

**EXECUTIVE SUMMARY
FOR THE WEST ALLIS-WEST MILWAUKEE SCHOOL DISTRICT
BOARD AGENDA**

Topic: Establishing the Madison School

Prepared by: Dr. Tarrynce Robinson, Superintendent and Aaron Norris, Assistant Superintendent

Date: August 24, 2026 **Agenda Reference #** 10.2

Recommended Action:	<u> x </u>	Discussion/Action
	<u> </u>	Presentation/Discussion
	<u> </u>	Information Only
	<u> </u>	Presentation/Action Next Meeting

Recommendation(s):

The Administration recommends that the Board of Education approve establishing Madison School as an alternative school within the West Allis-West Milwaukee School District.

This action will formally bring together the existing GED Option 2, Shared Journeys, and Community Transition Services (CTS) programs currently operating at the Madison site under one school designation. This will establish a unified school identity and administrative structure for programs that serve students whose educational needs and pathways differ from those offered within the District's traditional comprehensive high school setting. Once Madison School is established, the administration will submit the DPI Alternate Accountability Form. This will allow the District to use locally selected measures of student progress, resulting in an Alternate Rating of either Satisfactory Progress or Needs Improvement.

Deeper Learning Virtual Academy (DLVA), while physically located within the same building, will not be included as part of Madison School. DLVA will remain a separate state-approved charter school with its existing school designation and accountability structure.

Purpose:

Establishing Madison as a separate school, rather than continuing these programs as satellite programs of the comprehensive high schools, will better align enrollment and accountability with where students receive their educational programming and provide a stronger sense of school identity and belonging for the students. The focused, adult-oriented setting will help students minimize barriers and distractions as they work toward graduation or transition to adult life. Madison will also offer greater choice for eligible students who need an alternative to the traditional high school model, while Alternate Accountability will provide more meaningful measures of student progress and success.

Background:

The District currently operates several specialized programs at the Madison site that provide alternative educational pathways and transition services for students with unique academic and developmental needs. Students served in these programs currently remain enrolled at one of the District's comprehensive high schools for state reporting and accountability purposes, even when they are no longer participating in the school's traditional instructional program. As a result, these students continue to be reflected in the comprehensive high school's accountability measures, including its four-year graduation rate. Establishing Madison School will provide a more accurate organizational structure for reporting students based on their actual educational placement and programming. For eligible students, GED Option 2, Shared Journeys, and the Reduced Credit

Pathway provide educational options that allow students and families to choose a pathway aligned with their individual circumstances, needs, and goals. These programs include:

GED Option 2 provides an alternative pathway for credit-deficient juniors and seniors for whom completion of a traditional high school diploma may no longer be the most appropriate or attainable pathway. The program allows eligible students to pursue a GED through an approved alternative educational program while remaining connected to District supports and services.

Shared Journeys serves students who are pregnant or parenting and provides educational programming and support designed to help students continue progressing toward graduation while balancing the responsibilities associated with parenting.

Community Transition Services (CTS) is an Individual Education Plan (IEP)-based program that serves students with disabilities, generally ages 18–21, who have completed the traditional high school portion of their educational experience but continue to receive transition services through their IEPs. Programming emphasizes preparation for adult life, including employment, independent living, community participation, and other individualized transition goals.

Reduced Credit Pathway, scheduled to launch in the 2027-28 school year, will serve high school students who are significantly behind in credits but for whom earning a traditional high school diploma remains an appropriate and attainable goal. The program will provide a flexible, individualized pathway that allows eligible students to meet District graduation requirements through an approved reduced-credit pathway while receiving targeted academic and student support designed to address barriers to successful high school completion.

Students pursuing a high school diploma through Madison School will graduate from Madison School and receive a District high school diploma.

Deeper Learning Virtual Academy (DLVA), is also located within the same building. However, DLVA is a separate state-approved virtual charter school authorized under WAWMSD serving students in grades 6-12. DLVA will remain a separate state-approved charter school with its existing school designation and accountability structure.

Establishing Madison School as an alternative school will formalize and unify the specialized programming already operating at the Madison site while preserving the distinct purpose of each program. The proposed school structure will provide a clearer identity for students and families and better align state reporting and accountability with where students receive their educational programming.