



Charter School Performance Summary October 2019

Charter School:	Milwaukee Environmental Sciences Academy (MESA)	Contract Term:	2018/19 – 2019/20
Grade Levels:	K4 – 8	Date:	September 20, 2019
Contract Max FTE:	500	September Enrollment Count:	418

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
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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.

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	Stability Rate	Achieve a stability rate of pupils in Charter School that is the same as, or higher than, the stability rate of pupils in corresponding grades in all MPS schools.
6	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.
7	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.
8	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.
9	Reading Growth	Charter School shall reduce the percentage of pupils in the combined totals of significantly below target and well below target by 5% and increase the percentage of pupils in combined totals of significantly above target and on target by 5% in reading from fall to winter and winter to spring as demonstrated by the universal screener.
10	Math Growth	Charter School shall reduce the percentage of pupils in the combined totals of significantly below target and well below target by 5% and increase the percentage of pupils in combined totals of significantly above target and on target by 5% in mathematics from fall to winter and winter to spring as demonstrated by the universal screener.

Objective Measures for Academic Performance:

Met the Standard	Did Not Meet the Standard
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Standard	Year 5 2017-18	Year 1 2018-19
1. WSAS ELA	NO School = 9.3% District = 19.6%	NO School = 10.0% District = 19.0%
2. WSAS Math	NO School = 6.5% District = 16.5%	NO School = 7.0% District = 16.6%
3. WSAS Science	NO School = 9.7% District = 22.4%	NO Science = 12.3% District = 23.0%
4. WSAS Social Studies	NO School = 14.5% District = 25.9%	NO School = 16.9% District = 25.0%

5. Stability Rate	YES School = 84.8% District = 80.3%	NO School = 76.9% District = 79.7%
6. Attendance Rate	YES School = 92.7% District = 90.6%	YES School = 91.5% District = 90.3%
7. Mobility Rate	YES School = 8.5% District = 10.2%	YES School = 7.8% District = 9.8%
8. Promotion Rate Grades 4 and 8	NO School = 100% / 94.7% District = 99.6% / 99.7%	NO School = 100% / 92.3% District = 99.6% / 99.5%
9. Reading Growth On-Target / Below Target	NO	NO
10. Math Growth On-Target / Below Target	NO	NO
Percentage of Standards Met by Year	30% MET 70% DID NOT MEET	20% MET 80% DID NOT MEET

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 began using a new curriculum called Expeditionary Learning Education. English/Language Arts (ELA) is aligned with the Common Core State Standards and Expeditionary Learning (EL) Education philosophy and core practices. This curriculum was piloted for a semester during the 2017-2018 school year and fully implemented during the 2018-2019 school year. While our ELA goal was not met, we have seen immediate growth on the Wisconsin Forward and STAR standardized assessments.

MESA Wisconsin Forward Results		Increase	District Wisconsin Forward Results		Decrease
2017-2018	9.3%	MESA had a 0.7% increase during the 2018-2019 school year	2017-2018	19.6%	District had a 0.6% decrease during the 2018-2019 school year.
2018-2019	10.0%		2018-2019	19.0%	

The chart above shows an increase of 0.7% from 9.3% (2017-2018) to 10.0% (2018-2019) compared to the district which decreased by .6% from 19.6% (2017-2018) to 19.0% (2018-2019). This indicates that while we did not surpass the district, we did show greater growth by 1.3% from the 2017-2018 school year to the 2018-2019 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 began using a new curriculum which is aligned to the Common Core State Standards. Beginning with the 2017-2018 school year, we adopted My Math curriculum for K5-5th grades and Glencoe Math for 6th-8th grades. While our Math goal was not met, we have seen immediate growth on the Wisconsin Forward and STAR standardized assessments.

MESA Wisconsin Forward Results		Increase	District Wisconsin Forward Results		Increase
2017-2018	6.5%	MESA had a 0.5% increase during the 2018-2019 school year	2017-2018	16.5%	District had a 0.1% increase during the 2018-2019 school year.
2018-2019	7.0%		2018-2019	16.6%	

The chart above shows an increase of .5% from 6.5% (2017-2018) to 7.0% (2018-2019) compared to the district which increased by .1% from 16.5% (2017-2018) to 16.6% (2018-2019). This indicates that while we did not surpass the district, we did show greater growth by 0.4% from the 2017-2018 school year to the 2018-2019.

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

Science

Our Science curriculum is embedded into the Expeditionary Learning ELA curriculum. Further, the interventions for ELA has helped improved our science scores. While our Science goal was not met, we have seen immediate growth on the Wisconsin Forward Assessment in both 4th and 8th grade.

MESA Wisconsin Forward Results		Increase	District Wisconsin Forward Results		Increase
2017-2018	9.7%	MESA had a 2.6% increase during the 2018-2019 school year	2017-2018	22.4%	District had a 0.6% increase during the 2018-2019 school year.
2018-2019	12.3%		2018-2019	23.0%	

The chart above shows an increase by 2.6% from 9.7% (2017-2018) to 12.3% (2018-2019) compared to the district which indicates a 0.6% increase from 22.4% (2017-2018) to 23.0% (2018-2019). Our scores increased by 2.0% above the districts from 2017-2018 to 2018-2019.

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 stronger emphasis on improving ELA scores and with the shift to the Expeditionary Learning ELA curriculum, we are closing the achievement gap in Social Studies. This curriculum is embedded in the Expeditionary Learning ELA curriculum which has helped improve our scores. While our Social Studies goal was not met, we have seen immediate growth on the Wisconsin Forward in both 4th and 8th grade.

MESA Wisconsin Forward Results		Increase	District Wisconsin Forward Results		Decrease
2017-2018	14.5%	MESA had a 2.4% increase during the 2018-2019 school year	2017-2018	25.9%	District had a 0.9% decrease during the 2018-2019 school year.
2018-2019	16.9%		2018-2019	25.0%	

The chart above shows an increased of 2.4% from 14.5% (2017-2018) to 16.9% (2018-2019) compared to the district which decreased by 0.9% from 25.9% (2017-2018) to 25.0% (2018-2019).

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

Stability Rate

Our stability rate was 76.9% compared to that of the district which was 79.7%, a difference of 2.8%. We did not meet the goal. In response to this, parent satisfaction surveys are being sent twice a year (Fall and Spring) to learn what parents are seeking when selecting a school. We have re-structured our administrative team to decrease the student to teacher and student to administrator ratio (dean of primary, dean of intermediate, and dean of middle school). We also have partnered with Families and Schools Together (FAST) beginning with the 2018-2019 school year to increase resources, tips, and strategies that are aimed at providing supportive assistance to families outside of school. This is the second year that we have had a Dean of Family Engagement. This position has helped serves as a liaison between school and home.

We will continue to hold monthly parent meetings to discuss school upcoming events, homework help, and other ways of support families. Also, this role has resulted in increased opportunities for home visits and additional supports in school for families. We have increased our communication platforms by sending bi-weekly newsletters, updating our school website, and establishing a social media platform which includes Instagram and Facebook. We have established an open door policy for parents to visit classrooms and implemented LiveSchool and Classdojo to increase parent communication and involvement. In addition, We offer student led parent conferences twice a year and new family orientation for parents and

students at the beginning of the school year. In our most recent parent survey, which was sent during the Fall of 2019, eighty-seven percent of our parents indicated that they were overall satisfied with the school.

4th and 8th Grade Promotion

The promotion rate for 4th grade was at 100% and 92.3% for 8th grade during the 2018-2019 school year. We did not meet the goal. We are striving using student led conferences, progress reports, increased parent communication, early identification of struggling scholars, support from our parent engagement coordinator and social worker to respond to attendance concerns. Our 4th grade promotion was above that of the districts.

Reading Growth-

Significantly below/ well below reduction:

Fall to winter= 66% to 61%

Winter to spring= 61% to 58%

Fall to winter= 9% to 11%

Winter to spring= 11% to 10%

Goal Met= No

Our action Plan is shared below under “next steps section for improvement” please review

Math Growth -

Significantly below/ well below reduction:

Fall to winter= 65% to 53%

Winter to spring= 53% to 61%

Fall to winter= 9% to 15%

Winter to spring= 15% to 13%

Goal Met= No

Our action Plan is shared below under “next steps section for improvement” please review

Academic Challenges

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

We have an experienced middle school Math teacher and ELA teacher that also serve as chairpersons for their respected departments. In their roles they work closely and collaboratively with teachers to provide coaching and instructional support. This gives new and rising teachers additional instructional support that is non evaluative.

Additional Comments

While we did not achieve our academic goals in Mathematics, English/Language Arts, Science and Social Studies during the past two years of our contract, we have shown growth in all areas. Our growth has been above that of the district in all tested areas which indicates movement in the right direction. We are dedicated to increasing proficiency in each subject area.

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 extremely well. It is evident that our students' communication skills have developed through their experiences with expeditions. However, we are dedicated toward building proficiency in each subject area. In the last year we increased by 2.4% while the district decreased by .9% which is a 3.3% difference favoring MESA. 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 the dedicated science teacher. We have increased science resources. Science instructional minutes have increased to 60 minutes per day. Increased learning opportunities outside of school are integrated into the science through our Expeditionary Learning ELA approach.

Our 2017-2018 report card score was a 68.8 (meets expectations: 3 of 5 stars). We anticipate that our 2018-2019 Wisconsin Department of Public Instruction Report Card will show that MESA has returned as a leading K-8 school in Wisconsin with a 4 STAR rating which indicates that we exceeded expectations! We are predicting that our rating will be 15% above the district.

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 important to highlight that we met our

mobility goal for the past three consecutive years, and we won the National Mathcounts gold level status for two years in a row.

Next Steps for Improvement

As a result of the PAAR report, we have and will continue to implement the following:

- Differentiate whole group/small group/individualized instruction
- Intervention groups (flex groups)
- Implementation of Expeditionary Learning ELA in grades K5-8th
- Ongoing PD with implementation of ELA curriculum
- Text feature and text structure analysis (strategy)
- Small group intervention instruction (I-Ready)
- Small group instruction (SRA)
- Intervention Camp (intersession)
- Math implementation Glencoe (K5-8th grade)
- Real world math situations
- Small group instruction (intervention I-Ready K5-5th Grade)
- Small Group Instruction (ALEKS) 6th-8th
- Intervention Camp for Math (intersession)
- Reduction of class size (not to exceed 25)
- Goal setting using the STAR student goals setting worksheets for all students in reading and math
- Collection of data through observations and provide teachers with feedback weekly on lesson plans and instructional practices using accurate student and teacher data. Increasing teacher prep time to allow reflection, collaboration, and opportunities for peer observation
- Data debrief sessions using formative/ summative assessments
- Weekly Professional Development meetings for teachers and educational assistant to align Common Core State Standard, assessment data, and Expeditionary Learning core practices
- Use Observation data to guide next steps in instructional practices
- Restructure of the leadership team to improve teacher and student ratios for support i.e. dean of primary, dean of intermediate, dean of middle school, and dean of family engagement
- Hire staff members with experience in urban education and high credentials in education (advanced degrees)
- Weekly administrative meetings to focus on school supports: academics and culture
- Monthly instructional leadership meetings to focus on School Improvement Plan and Expeditionary Learning Work plan
- Increase Educational Assistant support
- Increase Expeditionary Learning support days including school designer and instructional coach
- Increase Professional Development outside of MESA for teachers to visit other EL schools to see best practices

While we have demonstrated that we are experiencing success at a faster rate than the district we recognize that we are not yet out performing the district. To continue towards outperforming the district we will continue to review and implement our school improvement plan on an ongoing basis.

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 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 5 2017-18	Year 1 2018-19
1. Financial Audit	YES	YES
2. Budget Accounts	NO	YES
3. Financial Accounting	YES	YES
4. Financial Records	YES	YES
5. Budget Deficit	YES	YES
6. Financial Reporting	YES	YES
Percentage of Standards Met by Year	83.3% MET 16.7% DID NOT MEET	100% MET 0% DID NOT MEET

District's Comments to Financial Performance Measures:

Financial Audit:

MTEC has received an unmodified audit.

Budget Accounts:

For the 2017-18 school year, MESA deviated more than 10%.

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.)

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 5 2017-18	Year 1 2018-19	Year 2 2019-20
1. Annual Performance Audit	YES	Due January 2020	
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	YES	YES	YES
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	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET

District's Comments to Organizational Performance Measures:

Health and Safety (Immunizations):

- For the 2017-18 school year, 93.2% of students were compliant with immunization requirements.
- For the 2018-19 school year, 77.6% of students were compliant with immunization requirements.
- For the 2019-20 school year, there are currently 64.0% students compliant with immunization requirements.

Special Education Compliance:

- For the 2018-19 school year, MESA had 4 annual IEPs completed late, 1 initial evaluation completed late and 4 past due reevaluations completed late. Based on the DPI audit in March, MESA was 72.15% compliant

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 & SAFETY

Next Steps for Improvement

- Improved management of student health and medical records
- Follow up with parents regarding immunization compliance
- Improved communication to parents by having a regular update of parent contact information for the weekly electronic newsletter, text notifications, and pre-recorded (Robo) phone calls

Parental Involvement:

MESA is a well-functioning organizational structure as evidenced by ongoing parental involvement. Not only are parents invited and expected to attend two annual student led conferences in order to remain informed regarding their child's academic and behavioral performance, they are also required to attend at least two academic related events.

In an effort to sustain the active family and community involvement, we currently offer a parent program called the Action Team for Partnership (ATP). The ATP is similar to a PTA with the exception that it not only involves families and the school but also community partners. ATP meetings take place once a month, and staff are invited to join in order to establish partnerships with parents. Each month, we invite different organizations from the community to present their resources to the parents. Some of these community organizations includes ACTS Housing, Vroom program, which is through the Medical College of Wisconsin, UWM School of Nursing, and FIIT Prospective.

Parents have opportunities to volunteers for many of our school functions (Winter program, Spring concert, Black History Program etc.). In addition, parents serve as volunteers with many of the day-to-day operations. Volunteer opportunities include but are not limited to library support, Field Work (field trip chaperones), Morning CREW, Celebrations of Learning, Student Led Conferences, and classroom supports.

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 recommendation 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:

Renewal Options	Eligibility
<p>Full-term Renewal</p> <p>Term of five years</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>Guidelines for Recommending Five-Year Renewal:</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>To be eligible, schools must be in the last year of the contract term and have achieved the following:</p>

<p><i>Term of up to three years</i></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><i>Guidelines for Recommending Three-Year Renewal:</i></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><i>Non-Renewal / Revocation</i></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><i>Guidelines for Recommending Non-Renewal / Revocation:</i></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.