



## CHARTER SCHOOL DEMOGRAPHIC SNAPSHOT AND PERFORMANCE SUMMARY

Charter School	Green Tree Preparatory Academy (GPA)	Contract Term	2019/20 - 2023/24
Grade Levels	6 - 12	Date	October 2, 2023
Contract Max FTE	870	September Enrollment Count	508

<b>GREEN TREE PREPARATORY ACADEMY (GPA)</b> 6850 North 53rd Street Milwaukee, WI 53223
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<b>SCHOOL PROFILE</b>
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<b>Mission</b>	Green Tree Preparatory Academy's mission is to build a body of student leaders who will lead or own tomorrow's businesses.
<b>Vision</b>	Green Tree Preparatory Academy's vision is to provide a safe, nurturing, and professional community of learning where students are educated, empowered, and enabled to develop the essential skills necessary to lead and succeed.
<b>School Leader</b>	Dr. Katrina Fisher
<b>Year Opened</b>	2019
<b>Grades Served</b>	6 - 12 2019/20 - Grades 6-9 2020/21 - Grades 6-10 2021/22 - Grades 6-11 2022/23 and 2023/24 - Grades 6-12

<b>ENROLLMENT INFORMATION (10.02.23)</b>
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<b>Maximum authorized enrollment</b>	870
<b>Total number of students currently enrolled</b>	490
<b>Average class size</b>	35
<b>Number of students who are currently on the waiting list</b>	29
<b>Number of students who left the school during the prior school year</b>	116
<b>Number of students that completed the prior school year but did not re-enroll for the current school year (excluding graduates)</b>	68
<b>Number of students who have left the school during the current school year</b>	36

<b>DEMOGRAPHIC AND SUBGROUP INFORMATION FOR CURRENTLY ENROLLED STUDENTS (10.02.23)</b>
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Subgroup Population	Number of students	Percent of entire student body	District average (%)
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<b>Black or African-American</b>	431	88.0%	50.6%
<b>Asian</b>	16	3.3%	8.9%
<b>Hispanic</b>	21	4.3%	28.4%
<b>White</b>	5	1.0%	8.1%
<b>Other</b>	17	3.5%	4.0%
<b>Students with Disabilities</b>	76	15.5%	19.9%
<b>English Language Learners</b>	9	1.8%	16.1%
<b>Economically Disadvantaged</b>	446	91.0%	77.7%

## 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.

## PERFORMANCE RATINGS

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

- **Meets Standard**
- **Approaches Standard**
- **Does Not Meet 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.

<b>ACADEMIC PERFORMANCE STANDARDS</b>		
1	<b>WSAS English Language Arts (ELA) - MS</b>	Achieve a percentage of middle school pupils (grades 6-8) 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	<b>WSAS English Language Arts (ELA) - HS</b>	Achieve a percentage of high school 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.
3	<b>WSAS Mathematics - MS</b>	Achieve a percentage of middle school pupils (grades 6-8) 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.

4	<b>WSAS Mathematics - HS</b>	Achieve a percentage of high school 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.
5	<b>WSAS Science - MS</b>	Achieve a percentage of middle school pupils (grades 6-8) 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.
6	<b>WSAS Science - HS</b>	Achieve a percentage of high school 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.
7	<b>WSAS Social Studies -MS</b>	Achieve a percentage of middle school pupils (grades 6-8) 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.
8	<b>WSAS Social Studies -HS</b>	Achieve a percentage of high school 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.
9	<b>Graduation Rate</b>	Using a Wisconsin Department of Public Instruction formula for comparison, charter school shall achieve a high school graduation rate that is the same as or higher than the high school graduation rate in all MPS high schools.
10	<b>Stability Rate</b>	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. In this contract "stability rate" shall refer to the percentage of students (excluding top grade level) enrolled on the May count date of the first year that are still enrolled on the following year's September count date.
11	<b>Attendance Rate</b>	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.
12	<b>Mobility Rate</b>	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.
13	<b>Promotion Rate Grades 4 and 8</b>	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.

STANDARD		ASSESSMENT	YEAR 1 2019-20 (Grades 6-9)	YEAR 2 2020-21 (Grades 6-10)	YEAR 3 2021-22 (Grades 6-11)	YEAR 4 2022-23 (Grades 6-12) (Preliminary)
1	<b>WSAS English Language Arts - MS</b>	<b>FORWARD</b>	*NA School = NA District = NA	*NA School = 2.5% District = 8.1%	<b>NO</b> School = 4.8% District = 15.7%	<b>NO</b> School = 8.1% District = 17.8%
2	<b>WSAS English Language Arts - HS</b>	<b>ACT ASPIRE / PRE-ACT</b>	*NA School = NA District = NA	*NA School = 0.0% District = 2.5%	<b>NO</b> School = 2.0% District = 12.3%	<b>NO</b> School = 5.8% District = 15.7%
		<b>ACT</b>	*NA School = NA District = NA	*NA School = NA District = NA	<b>NO</b> School = 6.3% District = 16.5%	<b>NO</b> School = 0.0% District = 17.9%

3	WSAS Mathematics - MS	FORWARD	*NA School = NA District = NA	*NA School = 0.0% District = 3.9%	NO School = 1.6% District = 8.2%	NO School = 0.6% District = 8.7%
4	WSAS Mathematics - HS	ACT ASPIRE / PRE-ACT	*NA School = NA District = NA	*NA School = 0.0% District = 1.4%	NO School = 1.0% District = 7.8%	NO School = 1.5% District = 8.2%
		ACT	*NA School = NA District = NA	*NA School = NA District = NA	NO School = 0.0% District = 7.8%	NO School = 0.0% District = 6.7%
5	WSAS Science - MS	FORWARD	*NA School = NA District = NA	*NA School = 1.6% District = 9.7%	NO School = 9.3% District = 20.9%	NO School = 16.4% District = 22.0%
6	WSAS Science - HS	ACT	*NA School = NA District = NA	*NA School = NA District = NA	NO School = 6.3% District = 7.7%	NO School = 0.0% District = 9.0%
7	WSAS Social Studies - MS	FORWARD	*NA School = NA District = NA	*NA School = 1.6% District = 9.6%	NO School = 18.6% District = 29.9%	NO School = 16.4% District = 31.7%
8	WSAS Social Studies - HS	FORWARD	*NA School = NA District = NA	*NA School = 0.0% District = 3.3%	NO School = 8.0% District = 20.7%	NO School = 5.5% District = 18.2%
9	Graduation Rate		*NA School = NA District = NA	*NA School = NA District = NA	NA School = NA District = NA	NO School = 37.5% District = 63.4%
10	Stability Rate		NO School = 82.6% District = 87.7%	YES School = 80.3% District = 69.6%	NO School = 55.7% District = 77.0%	NO School = 72.1% District = 78.6%
11	Attendance Rate		YES School = 87.1% District = 86.9%	NO School = 77.4% District = 83.7%	NO School = 71.9% District = 76.3%	YES School = 79.6% District = 77.6%
12	Mobility Rate		NO School = 13.2% District = 12.0%	NO School = 16.5% District = 5.4%	YES School = 13.8% District = 14.3%	YES School = 4.4% District = 16.4%
13	Promotion Rate	8TH GRADE	YES School = 100.0% District = 99.9%	YES School = 100.0% District = 99.8%	YES School = 100.0% District = 99.7%	YES School = 100.0% District = 99.8%
Percentage of Standards Met by Year			50.0% MET 50.0% DID NOT MEET	50.0% MET 50.0% DID NOT MEET	16.7% MET 83.3% DID NOT MEET	23.1% MET 76.9% DID NOT MEET

#### DISTRICT'S COMMENTS TO ACADEMIC PERFORMANCE MEASURES

**\*2019-20 school year:** All federal and state requirements to administer academic assessments were suspended for 2019-20, as a result of the Elementary and Secondary Education Act (ESEA) waiver granted by the Department of Education on March 23, 2020 and the Wisconsin Act 185 enacted on April 15, 2020.

**\*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.

### **2023-24 school year**

Current Attendance Rate: 83.6% (09.29.23)

Current Suspension Rate: 6.4% (09.29.23)

### **State Report Card**

- 2019-20: No Rating
- 2020-21: Needs Improvement (Alternate Rating)
- 2021-22: Fails to Meet Expectations (29.0)
- 2022-23: To Be Determined

### **Additional Data/Information**

- Green Tree had its first graduating class during the 2022-23 school year.
  - GPA joined the High School region in the 22-23 school year.
- While gains were made in the attendance and suspension data points, the school remains significantly higher than the region average for suspensions at 31.9%. The academic achievement goals were not met. As a newly identified CSI school, the school can use additional resources and opportunities to build academic safety nets.

## **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.)*

### **Suspension Improvement Plan**

Green Tree Preparatory Academy (GPA) is in the process of developing a Suspension Improvement Plan. We are part of a cohort of schools that will meet with the Superintendent to discuss strategies for decreasing the number of suspensions. There will be a school facilitator to lead the conversation on different topics with the students. We will continue to utilize Restorative Practices and PBIS. Staff Professional Development will be provided monthly to review and implement ongoing and new strategies to decrease our suspension rate. We will also review our suspension data in our weekly staff meeting.

### **Attendance Improvement Plan**

GPA is in the process of developing an Attendance Improvement Plan. Some ideas that we are exploring to possibly implement is below:

#### **Attendance Improvement Plan**

#### **Daily Announcements**

- Attendance Rate each day from the day before
- Classes that have 85% attendance rate or higher

#### **Monthly Attendance Rate Recognitions**

For Students

- Class that has 85% attendance rate
  - Ideas of Things you can do!
  - Ice Cream Cups at Lunch
  - Ice Cream Social
  - Wendy's or McDonalds Coupons
  - Bowling or skating trip (one a semester)
  - And More....

For Parents

- Parents of the classes that have 85% attendance rate monthly
  - Recognized in the Parent Newsletter
  - Recognized in a poster for the parent center with their names on it.

- o Recognized on the website.
- o Recognized at all school events.

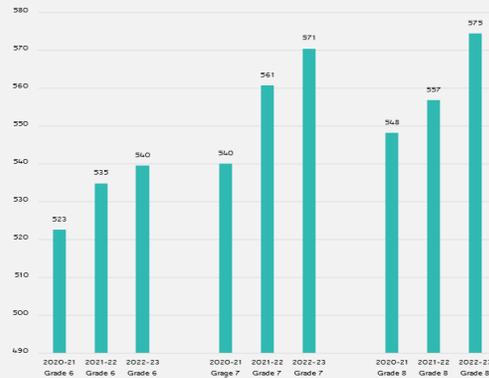
**For Teachers**

- o Teachers of the classes that have 85% attendance rate monthly
  - o Recognized in Staff Newsletter
  - o Recognized on the website.
  - o Recognized in all school events.
  - o Recognized with an extra Preparation Period

**Academic Achievement Goals**

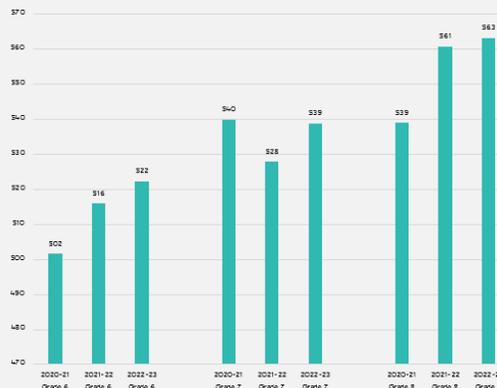
**ELA Average Scores for All Grades 6,7,8 at GPA**

DATE	Scores
2020-21 Grade 6	523
2021-22 Grade 6	535
2022-23 Grade 6	540
2020-21 Grade 7	540
2021-22 Grade 7	561
2022-23 Grade 7	571
2020-21 Grade 8	548
2021-22 Grade 8	557
2022-23 Grade 8	575



**Math Average Scores for All Grades 6,7,8 at GPA**

DATE	Scores
2020-21 Grade 6	502
2021-22 Grade 6	516
2022-23 Grade 6	522
2020-21 Grade 7	540
2021-22 Grade 7	528
2022-23 Grade 7	539
2020-21 Grade 8	539
2021-22 Grade 8	561
2022-23 Grade 8	563



**English/Language Arts**

In English/Language Arts, over the past four years we have not demonstrated proficiency in this core subject during the third and fourth years. Year one all federal and state requirements were suspended because of COVID19. Year two all federal and state requirements were waived because of COVID19. Please review **The Next Steps:** Outlined below are the plans for both academic growth and proficiency in English/Language Arts and other core subject areas.

**Math**

In Math, over the past four years we have not demonstrated proficiency in this core subject during the third and fourth years. Year one all federal and state requirements were suspended because of COVID 19. Year two all federal and

state requirements were waived because of COVID19. Please review **The Next Steps** Outlined below are the plans for both academic growth and proficiency in English/Language Arts and other core subject areas.

### **Science**

In Science, over the past four years we have not demonstrated proficiency in this core subject during the third and fourth years. Year one all federal and state requirements were suspended because of COVID 19. Year two all federal and state requirements were waived because of COVID19. Please review **The Next Steps** Outlined below are the plans for both academic growth and proficiency in English/Language Arts and other core subject areas.

### **Social Studies**

In Social Studies, over the past four years we have not demonstrated proficiency in this core subject during the third and fourth years. Year one all federal and state requirements were suspended because of COVID 19. Year two all federal and state requirements were waived because of COVID19. Please review **The Next Steps** Outlined below are the plans for both academic growth and proficiency in English/Language Arts and other core subject areas.

### **8<sup>th</sup> Grade Promotion**

We met our goal in years 1 – 4 with 100% rate of promotion for 8<sup>th</sup> grade students. We will continue to execute all measures to ensure that the goal is met every year.

### **Graduation Rate**

We did not meet the graduation rate goal for year four. This was our first graduating class. Measures to meet the graduation rate will be addressed in our **Next Steps**.

### **Stability Rate**

Our Stability rate was 72.1% compared to the district which was 78.6%. which is a difference of 6.5%. We did not meet the goal. Comparing the data for years three and four for GPA, there was a significant increase of 16.4% in our stability rate. We will continue to utilize our resources, such as PBIS, Parent Coordinator and School Social Worker to ensure our stability rate increases.

### **Academic Challenges**

We have been challenged with implementing the Springboard ELA and Math curriculum with fidelity. Unfortunately, each year we have had to provide extensive professional development and coaching to teachers because of teacher turnover. In year three and four we struggled to maintain a School Support Teacher (SST) who worked with the staff on data informed instruction, curriculum, and assessment.

### **Next Steps - Student/Staff Supportive Measures for Improvement**

Please review the next steps below which will be used to outline both academic growth and proficiency in all curricular areas for grades 6-12.

#### **The Next Steps:**

To improve the English Language Arts/Mathematics outcomes for the students, we will use the Springboard curriculum with fidelity. We will provide the instructional staff with professional development on the Springboard curriculum and instruction.

1. Continued implementation of Springboard English Language Arts/Mathematics curriculum with focuses on assessments and student academic growth.
2. Small group instruction for students in English Language Arts/Mathematics.
3. Real world application and examples to students.
4. Administration, school support teacher, and instructional staff will support and monitor the student's academic progress.
5. Aggregation and disaggregation of formative and summative assessments data will be used to inform instructional English Language Arts/Mathematics practices in the classroom.
6. Collection of data and walkthrough observations feedback will be used to provide teachers with weekly strategies for lesson plans and instructional practices.
7. August entrance assessments will be used as a baseline for new students to determine academic needs.

8. Differentiate whole group/small group instruction.
9. Reduce class size (not to exceed 25 students)
10. Provide after school tutoring for students who score below average in any of the subject areas.
11. Continue the implementation of the Credit Recovery Program. Identify students early to change their academic trajectory.
12. Provide teachers with classroom resources that support differentiated instruction.
13. Progressive monitoring in Renaissance Learning with periodic talks centered around reading and math.
14. Implement ACT test taking support for students who are juniors, possibly sophomores.
15. Implement testing strategies that support successful student outcomes. These strategies include: Clear directions for staff on testing implementation, identification of successful test taking strategies, practice sessions for students on successful test taking, and focus on students who have difficulties in test taking (per teacher recommendations).
16. Set goals using the STAR **Goal Setting Worksheet** for all students in reading and mathematics.
17. Periodic meetings/data chats will be held with students to provide them with their scores and drill down on the specific areas of concern.
18. Instructional staff will visit schools that have academic performance measures that are significantly above average and study what strategies used that promote student success.
19. Weekly professional development that focuses on classroom instruction, Common Core State Standards, assessment data, will be used to determine individual academic needs of each child.
20. Restorative Practices professional development will be implemented for new staff and returning instructional staff each school year.
21. Academic, culture, and climate evidence will be collected in an effort to celebrate and highlight students showing consistent improvement and successes.
22. Weekly administrative meetings that focus on school support in the areas of academics and culture.
23. Hire instructional staff with experience in urban education.
24. Partner with university education departments to access student teachers who have a strong desire to work in urban settings.
25. Hire support staff with experience in urban education and have a desire to elevate student success.
26. Implement a Junior National Honors Society/National Honors Society.
27. Implementation of the Career Academies (one academy at a time), showing students real-life application of academic standards.
28. Continue to use the "Own It" Program that provides adult motivational mentors to students.
29. Develop a google calendar for staff, parents, and students that lists all activities.

## FINANCIAL PERFORMANCE STANDARDS

1	<b>Financial Audit</b>	Charter school provides an annual financial audit consistent with the provisions of the charter school contract. There are no material, unresolved, and/or repeat findings.
2	<b>Budget Accounts</b>	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	<b>Financial Accounting</b>	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	<b>Financial Records</b>	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	<b>Budget Deficit</b>	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	<b>Financial Reporting</b>	Charter school complies with all the financial reporting as outlined in the charter contract.

STANDARD		YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23
1	<b>Financial Audit</b>	YES	YES	YES	Due October 30th
2	<b>Budget Accounts</b>	YES	YES	YES	Due October 30th
3	<b>Financial Accounting</b>	YES	YES	YES	Due October 30th
4	<b>Financial Records</b>	YES	YES	YES	Due October 30th
5	<b>Budget Deficit</b>	YES	YES	YES	Due October 30th
6	<b>Financial Reporting</b>	YES	YES	YES	Due October 30th
<b>Percentage of Standards Met by Year</b>		100.0% MET 0.0% DID NOT MEET	100.0% MET 0.0% DID NOT MEET	100.0% MET 0.0% DID NOT MEET	% MET % DID NOT MEET

**DISTRICT'S COMMENTS TO FINANCIAL PERFORMANCE MEASURES**

- **Financial Audit:**
  - 2019/20, 2020/21, 2021-22: Unqualified auditor's opinion: no material weakness, no deficiency, no material non-compliance.
- **Budget Accounts:**
  - 2019-20: Deviation over 10% allowance in other wages, benefits and purchased services. Green Tree works with MPS district financial system BP/IFAS for budget and budget analyst who is aware of budget deviations.
  - 2020-21: Deviation over 10% allowance in other wages and benefits, per external audit financials.
  - 2021-22: Deviation over 10% allowance in other wages, benefits, non-instructional benefits and supplies.
- **Financial Accounting:**
  - 2019/20, 2020/21, 2021/22: External financial audit results disclosed no instances of non-compliance or other matters that are required to be reported under Government Auditing Standards.
- **Financial Records:**
  - 2019/20, 2020/21, 2021/22: The charter school expenditures and annual operating budgets comply with requirements defined in the contract. No instance of non-compliance of financial reporting based on requirements of Governmental Auditing Standards per external audit.
- **Budget Deficit:**
  - 2019/20, 2020-21, 2021-22: No budget deficits per financial statements in external audit.
- **Financial Reporting:** The charter school expenditures and annual operating budgets comply with requirements defined in the contract per external audit.
- **FY23 Financial Audit** - Due October 30, 2023
- Recipient of the Wisconsin Charter School Start Up Grant

**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.)*

GPA charter school has complied with all accounting and submissions of records and reporting in an effort to better work within timelines and to ensure a qualified audit.

<b>ORGANIZATIONAL PERFORMANCE STANDARDS</b>		
1	<b>Annual Performance Audit</b>	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	<b>Educational Program</b>	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	<b>School Governance</b>	Charter school governance structure and reporting requirements are consistent with provisions of the charter school contract.
4	<b>Parental Involvement</b>	Charter school employs methods to ensure parental involvement consistent with the provisions of the charter school contract.
5	<b>Title I Requirements</b>	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	<b>Employee Qualifications and Human Resources Provisions</b>	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	<b>Health and Safety</b>	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	<b>Pupil Admissions and Enrollment Policies, and Records Retention</b>	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	<b>Special Education Compliance</b>	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	<b>Transportation and Nutrition Services</b>	Charter school adheres to all provisions of the charter contract relative to transportation and nutrition services.

<b>STANDARD</b>		<b>YEAR 1 2019-20</b>	<b>YEAR 2 2020-21</b>	<b>YEAR 3 2021-22</b>	<b>YEAR 4 2022-23</b>
1	<b>Annual Performance Audit</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>DUE Jan. 2024</b>
2	<b>Educational Program</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>
3	<b>School Governance</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>
4	<b>Parental Involvement</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

	(school provides see note)				
5	Title I Requirements	YES	YES	YES	YES
6	Employee Qualifications and Human Resources Provisions	YES	NO	NO	YES
7	Health and Safety	NO	NO	NO	NO
8	Pupil Admission and Enrollment Policies and Records Retention	YES	YES	YES	YES
9	Special Education Compliance	YES	YES	YES	YES
10	Transportation and Nutrition Services	YES	YES	YES	YES
<b>Percentage of Standards Met by Year</b>		90.0% MET 10.0% DID NOT MEET	80.0% MET 20.0% DID NOT MEET	80.0% MET 20.0% DID NOT MEET	90.0% MET 10.0% DID NOT MEET
<b>Unmet Organizational Standard</b>		<b>District's Comments to Unmet Organizational Standard</b>		<b>School's Response to Unmet Organizational Standard</b>	
<b>Health and Safety (Immunization State Requirement is 99.9%)</b>		2019-20 school year, 83.1% compliant 2020-21 school year, 77.1% compliant 2021-22 school year, 55.5% compliant 2022-23 school year, 45.4% compliant		We will improve the management of student health and medical records.  We will follow up with parents regarding immunization compliance.  We will improve the communication with parents by having a regular update of parent contact information for the weekly electronic newsletters, text notifications, and pre-recorded (RoBo).	
<b>Employee Qualifications and Human Resource Provisions</b>		2020-21 school year: Ensure all instructional staff hold a license or permit to teach.  2021-22 school year: Ensure all instructional staff hold a license or permit to teach.		We will work with surrounding universities educational programs to recruit student teachers in areas of need.  We will continue to work with Human Resources to recruit teachers as well as international teachers from various college and universities	
<b>DISTRICT'S COMMENTS TO ORGANIZATIONAL PERFORMANCE MEASURES</b>					

### **Audits**

- Green Tree has been compliant with its performance and compliance audits throughout the term of the contract.

### **Educational Program**

- Green Tree opened in Fall 2019. During that year, Green Tree had some barriers to fully implement the educational program due to external factors.
- Green Tree has had consistent leadership throughout the five year contract.

## **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).*

### **Parental Involvement**

***Charter school employs methods to ensure parental involvement consistent with the provisions of the charter school contract.***

GPA prides itself in connecting with our parents and getting suggestions for school improvement.

Parents/Guardians are expected to attend the following activities:

1. Parent/Teacher Conferences that are held once a semester. We also offer virtual on-line conferences for parents who do not have transportation.
2. Grade level mandatory meetings are held for parents/guardians regarding expectations, issues or concerns at each grade level.

In an effort to sustain active family and parent community involvement we offer the following programs:

1. Parent Institute
2. Open House (3 times a year)
3. Title I Meetings
4. Senior Celebration Dinner
5. Senior Celebration Activities
6. Middle School Completion Ceremony
7. Black History Program facilitated by various staff
8. Mentorship Program for students called Royal Jewels facilitated by parents

We also give parents the opportunity to volunteer for many school functions. We have an outreach program that offers support through the school social worker where parents/families are identified and baskets are prepared for each family. In addition, the school social worker personally contacts each family that may be in need and have a discussion regarding their needs. A list of resources is given to the families to access support outside the school.