EVIDENT CHANGE
Inform Systems. Transform Lives.

2024–25 PROGRAMMATIC PROFILE AND EDUCATIONAL PERFORMANCE

DOWNTOWN MONTESSORI ACADEMY

September 2025

ABOUT EVIDENT CHANGE

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This report includes text from Downtown Montessori Academy's parent/student handbook and/or staff handbook. Evident Change obtained permission from the school to use text from the handbook for the purposes of this report.

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EXECUTIVE SUMMARY

For Downtown Montessori Academy 2024–25

This is the 27th annual report on the operation of Downtown Montessori Academy (DMA), one of seven schools chartered by the City of Milwaukee during the 2024–25 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and Evident Change.

Evident Change has determined the following based on the information gathered and discussed in the report.

I. CONTRACT COMPLIANCE SUMMARY

DMA met all and partially met one of the educational provisions in its contract with the City of Milwaukee and subsequent CSRC requirements. See Appendix A for a list of contract provisions and report page references.

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES OF EDUCATIONAL PROGRESS

1. Primary Measures of Academic Progress

The CSRC requires the school to track elementary student progress in literacy, writing, math, and special education goals throughout the year to identify students who need additional help and to help teachers develop strategies to improve students' academic performance.

This year, DMA's local measures of academic progress resulted in the following outcomes.

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a. Literacy

DMA had separate assessment methods for 4K through second-grade students and for third through eighth graders. Students in 4K through third grade were assessed using the aimswebPlus assessment. Fourth through eighth graders were assessed using the Renaissance Star Reading assessment.

- Of 63 4K and 5K students who completed both the fall and spring aimswebPlus assessments, 59 (93.7%) met the 25th percentile benchmark in the spring. The school's goal was 90%.
- Of 73 first through third graders who completed both the fall and spring aimswebPlus assessments, 69 (94.5%) met the 25th percentile benchmark in the spring. The school's goal was 80%.
- Of 79 fourth through eighth graders who took both the fall and spring Star Reading assessments, 59 (74.7%) had a Student Growth Percentile of 35 or higher in the spring. The school's goal was 90%.
- Overall, 187 (87.0%) of 215 students in 4K through eighth grade met the school's local measures in literacy.

b. Math

This year, DMA had separate assessment methods for 4K through eighth-grade students. Students in 4K and 5K were assessed on a number of Montessori sequential math skills, supplemented by at least three grade-level Common Core State Standards math skills not reflected in the Montessori sequence. First through eighth graders were assessed using the Renaissance Star Math assessment.

- A total of 63 4K and 5K students took both the fall and spring math assessments. Of these, 62 (98.4%) demonstrated progress. The schools goal was 90%.
- A total of 112 first through fifth graders enrolled all year took both the fall and spring math assessments. Of these, 85 (75.9%) demonstrated progress. The school's goal was 80%.
- Of 38 sixth through eighth graders who took both the fall and spring assessments, 26 (68.4%) demonstrated progress. The school's goal was 80%.
- Overall, 173 (81.2%) of 213 4K through eighth graders met the school's local measures in math.

c. Writing

Writing skills were assessed using the Six Traits of Writing.

- Of the 73 first through third graders who were tested, 65 (89.0%) demonstrated progress.
- Of the 79 fourth through eighth graders who were tested, 61 (77.2%) demonstrated progress.

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- Overall, 126 (82.9%) of 152 students demonstrated progress. The school's goal was 80%.

d. Special Education

There were 22 students with active individualized education plans (IEPs) for an entire IEP year at the school, and all (100.0%) met one or more of their IEP goals at the time of the annual review or reevaluation, meeting the goal. The school's goal was that 95% of students with active IEPs who had been at the school for one entire IEP year would meet at least one of their IEP goals at the time of their annual review.

2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, DMA identified measurable education-related outcomes in attendance, parental involvement, and special education student records. Of the three goals pertaining to the secondary measures, the school met all three goals.

B. YEAR-TO-YEAR ACADEMIC ACHIEVEMENT ON STANDARDIZED TESTS

DMA administered all required standardized tests noted in its contract with the City of Milwaukee.

Year-to-year early literacy outcomes for first and second-grade students could not be analyzed for this reporting period due to a statewide mandate requiring all schools to transition to the aimswebPlus assessment beginning in the 2024–25 academic year.

Of 74 fourth through eighth graders who completed the Wisconsin Forward Exam English/language arts (ELA) and math assessments in spring 2024 and spring 2025:

- A total of 67 (90.5%) students showed progress in ELA in 2025; and
- A total of 53 (71.6%) students showed progress in math in 2025.

C. CSRC SCHOOL SCORECARD

The CSRC scorecard for students in kindergarten through fifth grade contains partial outcome data due to unavailable year-to-year data for the early literacy measure. The school scored 83.0% of the 94 possible points on the kindergarten through fifth-grade scorecard and 87.0% of the 100 points on the sixth- through eighth-grade scorecard. The weighted overall score was 83.7%.

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TABLE ES DMA 2024–25 CSRC SCORECARD SUMMARY			
GRADE LEVELS	**SCORE**	**POSSIBLE POINTS**	**%**
K–5th Grade	78.0	94.0	83.0%
6th–8th Grade	87.0	100.0	87.0%
Total (Weighted)	**N/A**	**194.0**	**83.7%**

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

DMA addressed the recommendations from its programmatic profile and educational performance report from the previous year. Based on this report's results and in consultation with school staff, Evident Change recommends that the school continue a focused improvement plan by implementing the following activities.

- **Improve instruction through data-driven support:** Use Forward Exam data to evaluate ELA and math instruction, identify targeted professional development needs, and address gaps in classroom materials to support early literacy.
- **Strengthen school capacity and community engagement:** Enhance staff training and evaluation, implement an emergency succession plan, grow enrollment to approximately 315 students, and expand alumni and board engagement to support long-term sustainability.
- **Strengthen governance through increased board engagement and diversity:** Revitalize the school board by promoting inclusive representation, integrating parent advisory input, and recruiting new members to ensure diverse perspectives and sustained commitment to the school's mission.

IV. RECOMMENDATIONS

This report covers the 27th year of DMA's operation as a City of Milwaukee charter school. The school has consistently complied with past contract requirements. This year, it has met or partially met all of the contract requirements. On the basis of contract compliance, as well as the school's trend data, Evident Change recommends that DMA continue regular, annual academic monitoring and reporting.

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I. INTRODUCTION

This report was prepared as a result of a contract between the City of Milwaukee and Evident Change. It is one component of the program that the Charter School Review Committee (CSRC) uses to monitor performance of all city-chartered schools.

To produce this report, Evident Change:

- Conducted an initial session with the school to collect information related to contract requirements and to draft a learning memo for the new school year;
- Conducted a year-end interview to review progress related to recommendations and changes that occurred during the year;
- Visited the school to conduct a random review of special education files;
- Visited the school to observe classroom instruction and school culture;
- Attended a school Board of Directors meeting with CSRC representatives to provide an update regarding compliance with the City of Milwaukee's academic expectations and contract requirements;
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

Downtown Montessori Academy

2507 S. Graham St.

Milwaukee, WI 53207

Telephone: (414) 744-6005

Website: http://downtownmontessori.com

Principal: Colleen McQuade

Executive director: Ian Spanic

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A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION

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.

2. INSTRUCTIONAL DESIGN

The school delivers a valid Montessori program as interpreted by the Association Montessori Internationale or the American Montessori Society. Montessori education is a philosophy of child growth and rationale for guiding such growth. It is based on a child's developmental needs for freedom within limits and a carefully prepared environment that guarantees exposure to materials and experiences through which to develop intelligence and physical and psychological abilities.

B. SCHOOL STRUCTURE

1. LEADERSHIP AND BOARD OF DIRECTORS[1]

The school's leadership includes a principal and executive director who all manage the school's day-to-day activities.

The school's Board of Directors provides strategic leadership in support of DMA's mission, philosophy, and goals. This year, the board had five members: a president, a vice president, a treasurer, and two directors. The board makes long-term decisions, provides financial management, and communicates regularly with the executive director and principal to ensure the school's program and operation are faithful to the terms of the charter and that the school is a viable organization.

[1] This information comes from the fall and spring interviews with school leadership and from the school's website, http://downtownmontessori.com.

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The board met with the CSRC program analyst and the Evident Change researcher who serves as the school monitor to review the previous school year's report data, including school improvement recommendations and general updates. This included recent information from the City of Milwaukee.

2. AREAS OF INSTRUCTION[2]

DMA is divided into four levels of programming. The Children's House contains the Montessori primary program, which is open to students ages 3 to 6 and covers 3K, 4K, and 5K.[3] Children's House students begin to acquire knowledge through the Montessori Curriculum, which is made up of five areas of study: practical life, sensorial learning, language, math, and culture (science, history, geography, arts, physical education, art, and music). Students also participate in physical education, and 5-year-old students also participate in the Urban Ecology Center's Neighborhood Environmental Education Program (NEEP).

The lower elementary program is designed for first through third graders. Normally, the school day allows for blocks of concentrated work (individually, in pairs, or in small groups) in the Montessori Curriculum. DMA uses Scholastic's Guided Reading Program and Writing Workshop. Lower elementary students also participate in physical education, art, music, and NEEP.

The upper elementary program is open to fourth through sixth graders. Materials and group activities develop students' individual and collaborative skills in biology, math, language, history, geography, music, and visual arts. Upper elementary students also participate in physical education, art, music, and NEEP.

The Montessori adolescent program, for seventh and eighth graders, is an integrative and project-based learning environment designed to meet students' social, emotional, and intellectual needs. Each week, students participate in math, language arts, humanities, occupations, academic writing, human growth and development, book group, in-school and out-of-school community service, class council, restorative justice, student-led clubs, art, music, and physical education.

DMA provided Chromebooks for students in fourth grade and above. The school's internet use policy requires parent and student signatures on an elementary/adolescent student computer-use contract. The school uses Microsoft Excel spreadsheets, Google Sheets, and Skyward to collect student data and data related to academic progress.

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[2] Information from the school's website can be found at https://downtownmontessori.com/academics.

[3] Students who turn 5 on or before September 1 may attend full-day Montessori sessions. Students who turn 4 on or before September 1 may attend a half-day program and may also sign up for afternoon childcare; families must pay a childcare fee.

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3. CLASSROOMS

In the fall of the 2024–25 academic year, the school year began with an average of 22 students in each classroom, with most students in kindergarten through second grade.

4. STAFF INFORMATION

a. 2024–25 Staff

This section presents return and retention data for instructional staff eligible to return for the 2024–25 school year (Table 1), as well as demographic profiles of both instructional and support staff (Tables 2 and 3).[4] The analysis offers insight into staffing stability and workforce composition for the 2024–25 academic year. These data support ongoing efforts to build and sustain an experienced, representative, and well-supported educational team.

b. Instructional Staff[5]

TABLE 1

DMA 2024–25
INSTRUCTIONAL STAFF RETURN AND RETENTION RATES

RETURN AND RETENTION	STAFF	RATE
Return		**100%**
Eligible to return from spring of 2024	18	
Returned	18	
Retention		**100%**
Employed during 2024–25 school year	22	
Resigned	0	

[4] Race/ethnicity categories reflect those reported by the school.

[5] Terminated staff are excluded in return and retention rates. At the time of this report, one teacher had a license application pending with the Department of Public Instruction, and one long-term substitute was serving without the required teaching license.

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c. Instructional Staff Demographics

TABLE 2 DMA 2024–25 INSTRUCTIONAL STAFF BY RACE/ETHNICITY (N =22)		
RACE/ETHNICITY	**STAFF**	**%**
White	18	81.9%
Multiracial	3	13.6%
Black/African American	1	4.5%

d. Support Staff Demographics

DMA is supported by a diverse team of 18 staff members who contribute to both the instructional and operational functions of the school. This team includes an executive director and an administrative manager who oversee school leadership and administrative operations, as well as a director of admissions who is responsible for student enrollment processes. Instructional support is provided by 10 classroom assistants who play a key role in daily classroom activities and individualized student support. The academy also benefits from specialized roles, including a counselor, a music instructor, staff dedicated to early childhood education, and three childcare instructors. The school secretary further supports day-to-day office operations. This staffing structure reflects a strong emphasis on both academic and social–emotional development, as well as the logistical and administrative needs of the school community.

TABLE 3 DMA 2024–25 SUPPORT STAFF BY RACE/ETHNICITY		
RACE/ETHNICITY	**STAFF**	**%**
White	7	38.8%
Latinx/Hispanic	7	38.8%
Multiracial	2	11.1%
Black/African American	1	5.6%
Native American	1	5.6%

Note: Total may not equal 100% due to rounding.

Regarding professional development, DMA instructional staff received training and in-services in mandatory reporting of child abuse and neglect, mandatory reporting of threats of school violence, bloodborne pathogens, restorative practices, and effective educator orientation. Staff received training in

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social–emotional approaches, literacy, cultural competency, and positive behavioral support and interventions.

5. SCHOOL HOURS AND CALENDAR

A printed calendar of the 2024–25 school year was provided to all families during open house, supply drop-off, and adolescent orientation and was available in the school's front office. The first day of school was September 3, 2024, for 5K through eighth grade; September 5 for 4K; and September 6 for 3K. The last day of school for all students was June 11, 2025. The hours of school operation for this year were 8:40 to 11:45 a.m. each day for 3K and 4K and 8:45 a.m. to 3:30 p.m. for 5K through eighth grade.

6. PARENT INVOLVEMENT

As described in the parent/student handbook, DMA seeks and relies on the energy and spirit of parents, who are urged to contact their child's teacher for volunteer opportunities in and out of the classroom. DMA's handbook states that current research and the school's prior experience show a direct relationship between parental involvement and how much the student benefits from the school.

Examples of active parental involvement include accompanying students on field trips; reading stories to the class; volunteering at school events (e.g., hot lunches, Art Gala, family outings, fall parade, book fair, Fun Friday); assisting in building improvements, such as repairing equipment; organizing and leading afterschool clubs; planning family events; stapling and labeling flyers; making copies for teachers; and donating equipment or other classroom supplies. The school expects all parents to spend at least four hours per year on such service activities. The school posts sign-up sheets throughout the year and sends emails and notes home with students to encourage parents to participate. Parents also are encouraged to visit their child's class at least once a year. The school's all-volunteer parent group, called the Parent Engagement Network, is dedicated to supplementing and enriching student education by providing parent involvement opportunities.[6]

Each student has a folder in which schoolwork, notices, and school forms are sent home. The school tries to communicate via email as much as possible to prevent unnecessary paper use in accordance with the principles of being a state-certified Green and Healthy School. Teachers' email addresses are listed in the

[6] The Parent Engagement Network is fully described in the parent/student handbook. All parents of enrolled students are members.

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parent/student handbook and on the school's website, where current information and notices are also available. Parent–teacher conferences occur twice each year and upon parental request.

7. DISCIPLINE POLICY

The school's code of conduct and discipline policy is stated in the parent/student handbook. The handbook indicates that in terms of discipline, it is important for all involved adults to deal with the problem the same way.

The method of corrective discipline endorsed by DMA is to redirect a student to other activities upon the student engaging in activity contrary to established expectations. The Montessori Method encourages students to make choices and be responsible for their actions. Discipline is used to help students rather than punish them. All staff and parents serve as role models for students through their conduct with students, other staff, and other parents. Each student should be dealt with positively; according to the handbook, parents and staff should avoid showing anger. Quiet time is used only if redirection does not work; students choose when they are ready to rejoin the group.

The school does not tolerate student behavior that is disruptive, disrespectful, cruel, or unsafe to the student or others in the teacher and program director's judgment. Interventions are formulated based on the principles of respect for the student, knowledge and understanding of the student's developmental needs and characteristics, knowledge of the group's needs, and an understanding that appropriate behavior must be taught and modeled.

The discipline policy describes specific consequences for older students when other interventions have not worked. These steps, depending on the nature of the offense, range from a review of the school rules and a warning for a first offense to possible consequences for fourth offenses, such as in-school suspension, isolation from the group, or temporary suspension from activities. For chronic behavioral problems suspected to be beyond the student's control, a referral is made to support services for evaluation and help. Suspension and expulsion are considered last resorts and are subject to board review.

The school's anti-bullying/peace policy defines bullying specifically with examples and includes procedures for reporting, investigation, prevention, management, nonviolent communication, and student support. The school counselor provides a bullying awareness lesson to all first- through eighth-grade classrooms.

8. GRADUATION AND HIGH SCHOOL INFORMATION

All 10 eighth graders graduated. Beginning in the previous spring, school staff informed students and parents about high school options, testing requirements, early admission, and other sign-up dates throughout the

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year. Various high schools visited with the eighth graders to give informational presentations. Teachers for the adolescent program worked with all eighth graders to complete their high school application packets and arranged a shadow day at schools of interest. DMA graduates plan to attend Reagan High School, Rufus King International High School, Pathways High, and Greenfield High School.

C. STUDENT POPULATION

1. RETURN RATE

Of 230 students eligible to return after the 2023–24 school year, 193 (83.9%) returned for the 2024–25 school year.

2. ENROLLMENT SUMMARY

TABLE 4

DMA 2024–25
STUDENT ENROLLMENT

ENROLLMENT	STUDENTS
Beginning enrollment (September 20, 2024)	218
New enrollments during the year	0
Withdrawals during the year	3
End-of-year enrollment	**215**

3. RETENTION RATES

Table 5 shows the number of students who were enrolled for the full academic year, from the third Friday in September through the last day of school. As a result, the total may differ from the end-of-year enrollment figures reported above.

TABLE 5

DMA 2024–25
STUDENT RETENTION DETAILS

GRADE LEVELS	BEGINNING ENROLLMENT	END-OF-YEAR ENROLLMENT	RETENTION RATE
Children's House (4K – 5K)	64	63	98.4%

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TABLE 5 DMA 2024–25 STUDENT RETENTION DETAILS			
GRADE LEVELS	**BEGINNING ENROLLMENT**	**END-OF-YEAR ENROLLMENT**	**RETENTION RATE**
Lower Elementary	73	73	100.0%
Upper Elementary	60	58	96.7%
Adolescent	21	21	100.0%
Total	**218**	**215**	**98.6%**

4. STUDENT DEMOGRAPHICS SUMMARY

The demographic summaries in Tables 6 and 7 and in Figure 1 include the students still enrolled at the end of the 2024–25 school year. Race/ethnicity and gender categories reflect those reported by the school.

TABLE 6 DMA 2024–25 STUDENTS BY GENDER		
GENDER	**STUDENTS**	**%**
Female	107	49.8%
Male	108	50.2%
Total	**215**	**100.0%**

TABLE 7 DMA 2024–25 STUDENTS BY RACE/ETHNICITY		
RACE/ETHNICITY	**STUDENTS**	**%**
Caucasian	138	64.2%
Hispanic	46	21.4%
Multi-racial	19	8.8%
Black/African American	8	3.7%
Asian Pacific American	3	1.4%
Native America or Alaska Native	1	0.5%
Total	**215**	**100.0%**

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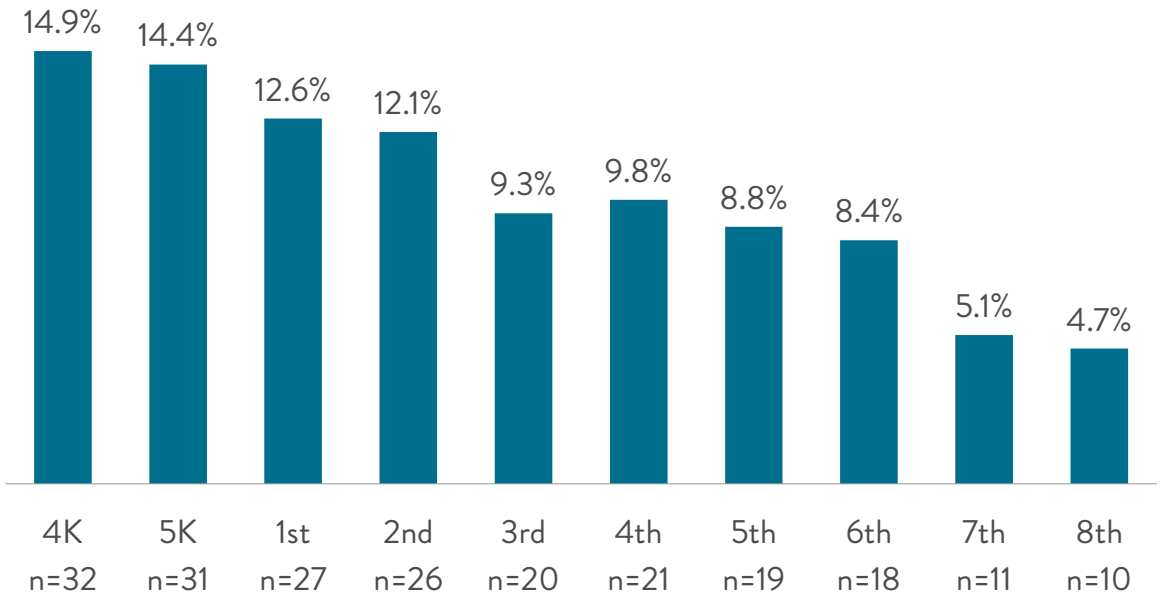
Figure 1
DMA 2024–25
Student Enrollment by Grade Level (N = 215)



D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

The following is DMA's response to the activities recommended in the programmatic profile and educational performance report for the previous academic year. At that time, the recommendation was that the school continue a focused improvement plan by implementing the following activities during the 2023–24 school year.

- **Recommendation:** Develop a schoolwide initiative to strengthen relationships between parents and to monitor the impact of equity training, restorative practices, and the social–emotional learning (SEL) curriculum.

  Response: Events such as the Music Concert, Green Fest, and Passport to Learning Open House offered opportunities for community connection. Additional efforts included parent education workshops, observation sessions, and informational nights focused on the adolescent program. The school supported ongoing engagement through the Parent Engagement Network, which held monthly meetings to promote school climate and culture, and recognized staff and student events. An equity committee was formed, but progress was limited due to enrollment-related budget constraints. Recruitment efforts, which were prioritized during the year, impacted broader implementation goals. SEL efforts were supported by schoolwide use of *Zones of Regulation* and *Social Thinking* frameworks, promoting shared language around emotional regulation.

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- **Recommendation:** School leadership, with the support of the Board of Directors, will expand their membership by developing a parent advisory board to understand and support the school community's needs.

  Response: The Board of Directors is actively following the plan set forth by Board Consultant Denise Patton to establish a successful and inclusive Parent Advisory Committee composed of various stakeholders. These efforts have slowed due to the transition between principals and the reorganization of the Parent Engagement Network and its mission and leadership. One of the objectives of the Parent Advisory Committee, as outlined by Ms. Patton, is to provide an avenue for continued development of new board members that represent DMA's needs and interests. The executive director and new principal will be working toward these goals as time, resources, and volunteers permit.

After reviewing the information in this report, and in consultation with the school's leader at the end-of-year interview, Evident Change recommends that the school continue a focused improvement plan by implementing the following activities.

- **Improve instruction through data-driven support:** Use Wisconsin Forward Exam data to evaluate English/language arts (ELA) and math instruction, identify targeted professional development needs, and address gaps in classroom materials to support early literacy.
- **Strengthen school capacity and community engagement:** Enhance staff training and evaluation, implement an emergency succession plan, grow enrollment to 315 students, and expand alumni and board engagement to support long-term sustainability.
- **Strengthen governance through increased board engagement and diversity:** Revitalize the school board by promoting inclusive representation, integrating parent advisory input, and recruiting new members to ensure diverse perspectives and sustained commitment to the school's mission.

III. EDUCATIONAL PERFORMANCE

To monitor DMA's school performance, a variety of qualitative and quantitative information was collected at specific intervals during the past several academic years. This year, the school established goals for attendance, parent–teacher conferences, and special education student records. The school used internal and external measures of academic progress. This section of the report describes the school's success in meeting goals for attendance, parent–teacher conferences, and special education record keeping. It also describes student progress as measured internally on student report cards and externally by standardized tests, such as Renaissance Star assessments and the Forward Exam.

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A. ATTENDANCE AND SUSPENSION RATES

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 93%. This rate includes all students enrolled at any time during the school year. "Present" was defined as being present for at least half the day. The attendance rate for all grade levels was 94.4% (Table 8).

TABLE 8

DMA 2024–25
ATTENDANCE AND SUSPENSION RATES BY GRADE LEVEL

GRADE LEVELS	STUDENTS	AVG. ATTENDANCE RATE[7]	SUSPENSION RATE[8]
4K–5th	179	94.2%	0%
6th–8th	39	95.5%	0%
Total	**218**	**94.4%**	**0%**

B. PARENT–TEACHER CONFERENCES

At the beginning of the academic year, the school established a goal for parents of all students to participate in scheduled parent–teacher conferences, which may occur in person or by phone. This year, the school scheduled two conference sessions: one in the fall and one in the spring. Parents of all (100.0%) students enrolled at the time of the fall and spring conferences attended. Therefore, the school has met its goal.

C. SPECIAL EDUCATION STUDENT RECORDS

Schools are required to develop and maintain records for all special education students, including those who were evaluated but not eligible for services. During the year, all 32 eligible students received special education services. Two students were evaluated or re-evaluated during the current year and were dismissed from or did not qualify for special education services. Two students were waived from reevaluation. The remaining 28 students were evaluated during a previous school year. An individualized education plan (IEP) was developed for all 30 special education students who required one.

[7] When excused absences were included, the attendance rate rose to 100% for 4K through fifth-grade students and to 100% for sixth through eighth graders. The overall attendance rate for all grades, including excused absences, was 100%.

[8] DMA's policy is to not suspend students except as a last resort. In 2024–25, no students were suspended.

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Disability classifications were provided for all 30 students who qualified for special education services. Each student may have more than one disability type indicated; therefore, the sum of all disability types is greater than the total number of students (Table 9).

TABLE 9 DMA 2024–25 SPECIAL EDUCATION DETAILS	
DISABILITY CLASSIFICATION	**STUDENTS[9]**
Specific learning disabilities	2
Speech and language impairments	23
Other health impairments	8
Significant developmental delays	0
Emotional behavioral disabilities	0
Autism	2
Intellectual disabilities	0
Visual impairment	0
Total	**30**

Evident Change conducted a random review of special education files. This review indicated that IEPs are routinely being completed and that parents are being invited to help develop IEPs. Reevaluations are also conducted or waived by parents in accordance with special education laws and rules. Therefore, the school has met its goal of maintaining accurate records and implementing the required practices for all students with disabilities.

D. LOCAL MEASURES OF EDUCATIONAL PROGRESS

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 is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each city-chartered school at the beginning of the academic year to measure the educational performance of its students.

Local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local

[9] Includes the total number of students who qualified for special education services who were still enrolled at the end of the school year.

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benchmarks. The CSRC's expectation is that, at a minimum, schools establish local measures in literacy (i.e., reading), writing, math, and special education.

1. READING

a. aimswebPlus Early Literacy Assessment for 4K Through Third Grade

DMA elected to use the aimswebPlus Early Literacy assessment as its local measure for students in 4K through third grade. The 25th percentile was set by aimswebPlus as the proficiency benchmark for the reading test.

For students who completed both fall and spring assessments, the school set the following goals.

- At least 90% of 4K and 5K students are expected to perform at or above the 25th percentile on the spring assessment.
- At least 80% of first through third graders who complete the assessment in the fall and spring are expected to perform at or above the 25th percentile on the spring assessment.

A total of 59 (93.7%) out of 63 4K and 5K students who completed the fall and spring assessments were at or above the spring benchmark, exceeding the school's goal of 90%. Of 73 first through third graders who completed both fall and spring assessments, 69 (94.5%) were at or above the spring benchmark, above the school's goal of 80%. Overall, 128 (94.1%) of 136 4K through third-grade students who completed both fall and spring assessments met the literacy goal this year (Table 10).

TABLE 10

DMA 2024–25
AIMSWEBPLUS EARLY LITERACY ASSESSMENT FOR 4K – 3RD GRADE

GRADE	STUDENTS	MET BENCHMARK	
		n	%
4K	32	31	96.9%
5K	31	28	90.3%
1st	27	23	85.2%
2nd	26	26	100.0%
3rd	20	20	100.0%
Total	**136**	**128**	**94.1%**

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b. Star Reading Assessment for Fourth Through Eighth Graders

Fourth through eighth graders completed the Renaissance Star Reading assessment in the fall and spring. Progress was measured by examining how many students met the school's expected Student Growth Percentile (SGP) at the time of the spring test. Renaissance determined that an expected SGP between 35 and 65 indicates adequate growth from fall to spring. DMA identified an expected SGP of 35 for the 2024–25 school year.

The school's goal was that at least 90% of students will meet their SGP at the time of the spring assessment.

Of 79 students who took both fall and spring assessments, 59 (74.7%) had an SGP of 35 or higher in the spring (Table 11).

TABLE 11

DMA 2024–25
STAR READING ASSESSMENT FOR 3RD – 8TH GRADES

GRADE	STUDENTS	MET GOAL	
		n	%
4th	21	17	81.0%
5th	19	15	78.9%
6th	18	11	61.1%
7th	11	8	72.7%
8th	10	8	80.0%
Total	**79**	**59**	**74.7%**

- Of 176 students in 4K through fifth grade, 160 (90.9%) met the school's literacy benchmarks.
- Of 39 sixth through eighth graders, 27 (69.2%) met the local literacy measure.
- Overall, 187 (87.0%) out of 215 students in 4K through eighth grade met the school's local literacy measures.

2. MATH

a. Math Common Core Assessment for 4K and 5K

4K and 5K students were assessed on Montessori sequential math skills, supplemented by at least five grade-level Common Core math skills not reflected in the Montessori sequence. Each math skill was rated as "Minimal: Needs Support," "Basic: Progressing," "Proficient: Meets Expectation," or "Advanced: Mastery." For the cohort of students who completed the fall and spring tests, progress was measured based

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on proficiency or progress in skill level at the time of the spring test. The school's goal was that at least 90% of students would demonstrate progress in acquiring at least five grade-level Common Core math skills.

There were 63 students enrolled all year who took both fall and spring math assessments. Of these, 62 (98.4%) made progress by the end of the school year (Table 12).

TABLE 12

DMA 2024–25
MATH COMMON CORE ASSESSMENT FOR 4K AND 5K STUDENTS

GRADE	STUDENTS	MET GOAL	
		n	%
4K	32	32	100.0%
5K	31	30	96.8%
Total	**63**	**62**	**98.4%**

b. Star Math Assessment for First Through Eighth Graders

Math progress for first through eighth graders was assessed in the fall and spring using the Star Math assessment. The school's goal was that 80% of students will demonstrate an SGP of 35 or higher from fall to spring. Of 150 students who took both the fall and spring assessments, 111 (74.0%) had an SGP of 35 or higher in the spring (Table 13).

TABLE 13

DMA 2024–25
STAR MATH ASSESSMENT FOR 1ST – 8TH GRADES

GRADE	STUDENTS	MET GOAL	
		n	%
1st	27	22	81.5%
2nd	26	16	61.5%
3rd	19	13	68.4%
4th	21	18	85.7%
5th	19	16	84.2%
6th	18	13	72.2%
7th	10	5	50.0%
8th	10	8	80.0%
Total	**150**	**111**	**74.0%**

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- Of 143 students in 5K through fifth grade, 115 (80.4%) met the local math measure.
- Of 38 sixth through eighth graders, 26 (68.4%) out of 38 students met the local math measure.
- Overall, 141 (77.9%) out of 181 students in 5K through eighth grade met the school's local math measures.

3. WRITING

Writing skills were assessed in the fall and spring using the Six Traits of Writing.[10] Both writing samples had grade-level prompts based on grade-level topics within the narrative genre.[11]

a. Lower Elementary (First Through Third Graders)

Student writing was evaluated based on two key traits: organization and conventions. Each trait will be assessed using a 3-point rubric (1 = incomplete, 2 = needs support/area of concern, and 3 = progress toward grade-level expectations). Within these traits, subcategories contributed to a total score of up to 21 points.

The writing benchmark for first through third graders was set at 17. The school set the following goals.

- At least 80% of first through third graders with a total score lower than 17 points in the fall will increase their overall score by 3 points or score at least 17 points in the spring.
- Students with a total score of 17 or higher in the fall are expected to maintain or increase their score in the spring.

b. Upper Elementary (Fourth Through Sixth Graders)

Student writing was evaluated based on four writing traits: organization, conventions, ideas, and sentence fluency. Each trait was assessed using a 4-point rubric (1 = incomplete, 2 = needs support/area of concern, 3 = progressing toward grade level expectations, and 4 = mastery). Within these traits, subcategories will contribute to a total score of up to 48 points.

The writing benchmark for fourth through sixth graders was set at 36. The school set the following goals.

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[10] The six traits are organization, sentence fluency, conventions, ideas, voice, and word choice.

[11] Writing genres include expository, descriptive, persuasive, and narrative.

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- At least 80% of fourth through sixth graders with a total score of lower than 36 points in the fall will increase their overall score by 4 points or score at least 36 points in the spring.
- Students with a total score of 36 or higher in the fall are expected to maintain or increase their score in the spring.

c. Adolescent (Seventh and Eighth Graders)

Student writing was evaluated based on six writing traits: organization, conventions, ideas, sentence fluency, voice, and word choice. Each trait will be assessed using a 4-point rubric (1 = incomplete, 2 =needs support/area of concern, 3 = progress toward grade level expectations, and 4 = mastery). Within these traits, subcategories will contribute to a total of 68 points.

The writing benchmark for seventh and eighth graders was set at 51 points. The school set the following goals.

- At least 80% of seventh and eighth graders with a total score of lower than 51 points in the fall will increase their overall score by 5 points or score at least 51 points in the spring.
- Students with a total score of 51 or higher in the fall are expected to maintain or increase their score in the spring.

Writing samples from 152 students in first through eighth grades were assessed in both fall and spring.

- First through third graders: 65 out of 73 students (89.0%) demonstrated progress, exceeding the 80% goal.
- Fourth through sixth graders: 43 out of 58 students (74.1%) demonstrated progress, falling below the target goal.
- Seventh and eighth graders: 18 out of 21 students (85.7%) demonstrated progress, surpassing the goal.

Results grouped by school level follow.

- Elementary (first through fifth grades): 92 out of 113 students (81.4%) met the writing goal.
- Middle school (sixth through eighth grades): 34 out of 39 students (87.2%) met the writing goal.

Overall, 126 out of 152 students (82.9%) demonstrated progress toward the writing goal (Table 14).[12]

[12] Students who met their grade-level benchmark in the spring were considered to have made adequate progress regardless of their fall writing scores.

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TABLE 14 DMA 2024–25 WRITING ASSESSMENT FOR 1ST – 8TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
1st	27	24	89.9%
2nd	26	22	84.6%
3rd	20	19	95.0%
4th	21	13	61.9%
5th	19	14	73.7%
6th	18	16	88.9%
7th	11	9	81.8%
8th	10	9	90.0%
Total	**152**	**126**	**82.9%**

4. SPECIAL EDUCATION STUDENT PROGRESS

The school set a goal for special education students to demonstrate progress toward meeting their IEP goals. To measure this, the school decided that 95% of students with active IEPs who had been at the school for one entire IEP year would demonstrate progress by meeting at least one of their IEP goals at the time of their annual review or reevaluation. There were 22 students with active IEPs for an entire IEP year at the school, and all (100.0%) met one or more of their IEP goals at the time of the annual review or reevaluation, meeting the goal.

E. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

The Department of Public Instruction (DPI) requires all schools to administer the aimswebPlus Early Literacy assessment for students in 4K through third grade. For the 2024–25 school year, DPI has deemed the fall assessment optional. However, all schools are required to administer the exam to 5K through third-grade students at midyear and to 4K through third-grade students in the spring of 2025.

For students in third through eighth grades, DPI also requires the Forward Exam. These test results are described in the following sections.

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1. AIMSWEBPLUS EARLY LITERACY ASSESSMENT

The following benchmarks we set for each grade level.

- Students in 4K are expected to score at or above the 25th percentile on the spring assessment for the Initial Sounds and Letter Word Sounds Fluency subtests.
- Students in 5K are expected to attain an aimswebPlus early literacy composite score at or above the 25th percentile (i.e., 80 or higher on the spring assessment). 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 score an Oral Reading Fluency score at or above the 25th percentile.

A total of 136 4K through third-grade students enrolled since the beginning of the school year completed the aimswebPlus in the spring. Table 15 shows the number of students who met the defined benchmark for their grade level.

TABLE 15

DMA 2024–25
AIMSWEBPLUS FOR 4K – THIRD GRADE

GRADE	STUDENTS	MET BENCHMARK	
		n	%
4K			
Initial sounds	32	31	96.9%
Letter word sounds fluency		28	87.5%
5K	31	26	83.9%
1st	27	23	85.2%
2nd	26	17	65.4%
3rd	20	17	85.0%

2. WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS

The Forward Exam was implemented as the state's standardized test for English/language arts (ELA) and math for third through eighth graders; science for fourth and eighth graders; and social studies for fourth, eighth, and tenth graders. Scores for each test are translated into one of four performance levels: advanced, meeting, approaching, and developing. The Forward Exam is administered in the spring of each school year.

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In the spring of 2025, 100 third through eighth graders enrolled as of the third Friday in September completed the ELA and math assessments. Of these students, 75 (75.0%) were at the meeting or advanced performance level in ELA, and 54 (54.0%) were at the meeting or advanced performance level in math (not shown). Results by grade level are presented in Figures 2 and 3.

Figure 2
DMA 2024–25
Forward Exam English/Language Arts Assessment[13]

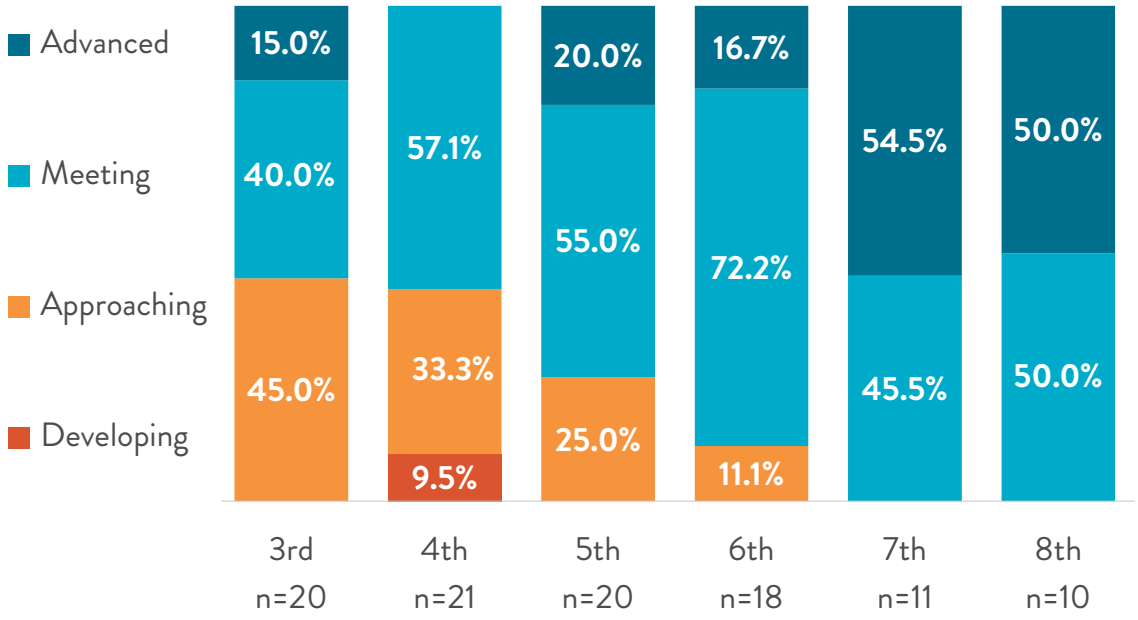

Table 16 shows the average ELA scale score by grade level, along with the performance level in which that average score is situated for that specific grade level.

TABLE 16

DMA 2024–25
FORWARD EXAM ELA ASSESSMENT
AVERAGE SCALE SCORE BY GRADE LEVEL

GRADE LEVEL	STUDENTS	AVERAGE SCALE SCORE	PERFORMANCE LEVEL
3rd	20	1572.8	Meeting
4th	21	1584.0	Meeting
5th	20	1625.2	Meeting
6th	18	1650.9	Meeting

[13] Percentages in Figures 2–4 may not total 100% due to rounding.

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TABLE 16 DMA 2024–25 FORWARD EXAM ELA ASSESSMENT AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	**STUDENTS**	**AVERAGE SCALE SCORE**	**PERFORMANCE LEVEL**
7th	11	1694.3	Advanced
8th	10	1712.2	Approaching

Figure 3
DMA 2024–25
Forward Exam Math Assessment

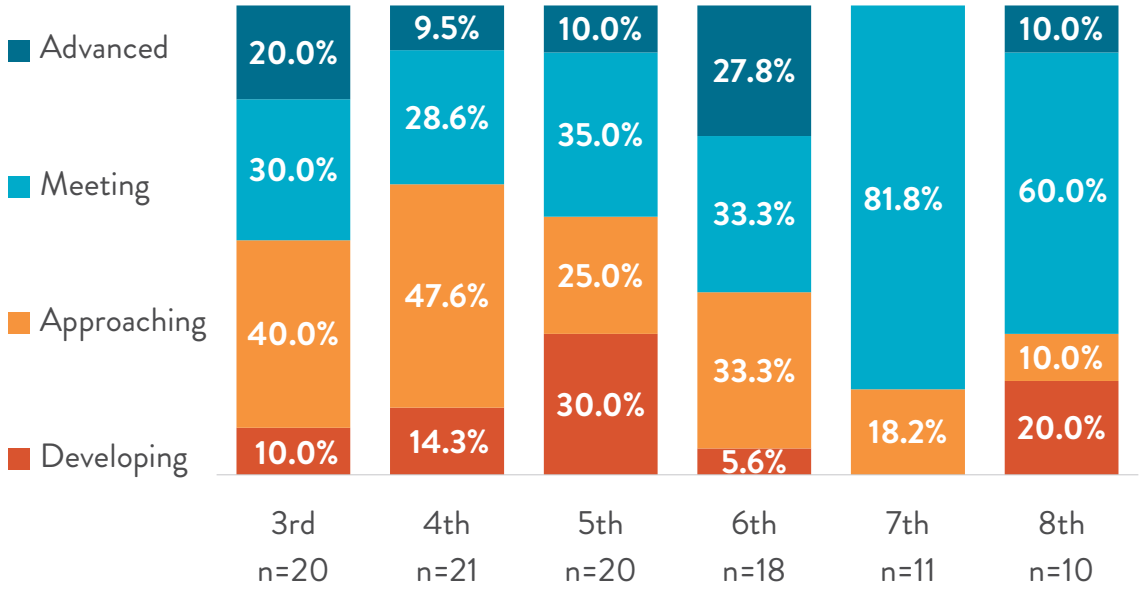

Table 17 shows the average math scale score by grade level, along with the performance level in which that average score is situated for that specific grade level.

TABLE 17 DMA 2024–25 FORWARD EXAM MATH ASSESSMENT AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	**STUDENTS**	**AVERAGE SCALE SCORE**	**PERFORMANCE LEVEL**
3rd	20	1557.4	Approaching
4th	21	1569.2	Approaching
5th	20	1591.7	Meeting
6th	18	1631.8	Meeting

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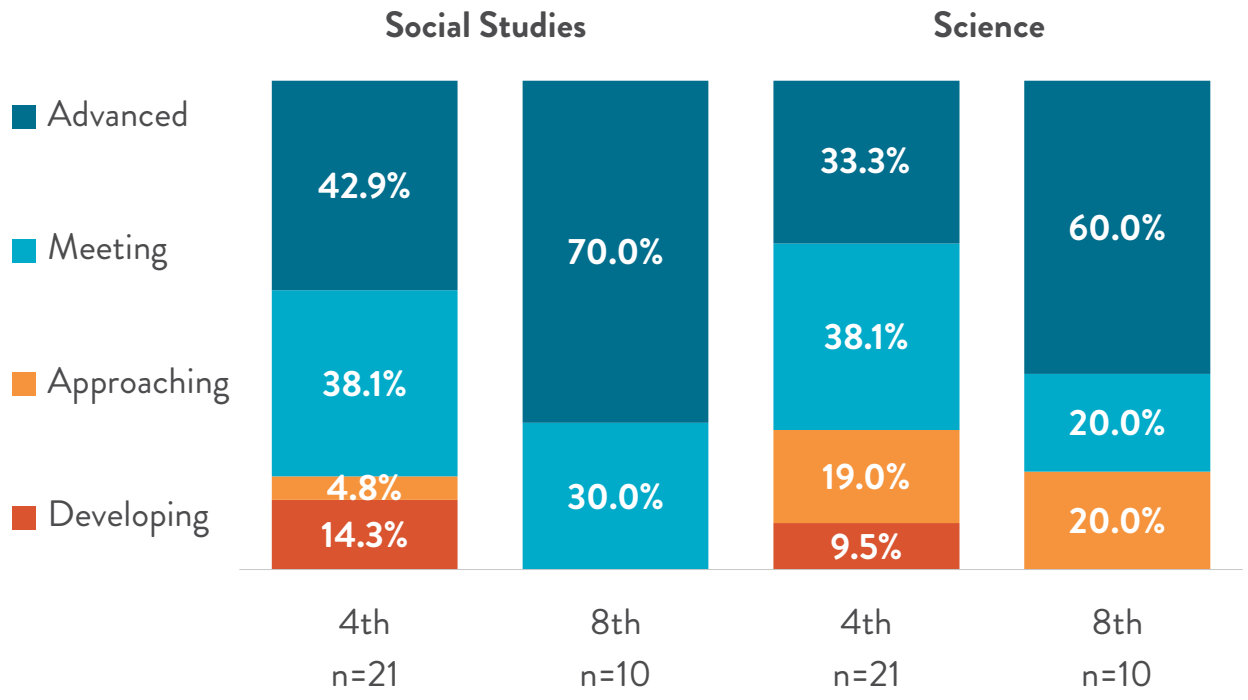
TABLE 17 DMA 2024–25 FORWARD EXAM MATH ASSESSMENT AVERAGE SCALE SCORE BY GRADE LEVEL			
GRADE LEVEL	**STUDENTS**	**AVERAGE SCALE SCORE**	**PERFORMANCE LEVEL**
7th	11	1650.4	Meeting
8th	10	1660.6	Approaching

Of 31 fourth and eighth graders, 27 (87.1%) were at the meeting or advanced performance level in social studies, and 23 (74.2%) of 31 fourth and eighth graders were at the meeting or advanced performance level in science (not shown). Results by grade level appear in Figure 4.

Figure 4
DMA 2024–25
Forward Exam Social Studies and Science Assessments (N= 31)



F. MULTIPLE-YEAR STUDENT PROGRESS

Year-to-year early literacy outcomes for first- and second-grade students could not be analyzed for this reporting period due to a statewide mandate requiring all schools to transition to the aimswebPlus assessment beginning in the 2024–25 academic year.

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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 expects that at least 60% of fourth through eighth graders who were at the meeting or advanced performance level in ELA, and at least 50% in math, will maintain that level. Additionally, at least 35% of students who were at the developing or approaching performance level in ELA or math are expected to show progress.

A total of 74 students completed the Forward Exam in spring 2024 and spring 2025. Year-to-year progress was measured for students at or above the meeting performance level and for students below the meeting performance level in ELA and/or math in spring of 2024.

1. STUDENTS AT THE MEETING OR ADVANCED LEVELS

In spring of 2024, 54 students were at the meeting or advanced performance level in ELA; 52 (96.3%) maintained their proficiency in spring of 2025. There were 39 students at the meeting or advanced level in math in spring of 2024, and 35 (89.7%) maintained their proficiency in spring of 2025. Due to the small number of students, results are not shown by grade level.

2. STUDENTS AT THE DEVELOPING OR APPROACHING LEVELS

To determine if students who were at the developing or approaching level the previous year were making progress, Evident Change examined whether these students improved their scores by moving up one or more categories (i.e., developing to approaching, approaching to meeting, or developing to meeting). If a student did not improve by a level, Evident Change examined progress within the student's level by equally dividing the developing and approaching levels into quartiles. The lowest and upper thresholds for both levels reflected the scale score ranges used by DPI to establish proficiency levels.[14]

In spring of 2024, 20 students were at the developing or approaching performance level in ELA, and 75.0% (15) of those students showed progress in 2025 (Table 18A). For math, 35 students were at the developing or approaching level in spring of 2024, and 51.4% (18) demonstrated progress in 2025 (Table 18B).

[14] This method is used by Evident Change to examine student progress in the schools chartered by the city.

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TABLE 18A DMA 2024–25 YEAR-TO-YEAR FORWARD EXAM ELA PROGRESS FOR 4TH – 8TH GRADES DEVELOPING OR APPROACHING IN SPRING OF 2024					
CURRENT GRADE LEVEL	STUDENTS DEVELOPING OR APPROACHING	STUDENTS PROGRESSED IN 2025			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th–8th	N sizes per grade lever are too small to report out individually				
Total	**20**	**13**	**2**	**15**	**75.0%**

TABLE 18B DMA 2024–25 YEAR-TO-YEAR FORWARD EXAM MATH PROGRESS FOR 4TH – 8TH GRADES DEVELOPING OR APPROACHING IN SPRING OF 2024					
CURRENT GRADE LEVEL	STUDENTS DEVELOPING OR APPROACHING	STUDENTS PROGRESSED IN 2025			
		INCREASED 1+ LEVEL	INCREASED A QUARTILE	OVERALL PROGRESS	
				n	%
4th–8th	N sizes per grade level are too small to report out individually				
Total	**35**	**13**	**5**	**18**	**51.4%**

3. OVERALL PROGRESS

Overall progress includes students who progressed from any performance level, including those maintaining the meeting or advanced level and those advancing within or across lower performance quartiles. Of the 74 students who participated in the assessment in both 2024 and 2025, 67 students (90.5%) demonstrated growth in ELA, and 53 students (71.6%) demonstrated growth in math in 2025. Progress by grade level is shown in Table 19.

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TABLE 19 DMA 2024–25 YEAR-TO-YEAR OVERALL FORWARD EXAM PROGRESS BY GRADE LEVEL			
SUBJECT AND CURRENT GRADE LEVEL	STUDENTS	OVERALL PROGRESS	
		n	%
ELA			
4th–5th	35	28	80.0%
6th–8th	39	39	100.0%
ELA Total	**74**	**67**	**90.5%**
Math			
4th–5th	35	24	68.6%
6th–8th	39	29	74.4%
Math Total	**74**	**53**	**71.6%**

G. CSRC SCHOOL SCORECARD

The 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. See Appendix C for detailed information on the most recent scorecard.

The school scored 83.1% of 94 possible points for kindergarten through fifth grade and 87.0% of 100 possible points for sixth through eighth grades. See Appendix C for school scorecard information.

Additionally, Evident Change calculated a weighted average score for the entire school (4K through eighth grade). The weighted average is simply a measure that considers the number of students to which it was applied. Evident Change assigned the weight of each individual report card's score based on the number of students enrolled in each academy at the end of the school year. DMA had an overall weighted average score of 83.8% for the 2024–25 school year.[15]

[15] Of the 215 students enrolled at the end of the school year, 81.9% were in 4K through fifth grade, and 18.1% were in sixth through eighth grades. Those percentages were used to calculate the weighted scorecard percentages.

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IV. SUMMARY AND RECOMMENDATIONS

This report covers the 27th year of DMA's operation as a City of Milwaukee charter school. The school has consistently complied with past contract requirements. This year, it has met all and partially met one contract requirements. On the basis of contract compliance and the school's trend data, Evident Change recommends that DMA continue regular, annual academic monitoring and reporting.

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APPENDICES

A. CONTRACT COMPLIANCE CHART

B. TREND INFORMATION

C. CSRC 2024–25 SCHOOL SCORECARDS

D. STUDENT LEARNING MEMORANDUM

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APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A DMA 2024–25 OVERVIEW OF COMPLIANCE FOR EDUCATION-RELATED CONTRACT PROVISIONS			
CONTRACT SECTION	**EDUCATION-RELATED CONTRACT PROVISION**	**REPORT REFERENCE PAGE(S)**	**PROVISION MET OR NOT**
Section I, B	Description of educational program of the school and curriculum focus.	p. 3	Met
Section I, V	The school will provide a copy of the calendar prior to the end of the previous school year.	p. 6	Met
Section I, C	Educational methods.	p. 3	Met
Section I, D	Administration of required standardized tests.	pp. 19–23	Met
Section I, D	**Academic criterion #1:** Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 13–19	Met
	Academic criterion #2: Year-to-year achievement measures for students meeting/advanced expectations. a. 4th – 8th graders meeting/advanced expectations on the Forward Exam in ELA the prior year: 60% will maintain proficiency. b. 4th – 8th graders meeting/advanced expectations on the Forward Exam in math the prior year: 50% will maintain proficiency. c. Second graders at or above summed score benchmark in reading (aimswebPlus): At least 75% will remain at or above.	a. p. 24 b. p. 24 c. pp. 23–24	a. Met (96.3%) b. Met (89.7%) c. N/A
Section I, D	**Academic criterion #3:** Year-to-year achievement measures: Progress for students developing/approaching expectations. a. 4th – 8th graders developing/approaching expectations on the Forward Exam in ELA the prior year: 35% will demonstrate progress. b. 4th – 8th graders developing/approaching expectations on the Forward Exam in math the prior year: 35% will demonstrate progress.	a. pp. 24–25 b. pp. 24–25	a. Met (75.0%) b. Met (51.4%)
Section I, E	Parental involvement.	pp. 6–7	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 4	Partially Met
Section I, I	Pupil database information, including special education needs students.	pp. 8–10, 12–13	Met
Section I, K	Discipline procedures.	p. 7	Met

Note: N/A indicates unavailability of comparable assessment data from spring of 2024.

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APPENDIX B: TREND INFORMATION

The following tables present five-year trends for enrollment and measures of academic progress. In the 2020–2021, and 2021–22 school years, the COVID-19 pandemic impacted every aspect of student education, including attendance, enrollment, and academic assessment. Therefore, while data from these years are included in the trend tables, results should not be compared with results from previous or subsequent years.

TABLE B1

DMA 2020–25
STUDENT ENROLLMENT AND RETENTION

SCHOOL YEAR	NUMBER ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDREW	NUMBER AT END OF SCHOOL YEAR	NUMBER AND RATE ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)*
2020–21	292	0	9	283	283 (96.9%)
2021–22	241	10	8	243	236 (97.9%)
2022–23	255	4	8	251	247 (96.9%)
2023–24	254	4	9	249	245 (96.5%)
2024–25	218	0	3	215	215 (98.6%)

*Students enrolled on the third Friday of September (considered the beginning of the school year) who were also enrolled at the end.

TABLE B2

DMA 2020–25
STUDENT RETURN RATES

SCHOOL YEAR	RETURN RATE
2020–21	91.8%
2021–22	76.9%
2022–23	89.7%
2023–24	89.3%
2024–25	83.9%

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TABLE B3 DMA 2020–25 STUDENT ATTENDANCE	
SCHOOL YEAR	**ATTENDANCE RATE**
2020–21	96.8%
2021–22	92.6%
2022–23	93.1%
2023–24	93.9%
2024–25	94.4%

TABLE B4 DMA 2020–25 OUT-OF-SCHOOL SUSPENSIONS		
SCHOOL YEAR	**% OF STUDENTS SUSPENDED**	**AVG. DAYS SUSPENDED**
2020–21	DMA's policy is not to suspend students except as a last resort. No out-of-school suspensions occurred during any of these years.	
2021–22		
2022–23		
2023–24		
2024–25		

TABLE B5 DMA 2020–25 PARENT PARTICIPATION	
SCHOOL YEAR	**% PARTICIPATED**
2020–21	100.0%
2021–22	
2022–23	
2023–24	
2024–25	

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TABLE B6 DMA 2020–25 TEACHER/INSTRUCTIONAL STAFF RETENTION	
SCHOOL YEAR	**RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR**
2020–21	100.0%
2021–22	
2022–23	
2023–24	
2024–25	

TABLE B7 DMA 2020–25 TEACHER/INSTRUCTIONAL STAFF RETURN RATES			
SCHOOL YEAR	**NUMBER AT END OF PRIOR SCHOOL YEAR**	**RETURNED FIRST DAY OF CURRENT SCHOOL YEAR**	**RETURN RATE**
2020–21	21	19	90.5%
2021–22	20	17	85.0%
2022–23	24	19	79.2%
2023–24	26	21	80.8%
2024–25	17	17	100.0%

Note: Includes only teachers who were eligible to return (i.e., who were offered a position for fall).

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APPENDIX C: CSRC 2024–25 SCHOOL SCORECARDS

TABLE C1 DMA 2024–25 CSRC K THROUGH 5TH GRADE SCORECARD					
AREA	**MEASURE**	**MAXIMUM POINTS**	**% TOTAL SCORE**	**PERFORMANCE**	**POINTS EARNED**
Student Reading Readiness: 1st – 2nd Grades	aimswebPlus: % 1st graders at or above the 25th percentile	4.0	**10.0%**	85.2%	3.4
	aimswebPlus: % 2nd graders at or above the 25th percentile for two consecutive years	6.0		N/A	N/A
Student Academic Progress: 3rd – 5th Grades	Forward Exam ELA: % maintained meeting/advanced expectations or progressed[16]	17.5	**35.0%**	80.0%	14.0
	Forward Exam math: % maintained meeting/advanced expectations or progressed	17.5		68.6%	12.0
Local Measures	% met reading	6.25	**25.0%**	90.9%	5.7
	% met math	6.25		80.4%	5.0
	% met writing	6.25		81.4%	5.1
	% met special education	6.25		100.0%	6.25
Student Academic Achievement: 3rd – 5th Grades	*Forward Exam English/language arts*: % meeting/advanced expectations	2.5	**5.0%**	62.3%	1.6
	Forward Exam math: % meeting/advanced expectations	2.5		44.3%	1.1
Engagement	Student attendance rate	5.0	**25.0%**	94.2%	4.7
	Student return rate*	5.0		83.9%	4.2
	Student retention rate*	5.0		98.6%	4.9
	Teacher retention rate*	5.0		100.0%	5.0
	Teacher return rate*	5.0		100.0%	5.0
Total Possible Points[17]		**94.0**			**78.0**
K – 5TH GRADE SCORECARD PERCENTAGE					**83.1%**

*Combined rate for all grade levels.

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

[17] Excludes points for measures for which performance could not be measured or reported this year.

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TABLE C2 DMA 2024–25 CSRC 6TH – 8TH GRADE SCORECARD					
AREA	**MEASURE**	**MAXIMUM POINTS**	**% TOTAL SCORE**	**PERFORMANCE**	**POINTS EARNED**
Student Academic Progress: 6th – 8th Grades	*Forward Exam ELA*—% maintained proficiency and/or progressed	17.5	**35.0%**	100.0%	17.5
	Forward Exam math—% maintained proficiency and/or progressed	17.5		74.4%	13.0
Local Measures	% met reading	8.75	**35.0%**	69.2%	6.1
	% met math	8.75		68.4%	6.0
	% met writing	8.75		87.2%	7.6
	% met special education	8.75		100.0%	8.75
Student Academic Achievement 6th – 8th Grades	*Forward Exam ELA*: % meeting/advanced expectations	2.5	**5.0%**	94.9%+	2.4
	Forward Exam math: % meeting/advanced expectations	2.5		69.2%	1.7
Engagement	Student attendance rate	5.0	**25.0%**	95.5%	4.8
	Student reenrollment rate*	5.0		83.9%	4.2
	Student retention rate*	5.0		98.6%	4.9
	Teacher retention rate*	5.0		100.0%	5.0
	Teacher return rate*	5.0		100.0%	5.0
TOTAL		**100.0**			**87.0**
6TH – 8TH GRADE SCORECARD PERCENTAGE					**87.0%**

*Combined rate for all grade levels.

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APPENDIX D: STUDENT LEARNING MEMORANDUM

TO: Evident Change and the CSRC
FROM: Downtown Montessori Academy
SUBJECT: Learning Memo for the 2024–25 Academic Year
DATE: December 11, 2024

This memorandum of understanding includes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at Downtown Montessori Academy in consultation with staff from Evident Change and the CSRC.

Downtown Montessori will record student data in Skyward or Microsoft Excel spreadsheets and provide the information to Evident Change, the educational monitoring agent contracted by the CSRC. The school will also provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are not available, the school will provide paper printouts (scanned or via mail) that include standardized test results from the test publisher.

Evident Change requests electronic submission of year-end data by the fifth business day after the last day of student attendance for the academic year, or June 13, 2025.

All required elements related to the outcomes below are described in the "Learning Memo Data Requirements" section.

ENROLLMENT

Downtown Montessori will record enrollment dates for every student. Upon admission, each student will have their information and actual enrollment date added to the school's database.

TERMINATION/WITHDRAWAL

For every student who leaves the school, the exit date and reason will be recorded in the school's database. A specific reason is required.

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ATTENDANCE

The school will maintain an average daily attendance rate of 93%. A student is considered present for the entire day if they attend school between 8:40 a.m. and 3:30 p.m.

TEACHER RETURN AND RETENTION

Teacher return and retention rates will be monitored through a running staff roster that will be maintained from the start of the school year until the final day.

- **Return rate:** Determined by the number of instructional staff employed the previous school year and returned for the current year.
- **Retention rate:** Determined by the number of instructional staff employed for the entire year.

PARENT/GUARDIAN PARTICIPATION

Parents or guardians of all (100%) students enrolled at the time of each of the two scheduled parent–teacher conferences will participate in that conference, which may occur in person, virtually, or by phone.

SPECIAL EDUCATION SERVICES

Downtown Montessori will maintain updated records for all students who received special education services at the school, including students who were evaluated but not eligible for services.

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ACADEMIC ACHIEVEMENT: LOCAL MEASURES[18]

CHILDREN'S HOUSE: LITERACY

Students in K4 and K5 will be administered the aimswebPlus assessment in the fall, winter and spring.[19]

The school has set the following goal: At least 90% of K4 and K5 students are expected to perform at or above the 25th student growth percentile (SGP) on the spring assessment.

ELEMENTARY AND ADOLESCENT PROGRAM: LITERACY

First Through Third Graders

First- through third-grade students will be administered the aimswebPlus assessment in the fall, mid-year, and again in the spring.

The school has set the following goal: At least 80% of first and second graders who complete the fall and spring aimswebPlus Early Literacy assessment are expected to perform at or above the 25th percentile on the spring assessment.

Fourth Through Eighth Graders

Students in fourth through eight grade will take the Renaissance Star Reading assessment in the fall and spring. Progress for those completing both assessments will be evaluated by determining how many students met the school's SGP benchmark. Renaissance defines adequate progress from fall to spring as an SGP between 35 and 65. Students who reach this benchmark will be considered to have made adequate progress for the school year.

The school has set the following goal: At least 90 % of students will score at or above the 35th SGP on the spring assessment.

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[18] Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in literacy, math, writing, and IEP goals. Students with IEP goals in specific subject areas are excluded from this collection of data.

[19] For more information, visit aimswebPlus assessment matrix

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ELEMENTARY AND ADOLESCENT PROGRAM: WRITING

Writing skills will be assessed in the fall and spring using the Six Traits of Writing.[20] Both writing samples will have grade-level prompts based on grade-level topics within the narrative genre.[21]

Lower elementary (first through third graders): Student writing will be evaluated based on two key traits: **organization and conventions.** Each trait will be assessed using a 3-point rubric (1 = incomplete, 2 = needs support/area of concern, and 3 = progress toward grade-level expectations). Within these traits, subcategories will contribute to a total score of up to 21 points.

Upper elementary (fourth through sixth graders): Student writing will be evaluated based on four writing traits: **organization, conventions, ideas, and sentence fluency.** Each trait will be assessed using a 4-point rubric (1 = incomplete, 2 = needs support/area of concern, 3 = progressing toward grade level expectations, and 4 = mastery). Within these traits, subcategories will contribute to a total score of up to 48 points.

Adolescents (seventh and eighth graders): Student writing will be evaluated based on six writing traits: **organization, conventions, ideas, sentence fluency, voice, and word choice**. Each trait will be assessed using a 4-point rubric (1 = incomplete, 2 =needs support/area of concern, 3 = progress toward grade level expectations, and 4 = mastery). Within these traits, subcategories will contribute to a total of 68 points.

The writing benchmark for first through third graders is set at 17. The school has set the following goals.

- At least 80% of first through third graders with a total score of lower than 17 points in the fall will increase their overall score by 3 points or score at least 17 points in the spring.
- Students with a total score of 17 or higher in the fall are expected to maintain or increase their score in the spring.

The writing benchmark for fourth through sixth graders is set at 36. The school has set the following goals.

- At least 80% of fourth through sixth graders with a total score of lower than 36 points in the fall will increase their overall score by 4 points or score at least 36 points in the spring.
- Students with a total score of 36 or higher in the fall are expected to maintain or increase their score in the spring.

The writing benchmark for seventh and eighth graders is set at 51 points. The school has set the following goals.

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[20] The six traits are organization, sentence fluency, conventions, ideas, voice, and word choice.

[21] Writing genres include expository, descriptive, persuasive, and narrative.

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- At least 80% of seventh and eighth graders with a total score of lower than 51 points in the fall will increase their overall score by 5 points or score at least 51 points in the spring.
- Students with a total score of 51 or higher in the fall are expected to maintain or increase their score in the spring.

MATH ELEMENTARY AND ADOLESCENTS: MATH

Math: 4K Through 5K Students

At least 90% of 4K through 5K students will demonstrate progress in acquiring at least five grade-level Common Core State Standards math skills. The following scale will be used to track the skill level and change in skill acquisition.

1. Minimal: Needs support
2. Basic: Progressing
3. Proficient: Meets expectation
4. Advanced: Mastery

Students will be assessed on all five representative math skills in the fall. Students who attend all year will show improvement (from minimal to basic, or basic to proficient in all five grade-level indicators of math growth) by the end of the school year. Students who are initially proficient in a skill will maintain proficiency or improve to advanced.

Math: First Through Eighth Graders

Students in first through eighth grade will take the Renaissance Star Math assessment in the fall and spring. For students who complete both assessments, progress will be measured by how many meet the school's SGP benchmark. According to Renaissance, an SGP between 35 and 65 indicates adequate progress from fall to spring. Students who meet this benchmark will be considered to have made sufficient progress for the school year.

The school has set the following goal: At least 80% of first through eighth graders will score at or above the 35th SGP on the spring assessment.

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INDIVIDUALIZED EDUCATION PLANS

At least 95% of students with active individualized education plans (IEPs) who have been at the school for one entire IEP year will meet at least two of their IEP goals at the time of their annual review. Please note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports attached to the regular report cards.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

AIMSWEBPLUS EARLY LITERACY ASSESSMENT[22]

The Wisconsin Department of Public Instruction (DPI) mandates that all schools administer the aimswebPlus Early Literacy assessment for 4K through third-grade students. For the 2024–25 school year, DPI has deemed the fall assessment optional. However, all schools are required to administer the exam to 5K through third-grade students at mid-year and to 4K through third-grade students in the spring of 2025.

4K Fundamental Skills Screening

Students in 4K are expected to score at or above the 25th percentile on the spring assessment for the initial sounds and letter word sounds fluency subtests.

5K Universal Reading Screening

Students in 5K are expected to attain an aimswebPlus Early Literacy score at or above the 25th percentile. The kindergarten early literacy composite score is determined by combining their performance on the letter naming fluency and letter word sounds fluency subtests.

First Through Third Graders Universal Reading Screening

First through third graders are expected to score an oral reading fluency score at or above the 25th percentile.

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[22] For more information visit AWP WI Assessment Matrix Updated (pearsonassessments.com)

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WISCONSIN FORWARD EXAM FOR THIRD THROUGH EIGHTH GRADERS

The Wisconsin Forward Exam will be administered annually within the timeframe specified by DPI. This standardized assessment will produce an English/language arts (ELA) score and a math score for all third through eighth graders. Fourth and eighth graders will also complete the science and social studies tests.

YEAR-TO-YEAR ACHIEVEMENT

Evident Change will include the results of the DPI-required assessments in each school's annual report. Additionally, Evident Change will report year-to-year progress for students who completed the assessments in consecutive school years at the same school.

The CSRC expects the following.

- The CSRC expects at least 75% of first graders who met the early literacy benchmark for reading readiness in the spring will remain at or above the second-grade benchmark in the spring of the subsequent year.
- Year-to-year progress will not be measured this year due to the assessment change from Star Early Literacy to aimswebPlus as the early literacy screener for the 2024–25 school year. Year-to-year reporting on early literacy screening will resume next school year.
- For students who take the Forward Exam in two consecutive years:
  - At least 60% of fourth through eighth graders who were proficient or advanced in ELA the prior year will maintain proficiency;
  - At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency; and
  - At least 35% of fourth through eighth graders who were below proficiency in ELA and/or math in the prior year will demonstrate progress.

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