

Charter School Review Committee  
City of Milwaukee

The following document lays out the assessment plan for the City of Milwaukee's Charter Schools. In addition, it provides the policy under which charter schools may be placed on probation and/or have their charter rescinded.

**Measures of performance:**

The Charter School Review Committee follows Wisconsin's "balanced assessment" mandate, which asks districts to have a plan whereby decisions about promotion and graduation are not made on the basis of a single test score. We believe that the same policy should guide judgments about schools. Therefore, in its "balanced assessment" approach, the CSRC will require both standardized test results and results on local measures, with a focus on reading and mathematics in the standardized testing and reading, writing, and mathematics in the local measures.

**1. Standardized testing:**

1 <sup>st</sup> and 2 <sup>nd</sup> grade:	Stanford Reading
3 <sup>rd</sup> grade	Wisconsin 3 <sup>rd</sup> grade reading test
3 <sup>rd</sup> through 8 <sup>th</sup> grade	Terra Nova/WKCE

**2. Local measures:**

Local measures must be linked to a set of competencies and skills that children are expected to learn, corresponding to the Wisconsin standards for 4<sup>th</sup> and 8<sup>th</sup> grade. Schools must, therefore, adopt a curriculum that builds to the expectations that we use as a community to measure student achievement, i.e., the standardized tests required by the State of Wisconsin in some years and comparable tests in the remaining years.

**Reading** Schools will keep individual student records (running records) of reading growth, including both decoding skills and comprehension skills. The local measures will provide data that should be reviewed by the staff to determine progress on a monthly basis. As part of the local measures design, schools will have and implement an intervention plan when students are not making progress. Schools should maintain records that monthly reviews of records and the development and implementation of intervention plans have taken place. CSRC monitors will examine this documentation in their review of the schools.

**Math** Schools will keep individual student records (running records) of mathematics growth, including knowledge of math facts, computation, and math reasoning skill. The local measures will provide data that should be reviewed by the staff to determine progress on a monthly basis. As part of the local measures design, schools will have and implement an intervention plan when students are not making progress. Schools should maintain records

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Assessment Plan and Probation/Rescinding Policy

- Students must take the standardized tests for which they are eligible. Using the baseline results from year one and the results from year two, schools need to document growth in the students who have been in the school for a second year. While the goal is for all students to function at a proficient level on the standardized tests, the CSRC will look for reasonable progress, given where students began. At a minimum, students should show improvement from one test to the next.

**In year 3 and following**

- Schools will maintain their local measures, as approved by CSRC, including the intervention processes. Using the math standards, for example, they will need to show the level of student performance at entry, at the end of the first year, at the end of the second year, and at the end of the third year. While the goal is for all students to show mastery in relationship to grade level standards, the CSRC will look for reasonable progress, given where students began.
- Students must take the standardized tests for which they are eligible. Using the baseline results from year one and the results from years two and three, schools need to document growth in the students who have been in the school for a second and a third year. While the goal is for all students to function at a proficient level on the standardized tests, the CSRC will look for reasonable progress, given where students began. At a minimum, students should show improvement from one test to the next.

**For schools that have been in operation prior to their being chartered by the City of Milwaukee:**

If the school has been giving the same standardized tests as those required of the city's charter schools, then they follow the requirements above for "year 2" with regard to the standardized tests in their first year as a charter school.

If the school has not been giving the same standardized tests as those required of the city's charter schools, then, upon approval of the charter in December, they will be notified that they must give the required standardized tests to their students in spring of the year before they become a charter school. Then they follow the requirements for "year 2" with regard to the standardized tests in their first year as a charter school.

**Reasonable progress!**

We define reasonable progress in relationship to the two parts of our balanced assessment system in these ways:

- On local measures, the evidence must show the positive impact of regular coursework and interventions. Reasonable progress would NOT be met if students failed to demonstrate progress of at least 70% of their functional grade level\* expectations. Schools must provide documentation of

\*Students not at grade level should have individual learning plans, geared to their functional grade level.

**When would the CSRC rescind a charter for academic reasons?**

1. A school may have its charter rescinded for academic reasons, without being given a period of probation if the CSRC finds that there are problems or concerns so serious that such action is warranted.
2. A school that has been on probation for academic reasons for a reasonable time (ordinarily one year or less) may have its charter rescinded if problems with its local measures have not been remedied. These problems include lack of a clear plan, lack of implementation, lack of interventions, or lack of success in meeting the 70% performance rate.
3. A school that has been on probation for academic reasons for a reasonable time (ordinarily one year or less) may have its charter rescinded if the pattern of no progress on standardized test results continued for a second year.

**Other factors the CSRC will take into account in determining probation or rescinding of a charter for academic reasons:**

Because teachers are critical to the implementation of a quality program, a combination of problems with student performance and problems with teachers (i.e., lack of certification, high turnover) will be looked at as of serious concern. Student retention issues can also figure in to the picture; loss of significant numbers of students will be examined carefully as a potential indicator of concerns about the quality of the program. Finally, we want to use all other data provided in our oversight of schools to make reasonable and prudent decisions.

**Teacher Certification**

Compliance with teacher certification requirement means

- a) The teacher has applied for a DPI license/permit before beginning to teach and
- b) In cases where the DPI has not granted licensure/permit within eight weeks of the application, the school has periodically contacted and documented the status of the teacher's application

**Teacher Retention and Mobility**

Charter school administrators will record and report the number of teachers who terminate during the school year and their reason for leaving. Additionally, the schools will inform the CSRC of the names, certification status, and date of hire for teachers added to the faculty during a school year.

**Student Retention and Mobility**

Charter school administrators will record and report the number of students who terminate during the school year and the reason(s) for their leaving. Additionally, information about all students who enroll after the beginning of each school year must be incorporated into the normal reporting requirements as applied to all