

Annual Report

Charter School
Review
Committee



City of Milwaukee

2005 - 2006

Table of Contents

Section 1	
Introduction.....	3
Section 2	
Applications for 2007 school year	4
Section 3	
Education Oversight.....	4
Section 4	
Management Oversight.....	15
Section 5	
Oversight Fees.....	18

Attachments

- A. Education Consultant’s report on Academy of Learning & Leadership
- B. Education Consultant’s report on Central City Cyberschool
- C. Education Consultant’s report on Downtown Montessori
- D. Education Consultant’s report on Darrell Lynn Hines Academy
- E. Education Consultant’s report on Maasai Institute
- F. Management Consultant’s report on city-sponsored Charter Schools
- G. Summary of fees collected and expenses incurred

1. Introduction

This is the seventh annual report from the Charter School Review Committee (CSRC) to the Common Council. This report will include information on the activities of the CSRC, with a focus on the education and management performance of five of the City's charter schools authorized to operate during the 2005-2006 school year.

The five City charter schools in this report are:

- ◆ Academy of Learning & Leadership (2003*)
- ◆ Central City Cyberschool (1999*)
- ◆ Downtown Montessori (1998*)
- ◆ Darrell Lynn Hines College Preparatory Academy of Excellence (2002*)
- ◆ Maasai Institute (2005*)

*year school began its charter with the City of Milwaukee

One school authorized by the CSRC to begin operations in 2006, Milwaukee Career Exploration Center, was prevented from opening in August when it became clear that the enrollment of 25 students was not enough to sustain school operations in the first year.

The CSRC employs the services of two consulting firms to provide management and educational oversight to the schools. These consulting firms assist the CSRC in its mission to ensure the schools are meeting their statutory and contractual obligations. The consulting firms are:

- ◆ The Children's Research Center, a division of the National Council on Crime and Delinquency, which monitors the educational performance of each charter school.
- ◆ M.L. Tharps & Associates, which evaluates the management performance of each charter school.

Additionally, a staff member from the Institute for the Transformation of Learning at Marquette University provides support to the CSRC. In addition to administrative support, the ITL staff conducts the technical review of applications to the CSRC.

2. Applications for the 2007-08 School Year

Seven organizations submitted applications to the Charter School Review Committee. Of those, two applications (Academy of Languages and International Business, Inc. and High School for Innovators) were deemed technically sufficient. One application (Little Graduates Academy, LLC) was deemed technically deficient. Two applicants (Milwaukee Career Exploration Center and Milwaukee Renaissance Academy) withdrew their applications before completing the technical review process. Two applicants (School Factory, Inc. and Carmen High School of Science and Technology) submitted their applications after the 4:30 deadline.

The CSRC held hearings on the applications on High School for Innovators and Academy of Languages and International Business on October 16, 2006. The Committee voted and approved two applications on November 9, 2006. At the January 4, 2007 Steering and Rules Committee meeting, the Committee moved forward the CSRC's recommendation to the Common Council on both applications. On January 17, 2007, the Common Council voted to approve both applications.

3. Education Oversight

Since 1998, the CSRC has:

- adopted high academic standards;
- authorized schools that have no student selection criteria;
- authorized schools that had potential to be high performing;
- used value-added monitoring; and
- measured the impact schools have on their students.

The CSRC monitors the following components of the school's educational program:

- Attendance
- Retention
- Parent/family involvement
- Licensed teachers
- Local measures in reading, math, and writing
- Results on standardized tests for students 1 through high school

Based on the information gathered and discussed in the attached report, CSRC has determined that each of the City's schools is operating according to their contractual requirements.

**Academy of Learning and Leadership
Third Year of Operation as a City of Milwaukee Charter School
2005-06**

The third annual report on the operation of the Academy of Learning and Leadership (the Academy) outlines results in the following areas:

I. CONTRACT COMPLIANCE SUMMARY

The Academy has met all but one of the provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC.

II. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

Satisfaction is high at the Academy. Among teachers, five gave the school an overall evaluation of good and one of excellent. Among parents, 43 said the school was doing an excellent job (69.4%) and 14 (22%) said the school was doing a good job. Among students, 100% felt that “teachers help at school,” and 85% feel safe at school.

III. PERFORMANCE CRITERIA

A. Local Measures

1. Educationally Related Outcomes

To meet City of Milwaukee requirements, the Academy identified measurable educationally related outcomes in the following areas:

- Attendance
- Parent involvement

The school achieved their goals in these areas.

2. Local Measures of Academic Progress

This year, the Academy’s local measures of academic progress resulted in the following outcomes:

- Individual Learning Plans (ILPs) were completed for 96.8% of the students who should have had one, and 92.3% of the ILPs were reviewed after at least three of the four quarters.
- A comparison of May 2006 reading assessments with the October reading assessment, using the Fountas and Pinnell Guided Reading learning continuum, indicated that 61.8% of the students met the school’s reading progress goal. The students advanced an average of 3.7 levels.
- 80.4% of 163 students met the math progress expectations as measured by pre and post-tests administered in September and then again in May.
- 84.0% of 206 students from K5 through eighth grade demonstrated writing skill progress of at least one stage during the academic year as measured by a developmental writing continuum.

- 142 students advanced an average of 0.7 grade equivalencies (GE) in reading, 0.9 GEs in language, and 1.0 GEs in math, as measured by fall to spring *TerraNova* testing.
- Portfolios and presentations for 15 of 16 eighth graders were rated as “developing proficiency” and one eighth grade student’s portfolio and presentation was rated “proficient.”
- Eight of thirteen classrooms met criteria for successful learning expeditions.

B. Year-to-Year Academic Achievement on Standardized Tests

The Academy administered all required standardized tests noted in their contract with the City of Milwaukee. Multiple-year student progress is described in the full report, attached to this annual report.

- SDRT multiple-year advancement results indicated that a combined cohort of 19 second and third graders advanced an average of 0.3 GLEs in reading. These data indicate that the CSRC expectation of 1.0GLE average advancement in reading was not met.
- The CSRC expects that 75% of students who were proficient in the previous year will remain proficient on WKCE–CRT. 100% of Academy students maintained proficiency from 2004-05 to 2005-06.
- Multiple-year advancement results for second and third grade students below grade level expectations could not be reported, as there were fewer than ten students who tested below GLE.
- Multiple-year advancement results for students below proficiency level expectations in 2004-05 indicated that the 54.3% of students advanced a proficiency level or improved at least one quartile in reading and 24.4% advanced in math. Language arts results could not be reported due to N size.

IV. RECOMMENDATIONS

The school addressed the recommendations indicated in its 2004-05 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2006-07 year include the following:

- Focus on improving student progress in reading and math by:
 - < Developing a math curriculum that is aligned with the state standards, sequencing benchmarks from kindergarten through eighth grade, and developing learning targets.
 - < Working with teachers to improve the validity of running records for establishing where a student falls on the reading continuum.

- < Analyzing the current writing continuum and working with teachers to effectively identify what stages and steps effectively describe a student's writing skills.
- < Devoting more time to specific skill building in reading and math each day.
- Work with teachers and students on strategies related to improving test taking skills.

**The Central City Cyberschool of Milwaukee, Inc.
Seventh Year of Operation as a City of Milwaukee Charter School
2005-2006**

The seventh annual report on the operation of the Central City Cyberschool of Milwaukee, Inc. (Cyberschool) outlines results in the following areas:

I. CONTRACT COMPLIANCE SUMMARY

Central City Cyberschool has met all but three of the educational provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC.

II. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

Satisfaction is high at the Cyberschool. Among teachers, ten gave the school an overall evaluation of good. Among parents, 54.8% said the school was doing an excellent job and 32.3% said the school was doing a good job. Among students, 100% felt that “teachers help at school,” and 100% feel safe at school.

III. ACADEMIC PERFORMANCE CRITERIA

A. Local Measures

1. Educationally Related Outcomes

To meet City of Milwaukee requirements, Central City Cyberschool identified measurable outcomes in the following areas:

- Attendance;
- Student demographics, including return rate and reasons for leaving the school;
- Parent involvement;
- Special education; and
- Staff development.

The school met all outcomes except attendance. The attendance rate was 89.1%, just short of its goal of 90.0%.

2. Local Measures of Academic Progress

The CSRC requires each school to track student progress in reading, writing, and mathematics throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, Central City Cyberschool's local measures of academic progress resulted in the following outcomes:

- 89.0% of 227 students progressed one level or reached mastery/advanced in 80-100.0% of language arts skills;
- 87.6% of 226 students progressed one level or reached mastery/advanced in 80-100.0% of math skills; and
- 94.7% of 226 students progressed one level or reached mastery/advanced in 80-100.0% of technology skills.

B. Year-to-Year Academic Achievement on Standardized Tests

Central City Cyberschool administered all required standardized tests noted in their contract with the City of Milwaukee. Following is a summary of the results:

- ❑ Multiple-year advancement results indicated that second and third graders advanced an average of 0.9 GLE and 0.5 GLE respectively.
- ❑ Fifteen third grade students below grade level as second graders advanced an average of 0.4 GLEs, falling short of the more than one-year advancement expectation.
- ❑ The CSRC expects that 75% of students who were proficient in the previous year will remain proficient on WKCE-CRT. More than 80% of Cyberschool students maintained proficiency from 2004-05 to 2005-06 (86.7% in reading, 81.8% in Language Arts, and 93.5% in math).
- ❑ Multiple-year advancement results for students below proficiency level expectations in 2004-05 indicated that the 71.2% of students advanced a proficiency level or improved at least one quartile in reading, 50% advanced in language arts, and 71.9% advanced in math.

IV. RECOMMENDATIONS

The school fully addressed the recommendations made in its 2004-05 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2006-07 year include the following:

- To meet the needs of students below proficiency in reading and math, implement the grade level school improvement plans developed by all staff.
- Continue to implement strategies to improve reading levels at the primary grade levels one through three.
- Expand the “responsive classroom” training to increase clear understanding of school rules, appropriate behavior, and consistency of consequences for unwanted behaviors.

**Darrell Lynn Hines College Preparatory Academy of Excellence
Fourth Year of Operation as a City of Milwaukee Charter School
2005-06**

This fourth annual report on the operation of the Darrell Lynn Hines College Preparatory Academy of Excellence (the Academy) outlines results in the following areas:

I. CONTRACT COMPLIANCE SUMMARY

The Academy has met all but two of the 17 provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC.

II. PARENT/TEACHER/STUDENT/BOARD MEMBER SATISFACTION

Satisfaction is high at the Academy. Among teachers, 66.7% gave the school an overall evaluation of good. Among parents, 64.5% said the school was doing an excellent job and 24.8% said the school was doing a good job. Among students, 95% felt that “teachers help at school,” and 85% feel safe at school.

III. PERFORMANCE CRITERIA

A. Local Measures

1. Educationally Related Outcomes

To meet City of Milwaukee requirements, the Academy identified measurable educationally related outcomes in the following areas:

- Attendance;
- Student demographics such as student return rate and reasons for leaving the school; and
- Parent involvement.

The school achieved its goals in all of these outcomes.

2. Local Measures of Academic Progress

The CSRC requires that the school track student progress in reading, writing, and mathematics throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, the Academy’s local measures of academic progress resulted in the following outcomes:

- Fall and spring reading assessments indicated that 25.2% of the 111 first through sixth grade students who were “at risk” or “some risk” met the threshold of 20 words or more per minute increase, as measured by DIBELS.

- 73.3% of 60 seventh and eighth grade students read at least ten books and passed at least six of the ten Accelerating Reading program tests.
- 93.1% of sixth through eighth grade students either met or exceeded the math expectations by the end of the school year.
- 94.1% of 256 students demonstrated basic or better proficiency levels in writing using the Six Traits of Writing as a framework.

B. Year-to-Year Academic Achievement on Standardized Tests

The Academy administered all required standardized tests noted in their contract with the City of Milwaukee. Multiple-year student progress is described below.

- Multiple-year advancement results indicated that second and third graders advanced an average of 1.1 and 0.9 grade level equivalencies (GLE) respectively. The school met the CSRC expectation of at least one year advancement for second graders but fell just short for third graders.
- The CSRC expects that 75% of students who were proficient in the previous year will remain proficient on WKCE–CRT. More than 75% of the Academy’s students maintained proficiency from 2004-05 to 2005-06 (83.8% in reading, 76.5% in Language Arts, and 76.6% in math).
- Multiple-year advancement results for students below grade or proficiency level expectations in
- 2004-05 indicated that the following percentage of students either advanced more than a grade level, a proficiency level, or at least one quartile within their previous proficiency level:
 - Eleven second and third grade students advanced an average of 1.0 GLE, falling just short of meeting CSRC’s expectation of more than one year GLE advancement.
 - Multiple-year advancement results for students below proficiency level expectations in 2004-05 indicated that the 54.8% of students advanced a proficiency level or improved at least one quartile in reading, 53.3% advanced in language arts, and 54.8% advanced in math.

IV. RECOMMENDATIONS

The school fully addressed the recommendations made in its 2004-05 programmatic profile and educational performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2006-07 year include the following:

- Focus on math instruction and techniques to improve math performance.
- Continue to develop a balanced approach to literacy to enhance the Direct Instruction approach.

- ❑ Continue to develop teacher skills.
- ❑ Develop skills to make Powerschool more functional for teachers and parents.

Downtown Montessori Academy, Inc.
Eighth Year of Operation as a City of Milwaukee Charter School
2005-2006

This eighth annual report on the operation of Downtown Montessori Academy, Inc. outlines results in the following areas:

I. CONTRACT COMPLIANCE SUMMARY

Downtown Montessori has met all of the provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC.

II. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

Satisfaction is high at Downtown Montessori. Among teachers, 75% gave the school an overall evaluation of excellent and 25% of good. Among parents, 79.5% said the school was doing an excellent job and 20.5% said the school was doing a good job.

III. PERFORMANCE CRITERIA

A. Local Measures

1. Educationally Related Outcomes

To meet City of Milwaukee requirements, Downtown Montessori identified measurable educationally related outcomes in the following areas:

- Attendance;
- Student demographics such as student return rate and special education requirements; and
- Parent involvement.

The school achieved its goals in all of these outcomes.

2. Local Measures of Academic Progress

The CSRC requires that the school track student progress in reading, writing, and mathematics throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, Downtown Montessori's local measures of academic progress resulted in the following outcomes:

- By the end of the school year, pre-K and kindergarten students reached steady progress in or mastery of the following skills:

- ❑ 98.5% of the practical life skills;
 - ❑ 92.1% of the sensorial discrimination skills;
 - ❑ 79.6% of the math skills;
 - ❑ 89.7% of the language skills; and
 - ❑ 81.5% of the cultural skills.
- By the end of the school year, first through sixth graders, on average, were “successful” in:
 - ❑ 81.5% of language skills; and
 - ❑ 66.2% of math skills.
 - McGraw-Hill Reading Program results for 38 first through sixth graders indicated that:
 - ❑ Most students’ overall reading performance was proficient (57.9%) or advanced (34.2%);
 - ❑ 52.6% of the students exhibited proficient writing skills, and 23.7% of the students exhibited advanced writing skills.

B. Year-to-Year Academic Achievement on Standardized Tests

Downtown Montessori administered all required standardized tests noted in their contract with the City of Milwaukee. Multiple-year student progress is described below.

- SDRT multiple-year advancement results indicated that second and third graders advanced an average of 2.2 GLEs in reading.
- WKCE-CRT results were not reportable due to the small cohort size.

IV. RECOMMENDATIONS

The school fully addressed the recommendations made in its 2004-05 Programmatic Profile and Educational Performance report. To continue a focused school improvement plan, it is recommended that the focus of activities for the 2006-07 year include the following:

- Increase marketing and advertising relative to the school’s move and increased space.
- Develop plans to increase the student population at the school in order to extend the program to eighth grade. With this accomplished, develop the curriculum to include higher-level mathematics and foreign language.
- Fully implement Powerschool, including the capacity to generate electronic reports. Identify which electronic reports can be used to provide data for monitoring purposes.

**Maasai Institute's
First Year of Operation as a City of Milwaukee Charter School
2005-06**

This first annual report on the operation of Maasai Institute (Maasai) outlines results in the following areas:

I. CITY OF MILWAUKEE CONTRACT COMPLIANCE

Maasai has met all but three of the provisions in its contract with the City of Milwaukee and subsequent requirements of the CSRC.

II. PARENT, TEACHER, STUDENT, AND BOARD MEMBER SATISFACTION

Satisfaction is high at Maasai. Among teachers, 100% gave the school an overall evaluation of excellent or good. Among parents, 64.7% said the school was doing an excellent or good job. Among students, 100% said teachers talk about college, 95% plan to go to college, and 80% feel safe at school.

III. PERFORMANCE CRITERIA

A. Local Measures

1. Educationally Related Outcomes

To meet City of Milwaukee requirements, Maasai identified measurable outcomes in the following areas:

- Attendance;
- Student demographics, including special education student information;
- Parent involvement;
- Graduation requirements; and
- Graduation plans.

The school achieved its goals in most of these outcomes.

2. Local Measures of Academic Progress

This year, Maasai's local measures of academic progress resulted in the following outcomes:

- Fall and spring High School Placement Test results indicate that 48.3% of students showed improvement in reading. The average progress was 0.3 GLEs in reading (n = 29).
- 31.0% of the students met 75.0% of Milwaukee Public Schools math targets (n = 71).
- At the beginning of the semester, 45 students were assessed using the Six Traits of Writing rubric:
 - 13 scored ten or fewer points;
 - 13 scored 11 to 14; and

- 19 scored 15 or more points.

- Four (66.7%) of six special education students enrolled for at least eight months met at least 80.0% of the benchmarks on their IEP.

Standardized test results for Maasai students indicated the following baseline results:

- 65.8% of the 41 ninth grade students with EXPLORE composite scores scored below 13, indicating a need for supplemental instruction.

- 35.0% of 20 tenth graders were functioning at the proficient or advanced levels; and 65.0% were functioning at the minimal or basic levels based on the WKCECRT reading test.

- 10.0% of 20 tenth graders were functioning at the proficient level; and 90.0% were functioning at the minimal or basic levels based on the WKCE-CRT math test.

- 25.0% of 20 tenth graders were functioning at the proficient level; and 75.0% were functioning at the minimal or basic levels based on the WKCE-CRT language arts test.

- 75.0% of 12 tenth grade students with PLAN composite scores scored below 15, indicating a need for supplemental instruction.

B. Year-to-Year Academic Achievement on Standardized Tests

- Maasai administered all required standardized tests. However, one of the three was administered during the second instead of the first semester. Multiple-year student progress is not yet available.

IV. RECOMMENDATIONS

It is recommended that the focus of activities for the 2006-07 school year include the following:

- Develop specific strategies to address the school's academic goal that all graduates will have a strong grounding in reading, writing, and math at functional levels;

- Individualize programming for students by:

- Using the students' life plans to drive their academic focus; and
- Developing project-based learning to enable students to operate within their learning style.

- Develop the intended community collaborations to become a full-service community school.

- Employ teachers who have a DPI license or permit to teach.

4. Management Oversight

M. L. Tharps & Associates developed procedures for reviewing both Charter Schools' management policies and procedures and their compliance with the City of Milwaukee contract. These procedures were developed based on the review of the contracts between the Charter Schools and the City of Milwaukee, the management oversight requirements outlined in the Request for Proposal, and conferences/discussions with the Charter School Review Committee and various City personnel. The procedures are as follows:

- a) M. L. Tharps & Associates (MLTA) met with financial management personnel to get an understanding of school's operations as well as the accounting, budgeting and financial management functions.
- b) For each major system function (cash receipts / accounts receivable, cash disbursements / accounts payable, and payroll), MLTA has obtained an understanding of the schools processes and/or controls over each area.
- c) Cash account reconciliations were reviewed and compared to month-end general ledger balances.
- d) Revenues were reviewed to verify whether charter students were paying tuition, book and/or registration fees.
- e) Liability accounts were reviewed to determine if large or unusual liabilities exist.
- f) Obtained a copy of the school's annual audit reports. MLTA reviewed the reports for propriety, noting any findings reported by the auditor, and that the reports were in accordance with reporting standards.

The complete management oversight report is included as an attachment to this report. Following is a summary of the conclusions and recommendations for each of the City's charter schools with respect to management practices:

Downtown Montessori Academy

Based on our review of management's policies and procedures, it appears the school has established a solid financial management system. The school appears to be in excellent financial condition, with a solid cash flow. The school appears to be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Based on our management review, we have recommended that Downtown Montessori Academy continue its current management policies and procedures. In addition, we have requested that at least quarterly, financial statements with budget-to-actual results, continue to be submitted to us.

Central City Cyberschool

Based on our review of the management policies and procedures of Central City Cyberschool as of the end of the school's fiscal year, July 31, 2006, it appears that the school has adequate procedures in place to ensure a sufficient financial management system. We noted that the school has been very responsive to our recommendations for improvement. For the 2005-2006

school year, the school appears to be in material compliance with the financial management provisions of its contract with the City of Milwaukee.

Based on our management review, we have recommended that Central City Cyberschool continue its current management policies and procedures. In addition, we have requested that at least quarterly, financial statements with budget-to-actual results, continue to be submitted to us.

Darrel L. Hines Academy

Based on our review of the management policies and procedures of the DLH Academy as of June 30, 2006 it appears that the organization continues to have excellent procedures in place to ensure a sufficient financial management system. The school appears to be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Based on our management review, we have recommended that the DLH Academy continue its current management policies and procedures. In addition, we have requested that at least quarterly, financial statements with budget-to-actual results, continue to be submitted to us.

Academy of Learning and Leadership

Based on our review of the management policies and procedures of the Academy of Learning and Leadership as of June 30, 2006, it appears that the organization has procedures in place to ensure an adequate financial management system. Other than the late filing of its annual audit, the school appears to be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Based on our management review, we have recommended that the school continue its current management policies and procedures. In addition, we have requested that at least quarterly, financial statements with budget-to-actual results, continue to be submitted to us.

In addition, we recommend the school closely monitor its current budget to actual results as well as implement a plan to pay down the schools current debt on its line of credit as well as its debt to the Executive Director. The sooner these amounts are paid, the better the school's financial outlook will become.

Maasai Institute

Based on our review of the management policies and procedures of the Maasai Institute as of June 30, 2006, it appears that the organization has not fully implemented procedures to ensure an adequate financial management system. However, it appears they are on track to implement those procedures in the near future. Other than the late filing of its annual audit, the school appears to be in compliance with the financial management provisions of its contract with the City of Milwaukee.

Based on our management review, we have recommended that the school continue to improve upon its current management policies and procedures. We recommend that the school implement the recommendations suggested by the school's auditor, as well as taking steps to ensure its accounting system is up-to-date each month. In addition, we have requested that at least quarterly, financial statements with budget-to-actual results, continue to be submitted to us.

We also recommend that the school's financial audit be started earlier to ensure the report is issued by the contractual deadline of September 15. In the event of unforeseen circumstances causing a delay, we suggest that a formal request for an extension of time to complete be made.

In addition, we recommend the school closely monitor its current budget to actual results as well as implement a plan to pay down the schools current debt on its line of credit. The sooner these amounts are paid, the better the school's financial outlook will become.

5. Oversight Fees

Since November of 2002, the city of Milwaukee has established an oversight fee in “an amount sufficient to pay all costs incurred annually by the city for its oversight of the charter school program as calculated by the department of administration.” The current fee is 2% of the Department of Public Instruction (DPI) per student allocation provided to each charter school. This fee is used to help defray the cost of hiring consultants employed to monitor the educational and management performance of the City’s charter schools. These fees are deposited into a trust account under the control of the City Treasurer and withdrawn when needed to pay for consultant fees. *Please see Attachment F for a detailed summary of the fees collected and expenses incurred.*

The following chart provides an overview of the City of Milwaukee oversight fee revenue and charter school oversight expenses for the school years 2000-2001 through 2004-2005.

School Year	Fee Revenue	Expense ³
2000-2001	\$ 74,125	\$ 37,299
2001-2002	\$ 69,375	\$105,063
2002-2003	\$101,442	\$ 9,200
2003-2004	\$109,437	\$ 58,999
2004-2005	\$118,473	\$103,450
2005-2006	\$145,492	\$129,073
Six-year total	\$618,344	\$443,084
Balance	\$175,260	

Each charter school receives an allotment from DPI for every enrolled full-time equivalent student. The schools currently spend 2% of this allotment to fund their oversight fee payments to the City. The DPI per student allotment is shown below.

School Year	DPI Per-Student Allotment
2000-2001	\$ 6,494.72
2001-2002	\$ 6,721.40
2002-2003	\$ 6,951.48
2003-2004	\$ 7,050.00*
2004-2005	\$ 7,111.00
2005-2006	\$7,519.00

- First Quarter \$7,188.46

³ Historically, the Marquette University Institute for the Transformation of Learning has raised grant funding to supplement the oversight fee income in order to ensure that city taxpayers are not burdened with the cost of monitoring the charter schools’ performance. Significant expenses were paid with these grant funds and are not shown in the chart above

Conclusion

The CSRC concludes that the five city-sponsored charter schools now in operation continue to “operate an education program that has a reasonable prospect of providing Milwaukee children a good education,” which is the academic standard set forth in Section 330-15.2 of the Code of Ordinances. These schools are:

- ◆ Academy of Learning and Leadership
- ◆ Central City Cyberschool
- ◆ Darrell L. Hines College Preparatory Academy of Excellence
- ◆ Downtown Montessori
- ◆ Maasai Institute

The CSRC further concludes that these schools should continue operating for the 2006-2007 school year.

Respectfully Submitted,

A handwritten signature in black ink that reads "Kevin Ingram". The signature is written in a cursive style with a large, prominent "K" and "I".

Kevin Ingram, Chair
January 2007