

Charter School Performance Summary

Name of Charter School: Carmen Middle/High School of Science & Technology Date: November 4, 2016

Contracted FTE Maximum: 880 Grade Levels: 6-12

September Count Enrollment: 638

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 Knowledge and Concept Exam – Criterion Referenced Test (WKCE-CRT) 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 Knowledge and Concept Exam – Criterion Referenced Test (WKCE-CRT) 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 Knowledge and Concept Exam – Criterion Referenced Test (WKCE-CRT) in English/language arts that is the same as or higher than the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools.
4. **Writing** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin Knowledge and Concept Exam – Criterion Referenced Test (WKCE-CRT) in writing that is the same as or higher than the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools.
5. **Science** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin Knowledge and Concept Exam – Criterion Referenced Test (WKCE-CRT) in science that is the same as or higher than the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools.
6. **Social Studies** – Achieve a percentage of pupils in the charter school scoring proficient or advanced on the Wisconsin Knowledge and Concept Exam – Criterion Referenced Test (WKCE-CRT) in social studies that is the same as or higher than the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools.
7. **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.
8. **EPAS Reading** – Demonstrate an average achievement growth of one point or higher from beginning of school year to end of school year for each grade level cohort in EXPLORE exam (9th grade), the PLAN exam (10th grade), and the ACT exam (11th grade), using the Carmen High School of Science and Technology EPAS data in reading, as described in the 2012-2017 Assessment Plan included in Appendix A.
9. **EPAS English Language Arts** – Demonstrate an average achievement growth of one point or higher from beginning of school year to end of school year for each grade level cohort in EXPLORE exam (9th grade), the PLAN exam (10th grade), and the ACT exam (11th grade), using the Carmen High School of Science and Technology EPAS data in language, as described in the 2012-2017 Assessment Plan included in Appendix A.
10. **EPAS Math** - Demonstrate an average achievement growth of one point or higher from beginning of school year to end of school year for each grade level cohort in EXPLORE exam (9th grade), the PLAN exam (10th grade), and the ACT exam (11th grade), using the Carmen High School of Science and Technology EPAS data in math, as described in the 2012-2017 Assessment Plan included in Appendix A.
11. **EPAS Science** - Demonstrate an average achievement growth of one point or higher from beginning of school year to end of school year for each grade level cohort in EXPLORE exam (9th grade), the PLAN exam (10th grade), and the ACT exam (11th grade), using the Carmen High School of Science and Technology EPAS data in science, as described in the 2012-2017 Assessment Plan included in Appendix A.
12. **Reading and Math growth** – Meet or exceed the annual growth benchmarks for reading and math as set by MPS for 9th grade students taking the NWEA MAP assessments.

13. **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 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.
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 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17
1. Reading (Percent proficient and above)	No	No	MS = No	
2. Mathematics (Percent proficient and above)	No	Yes	MS = Yes HS = Yes	
3. English/Language Arts (Percent proficient and above)	No	No	MS = No HS = Yes	
4. Writing (Percent proficient and above)				
5. Science (Percent proficient and above)	No	No	MS = No HS = Yes	
6. Social Studies (Percent proficient and above)	No	Yes	Yes	
7. Graduation Rate				
8. EPAS Reading		Yes	Yes	
9. EPAS English Language Arts		Yes	Yes	
10. EPAS Math		Yes	Yes	
11. EPAS Science		Yes	Yes	

Standard	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17
12. Reading and Math growth		Math MS = Yes Reading MS = Yes	Math MS = Yes Reading MS = Yes Math HS = No Reading HS = No	
13. Attendance	Yes	Yes	Yes	
14. Mobility	Yes	Yes	Yes	
15. 8 th Grade Promotion	Yes School = 100% District = 99.1%		No School = 95.7% District = 99.8%	
16. Adequate Yearly Progress (AYP)				
Percentage of Standards Met by Year	38% MET 62% DID NOT MEET	83% MET 17% DID NOT MEET	68% MET 32% DID NOT MEET	% MET % 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.)

1.and 3. The numbers MPS put on the PAAR report do not match the numbers on the DPI public data site for the Badger test in 2014-2015 for grades 6 and 7, which were the grades tested. Also, the PAAR and this summary are double counting the Badger ELA score, which the state counts as one score, as a separate Reading and English Language Arts score. Carmen ELA according to DPI was 24.1% for those grades and MPS ELA was 24.4%. There is no significant difference for these two values and thus Carmen met the goal. This should be noted only once, and there should not be two scores, one for Reading and one for ELA.

The first year Carmen was open the 6th grade WKCE score was lower for Carmen than for MPS on the November 2013 reading and Language Arts tests. Carmen only had students enrolled for two months when this test was administered. It should not be included in the assessment of Carmen's performance for the same reason DPI does not count scores – students did not attend the school for a full academic year. Also, MAP data for the same year showed that students entered Carmen Northwest middle school at a lower national percentile than MPS students scored at the same grade levels.

Reduction in achievement gaps for racial subgroups is summarized below (see "Schools Comments to Organizational Performance Measures") and shows that Carmen Northwest African American and Hispanic students outperform the same subgroups districtwide in ELA on both the Badger and Forward Exams.

Carmen juniors outperformed the district on both English and Reading.

2. Carmen has outperformed the district in math on both the Badger and Forward tests. As noted in comments immediately above, Carmen's performance on the November 2013 WKCE for math should not be counted toward evaluation as the students had only attended the school for two months and DPI does not count performance of students enrolled for less than a full academic year. Also, Carmen Northwest is significantly reducing the achievement gap in math for African American students as detailed below under "Schools Comments to Organizational Performance Measures."

The DPI website has slightly different numbers for Carmen and MPS on the Badger and Forward tests than are shown in the PAAR report provided by MPS: 2014-2015 when Carmen had only 6th and 7th grade students Carmen was 16.4% on Badger and MPS was 13.9%; 2015-2016 when Carmen had all grades 6-8 Carmen was 13.8 on the Forward test and MPS was 10.9%.

Carmen juniors outperformed the district on the math ACT.

4 not applicable

5. Carmen Northwest high school students outperformed the district on the ACT Science section. Carmen middle school has not outperformed the district on science in the middle school years. 2013-2014 should not be used for performance evaluation of Carmen since the students were only in the school for 2 months when they took the test and DPI only counts full academic year. Students at Carmen clearly come in to the school below the MPS average. Carmen has a strong inquiry based curriculum in science that prepares our students for a rigorous Carmen high school STEM curriculum. The leadership team at Carmen Schools has not studied the science test on the state's WKCE and we are uncertain how it aligns to what we do or don't do in the Carmen inquiry based program.

12. This refers to 9th grade MAP testing should not have been included in the PAAR report or in this summary because MAP was not required by MPS in 2015-2016 for high schools. This was only in the contract because MPS had required it prior to the 2015-16 school year. High schools only used MAP in 9th grade last year as a progress monitoring tool for Rtl level 3 students. Carmen has never been required by MPS to take any previously MPS- or state-mandated tests that MPS is no longer required to take.

15. Carmen's 8th grade promotion rate was 4% under the district's, which had a 100% promotion rate to 9th grade from 8th grade. We don't want students to go to college and have to take remedial courses and we don't want students to arrive at high school unable to be successful. We use the criteria in our contract to ascertain whether a student is to be promoted from 8th to 9th grade. We also now have 10 years of history of what it takes for a student to meet the "C" or 73% passing grades required for course credit in our high school. We would rather have a student repeat 8th grade than fail 9th grade; that said, Carmen's program has built in supports for 8th grade students, including after school support, daily enrichment and Rtl support, etc.

For More Details See "Closing the Achievement Gap" Comments Under Organizational Performance Measures

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 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17
1. <i>Financial Audit</i>	Yes	Yes	Yes	
2. <i>Budget Accounts</i>	Yes	Yes	Yes	
3. <i>Financial Accounting</i>	Yes	Yes	Yes	
4. <i>Financial Records</i>	Yes	Yes	Yes	
5. <i>Budget Deficit</i>	Yes	Yes	Yes	
6. <i>Financial Reporting</i>	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	% MET % DID NOT MEET

District's Comments to Financial Performance Measures:

Unmodified audits with no material findings over the term of the contract.

Carmen High School of Science and Technology has not had a budget deficit for the term of the contract.

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.)

Agree with MPS comments.

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	Due February 2017	
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	88% MET 12% DID NOT MEET	88% MET 12% DID NOT MEET

District's Comments to Organizational Performance Measures:

Nutrition:

Carmen complies with all Nutrition Services Department standards. Students are well-behaved and school representatives are always present during meal service.

Health and Safety:

For the 2013-2014 school year, Carmen had 193 out of 203 students in compliance with immunizations (95.1%).
For the 2014-2015 school year, Carmen had 83 out 90 of students in compliance with immunizations (92.2%).
For the 2015-2016 school year, Carmen had 142 out of 163 students in compliance with immunizations (87.1%).
For the 2016-2017 school year, Carmen had 401 out of 459 students in compliance with immunizations (87.3%).

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.)

7. (Health and Safety): Carmen continues to try to work toward 100% immunization compliance. A full time school nurse will be hired in 2017-2018 to support Carmen Schools on this and other health initiatives.

Parent Involvement:

Carmen involves parents in the school community in four key ways:

- 1) Engages parents in the academic success of students by a) providing access to Power School so parents can monitor daily, weekly or as desired all assignments and quizzes, tests etc. and have the info needed to advocate for their student; b) require parents to attend Fall and Spring parent/adviser/student conferences where students show their personal academic and college/career readiness goals and progress toward them; and c) provides twice annual focus groups where parents can provide feedback to school leadership on strengths, weaknesses, opportunities and threats related to the overall program.
- 2) Engages parents in school governance through the School Improvement Committee, a committee of the Carmen Board of Directors that advises the school and the board on annual strategic plan goals, program priorities and related areas.
- 3) Engage parents in monthly workshops on topics that parents have indicated they want to learn more about and be supported on (e.g., teenage depression; cyber bullying, health and wellness, etc.)
- 4) Engage parents in annual celebrations and school community social events such as the December holiday dinner and the spring cook out.

The most recent parent survey data is from a survey administered to parents at the October 2016 parent/adviser/student conferences. 76% of parents agreed or strongly agreed that the school makes it a high priority to foster caring relationships between adults and students. This is about 10% lower than at Carmen South and Carmen Southeast so is an area where the school can improve. The parents at Northwest noted in the survey that they would like more interaction between school and home to be about positive behaviors and not negative behaviors. About 90% of parents agreed or strongly agreed that Carmen Northwest provides a challenging academic program to prepare their child for high school/college. A total of 92% of parents agreed or strongly agreed that the school seeks and is responsive to feedback. Parents participated in conferences at Carmen Northwest at a rate of 90% and 98% responded agree or strongly agree in the survey that after conferences they now what their child needs to be successful at Carmen Northwest.

Closing the Achievement Gap

In just over three years, Carmen Northwest has already made substantial strides in closing the persistent achievement gap for students, predominantly African American students, in Milwaukee's schools. Carmen middle school students enter 6th grade below the MPS average. This is largely due to the large achievement gap for African American students. Last year Carmen had 80% African American students and MPS had 50%. Carmen Northwest each year has shown significantly greater Fall to Spring ELA and Math growth and gap closure among its students than MPS. This type of growth is necessary for Carmen students to catch up or at least come much closer to grade level by the time they reach high school. Even though students enter Carmen middle school with lower achievement than the average MPS student entering middle school, Carmen Northwest middle schoolers have outperformed MPS in math on state test as well as district growth measures. While Carmen middle school students did not exceed MPS for reading scores on statewide tests, when Carmen Northwest middle school grades are compared to MPS middle school grades by demographic group, Carmen Northwest outperformed MPS in both ELA and Math on both the Badger and Forward tests in 2014-15 and 2015-16. [Scores for African American students on Badger for middle school: Carmen ELA 19.7% and MPS ELA 14.7%; Carmen Math 13.1% and MPS math 5%. Scores for African American students on Forward for middle school: Carmen ELA 11.7% and MPS ELA 10.3%; Carmen Math 10.0% and MPS 4.5%.] Carmen Northwest middle school Hispanic students also outperformed MPS Hispanic middle school students.

Carmen middle school is also has demonstrated its value for high school readiness. In September 2016 all entering 9th grade students took the pre-ACT and were scored in four subject areas. Students who spent two or more years at Carmen's middle school scored an average of 2 points higher (i.e., almost two years) on the beginning of year pre-ACT than the students who came to Carmen Northwest's 9th grade class from other schools. Carmen Northwest new 9th grade students score 1.5 points lower than Carmen South and Carmen Southeast entering 9th grade classes, but Carmen Northwest students who spent two or more years in Carmen's middle school scored the same as the students entering Carmen South or Southeast.

Other indicators of success regarding school climate at Carmen Northwest include high attendance rates and low mobility rates: Carmen Northwest had an annual daily attendance rate of 94.5% last year, significantly higher than the MPS average for comparable grades (86%). Mobility rates were lower at Carmen Northwest (4.3%) than MPS (16.4%) as well.

As noted in the renewal proposal, Carmen's very first class of juniors scored 1.5 points higher on the ACT than the average of all MPS schools, and even higher than all other MPS high schools with similar demographics, with the exception of Rufus King. The statewide score on the ACT is 20.1 and Carmen Northwest students scored 17.9 and MPS 16.5. African American students statewide scored a 15.8 and African Americans in MPS scored 15.3 on the statewide ACT, while Carmen Northwest's very first cohort of juniors scored a 17.8

Carmen will graduate its first class of seniors in June 2017. We expect that 100% will be accepted to a four-year college; as of November 15, 60% have been accepted. Carmen's college transition team has met this 100% goal each year for Carmen South, and the same team is supporting Carmen Northwest to do the same.

Exhibits

The following exhibits may be attached, but not limited to, as documented evidence of performance ratings:

1. Appendix A
2. Application for Renewal
3. Pupil Academic Achievement Report (PAAR)
4. Performance and Financial Audits
5. Information from MPS departments regarding Organizational and Financial Performance Standards

Renewal Recommendations

Charter school renewal decisions are based on a thorough analysis of a comprehensive body of objective evidence. Information and data from the following components are used in the renewal decision-making process:

- Charter School Performance Summary –
Academic, Financial and Organizational Performance Standards
- Application for Renewal
- School Site Visit

Overall school performance ratings and renewal recommendation will be made via collaboration and consensus. Following a review and analysis of this information, the MPS Charter School Contract Review Team will recommend one of the following renewal options:

Renewal Options	Eligibility
<p>Full-term Renewal</p> <p>Term of five years</p>	<p>To be eligible, schools must be in the last year of the contract term and have achieved the following:</p> <p style="padding-left: 40px;">There is a strong and compelling record of evidence that the school consistently met or exceeded the performance standards in the areas of Academic Performance, Financial Performance, and Organizational Performance.</p> <p><u>Guidelines for Recommending Five-Year Renewal:</u></p> <ul style="list-style-type: none"> • The Team determines that a school merits <i>Met the Standard</i> ratings in the performance areas. • A school that receives mixed ratings may be recommended for a full five-year renewal term if sufficient additional evidence obtained from the school's Application for Renewal and School Site Visit make this a credible recommendation.
<p>Short-term Renewal</p> <p>Term of three years</p>	<p>To be eligible, schools must be in the last year of the contract term and have achieved the following:</p> <p style="padding-left: 40px;">There is a strong and compelling record of evidence that the school met or exceeded a considerable number of the performance standards in the areas of Academic Performance, Financial Performance, and Organizational Performance and/or shows continuous, meaningful improvement toward meeting the performance standards.</p> <p><u>Guidelines for Recommending Three-Year Renewal:</u></p> <ul style="list-style-type: none"> • The Team determines that the school primarily merits <i>Met the Standard</i> ratings or demonstrates continuous and meaningful improvement in the performance areas. • A school that receives mixed ratings may be recommended for a three-year renewal term if evidence obtained from the school's Application for Renewal and School Site Visit make this a credible recommendation.

**Non-Renewal /
Revocation**

The school does not apply for renewal or the school's academic, financial, and/or organizational performance results do not meet defined standards and are deemed unsatisfactory. This would result in a recommendation for non-renewal/revocation.

Guidelines for Recommending Non-Renewal / Revocation:

- The Team determines that the school primarily merits *Did Not Meet the Standard* ratings in the performance areas.
- A school that receives mixed ratings may be recommended for non-renewal/revocation if evidence obtained from the school's Performance Summary, Application for Renewal, and School Site Visit make this a credible recommendation.