



**MILWAUKEE
PUBLIC SCHOOLS**

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Department of Contracted School Services
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Charter School Performance Summary

Name of Charter School: Alliance School of Milwaukee Date: November 4, 2016

Contracted FTE Maximum: 190 Grade Levels: 9-12

September Count Enrollment: 198

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 |
|-------------------------|----------------------------------|

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 at or above readiness on the State assessments (e.g. ACT ASPIRE, ACT) or its successor, in reading that is the same as, or higher than, the percentage of pupils scoring at readiness in all corresponding MPS schools.
2. **Mathematics** – Achieve a percentage of pupils in the charter school scoring at or above readiness on the State assessments (e.g. ACT ASPIRE, ACT) or its successor, in mathematics that is the same as, or higher than, the percentage of pupils scoring at readiness in all corresponding MPS schools.
3. **English/Language Arts** – Achieve a percentage of pupils in the charter school scoring at or above readiness on the State assessments (e.g. ACT ASPIRE, ACT) or its successor, in English Language Arts that is the same as, or higher than, the percentage of pupils scoring at readiness in all corresponding MPS schools.
4. **Writing** – Achieve a percentage of pupils in the charter school scoring at or above readiness on the State assessments (e.g. ACT ASPIRE, ACT) or its successor, in writing that is the same as, or higher than, the percentage of pupils scoring at readiness in all corresponding 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. **Reading and Math Gap Reduction** – Demonstrate a minimum of 5% point reduction in the achievement gap from fall to spring for all grade levels using the corresponding “on target for proficiency” universal screener scores in both math and reading.
8. **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.
9. **9th Grade Promotion Rate** – Charter School shall achieve a promotion rate for first-time 9th graders that meets or exceeds the district rate.
10. **Improved Yearly Attendance** – Charter School shall achieve an average daily attendance rate that show improvement from the previous year.
11. **Improved Attendance Compared to Previous School** – At least 70% of pupils registered for at least 40 days will demonstrate improved attendance compared to their previous school. The pupil's prior school is defined as the last school they were registered at for 40 or more days.
12. **Improved Mobility Rate** – Charter School will achieve a mobility rate of pupils in Charter School that demonstrates improvement from previous year.
13. **Learning Environment Suspensions** – Charter School will achieve a percentage of suspensions under the category of “learning environment” that is below the district average for pupils in corresponding grades in all MPS schools.
14. **Increased Readiness in Reading** – Charter School will increase the percentage of pupils meeting readiness who tested in fall and spring in English in 9th grade as determined by ACT ASPIRE.
15. **Increased Readiness in Math** – Charter School will increase the percentage of pupils meeting readiness who tested in fall and spring in math in 9th grade as determined by ACT ASPIRE.

16. **Increased Composite Score English** – At least 70% of first time 9th grade pupils will increase their English readiness composite score on ACT ASPIRE from fall to spring.
17. **Increased Composite Score Math** - At least 70% of first time 9th grade pupils will increase their math readiness composite score on ACT ASPIRE from fall to spring.
18. **Increased Composite Score Science** - At least 70% of first time 9th grade pupils will increase their science readiness composite score on ACT ASPIRE from fall to spring.
19. **Increased Composite Score Writing** - At least 70% of first time 9th grade pupils will increase their writing readiness composite score on ACT ASPIRE from fall to spring.
20. **12th Grade Transition Plan** – 100% of 12th grade pupils who do not receive a MPS diploma will have a transition plan for their educational and/or career goals.
21. **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.
22. **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.
23. **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 |
|-------------------------|----------------------------------|

| Standard | Year 1 2015-16 | Year 2 2016-17 | | |
|---|--|-------------------|--|--|
| 1. Reading (at or above readiness) | No School = 13.8% District = 15.4% | | | |
| 2. Mathematics (at or above readiness) | No School = 6.9% District = 11.0% | | | |
| 3. English/Language Arts (at or above readiness) | No School = 24.1% District = 27.9% | | | |
| 4. Writing (at or above readiness) | | | | |
| 5. Science (Percent proficient and above) | No School = 4.9% District = 11.6% | | | |
| 6. Social Studies (Percent proficient and above) | No School = 19.6% District = 20.4% | | | |
| 7. Reading and Math Gap Reduction | Math – No Gap Closure = -4.5% Reading – Yes Gap Closure = -5.0% | | | |
| 8. Graduation Rate | | | | |

| Standard | Year 1 2015-16 | Year 2 2016-17 | | |
|--|---|---------------------------------------|---------------------------------------|---------------------------------------|
| 9. 9 th Grade Promotion Rate | Yes School = 90.6% District = 77.3% | | | |
| 10. Improved Yearly Attendance | No Rate 2015-2016 = 81.7% Rate 2014-2015 = 86.6% | | | |
| 11. Improved Attendance Compared to previous Schools | No | | | |
| 12. Improved Mobility Rate | Yes Rate 2015-2016 = 6.1% Rate 2014-2015 = 21.5% | | | |
| 13. Learning Environment Suspensions | Yes School = 16.2% District = 35.3% | | | |
| 14. Increased Readiness in Reading | Not Tested | | | |
| 15. Increased Readiness in Math | Not Tested | | | |
| 16. Increased Composite Score English | Not Tested | | | |
| 17. Increased Composite Score Math | Not Tested | | | |
| 18. Increased Composite Score Science | Not Tested | | | |
| 19. Increased Composite Score Writing | Not Tested | | | |
| 20. 12 th Grade Transition Plan | Yes | | | |
| 21. Attendance | Yes School = 81.7% District = 81.7% | | | |
| 22. Mobility Rate | Yes School = 6.1% District = 19.5% | | | |
| 23. Adequate Yearly Progress (AYP) | | | | |
| Percentage of Standards Met by Year | 43% MET 57% DID NOT MEET | % MET % DID NOT MEET | % MET % 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.)

NOTE: For performance criteria #14-19, MPS 9th grades only took the ACT ASPIRE assessment in the spring; therefore, no calculation was able to be conducted based on the measure definition.

1-6) Our students have made enormous strides on their ACT assessment and exhibited gains in every single category on the ACT. We were also one of only three sites in the district that demonstrated double-digit proficiency gains in three categories of the ACT (+10% Math, +16% Reading, +10 Science). We are confident that this upward trajectory will continue. We have made our literacy program a cornerstone of our academic mission, and our regional superintendent considers us to be a leader in this area. Through the implementation of regularly scheduled ACT style writing prompts, regularly utilized ACT style questions in all disciplines, and weekly mini-grammar lessons across the curriculum, we expect to see an increase in students' skills and abilities thus reflected in their performance on state assessments. Due to the short duration of our charter contract and the district's choice to decline fall ACT Aspire testing, which were our original measures for standards 14-19, we are limited in our ability to show progress on certain state assessments.

10) Currently our attendance has improved by 0.3% from 2015-2016 and we are working to see our attendance continue to improve throughout the year. We have instituted daily advisories where teachers and students work closely on sculpting goals for increased GPA's, increased attendance, and overall academic and behavioral success. We focus on punctuality and daily attendance through the Tier I PBIS interventions. Our high percentage of LGBTQ youth make our demographics especially challenging. According to the 2012 Dane County Youth Assessment, LGBTQ youth are 2x more likely to skip school, 5x more likely to attempt suicide, and 4x more likely to have no adult support. Our social worker and school psychologist together have completed a record 18 suicide risk assessments so far during this school year, some of which resulted in hospitalizations. Our social worker has also completed over 30 home visits in an attempt to work with families and assist them with any necessary resources to help their children improve their attendance. Individual student conferences as well as many meetings with community providers and social service staff have been held in order to secure more permanent housing, mental health and medical services for our students. The work of our social worker and school psychologist should improve our attendance.

11) According to the data from the June 2016 School Impact Summary, when students transfer to Alliance, they see an increase of 4.7% in their listed attendance rate. Alliance is one of only two high schools in the district that had positive gains in all categories on the June 2016 School Impact Summary. This measures a student's performance at previous school vs their current enrollment. Students have better attendance, fewer incidents, fewer suspensions, a higher GPA, and more credits earned when they transfer to our school.

14-18) In our contract negotiations in the summer of 2014, the team discussed adding fall to spring measures using ACT Aspire data because of the short duration of the contract. Soon after the approval of the charter contract, the district declined participation in the fall ACT Aspire for 9th graders. We intended to use the fall data to show improvement with 9th graders by spring. Currently, the first time we test 9th graders is in the spring and thereby lack baseline data.

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 |
|------------------|---------------------------|

| Standard | Year 1 2015-16 | Year 2 2016-17 | | |
|-------------------------------------|-------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 1. <i>Financial Audit</i> | Yes | Due Fall 2017 | | |
| 2. <i>Budget Accounts</i> | No | | | |
| 3. Financial Accounting | Yes | | | |
| 4. Financial Records | Yes | | | |
| 5. Budget Deficit | Yes | | | |
| 6. Financial Reporting | No | | | |
| Percentage of Standards Met by Year | 67% MET 33% DID NOT MEET | % MET % DID NOT MEET | % MET % DID NOT MEET | % MET % DID NOT MEET |

District’s Comments to Financial Performance Measures:

2015-2016 School Year Audit:

Material Issues of Non-Compliance in Audit:

- Charter school’s contracted full-time-equivalent pupils is at 190, the school enrolled 195 and were paid for the extra five seats without asking for an amendment to the contract to increase the number of students.
- Fixed assets were not properly registered and accounted for within 30 days of receipt.
- School did not provide supporting evidence for payroll expenditures

Non-Material Issues of Non-Compliance in Audit:

- Budget reimbursement requests were not submitted within the 30 days of receipt and were over the allocated amount.
- The Camp and Club accounts did not have proper supervision to account for the funds.
- School did not follow the proper protocol for fundraising requests and reports.
- School did not follow the proper MPS procedures for professional service contracts.

Budget Deficit:

The school does not have a budget deficit.
School had a small amount remaining at the end of the school year (\$8,793).

Operating Budget:

Other wages section budget was \$23,723 but \$61,019 was spent (Part Time certificated). School was over budget in contracted services, educational maintenance and supplies. Overall, school did not overspend budget and had a small amount of funds remaining.

Financial Reporting:

Alliance had 190 pupils, but were paid based on a count of 195 pupils.

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.)

2) In order to address our budgetary needs, our Lead Teacher has regular conversations with our budget analyst and weekly meetings with our bookkeeper. He has also attended two, full-day finance in-services to learn proper protocol regarding our budget and financial handlings. We have set forth procedures and protocols for all fundraising, fieldtrips, professional service contracts, and expenditures. With our bookkeeper, librarian, and staff we have completed our code labeling of received Chromebooks. The Lead Teacher and the bookkeeper have a plan to address fixed assets, in classrooms, within the next thirty days.

6) In the most recent charter negotiations, we increased our pupil count from 175 to 190 due to increased interest in the school and our mission. In the past, we have over-enrolled due to requests from parents seeking a safe environment for their students and directives from the school board and central office.

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 |
|-------------------------|----------------------------------|

| Standard | Year 1 2015-16 | Year 2 2016-17 | | |
|--|-------------------------------------|-------------------------------------|---------------------------------|---------------------------------|
| 1. Annual Performance Audit | Due February 2017 | | | |
| 2. Educational Program | Yes | Yes | | |
| 3. School Governance | Yes | Yes | | |
| 4. Parental Involvement <i>(school provides see note)</i> | Yes | Yes | | |
| 5. Title I Requirements | Yes | Yes | | |
| 6. Employee Qualifications and Human Resources Provisions | Yes | Yes | | |
| 7. Health and Safety | No | No | | |
| 8. Pupil Admission and Enrollment Policies and Records Retention | Yes | Yes | | |
| 9. Special Education Compliance | Yes | Yes | | |
| 10. Transportation and Nutrition Services | Yes | Yes | | |
| Percentage of Standards Met by Year | 89% MET 11% DID NOT MEET | 88% MET 11% DID NOT MEET | % MET % DID NOT MEET | % MET % DID NOT MEET |

District's Comments to Organizational Performance Measures:

Educational Program:

Starting with the fall of 2016, there is a new Teacher Leader for Alliance.

An Assistant Principal was placed at Alliance for the 2015-2016 and 2016-2017 school year, which has assisted with the daily operations of the school. There has been an increase in staff incorporating literacy practices into all content areas and students have been trained in peer editing practices.

Employee Qualifications:

Alliance had all licensed staff for the 2015-2016 and 2016-2017 school year.

Health and Safety:

In 2015-2016 school year, 169 students out of 179 students were in compliance with immunizations (94%).

In 2016-2017 school year, 171 students out of 198 students are in compliance with immunizations (86%).

Nutrition:

For the 2015-2016 school year the Department of Nutrition Services had the following concerns:

- There was a lack of communication between the school leader and food service assistant regarding for the appropriate meals
- Alliance did not consistently follow the nutrition Wellness Policy

For the 2016-2017 school year the Department of Nutrition Services indicated the following:

- The communication between the school leader and food services assistant has improved
- Alliance is consistently following the nutrition Wellness Policy

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.)

4) We have worked diligently to involve parents at the Alliance School through the utilization of new parent circles, the Annual Thanksgiving Feast, student-led performances and activities such as our fashion show, which was attended by Mayor Barrett, the talent show, and the staff vs. student basketball game. We host regular governance council meetings, which see a healthy parental attendance, Title I meetings, and Family Unity Nights. Additionally, we see a strong parental presence at parent/teacher conferences and open houses where we often provide access to various community resources. Our Parent Coordinator strives to involve our parents by planning various activities such as Mother/Daughter Circles, Bring Your Guardian to School Day, Awards Ceremonies, Resource Fairs, and parent-focused workshops for literacy and resume writing. Our teachers stay in regular contact with parents through weekly updates from Edgenuity and Classroom Dojo and positive phone calls home. We involve our parents in matters of discipline as well through Repair Harm Circles and Peer Justice Councils. Lastly, parents are involved in the Freshmen Bridge picnic, the end of the school year Maverick Challenge, and our current push for FASFA registration.

7) Due to our lack of a full-time nurse and parental consent we have not met our goal of 100% compliance with immunization; however, we plan to continue working our new nurse on immunization compliance.

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><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. |
| <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><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**

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.