

**S T A T U T O R Y   R E P O R T**

2013-2014

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**CHARTER SCHOOLS**

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION  
TONY EVERS, PhD, STATE SUPERINTENDENT

# **Statutory Report Series**

## **Legislative Report on Charter Schools**

### **2013-2014**

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# Table of Contents

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Table of Contents .....	iii
Tables .....	iv
Figures.....	iv
Executive Summary .....	v
Introduction.....	1
Wisconsin Charter Schools .....	2
History of Wisconsin’s Charter School Law .....	2
Growth of Charter Schools in Wisconsin .....	3
Overview of Wisconsin’s Charter Schools .....	5
Aspects of Autonomy .....	5
Accessibility and Admission.....	5
2R or Independent Authorizers .....	6
Instrumentality and Non-Instrumentality.....	7
Creating a Charter School.....	8
Charter School Petition.....	8
Charter School Proposal .....	9
First-Level and Second-Level Decisions .....	10
Petition and Proposal Activity – Survey Results .....	11
General Information.....	11
First-Level Decisions .....	13
Second-Level Decisions.....	14
Source of Petitions and Proposals.....	14
Planning Group Participants .....	15
Comments from Survey .....	15
Status of Charter Schools and Federal Grants .....	17
Conclusion .....	22
References.....	23
Appendix A.....	24
Appendix B .....	28
Appendix C.....	29

## Tables

---

Table 1	Growth of Charter Schools in Wisconsin .....	3
Table 2	States with the Most Charter Schools .....	4
Table 3	Wisconsin’s Charter School Population by Race/Ethnicity.....	6
Table 4	Wisconsin’s Independent (2R) Charter Schools .....	7
Table 5	Reasons for Approval of First-Level Decisions .....	13
Table 6	Reasons for Denial of First-Level Decisions.....	13
Table 7	Reasons for Approval of Second-Level Decisions .....	14
Table 8	Reasons for Denial of Second-Level Decisions .....	14
Table 9	Source of Charter School Petitions and Proposals.....	15
Table 10	Charter School Planning Group Members.....	15
Table 11	The DPI Action on Grant Applications Submitted in April 2013 .....	17
Table 12	School Districts Engaged in Multi-District/Partner Charter Activity.....	21

## Figures

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Figure 1	Comparison by CESA – Number of First-Level Decisions on Proposed New Charter Schools during the 2012-2013 and 2013-2014 School Years.....	12
Figure 2	Comparison by CESA – The Number of Districts with Operating Charter Schools and the Number of Districts with First-Level Decisions on New Charter Schools in 2013-2014.....	12

## Executive Summary

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As stated in § 115.28 (49), Wis. Stats., the Wisconsin Department for Public Instruction (DPI) 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 the action taken by school boards and the DPI on petitions for new charter schools. This report offers the results of charter school activity in the 424 Wisconsin school districts during the 2013-2014 school year.

This report documents two distinct levels of decision making regarding charter school proposals. A first-level decision occurs during the charter school's *development* stage. The school district may approve further study of a charter school concept, participate in a consortium of school districts interested in opening a charter school, or sign a planning grant with the purposes of seeking federal charter school planning funds from the DPI. A second-level decision occurs during the *implementation* stage. The school district issues a charter school contract, provides a signature on an agreement to participate in a multi-district charter school, or signs an implementation grant with the purpose of seeking federal charter school startup funds from the DPI.

The DPI conducted an electronic survey and personally contacted school district officials to compile the necessary data. One hundred percent of the Wisconsin school districts responded to the survey.

During the 2013-2014 school year, 36 districts (8.5 percent) reported charter school activity as defined above, including at least one district in ten of the twelve regional Cooperative Educational Services Agencies (CESA). A breakdown of the activity shows 30 school boards made 34 first-level charter school decisions, and 25 school boards made 26 second-level charter school decisions. Of the first-level decisions, 31 of 34 (91.2 percent) were approved. Of the second-level decisions, 25 of 26 (96.2 percent) were approved. While 11 districts reported a first-level decision and not a second-level decision, 6 school districts reported a second-level decision but not a first-level decision.



# Introduction

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Charter schools, as defined by the United States Department of Education (USDE), are a form of public school choice that provides innovative educational options for parents and students. Charter schools are nonsectarian and are created through a contract, or *charter*, between the operators and a chartering authority. The charter defines the school's mission and methods and describes how the school will meet the special needs and interests of its community, parents, and students. Therefore, charter schools become, in essence, living laboratories that may influence the larger public school system and introduce an element of entrepreneurship within that system. Although many goals for educating and preparing children are similar, each charter school fulfills a specific local need in education by offering choices in areas such as curriculum, teaching methodology, and classroom structure. The chartering authority holds the school accountable to its charter and for student achievement. Wisconsin's charter school law gives charter schools freedom from most state rules and regulations in exchange for greater accountability with regard to results.

Charter schools have been in existence since the early 1990s. Minnesota passed the first charter school law in 1991. The following year, the first charter school in the United States opened in the Minneapolis-St. Paul area. Ten years later, over 1,700 charter schools were in operation, serving approximately 430,000 school children (Hill, Lake, Celio, Campbell, Herdman & Bulkley 2001). During the 2013-14 school year, there were approximately 6,440 charter schools in operation across 42 states and the District of Columbia serving over 2.5 million students. (National Alliance for Public Charter Schools, 2015).

Prompted by a boost of federal funding for charter schools, the number of charter schools over the last two decades has increased. The 2009-2014 appropriation for the USDE Public Charter Schools Program was \$216 million (U.S. Department of Education 2013).

# Wisconsin Charter Schools

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## History of Wisconsin's Charter School Law

The Wisconsin Legislature established the Wisconsin Charter School Program in 1993 to provide educational alternatives for students in kindergarten through grade twelve. The initial law permitted ten school districts to establish up to two charter schools each, creating a cap of twenty schools statewide. The Stevens Point Area School Board authorized Wisconsin's first charter school in 1994. In 1995, revisions to the law gave chartering authority to school boards statewide and eliminated the cap.

Further changes to the law allowed other entities besides school boards the ability to authorize charter schools. In 1997, the state gave chartering authority in Milwaukee to the chancellor of the University of Wisconsin – Milwaukee (UW-Milwaukee), the Milwaukee Area Technical College (MATC), and the Common Council of the City of Milwaukee. In the 1998 budget adjustment session, the state allowed districts to contract with one of the twelve Cooperative Educational Service Agencies (CESAs) to operate a charter school located within the CESA's region. In the 2001-2003 budget bills, the University of Wisconsin – Parkside (UW-Parkside) was given chartering authority, allowing it to establish a single charter school. These independent chartering entities (UW-Milwaukee, UW-Parkside, MATC, and the City of Milwaukee) are often referred to as 2R authorizers because §118.40 (2r) is the statute that pertains to these entities. (For more information, see *2R or Independent Authorizers*.)

In addition to increasing the number of authorizing entities, the law has undergone other modifications. The 1998 budget adjustment session established a) procedures for when a school board is petitioned for the opening of a charter school; b) procedures for converting a nonsectarian private school to a charter school; and c) the requirement for charter schools to state their relationship with a school district as an instrumentality or non-instrumentality. Changes that occurred in the 2003-2005 biennial budget exempted a specific charter school sponsored by UW-Milwaukee (Woodlands Academy) from some residency requirements. Additional changes in 2005 resulted in the elimination of previous school year attendance requirements for students residing in Milwaukee. In 2006, the law was changed again to allow authorizers to enter into a contract with a charter school that enrolls or offers limited courses to one sex, provided that a comparable school or course is available to the opposite sex. In 2008, the law was further amended to clarify requirements for virtual charter schools. In 2013, the legislature expanded the locations of charter schools authorized by the UW-Milwaukee to include charter schools located anywhere in Milwaukee County or in an adjacent county. In addition, students who reside in Milwaukee County or in an adjacent county can now attend any independent 2R charter school established in Milwaukee County or in an adjacent county.

## Growth of Charter Schools in Wisconsin

With changes in the law, increased federal funding, and greater interest, the number of charter schools in Wisconsin has grown. Table 1 shows the growth of Wisconsin charter schools from fall of 1994 to fall of 2013.

■ Table 1

### *Growth of Charter Schools in Wisconsin*

Year	Number of Charter Schools	Percent Increase from Year Before
1994-1995	1	-
1995-1996	8	700%
1996-1997	13	63%
1997-1998	18	38%
1998-1999	40	122%
1999-2000	64	60%
2000-2001	92	44%
2001-2002	106	15%
2002-2003	126	19%
2003-2004	136	8%
2004-2005	162	19%
2005-2006	181	12%
2006-2007	188	4%
2007-2008	231	23%
2008-2009	221	-4%
2009-2010	206	-7%
2010-2011	206	0%
2011-2012	232	13%
2012-2013	238	3%
2013-2014	242	2%

Source: The Wisconsin Department of Public Instruction, 2015

For the 2013-2014 school year, 242 charter schools were in operation in Wisconsin, an increase of 2% from the previous school year. There were 100 Wisconsin school boards that authorized 219 charter schools, and three non-school board authorizers sponsored 23 charter schools. While 23 new charter schools opened in 2013, by the end of the 2013-14 school year 23 other charter schools closed for a variety of reasons, primarily due to financial difficulties and low student enrollment. Nevertheless, Wisconsin ranks in the top ten nationally for the number of charter schools operating within the state (see Table 2). Over 45,000 Wisconsin students (5.2% of all Wisconsin K-12 students) attended a charter school during the 2013-2014 school year.

■ Table 2

*States with the Most Charter Schools*

		<b>Total Number of Charter Schools</b> (2013-14 data are estimates except Wisconsin – DPI data)			
<b>Rank</b>	<b>State</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
1	California	913	984	1,065	1130
2	Florida	461	516	576	625
3	Arizona	508	531	534	605
4	Ohio	341	357	374	400
5	Michigan	241	256	276	297
6	Texas	277	270	280	280
<b>7</b>	<b>Wisconsin</b>	<b>206</b>	<b>232</b>	<b>238</b>	<b>242</b>
8	New York	170	184	209	233
9	Colorado	167	175	186	197
10	Pennsylvania	147	162	175	176

Source: The National Alliance for Public Charter Schools, 2015.

Through the years Wisconsin has received national praise for its charter school initiative. In 2009, the DPI was awarded a five-year \$69.64 million federal grant from the USDE to support both the development and implementation of new charter schools and the dissemination of best practices of current charter schools. These federal funds are disseminated through the Wisconsin Charter School Program (WCSP), housed in the DPI.

The goals for the WCSP include a) the opening of 130 new charter schools; b) the majority of schools having adequate yearly progress (AYP) on assessments statewide; c) charter schools meeting or exceeding state proficiency levels in math and reading; d) improving the graduation rate for charter school students; e) awarding at least fifteen dissemination grants to support charter and traditional schools for the benefit of students and their educational achievement; and f) the majority of charter schools demonstrating strong leadership and fiscal stability after three years of operation.

It should be noted that, 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 authorizer, usually the school board. There are some charter schools operating in Wisconsin that do not apply for or receive any funds through the WCSP. These schools are funded similarly to other public schools, primarily through the use of state and local aid.

## Overview of Wisconsin's Charter Schools

Below is a brief overview of Wisconsin's charter schools. This and related information can be found on the DPI charter school website at <http://dpi.wi.gov/sms/charter-schools>. Additionally, the DPI publishes an annual charter school yearbook that includes a description of each operating charter school in the state.

### *Aspects of Autonomy*

Wisconsin's charter schools are exempt from most state requirements regarding public education. However, they are not exempt are also not exempt from local school board policies unless negotiated and documented in the charter school contract. The purpose of these exemptions is to allow charter school developers to be free in creating and establishing independent governance and administrative structures.

Charter schools are free to be creative developing their administration and governance structures as long as parental involvement is required and the governing board is independent and autonomous from the authorizer. The governance board must have autonomy related to policy, budget, and personnel. Therefore, a majority of the governance board members should be non-school district employees and non-school board members. Many charter schools break from traditional management models by establishing decision-making boards that include school staff, parents, area employers, and student representatives. Others have parent and teacher committees that address school needs, such as fund-raising and the budget. Parental involvement and participation are hallmarks of charter schools. Although many parents readily volunteer, parental service may not be made a condition of pupil admission.

### *Accessibility and Admission*

Under federal law, charter schools must be equally accessible to all students in the school district. 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. In addition, the charter must clearly describe how the school will achieve a racial and ethnic balance that reflects the balance in the school district as a whole.

■ Table 3

*Wisconsin's Charter School Population by Race/Ethnicity*

	2013-2014	
	Charter	State
White, not Hispanic	49.7%	72.4%
Black, not Hispanic	27.0%	9.7%
Hispanic	15.4%	10.5%
Asian/Pacific Islander	5.1%	3.7%
American Indian/Alaskan Native	0.8%	1.2%
Two or more races	2.0%	2.4%

Source: The Wisconsin Department of Public Instruction, 2015

Regarding admission, preference must be given to students living within the attendance area of an existing school that is converted to a charter school. Nonresident students who want to attend the charter school may apply to do so under the Wisconsin Public School Open Enrollment Program, though placement is not guaranteed. If more students apply to attend a charter school than there are spaces available, a random lottery must be held. A charter school cannot charge tuition.

Attendance at a charter school is voluntary, and 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 due to space constraints. This provision also applies should a school board enter into a contract that would result in the conversion of all the public schools in the district to charter schools.

Charter schools receiving federal grant funds are subject to the Non-regulatory Guidance of the Public Charter Schools Program of the U.S. Department of Education. For a copy of this document, which clearly spells out admission and lottery requirements, please visit:

<http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>.

*2R or Independent Authorizers*

Although most authorizers are school districts, some other entities are permitted by state law to authorize charter schools. These entities include UW-Milwaukee, MATC, Common Council of the City of Milwaukee, and UW-Parkside. These independent chartering entities are often referred to as 2R authorizers because §118.40 (2r) is the statute that refers to these entities.

During the 2013-2014 school year, there were a total of 23 independent (2R) charter schools in operation in Wisconsin. Table 3 shows a list of these schools and their authorizers.

■ Table 4

*Wisconsin's Independent (2R) Charter Schools*

	<b>Authorizer</b>	<b>School</b>
1.	City of Milwaukee	Central City Cyber School
2.	City of Milwaukee	CEO Leadership Academy
3.	City of Milwaukee	Darrell Lynn Hines Academy
4.	City of Milwaukee	Downtown Montessori Academy
5.	City of Milwaukee	Escuela Verde
6.	City of Milwaukee	King's Academy
7.	City of Milwaukee	Milwaukee Academy of Science
8.	City of Milwaukee	Milwaukee Math and Science Academy
9.	City of Milwaukee	North Point Lighthouse Charter School
10.	City of Milwaukee	Rocketship Southside Community Prep
11.	UW-Milwaukee	Bruce Guadalupe Community School
12.	UW-Milwaukee	Capitol West Academy
13.	UW-Milwaukee	Milwaukee College Preparatory School – 36 <sup>th</sup> Street
14.	UW-Milwaukee	Milwaukee Scholars Charter School
15.	UW-Milwaukee	School for Early Development & Achievement (SEDA)
16.	UW-Milwaukee	Seeds of Health Elementary School
17.	UW-Milwaukee	Tenor High School
18.	UW-Milwaukee	Urban Day Charter School, Inc.
19.	UW-Milwaukee	VERITAS High School
20.	UW-Milwaukee	Woodlands School
21.	UW-Milwaukee	Woodlands School East
22.	UW-Milwaukee	YMCA Young Leaders Academy
23.	UW-Parkside	21st Century Preparatory School

Source: The Wisconsin Department of Public Instruction, 2015

*Instrumentality and Non-Instrumentality*

In school districts, the school board may determine whether the charter school is an instrumentality of the school district in which it is located. If the board deems it an instrumentality, the district employs all personnel for the charter school. If the board determines the charter school is not an instrumentality, the personnel are considered employees of the charter school. In 2013-2014, of the charter schools authorized by districts, there were 188 (86 percent) instrumentality and 31 (14 percent) non-instrumentality charter schools.

Although some charter schools are identified as instrumentalities of the district, the word “instrumentality” is not defined in the charter school law and has had limited use in Wisconsin. The word was initially included in the charter law to ensure continuing eligibility of charter school teachers in the Wisconsin Retirement System. *Instrumentality* as used in the retirement law defines the *employer*, making it clear that the employing school district is responsible for worker’s compensation, unemployment compensation, employee insurance and benefits, liability for acts of school staff members, and so forth.

## **Creating a Charter School**

In Wisconsin, there are two ways to create a charter school: by petition or by proposal. Each method is described below.

### *Charter School Petition*

#### **Written Petition**

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

By law, a petition must include all of the following information:

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.

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

After the petition has been written, it must be signed by at least 10 percent of the teachers district-wide or at least 50 percent of the teachers employed at one school. The petition, which requests that the school board establish a charter school, is then filed with the school district clerk.

### **Public Hearing**

The school board must hold a public hearing within 30 days after receiving a charter school petition. At the hearing, the school board considers both the level of employee and parental support described in the petition and the fiscal impact of the establishment of the charter school on the school district. Consequently, the school board may grant or deny the petition.

For Milwaukee only, if the school board denies a petition, then an appeal is possible. An appeal must be filed with the DPI within 30 days after receiving the denial from the school board. The DPI shall issue a decision, which is final and not subject to judicial review, within 30 days after receiving the appeal.

### **Contract**

If the school board grants a petition, the school board must contract with the person named in the petition to operate the charter school. The contract must include all fifteen provisions required in the petition and may include other provisions agreed to by all parties. The contract may not exceed five school years and may be renewed one or more terms not to exceed five years. The contract must specify the amount to be paid to the charter school during each school year.

### **Conditions for Total Charter School Conversion**

In special circumstances, a school board may grant a petition that would result in the conversion of all the public schools in the school district to charter schools. These circumstances must meet both of the following criteria:

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.

### *Charter School Proposal*

#### **Written Proposal**

A school board may on its own initiative contract with an outside party to operate a charter school. The contract must include all of the fifteen provisions required in a petition (as noted above) and may include other provisions as agreed to by all parties. The term of this contract

may not exceed five school years and may be renewed for one or more terms not exceeding the five years. The contract must specify the amount to be paid to the charter school during each school year and often includes reasons and procedures for revocation or renewal.

### **Notification**

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

### **Public Hearing**

In some situations, a private school may want to convert to a charter school or a school may want to convert to be a non-instrumentality charter school. This process starts with a public hearing held by the school district at least 30 days before entering into a contract. At the hearing, the school board considers both the level of employee and parental support for the changes and the fiscal impact of the establishment of the charter school on the school district.

### **Conditions for Total Charter School Conversion**

A school board may not enter into a contract that would result in the conversion of all public schools in the school district to charter schools, except as noted above under *Charter School Petition*.

## **First-Level and Second-Level Decisions**

School districts have two distinct levels of decision making related to charter schools. A first-level decision occurs during the *development* stage of a new charter school when the school district approves further study of a charter school concept, decides to participate in a consortium of school districts, or signs a planning grant with the purposes of seeking federal charter school planning funds from the DPI. A second-level decision occurs at the *implementation* stage when the school district issues a charter, provides a signature on an agreement to participate in a multi-district charter school, or signs an implementation grant with the purpose of seeking federal charter school startup funds from the DPI. Both levels of decision making are to help define petition and proposal activity as it relates to the planning and implementation of new charter schools. To measure this activity, the DPI annually distributes an electronic survey. The results of the 2013-2014 charter school activity survey are summarized in the next section.

## **Petition and Proposal Activity – Survey Results**

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This section describes the petition and proposal activity in school districts during the 2013-2014 school year as well as the action taken by school districts and the DPI. The terms “proposal” and “petition” are used interchangeably here. Additionally, although there are multiple authorizers in the state of Wisconsin (e.g. City of Milwaukee, UW-Milwaukee, MATC, and UW-Parkside), the data in this report specifically address local school board actions and do not include activity or actions taken on new charter school proposals by non-school board sponsors.

An introductory letter was mailed to the superintendents of all 424 school districts (see Appendix B). The letter requested that each district complete an electronic online survey that asked questions regarding charter school petitions and/or proposals during the 2013-2014 school years. By sending out reminders and contacting districts directly, 100 percent of the school districts responded. When inconsistencies were noted between survey data and grant documentation, a follow-up contact was made to the respondents to ensure accuracy and reliability of results from all sources of data.

The electronic online survey had 16 questions (see Appendix C). Questions 1-3 identified the district, district code, name and title of the person completing the survey. Questions 4-15 dealt with substantive issues related to charter school creation. The final question, 16, allowed for an open comment, giving districts an opportunity to comment generally about charter schools or comment specifically about the WCSP.

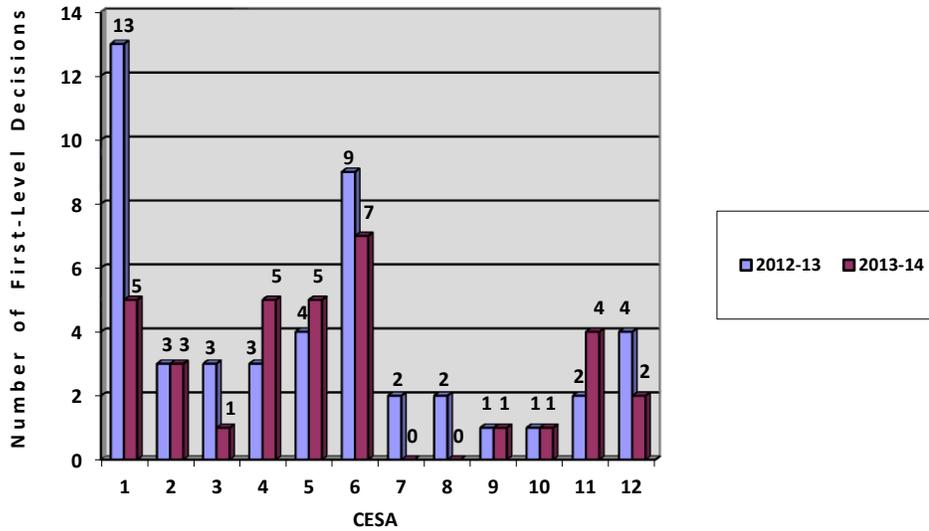
### **General Information**

Most of the survey respondents were high-level administrators. Specifically, 377 (88.9 percent) indicated their title as being District Administrator, Superintendent, Assistant Superintendent, or Associate Superintendent. Eighteen survey respondents (4.2 percent) indicated their position as Assistant to the Superintendent, Administrative Assistant, or District Secretary. Eight survey respondents (1.9 percent) indicated a position at a school, such as Charter School Director or School Principal. Ten survey respondents (2.4 percent) indicated their title as being a director of education programming, such as Director of Learning, Director of Student Achievement, Director of Student Services, Director of Pupil Services, or Director of Instructional Services among others. The remaining survey respondents held positions such as Business Manager and Bookkeeper, among others.

Figure 1 provides a breakdown by CESA, comparing the number of first-level decisions made on proposed new charter schools during the 2012-2013 and the 2013-2014 school years. As shown, the number of charter school petitions increased in CESAs 4, 5, and 11, while CESAs 2, 9, and 10 remained steady. All other CESAs saw a decrease in the initial stages of charter school activity between the two years.

■ Figure 1

*Comparison by CESA – Number of First-Level Decisions on Proposed New Charter Schools during the 2012-2013 and 2013-2014 School Years*

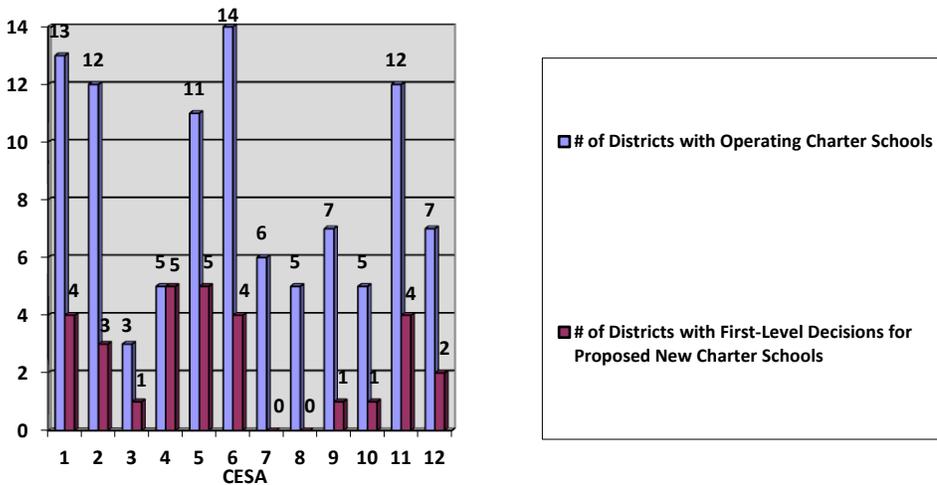


Source: The Wisconsin Department of Public Instruction, 2014

Figure 2 displays a comparison of the number of districts with operating charter schools to the number of districts with first-level decisions for proposed new petitions for the 2013-2014 school year. Of the 30 districts with first-level decisions, 11 of them (36.7 percent) were currently not operating a charter school.

■ Figure 2

*Comparison by CESA – The Number of Districts with Operating Charter Schools and the Number of Districts with First-Level Decisions on New Charter Schools in 2013-2014*



Source: Wisconsin Department of Public Instruction, 2015

## First-Level Decisions

Between July 1, 2013 and June 30, 2014, 30 districts reported a total of 34 first-level decisions. Districts approved 31 (91.2 percent) of the filed proposals for the reasons noted in Table 4.

■ Table 5

### *Reasons for Approval of First-Level Decisions*

Reason	Number (n=31)	Percentage
Realizes an alternative vision for schooling	25	80.6%
Attracts students	22	71.0%
Increases student achievement	19	61.3%
Increases parent/community involvement	18	58.1%
Serves a special population	14	45.2%
Participates in a charter school consortium	4	12.9%
Other	1	3.2%

Source: The Wisconsin Department of Public Instruction, 2015

As noted in the table, the reason most given for approving new proposals by the respondents to our Wisconsin-wide survey was “realizes an alternative vision for schooling” (80.6 percent). To attract students (71 percent) and to increase student achievement (61.3 percent) were also frequently cited. A significant percentage of districts in Wisconsin (58.1 percent) noted “increases parent/community involvement” as a reason for approving new petitions, while serving a special student population was also commonly mentioned (45.2 percent). Some survey respondents (12.9 percent) cited participating in a charter school consortium as a reason for approving new proposals. Numerous districts cited multiple reasons for approving first-level decisions.

The table below shows reasons why districts denied first-level decisions. Two districts reported a total of three first-level denials. The principal reason identified for two denials was based on financial constraints. One district decided the concept was not unique or innovative. One district identified under *Other* a “lack of planning”. Past reasons for denials, which were not cited in 2013-2014, include: a) lack of teacher, parent, or community support; b) declining enrollment; and c) district liability.

■ Table 6

### *Reasons for Denial of First-Level Decisions*

Reason	Number (n=3)	Percentage
Financial reasons	2	66.7%
Concept not unique or innovative	1	33.3%
Other	1	33.3%

Source: The Wisconsin Department of Public Instruction, 2015

## Second-Level Decisions

After the first-level approval, proposals must pass a second level of approval before a charter school can be established. Between July 1, 2013 and June 30, 2014, Twenty-five Wisconsin school districts reported making 26 second-level decisions. Twenty-five second-level decisions were approved, and one was denied. Districts that reported second-level decision approval of a proposal did so for a variety of reasons noted in Table 7.

■ Table 7

*Reasons for Approval of Second-Level Decisions*

Reason	Number (n=25)	Percentage
Attracts students	20	80.0%
Realizes an alternative vision for schooling	19	76.0%
Increases parent/community involvement	14	56.0%
Increases student achievement	13	52.0%
Serves a special population	11	44.0%
Participates in a charter school consortium	4	16.0%
Other	0	0.0%

Source: The Wisconsin Department of Public Instruction, 2015

The reasons respondents provided for approving second-level decisions are generally consistent with the reasons provided for approving first-level decisions. Attracting students (80 percent), realizing an alternative vision for schooling (76 percent), increasing parent/community involvement (56 percent), and increasing student achievement (52 percent) were the top four reasons cited for approval of second-level decisions.

One district reported a denial of one second-level decision, citing financial reasons as the reason for denial. Historically, other reasons for denial at the second level have included declining enrollment, a determination that the charter school model was not sufficiently unique, and withdrawing from a multi-district consortium.

■ Table 8

*Reasons for Denial of Second-Level Decisions*

Reason	Number (n=1)	Percentage
Financial reasons	1	100%

Source: The Wisconsin Department of Public Instruction, 2015

## Source of Petitions and Proposals

A majority of charter school proposals came from school administrators, district superintendents, teachers, and parents. Table 9 shows the distribution of charter school proposal initiators.

■ Table 9

*Source of Charter School Petitions and Proposals*

Source	Number (n=36)	Percentage
School Administration	26	72.2%
Teachers	18	50.0%
Parents	15	41.7%
District Superintendent	14	38.9%
Community (not-for-profit)	10	27.8%
Business (for-profit)	2	5.6%
CESA	0	0.0%
Other	0	0.0%

Source: The Wisconsin Department of Public Instruction, 2015

## Planning Group Participants

Survey results indicate that teachers, school administrators, and parents made up the majority of charter school planning groups during the 2013-2014 school year, while district superintendents, parents and not-for-profit community groups were close behind.

■ Table 10

*Charter School Planning Group Members*

Source	Number (n=36)	Percentage
Teachers	34	94.4%
School Administration	32	88.9%
Parents	30	83.3%
District Superintendent	25	69.4%
Community (not-for-profit)	22	61.1%
Business (for-profit)	5	13.9%
CESA	2	5.6%
Other	1	2.8%

Source: The Wisconsin Department of Public Instruction, 2015

## Comments from Survey

Forty Wisconsin school districts offered additional comments on the survey. Responses varied from enthusiastic support of charter schools to viewing charter schools in a negative light. Some respondents stated that the district was considering charter schools as an option for the 2014 – 2015 school year, while others responded that the district has not and does not plan to develop a charter school in the future. Many of those districts considering a venture into charter schools expressed concern about the continued availability of charter school start-up federal grant funding. A few respondents expressed concerns about accountability for charters and their fiscal impact on non-charter public schools, while supporters stated the importance of allowing

charters to be innovative with minimal restrictions. One respondent commended the DPI's Charter School Program for its support and work related to charter schools.

# Status of Charter Schools and Federal Grants

To further understand the current state of charter schools in Wisconsin, this section includes details about the status of charter schools and their funding.

There were 242 operating charter schools in the 2013-2014 school year, 219 of which were authorized by 100 school districts. Of the remaining 23 charter schools, twelve were authorized by UW-Milwaukee, ten were authorized by the Common Council of the City of Milwaukee, and one was authorized by UW-Parkside.

A total of 80 grant applications (31 planning, 21 initial implementation, 21 implementation renewals, 3 dissemination, and 4 dissemination renewals) were submitted to the DPI for the 2013-2014 school year. Fourteen planning grant applications were either not funded or were withdrawn. A listing of charter proposals, the type of federal charter school grant application submitted to the DPI by April 15, 2013, the status of the application as funded or not funded, and school status as of September 2013, are provided below in Table 11.

■ Table 11

*The DPI Action on Grant Applications Submitted April 2013*

	Authorizer Name	School Name	Grant Type	Funding Status	School Status as of 9/1/2013
1	Albany	Albany Community Elementary School	Planning	Not Funded	
2	Albany	Albany Community High School	Planning	Not Funded	
3	Albany	Albany Community Middle School	Implementation	Funded	Open
4	Appleton Area	Appleton Technical Academy	Planning	Funded	Planning
5	Ashland	Ashland Elementary Charter School	Implementation	Funded	Open
6	Ashland	Ashland Middle School	Planning	Funded	Planning
7	Birchwood	Birchwood Blue Hills Charter School	Dissemination	Funded	Open
8	Birchwood	Birchwood Public Montessori Charter School	Implementation Renewal	Funded	Open
9	City of Milwaukee	Escuela Verde	Implementation Renewal	Funded	Open
10	City of Milwaukee	Janus College Prep and Arts Academy	Planning	Not Funded	
11	City of Milwaukee	Milwaukee School of Academics and	Planning	Funded - withdrawn	

		Character			
12	City of Milwaukee	North Point Lighthouse Charter School	Implementation Renewal	Funded	Open
13	City of Milwaukee	Rocketship Milwaukee Public School	Implementation	Funded	Open
14	Clear Lake	Clear Lake Experiential Charter	Planning	Not Funded	
15	Columbus	Columbus Discovery School	Dissemination	Funded	Open
16	Cumberland	Island City Tech and Career Academy	Implementation	Funded	Open
17	Denmark	Denmark Community School	Implementation Renewal	Funded	Open
18	Fond Du Lac	Fond du Lac STEM Academy	Implementation Renewal	Funded	Open
19	Fond Du Lac	Fond du Lac STEM Institute	Implementation	Funded	Open
20	Hartland	Hartland Fine Arts Leadership Academy	Implementation	Funded	Open
21	Hayward	Northern Waters Environmental School	Implementation Renewal	Funded	Open
22	Highland	Highland Community Elementary School	Implementation Renewal	Funded	Open
23	Highland	Highland Community High School	Implementation Renewal	Funded	Open
24	Janesville	Franklin STEM Academy	Planning	Not Funded	
25	Janesville	Rock University High School	Planning	Funded	Planning
26	Kettle Moraine	KM Explore	Implementation	Funded	Open
27	Kettle Moraine / Oconomowoc	High School of Health Care and Research	Planning	Funded	Planning
28	La Crosse	Design Institute High	Planning	Funded	Planning
29	Little Chute	Flex Academy	Planning	Funded	Planning
30	Lodi	Ouisconsin School of Collaboration	Implementation Renewal	Funded	Open
31	Merrill / Marathon City	Maple Grove Schoolhouse	Implementation Renewal	Funded	Open
32	Middleton-Cross Plains Area	Clark Street Community School	Implementation Renewal	Funded	Open
33	Milwaukee	The Alliance School	Dissemination Renewal	Funded	Open
34	Milwaukee	The Banner School of	Implementation	Funded	Open

		Milwaukee			
35	Milwaukee	Carmen Northwest	Implementation	Funded	Open
36	Milwaukee	International Peace Academy	Dissemination	Funded	Open
37	Milwaukee	Milwaukee College Preparatory Academy-Lloyd Street	Implementation Renewal	Funded	Open
38	Milwaukee	Milwaukee College Preparatory Academy-Site TBD	Planning	Funded	Planning
39	Milwaukee	MTEC - School of Environmental Science	Implementation	Funded	Open
40	Milwaukee	NOVA Tech	Planning	Funded	Planning
41	Milwaukee	Universal Academy for the College Bound	Implementation	Funded	Open
42	Minocqua J1	Minocqua Creative Minds	Implementation Renewal	Funded	Open
43	Montello	Forest Lane Charter School	Implementation Renewal	Funded	Open
44	Montello	Montello Jr/Sr High School	Implementation	Funded	Open
45	Mosinee	Little Bull Falls Charter School	Planning	Not Funded	
46	Neenah	River Oak Middle School	Planning	Funded - withdrawn	
47	Nekoosa	Central Wisconsin STEM Academy	Planning	Funded	Planning
48	New London	Catalyst Academy Charter School	Planning	Funded	Planning
49	New London	Next Generation Academy	Implementation	Funded	Open
50	Northland Pines	FLIGHT Academy	Planning	Not Funded	
51	Northland Pines	School of Options and Applied Research	Implementation	Funded	Open
52	Northwood	Northwood Elementary	Planning	Not Funded	
53	Northwood	Northwood High/Middle School	Implementation Renewal	Funded	Open
54	Oconto Unified	Bayshore Community Academy	Implementation	Funded	Open
55	Racine	Racine Civil Leaders Academy	Planning	Funded	Planning
56	Rice Lake Area	Northern Lakes Regional Academy	Implementation Renewal	Funded	Open

57	Ripon Area	Catalyst Charter Middle School	Implementation Renewal	Funded	Open
58	Ripon Area	Journey Charter School	Implementation	Funded	Open
59	River Valley	Arena Community Elementary School	Planning	Funded	Planning
60	Rosendale-Brandon	Cirrus Charter High School	Implementation	Funded	Open
61	Rubicon	Rubicon Personalized Learning Academy	Planning	Funded	Planning
62	Shawano	LEADS Primary Charter School	Implementation Renewal	Funded	Open
63	Sparta	Sparta STEM Charter School	Planning	Funded	Planning
64	Stevens Point	Stevens Point Expeditionary Learning School	Planning	Funded - withdrawn	
65	Tomorrow River	Tomorrow River Community Charter School	Implementation	Funded	Open
66	UW-Milwaukee	University Lab School	Planning	Funded	Planning
67	UW-Milwaukee	Woodlands East	Implementation	Funded	Open
68	UW-Milwaukee	Woodlands School	Dissemination Renewal	Funded	Open
69	Verona Area	Exploration Academy	Implementation	Funded	Open
70	Viroqua Area	Viroqua Area Montessori School	Planning	Funded	Planning
71	Watertown	Endeavor Charter School	Planning	Funded	Planning
72	Waupun	School for Agricultural and Environmental Studies	Implementation Renewal	Funded	Open
73	West Allis-West Milwaukee	Compass	Planning	Not Funded	
74	West Allis-West Milwaukee	Next Generation Digital Learning Academy	Planning	Not Funded	
75	West Allis-West Milwaukee	Shared Journeys Charter School	Implementation Renewal	Funded	Open
76	West Allis-West Milwaukee	Trade and Technical Education Academy	Planning	Not Funded	
77	West Bend	Pathways Academy	Implementation	Funded	Open
78	West De Pere	Phantom Knight School of Opportunity	Dissemination Renewal	Funded	Open
79	Wisconsin Rapids	Mead Elementary	Dissemination	Funded	Open

		Charter School	Renewal		
80	Wisconsin Rapids	THINK Academy	Implementation Renewal	Funded	Open

Source: The Wisconsin Department of Public Instruction, 2014

Furthermore, 49 school districts participated in a multi-partner charter school initiative during the 2013-2014 school year. A list of the sponsor districts and the consortium partners involved is shown in Table 12.

■ Table 12

*School Districts Engaged in Multi-District/Partner Charter Activity*

<b>Sponsor District</b>	<b>Consortium Partners</b>
Barron Area School District	Cameron School District Chetek-Weyerhaeuser School District Turtle Lake School District
Elkhorn Area School District	Big Foot UHS School District Delavan-Darien School District Lake Geneva-Genoa City UHS School District Williams Bay School District
Manitowoc School District	Kiel Area School District Mishicot School District Reedsville School District Two Rivers School District Valders Area School District
Medford Area School District	Abbotsford School District Antigo School District Auburndale School District Colby School District Merrill Area School District Mosinee School District Prentice School District Rib Lake School District Spencer School District Stratford School District
New Lisbon School District	Mauston School District Necedah Area School District Royall School District Wonewoc-Union Center School District
Viroqua Area School District	Kickapoo Area School District La Farge School District Westby Area School District
Weyauwega-Fremont School District	Iola-Scandinavia School District Manawa School District Waupaca School District
Whitewater School District	Beloit Turner School District Evansville School District Fort Atkinson School District Jefferson School District Lake Mills Area School District Marshall School District Mauston School District Stoughton Area School District Sun Prairie School District

Source: The Wisconsin Department of Public Instruction, 2015

## **Conclusion**

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Wisconsin has been one of the leading states in cultivating an environment that fosters innovation in education through charter schools. The amount of charter school activity during the 2013-2014 school year is evidence that districts throughout the state support innovation in education and are exploring how and to what extent charter schools can provide quality options to parents and students in their districts. The Wisconsin Charter School Program continues to support high quality charter schools through its rigorous grant review process and promoting high standards for new and continuing charter schools.

## References

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## Appendix A



Wisconsin Department of Public Instruction  
Charter School Contract Reviewer Benchmarks

Authorizer	School Name	
<b>General Information</b>	<b>Rating</b>	
	<b>Present</b>	<b>Absent</b>
Indicates name of the person seeking to establish the charter school. §118.40(1m)(b)1	<input type="checkbox"/>	<input type="checkbox"/>
Indicates name of the person who will be in charge of the charter school. §118.40(1m)(b)2	<input type="checkbox"/>	<input type="checkbox"/>
Describes the manner in which administrative services will be provided. §118.40(1m)(b)2	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the status of the school as a non-instrumentality or instrumentality of the school district. §118.40(7)(a)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Charter School Program Description</b>	<b>Present</b>	<b>Absent</b>
Well organized description of school.		
Describes the charter school educational program offered and students served. §118.40(1m)(b)3	<input type="checkbox"/>	<input type="checkbox"/>
Describes the method used to enable pupils to attain educational goals under Wisconsin Statutes 118.01. §118.40(1m)(b)4	<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. §118.40(1m)(b)5	<input type="checkbox"/>	<input type="checkbox"/>
<b>Governance/Structure</b>	<b>Present</b>	<b>Absent</b>
Describes how the school will be governed, including method to be followed to ensure parental involvement. §118.40(1m)(b)6	<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.] §118.40(1m)(b)7	<input type="checkbox"/>	<input type="checkbox"/>
Provides procedures by which the school will follow to ensure the health and safety of the pupils. §118.40(1m)(b)8	<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. §118.40(1m)(b)9	<input type="checkbox"/>	<input type="checkbox"/>
Provides the requirements for admission to the school. §118.40(1m)(b)10	<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. §5210(1)(h) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act of 2001	<input type="checkbox"/>	<input type="checkbox"/>
Describes the level of autonomy afforded the charter school relative to policy and budget development, staffing and evaluation. §5210(1)(a) of the ESEA	<input type="checkbox"/>	<input type="checkbox"/>
<b>Criteria</b>	<b>Present</b>	<b>Absent</b>
Describes the procedures by which students will be disciplined. §118.40(1m)(b)12	<input type="checkbox"/>	<input type="checkbox"/>
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. §118.40(1m)(b)13	<input type="checkbox"/>	<input type="checkbox"/>
Indicates how the program and attendance at the charter school is voluntary. §118.40(6)	<input type="checkbox"/>	<input type="checkbox"/>
Clearly states that the charter school does not charge tuition. §118.40(4)(b)1	<input type="checkbox"/>	<input type="checkbox"/>
<b>Financial/Operational Criteria</b>	<b>Present</b>	<b>Absent</b>
Describes the manner in which annual audits of the financial and programmatic operations of the school will be performed. §118.40(1m)(b)11	<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. §118.40(1m)(b)14	<input type="checkbox"/>	<input type="checkbox"/>
Describes the effects of the establishment of the charter school on the liability of the school district and the effect of the establishment of the charter school on the liability of the contracting entity. §118.40(1m)(b)15	<input type="checkbox"/>	<input type="checkbox"/>
The contract specifies the amount to be paid to the charter school each year of the contract. §118.40(3)(b)	<input type="checkbox"/>	<input type="checkbox"/>
Contract addresses how the school district will allocate federal funding for which the charter school is eligible. §5203(b)(2) of the ESEA	<input type="checkbox"/>	<input type="checkbox"/>
Describes a program which is nonsectarian in its practices, programs, admission policies, employment practices and all other operations. §118.40(4)(a)2	<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. §118.40(4)(b)2	<input type="checkbox"/>	<input type="checkbox"/>
Addresses the procedures or reasons by which either party may withdraw or revoke the contract. §118.40(5)	<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. §5210(1)A of the ESEA	<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. §5204(f)(4)(B) of the ESEA	<input type="checkbox"/>	<input type="checkbox"/>

Other	Present	Absent
The length of the contract is specified, not to exceed 5 years. §118.40(3)(b)	<input type="checkbox"/>	<input type="checkbox"/>
The contract is dated and signatures of the authorizer and the operator of the charter school are provided. §118.40(3)(a)	<input type="checkbox"/>	<input type="checkbox"/>
Describes the effect of the establishment of the charter school on the liability of the authorizer where the authorizer is not a school district. §118.40(2r)(b)2	<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. §118.40(4)(a)1	<input type="checkbox"/>	<input type="checkbox"/>
By September 1, 2004 operators of high school grades describe policy specifying criteria for granting high school diploma. §118.33(1)(f)2	<input type="checkbox"/>	<input type="checkbox"/>
Describes manner of transportation, if provided, to and from the charter school. (Note—school districts are not required to provide transportation to charter schools.)	<input type="checkbox"/>	<input type="checkbox"/>
Virtual Charter School Requirements	Present	Absent
The virtual charter school is under contract with a school board under Wis. Stats. §118.40 (8). [Wis. Stats. §115.001 (16)]	<input type="checkbox"/>	<input type="checkbox"/>
The virtual charter school is located in the school district of the authorizing school board or, if authorized through an agreement with one or more school boards or the board of control of a CESA, in the school district specified in the agreement. [Wis. Stats. §118.40 (8)(a)]	<input type="checkbox"/>	<input type="checkbox"/>
The teacher assigned for each online course in the virtual charter school is appropriately licensed for the grade level and subject taught. [Wis. Stats §118.40 (8)(b)]	<input type="checkbox"/>	<input type="checkbox"/>
The virtual charter school provides educational services to its pupils for at least 150 school days each year. [Wis. Stats §118.40 (8)(d)]	<input type="checkbox"/>	<input type="checkbox"/>
The virtual charter school ensures that its teachers are available to provide direct pupil instruction for at least the applicable number of hours specified in s.121.02 (1)(f)2 each school year. No more than 10 hours in any 24-hour period may count toward these requirements. [Wis. Stats §118.40 (8)(d)]	<input type="checkbox"/>	<input type="checkbox"/>
The virtual charter school ensures that its teachers respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day on which the inquiry is received. [Wis. Stats §118.40 (8)(d)]	<input type="checkbox"/>	<input type="checkbox"/>
The virtual charter school ensures that a parent advisory council is established for the school and meets on a regular basis. The governing body shall determine the selection process for members of the parent advisory council. [Wis. Stats. §118.40 (8)(e)]	<input type="checkbox"/>	<input type="checkbox"/>
The virtual charter school informs the parent or guardian of each pupil attending the school, in writing, the name of and how to contact each of the	<input type="checkbox"/>	<input type="checkbox"/>

<p>following persons: [Wis. Stats. §118.40 (8)(e)]</p> <p>The members of the school board that contracted for the establishment of the virtual charter school and the administrators of that school district.</p> <p>The members of the virtual charter school’s governing body.</p> <p>The members of the virtual charter school’s parent advisory council.</p> <p>The staff of the virtual charter school.</p>		
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## Appendix B

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Tony Evers, PhD, State Superintendent

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May 20, 2014

Dear District Administrator:

State law requires the Department of Public Instruction (DPI) to report annually to the legislature the status of existing charter schools, the number of petitions for new charter schools, as well as any school board or departmental action taken on petitions for new charter schools.

In compliance with this requirement, the DPI has developed an electronic survey to gather necessary data to include in our annual report to the legislature. We ask that you please take the time to complete and submit the survey at your earliest convenience. Most of you should be able to finish the survey in less than five minutes.

This online survey can be accessed at [www2.dpi.wi.gov/sms-css/home.do](http://www2.dpi.wi.gov/sms-css/home.do). Your case-sensitive password is **dis892**. Please note the survey cannot be accessed through the DPI website.

The information requested in this survey specifically complies with s. 115.28(49), Wis. Stats., and corresponds to charter school activity between July 1, 2013, and June 30, 2014. Thank you for a one-hundred percent response rate last year and for your comments regarding charter schools in Wisconsin.

All districts are asked to complete and submit the survey electronically by Friday, July 20, 2014. If you have questions regarding the survey, please contact Scott Eagleburger at 608-266-5880, or [scott.eagleburger@dpi.wi.gov](mailto:scott.eagleburger@dpi.wi.gov). Thank you in advance for completing the survey.

Sincerely,

A handwritten signature in black ink that reads "Tony Evers".

Tony Evers, PhD  
State Superintendent

TE: se

### School Management Services

#### Charter School Proposal Report 2013-2014

School District (0000)

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

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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.

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 within your school district **between July 1, 2013 and June 30, 2014 only.**

A first level decision is defined as a 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 written 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 Scott Eagleburger 608-266-5880 or scott.eagleburger@dpi.state.wi.us.

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1. District: School District (0000)  
CESA: 0
  2. Name of person completing form:
  3. Title of person completing form:
  4. From July 1, 2013 to June 30, 2014 how many first level decisions were made by the district? First level decisions are defined as a concept approval for the purposes of further study, participation in a consortium or a signed charter school planning grant.  
  
Note: If your district did NOT have any charter school activity between the dates above, please enter "0" and go to question 16.
  5. Number of approved 1st level decisions:
  6. 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
  7. Number of denied 1st level decisions:
-

8. 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

9. From July 1, 2013 to June 30, 2014 how many second level decisions were made by the district? Second level decisions are defined as an approved charter contract, a written agreement to participate in a consortium or a signature on a charter school implementation grant.

10. Number of approved 2nd level decisions:

11. 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

12. Number of denied 2nd level decisions:

13. 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

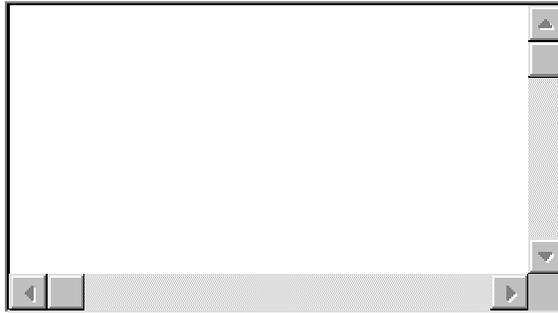
14. Who initiated the charter school concept(s) or proposal(s)?  
(Select all that apply)

- 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

15. 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

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



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