



MILWAUKEE
PUBLIC SCHOOLS

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Charter School Performance Summary

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

Contracted FTE Maximum: 550 Grade Levels: 9-12

September Count Enrollment: 532

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. **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 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16
1. Reading (Percent proficient and above)	No	Yes	Yes	Yes
2. Mathematics (Percent proficient and above)	Yes	Yes	Yes	Yes
3. English/Language Arts (Percent proficient and above)	Yes	Yes	Yes	Yes
4. Writing (Percent proficient and above)				
5. Science (Percent proficient and above)	Yes	Yes	Yes	Yes
6. Social Studies (Percent proficient and above)	Yes	Yes	Yes	Yes
7. Graduation Rate	Yes	Yes	Yes	
8. EPAS Reading	No	Yes	Yes	Yes
9. EPAS English Language Arts	Yes	Yes	Yes	Yes
10. EPAS Math	Yes	Yes	Yes	Yes
11. EPAS Science	Yes	Yes	Yes	No
12. Reading and Math growth	Yes	Yes	Yes	No
13. Attendance	Yes	Yes	Yes	Yes
Standard	Year 1	Year 2	Year 3	Year 4

	2012-13	2013-14	2014-15	2015-16
14. Mobility	Yes	Yes	Yes	Yes
15. Adequate Yearly Progress (AYP)				
Percentage of Standards Met by Year	85% MET 15% DID NOT MEET	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET	83% MET 17% 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.)

11. In 2015-2016 10th grade students didn't meet the one year (1 point) growth goals. The science part of the ACT series is not linked to the content knowledge taught in the course sequences required at Carmen, but is tied to reading skills and data analysis and prediction skills. Teachers who work directly on these skills (i.e., literally teach to the ACT science test) at the various grade levels from year to year see better performance among their students. In the same school year students in grades 9 and 11 grew 2 full points while 10th grade grew only 0.5 points. The 10th grade chemistry teachers have set 2 points growth as a goal for the 2016-17 school year and will work toward that by providing experiences in data analysis and predictions and practice reading "dueling scientist" test questions.

12. The reason there is a "no" for 2015-16 for reading and math growth is because Carmen South students did not take the MAP test that was listed in the contract. This is because MPS decided that no high school students would use the MAP anymore because the state had adopted a 9th and 10th grade ACT Aspire test. MPS and Carmen only used MAP for students in Tier 3 Rtl and thus this item should not have been included in the PAAR report.

Percentage of Students Met by Year is incorrect. See note 12. above.

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		
<i>Standard</i>	<i>Year 1 2012-13</i>	<i>Year 2 2013-14</i>	<i>Year 3 2014-15</i>	<i>Year 4 2015-16</i>
1. <i>Financial Audit</i>	Yes	Yes	Yes	Yes
2. <i>Budget Accounts</i>	Yes	Yes	Yes	Yes
3. <i>Financial Accounting</i>	Yes	Yes	Yes	Yes
4. <i>Financial Records</i>	Yes	Yes	Yes	Yes
5. <i>Budget Deficit</i>	Yes	Yes	Yes	Yes
6. <i>Financial Reporting</i>	Yes	Yes	Yes	Yes
Percentage of Standards Met by Year	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET

District's Comments to Financial Performance Measures:

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.)

N/A

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 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16
1. Annual Performance Audit	Yes	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	Yes	Yes	Yes
8. Pupil Admission and Enrollment Policies and Records Retention	Yes	Yes	Yes	Yes
9. Special Education Compliance	Yes	Yes	Yes	Yes
10. Transportation and Nutrition Services	Yes	Yes	Yes	Yes
Percentage of Standards Met by Year	90% MET 10% DID NOT MEET	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET

District's Comments to Organizational Performance Measures:

In November 2015, the Milwaukee Board of School Directors approved a strategic partnership between Carmen High School of Science and Technology and Casmir Pulaski High School to begin in the fall of 2016. The partnership is a knowledge-exchange model, in which both schools have the opportunity to share best practices, leverage assets, and build a strong academic campus. Carmen currently has grade 9 at the Pulaski campus (Carmen Southeast) which will grow a grade level each year up to 800 students maximum.

Nutrition:

Carmen complies with all Nutrition Services Department standards. Students are well-behaved and school representatives are always present during meal service. The expansion at Pulaski has been a positive transition for the Department of Nutrition Services.

Health and Safety:

For the 2012-2013 school year, Carmen had 283 out of 289 students in compliance with immunizations (97.9%).
For the 2013-2014 school year, Carmen had 309 out of 311 students in compliance with immunizations (99.3%).
For the 2014-2015 school year, Carmen had 342 out of 342 students in compliance with immunizations (100%).
For the 2015-2016 school year, Carmen had 347 out of 348 students in compliance with immunizations (99.7%).
For the 2016-2017 school year, Carmen had 355 out of 361 students in compliance with immunizations (98.3%).

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.)

Carmen continues to try to work toward 100% in immunization compliance. A school nurse will be hired in 2017-2018 to support Carmen Schools.

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. 87% of parents at Carmen South and 86% at Carmen Southeast agreed or strongly agreed that the school makes it a high priority to foster caring relationships between adults and students. Our goal is to have this at 90% or higher. At all Carmen campuses it is a priority to work with our teaching staff to address cultural competency issues and also to support our least experienced teachers in relationship building strategies. About 92% of parents at both South and Southeast agreed or strongly agreed that the schools provide a challenging academic program to prepare their child for college. A total of 86% of South campus parents and 93% of Southeast 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

The major goal of Carmen Schools is to graduate students prepared for a choice in life – college, family-sustaining career, or both. In order to accomplish this, Carmen Schools must make tremendous strides in closing the achievement gap for students of color in Milwaukee. Carmen South this last year eliminated the statewide achievement gap for Hispanics. Juniors in March 2016 scored a 20.7 on the ACT, compared to 20.1 for Wisconsin and 16.5 for Carmen. Hispanic students at Carmen scored 20.7 compared to 17.4 for Hispanic students statewide and 17.1 for Hispanic students at MPS. Increase in ACT scores among both Carmen South and Carmen Northwest together with a few other MPS high schools contributed to MPS overall score going up 0.5 points on the junior year ACT.

Carmen South has consistently sent students to college at higher rates than MPS high schools, with 82-90% attending the fall after graduation over the last five years even though 30% are undocumented students and do not qualify for Federal financial aid. The Carmen South Class of 2016, while it comprised only 2% of the seniors graduating from MPS last spring, earned 20% of the total scholarship dollars earned by all MPS seniors. Further, Carmen students are persisting in college. A full 100% of students from the Class of 2014 who enrolled in a two-year college continued on for the second year and first to second year persistence at four year colleges was 88% compared to 71% for all students nationally. When persistence rates are compared to national data for low-income students, Carmen students persist at double the rate as low income students nationally. Hispanic students are the fastest growing demographic group in Milwaukee. Their access to and success in post-secondary education is crucial to the future economy of Milwaukee.

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
<i>Full-term Renewal</i> Term of five years	<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><i>Guidelines for Recommending Five-Year Renewal:</i></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.
<i>Short-term Renewal</i> Term of three years	<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><i>Guidelines for Recommending Three-Year Renewal:</i></u></p> <ul style="list-style-type: none"> • The Team determines that the school primarily merits <i>Met the Standard</i> ratings or demonstrates continuous and meaningful improvement in the performance areas. • A school that receives mixed ratings may be recommended for a three-year renewal term if evidence obtained from the school's Application for Renewal and School Site Visit make this a credible recommendation.

Non-Renewal / Revocation	<p>The school does not apply for renewal or the school's academic, financial, and/or organizational performance results do not meet defined standards and are deemed unsatisfactory. This would result in a recommendation for non-renewal/revocation.</p> <p><u>Guidelines for Recommending Non-Renewal / Revocation:</u></p> <ul style="list-style-type: none"> • The Team determines that the school primarily merits <i>Did Not Meet the Standard</i> ratings in the performance areas. • A school that receives mixed ratings may be recommended for non-renewal/revocation if evidence obtained from the school's Performance Summary, Application for Renewal, and School Site Visit make this a credible recommendation.
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