



**MONONA GROVE**  
**SCHOOL DISTRICT**

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5301 Monona Drive, Monona, WI 53716 P: 608-221-7660 F: 608-221-7688

Monona Grove School District  
2021-2022  
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**

<b>Authorizing Entity:</b>	Monona Grove School District
<b>Authorizer Address:</b>	5301 Monona Drive, Monona, WI. 53716
<b>Authorizer Contact Person:</b>	Daniel Olson
<b>Contact Person Title:</b>	Superintendent
<b>Contact Person Phone:</b>	608-316-1928
<b>Contact Person Email:</b>	<a href="mailto:Daniel.olson@mgschools.net">Daniel.olson@mgschools.net</a>

**SECTION II: CHARTER SCHOOL INFORMATION**

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

<b>Charter Schools Currently Under Contract in 2021-2022:</b>			
<b>School Name:</b>	<b>Charter School's Governing Board Legal Entity Name:</b>	<b>Contract Term Dates (7/1/20xx - 6/30/20xx):</b>	<b>Grades Served:</b>
Monona Grove Liberal Arts Charter School for the 21 <sup>st</sup> Century	MONONA GROVE LIBERAL ARTS CHARTER SCHOOL FOR THE 21ST CENTURY, INC.	July 1, 2019-June 30, 2024 July 1, 2015-June 30, 2020 July 1, 2010-June 30, 2015	6-12 9-12 9-12

<b>Charter Schools with Non-renewed or Revoked Contract during 2021-2022:</b>			
<b>School Name:</b>	<b>Charter School's Governing Board Legal Entity Name:</b>	<b>Contract Term Dates (7/1/20xx - 6/30/20xx)*:</b>	<b>Reason for Non-renewal or Revocation:</b>
NA			

<b>Charter Schools that Closed During or at the Conclusion of 2021-2022:</b>			
<b>School Name:</b>	<b>Date of School Closure:</b>	<b>Contract Term Dates (7/1/20xx - 6/30/20xx):</b>	<b>Reason for Closure:</b>
NA			

Charter Schools Currently Approved During 2021-2022		
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx - 6/30/20xx):
NA		

**Optional:**

Charter Schools Petitions Received but not Approved during 2021-2022:	
School Name:	Charter School's Governing Board Legal Entity Name:
NA	

**SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS**

**MG21 2021-22 Performance Measures**

Performance Measure	Measurement
<b>1. Equity:</b> Improve initiatives of restorative practices and equity.	Y4: Restorative practices training and support for our staff provided by the YWCA. Restorative practices continue to be integrated into the school community.
<b>2. Enrollment:</b> Promote the 6-8 school and recruit students. Enrollment goal: 24 students.	Y4: The enrollment goal set by the MG21 Governance Board of 50 UC students and 21 MC students.
<b>3. Staff Training</b>	Y4: Staff continue to participate in PD around Project-Based Learning, Shared Leadership, Equity and Restorative Practices.
<b>4. Curriculum Development:</b> Development of a rigorous curriculum for the Middle School.	Y4: Staff implemented their math and literacy curriculum. Staff continue to write and implement new priority standards.
<b>5. Restorative Justice:</b> Increase use of Restorative Justice practices to decrease suspension rate by 25% and maintain an attendance rate of 90% or higher.	Y4: We had 3 suspensions down from 12 in 2019-20. Our attendance rate was 91.47%. We implemented a new RJ curriculum and improved our use of restorative practices school wide.
<b>6. Student social emotional growth:</b> 95% of students will indicate they feel a personal increase in belongingness, safety, personal respect and confidence, engagement and growth mindset while at MG21.	Y4: <b>HOPE Survey data:</b> Students grew in all 6 of the Hope Pillars. <b>Autonomy</b> The independence you feel when making decisions and the influence you have in determining how things are done. 2.78 Fall

	<p>5.85 Spring +3.07 Growth</p> <p><b>Belongingness</b> The trust, encouragement, and resources you have when performing your day-to-day work. 2.81 Fall 5.46 Spring +2.65 Growth</p> <p><b>Goal Orientation</b> The ability to find the pathways and motivation to achieve your desired goals 3.22 Fall 6.08 Spring +2.86 Growth</p> <p><b>Engagement</b> The emotional connection you have to your work and the people around you. 3.44 Fall 5.47 Spring +2.03 Growth</p> <p><b>Hope</b> Your motivational state when defining successful pathways and envisioning what's possible. 2.68 Fall 4.39 Spring +1.71 Growth</p> <p><b>Efficacy</b> The agency and empowerment you possess to achieve desired results by yourself or with a group. 2.13 Fall 4.70 Spring +2.57 Growth</p>
<p><b>7. Special Education Students:</b> 85% of students with IEP's will achieve IEP goals and obtain required credits each year; 15% of students with IEP's will achieve IEP goals and required credits in 1.5 years.</p>	<p>Y4: 8/21 students at the Middle Campus have IEPs 7/8 Students approaching or meeting IEP goals 1/8 Student struggling to approach or meet goals</p>
<p><b>8. Project Based Learning Growth:</b> 100% of students will show growth in the following areas: 21st century skills, writing, reading and math through a vigorous project based curriculum for all students.</p>	<p>Y4: 95% of our students demonstrated growth in project based learning via student-led and teacher-led projects. <u>2021-22 Scope and Sequence</u></p>
<p><b>9. Middle Campus i-Ready Performance Measures- Math:</b> 80% of students will meet their predicted growth targets according to MAP each year, 5%</p>	<p>Y4: 17/21 students took the spring iReady diagnostic test and 72% of them made growth throughout the school year. 36% were at or above grade level in math, 12% were one level below grade level and 48% were 2-3 levels below grade level.</p>

of students will exceed their predicted growth targets according to MAP each year, and 15% of students will show growth but not meet their predicted growth targets each year.

We are implementing a new math curriculum which will hopefully address this continued lack of growth.

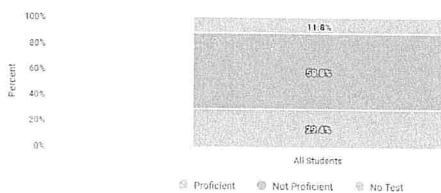
Comparison-GDS at or above grade level for math: 47%

Forward Test Mathematics Comparison with State (below)

*All data should be considered in the context of continued Covid-19 impact and the small cell size of MG21 that can be skewed by a few students.*

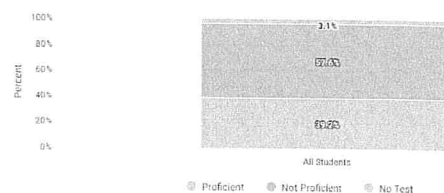
Forward Proficiency by [All Students] (2021-22)

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century  
Test subject: Mathematics  
This graph displays the percentage of students at the Proficient (Advanced and Proficient) and Not Proficient (Basic and Below Basic) performance levels on the Forward or DLM exams during the selected school year. These graphs also display the percentage of students who are indicated as not completing either exam (No Test). This group includes students who were opted out of testing by their parents/guardians (parent opt-outs), and other non-tested students.



Compare Forward Proficiency by [All Students] (2021-22)

[Statewide] - [All Types] - [All Schools]  
Test subject: Mathematics  
This graph compares the percentage of students at the Proficient (Advanced and Proficient) and Not Proficient (Basic and Below Basic) performance levels to the adjacent graph.



**10. Middle Campus i-Ready Performance Measures- Reading:**

80% of students will meet their predicted growth target according to MAP, 10% will exceed their predicted growth targets according to MAP, and 10% will show growth but not meet their predicted growth target, showing a need for additional support.

Y4: **Reading from iReady** data from fall to spring showed overall student growth for 100% of all students. Spring data showed that 47% are at or above grade level, 24% are 1 year below grade level and 30% are 2-3 years below grade level. **Writing Assessment:** Students were assessed at the beginning of the year and again at the end of year with an on-demand writing sample. We used the Six Traits of Writing and a rubric developed by MG21 Staff. Over the course of the year, on a 4 point scale, 72% of students improved on average at least .5 points in each Trait, and more than 1 point as a whole.

Comparison-GDS iReady at or above grade level in reading: 54%

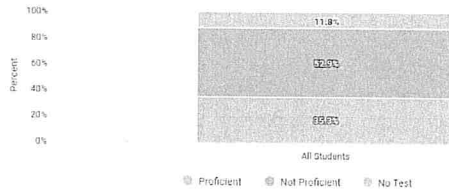
Forward Test English Language Arts Comparison with State (below)

*All data should be considered in the context of continued Covid-19 impact and the small cell size of MG21 that can be skewed by a few students.*

Forward Proficiency by [All Students] (2021-22)

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century  
 Test subject: English Language Arts

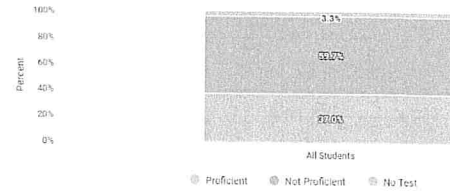
This graph displays the percentage of students at the Proficient (Advanced and Proficient) and Not Proficient (Basic and Below Basic) performance levels on the Forward or DLM exams during the selected school year. These graphs also display the percentage of students who are indicated as not completing either exam (No Test). This group includes students who were opted out of testing by their parents/guardians (parent opt-outs), and other non-tested students.



Compare Forward Proficiency by [All Students] (2021-22)

[Statewide] - [All Types] - [All Schools]  
 Test subject: English Language Arts

This graph compares the percentage of students at the Proficient (Advanced and Proficient) and Not Proficient (Basic and Below Basic) performance levels to the adjacent graph.



**11. UDL/Co-planning Goal:** 100% staff will develop curriculum and instruction through participation in co-planning and co serving teams and will demonstrate growth in designing identity relevant instruction that incorporates individual student needs.

Y4: The Middle Campus staff worked in literacy and math co-planning teams that met 1-2x per week throughout the year. These teams are made up of regular ed teachers, special ed teachers, our reading specialist, and social worker and work to incorporate UDL principles (Universal Design for Learning) to address equity and increase access for all students.

**12. Parent Involvement:** 85% of our parents will be in our school at least five times per year.

Y4: We have had 4 Family Learning Partnership meetings this year with 100% attendance, families were able to choose virtual or in person.

**13. Student Wellness Growth:** 100% of students will increase their personal engagement by 25% in activities throughout the school year that focus on physical activity, nutrition, and wellness.

Y4: 100% of our students have met this goal. We have seen incredible growth in all students. Students now look forward to Wilderness Week (Outdoor Education Curriculum), whereas at the beginning of the year, they felt more tentative. At recess, students organize and play group games together, and nearly all enjoy using our playground hills for rolling, sledding, and playing. Many students have been involved in cooking activities and projects, as well, where they have learned to cook their own nutritious meals. Students have also engaged on several mental health topics, particularly involving navigating boundaries and maintaining healthy friendships. One advisory is participating in a weekly read-aloud of the book "Heads Up: Changing Minds On Mental Health" to further facilitate discussion and knowledge-making. 100% of students participated in the Wilderness Weeks and camping trips.

**14. Senior Portfolio:** Ongoing comprehensive student portfolio will culminate in a final Senior Portfolio, which demonstrates student growth over time.

13/14 of MG21 Seniors completed a senior portfolio at Proficient or Exceptional. 13/14 of MG21 Seniors demonstrated Proficient or Exceptional Public Speaking skills in their Graduation Speech.

<b>15. Government Test:</b>	100% of seniors scored 80% or better on the State of Wisconsin Government Exam.
<b>16. Service Learning data:</b>	100% of MG21 of in-person students participated in 1 or more service learning projects.

**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.

Attached is the Charter’s School Annual Audit performed by external auditors. In addition to the external audit, the District works directly with the Charter School Governance Board to meet the following financial performance standards:

- Zero based budgeting to meet the needs of all students enrolled in the charter school
- Funding is allocated and spent in accordance with Board Policy and Governance Board Policy
- Student voice is incorporated in the development of budget

**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.

NA

**SECTION VI: AUTHORIZER OPERATING COSTS**

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

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.**

Monona Grove School District

Section VI

Schedule of Charter School Authorization Operating Costs

Fiscal Year Ending June 30th, 2022

Operating Activity	WUFAR Object Code	Cost
Employee Salaries	100	N/A
Employee Benefits	200	N/A
Purchased Services	300	N/A
Non-Capital Objects	400	N/A
Capital Objects	500	N/A
Insurance and Judgements	700	N/A
Other	900	N/A
Other	900	N/A
Total		N/A

Monona Grove School District

Section VII

Schedule of Charter School Authorization Operating Costs

Fiscal Year Ending June 30th, 2022

Services Provided	Function Code	Cost
Undifferentiated Curriculum	110000	549,312.13
Social Work	212000	5,518.76
Curriculum Development	221200	8,624.08
Instructional Staff Training	221300	6,208.29
Professional Library	221400	343.31
Other Improvement of Instruction	221900	20,000.00
Library Media	222000	926.43
General Administration	230000	4,000.00
Building Administration	240000	124,871.14
General Operations	253000	15,834.48
Maintenance	254000	10,905.90
Pupil Transportation	256000	6,054.01
Internal Services	258000	1,701.30
Administrative Tech Services	295000	209.40
Contracted Instruction Non OE	431000	82.30
Total		754,591.53