

## **CHARTER SCHOOL REVIEW COMMITTEE**

### **CSRC Educational Monitoring Practices and Expectations for the City of Milwaukee–Chartered Schools**

**Effective: 2020–21 Academic Year<sup>1</sup>**

**For Adoption Consideration: February 6, 2020**

At its meeting on February 6, 2020, the Charter School Review Committee (CSRC) will consider changes (highlighted below) to its monitoring practices and expectations. These changes, if adopted, will be effective for the 2019–20 academic year.

#### **I. MONITORING PRACTICES AND POLICIES THAT APPLY TO ALL SCHOOLS**

##### **A. General reporting requirements for standardized tests:**

1. The NCCD Children’s Research Center (CRC) will not report standardized test scores for groups of less than 10 students.
2. Standardized test results will be reported for all students at each grade level.
  - For standardized tests administered twice during the school year (in fall and spring), results will be reported for students who take both the fall and the spring tests.
  - For standardized tests administered only once during the school year (in the spring), results will be reported for students who were enrolled at that school since the third Friday of September.

In addition to submitting electronic data, schools must provide CRC with the official printouts of their standardized test results for individual students and for the school, unless CRC has direct access to the data from the test publisher.

3. Year-to-year results will be reported for students who completed the spring assessment in consecutive years at the same school.
4. All data must be reported in electronic format that is ready for analysis, such as a database or spreadsheet.

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<sup>1</sup> If the Department of Public Instruction (DPI) changes any assessment requirements at any time after the adoption of these policies and expectations, each school is expected to comply with those new or revised requirements.

- B. Attendance:
1. CRC will break down attendance data to include excused absences, unexcused absences, days suspended (in school and/or out of school), and expulsions.
  2. Each school's definition of "present" will be included in that school's charter school learning memo for each academic year.
- C. Annual student retention and return rates: CRC will report annual retention rates (the percentage of students who are at the school on the third Friday of September and remain in the school through the last day of the school year) and return rates (the percentage of students who enrolled at the end of the previous school year who are enrolled on the third Friday in September of the current school year).
- D. Teacher retention and return information: CRC will report teacher retention and return information. The return rate will be the percentage of teachers who are eligible to return who actually return the subsequent year. A teacher is not eligible to return if the teacher moves **out of the metropolitan Milwaukee region** due to a transfer of a family member or if the school does not offer the teacher a continuing contract. The retention rate is the percentage of eligible teachers who are present on the third Friday of September who remain at the school through the last day of student attendance. Teachers whose contracts are terminated during the school year or who move **out of the metropolitan Milwaukee region** due to a transfer of a family member are not considered eligible for retention.
- E. Definition of a student's last day of enrollment when a student stops attending a school: If a student does not attend a school for 30 consecutive calendar days, the student's termination date is the last date the student actually attended the school prior to the 30 consecutive days of absence. Reasons for withdrawal from a school will be gathered and reported to CRC with the annual attendance data.
- F. Valid and reliable measures of reading and math: To improve the adoption of appropriate local measures, the CSRC will instruct CRC to discuss which assessments are considered valid and reliable measures of reading and math progress (e.g., Measures of Academic Progress [MAP] tests for elementary programs, Star reading/math tests for high school programs, etc.) for new school applicants upon request. Use of these measures is not mandated.
- G. Trend data: Trend data regarding several outcomes are included in each school's report, typically as appendices. These outcomes include, but are not limited to, attendance, assessment results, and teacher and student return/retention rates.
- H. CSRC scorecard: Information regarding each school's performance will be included in the body of the report and/or as an appendix to the annual monitoring report.

- I. Planning for students at or above grade level: The CSRC requires schools to plan and provide higher-level plans and activities for students at or above grade level in the acquisition of basic skills.

## II. ELEMENTARY SCHOOL POLICIES AND EXPECTATIONS

- A. Each school is required to maintain local measures demonstrating student growth in the following areas: reading, writing, math, and individualized education programs (IEPs).
- B. Tests required by the Wisconsin Department of Public Instruction (DPI):
  1. The Phonological Awareness Literacy Screening (PALS) will be administered to all first- and second-grade students in the spring of each year as required by the CSRC.<sup>2</sup>
  2. Schools will administer PALS or another reading readiness assessment to students in K4 and K5 in compliance with DPI requirements.
  3. The DPI-required achievement tests for third through eighth grades and 10th grade will be administered in the spring of the school year, during the timeframe indicated by DPI.
- C. Year-to-year achievement measurement:
  1. CRC 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.
  2. 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.
  3. 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 the 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.

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<sup>2</sup> Students who meet the summed score benchmark have achieved a level of minimum competency and can be expected to show growth given regular classroom literacy instruction. It does not guarantee that the student is at grade level. (This information is taken from DPI's website.)

- D. CRC will report information regarding each elementary school's counseling activities regarding high school, information about high school enrollment at the end of eighth grade, and plans for follow-up after a student leaves the elementary school.

### III. HIGH SCHOOL POLICIES AND EXPECTATIONS

- A. CRC recommends deleting the following requirement, as there is no comparable expectation for the elementary schools: Each new student must be assessed in reading and math as soon as possible, no later than 60 calendar days after the student's first day of attendance.
- B. Each school is required to maintain local measures demonstrating student growth in the following areas: literacy, math, writing, and IEP goals. Additional local measures are encouraged. Local measures need to be designed as running records of student progress to inform teachers' decisions at the instructional level throughout the academic year. The school is responsible for setting an annual standard of performance based on its choice of tool. The school will report actual student performance against that standard.
- C. Each student shall have a written annual plan for graduation that includes:
1. Evidence of parent/guardian involvement;
  2. Information regarding the student's post-secondary plans; and
  3. A schedule reflecting plans for completion of four years of English; three years each of college-preparatory math, science, and social studies; and two years of a foreign language. Alternatively, the school board of a 2(r) charter school could set policy specifying criteria for granting a high school diploma.<sup>3</sup>
- D. Required standardized tests and expectations:<sup>4</sup>
1. Required standardized tests: In addition to reporting ongoing student progress as demonstrated by the local measures, schools will administer the tests listed below by grade level to prepare all students for post-secondary programs.

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<sup>3</sup> Per Wis. Stat. 118.33(1)(f)2

<sup>4</sup> Information about fee waiver applications and the benefits of taking these tests will be provided to students and their families by the school.

Regarding special needs students: Reasonable testing accommodations, such as extra time or an alternative site, must be provided. If a student's IEP team has determined testing to be inappropriate for that student, potential post-secondary institutions should be contacted to determine entrance requirements. A student whose IEP states that DPI-required assessments are not appropriate will be tested using the DPI-designated alternative assessments.

- Ninth-grade students: All students are required to take all subtests of the ACT Aspire,<sup>5</sup> which assesses progress toward ACT readiness,<sup>6</sup> in the spring of the school year as required by the DPI timeframe.
- Tenth-grade students: All students are required to take the DPI-required social studies assessment in the spring of the school year as required by the DPI timeframe. All 10th-grade students are required to take all subtests of the ACT Aspire in the spring of the school year as required by the DPI timeframe.
- Eleventh-grade students: All students are required to take all subtests of the ACT Plus Writing and the ACT WorkKeys in the spring of the school year as required by the DPI timeframe.
- Twelfth-grade students: All students who would benefit from retaking the ACT are encouraged to do so. Graduates' achievement on the ACT benchmarks will be monitored and reported annually.

2. Year-to-year achievement expectations:

- Ninth- to 10th-grade Aspire: 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.
- Tenth to 11th grade: There is no measure for progress between these grades at this time.<sup>7</sup>

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<sup>5</sup> English, math, reading, science, and an essay test.

<sup>6</sup> The Educational Planning and Assessment System developed by the American College Testing Service (ACT) provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support, and evaluation. The series includes the ACT Aspire, ACT Plus Writing, and ACT WorkKeys tests. Score ranges from all three tests are linked to *Standards for Transition* statements that describe what students have learned and what they are ready to learn next. The *Standards for Transition*, in turn, are linked to *Pathways* statements that suggest strategies to enhance students' classroom learning. *Standards* and *Pathways* can be used by teachers to evaluate instruction and student progress and advise students on courses of study.

<sup>7</sup> Aspire scale scores are three digits, and ACT Plus Writing scale scores are two digits.

- **Eleventh to 12th grade:** There is no measure for progress between these grades at this time.

Aspire and ACT Plus Writing benchmarks are described in the table below.<sup>8</sup>

Table			
ACT College Readiness Benchmarks for the Aspire and ACT Plus Writing			
Subtest	9th Grade Spring Aspire	10th Grade Spring Aspire	11th Grade ACT
English	426	428	18
Math	428	432	22
Reading	425	428	22
Science	430	432	23
<b>Composite</b>	<b>427</b>	<b>430</b>	<b>21</b>

<sup>8</sup> The Aspire benchmarks are described in the ACT publication *Summative Assessment Technical Bulletin #2: Norms, Scoring, Scaling, and Psychometrics (2014)*. The ACT benchmarks are reported on the ACT website ([www.act.org/solutions/college-career-readiness/college-readiness-benchmarks](http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks)).