

MIDDLETON-CROSS PLAINS AREA SCHOOL DISTRICT
2020-2021
Charter School Authorizer Annual Report

SECTION I: AUTHORIZER INFORMATION

Authorizing Entity:	Middleton-Cross Plains Area School District
Authorizer Address:	7106 South Avenue, Middleton, WI 53562
Authorizer Contact Person:	Dana Monogue
Contact Person Title:	Superintendent
Contact Person Phone:	608-829-9004
Contact Person Email:	dmonogue@mcpasd.k12.wi.us

SECTION II: CHARTER SCHOOL INFORMATION

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

Charter Schools Currently Under Contract in 2021-2022:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx – 6/30/20xx):	Grades Served:
Clark Street Community School	Clark Street Community School	07/01/2017-06/30/2022	9-12

SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS

Please see Appendix A: “CSCS Annual Report” & “CSCS School Improvement Plan”

SECTION IV: FINANCIAL PERFORMANCE OF CHARTER SCHOOLS

The School Board or its designee conducted a financial audit that included the financial operations of the Clark Street Community School (CSCS). The CSCS complied with all of the District’s audit procedures and requirements for the financial statements. The District allocated operational funds to the CSCS at the same time and manner as all other schools within the District. Staff from both schools appropriately managed the school’s operational budget, grant applications, and fundraising activities.

SECTION V: OTHER CONTRACT TERMS AND EXPECTATIONS (OPTIONAL)

The Clark Street Community School is an instrumentality charter school within the Middleton-Cross Plains Area School District. The school has been in existence for several years and is treated and monitored similarly to the other schools within the District. We have immaterial amount of identified authorizer costs as we do not solicit, evaluate, give preference, or award charter school applications or contracts on an annual basis.

SECTION VI: AUTHORIZER OPERATING COSTS

Middleton-Cross Plains Area School District
SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS
FISCAL YEAR ENDING JUNE 30, 2021

OPERATING ACTIVITY	WUFAR OBJECT CODE	CSCS COST
EMPLOYEE SALARIES	100	\$1,738
EMPLOYEE BENEFITS	200	\$516
PURCHASED SERVICES	300	\$0
NON-CAPITAL OBJECTS	400	\$0
CAPITAL OBJECTS	500	\$0
INSURANCE & JUDGEMENTS	700	\$0
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	\$0
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	\$0
TOTAL		\$2,254

SECTION VII: SERVICES PROVIDED TO CHARTER SCHOOLS

Middleton-Cross Plains Area School District

**SECTION VII
SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS**

FISCAL YEAR ENDING JUNE 30, 2021

SERVICES PROVIDED	FUNCTION CODE	COST
UNDIFFERENTIATED	110000	\$32,637
REGULAR CURRICULUM	120000	\$614,991
SPECIAL EDUCATION	150000	\$456,869
SOCIAL WORK SERVICES	212200	\$85,855
PSYCHOLOGICAL SERVICES	215000	\$18,008
CURRICULUM DEVELOPMENT	221200	\$6,365
LIBRARY MEDIA	222000	\$3,950
SUPERVISION & CORDINATION	223000	\$58,267
BUILDING ADMINISTRATION	240000	\$147,166
GENERAL OPERATIONS	25(3/4/5)000	\$44,329
PUPIL TRANSPORTATION	256000	\$28
INFORMATION	263000	\$395
STAFF SERVICES	264000	\$15
OTHER SUPPORT SERVICES	290000	\$572
TOTAL		\$1,469,447

Appendix A: “CSCS Annual Report”

21-22 Third Friday Demographics

Hispanic/Latiné	4%
American Indian or Alaska Native	1%
Asian	2%
Black or African American	3%
White	77%
Two or more races	13%

Disability Data

Served through IEP	26%
Served with 504 Accommodation plan	11%

**ACT Aspire Trends: Percent meeting benchmarks
English**

School Year	Group By	Students Ready	Count of Students	Percent Ready
2014-15	All Students	15	28	53.60%
2015-16	All Students	13	28	46.40%
2016-17	All Students	16	34	47.10%
2017-18	All Students	18	36	50.00%
2018-19	All Students	28	45	62.20%

20-21 **63%** (National 69%)

Reading

2014-15	All Students	5	29	17.20%
2015-16	All Students	9	28	32.10%
2016-17	All Students	13	34	38.20%
2017-18	All Students	14	36	38.90%
2018-19	All Students	20	45	44.40%

20-21 **43%** (National 42%)

Math

School Year	Group By	Students Ready	Count of Students	Percent Ready
2014-15	All Students	4	28	14.30%
2015-16	All Students	5	27	18.50%
2016-17	All Students	7	34	20.60%
2017-18	All Students	10	36	27.80%
2018-19	All Students	13	45	28.90%

20-21

40% (National 46%)

ACT Trends: English

School Year	Group By	College Ready Student Count	Total Student Count	Percent College Ready
2016-17	All Students	5	15	33.30%
2017-18	All Students	15	23	65.20%
2018-19	All Students	10	18	55.60%
2019-20	All Students	11	25	44.00%
2020-21	All Students	14	21	66.70%

National 2020: 58%

Reading

School Year	Group By	College Ready Student Count	Total Student Count	Percent College Ready
2016-17	All Students	4	15	26.70%
2017-18	All Students	12	23	52.20%
2018-19	All Students	11	18	61.10%
2019-20	All Students	9	25	36.00%
2020-21	All Students	14	20	70.00%

National 2020 45%

Math

School Year	Group By	College Ready Student Count	Total Student Count	Percent College Ready
2016-17	All Students	2	15	13.30%
2017-18	All Students	4	23	17.40%
2018-19	All Students	3	18	16.70%
2019-20	All Students	7	25	28.00%
2020-21	All Students	3	21	14.30%

National 2020 37%

Appendix A: “CSCS School Improvement Plan”

These are the documents that will be important to guide the development of your School Improvement Plan:

1. Strategy Map - this district-level provides details about our mission, our vision, our goals, and our commitments. It will be helpful to review the data included in the Great Place to Learn and Great Place to Work segments as you consider school-specific data to monitor and to use in your goal-setting.
2. Equitable Criteria for Decision-Making - this tool can help teams work through difficult scenarios to find the best solutions.
3. MCPASD Equity Non-Negotiables - this tool can help teams check their thinking and actions to ensure alignment to district beliefs.
4. Literacy Adult Learning Framework - this ALF provides a rubric that will help us get to institutionalization of a set of literacy practices that are in direct support of our district goal in the Great Place to Learn area of our strategy map.

A District Where Students Belong and Thrive
District Goals
1. Every educator will use effective literacy practices that are culturally and linguistically responsive so that every student achieves the following by the 2025-26 school year. These practices will be validated through the Educator Effectiveness Evaluation process. <ul style="list-style-type: none">● Reading proficiency by the end of third grade as measured by the Wisconsin Forward Examination;● Reading proficiency by the end of eighth grade as measured by the Wisconsin Forward Examination;● ACT reading composite of 22.
2. All students will graduate from high school with their respective class-by the end of the 2023-24 school year.
This/these is/are our school goal(s) for the 2021-2022 school year: Use SMART/SMARTIE Goal format.

1. **Reading Rubric:** Through C3 teams, all educators will engage with the reading rubric in order to understand and collaboratively implement literacy strategies with students so that students are demonstrating improved reading skills as measured by the rubric.
 - Emphasis on Black and Latine students
2. **Math Rubric:** Educators, with the active engagement of students, will develop and begin to implement similar strategies for our math rubric for implementation in the 2022-23 school year.
3. **Self Directed Learners:** 100 percent of our students will engage in strategies to self assess the development of skills of confident, interdependent learners.

The data that my school will monitor as it is connected to our school and district goals:

1. **Reading Rubric**
 - Use of rubric in planning by educators
 - Student engagement in using the rubric
 - Improvement in rubrics for students over time (Need a system of collection)
2. **Math Rubric**
 - a. Completion of draft rubric
 - b. Feedback from students/staff
 - c. Given time, voluntary pilot of rough draft
3. **Self Directed Learners**

- a. Completion of SLC prep
- b. Participation in PLP
- c. Informal data of advisory conversations
- d. Creation/Collection of SEL/Portrait of Grad survey (social network data)

These are the quarterly or trimester action steps we will hold ourselves accountable to completing. *Please describe what will happen, why you want it to happen, and who is responsible for making it happen.*

Q1/T1:

Example: Q1.A1.

Q2/T2:

Q3/T3:

Q4:

A District Where Staff are Empowered and Supported

District Goals

1. Increase the percentage of teachers of color to 18% by the beginning of the 2022-2023 school year.

2. Achieve a 90% retention rate of staff of color by the end of the 2021-2022 school year.

This/these is/are our school goal(s) for the 2021-2022 school year:

Use SMART/SMARTIE Goal format.

By deepening our understanding and increasing the systemic effectiveness of our restorative culture, all staff will report a positive sense of our collective standard of care for each other and our students.

The data that my school will monitor as it is connected to our school and district goals:

Establishment of standard of care criteria
Anonymous survey data from staff on our implementation.

These are the quarterly action steps we will hold ourselves accountable to completing. *Please describe what will happen, why you want it to happen, and who is responsible for making it happen.*

Q1/T1:

Example: Q1.A1.

Q2/T2:

Q3/T3:

Q4:

School Improvement Plan Monitoring During School Data Summits

Action Steps

	Action Steps Attempted	Action Steps Completed	Discussion: Did you follow through on your commitments? Why or why not?
Quarter/Trimester 1 Student Goals	Example: Q1.A1.		

Quarter/Trimester 1 Staff Goal	Example: Q1.A1.		
Quarter/Trimester 2 Student Goals			
Quarter/Trimester 2 Staff Goals			
Quarter/Trimester 3 Student Goals			
Quarter/Trimester 3 Staff Goals			
Quarter 4 Student Goals			
Quarter 4 Staff Goals			

End-of-Year Data Analysis

	Data targeted for improvement	Discussion: Did you make progress or meet your goals? Why or why not?
A District Where		

Students Belong and Thrive		
A District Where Staff are Empowered and Supported		

May: Leadership reflections and learning to advance the work going forward

How did you use our District Strategy Map, our Literacy Adult Learning Framework, our Equity Non-negotiables, and our Equitable Criteria for Decision-making to meet your goals?

What did your SIT learn throughout this annual process of continuous improvement that will inform your work next year?

Do you have any recommendations for how this process can be improved?