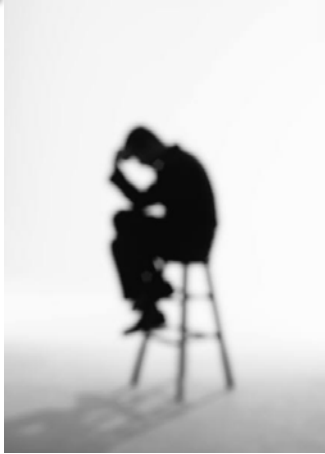


CHARTERING EQUITY: HOW ARE YOU USING THE TOOL?



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3 Assumptions

- (1) charter schools will be part of our public educational system for the foreseeable future;
- (2) charter schools are neither inherently good, nor inherently bad; and
- (3) charter schools should be employed to further goals of equal educational opportunity, including diversity and school success.



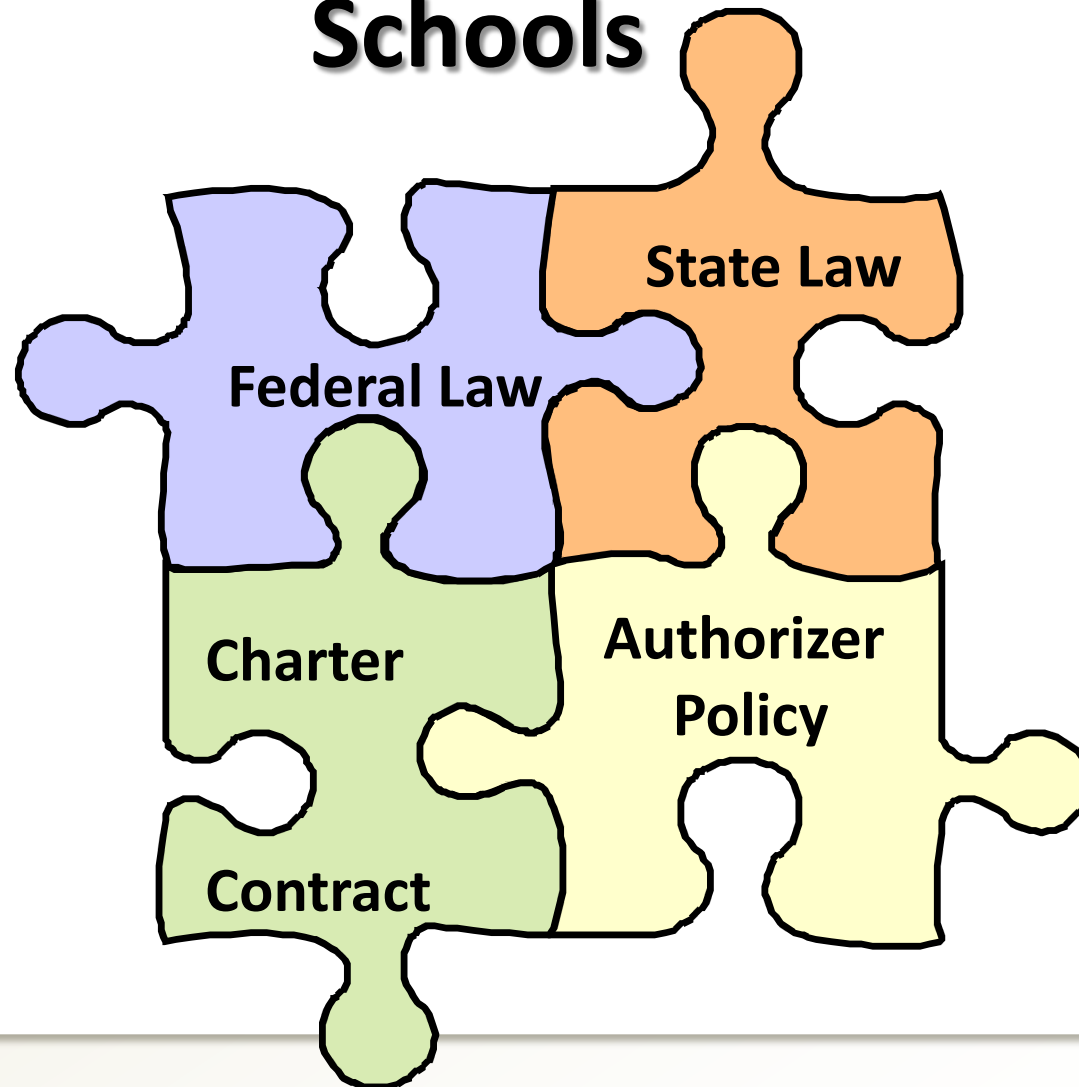
The School Board as a Charter School Authorizer



- Proposal Phase
- Contract Phase
- Operational Phase
- Renewal Phase



Sources of Legal Authority for Charter Schools



Recommendations for Charter School Authorizers



1. Establish a clear set of principles that will guide the exercise of authority to grant, oversee, renew, and revoke charters.

“The Board believes that the creation of charter schools could enhance the educational opportunities for Madison Metropolitan School District students by providing innovative and distinctive educational programs and by giving parents/students more educational options within the District.” MMSD Policy 10000

“A description of how the proposed charter school supports and advances the District's mission, vision, and strategic priorities and goals as established by the School Board, including a description of how the proposed charter school aligns with and advances the District's Educational Framework and the Framework's key principles of student engagement, relationships, and learning.”
MMSD Policy 10000, IIA (1)



Recommendations for Charter School Authorizers



1. Establish a clear set of principles.

Mission, Belief Statements, Parameters & Strategic Objectives

Mission Statement

Our mission is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community.

Belief Statements

1. We believe that excellent public education is necessary for ensuring a democratic society.
2. We believe in the abilities of every individual in our community and the value of their life experiences.
3. We believe in an inclusive community in which all have the right to contribute.
4. We believe we have a collective responsibility to create and sustain a safe environment that is respectful, engaging, vibrant and culturally responsive.
5. We believe that every individual can learn and will grow as a learner.
6. We believe in continuous improvement informed by critical evaluation and reflection.
7. We believe that resources are critical to education and we are responsible for their equitable and effective use.
8. We believe in culturally relevant education that provides the knowledge and skills to meet the global challenges and opportunities of the 21st Century.

Parameters

1. The district's highest priority is to create and sustain a learning environment that enables all students to maximize their potential.
2. All individuals are treated with dignity and respect.
3. Expectations are high and clear for all.
4. Community input is valued and actively sought.
5. Families, schools, businesses, organizations and communities work as partners.
6. Communication is timely and accessible.
7. Data informs decisions.
8. Decision-making processes are transparent.
9. The district's culture is one of accountability for work, actions and results.
10. Research-based practices guide instruction.
11. A culture of creativity and innovation is nurtured.
12. Leadership and collaboration are fostered at all levels.
13. Our practices are held to an environmentally ethical standard.

How do you ensure that the district's authorization of charter schools is an expression of this mission?

How do you ensure that each charter school authorized by MMSD exemplifies these belief statements?

How do you ensure that each charter school authorized by MMSD meets these parameters?

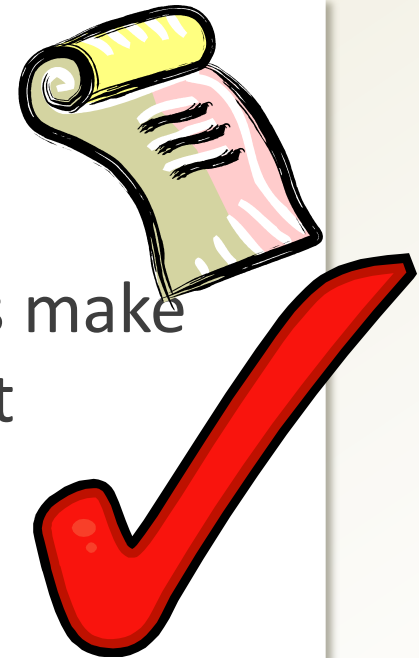


Recommendations for Charter School Authorizers

2. Require that charter school applicants make clear how the school will broaden, not replicate, existing opportunities.

“A description of how this charter school is unique and how it will differ from the schools and programs now available to students enrolled in the District.”

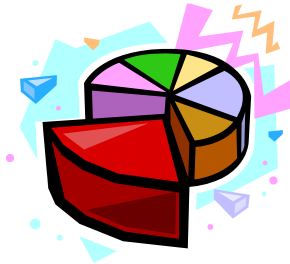
MMSD Policy 10000, IIA (1)



Recommendations for Charter School Authorizers



3. Require charter school applicants to attend explicitly to local contextual factors, particularly indentified achievement disparities, graduation rate concerns, suspension and expulsion issues.



Relate charter proposal to district's data picture or other elements of local context.

4. Require evidence that the curricular philosophy, methodological approaches, or both are likely to achieve positive results.

"The underlying theories of research."
MMSD 10000, IIA (1)



Recommendations for Charter School Authorizers - continued



5. Require charter school applicants to detail disciplinary codes and procedures and require a focus on positive interventions and supports.

“The procedures for disciplining pupils.”
MMSD Policy 10000, IIIB(6)



Recommendations for Charter School Authorizers - continued



6. Require detailed teacher recruitment, retention, and staff development plans.

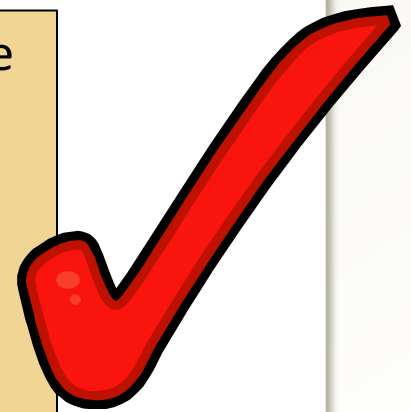
“The approximate staffing level that is planned for the charter school.

The process for recruitment and assignment of the charter school staff.

The process for supervision and evaluation of the charter school staff.

The qualifications that must be met by the individuals to be employed in the charter school.”

MMSD Policy 10000, IIIB (5)



Recommendations for Charter School Authorizers - continued



7. Consider publishing a request for proposals (RFP) for charter school to address particular persistent problems related to equitable outcomes as identified by local data analysis.

“The Board may request initial proposals to establish a charter school. An initial proposal shall include the contents listed in Section II.A. and shall meet any other requirements established by the Board.” (MMSD Policy 10000, IA(1))

Assume an
active posture as
an authorizer

Privilege charter
proposals
responding to
RFP.



Recommendations for Charter School Authorizers - continued



8. Require detailed recruitment plans to ensure that the school targets and attracts a diverse student applicant pool representative of the broader community in terms of race, socio-economic status, disability status, gender, and limited English proficiency.

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the District student population.”

MMSD Policy 10000, IIIB (6)



Rebuttable Presumptions of Invalidity

- A. [A] proposed charter school that is unlikely to attract a student body whose composition of racial and ethnic minorities, students with disabilities, students with limited English proficiency, and students from low-income families that is within 10% of the population for each of these sub-groups within the community or communities intended to be served by the charter school is presumed to be invalid;
- B. The applicant can overcome this presumption by providing clear and convincing evidence that the charter school will satisfy the policy goal of providing equal educational opportunity for all students; and
- C. Evidence of the support of parents for the proposed school approach may be considered but shall not be the primary evidence that the school positively serves the public's interests and is therefore insufficient by itself to overcome this presumption of invalidity.



Recommendations for Charter School Authorizers - continued



9. Ensure that the charter contract includes provisions that hold charter schools to a standard of equal educational opportunity in terms of educational inputs, practices, and outcomes.

(1) student achievement on state tests and other achievement outcomes that is comparable to, or better than, existing school performance, including a narrowing of identified achievement gaps

(2) student retention/attrition data that provide evidence that the school retains the students it enrolls;

(3) disciplinary data that shows that suspension and expulsion are used only when necessary and that “trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment will be examined annually.”



Recommendations for Charter School Authorizers - continued



10. Set clear revocation and renewal standards that reflect a commitment to equal educational opportunity.

“Revocation of Approval.

- A charter may be revoked by the Board if any of the following occur:
- The charter school violates its contract with the Board.
- The pupils enrolled in the charter school fail to make sufficient progress toward attaining the educational goals under s. 118.01.
- The charter school fails to comply with generally accepted accounting standards of fiscal management.
- The charter school violates s. 118.40.
- For good cause.” MMSD Policy 10000, VC.

Current
policy silent
on
standards
for
renewal.



Rebuttable Presumptions of Invalidity

When determining whether to renew a charter, an authorizer shall not renew a charter if a review of performance data shows any of the following:

1. Failure to meet accountability of the state
 2. Attrition rates in the district.
Overall attrition rates
disaggregated by race, ethnicity, English learner status, English learner base of high school, are 10% lower than
 3. Failure of the school composition of gender, students with limited English proficiency, and students with disabilities is within 10% of the community or communities
 4. Fiscal mismanagement
- D. If any of the reasons in Section 106C exists, the authorizer may override the presumption of nonrenewal if the charter school provides clear and convincing evidence that it otherwise satisfies the policy goal of providing equal educational opportunity for all students and provides a plan for addressing the identified issue such that it does not persist. Evidence of the support of parents for the charter school may be considered, but shall not be the primary evidence that the school positively serves the public's interests and is therefore insufficient by itself to justify renewal.





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