

Monona Grove Liberal Arts Charter School for the 21st Century (MG21)

ANNUAL ACCOUNTABILITY REPORT

For the 2024–2025 Academic Year



“Choose your path. Know your path. Walk your path.”

Presented January 13, 2025

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I. Executive Summary

Monona Grove Liberal Arts Charter School for the 21st Century (MG21) provides a student-centered learning environment focused on project-based inquiry, rigorous academics, social-emotional growth, and community stewardship. In the 2024–25 school year, MG21 achieved:

- 100% participation in project creation
- 95% of students demonstrating growth in project-based learning
- Robust service-learning and environmental stewardship
- Significant progress in student standardized testing outcomes
- Continued strengths in mental health outcomes as demonstrated by wellness and HOPE survey metrics.

MG21's 2025 graduates continued into college, apprenticeships, and military service. The school continues to prioritize improvements in math and writing instruction for 2025–26.

MG21 continues to serve as an in-district option that empowers student autonomy through project-based learning, cultivating a community where connection and relationships inspire every learner to take ownership of their education.

II. School Mission Statement and Philosophy

MG21 Mission Statement:

To provide a student-centered educational community for independent learners which is designed to give students the skills they need to walk their path in life.

MG21 Core Pillars

- 1. Educate the whole person:** To educate the whole person and help students learn and discover the path they are walking.
- 2. Rigorous academic skills and social-emotional growth:** To foster students' academic (writing, thinking, reading, math, discussion), 21st century skills, and social-emotional skills in order for them to be successful in school and after graduation.
- 3. Project-based inquiry:** To facilitate authentic learning experiences anchored by student-generated projects.
- 4. Build and connect with the community:** To have students recognize their moral obligation to themselves, their peers and their community (school and larger).

III. Governance and Leadership

School Director: Rebecca Fox-Blair (rebecca.foxblair@mgschools.net)

MG21 Governance Board Members (2025–2026) The Board is responsible for the strategic, financial, curricular and operational oversight of the Charter School. (mg21governanceboard@mgschools.net)

- **President:** Tom Stolper
- **Vice President:** Elizabeth Wheeler (Toni Gadke 24-25)
- **Treasurer:** Sandy Homburg
- **Secretary:** Ryan Claringbole
- **Alumni Representative:** John Everman (Shenn Baker-Wainwright 24-25)
- **Community At-Large Representative:** Susan Fox (Sue Carr 24-25)
- **Parent Representative:** Katie Moureau
- **Student Representatives:** Jamie Bibb / CJ Arrington (Michael Schnell 24-25)

IV. Operational Review

A. Student Demographic and Enrollment Data 2024-25

| | |
|---|---|
| Student Enrollment for 2024-25 | Enrollment 2024-25 <i>Started /ended students</i> 51/50 Upper Campus Middle Campus 41/40 Current enrollment for fall 2025: 89 Upper Campus: 51 students Middle Campus: 38 students |
| Withdrawn/Transferred | 1 student |
| MG21 Expulsions for 24-25 | 0 |
| % of students who received Special Education Services | 25.8% |
| % of students who received support via a 504 Plan | 9.8% |
| % of Students Economically Disadvantaged 24-25 | 26.9% |
| % of Students of Color 24-25 | Hispanic/Latino: 9.7 % Multiple: 5.4% White: 84.9% |
| 24-25 Attendance Rate | 92% |
| Goals Met by Students with IEPs | The Middle Campus had 9/40 students with IEPs. 7/9 students met their goals. 2/9 were approaching goals. The Upper Campus had 16/51 students with IEPs. 15/16 of students met their goals, 1/16 was approaching. |

B. Demographic Comparison to other District Schools



Inquiry Code: E2E8J6

OVERVIEW

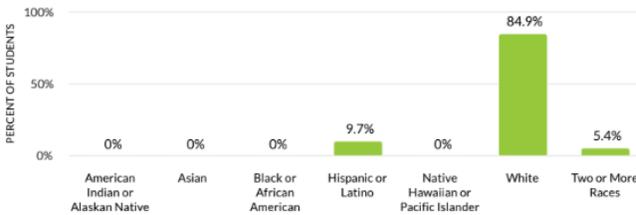
School Details

Grades : 6-12
Enrollment : 93
Percent open enrollment : 24.7%

At Monona Grove, we're committed to empowering every student to reach their full potential, providing high-quality instruction and diverse opportunities, all supported by a relentless commitment to continuous improvement. Visit www.MononaGrove.org to learn more.

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Inquiry Code: E2E8J6

OVERVIEW

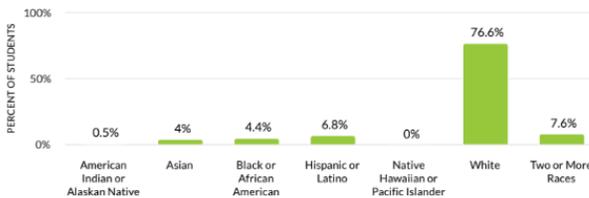
School Details

Grades : 6-8
Enrollment : 766
Percent open enrollment : 13.4%

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Student Groups



STUDENTS WITH DISABILITIES



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ENGLISH LEARNERS



Inquiry Code: E2E8J6

OVERVIEW

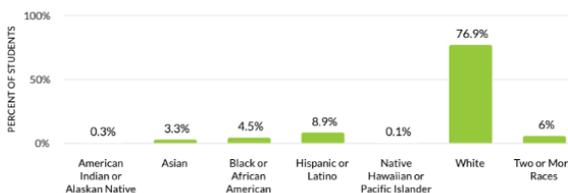
School Details

Grades : 9-12
Enrollment : 1,170
Percent open enrollment : 15.2%

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Student Groups



STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



C. Budget Summary

[MG21 School Operations Budget Summary Final Report 2024-25](#)

V. Academic Performance and Student Outcomes

1. Post-Secondary Success (Class of 2024-25)

- a. **Graduation Rate:** 14 out of 14 Seniors graduated from MG21. Two additional students graduated from Madison College's HSED program.
- b. **Post-High School Plans:** 6/14 are attending college in 2025. 1/14 entered the U.S. Military. 3/14 are continuing apprenticeships.
- c. **College/Career Readiness Programs:**
 - i. **Youth Apprenticeship:** 6 students completed a Youth Apprenticeship in fields including HVAC, Electrical, Welding, Automotive, Finance, and Video Production.
 - ii. **Start College Now:** 6 students completed college courses at Madison College: Math of Finance, Residential Electrician, Design for Video, College Success, Metal Repair Techniques, Mechanical Trades, Auto Technician 1.
 - iii. **Advanced Academics:** 9 students completed advanced math courses (Advanced Algebra/Pre-Calculus/AP Comp Sci A) at Monona Grove High School (MGHS)
 - iv. **Pathfinding Course:** MG21 Upper campus students continued to participate in Leaving to Learn experiences and College Career Readiness exploration through weekly pathfinding class.

2. Student Learning Goal Achievements

1. Academic Challenge and Growth

MG21 offered a rigorous project-based curriculum for students with the following goals:

- Students will demonstrate proficiency in reading, writing, speaking, math, science, critical thinking, and social-emotional skills to be successful in school and after they graduate.
- Students will recognize their moral obligations and demonstrate both citizenship and stewardship through service, restorative practices and project-based learning.

Curriculum Summaries:

- [MG21 Middle Campus Curriculum Summary 2024-25](#)
- [MG21 Upper Campus Curriculum Summary 2024-25](#)

2. Project-Based Learning Growth

100% of MG21 students participated in project creation and 95% of our students demonstrated growth in project-based learning via student-led and teacher-led projects.

[Student Project Examples from 2024-25](#)

3. Student Wellness Growth

100% of students increased their personal engagement by 25% in activities throughout the school year that focus on physical activity, nutrition, social emotional growth and wellness via:

- Weekly active block class for students, where they can choose between 4-5 physical activities that promote wellness (i.e. ice skating, yoga, dodgeball, running). /Daily MC recess
- Nutrition, health and wellness courses
- Weekly Town halls and advisories centered on social emotional growth, social justice learning, and wellness
- Hiking and camping outings across 6-12 including the Senior Wilderness backpacking trip
- Monthly service work for the Ice Age Trail Alliance in trail maintenance and invasive species management

- Additionally, our students started a rec volleyball club outside of school and MG21 students helped lay the foundation for the new MGM Boys Volleyball team

4. The Transformative Power of Outdoor Education-Middle Campus

Outdoor education offers students a unique laboratory for personal growth, scientific inquiry, and civic responsibility. It fosters leadership, resilience, teamwork, and a deep-seated connection to the local ecosystem. Many of these immersive experiences take place in the Cottage Grove School Forest, a space where students transition from passive observers to active stewards of the land. Last year’s focus was on citizen science, data collection and invasive species management.

100% of our Middle Campus students participated in three Wilderness Weeks, and weekly field day outings.

5. Senior Portfolio

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

- 100% of MG21 Seniors completed a senior portfolio at Proficient or Exceptional.
- 100% of MG21 Seniors demonstrated Proficient or Exceptional public speaking skills in their graduation speech.

6. Student Social Emotional Growth - HOPE Survey Results

100% of the MG21 students surveyed identified that they had significant growth in the six measured areas of autonomy, belongingness, goal orientation, engagement, hope, and efficacy, with the biggest areas of growth being autonomy, self efficacy, belongingness, and engagement.

| Overview of Hope Survey Results | | 72 responses | |  |
|--|----------|--------------|--------|--|
| Person: SHOW ALL Group: SHOW ALL Location: SHOW ALL | | | | |
| Hope Pillar | Previous | Current | Change | |
| Autonomy How I get to make decisions and decide how things get done. | 3.12 | 6.16 | 3.04 | |
| Belongingness The quality of my interpersonal relationships. | 2.53 | 5.36 | 2.83 | |
| Goal Orientation My ability to find a path to achieve my desired goals. | 3.97 | 6.28 | 2.31 | |
| Engagement How connected I feel to my work, the people around me, and my school community. | 2.99 | 5.77 | 2.78 | |
| Individual Hope My ability to see my ideal future and stay joyful on my path. | 2.85 | 5.02 | 2.17 | |
| Efficacy The power I have to achieve what I want. | 2.44 | 5.76 | 3.32 | |

C. Standardized Test/Report Card Data: See Addendum#1

1. **ACT Composite Score:** The MG21 ACT Composite score was **19.8**, which is noted as higher than the state average and an upward trend for MG21. Math and Writing were identified as areas of exception.
2. **Pre-ACT Data:** Upper Campus students performed better or on par with other students statewide.
3. **Forward Test Data:** The Middle Campus is on par or better than other students statewide in Reading and English. The area of strength is Social Studies for both 8th and 10th graders, and area of growth is Math.
4. **[DPI School Report Card](#):** MG21 made improvements in its overall score from 57.3 to 67.6 Meeting Expectations and it improved achievement and growth scores in both Math and ELA.
 - The school acknowledges the challenge of accurately reflecting its performance on the DPI School Report Card due to its small size, which skews data. Additionally, data for Advanced Placement (AP) and Advanced Math courses taken at MGHS is reported under MGHS, not MG21. Areas for growth are identified as continued growth in mathematics and attendance.

VI. School Culture and Community Engagement

A. Family Satisfaction and Involvement

- The Family Teacher Forum met monthly, completing a total of eight meetings.
- Key family outreach events hosted included a Fall Ice Cream Social and a Winter Pie Day Contest.
- The school hosted three rounds of Learning Partnership Team Meetings, the annual Open House Exhibition, and the Senior Portfolio Night.
- Family and Student Surveys show high satisfaction .
 - [Summary Family/Caregiver Survey 2024-25](#)
 - 94.1% of families who responded to the end of year survey felt that their student's overall experience at MG21 was Good or Outstanding.
 - 84.3% of families felt their student had grown socially and emotionally.
 - 88.2% of families felt they agreed or strongly agreed that MG21 had provided their student with the knowledge and skills they need to be successful.
 - 88.3% of families felt they agreed or strongly agreed that MG21 had prepared their student with the critical thinking skills for future success.
 - 92.1% of families felt they agreed or strongly agreed that MG21 had prepared their student with collaboration skills for future success.
 - [Summary Student Survey 2024-25](#)
 - 88% of students who responded to our end of year survey felt that their overall experience at MG21 was Good or Outstanding.
 - 85.3% of students felt they agreed or strongly agreed that MG21 had provided them with the knowledge and skills they need to be successful.
 - 83.8% of students felt they agreed or strongly agreed that MG21 had prepared them with the critical thinking skills for future success.
 - 89.4% of students felt they agreed or strongly agreed that MG21 had prepared them with collaboration skills for future success.

B. Restorative Justice and Behavior

The school continued to see a significant reduction in reported behavior incidents and achieved 100% participation in Restorative Practices.

- **Restorative Circles and Practices:** 100% of all students participated in Restorative Circles for support and harm, maintaining 100% participation from the previous year. 100% of Staff participated in Restorative Justice (RJ) Circles including a Welcome Back Values PD, New Staff Mini Circle, RJ Support Circle.
- **Behavior Incidents:** Total incidents decreased to **10** in 2024-25, a substantial drop from 32 incidents in 2023-24. This reduction was specifically seen in Dangerous Behavior/Aggression (6 incidents, down from 11) and Disruptive Behavior (1 incident, down from 11). The school reported **zero** AODA or Weapon incidents.

C. Service and Stewardship

100% of all MG21 students participated in four or more service/stewardship projects.

- Projects included work with the Cottage Grove School Forest, Dane County Seed Bank, Forward Gardens, the 2nd Harvest Food Bank, Habitat Re-store, Ice Age Trail Alliance, and the River Food Pantry.
- 7 Upper Campus students traveled to the Pine Ridge Lakota Reservation in August 2024 for a week of service work.
- 6 graduating seniors earned the DPI Youth Leadership Award, largely based on their service commitments.

D. Community-Led Projects -Art, Music, STEM, Wellness, PE and Foreign Language

100% of MG21 students participated in Community-Led Projects throughout the year.

- These trimester mini-classes and workshops were led by community experts and artists, covering subjects such as American Sign Language (ASL), ukulele, mosaic creation with a local stained glass artist, woodcarving, and Lego Robotics.
- The MG21 Lego Robotics Team qualified for the State competition.
- [Community-Led Projects for 2024-25](#)

VI. Continuous Improvement and Strategic Outlook

A. Staff Development and Curriculum Improvements 2024-2025

- **Professional Development Focus:** Staff PD focused on Math improvement, Student Support and Wellness, and Co-planning/Universal Design for Learning (UDL).
- **Math Curriculum:** The Middle Campus continues implementation of the Mid-School Math curriculum. The Upper Campus adopted the Math Medic curriculum for Algebra and Geometry.
- **Operational Improvement:** The implementation of [100 Days](#) planning process, focused on clarity around expectations, resulted in clarity around student learning targets, improved attendance and a reduction in behavior incidents.
- **Staff Community:** Efforts were made to develop a cohesive, collaborative, and supportive staff culture, particularly with four new staff members joining the Middle Campus.
- **Student Leadership Teams:** Intentional space was created for student voice through four leadership teams: the Restorative Justice Council, the Equity Alliance, the Student Voice Committee, and the Social Media and Storytelling Team.

- **Staff PD Attended 2024-25** WI. Mathematics Conference-Mathematics Institute of WI., Mid School Math Training, UW Superior Master’s Mental Health Clinician, YWCA Racial Justice Conference, GSAFE Briefing, Neuro Informed supervision:Polyvagal practices, Neurodiversity and the Nervous System: A Bottom-up Approach to Working with Autism, ADHD, OCD, and PTSD for Building Emotional Regulation, Early Career Teaching Institute - UW Madison, Eating Disorders, WI Resource Center for Charter Schools Conference

B. MG21 Governance Board Strategic Plan 2024–2029

The Governance Board finalized a new [MG21 Governance Board Strategic Plan](#) focusing on four key areas:

1. **Branding** (Implementation 2024–25)
2. **Staff Sustainability** (Implementation 2024–25)
3. **Academic Success** (Implementation 2025–26)
4. **Financial Sustainability** (Implementation 2025–26)

C. Continuous Improvement for 2025–2026

- **Staff Summer Leadership Week -August 2025-revision of competencies Addendum#3:** MG21 staff met and collaborated during the first week of August to review and use school data to set annual student learning goals, review school competencies and curriculum scope and sequence, create student support structures/systems and create scaffolding around project based learning. This summer work laid the groundwork for the 2025-26 school year.
- **Focus on Writing and Feedback:** Based on test and performance data, MG21 Staff identified writing as the key factor to improve overall literacy and made this the main school goal for 2025-26.
 - Staff have developed their [100 Day Plan for 2025-26](#) and partnered with the UW Greater Madison Writing Project for staff professional development.
- **Student Personal Responsibility and Self Directed Learning SEL Focus:** Staff identified that Personal Responsibility is a key factor for student engagement and success especially in the Project Based Learning Model. The SEL focus is on developing these skills with students. [Implementation Action Plan](#)
- **Common Expectations and Systems-**As part of our work creating a more neurodiverse friendly systems and structures, we developed school wide expectations, community agreements and classroom support to be consistently implemented across campuses 6-12.
- **[Portrait of a Graduate-](#)** MG21 staff and Governance Board have finalized a Portrait of an MG21 Graduate centered on the 21st Century skills that are the foundation of our curriculum.
- **[Updated PBL Guide-](#)** MG21 staff revamped our Project Based Learning Guide to provide scaffolding and clarity.
- **Spanish pilot with WVS-** MG21 Upper Campus partnered with Wisconsin Virtual School to offer a Spanish 1 class for students.

VII. Addendum Items

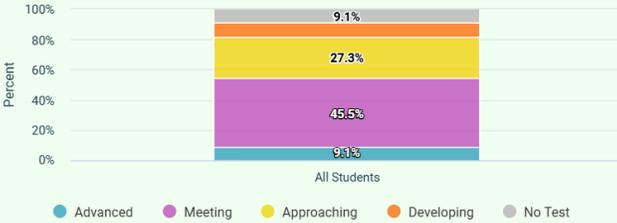
1. Standardized Test Data: Pre-ACT, ACT and FORWARD Tests

PreACT Secure - DPI Performance Level by [All Students] (2024-25)

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: English Language Arts

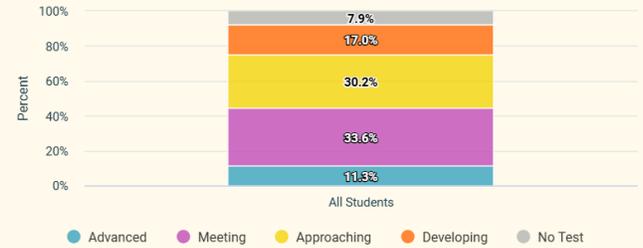
This graph displays the percentage of students in each DPI performance level on the PreACT Secure or DLM (alternate) assessment during the selected year's administration. The PreACT Secure assessment is administered to students in grades 9 and 10.



Compare PreACT Secure - DPI Performance Level by [All Students] (2024-25)

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

This graph compares the percentage of students in each DPI performance level in the selected comparison districts/schools to the adjacent graph.

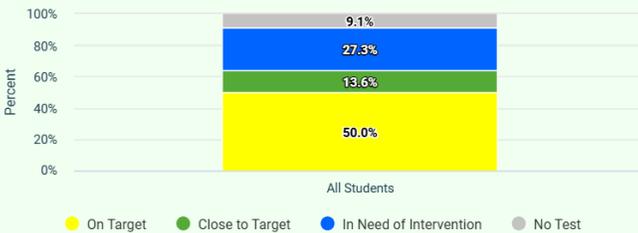


PreACT Secure Readiness Level by [All Students] (2024-25)

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: Reading

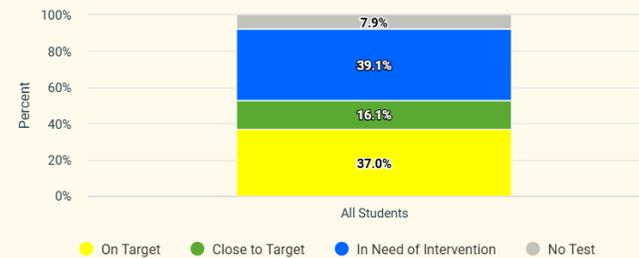
This graph identifies the number and percent of students that are on track to meet the college-ready benchmarks on the ACT. The PreACT Secure assessment is administered to students in grades 9 and 10. Readiness level is not available for DLM test type or English language arts test subject.



Compare PreACT Secure Readiness Level by [All Students] (2024-25)

[Statewide] - [All Types] - [All Schools]
Test subject: Reading

This graph compares the percentage of students in each state of readiness on the PreACT Secure assessment during the selected year's administration to the adjacent graph.

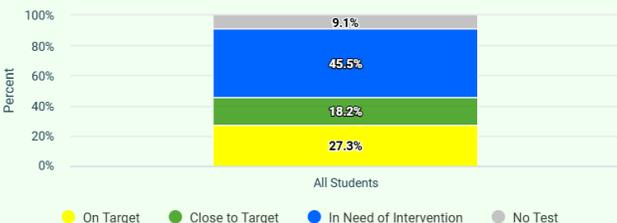


PreACT Secure Readiness Level by [All Students] (2024-25)

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: Science

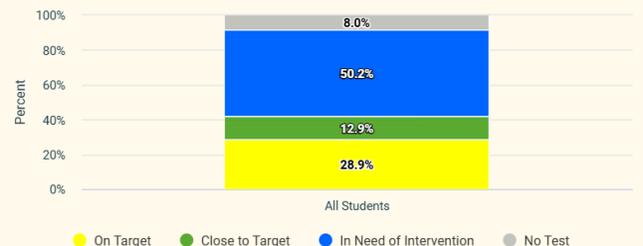
This graph identifies the number and percent of students that are on track to meet the college-ready benchmarks on the ACT. The PreACT Secure assessment is administered to students in grades 9 and 10. Readiness level is not available for DLM test type or English language arts test subject.



Compare PreACT Secure Readiness Level by [All Students] (2024-25)

[Statewide] - [All Types] - [All Schools]
Test subject: Science

This graph compares the percentage of students in each state of readiness on the PreACT Secure assessment during the selected year's administration to the adjacent graph.

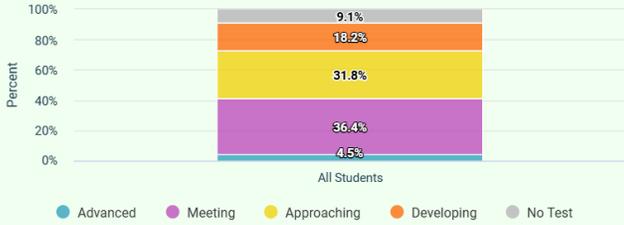


PreACT Secure - DPI Performance Level by [All Students] (2024-25)

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: Mathematics

This graph displays the percentage of students in each DPI performance level on the PreACT Secure or DLM (alternate) assessment during the selected year's administration. The PreACT Secure assessment is administered to students in grades 9 and 10.

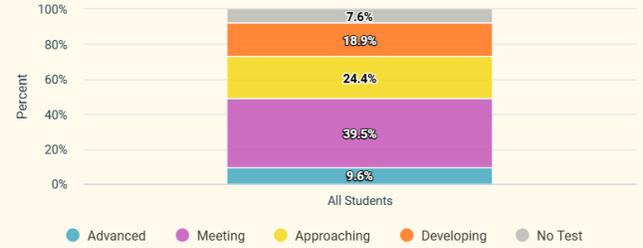


Compare PreACT Secure - DPI Performance Level by [All Students] (2024-25)

[Statewide] - [All Types] - [All Schools]

Test subject: Mathematics

This graph compares the percentage of students in each DPI performance level in the selected comparison districts/schools to the adjacent graph.



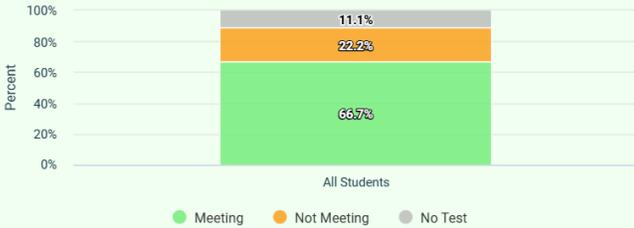
10th Grade Forward Social Studies Test

Forward Performance by [All Students] (2024-25)

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: Social Studies

This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) 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

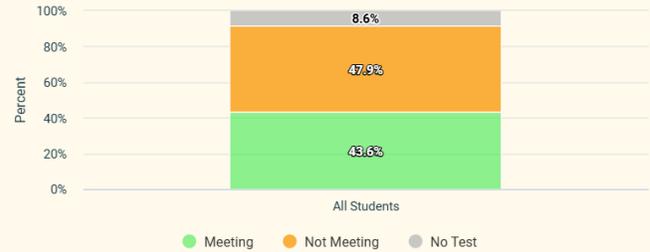


Compare Forward Performance by [All Students] (2024-25)

[Statewide] - [All Types] - [All Schools]

Test subject: Social Studies

This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) compared to the adjacent graph.



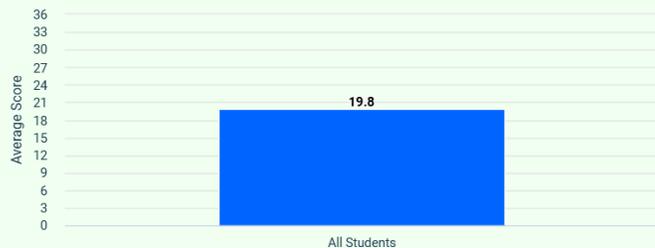
ACT Data 2024-25 The ACT data for 2024-25 shows MG21 doing better than other students statewide with the exception of math and writing. MG21 ACT Composite was 19.8 and higher than the state average.

ACT Average Score by [All Students] (2024-25)

Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: Composite

This graph shows the selected year's average score for students taking the ACT Statewide exam administered to all students in grade 11. DLM does not specify numeric scores and is not included in these graphs. The highest possible score is 36 (for 2014-15 and 2016-17 and later, writing highest score is 12). English language arts (ELA) combines the scores for English, reading and writing. Combined uses both English and writing and was



Compare ACT Average Score by [All Students] (2024-25)

[Statewide] - [All Types] - [All Schools]

Test subject: Composite

This graph compares the average scores for the ACT Statewide for grade 11 in the selected comparison districts/schools to the adjacent graph.



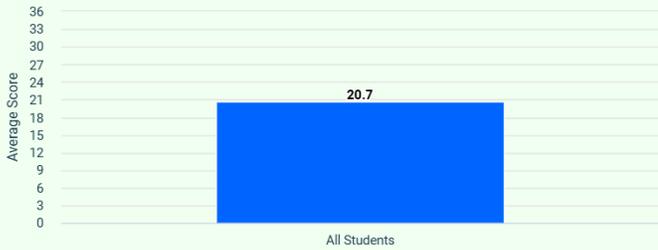
ACT Average Score by [All Students] (2024-25)



Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: Reading

This graph shows the selected year's average score for students taking the ACT Statewide exam administered to all students in grade 11. DLM does not specify numeric scores and is not included in these graphs. The highest possible score is 36 (for 2014-15 and 2016-17 and later, writing highest score is 12). English language arts (ELA) combines the scores for English, reading and writing. Combined uses both English and writing and was



Compare ACT Average Score by [All Students] (2024-25)



[Statewide] - [All Types] - [All Schools]

Test subject: Reading

This graph compares the average scores for the ACT Statewide for grade 11 in the selected comparison districts/schools to the adjacent graph.



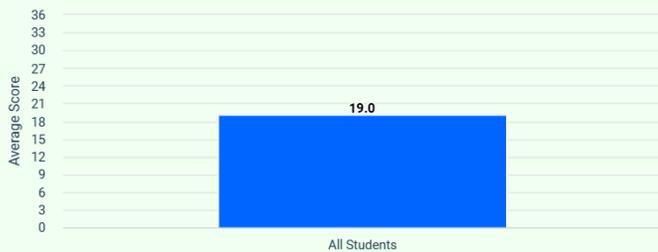
ACT Average Score by [All Students] (2024-25)



Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: English

This graph shows the selected year's average score for students taking the ACT Statewide exam administered to all students in grade 11. DLM does not specify numeric scores and is not included in these graphs. The highest possible score is 36 (for 2014-15 and 2016-17 and later, writing highest score is 12). English language arts (ELA) combines the scores for English, reading and writing. Combined uses both English and writing and was



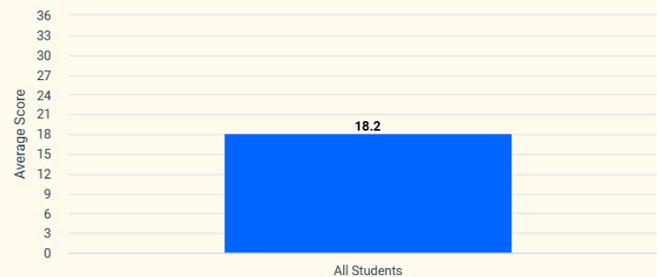
Compare ACT Average Score by [All Students] (2024-25)



[Statewide] - [All Types] - [All Schools]

Test subject: English

This graph compares the average scores for the ACT Statewide for grade 11 in the selected comparison districts/schools to the adjacent graph.



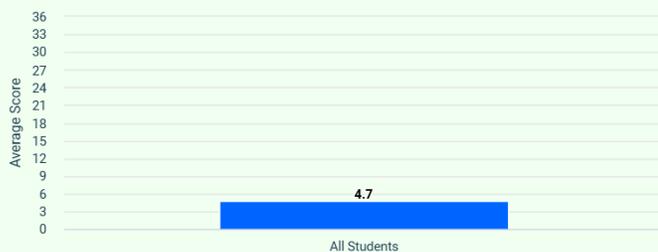
ACT Average Score by [All Students] (2024-25)



Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: Writing

This graph shows the selected year's average score for students taking the ACT Statewide exam administered to all students in grade 11. DLM does not specify numeric scores and is not included in these graphs. The highest possible score is 36 (for 2014-15 and 2016-17 and later, writing highest score is 12). English language arts (ELA) combines the scores for English, reading and writing. Combined uses both English and writing and was



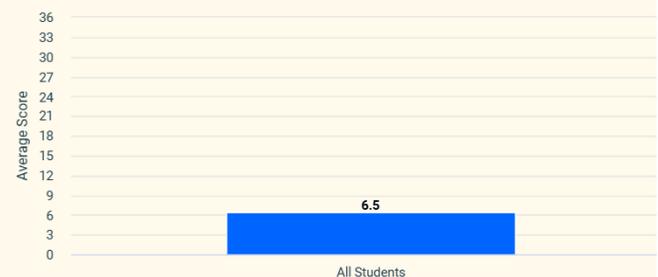
Compare ACT Average Score by [All Students] (2024-25)



[Statewide] - [All Types] - [All Schools]

Test subject: Writing

This graph compares the average scores for the ACT Statewide for grade 11 in the selected comparison districts/schools to the adjacent graph.



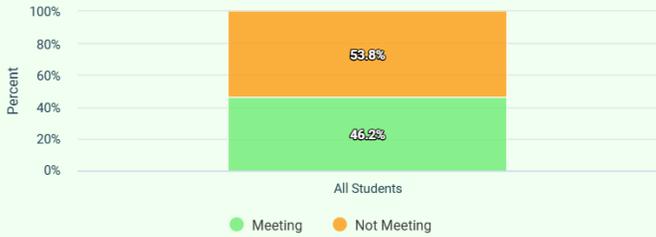
ACT Performance by [All Students] (2024-25)



Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: Science

This graph measures the percentage of students in the Meeting and Advanced performance categories (Meeting) vs. the Developing and Approaching categories (Not Meeting) on the ACT Statewide or DLM (alternate) exam for grade 11. These DPI performance categories are available only for English language arts, mathematics, and science (DLM did not test science in 2014-15). No Test, if present, represents untested



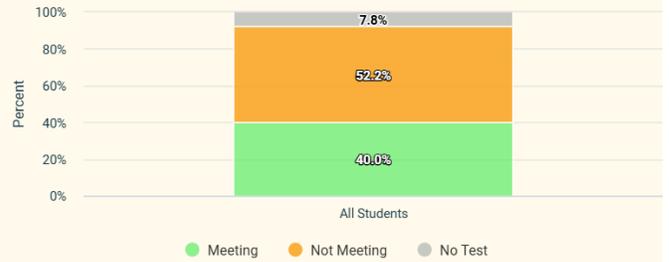
Compare ACT Performance by [All Students] (2024-25)



[Statewide] - [All Types] - [All Schools]

Test subject: Science

This graph compares the performance of students for the ACT Statewide or DLM (alternate) exam for grade 11 in the selected comparison districts/schools to the adjacent graph.



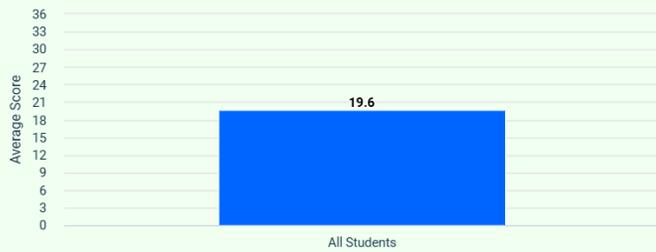
ACT Average Score by [All Students] (2024-25)



Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: STEM

This graph shows the selected year's average score for students taking the ACT Statewide exam administered to all students in grade 11. DLM does not specify numeric scores and is not included in these graphs. The highest possible score is 36 (for 2014-15 and 2016-17 and later, writing highest score is 12). English language arts (ELA) combines the scores for English, reading and writing. Combined uses both English and writing and was



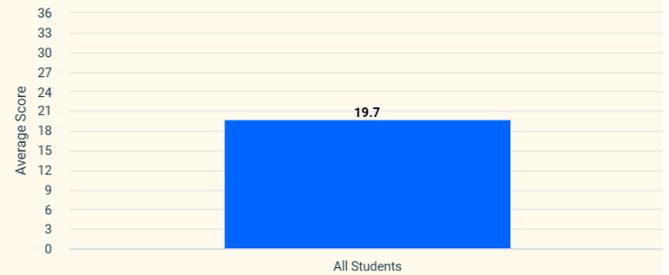
Compare ACT Average Score by [All Students] (2024-25)



[Statewide] - [All Types] - [All Schools]

Test subject: STEM

This graph compares the average scores for the ACT Statewide for grade 11 in the selected comparison districts/schools to the adjacent graph.



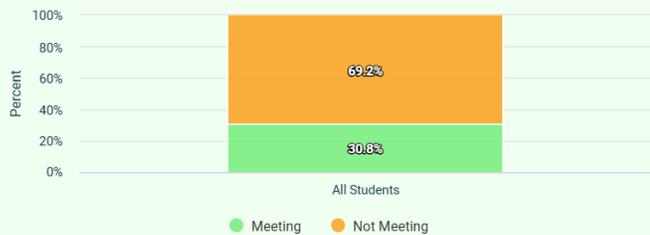
ACT Performance by [All Students] (2024-25)



Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: Mathematics

This graph measures the percentage of students in the Meeting and Advanced performance categories (Meeting) vs. the Developing and Approaching categories (Not Meeting) on the ACT Statewide or DLM (alternate) exam for grade 11. These DPI performance categories are available only for English language arts, mathematics, and science (DLM did not test science in 2014-15). No Test, if present, represents untested



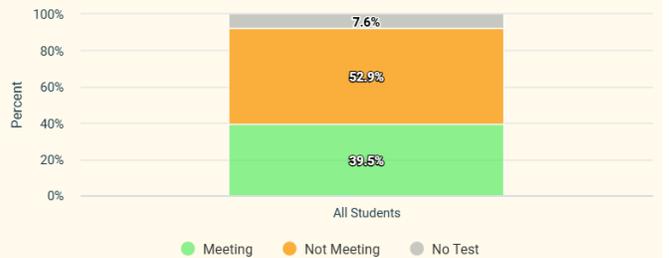
Compare ACT Performance by [All Students] (2024-25)



[Statewide] - [All Types] - [All Schools]

Test subject: Mathematics

This graph compares the performance of students for the ACT Statewide or DLM (alternate) exam for grade 11 in the selected comparison districts/schools to the adjacent graph.



Middle Campus Forward Test Data 2024-25

Middle Campus Forward Test Data 2024-25 English Language Arts

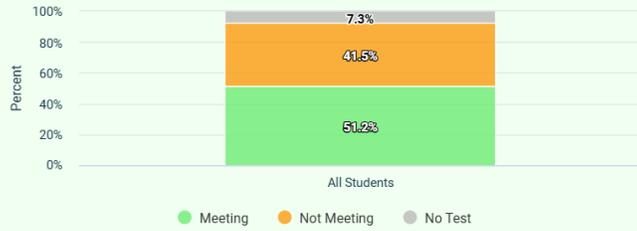
Forward Performance by [All Students] (2024-25)



Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: English Language Arts

and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) 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.

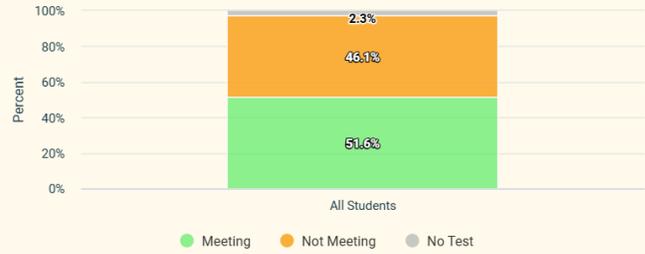


Compare Forward Performance by [All Students] (2024-25)



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

This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) compared to the adjacent graph.



Middle Campus Forward Test Data 2024-25 Reading

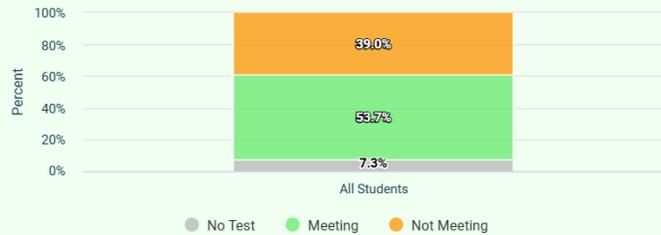
Forward Performance by [All Students] (2024-25)



Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: ELA-Reading

This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) 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

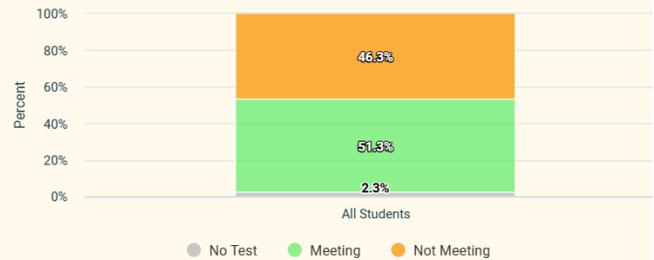


Compare Forward Performance by [All Students] (2024-25)



[Statewide] - [All Types] - [All Schools]
Test subject: ELA-Reading

This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) compared to the adjacent graph.



Middle Campus Forward Test Data 2024-25 Math

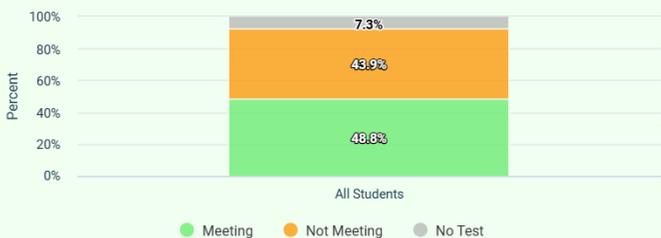
Forward Performance by [All Students] (2024-25)



Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: Mathematics

This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) 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

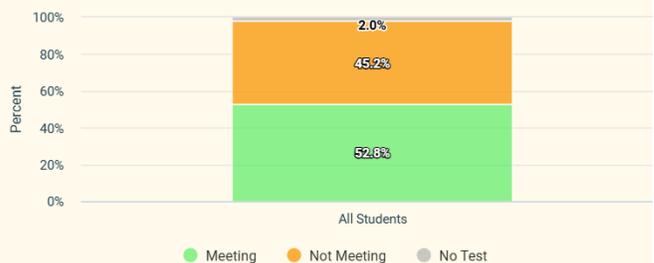


Compare Forward Performance by [All Students] (2024-25)



[Statewide] - [All Types] - [All Schools]
Test subject: Mathematics

This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) compared to the adjacent graph.



Middle Campus Forward Test Data 2024-25 Science

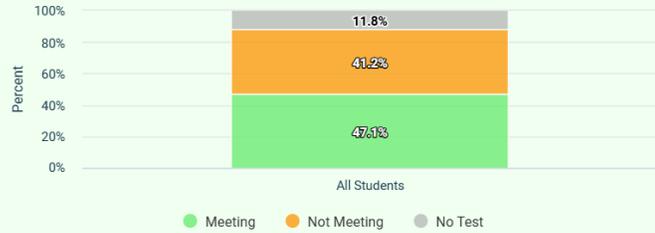
Forward Performance by [All Students] (2024-25)



Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: Science

This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) 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



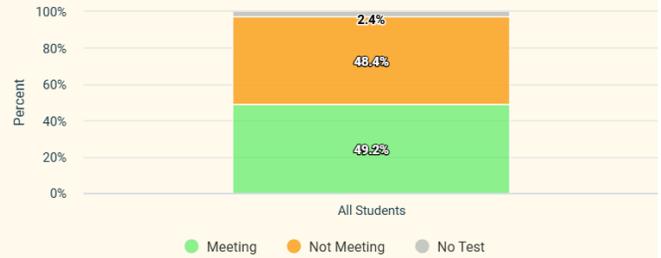
Compare Forward Performance by [All Students] (2024-25)



[Statewide] - [All Types] - [All Schools]

Test subject: Science

This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) compared to the adjacent graph.



Middle Campus Forward Test Data 2024-25 Social Studies

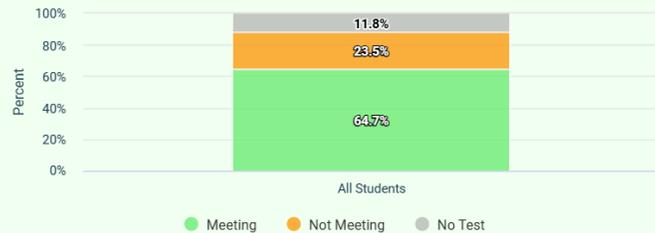
Forward Performance by [All Students] (2024-25)



Monona Grove - [All Types] - Monona Grove Liberal Arts Charter School for the 21st Century

Test subject: Social Studies

This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) 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



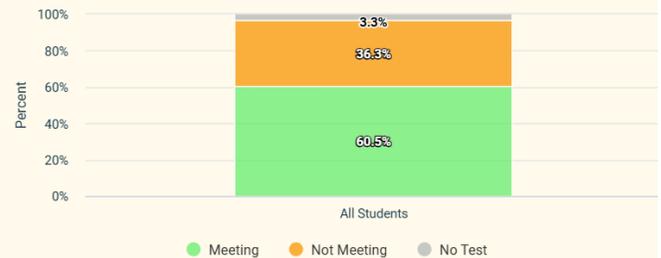
Compare Forward Performance by [All Students] (2024-25)



[Statewide] - [All Types] - [All Schools]

Test subject: Social Studies

This graph displays the percentage of students meeting grade-level expectations (Meeting and Advanced) and the percent not meeting grade-level expectations (Developing and Approaching) compared to the adjacent graph.



2. MG21 Priority Competencies

21st Century Focus Lens: *All MG21 Students demonstrate these 21st Century Skills through the MG21 Competencies listed below.*

1. **Critical Thinking and Problem Solving**

Demonstrate understanding through inquiry, analysis, making connections and explaining relationships.

2. **Communication**

Demonstrate strong written and oral communications skills including clear ideas and message, strong organization, strong word choice, use of proper grammar and spelling, clear voice.

3. **Curiosity and Imagination**

Develop curiosity to learn about the topic being studied, a willingness to ask questions and to push beyond the basic requirements, be innovative, think outside the box, develop creative/new ideas and solutions, and try new things.

4. **Commitment and Motivation**

Demonstrate the ability to take the necessary steps to fully realize project goals, stay on task, manage time, be actively involved, and the ability to overcome difficulties/challenges.

5. **Collaboration**

Develop the ability to work respectfully and cooperatively with diverse teams towards a goal in a way that honors each individual's unique strengths.

6. Community and Citizenship

Develop skills to become a contributing member of the community.

Literacy Competencies (revised 2025-26)

L1 (PERSPECTIVE): Demonstrate the ability to identify, evaluate, and respond to multiple perspectives in a variety of written and spoken texts.

The L1 competency is a marker of student understanding and use of voice when analyzing literature and informational texts, as well as when writing their own original pieces. Proficient work will show that the student recognizes the impact that the point of view, vocabulary, and tone has on a text and its intended audience.

L2 (ARGUMENT): Engage with, and develop claims, evidence, and reasoning in a variety of argumentative texts.

The L2 competency focuses on the students' understanding of the principles of argumentation, and the importance of identifying and presenting evidence to strengthen those arguments, in both text analysis, persuasive writing, as well as collaborative discussion or debate. Proficient work would include identifying, analyzing and creating claims supported with sufficient evidence and clear reasoning.

L3 (ORGANIZATION): Present ideas in a clear, organized manner through speaking, listening, and/or writing.

The L3 competency involves communication through all media (reading, writing, speaking, listening), and proficient work will show that a student is able to thoughtfully organize their ideas while incorporating and responding to ideas from other sources.

L4 (LANGUAGE MECHANICS): Understand and utilize the technical aspects of language as a tool of communication across diverse contexts.

The L4 competency focuses on the nuts and bolts of language, including word choice and conventions, to communicate ideas precisely and intentionally and identify effective language in a text to develop language skills. Proficient written work will use intentional grammar, spelling, and punctuation choices. Tools could include mentor texts, peer editing, and

L5 (SOURCES): Analyze and/or synthesize information from diverse sources to determine credibility, bias, and quality.

The L5 competency speaks to the ability to use research methodology to find reliable information, and to draw conclusions based on the way information is supported, created, or presented as to its credibility. Specifically, this competency asks students to acknowledge and interrogate bias. Proficient work will show the ability to identify and select credible sources of information.

L6 (STAMINA): Persist in engaging with literacy content including reading, writing, listening, and speaking.

The L6 competency includes building stamina to engage with literacy tasks throughout the curriculum. Proficient students will drive their own learning by reading and writing independently, seeking resources to improve and refine literacy skills, and persevere when encountering areas of difficulty.

Math Competencies (revised for 2025-26)

M1 (PERSEVERANCE): Persist in building skills and overcoming challenges to gain mathematical knowledge.

The M1 competency involves persisting through mathematical problems. Proficient students will drive their own learning by attempting problems independently, utilize multiple sources of support (including asking questions when stuck), and persevere when encountering areas of difficulty.

M2 (MODELING): Model, solve, and interpret a situation in context with a proper equation, or function, or mathematical pattern.

The M2 competency demonstrates a student's ability to apply mathematics to solve problems arising in everyday life. Proficient work shows how a student is able to make approximations to simplify a complicated situation while considering available tools. Tools such as diagrams, graphs, rulers, calculators, and pencil and paper are used to map mathematical relationships and assist in coming to solutions.

M3 (ARGUMENT): Construct viable mathematical arguments to explain reasoning and engage with others' ideas.

The M3 competency focuses on the use of mathematical data to draw conclusions. Proficient students understand and use stated assumptions, definitions, and previously established results in constructing

arguments. They justify their interpretations, communicate them to others, and respond to the arguments of others.

M4 (PROBLEM-SOLVING): Solve and/or formulate a variety of mathematical problems involving content-specific skills.

The M5 competency is defined by the specific content taught in a course. For example, in Algebra 1, the specific skill focus is equations and inequalities. Proficient students will be able to explain the meaning of the problem, find potential entry points to a solution, plan a solution pathway, and continually monitor their progress, changing course if necessary.

M5 (VISUAL REPRESENTATIONS): Display, describe, and apply a visual representation of functions, data, or geometric properties.

The M4 competency centers students' ability to analyze and create charts, graphs, sketches, and other diagrams that represent mathematical relationships and properties. Proficient students are able to decode familiar and unfamiliar visual representations, as well as create their own representations to communicate features of mathematical situations, equations, or data.

Science Competencies

S1 (INVESTIGATION): Design, justify, and carry out a STEM investigation that produces reliable evidence.

The S1 competency focuses on the design portion of experimentation and investigation. Proficient work often includes background research to inform procedure, adjusting procedure based on preliminary experiments, and a reliable means of gathering reproducible data.

S2 (ARGUMENT): Apply reasoning by analyzing, interpreting, or evaluating evidence to support a scientific claim and engage in argument.

The S2 competency focuses on the sharing of scientific information. It can include the sharing of results of experiments (such as that designed in S1), or investigations into scientific topics. Proficient work often includes a clear, specific claim, the support of multiple pieces of accurate and reproducible evidence, and a thorough description of how the evidence supports the claim (reasoning).

S3 (MODELS): Develop and revise models to explain and/or predict scientific phenomena.

The S3 competency involves the use of scientific models as a sense-making tool. A scientific model is a way of sharing or exploring the why and how of a phenomenon and can include diagrams, simulations, replicas, equations, or physical models. They can be student-created, or provided by a teacher. Proficient work often includes multiple revisions to a model as new data is gathered. Please note: Models are not replicas of images in books/online.

S4 (SOLUTIONS): Define problems and design appropriate evidence-based STEM solutions.

The S4 competency focuses on defining real-world problems and designing solutions based on knowledge and evidence. Proficient work often has a close correlation between clear, relevant evidence and multiple versions of design solutions.

Social Studies Competencies

SS1 (HISTORY): Analyze and evaluate historical events to draw conclusions, gain understanding and/or connect to current events.

The SS1 competency focuses on students' ability to use history to understand, draw conclusions, and analyze events. Proficient work often demonstrates the ability to make connections, analyze and explain problems in the past, and see patterns that provide a crucial perspective for understanding current and future problems.

SS2 (CIVICS): Understand rights, responsibilities, and opportunities for action within a democratic society.

The SS2 competency asks students to demonstrate their understanding and knowledge of our government and the founding ideals of democracy through participation in our democratic system. Proficient students will recognize challenges of a democratic society and evaluate mechanisms of action to make change.

SS3 (EQUITY): Explore and evaluate socially constructed concepts such as power, inequality, and injustice.

The SS3 competency requires students to critically think about issues and systems surrounding social justice, power, and inequality. While exploring this standard, students may engage in work that includes the analysis of media and other texts through close reading, as well as dialogue on community issues.

SS4 (PLACE): Analyze complex interdependence between people, culture, and environment.

The SS4 competency explores the connection between people and place. It often combines an understanding of the impacts of culture on the environment, and the influence of geography on culture.

SS5 (IDENTITY): Explore and reflect upon one's own identity and analyze how that identity intersects with the dominant culture, their home culture, and the culture of others.

The SS5 competency requires students to analyze who they are, how their identity has been shaped by family, culture and society, and the impacts of race, class, gender, and other societal constructs on our identity and the identity of others.

Personal Exploration and Growth Competencies

PEG1 (EXPRESSION): Articulate experience in an authentic and creative way that demonstrates growth.

Proficiency for the PEG1 competency looks like a student using a form of artistic expression to tell their story and share their experiences.

PEG2 (PATHFINDING): Explore and review learning, community, and career opportunities.

Students will demonstrate proficiency in the PEG2 competency by seeking out and engaging in experiences that inform their path. This can include developing goals and post high school plans.

PEG3 (WELLNESS): Make informed decisions that impact mental or physical well-being.

The PEG4 competency focuses on students' ability to understand and manage their health. A proficient student will take ownership of their healthy self, healthy relationships, and healthy decisions.

PEG4 (REFLECTION): Reflect deeply on their growth and identify areas for change or challenge.

Proficiency in the PEG5 competency is demonstrated through students reflection and revision in both academic and personal contexts. Areas where this might occur include final project reflections, metacognitions, and learning partnership team meetings.

PEG5 (SERVICE): Engage with the community through service.

Students demonstrate proficiency in the PEG6 competency by participating in service learning activities and stewardship opportunities.

PEG 6 (DRIVING): Students will guide their educational path as a self-directed learner. **(added 2025-26)**

Students will demonstrate leadership by taking initiative in their own learning and making decisions that reflect self-awareness, responsibility, and care for others and the environment. They set and pursue ambitious learning goals, advocate for themselves and others, and use reflection and feedback to improve their work and support the growth of their peers.

Beginning (B): *Student is beginning to learn the skills and concepts necessary to understand this criteria*

Developing (D): *Student is developing skills to understand this criteria more fully*

Proficient (P): *Student demonstrates consistent understanding of this criteria*

Advanced (A): *Student demonstrates mastery of this criteria, and challenges themselves to progress further*

3. Monona Grove Liberal Arts Charter School for the 21st Century Charter Contract 2024-29



MG21 6-12 students collecting seeds for the Dane County Seed Bank and the Ice Age Trail Alliance at Swamplovers Nature Preserve Fall 2024