

Statutory Report Series

2003-2004 Legislative Report on Charter Schools



**Prepared by School Management Services
Department of Public Instruction**

Acknowledgements

This is the Wisconsin Department of Public Instruction's (DPI's) third report which gathers statewide data on the number of charter school petitions and proposals and the action taken by school boards on these petitions and proposals. This report shows the number of school districts with charter school activity during the 2003-2004 school year. Annual activity has increased since the first report, which documented charter school activity in the 2001-2002 school year.

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Executive Summary

The purpose of this report is to identify and describe the actions taken on new charter school petitions or proposals. This report offers a summary of charter school activity in the 426 Wisconsin school districts during the 2003-2004 school year. The data is based upon an electronic survey administered by the Wisconsin Department of Public Instruction (DPI), document review, and follow up contacts with local school district officials. As stated in § 115.28 (49), Wis. Stats., the department is required to submit this report to the Legislature in the manner provided under § 13.172 (2), Wis. Stats., regarding the status of existing charter schools, the number of petitions for new charter schools, and school board as well as departmental action taken on petitions for new charter schools.

An electronic survey was administered to the 426 Wisconsin public school districts. Using a mixed mode methodology that included a survey, e-mails, letters and phone calls, a 100 percent response rate was achieved. Document review included federal charter school grant applications and annual charter school publications. Additionally, follow-up phone calls were made to districts that submitted federal charter school grant applications or who were identified as members of a consortium on grant applications submitted to the DPI and not reported on the electronic survey.

For the purposes of this report, two distinct levels of decision-making were documented. A first-level decision is defined as a concept approval or participation in a consortium whereby a school board supported further study or a school board clerk and district administrator provided a signature on a charter school planning grant application submitted to the department for the purposes of seeking federal grant funds to develop a new charter school. A second-level decision is defined as a decision to issue a charter, or provide a signature on an agreement to participate in a multi-district charter school, or a school board official signature on an implementation grant to seek federal charter school start up funds from the department.

During the 2003-2004 school year, there were 74 *first level* charter school decisions made by 47 school boards statewide and 48 *second level* charter school decisions made by 33 school boards statewide. Seventy-two of 74 (97.3 percent) proposals were approved at the level one decision, and two (2.7 percent) were denied. At the *level two* decision, 47 (98 percent) proposals were approved. Seven school districts reported a *second level* decision but not a first level decision, bringing the total number of districts reporting charter school activity between July 1, 2003 and June 30, 2004 to 54 (12.6 percent) of Wisconsin's 426 public school districts.

This study showed that charter school planners sought petition approval and school boards approved proposals at the first and second levels in order to realize an alternative vision for schooling, increase student achievement and increase parent/community involvement, among other reasons. The lack of financial viability was also cited (2 respondents) as a reason for denying proposals at the first-level decision. The denial or limitation of federal charter school grant funds—which cannot be used for salaries, facility leasing, or student transportation—contributes to the lack of charter school development at the first-level decision. Charter School Program funds are intended to provide seed money for charter school development as opposed to ongoing funds to cover expenses such as staffing, pupil services or building costs.

Introduction

The Wisconsin Charter School Program was established in 1993 to provide educational alternatives for students in kindergarten through grade twelve. The law permitted 10 school districts to establish up to two charter schools each and created a ceiling of 20 schools statewide. Thirteen charter schools were initially created under this early law. In 1995, revisions to the charter school law gave chartering authority to all school boards statewide and eliminated the cap on the total number of charter schools that could be created. In 1997, the state legislature gave chartering authority in Milwaukee to the chancellor of the University of Wisconsin–Milwaukee (UWM), to the Milwaukee Area Technical College (MATC), and to the Common Council of the City of Milwaukee. In 2001 Wisconsin Act 16, the 2001-2003 budget bill, limited chartering authority was given to the University of Wisconsin-Parkside to create a charter school for no more than 400 children.

During the 2003-2004 school year there were 134 operating charter schools authorized by 74 Wisconsin school boards and 12 charter schools authorized by non-school board sponsors. A recent report evaluating the role and processes of authorizers in 24 states gave Wisconsin above average scores for every criterion used to evaluate the charter approval process (Palmer, Dau, & Shekerjian, 2003). Respondents in this study described the approval process in Wisconsin to be nonpolitical and focused on application quality. Application procedures were noted as varying from district to district, with some but not all having formal application processes.

While there are multiple authorizers in the state of Wisconsin, this report specifically addresses local school board action as required by the legislature and does not include activity or action taken on new charter school petitions or proposals by non-school board sponsors.

In 2002, the DPI applied for and was awarded a three year, \$27 million federal grant by the United States Department of Education (USDE) to support planning and start up of new charter schools and the dissemination of best practices to increase student achievement. The state charter plan submitted to the USDE by DPI projected 150 operating charter schools by the 2004-2005 school year. At the beginning of the 2004-2005 school year there were 161 operating charter schools; thus, the number of charter schools has exceeded this projection.

Charter Schools in Wisconsin and Other States

Charter schools fall under the bigger umbrella of public school choice. At the federal level, significant funding has been allocated to promote charter schools and encourage states to enact charter school legislation. As of 2004, 41 states, the District of Columbia and Puerto Rico have signed charter school legislation into law, and 39 states have operating charter schools (WestEd, 2005). The first charter school law in the country was created in Minnesota in 1991 and the country's first charter school opened in the Minneapolis-St. Paul area in 1992. Ten years later, according to the USDE, there were between 1,735 and 1,790 charter schools operating in the 2000-2001 school year, serving approximately 430,000 school children (Hill et al., 2001). Today,

the number of charter schools has grown to nearly 3,400 serving almost one million students (Center for Education Reform, 2005).

Wisconsin enacted charter legislation in 1993. The first charter school was authorized by the Stevens Point Area School Board in 1994. With 134 schools operating in 2003-2004, Wisconsin ranks 7th in total numbers of operating charter schools among the 40 states with charter school legislation. Table 1 presents the top ten states in the country with the largest number of operating charter schools.

■ Table 1

States with the Most Charter Schools in 2003-2004 compared to 2002-2003 School Years

State	Number of Charters	
	2002-2003	2003-2004
California	428	500
Arizona	464	491
Florida	227	258
Texas	221	241
Michigan	196	210
Ohio	131	142
Wisconsin	128	134
Pennsylvania	91	103
Minnesota	92	95
North Carolina	93	94

Source: Center for Education Reform, March 2004. Wisconsin numbers obtained from the Department of Public Instruction.

Federal charter school planning and implementation start-up funds, awarded to the DPI by the USDE, are disseminated through the Wisconsin Charter School Program to support the development of successful charter schools which are believed to increase student achievement in public schools. While charter school grant funds may influence and encourage the development of charter schools, chartering a new school at the local level is a separate and distinct activity from applying for charter school grant funds. Chartering requires communication and decision making between the operator of the charter school and the local school administration and school board. There are two approaches to developing a charter school at the local level: petitions and proposals.

Two Methods to Create a Charter School: Petitions and Proposals

Charter School Petition

A written petition requesting the school board to establish a charter school must be filed with the school district clerk. A petition must be signed by at least 10 percent of the teachers employed by the school district or by at least 50 percent of the teachers employed at one school of the school district. By law, a petition includes all of the following:

1. The name of the person who is seeking to establish the charter school.

2. The name of the person who will be in charge of the charter school and the manner in which administrative services will be provided.
3. A description of the educational program of the school.
4. The methods the school will use to enable pupils to attain the educational goals under §. 118.01, Wis. Stats.
5. The method by which pupil progress in attaining the educational goals under § 118.01, Wis. Stats. will be measured.
6. The governance structure of the school - including the method to be followed by the school to ensure parental involvement.
7. Subject to sub. (7) (a) and (am) and §118.19 (1), Wis. Stats. and §121.02 (1) (a) 2., Wis. Stats., the qualifications that must be met by the individuals to be employed in the school.
8. The procedures that the school will follow to ensure the health and safety of the pupils.
9. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population.
10. The requirements for admission to the school.
11. The manner in which annual audits of the financial and programmatic operations of the school will be performed.
12. The procedures for disciplining pupils.
13. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.
14. A description of the school facilities and the types and limits of the liability insurance that the school will carry.
15. The effect of the establishment of the charter school on the liability of the school district.
16. The amount to be paid to the charter school during each school year of the contract.

To assist planners and authorizers, the DPI has established a contract benchmark sheet for guidance purposes that outlines required and suggested items for inclusion in a charter school contract (see Appendix A).

A petition is a culmination of collaborative effort between local groups, usually including teachers, administrators, parents, community members, universities or technical colleges, Cooperative Educational Service Agencies, students, and-not-for profit or for-profit businesses or agencies. Planning requires an understanding of state and federal law as it relates to education, local needs and educational options.

Public Hearing or Granting of Petition

A school board must hold a public hearing within 30 days after receiving a charter petition. At the hearing, the school board, as part of the review process, considers the level of employee and parental support for the establishment of the charter school described in the petition and the fiscal impact of the establishment of the charter school on the school district. After the hearing, the school board may grant or deny the petition.

A school board may grant a petition that would result in the conversion of all of the public schools in the school district to charter schools if all of the following apply:

1. At least 50 percent of the teachers employed by the school district sign the petition.

2. The school board provides alternative public school attendance arrangements for pupils who do not wish to attend or are not admitted to a charter school.

In Milwaukee, if a school board denies a petition, the person seeking to establish the charter school may, within 30 days after receiving the denial, appeal the denial to the DPI. The department shall issue a decision within 30 days after receiving the appeal. The DPI's decision is final, and by statute is not subject to judicial review.

Charter School Proposal

School Board Initiative or Charter School Proposal

A school board may on its own initiative contract with a person to operate a charter school. The contract must include all of the 16 provisions required in a petition and may include other provisions as agreed to by all parties. Planning requires an understanding of state and federal law as it relates to education and an awareness of local needs and educational options.

Public Hearing on Granting of Proposal

At least 30 days before entering into a contract that would convert a private school to a charter school or that would establish a charter school that is not an instrumentality of the school district, the school board shall hold a public hearing on the contract. At the hearing, the school board shall consider the level of employee and parental support for the establishment of the charter school and the fiscal impact of the establishment of the charter school on the school district. A school board may not enter into a contract that would result in the conversion of all of the public schools in the school district to charter schools *unless* the school board provides alternative public school attendance arrangements for pupils who do not wish to attend or are not admitted to a charter school.

Contract

Whenever a school board intends to establish a charter school, §118.40 (1), Wis. Stats., requires notification of the State Superintendent of its intention. A notice must include a description of the proposed school. A charter school contract, submitted to the department and which must include sixteen items according to §118.40, Wis. Stats., satisfies this required notification.

A contract between a school board and a charter school operator may be for any term not exceeding five school years and may be renewed for one or more terms not exceeding five school years. The contract must specify the amount to be paid to the charter school during each school year of the contract. The contract often includes reasons and procedures for revocation or renewal.

Wisconsin Charter Schools

Wisconsin's charter schools are intended to encourage innovation in school organization and instruction. Charter schools are accountable in three major areas: 1) student achievement, 2) fiscal management, and 3) adherence to their contracts and the charter school law. Charter schools in Wisconsin are exempt from most state requirements regarding public education but are not exempt from federal laws governing regular or special education or civil rights policies, nor are they exempt from local school board policies unless negotiated and documented in the

charter contract. Charter school developers are free to be creative in setting up governance and administrative structures.

Under federal law, charter schools cannot charge tuition and must be equally accessible to all students in the school district. Preference in admission must be given to students living within the attendance area of an existing school that is converted to a charter school. Further, if more students apply for admission to charter schools than can be accommodated, students are admitted on the basis of a single lottery.

Charter schools may not discriminate on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Specific information regarding special education may be found at the web address: <http://www.dpi.state.wi.us/dpi/dlsea/een/index.html> .

Attendance at a charter school must be voluntary. Additionally, the district must provide alternative public education for pupils who do not wish to attend the charter school or who are not admitted to the charter school. The charter school contract must clearly spell out how the school will achieve a racial and ethnic balance among its pupils and how the population of a charter school reflects the balance in the school district as a whole. Table 2 is a breakdown of the Wisconsin charter school population compared to statewide data.

■ Table 2

Charter School Population by School Year

	2001-2002		2002-2003		2003-2004	
	Charter	State	Charter	State	Charter	State
Asian/Pacific Islander	4.4%	3.4%	3.8%	3.3%	3.6%	3.4%
Black, not Hispanic	37.4%	10.2%	40.2%	10.4%	39.0%	10.5%
Hispanic	12.7%	5.0%	11.8%	5.4%	13.6%	5.8%
American Indian/ Alaskan Native	1.3%	1.4%	1.2%	1.5%	1.1%	1.4%
White, not Hispanic	44.3%	80.1%	43.0%	79.5%	42.8%	78.8%

Source: PI-1290 - Fall Enrollment Report

Table 3 shows the growth of Wisconsin charter schools from fall of 1994 to fall of 2003. In the fall of 2003 there were 134 operating charter schools in Wisconsin. The net increase of 5 charter schools between the falls of 2002 and 2003 reflects the addition of 13 charter schools and 8 closed charter schools at the start of the 2003-2004 school year. The department publishes an annual charter school directory that includes a history of the Wisconsin charter school law, charter licensing requirements, and a description of each operating charter school in the state. This and other related information can be found on the charter school website at: <http://dpi.wi.gov/sms/csindex.html>

■ Table 3

Charter School Growth in Wisconsin

Year	Number of Charter Schools	% Increase
1994-1995	1	
1995-1996	8	700%
1996-1997	13	63%
1997-1998	18	38%
1998-1999	40	122%
1999-2000	63	58%
2000-2001	86	37%
2001-2002	109	27%
2002-2003	129	18%
2003-2004	134	4%

This section reviewed the procedures for developing a charter school using two approaches, a petition or a proposal. The next section will provide an overview of petition and proposal activity in school districts and action taken by school districts and the department. For the purposes of this report, subsequent sections will use the terms ‘proposal’ and ‘petition’ interchangeably.

Survey Results

The department contacted all 426 school district superintendents or other official by email with an introductory letter from the State Superintendent (see Appendix B). The information contained within this report reflects petition or proposal activity during the 2003-2004 school year collected from 426 school districts (100 percent) via an electronic online survey (see Appendix C). Where inconsistencies were noted between survey data and grant documentation, follow-up contacts were made. The results are a compilation from all data sources.

Questions one through five identified the school code, name, title, e-mail address and phone number of the person completing the survey. Questions six through seventeen dealt with substantive issues related to charter school creation.

Of the 426 survey respondents, 409 (96 percent) responded to the question pertaining to their position within the school district. Within these responses, 342 (83.6 percent) indicated their title as being superintendent/district administrator, interim superintendent/interim district administrator or assistant superintendent/assistant district administrator; 18 (4.4 percent) secretaries/administrative assistants, 6 (1.5 percent) bookkeepers/business managers or clerks. There were 43 (10.5 percent) respondents that held other positions, which included school level administrators, directors of student services, charter school administrators and others.

Figure 1 provides a breakdown by CESA of new charter school petitions. Figure 1 shows increases in CESAs 1, 4, 6, 7, 10, and 11. CESAs 2, 3, 5, 8, 9, and 12 experienced no change or a decrease in the number of new petitions from the 2002-2003 to 2003-2004 school years.

■ Figure 1

Number of New Petitions in each CESA in the 2002-2003 and 2003-2004 School Years

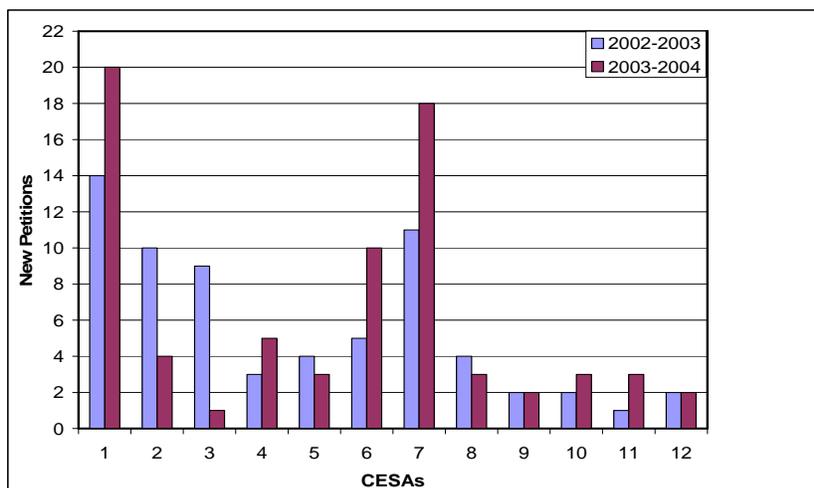
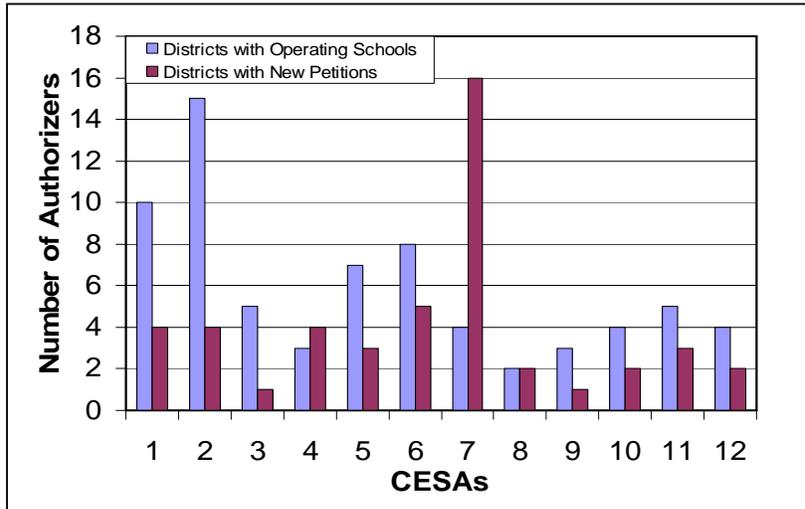


Figure 2 displays the comparison of districts in 2003-2004 with operating charter schools to the number of districts with new petitions. Thirty-four (72.3 percent) of the districts with petitions in 2003-2004 were first time authorizers. CESA 7 showed the most notable increase. Kohler data reflects activity that includes multiple school districts participating in a proposed online charter school. Seven of the school districts made decisions about the Kohler/CESA 7 managed school

during this reporting period. As of May 2004, 35 school districts and the Oneida nation had submitted contractual agreements indicating their commitment to the Kohler/CESA 7 program.

■ Figure 2

Comparison by CESA of existing authorizers to new authorizers in 2003-2004



First Level Decisions

Questions 6-10

District administrators were asked to report on the number of first level decisions approved and the number of first level decisions denied. Between July 1, 2003 and June 30, 2004, 47 (11 percent) of 426 school districts in the state of Wisconsin reported a total of 74 petitions or proposals filed with their school board. Respondents reported that at the first level, 72 (97.3 percent) of the proposals filed were approved. Districts reporting approval of a proposal on the electronic survey provided a rationale for the action taken.

■ Table 4

Reasons for Approval of First Level Decisions

Reason	Number (n=72)	Percentage
Serves a special population	32	44.4%
Increases student achievement	36	50.0%
Increases parent/community involvement	31	43.0%
Attracts students	34	47.2%
Realizes an alternative vision for schooling	41	57.0%
Participates in a charter school consortium	18	25.0%
Other	3	4.2%

Note: Districts could provide more than one reason for approval. Therefore, the total exceeds 100%.

Reasons given for approval of new charter school petitions or proposals by school boards mirror the reasons charters are founded, as revealed in national studies (Berman, Nelson, Seppanen et. al, 1997; Berman, Nelson, Ericson et al, 1998; Berman, Nelson, Perry et. al, 1999; Nelson, Berman, Ericson et al, 2000). “Realizes an alternative vision for schooling” was the most frequently cited reason for approving a petition. Wisconsin cites “serving a special population” more frequently than the second national study, or 44.3 percent as compared to 22.1 percent (Berman et. al, 1998) and more than the fourth national study, or 44.3 percent as compared to 30.4 percent (Nelson et. al, 2000). This may be due to the reference in Wisconsin law giving preference to at-risk programs.

“Increases parent/community involvement” was cited more frequently at the state level (42.9 percent) as compared to the fourth national survey where 8.9 percent of respondents identified this reason (Nelson et. al, 2000). However, one difference may be that the Wisconsin state survey collapsed “parent and community involvement” into one category leading to an over-representation of the percentage for “parent involvement.”

Respondents indicating “other” to explain reasons for approval of first level decisions provided further explanation. Some of the reasons for approving first level decisions included consortium activity/multi-district and school collaboration for the benefit of a region. Some respondents also expressed differing opinions on the value and effectiveness of charter schools. One district expressed concern about unintended consequences of charter schools such as racial segregation.

Two districts reported the denial of a first level decision. School boards have the authority to approve or deny new petitions or proposals. Reasons for denial are presented in Table 5. “Financial reasons” was identified by the two authorizers as a reason for denying a petition at the first level decision. One of the two districts also reported declining enrollment as a reason for denying a petition as well as “high turnover in administrative staff during the 2003-04 school year.”

■ Table 5

Reasons for Denial of First Level Decisions

Reason	Number (n=2)	Percentage
Declining enrollment	1	50.0%
Financial reasons	2	100.0%
Program not unique or innovative	0	0.0%
Lack of teacher, parent or community support	0	0.0%
Liability of district	0	0.0%
Withdrew from multi-district consortium	0	0.0%
Other (turnover in administrative staff 03-04 school year)	1	50.0%

Note: Districts could provide more than one reason for approval and, therefore, the total percentage exceeds 100.

Second Level Decisions

Questions 11-15

Survey respondents were asked to report on the number of second level decisions approved and the number of second level decisions denied. Between July 1, 2003 and June 30, 2004, 33 (7.7 percent) of 426 school districts in the state of Wisconsin reported a total of 48 second level decisions made by 33 local school boards. All but one proposed second level decision was approved. Districts making second level decisions provided reasons for the approval of the proposals.

■ Table 6

Reasons for Approval of Second Level Decisions

Reason	Number (n=47)	Percentage
Serves a special population	26	55.3%
Increases student achievement	24	51.0%
Increases parent/community involvement	20	42.6%
Attracts students	23	48.9%
Realizes alternative vision for schooling	28	59.5%
Participates in a charter school consortium	15	31.9%
Other	1	2.1%

Note: Districts could provide more than one reason for approval and, therefore, the total percentage exceeds 100.

The reasons that respondents provided for approving second level decisions are consistent with the reasons provided for approving first level decisions. “Realizes an alternative vision for schooling” was cited most frequently as a reason for approving a second level decision. “Serves a special population” was the second most frequently cited reason for approval of second level decisions whereas “increases student achievement” was the second most frequently cited reason for approval of first level decisions (55.3 percent and 51 percent respectively). A single district reporting “other” stated that decisions were approved in order to “provide service not formally available.

Source of Petitions/Proposals

Question 16

Respondents were asked to indicate who initiated charter school concepts or proposals.

■ Table 7

Source of Charter School Concepts or Proposals

Source	Number (n=54)	Percentage
a. District Superintendent	23	42.5%
b. School Administration	22	40.7%
c. CESA	17	31.4%
d. Teachers	19	35.1%
e. Parents	22	40.7%
f. Community (not for profit)	13	24%
g. Business for profit	5	9.2%
h. Other	5	9.2%

Note: Districts could provide more than one source. Therefore, the total exceeds 100%.

Survey responses indicated that the majority of charter school concepts or proposals came from district superintendents, school administrators and parents during the 2003-2004 reporting period. .

One of the five districts reporting “other” as a source for concepts or proposals cited a Charter Advisory Council as the initiator. The Council is comprised of school board members, child care association members, a parent, psychologist and representatives from UW-Stout and the College of St. Scholastica in Duluth, MN. Two districts reporting “other” detailed consortia activity, which is noted in Table 10 found later in this document. The remaining two districts reporting “other” indicated that 1) school board members have initiated a concept/proposal for a residential school to serve at-risk middle school students and; 2) the technology director and coordinator are the sources of the charter school interest.

Planning Group Participants

Question 17

Respondents were asked to identify planning group members.

■ Table 8

Charter School Planning Group Members

Source	Number (n=54)	Percentage
a. District Superintendent	33	61.1%
b. School Administration	41	75.9%
c. CESA	18	33.3%
d. Teachers	40	74%
e. Parents	38	70.3%
f. Community (not for profit)	27	50%
g. Business for profit	10	18.5%
h. Other	9	16.6%

Note: Districts could provide more than one source. Therefore, the total exceeds 100%.

Survey results indicate that teachers and district superintendents made up the majority of charter school planning groups during the period 2003-2004 while school administrators were close behind.

Comments

Question 18

Question 18 of the electronic survey provided space for “Open Comments.” Ninety-nine comments were provided that ranged from support for charter schools to questions about what to do when the money runs out to consortia activity to the feeling that charter schools take away resources from school districts. Appleton reported that the district finds charter schools to be a better way to meet student needs in a cost effective manner. The School District of Lodi notes that discussions have occurred about the addition of a second charter school but the district does not have the financial and administrative capacity to go beyond its current programs. Finally, the Hartford School district reported disappointment in not receiving DPI grant approval. The district indicated that it will continue to pursue means to create a program for at-risk, credit-deficient students.

Districts without charter schools offered comments covering several themes. Fifteen of these school districts made positive comments about charter schools. Seventeen districts indicated that they are not interested in charters. Ten districts indicated plans to implement charter schools in their districts in the future. One district has been “visiting charter schools and feels very good about the possibility of moving forward.” Twenty-one school districts expressed concerns about charter schools and how they are monitored by authorizers. Responses indicated the need for greater dissemination of information and explanation about the financial and instructional aspects of charter schools.

2003-2004 Charter School and Federal Grant Status

There were 134 operating charter schools in the 2003-2004 school year, 122 of which were authorized by 69 school districts. Of the remaining twelve charter schools, six were authorized by the Common Council of the City of Milwaukee, five were authorized by University of Wisconsin-Milwaukee, and one was authorized by UW-Parkside.

A listing of charter proposals, type of federal charter school grant application submitted to the department, the status of the application as funded or not funded, and status as to whether efforts ultimately led to a school being opened or not opened are revealed in Table 9.

■ Table 9

2003-2004 Action Taken By the Department of Public Instruction and School Status

District and School Name	Grant Type	Date Signed by School Board	Funding Status	School Status (as of 7/2005)
Appleton– Valley New School	Implementation I	7/24/2003	Funded	Open 2003
Appleton– eSchool	Implementation II	1/30/2004	Funded	Open 2002
Appleton– Tesla Engineering	Implementation II	7/9/2003	Funded	Open 2002
Appleton– Active Hands Academy	Planning	7/24/2003	Funded/Declined	Planning
Argyle– Argyle Land Ethic Academy	Implementation I	7/22/2004	Funded	Open 2004
Beloit– Synectics Middle	Implementation I	7/29/2003	Funded	Open 2003
Beloit – Synectics Middle	Implementation II	3/21/2004	Funded	Open 2003
Beloit– Synectics High	Planning	7/29/2003	Funded	Planning
Beloit– Burdge El	Planning	7/28/2003	Not Funded	Did Not Open
Blair-Taylor– School of Science, Engineering and Technology	Planning	7/22/2003	Funded	Open 2004
City of Milwaukee – Academy of Learning and Leadership	Implementation I	7/30/2003	Funded	Open 2003
City of Milwaukee – DLH Academy	Implementation II	12/1/2003	Funded	Open 2002
Clinton - LIFT	Implementation I	7/25/2003	Funded	Open 2004
Eau Claire– Chippewa Valley Montessori	Implementation II	7/14/2003	Funded	Open 2002
Flambeau - Flambeau	Implementation I	7/23/2003	Funded	Open 2003
Greendale– Time 4 Learning	Implementation I	7/22/2003	Funded	Open 2003
Grantsburg – Virtual School	Planning	7/14/2003	Funded	Open 2004
Hartford – Oriole Academy	Planning	7/29/2003	Not Funded	Did Not Open
Hayward– Hayward Center for Individualized Learning	Planning	7/29/2003	Not Funded	Open 2003
Kiel Area– K.I.E.L. Center	Implementation II	7/10/2003	Funded	Open 2002
Ladysmith Hawkins– Project Learning!	Implementation II	7/29/2003	Funded	Closed 2004
Madison– Nuestro Mundo Community School	Planning	6/26/2003	Funded	Open 2004
Menasha– Dos Mundos Unidos	Planning	7/23/2003	Not Funded	Did Not Open
Milwaukee– New Hope Institute of Science and Technology	Implementation I	7/31/2003	Funded	Open 2003
Milwaukee– La Causa	Implementation I	7/31/2003	Funded	Open 2003
Milwaukee– Professional Learning Institute	Implementation I	7/31/2003	Funded	Open 2003
Milwaukee– Carter Charter School of Excellence	Implementation I	7/31/2003	Funded	Open 2003
Milwaukee -Malcolm X	Implementation II	7/31/2003	Funded	Open 2002
Milwaukee– Northern Star	Implementation II	7/31/2003	Funded	Open 2002
Milwaukee– Wings Academy	Implementation II	7/31/2003	Funded	Open 2002
Milwaukee– Siefert	Implementation II	7/31/2003	Funded	Open 2001
Milwaukee– Institute for Career Empowerment, Inc.	Planning	Not signed	Funded/Declined	Did Not Open
Milwaukee– Kamoni Preparatory Academy	Planning	Not signed	Funded/Declined	Planning
Milwaukee– Advanced Language and Academic Studies	Planning	7/31/2003	Funded	Open 2004
Milwaukee– Milwaukee School of Entrepreneurship	Planning	1/29/2004	Funded	Open 2004
Milwaukee– CITIES Project High	Planning	2/25/2004	Funded	Open 2004
Milwaukee– Hmong American Peace Academy	Planning	7/31/2003	Funded	Open 2004
Milwaukee– W.E.B. Du Bois Metropolitan High	Planning	Not signed	Funded/Declined	Planning
Milwaukee– Young Women’s Institute for Global	Planning	Not signed	Not Funded	Did Not Open

Studies					
Milwaukee– Humboldt Park	Planning	5/25/2004	Funded	Open 2004	
Milwaukee– Community Trade and Business Center	Planning	Not signed	Not Funded	Open 2004	
Milwaukee– LaBrew Troopers Military University	Planning	Not signed	Not Funded	Did Not Open	
Milwaukee– LEADER Institute	Planning	Not signed	Not Funded	Did Not Open	
Monroe– Monroe Independent Education	Implementation I	7/30/2003	Funded	Open 2003	
Mukwonago– Eagleville Elementary	Planning	7/28/2003	Funded	Open 2004	
Neenah Joint– Alliance Charter Elementary	Planning	7/15/2003	Funded	Open 2004	
New London– Middle School	Implementation I	7/31/2003	Funded/Declined	Did Not Open	
New London - CASTLE	Implementation II	7/24/2003	Funded	Open 2002	
Northern Ozaukee– Wisconsin Virtual Academy	Implementation I	7/28/2003	Indefinitely Postponed	Open 2003	
Oshkosh– OASD Environmental Education Charter School	Implementation I	7/23/2003	Funded	Open 2003	
Oshkosh– ALPS Accelerated Alternative Learning Program	Planning	7/9/2003	Funded	Open 2004	
Oshkosh - Journeys	Planning	7/9/2003	Funded	Open 2004	
Portage– River Crossing Environmental	Implementation II	7/31/2003	Funded	Open 2002	
Rhineland– Northwoods Community Secondary	Planning	7/31/2003	Funded	Open 2004	
Rhineland– Northwoods Community Elementary	Planning	7/31/2003	Funded	Open 2004	
River Falls – Montessori	Implementation II	7/29/2003	Funded	Open 2002	
Sparta– High Point	Implementation II	7/22/2003	Funded	Open 2002	
Sparta– Montessori	Planning	7/7/2003	Funded	Open 2004	
Sparta - SAILS	Planning	7/22/2003	Funded	Open 2004	
Stevens Point– Wisconsin Rivers Community	Implementation II	7/28/2003	Funded	Open 2002	
Stevens Point– McDill	Implementation II	7/23/2003	Funded	Open 2002	
Stevens Point – Jackson Environmental Discovery Center	Implementation II	7/28/2003	Funded	Inactive 2005	
Stevens Point– Jefferson School for the Arts	Planning	7/14/2003	Funded	Open 2004	
Stevens Point– Washington Service Learning Center	Planning	6/11/2003	Funded	Open 2004	
Stevens Point– Roosevelt IDEA School	Planning	7/14/2003	Funded	Open 2004	
UW-Milwaukee – YMCA Young Leaders	Implementation II	7/31/2003	Funded	Open 2002	
UW-Milwaukee – Marva Collins	Implementation II	7/29/2003	Funded	Open 2002	
UW-Milwaukee – Capitol West	Planning	7/29/2003	Funded	Open 2004	
UW-Milwaukee – Woodlands	Planning	7/1/2003	Funded	Open 2004	
UW-Parkside – 21 st Century Prep.	Implementation II	11/21/2003	Funded	Open 2002	
Waukesha– Project Change	Implementation II	7/31/2003	Funded	Open 2002	
Waukesha– Academy of Health Professions	Planning	7/22/2003	Funded	Open 2004	
Wisconsin Heights– Renaissance School	Planning	7/30/2003	Funded/Declined	Did Not Open	
Wisconsin Rapids– Health Careers	Planning	7/28/2003	Not Funded	Did Not Open	

Funding status and school status are closely related. Only two of the 10 schools that did not receive funding opened. Conversely, for one district, funding did not lead to a school opening as this district chose to decline implementation funds. Five other districts also chose to decline funding.

Several school districts indicated participation in multi-district charter activity during the 2003-2004 reporting period. Survey results show that 46 school districts and the Oneida Nation are part of four active consortia. Thirty-five school districts and the Oneida Nation are part of the Kohler/CESA 7 consortium. The districts involved are identified in Table 10 below.

■ Table 10

School Districts Engaged in Multi-District/Partner Charter Activity

Sponsor District	Consortium Districts/Partners	Sponsor District	Consortium Districts/Partners
Menominee Area	Eau Claire Chippewa Falls	Wisconsin Rapids	Port Edwards Nekoosa
Abbotsford	Colby Medford Prentice Rib Lake	Kohler/CESA 7	Algoma Ashwaubenon Brillion Cedar Grove-Belgium Chilton De Pere Denmark Elkhart Lake-Glenbeulah Gibraltar Area Green Bay Area Hilbert Howard-Suamico Howards Grove Kewaunee Luxemburg-Casco Manitowoc Mishicot New Holstein Oneida Nation Oostburg Plymouth Pulaski Community Random Lake Reedsville Sevastopol Seymour Community Sheboygan Area Sheboygan Falls Southern Door County Stockbridge Sturgeon Bay Two Rivers Valders Area West De Pere Wrightstown

The map on the following page depicts the status as of 7/2005 of new charter school petitions or proposals filed during the 2003-2004 school year (see figure 3).

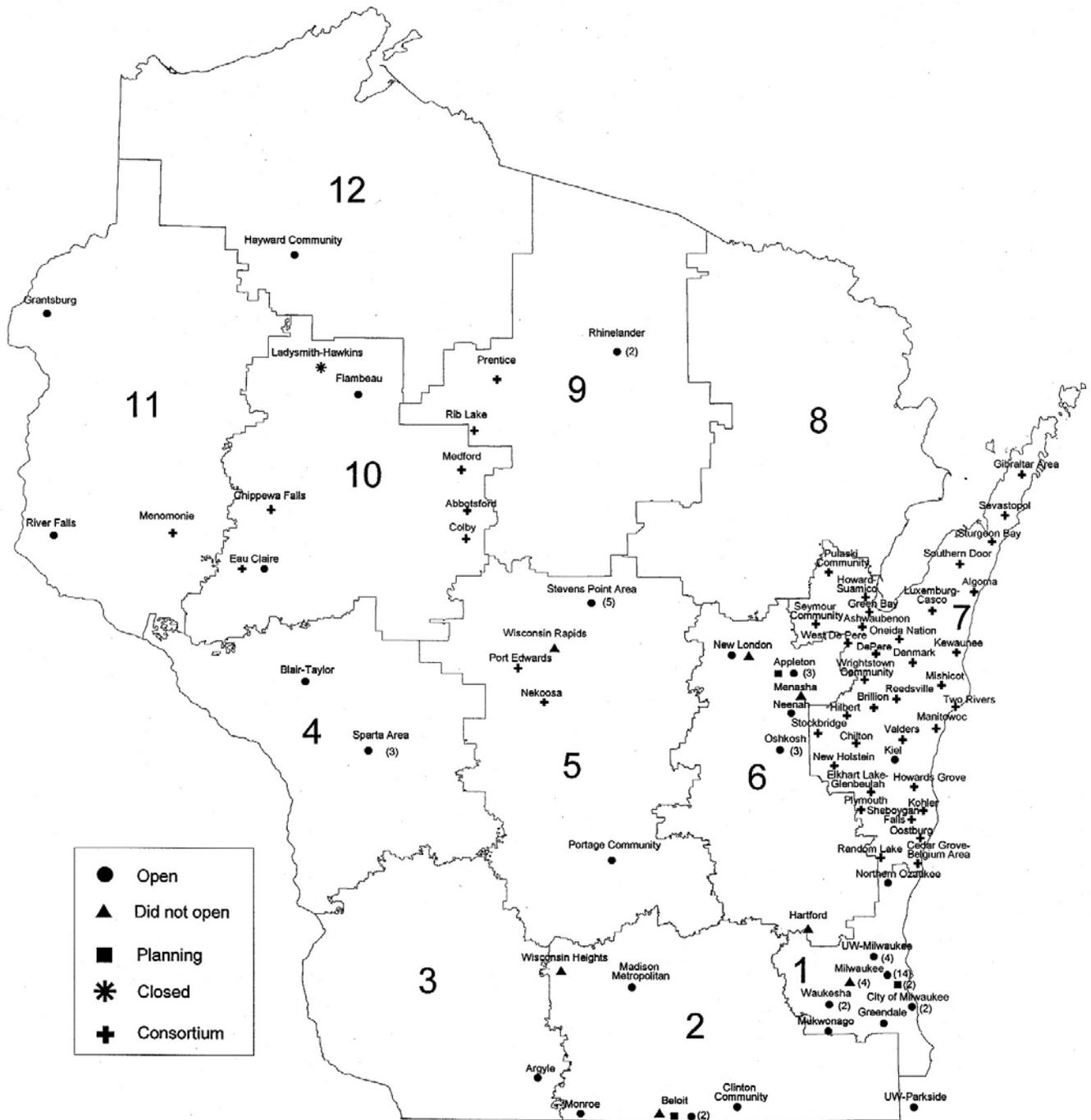


Figure 3: Status as of 7/2005 of statewide new petitions filed in 2003-2004. Picture includes districts with petitions or proposals and multi-district charter school consortium partners in all 12 Cooperative Education Service Agency (CESA) areas.

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Appendix A



Wisconsin Department of Public Instruction Charter School Contract Reviewer Benchmarks

School District/Chartering Authority Name	Charter School Name
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Rating

Criteria	Rating	
	Present	Absent
General Information		
Indicates name of the person seeking to establish the charter school.	<input type="checkbox"/>	<input type="checkbox"/>
Indicates name of the person who will be in charge of the charter school.	<input type="checkbox"/>	<input type="checkbox"/>
Describes the manner in which administrative services will be provided.	<input type="checkbox"/>	<input type="checkbox"/>
Contract identifies the status of the school as a non-instrumentality or instrumentality of the school district.	<input type="checkbox"/>	<input type="checkbox"/>
Charter School Program Description <i>Well organized description of school.</i>		
Describes the charter school educational program offered and students served.	<input type="checkbox"/>	<input type="checkbox"/>
Describes the method used to enable pupils to attain educational goals under Wisconsin Statutes 118.01 <i>academic skills and knowledge</i> .	<input type="checkbox"/>	<input type="checkbox"/>
Describes the method by which evidence of student achievement or progress in attaining academic skills and knowledge will be measured.	<input type="checkbox"/>	<input type="checkbox"/>
Governance/Structure		
Describes how the school will be governed, including method to be followed to ensure parental involvement.	<input type="checkbox"/>	<input type="checkbox"/>
Includes methods employed to review qualifications that must be met by individuals employed by the school, assuring that every teacher, supervisor, administrator or professional staff member holds a certificate, permit or license issued by the department before entering duties for such a position [Wisconsin Statutes 118.19(10 and 121.02(1)(a)2.]	<input type="checkbox"/>	<input type="checkbox"/>
Provides procedures which the school will follow to ensure the health and safety of the pupils.	<input type="checkbox"/>	<input type="checkbox"/>
Provides the procedures used to achieve a racial and ethnic balance among its pupils that is reflective of the school district population.	<input type="checkbox"/>	<input type="checkbox"/>
Outlines the admission policy or provides the requirements, if any, for admission to the school.	<input type="checkbox"/>	<input type="checkbox"/>
Describes procedures school will follow if more students apply for admission than can be admitted, including a lottery process.	<input type="checkbox"/>	<input type="checkbox"/>
Describes the level of autonomy afforded the charter school relative to policy and budget development, staffing and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>
Describes the procedures by which students will be disciplined.	<input type="checkbox"/>	<input type="checkbox"/>

Criteria	Rating	
	Present	Absent
Identifies the public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.	<input type="checkbox"/>	<input type="checkbox"/>
Indicates how the program and attendance at the charter school is voluntary.	<input type="checkbox"/>	<input type="checkbox"/>
Clearly states that the charter school does not charge tuition.	<input type="checkbox"/>	<input type="checkbox"/>
Financial/Operational Criteria		
Describes the manner in which annual audits of the financial and programmatic operations of the school will be performed.	<input type="checkbox"/>	<input type="checkbox"/>
Provides a description of the facilities and the types and limits of the liability insurance that the school will carry.	<input type="checkbox"/>	<input type="checkbox"/>
Describes the effects of the establishment of the charter school on the liability of the school district or the effect of the establishment of the charter school on the liability of the contracting entity.	<input type="checkbox"/>	<input type="checkbox"/>
The contract specifies the amount to be paid to the charter school each year of the contract.	<input type="checkbox"/>	<input type="checkbox"/>
Contract addresses how the school district will allocate federal funding for which the charter school is eligible.	<input type="checkbox"/>	<input type="checkbox"/>
Describes a program which is nonsectarian in its practices, programs, admission policies, employment practices and all other operations.	<input type="checkbox"/>	<input type="checkbox"/>
Includes a nondiscrimination clause stating the charter school will not deny admission or participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.	<input type="checkbox"/>	<input type="checkbox"/>
Addresses the procedures or reasons by which either party may withdraw or revoke the contract.	<input type="checkbox"/>	<input type="checkbox"/>
Describes or identifies any waivers of school district policy agreed to by the authorizer and the operator of the charter school.	<input type="checkbox"/>	<input type="checkbox"/>
Specifies any administrative fee paid to the authorizer and agreed to by the authorizer and the operator of the charter school.	<input type="checkbox"/>	<input type="checkbox"/>
Other		
The length of the contract is specified, not to exceed five years.	<input type="checkbox"/>	<input type="checkbox"/>
The contract is dated and signatures of the authorizer and the operator of the charter school are provided.	<input type="checkbox"/>	<input type="checkbox"/>
If the charter school replaces a public school, in whole or part, describes how it will give preference in admission to any pupil who resides in the attendance area or the former attendance area of that public school.	<input type="checkbox"/>	<input type="checkbox"/>
By September 1, 2004 operators of high school grades describe policy specifying criteria for granting high school diploma.	<input type="checkbox"/>	<input type="checkbox"/>
Describes manner of transportation, if provided, to and from the charter school.	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

July 15, 2004

Dear District Administrator,

Under 2001 Act 16, the Department of Public Instruction is required to report annually to the Legislature on the status of existing charter schools, the number of petitions for new charter schools, and school board and departmental action on petitions for new charter schools.

To comply with this requirement, the department has developed an electronic survey to gather the data to be included in our report to the Legislature. The website address for the survey is <http://www4.dpi.state.wi.us/sms-css/home.do>. The password, which is case sensitive, is epw880. The information requested specifically complies with s. 115.28(49), Wis. Stats., and is being collected for charter activity between July 1, 2003 and June 30, 2004. Thank you for feedback regarding survey improvement and for a 100 percent response rate last year.

All districts are asked to complete and submit the survey electronically no later than August 15, 2004. If you have questions regarding the survey, you may contact Paula Crandall Decker at paula.crandall.decker@dpi.state.wi.us, Sharon Wendt at sharon.wendt@dpi.state.wi.us, or Lisa Geraghty at elisabeth.geraghty@dpi.state.wi.us. Your timely completion of the survey will be appreciated.

Sincerely,

Elizabeth Burmaster
State Superintendent

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enc

Charter School Proposal Report School District Name (School District Number)

P11-0008 Collection of this information is a requirement of s.115.28(49), Wis. Stats.

Dear District Administrator,

The Department of Public Instruction must annually report to the Legislature on the status of existing charter schools, the number of petitions/proposals for new charter schools, and school board and departmental action on petitions/proposals for new charter schools. You are asked to participate regardless of whether your district has charter schools or whether your district made decisions about charter school petitions/proposals outside of the identified time frame. The following information is being collected in order for the department to comply with the Charter School Report required under Wis. Stats. 115.28(49). For a copy of the 2001-2002 Report, visit <http://www.dpi.state.wis/dpi/dfm/sms/pdf/cslegrO2.pdf>

Please respond to the questions below regarding approval or denial for each proposal filed, and select a reason(s) for approval or denial for each proposal filed. If multiple proposals have been approved or denied, provide clarification of reasons in the space for comments at the end.

The form seeks information on first and second level decisions on new charter school petitions or proposals made within your school district **between July 1, 2003 and June 30, 2004 only**. A first level decision is defined as a new charter school concept approval for the purposes of further study, participation in a consortium or a signed charter school planning grant. A second level decision is defined as an approved charter contract between the district and the operator of a charter school, a signed agreement to participate in a consortium or a signature on a charter school implementation grant.

The form may be electronically submitted by pressing the "Submit" button at the bottom of the survey. If you have questions while completing the survey or encounter difficulty when transmitting the survey please contact Lisa Geraghty at 608-266-0523 or elisabeth.geraghty@dpi.state.wi.us.

1. District:
2. Name of person completing form:
3. Title of person completing form:
4. Email of person completing form:

5. Phone number of person completing form:

Extension:

6. Between the dates of July 1, 2003 and June 30, 2004 **only** how many first level decisions were made by the district? First level decisions are defined as a new charter school concept approval for the purposes of further study, participation in a consortium or a signed charter school planning grant.

7. Number of approved 1st level decisions:

8. If applicable, reason(s) for approving first level decisions (Select all that apply):

- a. Serves a special population
- b. Increases student achievement
- c. Increases parent/community involvement
- d. Attracts students
- e. Realizes an alternative vision for schooling
- f. Participates in a charter school consortium

If so, list the districts in the consortium

g. Other

9. Number of denied 1st level decisions:

10. If applicable, reason(s) for denying proposals (Select all that apply):

- a. Declining enrollment
- b. Financial reasons
- c. Program not unique or innovative
- d. Lack of teacher, parent or community support
- e. Liability of district
- f. Withdrew from a multi-district consortium

If so, list the districts in the consortium:

g. Other

11. Between the dates of July 1, 2003 and June 30, 2004 **only** how many second level decisions were made by the district? Second level decisions are defined as an approved charter contract, a signed agreement to participate in a consortium or a signature on a charter school implementation grant.

12. Number of approved 2nd level decisions:

13. If applicable, reason(s) for approving second level decisions (Select all that apply):

- a. Serves a special population
- b. Increases student achievement
- c. Increases parent/community involvement
- d. Attracts students
- e. Realizes an alternative vision for schooling
- f. Participates in a charter school consortium

If so, list the districts in the consortium

g. Other

14. Number of denied 2nd level decisions:

15. If applicable, reason(s) for denying second level decisions (Select all that apply):

- a. Declining enrollment
- b. Financial reasons
- c. Program not unique or innovative
- d. Lack of teacher, parent or community support
- e. Liability of district
- f. Withdrew from a multi-district consortium
If so, list the districts in the consortium:
- g. Other

16. Who initiated the charter school concept(s) or proposal(s)? (Select all that apply):

- a. District Superintendent
- b. School Administration (principal, curriculum director, etc.)
- c. CESA
- d. Teachers
- e. Parents
- f. Community (Not for Profit)
- g. Business (For Profit)
- h. Other

17. Identify members of the planning group (Select all that apply):

- a. District Superintendent
- b. School Administration (principal, curriculum director, etc.)
- c. CESA
- d. Teachers
- e. Parents
- f. Community (Not for Profit)
- g. Business For Profit
- h. Other

18. Open comments about charters or the Wisconsin Charter School Program:

SUBMIT

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