



March 2009

FOCUS

Views from the Children's Research Center

Making the Grade:

Using Data to Improve Performance in Milwaukee's City-chartered Schools

Janice Ereth, Ph.D.

Susan Gramling, J.D.

Theresa Healy, M.S.

Andrea Bogie, MSW

A Snapshot of Milwaukee City-chartered Schools and Recent Outcomes

90.7% of students were African American.

Students achieved an average of 2.1 grade levels of advancement in reading from the previous school year (Downtown Montessori).

The percentage of students who were proficient or showed advancement in mathematics increased 17.3% from the previous year (Central City Cyberschool).

All schools had high attendance rates.

All schools had high student return rates.

All schools had high levels of parent involvement.



Children's Research Center

Advancing Research...Improving Outcomes

This special report, *Making the Grade: Using Data to Improve Performance in Milwaukee's City-chartered Schools*, describes how individual schools can engage in data-driven decision making to increase the academic performance of all students.

The Children's Research Center (CRC), a division of the National Council on Crime and Delinquency, has worked closely with the City of Milwaukee's charter school review committee to design and implement an educational accountability monitoring process. This process focuses on the contributions that each school's teachers and staff make to the academic gains of students on an annual basis as well as from year to year. This approach is essential if charter schools are going to make progress in closing the achievement gap and equipping more high school graduates with the skills they need to succeed in post-secondary schools.

CRC's commitment to improving the quality of schools for all children is consistent with its mission to reduce crime and delinquency and to improve the lives of children and their families. Research over the last 40 years has provided ample evidence of the relationship between school failure, delinquency, and crime. This nation cannot afford to operate schools which are not held accountable for the academic performance of all students. Milwaukee's chartered schools' use of student data and strategic improvement plans has demonstrated that data-driven decision making can lead to higher-performing schools. We welcome your calls and the opportunity to discuss any questions you may have about CRC's work with improving the quality of charter schools.

Sincerely,

Janice Ereth, Ph.D.
Special Advisor
Children's Research Center

Susan Gramling, J.D.
Senior Program Specialist
Children's Research Center

Children's Research Center

A nonprofit social research organization and division of the National Council on Crime and Delinquency
426 South Yellowstone Drive, Suite 250
Madison, WI 53719
608-831-1180
www.nccd-crc.org

Introduction

When the City of Milwaukee began chartering schools in 1998, Milwaukee's Common Council was determined to monitor and improve the quality of its chartered schools through the application of student and school performance data. This kind of evidence-based decision making helps to ensure that school administrators, staff, and board members have the information they need to guide schools to improved outcomes and to prepare their students for post-secondary education and productive citizenship while creating cost-effective solutions to administrative issues. In a city like Milwaukee, where the high school graduation rate in 2004 was only 46.1%, and in a state like Wisconsin, where the 2007 National Assessment for Education Progress (NAEP) shows the average African American fourth-grade student's scale scores to be the lowest in the nation, the stakes could not be higher.¹

This report profiles four of Milwaukee's city-chartered schools and the progress they have made in recent years with assistance in data analysis from the Children's Research Center (CRC). CRC provides monitoring services to four city-chartered schools as well as other public and private schools in Milwaukee. After submitting data to CRC at specific points during the year, each school receives an annual report which provides a clear, useful analysis of school and student performance on a number of standardized and local measures. With this knowledge, school decision makers create school improvement plans that ably target exactly the areas necessary to help each school perform at increasingly higher levels.

The Evolution of the School Chartering Process

In 1993, the State of Wisconsin enacted a law which enabled public school boards to authorize charter

schools.² This law was amended in 1997 to allow the Milwaukee Area Technical College district board, the Common Council of the City of Milwaukee, and the University of Wisconsin–Milwaukee to establish charter schools. In 1998, the Common Council became the first of these public entities to charter schools in Milwaukee. At that time, the Common Council established a charter school review committee (CSRC) to assist in the chartering process.

The CSRC is composed of three representatives appointed by the Mayor and three representatives appointed by the President of the Common Council. All members are volunteers, and generally have been representatives from various professional education entities in the region.³ An individual from the city comptroller's office also serves on the committee as an ex officio member. The Common Council gave the CSRC the responsibility for designing and implementing the application process for charter school contracts as well as selecting independent entities to provide ongoing educational and financial monitoring. Educational monitoring is provided by CRC, while M.L. Tharps and Associates provides financial monitoring.⁴

The Common Council's acceptance of the challenge of authorizing charter schools and the commitment of the CSRC to continuous school improvement have resulted in new approaches to public school accountability in Milwaukee. The CSRC has created a framework for public school accountability that has shifted from reporting the academic performance levels of students at a single point in time to monitoring schools' and students' academic achievement gains over time. In

² Charter schools are public, nonsectarian schools that operate pursuant to a contract between the charter school and the sponsoring public chartering authority.

³ The CSRC has traditionally had participants from educational programs such as Marquette University's Institute for the Transformation of Learning, Alverno College, and Cardinal Stritch University, in addition to individuals with particular expertise in school curriculum and administration.

⁴ CRC is a division of the National Council on Crime and Delinquency (NCCD). NCCD, founded in 1907, is a nonprofit social research organization seeking to promote effective, humane, fair, and economically sound solutions to family, community, education, child welfare, and justice issues.

¹ Swanson, C. (2008). *Cities in crisis: A special analytic report on high school graduation*. Bethesda, MD: Editorial Projects in Education Research Center. NAEP Data Explorer, National Center for Education Statistics.

other words, in addition to assessing students in a certain grade level at a given point during the academic year, the CSRC requires a demonstration of change in each student's academic achievements across multiple school years.⁵ School improvement is monitored using a series of academic indicators that utilize individual student academic growth data. Expectations are stated in terms of individual student growth from year to year. Results, in the aggregate, demonstrate the impact of the school on the students over time.

This paradigm change has provided, and continues to provide, researchers, educators, public policy makers, parents, and city residents with improved educational assessment strategies that can be used by all public schools and school systems to better examine student performance and assess the quality of individual schools.

This article details the strategies adopted by the CSRC for measuring educational accountability in schools chartered by the Common Council. Specific categories of educational outcomes are identified, with examples of how these measures are being used to monitor each school's academic performance on an annual basis. Trend data are also presented to illustrate how adopting meaningful and attainable school improvement strategies based on valid and reliable measures of academic accountability can have an impact on educational outcomes. Over time, this process helps to ensure that schools using academic performance measures to drive their annual improvement plans become high-performance environments for all students.

⁵ The CSRC wants to know what contribution or value the school has added to its students' academic achievement. The CSRC adopted this approach because its definition of a high-quality school went beyond only serving academically high-performing students. The CSRC's definition of a high-quality school was one that provided each of its students with adequate and appropriate instruction to ensure that 1) achievement gaps were being narrowed; 2) all students were achieving at their grade level or were making adequate progress to place them closer to their grade level; and 3) all students were prepared to succeed in post-secondary instructional settings.

The CSRC's Academic Monitoring Approach

Prior to chartering any schools, the CSRC adopted the principles embedded in Wisconsin's "balanced approach" mandate to guide the formulation of its academic performance criteria.⁶ The balanced approach requires school districts to have a plan for making education decisions about individual students that does not rely on only a single test score. Consistent with this approach, the CSRC decided to use multiple educational outcomes to examine each school's performance on an annual basis. The committee relies on data from multiple educational assessments of students' academic performance, as well as other related educational factors, to monitor the status of an individual school's quality and its progress toward becoming a high-performing school. The CSRC has deemed the following to be the most critical educational measures, and contractually mandates that schools implement and gather data regarding these outcomes to report annually on progress:

1. Standardized test outcomes in reading and mathematics;
2. Local measure outcomes in reading, mathematics, writing, and individual education program (IEP) goals; and
3. Secondary measures, such as teacher certification, student attendance and return rates, and parental involvement.

After the Common Council has chartered a school, the CSRC utilizes the services of CRC to monitor the school's compliance with contractual issues related to student academic performance on the required measures as well as administrative requirements.

⁶ More detailed information about the CSRC's approach to monitoring and its use of the balanced approach can be found in the City of Milwaukee Common Council Charter School Application for the 2009–10 school year. The complete description of the Academic Performance and Educational Program Criteria is contained in Section IV: Attachments, Appendix A, Document Page 34. This application can be downloaded from the City of Milwaukee's website, <http://www.city.milwaukee.gov/imagelibrary/groups/DOAauthors/charterschool/0910charterschoolapplication.pdf>.

The CSRC and CRC partnership has resulted in an ongoing monitoring process that focuses on clear and specific individual student progress outcomes and data-driven decision making. This approach encourages each school to respond to the diverse needs of its students through a continuous school improvement process.

The Monitoring Process

The process to monitor the academic performance of each school chartered by the Common Council consists of the following:

1. An initial visit is held with each school's academic team. CRC staff conduct a face-to-face interview with the team using a structured interview guide to gather current information about the school and to review and formulate the school's anticipated educational outcomes in reading, writing, and mathematics. This information guides the content of a memorandum of understanding (referred to as a learning memo) between the school and the CSRC. This memo describes each anticipated educational outcome; verifies that the tool used to measure each outcome is reliable and valid; and specifies how student performance data will be collected, stored, and reviewed by school staff on an ongoing basis. Once these elements are approved, the learning memo becomes the guide for all data submitted to CRC for analysis and reporting in the school's annual monitoring report.

2. At least two additional site visits are made by CRC to the school during the course of the school year. One of these visits is announced and one is unannounced. During each visit, CRC staff review student records; observe classes; engage in discussions with teachers and administrative staff; and gather information on the school's overall climate, culture, and safety.

3. At the end of the year, CRC staff make a final site visit. At that time, CRC conducts a guided interview to review the school's efforts to improve students' academic performance, as described in the learning memo, over the entire school year. Specific attention is given to a) obtaining information about the ways staff used student data to guide their work with students; b) formulating school/instructional improvement

strategies for the next school year;⁷ c) describing any unforeseen occurrences during the school year that may have affected students' academic performance; and d) reviewing the status of the school's staff and overall plans for the next year.

4. At the end of each school year, each school submits to CRC individual student data related to the educational outcomes outlined in its annual learning memo. These data are compiled, analyzed, and synthesized by CRC to produce a programmatic profile and educational performance report for each school.⁸ Each annual report provides a profile of the school; highlights the school's educational performance for that school year on multiple, diverse educational outcomes contained in the learning memo; reports on previously identified school improvement strategies and recommendations for school improvement strategies for the next school year; and summarizes the school's compliance with the educational provisions in its contract with the city. Every other year, CRC surveys or interviews parents, teachers, students, and board members to assess satisfaction with the school's overall operations and academic performance. Results are summarized in the annual report.

Academic Outcome Measures

The Common Council had four chartered elementary schools operating during the 2007–08 school year.⁹ These schools were the Academy of Learning and Leadership; Central City Cyberschool, Inc.; Darrell Lynn Hines College Preparatory Academy of Excellence; and Downtown Montessori. As illustrated in Table 1, there were 1,114 students enrolled in city-chartered schools.

⁷ If a school is in its second or subsequent year, there are also detailed discussions about what steps the school took over the course of the school year to implement the recommendations from the prior school year's annual report. The recommendations are expected to become the foundation of each school's annual school improvement plan, and staff are expected to review student assessment data on a regular basis as part of their ongoing quality improvement process.

⁸ Once accepted and approved by the Common Council, the schools' annual reports are available to the general public on CRC's website, www.nccd-crc.org.

⁹ These four schools jointly served students in grades K3 through eight. Not all schools served K3 students or eighth-grade students, but most had students enrolled in K4 through eighth grade.

Of these students, 90.7% were African American, 5.6% were White, and 1.2% were Hispanic. The percentage of students eligible for free or reduced lunch ranged from a high of 97.6% (Academy of Learning and Leadership) to a low of 20.0% (Downtown Montessori).

Each school was required to establish objective, measurable goals for standardized testing as well as local measures of academic achievement. Results from these measures are described in the following sections.

Standardized Measures of Educational Performance

The CSRC requires that its schools administer the Stanford Diagnostic Reading Test (SDRT) to all first-, second-, and third-grade students in the spring of each year. While the results of these tests are presented in each school’s annual report, the CSRC’s key interest lies in whether all students are, on average, advancing at least one year, measured in grade level equivalency, from spring test to spring test. Table 2 describes the SDRT year-to-year average grade level advancements for students who attended Downtown Montessori, the highest-performing city-chartered school, for the last three consecutive years.¹⁰ For each of these years, the school exceeded the expectations of the CSRC. These outcomes enable the

School	Enrollment	Race/Ethnicity				% Eligible for Free/Reduced Lunch**
		African American	White	Hispanic	Other/Unknown	
Academy of Learning and Leadership	390	94.1%	0.5%	0.3%	5.1%	97.6%
Central City Cyberschool	343	99.4%	0.3%	0.3%	0.0%	94.0%
Darrell Lynn Hines Academy	288	99.0%	0.0%	0.3%	0.7%	69.3%
Downtown Montessori	93	18.3%	63.4%	10.8%	7.5%	20.0%
Total	1,114	90.7%	5.6%	1.2%	2.5%	N/A

*At the end of the school year.

** Free/reduced lunch eligibility data for individual schools can be found at Wisconsin Department of Public Instruction, <http://dpi.wi.gov/index.html>.

School Year	N	Average Grade Level Advancement
2005–06	18	2.2
2006–07	15	2.8
2007–08	12	2.1

CSRC to see that Downtown Montessori students, at least in the early grade levels, are showing progress in reading.

Similar results are not found in one of the lower-performing charter schools. Table 3 shows that first through third graders at the Academy of Learning and Leadership have not made comparable gains over this same time period. Administrative and teaching staff at the Academy have used these data to identify the lowest-achieving students in these grades and provide them with additional reading instruction. This practice is beginning to produce small, incremental reading skill level gains for this low-achieving population.

¹⁰ To complete these analyses, CRC uses a cohort approach. Student scores are included if the student attended the school for consecutive academic years. For example, in the 2007–08 school year report, multiple-year student progress was based on students enrolled as first graders in 2006–07 and as second graders in 2007–08, as well as for second graders who returned as third graders in 2007–08.

For students in third through eighth grades, the CSRC examines reading and mathematics results from the Wisconsin Knowledge and Concepts Examination – Criterion-referenced Test (WKCE–CRT).¹¹ Results from this test are used to place students into one of four proficiency levels: minimal, basic, proficient, or advanced. Year-to-year progress for these students is reported to the CSRC only for students enrolled for a full academic year.¹²

The CSRC has separate expectations for third- through eighth-grade students depending on their proficiency level the prior year. The first is that at least 75.0% of the students who were proficient or advanced in reading and/or mathematics on the prior school year's WKCE–CRT will maintain this status. For the cohort of students who achieved only minimal or basic levels of proficiency on the WKCE–CRT in the prior school year, the expectation is that the school will increase, on an annual basis, the percentage of its students who are improving by at least one proficiency level¹³ or moving at least one quartile within their previous proficiency level.¹⁴

Table 4 illustrates WKCE–CRT results from Central City Cyberschool. As shown, Central City Cyberschool did not initially meet the first expectation required by the CSRC, but the school has made progress in maintaining or increasing the skill levels of its fourth through eighth graders over the last four years. The initial results were used by CRC and the school to identify objectives for inclusion in the school's improvement plan. As shown in Table 4, the school has exceeded the CSRC's

¹¹ This test is required by the State of Wisconsin and is administered to all students in Wisconsin public schools as part of federal No Child Left Behind requirements.

¹² The definition of a full academic year requires, for example, that a student who took the WKCE–CRT in the fall of 2007 was enrolled in the same school on or before September 2006. This definition ensures that annual academic progress is linked to the academic instruction provided by the school in which the student is enrolled at the time of test administration.

¹³ For example, moving from minimal to basic or basic to proficient.

¹⁴ Scale score ranges are divided into quartiles. For students who remain in the same proficiency level, progress is measured by comparing the previous-year quartile to the current-year quartile.

School Year	N	Average Grade Level Advancement
2005–06	19	0.3
2006–07	33	0.3
2007–08	40	0.5

School Year	Reading	Mathematics
2004–05	63.5%	67.1%
2005–06	78.4%	75.5%
2006–07	76.8%	72.5%
2007–08	87.1%	89.8%

requirement in reading for the last three years, and in mathematics for two of the last three years. These results enable the CSRC to observe that Central City Cyberschool is making progress toward becoming a high-performing school on this standardized measure.

Progress has been made by all of the city-chartered schools in their efforts to increase the percentage of students in fourth through eighth grade who either remain proficient or show advancement in their reading and mathematics levels on the Wisconsin state test. While not all of the schools have the same percentage of their students in these categories, the use of data to identify lower-achieving students, the implementation of supplemental instructional strategies, and the monitoring of individual student progress have produced better outcomes for students in all of these schools.

Local Measures of Educational Performance

In addition to the standardized measures the CSRC uses to assess the performance of its chartered schools, each school is required to adopt local measures to demonstrate school-year progress in reading, mathematics, and writing. An example of a local measure for the 2007–08 school year from Darrell Lynn Hines Academy involves the use of the “Six Traits of Writing” rubric to assess students’ writing abilities.¹⁵ The school’s expectation for its K5 through eighth-grade students was that, by the end of the school year, students would be able to produce a grade-level-appropriate piece of writing. Figure 1 reveals that 86.0% of students demonstrated basic or better proficiency levels in writing by the end of the school year. In addition, at least half of the students were performing above the basic level for their grade.

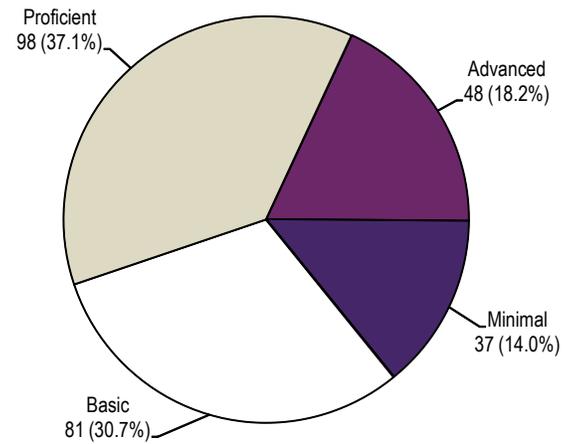
Another example of a local measure comes from the Academy of Learning and Leadership. The school’s reading goal was that students would either progress seven months between the November and May assessments, or would be at or above grade level by the end of the school year. The reading levels were assessed using the Fountas and Pinnell Guided Reading learning continuum.¹⁶ Results in Figure 2 show that 70.1% of students met the reading goal by the end of the school year. In addition, results showed that the students had advanced, on average, nine and one-half months during this seven-month time period. The CSRC links this outcome with other information about students’ academic performance to determine if the school met the committee’s educational performance requirements.

¹⁵ The Six Traits of Writing rubric is a framework for assessing the quality of student writing. Based on grade-level-specific requirements, each student is categorized as having minimal, basic, proficient, or advanced writing skills. The achievement of skills at a basic level means that a student is producing a grade-level-appropriate piece of writing.

¹⁶ Details about the way progress was assessed using the Fountas and Pinnell Guided Reading series can be found on page 35 of the Academy of Learning and Leadership’s 2007–08 annual report, available at www.nccd-crc.org.

Figure 1

Darrell Lynn Hines Academy
Six Traits of Writing Assignment
K5 Through 8th Grade
2007–08

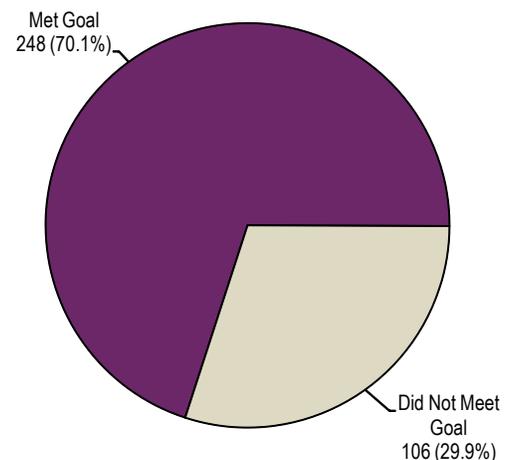


N = 264

Note: Includes any students for whom writing skills were assessed.

Figure 2

Academy of Learning and Leadership
Reading Performance Based on
Fountas and Pinnell Guided Reading
K5 Through 8th Grade
2007–08



N = 354

Note: Average advancement was 9.5 months of growth.

These examples of local measure outcomes illustrate how locally identified measures can be used by both individual schools and the CSRC to monitor the academic progress of all the children enrolled in a particular school.

Other Measures of Educational Performance

In addition to standardized and local measures of academic progress, CRC gathers a variety of qualitative and quantitative information in order to monitor a school's overall performance. Examples of outcomes for some of these measures are presented below for one or more of the schools, using data from the 2007–08 school year or data from a number of school years to illustrate school improvement over time.

Attendance Rates and Student Stability Trends

Two key indicators of student engagement and involvement in school are attendance and student stability. Attendance rates illustrate whether students are regularly at school and present for their scheduled classes. Return rates indicate whether students are maintained in a stable learning environment from one year to the next.

Table 5 displays the attendance rates for each of the four schools for the last three school years.¹⁷ Three of the schools have maintained fairly stable attendance rates in the high 80% to lower 90% range. The fourth school has regularly shown improvement in attendance rates, going from 92.5% to 95.5%. (Note: The State of Wisconsin's target goal for student attendance at these grade levels is 85%, so all four schools are performing above the state's expectation.)

Another important indicator of educational performance is stability in a school's student

¹⁷ City-chartered schools submit student attendance data annually to CRC for analysis. To calculate each school's attendance rate, CRC calculates an attendance rate for each student enrolled in the school at any time during the school year, and then averages these rates across all students.

School	2005–06	2006–07	2007–08
Academy of Learning and Leadership	91.3%	90.7%	90.0%
Central City Cyberschool	89.1%	87.4%	88.0%
Darrell Lynn Hines Academy	95.0%	93.7%	93.0%
Downtown Montessori	92.5%	93.3%	95.5%

enrollment. One measure of student stability comes from examining the rate at which students return to a school for a subsequent year of instruction. Student return rates are based on the number of students who attended on the last day of the previous school year, were eligible for continued enrollment at the school in the next school year, and remained enrolled as of the third Friday in September of the next school year. Reviewing student return rates for the city-chartered schools over the last three years, it is clear that three of the four schools have made improvements in their efforts to increase the number of students returning to the school each year (see Table 6). The fourth school, Darrell Lynn Hines Academy, experienced a dip in its student return rate in the fall of 2006, but the return rate was back up to 90.0% in the fall of 2007.

School	Fall of 2005	Fall of 2006	Fall of 2007
Academy of Learning and Leadership	75.8%	89.1%	90.0%
Central City Cyberschool	77.6%	78.2%	88.0%
Darrell Lynn Hines Academy	90.7%	85.3%	90.0%
Downtown Montessori	76.0%	89.6%	90.0%

The CSRC views high return rates positively for two reasons. First, high return rates contribute to the likelihood that students will experience continuity in their instructional activities as well as limited disruption in their acquisition of sequential knowledge, skills, and

curricular content. Second, return rates can be an indicator of some level of student/parent satisfaction with the quality of the school and its contribution to students' overall academic, social, and behavioral performance.

Based on the improvements that the CSRC has observed in the schools' student return rates, it has decided to monitor each school's annual student retention rate as well. This rate will inform school staff and the CSRC about a school's ability to keep students engaged in the same learning environment for a full school year. The CSRC is also going to begin monitoring teacher retention rates.¹⁸ These monitoring changes are being made to assist schools with using data to track key performance outcomes and effectively manage key programmatic improvements.

Parent/Family Involvement and Licensed Teachers

The CSRC's members are acutely aware of the various factors that contribute to the operation of a quality school. To this end, it is important that students are engaged in the school on a consistent and regular basis and that parents are routinely engaged in their child's learning environment. Most of the schools offer parents numerous opportunities for school involvement, and each school consistently monitors parent/family attendance at student/parent/teacher conferences. The schools view parental engagement in these conferences as an essential means of increasing the collaboration between the school and parents in the design and implementation of instructional activities that will take place during the school year. Table 7 shows that all four city-chartered schools had extremely high levels of parental involvement in these conferences. These data also suggest that parents are comfortable in these schools and know that they play an important role in their child's learning, both at the school and in their homes.

Table 7	
City of Milwaukee Chartered Schools Parent/Family Involvement 2007-08	
School	Parent Conference Average Attendance Rate
Academy of Learning and Leadership	90.1% attended 3 of 4 conferences
Central City Cyberschool	91.0%, fall; 96.0%, spring
Darrell Lynn Hines Academy	86.1%, fall; 99.3%, spring
Downtown Montessori	100.0%, both fall and spring

Each of the city-chartered schools' contracts requires that classroom teachers hold a valid license or permit to teach issued by the Wisconsin Department of Public Instruction (DPI).¹⁹ Each school is expected to hire only qualified and competent teachers, and to provide ongoing professional development opportunities to enhance the academic training of its instructional staff. At the beginning, middle, and end of the school year, school administrators report on the licensure status of all classroom teachers. This information enables CRC to monitor the status of each teacher's license/permit throughout the school year, and also to monitor the stability and retention rate of the academic faculty. Table 8 reveals that almost all of the classroom teachers in these schools were licensed; however, there

Table 8	
City of Milwaukee Chartered Schools Licensed Teachers 2007-08	
School	Number of Classroom Teachers With DPI License or Permit
Academy of Learning and Leadership	22 of 25
Central City Cyberschool	18 of 19
Darrell Lynn Hines Academy	All 12
Downtown Montessori*	All 14

*Downtown Montessori teachers also held Montessori certification.

¹⁸ The inclusion of these additional outcomes in the monitoring process provides the schools with a clear statement about the practices that the CSRC has concluded are essential for ongoing improvements in the academic performance of all students enrolled in its charter schools.

¹⁹ DPI issues these licenses or permits subject to qualifications enumerated in Wis. Stat. 118.40(7)(a), 118.19(1), and 121.02(1) (a)2.

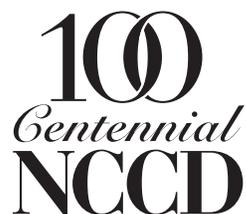
were a few teachers in two of the schools who were not licensed during the 2007–08 school year. These schools will be asked to explain the reasons for this noncompliance, and to indicate in concrete terms how total compliance will be achieved before the start of the next school year.

Conclusion

As part of its responsibility for designing and implementing the application process for charter school contracts and the mechanism for educational monitoring, the City of Milwaukee's Common Council has required that the schools chartered by the city are continually held accountable for meeting or making consistent progress toward the academic standards required by the CSRC. The Common Council and the CSRC have worked collaboratively with CRC, the contracted educational monitor, and the chartered schools to review data; research current assessment tools; and strengthen analysis and reporting formats to create a state-of-the-art, valid, reliable, and focused educational monitoring system. This system relies on multiple measures of academic performance to assess the quality of each of its schools. It also provides data to all parties involved with the school—students, parents, teachers, administrators, board of directors, the CSRC, the Common Council, and the general public—to demonstrate the contributions these schools make on an annual basis to improving the academic performance of all students enrolled in these schools.



Children's Research Center
426 S. Yellowstone Dr., Ste. 250
Madison, Wisconsin 53719
(608) 831-1180
www.nccd-crc.org



CRC is a division of the National Council on Crime and Delinquency, a nonprofit social research organization in existence since 1907.