University of Wisconsin System
Office of Educational Opportunity

2018-19
Charter School Authorizer Annual Report

(For further instructions and requirements related to completing each section of this charter school authorizer annual report template 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:	**University of Wisconsin System-Office of Educational Opportunity**
Authorizer Address:	**1220 Linden Drive- 1564 Van Hise, Madison WI 53706**
Authorizer Contact Person:	**Aaron Seligman**
Contact Person Title:	**Director**
Contact Person Phone:	**608-263-7481**
Contact Person Email:	**aseligman@uwsa.edu**

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:**
Isthmus Montessori Academy Public	**July 1, 2018**	**July 1, 2019**	**4K-9**
One City Sr. Preschool	**July 1, 2018**	**July 1, 2019**	**4K-5K**

Charter Schools Whose Contract was Non-renewed or Revoked:			
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:
Milestone Democratic School (contract negotiations in progress at time of this report)	July 1, 2020 (anticipated)	September, 2020 (anticipated)

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

SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS
During this reporting period, both schools authorized by OEO worked to determine assessment tools in their first year of operation that will provide a baseline for future comparisons. Isthmus Montessori (IMAP) will use the MAP test for the 2019-20 school year and beyond, and One City uses the Teaching Strategies Gold Assessment and will also begin MAP testing. Both schools will also measure impact in their unique context and models. Baseline data for each school are attached, along with school report card for IMAP, which participated in the DPI Alternate Accountability Process. One City will also begin an independent evaluation process led by the Wisconsin Center for Education Research.

SECTION IV: FINANCIAL PERFORMANCE OF CHARTER SCHOOLS
This report covers the period July 1, 2018-June 30, 2019. During this period, there were two operating charter schools authorized by the OEO. Both schools also manage preschools in their facilities that are outside of their charter operate on slightly different calendars, making it a challenge to separate charter-specific expenses. One City successfully completed an independent financial audit for the reporting period and has presented significant fundraising efforts for future operations and growth.

SECTION V: OTHER CONTRACT TERMS AND EXPECTATIONS (OPTIONAL)
Both schools currently in operation used new strategies for parent engagement and to measure school climate and feedback from parents and students. IMAP worked on a corrective action plan to improve performance in areas of special education, school governance, and culture.

SECTION VI: AUTHORIZER OPERATING COSTS

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS
For the Year Ended June 30, 2019

Operating Activity	WUFAR Object Code	Cost
Employee Salaries	100	$ 145,340
Employee Benefits	200	33,232
Purchased Services	300	2,542
Non-Capital Objects	400	-
Capital Objects	500	-
Insurance and Judgements	700	-
Other	900	-
TOTAL		$ 181,114

SECTION VII: SERVICES PROVIDED TO CHARTER SCHOOLS

This report covers the period July 1, 2018-June 30, 2019. During this reporting period. OEO provided a board training to IMAP, hosting a professional learning opportunity by convening other charter school authorizers, and partnered with the Wisconsin Resource Center for Charter Schools to provide additional resources and support based on individual school needs.
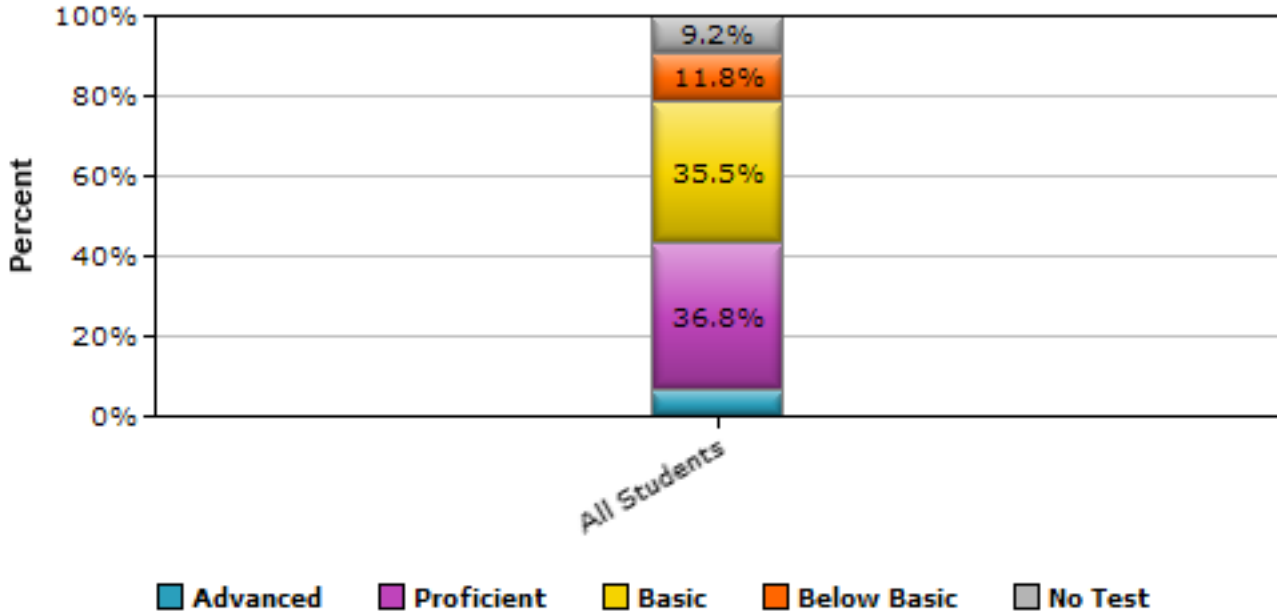
Forward Performance Category by [All Students] (2018-19)

(ELA)

Total of 5 row(s) with 10000 Row Limit

Group By	Performance Category	Students in Group	Student Count	Percent of Group
All Students	Below Basic	76	9	11.8%
All Students	Basic	76	27	35.5%
All Students	Proficient	76	28	36.8%
All Students	Advanced	76	5	6.6%
All Students	No Test	76	7	9.2%

http://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/WSAS/Forward/Forward%20(Singl

Isthmus Montessori Academy Public
Isthmus Montessori Academy Public | Public - All Students
School Report Card | 2018-19 | Summary

Overall Score

AR

☆☆☆☆☆

Alternate Rating - Needs Improvement

This school participates in the Alternate Accountability Process:
http://dpi.wi.gov/accountability/alternate-accountability

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	**83-100** ★★★★★
Exceeds Expectations	**73-82.9** ★★★★☆
Meets Expectations	**63-72.9** ★★★☆☆
Meets Few Expectations	**53-62.9** ★★☆☆☆
Fails to Meet Expectations	**0-52.9** ★☆☆☆☆

School Information

Grades	K4-12
School Type	Elementary/Secondary School
Enrollment	214
Percent Open Enrollment	0.0%

Race/Ethnicity

American Indian or Alaskan Native	0.0%
Asian	1.9%
Black or African American	3.7%
Hispanic/Latino	1.4%
Native Hawaiian or Other Pacific Islander	0.0%
White	86.4%
Two or More Races	6.5%

Student Groups

Students with Disabilities	7.5%
Economically Disadvantaged	19.2%
English Learners	0.9%

Priority Areas	School Score	Max Score	K-12 State	K-12 Max
Student Achievement	**NA/NA**		**62.3/100**	
English Language Arts (ELA) Achievement	NA/NA		31.6/50	
Mathematics Achievement	NA/NA		30.7/50	
School Growth	**NA/NA**		**66.0/100**	
English Language Arts (ELA) Growth	NA/NA		33.0/50	
Mathematics Growth	NA/NA		33.0/50	
Closing Gaps	**NA/NA**		**68.8/100**	
English Language Arts (ELA) Achievement Gaps	NA/NA		18.1/25	
Mathematics Achievement Gaps	NA/NA		18.0/25	
Graduation Rate Gaps	NA/NA		32.7/50	
On-Track and Postsecondary Readiness	**NA/NA**		**84.5/100**	
Graduation Rate	NA/NA		72.6/80	
Attendance Rate	NA/NA		NA/NA	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		6.2/10	
8th Grade Mathematics Achievement	NA/NA		5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	NA
School Growth	NA
Closing Gaps	NA
On-Track and Postsecondary Readiness	NA

Note: For details about how weights are determined, see weighting calculator:
https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Student Engagement Indicators	Total Deductions: NA
Absenteeism Rate (goal <13%)	NA
Dropout Rate (goal <6%)	NA

Test Participation Information

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	90.9%	<20	90.9%	<20
Lowest Subgroup Rate: White	90.9%	NA%	90.9%	NA%

^ denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

Wisconsin Department of Public Instruction | dpi.wi.gov
Report cards for different types of schools or districts should not be directly compared.

Page 1

Wisconsin Charter Schools Program (WCSP) Performance Measure Review

Section I: Instructions
The purpose of this report is to ensure that subgrantees meet all grant requirements. The report should be completed by the charter school leader and/or governance board. Complete this form and submit with the Subgrantee Mid-Year Progress Report or the Subgrantee Year-End Report.

Section II: General Information			
Subgrantee	One City Schools	Cohort	1
Authorizer	UW-Madison-OEO	Grant Type	Implementation Only

Section III: Submission Information					
Person Submitting Mid-Year Y1 Report	Vivek Ramakrishnan	Title	Director of Operations and Strategy	Date	1/30/19
Person Submitting Year-End Y1 Report	Vivek Ramakrishnan	Title	Director of Operations and Strategy	Date	7/31/19
Person Submitting Mid-Year Y2 Report		Title		Date	
Person Submitting Year-End Y2 Report		Title		Date	
Person Submitting Mid-Year Y3 Report		Title		Date	
Person Submitting Year-End Y3 Report		Title		Date	
Person Submitting Mid-Year Y4 Report		Title		Date	
Person Submitting Year-End Y4 Report		Title		Date	
Person Submitting Mid-Year Y5 Report		Title		Date	
Person Submitting Year-End Y5 Report		Title		Date	

Section IV: Performance Measures				
Performance Measure *List performance measures below. Include baseline data if applicable. Contact DPI if additional rows are required. Place an asterisk next to any performance measures that have been revised with DPI approval.*	**Mid-Year Data** *For each performance measure, provide mid-year data. If none is available, explain. If mid-year data sets the baseline for an annual target, include the data and indicate that it is baseline data.*	**Year-End Data** *For each performance measure, provide year-end data. If none is available, explain when the data will be available. Subgrantees must send an updated report once all the data is available. If year-end data sets the baseline for a future annual target, include the data and indicate that is it baseline data.*	**Annual Targets** *For each performance measure, provide annual targets. Place an asterisk next to any performance measures that have been revised with DPI approval. Indicate whether the annual target was met or not met. If the target was not met, complete Section V for the measure.*	
			Target	Met or Not Met
*1)85% of OCSPs kindergartners who have been enrolled in the school for two years (completed 4K and 5K with One City) will meet readiness expectations for first grade in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment.	Y1:No data for students who have been year two years, as we are in year one of the charter. **2018-2019 has been defined as our baseline year.**	Y1:No data for students who have been year two years, as we are in year one of the charter. **2018-2019 has been defined as our baseline year.**	*Y1:85% of OCSPs kindergartners who have been enrolled in the school for two years (completed 4K and 5K with One City) will meet readiness expectations for first grade in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment.	
	Y2:	Y2:	*Y2:85% of OCSPs kindergartners who have been enrolled in the school for two years (completed 4K and 5K with One City) will meet readiness expectations for first grade in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment.	

	Y3:	Y3:	*Y3:85% of OCSPs kindergartners who have been enrolled in the school for two years (completed 4K and 5K with One City) will meet readiness expectations for first grade in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment.	
	Y4:	Y4:	*Y4:85% of OCSPs kindergartners who have been enrolled in the school for two years (completed 4K and 5K with One City) will meet readiness expectations for first grade in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment.	
	Y5:	Y5:	*Y5:85% of OCSPs kindergartners who have been enrolled in the school for two years (completed 4K and 5K with One City) will meet readiness expectations for first grade in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment.	
2)*60% of OCSPs children who have been enrolled in One City for one year only will meet readiness expectations skill levels in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment as they move on to first grade.	Y1:5K (% meeting benchmarks) - 54% in Socio-Emotional - 50% in Physical - 63% in Language - 58% in Cognitive - 58% in Literacy - 54% in Mathematics Please note that these readiness benchmarks are end-of-year benchmarks unlike PALS which has a different benchmarks for Fall and Spring. **2018-19 has been defined as our baseline year.**	Y1: 5K (% meeting End of Year benchmarks) - 100% in Socio-Emotional (78% Meeting, 22% Exceeding) - 100% in Physical (52% Meeting, 48% Exceeding) - 100% in Language (65% Meeting, 35% Exceeding) - 100% in Cognitive (86% Meeting, 14% Exceeding) - 100% in Literacy (91% Meeting, 9% Exceeding) - 100% in Mathematics (78% Meeting, 22% Exceeding) **2018-19 has been defined as our baseline year.**	*Y1:60% of OCSPs children who have been enrolled in One City for one year only will meet readiness expectations skill levels in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment as they move on to first grade.	
	Y2:	Y2:	*Y2:60% of OCSPs children who have been enrolled in One City for one year only will meet readiness expectations skill levels in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment as they move on to first grade.	
	Y3:	Y3:	Y3:60% of OCSPs children who have been enrolled in One City for one year only will meet readiness expectations skill levels in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment as they move on to first grade.	
	Y4:	Y4:	*Y4:60% of OCSPs children who have been enrolled in One City for one year only will meet readiness expectations skill levels in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment as they move on to first grade.	

Performance Measure	Baseline / Y1	Mid-Year / Y1	Annual Target	
	Y5:	Y5:	*Y5:60% of OCSPs children who have been enrolled in One City for one year only will meet readiness expectations skill levels in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment as they move on to first grade.	
3)85% of One City's children will demonstrate readiness for kindergarten and first grade on the PALS assessment administered by the Wisconsin Department of Public Instruction through local school districts. We will use PALS only to determine how our children are developing in comparison to children attending 4K and 5K in the Madison Metropolitan School District	Y1:5K: 67% met Fall PALS readiness benchmark - Assessments conducted in October 4K: n/a, PALS has not developed fall benchmark for 4K. Only spring benchmarks are available. We will assess students in again spring and compare to these benchmarks upon completion. **2018-2019 has been defined as our baseline year.**	Y1: 5K: 45% met Spring PALS readiness benchmark 4K: Individual "item" benchmarks exist for 4K students, but no summative Spring readiness benchmark exists. Will have to revise this measure. Can forward raw data upon request from PALS **2018-2019 has been defined as baseline year.**	Y1:85% of One City's children will demonstrate readiness for kindergarten and first grade on the PALS assessment administered by the Wisconsin Department of Public Instruction through local school districts.	
	Y2:	Y2:	Y2:85% of One City's children will demonstrate readiness for kindergarten and first grade on the PALS assessment administered by the Wisconsin Department of Public Instruction through local school districts.	
	Y3:	Y3:	Y3:85% of One City's children will demonstrate readiness for kindergarten and first grade on the PALS assessment administered by the Wisconsin Department of Public Instruction through local school districts.	
	Y4:	Y4:	Y4:85% of One City's children will demonstrate readiness for kindergarten and first grade on the PALS assessment administered by the Wisconsin Department of Public Instruction through local school districts.	
	Y5:	Y5:	Y5:85% of One City's children will demonstrate readiness for kindergarten and first grade on the PALS assessment administered by the Wisconsin Department of Public Instruction through local school districts.	
4)	Y1:	Y1:	Y1:	
	Y2:	Y2:	Y2:	
	Y3:	Y3:	Y3:	
	Y4:	Y4:	Y4:	
	Y5:	Y5:	Y5:	
5)	Y1:	Y1:	Y1:	
	Y2:	Y2:	Y2:	
	Y3:	Y3:	Y3:	
	Y4:	Y4:	Y4:	
	Y5:	Y5:	Y5:	

Section V: Performance Measures that are Unmet or Behind Target			
*For all subgrantees that have not met an annual target in a year-end report **or** any subgrantees that are behind target in the mid-year report **and** are requesting a revision in Section VI to a performance measure.*			
Performance Measure *List each performance measure for which the annual target was not met or for which the grantee is reqesting a revision on the mid-year report. Contact DPI if additional rows are required.*	**Year** *Indicate the year the target was not met (e.g. Year-End Y2).*	**Justification** *Explain why the target was not met.*	**New Activities** *For each performance measure, provide the proposed activities the subgrantee will undertake to improve performance. Subgrantees are not required to revise future annual targets; however, subgrantees may propose revisions to future annual targets using Section VI below.*

Section VI: Proposed Revisions

For subgrantees proposing changes to the data used to measure progress and/or subgrantees that are not on-track to or have not met performance measures. If the revision is being proposed because the grantee is behind target or has not met a performance measure, Section V must be completed for the measure.

Performance Measure *List each performance measure. Contact DPI if additional rows are required.*	Year *Indicate when this revision was proposed (e.g. Year-End Y2).*	Justification ***For proposed revisions to performance measures that are behind target**, provide a justification for the proposed revisions.* ***For proposed revisions to data used to measure progress**, explain the need for the proposed revision and provide a justification for the proposed targets.*	Proposed Revisions *For each performance measure, provide the proposed revision (including annual targets).*	Approval *For DPI use only.*
85% of OCSPs kindergartners who have been enrolled in the school for two years (completed 4K and 5K with One City) will demonstrate readiness for first grade in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment.	Y1-5	This is purely semantic. The Teaching Strategies GOLD assessment now uses the language of "meeting expectations" for the category that signifies a student is ready.	Performance Measure: 85% of OCSPs kindergartners who have been enrolled in the school for two years (completed 4K and 5K with One City) will meet readiness expectations for first grade in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment.	**Approved**
85% of OCSPs children who have been enrolled in One City for one year only will demonstrate emerging skill levels in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment as they move on to first grade.	Y1-5	The most recent version of the Teaching Strategies GOLD curriculum has removed the transitional category of Emerging. That is, now there is no middle category between "Below Expectations" and "Meeting Expectations." Therefore, using a benchmark of Emerging is not possible. Instead of 85% reaching Emerging after 1 year, we now propose 60% of students who have been OCSP for one year will "meet expectations" as they transition to 1st grade. We believe this provides a logical continuum between performance measures 1 and 2: 60% of students will meet expectations after one year with OCSP and 85% of students will meet expectations after two years with us.	60% of OCSPs children who have been enrolled in One City for one year only will meet readiness expectations skill levels in literacy, language, mathematics, and cognitive, social-emotional and physical development on the Teaching Strategies GOLD Assessment as they move on to first grade.	**Approved**

Section VII: Approval
For DPI use only.

Report	DPI Reviewer	Electronic Signature	Date
Year-End Y1			
Mid-Year Y2			
Year-End Y2			
Mid-Year Y3			
Year-End Y3			
Mid-Year Y4			
Year-End Y4			
Mid-Year Y5			
Year-End Y5			