

Charter School Performance Summary

Charter School:	Milwaukee Environmental Sciences Academy (MESA)	Contract Term:	2020-21 to 2021-22
Grade Levels:	K4 – 8	Date:	November 16, 2021
Contract Max FTE:	500	September Enrollment Count:	338

Introduction

MPS follows the principles and standards for contracting, performance evaluation and compliance monitoring established by the *National Association of Charter School Authorizers*. The Charter School Performance Summary rates a school's performance in three broad areas: **Academic Performance**, **Financial Performance**, and **Organizational Performance**. The performance summary is *one* of the review and evaluation components used as the basis for charter renewal recommendations.

For additional information regarding the contract renewal decision-making process and timeline, see the document, "Charter School Performance Evaluation and Contract Renewal Procedures."

Performance Ratings

Each of the three performance areas, as well as each of the individual performance standards, will be given a rating of either:

Met the Standard

Did Not Meet the Standard

The overall rating for each section and the renewal recommendation is completed via collaboration and consensus by the MPS Charter School Contract Review Team after the team's review of the School Performance Summary, Application for Renewal, and site visit.

Student Demographic Snapshot

School Profile			
Mission	As an EL Education School (formerly known as Expeditionary Learning), Milwaukee Environmental Sciences Academy, a MTEC Charter School, is dedicated to creating a safe, nurturing, and rigorous learning environment that supports the intellectual, physical, social, and emotional growth of all its scholars. Emphasis is placed on engaging scholars in active learning, real-world problem solving, and decision making, with a focus on environmental stewardship and community involvement.		
School Leader	Janet Colvin		
Year Opened	2013		
Enrollment Information			
Maximum Authorized Enrollment	500		
Total Number of Students Currently Enrolled	338		
Average class size	18		
Number of students who are currently on the waiting list	0		
Number of students who left the school during the prior school year	39		
Number of students that completed the prior school year but did not re-enroll for the current school year (excluding graduates)	10		
Number of students who have left the school during the current school year	17		
Demographic and Subgroup Information for Currently Enrolled Students			
Subgroup Population	Number of Students	Percent of entire student body	District Average (%)
Black or African-American	306	91.0%	49.1%
Asian	4	1.2%	8.2%
Hispanic	20	5.9%	27.8%
White	5	1.5%	10.1%
American Indian or Alaska Native	0	0.0%	0.4%
Native Hawaiian or Other Pacific Islander	0	0.0%	0.1%
Multiple	3	0.9%	4.2%
Students with Disabilities	36	10.7%	18.9%
English Language Learners	0	0.0%	13.2%
Economically Disadvantaged	320	94.7%	79.2%

Academic Performance

Academic Performance Standards:

1	WSAS English / Language Arts (ELA)	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in English / Language Arts (ELA) that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
2	WSAS Mathematics	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
3	WSAS Science	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in science that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
4	WSAS Social Studies	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
5	Improved Math Fall to Winter	At least 50% of students will improve their percentile rank on the Universal Screener from fall to winter in mathematics by at least 2 percentiles.
6	Improved Math Winter to Spring	At least 50% of students will improve their percentile rank on the Universal Screener from winter to spring in mathematics by at least 2 percentiles.
7	Improved Reading Fall to Winter	At least 50% of students will improve their percentile rank on the Universal Screener from fall to winter in reading by at least 2 percentiles.
8	Improved Reading Winter to Spring	At least 50% of students will improve their percentile rank on the Universal Screener from winter to spring in reading by at least 2 percentiles.
9	Improved Attendance	Charter School will demonstrate an improved attendance rate by 2% compared to the previous school year.
10	Improved Suspension	Charter School will demonstrate an improved suspension rate by 2% compared to the previous school year.
11	Stability Rate	Achieve a stability rate of pupils in Charter School (registered as of the September Third Friday Count) that is the same as, or higher than, the stability rate of pupils in corresponding grades in all MPS schools.

12	Attendance Rate	Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools.
13	Mobility Rate	Achieve a mobility rate of pupils in Charter School that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools.
14	Promotion Rate Grades 4 and 8	Achieve a percentage of pupils promoted from grades 4 and 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from corresponding grades in all MPS schools.

Objective Measures for Academic Performance:

Met the Standard	Did Not Meet the Standard
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Standard	Year 2 (Previous Contract) 2019-20	Year 1 2020-21	Year 2 2021-22 Current
1. WSAS English Language Arts	NA Schools Closed ESEA Waiver	NA School = 5.3% District = 7.3%	
2. WSAS Mathematics	NA Schools Closed ESEA Waiver	NA School = 1.6% District = 4.2%	
3. WSAS Science	NA Schools Closed ESEA Waiver	NA School = 4.8% District = 8.9%	
4. WSAS Social Studies	NA Schools Closed ESEA Waiver	NA School = 7.2% District = 9.3%	
5. Improved Math Fall to Winter (goal 50% by 2 percentiles)	NO 48.4%	NO 21.9%	
6. Improved Math Winter to Spring (goal 50% by 2 percentiles)	NA School Closure	NO 18.8%	
7. Improved Reading Fall to Winter (goal 50% by 2 percentiles)	NO 35.6%	NO 27.1%	
8. Improved Reading Winter to Spring (goal 50% by 2 percentile)	NA School Closure	NO 20.1%	
9. Improved Attendance	NO 2019-20 = 90.2% 2018-19 = 91.6%	NO 2020-21 = 78.9% 2019-20 = 90.2%	YES 2021-22 = 83.9% 2020-21 = 78.9%

10. Improved Suspensions	YES 2019-20 = 11.2% 2018-19 = 21.4%	YES 2020-21 = 0.0% 2019-20 = 11.2%	NO 2021-22 = 2.0% 2020-21 = 0.0%
11. Stability Rate	NO School = 77.2% District = 79.7%	YES School = 72.3% District = 69.7%	
12. Attendance Rate	NO School = 90.2% District = 90.9%	NO School = 78.9% District = 87.3%	NO School = 83.9% District = 88.0%
13. Mobility Rate	YES School = 6.4% District = 8.8%	YES School = 3.3% District = 5.0%	YES School = 0.3% District = 1.7%
14. 4 th and 8 th Grade Promotion	YES 4 th Grade School = 100% District = 99.9% 8 th Grade School = 100% District = 99.9%	YES 4 th Grade School = 100.0% District = 99.9% 8 th Grade School = 100.0% District = 99.8%	
Percentage of Standards Met by Year	38% MET	29% MET	

District's Comments to Academic Performance Measures:

2019-20 school year: All federal and state requirements to administer academic assessments have been suspended for 2019-20, as a result of the ESEA waiver granted by the Department of Education on March 23 and the Wisconsin Act 185 enacted on April 15. There will be no further state assessments this school year.

2020-21 school year: For the 2020-21 school year, the district received a federal waiver for test participation in meeting the 95% requirement. The test participation for the school and district is indicated in "total tested" for comparison. Comparisons must be made with extreme caution, since test participation may vary widely between schools and the district.

School's Comments to Academic Performance Measures:

(Schools may respond to performance measures, submit additional information, and/or address areas of strength and/or challenge identified in the Academic Performance section. Additionally, schools should include statements and evidence reflecting areas of improvement related to Academic Performance.)

English/Language Arts

To improve ELA outcomes for students, we continue to use the Expeditionary Learning Education curriculum. English/Language Arts (ELA) is aligned with the Common Core State Standards and Expeditionary Learning (EL) Education philosophy and core practices. While our ELA goal was not met, we have seen significant progress and an upward trend in the EL Education Implementation Review (IR) scores. Our scores moved from a score of 90 in the 2018-19 school year to a score of 108 in the 2019-20 school year. In the 2020-21 school year, due to the COVID, EL Education schools did not participate in the Implementation Review (See Appendix A).

MESA Wisconsin Forward Results		Slight Decrease	District Wisconsin Forward Results		Significant Decrease
2018-19	12.3%	MESA had a 6.6% decrease during the	2018-19	23.0%	District had a 15.7% decrease during the 2020-2021 school
2019-20	School Closed ESEA Waiver		2019-20	ESEA Waiver	

2020-21	5.7%	2020-2021 school year	2020-21	7.3%	year.
The chart above indicates a slight decrease of 6.6% in 2020-2021 from 12.3% in 2018-2019 school year. In comparison, the district indicates a significant decrease of 15.7% from 23% in 2018-2019 to 7.3% in 2020-2021. While MESA had a slight decrease, the district decreased 9.1% more than MESA from the 2018-2019 school year to the 2020-2021 school year.					

Our plans for both academic growth and proficiency in ELA and other core areas are outlined in the “Next Step” section below.

Math

To improve Math outcomes for students, we will continue to use My Math curriculum for K5 - 5th grade and Glencoe Math for 6th - 8th grade. Both are aligned to the Common Core State Standards. We have implemented professional development for teachers from McGraw-Hill representatives to ensure fidelity. While our Math goal was not met, we have seen immediate growth with classroom assessment data school-wide.

MESA Wisconsin Forward Results		Slight Decrease	District Wisconsin Forward Results		Significant Decrease
2018-19	7.0%	MESA had a 5.4% decrease during the 2020-2021 school year	2018-19	16.6%	District had a 12.4% decrease during the 2020-2021 school year.
2019-20	School Closed ESEA Waiver		2019-20	ESEA Waiver	
2020-21	1.6%		2020-21	4.2%	
The chart above indicates a slight decrease of 5.4% in 2020-2021 from 7.0% in the 2018-2019 school year. In comparison, the district shows a significant decrease of 12.4% in 2020-2021 from 16.6% in the 2018-2019 school year. While MESA had a slight decrease, the district decreased 7.0% more than MESA from the 2018-2019 school year to the 2020-2021 school year.					

Our plans for both academic growth and proficiency in Math and other core areas are outlined in the “Next Step” section below.

Science

MESA adopted a new science curriculum this school year (Amplify). Amplify Science integrates the latest best practice in science teaching and learning. Students will have numerous opportunities to use hands-on materials, engage with readings, develop evidence-based scientific written arguments, and explore digital application. Lessons are designed to be completed in the classroom with peers, but there are some activities that students can work on at home with parents. With Amplify Science, students took on the role of a scientist or engineer to actively investigate fascinating curiosities through engaging hands-on activities, immersive digital simulations, comprehensive reading and writing activities, and lively classroom discussions. MESA also has an outdoor classroom to support environmental education.

MESA Wisconsin Forward Results		Slight Decrease	District Wisconsin Forward Results		Significant Decrease
2018-19	12.3%	MESA had a 7.5% decrease during the 2020-2021 school year	2018-19	23.0%	District had a 14.1% decrease during the 2020-2021 school year.
2019-20	School Closed ESEA Waiver		2019-20	ESEA Waiver	
2020-21	4.8%		2020-21	8.9%	
The chart above indicates a slight decrease of 7.5% from the 2018-2019 school year to the 2020-2021 school year. In comparison, the district shows a significant decrease of 14.1% from the 2018-2019 school year to the 2020-2021 school year. While MESA had a slight decrease, the district decreased 6.6% more than MESA from the 2018-2019 school year to the 2020-2021 school year.					

Our plans for both academic growth and proficiency in Science and other core areas are outlined in the “Next Step” section below.

Social Studies

With a strong emphasis on improving ELA scores and with the shift to the Expeditionary Learning ELA curriculum, we are consistently working with rigor to close the achievement gap in Social Studies. This curriculum is embedded in the Expeditionary Learning ELA curriculum which will help improve our scores. While our Social Studies goal was not met, we have seen immediate growth with classroom assessment data school-wide.

MESA Wisconsin Forward Results		Slight Decrease	District Wisconsin Forward Results		Significant Decrease
2018-19	16.9%	MESA had a 9.7% decrease during the 2020-2021 school year	2018-19	25.0%	District had a 15.7% decrease during the 2020-2021 school year.
2019-20	School Closed ESEA Waiver		2019-20	ESEA Waiver	
2020-21	7.2%		2020-21	9.3%	

The chart above indicates a slight decrease of 9.7% from the 2018-2019 school year to the 2020-2021 school year. In comparison, the districts show a significant decrease of 15.7% from the 2018-2019 school year to the 2020-2021 school year. While MESA had a slight decrease, the district decreased 6% more than MESA from the 2018-2019 school year to the 2020-2021 school year.

Our plans for both academic growth and proficiency in Social Studies and other core areas are outlined in the “Next Step” section below.

Attendance Rate Incentives

School Psychologist, Deanna Rugzie, and School Social Worker, Kellie Butler created a virtual Rewards Center to use as an incentive to increase attendance for the 20-21 school year. The rewards center was created using Google Slides and embedded links to games and fun activities for the scholars to choose from. The scholars who achieved 100% attendance each month were sent an invitation to join the Rewards Center. The Rewards Center was split up into three different time slots based on grade level. K4-2nd grade, 3rd-5th and middle school time slots were held during instructional breaks. Parents and teachers were welcomed to join as well.

The event began on a Zoom link with directions on how to use the center by Ms. Rugzie and Ms. Butler. The scholars were then able to access the center via weblink given to them during the instructional time. The scholars accessed the center and chose the activities and games they wanted to access. They were free to change activities all during the thirty-minute time frame. On average, each time slot would have 10-20 scholars. The scholars were also recognized monthly on the MESA website.

To foster a culture for great attendance, MESA implemented incentives school-wide. Every classroom participates by highlighting the daily attendance outside of the classroom door. Interclass competition (with rewards like an ice cream social, pizza parties, dress down days, certificates, Traveling trophy, and lunch with the principal, etc.), for the class with the best monthly attendance. Students receive recognition from peers and the school staff through all-school crew assemblies, extra recess time, homework passes, eagle dollars (school money) for the school store, raffles to win reading books, gift cards, delivery from door dash, staff members personally delivered lunch, school uniforms and school dances. Students are also recognized for improved attendance. The chart below shows a 5% incline from 2020-2021 to the 2021-2022 school year.

MESA Attendance Rate		Increase	District Attendance Rate		Increase
2020-2021	78.9%	MESA presently has a 5.0% increase during the 2021-2022 school year	2020-2021	87.3%	District presently has a 0.7% increase during the 2020-2021 school year.
2021-2022	83.9%		2021-2022	88.0%	

The chart above shows that MESA had an increase of 5.0% in attendance for 2021-2022. In comparison, the district increased the attendance rate by 0.7% in 2021-2022. This indicates that MESA attendance rate increased by 4.3% above the district from 2020-2021 to 2021-2022.

STAR MATH

Year	Math Fall to Winter	Missed by %	Math Winter to Spring	Missed by %
2019-2020	48.4%	1.6%	N/A School Closure	N/A School Closure
2020-2021	21.9%	26.9%		31.2%
2021-2022	N/A	N/A	N/A	N/A

STAR READING

Year	Reading Fall to Winter	Missed by %	Reading Winter to Spring	Missed by %
2019-2020	35.6%	14.4%	N/A School Closure	N/A School Closure
2020-2021	27.1%	22.9%	20.1%	29.9%
2021-2022	N/A	N/A	N/A	N/A

Both charts above show percentile rank results from the Universal Screener. Although, at least 50% of students did not improve their percentile rank from fall to winter and winter to spring in mathematics and reading by at least 2 percentiles, we are still committed to delivering quality teaching and learning for our students.

MESA had a 60% teacher turnover rate for the 2020-2021 school and all new teachers were new to teaching the EL Education and the My Math and Glencoe Math Curriculum. In addition, we experienced virtual teaching and learning first-hand for the first time in history. Opportunities of improvement will be determined through needs analysis of each content area from the Universal Screener. Data from the Universal Screener is examined by the classroom teachers, special education teachers and the leadership team to determine the strands of challenges for the individual grade levels as well as for each individual child. Curriculum and instructional planning will focus on the needs identified by the analysis. Our efforts will transform into increasing the number of students' percentile rank for reading and math delivered by combining the beneficial rigors of EL Education and Math. Steady improvement in the quality of classroom-based assessments as well as the Universal Screener is our ultimate goal.

MESA will continue to facilitate the learning process within an environment that encourages the development of a positive value system. The school nurtures the students in the development of character, mastery of knowledge and skills, and high-quality work, preparing students to become informed, responsible and productive world citizens.

Academic Challenges

Milwaukee Environmental Sciences Academy is an Expeditionary Learning Education (EL) school. Per the contract, our school designer works closely with the staff through professional development and curriculum implementation. The school designer also provides leadership and instructional support to the administrative team. Through Expeditionary Learning, instructional coaching support is provided to teachers during the summer and throughout the school year.

Additional Comments

While we did not achieve our academic goals in Mathematics, English/Language Arts, Science and Social Studies during the past year of our contract, we have shown growth with classroom assessments in all areas. We are dedicated to increasing proficiency in each subject area. During the 2020-2021 school year, MESA hired an instructional coach who works closely and collaboratively with teachers to provide coaching and instructional support. This gives teachers additional support that is non-evaluative.

We are a science-focused school; however, our school ranked below MPS schools in this category, but when our students articulate their projects completed during their expeditions, they do it exceptionally well. Our students' communication skills have developed through their experiences with expeditions. However, we are dedicated toward building proficiency in each subject area. We have increased the collaboration between our middle science teachers and our lower grade teachers. Middle school students spend time working with younger students on science projects and experiments led by the support of a dedicated science teacher. We have increased science resources with our new Amplify Science Curriculum. Science instructional minutes have increased to 60 minutes per day. Increased learning opportunities outside of school are integrated into science through our Expeditionary Learning ELA approach and our new outdoor Science classroom.

It is also imperative to mention that MESA has worked to establish culture and crew and other components of our EL Education model to stabilize our population and foster academic achievement. It is also important to highlight that we met our mobility and promotion goal for the past three consecutive years.

Next Steps

In the 2020-2021 school year, the focus was on the staff and scholars' SEL needs. This was the year of a new leader and approximately 15 new crew members. Milwaukee Environmental Sciences Academy has endured many transitions. Research informs us that teacher retention matters. It was imperative that culture and climate were established in alignment with crew. This was the year that we met every morning for 90 days straight to develop trusting relationships, share our concerns, and, most importantly, build each other up during these unprecedented times.

In the 2021-2022- Milwaukee Environmental Sciences Academy will continue to focus on our culture and climate as we continue to navigate virtual and in-person learning. In alignment with MESA’s School Improvement and EL Work Plan for the 2021-2022 school year MESA will transition to a Professional Learning Community model set to begin the second trimester.

Using the research of Richard DuFour Learning by Doing MESA will continue to:

- Collect data through observations and provide teachers with feedback weekly on lesson plans and instructional practices using accurate student and teacher data.
- Work on increasing common planning time to allow reflection, collaboration, and opportunities for peer observation.
- Hold monthly instructional leadership meetings to review, revise, and act on School Improvement and Expeditionary Learning Work plan strategies and goals. (Plan, Do, Study, Act)
- Increase Professional Development aligned with the School Improvement and EL Work plan goals.
- Goal set using the STAR student goals setting worksheets for all students in reading and math.
- Provide coaching, modeling, and observations using the EL coaching model and framework.
- Increase Expeditionary Learning support days including school designer and instructional coach.
- Meet with our EL Designer and Contracted Partners to review the School Improvement and EL Work Plan.

MESA will begin to:

- Take a deeper dive in the review of student work samples and classroom assessments based on standards during the Professional Learning Community meetings.
- Provide peer suggestions and feedback based on student data.
- Review multiple student data to support lesson plans and differentiation of instruction
- Focus on tier one instructional strategies.
- Data debrief sessions using formative/summative assessments.
- Reform department meetings to PLC’s driven by student results and develop a data warehouse to capture student assessment results.
- Support the retention of staff by implementing CREW concepts, allocating resources to support SEL and behavioral needs, and providing a nurturing environment where all voices are valued.

If MESA continues on the current trajectory of fully implementing PLC’s that focus on classroom assessments based on standards, social-emotional needs of staff and scholars, retention of staff and consistent leadership, then MESA will become a Higher Performing School located in an urban community that deserves a school with a science and expeditionary focus.

Financial Performance

Financial Performance Standards:		
1	Financial Audit	Charter school provides for an annual financial audit consistent with the provisions of the charter school contract. There are no material, unresolved, and/or repeat findings.
2	Budget Accounts	Charter school expends and accounts for funds in a manner consistent with the provisions of the charter school contract. Expenditures in any category of the school’s annual budget did not deviate by more than 10%, unless mutually agreed upon between MPS and the charter school.
3	Financial Accounting	Charter school expends and accounts for funds in accordance with the federal guidelines set forth in Office of Management and Budget OMB Circular(s), A21, A87, or A122 Circular.

4	Financial Records	Charter school maintains all financial records in compliance with state and federal guidelines and with Generally Accepted Accounting Principles and Standards. Charter school's financial records are consistent with the provisions of the charter school contract.
5	Budget Deficit	When a charter school anticipates a revenue shortfall or deficit from operations, or upon request of MPS, charter school submits within 30 days contingency plans for such revenue shortfalls in accordance with provisions of the charter contract. Plans to manage deficits or other contingencies are explained.
6	Financial Reporting	Charter school complies with all the financial reporting as outlined in the charter contract.

Objective Measures for Financial Performance

Met the Standard	Did Not Meet the Standard
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Standard	Year 2 (Previous Contract) 2019-20	Year 1 2020-21	Year 2 2021-22 Current
1. Financial Audit	YES	Due October 2021	
2. Budget Accounts	YES	YES	YES
3. Financial Accounting	YES	YES	YES
4. Financial Records	YES	YES	YES
5. Budget Deficit	YES	YES	YES
6. Financial Reporting	YES	YES	YES
Percentage of Standards Met by Year	100.0% MET	100.0% MET	100.0% MET

District's Comments to Financial Performance Measures:

For the 2019-20 school year financial audit, Milwaukee Teacher Education Center, Inc. for Milwaukee Environmental Sciences Academy received an unmodified audit. There was no deficit. The external auditors did not express any concerns on the financial viability of the school.

The financial audit for the 2020-21 school year is due October 30, 2021. Comments will be provided upon receipt of the financial audit.

School's Comments to Financial Performance Measures:

(Schools may respond to performance measures, submit additional information, and/or address areas of strength and/or challenge identified in the Financial Performance section. Additionally, schools should include statements and evidence reflecting areas of improvement related to Financial Performance.)

Annual audits are conducted by Wegner CPA's. The audit for 2020-2021 is expected to be received soon from Wegner.

Funds are spent consistent with federal and state guidelines. Financial records are kept in accordance with GAAP and in manner a consistent with the provisions of the charter school contract.

There have been no deficits during the 2019-2020 or the 2020-2021 fiscal years. A deficit is not expected for the 2021-2022 fiscal year. If this were to change, a contingency plan would be submitted.

We have complied with all the financial reporting requirements outlined in the charter contract.

The COVID-19 pandemic provided new challenges to the school, but Milwaukee Environmental Sciences Academy was able to weather the disruption and is currently in a good financial position.

Organizational Performance

Organizational Performance Standards:

1	Annual Performance Audit	Charter school provides for an annual performance audit consistent with the provisions of the charter school contract. There are no material, unresolved, and/or repeat findings.
2	Educational Program	Charter school operates the educational program consistent with description contained in the charter school proposal approved by the Milwaukee Board of School Directors and equips all classrooms with all materials, equipment and supplies required to implement the educational program.
3	School Governance	Charter school governance structure and reporting requirements are consistent with provisions of the charter school contract.
4	Parental Involvement	Charter school employs methods to ensure parental involvement consistent with the provisions of the charter school contract.
5	Title I Requirements	Charter school complies with all of the rules and regulations applicable to Title I funding requirements consistent with federal law and the provisions of the charter school contract.
6	Employee Qualifications and Human Resources Provisions	Charter school complies with all state statutes and provisions of the charter school contract relative to the qualifications and hiring of individuals employed in the school. This includes, but is not limited to, ensuring that all instructional staff hold a current and appropriate license or permit issued by the Wisconsin Department of Public Instruction and background screening for both employees and volunteers.

7	Health and Safety	Charter school complies with all district policies and all local, state and federal laws, codes, rules and regulations that apply to public schools pertaining to health and safety consistent with the provisions of the charter school contract.
8	Pupil Admission and Enrollment Policies, and Records Retention	Charter school complies with provisions of the charter school contract regarding admissions requirements, pupil enrollment, racial and ethnic balance, and pupil records retention. Charter school adheres to state and federal laws and contract provisions related to nondiscrimination and statutory requirements, nonsectarian status, and pupil tuition and fees.
9	Special Education Compliance	Charter school complies with all of the requirements of the Individuals with Disabilities in Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. School provides a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with those Acts.
10	Transportation and Nutrition Services	Charter school adheres to all provisions of the charter contract relative to transportation and nutrition services.

Objective Measures for Organizational Performance

Met the Standard	Did Not Meet the Standard
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Standard	Year 2 (Previous Contract) 2019-20	Year 1 2020-21	Year 2 2021-22 Current
1. Annual Performance Audit	YES	Due January 2022	
2. Educational Program	YES	YES	YES
3. School Governance	YES	YES	YES
4. Parental Involvement <i>(school provides see note)</i>	YES	YES	YES
5. Title I Requirements	YES	YES	YES
6. Employee Qualifications and Human Resources Provisions	NO	NO	NO
7. Health and Safety	NO	NO	NO
8. Pupil Admission and Enrollment Policies and Records Retention	YES	YES	YES

9. Special Education Compliance	YES	YES	YES
10. Transportation and Nutrition Services	YES	YES	YES
Percentage of Standards Met by Year	80.0% MET	80.0% MET	80.0% MET

District's Comments to Organizational Performance Measures:

2021-22 School Year Comments:

- As of October, 2021, all students at MESA do not have all the required immunization or appropriate waivers from the parents on file, 87% of the students met the minimum requirement.
- As of October, 2021, there are 2 teachers that do not hold a current and appropriate license to teach issued by the Wisconsin DPI to teach assigned classes.
- Special Education:
 - Enrollment: 333 total students, 35 SWD, % SWD 11%
 - Attendance: SWD 85.3% compared to SWOD 85.8%
 - Suspension: 5 students have been suspended this year, 2 are SWD, SWD suspension rate 40%; SWOD suspension rate 60%
 - MESA is compliance with annual and reevaluation IEP activities

2020-21 School Year Comments:

- MESA's educational program was modified to support a virtual learning platform. Approximately 100 students returned to in-person learning in April 2021, while the remaining students were supported through a virtual learning platform.
- All students at MESA did not have all of the required immunization or appropriate waivers from the parents on file, 91% of the students met the minimum requirement.
- Two teachers did not hold a current and appropriate license to teach issued by the Wisconsin DPI to teach assigned classes.
- Special Education:
 - Enrollment: 392 total students, 42 SWD; % SWD 11%
 - Attendance: SWD 73.5% compared to SWOD 79.6%
 - Suspension: No suspensions during the 20-21 school year
 - MESA was in compliance with annual and reevaluation IEP activities

2019-20 School Year Comments:

- The Performance and Compliance Audit was submitted September 2021, with multiple requests for extensions of the audit that was due February 2021.
- The Pupil Academic Achievement Report was not submitted within 30 days of receipt of the data.
- The school did not notify MPS of a change in governing body of the MTEC Board of Directors.
- Four teachers did not hold a current and appropriate license to teach issued by the Wisconsin DPI to teach assigned classes.
- All students at MESA did not have all the required immunization or appropriate waivers from the parents on file, 70% of the students met the minimum requirement.
- In March 2020, MPS was notified of a change in school leadership at MESA.

Health and Safety:

- This metric refers to the immunization requirements of 99% or better required by the state statute. MESA has not met this requirement.

- MESA provides a safe culture through CREW, which is a social-emotional learning curriculum embedded in the day-to-day procedures of the classroom. MESA has a suspension rate of 14.1% during the 2019-20 school year, 0% during the 2020-21 school year, and as of October, 2021, the suspension rate is at 2%.

School's Comments to Organizational Performance Measures:

(Schools may respond to performance measures, submit additional information, and/or address areas of strength and/or challenge identified in the Organizational Performance section. Additionally, schools should include statements and evidence reflecting areas of improvement related to Organizational Performance.)

Health and Safety - MESA Immunization Rates

Completed - July 1, 2020

Registered for the Wisconsin Immunization Registry Database – Completed July 1, 2020.

This gave the school access to immunization records for students. A grade level list of all our students was created in the WIR database – we searched by last name and DOB. The immunization records for our students were run and the immunization record dates were updated in Infinite Campus.

Because we started the year virtually, we sent letters to parents of students missing immunizations along with a Waiver giving them the timeline for receiving their immunizations.

2020-2021 School Year

For the 20-21 school year, we felt that progress was made – but we realized that we would not make the benchmark of 99% of students fully immunized recommended by the state statute. MESA had students who maxed out their DTaP vaccine and would not be compliant until they were old enough to receive the Tdap shot. Also, we encountered several students who did not get the immunizations required for Kindergarten and were missing their second dose of MMR and Varicella. The majority of our missing immunizations were from the Tdap category which is required for all 6th graders. Unfortunately, our efforts to educate parents about the importance of these missing immunizations fell short of our goal. When talking to the parents of students missing immunizations we received the following reasons: they did not feel safe going outside the house during a pandemic, they couldn't get an appointment due to COVID priorities– but would get it done at a later time, and transportation was an issue for several families.

We also ran the School Immunization Rates for Wisconsin for the 2020-2021 school year to get a comparison of other school rates. The compliant rate was 91.9% and MESA had a 93% rate of compliance based on the report to DPI and the Health Department.

2021-2022 School Year

For the 2021-2022 School year, the non-compliance letters to parents were sent out in June. We placed a flyer for the Tdap immunization requirement – along with a waiver in the report cards of incoming 6th and returning 7th graders who were missing this shot. In early August, a letter was sent out to parents of students who were missing immunizations. In September, the letters were sent out for exclusion dates and info on the next report to the District Attorney to all parents of non-compliant immunization students. The October Report to the DPI and the Health Department was created and submitted via the online portal. A list of non – compliant students was placed in the immunization file for future updating. The next report will be to the District Attorney. We continue to review the immunization records of our non-compliant students on a bi-weekly schedule and update the records in Infinite Campus as needed. The pandemic has had an impact on how immunizations are viewed by families – but we will continue to follow-up with our non-compliant families.

Teacher Qualification/License

MESA prides itself in hiring highly qualified teachers. The following steps are taken to ensure that we have the best teachers in front of our scholars:

1. A yearly review of license and communication is sent to those who are up for renewal.
2. Meeting with staff who require a stipulation and informing them of who to connect with for support on filing for an emergency license.
3. Supporting Enrollment of those who meet criteria into our MTEC certification program.
4. Connect with the Staffing/License Compliance Specialist in MPS to support staff in need of emergency licensing.
5. Reviewing license status prior to recommending for hire.

Staff Demographics		
Subgroup Population	Number of Staff	Percent of entire Staff
African-American	24	63.0%
Asian	0	37.0%
Hispanic	0	0.0%
White	14	37.0%
Other	0	0.0%
Licensed Staff	25	86.0%
Emergency Licensed Staff	4	14.0%
Describe the strategy to address staff that have an emergency license or teaching outside of certification.	<p>MESA prides itself in hiring highly qualified teachers. The following steps are taken to ensure that we have the best teachers in front of our scholars:</p> <ol style="list-style-type: none"> 1. A yearly review of license and communication is sent to those who are up for renewal. 2. Meeting with staff who require a stipulation and informing them of who to connect with for support on filing for an emergency license. 3. Supporting Enrollment of those who meet criteria into our MTEC certification program. 4. Connect with the Staffing/License Compliance Specialist in MPS to support staff in need of emergency licensing. 5. Reviewing license status prior to recommending for hire. 	

Exhibits

The following exhibits may be attached, but not limited to, as documented evidence of performance ratings:

1. Appendix A
2. Application for Renewal
3. Pupil Academic Achievement Report (PAAR)
4. Performance and Financial Audits
5. Information from MPS departments regarding Organizational and Financial Performance Standards

Renewal Recommendations

Charter school renewal decisions are based on a thorough analysis of a comprehensive body of objective evidence. Information and data from the following components are used in the renewal decision-making process:

- Charter School Performance Summary – Academic, Financial and Organizational Performance Standards
- Application for Renewal
- School Site Visit

Overall school performance ratings and renewal recommendations will be made via collaboration and consensus. Following a review and analysis of this information, the MPS Charter School Contract Review Team will recommend one of the following renewal options:

<i>Renewal Options</i>	<i>Eligibility</i>
<p><i>Full-term Renewal</i></p> <p><i>Term of five years</i></p>	<p>To be eligible, schools must be in the last year of the contract term and have achieved the following:</p> <p style="padding-left: 40px;">There is a strong and compelling record of evidence that the school consistently met or exceeded the performance standards in the areas of Academic Performance, Financial Performance, and Organizational Performance.</p> <p><u><i>Guidelines for Recommending Five-Year Renewal:</i></u></p> <ul style="list-style-type: none"> ● The Team determines that a school merits <i>Met the Standard</i> ratings in the performance areas. ● A school that receives mixed ratings may be recommended for a full five-year renewal term if sufficient additional evidence obtained from the school's Application for Renewal and School Site Visit make this a credible recommendation.

<p>Short-term Renewal</p> <p>Term of up to three years</p>	<p>To be eligible, schools must be in the last year of the contract term and have achieved the following:</p> <p>There is a strong and compelling record of evidence that the school met or exceeded a considerable number of the performance standards in the areas of Academic Performance, Financial Performance, and Organizational Performance and/or shows continuous, meaningful improvement toward meeting the performance standards.</p> <p><u>Guidelines for Recommending Three-Year Renewal:</u></p> <ul style="list-style-type: none"> ● The Team determines that the school primarily merits <i>Met the Standard</i> ratings or demonstrates continuous and meaningful improvement in the performance areas. ● A school that receives mixed ratings may be recommended for a three-year renewal term if evidence obtained from the school's Application for Renewal and School Site Visit make this a credible recommendation.
<p>Non-Renewal / Revocation</p>	<p>The school does not apply for renewal or the school's academic, financial, and/or organizational performance results do not meet defined standards and are deemed unsatisfactory. This would result in a recommendation for non-renewal/revocation.</p> <p><u>Guidelines for Recommending Non-Renewal / Revocation:</u></p> <ul style="list-style-type: none"> ● The Team determines that the school primarily merits <i>Did Not Meet the Standard</i> ratings in the performance areas. ● A school that receives mixed ratings may be recommended for non-renewal/revocation if evidence obtained from the school's Performance Summary, Application for Renewal, and School Site Visit make this a credible recommendation.