



Charter School Performance Summary

Name of Charter School: Hmong American Peace Academy (HAPA) Date: October 13, 2017

Contracted FTE Maximum: 1692 Grade Levels: K4 - 12

September Count Enrollment: 1597

Introduction

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

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

Performance Ratings

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

| | |
|-------------------------|----------------------------------|
| Met the Standard | Did Not Meet the Standard |
|-------------------------|----------------------------------|

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

Academic Performance

Academic Performance Standards:

1. **Reading** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System (WSAS) 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. **Mathematics** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System (WSAS) 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. **English/Language Arts** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System (WSAS) 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. **Writing** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System (WSAS) 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. **Science** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System (WSAS) 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. **Social Studies** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System (WSAS) 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. **Value-Added** – Demonstrate achievement growth using the MPS value-added data in reading and mathematics that is greater than, or equal to, the district-wide average pupil growth for pupils in corresponding grades in all MPS schools.
8. **Graduation Rate** – Using a DPI 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.
9. **EPAS College and Career Readiness** – Charter School shall demonstrate an increase in the percentage of students within a cohort meeting College and Career Readiness as they progress from the EXPLORE to the PLAN to the ACT, using the HAPA EPAS data as described in Appendix A.
10. **EPAS Reading** – At least 75% of tested grades will demonstrate an average achievement growth of one point or higher from beginning of the school year to end of school year on the following exams: EXPLORE exam (9th grade), PLAN exam (10th grade) and the ACT exam (11th grade), using the HAPA EPAS data in reading as described in Appendix A.
11. **EPAS Language** – At least 75% of tested grades will demonstrate an average achievement growth of one point or higher from beginning of the school year to end of school year on the following exams: EXPLORE exam (9th grade), PLAN exam (10th grade) and the ACT exam (11th grade), using the HAPA EPAS data in language as described in Appendix A.
12. **EPAS Math** - At least 75% of tested grades will demonstrate an average achievement growth of one point or higher from beginning of the school year to end of school year on the following exams: EXPLORE exam (9th grade), PLAN exam (10th grade) and the ACT exam (11th grade), using the HAPA EPAS data in math as described in Appendix A.
13. **EPAS Science** - At least 75% of tested grades will demonstrate an average achievement growth of one point or higher from beginning of the school year to end of school year on the following exams: EXPLORE exam (9th grade), PLAN exam (10th grade) and the ACT exam (11th grade), using the HAPA EPAS data in science as described in Appendix A.

14. **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.
15. **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.
16. **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.

Objective Measures for Academic Performance

| | |
|-------------------------|----------------------------------|
| Met the Standard | Did Not Meet the Standard |
|-------------------------|----------------------------------|

| Standard | Year 1 2013-14 | Year 2 2014-15 | Year 3 2015-16 | Year 4 2016-17 |
|---|--|---|--|--|
| 1. Reading (Percent proficient and above) | YES WKCE School = 17.1% District = 14.6% | | | |
| 2. Mathematics (Percent proficient and above) | YES WKCE School = 33.6% District = 20.1% | YES Badger School = 33.1% District = 16.1% ACT School = 47.1% District = 10.5% | YES Forward School = 26.8% District = 15.3% ACT School = 38.2% District = 11.0% | YES Forward School = 28.3% District = 15.9% ACT School = 20.6% District = 11.4% |
| 3. English/Language Arts (Percent proficient and above) | YES WKCE School = 61.5% District = 42.5% | YES Badger School = 46.1% District = 25.8% ACT School = 64.7% District = 21.8% | YES Forward School = 37.4% District = 20.1% ACT School = 54.5% District = 27.9% | YES Forward School = 42.9% District = 20.9% ACT School = 48.5% District = 16.7% |
| 4. Writing (Percent proficient and above) | | | | |
| 5. Science (Percent proficient and above) | YES WKCE School = 65.7% District = 47.4% | YES WKCE School = 67% District = 47.1% | YES Forward School = 30.1% District = 20.3% | YES Forward School = 31.3% District = 21.2% ACT School = 16.2% District = 8.4% |
| 6. Social Studies (Percent proficient and above) | YES WKCE School = 76.1% District = 63.4% | YES WKCE School = 79.7% District = 58.2% | YES Forward School = 33.7% District = 21.8% | YES Forward School = 38.1% District = 22.2% |
| 7. Value-Added | Math = 22.2% NO Reading = 55.6% Yes | | | |
| 8. Graduation Rate | YES School = 97.6% District = 60.9% | YES School = 90% District = 58.2% | YES School = 89.8% District = 60.0% | |
| 9. EPAS College and Career Readiness | YES | YES | Assessment no longer available | Assessment no longer available |
| Standard | Year 1 2013-14 | Year 2 2014-15 | Year 3 2015-16 | Year 4 2016-17 |

| | | | | |
|-------------------------------------|--|--|--|--|
| 10. EPAS Reading | YES | YES | Assessment no longer available | Assessment no longer available |
| 11. EPAS English Language Arts | YES | YES | Assessment no longer available | Assessment no longer available |
| 12. EPAS Math | YES | NO | Assessment no longer available | Assessment no longer available |
| 13. EPAS Science | YES | YES | Assessment no longer available | Assessment no longer available |
| 14. Attendance | YES School = 96.5% District = 92.4% | YES School = 95.4% District = 89.3% | YES School = 96.0% District = 89.1% | YES School = 96.1% District = 88.6% |
| 15. Mobility | YES School = 0.9% District = 12.6% | YES School = 0.6% District = 12.3% | YES School = 0.0% District = 13.2% | YES School = 0.4% District = 12.2% |
| 16. 4 th Grade Promotion | YES 4 th Grade = 100% | YES 4 th Grade = 100% | YES 4 th Grade = 100% | YES 4 th Grade = 100% |
| 17. 8 th Grade Promotion | YES 8 th Grade = 100% | YES 8 th Grade = 100% | YES 8 th Grade = 100% | YES 8 th Grade = 100% |
| Percentage of Standards Met by Year | 94% MET 6% DID NOT MEET | 92% MET 8% DID NOT MEET | 100% MET 0% DID NOT MEET | 100% MET 0% 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.)

Standard: #7 Value-Added, Year 1 (2013-2014)

In 2013-2014, HAPA met 22.2% of the 9 value added targets for growth in the mathematics section of the MAP assessment. Since then HAPA has implemented numerous interventions/strategies to target specific areas of concern. HAPA educators analyze the STAR data and other assessment data in order to create flexible groupings. Once groups are established, differentiated instruction/activities are implemented to meet the various needs. HAPA educators also provide extra support when new math concepts are introduced. HAPA utilizes the whole-small-whole group framework during math instruction. This allows the educators to

provide additional support for students who need it and rigorous math engagements for those who are ready for the challenge. This model also allows teachers to summarize and debrief with students at the end of each lesson and ask higher analysis questions in order to promote higher order thinking. Problem sets worked on during class time are broken down into smaller steps so students can truly understand what needs to be done in order to be successful with their homework practice. Students are introduced to and utilize multiple strategies when solving problems. A heavy emphasis has been put on interpreting the academic language of word problems.

Students utilize computer applications/websites such as Zearn, IXL, and Compass Learning. These programs are individualized to meet the students at their current level and provide challenging activities when appropriate. Proficient and advanced students are given more complex problems and additional concepts. Educators also provide after school tutoring for students who need additional support.

Standard: #10 EPAS Math, Year 2 (2014-2015)

In 2014-2015, tenth grade students at HAPA demonstrated an average growth of one point or higher from the beginning of the school year to the end of the school on the PLAN exam with the exception of math where students were 0.17 points shy of a growth point. Specific interventions were put into place to prepare students to achieve an average growth of one point or higher. Students are taught test taking skills such as annotating word problems, eliminating answers before making an educated choice, answering the easiest questions first, reading the question two to three times to ensure that students understand what is being asked, just to name a few. Smaller and intentional but flexible groupings were created so that specific math content can be addressed to ensure more success. Academic vocabulary practice is enforced with students so that they can clearly understand what is being asked of them. The data from the same cohort group of students were tracked in 2015-2016. After implementing these interventions, data from 2015-2016 show that the same cohort group of 11th graders who were tested had an average achievement growth of 3.44 points in math.

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 |
|------------------|---------------------------|

| <i>Standard</i> | Year 1 2013-14 | Year 2 2014-15 | Year 3 2015-16 | Year 4 2016-17 |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. <i>Financial Audit</i> | YES | YES | YES | YES |
| 2. <i>Budget Accounts</i> | YES | YES | YES | YES |
| 3. <i>Financial Accounting</i> | YES | YES | YES | YES |
| 4. <i>Financial Records</i> | YES | YES | YES | YES |
| 5. <i>Budget Deficit</i> | YES | YES | YES | YES |
| 6. <i>Financial Reporting</i> | YES | YES | YES | YES |
| Percentage of Standards Met by Year | 100% MET 0% DID NOT MEET | 100% MET 0% DID NOT MEET | 100% MET 0% DID NOT MEET | 100% MET 0% DID NOT MEET |

District's Comments to Financial Performance Measures:

Financial Audits:

FY14 HAPA had an unqualified audit.
 FY15 HAPA had an unqualified audit.
 FY16 HAPA had an unmodified audit.
 FY17 HAPA had an unmodified audit.

Budget Deficit or Revenue Shortfall:

No budget deficit or revenue shortfall noted during the duration of the contract term.

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 |
|-------------------------|----------------------------------|

| Standard | Year 1 2013-14 | Year 2 2014-15 | Year 3 2015-16 | Year 4 2016-17 |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. Annual Performance Audit | YES | YES | YES | Audit Due in Spring |
| 2. Educational Program | YES | YES | YES | YES |
| 3. School Governance | YES | YES | YES | YES |
| 4. Parental Involvement <i>(school provides see note)</i> | YES | YES | YES | YES |
| 5. Title I Requirements | YES | YES | YES | YES |
| 6. Employee Qualifications and Human Resources Provisions | YES | YES | YES | YES |
| 7. Health and Safety | NO | YES | YES | YES |
| 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 |
| Percentage of Standards Met by Year | 90% MET 10% DID NOT MEET | 100% MET 0% DID NOT MEET | 100% MET 0% DID NOT MEET | 100% MET 0% DID NOT MEET |

District's Comments to Organizational Performance Measures:

Health and Safety:

2013-14 Immunizations – 98% students are compliant and/or have exemptions on file
2014-15 Immunizations – 100% students are compliant and/or have exemptions on file
2015-16 Immunizations – 100% students are compliant and/or have exemptions on file
2016-17 Immunizations – 99% of students are compliant and/or have exemptions on file

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.)

Standard #4: Parental Involvement

As a charter school, HAPA prides itself in parental involvement as parents are the foundation for student achievement. Thus, parental involvement is a top priority at HAPA. HAPA has an outstanding parental involvement rate of nearly 100% participation during parent-teacher conferences. School functions are well attended by the families where typically the average attendance is over 1,000 participants. Parents' participation in workshops/trainings, meetings, student of the month activities, educational field experiences and school events is high in numbers.

HAPA believes that parents are valuable partners in the Academy's mission. Throughout the years, HAPA has initiated, organized and nurtured/facilitated numerous varieties of social events and activities, and workshops/trainings to strengthen parental involvement. A strategy HAPA utilizes to ensure parent involvement is with clear communications and expectations. For example, a calendar of events is provided to the families at the beginning of the school year with dates and times of the different events held at HAPA. As these different events occur, all parents are notified through various means such as flyers and weekly reminders/announcements. In addition, HAPA has a full-time parent coordinator whose primary role and responsibility is to work with and for parents, especially with parent engagement. As a bilingual staff member, the parent coordinator makes personal contact with parents as she serves as a bridge between the school and home. For example, the parent coordinator makes one-on-one phone calls as well as home visits to ensure parents are actively engaged in meaningful ways with their child's education. Some of these ways include participating in educational workshops/trainings in reading, writing and math. These events are highly attended which reflect parental involvement and support as well as satisfaction with HAPA. HAPA believes that the parents are the children's first teachers. Hence, it is only through the partnership of school and the family that the children can truly make both academic and social gains.

In order to provide evidenced of satisfaction from our stakeholders, HAPA conducted interviews and surveys with parents, alumni and the business community to find out how satisfied parents, alumni and the community were with the education at the Academy and what improvements can be made to further the education of the student population. In the parent interviews/surveys, an overwhelming 99% parents rated their satisfaction with Hmong American Peace Academy. Parents felt that Hmong American Peace Academy's strongest aspects are the curriculum, staff/teachers and the Hmong culture and school events provided to the families. The Alumni rated highly their satisfaction with Hmong American Peace Academy.

HAPA is committed to parental involvement along with partnering with community organizations to provide support, services and opportunities for the parents to be involved in the learning of their children's education as parents are the children's first teachers in guiding and nurturing the educational success of the students. HAPA's Strategic Business Plan aims to leverage these strengths and raise the profile of the school to best serve the community and increase the impact for years to come. The strategic direction of HAPA is to focus on increasing both the quality and size of our K-12 education and in partnering with parents to offer an array of services to strengthen the HAPA community.

Standard # 7. Health and Safety

The health and safety of HAPA's scholars are a top priority. One of the measures used to ensure the health and safety of all HAPA's students is to make sure that all students are up to date on their immunizations. To continuously address the health and safety matter of HAPA's students, two designated staff members oversee the immunization compliance issue to ensure that all immunizations are up to date. Below is the process that HAPA has instituted to address the immunization compliance: The designated staff member and the Parent Coordinator regularly checks on the due date for immunization compliance and phone calls and/or home visits are made to the parents of students who are not up to date. After the phone calls and/or home visits are made, a formal letter is sent home giving parents information about what immunizations are needed. Parents are also informed that if the immunizations are not updated by the specified date student(s) will need to remain at home until it is updated. Additional follow up phone calls and/or home visits are made to ensure that all students are caught up on their immunizations.

In addition, HAPA desires to renew its Lease Agreement with MPS on the entirety (Entire Building and Grounds) of Happy Hill School, located at 7171 West Brown Deer Road, Milwaukee, Wisconsin 53223.

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>Term of three years</p> | <p>To be eligible, schools must be in the last year of the contract term and have achieved the following:</p> <p 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"> • 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. |

**Non-Renewal /
Revocation**

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.

Guidelines for Recommending Non-Renewal / Revocation:

- The Team determines that the school primarily merits *Did Not Meet the Standard* 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.