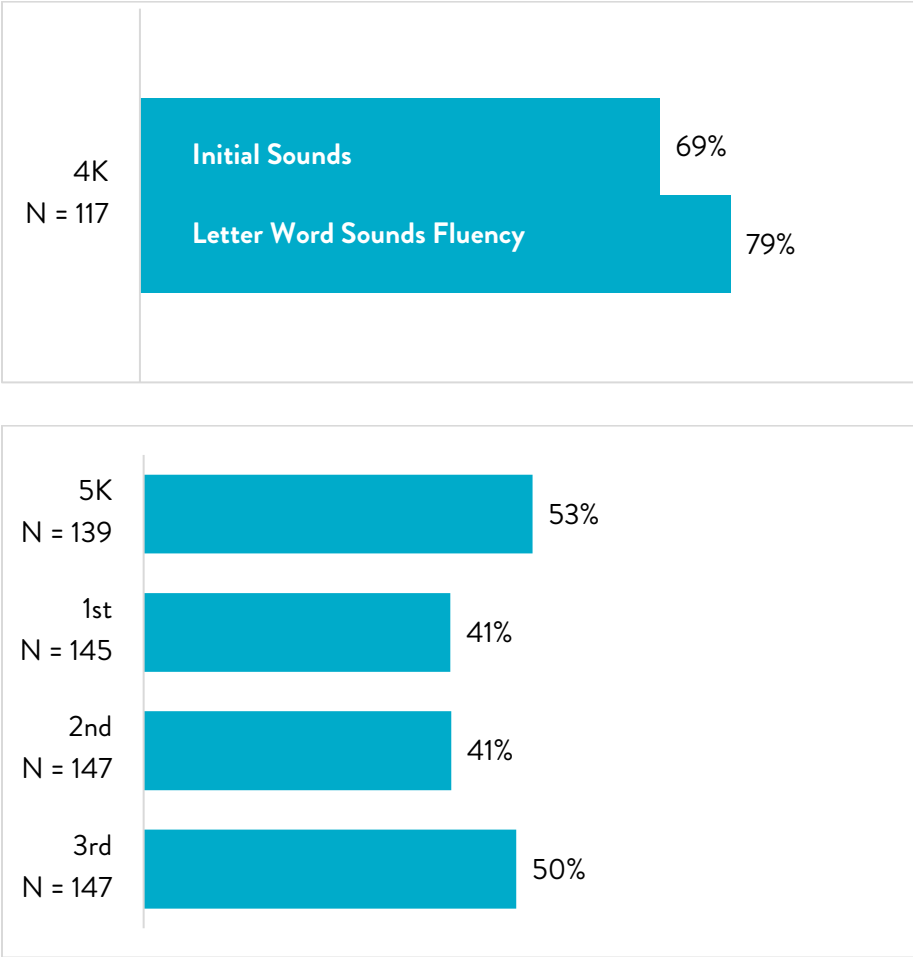
Total scholarships earned by graduating students:
\$5.3 MILLION



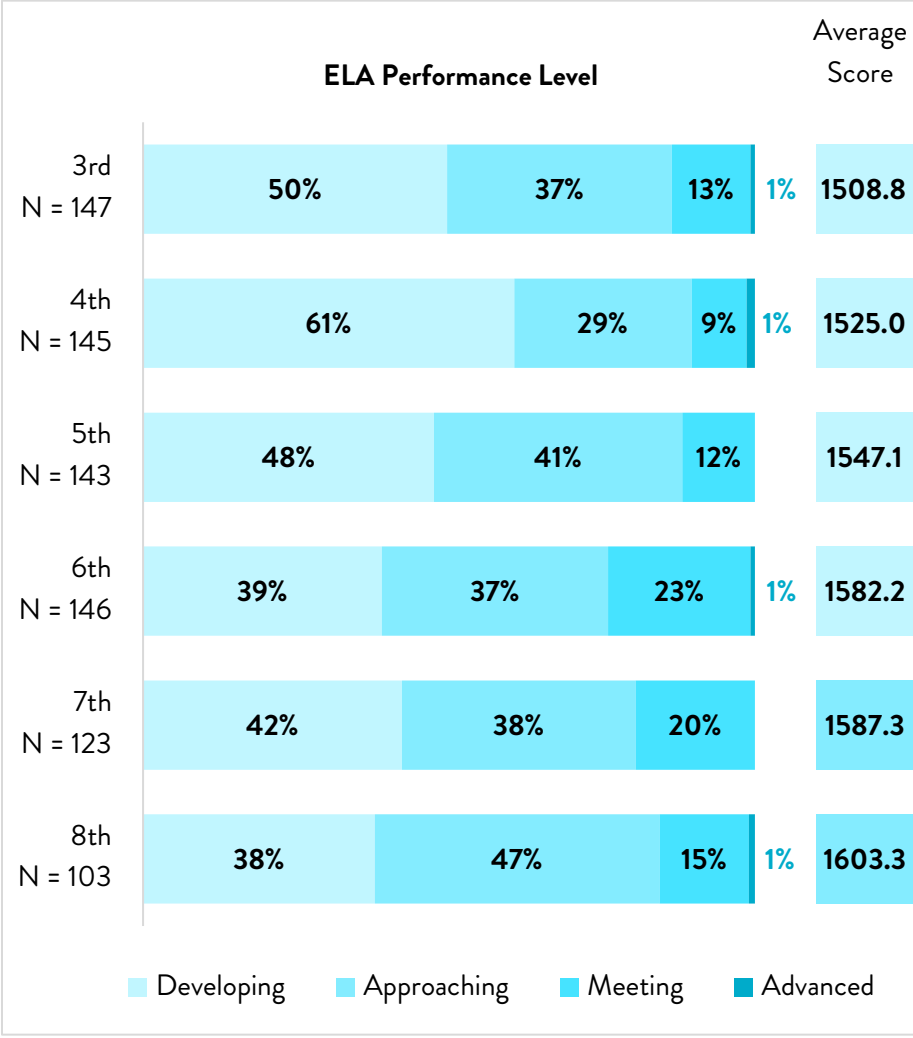
EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

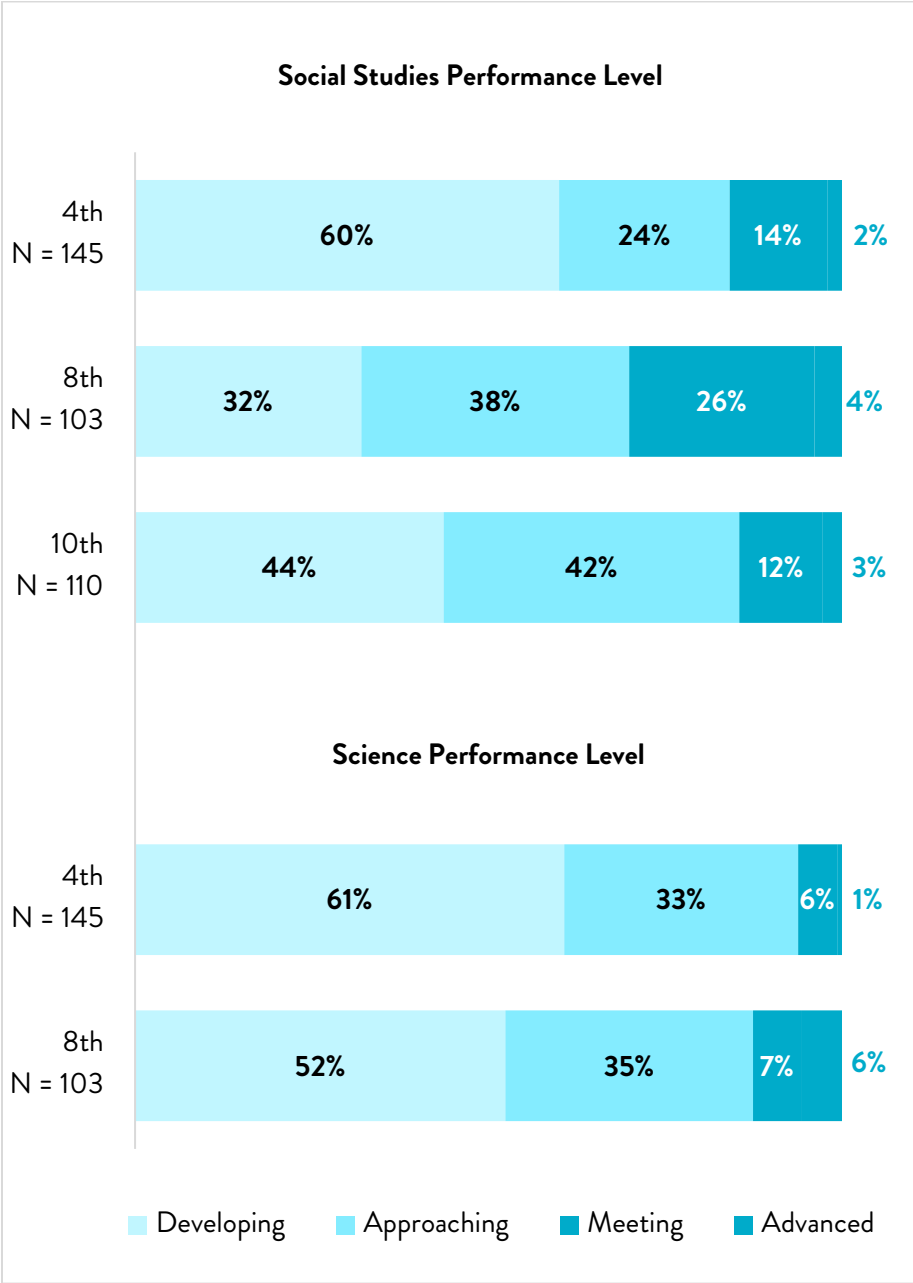
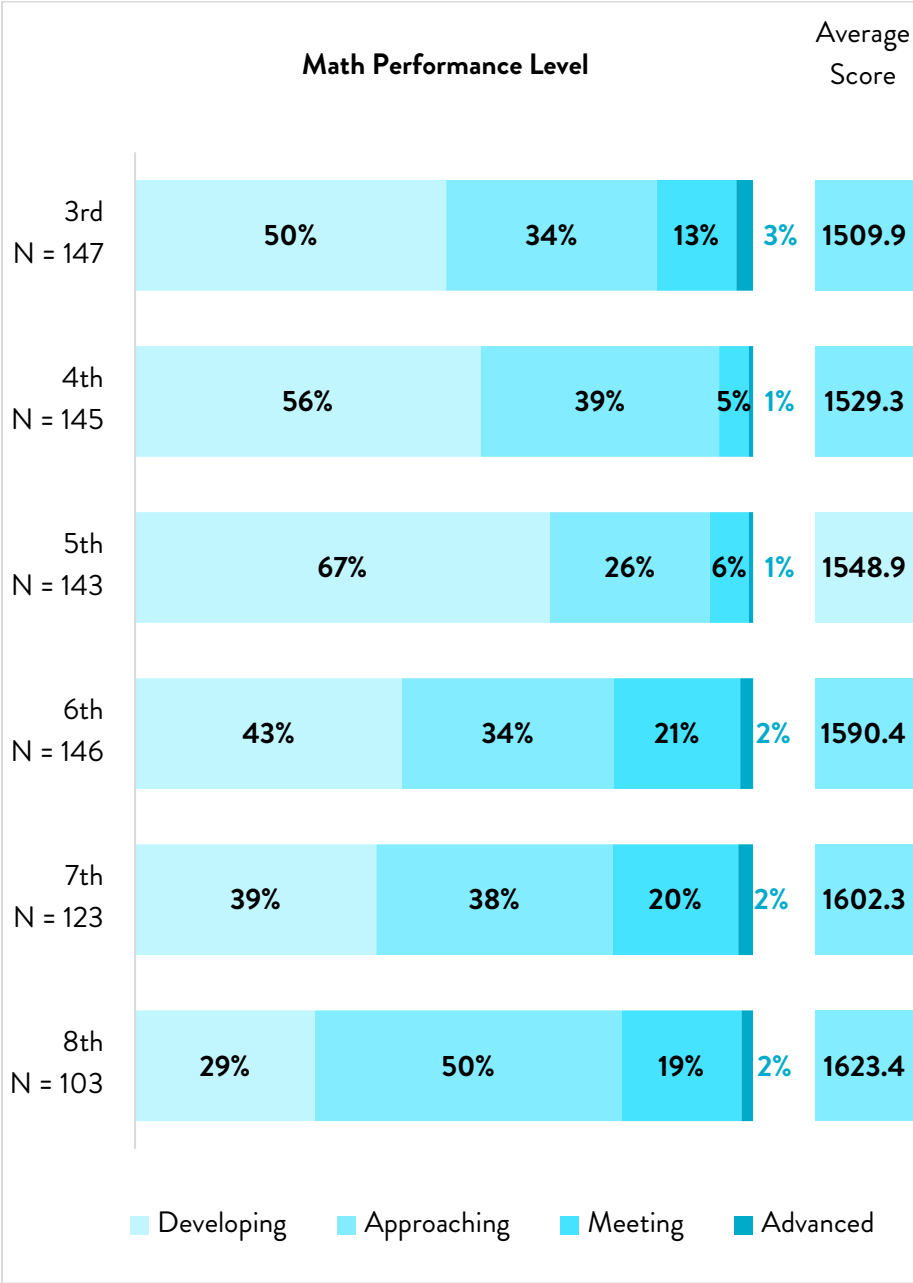
AIMSWEBPLUS EARLY LITERACY ASSESSMENT

Students Meeting Benchmark



WISCONSIN FORWARD EXAMS





PREACT SECURE AND ACT PLUS WRITING

ACT has set college readiness benchmarks for the subject-specific subtests of both the PreACT Secure and the ACT. The most recent benchmarks (published in 2022) for each grade level and test are shown. Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration. ACT does not publish composite benchmark scores for the PreACT Secure or the ACT. Evident Change created composite benchmark scores by averaging each grade level’s benchmark scores from the four subtests, as published by ACT.

Benchmark Scores

Subtest	PreACT Secure		ACT
	9th	10th	11th
English	13	15	18
Math	18	19	22
Reading	18	20	22
Science	19	20	23
Composite	17	18	21

Ninth and Tenth Graders at or Above Benchmark

Subtest	9th (N = 104)		10th (N = 105)	
	n	%	n	%
English	12	11.5%	13	12.4%
Math	3	2.9%	4	3.8%
Reading	8	7.7%	6	5.7%
Science	4	3.8%	2	1.9%
Composite	2	1.9%	8	7.6%

PreACT Secure and ACT Average Composite Scores by Grade Level

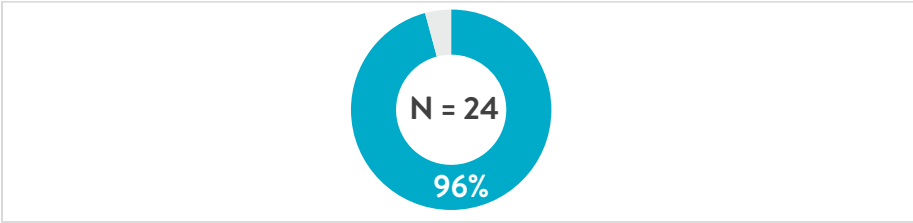
9th (N = 104)	10th (N = 105)	11th (N = 79)	12th (N = 65)
12.6	13.0	14.1	14.0



MULTIPLE-YEAR STUDENT PROGRESS

AIMSWEBPLUS EARLY LITERARY ASSESSMENT

Second Graders Maintaining Benchmark



WISCONSIN FORWARD EXAM IN SPRING OF 2025

Students Developing or Approaching

Subject and Current Grade Level	Students Developing or Approaching	Students Progressed in 2026			
		Increased 1+ Level	Increased a Quartile	Overall Progress	
				N	%
ELA					
4th–5th	209	43	34	77	36.8%
6th–8th	249	64	38	102	41.0%
Total	458	107	72	179	39.1%
Math					
4th–5th	204	17	37	54	26.5%
6th–8th	245	66	36	102	41.6%
Total	449	83	73	156	34.7%

Students Meeting or Advanced

Subject	Students Meeting or Advanced		% Maintaining
	2025	2026	
ELA	69	49	71.0%
Math	78	52	66.7%

Overall Student Progress

Subject and Current Grade Level	Students	Overall Progress	
		n	%
ELA			
4th–5th	233	94	40.3%
6th–8th	294	134	45.6%
ELA Total	527	228	43.3%
Math			
4th–5th	233	67	28.8%
6th–8th	294	141	48.0%
Math Total	527	208	39.5%

ACT GROWTH FOR TENTH AND ELEVENTH GRADERS

Current Grade Level	Students	Demonstrated Progress	
		n	%
10th	97	41	42.3%
11th	76	45	59.2%

POSTSECONDARY EXPOSURE

The College and Career Readiness Department sustains a broad portfolio of postsecondary preparation activities, spanning college access programming, industry partnerships, mentoring, and compliance infrastructure.

- College access and enrollment: College Possible, Upward Bound (UW-Milwaukee and Marquette University), OneGoal, dual enrollment with UW-Milwaukee and Milwaukee Area Technical College (59 students earned 248 college credits); college visits
- Career exposure and industry partnerships: Ernst & Young, Career Day, Aurora Health Care (including a paid summer internship rotation for six students), Medical College of Wisconsin, We Energies, CESA #1, college and career field trips (two to four per month)
- Military and apprenticeship pathways: Military and apprenticeship exploration (recruiter connections, ASVAB coordination, skilled trades pathways), Waukesha County Technical College's School to Career Consortium (Youth Apprenticeship documentation)
- Mentoring and youth development: Big Brothers Big Sisters, PEARLS for Teen Girls, Boys & Girls Clubs, leadership and enrichment opportunities (career panels, guest speakers, internships, student ambassador roles)
- Postsecondary planning and transition: Postsecondary planning (August–July), financial aid and scholarship support (FAFSA, verification, award letter guidance), postsecondary transition support (enrollment, orientation, summer melt prevention), Decision Day, graduation, summer school
- Student support and advisory systems: Career readiness instruction (resume building, mock interviews, SchoolLinks), social-emotional learning and student support, student advocacy and case management (including McKinney-Vento coordination), Nation Building Time Advisory and SchoolLinks programming
- Data and compliance: ACP completion tracking, postsecondary outcome tracking, senior exit surveys, college and scholarship application tracking, and DPI reporting compliance



CONTRACT COMPLIANCE CHART

Section	Education-Related Contract Provision	Page	Provision Met?
I, B	Description of educational program on school website	n/a	Met
I, V	Annual school calendar provided on school website	n/a	Met
I, C	Educational methods on school website	n/a	Met
I, D	Administration of Required Standardized Tests		
	4K – 8th grade	44–47	Met
	9th – 12th grade	44–49	Met
	Written annual plan for graduation	45	Met
	<i>Academic criterion 1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.</i>		
	<i>Academic criterion 2: Year-to-year achievement measures for students at meeting/advanced expectations the previous year.</i>		
	4th-grade through 8th-grade students at meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain meeting/advanced expectations.	46	Met (71.0%)
	4th-grade through 8th-grade students at meeting/advanced expectations on the Forward Exam in math the prior year: 50% will maintain meeting/advanced expectations.	47	Met (66.7%)
	2nd-grade students at or above summed score benchmark in reading (aimswebPlus): At least 75.0% will remain at or above.	49	Met (95.8%)
	9th- and 10th-grade students: At least 50% of 10th graders will maintain composite scale score benchmarks or improve their composite score by at least one point from 9th to 10th grade. ²⁹	49	Not Met (42.3%)
	10th- and 11th-grade students: At least 50% of 11th graders will maintain composite scale score benchmarks or improve their composite score by at least one point from tenth to eleventh grade.	49	Met (59.2%)
	<i>Academic criterion 3: Year-to-year achievement measures for students not meeting expectations.</i>		
	4th – 8th grade students developing/approaching expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress.	49	Met (39.1%)
	4th – 8th grade students developing/approaching expectation on the Forward Exam in Math the prior year: 35% will demonstrate progress.	49	Not Met (34.7%)
I, E	Parental involvement.	43	Partially Met ³⁰
I, F	Instructional staff hold a DPI license or permit to teach.	43	Partially Met
I, I	Pupil database information, including information on students with special education needs.	42	Partially Met ³¹
I, K	Discipline procedures.	42	Met

²⁹ This requirement meets academic criteria 2 and 3 for ninth and tenth graders.

³⁰ All academies met the 90% attendance goal for parent–teacher conferences, with the exception of kindergarten through fifth grade (88%).

³¹ The school partially met this goal due to persistent speech-language pathologist staffing gaps and recurring inaccuracies and omissions in IEP tracking forms and physical case files.

MILWAUKEE ACADEMY OF SCIENCE

SCORECARDS (WEIGHTED SCORE: 62.1%)

K Through Fifth Grade

Area	Measure		Maximum Points	% Total	Performance	Points Earned
Student Reading Readiness: 1st–2nd Grade	aimswebPlus: % at or above the 25th percentile	1st graders	4.0	10.0%	41.4%	1.7
		2nd graders for two consecutive years	6.0		95.8%	5.7
Student Academic Progress: 3rd–5th Grade	Forward Exam: % maintained meeting/advanced expectations or progressed ³²	ELA	17.5	35.0%	40.3%	7.1
		Math	17.5		28.8%	5.0
Local Measures	% met reading		6.25	25.0%	57.1%	3.6
	% met math		6.25		55.4%	3.5
	% met writing		6.25		54.2%	3.4
	% met special education*		6.25		88.4%	5.5
Student Academic Achievement: 3rd–5th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	12.0%	0.3
		Math	2.5		9.4%	0.2
Engagement	Student attendance rate		5.0	25.0%	88.3%	4.4
	Student reenrollment*		5.0		88.5%	4.4
	Student retention*		5.0		90.3%	4.5
	Teacher retention rate*		5.0		92.2%	4.6
	Teacher return rate*		5.0		72.4%	3.6
TOTAL			100.0			57.5
ELEMENTARY SCHOOL SCORECARD PERCENTAGE						57.5%

*Combined rate for all academies.

³² Progress in reading or math for students who were at the developing or approaching level the previous school year is defined as improving one proficiency level or improving one or more quartiles within the performance level for their grade level.

MILWAUKEE ACADEMY OF SCIENCE

Sixth Through Eighth Grade

Area	Measure		Maximum Points	% Total	Performance	Points Earned
Student Academic Progress: 6th–8th Grade	Forward Exam: % maintained meeting/advanced expectations or progressed ³³	ELA	17.5	35.0%	45.6%	8.0
		Math	17.5		48.0%	8.4
Local Measures	% met reading		8.75	35.0%	77.0%	6.7
	% met math		8.75		65.6%	5.7
	% met writing		8.75		48.9%	4.3
	% met special education*		8.75		58.1%	5.1
Student Academic Achievement: 6th–8th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	20.2%	0.5
		Math	2.5		22.3%	0.6
Engagement		Student attendance rate	5.0	25.0%	87.2%	4.4
		Student reenrollment*	5.0		88.5%	4.4
		Student retention*	5.0		90.3%	4.5
		Teacher retention rate*	5.0		92.2%	4.6
		Teacher return rate*	5.0		72.4%	3.6
TOTAL			100.0			60.8
MIDDLE SCHOOL SCORECARD PERCENTAGE						60.8%

*Combined rate for all academies.

³³ Progress in reading or math for students who were at the developing or approaching level the previous school year is defined as improving one proficiency level or improving one or more quartiles within the proficiency level for their grade level.

MILWAUKEE ACADEMY OF SCIENCE

Ninth Through Twelfth Grade

Area	Measure		Maximum Points	% Total	Performance	Points Earned
Student Academic Progress	% who maintained benchmark on composite score or progressed at least one point	PreACT Secure—10th graders	7.5	35.0%	42.3%	3.2
		PreACT to ACT—11th graders	7.5		59.2%	4.4
9th–10th Grade	Adequate credits to move up a grade		7.5		98.1%	7.4
10th–11th Grade			7.5		94.3%	7.1
12th Grade	Graduation rate (DPI)*		5.0		93.5%	4.7
Postsecondary Readiness: 12th Grade	Postsecondary acceptance for graduates ³⁴		15.0	15.0%	97.1%	14.6
Local Measures	% met reading		5.0	20.0%	57.4%	2.9
	% met math		5.0		51.8%	2.6
	% met writing		5.0		65.8%	3.3
	% met special education†		5.0		77.4%	3.9
Student Academic Achievement: 9th and 10th Grades	PreACT Secure: % of students at or above benchmark	English	2.5	5.0%	12.0%	0.3
		Math	2.5		3.3%	0.1
Engagement	Student attendance		5.0	25.0%	82.2%	4.1
	Student reenrollment†		5.0		88.5%	4.4
	Student retention†		5.0		90.3%	4.5
	Teacher retention rate†		5.0		92.2%	4.6
	Teacher return rate†		5.0		72.4%	3.6
TOTAL			100.0			75.7
HIGH SCHOOL SCORECARD PERCENTAGE						75.7%

*Based on 2024–25 four-year rate, the most recent available at the time of this report.

†Combined rate for all academies.

³⁴ Percentage of twelfth graders who received postsecondary acceptance (college, university, technical school) or enrolled in a certification/occupational-based training program, apprenticeship, military enlistment, or dual enrollment program.

2025–26 SCHOOL CULTURE AND CLIMATE SURVEY

The table below presents positive sentiment scores for each Indicator of Success across all survey groups, color-coded by performance band. The 2025–26 cross-survey average for each Indicator of Success serves as the primary benchmark for this report. Schools that meet or exceed 60% on three or more Indicators of Success are considered well-positioned for growth.

Performance Band	Score Range
Exemplary	≥ 90.0%
Proficient	75.0–89.9%
Developing	65.0%–74.9%
Needs Attention	< 65%
N/A	Not applicable

Indicator of Success	Certified Staff	Parents	School Board/ Leadership	Support Staff	Students	Average		Change (pp)	Trend ³⁵
						2025–26	2023–24		
Supportive Environment	64.9%	81.0%	92.1%	53.9%	71.8%	72.7%	66.5%	+6.2	▲ UP
Collaborative Teachers	60.4%	84.8%	N/A	56.0%	77.2%	69.6%	71.7%	-2.1	— STEADY
Ambitious Instruction	70.6%	N/A	100.0%	N/A	77.5%	82.7%	80.4%	+2.3	— STEADY
Effective Leaders	53.7%	80.7%	91.9%	64.9%	71.9%	72.6%	79.5%	-6.9	▼ DOWN
Involved Families	71.1%	56.0%	96.6%	75.3%	N/A	74.8%	77.6%	-2.8	— STEADY
OVERALL COMPOSITE	N/A					74.5%	75.1%	-0.6	— STEADY

Families and students consistently describe the Milwaukee Academy of Science (MAS) as having a warm, culturally responsive environment. Classroom instruction is characterized by high academic expectations and engaged, discussion-oriented teaching. Leadership expresses strong strategic confidence and emphasizes commitments to family voice, cultural responsiveness, and instructional vision. However, these strengths stand in contrast to the experience described by MAS staff. Certified staff and student support staff report limited influence over instructional and budgetary decisions, inconsistent follow-through on leadership initiatives, and fragmented trust across professional roles while support staff describe limited access to mentorship and career growth. A similar gap exists between family and student participation and the structural opportunities available for it: Parents affirm the importance of engagement but report limited participation, and students describe warm relationships with adults but limited voice in the classroom and in disciplinary processes. Discipline coordination is mentioned as a weakness affecting certified staff, support staff, and students. The themes point to a school community with strong relational foundations and academic aspirations, one that could benefit from stronger internal systems—including shared decision making, coherent policy implementation, and equitable voice—to help translate those aspirations into consistent, organization-wide practice.

³⁵Trend reflects change in percentage points (pp): A gain of more than +3.0 pp is UP (▲), a drop of more than -3.0 pp is DOWN (▼), and any change within ±3.0 pp is STEADY (—).

RECOMMENDATIONS

RESPONSE TO 2024–25 RECOMMENDATIONS

During the year, MAS responded to all activities recommended in the previous programmatic profile and educational performance report. Descriptions of each recommendation and the school’s corresponding response follow.

Recommendation	Response
The school will prioritize leadership development with a specific focus on academic deans. Leadership training will emphasize instructional excellence and data-informed decision making. Systems for data analysis will be refined to improve consistency in grading practices and ensure rigorous academic support for all students, with particular attention to special education services and student performance data.	- Academic deans got yearlong leadership development: summer coaching training, biweekly one-on-one coaching with joint observations, and weekly Professional Learning Communities (PLCs) on coaching and curriculum. Principals and culture deans received coaching on systems and role clarity amid enrollment growth. Leadership noted progress on shared coaching expectations and common instructional language but said skill development is still early, with gaps in intellectual preparation and student-work analysis. - In special education, staff conducted file reviews, audits, and goal-writing coaching to address gaps, including disproportionate suspensions; leadership called this a year of cleanup and system building, with more progress expected over multiple years. A fall speech-language pathologist (SLP) vacancy delayed some IEP updates and services; virtual staffing covered the gap, a full-time SLP role was approved, and three more special education positions were approved for next year, though hiring is ongoing due to workforce shortages.
To build upon the established Arc of the Year professional development training, the school will continue to enhance classroom environment and academic rigor, with a focus on the Feedback Arc in the upcoming year. These efforts will prioritize improvement in foundational academic skills—particularly reading, writing, and math—to ensure all students make adequate academic growth.	The school expanded its professional development framework to emphasize the Feedback Arc and classroom environment, training culture deans (previously focused on behavior response) to proactively coach classroom management, including morning practice clinics for staff needing support. Instructional rigor was supported through an early literacy specialist providing direct feedback, consultant coaching on ELA implementation in third through fifth grades, and cross-classroom focus groups on phonics, core curriculum, and secondary ELA trends. Staff’s response to culture dean coaching was mixed, with better reception when coaching was collaborative rather than directive.
The director of school culture will play a central role by providing targeted coaching and professional development for educators, implementing proactive strategies, and serving as an extra layer of instructional and cultural support.	The new role of the director of school culture re-established clear discipline protocols, including suspension/expulsion recommendations, and involved coaching culture deans. Leadership found this valuable for culture dean development and plans to extend similar support to principals to unify culture across schools.

CONTINUOUS SCHOOL IMPROVEMENT

The following goals reflect priority areas for continued improvement in 2026–27 based on a review of MAS's current performance data, prior monitoring recommendations, school culture and climate surveys, and progress reported through the end-of-year interview process.

1. Improve academic rigor and student ownership of learning across all grade levels with an emphasis on math schoolwide.
2. Strengthen PLCs and dean coaching so that they consistently produce backward-planned, appropriately paced curriculum with teachers holding a defined voice in identifying each school's priority instructional topics
3. Develop a plan to ensure speech language pathologist staffing, strengthen the special education teacher pipeline, and improve the accuracy and completeness of IEP tracking forms and physical files through targeted training and administrative oversight.
4. Achieve greater coherence across all school levels through consistent policy and communication practices and coordination between disciplinary responses and restorative practices.

ANNUAL MONITORING AND REPORTING RECOMMENDATIONS

Based on a review of past and current contract compliance and available performance data, Evident Change's recommendation is that MAS continue consistent annual academic monitoring and reporting, with particular emphasis on strengthening student outcomes in reading and math.



MILWAUKEE MATH AND SCIENCE ACADEMY



MMSA's mission is to prepare students for college by creating an effective learning community of high standards and expectations with a rigorous curriculum focusing on math, science, and technology.



2703 N. Sherman Blvd., Milwaukee, WI 53210



(414) 263-6400



<https://www.mmsacademy.org>

Principal:

Crystal Bielmeier

Assistant Principal:

Ashley Ellis

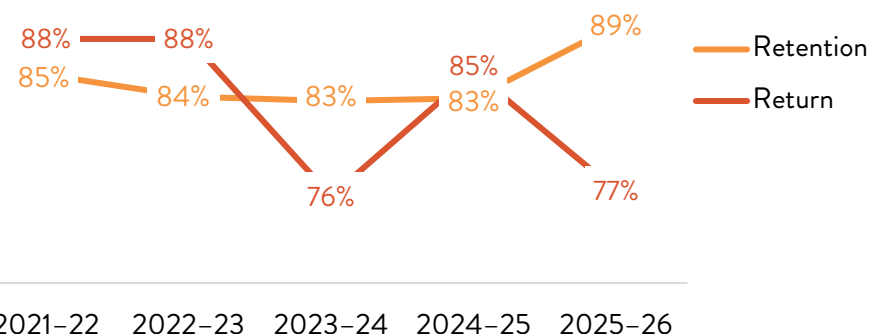
STUDENTS

Demographics (N = 230)	%
Black/African American	97.0%
American Indian or Alaska Native	0.4%
Hispanic/Latino	1.3%
Multiple Races/Ethnicities	1.3%
Free/Reduced Lunch	94.8%
ELL/ESL Services	13.5%
Special Education Services	20.0%*

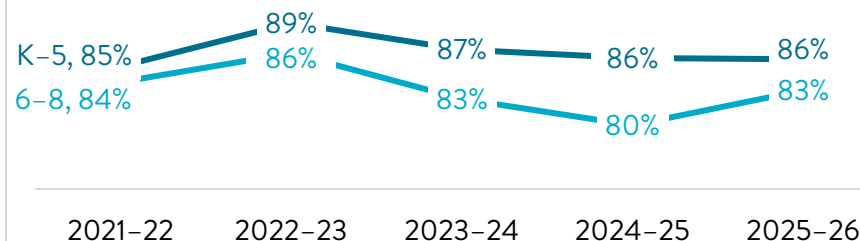
*Percentage of 260 students enrolled at any time during the school year who received special education services.

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Retention and Return Rates

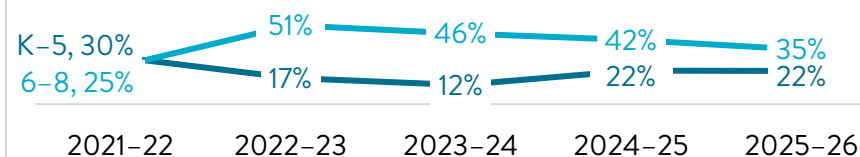


Attendance Rates



The school set a goal of 92%.

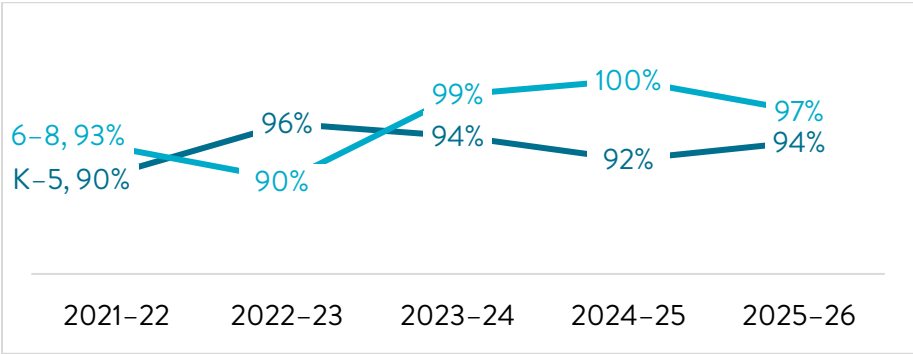
Suspension Rates



Discipline procedures are outlined in the student handbook.

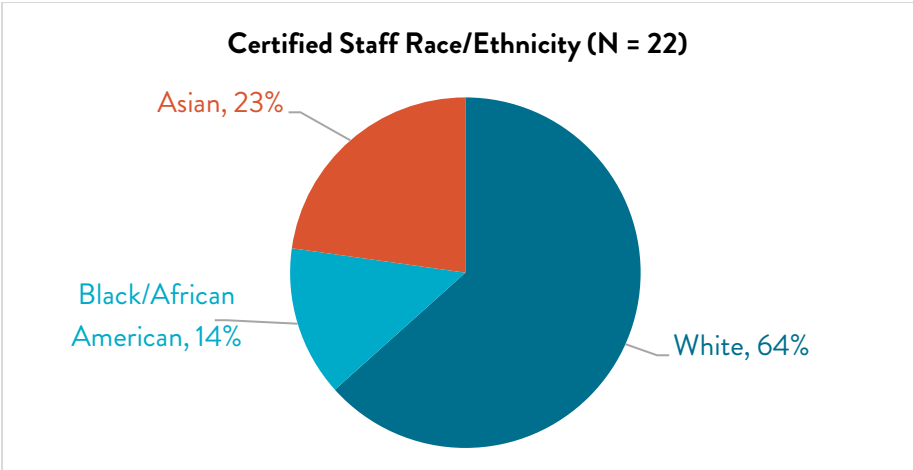
MILWAUKEE MATH AND SCIENCE ACADEMY

PARENT-TEACHER CONFERENCE PARTICIPATION RATES



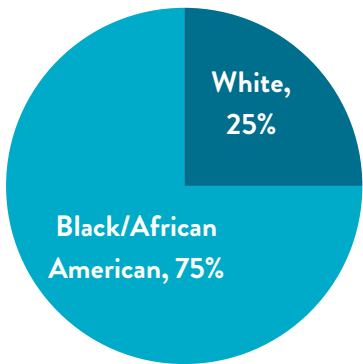
STAFF³⁶

DEMOGRAPHICS³⁷

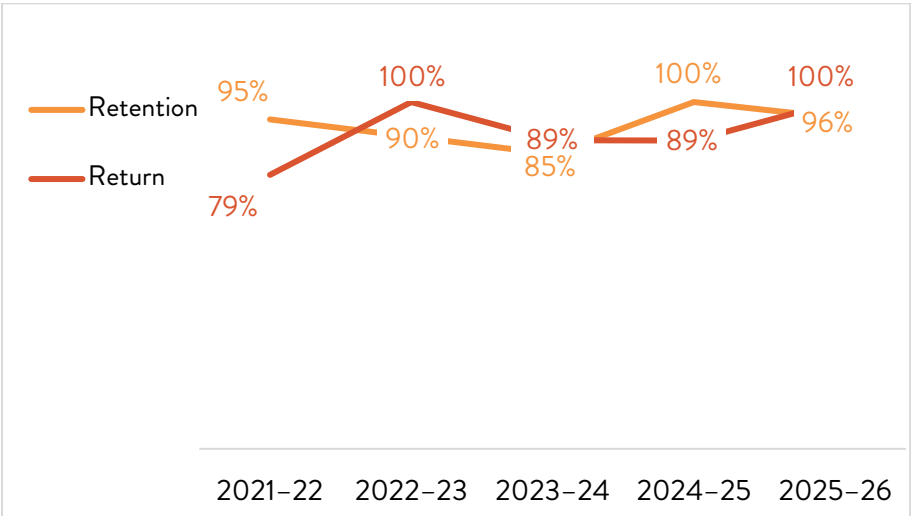


³⁶ Two licensure concerns were identified: one individual without a valid license and one individual with an expired license.

Support Staff Race/Ethnicity (N = 8)



CERTIFIED STAFF RETENTION AND RETURN RATES



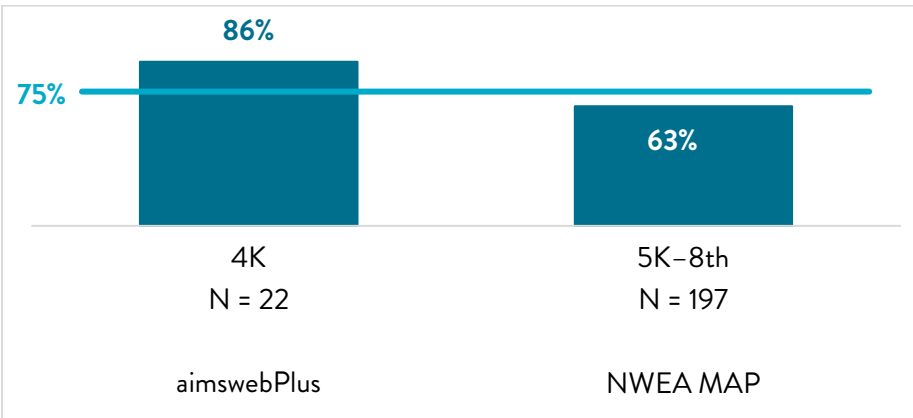
³⁷ Race/ethnicity categories in this report reflect those reported by the school.

MILWAUKEE MATH AND SCIENCE ACADEMY

LOCAL MEASURES OF EDUCATIONAL GROWTH: PERCENTAGE MEETING EXPECTATIONS

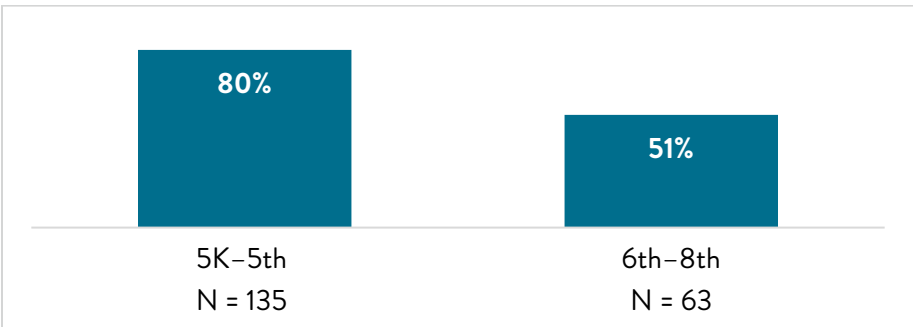
Blue horizontal line represents the school's goal.

READING: AIMSWEBPLUS AND NWEA MAP READING ASSESSMENT



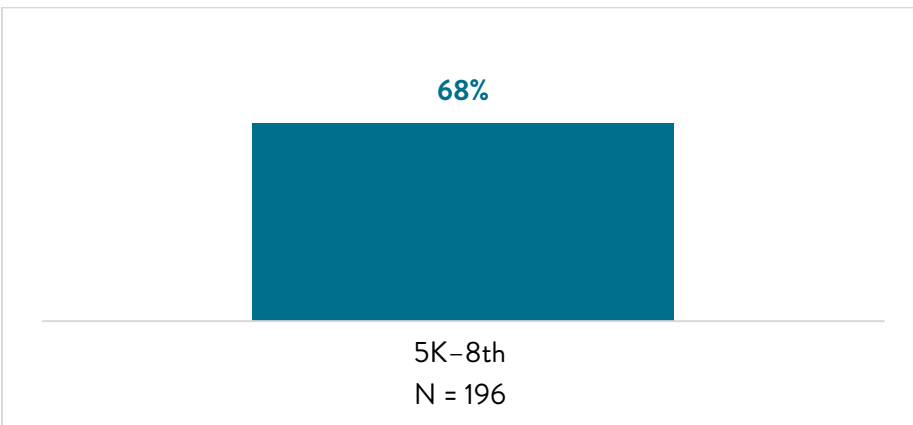
Overall: Elementary school 65.3%, middle school 66.1%

WRITING ASSESSMENT



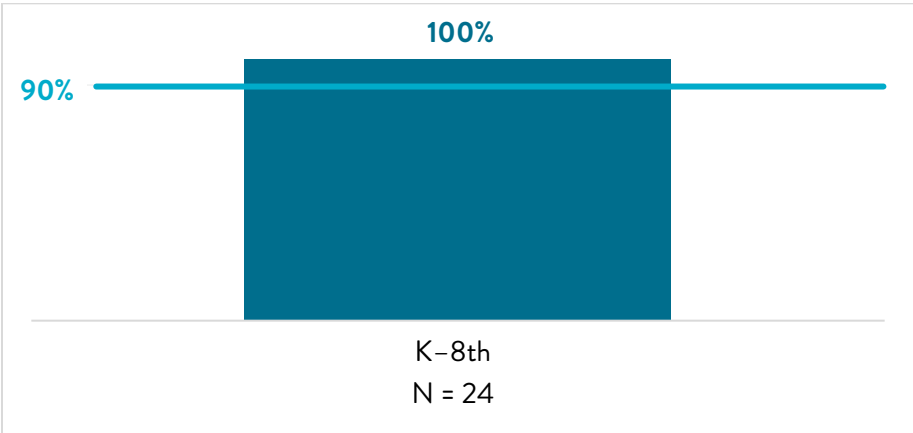
Milwaukee Math and Science Academy's (MMSA's) writing goals were specific to fall writing scores and student grade level. Each cohort had too few students to report progress separately. Therefore, the figure does not show the goals.

MATH: NWEA MAP MATH ASSESSMENT



Overall: Elementary school 71.6%, middle school 61.3%

SPECIAL EDUCATION GOALS



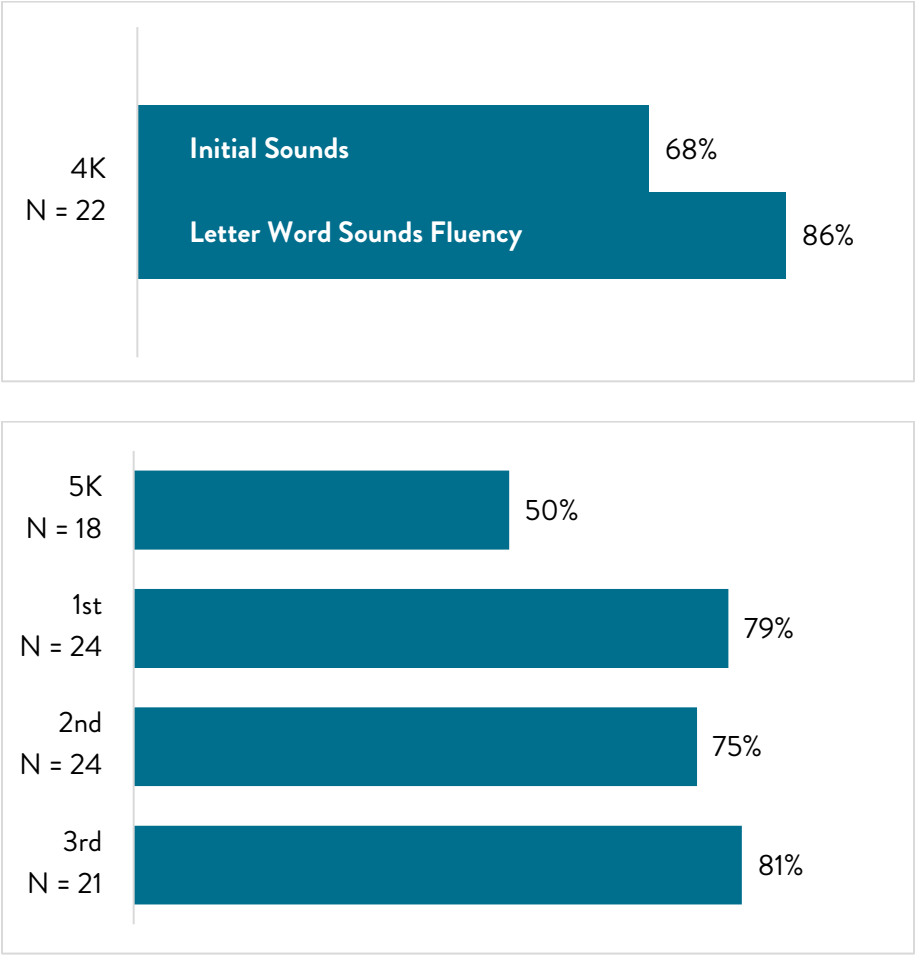
There were too few students to disaggregate by grade-level group.

MILWAUKEE MATH AND SCIENCE ACADEMY

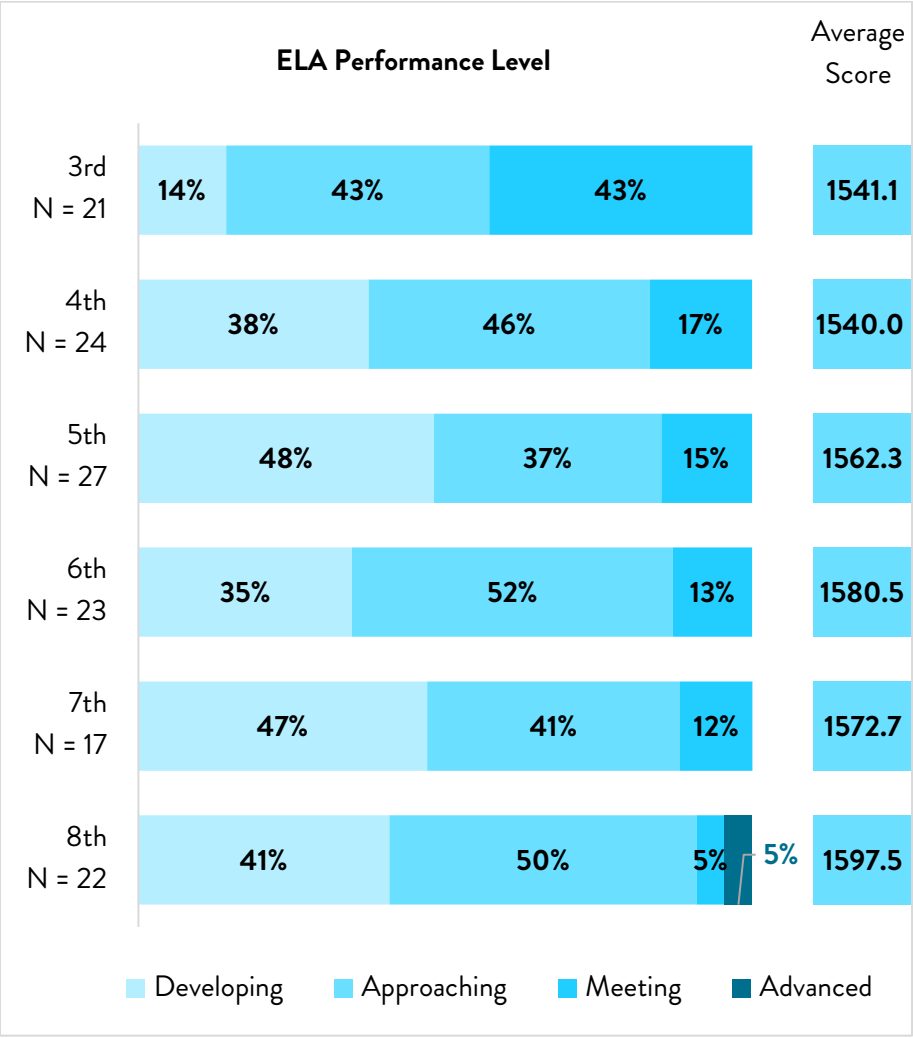
EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

AIMSWEBPLUS EARLY LITERACY ASSESSMENT

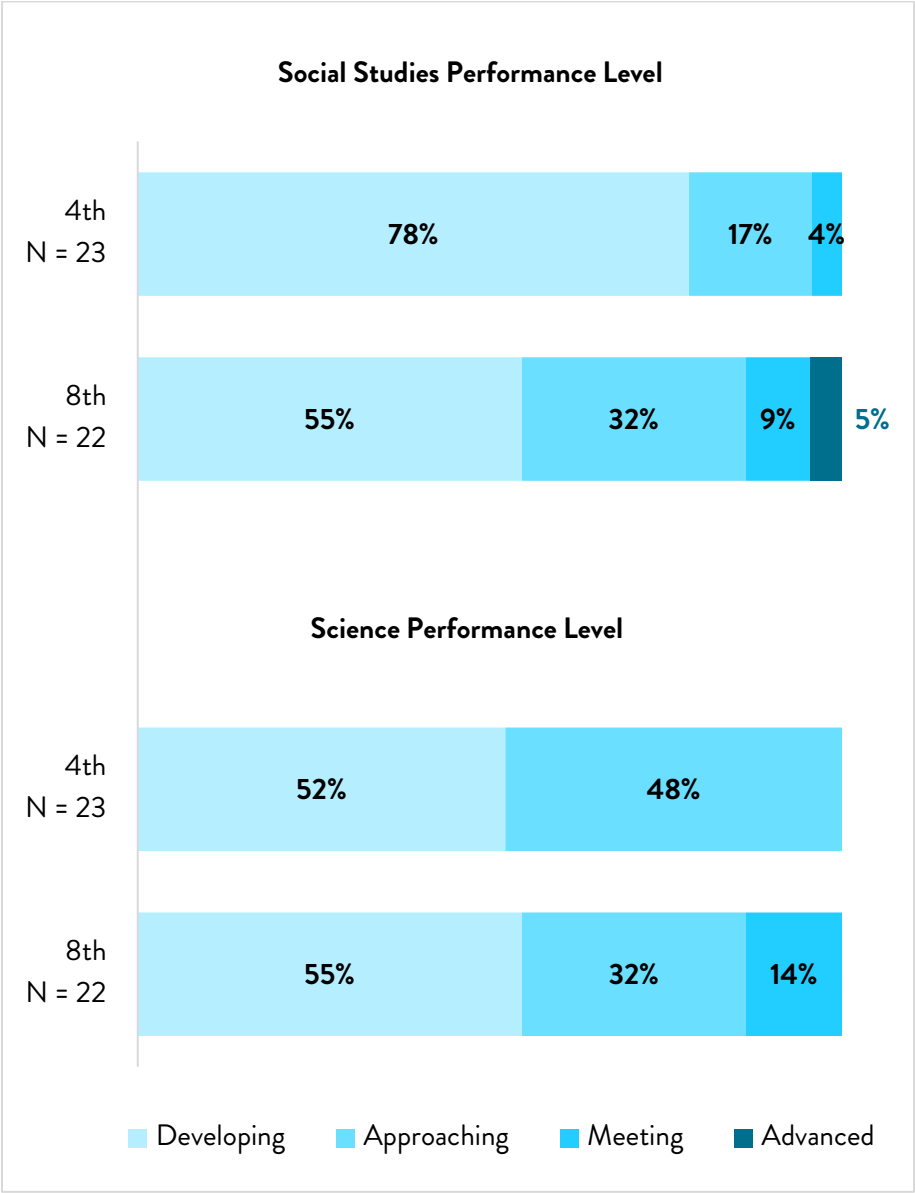
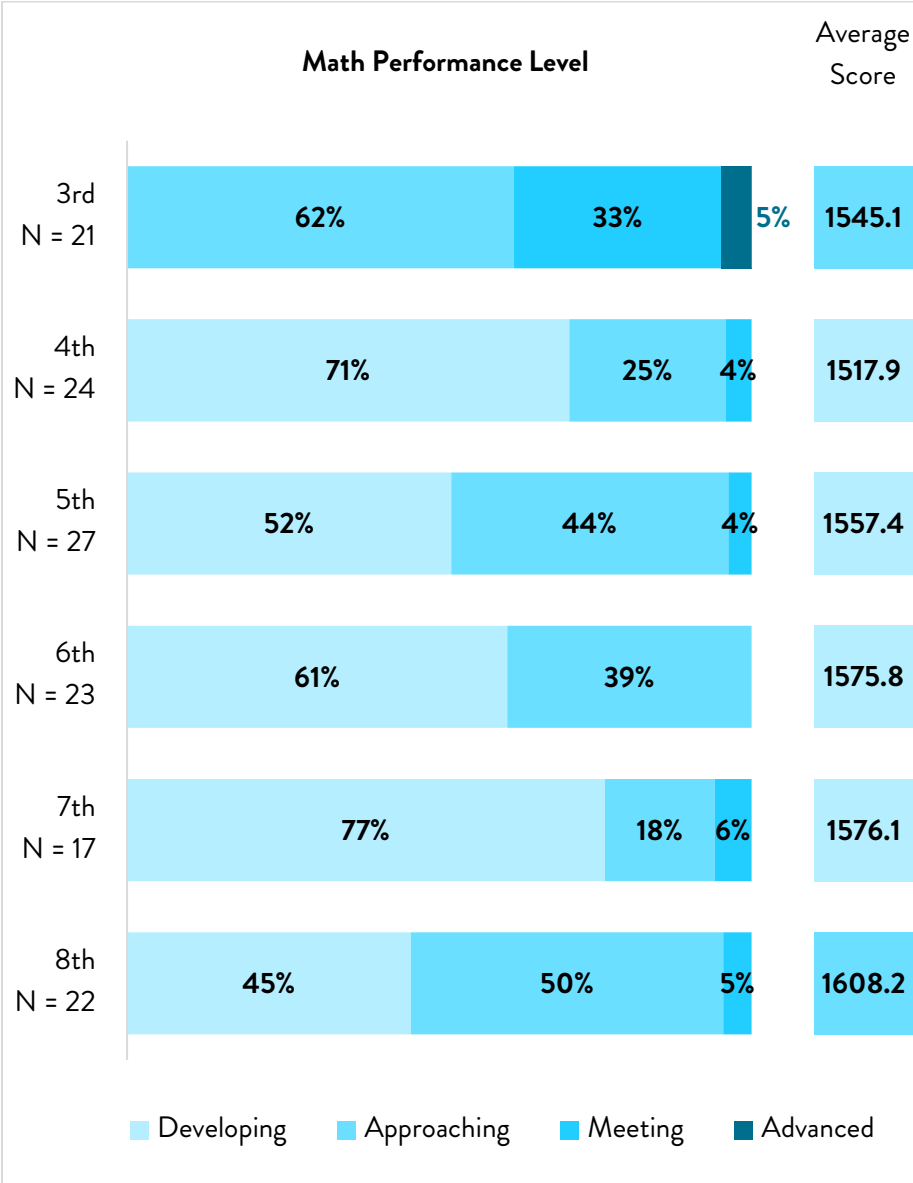
Students Meeting Benchmark



WISCONSIN FORWARD EXAMS



MILWAUKEE MATH AND SCIENCE ACADEMY



MULTIPLE-YEAR STUDENT PROGRESS

AIMSWEBPLUS EARLY LITERACY ASSESSMENT

Second Graders Maintaining Benchmark

100% (N = 11)

WISCONSIN FORWARD EXAM IN SPRING OF 2025

Students Developing or Approaching

Subject and Current Grade Level	Students Developing or Approaching	Students Progressed in 2026			
		Increased 1+ Level	Increased a Quartile	Overall Progress	
				N	%
ELA					
4th–5th	32	7	5	12	37.5%
6th–8th	40	7	6	13	32.5%
Total	72	14	11	25	34.7%
MATH					
4th–5th	32	2	4	6	18.8%
6th–8th	40	4	10	14	35.0%
Total	72	6	14	20	27.8%

Students Meeting or Advanced

Results for ELA and math in 2025 and 2026 cannot be reported due to N size.

Overall Student Progress

Subject and Current Grade Level	Students	Overall Progress	
		n	%
ELA			
4th–5th	37	16	43.2%
6th–8th	44	17	38.6%
ELA Total	81	33	40.7%
Math			
4th–5th	37	7	18.9%
6th–8th	44	15	34.1%
Math Total	81	22	27.2%



MILWAUKEE MATH AND SCIENCE ACADEMY

CONTRACT COMPLIANCE CHART

Section	Education-Related Contract Provision	Page	Provision Met?
I, B	Description of educational program on school website	n/a	Yes
I, V	Annual school calendar provided on school website	n/a	Yes
I, C	Educational methods on school website	n/a	Yes
I, D	Administration of Required Standardized Tests		
	4K – 8th grade	60–63	Yes
	Academic criterion 1: Maintain local measures		
	Measure pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	60	Yes
	Academic criterion 2: Year-to-year achievement measures for students at meeting/advanced expectations the previous year.		
	4th-grade through 8th-grade students at meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain meeting/advanced expectations.	63	Not Reported ³⁸
	4th-grade through 8th-grade students at meeting/advanced expectations on the Forward Exam in math the prior year: 50% will maintain meeting/advanced expectations.	63	Not Reported
	2nd-grade students at or above summed score benchmark in reading (aimswebPlus): At least 75.0% will remain at or above.	63	Yes (100%)
	Academic criterion 3: Year-to-year achievement measures for students not meeting expectations.		
	4th-grade through 8th-grade students developing/approaching expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress.	63	No (34.7%)
	4th-grade through 8th-grade students developing/approaching expectations on the Forward Exam in Math the prior year: 35% will demonstrate progress.	63	No (27.8%)
I, E	Parental involvement.	59	Yes ³⁹
I, F	Instructional staff hold a DPI license or permit to teach.	59	Partially
I, I	Pupil database information, including information on students with special education needs.	58	Yes
I, K	Discipline procedures.	58	Yes

³⁸ Not reported to protect student confidentiality (n < 10).

³⁹ The school's goal was that at least 80% of the students will participate in at least two of the four parent–teacher conferences.

MILWAUKEE MATH AND SCIENCE ACADEMY

SCORECARDS (WEIGHTED SCORE: 62.2%)

K Through Fifth Grade

Area	Measure		Maximum Points	% Total	Performance	Points Earned
Student Reading Readiness: 1st–2nd Grade	aimswebPlus: % at or above the 25th percentile	1st graders	4.0	10.0%	79.2%	3.2
		2nd graders for two consecutive years	6.0		100.0%	6.0
Student Academic Progress: 3rd–5th Grade	Forward Exam: % maintained meeting/advanced expectations or progressed ⁴⁰	ELA	17.5	35.0%	43.2%	7.6
		Math	17.5		18.9%	3.3
Local Measures	% met reading		6.25	25.0%	65.3%	4.1
	% met math		6.25		71.6%	4.5
	% met writing		6.25		80.0%	5.0
	% met special education*		6.25		100.0%	6.25
Student Academic Achievement: 3rd–5th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	23.6%	0.6
		Math	2.5		13.9%	0.3
Engagement	Student attendance rate		5.0	25.0%	85.8%	4.3
	Student reenrollment*		5.0		76.7%	3.8
	Student retention*		5.0		88.7%	4.4
	Teacher retention rate*		5.0		95.5%	4.8
	Teacher return rate*		5.0		100%	5.0
TOTAL			100.0			63.15
ELEMENTARY SCHOOL SCORECARD PERCENTAGE						63.2%

*Combined rate for all academies.

⁴⁰ Progress in reading or math for students who were at the “developing” or “approaching” level the previous school year is defined as improving one proficiency level or improving one or more quartiles within the performance level for their grade level.

MILWAUKEE MATH AND SCIENCE ACADEMY

Sixth Through Eighth Grade

Area	Measure		Maximum Points	% Total	Performance	Points Earned
Student Academic Progress: 6th–8th Grade	Forward Exam: % maintained meeting/advanced expectations or progressed ⁴¹	ELA	17.5	35.0%	38.6%	6.8
		Math	17.5		34.1%	6.0
Local Measures	% met reading		8.75	35.0%	66.1%	5.8
	% met math		8.75		61.3%	5.4
	% met writing		8.75		50.8%	4.4
	% met special education*		8.75		100.0%	8.75
Student Academic Achievement: 6th–8th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	11.3%	0.3
		Math	2.5		3.2%	0.1
Engagement		Student attendance rate	5.0	25.0%	83.2%	4.2
		Student reenrollment*	5.0		76.7%	3.8
		Student retention*	5.0		88.7%	4.4
		Teacher retention rate*	5.0		95.5%	4.8
		Teacher return rate*	5.0		100.0%	5.0
TOTAL			100.0			59.75
MIDDLE SCHOOL SCORECARD PERCENTAGE						59.8%

*Combined rate for all academies.

⁴¹ Progress in reading or math for students who were at the developing or approaching level the previous school year is defined as improving one proficiency level or improving one or more quartiles within the proficiency level for their grade level.

MILWAUKEE MATH AND SCIENCE ACADEMY

2025–26 SCHOOL CULTURE AND CLIMATE SURVEY

The following table presents positive sentiment scores for each Indicator of Success across all survey groups, color-coded by performance band. The 2025–26 cross-survey average for each Indicator of Success serves as the primary benchmark for this report. Schools meeting or exceeding 60% on three or more Indicators of Success are considered well-positioned for growth.

Performance Band	Score Range
Exemplary	≥ 90.0%
Proficient	75.0–89.9%
Developing	65.0–74.9%
Needs Attention	< 65%
N/A	Not applicable

Indicator of Success	Certified Staff	Parents	School Board/ Leadership	Support Staff	Students	Average		Change (pp)	Trend ⁴²
						2025–26	2023–24		
Supportive Environment	85.6%	86.4%	100.0%	60.0%	75.2%	81.4%	73.6%	+7.8	▲ UP
Collaborative Teachers	90.8%	92.5%	N/A	97.4%	N/A	93.6%	85.1%	+8.5	▲ UP
Ambitious Instruction	87.0%	N/A	100.0%	N/A	80.5%	89.2%	79.2%	+10.0	▲ UP
Effective Leaders	93.6%	90.9%	91.7%	97.7%	69.8%	88.7%	80.0%	+8.7	▲ UP
Involved Families	81.8%	82.1%	100.0%	100.0%	N/A	91.0%	82.4%	+8.6	▲ UP
OVERALL COMPOSITE	N/A					88.8%	80.1%	+8.7	▲ UP

The survey's five indicators of success show a school anchored by a strong professional culture, with cross-role trust among certified staff, support staff, and leadership as the most pronounced organizational strength. Certified staff, support staff, board members, and parents described a collaborative adult community. The warmth of parents' day-to-day relationships with school staff indicates an opportunity for more family influence over programming and government. Structural participation pathways can be further developed to support this. Instructional themes point to genuine academic ambition and engagement, tempered by recurring concerns about students' persistence through challenging work and gaps in mathematical communication and reasoning. Students' experience of discipline and school leadership is the area most recommended for growth. Students described concerns about fairness, consistency, and having their voice genuinely heard during disciplinary processes. Though parents and staff expressed strong confidence in leadership, they also echoed the students' concerns, describing uneven responses to behavioral issues. For parents, this included concerns about bullying. Additional cross-cutting themes included underdeveloped career growth structures for support staff and limited cross-school professional learning opportunities for teachers. Collectively, the findings suggest the school has relational and cultural strengths with growth opportunities for student voice, family governance, and staff career development.

⁴²Trend reflects the change in percentage points (pp): a gain of more than +3 pp is UP (▲), a drop of more than -3 pp is DOWN (▼), and any change within ±3 pp is STEADY (—).

MILWAUKEE MATH AND SCIENCE ACADEMY

RECOMMENDATIONS

RESPONSE TO 2024–25 RECOMMENDATIONS

During the year, MMSA responded to all activities recommended in the previous programmatic profile and educational performance report. Descriptions of each recommendation and the school's response follow.

Recommendation	Response
Strengthen the interconnectedness among staff, families, and students by fostering collaborative relationships and consistent communication to support a unified school community.	At the start of the year, homeroom teachers identified each family's preferred communication method and used it consistently throughout the year. The school distributed newsletters covering academic and social-emotional guidance, attendance, and online safety, with plans to distribute them more often going forward. Community-resource representatives, including from the public library and behavioral health services, were available at parent-teacher conferences. Monthly recognition assemblies welcomed families. Student leadership was expanded in classroom community-building activities and in the school's Black History program, which was student-led this year. Additional efforts included a peer reading-buddy mentoring program and structured internal staff communication.
Enhance teacher recruitment strategies with a targeted focus on increasing staff diversity to more accurately reflect and represent the cultural and demographic backgrounds of the student population.	The school pursued multiple teacher recruitment channels, including outreach to historically Black colleges and universities in the Midwest, postings through a statewide job center, and contact with a national teacher corps program, though the last of these did not receive a response despite follow-up. Two long-serving teaching assistants were supported in pursuing teaching certification through a school-funded tuition arrangement, and the school continued to cultivate relationships with alumni as a potential route to diversify staff. Leadership stated that the current outreach has not “really gotten a lot of great responses,” which indicates awareness that a passive, referral-based approach is not sufficient to meet this goal.
Expand social-emotional learning (SEL) and digital citizenship initiatives by implementing programming on bystander intervention, digital privacy, and social media de-escalation strategies for families, in partnership with Peace Works with Marquette University, and integrating related content into the existing SEL curriculum.	The planned partnership with PeaceWorks did not materialize because the organization's standard curriculum could not be readily customized to the school's needs. In response, the school incorporated an alternative digital-citizenship curriculum, blended with its existing social-emotional learning content, and shared related guidance with families through newsletters. Leadership noted limited family engagement with this content and a need for a more effective approach to reaching parents regarding students' social media use.

MILWAUKEE MATH AND SCIENCE ACADEMY

CONTINUOUS SCHOOL IMPROVEMENT

The following goals reflect priority areas for continued improvement in 2026–27, based on a review of MMSA's current performance data, prior monitoring recommendations, school culture and climate surveys, and progress reported through end-of-year interviews.

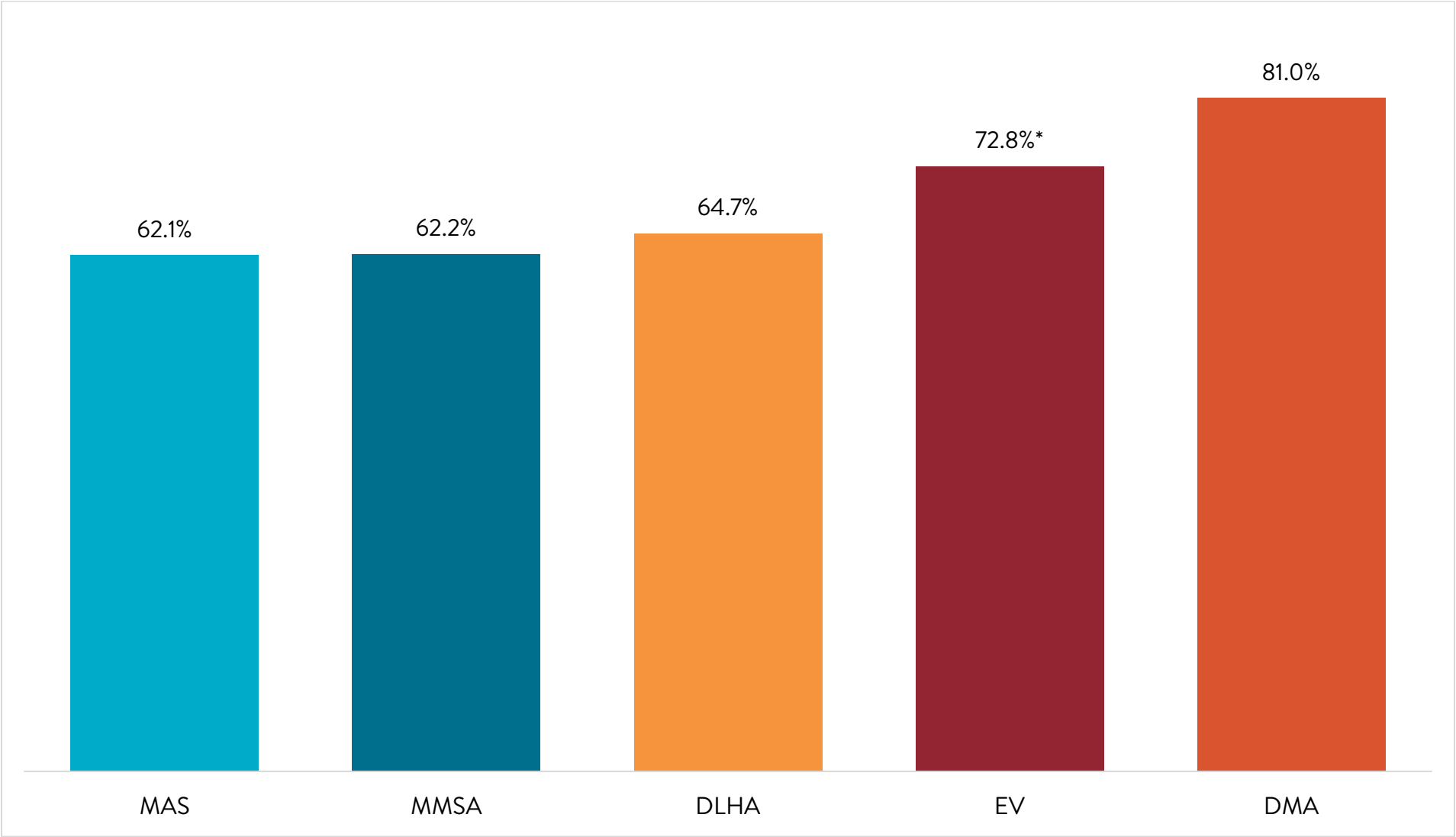
1. Improve foundational math and reading achievement school-wide by strengthening core instruction, monitoring student progress regularly, and providing targeted support for students below grade-level benchmarks.
2. Extend the school's relational and cultural strengths into formal structures for student voice, family governance, and staff career development.
3. Continue building social–emotional and digital citizenship programming by identifying the specific executive functioning skills that students need to reduce escalation and conflict, while increasing parent engagement and understanding about monitoring students' social media use.
4. Diversify the certified teaching staff to better reflect the student population by shifting from passive outreach to proactive, relationship-based recruitment through local university partnerships and an expanded internal certification pipeline.

ANNUAL MONITORING AND REPORTING RECOMMENDATIONS

Based on a review of past and current contract compliance and available performance data, Evident Change's recommendation is that MMSA continue consistent annual academic monitoring and reporting, with particular emphasis on strengthening student outcomes in reading and math.



WEIGHTED SCORECARD RATINGS



School must attain a rating of 60 or higher to avoid probational status.

*EV has no weighted score, so the raw score is shown.