



Charter School Performance Summary

Charter School:	Kathryn T. Daniels University Preparatory Academy (KT Daniels)	Contract Term:	2018/19 – 2019/20
Grade Levels:	K4 – 8	Date:	October 25, 2019
Contract Max FTE:	250	September Enrollment Count:	199

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	WSAS English / Language Arts (ELA)	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in English / Language Arts (ELA) that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
2	WSAS Mathematics	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
3	WSAS Science	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in science that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
4	WSAS Social Studies	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
5	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.
6	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.
7	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.
8	Promotion Rate Grades 4 and 8	Achieve a percentage of pupils promoted from grades 4 and 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from corresponding grades in all MPS schools.
9	Reading Growth	Charter School shall reduce the percentage of pupils in the combined totals of significantly below target and well below target by 5% and increase the percentage of pupils in combined totals of significantly above target and on target by 5% in reading from fall to winter and winter to spring as demonstrated by the universal screener.
10	Math Growth	Charter School shall reduce the percentage of pupils in the combined totals of significantly below target and well below target by 5% and increase the percentage of pupils in combined totals of significantly above target and on target by 5% in mathematics from fall to winter and winter to spring as demonstrated by the universal screener.

Objective Measures for Academic Performance:

Met the Standard	Did Not Meet the Standard
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Standard	Year 5 2017-18	Year 1 2018-19
1. WSAS ELA	NO School = 1.6% District = 19.6%	NO School = 2.6% District = 19.0%
2. WSAS Math	NO School = 0.8% District = 16.5%	NO School = 0.0% District = 16.6%
3. WSAS Science	NO School = 0.0% District = 22.4%	NO School = 0.0% District = 23.0%
4. WSAS Social Studies	NO School = 5.3% District = 25.9%	NO School = 4.9% District = 25.0%

5. Stability Rate	NO School = 64.2% District = 80.0%	NO School = 69.0% District = 89.4%
6. Attendance Rate	NO School = 85.7% District = 90.6%	NO School = 84.3% District = 90.3%
7. Mobility Rate	NO School = 15.2% District = 10.2%	YES School = 9.2% District = 9.8%
8. Promotion Rate Grades 4 and 8	YES School = 100% / 100% District = 99.6% / 99.7%	YES School = 100% / 100% District = 99.6% / 99.5%
9. Reading Growth On-Target / Below Target	NO	NO
10. Math Growth On-Target / Below Target	NO	NO
Percentage of Standards Met by Year	10% MET 90% DID NOT MEET	20% MET 80% DID NOT MEET

School's Comments to Academic Performance Measures:

Historically, the City of Milwaukee has faced challenges in moving the needle on academic achievement. This is particularly challenging in the following area codes: 53206, 53209, and 53212. The zip code 53209, where the Academy is nestled, is the 4th most dense student population in the state of Wisconsin, thus creating a need for the Academy to house its facility in its current location. Similar to the City of Milwaukee and the Milwaukee Public Schools, the Academy has made some gains in improving student outcomes. Traditionally, the Academy has serviced a high risk/high needs student population, on average that has been higher than the District. Servicing high risk/high needs students has played a key factor in our challenges academically. As a result, the Academy has done a deep dive in the area of improving student outcomes for all students. Furthermore, the Academy has identified a plan of action that will increase student achievement and improve student outcomes by leveraging high yield strategies that will ensure all students are excelling academically, socially and emotionally that develops the whole child. The Academy takes very seriously the total development of our students and families. We have and will continue to expend enormous resources and develop strategies that will ensure positive transformations.

WSAS Reading

- The data revealed that teachers, staff and students would benefit from continued professional support to enhance and provide methods to increase reading comprehension skills that will meet or exceed state standards. The Academy has made an investment through the Comprehensive Support and Improvement fund to provide the necessary support, training and resources to teachers and staff to ensure the acquisition of these goals. The Academy has implemented the support of Instructional Coaches that are qualified and experienced in providing resources around literacy. An intensive technological strategy has been engaged through the collaboration of creative opportunities that focus on professional development and personal growth.
- We will focus on Early Literacy Acquisition Skills for students' grades K through 3. This will allow the Academy to focus on consistency of instruction in every K through 3 classrooms.

- The Academy will continue the daily 90-minute literacy block in the mornings and will add a 60 minute reading intervention block in the afternoon. The Academy has and continues to strengthen its reading intervention groups for students identified to be at or below grade level in reading. The Academy has grouped students based on needs which concentrate on concepts and tools for students who are performing at or below grade level who need to see definitive gap closure. This will enable teachers to effectively distribute their time while efficiently executing Gradual Release of Responsibility to scaffold students' learning and engagement around the five essential components of reading; phonemic awareness, phonics, comprehension, fluency and vocabulary. The strategies will include, but not limited to the use of Orton-Gillingham multisensory strategies and literacy stations.
- The Academy will continue to provide reading intervention for all students. The intervention block consists of differentiated instruction for students performing at an advanced level, at grade level or below grade level to address reading challenges to close the achievement gaps and to accelerate learning in reading for students in K4 through grade 8. During the second semester, students in K4 through grade 5 will be moved into the next grade during the reading intervention block. Additional strategies include: Parent/mentor reading sessions and peer motivation reading.
- The Catapult Title I reading teacher will continue to be in classrooms to support differentiated learning for below and significantly below students.
- Saturday Academy is held to support the academic needs of students. Targeted groups include below or significantly below students. The Saturday Academy is held from 9:30 a.m. until 12:00 p.m. from October to early May.
- The Academy will provide quarterly Parent Literacy Workshops that will focus on phonemic awareness, decoding, vocabulary, fluency, and comprehension strategies. Parents will also walk away with make and take activities.
- The Academy will provide test taking workshops which will offer strategies on test taking skills and preparation that will maximize student success.
- The Academy has implemented the use of I-Ready curriculum to aid in providing visible benchmarks for students.
- Teachers will engage in ongoing analysis of reading data to inform their instructional practices and monitor students' progress.
- The administrative team will continue to engage teachers in data monitoring conferences to assess student achievement, engagement and progress.

- Traditionally, the Academy has serviced a high risk/high needs student population, on average that has been higher than the District. Servicing high risk/high needs students has played a key factor in our challenges academically. According to our data, school and district wide, reflects or reveals that in mathematics for grades 1 through 8 from Spring 2017 to Spring 2018 students are making progress in mathematics. In comparison, Spring 2017 to Spring 2018 data revealed students moved from 50% to 48% significantly below target; 36% to 33% well below target; and 3% to 5% significantly above target.
- The Academy has increased its mathematics core instruction from a 60 minute to a 90-minute block and will add a 60 minutes mathematics intervention block in the afternoon. Strategies will include but are not limited to the use of I-Ready, Khan Academy, and ST Math. The Academy will continue to provide mathematics intervention for all students. The intervention blocks will consist of differentiated instruction for students at the advanced level, at grade level and below grade level to close the achievement gaps or to accelerate learning in mathematics.
- The Academy will continue to provide mathematics intervention for all students. The intervention block will consist of differentiated instruction for students at the advanced level, at grade level and below grade level to close the achievement gaps or to accelerate learning in mathematics.
- The Academy has introduced Teacher –Student and Peer to Peer tutoring opportunities that target students identified to be at or below grade level in math. The Academy has grouped students based on needs which focus on concepts and tools that students who are performing at or below grade level in order to see definitive gap closure.
- The Academy has implemented the use of I-Ready curriculum and will enhance the use of mConnect to aid in providing visible benchmarks for students.
- The math coach and Catapult Title I math teacher will assist in classrooms to support differentiated learning for below and significantly below students.
- Saturday Academy is held to support the academic needs of students. Targeted groups include below or significantly below students. The Saturday Academy is held from 9:30 a.m. until 12:00 p.m. from November to early May.
- The Academy will provide quarterly Parent Math Workshops that will focus on computation, logical reasoning, problem solving skills, and real-world application strategies. Parents will also walk away with make and take activities.
- The Academy will provide test taking workshops which will offer strategies on test taking skills and preparation that will maximize student success.
- Teachers will engage in ongoing analysis of mathematics data to inform their instructional practices and monitor students' progress.
- The administrative team will continue to engage teachers in data monitoring conferences to assess student achievement, engagement and progress.

- Teachers will receive training on Next Generation Science and Social Studies Standards.
- Teachers will develop and align the Science and Social Studies curriculum to the Common Core Standards.
- Students will learn and use annotative text to improve comprehension of Science and Social Studies text.
- The Academy will expand its program to include STEAM and incorporate IPAMA (The Institute for the Preservation of African-American Music and Art)

Stability Rate

- The data revealed that the Academy has a 4.8 increase in the stability rate from 2017-2018 to 2018-2019.
- To further increase our stability, the Academy will continue to maximize the use of the Parent Coordinator in continuing to communicate with our guardians and parents.

Attendance Rate

- One factor that has affected our school's attendance is transportation. There has been numerous inconsistencies of pick up times. Our data reveals that there is a direct correlation with the slight decrease of our attendance data in concert with our contracted service agreement with MPS Transportation Service and our contracted bus service.
- In an effort to approve our attendance rate, the Academy will continue to utilize its learning team and has implemented an incentive program to directly address attendance issues. We also provide continued training to staff members on how to best follow the district attendance policy and procedures.
- To further address the issue of attendance, we have also implemented attendance contests between each house (K.T.D) that correlate with Positive Behavior Intervention Support (PBIS). This allows for friendly competition with encouragement for the students to Be Present, Be Respectful, Be Responsible and Be Safe. We continually speak to the student body as a whole to stress the importance of being in attendance and how missing days of school affects their ability to achieve in and outside the classroom.
- The Academy's Parent Coordinator partners with the Parent Advisory Board to host meetings which address student's attendance issues. These meetings help parents understand the importance and legality of attendance.
- The Academy has instituted daily data charts that are posted outside each classroom. Staff updates the percentage of attendance, students in uniform, and returned homework, so that both staff and students can see their progress. This correlates with our school incentive program. This program is accompanied by a weekly traveling trophy.

- Weekly Town Hall meetings for grades 6, 7 and 8 are held to address sundry issues including attendance, the PBIS Program and to respond to student concerns.

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 5 2017-18	Year 1 2018-19
1. Financial Audit	YES	YES
2. Budget Accounts	NO	NO
3. Financial Accounting	YES	YES
4. Financial Records	YES	YES
5. Budget Deficit	NO	YES
6. Financial Reporting	YES	YES
Percentage of Standards Met by Year	67% MET 33% DID NOT MEET	83% MET 17% DID NOT MEET

District's Comments to Financial Performance Measures:

Financial Audits:

- For the 2017-18 school year, KT Daniels received an unqualified opinion on the financial statements. There were no significant deficiencies identified and material weaknesses identified.
- For the 2018-19 school year, KT Daniels received an unqualified opinion on the financial statements. There were no significant deficiencies identified and material weaknesses identified.

Budget Deficit:

- The external auditors reported a negative cash balance of \$63,978 and operating deficit of \$284,076 for the 2017-18 school year. The school has been able to cover these funds and has a balanced budget and no deficit.

Budget Accounts:

- For the 2017-18 school year, KT Daniels deviated more than 10%.
- For the 2018-19 school year, KT Daniels deviated more than 10%.

School's Comments to Financial Performance Measures:**Budget Accounts:**

The Academy provided explanations for the 10% deviations to CSS and CSS has accepted the explanations provided.

Budget Deficit:

- The negative cash balance of \$63,978 that was reported in the audited financial statement was due to timing issues that were resolved in subsequent periods.
- For your reference, the 2018 -2019 audited financial report shows a positive cash balance of \$134,652. For the fiscal year ending June 30, 2018, the Academy recorded an operating surplus of \$36,080. (Please refer to page 4 of the 2018 audited Financial Report.) The \$36,080 reflects total revenue of \$2,052,065 and total expenses of \$2,015,985. The audited results do not show an operating deficit of \$284,076 as references in the MPS comments.

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	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

	Human Resources Provisions	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 5 2017-18	Year 1 2018-19	Year 2 2019-20
1. Annual Performance Audit	YES	Due February 2020	
2. Educational Program	YES	YES	YES
3. School Governance	YES	YES	YES
4. Parental Involvement <i>(school provides see note)</i>	YES	YES	YES
5. Title I Requirements	YES	YES	YES
6. Employee Qualifications and Human Resources Provisions	YES	NO	NO
7. Health and Safety	NO	NO	NO
8. Pupil Admission and Enrollment Policies and Records Retention	YES	YES	YES
9. Special Education Compliance	YES	YES	YES
10. Transportation and Nutrition Services	YES	YES	YES

Percentage of Standards Met by Year	90% MET 10% DID NOT MEET	70% MET 30% DID NOT MEET	70% MET 30% DID NOT MEET
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District's Comments to Organizational Performance Measures:

Employee Qualifications:

- For the 2018-19 school year, 2 employees did not have the appropriate licensures.
- For the 2019-20 school year, there are currently 7 employees who do not have the appropriate licensures.

Health and Safety (Immunizations):

- For the 2017-18 school year, 93.3% of students were compliant with required immunizations.
- For the 2018-19 school year, 71.9% of students were compliant with required immunizations.
- For the 2019-20 school year, 55.7% of students are currently in compliance with required immunizations.

Special Education:

- For the 2017-18 school year,
- For the 2018-19 school year, 3 annual IEPs were completed late and 2 evaluations were completed late. KT Daniels was 79.49% compliant with the March DPI audit.

School's Comments to Organizational Performance Measures:

Employee Qualifications:

Similar to MPS and specific area codes like 53206, the academy has had challenges in recruiting and employing highly qualified staff. In an effort to recruit and employ highly qualified staff, the Academy will utilize the following strategies:

- Wisconsin Education Career Access Network. (WECAN)
- Indeed
- Social Media
- Advertisements
- Restructured Benefits and Compensations Package

Health and Safety:

We will follow-up with all non-compliant students that do not meet the immunization requirements via written communication and telephone contact. Our school's Social Worker and Parent Coordinator will facilitate this process. They will make a concerted effort to assist our parents in becoming compliant with this requirement.

The data reveals since the 2017-2018 renewal cycle, the Academy has faced challenges on improving student outcomes, as a result moving forward, the Academy has identified areas of focus to improve student outcomes. The Academy will implement the following strategies to improve leadership, professional learning, teacher quality, community partnership, and student outcome.

Leadership - Research study report that principal leadership is a key factor in student learning. Education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individuals' variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal. (Wallace Foundation, 2011, p.2). In April 2019, a leadership change occurred at the Academy. In an effort to develop and support new leadership at the Academy, Mr. Alton

Townsel, Chancellor of Education, and Dr. Floyd Williams, Chief Education Officer was hired to provide leadership development, training, and professional learning to support the change in leadership. Mr. Townsel has more than 30 years of experience as a teacher and administrator in MPS. He also served as an adjunct professor at Milwaukee Technical College (MATC) Dr. Williams has over 25 years of educational expertise at the elementary, middle, and high school levels as building level principal. In addition, he has served as the assistant superintendent, superintendent and adjunct professor at the university level. Dr. Williams was also recognized at the Sarah Scott Principal of the year and was also featured in a documentary as one of three Milwaukee principals, who's leadership styles has made a difference in the lives of students.

Professional Learning - The Academy has identified increasing professional learning opportunities for staff as necessary to improve student outcomes, particularly in the areas of literacy, mathematics, and classroom management. The Academy has identified model schools both locally and nationally that the Academy has partnered with for professional learning opportunities as well as replication of successful practices that improves student outcomes.

Teacher Quality - In an effort to retain and attract highly qualified teachers, the Academy has revised their salaries and benefits package to compete with the surrounding Milwaukee Metropolitan area. In addition, the Academy will hire certified instructional coaches that will provide support in the areas of mentorship, professional learning, and instructional coaching with the end result of improving student outcomes as well as developing our teachers and support staff.

Community Partnerships- The Academy has strengthened community partnership that will help advance the mission and vision of the Academy in the areas of performing arts and technology, such partnerships include:

- **Marian University** - Marian University is contracted to provide professional development, coaching, shadowing and organizational assessment strategies for administration and staff. The University also provides academic opportunities on our campus for parents and adults within the greater community.
- **Mother Kathryn Daniels Center (MKDC)** - MKDC is contracted to provide basic education, remedial, and adult high school courses for parents and residents within our school's community. This center is located on our campus and provides educational and social programs that ensures community empowerment, familial reunification and educational excellence.
- **The Boys and Girls Club of Greater Milwaukee** -The Boys and Girls Club of Greater Milwaukee is an active campus partner that provides after school tutoring, technological support, and various youth services that promote good citizenship, community stabilization, and educational support to our students. The Daniels-Mardak Club is celebrated as a safe haven and latchkey environ that supports families in our communities and provides parental assurance of needed safety and educational support for working parents who may not be available to receive their children at the traditional school release time.

- **Community Based Organizations** - The Academy appreciates the enormous support of philanthropic partners, academic sororities/fraternities and other organizations that value academic achievement. The Academy is a recent recipient of foundational contributions sponsored by civic and community leaders.

- **The Institute for the Preservation of African-American Music and Arts (IPAMA)**- IPAMA is the educational and cultural initiative of the Holy Redeemer Educational Consortium envisioned by our CEO, Bishop Sedgwick Daniels. This initiative is designed to preserve the rich tradition of African-American artistic contributions in the performing and visual arts. Its goal is to integrate the arts into academic achievement and performance utilizing science, technology, engineering, art, and mathematics.

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.
<p>Non-Renewal / Revocation</p>	<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.