



Charter School Performance Summary

Charter School:	Next Door Charter School	Contract Term:	2016-17 to 2020-21
Grade Levels:	K4 – K5	Date:	September 18, 2020
Contract Max FTE:	371	September Enrollment Count:	225

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 Literacy Reading	Achieve a percentage of pupils in Charter School scoring at or above readiness on the District's early literacy reading assessment that is the same as, or higher than, the percentage of pupils scoring at or above readiness in five-year-old kindergarten in all MPS schools.
2	K4 Social Competence (85%)	At least eighty five percent (85%) of K4 pupils will demonstrate social competence at or above the expected developmental level, as measured by Teaching Strategies Gold.
3	K4 Number Concepts (85%)	At least eighty five percent (85%) of K4 pupils will demonstrate understanding and application of number concepts and operations at or above the expected developmental level, as measured by Teaching Strategies Gold.
4	K4 Reading and Writing (85%)	At least eighty five percent (85%) of K4 pupils will demonstrate emergent reading and writing behaviors at or above the expected developmental level, as measured by Teaching Strategies Gold.
5	K4 Language Development (85%)	At least eighty five percent (85%) of K4 pupils will demonstrate the ability to comprehend language at or above the expected developmental level, as measured by Teaching Strategies Gold.
6	K5 Reading Proficiency (85%)	At least eighty five percent (85%) of K5 pupils will be proficient or above in reading, as measured by a reading rubric aligned to the Wisconsin Academic Standards.
7	K5 Writing (85%)	At least eighty five percent (85%) of K5 pupils will be proficient or above in writing, as measured by a writing rubric aligned to the Wisconsin Academic Standards.
8	K5 Mathematics Proficiency (85%)	At least eighty five percent (85%) of K5 pupils will be proficient or above in mathematics, as measured by a mathematics rubric aligned to the Wisconsin Academic Standards
9	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.
10	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.
11	Stability Rate	Achieve a stability rate of pupils in Charter School that is the same as, or higher than, the stability rate of pupils in corresponding grades in all MPS schools.
12	AMO	Meet or exceed the state's minimum Annual Measurable Objectives (AMO) requirements.

Objective Measures for Academic Performance:

Met the Standard	Did Not Meet the Standard
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Standard	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20
1. Early Literacy Reading	NO School = 82.9% District = 84.2%	NO School = 54.3% District = 71.6%	NO School = 64.0% District = 69.6%	NA Due to COVID-19 School Closure
2. K4 Social Competence (85%)	YES School = 87.0% Goal = 85%	YES School = 87.0 Goal = 85%	NO School = 74.0% Goal = 85%	NA Due to COVID-19 School Closure
3. K4 Number Concepts (85%)	NO School = 78.0% Goal = 85%	NO School = 71.0% Goal = 85%	NO School = 66.0% Goal = 85%	NA Due to COVID-19 School Closure
4. K4 Reading and Writing (85%)	YES School = 93.0% Goal = 85%	YES School = 86.0% Goal = 85%	YES School = 95.0% Goal = 85%	NA Due to COVID-19 School Closure

5. K4 Language Development (85%)	YES School = 93.0% Goal = 85%	NO School = 84.0% Goal = 85%	NO School = 74.0% Goal = 85%	NA Due to COVID-19 School Closure
6. K5 Reading Proficiency (85%)	NO School = 57.0% Goal = 85%	NO School = 54.3% Goal = 85%	NO School = 36.0% Goal = 85%	NA Due to COVID-19 School Closure
7. K5 Writing (85%)	NO School = Unavailable Goal = 85%	NO School = 80.0% Goal = 85%	NO School = 64.0% Goal = 85%	NA Due to COVID-19 School Closure
8. K5 Mathematics Proficiency (85%)	YES School = 85.0% Goal = 85%	NO School = 82.0% Goal = 85%	YES School = 87.0% Goal = 85%	NA Due to COVID-19 School Closure
9. Attendance Rate	NO School = 83.7% District = 90.3%	NO School = 82.4% District = 89.7%	NO School = 85.4% District = 89.9%	NO School = 82.1% District = 89.7%
10. Mobility Rate	YES School = 8.0% District = 16.1%	YES School = 8.7% District = 10.4%	YES School = 5.1% District = 9.9%	YES School = 4.7% District = 9.2%
11. Stability Rate	Stability data for K4 to K5 students does not apply.			
12. AMO	AMO is not calculated.			
Percentage of Standards Met by Year	50% MET 50% DID NOT MEET	30% MET 70% DID NOT MEET	30% MET 70% DID NOT MEET	50% MET 50% 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.)

Next Door is committed to academic excellence for Milwaukee's urban children. Since the beginning, Next Door has paid close attention to the gaps that were evident in academic performance and has worked diligently to change that. In the last year, Next Door has shown what happens when ALL students are given access to outstanding teaching, high expectations, and a school culture of belief and belonging. As evidenced in the following scenarios with students with special needs, Next Door is dedicated to serving students in our communities—all students—regardless of abilities, needs and challenges. Here are some specific cases where Next Door had some tremendous success with some of the most challenging students:

- Student A: started in our charter k4 program with 300 minutes.
 - He is in process of being re-evaluated for dismissal or reduced to consult.
- Student B: started unable to be in the k4 classroom setting without extreme and severe behaviors (scratching, hitting, punching, pulling hair). After working collaboratively with the family, on-site therapists, mental health team, FAS, health advocates, and intensive Special Ed services in developing social emotional skills, AH left K5 with an IEP reduced to 15 min daily check-ins.
- Student C: came to us from MCFI. She had a feeding tube and disruptive behaviors. Our team (Special Ed, PBST, Health, FAS) along with the family were able to make the accommodations the child needed to participate successfully alongside of her peers.

And, it is because of the students who we haven't served well that we will never stop innovating, questioning, challenging and getting better. Next Door has relied on three common research-backed strategies: improving curriculum and instruction, monitoring data and shifting campus culture to revamp and improve our overall education program.

Improving Curriculum and Instruction

Research shows that the classroom teacher is the single most influential factor in student learning. At Next Door, assessment scores couldn't improve until the curriculum was aligned with state standards and teachers rethought their instruction habits. With this in mind, Next Door established clear, attainable learning goals critical in ensuring that all children receive the highest quality of educational experiences. A higher bar was established for students and teachers, which will ultimately result in better prepared first graders. Simply put, the educational program prior to 2017 was not preparing students for the requirements of school readiness. Now, Next Door's curriculum is aligned to the internationally benchmarked Common Core standards and to true kindergarten readiness.

Another key reform has been more time, not only for students in the classroom, but also for teacher training and collaboration. Next Door effectively supports teachers' efforts to use efficacious or evidence-based interventions and instructional strategies. Combining multiple professional development strategies, including coaching, linking student assessment data to instruction, using technology, and participating in communities of practice, Next Door supports teachers' learning and implementation of research-based reading instruction. Early learning in mathematics is as vital to a student's mathematical success as early literacy involvement is to a student's success in reading and writing. Therefore, Next Door has had an intentional focus on both of these areas. Reading and math are also being woven into art and music with classroom teachers attending those subjects with their students. The move was an attempt to preserve instructional minutes while giving teachers an uninterrupted hour of planning time together at the end of the day, which Next Door felt necessary to bolster collaboration.

Next Door has invested in Professional Development to help teachers to identify children who need extra help in reading before they experience serious failure and to monitor the early development of reading skill to identify children who may require extra help. In addition, writing is taught like any other basic skill with explicit instruction and daily practice. Next Door adopted the Lucy Calkins Units of Study curriculum to help students write clearly and skillfully and become better readers. Next Door focuses on the children who are most in need of special instruction. Next Door has increased professional development in phonological awareness during kindergarten and that will have a positive effect on reading growth after formal reading instruction begins in the first grade.

Monitoring Data

Next Door utilizes a thorough data collection and analysis process. Instructional Coaches analyze student performance and work with teachers to tailor their instruction accordingly. Next Door is using data more to pinpoint students' needs and to adjust instruction. Next Door believes the primary tools for improving student learning are the effective use of assessment data and best teaching practices. Next Door reviews student assessment data and develops action plans to target ways to increase student achievement. Next Door realizes that two of the most important factors in determining school success are the action plan's focus and the team's implementation process. Next Door's Instructional Coaches ensure that plans are solid and realistic with achievable goals in place and they work closely with teaching teams seeing it through to fruition.

Shifting Culture

True culture changes and school reform, done honestly, takes a long time. A spike in scores tends to be the last piece to come, after strong leadership and instruction are in place. Next Door has met measurable goals and objectives, however there are still several areas for improvement that ND continues to make progress toward. As a result of the systems that Next Door has put in place, significant gains were noted last year in the data. In math, there were significant gains from Fall 2019 to Winter 2019 in the areas of reading and writing. For example, Next Door's writing proficiency scores improved significantly from Fall of 2019, when 56% of children scored proficient and above, to 83% of children proficient and above in Winter 2020. Had Next Door not shut down, and had the opportunity to continue supporting student outcomes using the strategies that were put in place, Next Door predicts that significant growth and improvement in the spring trimester would have been noted. In fact, a data analyst did a projection for us and it was very promising.

In order to continue on the road to success, in the “new way of doing things,” during the summer of 2020, Next Door engaged a consultant to assist the education team in the development of a robust virtual learning plan. The consultant, along with our Director of Educational Services, reviewed several different virtual learning platforms to determine the best options for our K4 and K5 students. For K4 students, Teaching Strategies CLOUD was selected. This platform was developed to support distance learning for students and aligns to the primary curriculum and assessment tools used in our K4 program. For K5 students, SeeSaw was selected as the primary virtual learning platform. Adaptive assessment and personalized instruction tools are also used to target needed skills and highlight interventions each child needs. Next Door intentionally chose Lexia Core Reading for K5 as well as Khan Academy Kids for K4 and K5 to support individualization efforts. The education team put together a comprehensive schedule for virtual learning for teachers to follow throughout the week. The schedule includes a combination of synchronous and asynchronous learning opportunities, and ensures that all students have both group and one-on-one connections with their teacher each week. In order to track attendance and engagement in the virtual learning program, a family engagement tracking tool was developed for teachers to use to track participation. By utilizing this tracking tool, Next Door can continue to support consistent attendance for students in our virtual program. In addition to supporting virtual student attendance, Next Door implements strategies to support onsite student attendance. A strong system of monitoring is in place to identify children with attendance issues. Reports are run on a regular basis and provided to the family services team to follow up with families to increase student attendance. For children with chronic absenteeism, a Family Child Service Review is conducted to identify barriers to attendance and develop strategies to support the student and family.

The culture of high expectations is evident across both of Next Door’s campuses. The schools thrive based on high expectations and warm, loving environments with a deep commitment to learning, rigor, joy, character development, structure and strong relationships with teachers, leaders and families.

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 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20
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1. Financial Audit	YES	YES	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	YES	YES	YES	YES
6. Financial Reporting	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:
2016-17 School Year:

- Unmodified opinion on audited financial statements
- No material weaknesses identified
- Unmodified opinion on audited federal and state awards
- No budget deficits

2017-18 School Year:

- Unmodified opinion on audited financial statements
- No material weaknesses identified
- Unmodified opinion on audited federal and state awards
- No budget deficits

2018-19 School Year:

- Unmodified opinion on audited financial statements
- No material weaknesses identified
- Unmodified opinion on audited federal and state awards
- No budget deficits

2019-20 School Year:

- Unmodified opinion on audited financial statements
- No material weaknesses identified
- Unmodified opinion on audited federal and state awards
- No budget deficits

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.)

Next Door has consistently met the financial performance standards during the term of the contract.

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 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20
1. Annual Performance Audit	YES	YES	YES	Due February 2021
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	NO	NO	NO
8. Pupil Admission and Enrollment Policies and Records Retention	YES	YES	YES	YES
9. Special Education Compliance	YES	YES	YES	YES
10. Transportation and Nutrition Services	YES	YES	YES	YES
Percentage of Standards Met by Year	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET

Unmet Organizational Standard	District's Response to Unmet Organizational Standard	School's Response to Unmet Organizational Standard
Health and Safety (Immunization State Requirement is 99.9%)	<ul style="list-style-type: none"> • 2016-17 school year - 98.8% compliant • 2017-18 school year - 96.7% compliant • 2018-19 school year - 88.2% compliant • 2019-20 school year - 73.9% compliant 	Next Door has modified data collection processes for immunization records for children and provided retraining to staff. Settings in our database may have contributed to lower compliance numbers in the past. This has since been corrected, and moving forward will support an increase in the number of children up to date with their immunizations. Additionally, one of our Health Advocates has her LPN certification. She was recently set up with access to WIR to be able to pull records for children. In the Spring, well child exams were on hold at many clinics where our families receive services. This was due to the COVID pandemic. Now that clinics are reopened and seeing children for a full range of needs, including well visits and immunizations, we are working with families to get them back on track for check-ups and immunizations. This was a significant barrier to families during the end of the school year.

District's Comments to Organizational Performance Measures:

Next Door has a diverse board of directors that are active participants in decision making process and committed to the success of all students.

Next Door's performance and compliance audits have been compliant throughout the contract term.

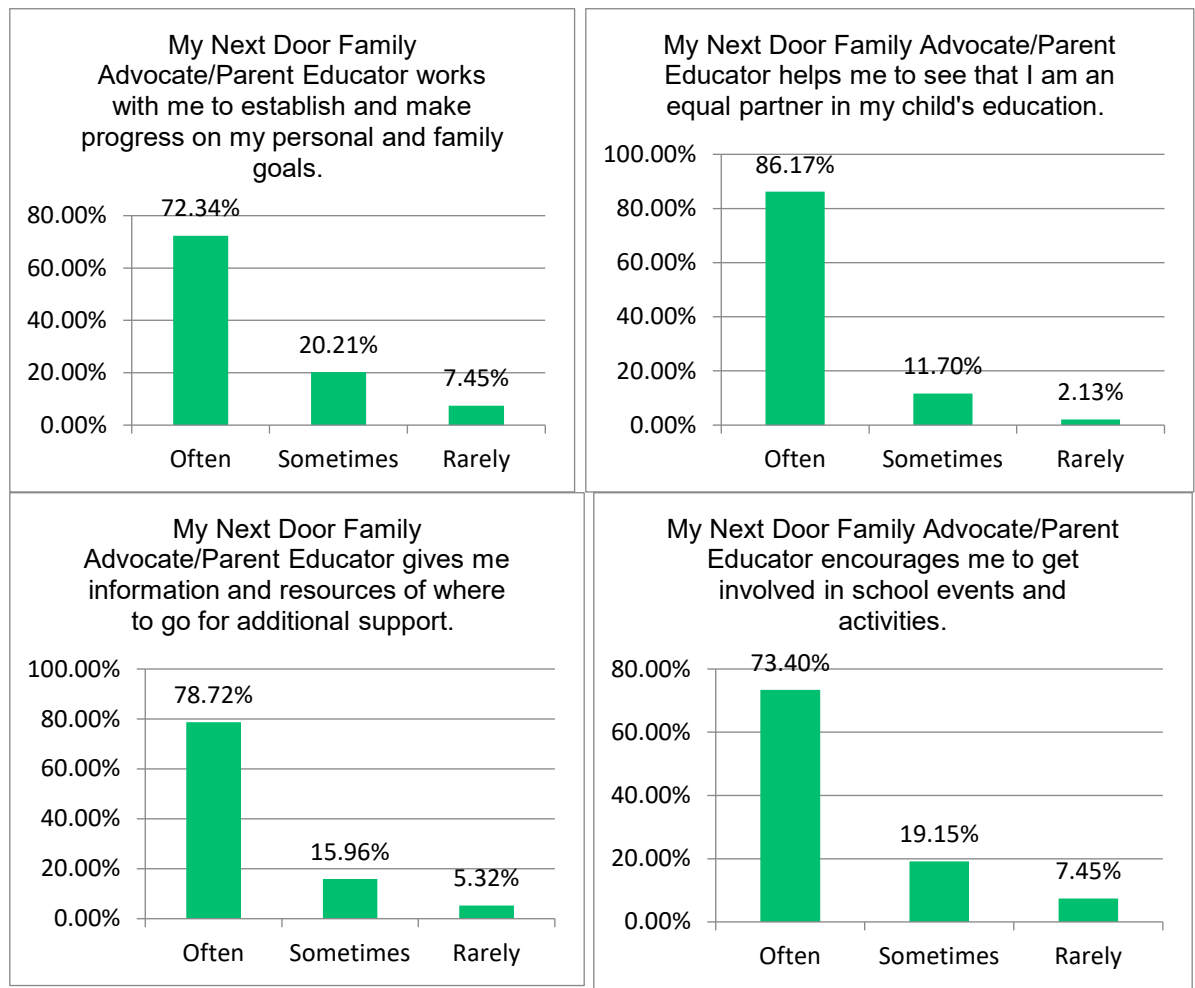
School's Comments to Organizational Performance Measures:

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

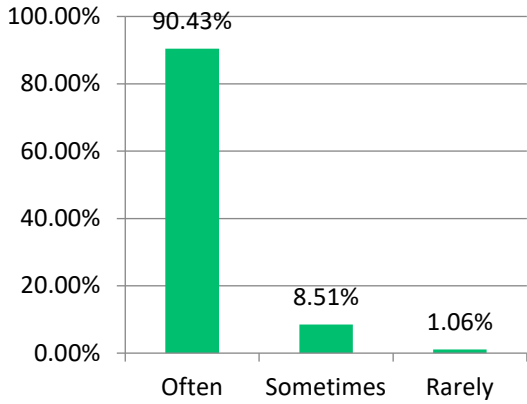
Parental Involvement: Parents are an essential part of each child's education at Next Door Charter School. Staff members involve parents through a variety of activities. These include:

- general communications
- home visits and parent teacher conferences
- parent meetings
- parent trainings
- parent child activities, such as: family nights, potluck dinner meetings, field trips
- parent orientation or transition to 5K
- classroom volunteering
- family resource center
- parent policy council
- family engagement platforms such as Class Dojo and Ready Rosie-these have been particularly helpful as we shifted to more virtual instruction. The platforms allow for consistent communication and family involvement in their child's education.
- parenting curricula- pre-COVID families participated in Positive Solutions for Families. Since shifting to a more virtual environment, families have participated in Active Parenting, which offers online courses.
- fatherhood support groups

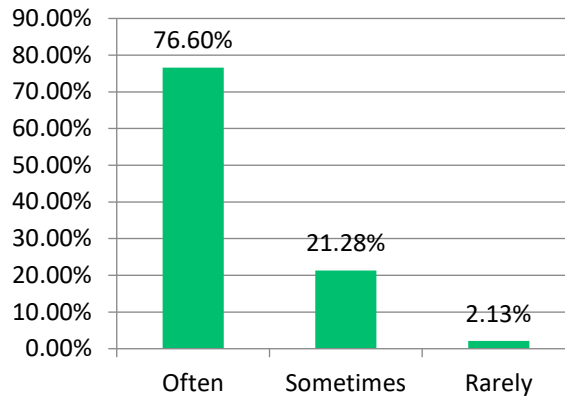
Please see the following data regarding family satisfaction and involvement with Next Door programs:



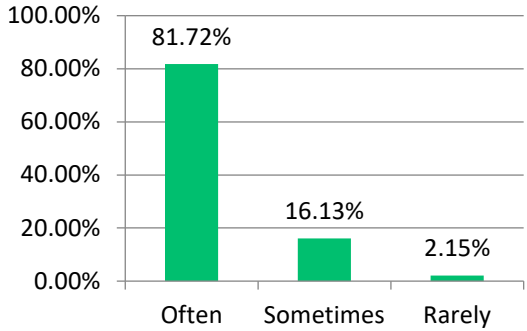
Next Door staff respect my culture and beliefs.



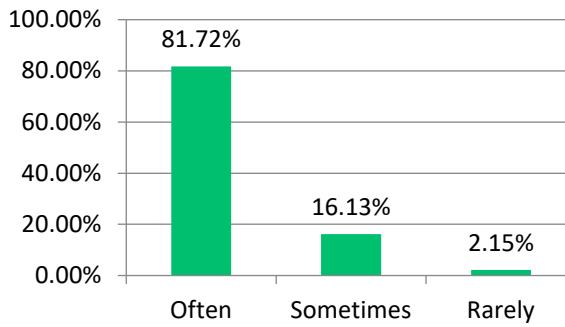
I feel confident in my ability to support my child's learning at home.



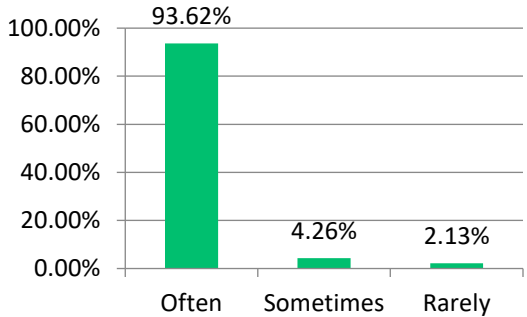
My teaching team supports me to implement educational activities at home.



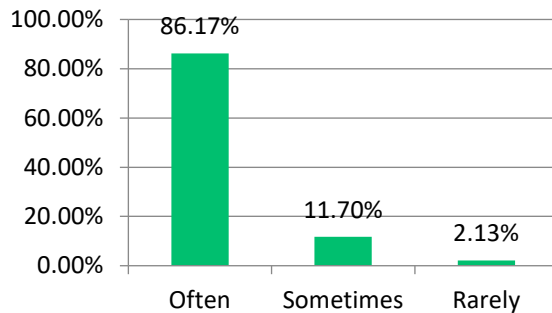
My teaching team supports me to implement educational activities at home.



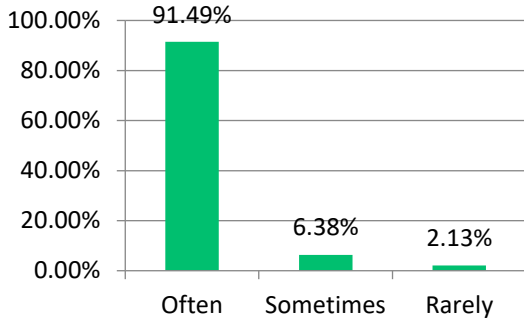
My child's teaching team and family advocate appreciate how hard I work at being a good parent.



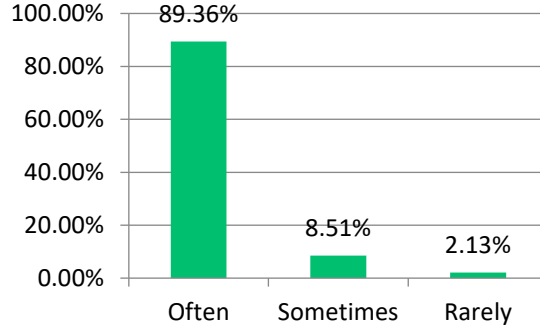
Communicating with my child's teacher or family advocate is open and easy.



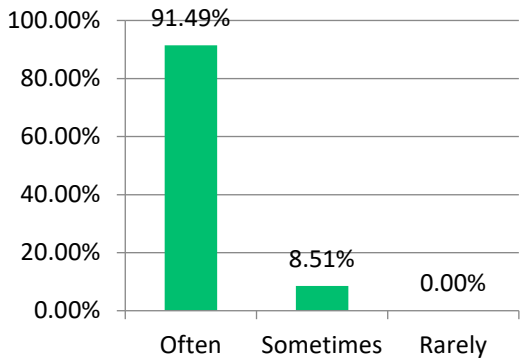
The school environment is clean and in good condition.



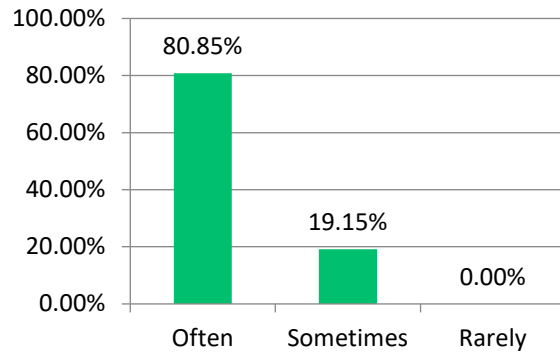
I feel welcomed in the school and my child's classroom.



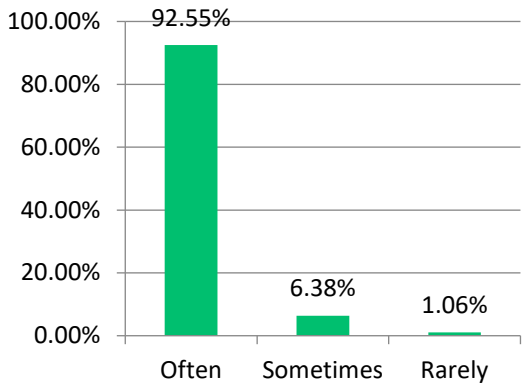
I feel that my child is safe and well cared for.



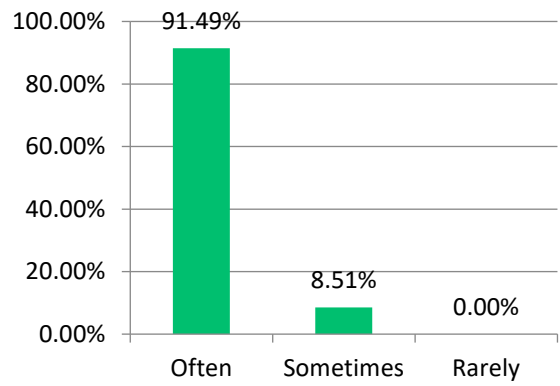
When I have a problem, Next Door staff work to resolve it with me.



I would recommend Next Door to other families.



Do you view Next Door as a trusted source of information?



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>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 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>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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