

**Madison Metropolitan School District
December 1, 2019
Charter School Authorizer Annual Report**

Authorizer Annual Report Checklist

When completing the Charter School Authorizer Annual Report, verify that:

- All sections of the report are present, and all schedules are completed and attached.
- For school district authorizers, the schedule of authorizer operating costs has been included as a supplement to the school district's annual audited financial statements submitted to DPI.
- The report has been completed at the authorizer level, rather than completed for an individual school.
- Authorizer operating costs have been identified in Section VI. This section should not be left blank.
- The operating costs reported in Section VI reflect **only** the costs the authorizing entity incurred while fulfilling the duties under Wis. Stat. s. 118.40 (3m)(a) to (e) which include:
 - Soliciting and evaluating charter school applications,
 - Considering the principles and standards for quality authorizing established by the National Association of Charter School Authorizers,
 - Giving preference in the awarding of contracts for the operation of charter schools that serve children at risk,
 - Approving high-quality charter schools that meet identified educational needs and promote a diversity of educational choices, and
 - Monitoring the performance and compliance with Wis. Stat. s. 118.40 of each charter school with which it contracts.

The operating costs in this section should **not** reflect the operating costs for the authorized charter school(s).

- The total amounts reported in Section VI and Section VII are not the same. As noted above, Section VI should only include operating costs the authorizing entity incurred while fulfilling the duties under Wis. Stat. 118.40 (3m)(a) to (e); while Section VII should include the costs of services the authorizing entity provided to the charter schools with which it contracts.
- Costs reported in Section VII are only the costs of services provided to the charter school(s). Examples of the types of costs that should be reported in this section include but are not limited to: costs for business office services, costs for food services, curriculum services, professional development services, etc.

For further instructions and requirements related to completing each section of this report see the charter school authorizer annual report technical assistance document at

<http://dpi.wi.gov/sms/charter-schools/information-authorizers>.

SECTION I: AUTHORIZER INFORMATION

Authorizing Entity:	Madison Metropolitan School District
Authorizer Address:	545 West Dayton Street, Madison, WI 53703
Authorizer Contact Person:	Michael Hertting
Contact Person Title:	Interim Chief of Staff
Contact Person Phone:	608-663-1910
Contact Person Email:	mhertting@madison.k12.wi.us

SECTION II: CHARTER SCHOOL INFORMATION

(Add additional lines or attach additional sheets, if necessary.)

Charter Schools Currently Under Contract:			
School Name:	Contract Start Date:	Contract Expiration Date:	Grades Served:
Nuestro Mundo	7/1/2019	6/30/2024	K - 5
Badger Rock Middle School	7/1/2017	6/30/2020	6 - 8

Charter Schools with Non-renewed or Revoked Contract:			
School Name:	Contract Start Date:	Date of Non-renewal or Revocation:	Reason for Non-renewal or Revocation:

Charter Schools Currently Under Contract that have not Opened:		
School Name:	Contract Start Date:	Date School will Open:

Charter Schools that Closed:		
School Name:	Date of School Closure:	Reason for Closure:

SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS

See Attachment A – See the attached school profiles for Badger Rock Middle School and Nuestro Mundo Community School

SECTION IV: FINANCIAL PERFORMANCE OF CHARTER SCHOOLS

See Attachment B

SECTION V: OTHER CONTRACT TERMS AND EXPECTATIONS (OPTIONAL)

(Provide a summary and discussion of any additional contract terms or expectations that the authorizer deems relevant to its report on the overall performance of the charter schools it authorizes.)

SECTION VI: AUTHORIZER OPERATING COSTS

See Attachment C

SECTION VII: SERVICES PROVIDED TO CHARTER SCHOOLS

See Attachment D

Attachment A

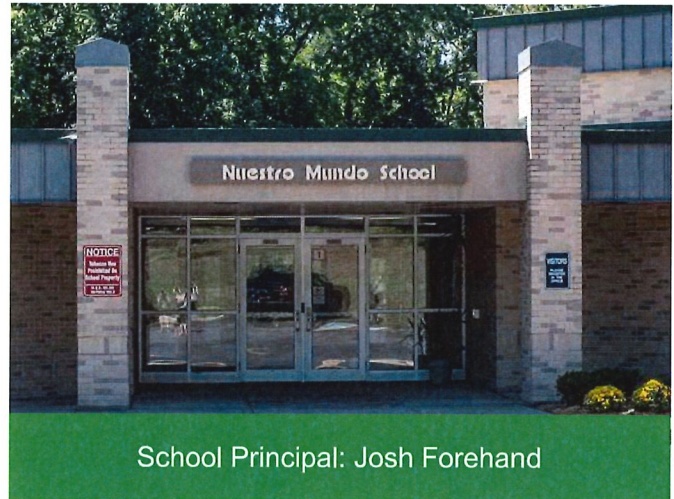
SCHOOL PROFILE

Nuestro Mundo

Address: 902 Nicholas Rd | Phone: 608-204-1079 | E-mail: nuestromundo@madison.k12.wi.us



Nuestro Mundo Community School provides a unique educational experience for students in Kindergarten through fifth grade. Our culturally diverse staff is dedicated to developing bilingualism and bi-literacy in all students. Our students strive for academic excellence through the combination of high educational standards, dual language instruction and a wealth of cultural resources. We believe that a great education comes from great teaching, positive meaningful relationships with students, and strong connections with families. Our school improvement efforts this year are centered on developing resilience in our teachers, students, and families.



Equity Vision

Equity Vision:

All students at Nuestro Mundo will leave our building each day feeling that all identities are valued, that all students are heard, allied, challenged, and accomplished.

Strengths

Our strength lies partly in the dedication and care that our teachers and staff bring to their work. The other part lies in the high level of involvement from our families. It is only by forming a powerful partnership between the school and the home that a school can reach its true potential. Additionally, a key strength at Nuestro Mundo is top-quality staff that are aligned in pursuit of a common goal.

Progress

Last year proved to be very successful for our school. Those successes include:

- Second highest attendance rate among Madison schools
- 78% of students surveyed feel they belong at Nuestro Mundo, including 100% of black students
- Increased percentage of students reaching their growth goals in Reading for the 5th year in a row
- A significant increase in the number of students reaching proficiency in Math

Area for Growth

We continue to strive for that moment when our students of color perform on par with their white peers. We are targeting small group differentiated instruction as a strategy to push all students toward better reading proficiency and engage students and families of color at deeper levels in and out of the classroom.

Vision Connection

Our school supports MMSD's vision that all students acquire the skills and abilities needed to be successful, including a mastery of content areas, growth mindset, self-knowledge, creativity, wellness, interpersonal skills, confidence, cultural competence, and community connection. Through these skills and abilities, our students will graduate college, career, and community ready.

Nuestro Mundo Elementary

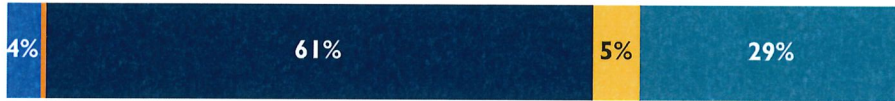
2018-2019 Data Profile

Address 902 Nichols Rd
 Principal Joshua Forehand
 Phone (608)204-1068
 4K No
 Title I Yes

Developmental Bilingual Education
 Dual Language Immersion
 SAGE
 Attendance rate
 Total enrollment

Demographics

■ African American
 ■ Asian
 ■ Hispanic/Latino
 ■ Multiracial
 ■ White



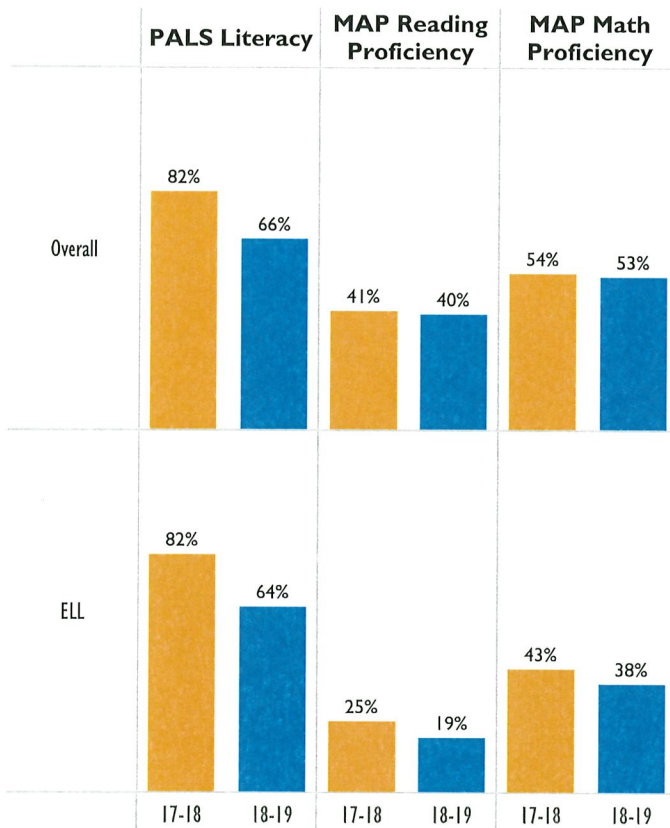
English Language Learner 52%
 Low-income 58%
 Students with disabilities 11%

Strategic Framework Goal #1 Milestones: On-Track to Graduate

Strategic Framework Goal #3 Milestones: Positive Climate

Each bar shows the percent of students meeting the relevant metric overall and for the focus group the school selected on their School Improvement Plan (SIP) when applicable.

Each bar shows the percent of responses within each dimension that were positive overall. When no goal for the measure has been set "No Goal" will be displayed in the bar.



Climate Survey: I feel I belong at this school.

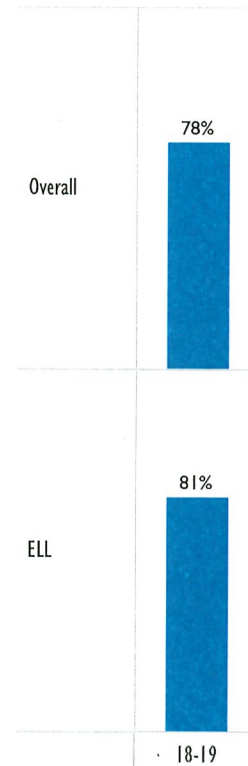




photo by Adam Ryan Morris

Badger Rock Middle School

School Profile



WHO WE ARE

We are a group of dedicated staff, families and community members committed to sustaining a school that provides deep and meaningful learning experiences for all students. Our curriculum, centered around real-world issues, is teacher designed to meet common core standards and to be cross-curricular. Our garden-based experiences and project-based learning framework immerses students in authentic issues while fostering relationships with the adjoining neighborhood center, surrounding gardens, local businesses and community organizations.

Our strengths include our habits of continual reflection and adjustment, our constant collaboration, and our unwavering commitment to our community and equity. Our staff uses a variety of data sources to reflect and adjust our teaching and student service practices. We constantly collaborate in every level of our school, including our school-based leadership team, student services staff, teaching teams and community organizations. As a result, students are immersed in a cohesive environment where they are able to pursue their own interests in a daily project time class, develop leadership skills in multi-age classes, and engage in unique opportunities like community biking, gardening & cooking, coding, or even designing a real high school. Monthly community dinners also provide a forum for students to showcase their learning, to practice real world skills such as selling their produce or cooking for the community dinner, and to be celebrated by the families and the community. Our commitment to equity is evident in our total inclusion model utilizing co-teaching methods which results in strong outcomes for many marginalized groups.

We face several unique challenges including creating and refining a relevant curriculum (culturally and developmentally), clearly communicating our school model, and managing the tension between adopting innovative practices (project-based learning, integrating content, graduate vision and social emotional learning skills) within a larger school system. We developed our three-year curriculum arc in 2016-17 and will need to revisit and adjust our curriculum each summer. This commitment requires an investment in teacher compensation for their curriculum development expertise with limited funding sources. Furthermore, we face the challenge of clearly communicating the benefits and drawbacks to our school model (project-based learning and full inclusion in the context of urban agriculture) to families and other stakeholders. For example, we often hear that the relatively small size of our school attracts students that might not do well in bigger schools or that we are an alternative school. Yet, families and staff from other schools might not realize that our class sizes mirror other middle schools, that we cannot offer traditional classes like gym or that the small school size requires students to commit to resolving conflicts in productive ways. Finally, we face the challenge of managing the tension between trying new practices and compliance with district expectations of all middle schools. These tension points include creating our own curriculum versus using district created resources, not using tools or processes that larger schools need, or needing flexibility in repurposing staff allocation and roles.



REALIZING OUR EQUITY VISION

Equity Vision: At Badger Rock Middle School, we value diversity and inclusion. We will work tirelessly to provide an equitable environment where all students feel welcomed, safe, and included regardless of gender, race, SES, language, immigration status, disability, or sexual orientation, sexual identity, religious beliefs. We are committed to providing the necessary supports, reducing barriers and cultivating graduate vision skills so our students achieve their dreams and goals.

Big Ideas

Students are engaged in rigorous learning experiences that honors their history and culture

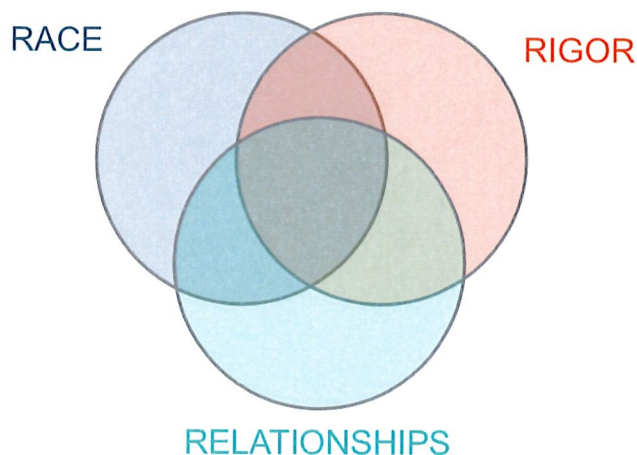
- We do not “pull out” or have alternative classes for students with disabilities or English language learners
- Teachers use co-teaching approaches to build relationships and make learning accessible to diverse learners in their classrooms
- We use a project-based learning framework to engage students in deeper learning
- In addition to content mastery, we will also develop our students’ graduate vision skills such as creativity, critical thinking, communication and collaboration

Deep learning requires strong relationships between students, educator and families

- We will cultivate relational trust with students so they feel safe and welcomed at our school
- Our feedback with students will be asset-based and focused on content and skills mastery
- We will authentically listen to our families and work tirelessly to earn their trust
- We will practice holding each other accountable in productive and supportive ways

Thriving schools must be committed to racial justice

- We are committed to developing our own racial consciousness in order to become more anti-racist educators
- We will examine academic and behavioral outcomes through a racial justice lens in order to change practices that lead to inequitable outcomes for our students of color
- We will dismantle school and district systems that harm our students of color



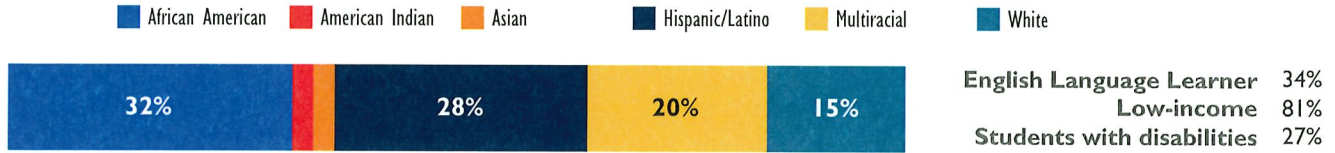
Badger Rock Middle

Address 501 E Badger Rd
 Principal Hong Tran
 Phone (608)442-1335
 Title I Yes

Developmental Bilingual Education
 Dual Language Immersion
 SAGE
 Attendance rate
 Total enrollment

2018-2019 Data Profile

Demographics

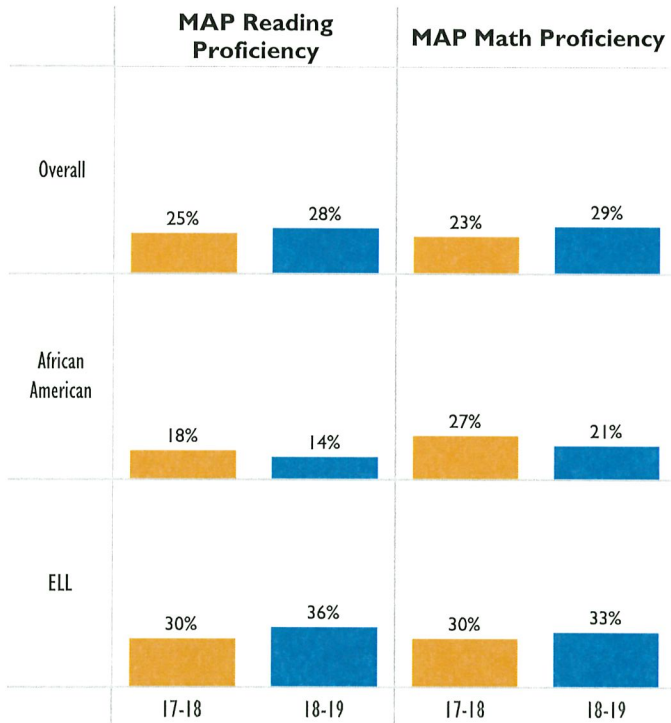


Strategic Framework Goal #1 Milestones: On-Track to Graduate

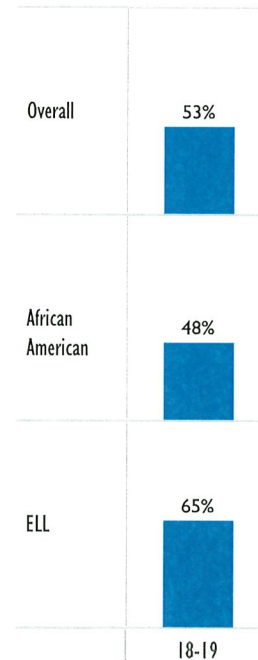
Strategic Framework Goal #3 Milestones: Positive Climate

Each bar shows the percent of students meeting the relevant metric overall and for the focus group the school selected on their School Improvement Plan (SIP) when applicable.

Each bar shows the percent of responses within each dimension that were positive overall. When no goal for the measure has been set "No Goal" will be displayed in the bar.



I feel I belong at this school.



Attachment C

MADISON METROPOLITAN SCHOOL DISTRICT
Supporting Schedule
Charter School Operating Costs - Object and Function Total
Badger Rock Middle and Nuestro Mundo Elementary
For the Year Ended June 30, 2019

Schedule by Object

Employee Salaries	3,208,935
Employee Benefits	1,326,821
Purchased Services	273,604
Non-Captital Objects	144,310
Capital Objects	434
Other	5,930
	<u>4,960,034</u>

Schedule by Function

Regular instruction	2,087,985
Special instruction	1,153,128
Other instruction	54,813
Pupil services	367,221
Instructional staff services	296,510
General administration services	414,381
Building administration services	433,151
Pupil transportation	5,233
Food Service	147,612
	<u>4,960,034</u>

This schedule includes costs directly attributable to the district's charter schools for the year ending June 30, 2019. District level centralized costs are not reflected.

Attachment B

MADISON METROPOLITAN SCHOOL DISTRICT
Supporting Schedule
Charter School Operating Costs - Function by School
Badger Rock Middle and Nuestro Mundo Elementary
For the Year Ended June 30, 2019

	Nuestro Mundo	Badger Rock	Total
Regular instruction	1,633,357	454,628	2,087,985
Special instruction	863,726	289,402	1,153,128
Other instruction	54,813	-	54,813
Pupil services	230,879	136,342	367,221
Instructional staff services	182,992	113,518	296,510
General administration services	212,834	201,547	414,381
Building administration services	357,652	75,499	433,151
Pupil transportation - Field Trip or Othe	5,044	189	5,233
Food Service	112,220	35,392	147,612
Total	3,653,517	1,306,517	4,960,034

This schedule includes costs directly attributable to the district's charter schools for the year ending June 30, 2019. District level centralized costs are not reflected.

Attachment D

MADISON METROPOLITAN SCHOOL DISTRICT
Supporting Schedule
Charter School Authorizer Operating Costs by Object
For the Year Ended June 30, 2019

Schedule by Object

Employee Salaries	\$ 8,236
Employee Benefits	1,941
	<hr/>
	\$ 10,177
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