

**Wausau School District
2020-2021
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. **The expenditures in Section VI and Section VII should not match.**
- 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. **The expenditures in Section VI and Section VII should not match.**

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:	Wausau School District
Authorizer Address:	415 Seymour Street PO Box 359 Wausau, WI 54402-0359
Authorizer Contact Person:	Dr. Keith Hilts
Contact Person Title:	Superintendent of Schools
Contact Person Phone:	715-261-0505
Contact Person Email:	khilts@wausauschools.org

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:
Wausau Area Montessori Charter School	Wausau Area Montessori Charter School Governance Council	7/1/2021 – 6/30/2026	K-6
Enrich Excel Achieve Learning Academy	Enrich, Excel, Achieve Learning Academy Governance Council, Inc.	7/1/2021 – 6/30/2026	6-12
Wausau Area Virtual Education Program	Wausau Area Virtual Education Governance Council LTD.	7/1/2018 - 6/30/2023	K-12

Charter Schools with Non-renewed or Revoked Contract during 2020-2021:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx – 6/30/20xx)*:	Reason for Non-renewal or Revocation:

Charter Schools that Closed During or at the Conclusion of 2020-2021:			
School Name:	Date of School Closure:	Contract Term Dates (7/1/20xx – 6/30/20xx):	Reason for Closure:

Charter Schools Currently Approved, But That Have Not Yet Begun to Operate:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx – 6/30/20xx):	Anticipated First Academic Year of Instruction (e.g. 22-23):

SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS

In this section, provide a summary of the academic performance of each charter school that operated during the school year.

Wausau Area Virtual Education (WAVE)

2020-21 was the third year of the virtual charter in the Wausau School District. The school was open to enrollments for students in grades K-12. This was also the full year of Covid, which interrupted “business as usual”. However, we were more fortunate than others to have less interruption in academic delivery for our students. WAVE can celebrate that the majority of our students were academically successful.

DATA:

(Juniors) ACT TEST:

All but two of our 15 juniors completed the ACT + Writing test in March. One student had a parent opt out due to lack of approved accommodations for the student’s 504 plan, and the other student opted out due to the fact that he took the ACT + Writing his sophomore year, and scored a perfect score at that time, therefore he chose not to retake the test junior year.

TOTAL # of Juniors that Tested: 13

Our Average Composite Score= 19.84

Our Average Math Score= 21

Our Average ELA Score= 21.25

SENIORS/ Graduation:

27 Senior Graduates + 1 Junior (early graduation)

- 26 students met requirements to graduate (93% success rate)
- 3 students successfully completed all requirements for graduation and graduated at the end of fall semester.
- Of the two students who did not meet graduation requirements, one is enrolling at the HSED program at our local technical college, and the other entered the workforce full-time.

Wausau Area Virtual Education (WAVE) Continued...

Post High School Planning:

- 9 students planned to enroll in a 4 year university
- 1 student planned for a gap year followed by a 4 year university enrollment
- 6 students planned to enroll in a 2 year college
- 2 students planned to participate in an apprenticeship program
- 5 student planned to enter the workforce
- 4 students were undecided

Colleges that students were headed to included: UW Stevens Point, NorthCentral Technical College, UW Eau Claire, Chippewa Valley Technical College, Lawrence University, Southern University, NorthEast Technical College

GRADES 6-12

Fall Semester: 83% of courses successfully completed

Spring Semester: 86% of courses successfully completed

Aspire Testing:

Grade 10 12 students

- 3 students exceeding or ready in 4 subjects
- 1 student exceeding or ready in 3 subjects
- 5 students exceeding or ready in 1 subject
- 3 students exceeding or ready in 0 subjects

Grade 9 11 students

- 3 students exceeding or ready in 4 subjects
- 4 students exceeding or ready in 2 subjects
- 1 student exceeding or ready in 1 subject
- 3 students exceeding or ready in 0 subjects

Wausau Area Montessori Charter School

As an instrumentality of the Wausau School District, we strive to uphold the philosophy of an authentic Montessori education. Integrated into our philosophy is a well-balanced approach aligned with state and district academic standards (Common Core) for student achievement.

Throughout the school year, we administer and analyze multiple measures of data. For the purpose of collecting benchmark data, we utilize FastBridge universal screeners. Formative assessments aligned with our Montessori curriculum are conducted within the classroom. The various collection of assessment tools aid in preparation for the Wisconsin Forward Exam as a final summative assessment.

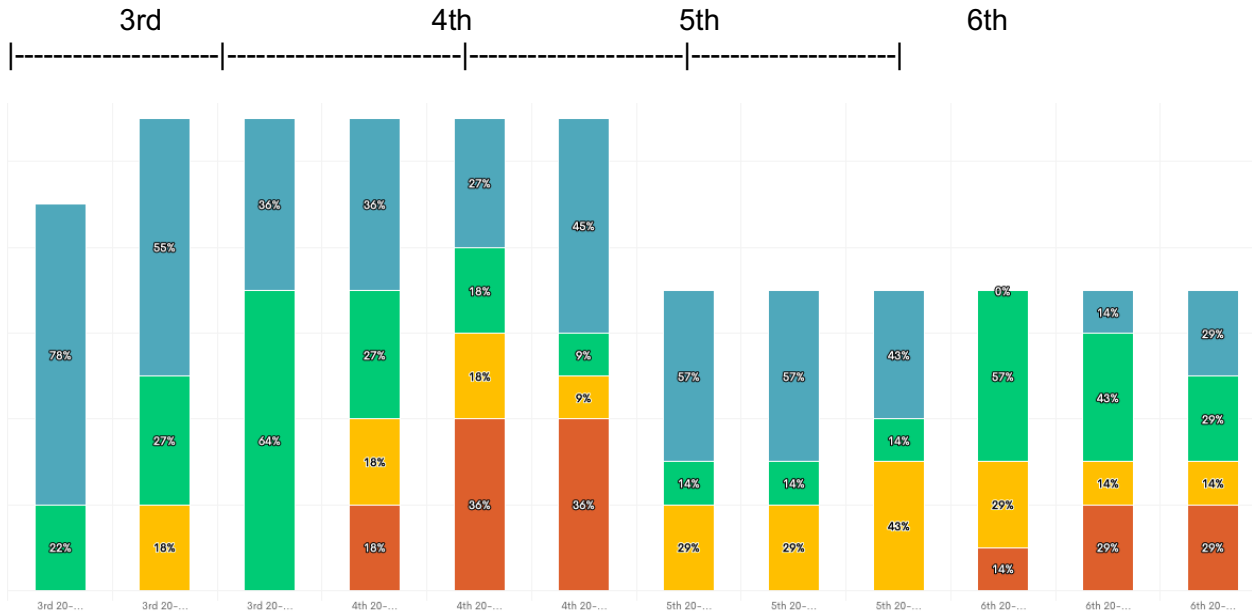
Literacy:

The data from the FastBridge aReading assessment shows the following changes from Fall 2020 to Spring 2021:

- In 3rd Grade, all students were proficient or advanced.

Wausau Area Montessori Charter School continued...

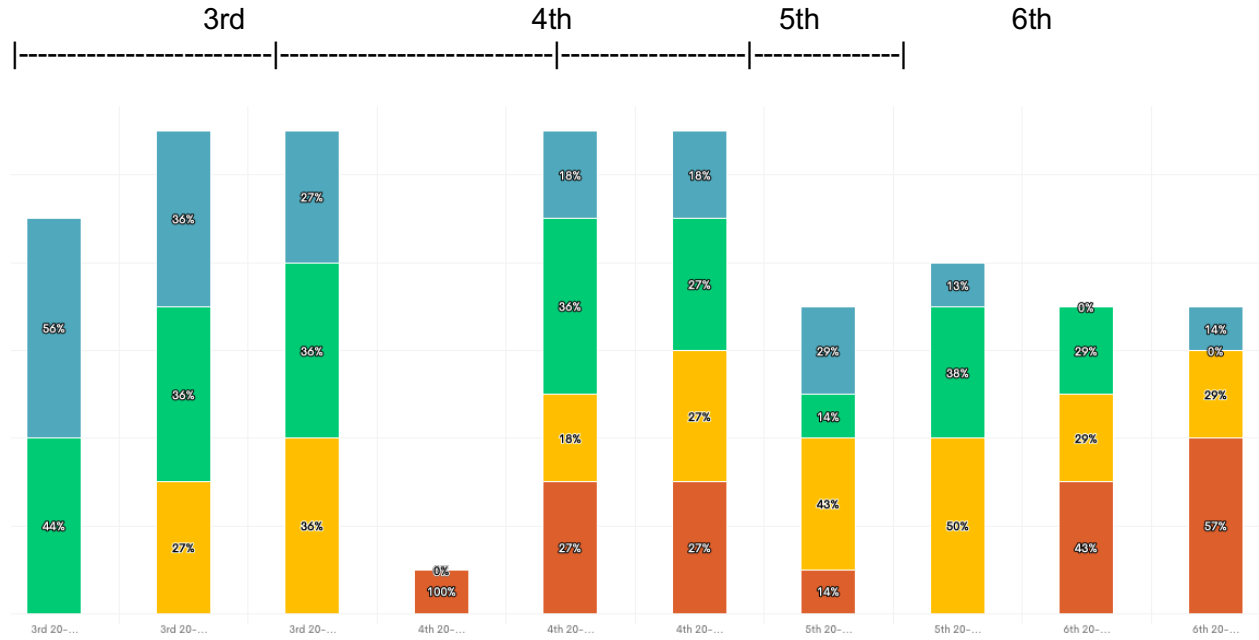
- In 4th Grade, there was an increase in students performing at proficient and advanced levels.
- In 5th Grade, the data showed a decrease in the number of students scoring proficient or advanced.
- In 6th Grade, the number of students scoring proficient or advanced remained the same.



Wausau Area Montessori Charter School continued...

The data from the FastBridge CBMreading assessment shows the following changes from Fall 2020 to Spring 2021:

- In 3rd Grade, the number of students stayed the same.
- In 4th Grade, there was a decrease in the number of students who were proficiency and advanced.
- In 5th Grade, a reduction of the number of students in the minimal range.
- In 6th Grade, some student moved to advanced from proficient.

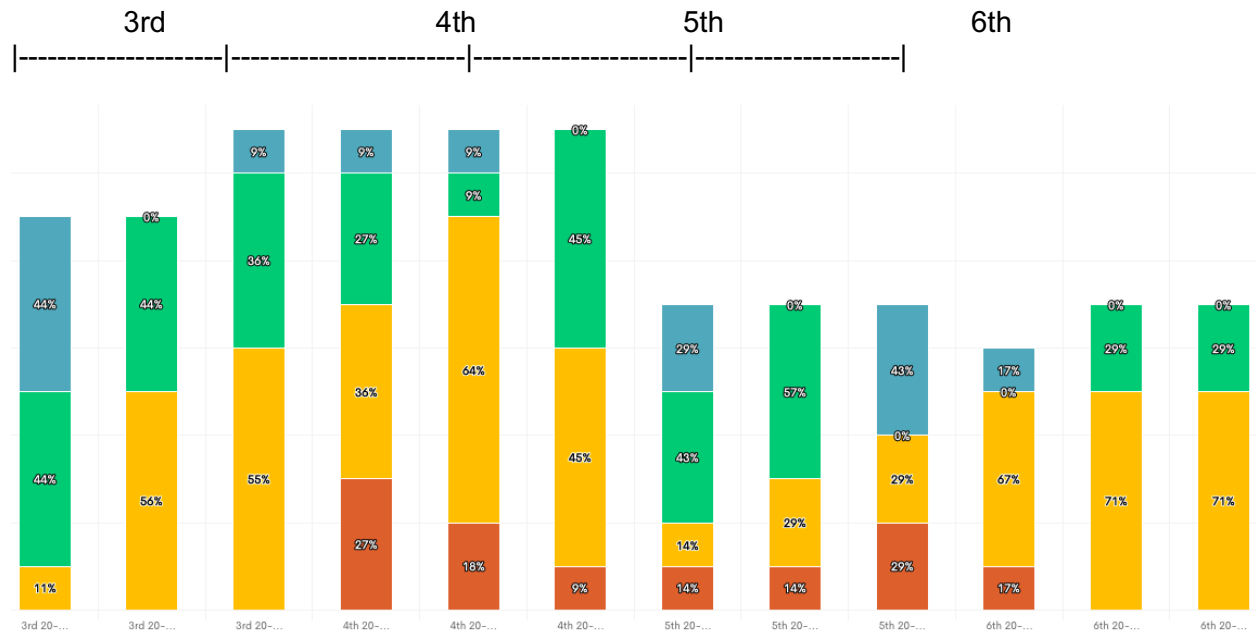


Wausau Area Montessori Charter School continued...

Math:

The data from the FastBridge aMath assessment shows the following changes from Fall 2020 to Spring 2021:

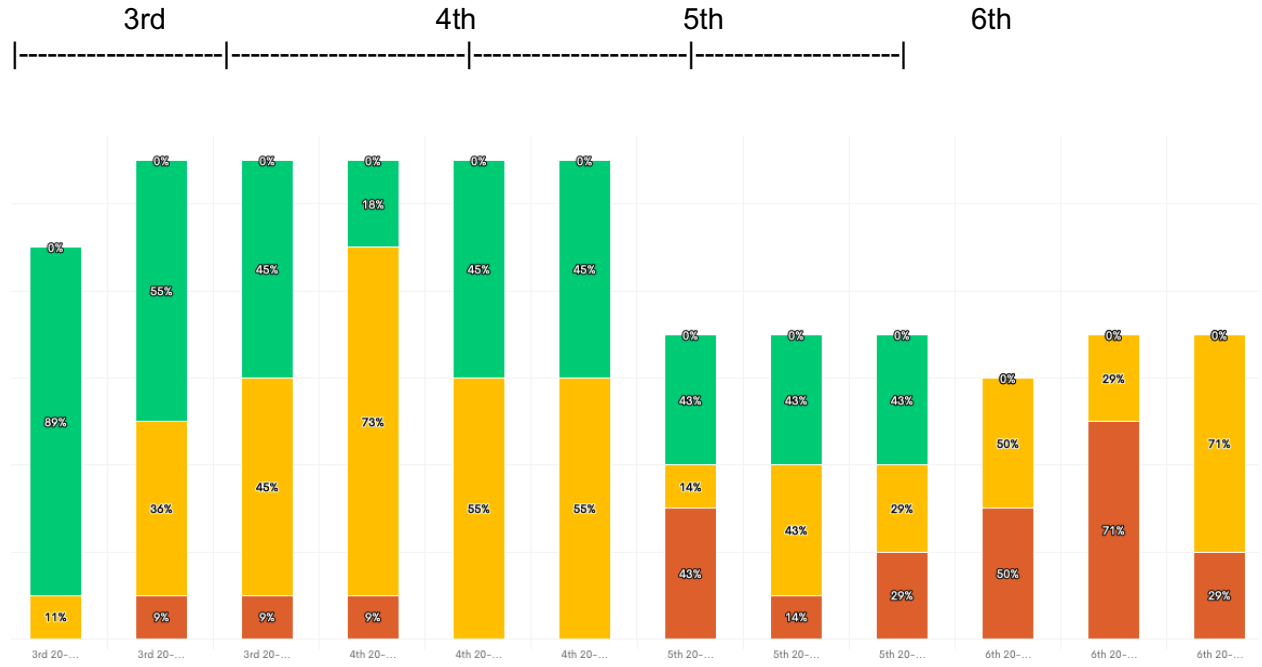
- In 3rd Grade, there was a decrease in the number of students scoring proficient or advanced.
- In 4th Grade, there was an increase in proficiency.
- In 5th Grade, there was an increase in students moving to the advanced level.
- In 6th Grade, there was a reduction in the number of students scoring minimal.



Wausau Area Montessori Charter School continued...

The data from the FastBridge CBMMath Automaticity assessment shows the following changes from Fall 2020 to Spring 2021:

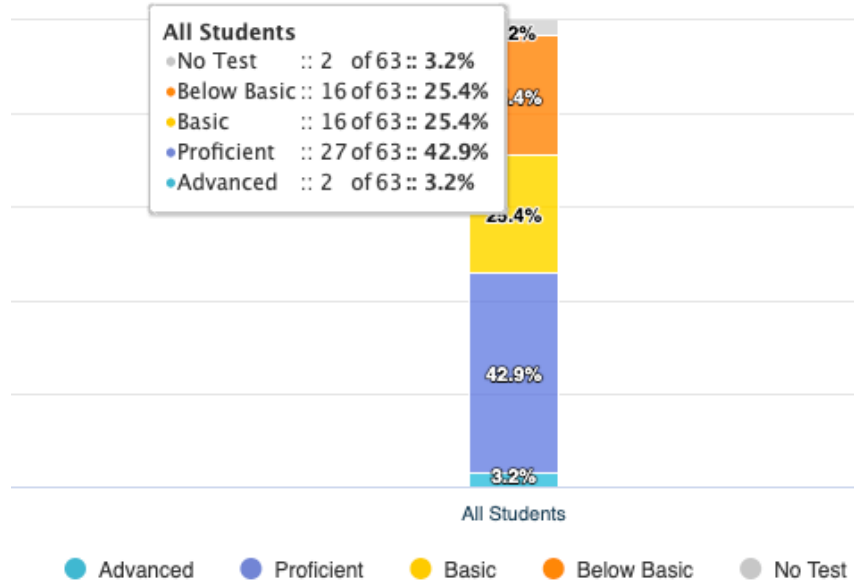
- In 3rd Grade, a decrease in proficiency.
- In 4th Grade, a reduction in the number of students scoring minimal.
- In 5th Grade, a decrease in the number of students scoring basic.
- In 6th Grade, an increase in students scoring basic.



Wausau Area Montessori Charter School continued...

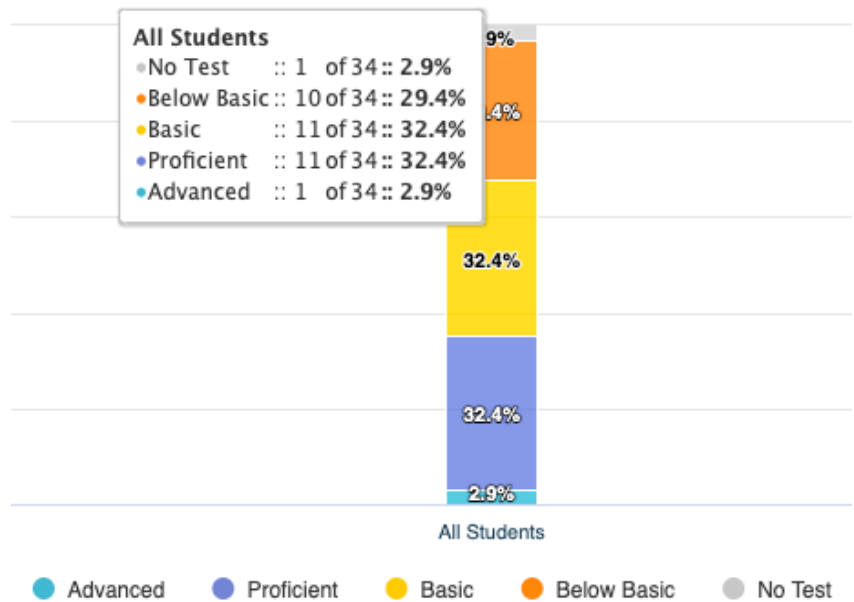
The Wisconsin Forward Exam results for the 2020-2021 school year show that students scoring proficient or advanced in English-Language Arts was 35.3%. This was a decrease from the previous tested year of 46.1%.

Literacy (2018-2019):



Literacy (2019-2020): No Results

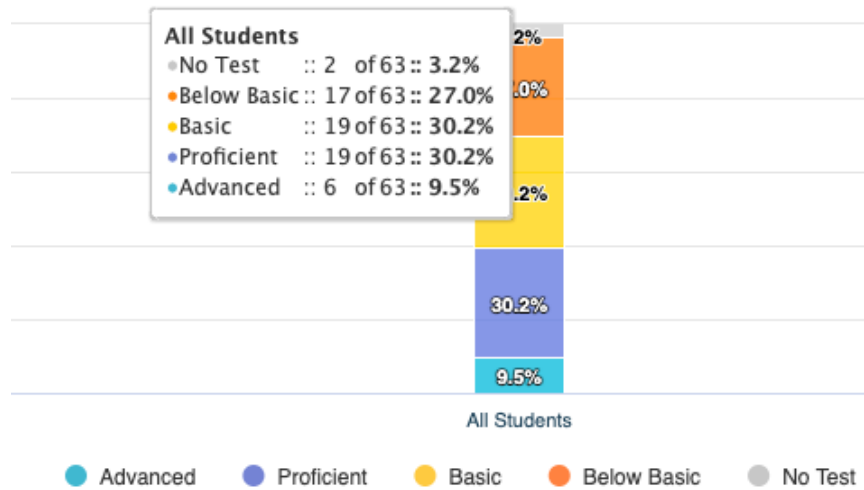
Literacy (2020-2021):



Wausau Area Montessori Charter School continued...

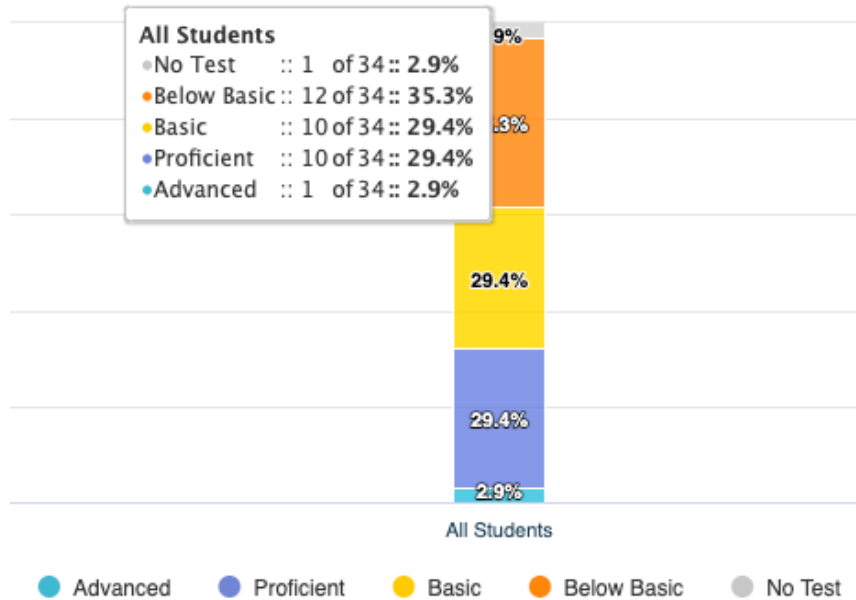
The Wisconsin Forward Exam results for the 2020-2021 school year show that students scoring proficient or advanced in Math was 32.3%. This was a slight decrease from the previous tested year of 39.7%.

Math (2018-2019):



Math (2019-2020): No Results

Math (2020-2021):



Enrich, Excel, Achieve (EEA) Learning Academy

Background:

EEA is a school that meets the needs of learners that are not typically successful in the traditional setting. We serve a population of students that are primarily living in poverty and have had struggles with attendance and school performance. Many of our students have been impacted by trauma and/or have mental health issues. While standardized test scores help give a measure of how the school is performing, they do not provide the full picture of the gains these students make in a year.

Due to the previous year's standardized testing being affected by the pandemic, the quantitative data used to identify yearly goals was FastBridge data, since we have local control over the administration of that assessment. The data showed that some of our students continue to struggle in the areas of reading and math, though we have made improvements in both of these areas.

According to our Fall 2020 FastBridge data in the area of Math, 59% of our students were proficient or advanced (low risk or college ready). On the FastBridge aReading assessment, 70% were proficient or advanced (low risk or college ready). Our students have reported that they try harder on the FastBridge assessment because it is not as long as the MAP assessment. Getting them to take assessments seriously has been a long-term problem.

When we considered qualitative sources of data, we looked at the lives of so many of our students. As we worked on our School Improvement Plan, it became apparent that when students actually access what we deliver, they make incredible gains. So as we look at equity, the most important fact to consider is the barriers our students face in accessing what is available to them. These barriers are often in the form of high ACE scores, mental health issues, and other things out of the school's control. Add to these the situation we have found ourselves in with Covid, and the struggle becomes greater. Yet, they are things we must consider as we look at the whole child.

EEA is heavily relationship-centered and that is helpful in most cases, but it can take a considerable amount of time to peel back the layers and really uncover the issues the student is dealing with. This takes time students often don't have as many come to us significantly credit deficient. And yet, we ended the 19-20 year remotely and spent the 20-21 year in a variety of in-person and remote learning situations. Therefore, our most important goal for the 20-21 school year was to continue to connect with students as much as we could and to be as flexible as we could to their individual needs. This meant that as the district had to make decisions for the masses, we strove to make those decisions on an individual basis as much as we could and still maintain safety. All of our students had a very personalized schedule to accommodate family and student needs.

Academic Goals:

Our school year goals were intended to be very targeted in our focus and look at how we could impact individual students with various interventions. Those goals were for 10% of the students

Enrich, Excel, Achieve (EEA) Learning Academy continued...

who were in the some or high-risk categories in reading and math to move to the next lowest level of risk. Given all the factors we were dealing with in our new reality, we knew we really needed to focus on ensuring students did not lose more ground and that they instead gained ground.

We met our goals in reading and math to have 10% of the students who were in the some/high-risk categories move to the next lowest level of risk. While those students originally in the some or high-risk category made improvements, some others declined.

Reading Fall:	Reading Spring (took winter if no spring data)
High risk 8%	High risk 14%
Some risk 22%	Some risk 10%
Low risk 25%	Low risk 35%
College ready 45%	College ready 37%

Overall our low-risk/college-ready categories went from 70% to 72%, and High/some risk from 30% to 24%. We had 4% that we had only one set of scores for - hence the spring data not adding to 100%.

Math Fall:	Math Spring (took winter if no spring data):
High risk 6%	High risk 9%
Some risk 35%	Some risk 36%
Low risk 35%	Low risk 36%
College ready 24%	College ready 19%

In other quantitative measures, the data was as follows, and shows a discrepancy from our local data via FastBridge.

20-21 Reading School Improvement Goal - Students from all demographic areas in grades 6-12 will increase achievement levels in the area of reading.

- 100% of students will demonstrate growth on Apex Learning, Inc., (APEX) assignments as demonstrated by achieving 80% or better on all tasks before moving on. GOAL MET.
- 10% of the students who were in the some/high-risk category will move to the next lowest level of risk. Goal met as shown above.
- 60% of 9th graders will demonstrate readiness on the ACT Aspire. Goal not met. 42.9% were close and 14.3% were in need of support, while 42.9% did not test.
- 58% of 10th graders will demonstrate readiness on the ACT Aspire. Goal not met. 10% exceeded, 10% were ready and 70% were in need of support while 10% did not test.
- 40% of 11th graders will demonstrate college readiness on the ACT test. Goal not met. 19% did in Reading, 25% did in English.
- The average ACT score in the area of reading will be 19. Goal not met - average score was 15.7.

Enrich, Excel, Achieve (EEA) Learning Academy continued...

20-21 Math School Improvement Goal - Students from all demographic areas in grades 6-12 will increase achievement levels in the area of math.

- 100% of students will demonstrate growth in math on Apex Learning, Inc., (APEX) assignments as demonstrated by achieving 80% or better on all tasks before moving on. GOAL MET - 100% did.
- 10% of students who were in the some/high-risk category will move to the next lowest level of risk. Goal met as shown above.
- 25% of 9th graders will demonstrate readiness on the ACT Aspire. Goal not met. 14.3% were ready, 14.3% were close, 28.6% were in need and 42.9% didn't test.
- 30% of 10th graders will demonstrate readiness on the ACT Aspire. Goal not met. 10% were close, 80% were in need and 10% did not test.
- 25% of 11th graders will demonstrate college readiness on the ACT test. Goal not met. 6.3% of students demonstrated college readiness.
- The average ACT score in the area of math will remain at 18. Goal not met. The average composite score in math was 16.

While we did not meet our ACT and ACT Aspire goals in 20-21, some interesting things continue to show up. Once a student is "bought-in" and working, they make tremendous growth. This is something our data has shown for the last several years. Therefore, there will continue to take more of a focus on helping the whole family "buy-in" to the process we use.

We are much more specific in our reading and math interventions and utilize FastBridge to identify areas of need and progress monitor them. Our students continue to respond well to this so far this fall (2021). The number of students needing intensive support in these areas has decreased according to our initial FastBridge data from Fall 2021. We also have implemented an all school reading and vocabulary time daily.

We have evaluated all we do to support our students and are still in the process of perfecting the best way to collect that information quickly. We now do a parent and student survey at the start of every year that helps us identify needs. The pandemic has impacted what is possible in terms of community-based support, in particular those surrounding attendance. We are devoting some school-based funds to Intensive Supervision Services, which are designed to improve student attendance. We will continue to look at the non-academic barriers that impact our students, one of them currently being the impacts of the pandemic.

SECTION IV: FINANCIAL PERFORMANCE OF CHARTER SCHOOLS

In this section, provide a summary of the financial performance of each charter school that operated during the school year. *See separate attachment from auditor's report.*

SECTION V: OTHER CONTRACT TERMS AND EXPECTATIONS (OPTIONAL)

In this section, 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

(Complete and attach audited Schedule of Charter School Authorizer Operating Costs.)

See separate attachment from auditor's report.

Examples of the types of costs that should be reported in the schedule of authorizer operating costs include, but are not limited to:

- costs incurred by the authorizer to oversee and monitor its charter schools (i.e. salary and fringe for individuals who assume these duties);
- costs incurred for soliciting, receiving, and reviewing applications for new charter schools (i.e. salary and fringe for individuals who assume these duties which may include administrative staff, business office staff, legal staff, etc.);
- costs incurred for completing and analyzing charter school data for the purpose of making renewal and revocation decisions; and
- any additional costs associated with duties under Wis. Stats. s. 118.40(3m)(a) to (e) *(please reference Technical Assistance document for the language of 118.30(3m)(a)-(e)).*

Costs that should not be included in the schedule of authorizer operating costs include salary and fringe for the teachers at the charter school, costs of charter school transportation, curriculum services, food service, etc. **Only costs associated with the authorizer fulfilling its duties should be reported in this schedule.**

SECTION VII: SERVICES PROVIDED TO CHARTER SCHOOLS

(Complete and attach Schedule of Charter School Authorizer Services and Costs.)

Examples of the types of costs that should be reported in the schedule of services and costs include, but are not limited to:

- costs for business office services;
- costs for food services;
- curriculum services; or
- professional development services.

Costs and types of services may vary depending upon the contractual relationship between the authorizer and the charter school. Please note that contracted services provided to a charter and authorizer costs are not the same. **The expenditures in Section VI and Section VII should not match.**

WAUSAU SCHOOL DISTRICT
SECTION VII

SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS

FISCAL YEAR ENDING (6/30/2021)

		<u>TOTAL</u>	
-- E --- 1-- ----- ---	SALARIES		107,527.83
-- E --- 2-- ----- ---	EMPLOYEE BENEFITS		36,709.22
-- E --- 3-- ----- ---	PURCHASED SERVICES		13,457.92
-- E --- 4-- ----- ---	NON-CAPITAL OBJECTS		4,546.33
-- E --- 9-- ----- ---	OTHER OBJECTS		2,920.73
			<u>165,162.03</u>