



Charter School Performance Summary

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|--------------------------|----------------------------------|------------------------------------|-------------------|
| Charter School: | Highland Community School | Contract Term: | 2015/16 – 2019/20 |
| Grade Levels: | K3 – 8 | Date: | 10/8/19 |
| Contract Max FTE: | 435 | September Enrollment Count: | 414 |

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:

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| 1 | Early Literacy Reading | Achieve a percentage of pupils in Charter School scoring proficient or advanced on the District's early literacy reading assessment that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on the Student Promotion System. |
| 2 | Early Literacy Writing | Achieve a percentage of pupils in Charter School scoring proficient or advanced on the District's early literacy writing assessment that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on the Student Promotion System. |
| 3 | Early Literacy Mathematics | Achieve a percentage of pupils in Charter School scoring proficient or advanced on the District's early literacy mathematics assessment that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on the Student Promotion System. |
| 4 | 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. |
| 5 | 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. |
| 6 | 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. |
| 7 | 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. |
| 8 | Value-Added | Demonstrate achievement growth using the MPS value-added data in reading and mathematics that is greater than, or equal to, the district-wide average pupil growth for pupils in corresponding grades in all MPS schools. |
| 9 | Attendance Rate | Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools. |
| 10 | Mobility Rate | Achieve a mobility rate of pupils in Charter School that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools. |
| 11 | 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. |

Objective Measures for Academic Performance:

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| Met the Standard | Did Not Meet the Standard |
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| Standard | Year 1 2015-16 | Year 2 2016-17 | Year 3 2017-18 | Year 4 2018-19 |
|---------------------------|-------------------|-------------------|-------------------|-------------------|
| 1. Early Literacy Reading | Not Applicable | | | |

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|--|---|--|--|--|
| 2. Early Literacy Writing | Not Applicable | | | |
| 3. Early Literacy Math | Not Applicable | | | |
| 4. WSAS Mathematics | YES School = 21.5% District = 15.3% | YES School = 21.8% District = 15.9% | YES School = 22.9% District = 16.5% | YES School = 20.7% District = 16.6% |
| 5. WSAS ELA | YES School = 37.6% District = 20.1% | YES School = 36.4% District = 20.9% | YES School = 35.8% District = 19.6% | YES School = 34.5% District = 19.0% |
| 6. WSAS Science | YES School = 38.3% District = 20.3% | YES School = 45.7% District = 21.2% | YES School = 35.5% District = 22.4% | YES School = 54.2% District = 23.0% |
| 7. WSAS Social Studies | YES School = 42.6% District = 22.5% | YES School = 37.0% District = 24.0% | YES School = 51.6% District = 25.9% | YES School = 61.0% District = 25.0% |
| 8. Value-Added | Beginning in the 2015-16 school year, MPS value-added metrics are no longer used. | | | |
| 9. Attendance Rate | YES School = 96.1% District = 91.9% | YES School = 95.4% District = 91.1% | YES School = 95.0% District = 90.6% | YES School = 94.9% District = 90.3% |
| 10. Mobility Rate | YES School = 0.0% District = 11.6% | YES School = 3.0% District = 11.3% | YES School = 2.2% District = 10.2% | YES School = 1.8% District = 9.8% |
| 11. Promotion Rate Grades 4 and 8 | YES School = 100%/100% District = 99.4%/99.7% | YES School = 100%/100% District = 99.6%/99.7% | YES School = 100%/100% District = 99.6%/99.7% | YES School = 100%/100% District = 99.6%/99.5% |
| 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 |

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.)

Although Highland exceeds the district in all areas, we recognize the need for improvement in the areas of mathematics and ELA. We will achieve this by strengthening our Tier 1 Montessori instruction through the addition of Montessori instructional coaching and collaboration with the National Center of Montessori in the Public Sector. This structure allows for frequent reflection and goal setting by individual teachers, as well as increased horizontal and vertical collaboration between staff to provide an equitable education to all of our students. We have also implemented Child Study to strengthen our RTI model. Child Study provides us with the opportunity and structure to focus on early interventions for academic, social, emotional, and behavioral concerns.

Financial Performance

Financial Performance Standards:

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|---|-----------------------------|---|
| 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 | Year 3 2017-18 | Year 4 2018-19 |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. Financial Audit | YES | YES | YES | Due October 30 |
| 2. Budget Accounts | YES | YES | YES | YES |
| 3. Financial Accounting | YES | YES | YES | YES |
| 4. Financial Records | YES | YES | YES | YES |
| 5. Budget Deficit | YES | YES | YES | YES |
| 6. Financial Reporting | YES | YES | YES | YES |
| Percentage of Standards Met by Year | 100% MET 0% DID NOT MEET | 100% MET 0% DID NOT MEET | 100% MET 0% DID NOT MEET | 100% MET 0% DID NOT MEET |

District's Comments to Financial Performance Measures:

Financial Audits:

- 2015-16 Highland had an unmodified audit report. No material weaknesses or significant deficiencies were identified.
- 2016-17 Highland had an unmodified audit report. No material weaknesses or significant deficiencies were identified.
- 2017-18 Highland had an unmodified audit report. No material weaknesses or significant deficiencies were identified.

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.)

In recent years, Highland's audit has been completed with no major findings. Highland reviews and improves its financial policies and procedures on an annual basis. Highland's key financial indicators are strong, and all are better than the industry average. Due to diligent internal controls and oversight, our debt ratio is declining, putting us in a stable financial position.

Organizational Performance

Organizational Performance Standards:

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| 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. |

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| 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

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|------------------|---------------------------|
| Met the Standard | Did Not Meet the Standard |
|------------------|---------------------------|

| Standard | Year 1 2015-16 | Year 2 2016-17 | Year 3 2017-18 | Year 4 2018-19 |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1. Annual Performance Audit | YES | YES | YES | Due February 2020 |
| 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 | NO | YES | YES | YES |
| 7. Health and Safety | NO | NO | NO | NO |
| 8. Pupil Admission and Enrollment Policies and Records Retention | YES | YES | YES | YES |
| 9. Special Education Compliance | YES | YES | YES | YES |
| 10. Transportation and Nutrition Services | YES | YES | YES | YES |
| Percentage of Standards Met by Year | 90% MET 10% DID NOT MEET | 90% MET 10% DID NOT MEET | 90% MET 10% DID NOT MEET | 90% MET 10% DID NOT MEET |

District's Comments to Organizational Performance Measures:

Employee Qualifications and Human Resources Provisions:

- During the 2015-16 school year, one teacher did not hold the appropriate license to teach from DPI. Highland gave the individual a period of time to obtain the license. The individual was terminated when the license was not obtained.

Special Education Compliance:

- For the 2015-16 school year, 2 annual IEPs were completed late, 2 evaluations were completed late and the March DPI compliance audit indicated that Highland was 97.87% compliant on all standards.
- For the 2016-17 school year, 4 annual IEPs were completed late. Since the 2016-17 March DPI compliance audit was in a pilot year, Highland was not part of this pilot.
- For the 2017-18 school year, 1 annual IEP was completed late and 1 initial evaluation was completed late. The March DPI compliance audit indicated that Highland was 98.61% compliance on all standards.
- For the 2018-19 school year, 1 annual IEP was completed late and 2 reevaluations were completed late.

Health and Safety (Immunizations):

- For the 2015-16 school year, 99.4% of students were compliant with immunization requirements.
- For the 2016-17 school year, 99.5% of students were compliant with immunization requirements.
- For the 2017-18 school year, 99.0% of students were compliant with immunization requirements.
- For the 2018-19 school year, 97.8% of students were compliant with immunization requirements.

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.)

Special Education Compliance:

Highland Community School strives to meet all requirements within the Individual with Disabilities in Education Act, Section 504 of the Rehabilitation Act of 1973, and provide a free appropriate public education to children with disabilities. To ensure that these requirements are met, we continuously collaborate and reflect on our procedures. We have implemented collaborative Individual Education Program and evaluation spreadsheets, implementation folders, and a peer review system to work towards our goal of excellence.

Health and Safety (Immunizations):

We are aware that our student compliance percentage with immunizations is below the expected level of 99.9%. To address this concern, we plan to run monthly reports determining who is out of compliance and contact those families, making them aware of the requirement and change in their child's immunization status. We will have Milwaukee's Health Department's contact information available for those families who may need assistance.

Parental Involvement:

Highland was founded on a parent led model by families were looking to be more engaged in their child's education. Parent involvement strategy: To provide a diverse array of opportunities that support parental involvement at all levels.

By understanding that every parent and guardian has unique talents, gifts, and abilities as well as different schedules and needs, we offer opportunities for involvement at many different levels. The highest level of commitment at Highland is the Parent Board of Directors. Parents are also involved in planning and development via parent committees, which focus on a variety of needs such as event coordinating, fund development, and maintaining our natural playground. Highland opens up the school building to parents and guardians two Saturdays each year for an opportunity called Parent Work Day, where parents join us to make materials, assist with small repairs, and coordinating a recycling drive. Parent Education is frequently initiated by and facilitated by parents. Classroom teachers offer four full conference days each year, where we meet with over 90 percent of our parents. Parents unable to attend on scheduled conference days are provided before- and after-school opportunities to meet with teachers regularly and at their convenience. Highland Room Parents serve as a vital stream of communication between their peers and their children's teachers. Our library is fully staffed by

volunteer parents allowing children access to checking out books each school day. While much of our involvement is scheduled, often it is also improvised and based on needs. Recruited parents serve as chaperones, classroom reading helpers, hall monitors, and administrative assistants. Highland assists parents who are interested in initiating workshops, book clubs, and meet-ups.

At Highland we are committed to educating parents about Montessori practices, we offer a two-day Montessori Classroom Experience, where parents are invited to tour classrooms as if they were students and even receive Montessori lessons from our teachers. Being involved in a child's educational journey takes cultivating. We utilize every opportunity to get parents through our doors to maintain contact to build lasting relationships. Our calendar is full to the brim with events for all ages. Examples include All School Picnic, Ice Cream Social, Lower Elementary Circus, Parent Work Days, Book Fair, Winter Celebration, Montessori Classroom Experience, Family Fun Night, Craft Night, Cultural Celebration, Upper el Play, Adolescent Play, Adult Prom and classroom potlucks.

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><i>Full-term Renewal</i></p> <p><i>Term of five years</i></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><i>Short-term Renewal</i></p> <p><i>Term of up to three years</i></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. |

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