



**MILWAUKEE  
PUBLIC SCHOOLS**

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Department of Contracted School Services  
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## October 2017

### Charter School Performance Summary

Name of Charter School: Kathryn T. Daniels University Preparatory Academy Date: October 13, 2017

Contracted FTE Maximum: 275 Grade Levels: K4 – 8<sup>th</sup>

September Count: 210

#### 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:

<b>Met the Standard</b>	<b>Did Not Meet the Standard</b>
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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.

***Start. Stay. Succeed.***  
***Comienza. Quédate. Triunfa.***

## Academic Performance

### Academic Performance Standards:

1. **WSAS Reading** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System in reading that is the same as or higher than the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools.
2. **WSAS Mathematics** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System in mathematics that is the same as or higher than the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools.
3. **WSAS English/Language Arts** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System in English/language arts that is the same as or higher than the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools.
4. **WSAS Writing** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System in writing that is the same as or higher than the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools.
5. **WSAS Science** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System in science that is the same as or higher than the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools.
6. **WSAS Social Studies** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System in social studies that is the same as or higher than the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools.
7. **Attendance** – 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.
8. **Mobility Rate** – Achieve a mobility rate of pupils in charter school (registered as of the September Third Friday Count) that is the same as or higher than the mobility rate of pupils in corresponding grades in all MPS schools.
9. **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.
10. **Promotion Rate** – 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 the corresponding grades in all MPS schools.
11. **Annual Measurable Objectives (AMO)** – Meet or exceed the state’s minimum Annual Measurable Objectives (AMO) requirements.
12. **Reading Gap Closure** – Demonstrate a gap closure from fall to spring in reading as demonstrated by the universal screener.
13. **Mathematics Gap Closure** – Demonstrate a gap closure from fall to spring in mathematics as demonstrated by the universal screener.

**Objective Measures for Academic Performance**

**Met the Standard**

**Did Not Meet the Standard**

<b>Standard</b>	<b>2015-16</b>	<b>Year 1 2016-17</b>
1. WSAS Reading (Percent proficient and above)	<b>NO</b> Forward School = 3.7% District = 20.1%	<b>NO</b> Forward School = 3.2% District = 20.9%
2. WSAS Mathematics (Percent proficient and above)	<b>NO</b> Forward School = 4.6% District = 15.3%	<b>NO</b> Forward School = 7.2% District = 15.9%
3. WSAS English/ Language Arts (Percent proficient and above)	<b>NO</b> Forward School = 3.7% District = 20.1%	<b>NO</b> Forward School = 3.2% District = 20.9%
4. WSAS Writing		
5. WSAS Science (Percent proficient and above)	<b>NO</b> Forward School = 0.0% District = 20.1%	<b>NO</b> Forward School = 6.7% District = 21.2%
6. WSAS Social Studies (Percent proficient and above)	<b>NO</b> Forward School = 2.6% District = 22.5%	<b>NO</b> Forward School = 4.4% District = 24.0%
7. Attendance	<b>NO</b> School = 88.7% District = 91.9%	<b>NO</b> School = 86.1% District = 91.3%
8. Mobility Rate	<b>NO</b> School = 14.1% District = 10.8%	<b>NO</b> School = 11.8% District = 10.1%
9. Stability Rate	<b>NO</b> School = 62.4% District = 79.9%	<b>NO</b> School = 60.8% District = 77.4%
10. Promotion Rate 4 <sup>th</sup> Grade	<b>YES</b> School = 100% District = 99.4%	<b>YES</b> School = 100% District = 99.5%

Promotion Rate 8 <sup>th</sup> Grade	<b>YES</b> School = 100% District = 99.7%	<b>YES</b> School = 100% District = 99.7%
11. Annual Measurable Objectives		
12. Reading Gap Closure	<b>NO</b> Widened Gap 13.7%	<b>YES</b> Narrowed Gap 5.5%
13. Mathematics Gap Closure	<b>NO</b> Widened Gap 7.2%	<b>YES</b> Narrowed Gap 1.8%
Percentage of Standards Met by Year	<b>17% MET</b> <b>83% DID NOT MEET</b>	<b>33% MET</b> <b>67% DID NOT MEET</b>

**School's Comments to Academic Performance Measures:**

**WSAS Reading**

- According to our documented records, school and districtwide, the accepted universal screener (STAR Assessment) we have closed the gap from 28.1% to 25.6%.
- The Academy has celebrated significant gains according to our universal screener in the area of Reading. We are closing the gap in Reading which was previously at 28.1% and is currently at 25.6% which is gap closure of 9%.
- The Academy has and continues to strengthen its Reading intervention groups for students identified to be at or below grade level in reading. The Academy has grouped students based on needs which concentrate on concepts and tools that students who are performing at or below grade level need to see definitive gap closure.
- The Academy will continue the daily 90 minute Literacy block in the mornings and will add a 60 minute reading intervention block in the afternoon. This will enable teachers to effectively distribute their time while efficiently executing Gradual Release of Responsibility to scaffold students learning and engagement around the five essential components of reading; phonemic awareness, phonics, comprehension, fluency and vocabulary. The strategies will include, but not limited to the use of Orton-Gillingham multi-sensory strategies and literacy stations.
- The Academy will continue to provide Reading Intervention for all students. The Intervention block consists of differentiated instruction for students performing at an advanced level, at grade level or below grade level to address reading challenges to close the achievement gaps and to accelerate learning

in reading for students in K4 through grade 8. During the second semester, students in K4 through grade 5 will be moved into the next grade during the reading intervention block.

- The Catapult Title I Reading Teacher will continue to be in classrooms to support differentiated learning for below and significantly below students.
- Saturday Academy is held to support the academic needs of students. Targeted groups include below or significantly below students. The Saturday Academy is held from 9:30 a.m. until 12:00 p.m. from October to early May.
- The Academy will continue using Odyssey/Compass Learning curriculum to aid in providing visible benchmarks for students.
- Teachers will engage in ongoing analysis of reading data to inform their instructional practices and monitor students' progress.
- The Administrative Team will continue to engage teachers in data monitoring conferences to assess student achievement, engagement and progress.

### **WSAS Mathematics**

- According to our documented records, school and districtwide the accepted universal screener (STAR Assessment) we have closed the gap from 30.8% to 27.2%.
- The Academy has achieved significant gains according to our universal screener in the area of Math. We are closing the gap in Math which was previously at 30.8% and is currently at 27.2% which is a gap closure of 11.9%.
- The Academy will continue the daily 60 minutes mathematics core instruction in the mornings and will add a 60 minutes mathematics intervention block in the afternoon. This will enable teachers to effectively use their time while efficiently executing Gradual Release of Responsibility to scaffold student learning and engagement around essential components of mathematics: numbers and operations, algebra, geometry, statistics and probability and functions. Strategies will include but are not limited to the use of Compass Learning, ST Math, and math intervention strategies such as Concrete Pictorial Abstract Learning Progression [www.elemath.halico.org/web/interventions-progress-monitoring/](http://www.elemath.halico.org/web/interventions-progress-monitoring/).
- The Academy will continue to provide mathematics intervention for all students. The intervention block will consist of differentiated instruction for students at the advance level, at grade level and below grade level to close the achievement gaps or to accelerate learning in mathematics.
- The Academy has introduced "Teacher –Student and Peer to Peer tutoring opportunities that target students identified to be at or below grade level in math. The Academy has grouped students based on needs which focus on concepts and tools that students who are performing at or below grade level in order to see definitive gap closure.
- The Academy will continue using Odyssey/Compass Learning curriculum to aid in providing visible benchmarks for students.
- The Catapult Title I Math Teacher will assist in classrooms to support differentiated learning for below and significantly below students.
- Saturday Academy is held to support the academic needs of students. Targeted groups include below or significantly below students. The Saturday Academy is held from 9:30 a.m. until 12:00 p.m. from October to early May.
- Teachers will engage in ongoing analysis of mathematics data to inform their instructional practices and monitor students' progress.
- The Administrative Team will continue to engage teachers in data monitoring conferences to assess student achievement, engagement and progress.

## **WSAS Science/Social Studies**

- The Academy has used and continues to use Achieve3000 guided by prescriptions provided from the STAR Assessment.
- Science and Social Studies is taught with rigor and integrated with the reading strategies and interventions. Students are engaged in periodic field experiences which will enhance the curriculum

## **Attendance**

- Both the Academy and the District attendance has experienced a slight decrease. Because our school has bus transportation, we have employed additional opportunities for students to attend the Academy in the event of unforeseen parental and student challenges. Staff has been directed to verify that any students that are tardy are not marked absent.
- Kathryn T. Daniels utilizes its learning team and has implemented an incentive program to directly address attendance issues. We also provide continued training to staff members on how to best follow the district attendance policy and procedures.
- To further address the issue of attendance, we have also implemented attendance contests between each house (K.T.D) that correlate with Positive Behavior Intervention Support (PBIS). This allows for friendly competition with encouragement for the students to Be Present, Be Respectful, Be Responsible and Be Safe. We continually speak to the student body as a whole to stress the importance of being in attendance and how missing days of school affects their ability to achieve in and outside the classroom.
- The Academy's Parent Coordinator partners with the Parent Advisory Board to host meetings which address student's attendance issues. These meetings help parents understand the importance and legality of attendance.
- The Academy has instituted daily data charts that are posted outside each classroom. Staff updates the percentage of attendance, students in uniform, and returned homework, so that both staff and students can see their progress. This correlates with our school incentive program. This program is accompanied by a weekly traveling trophy.
- Weekly Town Hall meetings for grades 6, 7 and 8 are held to address sundry issues including attendance, the PBIS Program and to respond to student concerns.

## **Mobility**

- Kathryn T. Daniels has maximized the use of our Parent Coordinator in communicating with our parents, guardians and students on an ongoing basis regarding changes in their transportation needs. We will continue to address these issues.

## **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**

<b>Met the Standard</b>	<b>Did Not Meet the Standard</b>
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<i>Standard</i>	<i>2015-2016</i>	<i>Year 1 2016-2017</i>
1. <i>Financial Audit</i>	<b>YES</b>	<b>Due Fall 2017</b>
2. <i>Budget Accounts</i>	<b>YES</b>	<b>YES</b>
3. <i>Financial Accounting</i>	<b>YES</b>	<b>YES</b>
4. <i>Financial Records</i>	<b>YES</b>	<b>YES</b>
5. <i>Budget Deficit</i>	<b>YES</b>	<b>YES</b>
6. <i>Financial Reporting</i>	<b>YES</b>	<b>YES</b>
Percentage of Standards Met by Year	<b>100% MET 0% DID NOT MEET</b>	<b>% MET % DID NOT MEET</b>

**District's Comments to Financial Performance Measures:**

FY16 Unqualified financial audit  
No budget deficit noted for FY16, and FY17.

**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.)*

The school anticipates having unqualified audits for the next five fiscal years.



## 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**

<b>Met the Standard</b>	<b>Did Not Meet the Standard</b>
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<b>Standard</b>	<b>2015-2016</b>	<b>Year 1 2016-2017</b>	<b>Year 2 2017-18</b>
1. Annual Performance Audit	<b>YES</b>	<b>Due in Spring 2018</b>	
2. Educational Program	<b>YES</b>	<b>YES</b>	<b>YES</b>
3. School Governance	<b>YES</b>	<b>YES</b>	<b>YES</b>
4. Parental Involvement <i>(school provides see note)</i>	<b>YES</b>	<b>YES</b>	<b>YES</b>
5. Title I Requirements	<b>YES</b>	<b>YES</b>	<b>YES</b>
6. Employee Qualifications and Human Resources Provisions	<b>YES</b>	<b>YES</b>	<b>NO</b>
7. Health and Safety	<b>NO</b>	<b>NO</b>	<b>NO</b>
8. Pupil Admission and Enrollment Policies and Records Retention	<b>YES</b>	<b>YES</b>	<b>YES</b>
9. Special Education Compliance	<b>YES</b>	<b>YES</b>	<b>YES</b>
10. Transportation and Nutrition Services	<b>NO</b>	<b>NO</b>	<b>NO</b>
Percentage of Standards Met by Year	<b>78% MET 22% DID NOT MEET</b>	<b>80% MET 20% DID NOT MEET</b>	<b>70% MET 30% DID NOT MEET</b>

## District's Comments to Organizational Performance Measures:

### **Educational Program:**

Since the previous review in November 2015, the school has implemented the following changes to address the concerns of the Charter School Review Team:

- Intervention block in both math and reading to target specific skill gaps
- Saturday Academy to provide additional support that targets the skill gaps

Kathryn T. Daniels implemented an action plan to improve the teaching and learning. The school met with Contracted School Services regularly to illustrate progress towards meeting the identified goals:

- Intervention groups took place 2-3 times per week in reading and math
- Teachers met individually with the school leader to review student data through monitoring conferences after each assessment window
- Increase in the number of students who participate in Saturday Academy
- To increase the stability rate, the school has focused on parent involvement through the Parent Advisory Board

Since September 2016, Contracted School Services has conducted five walkthroughs and provided feedback to the school. Based on the feedback the school environment is genuinely respectful and the use of technology is starting to be implemented in the classroom.

### **Employee Qualifications:**

There have been challenges with recruiting and retaining highly qualified staff. As a result there has been increased oversight.

### **Nutrition Services:**

The Department of Nutrition Services has expressed concerns in the school's ability in maintaining the operation of the kitchen, cleanliness of the kitchen, food preparation, and meal count reporting. Excessive oversight by MPS nutrition services has been provided.

There are no reported issues with transportation.

### **Health and Safety:**

In 2015-2016, 84% of students compliant and/or exemptions

In 2016-2017, 83% of students compliant and/or exemptions

In 2017-2018, 52% of students compliant and/or exemptions

### 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.)*

#### **Educational Program:**

The Academy will continue the daily 90 minutes Core Literacy Block in the mornings and an additional 60 minutes Intervention Block for Reading and Math in the afternoons.

- The Academy will continue to provide Reading Intervention for all students. The Intervention block consists of differentiated instruction for students performing at an advanced level at grade level or below grade level to address reading challenges to close the achievement gaps and to accelerate learning in reading for students in K4 through grade 8. During the second semester, students in K4 through grade 5 will be moved into the next grade during the reading intervention block.
- The Academy will continue to provide mathematics intervention for all students. The intervention block will consist of differentiated instruction for students at the advanced level, at grade level and below grade level to close the achievement gaps or to accelerate learning in mathematics.

Saturday Academy is held to support the academic needs of students in Math and Reading.

- Targeted groups include students that are identified from the STAR Assessment that are below or significantly below. The Saturday Academy is held from 9:30 a.m. until 12:00 p.m. from October to early May.
- Teachers focus on Math and Reading, using the strategies provided by the STAR data. Teachers use the Academic prescriptions for each student to intensely work on the concepts and tools needed to be successful and to close the achievement gap. Saturday Academy is primarily for Tier II and III students, but is also available for Tier I enrichment.

The School Leader will continue to engage teachers in data monitoring conferences to assess student achievement, engagement and progress.

- Administrative team will provide guidance and support related to data analysis.
- The principal will facilitate a minimum of two data monitoring conferences with teachers and the instructional coaches. The principal and coaches will assess the implementation of skills identified in teachers' Data Binder (STAR and other formative/summative reports) and to provide evidence of students' progress.
- The principal, teachers, and instructional coaches will discuss intervention groups and analyze student achievement data to modify groups as needed.
- The principal, teachers and instructional coaches will review Data Binders to ensure the completion of students' progress.

Saturday Academy Attendance was increased through a number of efforts.

- Tier II and III students were identified based on their STAR assessment data.
- The identified students (Tier II and III students) were encouraged to attend through parent communication.
- Students that were involved in extra-curricular activities (i.e. Basketball, Cheerleading, Gospel Choir and Drama Club) were also encouraged to attend Saturday Academy to ensure eligibility.

To increase the stability rate, the school has strengthened parent involvement through the Parent Advisory Board.

- The Academy continues to receive great responses from our parents. We have employed the parent coordinator to ensure greater involvement and provide wrap around services.
- The Parent Advisory Board has taken responsibility of planning the Parent Teacher Organization Family night as well as what information is important to our families and community. They also initiate and implement fundraising initiatives, and link other parents to be empowered to do the same.
- The Parent Advisory Board reviews and reflects on school data (Attendance, Suspension, Assessments) with administration to offer assistance and solutions to some of our challenges.

The continued support and parental activity has aided in our school's stability.

The Academy has had Five MPS Contracted School Services walk-throughs during the 2016-2017 school year. The feedback from those walk-throughs reflects the following;

- Students participated in activities
- Teachers praising students and providing specific feedback
- Students generally respectful to each other and the teacher
- Most grades has seen a gap closure in math and reading
- More of a focus on planning and preparation
- Teacher circulates the room and checks in with students
- Saturday Academy participation has increased
- Evidence of implementation of intervention structure.
- Students know behavior expectations.
- Starting to see groupings.
- General respectful and safe environment.
- Some students correcting others
- Students know behavior expectations
- Learning Intentions are posted in all classrooms
- Returning teachers are using PBIS strategies well
- Students are addressed by their name
- Daily schedules are posted
- Teachers were circulating around the room while teaching
- Teachers were respectful to students
- Uniforms add to the atmosphere

The Academy continues to utilize technology throughout the entire educational program, including the use of SMART boards, document readers, iPads, kindles, laptops and tablets. Additionally, each classroom is equipped with a minimum of five desktop computers, and the Academy has a library multimedia center equipped with 25 plus computers along with a SMART board. Teachers are continuously being trained to integrate technology to maximize instruction.

### **Employee Qualifications:**

It is true that we have had challenges in recruiting and employing highly qualified staff. However, these challenges not only impact Kathryn T. Daniels, but schools throughout the District.

Strategies that we have utilized include the following;

- Wisconsin Education Career Access Network. (WE Can)
- Parallel Education Division – Substitute teacher staffing service
- Social Media
- Advertisements

**Nutrition Services:**

The Academy has been working very diligently with the department of Nutritional Services to correct any concerns in a timely manner. All concerns have been addressed and corrected. As a result of these concerns, we have assigned a replacement food service manager and an oversight officer to our Food Service Department. To ensure greater accuracy in our lunch count, we have readjusted the procedures use in the point of service count for our students. Again, please note that we have complied with every concern communicated to us via the Nutrition Services relative to cleanliness, food preparation and meal count reporting.

**Health and Safety:**

We have recently acquired a list of non-compliant students and will follow up via written communication and telephone contact. Our Parent Coordinator will facilitate this process. Because we have only been in session since September 1<sup>st</sup>, we will make a concerted effort to assist our parents in becoming compliant with this requirement.

**Exhibits**

The following exhibits may be attached as documented evidence of performance ratings:

1. Report on Educational Performance Standards Data – Pupil Academic Achievement Report (PAAR)
2. Performance and Financial Audits (Executive Summaries)
3. Application for Renewal
4. 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><b>Full-term Renewal</b></p> <p><b>Term of five years</b></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"> <li>• The Team determines that a school merits <i>Met the Standard</i> ratings in the performance areas.</li> <li>• 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.</li> </ul>
<p><b>Short-term Renewal</b></p> <p><b>Term of three years</b></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 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"> <li>• The Team determines that the school primarily merits <i>Met the Standard</i> ratings or demonstrates continuous and meaningful improvement in the performance areas.</li> <li>• 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.</li> </ul>
<p><b>Non-Renewal / Revocation</b></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"> <li>• The Team determines that the school primarily merits <i>Did Not Meet the Standard</i> ratings in the performance areas.</li> <li>• 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.</li> </ul>