



## Charter School Performance Summary

<b>Charter School:</b>	<b>Milwaukee Community Cyber High School – MC<sup>2</sup></b>	<b>Contract Term:</b>	2015/16-2019/20
<b>Grade Levels:</b>	9 - 12	<b>Date:</b>	September 20, 2019
<b>Contract Max FTE:</b>	300	<b>September Enrollment Count:</b>	173

### 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	<b>WSAS Reading – MC<sup>2</sup></b>	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in reading that is the same as, or higher than, the percentage of pupils coring proficient or advanced in corresponding grades in all MPS schools.
2	<b>WSAS Math – MC<sup>2</sup></b>	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 coring proficient or advanced in corresponding grades in all MPS schools.
3	<b>WSAS ELA – MC<sup>2</sup></b>	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 coring proficient or advanced in corresponding grades in all MPS schools.
4	<b>WSAS Writing – MC<sup>2</sup></b>	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in writing that is the same as, or higher than, the percentage of pupils coring proficient or advanced in corresponding grades in all MPS schools.
5	<b>WSAS Science – MC<sup>2</sup></b>	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 coring proficient or advanced in corresponding grades in all MPS schools.
6	<b>WSAS Social Studies – MC<sup>2</sup></b>	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 coring proficient or advanced in corresponding grades in all MPS schools.
7	<b>Universal Screener Math/Reading – MC<sup>2</sup></b>	Demonstrate a minimum of a 5% point reduction in the achievement gap from fall to spring for all grade levels using the corresponding “on target proficiency” MAP RIT schools in both math and reading.
8	<b>Graduation – MC<sup>2</sup></b>	Charter School shall graduate 70% or more of the pupils enrolled with senior status as of the September Third Friday Count in each year during the term of this contract.
9	<b>Attendance Rate – MC<sup>2</sup></b>	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	<b>Mobility Rate – MC<sup>2</sup></b>	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	<b>WSAS Reading – Job Corps Online</b>	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in reading that is the same as, or higher than, the percentage of pupils coring proficient or advanced in corresponding grades in all MPS schools.
12	<b>WSAS Math – Job Corps Online</b>	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 coring proficient or advanced in corresponding grades in all MPS schools.
13	<b>WSAS ELA – Job Corps Online</b>	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 coring proficient or advanced in corresponding grades in all MPS schools.
14	<b>WSAS Writing – Job Corps Online</b>	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in writing that is the same as, or higher than, the percentage of pupils coring proficient or advanced in corresponding grades in all MPS schools.
15	<b>TABE – Job Corps Online</b>	70% of pupils will move up one grade level in reading and mathematics on their TABE test.
16	<b>Graduation – Job Corps Online</b>	Charter School shall graduate 70% or more of the pupils enrolled with senior status as of the September Third Friday Count in each year during the term of this contract.

17	<b>Attendance Rate – Job Corps Online</b>	Achieve an average daily pupil attendance rate of at least 80% for pupils enrolled in the Job Corps online program.
18	<b>Graduation – Job Corps GEDO2</b>	Charter School shall graduate 80% or more of the pupils enrolled in the GEDO2 program within one year after the pupil's enrollment date.
19	<b>Attendance Rate – Job Corps GEDO2</b>	Achieve an average daily pupil attendance rate of at least 90% for pupils in the GEDO2 program.

**Objective Measures for Academic Performance:**

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. WSAS Reading – MC <sup>2</sup>	<b>NO</b> School = 9.5% District = 15.4%	<b>YES</b> School = 17.4% District = 15.5%	<b>NO</b> School = 13.0% District = 15.6%	<b>NO</b> School = 4.3% District = 14.7%
2. WSAS Mathematics – MC <sup>2</sup>	<b>NO</b> School = 4.8% District = 11.0%	<b>NO</b> School = 3.7% District = 11.4%	<b>NO</b> School = 4.3% District = 11.1%	<b>NO</b> School = 4.3% District = 7.2%
3. English/Language Arts (ELA) – MC <sup>2</sup>	<b>NO</b> School = 23.8% District = 27.9%	<b>NO</b> School = 18.5% District = 27.1%	<b>YES</b> School = 39.1% District = 25.4%	<b>NO</b> School = 12.5% District = 23.4%
4. WSAS Writing – MC <sup>2</sup>	WSAS Writing is combined with the WSAS English Language Arts (ELA) score.			
5. WSAS Science – MC <sup>2</sup>	<b>NO</b> School = 4.8% District = 11.3%	<b>NO</b> School = 3.7% District = 9.9%	<b>NO</b> School = 4.3% District = 9.6%	<b>NO</b> School = 0.0% District = 8.9%
6. WSAS Social Studies – MC <sup>2</sup>	<b>YES</b> School = 35.3% District = 20.4%	<b>YES</b> School = 22.2% District = 22.2%	<b>NO</b> School = 9.4% District = 18.4%	<b>YES</b> School = 20.0% District = 17.0%
7. Universal Screener Math / Reading – MC <sup>2</sup>	<b>YES</b> Math = -8.3% Reading = No Gap	<b>YES</b> Math = -34.1% Reading = No Gap	<b>YES</b> Math = -15.2% Reading = No Gap	<b>YES</b> Math = -46% Reading = No Gap
8. Graduation Senior Status – MC <sup>2</sup> (Goal = 70%)	<b>YES</b> School = 87.5%	<b>YES</b> School = 95.2%	<b>YES</b> School = 95.7%	<b>YES</b> School = 91.0%
9. Attendance Rate – MC <sup>2</sup>	<b>YES</b> School = 91.6% District = 81.7%	<b>YES</b> School = 95.1% District = 81.3%	<b>YES</b> School = 93.8% District = 80.3%	<b>YES</b> School = 94.2% District = 79.9%
10. Mobility Rate – MC <sup>2</sup>	<b>YES</b> School = 5.3% District = 19.5%	<b>YES</b> School = 2.8% District = 17.4%	<b>YES</b> School = 6.1% District = 15.6%	<b>YES</b> School = 4.8% District = 16.3%
11. WSAS Reading – Job Corps Online	<b>NO</b> School = 0.0% District = 15.4%	<b>NO</b> School = 0.0% District = 15.4%	<b>NA</b> 0 Tested	<b>NO</b> School = 0% District = 14.7%
12. WSAS Mathematics – Job Corps Online	<b>NO</b> School = 0.0% District = 11.0%	<b>NO</b> School = 0.0% District = 11.0%	<b>NA</b> 0 Tested	<b>NO</b> School = 0% District = 7.2%
13. WSAS ELA – Job Corps Online	<b>NO</b> School = 0.0% District = 27.9%	<b>NO</b> School = 0.0% District = 27.9%	<b>NA</b> 0 Tested	<b>NO</b> School = 0% District = 23.4%

14. WSAS Writing – Job Corps Online	WSAS Writing is combined with the WSAS English Language Arts (ELA) score.			
15. TABE – Job Corps Online (Goal = 70%)	<b>YES</b> School = 73.2%	<b>NO</b> School = 40.0%	<b>NO</b> School = 47.4%	<b>NO</b> School = 49%
16. Graduation – Job Corps Online (Goal = 70%)	<b>YES</b> School = 100%	<b>YES</b> School = 80.0%	<b>YES</b> School = 75.0%	<b>YES</b> School = 92.0%
17. Attendance Rate – Job Corps Online (Goal = 80%)	<b>YES</b> School = 95.5%	<b>YES</b> School = 95.3%	<b>YES</b> School = 99.1%	<b>YES</b> School = 97.7%
18. Graduation – Job Corps GEDO2 (Goal = 80%)	<b>YES</b> School = 83.3%	<b>NO</b> School = 78.1%	<b>NO</b> School = 79.1%	<b>YES</b> School = 90.0%
19. Attendance Rate = Job Corps GEDO2 (Goal = 90%)	<b>YES</b> School = 98.5%	<b>YES</b> School = 94.0%	<b>YES</b> School = 100.0%	<b>YES</b> School = 98.3%
Percentage of Standards Met by Year	<b>59% MET</b> <b>41% DID NOT MEET</b>	<b>53% MET</b> <b>47% DID NOT MEET</b>	<b>57% MET</b> <b>43% DID NOT MEET</b>	<b>53% MET</b> <b>47% DID NOT MEET</b>

**School's Comments to Academic Performance Measures:**

**MC2 Comments: Academic Performance Measures**

MC<sup>2</sup>HS met a majority of academic performance measures and all financial and organizational performance measures across the span of the 2015-19 charter school performance summary.

Following comments provide additional insight specific to the academic performance of MC<sup>2</sup>HS.

**Positive Performance.** The positive impact of the MC<sup>2</sup>HS mission on the educational success of Milwaukee students is observed in favorable measures of academic growth, attendance, graduation, and postsecondary education matriculation.

- a. MC<sup>2</sup>HS ranked 4<sup>th</sup> in the 2017-2018 State Report Card ranking of the 19 MPS high schools serving grades 9-12 (see *Table 1 in Exhibit 2: Application for Renewal*).
- b. 2016-19 MC<sup>2</sup>HS MAP assessments consistently demonstrate student growth in all subject areas (reading, mathematics, language usage) and all grade levels (9-11) that exceeds national growth norms (see following *MAP Results Table*).
- c. In 2017-2018 MC<sup>2</sup>HS scored 76.7/100 compared to State score of 67.7/100 in *Closing Gaps*
- d. In 2017-2018 MC<sup>2</sup>HS scored 89.3/100 in *On-track and Postsecondary Readiness*, 1.2% points from matching the state score of 90.5/100
- e. In 2017-2018 MC<sup>2</sup>HS improved from *Fails to Meet* to *Meets Few Expectations* for the first time in State Report Card ranking
- f. In 2017-2018 MC<sup>2</sup>HS was 6.2 points from *Meets Expectations* in State Report Card ranking and preliminary 2018-2019 data projects further progress toward improved ranking.
- g. MC<sup>2</sup>HS has a high attendance rate (e.g., between 93.8 & 95.1%, 2016-17/2018-19)
- h. MC<sup>2</sup>HS has a high graduation rate (e.g., between 91 & 95.7%, 2016-17/2018-19)
- i. MC<sup>2</sup>HS has a low mobility rate (e.g., 4.8% in 2018-19)

**MAP Results Table: 2018-2019, Class of 2021 Cohort, and Class of 2020 Cohort**

**MC2 MAP Reading, Math and Language Usage Results, 2018-2019**

	Fall National Norm	MC2 Fall 2017	Spring National Norm	MC2 Spring 2018	NWEA Expected Fall-Spring Growth	MC2 Fall-Spring Growth
Grade 9 Reading	220.2	<b>217.5</b>	221.9	<b>223.9</b>	+1.7	<b>+6.4</b>
Grade 10 Reading	220.4	<b>223.1</b>	221.2	<b>229.0</b>	+0.8	<b>+5.9</b>
Grade 11 Reading	222.6	<b>224.5</b>	222.3	<b>228.5</b>	-0.3	<b>+4.0</b>
Grade 9 Math	230.3	<b>221.4</b>	233.4	<b>227.8</b>	+3.1	<b>+6.4</b>
Grade 10 Math	230.1	<b>222.9</b>	232.4	<b>228.6</b>	+2.3	<b>+5.7</b>
Grade 11 Math	233.3	<b>228.4</b>	235.0	<b>232.4</b>	+1.7	<b>+4.0</b>
Grade 9 Lng. Use	218.6	<b>218.6</b>	220.4	<b>222.5</b>	+2.0	<b>+3.9</b>
Grade 10 Lng. Use	218.9	<b>221.6</b>	220.1	<b>222.9</b>	+1.2	<b>+1.3</b>
Grade 11 Lng. Use	221.5	<b>223.1</b>	222.1	<b>226.1</b>	+0.6	<b>+3.0</b>

**MC2 MAP Reading, Math and Language Usage Results, Class of 2021 Cohort**

	Fall 2017	Spring 2018	Fall 2018	Spring 2019			Total Growth
<b>MC2 Reading</b>	<b>221.2</b>	<b>221.5</b>	<b>223.7</b>	<b>229.9</b>			<b>+8.7</b>
Nat. norm group Ave.	220.2	221.9	220.4	221.2			+1.0
<b>MC2 Math</b>	<b>221.5</b>	<b>224.0</b>	<b>224.2</b>	<b>230.3</b>			<b>+8.8</b>
Nat. norm group Ave.	230.3	233.4	230.1	232.4			+2.1
<b>MC2 Lang. Usage</b>	<b>217.1</b>	<b>219.7</b>	<b>222.3</b>	<b>222.3</b>			<b>+6.2</b>
Nat. norm group Ave.	218.4	220.4	218.9	220.1			+1.7

**MC2 MAP Reading, Math and Language Usage Results, Class of 2020 Cohort**

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Total Growth
<b>MC2 Reading</b>	<b>221.5</b>	<b>220.5</b>	<b>222.0</b>	<b>223.9</b>	<b>224.3</b>	<b>228.2</b>	<b>+6.7</b>
Nat. norm group Ave.	221.4	222.9	220.4	221.2	222.6	222.3	+0.9
<b>MC2 Math</b>	<b>222.9</b>	<b>225.1</b>	<b>223.0</b>	<b>228.4</b>	<b>229.2</b>	<b>232.4</b>	<b>+9.5</b>
Nat. norm group Ave.	233.8	236.0	230.1	232.4	233.3	235.0	+1.2
<b>MC2 Lang. Usage</b>	<b>216.5</b>	<b>220.4</b>	<b>217.3</b>	<b>222.1</b>	<b>223.9</b>	<b>226.0</b>	<b>+9.5</b>
Nat. norm group Ave.	220.6	221.8	218.9	220.1	221.5	222.1	+1.5

- j. MC<sup>2</sup>HS has a high rate of student matriculation in post-secondary education/training, e.g., 100% of 2019 graduates applied to/were accepted at MATC and/or UWM, UW-Waukesha, other institutions. Seven students enrolled at MATC, Six at UWM, one at Platteville and one at Alverno College. Collectively, students were offered \$93,666 in scholarship/grant support.

Clarity about positive MC<sup>2</sup>HS academic performance further acknowledges service to student populations that have been historically less served and successful in completion of a high school diploma and post-secondary education matriculation. Within the 2017-18 MC<sup>2</sup>HS enrollment of 189 students, 89.9% were economically disadvantaged, 16.9% were students with disabilities and 3.2% were English learners. The ethnicity distribution was 43.9% African American, 39.7% Hispanic/Latino, 12.7% White and 3.7% other. Of further note is the unique delivery of the MC<sup>2</sup>HS mission to different student cohorts at different learning sites. MC<sup>2</sup>HS campus students complete a four-year academic curriculum toward the unambiguous goals of completing a high school

diploma & matriculation in post-secondary education/training programs. Job Corps (JC) campus students participate in a U.S. Department of Labor program that engages students ages 16 through 24 in vocational & academic training. Goals include completion of requirements for a high school diploma and matriculation in post-secondary education/training. Therein MC<sup>2</sup>HS provides instructional/other support focused on credit recovery & GED02 completion for a student population that is generally older, more transient, deficient in basic academic skills, & at risk of not graduating high school. A pertinent point is that performance data is not consistently disaggregated for MC<sup>2</sup>HS and JC students. This circumstance distorts some comparison of MC<sup>2</sup>HS performance to State & MPS measures. There is also distortion of comparative data in small group size of MC<sup>2</sup>HS & differences in percent of students tested between MC<sup>2</sup>HS & MPS.

**Performance Improvement.** Committed to its mission to Milwaukee families and students, MC<sup>2</sup>HS structures ongoing academic performance improvement through strategic planning informed by MPS PAAR and State Report Card data and relevant research. Mindful of not consistently meeting academic performance standards in mathematics, reading/language arts, and science, MC<sup>2</sup>HS has thus progressively established and will continue to provide multiple forms of academic support for improved achievement of academic standards, including:

- a. Establishment of a blended information-technology/teacher-directed education model
- b. Establishment of a strong student-centered and relationship-rich school culture
- c. Establishment of an orderly and supportive learning environment
- d. Establishment of a technology/resource-rich learning environment
- e. Establishment of One-to-one Chromebook to student technology ratio
- f. Digital Citizenship curriculum
- g. Establishment of an academic standards-aligned curriculum
- h. Summer orientation to school values, expectations & operations for grade nine/new students
- i. Establishment of academic support programs that address learning readiness, intervention, remediation and enrichment (e.g., special needs, literacy, RtI, tutoring)
- j. Summer school curriculum that addresses skill-building and credit recovery
- k. Implementation of Princeton ACT performance preparation program
- l. College & career prep counseling, including admission, FASA, scholarship application
- m. Structured student learning progress assessments that inform learning gap reduction
- n. Systematic data management that informs curriculum development, instructional practice, learning intervention, and annual goals for improving student learning
- o. Expanded (e.g., summer) professional development preparation for new staff
- p. Professional development focus on engagement of essential learning outcomes & methods
- q. Implementation of the Educator Effectiveness performance evaluation program
- r. Community partnerships that extend learning opportunity, e.g., MKE Job Corps, Bradley Tech HS, Marquette University, MATC (e.g., mathematics & career pathways faculty), UWM, MPTV, MPS, MKE Repertory Theatre, Walker's Point Center for the Arts, Radio 88, Career Pathways, Junior Achievement, Local 420, Herb Kohl Philanthropies, Blood Center of Wisconsin, Sojourner Family Peace Center, Secure Futures, Educators Credit Union
- s. Student access to co-curricular activities that extend learning opportunity, e.g., A.C.E. (architecture, construction, engineering) gaming club, robotics, WIAA sports, student government, PEARLS for Teen Girls, gaming Club, media club)

Beyond established support for academic achievement, MC<sup>2</sup>HS is implementing a multi-year initiative that targets consistent achievement of academic performance standards, *meeting expectations* ratings on State

Report Cards, and further closing of learning gaps. described in Part Two of *Exhibit 2: Application for Renewal*, this initiative is guided by three premises:

- Purposeful reduction of learning outcomes to essential academic standards, competencies (communication, collaboration, critical thinking, creativity) and qualities of character (productive habits of mind and behavior) focuses deep learning in a coherent, guaranteed and viable curriculum.
- Understanding & using essential (research-informed) learning methods focuses instructional practice on what is elemental to student achievement of essential learning outcomes.
- Building and maintaining a productive C & I focus on essential learning outcomes and methods requires aligned professional development.

The essence of involved strategy is to enhance academic proficiency through curriculum and instruction that is more relevant and engaging per connection to authentic (real-world) context and incorporation of reading, writing and discussion. Action within the strategy targets further development of expertise in focusing student engagement of essential learning outcomes and methods (see additional description of strategy implementation in *Exhibit 6: MC2/SOH C & I PD Focus*, *Exhibit 7: MC2 PD Focus & Calendar*, *Exhibit 8: MC2 FY20 SIP*, and *Exhibit 9: MC2 Strategic Plan*).

Strategy and premises are informed by research about what is elemental to leveraging student learning success, e.g., see Schmoker (2016) *Focus*. ASCD, Alexandria, VA for an overview of relevant research by Coleman, Duke, Fullan, Hattie, Hirsch, Kohn, Marzano, Oden, Ravitch, Rosenshine, Sparks, Stiggins, Wiggins & others.

Of further note, within this broad strategy for improving the achievement of academic performance standards, MC<sup>2</sup>HS is in the preliminary stage of cultivating a tighter curriculum and instruction connection to MKE community and related college, career, civic and cultural opportunities. Doing so will tap a rich and readily accessible means to engage students in authentic learning that exercises authentic literacy, and thereby grows essential competencies and qualities of character. This commitment is proceeding in partnership with the *Making of Milwaukee* curriculum initiative developed by MPTV and UWM. Purposeful MKE curriculum connections also anticipate further development of health science and like career pathway components of STEM curriculum (e.g., certified nurse assistant).

Moving forward, MC<sup>2</sup>HS is also assessing the need and means to restructure school staffing toward better support for student and program performance. Restructuring anticipates adjustment in administration responsibilities, as well as instructional and support staff required for anticipated educational program development and enrollment growth.

Specific to Job Corps academic performance, MC<sup>2</sup>HS continues to work with JC administrators and staff to better understand expectations for students, and to communicate and goal set with entering students about the importance of academic and career preparation, and the completion of the requirements for a high school diploma. MC<sup>2</sup>HS teachers are also working to provide additional reading & writing opportunities and instructional support in the classroom to help students reach necessary scale scores prior to proceeding in the GED02 program, the Edgenuity program, and other online instructional programming.

### ***Academic Performance Exhibits***

The following exhibits will be provided to the November 7 site visitation team and MPS Charter School Contract Review Team by MPS as documented evidence of performance ratings.

Exhibit 1: Appendix A

Exhibit 2: Application for Renewal

Exhibit 3: Pupil Academic Achievement Report (PAAR)

Exhibit 4: Performance and Financial Audits

Exhibit 5: Information from MPS departments regarding Organizational Financial Performance

Additional exhibits are provided with this performance summary response as PDF documents and will also be available at the November 7 site visit, as follows:

Exhibit 6: 2018-2023 MC2/SOH C & I PD Focus

Exhibit 7: 2019-20 20MC2 PD Focus and Calendar

Exhibit 8: MC2 FY20 SIP

Exhibit 9: MC2 Strategic Plan

## 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 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
1. <i>Financial Audit</i>	YES	YES	YES	Due October 2019
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:**

**Financial Audits:**

- For the 2015-16 school year, Seeds of Health, Inc. had an unmodified audit with no material or significant weaknesses reported.
- For the 2016-17 school year, Seeds of Health, Inc. had an unmodified audit with no material or significant weaknesses reported.
- For the 2017-18 school year, Seeds of Health, Inc. had an unmodified audit with no material or significant weaknesses reported.

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

**MC2 Comments: Financial Performance Measures**

MC<sup>2</sup>HS met a majority of academic performance measures and all financial and organizational performance measures across the span of the 2015-19 charter school performance summary. Following comments provide additional insight specific to the financial performance of MC<sup>2</sup>HS.

**Quality practice and support.** MC<sup>2</sup>HS consistently meets all financial performance standards through adherence to well-established financial practices and strong financial management support from Seeds of Health, Inc. Seeds of Health, Inc. (SOH) administration services.

**Projected Growth.** Moving forward, financial performance will be further supported by targeted enrollment growth. Growth strategy includes enhanced marketing of the MC<sup>2</sup>HS education program to Milwaukee families and students. Potential transition of the MC<sup>2</sup>HS program to a larger school site will provide additional enrollment and marketing advantage.

**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 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
1. Annual Performance Audit	YES	YES	YES	Due January 2020
2. Educational Program	YES	YES	YES	YES
3. School Governance	YES	YES	YES	YES

4. Parental Involvement (school provides see note)	YES	YES	YES	YES
5. Title I Requirements	YES	YES	YES	YES
6. Employee Qualifications and Human Resources Provisions	YES	YES	YES	YES
7. Health and Safety	NO	NO	NO	NO
8. Pupil Admission and Enrollment Policies and Records Retention	YES	YES	YES	YES
9. Special Education Compliance	YES	YES	YES	YES
10. Transportation and Nutrition Services	YES	YES	YES	YES
Percentage of Standards Met by Year	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET

**District's Comments to Organizational Performance Measures:**

**Health and Safety (Immunizations):**

- For the 2015-16 school year, 78.7% of students were compliant with immunization requirements.
- For the 2016-17 school year, 72.0% of students were compliant with immunization requirements.
- For the 2017-18 school year, 74.5% of students were compliant with immunization requirements.
- For the 2018-19 school year, 83.7% of students were compliant with immunization requirements.

**Special Education Compliance:**

- For the 2015-16 school year, 7 annual IEPs were completed late and 5 evaluations were completed late. The DPI March audit results show MC2 with 97.5% compliant with special education standard.
- For the 2016-17 school year, 5 annual IEPs were completed late. Due to pilot year for the March DPI audit, MC2 did not receive an audit.
- For the 2017-18 school year, 1 annual IEP was completed late. The March DPI audit results show that MC2 was 99.52% compliant with special education standard.
- For the 2018-19 school year, 1 annual IEP was completed late and 2 evaluations were not completed. The March DPI audit results show that MC2 was 100% in compliance with regards to special education.

**School's Comments to Organizational Performance Measures:**

## MC2 Comments: Organizational Performance Measures

MC<sup>2</sup>HS met a majority of academic performance measures and all financial and organizational measures across the span of the 2015-19 charter school performance summary. Following comments provide additional insight specific to the organizational performance of MC<sup>2</sup>HS.

***Strong governance and centralized administration support.*** MC<sup>2</sup>HS operates under the umbrella of Seeds of Health, Inc. (SOH), a Wisconsin non-stock non-profit corporation incorporated with 501 (c) (3) status that has served health and education needs of Milwaukee-area women, adolescents and children for 35 years. The SOH board of directors serves as the governing board for MC<sup>2</sup>HS, as well as Seeds of Health Elementary School, Veritas High School, Grandview High School, Tenor High School and a Women, Infants and Children (WIC) program. The SOH Board is composed of experienced and well-informed leaders who represent business, education, legislative and other professional sectors of the Milwaukee community.

The roles and responsibilities of MC<sup>2</sup>HS management are organized as a collaboration between the SOH board, SOH administrators, and MC<sup>2</sup>HS administrators and staff. MC<sup>2</sup>HS will continue to benefit from this well-established school governance structure, including unique support for financial, human resources, technology, special education, and literacy education management from SOH administration staff.

### ***Established and growing community partnership.***

MC<sup>2</sup>HS cultivates productive partnerships with the Milwaukee community as a means to further enhance student learning experience and achievement, e.g., partnerships with MKE Job Corps, Bradley Tech HS, Marquette University, MATC, UWM, MPTV, MPS, MKE Repertory Theatre, Walker's Point Center for the Arts, Radio 88Nine, Junior Achievement, Local 420, Herb Kohl Philanthropies, Blood Center of Wisconsin, Sojourner Family Peace Center, Secure Futures, Educators Credit Union

An emerging centerpiece of MC<sup>2</sup>HS community partnership is the in-progress focusing of curriculum and instruction on MKE context & related college, career, civic & cultural opportunities. This commitment has includes initial partnering with the *Making of Milwaukee* curriculum initiative developed by MPTV and UWM.

### ***Established and growing parent involvement.***

Established MC<sup>2</sup>HS parent involvement includes multiple approaches to participation in program planning, operation and activities, including:

- School planning council engagement of parent representatives in meeting with school administrators and faculty to address matters of curriculum, staffing, student performance learning technology, attendance, and family events
- Enrollment process sharing of information about the MC2 mission and program, expectations for student success, curriculum, school organizational structure, and policies and procedures outlined in the student handbook
- Parent orientation for new families prior to the beginning of school features program expectations, the student handbook details and contact information for teachers and administrators, and a technology orientation that helps parents understand how to access information programs utilized by MC<sup>2</sup>HS
- The MC<sup>2</sup>HS website provides parents with information (available in multiple languages), including but not limited to: student grades, assignments, attendance, support services and resources, graduation requirements, faculty/staff contact information, school handbook & policies, school calendar/events/news/announcements, other SOH programs

- Personal contact information: e.g., staff phone and email, is provided to parents/guardians
- Teachers are required to contact parents re: concerns about individual student performance
- Parent conferences are held twice a year to review student achievement, attitude, and behavior in relation to the school curriculum and mission targeted learning outcomes. Additional conferences are arranged on an as-needed basis.
- Progress reports are sent to parents monthly & reports are provided two times per year.
- Parents can access their child’s attendance, grades, and other information electronically via Skyward through the MC<sup>2</sup>HS website.
- MC<sup>2</sup>HS encourages parents to express concerns and communicate complaints they may have about the quality of the education their child is receiving as outlined in the student handbook

What may not be apparent—but nonetheless important—across multiple means to engage parent participation, is the establishment of relationships that impact student performance, e.g., impact on high attendance and graduation rates and a low suspension, mobility and dropout rates.

Of further note, MC<sup>2</sup>HS parent involvement is reflected in 75% parent conference attendance. Moreover, parent satisfaction with MC<sup>2</sup>HS is observed in responses to annual perception surveys (see following survey data table). Parents express satisfaction with school qualities related to clear rules, high academic and behavioral expectations, communication between school and home, opportunities for school involvement, and a safe and welcoming environment.

Moving forward, the MKE community-connected curriculum and instruction initiative will present practical and important opportunities for expanded parent & community involvement in the MC<sup>2</sup>HS educational mission, i.e., through incorporating parent and family experience and perspective in engagement of MKE context (e.g., college, career, civic & cultural opportunities).

<b>Survey of MC<sup>2</sup>HS Parents: Perception of Program Quality</b>					
	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Number of Responses</b>	57	74	53	38	34
Expectations	3.50	3.28	3.25	3.33	3.54
Communication	3.50	3.30	3.27	3.27	3.50
Results	3.41	3.27	3.25	3.33	3.49
Recommendation	3.46	3.19	3.32	3.34	3.62
Quality of Sch. Leadership	3.63	3.41	3.58	3.42	3.74
Quality of Teachers	3.61	3.34	3.53	3.47	3.88
Expectations For Students	3.68	3.46	3.55	3.58	3.71
Communications w/Parents	3.63	3.34	3.42	3.13	3.56
Support for Ind. Students	3.72	3.49	3.51	3.53	3.47
Pupil Safety	3.72	3.34	3.51	3.53	3.59
Recorded scores are averages calculated on four-point scale: 4 = strongly agree    3 = Agree    2 = Disagree    1 = Strongly Disagree					

## 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><b><i>Full-term Renewal</i></b></p> <p><b><i>Term of five years</i></b></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"> <li>• The Team determines that a school merits <i>Met the Standard</i> ratings in the performance areas.</li> <li>• 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.</li> </ul>
<p><b><i>Short-term Renewal</i></b></p> <p><b><i>Term of up to three years</i></b></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"> <li>• The Team determines that the school primarily merits <i>Met the Standard</i> ratings or demonstrates continuous and meaningful improvement in the performance areas.</li> <li>• 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.</li> </ul>

<b><i>Non-Renewal / Revocation</i></b>	<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"><li>• The Team determines that the school primarily merits <i>Did Not Meet the Standard</i> ratings in the performance areas.</li><li>• 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.</li></ul>
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