



MEMORANDUM

TO: CSRC Members, Gayle Peay
FROM: Susan Gramling, Janice Ereth, Jovan Goodman
SUBJECT: Proposed Change to the 2021–22 Year-to-Year Student Progress Analysis and Expectations
DATE: September 22, 2021

The following are the current year-to-year expectations set by the Charter School Review Committee (CSRC) on February 6, 2020. The full document can be found at <https://milwaukee.legistar.com>. (Note: CRC is now Evident Change.)

FOR ELEMENTARY SCHOOL STUDENTS

- Evident Change will report the DPI-required assessment results in each school's annual report. CRC will report year-to-year progress for students who completed the assessments in consecutive school years at the same school.
- The CSRC expects at least 75% of the first graders who met the summed score benchmark for reading readiness in the spring will remain at or above the second-grade summed score benchmark in the spring of the subsequent year.
- At least 60% of fourth through eighth graders who were proficient or advanced in English/language arts (ELA) the prior year will maintain proficiency. At least 50% of fourth through eighth graders who were proficient or advanced in math the prior year will maintain proficiency.
- At least 35% of the fourth through eighth graders who were below proficiency in the prior year will demonstrate progress in ELA and math.

FOR HIGH SCHOOL STUDENTS

At least 50% of 10th graders will maintain composite scale score benchmarks or improve their composite scale score by at least one point from ninth to 10th grade.

HOW THE PANDEMIC MAY HAVE AFFECTED YEAR-TO-YEAR OUTCOMES

When the COVID-19 pandemic forced schools to close in March 2020, many schools established virtual learning for students at the end of the 2019–20 school year and most of the 2020–21 school year. This affected both student learning and assessment, including standardized testing.

Challenges faced by schools included the following.

- Because most of the instruction was virtual, students' participation rates and motivation levels varied significantly. This affected student learning.
- Parents could opt out of standardized testing in the spring of 2021. Although DPI required that all schools administer standardized tests in school settings (i.e., not virtually), parents were allowed by DPI to have their children opt out of testing due to the requirement that testing be done at school. At the time of the testing, not all students had returned to school on a regular or daily schedule. Schools reported that scheduling students to come in solely for testing was difficult because of parents' work schedules and/or lack of transportation. This led to varied testing numbers across City of Milwaukee charter schools in the spring of 2021. As a result, the number of students who completed standardized tests in the spring of 2021 was lower than usual for most schools and may not represent a school's student population this year.

RECOMMENDATION

Because of these challenges and other reasons related to the effects of the pandemic on the 2020–21 school year, it seems appropriate to review practice related to assessing year-to-year progress based on standardized testing. Specifically, Evident Change recommends waiving the analysis of year-to-year expectations for the 202122 school reports. This would apply only to the analysis of student progress from the spring of 2021 to the spring of 2022. The 2021–22 CSRC scorecards would indicate that the year-to-

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year points are not applicable. Assuming all schools will provide in-person instruction for the 2021–22 school year, analysis of year-to-year progress would resume with the 2022–23 school reports. For the current school year, Evident Change will continue to report point-in-time results for all assessments in spring of 2022, and point-in-time data will be included in the 2021–22 scorecards.