



**EVIDENT
CHANGE**
Inform Systems. Transform Lives.

CITY OF MILWAUKEE CHARTER SCHOOLS

2025–26 Programmatic Profile and Educational Performance

September 2026

CONTRIBUTORS

EVIDENT CHANGE

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DRAFT

**INSTITUTE FOR TRANSFORMATION OF LEARNING,
MARQUETTE UNIVERSITY**

POLICY AND MONITORING

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CHARTER SCHOOL REVIEW COMMITTEE (CSRC)

CSRC MEMBERS

- Kevin Ingram, Education Consultant, Wisconsin Department of Public Instruction (DPI)
- Catina Harwell-Young, Deputy Director, Milwaukee Succeeds
- Zaynab Baalbaki, Educational Consultant
- Terri Brookshire, DM
- Bill Christianson, City of Milwaukee Comptroller
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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 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.

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 receiving 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. Trend analyses of local measures complement standardized assessment data to inform instructional decision making throughout the academic year.

Standardized Testing Requirements

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 following are benchmarks for each grade level.

- 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 (80 or higher on the spring test). The kindergarten Early Literacy composite score is determined by combining their performance on the Letter Naming Fluency and Letter Word Sounds Fluency subtests.
- First through 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.

In addition to these testing requirements, the CSRC encourages twelfth graders to take the ACT again in the fall semester, but it is no longer required.

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 (40th percentile) in first grade will remain at or above the benchmark as second graders in the subsequent school year.

The Forward Exam results from two consecutive school years are used to assess student progress. Expectations for year-to-year progress on the Forward Exam were adopted by the CSRC for the 2019–20 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.¹

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.²

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.

Additional Expectations

Year-to-year promotion expectations defined for key transition points—particularly between ninth and eleventh grades, including graduation rates—are reported as part of the annual monitoring process.

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, and school-specific contexts. These goals are intended to address areas of need 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 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.

¹ Evident Change uses this method to examine student progress in the schools chartered by the city.

² For more information on ACT assessments and benchmarks, visit success.act.org.

CONTENTS

Darrell Line Hines Academy

Downtown Montessori Academy

Escuela Verde

Milwaukee Academy of Science

Milwaukee Math and Science Academy

DRAFT

DARRELL LINE 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.

7151 N. 86th St, Milwaukee, WI 53224

(414) 933-0302

<https://www.dlhacademy.org/>

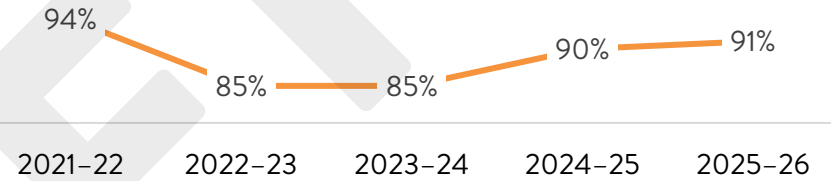
Superintendent: Precious Smith, Ed.D

Principal: Lois Fletcher

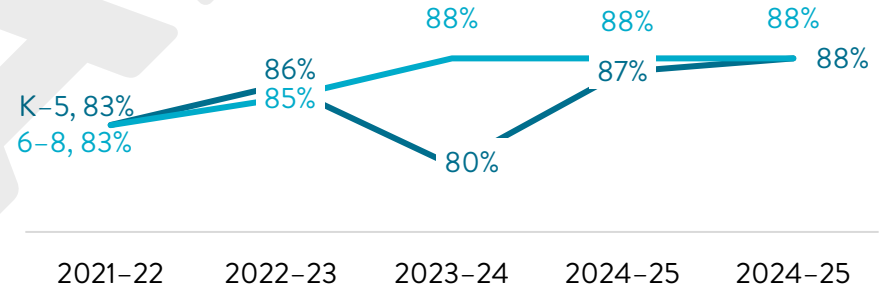
STUDENTS

Demographics (N = 1575)	%
Black or African American	93.8%
American Indian or Alaska Native	0.7%
Asian/Pacific Islander	0.3%
White	0.4%
Multiple Races/Ethnicities	4.8%
Special Education	12.2%
Free/Reduced Lunch	96.6%
English Language Learners	0.4%

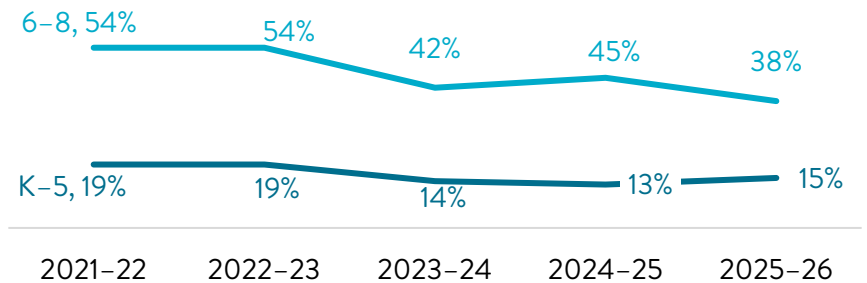
Retention Rates



Attendance Rates

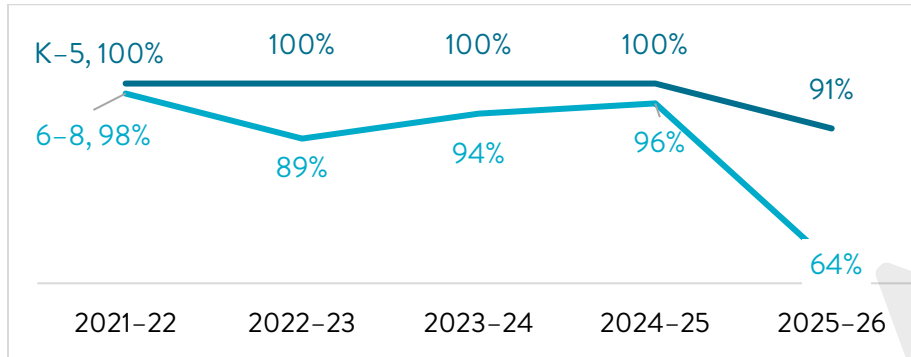


Suspension Rates



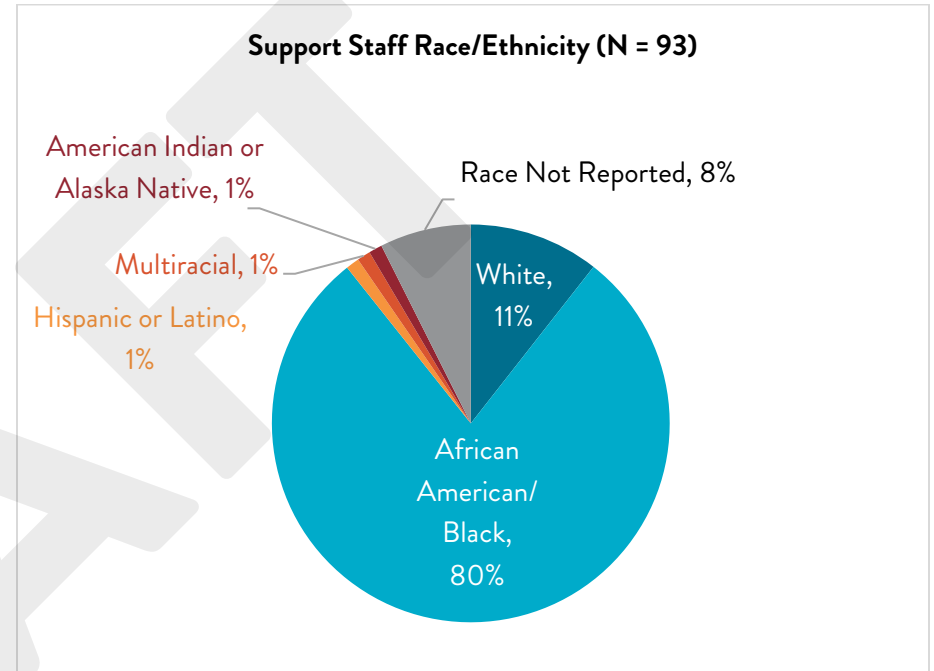
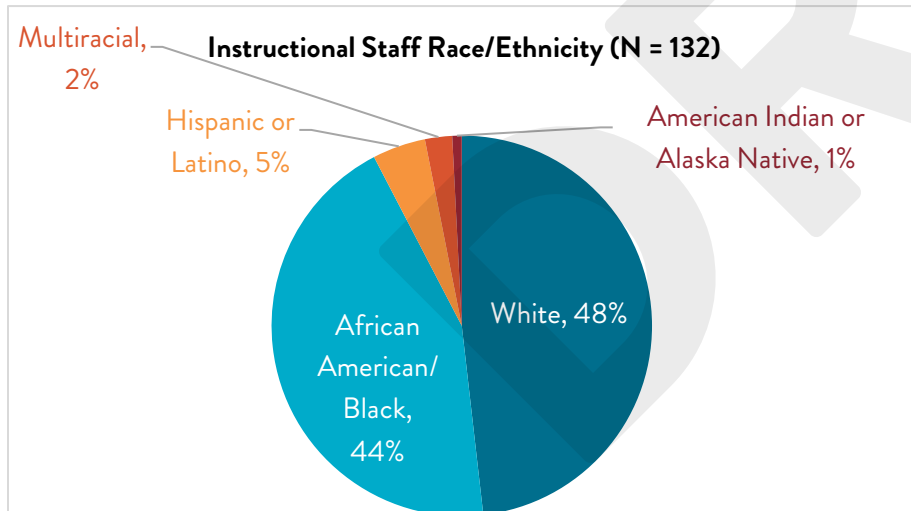
DARRELL LINE HINES ACADEMY

PARENT-TEACHER CONFERENCE PARTICIPATION RATES

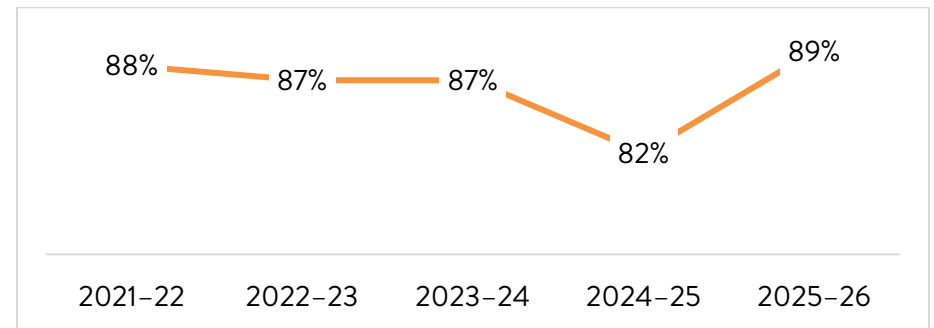


STAFF

DEMOGRAPHICS³



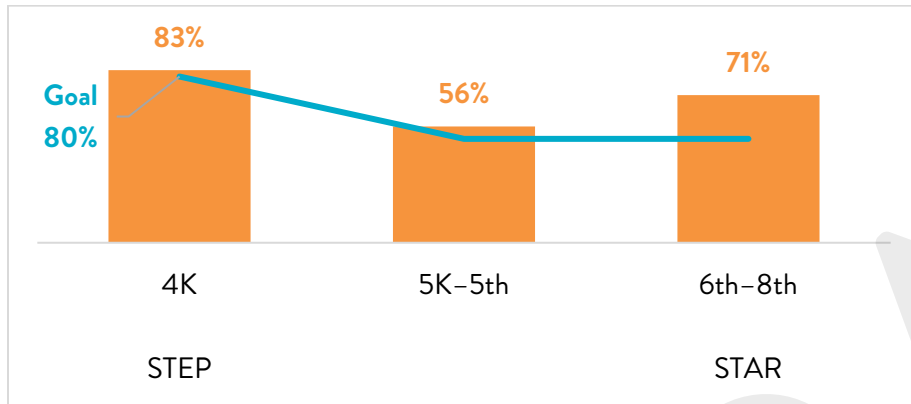
INSTRUCTIONAL STAFF RETENTION RATES



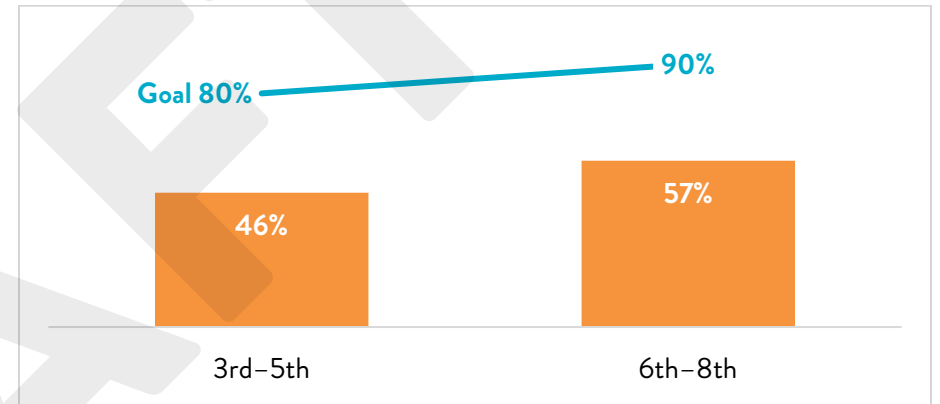
³ Race/ethnicity categories in this report reflect those reported by the school.

LOCAL MEASURES OF EDUCATIONAL GROWTH: PERCENTAGE MEETING EXPECTATIONS

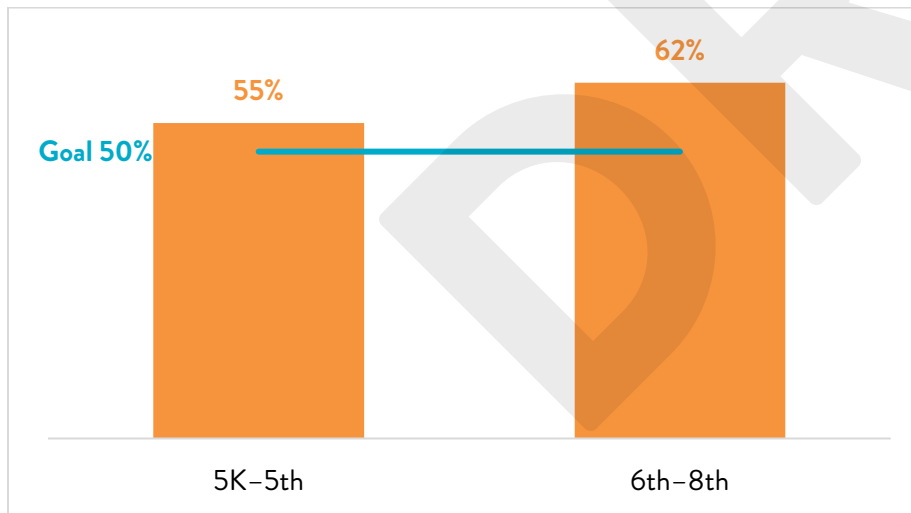
READING: STEP AND STAR TESTS



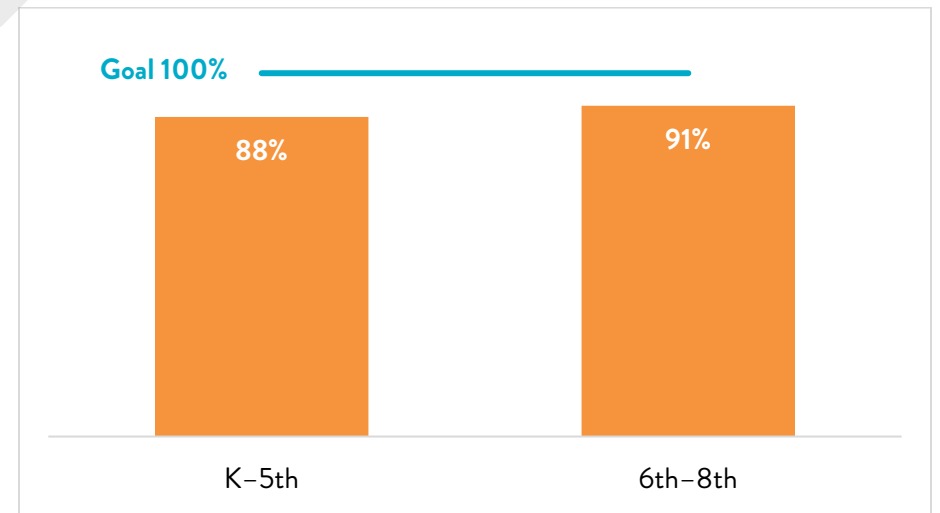
WRITING ASSESSMENT



MATH: STAR TEST



SPECIAL EDUCATION GOALS

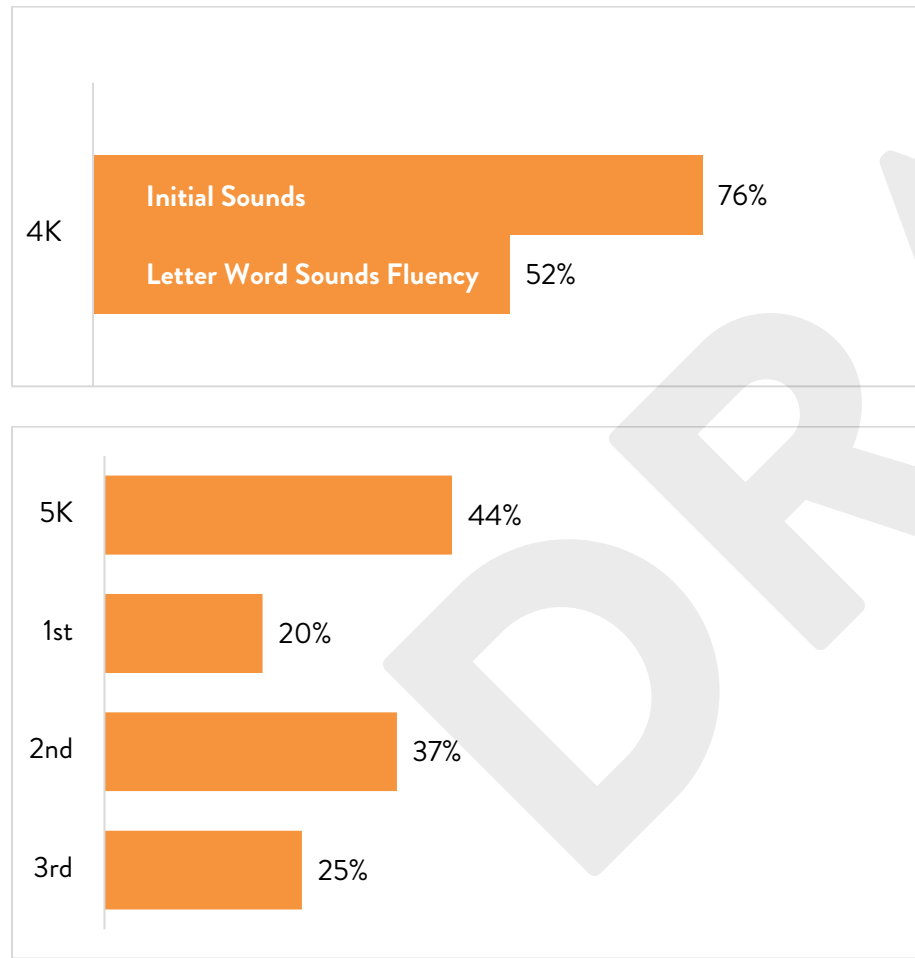


DARRELL LINE HINES ACADEMY

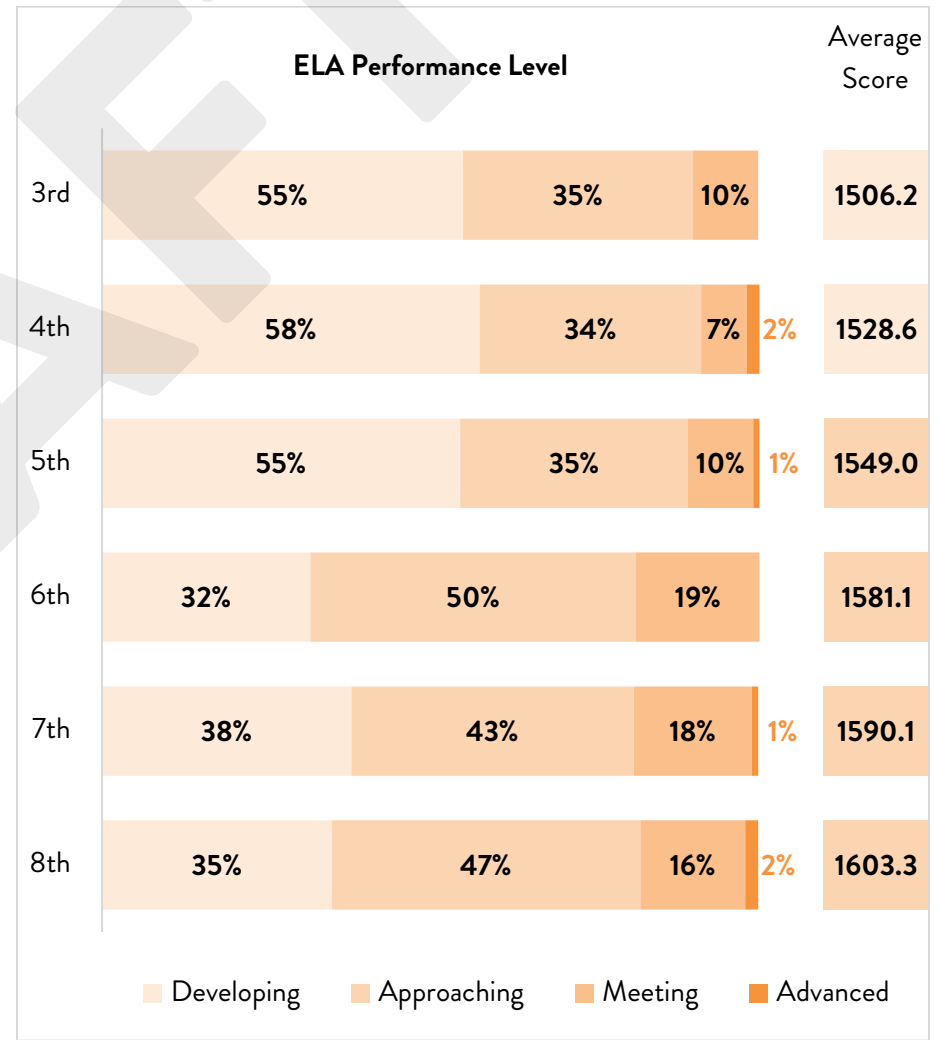
EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

AIMSWEBPLUS EARLY LITERACY ASSESSMENT

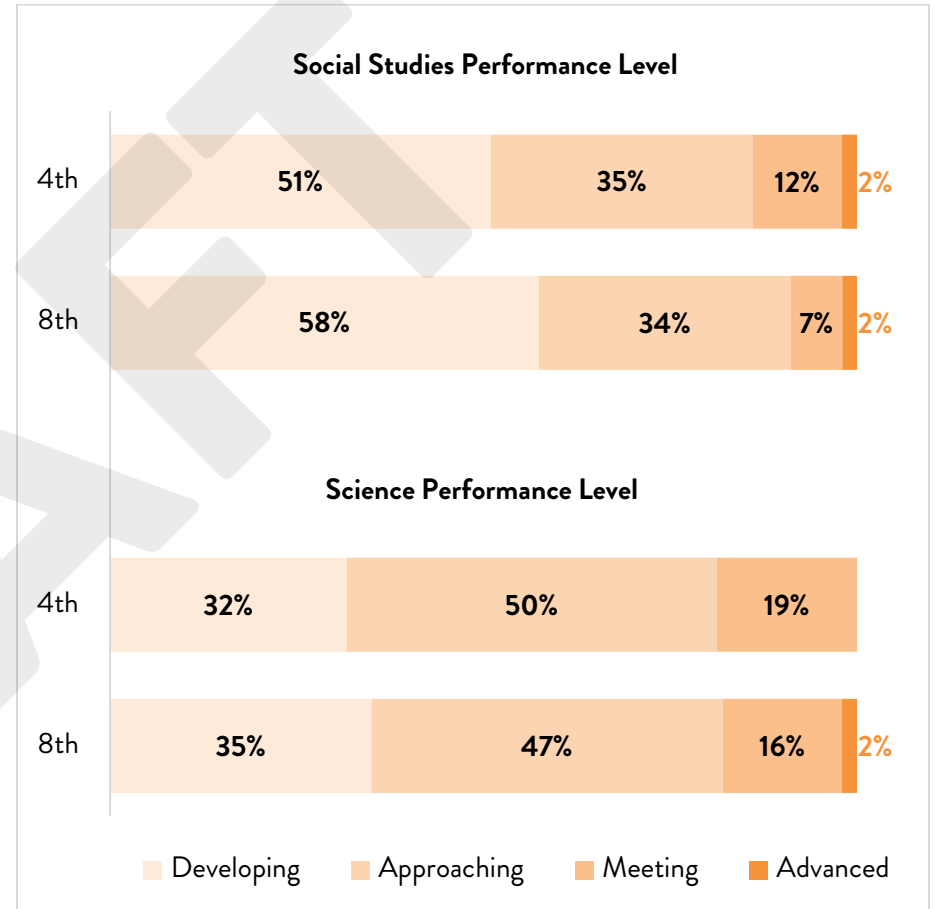
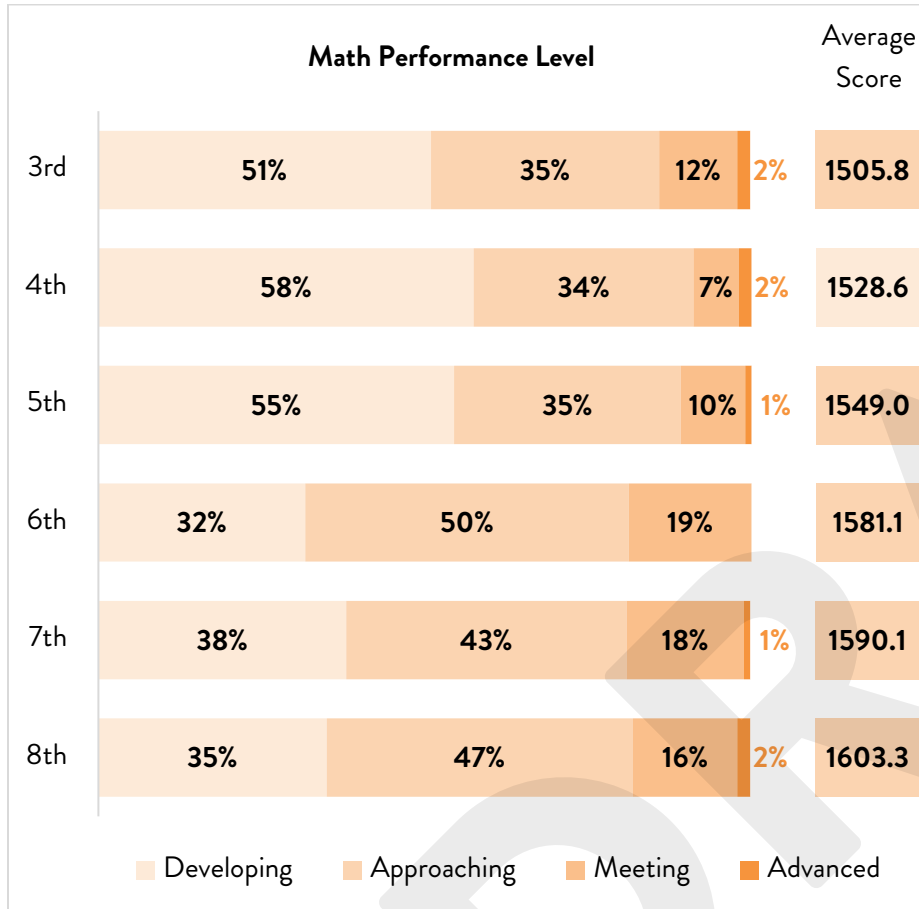
Students Meeting Benchmark



WISCONSIN FORWARD EXAMS



DARRELL LINE HINES ACADEMY



MULTIPLE-YEAR STUDENT PROGRESS

AIMESWEBPLUS

Because aimswebPlus was a new assessment administered in the 2024–25 school year, progress from last year could not be measured.

WISCONSIN FORWARD EXAM IN SPRING OF 2024

Students Developing or Approaching

Subject and Current Grade Level	Students Developing or Approaching	Students Progressed in 2025			
		Increased 1+ Level	Increased a Quartile	Overall Progress	
				N	%
ELA					
4th	70	12	7	19	27.1%
5th	72	17	14	31	43.1%
6th	67	18	11	29	43.3%
7th	62	13	10	23	37.1%
8th	73	22	9	31	42.5%
Total	344	82	51	133	38.7%
MATH					
4th	68	11	16	27	39.7%
5th	70	24	24	48	68.6%
6th	63	9	15	24	38.1%
7th	64	20	16	36	56.3%
8th	74	17	15	32	43.2%
Total	339	81	86	167	49.3%

Students Meeting or Advanced

Subject	Students Meeting or Advanced		% Maintaining
	2024	2025	
ELA	62	40	64.5%
Math	67	45	67.2%

Overall Student Progress

Subject and Current Grade-Level Range	Students	Overall Progress	
		n	%
ELA			
4th – 5th	161	61	37.9%
6th – 8th	245	112	45.7%
ELA Total	406	173	42.6%
Math			
4th – 5th	161	87	54.0%
6th – 8th	245	125	51.0%
Math Total	406	212	52.2%

DARRELL LINE HINES ACADEMY

CONTRACT COMPLIANCE CHART

Section	Education-Related Contract Provision	Page	Provision Met?
I, B	Description of educational program on school website	1	Met
I, V	Annual school calendar provided on school website	1	Met
I, C	Educational methods on school website	1	Met
I, D	Administration of Required Standardized Tests		
	4K – 8th grade	27–32	Met
	9th – 12th grade	32–35	Met
	Written annual plan for graduation	26	Met
	<i>Academic criterion 1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.</i>	18–26	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.	36	Met (64.5%)
	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.	36	Met (67.2%)
	2nd-grade students at or above summed score benchmark in reading (Star Early Literacy Assessment): At least 75.0% will remain at or above.	35	N/A; No data
	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. ⁴	38	Not met (45.3%)
	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.	38	Met (61.8%)
	<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.	36	Met (38.7%)
	4th – 8th grade students developing/approaching expectation on the Forward Exam in Math the prior year: 35% will demonstrate progress.	36	Met (49.3%)
I, E	Parental involvement.	7–8	Met
I, F	Instructional staff hold a DPI license or permit to teach.	4	Partially Met
I, I	Pupil database information, including information on students with special education needs.	11–13, 17–18	Met
I, K	Discipline procedures.	8–9	Met

⁴ This requirement meets academic criteria 2 and 3 for ninth and tenth graders.

DARRELL LINE HINES ACADEMY

SCORECARDS

5K 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%	20.0%	0.8
		2nd graders for two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 5th Grade	Forward Exam: % maintained meeting/advanced expectations or progressed ⁵	ELA	17.5	35.0%	37.9%	6.6
		Math	17.5		54.0%	9.5
Local Measures	% met reading	6.25	25.0%	58.6%	3.7	
	% met math	6.25		55.3%	3.5	
	% met writing	6.25		46.0%	2.9	
	% met special education*	6.25		88.3%	5.5	
Student Academic Achievement: 3rd – 5th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	9.5%	0.2
		Math	2.5		12.9%	0.3
Engagement	Student attendance rate	5.0	25.0%	87.8%	4.4	
	Student reenrollment*	5.0		88.3%	4.4	
	Student retention*	5.0		90.7%	4.5	
	Teacher retention rate*	5.0		95.5%	4.8	
	Teacher return rate*	5.0		89.1%	4.5	
TOTAL⁶		94.0			55.6	
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					59.1%	

*Combined rate for all academies.

⁵ 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.

⁶ Excludes points for measures for which performance could not be measured or reported this year.

DARRELL LINE 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 ⁷	ELA	17.5	35.0%	45.7%	8.0
		Math	17.5		51.0%	8.9
Local Measures	% met reading	8.75	35.0%	70.9%	6.2	
	% met math	8.75		62.4%	5.5	
	% met writing	8.75		56.7%	5.0	
	% met special education*	8.75		88.3%	7.7	
Student Academic Achievement: 6th – 8th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	18.6%	0.5
		Math	2.5		16.9%	0.4
Engagement	Student attendance rate	5.0	25.0%	87.2%	4.4	
	Student reenrollment*	5.0		88.3%	4.4	
	Student retention*	5.0		90.7%	4.5	
	Teacher retention rate*	5.0		95.5%	4.8	
	Teacher return rate*	5.0		89.1%	4.5	
TOTAL		100.0			64.8	
MIDDLE SCHOOL SCORECARD PERCENTAGE					64.8%	

*Combined rate for all academies.

⁷ 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.

RECOMMENDATIONS

ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

During the year, Milwaukee Academy of Science (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
<p>The leadership team will enhance the culture of collaborative learning and continuous improvement among staff members, ensuring student success and schoolwide excellence in reading, writing, and math and increasing proficiency levels of all students.</p>	<ul style="list-style-type: none"> • The school strengthened instructional coherence through increased collaboration across content areas and grade levels. Weekly meetings and cross-curricular planning time supported consistent instructional practices and alignment. Grade-level meetings also served as a space for student engagement with leadership and for identifying academic needs. • Curriculum implementation began with a strong foundation at the new campus. Regular Data Days enabled staff to analyze student performance, identify those in need of support, and implement targeted interventions. Professional development—guided by the Arc of the Year framework—focused on instructional priorities, effective data use, and instructional alignment. • At the district level, Data Days facilitated high-level analysis, and each school level developed quarterly protocols to act on findings. Collaboration across all levels supported data-informed instructional decisions and promoted continuous improvement.
<p>The leadership team will develop and implement strategies to enhance school culture, resulting in a more supportive environment for students, staff, and parents.</p>	<ul style="list-style-type: none"> • At the district level, weekly reports tracked removals, merits, demerits, and suspensions to inform behavioral interventions and guide support strategies. • A proactive approach was implemented through the Arc of the Year framework, emphasizing classroom environment, systems, and routines to foster safe, joyful, and predictable learning spaces. Teachers were trained to set a positive tone from the outset. • After winter break, a culture reset introduced a behavior matrix, consistent ClassDojo use, weekly parent newsletters, and reinforcement of PRIDE values: perseverance, responsibility, integrity, dignity, and empathy. • Middle-school leaders conducted weekly co-observations, celebrated students through shout-outs, and promoted engagement with daily announcements and Friday raffles. Nova Tickets rewarded positive behaviors, such as self-care. • At the high school, a culture of academic excellence was promoted. Students earning a 3.5 grade-point average or higher were recognized, and strong habits were tied to achievement. Apprenticeship interviews supported career readiness. Increased use of email improved communication on grades and tutoring, and students actively monitored their academic data and aligned behaviors.

DARRELL LINE HINES ACADEMY

Recommendation	Response
<p>There will be a continued focus on students’ social emotional learning needs, specifically on reducing student removal from the classroom and minimizing suspensions.</p>	<ul style="list-style-type: none"> • The school approached social-emotional learning (SEL) as a long-term, systems-level strategy that included both immediate interventions and developmental components. At the elementary and junior academy levels, SEL was embedded into the daily routine through structured morning check-ins, allowing educators to assess student well-being, anticipate potential behavioral challenges, and coordinate proactive support. This consistent practice contributed to a measurable reduction in behavioral removals and suspensions, particularly in kindergarten through second grade, signaling early success. • At the secondary level, efforts focused on building adult capacity to engage students in one-on-one mentoring during structured time, such as “nation building,” and incorporating independent academic platforms like IXL to support these interactions. Additionally, a restorative justice and communication course was launched in partnership with community organizations. This course equipped a diverse group of students with skills in peer mediation, circle keeping, and restorative practices. The program not only influenced how students approached conflict resolution but also provided a pathway to careers in social work, justice, and community leadership.
<p>The leadership team will continue to use the Arc of the Year teacher coaching model to improve staff daily practices and academic achievement, with an emphasis on improving the classroom environment and rigor, providing ongoing student feedback, and encouraging critical thinking.</p>	<ul style="list-style-type: none"> • Teacher coaching efforts began with regular check-ins, coaching meetings, and consultation with Doug McCurry, who provided targeted feedback and next steps. Coaching sessions, totaling one to three hours per week, focused on implementing the Arc of the Year, with an emphasis on classroom environment and instructional rigor. • Consultations included visits across academies to observe practice coaching sessions and align observation practices. The team worked to ensure the Arc framework—particularly the Think Arc—was embedded consistently across classrooms. • Monthly professional development sessions for all staff were aligned to specific components of the Arc, reinforcing implementation with fidelity and coherence across the school year. • Evident Change recommends that MAS continue a focused school improvement plan for the 2025–26 school year with the following activities. • 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.

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.

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.

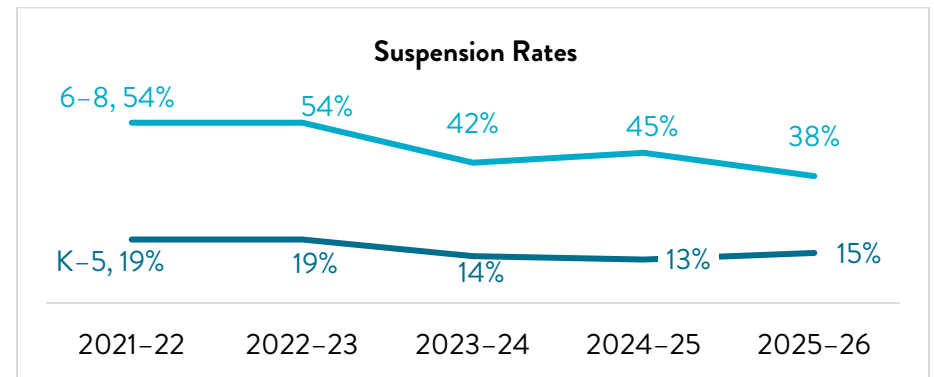
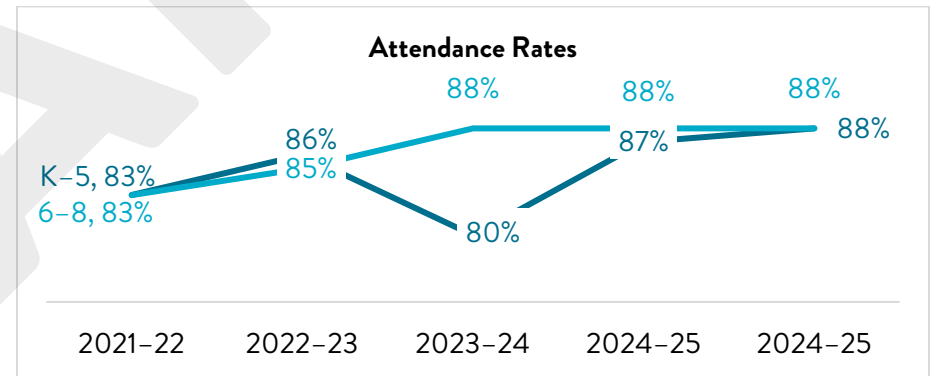
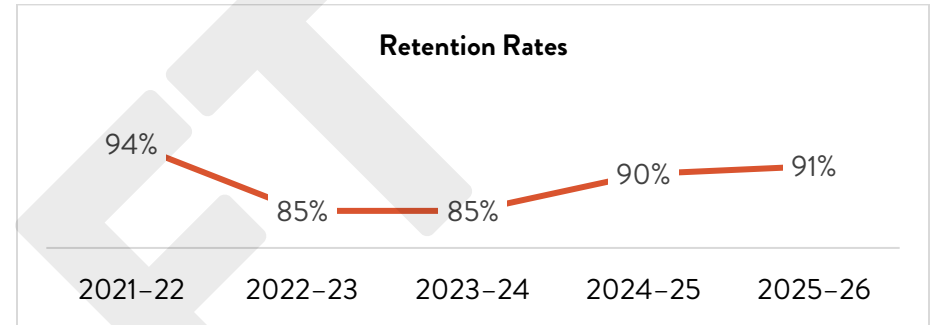
The philosophy is based on the belief that children learn best when they are at ease and comfortable. The key is to see the hidden nature of the child at given stages of development and to design an environment that will fulfill the child's innate potential.

2507 S. Graham St, Milwaukee, WI 53207
(414) 744-6005
https://downtownmontessori.com

Principal:	Colleen McQuade
Executive director:	Ian Spanic

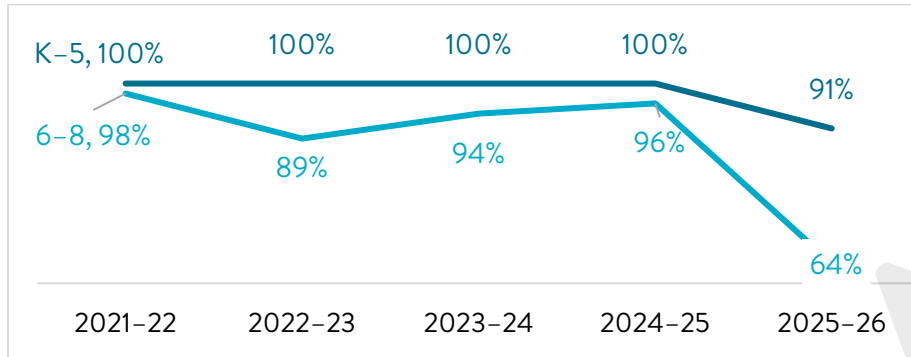
STUDENTS

Demographics (N = 1575)	%
Black or African American	93.8%
American Indian or Alaska Native	0.7%
Asian/Pacific Islander	0.3%
White	0.4%
Multiple Races/Ethnicities	4.8%
Special Education	12.2%
Free/Reduced Lunch	96.6%
English Language Learners	0.4%



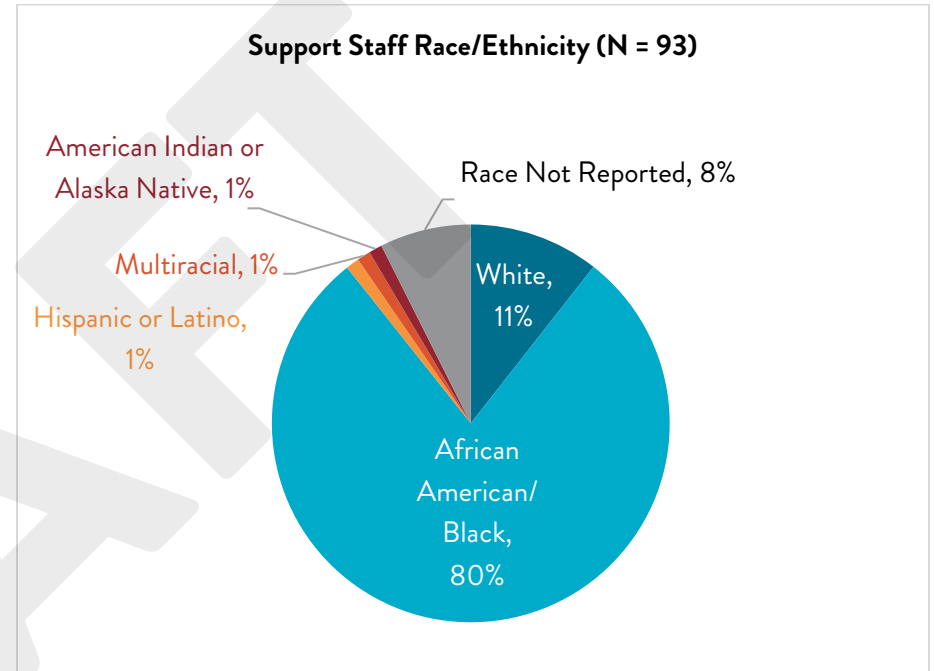
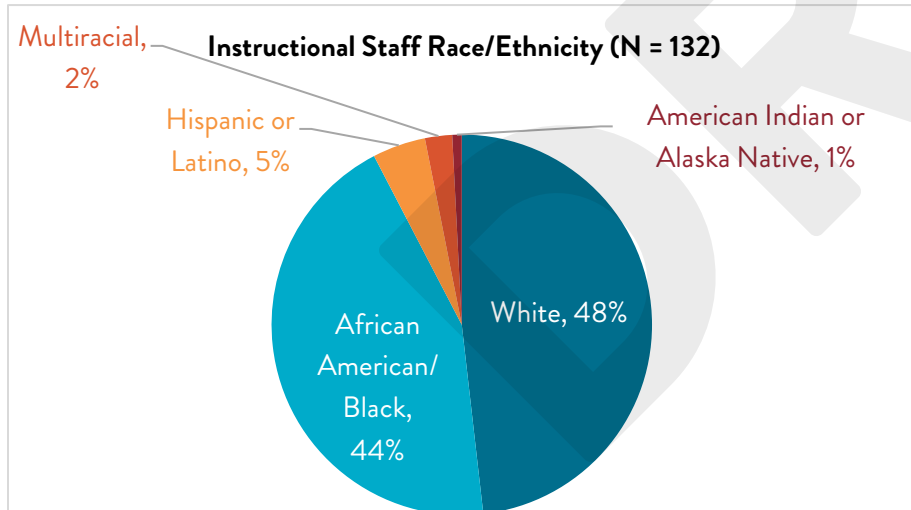
DOWNTOWN MONTESSORI ACADEMY

PARENT-TEACHER CONFERENCE PARTICIPATION RATES

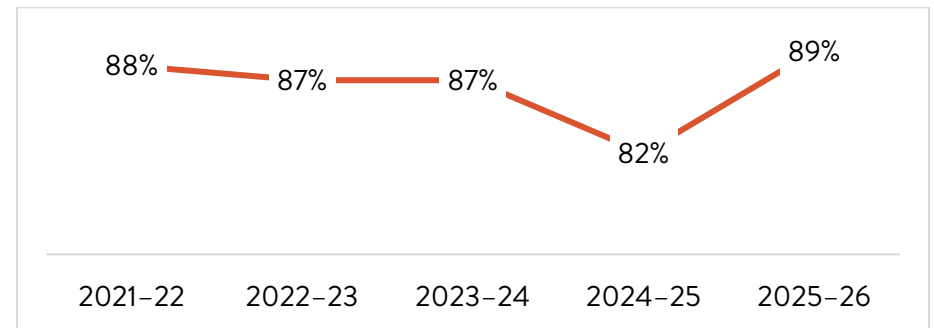


STAFF

DEMOGRAPHICS⁸



INSTRUCTIONAL STAFF RETENTION RATES

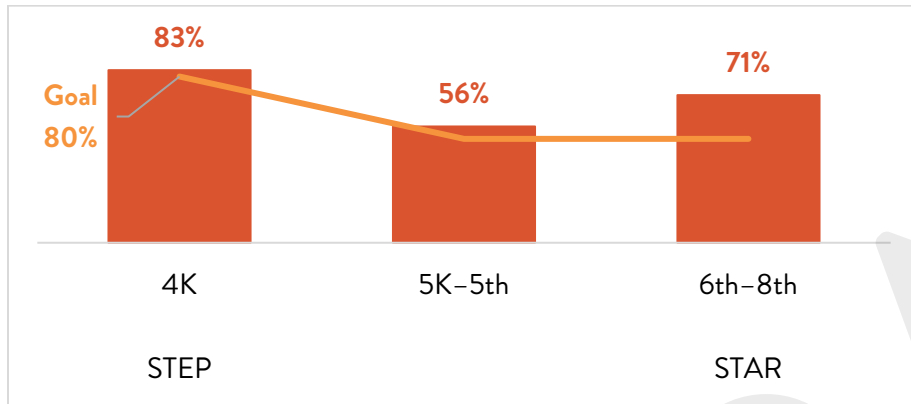


⁸ Race/ethnicity categories in this report reflect those reported by the school.

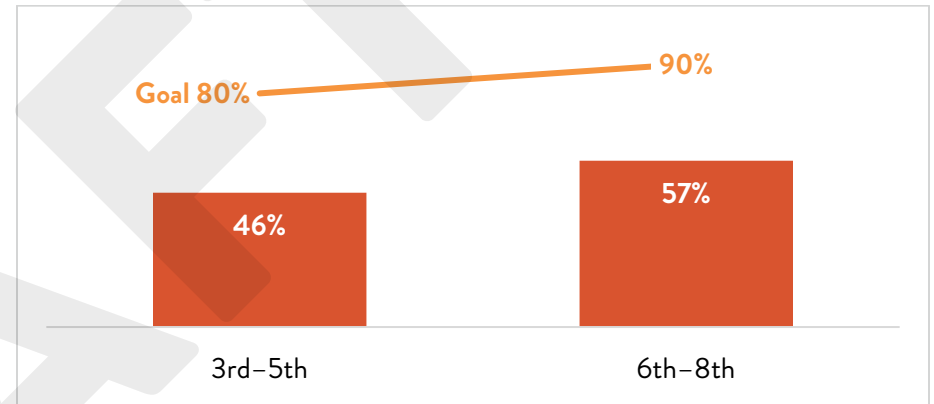
DOWNTOWN MONTESSORI ACADEMY

LOCAL MEASURES OF EDUCATIONAL GROWTH: PERCENTAGE MEETING EXPECTATIONS

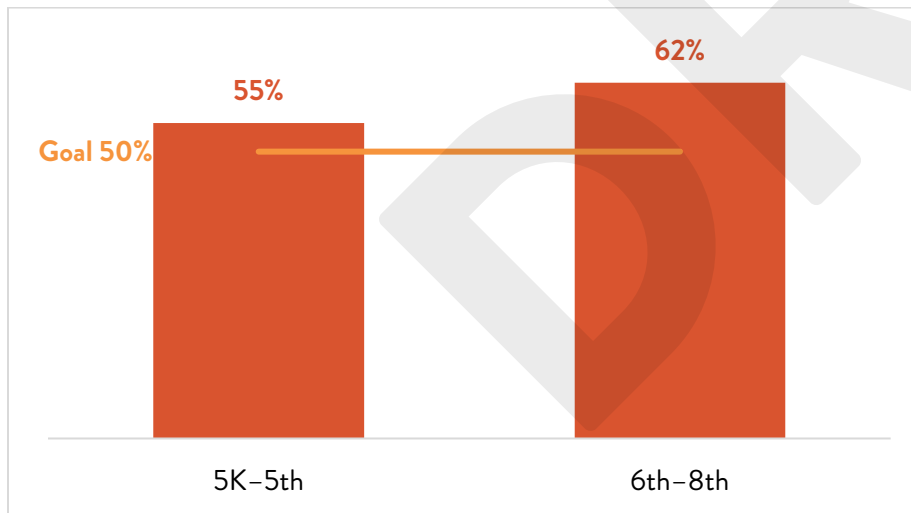
READING: STEP AND STAR TESTS



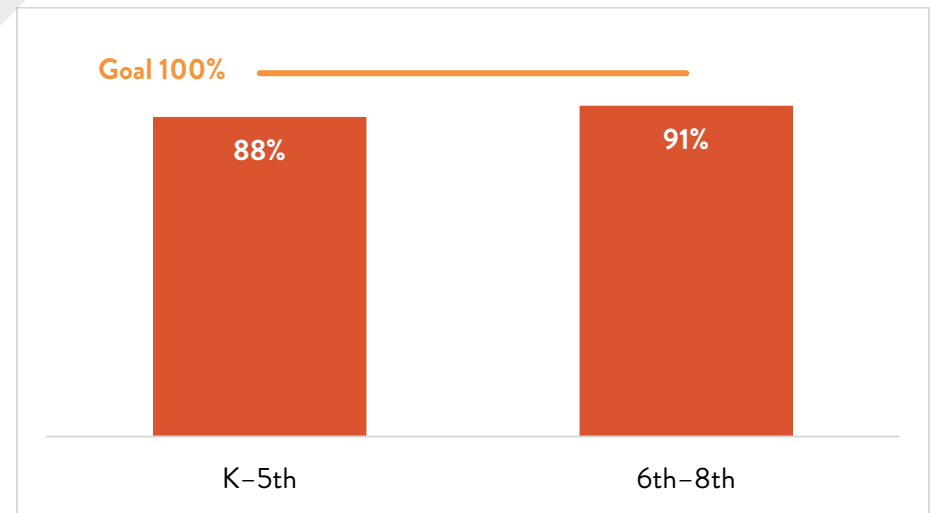
WRITING ASSESSMENT



MATH: STAR TEST



SPECIAL EDUCATION GOALS

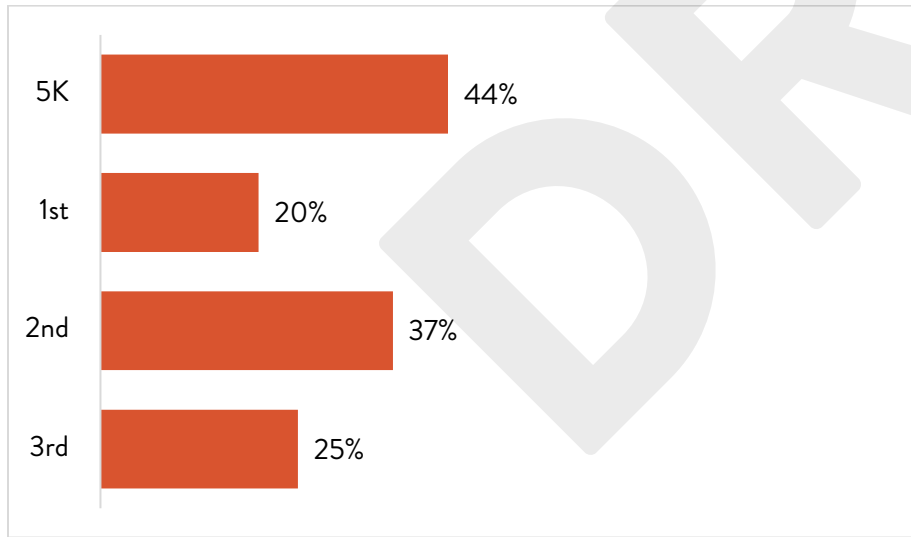
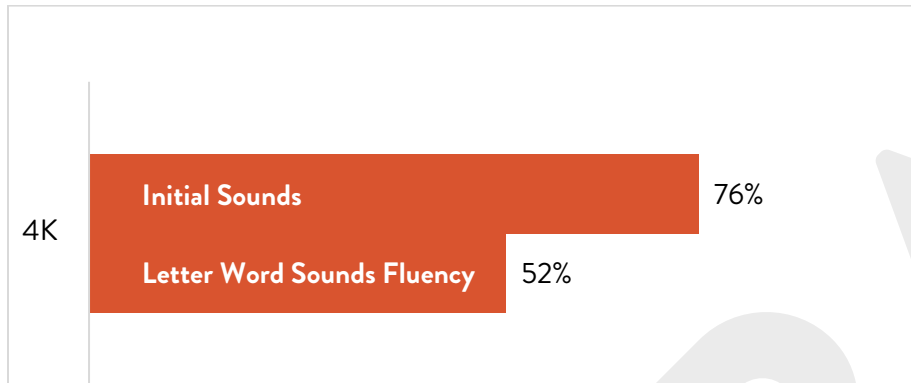


DOWNTOWN MONTESSORI ACADEMY

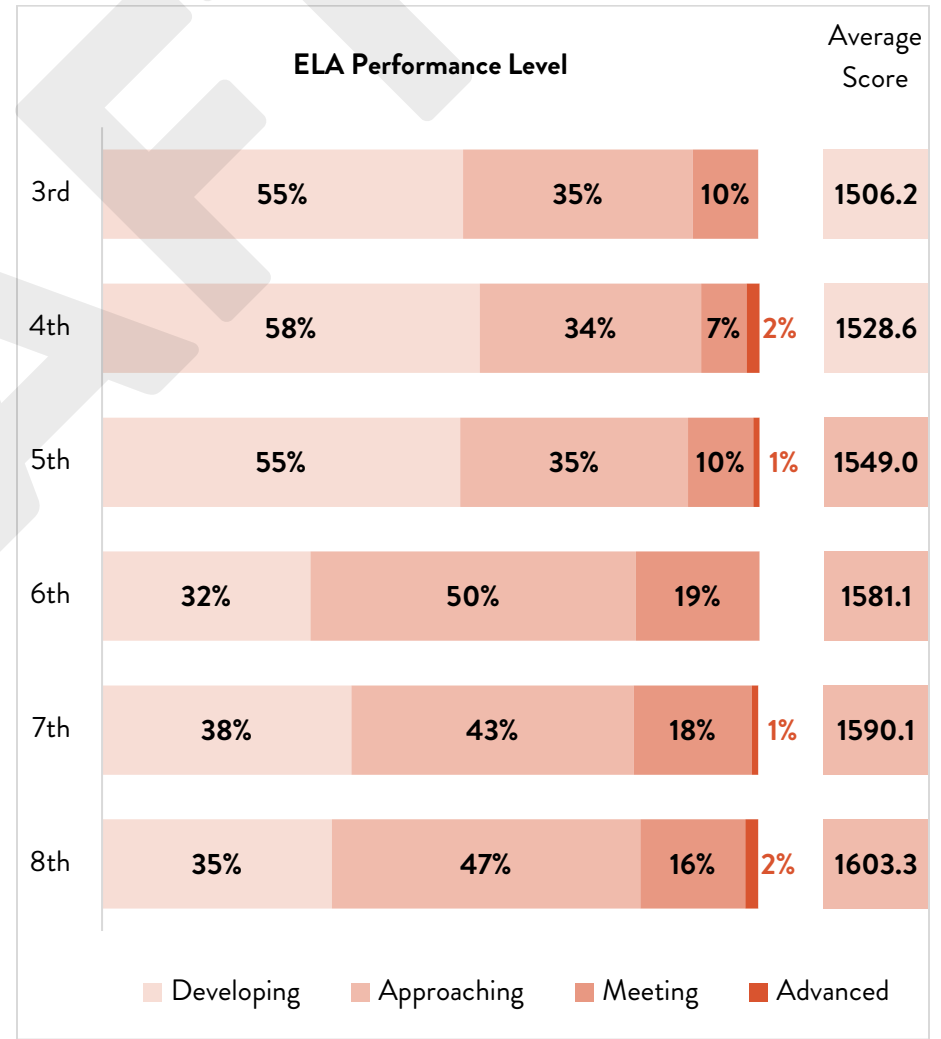
EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

AIMSWEBPLUS EARLY LITERACY ASSESSMENT

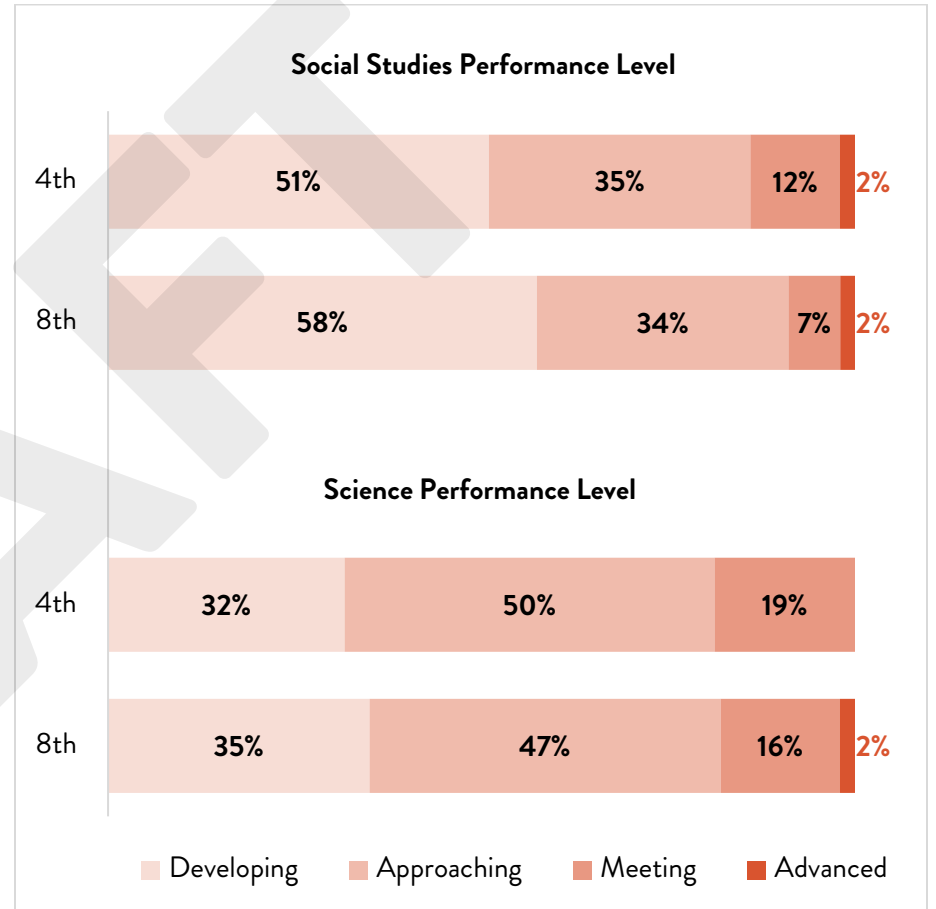
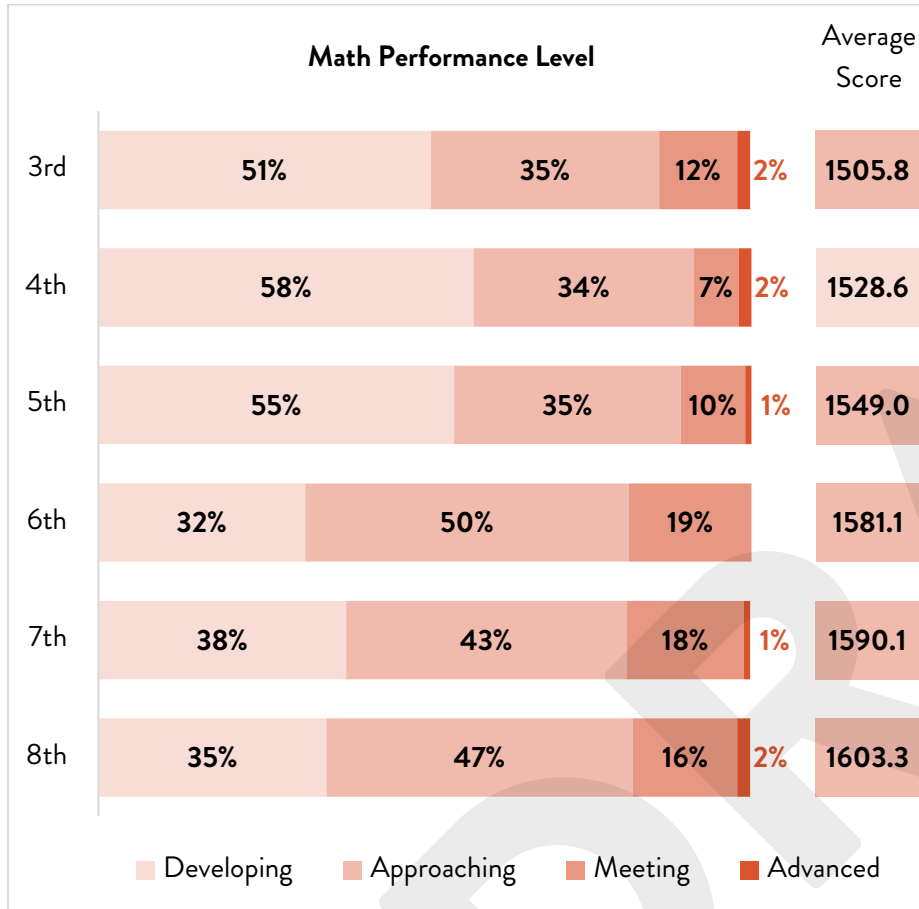
Students Meeting Benchmark



WISCONSIN FORWARD EXAMS



DOWNTOWN MONTESSORI ACADEMY



DOWNTOWN MONTESSORI ACADEMY

MULTIPLE-YEAR STUDENT PROGRESS

AIMESWEBPLUS

Because aimswebPlus was a new assessment administered in the 2024–25 school year, progress from last year could not be measured.

WISCONSIN FORWARD EXAM IN SPRING OF 2024

Students Developing or Approaching

Subject and Current Grade Level	Students Developing or Approaching	Students Progressed in 2025			
		Increased 1+ Level	Increased a Quartile	Overall Progress	
				N	%
ELA					
4th	70	12	7	19	27.1%
5th	72	17	14	31	43.1%
6th	67	18	11	29	43.3%
7th	62	13	10	23	37.1%
8th	73	22	9	31	42.5%
Total	344	82	51	133	38.7%
MATH					
4th	68	11	16	27	39.7%
5th	70	24	24	48	68.6%
6th	63	9	15	24	38.1%
7th	64	20	16	36	56.3%
8th	74	17	15	32	43.2%
Total	339	81	86	167	49.3%

Students Meeting or Advanced

Subject	Students Meeting or Advanced		% Maintaining
	2024	2025	
ELA	62	40	64.5%
Math	67	45	67.2%

Overall Student Progress

Subject and Current Grade-Level Range	Students	Overall Progress	
		n	%
ELA			
4th – 5th	161	61	37.9%
6th – 8th	245	112	45.7%
ELA Total	406	173	42.6%
Math			
4th – 5th	161	87	54.0%
6th – 8th	245	125	51.0%
Math Total	406	212	52.2%

DOWNTOWN MONTESSORI ACADEMY

CONTRACT COMPLIANCE CHART

Section	Education-Related Contract Provision	Page	Provision Met?
I, B	Description of educational program on school website	1	Met
I, V	Annual school calendar provided on school website	1	Met
I, C	Educational methods on school website	1	Met
I, D	Administration of Required Standardized Tests		
	4K – 8th grade	27–32	Met
	9th – 12th grade	32–35	Met
	Written annual plan for graduation	26	Met
	<i>Academic criterion 1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.</i>	18–26	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.	36	Met (64.5%)
	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.	36	Met (67.2%)
	2nd-grade students at or above summed score benchmark in reading (Star Early Literacy Assessment): At least 75.0% will remain at or above.	35	N/A; No data
	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. ⁹	38	Not met (45.3%)
	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.	38	Met (61.8%)
	<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.	36	Met (38.7%)
4th – 8th grade students developing/approaching expectation on the Forward Exam in Math the prior year: 35% will demonstrate progress.	36	Met (49.3%)	
I, E	Parental involvement.	7–8	Met
I, F	Instructional staff hold a DPI license or permit to teach.	4	Partially Met
I, I	Pupil database information, including information on students with special education needs.	11–13,	Met
		17–18	
I, K	Discipline procedures.	8–9	Met

⁹ This requirement meets academic criteria 2 and 3 for ninth and tenth graders.

DOWNTOWN MONTESSORI ACADEMY

SCORECARDS

5K 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%	20.0%	0.8
		2nd graders for two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 5th Grade	Forward Exam: % maintained meeting/advanced expectations or progressed ¹⁰	ELA	17.5	35.0%	37.9%	6.6
		Math	17.5		54.0%	9.5
Local Measures	% met reading	6.25	25.0%	58.6%	3.7	
	% met math	6.25		55.3%	3.5	
	% met writing	6.25		46.0%	2.9	
	% met special education*	6.25		88.3%	5.5	
Student Academic Achievement: 3rd – 5th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	9.5%	0.2
		Math	2.5		12.9%	0.3
Engagement	Student attendance rate	5.0	25.0%	87.8%	4.4	
	Student reenrollment*	5.0		88.3%	4.4	
	Student retention*	5.0		90.7%	4.5	
	Teacher retention rate*	5.0		95.5%	4.8	
	Teacher return rate*	5.0		89.1%	4.5	
TOTAL¹¹		94.0			55.6	
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					59.1%	

*Combined rate for all academies.

¹⁰ 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.

¹¹ Excludes points for measures for which performance could not be measured or reported this year.

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 ¹²	ELA	17.5	35.0%	45.7%	8.0
		Math	17.5		51.0%	8.9
Local Measures	% met reading	8.75	35.0%	70.9%	6.2	
	% met math	8.75		62.4%	5.5	
	% met writing	8.75		56.7%	5.0	
	% met special education*	8.75		88.3%	7.7	
Student Academic Achievement: 6th – 8th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	18.6%	0.5
		Math	2.5		16.9%	0.4
Engagement	Student attendance rate	5.0	25.0%	87.2%	4.4	
	Student reenrollment*	5.0		88.3%	4.4	
	Student retention*	5.0		90.7%	4.5	
	Teacher retention rate*	5.0		95.5%	4.8	
	Teacher return rate*	5.0		89.1%	4.5	
TOTAL		100.0			64.8	
MIDDLE SCHOOL SCORECARD PERCENTAGE					64.8%	

*Combined rate for all academies.

¹² 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.

RECOMMENDATIONS

ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

During the year, Milwaukee Academy of Science (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
<p>The leadership team will enhance the culture of collaborative learning and continuous improvement among staff members, ensuring student success and schoolwide excellence in reading, writing, and math and increasing proficiency levels of all students.</p>	<ul style="list-style-type: none"> • The school strengthened instructional coherence through increased collaboration across content areas and grade levels. Weekly meetings and cross-curricular planning time supported consistent instructional practices and alignment. Grade-level meetings also served as a space for student engagement with leadership and for identifying academic needs. • Curriculum implementation began with a strong foundation at the new campus. Regular Data Days enabled staff to analyze student performance, identify those in need of support, and implement targeted interventions. Professional development—guided by the Arc of the Year framework—focused on instructional priorities, effective data use, and instructional alignment. • At the district level, Data Days facilitated high-level analysis, and each school level developed quarterly protocols to act on findings. Collaboration across all levels supported data-informed instructional decisions and promoted continuous improvement.
<p>The leadership team will develop and implement strategies to enhance school culture, resulting in a more supportive environment for students, staff, and parents.</p>	<ul style="list-style-type: none"> • At the district level, weekly reports tracked removals, merits, demerits, and suspensions to inform behavioral interventions and guide support strategies. • A proactive approach was implemented through the Arc of the Year framework, emphasizing classroom environment, systems, and routines to foster safe, joyful, and predictable learning spaces. Teachers were trained to set a positive tone from the outset. • After winter break, a culture reset introduced a behavior matrix, consistent ClassDojo use, weekly parent newsletters, and reinforcement of PRIDE values: perseverance, responsibility, integrity, dignity, and empathy. • Middle-school leaders conducted weekly co-observations, celebrated students through shout-outs, and promoted engagement with daily announcements and Friday raffles. Nova Tickets rewarded positive behaviors, such as self-care. • At the high school, a culture of academic excellence was promoted. Students earning a 3.5 grade-point average or higher were recognized, and strong habits were tied to achievement. Apprenticeship interviews supported career readiness. Increased use of email improved communication on grades and tutoring, and students actively monitored their academic data and aligned behaviors.

DOWNTOWN MONTESSORI ACADEMY




Recommendation	Response
<p>There will be a continued focus on students’ social emotional learning needs, specifically on reducing student removal from the classroom and minimizing suspensions.</p>	<ul style="list-style-type: none"> • The school approached social-emotional learning (SEL) as a long-term, systems-level strategy that included both immediate interventions and developmental components. At the elementary and junior academy levels, SEL was embedded into the daily routine through structured morning check-ins, allowing educators to assess student well-being, anticipate potential behavioral challenges, and coordinate proactive support. This consistent practice contributed to a measurable reduction in behavioral removals and suspensions, particularly in kindergarten through second grade, signaling early success. • At the secondary level, efforts focused on building adult capacity to engage students in one-on-one mentoring during structured time, such as “nation building,” and incorporating independent academic platforms like IXL to support these interactions. Additionally, a restorative justice and communication course was launched in partnership with community organizations. This course equipped a diverse group of students with skills in peer mediation, circle keeping, and restorative practices. The program not only influenced how students approached conflict resolution but also provided a pathway to careers in social work, justice, and community leadership.
<p>The leadership team will continue to use the Arc of the Year teacher coaching model to improve staff daily practices and academic achievement, with an emphasis on improving the classroom environment and rigor, providing ongoing student feedback, and encouraging critical thinking.</p>	<ul style="list-style-type: none"> • Teacher coaching efforts began with regular check-ins, coaching meetings, and consultation with Doug McCurry, who provided targeted feedback and next steps. Coaching sessions, totaling one to three hours per week, focused on implementing the Arc of the Year, with an emphasis on classroom environment and instructional rigor. • Consultations included visits across academies to observe practice coaching sessions and align observation practices. The team worked to ensure the Arc framework—particularly the Think Arc—was embedded consistently across classrooms. • Monthly professional development sessions for all staff were aligned to specific components of the Arc, reinforcing implementation with fidelity and coherence across the school year. • Evident Change recommends that MAS continue a focused school improvement plan for the 2025–26 school year with the following activities. • 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.

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.

ESCUELA VERDE

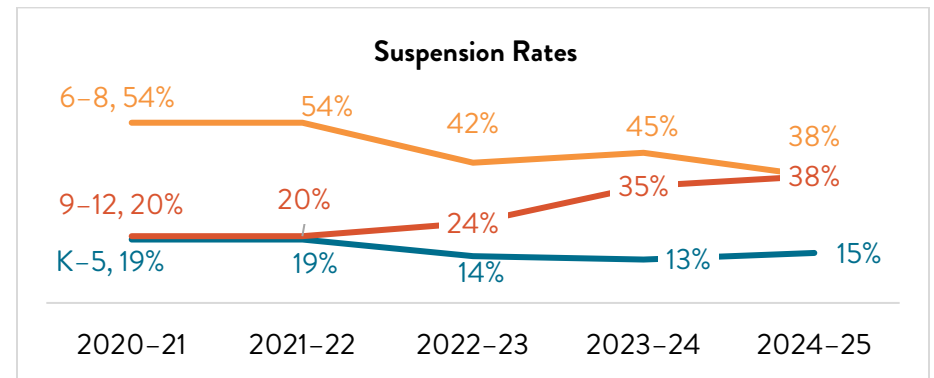
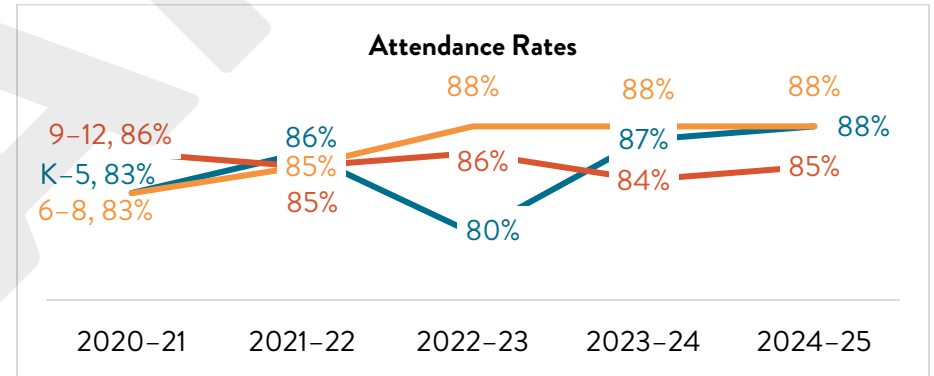
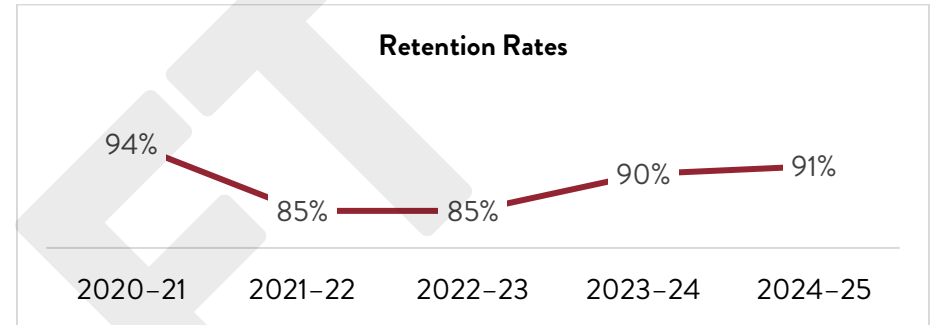
“Escuela Verde’s vision is to “cultivate a community that is participatory, just, sustainable, and peaceful.” The school’s mission states that staff and students live their vision through graduating reflective high school students prepared to live happy, healthy, meaningful lives; collaborating with 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.

 628 W. Pierce St., Milwaukee, WI 53215
 (414) 988-7960
 https://escuelaverde.org/

Chief Executive Officer	Anthony McHenry
Chief Academic Officer	Lita Mallett, EdD

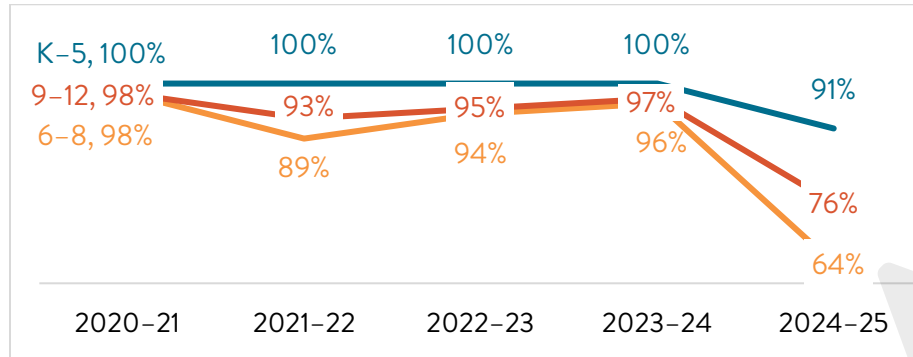
STUDENTS

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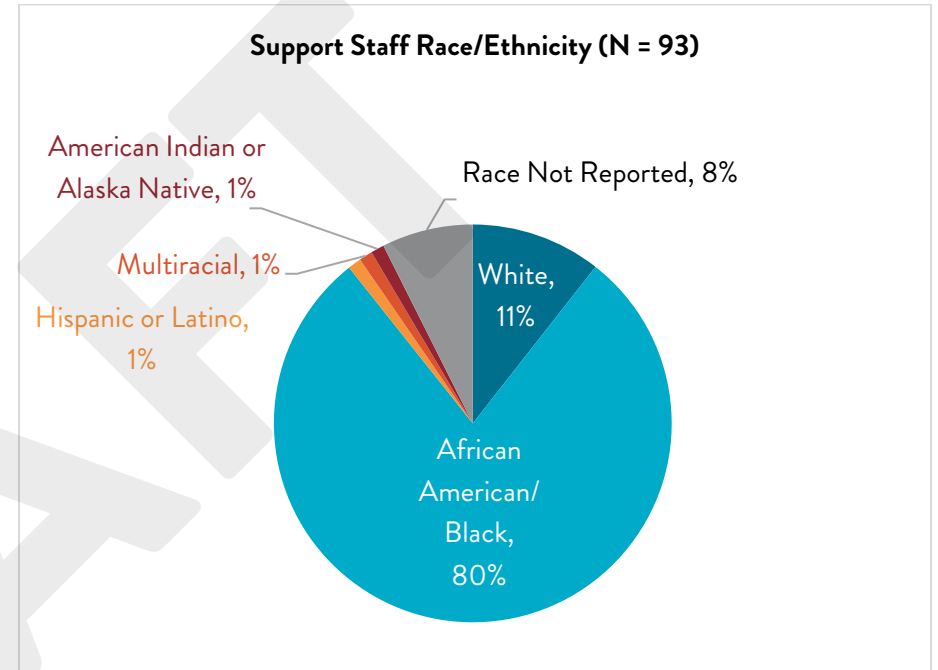
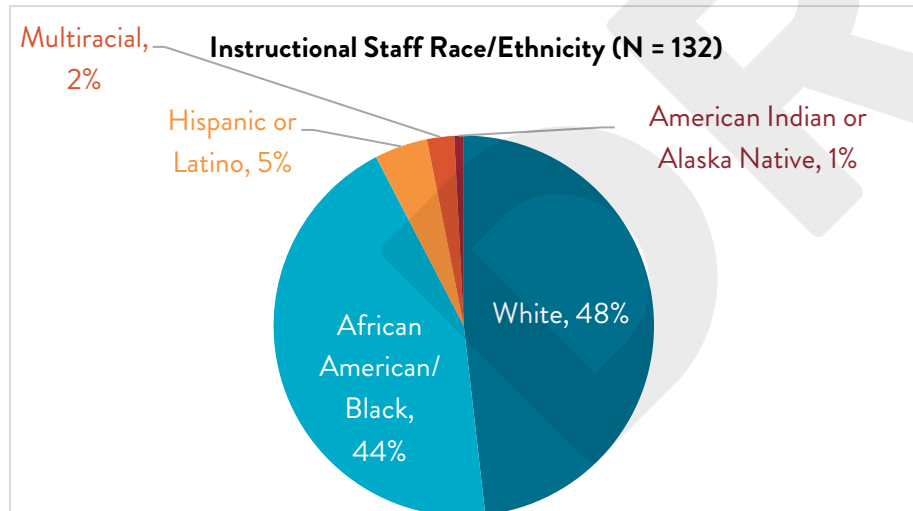
ESCUELA VERDE

PARENT-TEACHER CONFERENCE PARTICIPATION RATES

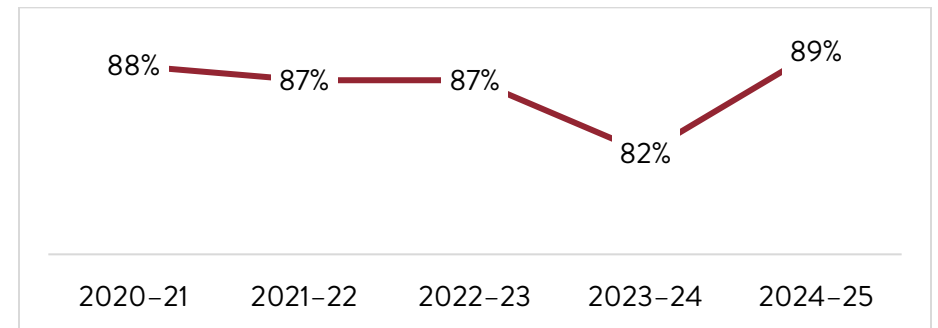


STAFF

DEMOGRAPHICS¹³



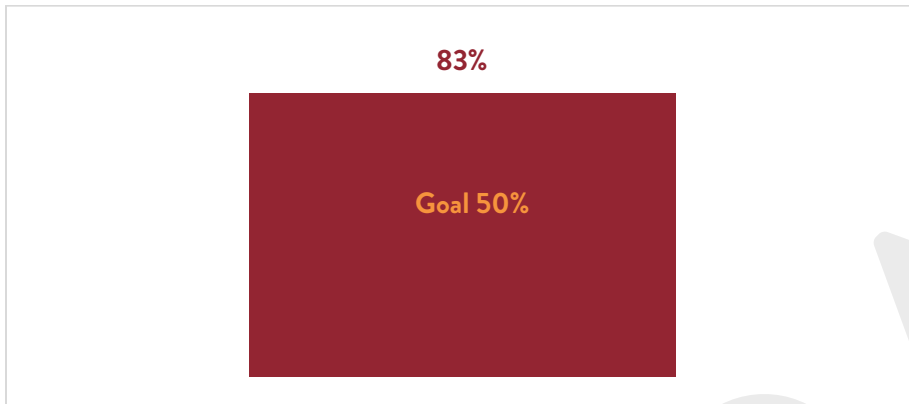
INSTRUCTIONAL STAFF RETENTION RATES



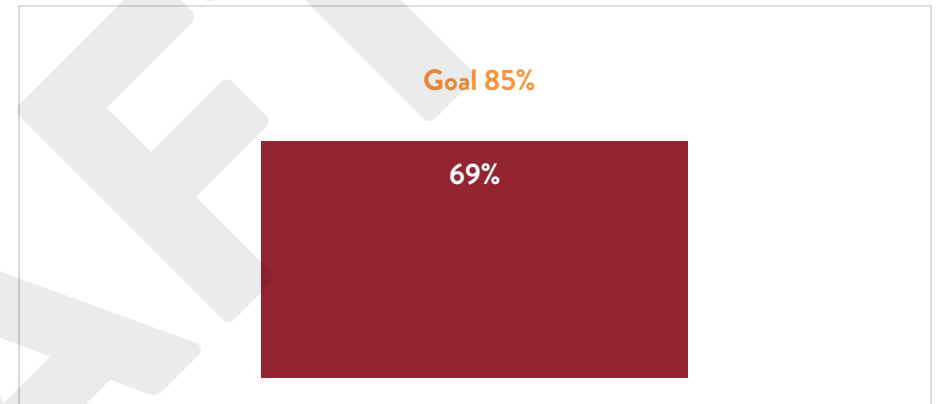
¹³ Race/ethnicity categories in this report reflect those reported by the school.

LOCAL MEASURES OF EDUCATIONAL GROWTH: PERCENTAGE MEETING EXPECTATIONS

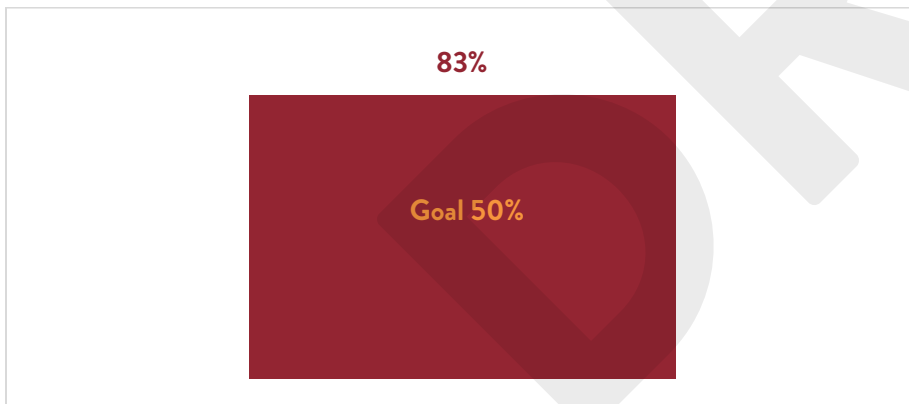
READING: STAR TEST



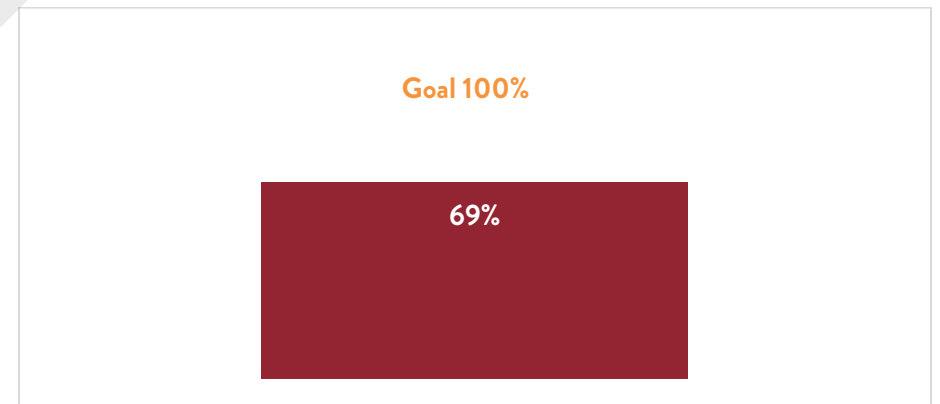
WRITING ASSESSMENT



MATH: STAR TEST



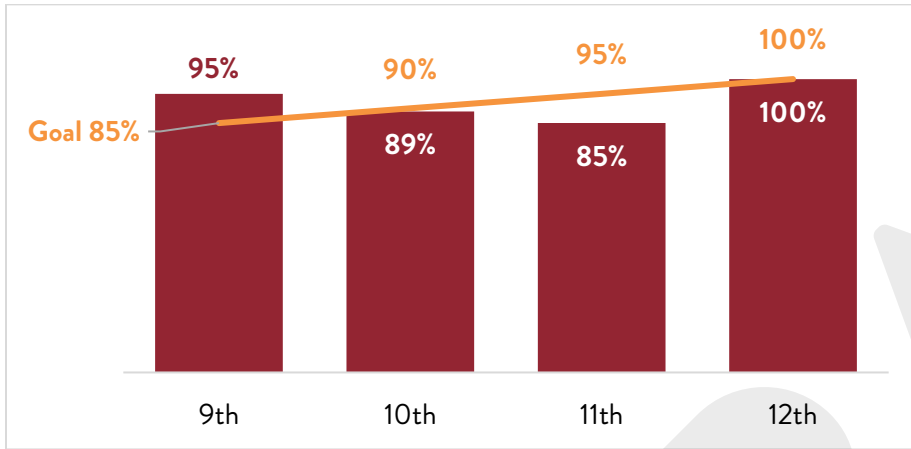
SPECIAL EDUCATION GOALS



ESCUELA VERDE

HIGH SCHOOL GRADUATION

Promoted/Graduated



Graduation Plans

Progress Measure	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	80.8%
Need to enroll in credit recovery activities	19.2%

Postsecondary Scholarship Attainment



Total scholarships earned by graduating students:
\$4.8 MILLION



EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

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

9th and 10th Graders at or Above Benchmark

Subtest	9th (N = 118)		10th (N = 95)	
	n	%	n	%
English	11	9.3%	4	4.2

Subtest	9th (N = 118)		10th (N = 95)	
	n	%	n	%
Math	2	1.7%	2	2.1
Reading	12	10.2%	4	4.2
Science	2	1.7%	1	1.1
Composite	6	5.1%	0	0.0

PreACT Secure and Act Average Scores by Grade Level

9th	10th	11th	12th
12.7	12.9	14.7	15.1

MULTIPLE-YEAR STUDENT PROGRESS

ACT GROWTH FOR TENTH AND ELEVENTH GRADERS

Current Grade Level	Students	Demonstrated Progress	
		n	%
10th	86	39	45.3%
11th	68	42	61.8%

CONTRACT COMPLIANCE CHART

Section	Education-Related Contract Provision	Page	Provision Met?
I, B	Description of educational program on school website	1	Met
I, V	Annual school calendar provided on school website	1	Met
I, C	Educational methods on school website	1	Met
I, D	Administration of Required Standardized Tests		
	4K – 8th grade	27–32	Met
	9th – 12th grade	32–35	Met
	Written annual plan for graduation	26	Met
	<i>Academic criterion 1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.</i>	18–26	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.	36	Met (64.5%)
	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.	36	Met (67.2%)
	2nd-grade students at or above summed score benchmark in reading (Star Early Literacy Assessment): At least 75.0% will remain at or above.	35	N/A; No data
	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. ¹⁴	38	Not met (45.3%)
	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.	38	Met (61.8%)
	<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.	36	Met (38.7%)
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I, E	Parental involvement.	7–8	Met
I, F	Instructional staff hold a DPI license or permit to teach.	4	Partially Met
I, I	Pupil database information, including information on students with special education needs.	11–13, 17–18	Met
I, K	Discipline procedures.	8–9	Met

¹⁴ This requirement meets academic criteria 2 and 3 for ninth and tenth graders.

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%	45.3%	3.4
		PreACT to ACT—11th graders	7.5		61.8%	4.6
9th – 10th Grade	Adequate credits to move up a grade	7.5	94.9%		7.1	
10th – 11th Grade		7.5	89.1%		6.7	
12th Grade		5.0	86.6%		4.3	
Postsecondary Readiness: 12th Grade	Postsecondary acceptance for graduates ¹⁵	15.0	15.0%	100.0%	15.0	
Local Measures	% met reading	5.0	20.0%	51.6%	2.6	
	% met math	5.0		59.7%	3.0	
	% met writing	5.0		68.5%	3.4	
	% met special education†	5.0		88.3%	4.4	
Student Academic Achievement: 9th and 10th Grades	PreACT Secure: % of students at or above benchmark	English	5.0%	7.0%	0.2	
		Math		1.9%	0.05	
Engagement	Student attendance	5.0	25.0%	85.1%	4.3	
	Student reenrollment†	5.0		88.3%	4.4	
	Student retention†	5.0		90.7%	4.5	
	Teacher retention rate†	5.0		95.5%	4.8	
	Teacher return rate†	5.0		89.1%	4.5	
TOTAL		100.0			77.25	
HIGH SCHOOL SCORECARD PERCENTAGE					77.3%	

*Based on 2023–24 four-year rate, the most recent available at the time of this report.

†Combined rate for all academies.

¹⁵ 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.

RECOMMENDATIONS

ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

During the year, Milwaukee Academy of Science (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
<p>The leadership team will enhance the culture of collaborative learning and continuous improvement among staff members, ensuring student success and schoolwide excellence in reading, writing, and math and increasing proficiency levels of all students.</p>	<ul style="list-style-type: none"> • The school strengthened instructional coherence through increased collaboration across content areas and grade levels. Weekly meetings and cross-curricular planning time supported consistent instructional practices and alignment. Grade-level meetings also served as a space for student engagement with leadership and for identifying academic needs. • Curriculum implementation began with a strong foundation at the new campus. Regular Data Days enabled staff to analyze student performance, identify those in need of support, and implement targeted interventions. Professional development—guided by the Arc of the Year framework—focused on instructional priorities, effective data use, and instructional alignment. • At the district level, Data Days facilitated high-level analysis, and each school level developed quarterly protocols to act on findings. Collaboration across all levels supported data-informed instructional decisions and promoted continuous improvement.
<p>The leadership team will develop and implement strategies to enhance school culture, resulting in a more supportive environment for students, staff, and parents.</p>	<ul style="list-style-type: none"> • At the district level, weekly reports tracked removals, merits, demerits, and suspensions to inform behavioral interventions and guide support strategies. • A proactive approach was implemented through the Arc of the Year framework, emphasizing classroom environment, systems, and routines to foster safe, joyful, and predictable learning spaces. Teachers were trained to set a positive tone from the outset. • After winter break, a culture reset introduced a behavior matrix, consistent ClassDojo use, weekly parent newsletters, and reinforcement of PRIDE values: perseverance, responsibility, integrity, dignity, and empathy. • Middle-school leaders conducted weekly co-observations, celebrated students through shout-outs, and promoted engagement with daily announcements and Friday raffles. Nova Tickets rewarded positive behaviors, such as self-care. • At the high school, a culture of academic excellence was promoted. Students earning a 3.5 grade-point average or higher were recognized, and strong habits were tied to achievement. Apprenticeship interviews supported career readiness. Increased use of email improved communication on grades and tutoring, and students actively monitored their academic data and aligned behaviors.

ESCUELA VERDE

Recommendation	Response
<p>There will be a continued focus on students’ social emotional learning needs, specifically on reducing student removal from the classroom and minimizing suspensions.</p>	<ul style="list-style-type: none"> • The school approached social-emotional learning (SEL) as a long-term, systems-level strategy that included both immediate interventions and developmental components. At the elementary and junior academy levels, SEL was embedded into the daily routine through structured morning check-ins, allowing educators to assess student well-being, anticipate potential behavioral challenges, and coordinate proactive support. This consistent practice contributed to a measurable reduction in behavioral removals and suspensions, particularly in kindergarten through second grade, signaling early success. • At the secondary level, efforts focused on building adult capacity to engage students in one-on-one mentoring during structured time, such as “nation building,” and incorporating independent academic platforms like IXL to support these interactions. Additionally, a restorative justice and communication course was launched in partnership with community organizations. This course equipped a diverse group of students with skills in peer mediation, circle keeping, and restorative practices. The program not only influenced how students approached conflict resolution but also provided a pathway to careers in social work, justice, and community leadership.
<p>The leadership team will continue to use the Arc of the Year teacher coaching model to improve staff daily practices and academic achievement, with an emphasis on improving the classroom environment and rigor, providing ongoing student feedback, and encouraging critical thinking.</p>	<ul style="list-style-type: none"> • Teacher coaching efforts began with regular check-ins, coaching meetings, and consultation with Doug McCurry, who provided targeted feedback and next steps. Coaching sessions, totaling one to three hours per week, focused on implementing the Arc of the Year, with an emphasis on classroom environment and instructional rigor. • Consultations included visits across academies to observe practice coaching sessions and align observation practices. The team worked to ensure the Arc framework—particularly the Think Arc—was embedded consistently across classrooms. • Monthly professional development sessions for all staff were aligned to specific components of the Arc, reinforcing implementation with fidelity and coherence across the school year. • 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 additional layer of instructional and cultural support.

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 ACADEMY OF SCIENCE



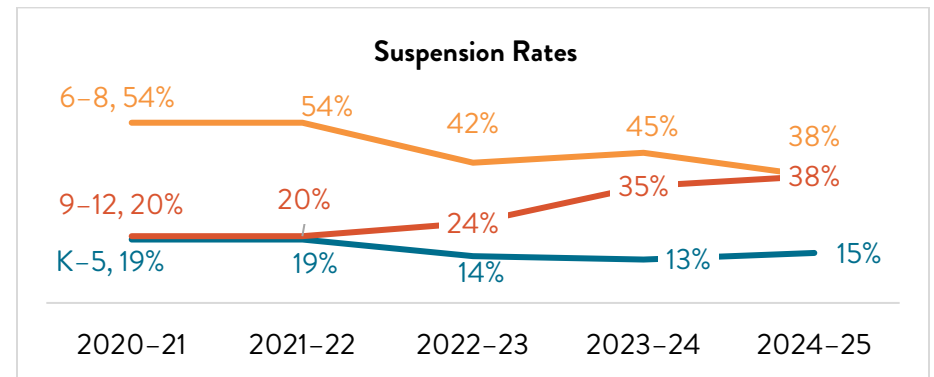
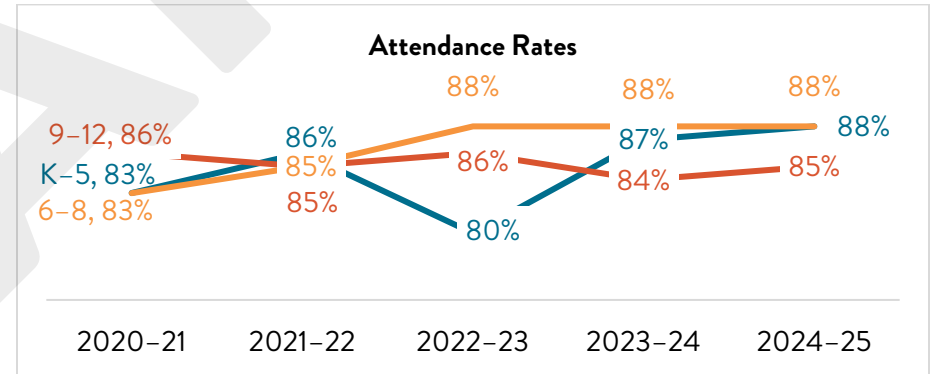
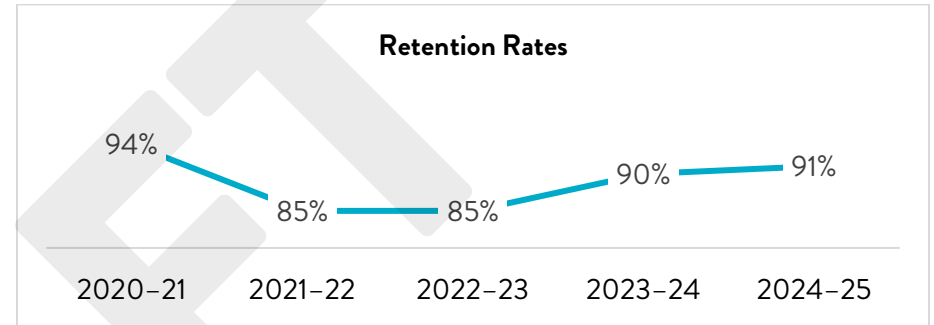
The mission of the Milwaukee Academy of Science, an exemplary leader in STEM education, is to graduate urban students prepared to compete successfully at the postsecondary level.

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

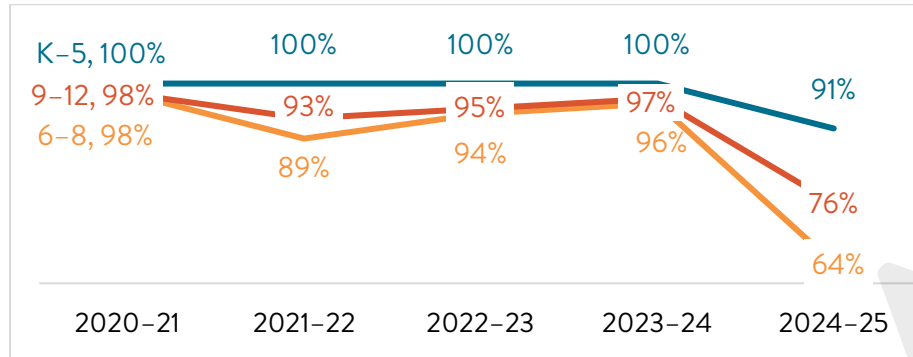
Chief Executive Officer	Anthony McHenry
Chief Academic Officer	Lita Mallett, EdD
Principal, Kindergarten Through Fifth Grade	Main Campus Staci Gruse
	24th Street Campus Morgan Woods
Interim Principal, Sixth Through Eighth Grade	Jocelyn White
Principal, Ninth Through Twelfth Grade	Judith Parker Brown

STUDENTS

Demographics (N = 1575)	%
Black or African American	93.8%
American Indian or Alaska Native	0.7%
Asian/Pacific Islander	0.3%
White	0.4%
Multiple Races/Ethnicities	4.8%
Special Education	12.2%
Free/Reduced Lunch	96.6%
English Language Learners	0.4%

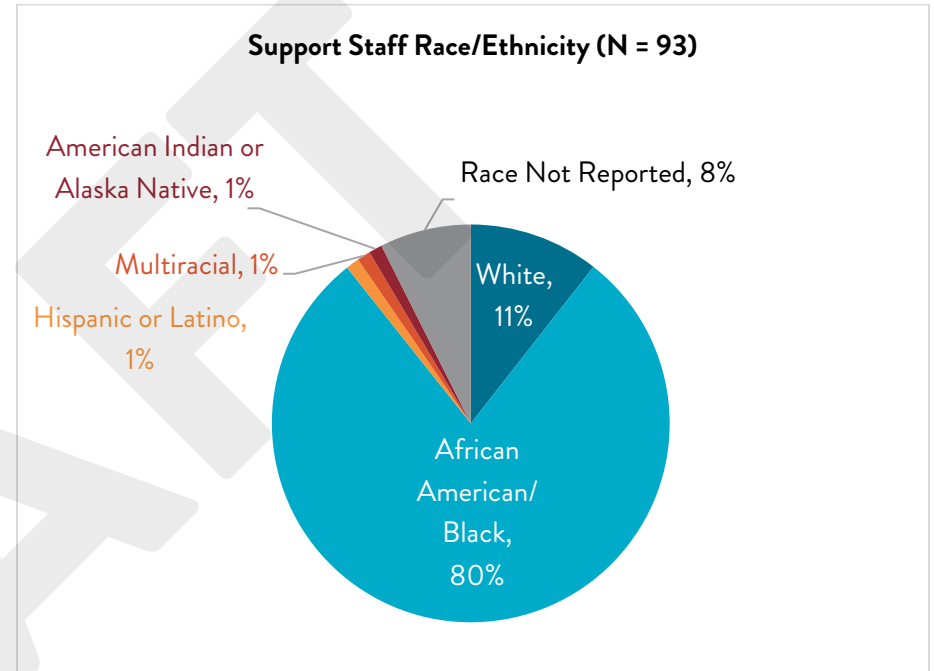
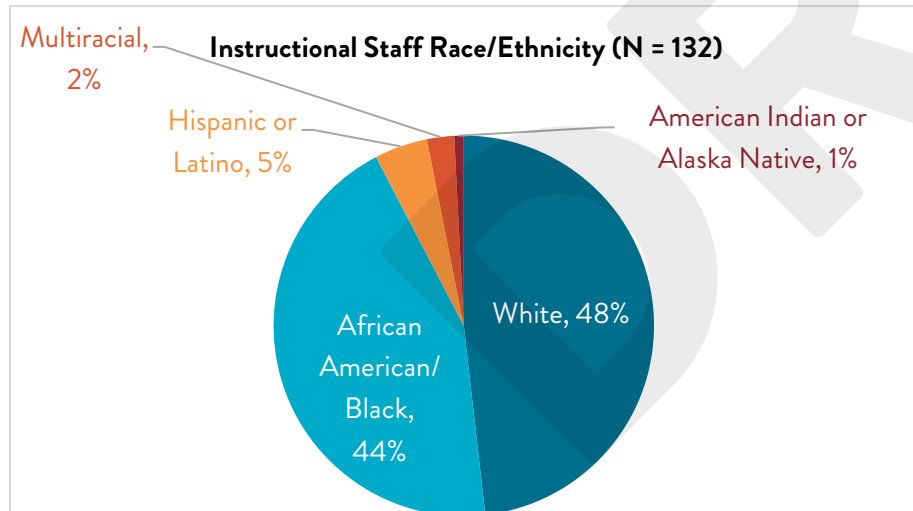


PARENT-TEACHER CONFERENCE PARTICIPATION RATES

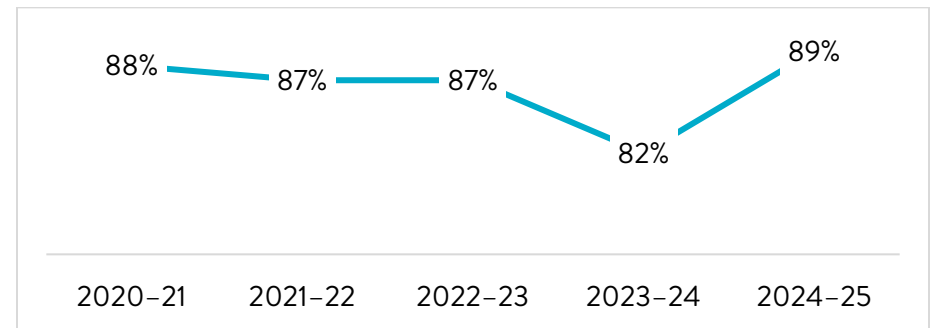


STAFF

DEMOGRAPHICS¹⁶



INSTRUCTIONAL STAFF RETENTION RATES

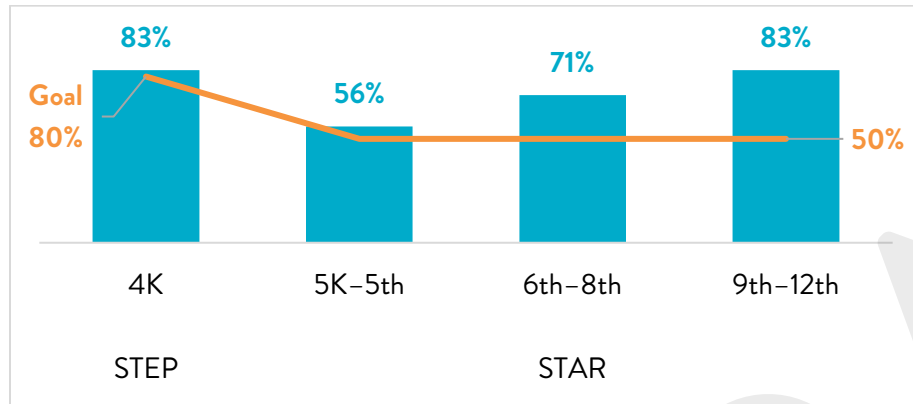


¹⁶ Race/ethnicity categories in this report reflect those reported by the school.

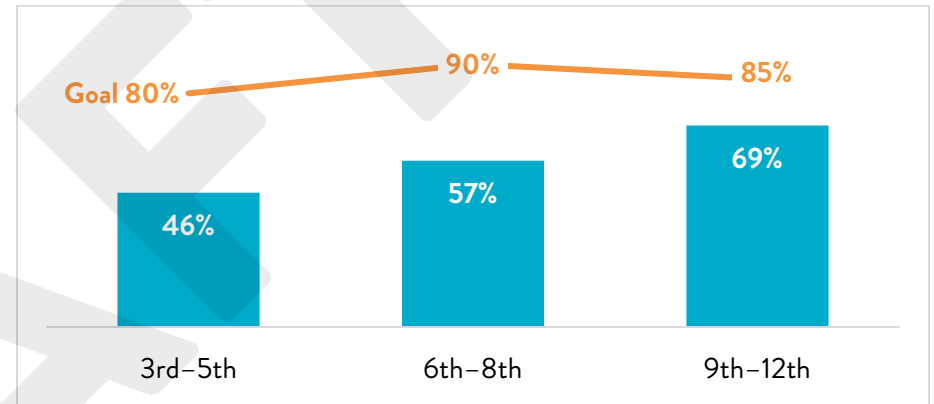
MILWAUKEE ACADEMY OF SCIENCE

LOCAL MEASURES OF EDUCATIONAL GROWTH: PERCENTAGE MEETING EXPECTATIONS

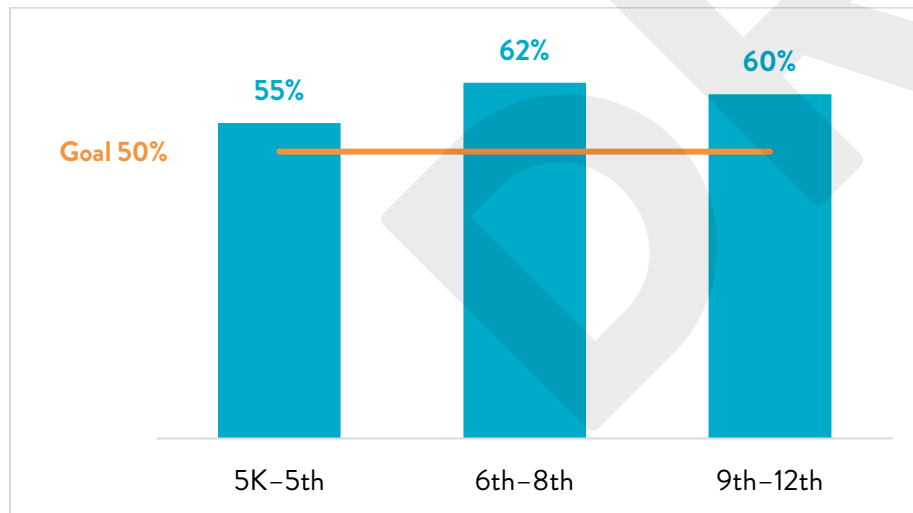
READING: STEP AND STAR TESTS



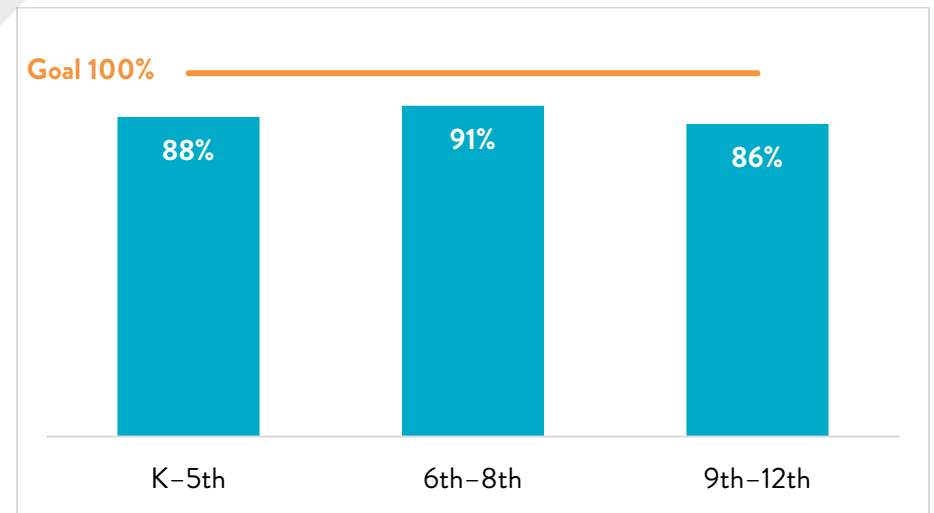
WRITING ASSESSMENT



MATH: STAR TEST



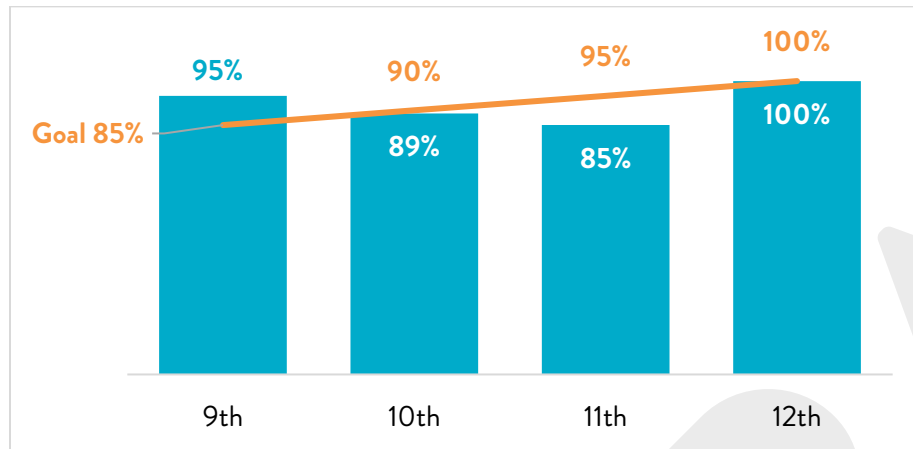
SPECIAL EDUCATION GOALS



MILWAUKEE ACADEMY OF SCIENCE

HIGH SCHOOL GRADUATION

Promoted/Graduated



Graduation Plans

Progress Measure	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	80.8%
Need to enroll in credit recovery activities	19.2%

Postsecondary Scholarship Attainment



Total scholarships earned by graduating students:
\$4.8 MILLION

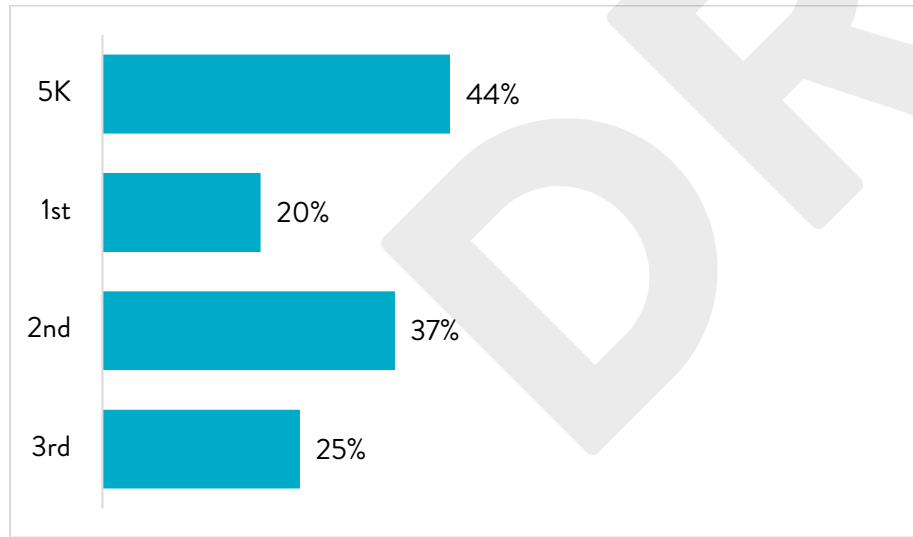
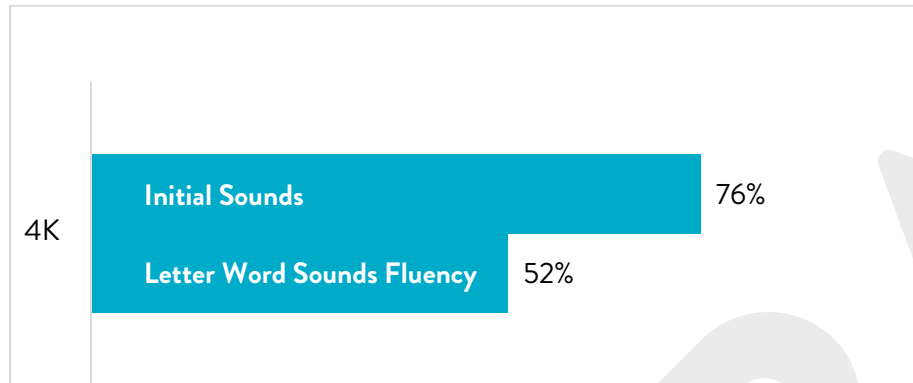


MILWAUKEE ACADEMY OF SCIENCE

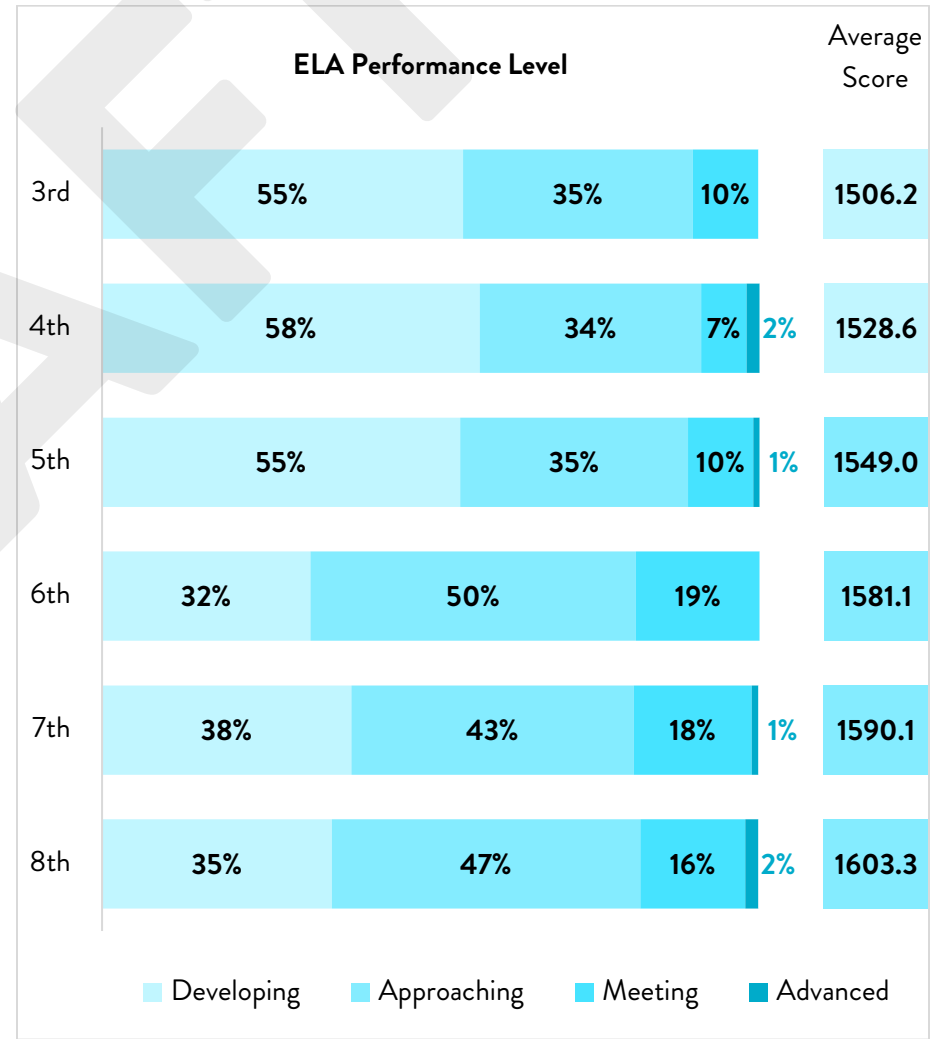
EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

AIMSWEBPLUS EARLY LITERACY ASSESSMENT

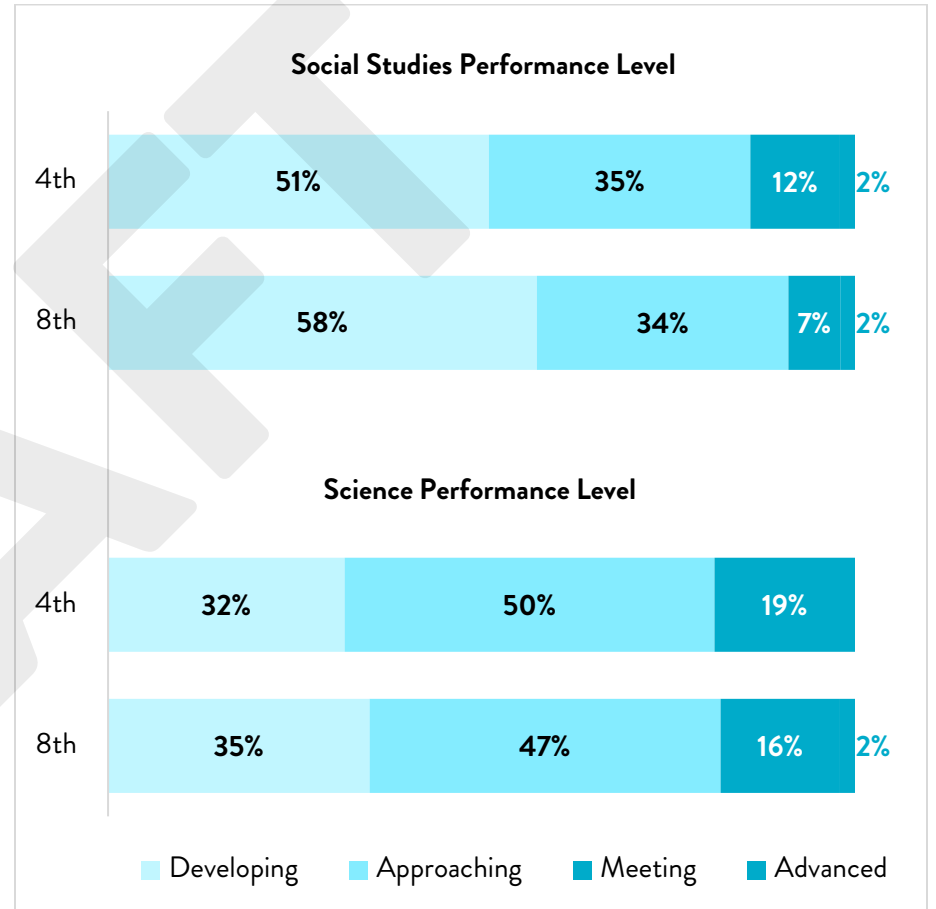
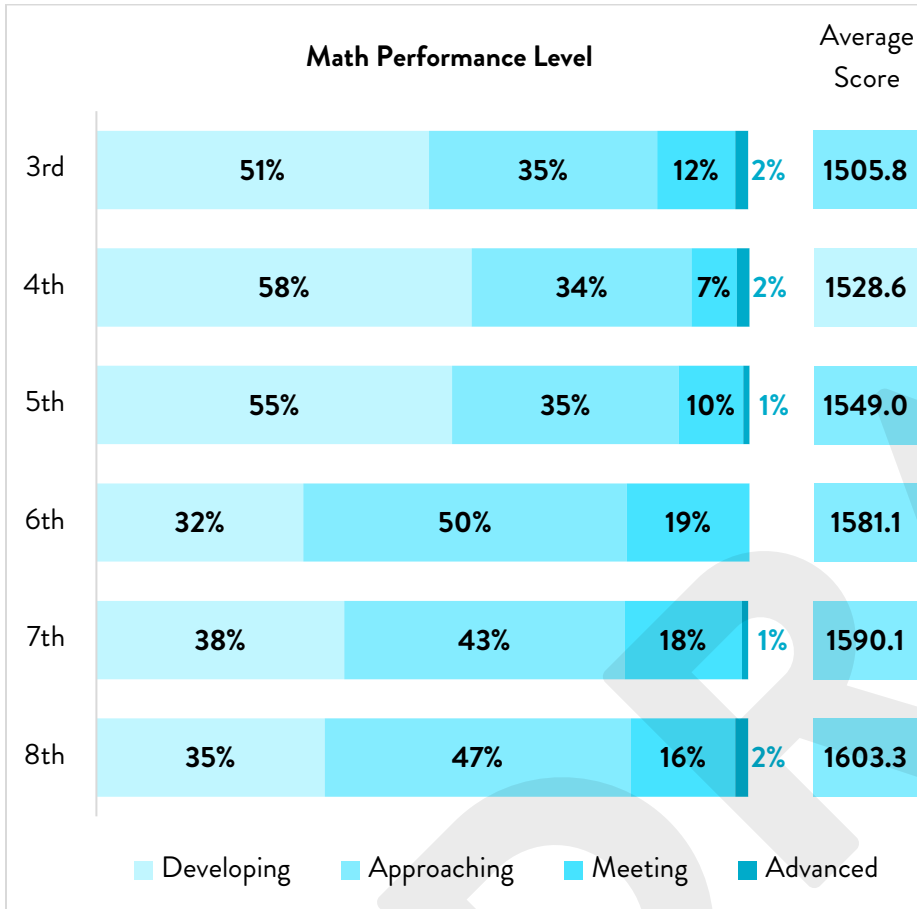
Students Meeting Benchmark



WISCONSIN FORWARD EXAMS



MILWAUKEE ACADEMY OF SCIENCE



MILWAUKEE ACADEMY OF SCIENCE

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

9th and 10th Graders at or Above Benchmark

Subtest	9th (N = 118)		10th (N = 95)	
	n	%	n	%
English	11	9.3%	4	4.2
Math	2	1.7%	2	2.1
Reading	12	10.2%	4	4.2
Science	2	1.7%	1	1.1
Composite	6	5.1%	0	0.0

PreACT Secure and Act Average Scores by Grade Level

9th	10th	11th	12th
12.7	12.9	14.7	15.1



MILWAUKEE ACADEMY OF SCIENCE

MULTIPLE-YEAR STUDENT PROGRESS

AIMESWEBPLUS

Because aimswebPlus was a new assessment administered in the 2024–25 school year, progress from last year could not be measured.

WISCONSIN FORWARD EXAM IN SPRING OF 2024

Students Developing or Approaching

Subject and Current Grade Level	Students Developing or Approaching	Students Progressed in 2025			
		Increased 1+ Level	Increased a Quartile	Overall Progress	
				N	%
ELA					
4th	70	12	7	19	27.1%
5th	72	17	14	31	43.1%
6th	67	18	11	29	43.3%
7th	62	13	10	23	37.1%
8th	73	22	9	31	42.5%
Total	344	82	51	133	38.7%
MATH					
4th	68	11	16	27	39.7%
5th	70	24	24	48	68.6%
6th	63	9	15	24	38.1%
7th	64	20	16	36	56.3%
8th	74	17	15	32	43.2%
Total	339	81	86	167	49.3%

Students Meeting or Advanced

Subject	Students Meeting or Advanced		% Maintaining
	2024	2025	
ELA	62	40	64.5%
Math	67	45	67.2%

Overall Student Progress

Subject and Current Grade-Level Range	Students	Overall Progress	
		n	%
ELA			
4th – 5th	161	61	37.9%
6th – 8th	245	112	45.7%
ELA Total	406	173	42.6%
Math			
4th – 5th	161	87	54.0%
6th – 8th	245	125	51.0%
Math Total	406	212	52.2%

ACT GROWTH FOR TENTH AND ELEVENTH GRADERS

Current Grade Level	Students	Demonstrated Progress	
		n	%
10th	86	39	45.3%
11th	68	42	61.8%

MILWAUKEE ACADEMY OF SCIENCE

CONTRACT COMPLIANCE CHART

Section	Education-Related Contract Provision	Page	Provision Met?
I, B	Description of educational program on school website	1	Met
I, V	Annual school calendar provided on school website	1	Met
I, C	Educational methods on school website	1	Met
I, D	Administration of Required Standardized Tests		
	4K – 8th grade	27–32	Met
	9th – 12th grade	32–35	Met
	Written annual plan for graduation	26	Met
	<i>Academic criterion 1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.</i>	18–26	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.	36	Met (64.5%)
	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.	36	Met (67.2%)
	2nd-grade students at or above summed score benchmark in reading (Star Early Literacy Assessment): At least 75.0% will remain at or above.	35	N/A; No data
	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. ¹⁷	38	Not met (45.3%)
	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.	38	Met (61.8%)
	<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.	36	Met (38.7%)
4th – 8th grade students developing/approaching expectation on the Forward Exam in Math the prior year: 35% will demonstrate progress.	36	Met (49.3%)	
I, E	Parental involvement.	7–8	Met
I, F	Instructional staff hold a DPI license or permit to teach.	4	Partially Met
I, I	Pupil database information, including information on students with special education needs.	11–13,	Met
		17–18	
I, K	Discipline procedures.	8–9	Met

¹⁷ This requirement meets academic criteria 2 and 3 for ninth and tenth graders.

MILWAUKEE ACADEMY OF SCIENCE

SCORECARDS

5K 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%	20.0%	0.8
		2nd graders for two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 5th Grade	Forward Exam: % maintained meeting/advanced expectations or progressed ¹⁸	ELA	17.5	35.0%	37.9%	6.6
		Math	17.5		54.0%	9.5
Local Measures	% met reading	6.25	25.0%	58.6%	3.7	
	% met math	6.25		55.3%	3.5	
	% met writing	6.25		46.0%	2.9	
	% met special education*	6.25		88.3%	5.5	
Student Academic Achievement: 3rd – 5th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	9.5%	0.2
		Math	2.5		12.9%	0.3
Engagement	Student attendance rate	5.0	25.0%	87.8%	4.4	
	Student reenrollment*	5.0		88.3%	4.4	
	Student retention*	5.0		90.7%	4.5	
	Teacher retention rate*	5.0		95.5%	4.8	
	Teacher return rate*	5.0		89.1%	4.5	
TOTAL¹⁹		94.0			55.6	
ELEMENTARY SCHOOL SCORECARD PERCENTAGE					59.1%	

*Combined rate for all academies.

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 performance level for their grade level.

¹⁹ Excludes points for measures for which performance could not be measured or reported this year.

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 ²⁰	ELA	17.5	35.0%	45.7%	8.0
		Math	17.5		51.0%	8.9
Local Measures	% met reading	8.75	35.0%	70.9%	6.2	
	% met math	8.75		62.4%	5.5	
	% met writing	8.75		56.7%	5.0	
	% met special education*	8.75		88.3%	7.7	
Student Academic Achievement: 6th – 8th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	18.6%	0.5
		Math	2.5		16.9%	0.4
Engagement	Student attendance rate	5.0	25.0%	87.2%	4.4	
	Student reenrollment*	5.0		88.3%	4.4	
	Student retention*	5.0		90.7%	4.5	
	Teacher retention rate*	5.0		95.5%	4.8	
	Teacher return rate*	5.0		89.1%	4.5	
TOTAL		100.0			64.8	
MIDDLE SCHOOL SCORECARD PERCENTAGE					64.8%	

*Combined rate for all academies.

²⁰ 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%	45.3%	3.4
		PreACT to ACT—11th graders	7.5		61.8%	4.6
9th – 10th Grade	Adequate credits to move up a grade		7.5		94.9%	7.1
10th – 11th Grade			7.5		89.1%	6.7
12th Grade	Graduation rate (DPI)*		5.0			86.6%
Postsecondary Readiness: 12th Grade	Postsecondary acceptance for graduates ²¹		15.0	15.0%	100.0%	15.0
Local Measures	% met reading		5.0	20.0%	51.6%	2.6
	% met math		5.0		59.7%	3.0
	% met writing		5.0		68.5%	3.4
	% met special education†		5.0		88.3%	4.4
Student Academic Achievement: 9th and 10th Grades	PreACT Secure: % of students at or above benchmark	English	2.5	5.0%	7.0%	0.2
		Math	2.5		1.9%	0.05
Engagement	Student attendance		5.0	25.0%	85.1%	4.3
	Student reenrollment†		5.0		88.3%	4.4
	Student retention†		5.0		90.7%	4.5
	Teacher retention rate†		5.0		95.5%	4.8
	Teacher return rate†		5.0		89.1%	4.5
TOTAL			100.0			77.25
HIGH SCHOOL SCORECARD PERCENTAGE						77.3%

*Based on 2023–24 four-year rate, the most recent available at the time of this report.

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²¹ 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.

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<p>The leadership team will continue to use the Arc of the Year teacher coaching model to improve staff daily practices and academic achievement, with an emphasis on improving the classroom environment and rigor, providing ongoing student feedback, and encouraging critical thinking.</p>	<ul style="list-style-type: none"> • Teacher coaching efforts began with regular check-ins, coaching meetings, and consultation with Doug McCurry, who provided targeted feedback and next steps. Coaching sessions, totaling one to three hours per week, focused on implementing the Arc of the Year, with an emphasis on classroom environment and instructional rigor. • Consultations included visits across academies to observe practice coaching sessions and align observation practices. The team worked to ensure the Arc framework—particularly the Think Arc—was embedded consistently across classrooms. • Monthly professional development sessions for all staff were aligned to specific components of the Arc, reinforcing implementation with fidelity and coherence across the school year. • Evident Change recommends that MAS continue a focused school improvement plan for the 2025–26 school year with the following activities. • 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. • 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 focused emphasis 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.

Recommendation	Response
	<ul style="list-style-type: none">• 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 additional layer of instructional and cultural support.

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.

DRAFT

MILWAUKEE MATH AND SCIENCE ACADEMY



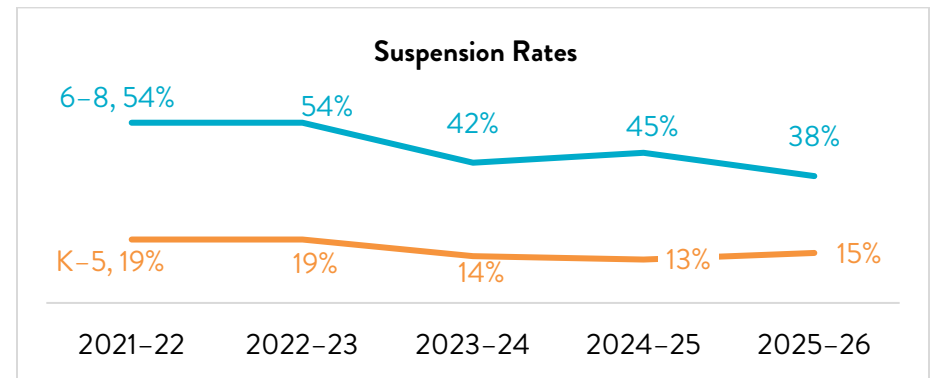
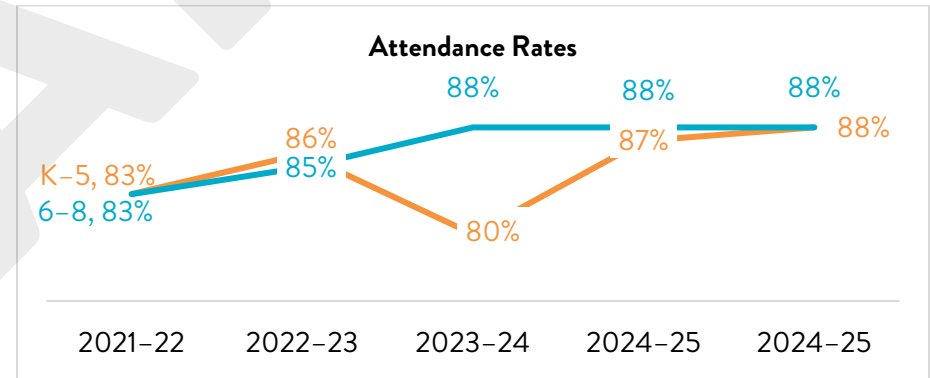
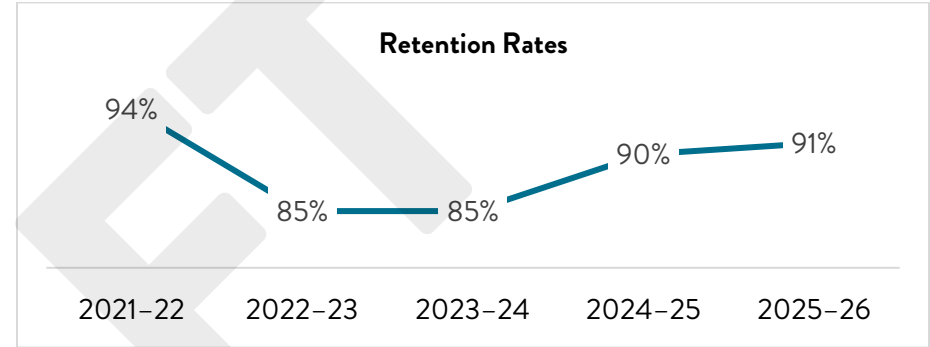
MMSA's mission is to prepare students for college by creating an effective learning community of high standards and expectations with a rigorous curriculum focusing on math, science, and technology.

2703 N. Sherman Blvd., Milwaukee, WI 53210
(414) 263-6400
https://www.mmsacademy.org

Principal:	Crystal Bielmeier
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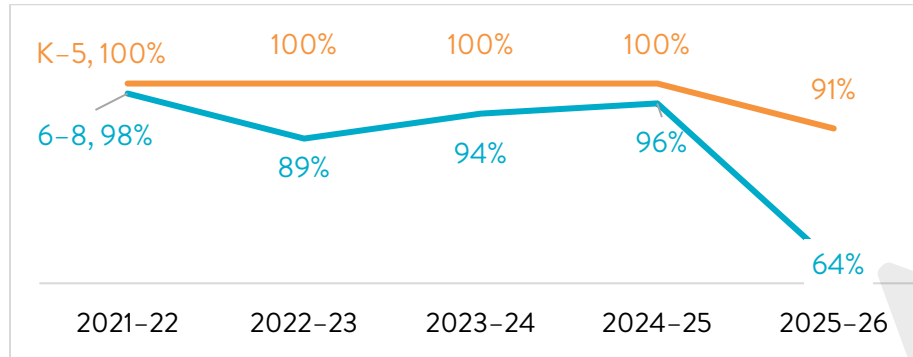
STUDENTS

Demographics (N = 1575)	%
Black or African American	93.8%
American Indian or Alaska Native	0.7%
Asian/Pacific Islander	0.3%
White	0.4%
Multiple Races/Ethnicities	4.8%
Special Education	12.2%
Free/Reduced Lunch	96.6%
English Language Learners	0.4%



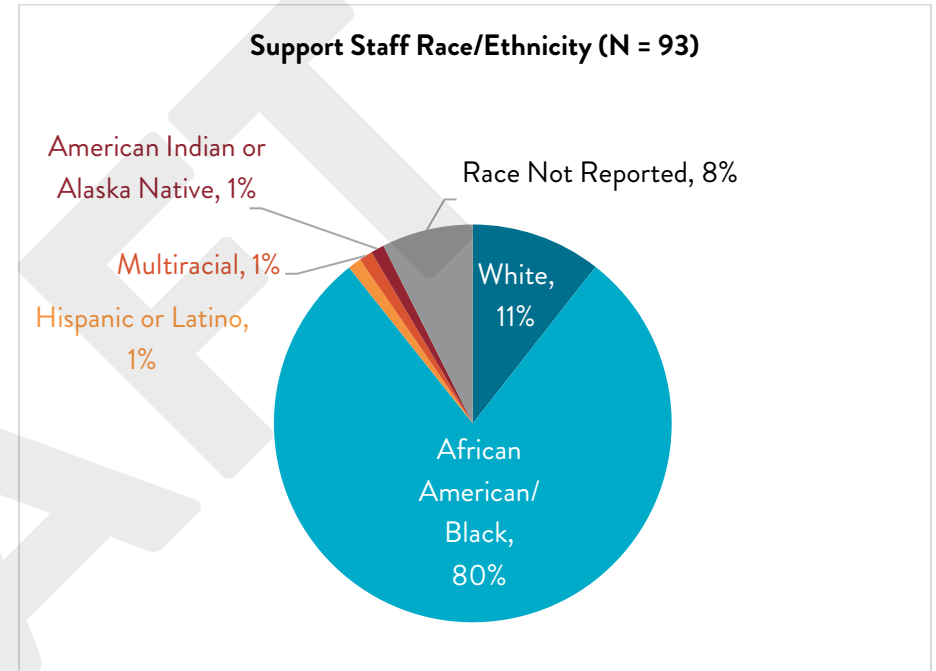
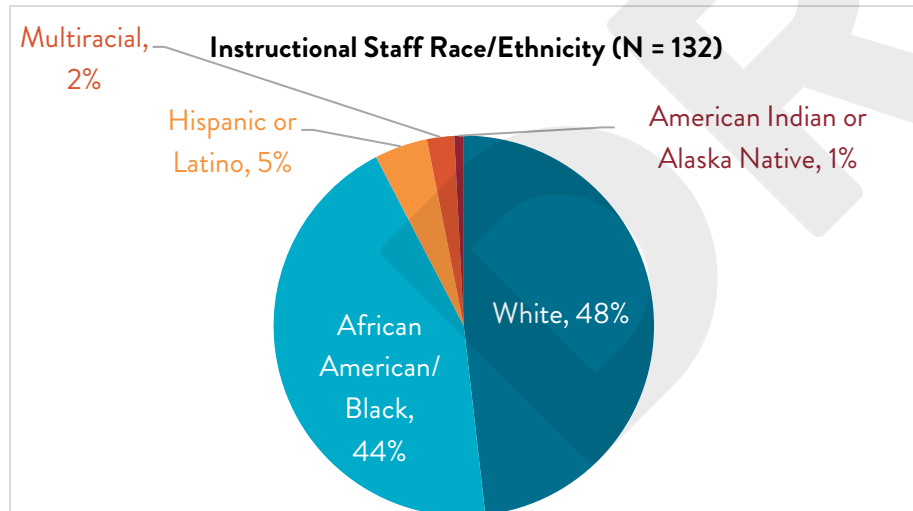
MILWAUKEE MATH AND SCIENCE ACADEMY

PARENT-TEACHER CONFERENCE PARTICIPATION RATES

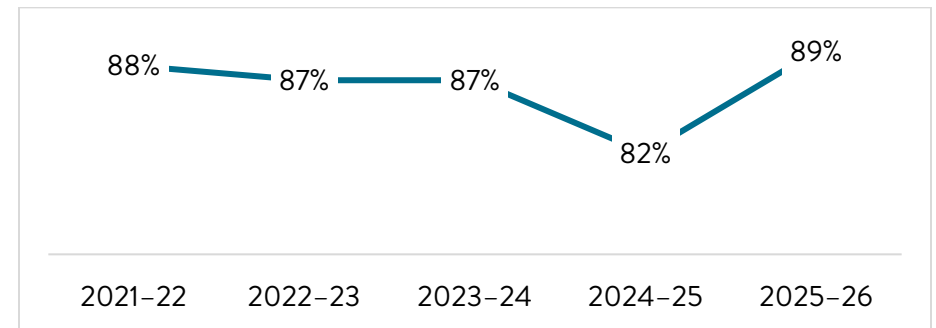


STAFF

DEMOGRAPHICS²²



INSTRUCTIONAL STAFF RETENTION RATES

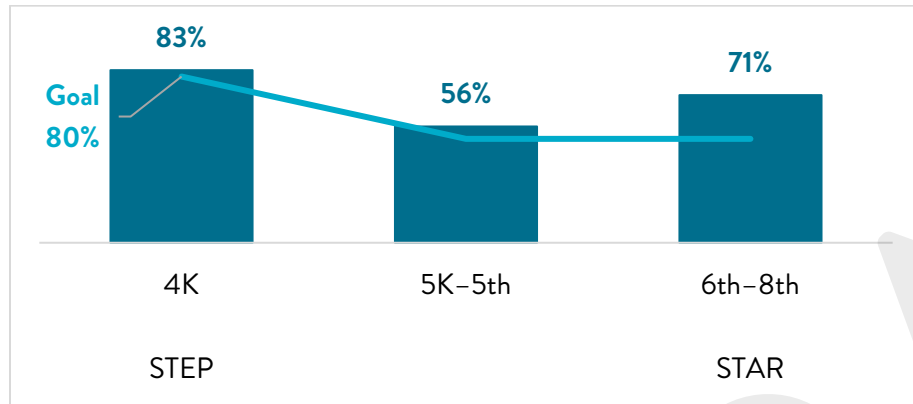


²² Race/ethnicity categories in this report reflect those reported by the school.

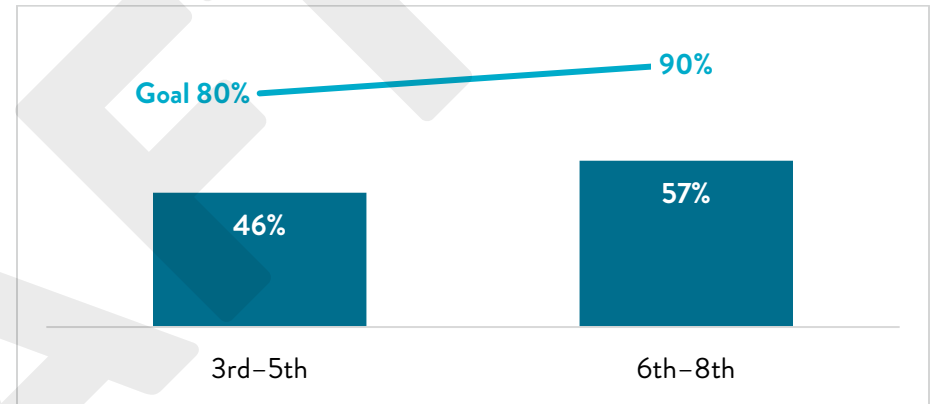
MILWAUKEE MATH AND SCIENCE ACADEMY

LOCAL MEASURES OF EDUCATIONAL GROWTH: PERCENTAGE MEETING EXPECTATIONS

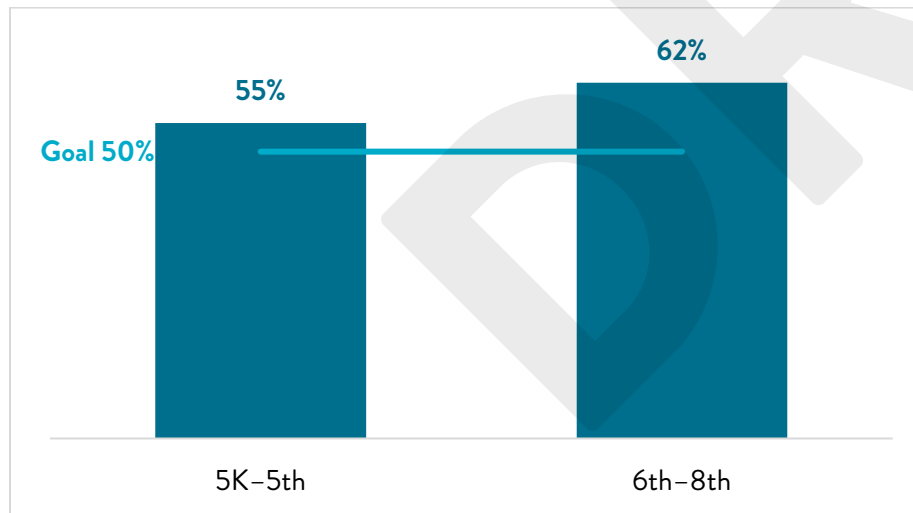
READING: STEP AND STAR TESTS



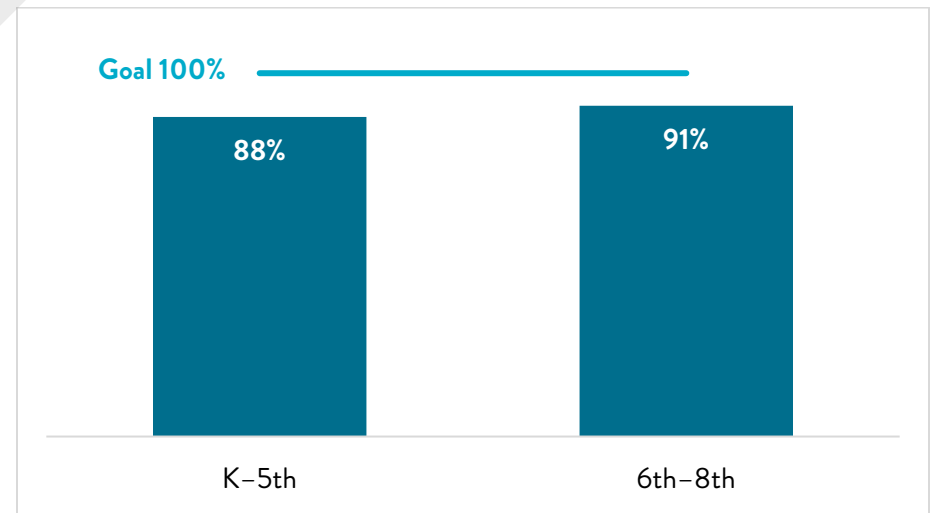
WRITING ASSESSMENT



MATH: STAR TEST



SPECIAL EDUCATION GOALS

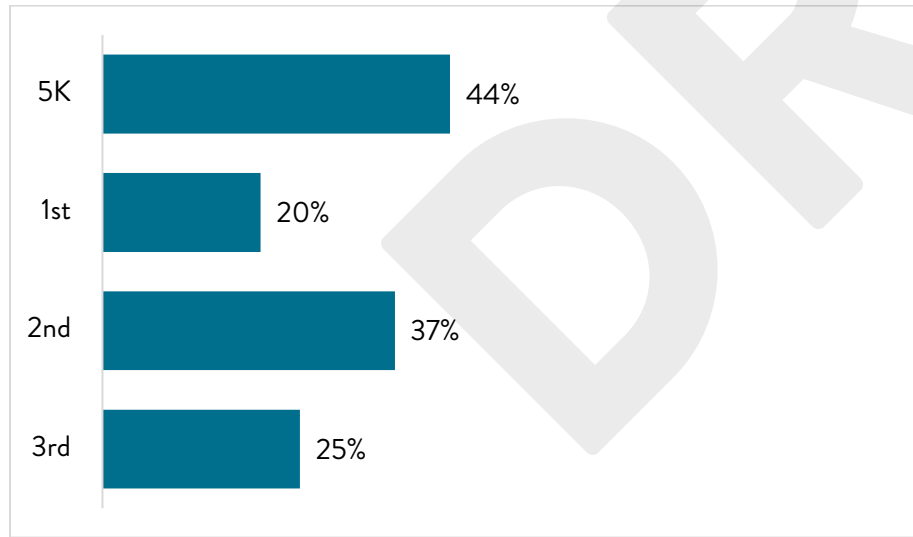
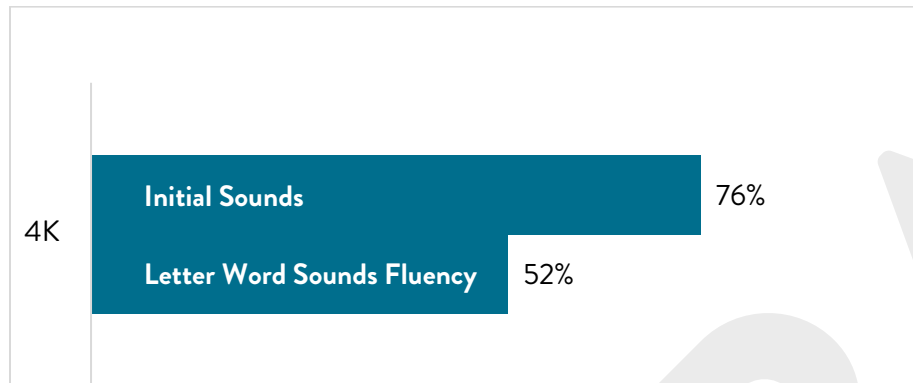


MILWAUKEE MATH AND SCIENCE ACADEMY

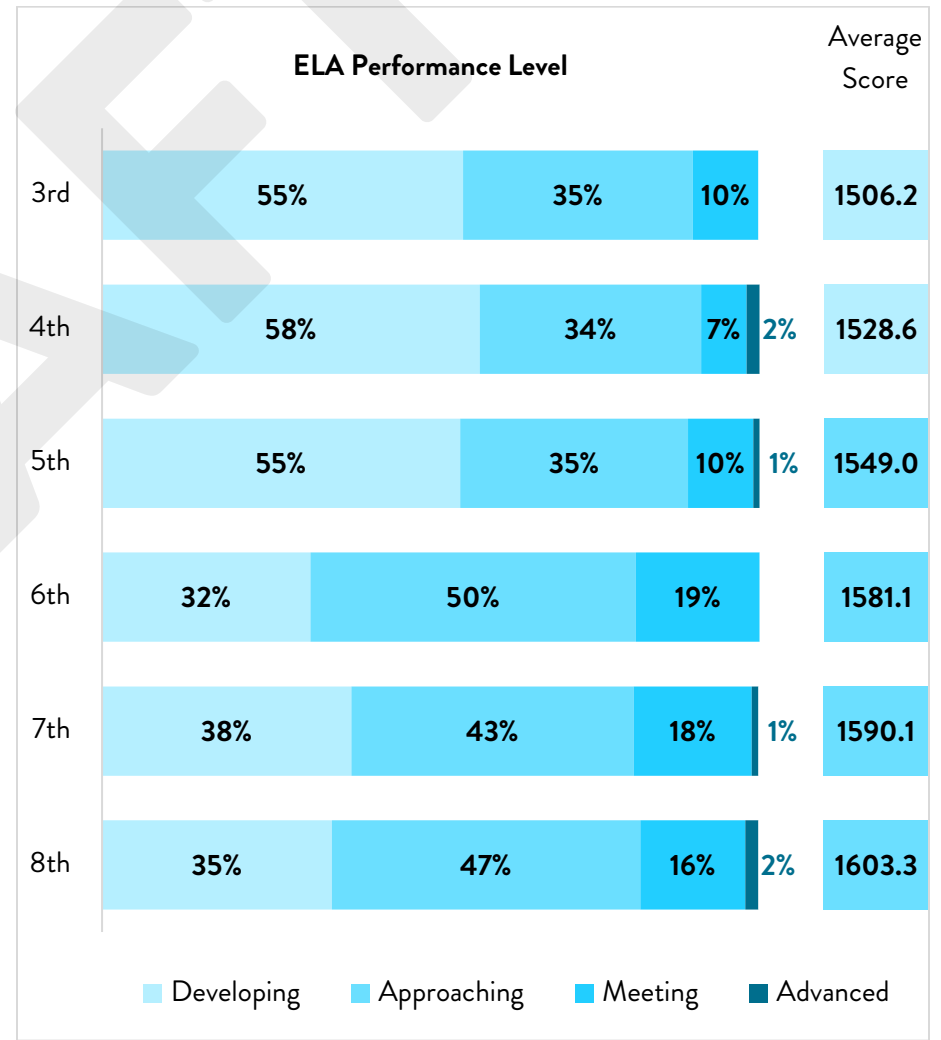
EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

AIMSWEBPLUS EARLY LITERACY ASSESSMENT

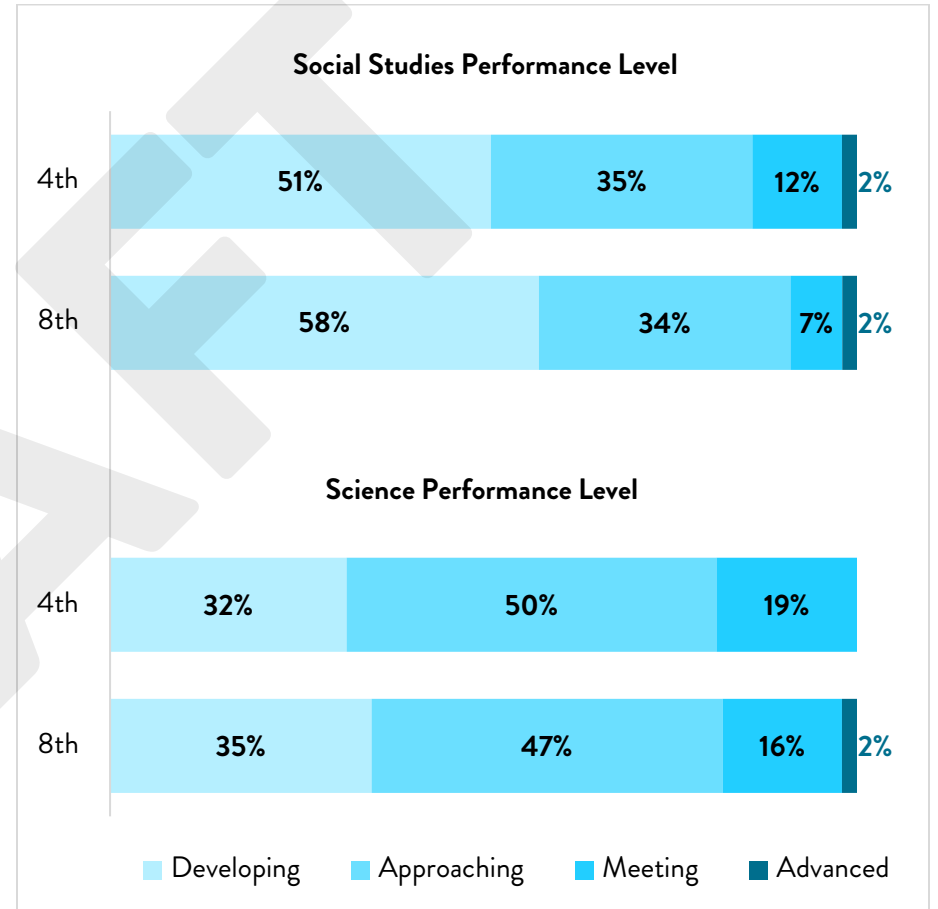
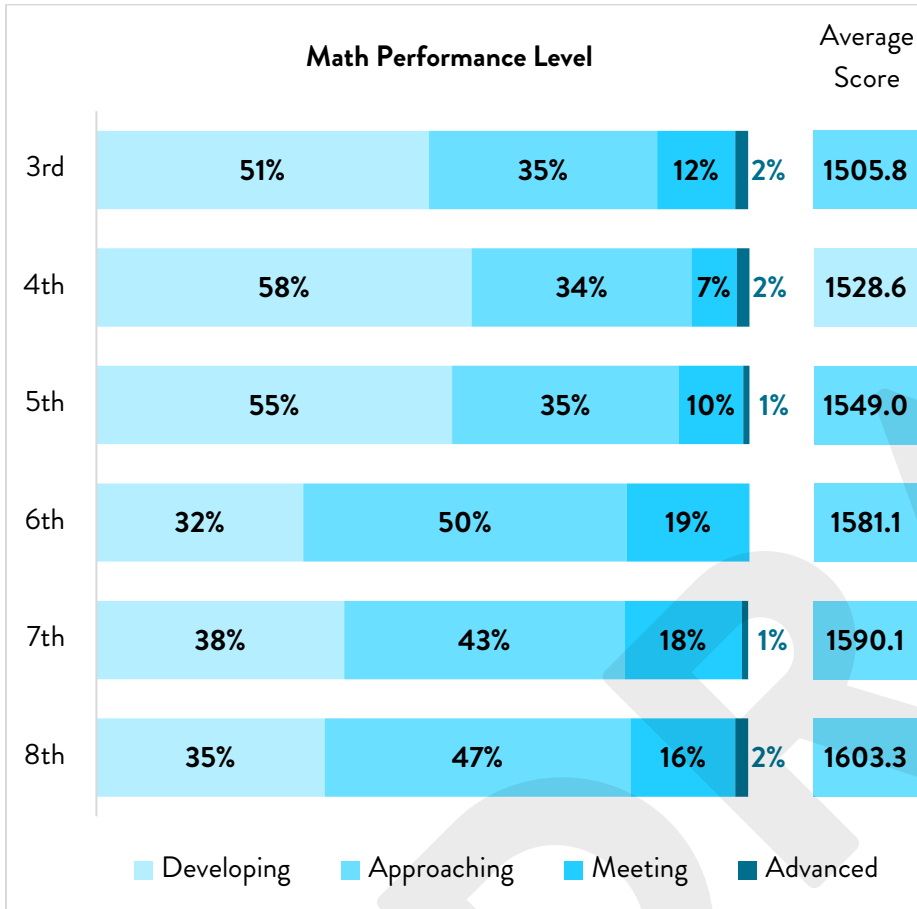
Students Meeting Benchmark



WISCONSIN FORWARD EXAMS



MILWAUKEE MATH AND SCIENCE ACADEMY



MILWAUKEE MATH AND SCIENCE ACADEMY

MULTIPLE-YEAR STUDENT PROGRESS

AIMESWEBPLUS

Because aimswebPlus was a new assessment administered in the 2024–25 school year, progress from last year could not be measured.

WISCONSIN FORWARD EXAM IN SPRING OF 2024

Students Developing or Approaching

Subject and Current Grade Level	Students Developing or Approaching	Students Progressed in 2025			
		Increased 1+ Level	Increased a Quartile	Overall Progress	
				N	%
ELA					
4th	70	12	7	19	27.1%
5th	72	17	14	31	43.1%
6th	67	18	11	29	43.3%
7th	62	13	10	23	37.1%
8th	73	22	9	31	42.5%
Total	344	82	51	133	38.7%
MATH					
4th	68	11	16	27	39.7%
5th	70	24	24	48	68.6%
6th	63	9	15	24	38.1%
7th	64	20	16	36	56.3%
8th	74	17	15	32	43.2%
Total	339	81	86	167	49.3%

Students Meeting or Advanced

Subject	Students Meeting or Advanced		% Maintaining
	2024	2025	
ELA	62	40	64.5%
Math	67	45	67.2%

Overall Student Progress

Subject and Current Grade-Level Range	Students	Overall Progress	
		n	%
ELA			
4th – 5th	161	61	37.9%
6th – 8th	245	112	45.7%
ELA Total	406	173	42.6%
Math			
4th – 5th	161	87	54.0%
6th – 8th	245	125	51.0%
Math Total	406	212	52.2%

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	1	Met
I, V	Annual school calendar provided on school website	1	Met
I, C	Educational methods on school website	1	Met
I, D	Administration of Required Standardized Tests		
	4K – 8th grade	27–32	Met
	9th – 12th grade	32–35	Met
	Written annual plan for graduation	26	Met
	<i>Academic criterion 1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.</i>	18–26	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.	36	Met (64.5%)
	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.	36	Met (67.2%)
	2nd-grade students at or above summed score benchmark in reading (Star Early Literacy Assessment): At least 75.0% will remain at or above.	35	N/A; No data
	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. ²³	38	Not met (45.3%)
	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.	38	Met (61.8%)
	<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.	36	Met (38.7%)
4th – 8th grade students developing/approaching expectation on the Forward Exam in Math the prior year: 35% will demonstrate progress.	36	Met (49.3%)	
I, E	Parental involvement.	7–8	Met
I, F	Instructional staff hold a DPI license or permit to teach.	4	Partially Met
I, I	Pupil database information, including information on students with special education needs.	11–13,	Met
		17–18	
I, K	Discipline procedures.	8–9	Met

²³ This requirement meets academic criteria 2 and 3 for ninth and tenth graders.

MILWAUKEE MATH AND SCIENCE ACADEMY

SCORECARDS

5K 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%	20.0%	0.8
		2nd graders for two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 5th Grade	Forward Exam: % maintained meeting/advanced expectations or progressed ²⁴	ELA	17.5	35.0%	37.9%	6.6
		Math	17.5		54.0%	9.5
Local Measures	% met reading		6.25	25.0%	58.6%	3.7
	% met math		6.25		55.3%	3.5
	% met writing		6.25		46.0%	2.9
	% met special education*		6.25		88.3%	5.5
Student Academic Achievement: 3rd – 5th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	9.5%	0.2
		Math	2.5		12.9%	0.3
Engagement	Student attendance rate		5.0	25.0%	87.8%	4.4
	Student reenrollment*		5.0		88.3%	4.4
	Student retention*		5.0		90.7%	4.5
	Teacher retention rate*		5.0		95.5%	4.8
	Teacher return rate*		5.0		89.1%	4.5
TOTAL²⁵			94.0			55.6
ELEMENTARY SCHOOL SCORECARD PERCENTAGE						59.1%

²⁴ 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.

²⁵ Excludes points for measures for which performance could not be measured or reported this year.

MILWAUKEE MATH AND SCIENCE ACADEMY

*Combined rate for all academies.

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 ²⁶	ELA	17.5	35.0%	45.7%	8.0
		Math	17.5		51.0%	8.9
Local Measures		% met reading	8.75	35.0%	70.9%	6.2
		% met math	8.75		62.4%	5.5
		% met writing	8.75		56.7%	5.0
		% met special education*	8.75		88.3%	7.7
Student Academic Achievement: 6th – 8th Grade	Forward Exam: % meeting/advanced expectations	ELA	2.5	5.0%	18.6%	0.5
		Math	2.5		16.9%	0.4
Engagement		Student attendance rate	5.0	25.0%	87.2%	4.4
		Student reenrollment*	5.0		88.3%	4.4
		Student retention*	5.0		90.7%	4.5
		Teacher retention rate*	5.0		95.5%	4.8
		Teacher return rate*	5.0		89.1%	4.5
TOTAL			100.0			64.8
MIDDLE SCHOOL SCORECARD PERCENTAGE						64.8%

*Combined rate for all academies.

²⁶ 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

RECOMMENDATIONS

ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

During the year, Milwaukee Academy of Science (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
<p>The leadership team will enhance the culture of collaborative learning and continuous improvement among staff members, ensuring student success and schoolwide excellence in reading, writing, and math and increasing proficiency levels of all students.</p>	<ul style="list-style-type: none"> • The school strengthened instructional coherence through increased collaboration across content areas and grade levels. Weekly meetings and cross-curricular planning time supported consistent instructional practices and alignment. Grade-level meetings also served as a space for student engagement with leadership and for identifying academic needs. • Curriculum implementation began with a strong foundation at the new campus. Regular Data Days enabled staff to analyze student performance, identify those in need of support, and implement targeted interventions. Professional development—guided by the Arc of the Year framework—focused on instructional priorities, effective data use, and instructional alignment. • At the district level, Data Days facilitated high-level analysis, and each school level developed quarterly protocols to act on findings. Collaboration across all levels supported data-informed instructional decisions and promoted continuous improvement.
<p>The leadership team will develop and implement strategies to enhance school culture, resulting in a more supportive environment for students, staff, and parents.</p>	<ul style="list-style-type: none"> • At the district level, weekly reports tracked removals, merits, demerits, and suspensions to inform behavioral interventions and guide support strategies. • A proactive approach was implemented through the Arc of the Year framework, emphasizing classroom environment, systems, and routines to foster safe, joyful, and predictable learning spaces. Teachers were trained to set a positive tone from the outset. • After winter break, a culture reset introduced a behavior matrix, consistent ClassDojo use, weekly parent newsletters, and reinforcement of PRIDE values: perseverance, responsibility, integrity, dignity, and empathy. • Middle-school leaders conducted weekly co-observations, celebrated students through shout-outs, and promoted engagement with daily announcements and Friday raffles. Nova Tickets rewarded positive behaviors, such as self-care. • At the high school, a culture of academic excellence was promoted. Students earning a 3.5 grade-point average or higher were recognized, and strong habits were tied to achievement. Apprenticeship interviews supported career readiness. Increased use of email improved communication on grades and tutoring, and students actively monitored their academic data and aligned behaviors.

MILWAUKEE MATH AND SCIENCE ACADEMY

Recommendation	Response
<p>There will be a continued focus on students’ social emotional learning needs, specifically on reducing student removal from the classroom and minimizing suspensions.</p>	<ul style="list-style-type: none"> • The school approached social-emotional learning (SEL) as a long-term, systems-level strategy that included both immediate interventions and developmental components. At the elementary and junior academy levels, SEL was embedded into the daily routine through structured morning check-ins, allowing educators to assess student well-being, anticipate potential behavioral challenges, and coordinate proactive support. This consistent practice contributed to a measurable reduction in behavioral removals and suspensions, particularly in kindergarten through second grade, signaling early success. • At the secondary level, efforts focused on building adult capacity to engage students in one-on-one mentoring during structured time, such as “nation building,” and incorporating independent academic platforms like IXL to support these interactions. Additionally, a restorative justice and communication course was launched in partnership with community organizations. This course equipped a diverse group of students with skills in peer mediation, circle keeping, and restorative practices. The program not only influenced how students approached conflict resolution but also provided a pathway to careers in social work, justice, and community leadership.
<p>The leadership team will continue to use the Arc of the Year teacher coaching model to improve staff daily practices and academic achievement, with an emphasis on improving the classroom environment and rigor, providing ongoing student feedback, and encouraging critical thinking.</p>	<ul style="list-style-type: none"> • Teacher coaching efforts began with regular check-ins, coaching meetings, and consultation with Doug McCurry, who provided targeted feedback and next steps. Coaching sessions, totaling one to three hours per week, focused on implementing the Arc of the Year, with an emphasis on classroom environment and instructional rigor. • Consultations included visits across academies to observe practice coaching sessions and align observation practices. The team worked to ensure the Arc framework—particularly the Think Arc—was embedded consistently across classrooms. • Monthly professional development sessions for all staff were aligned to specific components of the Arc, reinforcing implementation with fidelity and coherence across the school year. • Evident Change recommends that MAS continue a focused school improvement plan for the 2025–26 school year with the following activities. • 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.

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