



Charter School Performance Summary

Name of Charter School: Milwaukee Environmental Sciences Academy (MESA) Date: October 13, 2017

Contracted FTE Maximum: 530 Grade Levels: K4 - 8

September Count Enrollment: 409

Introduction

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

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

Performance Ratings

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

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

Academic Performance

Academic Performance Standards:

1. **Early Reading Assessment** – Achieve a percentage of pupils in Charter School scoring proficient or advanced on the District’s early literacy reading assessment that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on the Student Promotion system.
2. **Early Writing Assessment** – Achieve a percentage of pupils in Charter School scoring proficient or advanced on the District’s early writing assessment that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on the Student Promotion system.
3. **Early Mathematics Assessment** – Achieve a percentage of pupils in Charter School scoring proficient or advanced on the District’s early mathematics assessment that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on the Student Promotion system.
4. **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.
5. **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.
6. **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.
7. **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.
8. **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.
9. **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.
10. **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.
11. **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.
12. **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.
13. **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.

14. **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.
15. **Adequate Yearly Progress** – Meet or exceed the state’s minimum Adequate Yearly Progress (AYP) requirements.

Objective Measures for Academic Performance

Met the Standard	Did Not Meet the Standard
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Standard	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17
1. Early Reading				
2. Early Writing				
3. Early Mathematics				
4. Reading (Percent proficient and above)	NO WKCE School = 9.5% District = 14.5%			
5. Mathematics (Percent proficient and above)	NO WKCE School = 4.8% District = 22.5%	NO Badger School = 4.7% District = 16.8%	NO Forward School = 5.0% District = 15.3%	NO Forward School = 2.6% District = 15.9%
6. English/Language Arts (Percent proficient and above)	NO WKCE School = 46.2% District = 49.9%	YES Badger School = 25% District = 23.7%	NO Forward School = 11.5% District = 21.0%	NO Forward School = 14.7% District = 20.9%
7. Writing (Percent proficient and above)				
8. Science (Percent proficient and above)	YES WKCE School = 61.5% District = 47.7%	YES WKCE School = 58.3% District = 52.2%	NO Forward School = 10% District = 20.3%	NO Forward School = 3.8% District = 21.2%
9. Social Studies (Percent proficient and above)	YES WKCE School = 92.3% District = 75.8%	YES WKCE School = 75% District = 71.8%	NO Forward School = 13.3% District = 22.5%	NO Forward School = 7.5% District = 24.0%
10. Value-Added	Mathematics = YES Reading = YES			
11. Graduation Rate				

12. Attendance	NO School = 91.1% District = 92.8%	NO School = 91.7% District = 91.8%	YES School = 93.1% District = 91.9%	YES School = 94.1% District = 88.7%
13. Mobility Rate	NO School = 18.2% District = 12.5%	YES School = 8.2% District = 9.6%	YES School = 3.6% District = 10.8%	YES School = 5.6% District = 10.1%
14. 4 th and 8 th Grade Promotion	YES 4 th Grade = 100% 8 th Grade = NA	YES 4 th Grade = 100% 8 th Grade = NA	NO 4 th Grade = 93.3% 8 th Grade = NA	4th Grade = 93.3% NO 8th Grade = 100% YES
15. Adequate Yearly Progress (AYP)				
Percentage of Standards Met by Year	50% MET 50% DID NOT MEET	71% MET 29% DID NOT MEET	29% MET 71% DID NOT MEET	38% MET 62% DID NOT MEET

School's Comments to Academic Performance Measures:

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

English/Language Arts

In terms of English/Language Arts, over the past four years we have not demonstrated proficiency in this core subject in the first, third, or fourth year. Please review the "Next Steps" below, which outline our plans for both academic growth and proficiency in English/Language Arts and other core subject areas.

Math

In terms of Mathematics, over the past four years we have not demonstrated proficiency in this subject. Please review the "Next Steps" below, which outline our plans for both academic growth and proficiency in Mathematics and other core subject areas.

Science

In science, the Forward data represents a new test and a new baseline over the last two years. The WKCE is one assessment that demonstrated proficiency from Year 1 to Year 2. Over the past two years, the Science Forward test data is lower than the district and we did not meet our goal in this area. Please review the "Next Steps" below, which outline our plans for both academic growth and proficiency in Science and other core subject areas.

Social Studies

From Year 1 to Year 2 in regard to the WKCE Social Studies data, we performed higher than the district. We did not meet our goal for the last two years for the Forward exam. Due to the fact that we were able to demonstrate proficiency in both Science and Social Studies on the WKCE proves that the Forward assessment may not accurately reflect our students' academic achievement or growth in either subject area. Regardless, we will implement new initiatives to raise proficiency in each core subject area. Please review the "Next Steps" below, which outline our plans for both academic growth and proficiency in Social Studies and other core subject areas.

4th and 8th Grade Promotion

Years 1 and 2 we met our goal with a 100% rate of promotion for 4th grade but did not have 8th grade students yet. In Year 3 we did not achieve our goal for 4th grade; however we still achieved 93.3% promotion. While in Year 4, we continued to have 93.3% promotion for 4th grade, we had a 100% promotion rate for 8th grade.

Academic Challenges

Milwaukee Environmental Sciences Academy is an EL Education school. As part of our contract, we have a school designer who works closely with our staff through professional development to support with curriculum implementation. Unfortunately, each year we have had a new school designer. Therefore, each year the school designer has had to devote much time getting to know each of the stakeholders associated with our school. Fortunately, this school year we have been successful in retaining our school designer. Since she is aware of our school's academic needs, she is able to help support staff to achieve both academic growth and proficiency.

An additional challenge that we experienced over the past four years is that due to the fact that teachers had autonomy regarding curriculum implementation, there was not a universal curriculum that was used across grade levels. Fortunately, this year we are using EL ELA curriculum for all grade levels. This will be beneficial because not only is the curriculum aligned to our school's model of EL Education, but also students can become more comfortable with the protocols and structures of the lessons.

Additional Comments

While we did not achieve our academic goals in Mathematics, English/Language Arts, Science, Social Studies in 2016-2017 on the Forward tests, we understand that this assessment measures proficiency rather than growth over time. According to our most recent School Report Card, our students achieved over 85% growth in Reading and English Language Arts (ELA) collectively. Specifically, in ELA the students made approximately 83% gains and 87% in Math. While we are aware that proficiency is important for students, we understand that in order to achieve proficiency, you must demonstrate growth. Teachers must provide children with the necessary building blocks in order to make gains toward academic proficiency. There are many initiatives that we have established in order to move our school toward achieving proficiency. Please review the "Next Steps" outlined below.

Our student population has doubled from 2014-15 year to 2015-16 school year, and in the 2016-17 school year an additional 40 students were added to the testing grades. When comparing the Badger Mathematics to the Forward Mathematics, the district's proficiency rate decreased. Therefore as previously noted, the Forward assessment may not be an accurate indicator of student achievement.

We are a science focused school; however, our school ranked below MPS schools in this category, but when our students articulate their projects completed during their expeditions, they do it extremely well. It is evident that our students' speaking and listening skills have developed through their experiences with expeditions. However, we are dedicated toward building proficiency in each subject area.

We improved on the DPI report from 2014-15 to 2015-16, moving from "Meet Expectations" to "Exceeds Expectations." The national debate has been whether it is more beneficial for students to show "growth" or "achievement," and whether a student two or more grade levels behind can achieve proficiency within only a single academic year. Considering the fact that the data exhibits only four years of data, with three different assessments, and two progress monitoring tools (MAP and STAR) in four years, it is not a means of measuring student progress accurately.

It is also imperative to mention that MESA has worked to establish culture and crew and other components of our EL Education model to stabilize our population and foster academic achievement. It is important to highlight that we have met our goal in terms of mobility for the past three consecutive years. Additionally, for two years in a row the school has won the National Mathcounts gold level status.

Next Steps for Improvement

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

- Differentiated whole group/small group/individualized instruction
- Reorganization/flex groups
- Reduction of class size
- Intensive intervention through LLI, Compass Learning, and MyPath
- Goal setting using the STAR student goals setting worksheets for all students in reading and math
- Collection of data through observations and provided teachers with feedback weekly on lesson plans and instructional practices using accurate student and teacher data. Increasing teacher prep time to allow reflection, collaboration, and opportunities for peer observation
- Data debrief sessions using formative/ summative assessments
- Weekly PD meetings for teachers and EA's aligned to CCSS and assessment data
- Observation data is used to guide next steps in instructional practices
- Restructuring of the leadership team with a new school principal, Dean of Support Services, Teaching & Learning Liaison, Parent and Learning Liaison, and additional Special Education teachers
- Hired staff members with experience in urban education and high credentials in education

(master's and doctoral degrees)

- Implementation of the EL ELA Curriculum (comprehensive standards based core literacy program that integrates Science and Social Studies. It is culturally responsive, interactive, and relates to real world content. Additionally, the curriculum includes differentiated instructional techniques so that it appeals to every learner) We are confident this curriculum will improve English Language Arts along with both Science and Social Studies.

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 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17
1. <i>Financial Audit</i>	YES	YES	YES	Due 12/15/17
2. <i>Budget Accounts</i>	YES	YES	YES	YES
3. <i>Financial Accounting</i>	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	83% MET 17% DID NOT MEET	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET	% MET % DID NOT MEET

District's Comments to Financial Performance Measures:

Financial Audit:

FY14 – received an unmodified opinion on financial statements and an unqualified audit.

FY15 – received an unqualified opinion on financial statements.

FY16 – audit was not received until May 1, 2017, which was 31 days past the extension request.

Budget Deficit:

FY14 – there was a deficit, MESA's parent organization covered, leaving MESA in good financial standing.

School's Comments to Financial Performance Measures:

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

The charter school has complied with all accounting and submissions of records and reporting, etc. In an effort to better work within timelines and ensure a qualified audit, a new CPA firm has been selected.

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 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 2018
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	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
Percentage of Standards Met by Year	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET	88% MET 12% DID NOT MEET

District's Comments to Organizational Performance Measures:

Health and Safety:

2013-14 Immunizations – 83% of students were compliant and/or had exemptions
2014-15 Immunizations – 99% of students were compliant and/or had exemptions
2015-16 Immunizations – 96% of students were compliant and/or had exemptions
2016-17 Immunizations – 93% of students were compliant and/or had exemptions
2017-18 Immunizations – 87% of students are compliant and/or have exemptions

School's Comments to Organizational Performance Measures:

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

HEALTH & SAFETY

Next Steps for Improvement

- **Improved management of student health and medical records.**
- **Follow up from office staff and administrative staff to parents out of compliance**
- **Improved communication to parents including weekly electronic newsletter, text notifications, and pre-recorded (Robo) phone calls**

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	<p>The school does not apply for renewal or the school's academic, financial, and/or organizational performance results do not meet defined standards and are deemed unsatisfactory. This would result in a recommendation for non-renewal/revocation.</p> <p><u>Guidelines for Recommending Non-Renewal / Revocation:</u></p> <ul style="list-style-type: none">● 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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