



Charter School Performance Summary

Charter School:	The Alliance School	Contract Term:	2017-18 to 2021-22
Grade Levels:	9 - 12	Date:	November 1, 2021
Contract Max FTE:	360	September Enrollment Count:	151

Introduction

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

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

Performance Ratings

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

Met the Standard	Did Not Meet the Standard
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The overall rating for each section and the renewal recommendation is completed via collaboration and consensus by the MPS Charter School Contract Review Team after the team's review of the School Performance Summary, Application for Renewal, and site visit.

Student Demographic Snapshot

School Profile			
Mission	The mission of The Alliance School is to provide a safe, student-centered and academically challenging environment to meet the needs of all students.		
School Leader	Phyllis D. Smith		
Year Opened	2016		
Enrollment Information			
Maximum Authorized Enrollment			360
Total Number of Students Currently Enrolled			155
Average class size			20
Number of students who are currently on the waiting list			0
Number of students who have left the school during the current school year			11
Demographic and Subgroup Information for Currently Enrolled Students			
Subgroup Population	Number of Students	Percent of entire student body	District Average (%)
Black or African-American	101	65.2%	53.1%
Asian	0	0.0%	8.0%
Hispanic	24	15.5%	27.7%
White	17	11.0%	8.2%
Multiple	13	8.4%	2.5%
American Indian or Alaska Native	0	0.0%	0.6%
Native Hawaiian or Other Pacific Islander	0	0.0%	0.0%
Students with Disabilities	62	40.0%	22.1%
English Language Learners	3	1.9%	12.7%
Economically Disadvantaged	137	88.4%	78.2%

Academic Performance

Academic Performance Standards:		
1	WSAS English / Language Arts (ELA)	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in English / Language Arts (ELA) that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
2	WSAS Mathematics	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
3	WSAS Science	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in science that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
4	WSAS Social Studies	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
5	Graduation	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.
6	Stability Rate	Achieve a stability rate of pupils in Charter School (registered as of the September Third Friday Count) that is the same as, or higher than, the stability rate of pupils in corresponding grades in all MPS schools.
7	Attendance Rate	Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools.
8	Mobility Rate	Achieve a mobility rate of pupils in Charter School that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools.
9	Promotion Rate Grades 4 and 8	Achieve a percentage of pupils promoted from grades 4 and 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from corresponding grades in all MPS schools.
10	Promotion Rate First-time 9th Graders	Charter School shall achieve a promotion rate for first-time 9 th graders that meets or exceeds the district rate.
11	Attendance Rate - Improvement	Charter School shall achieve an average daily end of the year attendance rate that is at or above the rate from the previous year.
12	Exit Rate	Charter School shall achieve an end of the year exit rate that is at or lower than the rate from the previous year.
13	ACT ASPIRE - English	At least 60% of non-repeater sophomores who are enrolled at Charter School by the first Third Friday Count will increase their English readiness composite score on ACT ASPIRE from spring of their 9 th grade year to spring of their 10 th grade year.
14	ACT ASPIRE - Math	At least 60% of non-repeater sophomores who are enrolled at Charter School by the first Third Friday Count will increase their math readiness composite score on ACT ASPIRE from spring of their 9 th grade year to spring of their 10 th grade year.
15	ACT ASPIRE - Science	At least 60% of non-repeater sophomores who are enrolled at Charter School by the first Third Friday Count will increase their science readiness composite score on ACT ASPIRE from spring of their 9 th grade year to spring of their 10 th grade year.
16	ACT ASPIRE - Writing	At least 60% of non-repeater sophomores who are enrolled at Charter School by the first Third Friday Count will increase their writing readiness composite score on ACT ASPIRE from spring of their 9 th grade year to spring of their 10 th grade year.
17	School Impact	The transfer cohort included in the end of year school impact summary report shall show improvements from their previous school in every category. School impact summary measurements include attendance rate, incidents per 100 days, suspensions per 100 days, listed GPA and listed credits earned per 100 days.

Objective Measures for Academic Performance:

Met the Standard	Did Not Meet the Standard
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Standard	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22 Current (October 2021)
1. WSAS English Language Arts	NO School = 0.0% District = 15.4%	NO School = 4.5% District = 14.9%	NA School Closures ESEA Waiver	NA School = 0.0% District = 12.5%	
2. WSAS Mathematics	NO School = 2.2% District = 9.0%	NO School = 0.0% District = 6.3%	NA School Closures ESEA Waiver	NA School = 0.0% District = 5.1%	
3. WSAS Science	NO School = 0.0% District = 7.8%	NO School = 2.3% District = 7.9%	NA School Closures ESEA Waiver	NA School = 0.0% District = 6.2%	
4. WSAS Social Studies	NO School = 5.7% District = 18.4%	NO School = 7.9% District = 17.0%	NA School Closures ESEA Waiver	NA School = 2.5% District = 3.3%	
5. Graduation	NO School = 52.3% District = 62.8%	YES School = 78.1% District = 66.9%	NO School = 62.0% District = 69.2%	NO School = 57.1% District = 67.3%	
6. Stability Rate	YES School = 81.0% District = 79.8%	NO School = 79.9% District = 80.7%	YES School = 89.0% District = 88.7%	YES School = 89.6% District = 89.5%	
7. Attendance Rate	NO School = 74.2% District = 80.3%	NO School = 72.6% District = 79.9%	NO School = 66.1% District = 78.5%	NO School = 67.3% District = 78.6%	NO School = 62.1% District = 77.2%
8. Mobility Rate	YES School = 7.7% District = 15.6%	NO School = 18.0% District = 16.2%	YES School = 11.6% District = 14.7%	NO School = 19.6% District = 8.1%	NO School = 6.4% District = 2.9%
9. Promotion Rate Grades 4 and 8					
10. Promotion Rate – First-time 9 th Graders	YES School = 85.7% District = 83.1%	NO School = 42.3% District = 85.6%	NO School = 78.6% District = 84.1%	YES School = 90.9% District = 74.9%	
11. Attendance Rate – Improvement	NO 2017-18 = 74.2% 2016-17 = 77.2%	NO 2018-19 = 72.6% 2017-18 = 74.2%	NO 2019-20 = 66.1% 2018-19 = 72.6%	YES 2020-21 = 67.3% 2019-20 = 66.1%	NO YTD = 62.1% LYTD = 67.4%
12. Exit Rate	YES 2017-18 = 12.2% 2016-17 = 19.3%	NO 2018-19 = 27.3% 2017-18 = 12.2%	YES 2019-20 = 27.2% 2018-19 = 27.3%	NO 2020-21 = 19.8% 2019-20 = 27.2%	NO YTD = 4.0% LYTD = 3.9%
13. ACT ASPIRE – English (goal 60%)	NO 46.9%	NO 43.5%	NA School Closures ESEA Waiver	NA School Closures ESEA Waiver	
14. ACT ASPIRE – Math (goal 60%)	NO 56.3%	NO 43.5%	NA School Closures ESEA Waiver	NA School Closures ESEA Waiver	
15. ACT ASPIRE – Science (goal 60%)	NO 43.8%	NO 52.2%	NA School Closures ESEA Waiver	NA School Closures ESEA Waiver	

16. ACT ASPIRE – Writing (goal 60%)	NO 0.0%	NO 0.0%	NA School Closures ESEA Waiver	NA School Closures ESEA Waiver	
17. School Impact	NO 1 out of 5 met	NO 4 out of 5 met	NO 0 out of 5 met	NO 4 out of 5 met	NO meeting 4 out of 5
Percentage of Standards Met by Year	25% MET	6.25% MET	12.5% MET	33.3% MET	

District's Comments to Academic Performance Measures:

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

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

School's Comments to Academic Performance Measures:

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

During the term of the Alliance charter contract, Alliance has shown growth in many areas. We continue to excel compared to schools that are our size and that serve a similar population of students. Over the past few years, we have successfully:

- Changed the school climate to reflect our mission and provide our students and staff with a safe, positive, and productive learning environment;
- Reduced the suspension rate;
- Met the standard for mobility rate for two years;
- Beat the district's promotional rate for ninth graders two out of four years;
- Beat the district's stability rate three out of four years;
- Made proficiency increases in ELA, Science, and Social Studies from the 2017-2018 to the 2018-2019 school years. While we did not meet district averages, these years highlight improvement.

According to the data from the 2021 School Impact Summary, 25.8% of students who transferred to Alliance saw an increase in their attendance even in the midst of a global pandemic. Further, 29.3% of the transfer students had fewer suspensions. Finally, 29.3% of the transfer students earned more credits after coming to Alliance.

Alliance engages students who may have otherwise dropped out of high school and is highly regarded amongst community-based professionals as a school where students with some of the most intensive mental health and behavior needs can excel. To this end, we have continued to show success with a highly mobile and at-risk group of students. Currently, our special education population hovers around 40%, and we will continue to accept students with disabilities and serve them in a full-inclusion environment.

In addition to our SPED population, Alliance also serves several students with 504 plans related to school avoidance due to depression and anxiety. Through collaboration between the student, their family, support staff and community-based mental health professionals, students are re-introduced to the school environment.

We've also shown success with students who are homeless. During the 2019-20 school year, Alliance was lauded by the MPS Homeless Education Department for the academic success of our homeless students. That year, 100% of Alliance's homeless 12th graders graduated (4/4). The national graduation rate for homeless students is 64%. In addition, during the same year, 77% of our HEP students advanced academically (13/17 either graduated or advanced to the next grade). Nationally, 42% of homeless students drop out of school.

Because of our reputation for serving students who have been ostracized in other communities as well as students within the LGBTQ+ community, many families who live in other districts have enrolled at Alliance.

However, our high percentage of LGBTQ+ youth provide unique challenges. According to the 2019 Youth Risk Behavior Survey, young people in the LGBTQ+ community are more likely to attempt suicide as well as use drugs and alcohol.

Prior to the pandemic, our students required a higher level of support and during the pandemic, our students have faced traumatic experiences like losing their parents, caregivers, and other family members. We have also experienced the loss of five students to gun violence in the past year which has impacted the wellbeing of our students and staff.

Due to the intense needs of many of our students, our school psychologist and social worker provide essential services for those facing challenges within themselves and with their families. They have completed 25+ risk assessments over two years. This year, our psychologist has provided mental health and SEL services for 25% of our students. Further, support staff have completed five risk assessments and 57 home visits in an attempt to work with families to help their children improve attendance as well as offer mental health and housing resources.

In order for our students and families to feel a sense of belonging, we employ school-wide restorative practices (RP). All community members experience RP. Staff members learn when they come to the school then continue to practice with each other and with their students. New students and their families experience the work, and all students participate in school-wide circles that are created and facilitated by student practitioners who learn RP in the context of a class. Further, discipline practices reflect restorative values, and this leads to a reduction in the suspension rate. These practices create an environment where students and staff are able to learn through challenges and conflict while maintaining a sense of community.

In addition to focusing on students' socioemotional well-being, we have strategies in place to continue to address our academic weaknesses, including having an SST to support staff by providing professional development relative to current best practices. We are also in the process of implementing data chats. Each staff member has been assigned to a small group of students to address attendance, academics, and socioemotional needs. Our intention is to support our students in becoming college and career ready.

Financial Performance

Financial Performance Standards:

1	Financial Audit	Charter school provides for an annual financial audit consistent with the provisions of the charter school contract. There are no material, unresolved, and/or repeat findings.
2	Budget Accounts	Charter school expends and accounts for funds in a manner consistent with the provisions of the charter school contract. Expenditures in any category of the school's annual budget did not deviate by more than 10%, unless mutually agreed upon between MPS and the charter school.
3	Financial Accounting	Charter school expends and accounts for funds in accordance with the federal guidelines set forth in Office of Management and Budget OMB Circular(s), A21, A87, or A122 Circular.
4	Financial Records	Charter school maintains all financial records in compliance with state and federal guidelines and with Generally Accepted Accounting Principles and Standards. Charter school's financial records are consistent with the provisions of the charter school contract.
5	Budget Deficit	When charter school anticipates a revenue shortfall or deficit from operations, or upon request of MPS, charter school submits within 30 days contingency plans for such revenue shortfalls in accordance with provisions of the charter contract. Plans to manage deficits or other contingencies are explained.
6	Financial Reporting	Charter school complies with all the financial reporting as outlined in the charter contract.

Objective Measures for Financial Performance

Met the Standard	Did Not Meet the Standard
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Standard	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21
1. Financial Audit	YES		YES	
2. Budget Accounts	YES	YES	YES	YES
3. Financial Accounting	YES	YES	YES	YES
4. Financial Records	YES	YES	YES	YES
5. Budget Deficit	NO	NO	NO	YES
6. Financial Reporting	YES	YES	YES	YES
Percentage of Standards Met by Year	83% MET	83% MET	83% MET	100% MET

District's Comments to Financial Performance Measures:

2020-21 School Year Comments:

- The budget accounts were at 98.98%.
- No budget deficit, the school had a surplus.
- Per the terms of the charter school contract, the financial audit is due the first year and then provided for each alternating years of the contract.

2019-20 School Year Comments:

- The budget accounts were just over 100.4%, there was a deficit.
- There was a budget deficit of \$4,452, reduced from the previous year.
- The financial audit indicated 2 material issues of non-compliance related to fixed asset management and payroll exception reporting.

2018-19 School Year Comments:

- The budget accounts were just over 102.7%, there was a deficit.
- There was a budget deficit of \$15,235, increased from the previous year.
- Per the terms of the charter school contract, the financial audit is due the first year and then provided for each alternating years of the contract.

2017-18 School Year Comments:

- The budget accounts were just over 100%, there was a slight deficit.
- There was a budget deficit of \$1,887.
- The financial audit indicated 2 material issues of non-compliance related to membership count supports contract payments and fixed asset management.

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.)

There was a budget deficit under the previous leadership which the current leader inherited. Under the current leadership, the financial performance measures at Alliance were met for the past two years. The leadership will continue following the systems and procedures that are in place in order to continue to meet the financial performance requirements in the future.

Organizational Performance

Organizational Performance Standards:

1	Annual Performance Audit	Charter school provides for an annual performance audit consistent with the provisions of the charter school contract. There are no material, unresolved, and/or repeat findings.
2	Educational Program	Charter school operates the educational program consistent with description contained in the charter school proposal approved by the Milwaukee Board of School Directors and equips all classrooms with all materials, equipment and supplies required to implement the educational program.
3	School Governance	Charter school governance structure and reporting requirements are consistent with provisions of the charter school contract.
4	Parental Involvement	Charter school employs methods to ensure parental involvement consistent with the provisions of the charter school contract.
5	Title I Requirements	Charter school complies with all of the rules and regulations applicable to Title I funding requirements consistent with federal law and the provisions of the charter school contract.
6	Employee Qualifications and Human Resources Provisions	Charter school complies with all state statutes and provisions of the charter school contract relative to the qualifications and hiring of individuals employed in the school. This includes, but is not limited to, ensuring that all instructional staff hold a current and appropriate license or permit issued by the Wisconsin Department of Public Instruction and background screening for both employees and volunteers.
7	Health and Safety	Charter school complies with all district policies and all local, state and federal laws, codes, rules and regulations that apply to public schools pertaining to health and safety consistent with the provisions of the charter school contract.
8	Pupil Admission and Enrollment Policies, and Records Retention	Charter school complies with provisions of the charter school contract regarding admissions requirements, pupil enrollment, racial and ethnic balance, and pupil records retention. Charter school adheres to state and federal laws and contract provisions related to nondiscrimination and statutory requirements, nonsectarian status, and pupil tuition and fees.
9	Special Education Compliance	Charter school complies with all of the requirements of the Individuals with Disabilities in Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. School provides a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with those Acts.
10	Transportation and Nutrition Services	Charter school adheres to all provisions of the charter contract relative to transportation and nutrition services.

Objective Measures for Organizational Performance

Met the Standard	Did Not Meet the Standard
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Standard	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
1. Annual Performance Audit	YES	YES	YES	Due January 2022	
2. Educational Program	YES	YES	YES	YES	YES
3. School Governance	YES	YES	YES	YES	YES

4. Parental Involvement (school provides see note)	YES	YES	YES	YES	YES
5. Title I Requirements	YES	YES	YES	YES	YES
6. Employee Qualifications and Human Resources Provisions	NO	NO	YES	NO	YES
7. Health and Safety	NO	NO	NO	NO	NO
8. Pupil Admission and Enrollment Policies and Records Retention	YES	YES	YES	YES	YES
9. Special Education Compliance	YES	YES	YES	YES	YES
10. Transportation and Nutrition Services	YES	YES	YES	YES	YES
Percentage of Standards Met by Year	80% MET	80% MET	90% MET	80% MET	90% MET

District's Comments to Organizational Performance Measures:

2021-22 School Year Comments:

- Fall Reading scores on STAR show results above the district average. Below the district for Math.
- Improvements noted in building culture and operations of the school are improved.
- Concerns over enrollment continuing to decline.
- 77.5% of students had the required immunization or appropriate waivers from the parents on file.
- Special Education:
 - Enrollment 59 SWD, total enrollment 157, percentage SWD 38%
 - Attendance rate SWD 64.8% compared to SWOD 65.7%
 - 5 students have been suspended this year; of the 5 3 are SWD; SWD suspension rate 60%; SWOD suspension rate 40%
- Good standing with IEP annual and reevaluation compliance

2020-21 School Year Comments:

- Virtual instruction was supported by 2 staff members in every class. This was directly connected to a reduced failure rate at every grade level and in every content area during the virtual instruction. Increase in school's average GPA.
- Enrollment continued to decline.
- Three staff members at Alliance did not hold the appropriate DPI license for the grade levels and subjects taught.
- 81.3% of students had the required immunization or appropriate waivers from the parents on file.
- Special Education:
 - Enrollment 69 SWD, total enrollment 186, percentage SWD 37%
 - Attendance rate SWD 70.3% compared to SWOD 65.6%
 - No suspensions during the 20-21 school year
 - Graduation rate in 4 years SWD 50.0%
 - Good standing with IEP annual and reevaluation compliance

2019-20 School Year Comments:

- Academic goals not measured due to school closure.
- School culture continued to be a focal point with changes to school operations related to security, cell phones and transition times. Continued increase in school suspensions. School's average GPA dropped below 1.0.
- Goals met in Mobility and Stability.
- Enrollment declined – below 200.
- 91.3% of students had the required immunization or appropriate waivers from the parents on file.
- Special Education
 - Alliance was not 100% compliant with all the Individuals with Disabilities Education Act (IDEA) laws and regulation.
 - Enrollment 89 SWD, total enrollment 224, percentage SWD 40%
 - Attendance rate SWD 66.0% compared to SWOD 69.4%
 - 73 students suspended; of the 73; 36 were SWD; SWD suspension rate 49.3%; SWOD suspension rate 51%
 - Graduation rate in 4 years SWD 65.2%
 - Good standing with IEP annual and reevaluation compliance

2018-19 School Year Comments:

- Data review shows that goals were not met in ELA, math, science, social studies, graduation, attendance, stability and mobility. Only goal met was graduation.
- Concerns over school culture emerged and became the focus on supports to the school from the Regional Team. School suspensions doubled from previous year.
- Test participation on the Wisconsin Student Assessment System was at 88.5%, which is below the state minimum rate of 95%.
- Two staff members at Alliance did not hold the appropriate DPI license for the grade levels and subjects taught.
- 89.5% of students had the required immunization or appropriate waivers from the parents on file.
- Special Education:
 - Alliance was not 100% compliant with all the Individuals with Disabilities Education Act (IDEA) laws and regulation.
 - Enrollment 97 SWD, total enrollment 254, percentage SWD 38%
 - Attendance rate SWD 70.8% compared to SWOD 71.9%
 - 56 students suspended; of the 56 30 were SWD; SWD suspension rate 54%; SWOD suspension rate 46%
 - Graduation rate in 4 years SWD 56.3% increases to 81.3% in 7 years
 - Good standing with IEP annual and reevaluation compliance

2017-18 School Year Comments:

- Data review shows that goals were not met in ELA, math, science, social Studies, graduation, or attendance. Goals were met in Stability and Mobility.
- Test participation on the Wisconsin Student Assessment System was at 75.5%, which is below the state minimum rate of 95%.
- One staff member at Alliance did not hold the appropriate DPI license for the grade levels and subjects taught.
- 95% of students had the required immunization or appropriate waivers from the parents on file.
- Special Education:
 - Alliance was not 100% compliant with all the Individuals with Disabilities Education Act (IDEA) laws and regulation.
 - Enrollment 71 SWD, total enrollment 224, percentage SWD 32%
 - Attendance rate SWD 75.4% compared to SWOD 73.6%
 - 25 students suspended, of the 25 12 were SWD; suspension rate SWD 48%; suspension rate for SWOD 52%
 - Graduation rate in 4 years SWD 66.7% increases to 78.6% in 7 years
 - Good standing with IEP annual and reevaluation compliance

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.)

Alliance has met seven of the organizational performance measures consistently during the past five years.

Employee Qualifications:

Leadership is working to ensure that all staff are teaching inside their area of licensure.

Immunizations:

- 2019-2020 - 91.3% of students had the required immunizations or an appropriate waiver on file.
- 2020-2021 - 81.3% of students had the required immunizations or an appropriate waiver on file.
- 2021-2022 - 75.5% of students had the required immunizations or an appropriate waiver on file.

Due to the pandemic, there has been a decline in the number of students receiving immunizations. Also, we have been without a nurse for almost two years, so our students do not have access to that service. We anticipate an increase in student immunization records once pandemic restrictions have been lifted.

Alliance Parent Involvement Activities:

- Circles with New Parents
- Student Engagement Council (monthly meetings)
- Community Thanksgiving Feast/Basket Giveaway
- Winter Celebration Potluck/Gift Giveaway
- Parking Lot Party with Student DJs
- Fall Fun Fest
- FAFSA Completion Campaign
- Parent-Teacher Conferences/Virtual Parent-Teacher Conference (spring/fall)
- Black Health Coalition Parent Focus Group
- Talent Show
- Alliance Graduation
- Pride Fest Parade
- Open House/Virtual Open House

Staff Demographics		
Subgroup Population	Number of Staff	Percent of entire Staff
African-American	1	8.3%
Asian	1	8.3%
Hispanic	1	8.3%
White	9	75.0%
Other	0	0.0%
Licensed Staff	12	100.0%
Emergency Licensed Staff	0	0.0%
Describe the strategy to address staff that have an emergency license or teaching outside of certification.	Any teacher who is teaching outside of her/his certification holds a charter license or an alternative certification.	

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> rating in the performance areas. • A school that receives mixed ratings may be recommended for a full five-year renewal term if sufficient additional evidence obtained from the school's Application for Renewal and School Site Visit make this a credible recommendation.
<p>Short-term Renewal</p> <p>Term of up to three years</p>	<p>To be eligible, schools must be in the last year of the contract term and have achieved the following:</p> <p 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.

<i>Non-Renewal / Revocation</i>	<p>The school does not apply for renewal or the school's academic, financial, and/or organizational performance results do not meet defined standards and are deemed unsatisfactory. This would result in a recommendation for non-renewal/revocation.</p> <p><u><i>Guidelines for Recommending Non-Renewal / Revocation:</i></u></p> <ul style="list-style-type: none">• The Team determines that the school primarily merits <i>Did Not Meet the Standard</i> ratings in the performance areas.• A school that receives mixed ratings may be recommended for non-renewal/revocation if evidence obtained from the school's Performance Summary, Application for Renewal, and School Site Visit make this a credible recommendation.
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