



Charter School Performance Summary

Name of Charter School: Academia de Lenguaje y Bellas Artes (ALBA) Date: September 21, 2018

Contracted FTE Maximum: 497 Grade Levels: Head Start - 5

September Count Enrollment: 511

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. **Reading** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment System (WSAS) test 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 (WSAS) test 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 (WSAS) test 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. **Science** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment (WSAS) test 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.
5. **Social Studies** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin State Assessment (WSAS) test 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.
6. **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.
7. **Universal Screener K5 Spanish** – Demonstrate achievement growth from fall to spring using Spanish Universal screeners for pupils in K5.
8. **Universal Screener 1st Grade Spanish** – Demonstrate achievement growth from fall to spring using Spanish Universal Screener for pupils in 1st grade.
9. **WSAS English/Language Arts 3rd Grade** – Achieve a percentage of pupils in Charter School scoring proficient or advanced on the 3rd grade Wisconsin State Assessment System (WSAS) tests in English/language arts that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
10. **WSAS English/Language Arts 4th Grade** - Achieve a percentage of pupils in Charter School scoring proficient or advanced on the 4th grade Wisconsin State Assessment System (WSAS) tests in English/language arts that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
11. **WSAS English/Language Arts 5th Grade** - Achieve a percentage of pupils in Charter School scoring proficient or advanced on the 5th grade Wisconsin State Assessment System (WSAS) tests in English/language arts that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
12. **WSAS Math 3rd Grade** - Achieve a percentage of pupils in Charter School scoring proficient or advanced on the 3rd grade Wisconsin State 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.
13. **WSAS Math 4th Grade** - Achieve a percentage of pupils in Charter School scoring proficient or advanced on the 4th grade Wisconsin State 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.

14. **WSAS Math 5th Grade** - Achieve a percentage of pupils in Charter School scoring proficient or advanced on the 5th grade Wisconsin State 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.
15. **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.
14. **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.
15. **Promotion Rate** - Achieve a percentage of pupils promoted from grades 4 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.
16. **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 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18
1. Reading (Percent proficient and above)	WSAS Reading is combined in WSAS English Language Arts.			
2. Mathematics (Percent proficient and above)	YES School = 46.0% District = 18.2% Badger	YES School = 36.8% District = 17.3% Forward	YES School = 29.5% District = 18.2% Forward	YES School = 33.1% District = 18.3% Forward
3. English/Language Arts (Percent proficient and above)	YES School = 38.9% District = 24.7% Badger	YES School = 23.7% District = 18.6% Forward	YES School = 26.5% District = 19.9% Forward	YES School = 25.0% District = 18.1% Forward
4. Science (Percent proficient and above)	YES School = 85.2% District = 54.2% WKCE	YES School = 29.7% District = 21.7% Forward	YES School = 32.7% District = 23.9% Forward	YES School = 36.4% District = 24.1% Forward
5. Social Studies (Percent proficient and above)	YES School = 100.0% District = 73.5% WKCE	NO School = 21.6% District = 23.2% Forward	YES School = 44.9% District = 24.8% Forward	YES School = 43.2% District = 25.9% Forward
6. Value-Added	Beginning in 2015-16, Value-Added is no longer used in this way.			
7. Universal Screener – K5 Spanish	YES	YES	YES	YES
8. Universal Screener – 1 st Grade Spanish	YES	YES	YES	YES

Standard	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18
9. WSAS English/language Arts – 3 rd Grade	YES School = 31.1% District = 24.3%	YES School = 20.8% District = 19.1%	YES School = 19.1% District = 17.3%	YES School = 15.4% District = 15.4%
10. WSAS English/language Arts – 4 th Grade	YES School = 35.1% District = 23.5%	YES School = 18.9% District = 18.5%	YES School = 38.8% District = 21.5%	YES School = 31.8% District = 19.0%
11. WSAS English/language Arts – 5 th Grade	YES School = 54.8% District = 26.2%	YES School = 33.3% District = 18.1%	NO School = 19.4% District = 20.9%	YES School = 31.4% District = 19.9%
12. WSAS Math – 3 rd Grade	YES School = 60.0% District = 24.2%	YES School = 45.8% District = 21.2%	YES School = 29.8% District = 22.2%	YES School = 27.7% District = 21.4%
13. WSAS Math – 4 th Grade	YES School = 37.8% District = 17.2%	YES School = 27.0% District = 15.1%	YES School = 32.7% District = 15.3%	YES School = 29.5% District = 15.6%
14. WSAS Math – 5 th Grade	YES School = 35.5% District = 12.8%	YES School = 45.5% District = 15.4%	YES School = 25.0% District = 16.8%	YES School = 43.1% District = 17.9%
15. Attendance	YES School = 94.2% District = 92.1%	YES School = 95.2% District = 92.1%	YES School = 94.6% District = 91.3%	YES School = 95.0% District = 90.8%
16. Mobility	YES School = 2.6% District = 9.6%	YES School = 7.4% District = 10.4%	YES School = 3.5% District = 11.4%	YES School = 2.6% District = 11.1%
17. 4 th Grade Promotion	YES	YES	YES	YES
Percentage of Standards Met by Year	100% MET 0% DID NOT MEET	93% MET 7% DID NOT MEET	93% MET 7% 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.)

ALBA School takes pride in preparing students academically in the native language, Spanish and English. The nature of our educational program emphasizes literacy in the native language, Spanish, while acquiring English through an additive model. Our students met or exceeded the district scores in 15:16 areas in Standards 2-5 in which all charter schools are held accountable and in 31:32 areas in standards 7-14 which are areas ALBA chose to include in this last contract to demonstrate by grade level the growth of students in our educational program.

Area not met: 2015-2016 Social Studies: This academic year was plagued with various difficulties that impacted the students' performance in the area of Social Studies—in which ALBA students missed meeting district score by 1.6 points. Factors that contributed to this were: One fourth grade teacher left the district during the school year and the other fourth grade position was assigned an intern teacher several months into the school year. In subsequent years our scores were substantially higher in social studies than the district.

Area not met: 2016-2017 5th grade WSAS English Language Arts: In this academic year in the area of 5th grade WSAS English Language Arts—ALBA students missed meeting district score by 1.5 points. The teacher makes a great impact in the classroom. When there are leaves of absences (as the fifth graders experienced) it can affect student performance levels as substitute teachers provide consistency but not always the high quality instruction of the regular classroom teacher. Fifth grade experienced a teacher on maternity leave and an intern teacher new to this testing grade. The following year (2017-18) percentages increased by 12 points.

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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<i>Standard</i>	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18
1. <i>Financial Audit</i>	YES	N/A	YES	N/A
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:

FY15:

- Unmodified financial audit
- No budget deficit

FY16:

- Unmodified financial audit
- No budget deficit

FY17:

- Unmodified financial audit
- No budget deficit

FY18:

- No budget deficit

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.)

ALBA continues to uphold the highest standards with our Financial Performance obligations. We responsibly use budget monies to provide a high quality education for students. The needs of our students are front and center. ALBA has met all financial reports as outlined in our charter contract.

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 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18
1. Annual Performance Audit	YES	YES	YES	Due February 2019
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	YES	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	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 Organizational Performance Measures:

Health and Safety:

2014-15: 100% of students met the requirements for immunizations
2015-16: 100% of students met the requirements for immunizations
2016-17: 100% of students met the requirements for immunizations
2017-18: 99.5% of students met the requirements for immunizations

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.)

As an organization ALBA School works to ensure effective and efficient operations. The following recognitions from the Wisconsin Department of Public Instruction are testaments to the strengths of the student learning and student climate systems in place.

- 2014-2015 WI DPI Rtl awards: School of Distinction in Math and Reading and PBIS
- 2014-2015 WI DPI Title I School of Recognition for Beating the Odds
- 2015-2016 WI DPI Rtl awards: School of Distinction in Math and Reading and Merit in PBIS
- 2015-2016 WI DPI Title I School of Recognition for Beating the Odds
- 2016-2017 WI DPI Rtl awards: Silver in Behavior and Bronze in Reading and Math
- 2017-2018 WI DPI Rtl awards: Silver in Math, Reading and Behavior

Our school is successfully operated and managed during these 15 years. Our annual compliance audits are clean and without findings. The following organizational systems focus the work of staff on key components of

- Two pronged administration (Teacher Cooperative and the School Governance Council);
- The Learning Team which directs and monitors student learning and the annual Title I School Improvement Plan;
- The Positive Behavior and Intervention Supports, PBIS, team manages directs and monitors student climate, attendance, and behavior;
- The Wellness Team manages the implementation of student health and wellness, nutrition, green space initiatives and staff wellness;
- The Behavior, Academic, and Intervention Team monitors the implementation and outcomes for students in need of intervention, enrichment and attendance concerns.
- The Javits Demonstration Team observes, identifies, and plans enrichment opportunities for students who are gifted and talented at ALBA School.

Parent Involvement

ALBA has strong parental support and community involvement which was honored in 2016 when the ALBA PTO received a Commendation from the Milwaukee Common Council. The parents of our students are genuine and vital partners in education. They are active in the classroom where they share their unique funds of knowledge, cultural heritage, and traditions. Parents are also part of the teacher interview process. Throughout the year, the ALBA PTO organizes and supports events – from Hispanic Heritage Month to Read Across America to a traditional Día del Niño (Day of the Child)— for students and staff.

Evidence of the high level of parental involvement can be confirmed through the following:

- Healthy Latino Schools Initiative with the 16th Street Clinic and Core El Center graduated more than 30 families from the workshops, resulted in a prototype school nutrition policy being replicated in other schools, and developed the leadership capacity of parents to lead nutrition and wellness workshops out in the community.
- An active School Governance Council that is growing in attendance and advocates for students.
- 99% of parents attended fall 2018 parent/teacher conferences. 509 out of 511 students represented!
- Average attendance of special programs, such as the winter and Mother's Day Programs, is over 700 people. Our family audience is so large that the main floor of the auditorium is full and overflow is seated in the balcony!
- Average attendance in K5 & 5th grade graduation ceremony is 600 people.
- In addition, a high satisfaction rate is evidenced by our parents choosing to transport their children. ALBA School does not provide transportation to regular education students, parents are responsible for bringing their children to school daily. The average daily attendance rate is 95%.

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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