



Charter School Performance Summary

Charter School:	Carmen High School of Science and Technology, Inc.			
Date: 10.16.2020	September 18, 2020	Contract Term:	2019-20 to 2020-21	
Campus:	Grade Levels:	Contracted Max FTE:	September Enrollment Count:	Established:
Carmen South High School	9-12	360	409	2007
Carmen Northwest	6-12	800	712	2013
Carmen Southeast	9-12	800	775	2016
Carmen South Middle School	6-8	300	200	2018

Introduction

MPS follows the principles and standards for contracting, performance evaluation and compliance monitoring established by the *National Association of Charter School Authorizers*. The Charter School Performance Summary rates a school's performance in three broad areas: **Academic Performance**, **Financial Performance**, and **Organizational Performance**. The performance summary is *one* of the review and evaluation components used as the basis for charter renewal recommendations.

For additional information regarding the contract renewal decision-making process and timeline, see the document, "Charter School Performance Evaluation and Contract Renewal Procedures."

Performance Ratings

Each of the three performance areas as well as each of the individual performance standards will be given a rating of either:

Met the Standard	Did Not Meet the Standard
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The overall rating for each section and the renewal recommendation is completed via collaboration and consensus by the MPS Charter School Contract Review Team after the team's review of the School Performance Summary, Application for Renewal, and site visit.

Academic Performance

Academic Performance Standards:		
1	WSAS English / Language Arts (ELA)	As to each Charter School, achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in English / Language Arts (ELA) that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
2	WSAS Mathematics	As to each Charter School, achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
3	WSAS Science	As to each Charter School, achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in science that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
4	WSAS Social Studies	As to each Charter School, achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
5	Graduation Rate (4-year)	As to each Charter School, and using a DPI formula for comparison, Charter School shall achieve a 4-year high school graduation rate that is the same as, or higher than, the high school graduation rate in all MPS high schools.
6	Graduation Rate (5-year)	As to each Charter School, and using a DPI formula for comparison, Charter School shall achieve a 5-year high school graduation rate that is the same as, or higher than, the high school graduation rate in all MPS high schools.
7	Graduation Rate (6-year)	As to each Charter School, and using a DPI formula for comparison, Charter School shall achieve a 6-year high school graduation rate that is the same as, or higher than, the high school graduation rate in all MPS high schools.
8	African American Juniors ACT	As to each Charter School, achieve a composite score for African American juniors in each Charter School on the Wisconsin Student Assessment System (WSAS) ACT test that is one (1) point or higher than the district average for African American juniors in all MPS schools.
9	Hispanic Juniors ACT	As to each Charter School, achieve a composite score for Hispanic juniors in each Charter School on the Wisconsin Student Assessment System (WSAS) ACT test that is one (1) point or higher than the district average for Hispanic juniors in all MPS schools.
10	Economically Disadvantaged Juniors ACT	As to each Charter School, achieve a composite score for Economically Disadvantaged juniors in each Charter School on the Wisconsin Student Assessment System (WSAS) ACT test that is one (1) point or higher than the district average for Economically Disadvantaged juniors in all MPS schools.
11	College Enrollment Rate	As to each Charter School, demonstrate an average college enrollment rate for the Fall following graduation from high school that is at least ten (10) percentage points higher than the district average college enrollment rate as reported by the Wisconsin Department of Public Instruction.
12	Economically Disadvantaged College Enrollment Rate	As to each Charter School, demonstrate an average college enrollment rate for Economically Disadvantaged pupils for the Fall following graduation from high school that is at least fifteen (15) percentage points higher than the district average college enrollment rate for Economically Disadvantaged pupils as reported by the Wisconsin Department of Public Instruction.
13	Reading Gap Closure (6-8)	As to each Charter School using the MPS universal screener for pupils in grades 6, 7, and 8 demonstrate average gap closure in reading from the beginning to the end of the school year that is greater than, or equal to, the district wide average gap closure over the same time period for pupils in corresponding grades in all MPS schools.
14	Mathematics Gap Closure (6-8)	As to each Charter School using the MPS universal screener for pupils in grades 6, 7, and 8 demonstrate average gap closure in mathematics from the beginning to the end of the school year that is greater than, or equal to, the district wide average gap closure over the same time period for pupils in corresponding grades in all MPS schools.
15	Stability Rate	Achieve a stability rate of pupils in the Charter School that is the same as, or higher than, the stability rate of pupils in corresponding grades in all MPS schools.

16	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.
17	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.
18	Promotion Rate Grades 8	Achieve a percentage of pupils promoted from grade 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:

Met the Standard	Did Not Meet the Standard
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**Carmen South High School
Established: 2007
Grades: 9-12**

Standard	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20
1. WSAS English / Language Arts (ELA)	ACT ASPIRE: NA ACT: YES School = 44.7% District = 15.4%	ACT ASPIRE: YES School = 30.3% District = 14.8% ACT: YES School = 42.7% District = 14.9%	NA Due to COVID-19 School Closure
2. WSAS Mathematics	ACT ASPIRE: NA ACT: YES School = 32.9% District = 9.0%	ACT ASPIRE: YES School = 21.9% District = 10.7% ACT: YES School = 17.3% District = 6.3%	NA Due to COVID-19 School Closure
3. WSAS Science	YES School = 14.1% District = 7.8%	YES School = 13.3% District = 7.9%	NA Due to COVID-19 School Closure
4. WSAS Social Studies	YES School = 26.8% District = 18.4%	YES School = 37.4% District = 17.0%	NA Due to COVID-19 School Closure
5. Graduation Rate (4-year)	YES School = 78.3% District = 62.8%	YES School = 86.1% District = 69.0%	School = 78.1% Preliminary data – state data not released
6. Graduation Rate (5-year)	YES School = 97.3% District = 69.1%	YES School = 97.0% District = 72.6%	School = 97.4% Preliminary data – state data not released
7. Graduation Rate (6-year)	YES School = 100% District = 69.7%	YES School = 98.6% District = 71.3%	School = 95.5% Preliminary data – state data not released
8. African American Juniors ACT	YES School = 22.0 District = 15.0	YES School = 17.5 District = 14.4	NA Due to COVID-19 School Closure
9. Hispanic Juniors ACT	YES School = 19.6 District = 16.6	YES School = 18.6 District = 16.2	NA Due to COVID-19 School Closure

10. Economically Disadvantaged Juniors ACT	YES School = 19.2 District = 15.4	YES School = 18.4 District = 14.9	NA Due to COVID-19 School Closure
11. College Enrollment Rate	YES School = 66.7% District = 40.4%	YES School = 68.3% District = 40.8%	TBD
12. Economically Disadvantaged College Enrollment Rate	YES School = 67.3% District = 37.5%	YES School = 66.1% District = 37.0%	TBD
13. Reading Gap Closure (6-8)	NA	NA	NA
14. Mathematics Gap Closure (6-8)	NA	NA	NA
15. Stability Rate	YES School = 93.8% District = 79.8%	YES School = 92.3% District = 80.7%	YES School = 98.6% District = 88.7%
16. Attendance Rate	YES School = 96.1% District = 80.1%	YES School = 95.8% District = 79.9%	YES School = 95.4% District = 78.5%
17. Mobility Rate	YES School = 1.1% District = 15.6%	YES School = 0.3% District = 16.2%	YES School = 1.1% District = 14.7%
18. 8 th Grade Promotion	NA	NA	NA
Percentage of Standards Met by Year	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET

**Carmen South High School
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.)

Carmen Northwest Middle/High School
Established: 2013
Grades: 6-12

Standard	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20
1. WSAS English / Language Arts (ELA)	Forward: NO School = 14.6% District = 21.3% ACT ASPIRE: NA ACT: NO School = 13.4% District = 15.4%	Forward: YES School = 30.1% District = 21.0% ACT ASPIRE: NO School = 10.0% District = 15.1% ACT: NO School = 9.1% District = 14.9%	NA Due to COVID-19 School Closure
2. WSAS Mathematics	Forward: NO School = 10.7% District = 14.5% ACT ASPIRE: NA ACT: NO School = 7.3% District = 9.0%	Forward: NO School = 12.3% District = 14.2% ACT ASPIRE: NO School = 9.2% District = 11.8% ACT: NO School = 4.5% District = 6.3%	NA Due to COVID-19 School Closure
3. WSAS Science	Forward: NO School = 14.3% District = 20.5% ACT: NO School = 3.7% District = 7.8%	Forward: YES School = 39.2% District = 24.7% ACT: NO School = 4.5% District = 7.9%	NA Due to COVID-19 School Closure
4. WSAS Social Studies	Forward: NO School = 17.5% District = 25.9% ACT: NO School = 15.2% District = 18.4%	Forward: YES School = 43.2% District = 26.0% ACT: NO School = 13.0% District = 17.0%	NA Due to COVID-19 School Closure
5. Graduation Rate (4-year)	YES School = 73.0% District = 66.7%	YES School = 73.0% District = 69.0%	School = 75.3% Preliminary data – state data not released
6. Graduation Rate (5-year)	YES School = 84.4% District = 69.1%	YES School = 94.7% District = 72.6%	School = 91.1% Preliminary data – state data not released
7. Graduation Rate (6-year)	NA	YES School = 84.4% District = 71.3%	School = 96.5% Preliminary data – state data not released
8. African American Juniors ACT	YES School = 15.8 District = 15.0	YES School = 14.8 District = 14.4	NA Due to COVID-19 School Closure
9. Hispanic Juniors ACT	NO School = 14.8 District = 16.6	NO School = 15.3 District = 16.2	NA Due to COVID-19 School Closure
10. Economically Disadvantaged Juniors ACT	YES School = 15.5 District = 15.4	YES School = 15.0 District = 14.9	NA Due to COVID-19 School Closure

11. College Enrollment Rate	YES School = 70.0% District = 40.4%	YES School = 70.6% District = 40.8%	TBD
12. Economically Disadvantaged College Enrollment Rate	YES School = 65.9% District = 37.5%	YES School = 70.5% District = 37.0%	TBD
13. Reading Gap Closure (6-8)	NO School = +20.6% District = -0.6%	NO School = 0.5% District = -0.6%	NA Due to COVID-19 School Closure
14. Mathematics Gap Closure (6-8)	NO School = 10.6% District = -0.1%	YES School = -10.6% District = -0.1%	NA Due to COVID-19 School Closure
15. Stability Rate	YES School = 81.3% District = 80.5%	YES School = 83.1% District = 80.2%	YES School = 88.5% District = 88.5%
16. Attendance Rate	YES School = 93.9% District = 84.5%	YES School = 93.8% District = 84.2%	YES School = 94.8% District = 83.6%
17. Mobility Rate	YES School = 2.5% District = 13.7%	YES School = 2.9% District = 14.0%	YES School = 1.7% District = 12.8%
18. 8 th Grade Promotion	NO School = 96.8% District = 99.7%	YES School = 100% District = 99.5%	YES School = 100% District = 99.9%
Percentage of Standards Met by Year	43% MET 57% DID NOT MEET	72% MET 28% DID NOT MEET	100% MET 0% DID NOT MEET

Carmen Northwest School

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.)

2017-18 Carmen Comments:

The MPS model contract that is new for Carmen in 2017-2018 now says “ELA” for all WSAS exams instead of English and Reading separately. There are three WSAS (statewide) exams that apply to this metric: Forward for which DPI publishes an ELA score for grades 6-8; ACT Aspire for which DPI publishes English and Reading scores for grades 9-10; and ACT statewide for which DPI publishes ELA scores (i.e. a combination score from reading, English, and writing) for grade 11. For ACT Aspire we have taken the average of the English and Reading scores for grades 9 and 10 and averaged those scores on a per pupil weighted basis with the Forward and ACT ELA scores. We did the same for the MPS district wide scores using the WISE dash portal data. We could have just used the ACT Aspire English score instead of the average of English and Reading for the Aspire contribution to English Language Arts because the contract isn’t clear on what to consider as “ELA” on the Aspire portion of the WSAS exams that are required under the contract. ACT Aspire does publish an ELA score as a combination of the reading and English and writing ACT Aspire scores but DPI does not publish those scores on WISE dash.

2018-19 Carmen Comments:

WSAS ENGLISH/LANGUAGE ARTS: Carmen NW doubled the ELA proficiency percentage from 17-18 to 18-19, putting those grades well above the district average, and all three Carmen high schools performed above the district average in ACT Aspire English (24.1%). Below shows how Carmen schools compared to a variety of MPS high schools in ACT Aspire Reading and English.

MPS School Name	ACT Aspire Reading Proficiency or Advanced Rate (2018-19)
Ronald Reagan IB High School	45.6%
Rufus King IB High School	30.4%
Milwaukee School of Languages	24.6%
Carmen South	14.8%
Milwaukee High School of the Arts	11.1%
Carmen Southeast	10.8%
Audubon High School	8.7%
Carmen Northwest	8.2%
Alliance High School	7.6%
Bay View High School	6.0%
Riverside University High School	4.9%
Hamilton High School	4.1%
Bradley Tech High School	2.9%
Pulaski High School	2.3%
Vincent High School	1.4%
North Division High School	0.7%
South Division High School	0.6%
James Madison High School	0.3%
ASSATA High School	0.0%
Obama High School	0.0%
Washington High School	0.0%
NOVA Tech High School	0.0%
Marshall High School	0.0%

MPS School Name	ACT Aspire English Exceeding or Ready Rate (2018-2019)
Ronald Reagan IB High School	74.6%
Rufus King IB High School	56.2%
Carmen South	55.4%
Milwaukee School of Languages	41.4%
Carmen Southeast	31.8%
Milwaukee High School of the Arts	31.2%
Carmen Northwest	27.1%
Riverside University High School	22.2%
Audubon High School	21.6%
Bay View High School	15.4%
Hamilton High School	12.0%
Bradley Tech High School	7.4%
Vincent High School	7.1%
Pulaski High School	7.0%
Alliance High School	5.0%
North Division High School	4.7%
ASSATA High School	4.3%
Marshall High School	3.8%
South Division High School	3.3%
Washington High School	3.1%
James Madison High School	2.8%
Obama High School	2.4%
NOVA Tech High School	0.0%
Groppi High School	0.0%

WSAS MATHEMATICS: In the fall of 2018, an internal assessment (NWEA's MAP) indicated that Northwest 6th graders came to Carmen scoring an average 203 RIT. This indicates that they were over two grade levels behind in math. These data reflect year one of the implementation of a new math curriculum at Northwest in our middle grades. More current value add data already show significant improvement in math. Below is a list of how Carmen schools compare to other MPS high schools in math proficiency as measured by the Aspire. Two of three Carmen high schools are exceeding the district average in math (10.1%).

MPS School Name	ACT Aspire Math Proficiency or Advanced Rate (2018-19)
Ronald Reagan IB High School	48.9%
Rufus King IB High School	26.8%
Carmen South	21.9%
Milwaukee School of Languages	17.9%
Carmen Southeast	11.1%
Carmen Northwest	9.2%
Riverside University High School	5.7%
Audubon High School	4.7%
Milwaukee High School of the Arts	4.2%
Bay View High School	2.4%
Hamilton High School	1.9%
Bradley Tech High School	1.3%
Alliance High School	1.3%
Pulaski High School	1.0%
North Division High School	0.7%
South Division High School	0.6%
Vincent High School	0.6%
Washington High School	0.4%
James Madison High School	0.3%
Marshall High School	0.3%
ASSATA	0.0%
Obama High School	0.0%

WSAS SCIENCE: Although NW grade 11 did not meet the goal, Northwest's combined 6-11 proficiency rate of 43.7% does exceed the district combined (32.6%).

HISPANIC/LATINO JUNIORS ACT: Northwest has eight (8) Hispanic students included in these data. Given the sample size differences between the district and Carmen campuses, the difference between the scores may be statistically insignificant.

READING GAP CLOSURE: The 18-19 Forward results showed significant achievement in this area with Northwest doubling proficiency from the previous year and South Middle School nearing the state average on the ELA portion of the assessment.

TRENDS: Northwest has improved its overall measures met from 17-18 to 18-19 and we expect that trend to continue in 19-20.

Carmen Southeast High School
Established: 2016
Grades: 9-12

Standard	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20
19. WSAS English / Language Arts (ELA)	NA Did not have testing grades for WSAS	ACT ASPIRE: NO School = 12.9% District = 15.1% ACT: NO School = 14.7% District = 14.9%	NA Due to COVID-19 School Closure
20. WSAS Mathematics	NA Did not have testing grades for WSAS	ACT ASPIRE: YES School = 11.1% District = 10.7% ACT: YES School = 11.9% District = 6.3%	NA Due to COVID-19 School Closure
21. WSAS Science	NA Did not have testing grades for WSAS	NO School = 6.3% District = 7.9%	NA Due to COVID-19 School Closure
22. WSAS Social Studies	YES School = 26.8% District = 18.4%	NO School = 13.7% District = 17.0%	NA Due to COVID-19 School Closure
23. Graduation Rate (4-year)	NA	NA	School = 88.4% Preliminary data – state data not released
24. Graduation Rate (5-year)	NA	NA	NA
25. Graduation Rate (6-year)	NA	NA	NA
26. African American Juniors ACT	NA Did not have testing grades for WSAS	YES School = 16.5 District = 14.4	NA Due to COVID-19 School Closure
27. Hispanic Juniors ACT	NA Did not have testing grades for WSAS	YES School = 16.7 District = 16.2	NA Due to COVID-19 School Closure
28. Economically Disadvantaged Juniors ACT	NA Did not have testing grades for WSAS	YES School = 16.9 District = 14.9	NA Due to COVID-19 School Closure
29. College Enrollment Rate	NA	NA	TBD
30. Economically Disadvantaged College Enrollment Rate	NA	NA	TBD

31. Reading Gap Closure (6-8)	NA	NA	NA
32. Mathematics Gap Closure (6-8)	NA	NA	NA
33. Stability Rate	YES School = 92.6% District = 78.7%	YES School = 91.5% District = 80.7%	YES School = 95.4% District = 88.7%
34. Attendance Rate	YES School = 94.4% District = 79.8%	YES School = 93.5% District = 80.1%	YES School = 92.7% District = 78.5%
35. Mobility Rate	YES School = 2.6% District = 16.7%	YES School = 1.8% District = 16.8%	YES School = 2.7% District = 14.7%
36. 8 th Grade Promotion	NA	NA	NA
Percentage of Standards Met by Year	100% MET 0% DID NOT MEET	70% MET 30% DID NOT MEET	100% MET 0% DID NOT MEET

Carmen Southeast High School

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.)

2018-19 Carmen Comments:

WSAS ENGLISH/LANGUAGE ARTS: 2018-19 was Southeast's first year of official ACT data; given sample size variation, the difference between the district rate and Southeast's rate may be statistically insignificant. For Southeast's ACT data, there is no statistical difference between 14.7% and 14.9% (the district rate) therefore we contend that this measure is met.

TRENDS: Carmen Southeast, given that it will see it's first graduating class 19-20 school year, still has a significant number of measures (seven in fact) that are not applicable. Northwest has improved its overall measures met from 17-18 to 18-19 and we expect that trend to continue in 19-20.

Carmen South Middle School
Established: 2018
Grades: 6-8

Standard	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20
37. WSAS English / Language Arts (ELA)	NA School was not open	YES School = 38.9% District = 19.6%	NA Due to COVID-19 School Closure
38. WSAS Mathematics	NA School was not open	YES School = 28.4% District = 15.1%	NA Due to COVID-19 School Closure
39. WSAS Science	NA School was not open	NA School did not have testing grades	NA School did not have testing grades
40. WSAS Social Studies	NA School was not open	NA School did not have testing grades	NA School did not have testing grades
41. Graduation Rate (4-year)	NA	NA	NA
42. Graduation Rate (5-year)	NA	NA	NA
43. Graduation Rate (6-year)	NA	NA	NA
44. African American Juniors ACT	NA	NA	NA
45. Hispanic Juniors ACT	NA	NA	NA
46. Economically Disadvantaged Juniors ACT	NA	NA	NA
47. College Enrollment Rate	NA	NA	NA
48. Economically Disadvantaged College Enrollment Rate	NA	NA	NA
49. Reading Gap Closure (6-8)	NA School was not open	NO School = +37.3% District = -2.0%	NA Due to COVID-19 School Closure

50. Mathematics Gap Closure (6-8)	NA School was not open	YES School = -9.0% District = -1.3%	NA Due to COVID-19 School Closure
51. Stability Rate	NA School was not open	YES School = 90.5% District = 80.4%	YES School = 96.6% District = 89.4%
52. Attendance Rate	NA School was not open	YES School = 98.6% District = 90.5%	YES School = 97.2% District = 90.7%
53. Mobility Rate	NA School was not open	YES School = 9.3% District = 10.7%	YES School = 3.2% District = 9.7%
54. 8 th Grade Promotion	NA School was not open	NA Only grade 6	NA Only grades 6-7
Percentage of Standards Met by Year	NA School was not open	86% MET 14% DID NOT MEET	100% MET 0% DID NOT MEET

**Carmen South Middle School
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.)

2018-19 Carmen Comments:

READING GAP CLOSURE: Although South Middle did not reach gap closure, students neared the state average on the ELA portion of the assessment.

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 2017-18	Year 2 2018-19	Year 3 2019-20
1. Financial Audit	YES	YES	YES
2. Budget Accounts	YES	YES	YES
3. Financial Accounting	YES	YES	YES
4. Financial Records	YES	YES	YES
5. Budget Deficit	YES	YES	YES
6. Financial Reporting	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

District's Comments to Financial Performance Measures:

Financial Audit:

2017-18 School Year:

- Unmodified opinion on audited financial statements
- Unmodified opinion on audited federal awards
- No material weaknesses identified
- No budget deficit

2018-19 School Year:

- Unmodified opinion on audited financial statements
 - No material weaknesses identified
 - Unmodified opinion on audited federal awards
 - No budget deficit
- 2019-20 School Year:**
- Unmodified opinion on audited financial statements
 - No material weaknesses identified
 - Unmodified opinion on audited federal awards
 - No budget deficit

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.)

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 2017-18	Year 2 2018-19	Year 3 2019-20
1. Annual Performance Audit	YES	YES	Due February 2021
2. Educational Program	YES	YES	YES
3. School Governance	YES	YES	YES
4. Parental Involvement <i>(school provides see note)</i>	YES	YES	YES
5. Title I Requirements	YES	YES	YES
6. Employee Qualifications and Human Resources Provisions	YES	YES	YES
7. Health and Safety	NO	NO	NO
8. Pupil Admission and Enrollment Policies and Records Retention	YES	YES	YES
9. Special Education Compliance	YES	YES	YES
10. Transportation and Nutrition Services	YES	YES	YES
Percentage of Standards Met by Year	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET

Unmet Organizational Standard	District's Comments to Unmet Organizational Standards	School's Response to Unmet Organizational Standards
Health and Safety (Immunization State Requirement is 99.9%)	2017-18 School Year: <ul style="list-style-type: none"> ● Carmen South - 100% compliant ● Carmen NW - 98.2% compliant ● Carmen SE - 99.7% compliant ● Overall - 1 out of 3 schools compliant 	Carmen will continue to follow up with parents regarding students that are noncompliant with Wisconsin immunization requirements.
	2018-19 School Year: <ul style="list-style-type: none"> ● Carmen South - 99.7% compliant ● Carmen South MS - 98.5% compliant ● Carmen NW - 97.0% compliant ● Carmen SE - 99.8% compliant 	

	<ul style="list-style-type: none"> ● Overall - 0 out of 4 schools compliant 	
	<p>2019-20 School Year:</p> <ul style="list-style-type: none"> ● Carmen South - 100% compliant ● Carmen South MS - 100% compliant ● Carmen NW - 94.9% compliant ● Carmen SE - 99.2% compliant ● Overall - 2 out of 4 schools compliant 	
	<p>2020-21 School Year:</p> <ul style="list-style-type: none"> ● Carmen South is ● Carmen South MS is ● Carmen NW is ● Carmen Southeast is ● Overall - out of 4 schools compliant 	

District's Comments to Organizational Performance Measures:

Carmen has a diverse board of directors that are active participants in the decision-making process and committed to the success of all students.

Carmen's performance and compliance audits have been compliant throughout the contract term.

School's Comments to Organizational Performance Measures:

Parental Involvement:

Carmen believes that families are the most important partners, and research shows that family engagement increases student achievement.¹ Carmen makes every effort to ensure that parent voice is considered in the decision making process, including the selection of key school leadership roles.

To that end, Carmen is committed to providing ongoing communication, tools, and experiences to support family involvement in school. When students see their families actively engaged as partners in schools, they are more likely to value learning. In order to best support families to support their children, Carmen engages families in the following ways:

- **Weekly Surveys:** Weekly surveys were provided in the Fall for the first six weeks of school. These surveys were provided to students, staff and families and served as pulse checks, to make adjustments to the distance learning model and high level improvements, and celebrate successes.
- **Student Led Conferences:** Advisor teachers hold student-led conferences twice a year to touch base with every parent, and optional conferences are held thereafter for students who are struggling or at risk for retention due to academics or attendance. Carmen averages 95% attendance on regular conference dates annually. If a parent cannot attend on a predetermined conference date, then a separate conference is scheduled.
- **CEO Coffee Meetings:** The Chief Executive Officer meets with parents informally at monthly coffee and at student led conferences each fall and spring to identify strengths and challenges at the school in order to help the school leader and faculty team be proactive in addressing issues of concern of families as they emerge and to celebrate successes.
- **Weekly Live Zoom/Facebook Live events with families**
- **Weekly Communication from Chief Executive Officer**
- **Weekly Communication from Schools Principals**
- **Family Orientation**
- **Back to School Night**
- **Cafecito with School Principals and School Leadership Teams**
- **College Visits**

¹ A review of DPI's overview of research on most effective parental involvement practices makes clear the linkage between involved parents and student achievement, especially in reading and math: <http://fscpi.dpi.wi.gov/sites/default/files/imce/fscpi/pdf/tk-fam-achievementnt.pdf>.

Student Advisories and Family Communication: Each Carmen student has an advisor, usually a teacher, who guides them through most or all of their middle and high school experience, including monitoring academic performance and community service activities, and supporting the student through the college application process. The advisor meets with advisees daily, and also teaches a curriculum that helps their advisees develop character traits and problem solving and communication skills all students work to develop. Parents often cite the advisory program as among Carmen's greatest strengths, and survey data from school sites indicate that most parents are comfortable contacting their child's advisor.

Culture and Climate Survey: During the 2019-2020 school year, Carmen conducted a Culture and Climate survey, through the guidance of Derute Consulting Cooperative, to learn more about high school students' and all Carmen families' perceptions of the environment at each Carmen school.

High school student respondents:

- 88% agree their school is a supportive and inviting place for students to learn
- 94% agree their school sets high standards for academic performance for all students
- 90% agree their school promotes academic success for all students
- 80% agree their racial and cultural identity is recognized and celebrated at school

Carmen learned areas of improvement to address students' perceptions including:

- Only 65% of students believe most adults really care about every student
- 35% believe only some adults really care about every student
- 46% of students do not believe school rules are fair
- 24% of students do not believe they can easily raise and communicate concerns about issues related to diversity, equity, and inclusion

Families scored similarly high on their perception of our K-12 school environments:

- 94% agree that Carmen is a supportive and inviting place for learning
- 94% agree that Carmen is welcoming to all families
- 90% agree that Carmen is a safe place for students
- 94% agree that Carmen staff are comfortable being in the homes, communities, and neighborhoods of their students

Carmen's Spanish-speaking family respondents reported:

- 100% agree that Carmen fosters a respect for students' racial and ethnic differences
- 100% agree that Carmen fosters a respect for students' language differences
- 100% agree that the school is welcoming to all families

Carmen learned areas of improvement to address families' perceptions including:

- 88% of families want to be more engaged in their school
- Around 70% of families perceive varying levels of prestige and access to resources amongst the campuses.

Through surveys and town halls, Carmen staff learn more details of students' and families' perceptions and concerns to address them and cultivate a stronger experience and perception for all Carmen families.

According to Derute Consulting Cooperative, "The results of the Culture and Climate survey and Needs Assessment indicated positive perceptions of the school culture and climate overall across stakeholder groups."

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

<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.
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