



Madison Preparatory Academy

Empowering Young Men and Women for Life



Business Plan

October 28, 2011

An Initiative of The Urban
League of Greater Madison

*What happens to a dream deferred?
Does it dry up like a raisin in the sun?
Or fester like a sore...and then run?
Does it stink like rotten meat?
Or crust and sugar over...like a syrupy sweet?
Maybe it just sags like a heavy load.
Or, does it explode?*

~ Langston Hughes ~

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Executive Summary

Based on current education and social conditions, the fate of young men and women of color is uncertain.

Black and Hispanic boys are grossly over-represented among youth failing to achieve academic success, are at grave risk of dropping out of school before they reach 10th grade, are disproportionately represented among adjudicated and incarcerated youth, and are far less likely than their peers in other subgroups to achieve their dreams and aspirations. Likewise, boys in general lag behind girls in most indicators of student achievement.

Research indicates that although boys of color have high aspirations for academic and career success, their underperformance in school and lack of educational attainment undermine their career pursuits and the success they desire. This misalignment of aspirations and achievement is fueled by and perpetuates a set of social conditions wherein men of color find themselves disproportionately represented among the unemployed and incarcerated. Without meaningful, targeted, and sustainable interventions and support systems, hundreds of thousands of young men of color will never realize their true potential and the cycle of high unemployment, fatherless homes, overcrowded jails, incarcerated talent, deferred dreams, and high rates of school failure will continue.

Likewise, girls of color are failing to graduate high school on-time, underperform on standardized achievement and college entrance exams and are under-enrolled in college preparatory classes in secondary school. The situation is particularly pronounced in the Madison Metropolitan School District where Black and Hispanic girls are far less likely than Asian and White girls to take a rigorous college preparatory curriculum in high school or successfully complete such courses with a grade of C or better when they do. In this regard, they mimic the course taking patterns of boys of color.

Additionally, data on ACT college entrance exam completion, graduation rates and standardized achievement tests scores provided to the Urban League of Greater Madison by the Madison Metropolitan School District show a significant gap in ACT completion, graduation rates and standardized achievement scores between students of color and their White peers.

Madison Preparatory Academy for Young Men and **Madison Preparatory Academy for Young Women** will be established to serve as catalysts for change and opportunity among young men and women in the Greater Madison, Wisconsin area, particularly young men and women of color. It will also serve the interests of parents who desire a nurturing, college preparatory educational experience for their child.

Both schools will be administratively separate and operated by **Madison Preparatory Academy, Inc. (Madison Prep)**, an independent 501(c)(3) established by the Urban League of Greater Madison and members of Madison Prep's inaugural board of directors.

The **Urban League of Greater Madison**, the “founder” of Madison Prep, understands that poverty, isolation, structural discrimination, limited access to schools and classrooms that provide academic rigor, lack of access to positive male and female role models in different career fields, limited exposure to academically successful and achievement-oriented peer groups, and limited exposure to opportunity and culture experiences outside their neighborhoods contribute to reasons why so many young men and women fail to achieve their full potential. At the same time, the Urban League and its supporters understand that these issues can be addressed by directly countering each issue with a positive, exciting, engaging, enriching, challenging, affirming and structured learning community designed to specifically address these issues.

Madison Prep will consist of two independent public charter schools – authorized by the Madison Metropolitan School District Board of Education – designed to serve adolescent males and females in grades 6-12 in two separate schools. Both will be open to all students residing within the boundaries of the Madison Metropolitan School District (MMSD) who apply, regardless of their previous academic performance.

Through its mission, Madison Prep will **prepare its scholars for success at a four year college by instilling Excellence, Leadership, Pride and Service.** At the core of the educational program, both schools will employ eight tightly knit educational strategies to achieve their mission: a single-gendered student body, the International Baccalaureate curriculum, a College Preparatory educational program, Harkness Teaching, data-driven instruction, an extended school day and year, mentoring and community support, and a “Prep Year.”

Additionally, Madison Prep will anchor its educational program in seven core operational strategies: effective leadership and teaching, adequate staffing, empowered parents, culture of accountability, diversity staffing, appropriate facilities/location and sufficient funding.

Four Core Values and Four Leadership Dimensions will also serve as underpinnings for the success of Madison Prep and Madison Prep students. These Core Values – Excellence, Leadership, Pride and Service – will serve as the foundation of success at Madison Prep. The Four Leadership Dimensions – Personal Leadership, Team Leadership, Thought Leadership and Results Leadership – will operationalize the ways in which Madison Prep’s students, staff, governing board and volunteers practice the schools core values every day.

Madison Prep’s educational program will be further bolstered by partnerships with businesses, government agencies, professional and membership associations, nonprofit education and community service agencies, colleges and universities, and scholarship-providing organizations that have the capacity to bring talent, expertise and resources into the school community to benefit Madison Prep students, faculty, staff and parents.

Madison Prep will open its doors and training opportunities to educators from other Madison public schools and will find ways to engage other students, not enrolled in Madison Prep, in the mission and values of the school. It will also serve as a learning laboratory and incubator of successful strategies for closing the achievement gap while ensuring success for all. As lessons are learned and codified, they will be widely shared with others.

Seed funding for the establishment of Madison Prep will come from public and private sources, including planning and implementation grants from public agencies, charter school investment funds, charitable foundations, government agencies and individuals.

In March 2011, the Board of Education of the Madison Metropolitan School District approved by a 6 to 1 vote the Urban League’s charter school planning grant application for Madison Prep. The League subsequently submitted this proposal to the Wisconsin Department of Public Instruction for approval in April 2011.

In its first year, Madison Prep’s schools will serve 60 boys and 60 girls in 6th grade. Both schools will grow by one grade level and 60 students each year until they offer a full complement of secondary grades (6 -12). At maturity, Madison Prep will serve up to 840 young men and women, and graduate their first class of seniors in 2019. Both schools will open in August 2012.

Madison: Why We Must Act Now

A. High Aspirations

- In a 2004 national survey, a greater percentage of Black and Hispanic high school seniors than their Asian and White peers, indicated that getting a good education, being successful in their line of work, becoming an expert in their line of work, being able to find steady work, having a lot of money and being able to give their children better opportunities than they had was “very important” to them. [U.S. Department of Education: National Center for Education Statistics, Education Longitudinal Study of 2002]
- In a 2006 survey commissioned by the Washington Post, 87% of young Black men (18-29 years old) reported that "being successful in a career" was very important to them compared to 67% of Black women, 56% of White men and 42% of White women [The Washington Post/Kaiser Family Foundation/Harvard University: African American Men Survey 2006].

B. Significant Academic Achievement Gaps

Too few students of color are achieving to high standards in the core subject areas of reading, language arts, math and science in Madison’s public schools. There are also very sizable gaps in academic performance between students of color and White students in the Madison Metropolitan School District. The gaps are generally largest between Black and Hispanic females and their White female peers, but significant gaps exist between all students of color and their White peers. The chart below shows the number of 10th graders, by race and gender, who were below, and at or above proficient in the core subject areas of Wisconsin’s annual statewide assessment of student achievement. It also shows the percentage of students who were proficient or advanced.

Number and Percentage of Students Proficient or Greater at MMSD’s Four Senior High Schools on Wisconsin’s Statewide 10 th Grade Wisconsin Knowledge & Concepts Exam 2010													
		Reading			Language Arts			Math			Science		
Race	Gender	<Prof	≥Prof	Prof	<Prof	≥Prof	Prof	<Prof	≥Prof	Prof	<Prof	≥Prof	Prof
Black	Male	114	91	44%	149	52	26%	130	75	37%	126	75	37%
	Female	110	117	52%	137	81	37%	143	84	37%	149	69	32%
Hispanic	Male	59	57	49%	74	41	36%	63	54	46%	63	53	46%
	Female	39	46	54%	47	38	45%	50	37	43%	53	33	38%
Asian	Male	37	41	53%	45	32	42%	33	46	58%	34	43	56%
	Female	27	51	65%	33	45	58%	26	52	67%	33	45	58%
White	Male	57	379	87%	123	310	72%	70	365	84%	74	359	83%
	Female	31	406	93%	58	378	87%	51	386	88%	63	372	86%

- Just 37% of Black, 46% of Hispanic and 65% of Asian males in the 10th grade were proficient in math compared to 84% of White males. This reflects a 47-point gap in math proficiency, 43-point gap in reading, and 46-point gap in science between Black and White males in the 10th grade. It also reflects a 38-point gap between White and Hispanic males in math, 38-point gap in reading and 37-point gap in science. [Madison Metropolitan School District, Wisconsin Knowledge & Concepts Exam (WKCE) scores for 4th, 6th, 8th, and 10th graders, Sept 2010]
- Just 37% of Black, 43% of Hispanic and 67% of Asian females in 10th grade were proficient in math compared to 88% of White females. This reflects a 51-point gap in math proficiency, 41-point gap in reading, and 54-point gap in science between Black and White females in the 10th grade. It also reflects a 46-point gap between White and Hispanic females in math, 39-point gap in reading and 47-point gap in science. [Madison Metropolitan School District, Wisconsin Knowledge & Concepts Exam (WKCE) scores for 4th, 6th, 8th, and 10th graders, Sept 2010]

C. Significant Graduation Gaps

- In 2009, just 52% of Black males and 52% of Hispanic males graduated on-time from the Madison Metropolitan School District compared to 81% of Asian males and 88% of White males. That same year, the graduation gap among girls was significant as well: just 65% of Black females and 72% of Hispanic females graduated on-time compared to 94% of Asian and 92% of White females. [*Madison Metropolitan School District, Graduation on-Time, September 2010*]
- In 2010, the graduation rate declined for all race and ethnic groups. Just 48% of Black students and 57% of Hispanic students graduated from Madison's public high schools compared to 87% of White and 82% of Asian students. [*Wisconsin Information Network for Successful Schools – WINSS, Wisconsin Department of Public Instruction, 2009-10*]

D. Significant Gaps in College Preparation & Completion of Rigorous Courses

- It is widely understood that successfully completing a rigorous academic program in high school leads to greater success on college entrance exams, strengthens students' chances of winning admission to a four-year college or university, decreases the likeliness that they will have to complete remedial courses when they enter college, and increases their ability to succeed academically while in college. Research shows that students who complete did not complete a rigorous college preparatory curriculum in high school and take two or more remedial college courses are unlikely to graduate from college, even after six years, and half of those take one remedial math course are unlikely to persist to obtain their degree.¹
- A Washington State University study found that Algebra II was not a strong predictor of success in college level math. Only 11% of high school graduates who did not take math beyond Algebra II were ready for college math. In contrast, 38% of students who stopped at pre-calculus, a higher level of high school math than Algebra II, were ready for college math as were 86% who completed high school calculus.² This suggests that students who do not take the highest levels of high school math may not be ready for college.

Unfortunately, few students of color enrolled in Madison's four comprehensive public high schools – East, West, Lafollette and Memorial – are taking or successfully completing a rigorous, college preparatory academic program. In the data provided below, success is defined as a grade of C or better, even though it is understood that grading standards and practices in each high school and classroom may be different, and that grades of B or better are more acceptable to colleges and universities.³ The data shows that the vast majority of students of color, particularly Black and Hispanic students, are not taking or successfully completing enough rigorous high school courses. As a result, they are dramatically reducing, if not eliminating, their chances of winning admissions to a four-year college or university; or at best, are compromising their chances of succeeding academically once they get there.

- In 2009-10, just 38% of Black male 9th graders who completed algebra earned a grade of C or better compared to 57% of Hispanic, 64% of Asian, and 73% of White males. Likewise, just 44% of Black female 9th graders who completed algebra earned a C or better compare to 54% of Hispanic, 76% of White and 82% of Asian females. [*Madison Metropolitan School District, 9th graders earning C or better in Algebra, September 2010*]
- In 2009-10, just 10% of Black and 12% of Hispanic male graduating seniors completed two or more advanced literature courses with a grade of C or better compared to 29% of Asian and 29% of White males. The gap was exceptionally large among girls: just 12% of Black and 23% of Hispanic female graduating seniors completed two or more advanced literature courses with a grade of C or better compared to 47% of White and 54% of Asian females. [*Madison Metropolitan School District, 12th Grade Students Who Completed 2 or More Advanced Literature Courses with C or Better Grades, September 2010*]

- In 2009-10, just 12% of Black and 18% of Hispanic male graduating seniors completed two or more advanced writing courses with a grade of C or better compared to 32% of Asian and 35% of White males. Again, the gap was larger among girls: just 13% of Black and 28% of Hispanic female graduating seniors completed two or more advanced writing courses with a grade of C or better compared to 50% of White and 54% of Asian females. *[Madison Metropolitan School District, 12th Grade Students Who Completed 2 or More Advanced Writing Courses with C or Better Grades, September 2010]*
- The gaps in foreign language completion are even larger. Most colleges and universities require that high school seniors complete at least two years/credits of a single foreign language in order to gain admission. In 2009-10, just 14% of Black and 19% of Hispanic male graduating seniors completed two or more credits of a single foreign language with a grade of C or better compared to 44% of Asian and 58% of White males. Again, the gap was equally large among girls: just 19% of Black and 40% of Hispanic female graduating seniors completed at least two years/credits of a single foreign language with a grade of C or better compared to 71% of White and 70% of Asian females. *[Madison Metropolitan School District, 12th Grade Students Who Completed 2 or More Credits of a Single Foreign Language with C or Better Grades, September 2010]*
- In 2009-10, just 29% of Black and 38% of Hispanic male students took honors, advanced and/or AP courses during the year compared to 65% of Asian and 65% of White males. Among young women, 32% of Black and 48% of Hispanic female graduating seniors took honors, advanced and/or AP courses during the year compared to 74% of White and 71% of Asian females. *[Madison Metropolitan School District, 12th Grade Students Who Took Honors, Advanced and/or AP Courses During the Year, September 2010]*

E. Poor Performance on College Entrance Exams

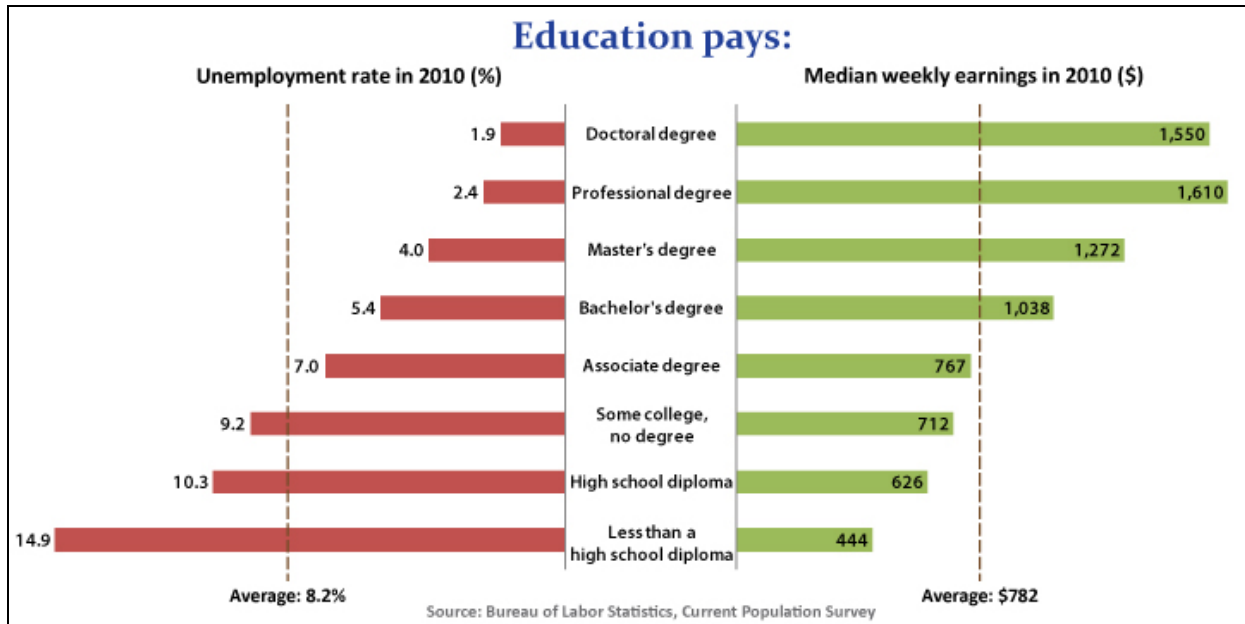
- Just 7% of Black and 18% of Hispanic seniors in the Madison Metropolitan School District in 2009-10 who completed the ACT college entrance exam were “college ready” according to the test maker. Of the 378 Black seniors attending Madison’s four comprehensive high schools, just 76 (or 20%) completed the ACT; therefore only 1% (n=5) of the 2010 Black senior class in MMSD were ready for college. *[Madison Metropolitan School District Graduating Class of 2010 – ACT Profile Report]*

F. Not Ready for College

- All high school seniors in Wisconsin are required to complete the ACT college entrance exam if they want to attend any of the University of Wisconsin System’s 26 public colleges and universities immediately after graduation. There were 378 Black and 191 Hispanic seniors attending MMSD high schools in 2010; just 76 Black and 71 Hispanic seniors completed the ACT. Only 7% of Black and 18% of Hispanic seniors completing the ACT were considered “college ready” by the test-maker. This means that only 5 Black and 13 Hispanic graduating seniors in the Madison Metropolitan School District were ready for college. *[ACT District Data Profile for MMSD, 2010 and Data on achievement of students in Madison provided by the Madison Metropolitan School District in September 2010 and the Wisconsin Department of Public Instruction, WINNS, 2010]*

G. Consequences of Being Under-educated in 2011 and Beyond

The following chart prepared by the Bureau of Labor Statistics shows the unemployment rate and average weekly earnings for full-time wage and salary earnings of adults (ages 25 and older) with different levels of education in 2010.



Young people who drop-out of high school and do not secure a quality education beyond high school will have a very tough time competing for employment opportunities or succeeding as entrepreneurs in today's competitive labor market and business environment. They will recognize lower rates of employment, lower wages and salaries and potentially compromise their happiness and their ability to provide for themselves and their families.

In his commentary on the Future of Jobs & Careers, Edward Gordon wrote:

Between 2010 and 2020 it is estimated that the United States will lack the qualified talent to fill anywhere from 12 to 24 million essential jobs throughout our economy. These same talent shortages are beginning to appear around the world. Soon 75 percent of all U.S. jobs will demand far higher entry-level qualifications, i.e., a good liberal arts education plus postsecondary career-specific technical skills. Today only about 25 percent of America's workforce comfortably meets this benchmark.⁴

Madison Prep recognizes that the Greater Madison community must better prepare all of its young people for a more competitive, innovative, global, prosperous, responsible and fast-paced changing future. Its founders recognize the adverse economic and social challenges its students will have the opportunity to avoid if they are adequately and sufficiently educated: poverty, unemployment, poor health, crime and the self-fulfilling prophecy and cyclical damage this has on individuals, families and communities, particularly people, families and communities of color. Furthermore, they understand the positive impact Madison Prep can have on the long-term health, wellness and success of families, businesses and communities in the Greater Madison area.

The Charter School Developer: Who We Are

A. About the National Urban League

The National Urban League (NUL) was founded in 1910 by Ruth Standish Baldwin and George Edmund Haynes. The organization was originally named the Committee on Urban Conditions Among Negroes, and was formed as part of a merger between the Committee for the Improvement of Industrial Conditions Among Negroes in New York and the National League for the Protection of Colored Women. NUL was founded to help African Americans who migrated in mass from the South to the North during the early part of the 20th Century – a period known as the Greater Black Migration – overcome discrimination as they pursued employment, education, and housing. NUL’s dual focus on expanding equal opportunity and economic development among African Americans and dismantling structural inequality and racial discrimination for all citizens has remained central to the organization’s mission for 101 years.

The current mission of the National Urban League movement is to enable African Americans to secure economic self-reliance, parity, power and civil rights. There are more than 100 local affiliates in 36 states and the District of Columbia providing direct services that impact and improve the lives of more than 2 million people nationwide. While not deterring from its mission to move the African American community forward, NUL affiliates have embraced the need to set the example for championing diversity and addressing community needs more broadly. In 2010, NUL launched its “I am Empowered” national campaign, which includes four goals that all affiliates, members, and supporters have dedicated themselves to achieving by 2025:

1. Every American child is ready for college, work, and life.
2. Every American has access to jobs with a living wage and good benefits.
3. Every American lives in safe, decent, affordable and energy efficient housing on fair terms.
4. Every American has access to quality and affordable health care solutions.

The National Urban League has no role in the establishment of Madison Prep.

B. The Urban League of Greater Madison

Founded in 1968, the Urban League of Greater Madison (referred throughout this document as “ULGM” or “The League”) is one of the oldest and largest community and economic development organizations in Dane County, Wisconsin. It is an affiliate member of the National Urban League based in New York, NY. Its mission is to eliminate social and economic barriers for African Americans, other people of color, and the economically disadvantaged in Dane County by transforming our community into a place of opportunity, personal and professional growth, prosperity, and success for everyone.

ULGM is committed to transforming Dane County into the best place in the Midwest for ALL citizens to live, learn and work. The organization is working to make this vision a reality through a comprehensive strategic empowerment agenda that includes programs and services, advocacy, partnerships, and coalition building within the following three Strands of Empowerment:

Live: *Ensuring that citizens reside in healthy and safe communities that provide equal opportunities for social engagement, cultural expression, and healthy living.* Currently, the Urban League operates an award-winning program that helps low and moderate income families become first-time home owners. We are also preparing to launch the African American Welcoming Committee in 2012, which will work with area employers and members of the Madison community to recruit and welcome newly arriving African Americans and their families to Greater Madison.

Work: *Grow professionally, assume advanced leadership opportunities and reinvest in the community.* The Urban League is already one of Greater Madison’s premiere providers of career development training and job placement assistance for unemployed and underemployed adults. The organization expects to grow its efforts to serve more of this population, as well as address the needs for career advancement, professional development, and employment opportunities among management and executive level talent in the region.

Learn: *Building a pipeline of high quality cradle to career educational services that impact the entire family, eliminate the achievement and education gaps, move all children towards high performance, and prepare youth and adults for career success.* Presently, the League is one of Dane County’s largest providers of programs aimed at increasing student achievement in core academic areas and preparing them to realize their college and career dreams with school-based academic tutoring, college and career exposure and planning, youth leadership skill development, and much more.

Madison Preparatory Academy is central to the Urban League’s mission. Through its Best in the Midwest Agenda, ULGM has already initiated efforts to strengthen the bridge between education and work for communities of color and the economically disadvantaged. Madison Prep gives the organization a unique opportunity to prepare children for higher education and work, and offer educational/career assessment, workforce training and employment opportunities for their parents. Additional information about the Urban League’s role in Madison Prep as a partner is expressed later in this plan.

C. ULGM’s Qualifications

Today’s children are tomorrow’s workforce, tomorrow’s innovators, tomorrow’s parents and tomorrow’s leaders. With deep experience working to help build the bridge between education and work for children and adults, The Urban League of Greater Madison is well qualified and well positioned to establish Madison Preparatory Academy, and serve as a viable and important long-term strategic partner to Madison Prep as well.

For all of its 43 year history of service to the Greater Madison community, ULGM has provided educational and training programs for youth and adults. The organization has served as an advocate for economic growth and social progress among African Americans, the disadvantaged and other persons of color; has rallied the community to support initiatives to address the racial achievement gap in education; and has provided job training and educational skills development programs to children and adults in need.

In 1972, ULGM launched its first workforce training initiative – a program to train African Americans for jobs in the construction trades. In 1974, ULGM partnered with city and county officials to address their discriminatory hiring practices following an investigation by the League. The city’s workforce of color more than tripled as a result. In 1977, ULGM launched its first tutoring program, assisting high school dropouts with completing their GEDs and in 1982, added a clerical skills training program in partnership with companies such as IBM, CUNA, Oscar Mayer (now Kraft Foods), American Family Insurance, Wisconsin Power & Light (now Alliant Energy), M&I Bank (now Harris Bank) and several others. The Urban League also partnered with Centro Hispano that year to launch and staff their Cuban-Haitian Employment Program and held office hours at Centro Hispano to serve its clients.

In 1985, ULGM challenged the Madison Metropolitan School District (MMSD) to more assertively address the academic achievement gap between African Americans and their White peers, and to establish a sound plan for school integration that did not unfairly place the burden of moving to new schools to create integration on African American students and families. In 1986, ULGM launched Project Jamaa in MMSD middle schools, an academic tutoring program and the Pre-employment program, a job training program for 8th graders. In 1988, ULGM published its “Report on the Academic Achievement of Black Students,” a report that loudly sounded the alarm bell on the racial achievement gap in Madison. This report led MMSD to establish its Equity and Diversity efforts under then Dr. Virginia Henderson and work with ULGM to establish parent-school liaisons in many of its elementary schools.

In 1992, as part of a community wide effort to re-establish a middle school on Madison’s South Side, ULGM partnered with other community leaders and advocated for the creation of Wright Middle School. In 2000, the Urban League partnered with the United Way of Dane County, MMSD and Madison School Community Recreation (MSCR) to transform its Project Jamaa tutoring program into the Schools of Hope Tutoring Partnership.

Presently, ULGM operates the Schools of Hope Partnership in 18 middle and high schools in the Madison, Middleton, Oregon and Sun Prairie school districts, and provides in-school academic tutoring services to more than 2,000 students annually with the support of 950 volunteer tutors. It also offers the 21st Century Careers and Summer REACH Programs in Sun Prairie middle schools and coordinates MSCR's after school programs in several Madison middle schools. Additionally, the Urban League has already served more than 400 adults through its workforce training programs this year, with nearly 49% finding employment (against a goal of 45%).

ULGM presently has partnerships with 83 different organizations and agencies, and is poised to engage several of its partners in support of Madison Prep, its students, faculty, staff and families.

History and Background on Student Achievement in Madison

In 1965, as a part of her Master's Thesis, Cora Bagley conducted a study on the academic achievement of African American students. In her thesis, she reported that a low level of academic achievement existed among Black students. On standardized achievement tests of language usage, 68% of African American high school students scored "below the standard level" in language usage. Similarly, 54% scored below the standard in math and 39% scored below the standard in reading.⁵

Ms. Bagley also reported that 26% of African American students entering Madison's high schools failed to graduate, that females were more susceptible to dropping out of high school than males, and that "Negro students not only fail to complete high school but many of those who finish do not pursue higher education." Among the 29,000 students attending the University of Wisconsin at the time, Ms. Bagley reported that only three African American students gave Madison home addresses and only one had graduated from a Madison high school.

In a January 31, 1965 Wisconsin State Journal article entitled "*Madison Negroes still face entrapping circle*," Sharon Cody wrote that there was a prevailing belief that "Madison Negroes still faced the entrapping circle of disprivileged homes, poor education, few employment opportunities, and inadequate housing, but legal obstacles were disappearing." Curiously, in Dr. Naomi Lede's 1966 report, *Madison's Negro Population*, she shared that her surveys of Madison's White and Black residents indicated that "there is no prevailing atmosphere of racial conflict in Madison," with most leaders from both groups reporting that everyone appeared "to get along" with one another.⁶

Despite poor educational outcomes among Black students at the time, Ms. Lede found that "relatively few, if any, of Madison residents expressed any anxiety concerning the integration of Madison's schools." She said 52% of African Americans "were satisfied with desegregation in the schools, even though the majority of Black children were assigned to Franklin Elementary, Lincoln Middle, and Central High Schools. The other 48% had "no thoughts on desegregation." African Americans seeking social and professional advancement cited limited employment options that offered social and professional advancement as the most important challenge facing the Black community. Many of these African Americans were college educated or worked in government and other professional jobs. At the same time, lower-income African Americans identified a lack of access to quality housing as the most important issue. The majority of these residents worked in blue collar jobs.

A 1966 research survey conducted by the University of Wisconsin-Madison School of Social Work further highlighted the employment status of African Americans. It found that seven out of 10 African Americans in the labor force who resided in South Madison held blue collar jobs. Of the 143 households interviewed (94 men and 67 women), 110 (77%) had one or more persons employed full-time. Eighty-four of the African American men interviewed were head of their households and held full-time jobs (89%). There were also 42 wives who held full-time employment and just 12 employed women were heads of their households (29%).

The study also found that 49% of African Americans who were employed full-time had no formal job training, while 27% had vocational school training, 19% had on-the-job training, and 5% had "in-service training". Seven percent also reported job training in the armed forces and 8% mentioned receiving business college training as

well. Of those who were unemployed, eight were not working because of injury or illness: 7 because they had young children and one who was laid off. The report goes on to summarize that “the picture that emerges from this data is one of a predominantly blue collar group in which the unemployment rate is not high.” Still, a high percentage of respondents who said they would like to change their job (66%) “revealed [to the researcher] that [the respondents] are not satisfied with their present jobs” and “76% said they would be interested in learning about job training opportunities.”⁷ The differences in these reports, and the private comments that African Americans shared with the researcher about how they really felt, were attributed largely to fear of causing trouble or being marginalized in Madison for speaking out.

During the 1970s, as affirmative action took root on college campuses across the United States, the University of Wisconsin-Madison saw a surge in enrollment and college completion among African American students. It was during this period and into the early 80s where this new group of college educated African Americans began to give greater voice to the voiceless and significantly increased advocacy for social change and equal opportunity among Madison’s Black community. Individuals such as Betty Latimer, Kwame Salter, Dr. John Odom, Betty Franklin (Hammonds), Reverends James C. Wright, Betty Banks, Eugene Parks, Dr. Richard Harris, Anthony Brown, Joseph Thomas, Nelson and Marlene Cummings, Will Smith, Henry and Theresa Sanders and a young Ed Holmes, to name a few, began to join forces with elder leaders in the African American community to speak out publicly and advocate for the concerns of African Americans through the church, NAACP, Urban League and other groups and associations. Unfortunately, African Americans’ progress in college enrollment and community advocacy was stymied by dramatic economic changes and backlash against affirmative action policies and practices at that time.

The economic recessions of the 70s and 80s combined with the dramatic displacement of unskilled, manual labor jobs with employment opportunities that required more specialized skills and professional education and the outsourcing of jobs to other countries, left many under-skilled, under-trained, and under-educated African Americans out of work and out of the labor force.

In 1988, ULGM published the *Report on the Academic Achievement of Black Students* (1987-88), which “conclusively proved that there was an education gap” between African American and White students enrolled in the Madison Metropolitan School District (MMSD). Through the Urban League’s advocacy, as well as other community members’ efforts, MMSD created the Equity & Diversity office, helped establish parent-school liaisons in Madison elementary schools and launched a tutoring program.⁸ Additionally, the Urban League, along with the local NAACP and other groups, requested that MMSD seek to recruit and employ more teachers of color and re-establish a middle school on Madison’s South Side. This advocacy led to the creation of Wright Middle School, which was supposed to be a high tech school that prepared its mostly young people of color with high tech skills to be leaders in a high tech future. It also led to the establishment of MMSD’s *Grow Your Own* program, which identified paraprofessionals and teachers of color who were interested in becoming teachers and principals, and provided them with tuition support to help them secure education and credentials to be teachers and leaders in Madison’s public schools. Both programs realized some success but no longer exist or have the same mission.

In 1994, the Wisconsin Policy Research Institute (WPRI) conducted a much deeper review of MMSD policies and practices as it pertained to supporting and educating students of color. This report, “*Dual Education in the Madison Metropolitan School District*,” set off new alarm bells among Madison’s African American and civil rights communities. The business community took notice as well. The President of WPRI wrote in his forward to the study:

What is surprising in this report is the lack of achievement among minority students. The perception of the Madison school district in Wisconsin and around the country is that it is one of the top urban districts...it is perplexing to find that Black students are doing as poorly [in Madison] as they are in Milwaukee and Racine....It appears as though there is some sort of dual system in the Madison schools. If you are middle-class White, you can apparently get a good education. However, if you are Black, that is not going to happen. Madison also seems to be following a trend found in other large urban districts around the country, where Black students

are placed in special-education classes in numbers disproportionately higher than White students....It is very difficult to understand how this lack of Black achievement can be tolerated in a school district that many people point to as a national model. The answer may be Madison has no more idea on how to educate Black students than Milwaukee. Considering that Madison over the next decade is going to see a large increase in Black students, that does not bode well for Madison or the rest of Wisconsin.⁹

WPRI's report received significant attention from the local media and instigated a greater level of community courage and advocacy around the needs of institutional reform in MMSD to more effectively address racial achievement gap.

In 1996, in response to WPRI's report and significant community engagement and pressure, MMSD established the Equity, Diversity, Advocacy Task Force. ULGM's current President & CEO, Kaleem Caire, Dr. Gloria Ladson Billings, Vice Chair of Madison Prep's Board of Directors and former ULGM CEO Stephen Braunginn were members of the Task Force. It was this group that defined three priorities for MMSD to adopt to reduce the achievement gap:

1. All children will be proficient in reading by the end of 3rd grade.
2. All children will successfully complete Algebra by the end of 9th grade.
3. All children will maintain at least 95% attendance annually.

Over the next 10 years, MMSD invested heavily in efforts to reduce class size, boost reading scores of elementary school children (focusing all of its Title I funds on elementary school children), increase the number of students completing Algebra, and provide related professional development to educators.

Despite its efforts, MMSD has fallen short of its learning goals for all students, particularly young people of color. The Urban League of Greater Madison does not believe that MMSD's inability to achieve its objectives speaks to neglect on the part of the school system. ULGM believes MMSD has tried to address the issues. Superintendents such as Art Rainwater dedicated significant resources to activities that they felt would close the achievement gap.

The Urban League believes several things must happen in order to improve the educational outcomes of all children, and particularly Black and Hispanic youth:

1. Every student should be taught by an effective teacher who loves and inspires them, is deeply passionate about what they teach, and cares deeply about their students' personal well-being, educational performance, and future. Students should also have educators who they can identify and connect with educationally, socially and culturally. Ensuring diverse educators are in the classroom must be a priority.
2. The most effective schools are customized to meet the educational needs, interests and aspirations of its students. MMSD's student population has changed, but its general approach to addressing its challenges have remained the same. Schools must be designed to meet the challenges and opportunities of today's learners and take full responsibility for ensuring students are equipped with knowledge, habits and skills to succeed in college and the workplace. Whatever it takes.
3. The schools that are most effective in eliminating the achievement gap take a *culture before curriculum* approach to education. Too often, schools focus on modifying standards and curriculum, changing teacher practices through professional development, and increasing instructional time as the key ingredients to improving student achievement. These things are all necessary. However, if a student does not feel welcomed, supported, engaged and a part of the school community, and if they do not see clear connections between what they are learning and what their future could be, curricular efforts to produce high levels of student achievement are often ineffective. Schools must operate with a set of meaningful core values and expectations that are consistent with students needs and aspirations, and omnipresent in all aspects of the school community.

4. Parents must be actively engaged in their children’s learning and know how to partner with schools and educators to help them succeed. They must also know how to identify and take advantage of community resources and resource-persons to support their children’s learning goals and needs. Schools that create a comfortable space for parents, have high expectations for parent involvement, and invest in efforts that help parents engage meaningfully in their children’s education often yield greater returns in student achievement.

5. Schools, and the communities in which they are located, cannot ignore the social and economic conditions that facilitate or inhibit high-levels of student achievement. They must embrace the needs and aspirations of their students, and partner with other organizations and individuals who can address or eliminate inhibitors that children bring into the classroom, and inspire them high performance. Again, “Whatever It Takes.”

The City of Madison: A Community Profile

The City of Madison is the second largest city in Wisconsin next to Milwaukee and the largest municipality in Dane County. According to the 2010 Census, the City of Madison has 233,209 residents, of which 78.9% are White, 7.3% are Black, 7.4% are Asian, 6.8% are Hispanic and 0.4% are American Indian. The Madison Metropolitan School District includes all of the City of Madison and its boundaries extend into sections of the cities of Fitchburg and Sun Prairie, and the Town of Madison. Eighty-eight percent of African Americans in Dane County live in the four communities served by MMSD, as do 87% of Asian, 77% of Hispanic and 56% of Whites.

Profile of General Population and Housing Statistics: 2010 Demographic Profile Data											
Wisconsin Municipality	Total Population	White		Black		American Indian		Asian/Pacific Islander		Hispanic	
		#	%	#	%	#	%	#	%	#	%
City of Madison	233,209	184,030	78.9	16,926	7.3	1,001	0.4	17,292	7.4	15,948	6.8
City of Fitchburg	25,206	18,230	72.	2,633	10.4	103	0.4	1,243	4.9	4,341	17.2
City of Sun Prairie	29,364	25,089	85.4	1,804	6.1	91	0.3	1,090	3.7	1,253	4.3
Town of Madison	6,065	3,953	65.2	1,007	16.6	0	0.0	591	9.7	939	15.5
Four City Total	293,844	231,302	78.7	22,370	7.6	1,195	0.4	20,216	6.9	22,481	7.7
Total Dane County	488,073	413,631	84.7	25,347	5.2	1,730	0.4	23,201	4.8	28,925	5.9
Four City % of Dane Cnty	60.2	55.9		88.3		69.1		87.1		77.7	

For three decades, Madison has enjoyed recognition as one of the best places to live in the United States. It has been recognized as one of the top 10 places for families, education, innovation, green living, fresh food, health care, healthy living and employment by a number of popular magazines, online publications and ratings systems such as Forbes, Money, Country Home, Prevention, Men’s Health, Children’s Health, Eating Well and Fast Company. It is also well known for its lower than average unemployment rate. In 2009, Madison’s unemployment rate was 5.5 compared to a statewide rate of 8.5% and national rate of 9.3%.

While Madison is certainly deserving of praise, it also carries the dubious distinction of having one of the largest academic achievement and graduation gaps in the nation between Black and White students and Hispanic and White students in its public schools. Dane County, in which Madison is situated, has been recognized for having the highest incarceration rate in the nation among Black males between the ages of 25-29 (47%), one of the largest poverty gaps between Blacks and Whites, and one of the largest gaps in college completion.¹⁰

In the four cities/towns comprising the Madison Metropolitan School District, just 19% of Blacks 25 years old or older held a bachelor’s degree in 2000, compared to 47% of Whites and 26% of Hispanics.¹¹ Considering the college readiness rates reported in an earlier section of this report, where just one percent of Black seniors in the class of 2010 were ready for college, it is likely that the latest census report will reveal that the college completion rates of Blacks in Madison could be worse in 2010 than in 2000.

It is also likely that the poverty rate among African Americans and Hispanics in Madison has grown significantly as well. This is problematic for several reasons. In the Center on Wisconsin Strategy's (COWS) 2007 report, *Black Wisconsinites and Economic Opportunity*, they further highlight these challenges. They wrote:

Unfortunately, the manufacturing restructuring that began in the 1980s and continues today has disproportionately harmed the state's Black community. As a result, many economic indicators—from poverty to incarceration—show dismal outcomes for Wisconsin's African Americans. On some measures, Wisconsin has the regrettable distinction of attaining the nation's highest disparities between Whites and Blacks. The vitality of our economy, the prosperity of our state, and the health and well-being of all our communities are seriously threatened by the racial disparity that plagues Wisconsin...Not only do Blacks earn substantially lower wages than Whites, they also are much more likely to hold "poverty-wage" jobs...More than one-in-four Black men and more than one-in-three Black women earn these low wages...The 2003–2004 poverty rate for Whites in Wisconsin—ten percent—was below the national White poverty rate of 12 percent. But at 48 percent, Wisconsin's Black poverty rate was far in excess of the already extremely high national Black poverty rate of 33 percent. Moreover, the 38 percent gap between the poverty rates for Whites and Blacks in Wisconsin was tied for the largest gap in the country (with Iowa and Maine).

Likewise, a July 2011 article appearing in the *Chicago Sun Times* reported that:

In 2004, the median net worth of White households was \$134,280, compared with \$13,450 for Black households, according to an analysis of Federal Reserve data by the Economic Policy Institute. By 2009, the median net worth for White households had fallen 24 percent to \$97,860; the median net worth for Black households had fallen 83 percent to \$2,170, according to the institute.

COWS illuminated similar and more recent concerns about the employment of African Americans and Hispanics in Wisconsin in their *2010 State of Working Wisconsin Report* when they shared that:

- Wisconsin has 155,200 fewer jobs than it did at the start of the 2008 recession.
- One in four manufacturing jobs have been lost in Wisconsin this decade – a decline from 600,000 manufacturing jobs in 2000 to 430,000 now.
- Nearly one in four (24 percent) African American workers in Wisconsin is unemployed, far exceeding the national Black rate for unemployment and rate of 7 percent for Whites in the state. An additional one-third of African Americans are underemployed.
- Hispanic workers are suffering high unemployment and underemployment rates as well (16 and 25 percent respectively), more than twice the rate of Whites in the state.
- African Americans and Hispanics in Wisconsin earn significantly lower wages than Whites. With a median wage of \$13.10 per hour, Wisconsin's Blacks earn \$3.20 per hour less than Whites. Hispanics earn even less, \$12.25 per hour, which is \$4.05 per hour less than Whites.

Any chance of improving these outcomes must include a combination of strategies: increasing access to high quality K-12 education options that better prepare young people for higher education and work, increasing job training for employment in sustainable and emerging industries, expanding access to capital for small business development and entrepreneurship, and recruiting successful companies – large and small – to locate their operations near neighborhoods where men and women of color live, or where public transportation is accessible.

Madison's K-12 Education System

The Madison Metropolitan School District is now a majority non-White school district. Over the last twenty years, its student population has changed dramatically. From its September 2011 enrollment count, MMSD reported that its non-White student population grew to 54% of total enrollment in the District. White students, who not long ago were the majority, now represent just 46% of students enrolled in MMSD. Hispanic students are the fastest growing student population, although the number of Black and Multi-racial students continues to grow as well.

MMSD is presently educating 24,861 students in 57 schools and educational programs. Students attend different types of schools, as identified in the chart below.

2011-12 Enrollment in the Madison Metropolitan School District												
School Type	Schools	Total	Multi-Racial		Black		Hispanic		Asian		White	
	#	#	#	%	#	%	#	%	#	%	#	%
Regular Elementary	32	11,983	899	7.3	2,316	18.9	2,464	20.1	1,157	9.4	5,356	43.7
Regular Middle	12	4,833	348	7.2	1,147	23.8	876	18.2	500	10.4	2,235	46.3
Alt. Middle Program	2	17	3	13.3	7	40.0	3	20.0	1	6.7	3	20.0
Charter Schools	3	568	11	3.7	93	31.1	134	44.8	16	5.4	41	13.7
Regular High	4	7,140	421	5.9	1,402	19.6	995	13.9	675	9.5	3,598	50.4
Shabazz City High	1	116	11	9.5	12	10.3	13	11.2	1	0.9	79	68.1
Alt. High Programs	6	214	9	4.2	100	46.7	49	22.9	8	3.7	54	25.2
Total	57	24,861	1,701	6.8	5,076	20.4	4,534	18.2	2,358	9.5	11,366	45.7

Source: Madison Metropolitan School District, September 2011

Each MMSD elementary and middle school is a member of an attendance zone that is affiliated with one of its four comprehensive senior high schools: East, Lafollette, Memorial and West high school attendance areas. All public elementary and middle schools reside in one of these four zones and feed into one of the high schools. Students are assigned to a school based on the location of their families' residence.

A. Changing Demographics

The composition of MMSD's student body has changed significantly over the last 20 years. Enrollment data reveals a school system that is educating a much larger population of low-income, non-White, English Language Learners (ELL) and special needs students. In fact, 54% of all MMSD students are students of color and nearly 50% are poor. According to MMSD's leadership, if more low-income high school students stayed in high school all four years and selected to participate in the free-and-reduced price lunch program, the percentage of low-income students enrolled in MMSD would be significantly higher.

Between the 1990-91 and 2011-12 school years, the White student population declined by 6,814 students (-34%) while the number of non-White students increased by 8,378 (176%). The chart below shows that the enrollment of all non-White student groups increased significantly, including American Indian students who are not shown in the chart above. MMSD's Asian population grew by 94% over 21 years while its Black population grew by 78% and its Hispanic population by 586%.

Enrollment Change in the Madison Metropolitan School District by Race and Year													
Year	Total Students	White		Non-White		Asian		Hispanic		Black		Multi-racial	
		#	%	#	%	#	%	#	%	#	%	#	%
1991	22,907	18,136	79.2	4,771	20.8	1,208	5.3	641	2.8	2,802	12.2	N/A	N/A
2000	24,600	16,292	66.2	8,308	33.8	2,365	9.6	1,434	5.8	4,347	17.7	N/A	N/A
2012	24,471	11,322	45.5	13,149	53.7	2,341	9.4	4,397	17.7	4,977	20.0	1,688	6.8
Change	1,564	-6,814	-33.7	8,378	175.6	1,133	93.8	3,756	586.0	2,175	77.6	-	-

Source: Madison Metropolitan School District, September 2010 and September 2011

Since 1997 when the State of Wisconsin passed *Open Enrollment* legislation that enables families to send their children to other school districts while not changing their residency, MMSD has realized a precipitous decline in the number of White and middle class families attending its schools. Each year, more of these families are choosing to send their children to suburban public schools or private schools. The number of families seeking to transfer their children to schools outside of the Madison Metropolitan School District has rapidly increased over the last few years. For the 2007-08 school year, MMSD approved 250 open enrollment transfers to other districts. That number increased to 848 just two years later in 2009-10.

Compared to the number of students who are applying to leave MMSD through open enrollment, the number applying to enter MMSD is much less. In 2008-09, just 154 used open enrollment to transfer into MMSD while 150 transferred into the school system in 2009-10.

White families are the greatest users of open enrollment while Hispanic families are the least likely to seek to enroll their children in school districts outside of the one where they reside. Over a three year period, MMSD approved open enrollment transfers for 1,010 White students and 277 Black students compared to 149 Hispanic and 124 Asian students.

Number and Percent of Students Who Applied to Leave the Madison Metropolitan School District By Race, Gender and Year													
MMSD's Response to Request			Race										
Decision	Gender	Year	Asian		Black		Hispanic		Indian		White		Grand Total
Approved	Female	2007-08	4	3%	33	27%	20	17%	6	5%	58	48%	121
		2008-09	18	8%	46	20%	22	9%	3	1%	146	62%	235
		2009-10	45	9%	76	15%	31	6%	16	3%	337	67%	505
	Female Total		67	8%	155	18%	73	8%	25	3%	541	63%	861
	Male	2007-08	9	7%	29	22%	21	16%	2	2%	68	53%	129
		2008-09	21	8%	41	16%	26	10%	3	1%	168	65%	259
		2009-10	27	8%	52	15%	29	8%	2	1%	233	68%	343
	Male Total		57	8%	122	17%	76	10%	7	1%	469	64%	731
Approved Total			124	8%	277	17%	149	9%	32	2%	1,010	63%	1,592
Denied	Female	2007-08		0%	2	3%		0%		0%	67	97%	69
		2008-09		0%	2	33%		0%		0%	4	67%	6
		2009-10		0%	1	13%		0%		0%	7	88%	8
	Female Total			0%	5	6%	0%	0%	0%	0%	78	94%	83
	Male	2007-08		0%		0%	1	2%	1	2%	62	97%	64
		2008-09		0%		0%		0%		0%	11	100%	11
		2009-10	7	24%	2	7%	1	3%		0%	19	66%	29
	Male Total		7	7%	2	2%	2	2%	1	1%	92	88%	104
Denied Total			7	4%	7	4%	2	1%	1	1%	170	91%	187
Grand Total			131	7%	284	16%	151	8%	33	2%	1,180	66%	1,779

Source: Madison Metropolitan School District, Open Enrollment Leavers, September 2010 (provided to ULGM)

Data on the 10-year trend prepared by MMSD for the Board of Education shows that parents submitted just 90 applications for students to transfer from MMSD through open enrollment during the 2000-01 while 51 applications were received to transfer into the school system. While MMSD does not specify if all of these applicants were approved, assuming they were, this would reflect a 942% increase in the number of students approved to leave MMSD through open enrollment between 2001 and 2010.

According to MMSD, the majority of parents who reside outside of MMSD but seek to transfer their children into the school system are doing so to take advantage of MMSD's special education services or to enroll their children closer to where they work.¹² It is also important to note that realtors are reporting that an increasing number of middle and upper-income families who are relocating to the Madison area from outside the county or state are not selecting to either live in the city of Madison or send their children to Madison's public schools. The majority of new students annually are low-income.

B. Poverty

The chart on the left reflects the income eligibility guidelines for children qualifying for free and reduced priced lunch in 2011-12. The chart is annually updated by the US Department of Agriculture as part of its School Lunch Program. These guidelines are used by public and private schools across the United States to determine who among their students are low-income (aka “poor”). All students who qualify for free and reduced price lunch are considered low-income (or living in poverty) by the schools, including the Madison Metropolitan School District.

Income Eligibility Guidelines Effective from July 1, 2011 to June 30, 2012					
Household Size	Federal Poverty Guidelines	Reduced Price Meals - 185% of Poverty		Free Meals - 130% of Poverty	
	Annual	Annual	Monthly	Annual	Monthly
1	\$10,890	\$20,147	\$1,679	\$14,157	\$1,180
2	\$14,710	\$27,214	\$2,268	\$19,123	\$1,594
3	\$18,530	\$34,281	\$2,857	\$24,089	\$2,008
4	\$22,350	\$41,348	\$3,446	\$29,055	\$2,422
5	\$26,170	\$48,415	\$4,035	\$34,021	\$2,836
6	\$29,990	\$55,482	\$4,624	\$38,987	\$3,249
7	\$33,810	\$62,549	\$5,213	\$43,953	\$3,663
8	\$37,630	\$69,616	\$5,802	\$48,919	\$4,077

At the same time MMSD’s population of non-White students increased, the number of children in poverty that it served increased as well. In 1991, 25% of the students served by MMSD were low-income. Presently, 49% of its student population lives in poverty. The percentages of MMSD students living in poverty have increased for all racial and ethnic groups, as shown in the following chart. In 2010, 84% of all Hispanic and 85% of all Black students attending MMSD schools were poor.

Percentage of Low-income Students by Race attending the Madison Metropolitan School District						
Year	# in Poverty	% in Poverty	White	Asian	Hispanic	Black
1991	5,727	25%	9%	53%	57%	64%
2000	9,102	37%	13%	48%	77%	76%
2010	12,253	47%	18%	49%	84%	85%

Source: Madison Metropolitan School District, September 2010

The Urban League of Greater Madison believes that the dramatic changes in MMSD’s student demographics over the last 20 years calls for greater systemic change and more educational alternatives that are specifically designed to address the educational needs, interests, aspirations and culture of its new student body. These alternatives should address what the Urban League’s CEO, Kaleem Caire, terms as the Four C’s of quality schools: context, culture, curriculum and community.

The Four C’s of Quality Schools

A. Context

Schools should be organized to respond to the general **context** in which children of color living in poverty are raised, without compromising their obligation to prepare students to achieve to high standards. Unfortunately, such children are likely to be raised in single-parent households with a parent who lacks an education beyond high school, and who lacks the necessary resources to enrich their children’s lives with extended learning opportunities outside of school. They are also likely to be the first in their families to attend college and therefore require greater opportunities to learn about and prepare for higher education. Their parents are also more likely than middle class families to have transportation challenges given the significant costs of owning a vehicle and paying for auto insurance and regular maintenance. The escalating price of food, energy and other fixed household costs are also adding an additional strain on families. Additionally, the parents of children living in poverty are likely to live on some form of public financial assistance, which is not meant to provide enough money to successfully raise a family on.

B. Culture

Considering the issues, challenges and opportunities, high quality schools for poor children should make an extra effort to immerse students in a school culture that (a) provides high quality instruction and supervised intensive learning support utilizing the most effective teachers and volunteers; (b) offers assistance to children and families with preparing for elementary, middle and high school, and college; (c) provides extended learning opportunities that build students skills and interests, and inform them of their career options beyond high school; (d) includes a diverse faculty and staff who provide students with healthy cross-cultural learning experiences and serve as positive adult role models they can identify with and learn from; (e) engages parents and facilitates partnerships that address their educational and employment needs, and ensure high levels of engagement in their children's education; and (f) provides a welcoming, safe and nurturing school environment that reinforces personal accountability, peer support, leadership, teamwork, service to others and continuous striving for personal and professional excellence and achievement.

C. Curriculum

Students should be taught using curriculum that emphasizes academic rigor and develops their enjoyment of and commitment to learning. They should also be immersed in a curriculum that equips them with essential knowledge and skills to learn, succeed and thrive in today's world and their future; builds upon their strengths, interests and experiences; provides a rich and varied context for acquiring and sharing knowledge, understanding and skills; develops their confidence and sense of self-worth; promotes creativity and critical thinking; broadens their view of the world, their place in it and the impact they do and can have on it; informs their understanding of and experiences with other cultures and communities; fosters a commitment to working with and serving others, and striving for personal and professional excellence. Moreover, the curriculum should inspire students to become good citizens and stewards of the world, establish healthy and life affirming relationships, live healthy and happy lives, identify their interests, talents and goals, and help them begin to identify their purpose in life. The curriculum should also provide enriching and inspiring learning experiences outside of the classroom and school, and be available to all students; not just those deemed ready or worthy for a comprehensive and rigorous educational program.

D. Community

The community within and outside of schools has a positive impact on students when it reinforces and acknowledges positive attitudes, behaviors and values, is supportive and nurturing of academic excellence and positive youth development, and holds young people to high expectations for educational achievement, and high standards of personal accountability and conduct. The rules of engagement must also be clear and understood by everyone in the community, and there should be appropriate structures in place that define how adults educate, guide, coach, manage and hold young people accountable, and how youth interact with adults and their peers. Moreover, the peer culture among students should be rooted in teamwork and camaraderie, where young people are encouraged to work together to solve problems, overcome obstacles, share knowledge and experience, inspire each other during good times and bad, and support each other's pursuit of excellence and achievement. Whether or not students come from families that are financially stable, or whether or not they have learning differences or difficulties, the school community, neighborhood and city should embrace them as capable learners who have talent that is worthy of being cultivated, and who are going places in life.

Educational Alternatives in Madison

Following its most recent enrollment count on September 2011, the Madison Metropolitan School District reported that it is serving 24,861 students in 57 schools and educational programs. Students attend different types of schools, as identified in the chart below.

A. Charter Schools

MMSD presently has three charter schools: Badger Rock Middle School, which opened in September 2011; Nuestro Mundo Community School, which opened in 2003; and Wright Middle School, which opened in 1993. All three charter schools are instrumentalities of the Madison Metropolitan School District, meaning all staff are employed by MMSD and the school district's administration manages and operates the schools. Presently, there are 568 students enrolled in the district's charter schools. Hispanic students are the largest population served by these schools, comprising 53% of all students enrolled. Two schools are located in the Southern part of the city and one is located on Madison's East Side. Presently, there are no charters located on the West Side of Madison.

2011-12 Enrollment in the Madison Metropolitan School District Charter Schools												
School Type	Grade Levels	Total	Multi-Racial		Black		Hispanic		Asian		White	
		#	#	%	#	%	#	%	#	%	#	%
Badger Rock	6-8	48	2	4.2	11	22.9	19	39.6	2	4.2	14	29.2
Nuestro Mundo	K-5	269	6	2.2	29	10.8	167	62.1	2	0.7	64	23.8
Wright	6-8	251	9	3.6	82	32.7	115	45.8	14	5.6	27	10.8
Total		568	17	3.0	122	21.5	301	53.0	18	3.2	105	18.5

Source: Madison Metropolitan School District, Third Friday of September Enrollment Count, September 2011

Wright Middle school was established in 1993 as Madison Middle School 2000. In 1994, MMSD's Board of Education voted to have the school become a charter school so it could have increased flexibility to innovate. According to information available on the school district's website, the school was originally designed to be an "experimental school featuring state-of-the-art technology, multicultural curriculum and instruction that integrates all academic subjects within a common theme." It was established by the Board of Education in 1993 to reduce overcrowding at Cherokee and Hamilton middle schools and opened that year with 80 6th graders, with a plan to add 80 new 6th graders in its second and third years until it reached its planned capacity of 240 students. The original plan was for MMS2000 to be located in the Fitchburg Center Research campus and be developed and operated in partnership with Promega Corporation and the BioPharmaceutical Technology Center Institute (BTCI). In promoting its plan, the school district shared that:

The educational opportunities that the Promega partnership would offer students – especially South Madison students – simply cannot be replicated anywhere else. This pioneering educational venture would give students a chance to learn in a real world setting, give them access to the laboratories and resources of an internationally known biotechnology firm and allow them to interact with researchers and lab technicians. Both Promega and BTCI have expressed a keen interest in program coordination with Middle School 2000. Because of the school's emphasis on technology, this is a natural partnership.

Unfortunately, the politics surrounding MMS2000 prevented that from happening. Instead of the school being located in Fitchburg, MMS2000 was moved from its temporary location at Hoyte Elementary School on Madison's near West Side to a new building on Fish Hatchery Road on Madison's South Side.¹³ A coalition of South Madison residents, along with the Urban League of Greater Madison and the NAACP, wanted the school located in their community to re-establish the presence of a South Side middle school and alleviate the large number of students of color who were bussed out of the community to West Madison schools. In answering the community's concerns about who would be served by MMS2000, the district shared the following:

Middle School 2000 is designed to serve the West High School attendance area and its student population is balanced by race, gender and socioeconomic status to reflect the diversity in the West area. Minority students are guaranteed 40% of the seats and currently the student population is comprised of 50% minority students and 50% non-minority students. The commitment to serving a racially and socioeconomically diverse student population was established by the Board and will be upheld regardless of the school's location.

In 1996, the school was renamed Wright Middle School after the late Reverend James C. Wright of Mount Zion Church and opened at its new campus in 1997. When the school opened in South Madison, its enrollment had declined to 125 students, far short of the school's 240 student goal. After hiring Ed Holmes who was then assistant principal at West High School, the school reached full enrollment within three years. Presently, Wright Middle School educates 251 students in grades 6-8, of which 87% are low-income and 89% are racially and ethnically diverse.

Nuestro Mundo Community School is a Spanish-English Dual Language Immersion school located on Madison's East Side that serves students in grades K-5. Nuestro Mundo was advocated for and developed by members of Madison's Hispanic community who believed that the city needed a different educational option to more appropriately meet the educational needs of Hispanic youth and English language learners. They also recognized the need and desire among parents to have their children develop fluency in a second language as early as possible. Nuestro Mundo presently educates 269 students in grade K-5, of which 65% are low-income and 76% are racially and ethnically diverse. The school's dual immersion model is presently being replicated in several MMSD elementary schools.

Badger Rock Middle School is the newest of the three charter schools, having opened in September 2011 on Madison's South Side. It is a project-based charter school focused on environmental sustainability developed in partnership with the Madison Metropolitan School District, Center for Resilient Cities, Growing Power of Milwaukee, Urban Land Trust and other community partners. The school was planned as part of a larger sustainability and urban agricultural education center formerly referred to as the Badger Resilience Center. The school plans to have an on-site farm, sustainable energy demonstration site and an educational facility that offers a living laboratory of agricultural education for its students. Badger Rock founders state that their intention is to help students develop knowledge, skills and attitudes they will need beyond formal schooling to become engaged citizens who can respond effectively to dramatic global change. The school presently serves 48 students, of which 67% are low-income and 72% are racially and ethnically diverse. They plan to grow to serve 150 students by 2013.

B. Private Schools

In 2009-10, there are presently 30 private schools within the boundaries of the Madison Metropolitan School District serving 3,748 students in grades K-12.¹⁴ Two-thirds of the schools are religious schools: 9 Catholic schools and 11 affiliated with other religions. Ten schools are non-sectarian. Catholic schools comprise one-third of private schools but enroll 64% of all students educated in local private schools.

The schools are not very diverse. The chart on the following page shows that 83 percent of students educated in private school are White while just 3.6% are Black, 3.9% are Hispanic and 5.0% are Asian. Another 2.3% are multiracial. St. James is the most diverse of the private and Catholic schools, serving a student body that is 33% non-White. Operation Fresh Start, which provides an alternative education program for students who are not succeeding in the city's comprehensive high schools, serves 40 students of which 65% are students of color.

There are presently no public or private schools within the boundaries of the Madison Metropolitan School District that provide a single-gendered education program. The closest school is in Edgerton, Wisconsin.

Considering the high number of non-White and low-income students enrolled in Madison's charter schools and conversely their low enrollment in the city's private schools, the Urban League believes that low-income

families and families of color will more likely choose charter schools as educational options for their children. Although the marketing campaign to build the enrollment for Madison Prep hasn't yet been launched, parents have already completed Enrollment Interests Form for 104 students. The interest in Madison Prep is expected to be significant.

2009-10 Enrollment in Private Schools within the boundaries of the Madison Metropolitan School District													
Name	Type	Total PK-12	K-12 Total	Multi-Racial		Black		Hispanic		Asian		White	
		#	#	#	%	#	%	#	%	#	%	#	%
Abundant Life Christian School	Religious	257	251	15	6.0	7	2.8	12	4.8	10	4.0	206	82.1
Blessed Sacrament*	Catholic	333	-	-	-	-	-	-	-	-	-	-	-
Capitol and Christian School	Religious	25	8	0	0.0	1	12.5	1	12.5	2	25.0	4	50.0
Eagle School of Madison	Non Sect	182	182	0	0.0	2	1.1	8	4.4	39	21.4	133	73.1
Eastside Lutheran School	Religious	123	94	0	0.0	2	2.1	2	2.1	3	3.2	87	92.6
Edgewood Campus School	Catholic	312	294	10	3.4	2	0.7	13	4.4	35	11.9	232	78.9
Edgewood High School	Catholic	661	661	13	2.0	13	2.0	13	2.0	31	4.7	588	89.0
High Point Christian School	Religious	254	198	6	3.0	5	2.5	5	2.5	7	3.5	172	86.9
Holy Cross Lutheran School	Religious	116	99	13	13.1	3	3.0	0	0.0	0	0.0	83	83.8
Hope Academy	Non Sect	6	6	0	0.0	0	0.0	0	0.0	0	0.0	6	100.0
Horizon High School	Non Sect	9	9	0	0.0	0	0.0	0	0.0	0	0.0	9	100.0
Immaculate Heart of Mary	Catholic	146	92	1	1.1	3	3.3	5	5.4	0	0.0	83	90.2
Lighthouse Christian School	Religious	38	12	0	0.0	3	25.0	4	33.3	2	16.7	3	25.0
Madinah Academy of Madison	Religious	28	14	0	0.0	2	14.3	0	0.0	2	14.3	8	57.1
Madison Baptist Academy	Religious	15	15	0	0.0	0	0.0	1	6.7	3	20.0	11	73.3
Madison Central Montessori	Non Sect	123	81	0	0.0	6	7.4	3	3.7	5	6.2	67	82.7
Madison Jewish Community	Religious	14	14	0	0.0	0	0.0	0	0.0	0	0.0	14	100.0
Montessori Children's House*	Non Sect	69	-	-	-	-	-	-	-	-	-	-	-
Operation Fresh Start	Non Sect	40	40	3	7.5	15	37.5	2	5.0	4	10.0	14	35.0
Our Lady Queen of Peace	Catholic	463	463	18	3.9	3	0.6	8	1.7	8	1.7	426	92.0
Our Redeemer Evangelical	Religious	121	96	0	0.0	2	2.1	4	4.2	2	2.1	88	91.7
St. Ambrose Academy	Catholic	55	55	0	0.0	1	1.8	2	3.6	0	0.0	52	94.5
St. Dennis School	Catholic	254	230	0	0.0	17	7.4	10	4.3	9	3.9	193	83.9
St. James Catholic School	Catholic	190	174	0	0.0	37	21.3	12	6.9	8	4.6	117	67.2
St. Maria Goretti Elementary	Catholic	468	419	5	1.2	4	1.0	25	6.0	9	2.1	372	88.8
The Madison Waldorf School	Non Sect	81	48	-	-	-	-	-	-	-	-	-	-
Three Angels Christian School	Religious	30	29	0	0.0	3	10.3	2	6.9	5	17.2	19	65.5
Walbridge School	Non Sect	16	16	0	0.0	0	0.0	0	0.0	1	6.3	14	87.5
Wingra School	Non Sect	140	140	2	1.4	5	3.6	14	10.0	4	2.9	112	80.0
Woodland Montessori School	Non Sect	91	8	0	0.0	0	0.0	0	0.0	0	0.0	8	100.0
Total		4,660	3,748	86	2.3	136	3.6	146	3.9	189	5.0	3,121	83.3
Catholic Schools	9	2,882	2,388	47	2.0	80	3.4	88	3.7	100	4.2	2,063	86.4
Other Religious Schools	11	1,021	830	34	4.1	28	3.4	31	3.7	36	4.3	695	83.7
Non Sectarian Schools	10	757	530	5	0.9	28	5.3	27	5.1	53	10.0	363	68.5
Total		4,660	3,748	86	2.3	136	3.6	146	3.9	189	5.0	3,121	83.3

Source: Wisconsin Department of Public Instruction, Private School Enrollment in Wisconsin, 2010

Insufficient Faculty and Staff Diversity in Madison's Public Schools

While MMSD's student body is increasingly of color, the staff does not nearly reflect this diversity. The educators and staff that are primarily charged with educating, supporting, leading and influencing the identity formation of children attending MMSD schools are mostly White and female. There are very few teachers of color and even fewer male teachers of color.

MMSD has attempted to address these issues in the past, but have credited their low employment rates of teachers and administrators of color to the off-time of year in which the District is able to offer contracts, lack of an sizeable candidate pool from which to draw educators of color, and geography. It has been long posited by district and community leaders that many teachers of color will not move to Madison because of their likeliness to experience cultural dissonance once they relocate to the area. In other words, it is suspected that teachers of color recruited from outside of Madison may experience an "uncomfortable sense of discord, disharmony, confusion or conflict in the midst of their change in cultural environment."¹⁵

Over the last 20 years, according to MMSD's recently retired diversity recruiter, the District has heavily focused its diversity recruitment efforts on Historically Black Colleges and Universities (HBCUs) in the South, colleges and universities in Wisconsin, Minnesota and Illinois, and advertisements in magazines catering to higher education institutions and communities of color in the Madison area.

While MMSD should be recruiting in these locations, their strategies have not yielded the number of applicants or hires needed in the schools. Recruiting at HBCUs could be positive if efforts are concentrated on universities that enroll a significant number of students from the upper Midwest. It would also help if MMSD promoted teaching as an option to young people graduating from its high schools, provided college scholarships to students who enroll in a teacher preparation program in exchange for at least three years of teaching service in the city's public schools, and involved community members of color and their respective organizations in the recruitment and retention process. To facilitate the execution of one of these strategies, in spring 2011, the Urban League began meeting with MMSD's leadership to assist them with establishing a diversity hiring plan and offered to assist with recruitment.

With a majority non-White student population that is likely to increase in size over the next decade, the Urban League and the Board of Directors of Madison Prep believe that high quality teachers that reflect the race and ethnic diversity of students are desperately needed in the schools. Diverse teachers can serve as role models in the classroom for students of color, serve as resources of cultural competence in schools and among non-White educators, and serve as "no-excuses" drivers of school excellence and achievement among all students. Moreover, educators of color are needed to help positively shape the identity development, self-concept and motivation of young men and women in the schools. Given the relative dearth of Black, Hispanic and Southeast Asian professionals in Madison and Dane County, children of color have very few opportunities to interact with and learn from career professionals who represent their communities.

Although teachers of color cannot fully compensate for this, they can help inspire students of color in ways that are culturally familiar. Moreover, educators of color provide White students with opportunities to interact with, learn from, and be led by a person of color. Presently, the majority of both White and non-White children could spend their entire lives in Dane County – from day care to college, and in the workplace – and never have a teacher, leader or supervisor of color from which to learn or work. This situation is not healthy for the identity formation of young men and women of color or White children, and it certainly not good for the future of the Greater Madison area.

Data provided to the Urban League by the Madison Metropolitan School District in the fall of 2010 showed that of the 71 principals and assistant principals employed by MMSD, 8 were Black and 3 were Hispanic while 60 were White. There were no principals of Asian heritage working in the District at the time the information was shared.

There are presently 59 locations in which MMSD teachers are placed in Madison (including UW Hospital and the Doyle Administration Building, which were not mentioned earlier). Of these locations, 57 are elementary, middle, and secondary schools and alternative schools. Of the 2,506 teachers employed by MMSD, just 67 (3%) were Black while 2,258 (90%) were White, 106 (4%) were Hispanic, 58 (2%) are Asian, and 17 (0.1%) are American Indian.

Just 22 of MMSD’s 2,506 teachers were Black males (0.8%) and 16 were Hispanic males (0.6%). Similarly, just 45 teachers were Black women (2%) and 90 were Hispanic women (4%). Only 13 schools had Black male teachers in 2009-10 and several schools employed no Asian teachers or administrators.

In the last two years, MMSD has hired several teachers of Hispanic background but the majority of these teachers are teaching in bilingual and English as a Second Language (ESL) programs. However, the hiring of teachers of color hasn’t nearly kept pace with the growth in enrollment among students of color.

The following charts show the breakdown of the number of teachers hired by MMSD between the 2005-06 and 2011-12 school years, and the total number of teaching and professional staff employed by the District annually from 2002-03 through 2010-11. The data shows that very few men and women of color are being hired by MMSD for teaching and support staff positions. Although there are 5,076 Black children enrolled in MMSD, there are only 67 Black teachers, and only 34 have been hired over the last seven years. Retention among Black educators is low as well. There has been no sustained net growth in the number of Black educators employed by MMSD. MMSD appears to lose as many Black educators as it employees each year.

Teachers & Bilingual Resource Specialists hired by the Madison Metropolitan School District by Race and Year																							
Year	Total New Hires	White		Black				Hispanic				Asian				Native American				Total Non-white			
		Total	%	F	M	Total	%	F	M	Total	%	F	M	Total	%	F	M	Total	%	F	M	Total	%
2011-12	220	177	80.5%	2	3	5	2.3%	25	4	29	13.2%	4	2	6	2.7%	3	0	3	1.4%	34	9	43	19.5%
2010-11	221	190	86.0%	1	1	2	0.9%	16	4	20	9.0%	5	4	9	4.1%	0	0	0	0.0%	22	9	31	14.0%
2009-10	270	243	90.0%	2	5	7	2.6%	13	3	16	5.9%	1	2	3	1.1%	0	1	1	0.4%	16	11	27	10.0%
2008-09	231	200	86.6%	5	1	6	2.6%	14	4	18	7.8%	4	1	5	2.2%	2	0	2	0.9%	25	6	31	13.4%
2007-08	255	234	91.8%	2	2	4	1.6%	9	2	11	4.3%	3	1	4	1.6%	2	0	2	0.8%	16	5	21	8.2%
2006-07	232	203	87.5%	3	2	5	2.2%	10	5	15	6.5%	6	2	8	3.4%	1	0	1	0.4%	20	9	29	12.5%
2005-06	221	190	86.0%	2	3	5	2.3%	12	3	15	6.8%	8	2	10	4.5%	1	0	1	0.5%	23	8	31	14.0%
Total	1,564	1,437	91.9%	17	17	34	2.2%	99	25	124	7.9%	31	14	45	2.9%	9	1	10	0.6%	156	57	213	13.6%

Source: Madison Metropolitan School District, 2010-11 Affirmative Action Report, September 2011

Total Number of Teachers & Professional Staff Employed by the Madison Metropolitan School District by Race, Gender and Year																									
Year	Total Employees	White				Black				Hispanic				Asian				Native American				Total Non-white			
		F	M	Total	%	F	M	Total	%	F	M	Total	%	F	M	Total	%	F	M	Total	%	F	M	Total	%
2010-11	2,523	1,829	450	2,279	90.3%	42	25	67	2.7%	77	22	99	3.9%	44	16	60	2.4%	13	5	18	0.7%	176	68	244	9.7%
2009-10	2,493	1,829	440	2,269	91.0%	42	26	68	2.7%	74	19	93	3.7%	43	13	56	2.2%	11	5	16	0.6%	170	63	233	9.3%
2008-09	2,435	1,766	440	2,206	90.6%	44	23	67	2.8%	68	19	87	3.6%	45	13	58	2.4%	12	5	17	0.7%	169	60	229	9.4%
2007-08	2,441	1,754	448	2,202	90.2%	48	26	74	3.0%	70	18	88	3.6%	43	15	58	2.4%	13	6	19	0.8%	174	65	239	9.8%
2006-07	2,336	1,699	412	2,111	90.4%	46	22	68	2.9%	66	17	83	3.6%	43	14	57	2.4%	11	6	17	0.7%	166	59	225	9.6%
2005-06	2,557	1,859	469	2,328	91.0%	53	25	78	3.1%	65	21	86	3.4%	43	15	58	2.3%	9	6	15	0.6%	170	67	237	9.3%
2004-05	2,739	1,875	587	2,462	89.9%	55	37	92	3.4%	63	24	87	3.2%	44	18	62	2.3%	10	6	16	0.6%	172	85	257	9.4%
2003-04	2,803	1,998	504	2,502	89.3%	61	25	86	3.1%	84	34	118	4.2%	45	30	75	2.7%	10	6	16	0.6%	200	95	295	10.5%
2002-03	2,768	1,966	518	2,484	89.7%	56	23	79	2.9%	82	31	113	4.1%	45	30	75	2.7%	10	6	16	0.6%	193	90	283	10.2%
Yearly Avg.	2,566	1,842	474	2,316	90.2%	50	26	75	2.9%	72	23	95	3.7%	44	18	62	2.4%	11	6	17	0.6%	177	72	249.1	9.7%

Source: Madison Metropolitan School District, 2010-11 Affirmative Action Report, September 2011

While the hiring and employment rates are low for all student demographics, MMSD has hired and employed more Hispanic educators than it has Black educators. The number of Asian educators hired and employed in MMSD are almost equal to the number of Black educators, although Black children outnumber Asian children in MMSD more than 2-to-1.

Urban League of Greater Madison and the Board of Madison Prep strongly believe that more highly effective male and female teachers, principals and professionals of color are needed in Madison's schools for all the reasons stated earlier in this section.

Madison Prep will work especially hard to ensure that the diversity of its student body and the City of Madison are reflected among the leadership, faculty and staff of its schools. Madison Prep also hopes to succeed in establishing an appropriate balance between the number of male and female educators and support staff in the school. The Urban League of Greater Madison has a strong track record in this regard – staff diversity. ULGM presently has 45 employees, of which 16 are Black, 23 are White, two are Hispanic, one is Asian and one is Native American. ULGM will assist Madison Prep with its staff recruitment efforts and will help engage other community members in this process as well.

No College Going Culture among Madison's New Student Population

The data on student performance and course-taking patterns among students in MMSD paint a clear picture. There is not a prevalent college going culture among Black, Hispanic and some Asian student populations enrolled in MMSD. In fact, the opposite appears to be true. The majority of these students are failing to complete a rigorous curriculum that would adequately prepare them for college and 21st century jobs. Far too many are also failing to complete college requirements, such as the ACT, or failing to graduate from high school.

This phenomenon poses terrible consequences for young people growing up in a white collar community like Madison, where nearly half of the adult population has at least a bachelor's degree and another 30% have completed an associates' degree or some formal training beyond high school. Without a sufficient education that prepares them to succeed in life as adults, the cycle of poverty, unemployment/underemployment, incarceration, fatherless homes and unfulfilled dreams will continue.

Our Solution: Madison Preparatory Academy

Madison Preparatory Academy for Young Men and Madison Preparatory Academy for Young Women will be public charter schools located within the boundaries of MMSD that *prepare young men and women in grades 6-12 for success at a four year college by instilling Excellence, Pride, Leadership and Service.*

Madison Prep is being proposed in a direct response to challenges outlined in this plan. The immediate need for a solution to the high rates of underachievement and low graduation rates of young men and women of color in greater Madison calls for the establishment of an all-male and all-female public secondary schools that are focused on preparing young men and women color for academic and personal success in school and beyond.

Madison Prep will be established, therefore, to serve as a catalyst for change and opportunity among young men and women of color. Its founders understand the many factors that contribute to the failure of so many young men and women to reach their potential: poverty, isolation, structural discrimination, lack of access to positive male role models and achievement-oriented peers, limited exposure to opportunity and culture outside their neighborhood, as well as a general lack of understanding and/or fear of youth of color among adults. Despite well-intentioned efforts, MMSD's administration has been unable to effectively address these factors as they relate to the academic performance of black boys and girls of color in the district.

Through a rigorous, inquiry-based liberal studies curriculum that places a special emphasis on science, technology, communications, social innovation, and international understanding, coupled with a discussion-based, team oriented instructional methodology, Madison Prep will ensure its students develop mastery of the knowledge, concepts, and skills required to succeed in competitive colleges and universities after high school and prepare for 21st century careers. Its faculty, staff, partners, and volunteers will work together to instill in Madison Prep students a strong sense of purpose, self-pride, cultural competence, service to others, and respect for themselves, their families, their community, and other cultures and traditions.

Madison Prep's competitive advantage will be defined by five key performance drivers:

1. Academically successful, engaged, and happy all-male and all-female student body
2. A rigorous college preparatory and culture-building curriculum delivered by a significant number of highly qualified teachers of color that prepare young men and women for leadership, college success, and 21st century careers
3. High quality instruction tailored to the learning styles and educational interests of young men and women
4. Mentoring, with a strong connection to men and women of color and diverse men and women of influence
5. Beneficial partnerships with community resources, colleges, parents, and extended learning providers

Madison Prep scholars will receive an education that:

- Challenges them to develop mastery of basic and advanced knowledge, concepts and skills;
- Enables them to explore and engage more deeply in their interests;
- Deepens their understanding of and competence in science, technology, communications and social innovation/advancement;
- Builds their cultural competence – developing their ability to participate effectively and with significant awareness and understanding in their culture and the culture of others in the U.S. and abroad;
- Engages them in discourse and learning opportunities with key decision makers and influential men and women who are setting trends and shaping and impacting local, national, and world affairs;
- Provides them with a supportive peer group that values their abilities and desire to succeed in school and life;
- Matches them with mentors who provide guidance, coaching, support and examples of success;
- Connects them with college and career opportunities before they leave school; and
- Extends their network of support in school and in the communities where they live.

Madison Prep will also overcome the impact that high rates of poverty have on student achievement by rooting in its students a set of core values and leadership dimensions that enable them to see beyond and strive through challenging circumstances. Additionally, Madison Prep will require that parents (or caregivers) participate annually in the school's five-week *Destination Planning* workshops, which are designed to develop parents into knowledgeable and effective college preparatory coaches for their children.

About Charter Schools

Charter schools are public schools. In 2009, there were 5,043 charter schools in the United States compared to 33,740 private schools and 98,916 traditional public schools. Nationally, charter schools enrolled 1,536,079 students in 2009. According to the Wisconsin Charter Schools Association, there are more than 220 charter schools in Wisconsin serving more than 37,432 students.

There are presently three charter schools in Madison: Nuestro Mundo Community School, a dual language immersion elementary school on Madison's East side that was founded in 2004, James C. Wright Middle School on Madison's South side, founded in 1996 (originally as Madison Middle School 2000), and Badger Rock Middle School, which located on Madison's South-East side and opened in 2011.

Until recently, other school districts in Wisconsin have been more open to charter schools. Appleton (14), Janesville (5), Kenosha (6), LaCrosse (4) and Milwaukee (66), Oshkosh (6), Sheboygan (7), Sparta (4), Stevens Point (7), and Waukesha (6) have authorized a significant number of public charter schools, particularly considering the size of their total school district enrollments.

Charter School Authorizer: Madison Metropolitan School District

Wisconsin's charter school law was enacted in 1993 as part of the state's 1993-95 budget (1993 Act 16). With the exception of the cities of Milwaukee and Racine, the law limits the approval to authorize such schools to state recognized Boards of Education of school districts and Cooperative Education Service Agencies (CESAs). The Madison Metropolitan School District's Board of Education is presently the only entity empowered to authorize charter schools within its school boundaries.

The Urban League of Greater Madison is seeking approval by Madison Metropolitan School District Board of Education to establish two charter schools: **Madison Preparatory Academy for Young Men** and **Madison Preparatory Academy for Young Women**. Both schools will draw its students from across the school district, with an emphasis on the Cherokee, Hamilton, Jefferson, Sennett, Toki and Wright Middle School attendance areas. Only students who reside in the boundaries of MMSD at the time they apply can enroll in the school. They must maintain their MMSD residency in order to remain a student at the school.

MMSD has a Charter School Policy, which provides general guidance to individuals and organizations seeking to establish charter schools in the District. However, MMSD does not have a formal technical assistance program or infrastructure to guide and assist prospective charter school developers through the charter school development process. Still, the Urban League of Greater Madison has worked closely with MMSD's School District Administration on the budget and legal issues pertaining to Madison Prep.

Madison Prep Application Timeline

The Urban League of Greater Madison submitted its "initial proposal" to MMSD's Board of Education in December 2010 to establish Madison Prep. The organization subsequently attended several public meetings with the BOE to discuss the proposal. Following these meetings, on March 28, 2011, the BOE voted 6 to 1 in favor of approving the League's charter school planning grant application for Madison Prep. The proposal was then submitted to the Wisconsin Department of Public Instruction in April 2011 and approved in September 2011.

MMSD's Board of Education then held a special meeting to address its concerns about Title IX and its concerns about Madison Prep's single-sex education focus. This was followed by a public hearing on Madison Prep on October 3, 2011. More than 200 people attended, with more than 2/3 of the speakers and attendees registering support for Madison Prep.

The next steps for Madison Prep are the completion and submission of the charter school contract and final education plan for Madison Prep to the Board of Education. The BOE will subsequently vote on the approval of Madison Prep; a vote that is tentatively scheduled for November 28, 2011. The Madison Prep-MMSD contract will outline the governance roles and responsibilities of MMSD's Board of Education (as the authorizer) and Madison Prep's Board of Directors (as the school operator).

Madison Preparatory Academy's Competitive Advantage

There are very few charter schools in Madison and there are presently no single-gendered public or private schools operating within the boundaries of the Madison Metropolitan School District. There are also no public or private schools in Madison that provide several of the unique program elements of Madison Prep.

There is only one single-gendered school in Dane County, the private Oaklawn Academy boarding school in Edgerton, Wisconsin, located 25 miles south of Madison. The school was founded in 1984 by the Legionnaires of Christ, a religious order of the Roman Catholic Church. It serves boys in grades 6-9. The school is located too far outside the boundaries of Madison to serve as an accessible education option to students that Madison Prep will serve.

It is assumed that all three MMSD charter schools, 12 comprehensive public middle schools and four comprehensive high schools high schools utilize student achievement and school/teacher performance data to drive instruction, at some level. However, none of the schools have the explicit focus on requiring all students to

complete a college preparatory curriculum within a college preparatory school culture, and none provide the other following six elements of Madison Prep’s educational program:

1. Single-gender student body
2. The International Baccalaureate Curriculum
3. Harkness Teaching
4. Extended School Day and Year
5. Mentoring and Community Support
6. Prep Year

Madison Prep’s competitive advantage will be further defined by five key performance drivers:

1. An academically successful, engaged, and happy all-male and all-female student body
2. A racially, ethnically and gender diverse teaching and support staff
3. High quality instruction tailored to the educational needs and interests of young men and women
4. Mentoring, with a strong connection to men and women of color and influence
5. Beneficial partnerships with community resources, colleges, parents, and extended learning providers

Madison Prep will overcome the impact that high rates of poverty have on student achievement by rooting in young men and women a set of core values and leadership dimensions that enable them to see beyond and strive through challenging circumstances. Additionally, Madison Prep will also maintain rigorous expectations for parent involvement and engagement, including requiring parents to participate annually in the school’s five-week *Destination Planning* workshops, which are designed to develop parents into knowledgeable and effective college preparatory coaches for their children [see Appendix].

Madison Prep will also begin establishing partnerships with competitive colleges and universities as soon as the school is authorized by the MMSD Board of Education. Its leadership will form partnerships with top colleges and universities to ensure it knows what students need to do to gain access to these schools, and ensure its young men are prepared to access and succeed in highly competitive institutions of higher education upon graduation from high school. Madison Prep will also work with local colleges and businesses to ensure that its young men and women are able to engage in a college educational environment while attending Madison Prep.

Vision for our Young Men and Women

Madison Prep Scholars, as they will be referred to within the school community, will reflect a significant desire to succeed in school and life. They will maintain a lifelong commitment to learning, living well, and serving others. Individuals who come into contact with Madison Prep Scholars will notice how confident, focused, informed, articulate, and thoughtful they are about their future plans, their commitment to service and humanity, and their tremendous drive to succeed. Their high level of competence, confidence, and community connections will enable them to overcome challenging obstacles and make the most of their opportunities. Armed with advanced knowledge and a keen intellect, a healthy awareness of their strengths and limitations, the ability to communicate effectively and lead with purpose, and a network of influential men and women in the community to support their development, Madison Prep’s Scholars will be successful.

How will we know we’ve succeeded? By the time our scholars graduate, they will be distinguishable among their peers in the following areas:

- Their ability to listen and communicate effectively, think critically, solve problems, and be innovative,
- Their broad, functional understanding of community, national and world affairs,
- Their comfort and competence in working with adults and among other cultures,
- Their demonstration of good character, integrity, high standards, and ability to achieve to high expectations,
- Their commitment to “practice makes perfect”,
- Their level of fitness and healthy lifestyle practices, and
- Their steadfast commitment to family, community, personal excellence, self-determination and teamwork.

As our scholars transition into adulthood, they will be well-positioned as adults to support their families, pass on lessons learned to their children and others, and use their talents to tackle challenges that they, their communities and the world will face during their lifetime.

Educational Philosophy

Madison Prep's educational philosophy is grounded in the belief that the content of what children learn is very important and that it is inadequate to focus primarily on teaching skills and techniques to pass tests. To help children thrive academically, learning must go beyond memorizing facts on a chalkboard and learning how to perform basic tasks. Mastery of knowledge and skills that provide young people with the ability to apply what they learn to new situations, solve problems, create new ideas and improve upon existing ones must be the focus of secondary education. This depth of understanding leads to a love of learning, an ability to develop innovative solutions to problems and the capacity to create new knowledge.

Furthermore, the founders of Madison Prep believe that secondary schools have a unique responsibility to provide adolescents with opportunities to identify their talents, develop to their potential, enhance their self-efficacy, develop a positive social identity within a supportive peer culture and establish a solid grasp of what their purpose is in life before they graduate. Such schools must be led and staffed by supportive adults who inspire excellence and achievement in their students. Staff must also be great coaches who demand and acknowledge positive social behavior, nurture a positive identity among young men and women, demonstrate effective problem solving and critical thinking skills, model effective teaching practices, and believe in the capacity of young men and women to achieve to high levels.

For schools to succeed at manifesting these achievement characteristics and social behaviors among all members of the school community, they must have a strong values-driven environment combined with a culture of accountability for academic and personal excellence that is accepted by all stakeholders. Their leaders must understand the harmonious relationship and interconnectedness between school governance and leadership, teaching & learning, parent and community engagement, and students' social support network. When participants in each of these domains reflect high expectations and high engagement, effectively work towards common goals with each other, and put the learner first, students achieve to high levels. Conversely, student achievement is undermined when these attributes and relationships are weak or do not exist.

The leadership and faculty of Madison Prep will walk-the-talk. They will understand their role in establishing a positive, achievement oriented school culture for young men and women. More importantly, they will work together with all stakeholders to drive school quality and student achievement through:

- a values-driven school culture where the school's values are modeled daily, measured quarterly, and motivate success among students, staff, parents, and volunteers year-round;
- a staff team who wants the best for young men and women, and believes in going the distance to help them succeed;
- a relentless and uncompromising focus on teaching and leadership excellence;
- a rigorous curriculum defined by quality courses that focus on mastering knowledge, concepts, and critical thinking and problem solving skills, build cultural competence, promote leadership and emphasize service to others;
- data-driven decision making that informs our practice from the boardroom to the classroom;
- co-curricular and extended learning options that support our mission, the educational and social development of our students, and effectively channels the competitive nature of young men and women;
- destination planning between parents-students-teachers that ensure all three partners remain on the same page with respect to students' learning goals, needs, and their pathways to college and beyond;
- a vibrant, safe and team oriented learning environment and school culture; and
- a high quality support network at school, at home, and in the community for our students.

Target Population

Madison Prep is being developed to meet the educational needs of young men and women of color, with a special emphasis on students from low-income backgrounds and who might be the first member of their family to attend college. Considering current student demographics, charter school enrollment profiles and poverty levels of students enrolled in the Madison Metropolitan School District, Madison Prep expects to serve a student body that is approximately 80% non-White, 65% low-income and 20% English Language Learners.¹⁶

Madison Prep will open two schools in August 2012: Madison Preparatory Academy for Young Men (MPAYM) and Madison Preparatory Academy for Young Women (MPAYW). Each school will serve 60 students in the first year (120 students total) and add one grade level of 60 new students annually until they reach 12th grade. Both schools will graduate their first class of high school seniors in 2018-19. At maturity, each school will enroll a maximum of 420 students. Madison Prep will also enroll transfer students up to grade 10 from any school. It will not allow transfers in grades 11 and 12, unless the student was enrolled in an IB program for the full academic year before they arrive at Madison Prep.

Ideally, Madison Prep will be centrally located in the City of Madison – within a three mile radius of the downtown area – enabling the school’s leadership to recruit young men and women from across the city, maximize its enrollment, and take full advantage of Madison’s rich professional environment and diverse learning opportunities.

Madison Prep expects to attract 70% of its students from five MMSD middle school attendance areas: Cherokee, Jefferson, Toki, Wright and Sennett middle schools. The other 30% are projected to come from other school attendance areas within MMSD and a relatively small number of students who are new to the school district or were previously enrolled in local private and home schools.

Goals

- Graduate young men and women who are ready to pursue post-secondary education.
- Instill in students habits of effective leadership, a global perspective and a commitment to effort.
- Engage positive male and female role models in the training, coaching and development of young men and women.
- Build strong partnerships between parents, teachers, and community that help students succeed.

Student Performance Objectives

Madison Prep’s student performance objectives are informed by current realities of student achievement and educational needs among the schools’ target population, college entrance requirements and the level of preparation students need to succeed in their first-year of college courses.

For example, ACT has identified the minimum score needed on its college entrance exam, which all public colleges and universities in Wisconsin require high school seniors to complete in order to qualify for admissions. ACT estimates that students who achieve the following minimum scores on each subject area of the ACT exam have a 50% chance of obtaining a grade of B or higher in their first-year college course, and a 75% chance of obtaining a grade of C or higher.

ACT Test	ACT Benchmark Score	College Course
English	18	English Composition
Math	22	Algebra
Reading	21	Social Science/Humanities
Science	24	Biology

Therefore, Madison Prep’s Student Performance Objectives will be:

- 85% of Madison Prep’s Scholars will score at proficient or advanced levels in reading, math, and science on Wisconsin’s state assessment after three years of enrollment.
- 90% of Scholars will graduate on-time.
- 100% of students will complete the SAT and ACT assessments before graduation with 75% of those who’ve been enrolled in Madison Prep for at least three years achieving an ACT benchmark score of 18 in English, 22 in Math, 21 in reading and 24 in science.
- 100% of students will complete a *Destination Plan* before graduation.
- 100% of graduates will qualify for admissions to a four-year college after graduation.
- 100% of graduates will enroll in a postsecondary education or training program after graduation.

Educational Strategies

Madison Prep’s educational program is defined by the following eight core strategies, and will be supported by an affordable array of auxiliary strategies, programs, and services:

1. Single-gender student body
2. The International Baccalaureate Curriculum
3. College Preparatory educational program
4. Harkness Teaching
5. Data Driven Instruction
6. Extended School Day and Year
7. Mentoring and Community Support
8. Prep Year

1. Single Gender Public Secondary Schools

If approved, Madison Prep will be the only two gender-separate, tuition-free public secondary schools in Wisconsin especially designed to address the educational, social and developmental needs of adolescent males and females. The founders of Madison Prep have selected a single-gendered education approach for four reasons:

- A. **It Works** – Research shows positive improvements in academic achievement, self-efficacy and self-confidence; increased engagement in learning and school; healthy peer relationships and interest in non-traditional occupations and fields of study.

Specifically, Research on single-gendered education in the U.S. has revealed significant educational benefits among students attending single-gendered schools:

- After Sunrise River School (formerly The Main Street School) in North Branch, Minnesota switched to single gendered classrooms in 2003, students scoring proficient on the state’s achievement test increased from 49% to 88% in math and from 50% to 91% in reading.
- After Thurgood Marshall Elementary school in Seattle, WA implemented single-sex classes in its fourth grade during the 2000-01 school year, “students experienced dramatic gains on standardized tests.” The percentage of students school-wide that tested proficient or advanced increased from 27% to 51% in reading, 14% to 35% in writing, and 38% to 59% in one year. The percentage of boys testing at proficient or advanced levels in reading improved from 10% to 73% in two years.¹⁷
- In 2004-05, researchers at Stetson University in Florida partnered with faculty and staff at Woodward Avenue Elementary School near the university and implemented single gendered classes in grades K-5, while preserving an equal number of coed classrooms to compare the academic outcomes of students in each type of class. Researchers ensured that everything except the students were the same:

same school, same class sizes, same demographics, same teachers, same teacher training, and the same assessments. The school also “mainstreamed” students with emotional and cognitive disabilities in both the single-gendered and coed classrooms. Students completed the Florida Comprehensive Assessment Test (FCAT) at the end of each school year. In 2007, average annual achievement results after three years of study showed large test score gains for students in single-gendered classrooms.¹⁸

- ✓ 37% of boys in the coed classes scored proficient or above
 - ✓ 59% of girls in the coed classes scored proficient or above
 - ✓ 86% of boys in the single-gendered classes scored proficient or above
 - ✓ 75% of girls in the single-gendered classes scored proficient or above
- The Australian Council for Educational Research analyzed the achievement of 270,000 students in six academic areas over six years (1994-99) and found that students in single-gendered classrooms scored 15 and 22 percentage points higher in reading and math than their peers in coed classrooms.¹⁹
 - Single-gender school students achieved higher standardized test scores in gender atypical subject areas for both boys and girls.²⁰
 - ✓ Girls at girls’ schools were more likely to gain highest level scores on standardized tests in gender atypical subject areas [mathematics and science] compared with girls in co-educational schools.
 - ✓ Boys at boys’ schools were more likely to gain highest level scores on standardized tests in gender atypical subject areas [English and modern languages] compared with boys in co-educational schools.
 - ✓ Girls at single-sex schools are substantially more likely than co-educated girls to achieve a high level of standardized test success by/at age 16.
 - Post-secondary test scores for seniors in single-sex schools are higher, for both boys and girls, in comparison to coeducational high schools in the US.²¹
 - High academic self-concept is positively associated with learning, and a degree of over-confidence promotes higher educational attainment. Students in single-gender settings had higher academic self-concepts than students in co-educational settings.²²
 - Single-sex schooling reduced the gender gap in academic self-concept, while co-educational schooling was linked to lower academic self-concept overall. In single-gender schools, girls academic self-concept was greater in math and science classes, and boys academic self-concept was greater in English and modern language classes.²³
 - In measured observation, girls got more teacher time, attention and better access to resources in girls-only schools.²⁴
 - In male single-gender schools there is a measurable absence of anti-learning social norms such as, shouting-out, refusal to do work, and/or defiance. The greatest measurable absence is in schools that serve poor and ethnic minority youth.²⁵
 - Women who went to girls’ schools were more likely than co-educated women to gain college/university degrees in male-dominated disciplines. [*examples include Engineering, Math and Computer Programming*]. Likewise, Women who had attended single-sex schools were more likely than co-educated women to gain their [atypical] field’s highest qualification by age 33 [*examples include Engineering, Math and Computer Programming*].²⁶

- For men who went to single-gender schools, there is no difference in their degree attainment or career performance than their co-educated peers. They were neither advantaged, nor disadvantaged by attending single-gender school(s). *However, boys who attended single-gender schools have a greater chance of attending university than co-educated boys.*²⁷

Studies and reports such as *The Academic Characteristics of Black and Hispanic Boys that Matter in Achievement: An Exploratory Achievement Model for Boys in Single-Sex Schools (2010)* by Margary Martin et al, *Do Single Sex Schools Improve the Education of Low-income and Minority Students?* by Lea Hubbard (2005) and *Learning Separately: The case for single-sex schools* by Peter Meyer (2008) highlight the value of single gendered education for students, families and communities, particularly for low-income and students of color.

- B. **It's Needed** – Evidence provided in the “Why We Must Act Now” section earlier in this plan highlight the need for a different approach to educating young men in the Madison Metropolitan School District. Low graduation rates and poor achievement on standardized tests among young men, along with a disproportionate number of Black males being placed in special education and disciplined or suspended from school. Madison Prep will address the needs of its young men by providing them with an exceptional education that helps them build college-ready academic skills, self-confidence and self-efficacy, positive peer-to-peer and peer-to-adult relationships and important life skills. They will develop these skills, mindsets and habits within the context of a fun, academically challenging and intellectually stimulating male-focused learning environment.
- C. **It's Desired** – Over the last two decades, there has been a renewed interest in single gendered education in the U.S. as the educational success of boys has tapered off, their graduation rates have declined, and far fewer young men than women are matriculating to colleges and universities. Parents, communities and educators have increasingly considered single gendered education strategies as an important, promising and/or necessary innovation in public education.

As of August 2011, the National Association Single Sex Public education reports there are 506 public schools in the U.S. offering a single-gendered education option, with 116 of these schools having an all-male or all-female enrollment and the rest operating single gendered classes or programs. By their account, there are 12 public schools in Wisconsin offering single gendered classes or classrooms (six middle schools, four high schools, and two elementary schools).

There are now several single gendered public schools that have garnered much attention of late, including Urban Prep Academies in Chicago (which sent 100% of its first two graduating classes to college), The Eagle Academy Foundation in New York City, Young Women’s Leadership Network in New York, the Public Prep network of three all-girls schools in New York, Boys Latin of Philadelphia, Brighter Choice Charter School for Boys and Green Tech High School (both in Albany, NY), and Bluford Drew Jemison Academy in Baltimore, Maryland.

In Madison, the public has shown strong support for Madison Prep. As of October 2, 2011, more than 460 leaders and citizens have signed a petition in support of the school. Since December 2010, more than 50 people have spoken in support of Madison Prep at meetings of the Madison Metropolitan School District Board of Education, 10 times the number than have spoken against it. At least 10 times as many people have been a part of the audience showing support, as well.

Additionally, highly regarded local organizations and groups such as the 100 Black Men of Madison, Communities United and Hispanic Education Council have endorsed Madison Prep. The local and statewide media have been supportive as well, with the Wisconsin State Journal, Milwaukee Journal Sentinel, UMOJA magazine, InBusiness Magazine and Simpson Street Free Press (Dane County’s Teen Newspaper) endorsing the school and The Madison Times, Capital City Hues, Isthmus Newspapers and Madison Magazine, among others, presenting favorable press coverage of Madison Prep and the effort to establish it.

The student editors of the Simpson Street Free Press were the first to endorse Madison Prep. They wrote:

*The editors of the Simpson Street Free Press strongly supports the Urban League of Greater Madison's proposal for a new charter school in South Madison...There are no Band-Aids large enough for the achievement gaps in our schools. The time for talk is over. Thousands of local kids are slipping through the cracks every semester. We need innovation. We need new ideas.*²⁸

- D. **It's Allowed** – On June 7, 2001, U.S. Senators Thomas Carper (D-DE), Hillary Clinton (D-NY), Susan Collins (R-ME) and Barbara Mikulski (D-MD) joined Senator Kay Bailey Hutchinson (R-TX) to co-sponsor her Senate Bill 540, which created greater flexibility for local education agencies (LEAs, aka “school districts”) and other recipients of financial assistance to operate elementary and secondary schools to offer single-sex schools, classes and extracurricular activities, on a voluntary basis, to children in public elementary and secondary schools. On June 8, 2002, President George Bush signed the law and the U.S. Department of Education subsequently published new regulations on October 25, 2006 addressing the legality of single gendered public schools and classes. The new law took effect on November 24th of that year.²⁹

According to the U.S. Department of Education, the new regulations, 34 CFR Part 106, provide a new exception to the general prohibition against single-sex schools. Specifically, they write in their January 31, 2007 Dear Colleague Letter that:

*With respect to requirements for offering single-sex public schools, the new regulations also provide more flexibility. The former regulations permitted an LEA to offer a nonvocational single-sex school if it offered a corresponding school for students of the other sex. Under the Department's interpretation of the former requirements, the corresponding school must also have been a single-sex school. Under the new regulations, an LEA is permitted to offer a single-sex school to students of one sex if it provides a substantially equal school to students excluded from the single-sex school based on sex, but that school may be either single-sex or coeducational. The new regulations also allow a nonvocational public charter school that is a single-school LEA under State law an exemption from the requirement to provide a substantially equal school for students of the excluded sex.*³⁰

There is a widely held misconception that the U.S. Constitution has prohibited single sex education. While the U.S. Supreme Court has ruled that race-segregation in public education is unconstitutional, the Court has not struck down the legality of single-sex public elementary or secondary education under either Title IX or the Constitution. In analyzing whether sex-separate admissions policies in public postsecondary undergraduate institutions were consistent with standards of the Equal Protection Clause, the Supreme Court has indicated that to justify a sex-based classification, the public entity must demonstrate that it is based on an important governmental objective and that exclusion of students of the other sex is substantially related to the achievement of that objective. The Supreme Court has ruled that the “justification must be genuine, not hypothesized or invented post hoc in response to litigation and that “it must not rely on overbroad generalizations about the different talents, capacities or preferences of males and females.”³¹

The “important government objective” that Madison Prep will meet is eliminating, among students who attend the school, the academic achievement, high school graduation and college matriculation gaps that have existed in Madison’s public schools for at least the last four decades. Madison Prep will also serve as a generator of best practices for closing these gaps among young men and women of color, in particular, and will share these best practices and lessons learned with educators and schools in Madison and beyond.

Both the state of Wisconsin and the Madison Metropolitan School District have defined closing the achievement gap as an “important governmental objective”, and therefore Madison Prep’s mission and purpose is consistent with this. In August 1997, the Wisconsin Department of Public Instruction hired current Urban League President & CEO Kaleem Caire to establish the Department’s Minority Student Achievement Initiative, with the aim of addressing the state’s racial and ethnic academic achievement gaps. On June 30, 2003, Wisconsin State Superintendent of Public Instruction released a press release stating that “Wisconsin Must Close the Achievement Gap.”³² In 2008, the Wisconsin Department of Public Instruction applied to participate in the Federal Race to the Top grant competition, and stated that one of the state’s primary goals was eliminating the achievement gap. While DPI does not currently list closing the achievement gap as one of its primary goals or objectives, it does state the following in the Question & Answers for Race to the Top that it prepared and published on May 14, 2010:

The Race to the Top program is a \$4.3 billion fund created under the American Recovery and Reinvestment Act of 2009. Of this amount, \$700 million has already been allocated. The purpose of Race to the Top is to provide incentives to states to implement large-scale, system-changing reforms that result in improved student achievement, narrowed achievement gaps, and increased high school graduation and college enrollment rates (USDE, 2009).

Specifically, in their state RTT application’s introductory letter addressed to the U.S. Secretary of Education, Arne Duncan on May 27, 2010, Governor Jim Doyle and State Superintendent of Public Instruction Anthony Evers identified two of Wisconsin’s goals as “ensuring all students are proficient in math and reading, drastically cut our achievement gap, drastically reduce the number of high school dropouts and significantly increase high school graduation rates for at-risk populations and increase the percentage of students who are college and career ready, and significantly increase growth in college entrances.” They further state that Wisconsin will place “an emphasis on providing additional supports, particularly in early childhood and for middle and high school transitions, to ensure that Wisconsin narrows its achievement gap and raises overall achievement.”³³

Madison Prep is being offered first and foremost as a solution to the achievement crisis among students of color, in particular. Madison Prep’s educational program also fulfills important local, state and national priorities by addressing the need to increase the cultural competence, inter-cultural awareness and international mindedness of young people who will be required to work, lead, compete and thrive in a vastly more diverse and increasingly open, competitive and challenged world. Young people who graduate from Madison Prep will be ready for college, ready for work and ready to lead and participate in a global society. This will benefit Madison, Wisconsin and our nation as a whole.

2. The International Baccalaureate (IB) Curriculum

The IB curriculum is divided into three “Programmes”: Primary (ages 3 to 12), Middle Years (ages 11 to 16), and Diploma (ages 16 to 19). The Middle Years Programme provides a framework of academic challenge and life skills, achieved through embracing and transcending traditional school subjects. The Diploma Programme is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world. Each Programme includes a curriculum and pedagogy, student assessment appropriate to the age range, professional development for teachers and a process of school authorization and evaluation.

The MYP and DP are based upon comprehensive research and extensive, wide-ranging experience in schools around the world. They are bolstered by a rigorous set of achievement standards and provide a framework to guide coherent content instruction from grade to grade, encouraging steady academic, social and intellectual progress as students expand their intellectual and social capacities, knowledge and skills. Teachers plan activities, engage students in learning and assess their progress, and then reformulate the plan according to the results.

Madison Prep will implement the International Baccalaureate (IB) Middle Years Programme (MYP) in grades 6 through 10 and the Diploma Programme (DP) in grades 11 and 12 in both schools. Each school will first implement the MYP Programme with 60 boys and 60 girls in grades 6 in 2012-13. Madison Prep will also apply for *IB Candidate School* recognition with the International Baccalaureate Organisation (IBO) the same year for both schools, and follow the organization’s new *Rules for Candidate Schools* and *Standards and Practices for MYP, DP and all IB schools* towards both schools becoming fully recognized as *IB World Schools* by the completion of their fifth year of operation.

Presently, there are 3,286 IB World Schools in 141 countries that are authorized to provide the IB Programme to 743,000 students ages 3 to 19. The United States has 1,298 IB schools: 285 offer the Primary Years Programme, 443 offer the Middle Years Programme, and 752 offer the Diploma Programme. The first U.S. IB school was authorized in 1971.

There are currently 16 IB schools in Wisconsin but only one in Dane County, a private school: Madison Country Day School in Waunakee. Just three of the 16 Wisconsin schools offer the IB Middle Years Programme: The Green Lake School in Green Lake, Wisconsin and Ronald Wilson Reagan High College Preparatory High School and Wedgewood Park International School in Milwaukee. There is only one IB charter school in Wisconsin: DLH Academy in Milwaukee operates the MYP Programme.

Not every student in each of these schools is served by the IB Programme. PYP and MYP programs are offered to all students but the Diploma Programme is most often offered to students who are academically prepared to take DP classes. For example, of the 357 seniors enrolled at Rufus King International High School in Milwaukee, only 89 were enrolled in the school’s Diploma Programme. Rufus King operates the oldest IB Programme in Wisconsin and the 9th oldest in the United States.

School	City	IB Since?	Enrolled 2010	Grade Levels	PYP	MYP	DP	Org	Type ¹
Academy of Accelerated Learning	Milwaukee	2011	611	K4-5	●			N/A	Public
Darrell Lynn Hines College Prep	Milwaukee	2004	279	K4-8	●			2R	Charter
Green Lake School	Green Lake	2010	92	4K-12	●	●	●	N/A	Public
Notre Dame de la Baie Academy	Green Bay	2007	720	9-12			●	N/A	Private
Bay Port High School	Green Bay	2011	1,705	9-12			●	N/A	Public
Catholic Memorial High School	Waukesha	2005	752	9-12			●	N/A	Private
Green Bay West High School	Green Bay	2011	1,096	9-12			●	N/A	Public
Jerome I. Case High School	Racine	1978	1,981	9-12			●	N/A	Public
Lincoln High School	Manitowoc	2007	1,284	10-12			●	N/A	Public
Madison Country Day School	Waunakee	2008	246	PK-12			●	N/A	Private
Montessori High School	Milwaukee	2010	316	9-12			●	N/A	Public
Oconomowoc High School	Oconomowoc	2005	1,440	9-12			●	N/A	Public
Ronald Wilson Reagan High School	Milwaukee	2006	1,079	9-12		●	●	N/A	Public
Rufus King International High School ²	Milwaukee	1978	1,515	9-12			●	N/A	Public
Wausau East High School	Wausau	1978	1,431	9-12			●	N/A	Public
Wedgewood Park International	Milwaukee	2009	713	6-8		●		N/A	Public

(1) Charter Schools are public schools, however, public in this chart means “a traditional public school”.

(2) Rufus King is also seeking MYP status as an MYP candidate school. In 2010-11, it began enrolling 6th graders and will grow MYP through 10th grade. Sources: Wisconsin Department of Public Instruction Public and Private School Enrollment Data and Milwaukee Rufus King High School Website.

The MYP and DP are guided by the following three fundamental concepts that are rooted in the IB mission and directly related to Madison Prep’s mission:

Holistic Learning—that all knowledge is interrelated and that the curriculum should promote the development of the whole person by encouraging students to ask challenging questions, to critically reflect, to develop research skills, and to learn how to learn

Intercultural Awareness—that school communities should encourage and promote international-mindedness by helping students understand their own cultural and national identity and explore the cultures of others; all

IB students learn a second language and the skills to live and work with others internationally—essential for life in the 21st century

Communication—that schools should encourage open and effective communication, important skills that contribute to international understanding as exemplified by the attributes of the IB learner profile

In the IB Middle Years Programme, students complete courses in Language A (English, Language Arts), Language B (Foreign Language), Math, Science, Humanities, Technology, Arts and Physical Education. In the IB Diploma Programme, students complete courses in Language A1 (English/Language Arts/Literature), Foreign Language, Math and Computer Science, Experimental Sciences (Biology, Chemistry, Physics & Earth Science), Individuals and Societies, and the Arts. Madison Prep will supplement students' learning, as appropriate, with additional electives in science, technology, communications, and social sciences to build upon their interests and expand their knowledge, awareness, and abilities in these areas.

Languages: English will be the language of instruction at Madison Prep. Both schools will offer Spanish in its first three years and will add additional foreign language offerings beginning in year 4.

Ultimately, the Middle Years and Diploma Programmes aim to enable students to:

- Build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others
- Acquire knowledge, understanding and skills, and prepare for further learning
- Develop understanding by consciously learning how to learn, think critically, and linking new knowledge to existing knowledge.
- Learn to communicate effectively in a variety of ways
- Develop a sense of personal and cultural identity and a respect for themselves and for others
- Acquire insights into local and global concerns affecting health, the community and the environment
- Develop a sense of individual and collective responsibility and citizenship

3. College Preparatory Educational Program

Madison Prep will use the following definitions of “College Readiness” and “Succeed”, proposed by the Eugene, Oregon-based Educational Policy Improvement Center (EPIC), as the framework for ensuring that its teachers, courses and curricula are preparing its students for college:

College readiness can be defined operationally as the level of preparation a student needs to enroll and succeed – without remediation – in a credit-bearing general education course at a post-secondary institution that offers a baccalaureate degree or transfer to a baccalaureate program. *Succeed* is defined as completing entry-level courses with a level of understanding and proficiency that makes it possible for the student to be eligible to take the next course in sequence or the next level course in the subject area.

The college-ready student envisioned by these definitions is able to understand what is expected in a college course, can cope with the content knowledge that is presented, and can take away from the course the key intellectual lessons and dispositions the course was designed to convey and develop.³⁴

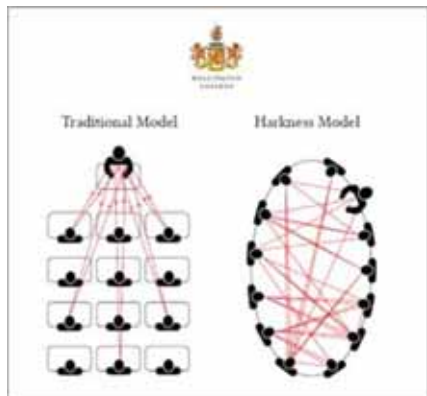
By offering the IB Programme along with highly effective teachers, effective instructional strategies, and a strong achievement-oriented school culture, Madison Prep will provide young men with a scope and sequence of quality academic courses that prepare them to win admissions to competitive colleges and universities, succeed academically, and graduate with marketable skills and intelligence. A recent study of the IB curriculum by EPIC found that IB Diploma graduates are well prepared to succeed in college. The study evaluated the alignment of the *IB Diploma Programme* standards with the *Knowledge and Skills for University Success (KSUS)* college-ready standards. IB standards were found to be “highly aligned” with

KSUS in all subjects. Data on university graduation rates of IB Diploma graduates show that more than 80% graduate from college within six years.³⁵

What the founders of Madison Prep find most intriguing about the KSUS study is the alignment between IB and Madison Prep’s mission, educational philosophy, objectives and strategies. Researchers found that “Students that complete the [Diploma] Programme have a strong foundation not only in academic skills but also in areas such as critical thinking, problem-solving, research, writing, and communication, [which] are so vital to success in college and the 21st century [workforce].”

This is consistent with what schools say about IB. Oconomowoc High School in Oconomowoc, Wisconsin reports that, “Students who enroll in the IB Diploma Programme or individual IB courses for Certificates are extremely well prepared for university studies. Colleges and universities throughout the world regard IB students as very strong admission candidates and generally award significant college credit for successful IB work completed in high school.”³⁶ At Rufus King High School in Milwaukee, students have reported receiving as many as 30 to 40 college credits for IB Courses and exams they completed, although receiving college credit for IB (or Advancement Placement-AP) courses varies widely among colleges and universities.³⁷

4. Harkness Teaching



Madison is determined to bring the right mixture of content, context, exploration, challenge and fun to the learning experience for young men and women. The presence of theater-style classroom seating with 30-minute lectures from the front of the classroom while students are hiding or sleeping in the back of the class will become a relic of the past for Madison Prep students. All of Madison Prep’s Core Classes (Language A, Language B, Mathematics, Humanities and Science) will take place around the *Harkness Table*, a large oval table that sits just close enough to the chalkboard for the board to be a resource for discussion, rather than a scribble pad for massively boring lectures about something only the committed few find valuable or enlightening.

Harkness Teaching is a discussion-based, seminar style instructional method that takes place around oval tables in every classroom. Harkness Teaching engages all learners in disciplined inquiry, investigation, exploration, practice, and assessment of key concepts, ideas, knowledge and skills being taught. In a Harkness classroom, the teacher is a facilitator who teaches, guides, and participates in the learning process while seated at the table with students. Students are challenged daily to be intellectually open and inquisitive. They are challenged to combine reason with evidence to support their thoughts and opinions and to deeply and thoroughly analyze problems, context, and situations to broaden their understanding. Students are also required to interpret, problem solve, and be precise and accurate with their decisions and assessments. These skills are the pretext of a college-ready student; of a person who has learned how to learn and think, and a person who is set-up to succeed.³⁸

Harkness Teaching grew out of the suggestion of Edward Harkness, a wealthy benefactor to Philip’s Exeter Academy in Exeter, New Hampshire in the 1930s, who desired to see that his generous gift of \$5.5M would improve teaching and learning at the school and engage all learners, not just build new buildings and increase the size of the school. Harkness, who himself struggled to keep up academically as a child and described himself as an average learner, wanted to create classrooms where teachers would engage the slowest, most disinterested and undisciplined learners while giving more able and engaged students the opportunity to dig deeper into subject matter and grow in their interest and intellect.

The best example of why Madison Prep has selected this teaching method as its primary form of instruction is best described by Mr. Harkness himself. In 1932, while discussing his gift with Exeter’s Headmaster and Board Chair, Harkness described what he hoped to achieve with his contribution:

*You are thinking of improving an existing institution by building on what you have got now. I am thinking of something much more radical than that. . . . I want to see somebody try teaching - not by recitations in a formal recitation room where the teacher is on a platform raised above the pupils and there is a class of twenty or more boys who recite lessons. That is what I am trying to get rid of. I think the bright boys get along all right by that method, but I am thinking of a boy who isn't a bright boy – not necessarily a dull boy, but diffident, and not being equal to the bright boys doesn't like to speak up in class and admit his difficulties, so doesn't get much out of the class, and has nobody to sit down with him and explain things carefully and patiently. . . . What I have in mind is teaching boys in sections of about eight in a section, not in a formal recitation room, where there would be . . . a raised platform with an instructor behind the desk, but where eight boys could sit around a table with a teacher who would talk with them and instruct them by a sort of tutorial or conference-method, where the average, or below-average boy would feel encouraged to speak up, present his difficulties, and the teacher would know. . . what his difficulties were. This would be a real revolution in methods. . . .*³⁹

Harkness Teaching supports the goals and tenets of the IB curriculum and of Madison Prep – developing students know how to think, learn how to learn, can think critically, and are engaged in the discourse and learning in every class.

To be effective in utilizing the Harkness method at Madison Prep, teachers will have to be thoughtful, passionate, knowledgeable, and prepared to lead learning and inspire students every day. Harkness Teaching also supports Madison Prep's core values, leadership dimensions and the vision it has for its students. It promotes academic achievement and personal excellence, supports deep inquiry and learning through collaboration and teamwork, inspires innovation, requires problem solving, and facilitates a global understanding of differing points of view. Planning and Implementation Grant money will be used to train teachers in the Harkness method.

5. Data-Drive Instruction

Effective schools use data to guide teaching, learning and school-based support services. Madison Prep educators will use a combination of summative, interim and formative assessments to analyze student learning and results, inform students (and parents) of their needs and progress, differentiate the curriculum and create interventions/accelerated learning opportunities, acknowledge and reward student progress, and self-evaluate the effectiveness of the curriculum, their lesson plans and their instructional practices and strategies. Administrators will use student data to review student progress and teacher effectiveness and provide coaching and feedback; to define school-wide educational strategies, policies and best practices; to ensure teachers are appropriately tailoring instruction meet the needs of diverse learners; to understand the non-academic needs, interests and performance of the school community; to communicate school results to the community; and to acknowledge and reward success.

At Madison Prep, all assessments will be aligned with the school's curriculum, as well as the IB and Wisconsin/Common Core state academic standards to ensure students are receiving appropriate instruction and being evaluate accordingly. Teachers will work together to ensure daily lessons and classroom assessments are tied to the academic standards and performance objectives and that students are aware of the knowledge and skills they are learning and developing each day.

Madison Prep scholars will know where they are academically from the first day of school and will work with their teachers to achieve satisfactory progress in all areas of the school curriculum and co-curricular programs and activities. They will also know what they are supposed to know and be able to do as teachers will share the objective(s) of every lesson with them along with the overall goals for learning in each subject being taught.

After Madison Prep is authorized and the Principal is selected, appropriate data management and personnel evaluation systems will be selected for monitoring the progress, performance and professional development of students and staff. As an MMSD authorized school, Madison Prep will seek to utilize the District's Infinite Campus Student Information Management System to warehouse, monitor and track student performance data and communicate with parents.

6. Extended School Day and Year

Madison Prep Scholars will attend school for both an extended school day and extended school year. The school day will run from 8:00am to 5:00pm and students will attend school for three semesters. The school year will be divided into an orientation period and three school semesters.

Early Release Mondays			Daily Schedule (Tues - Fri)		
	Time	Min		Time	Min
Assembly*	8:00 - 8:20	20	Assembly	8:00 - 8:20	20
Transition	8:20 - 8:25	5	Transition	8:20 - 8:25	5
Period 1	8:25 - 9:25	60	Period 1	8:25 - 9:55	90
AM Break	9:25 - 9:35	10	AM Break	9:55 - 10:05	10
Period 2	9:35 - 10:35	60	Period 2	10:05 - 11:35	90
SSR1/Lunch2	10:35 - 11:05	30	SSR1/Lunch2	11:35 - 12:05	30
Lunch1/SSR2	11:05 - 11:55	30	Lunch1/SSR2	12:05 - 12:35	30
Transition	11:55 - 12:00	5	Transition	12:35 - 12:40	5
Period 3	12:00 - 1:00	60	Period 3	12:40 - 2:10	90
PM Break	1:00 - 1:10	10	PM Break	2:10 - 2:20	10
Period 4	1:10 - 2:10	60	Period 4	2:20 - 3:50	90
Tutorial/Enrichment	2:10 - 2:45	35	Tutorial/Enrichment	3:50 - 4:50	60
Organization/Dismissal	2:45 - 2:55	15	Organization/Dismissal	4:50 - 5:00	5
Planning/Collaboration	3:00 - 5:00	120	Co-curriculars/Athletics	5:00 - 6:30	90

*Assembly will include both schools' students, faculty, staff

New Student Orientation will begin on Monday, August 20, 2012 and the first official day of school will begin Tuesday, September 4, 2012. New students will attend 210 days of school during their first year, due to the two-week orientation, and 200 days every year thereafter. The first semester will last from September 4, 2012 through Friday, January 18, 2013. The second semester will last from January 12, 2013 through June 14, 2013. The third semester will begin on Monday, July 1, 2013 and conclude Tuesday, July 30, 2013.

All Madison Prep students will be required to attend a two-week orientation prior to starting their first regular school year at Madison Prep (2012-13). Orientation will include testing and placement (though most students will have completed this in May of the previous school year), introduction to the IB curriculum or Prep Year, Destination Planning, team building with their peers, relationship building Madison Prep faculty and staff, field trips and fun activities. The ultimate objective is to help students (and faculty/staff) adopt a set of habits, relationships, mindset and a personalized achievement plan that are consistent with the culture, goals and objectives of Madison Prep.

Students will be able to arrive at school as early as 7:30am each day for breakfast. The official school day will start at 8am each day. On Mondays, students will be dismissed early at 2:55pm to allow time for teachers to plan, collaborate with each other and participate in professional development. From Tuesday through Friday, school will end at 5:00pm. For 35 minutes on early release Mondays and 60 minutes from Monday through Friday, all students will participate in academic tutoring or enrichment. Each day, the first 20 minutes will be dedicated to taking attendance, uniform inspection, school announcements, student and staff recognition, recital of the school pledge and Pledge of Allegiance and getting students into the mindset of being ready for learning. The last 10 minutes will be used to help ensure students are organized for homework and school the next day.

On Early Release Mondays, students will receive 275 minutes of instruction and instructional support. During the normal Tuesday through Friday schedule, students will receive 420 minutes of instruction and instructional support. Instructional support in the chart above is referred to as tutoring. Tutoring at Madison Prep will involve skilled and trained volunteers, but will be guided by classroom/subject area teachers in collaboration with the Skills Mastery Center Coordinator and Director of Teaching and Learning. On Early Release Mondays, students will receive an additional 35 minutes of instructional support or enrichment, depending on their learning needs. The rest of the week, students will receive 60 hours of support.

After school sports and other co-curricular activities will take place from 5:00pm until 6:30pm each day, with exception given based on the sport or activity students choose to participate in. Students will be required to participate in at least two sports (as part of the school’s health and wellness program), two non-sport activities (clubs, student government, etc.) and the school’s year-round fitness program each year. Madison Prep will also make time for students to complete community service hours, which they can apply towards graduation.

During 6th – 8th grade, athletics will be held Monday, Wednesday and Friday, and co-curriculars will be held on Tuesdays and Thursdays. A different schedule will be worked out at a later date for high school.

Academic Course Sequence. Madison Prep students will complete courses required by the International Baccalaureate Organization. Classes will take place in the following sequence within a Block Schedule format where students complete four 90-minute classes each day.

Madison Prep Course Sequence								
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
PER 1	A	E	B	F	C	G	D	H
PER 2	B	F	A	E	D	H	C	G
PER 3	C	G	D	H	A	E	B	F
PER 4	D	H	C	G	B	F	A	E

A – Language (Lang A) E – Mathematics (Math)
 B – Humanities (Hum) F – Foreign Language (Lang B)
 C – Technology (Tech) G – Health & Wellness
 D – Science (Sci) H – The Arts (Arts)

Block scheduling is generally introduced in middle and high schools. There are fewer but longer classes, providing additional time for more integrated, in-depth study, learning time and instructional support. Madison Prep students will complete eight classes over a two day period – four classes every other day as shown above. Students in the IB program must also complete a personal project. Block scheduling will allow sufficient time for students to engage in collaborative, hands-on learning experiences, conduct research, and complete their projects.

Madison Prep’s teaching force will be small during the beginning years. To accommodate teachers instructing students across two schools, a rotating class schedule every other day has been created.

The third semester (summer) will be a continuation of classroom instruction, with a greater emphasis placed on academic acceleration and remediation. It will also include opportunities for subject-matter and career exploration, travel, and a continuation of fitness training. The third semester will operate on a reduced schedule, with school starting at 8:00am and ending at 2:25pm each day. Resources permitting, after-school co-curricular and athletic activities will be provided until 4:00pm.

These extra instructional hours and days will ensure that Madison Prep Scholars are able to master the curriculum from year to year, as well as meet the rigorous student academic performance objectives of the school and personalized health and wellness goals.

Madison Prep will provide breakfast and lunch to students daily, with healthy snacks during the mid-morning, afternoons and during fitness and athletic activities.

7. Mentoring & Community Support

Evaluations of mentoring programs indicate that they have a small but significant positive effect on youth development. On average, adolescents who have been mentored are less likely to have problems in school and at home, less likely to use drugs and alcohol and less likely to get into trouble with the law.⁴⁰ The impact of mentoring varies as a function of characteristics of the mentor, the young person and their relationship. In general, mentoring tends to be more successful when a mentor maintains a steady presence in a young

person's life or an extended period of time, has frequent contact with them and involves them in a wide range of recreational, social and practical activities.⁴¹

Madison Prep will invest in three forms of school-based mentoring in support of its students' academic and personal growth and development: group mentoring, one-on-one mentoring and peer mentoring. Each is essential to the success of young men and women, particularly young people without positive, supportive or engaging parents at home or in their community. It is very likely that Madison Prep will serve students with varying degrees of parental and/or positive adult supporters in their lives.

“The tragic plight of African-American males in regard to low academic performance, high school graduation, and college enrollment together with the increased numbers of juvenile detainees, prison incarceration, and gang involvement requires a strategic response. African-American males mentoring other African-American males is one of the critical strategies that is required. In fact, it may be the most important strategy in ensuring the successful development and maturation of young African-American males into a generation of men who will be loving fathers to their children, faithful husbands to their wives, and leaders for their community.” ~ Mychal Wynn, Author of Empowering African-American Males: A Guide to Increasing Black Male Achievement

Madison Prep will utilize mentoring as a major part of its educational strategy and will seek the involvement of as many male mentors for male students and female mentors for female students as possible. It will use all three forms of mentoring as using a single form provides inconsistent or limited options for adult interaction, coaching and support.⁴² In review of the literature on mentoring available through groups like MENTOR, the national leader on youth mentoring in the U.S., utilizing different mentoring strategies will likely yield a greater positive impact on students and those doing the mentoring than might otherwise be realized if just one strategy was selected.⁴³

A. Group Mentoring

Group mentoring is when one mentor engages a small group of individuals in discussion to depart wisdom and experience on the group, to listen to their ideas and issues, and to help them problem-solve, inform their thinking, or build connections. Group mentoring has been found to be an effective tool for maximizing the benefit of a mentor's time, particularly in the case of Black, Hispanic and Southeast Asian men and women in professional careers who are highly sought after by schools to engage students but are rarely available in large enough supply to meet the extraordinary needs of young people. At Madison Prep, group mentoring will occur between faculty, staff and students, and between volunteers and students as a core practice.

Group mentors will be resources for students, ensuring to the best of their ability that students' needs are met at school and that mentees are getting along socially and academically. Each Madison Prep faculty member and staff leader will be required to serve as school-based mentors for groups of 20 boys and/or girls. This responsibility will be outlined in the position description of every Madison Prep teacher.

Athletic coaches will also serve as group mentors. They will reinforce Madison Prep's core values and leadership dimensions during athletic training and competition, and will provide students with sound personal and professional coaching, guidance and high expectations for teamwork, sportsmanship and personal conduct.

B. One-on-One Mentoring

Madison Prep staff will conduct one-on-one Mentor Statuses with each of the 20 students in their cohort at least once per quarter. Staff will hold a formal Mentor Status with each student at least once per month where they will talk through their mentees' future goals and interests, and review their progress towards fulfilling their academic and non-academic goals. These statuses are designed to

help strengthen the connection between Madison Prep students, school, and a caring adult, and to ensure students are getting good advice and counsel as they pursue educational and personal success.

Mentor Statuses will also be used in the event that a young person begins to have performance problems. In these cases, Statuses will happen immediately and be followed-up on more frequently to ensure plans and resource persons are put in place to help the student succeed. One-on-one Mentor Statuses will last approximately 15 minutes. Teachers and students will be given time during the day each week for these statuses to occur.

C. Peer Mentoring

Each new student will be assigned a veteran student to help them acclimate to the school community and address school related questions they might have. In future years, after the school adds high school grades, mentors will be upperclassmen and women (8th grade for middle school and 11th – 12th grade for high school). Peer mentors will be assigned at the beginning of school year and as new students transfer to the school. This program will be implemented in the 3rd trimester of year one, in preparation for newly arriving students in year two.

D. Community Support

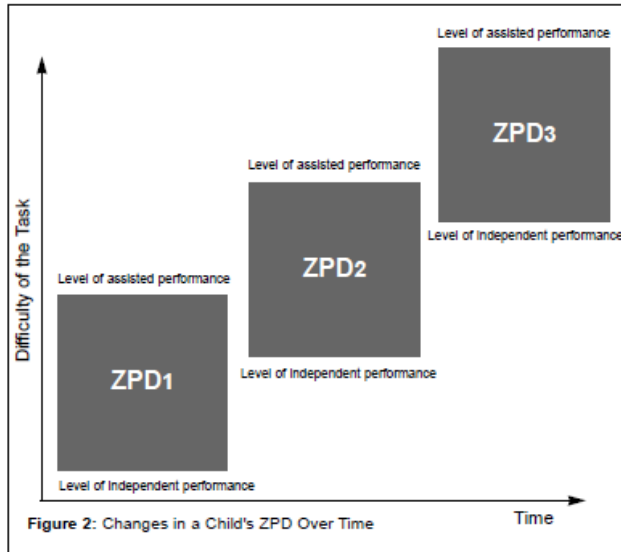
Madison Prep will seek to partner with civic groups, professional societies and professional associations, affinity groups and agencies such as 100 Black Men of Madison; fraternities and sororities; Rotary, Kiwanis and Optimists Clubs; language, cultural and literary societies; local and national colleges and universities; business and service organizations; and many others interests in lending support and engaging with its students through mentoring, event and activities they or the school may host or sponsor.

Resources permitting, Madison Prep will employ contractors through private funds: two people who will carry the title, “Community Builders.” These team members’ primary responsibility will be to develop a network of support for Madison Prep Scholars in their home communities, identifying safe-zones, supporters and advocates for Madison Prep students in communities where they reside. They will also establish relationships with key influencers in these communities and know what’s going on with students in their home neighborhoods.

Community Builders will model the school’s core values and leadership dimensions in public, and will serve as a source of inspiration, support, and partnership in the communities that they serve. *Note: This position will not be listed as a budget priority; Madison Prep will seek financial support through Americorps and other sources to support these positions after the charter school application is approved.*

8. Prep Year

Madison Prep is 100% committed to ensuring none of its students are passed from grade to grade without having the appropriate skills to succeed academically. As a result, students who enter Madison Prep significantly behind in reading and math will participate in a “Prep Year.” This will be shared and discussed with their parents prior to the beginning of the school year.



During Prep Year, Madison Prep faculty and support staff will hone in on areas where scholars are struggling academically and establish an individualized learning plan for each student. Prep Year students will be enrolled in most of the regular curriculum but will substitute certain classes for more intensive, one-on-one and small group instruction and tutoring in reading, language arts and mathematics. Skills volunteers will be used, when appropriate, to assist with tutoring. Faculty will provide consistent challenge, encouragement and support to ensure students are brought up-to-grade level as quickly as possible.

Students enrolled in Prep Year will take “Deep Dive” classes. These classes will be taught by the regular education teachers, with support from the Skills

Mastery Coordinator and Special Education and/or ESL teachers. Students who are significantly behind in Reading will substitute regular Language A with Deep Dive - Language A (DD-LA) and those significantly behind in Math will substitute regular Math with Deep Dive – Mathematics A (DD-MA). Both classes will provide students with educationally appropriate instruction within their Zone of Proximal Development, with teachers providing increasingly challenging instruction and assignments to move students learning forward at a pace that influences students’ academic growth without frustrating them or turning them off to learning.

(See chart above) As Bodrova and Leong describe in their article in the journal *Literacy, Teaching and Learning*, “The Zone of Proximal Development (ZPD) is the Vygotskian concept that defines development as the space between the child’s level of independent performance and the child’s level of maximally assisted performance. Those skills that are on the edge of emergence and that can be enhanced by varying degrees of assistance are located within the ZPD. As a new skill or concept is mastered, what a child can do one day only with assistance, soon becomes his or her level of independent performance.”⁴⁴

An example of how Prep Year will work at Madison Prep: A student completes Madison Prep’s pre-assessment in reading and is found to be reading two grade levels behind. Instead of placing this student in a heterogeneous classroom with other students who are reading near grade level or higher, and potentially placing the student at risk of losing his or her confidence and falling further behind, Madison Prep will provide one year of specialized intensive reading instruction, within the IB curriculum, to raise the student’s skills to grade level. The student will attend DD-LA where they will receive a combination of large and small group instruction, and one-on-one instructional support/tutoring. The same will apply to students who are significantly behind in math. Both classes will be taught by the Master Teacher/Department Chairs of both subject areas to ensure students have the most effective teachers guiding their learning.

Students who complete Prep Year during their first year at Madison Prep will either repeat that same grade level or move forward with their classmates to the next grade level depending on how quickly their skills develop. No student will complete Prep Year more than once.

Prep Year students will continue to be exposed to the regular curriculum during the year, ensuring that while they are building basic and critical thinking skills, they are also engaging in learning with their peers who are

not in Prep Year. Within Madison Prep's culture of teamwork and peer support, students completing Prep Year will have the full support of their peers who are not.

Prep Year students will be designated by grade level for local and state compliance purposes only, i.e. Prep 6 for 6th graders, Prep 7 for 7th graders, and so on. For example, if they have completed 5th grade and are enrolling in Madison Prep for 6th grade, they will be listed as 6th graders but will repeat 6th grade, if necessary. The same applies to other grade levels in which students enter Madison Prep.

School staff will routinely evaluate students' academic progress using a combination of formative and interim assessments that are aligned with IB and State of Wisconsin Academic Standards. Madison Prep's Principal and staff will select appropriate books, materials and tools to use with Prep Year students.

Academic Standards and Assessment

The International Baccalaureate Organization allows for and encourages schools to adapt National, State and/or District educational standards to the IB framework. Madison Prep's subject area classes will follow the new Common Core State Standards in English Language Arts and Math, and the Wisconsin Model Academic Standards in all other subject areas.

The Common Core State Standards (*aka Common Core*) were developed by the National Governor's Association (NGA) and Council of Chief State School Officers (CCSSO) in collaboration with teachers, school administrators and experts, to provide a clear and consistent framework to prepare children for college and the workforce.

The Common Core are aligned with college and work expectations, include rigorous content and application of knowledge through high-order skills, build upon strengths and lessons of current state standards, are informed by other top performing countries so that all students are prepared to succeed in our global economy and society, are evidence-based and easy to understand, and provide guidance for using the standards with English Language Learners and students with special education needs. They provide teachers and parents with a common understanding of what students should learn. They also define the knowledge and skills students should have acquired during their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. Wisconsin adopted the Common Core State Standards in 2010.

The English Language Arts standards in grades 6-12 focus on reading, writing, speaking and listening, language usage and grammar, and technology. The Mathematics standards in grades 6-12 focus on ratios and proportional relationships, the number system, expressions and equations, algebra, geometry, functions, modeling and statistics and probability.⁴⁵

When they are made available, Madison Prep will adapt its curriculum to Wisconsin's version of the new social studies standards being developed by the Council of Chief State School Officers and the Next Generation Science Standards being developed by the National Research Council and Achieve, Inc.⁴⁶

Co-Curricular Activities and Athletics

Madison Prep will offer co-curricular instead of extracurricular activities to ensure that the programs it offers complement what or how students are learning during the school day, and to ensure that student's participation and performance in these programs are measured and tracked. The type and number of co-curricular options that will be offered will be determined by each school's principal, teachers and staff once they are hired, and further informed by students' interests and needs after both schools open.

Madison Prep will also offer competitive athletics for its middle schoolers and will seek to join the Wisconsin Interscholastic Athletic Association (WIAA) when it adds ninth graders. The WIAA currently provides an associate membership to charter schools that are authorized by public school districts.

Madison Prep plans to offer a competitive seasonal sports program in the fall, winter, spring and summer, and club sports during the summer. Its competitive teams will compete in different middle school and independent sports leagues in Dane County. It’s golf team will compete against each other and other youth golf clubs in Dane County and its Track & Field team will compete against other track clubs locally, in the state and nationally (if students qualify for national junior Olympics, Penn Relays, etc).

Seasonal Sports Offered at Madison Prep							
Fall		Winter		Spring		Summer	
YM	YW	YM	YW	YM	YW	YM	YW
Football	Volleyball	Basketball	Basketball	Baseball	Softball	Golf Club*	Golf Club*
Soccer	Tennis	Intramurals	Intramurals	Track & Field	Track & Field	Track & Field	Track & Field

YM = Young Men and YW = Young Women

Madison Prep will also explore partnership opportunities to offer rowing, tennis and swimming to its students who are interested. These are generally non-traditional sports for young men and women of color; however, Madison Prep has a commitment to engage students in activities that expand their knowledge, awareness, skills and interests. As the school helps its students expand their horizons academically and socially, it will also do the same through its co-curricular programs and sports offerings.

The cost of co-curriculars and athletics will be covered through a combination of student fees, private fundraising and annual savings.

Parent Engagement

Madison Prep will engage parents in several ways to ensure they are engaged in their children’s learning and involved with the school community. Madison Prep will ensure optimal parental engagement through its Parent Association, Destination Planning for Parents, Parent Report Card, and by offering transportation and childcare, on a case-by-case basis, to parents who demonstrate a need to ensure they can participate in important school events and activities with their children.

A. Parent Association

Madison Prep will have a Parent Association (PA). The PA will consist of parents, teachers and staff of the school who pay a nominal membership fee, with fee waivers for parents who can demonstrate a significant financial need. To ensure parents who might have transportation difficulties can participate, the PA will be separated into neighborhood “cluster” teams covering multiple neighborhoods (aka sectors) in which significant numbers of Madison Prep students reside. Each team will be led by two co-captains, with one being a parent living in one of the neighborhoods within their neighborhood cluster and a Madison Prep faculty or staff member. These two persons will be responsible for coordinating monthly meetings, sharing information with parents, hearing from them and ensuring that the school is creating opportunities for all parents to be involved in the school community. Each PA will have a small budget that it will use to support parent involvement with the school and opportunities for Madison Prep parents to sponsor activities for other parents and children in the neighborhoods covered by their cluster. Madison Prep will seek to have businesses adopt each cluster and support them by providing volunteer, financial and in-kind support.

Madison Prep’s Parent Association will be comprised of four officers: a president, vice president, secretary and treasurer. The President of the Association, and all other officer positions, will serve a one-year term and cannot hold the position for more than two consecutive terms. They will be voted on by Parent Association members, faculty, staff and students to ensure a person is chosen who is truly involved with and invested in the school community. The school’s administrators will be exempt from voting. The Association’s president will serve on the Board of Madison Prep. In the first three years, there will be one Association serving both schools to ensure continuity of implementation and expectations. After year three, a decision will be made regarding maintaining one Association or splitting it into two separate Associations serving each school.

B. Destination Planning

Madison Prep will utilize the Urban League of Greater Madison's Destination Planning Program and Tools for Parents. This program provides parents with the knowledge, tools and strategies necessary to manage their talent development of their children and plan for their future success. The program is divided into four steps: Career & Interest Inventory, GAPS Analysis, 360 Success Survey and the Readiness for Success Inventory.

Career & Interest Inventory. It starts with an assessment of a student's career and personal interests, along with factors that may be influencing their beliefs about themselves, their support network and their future educational and career options. The inventory gives parents and teachers important information that be used to connect their students' aspirations and interests with desired and required learning objectives in school.

GAPS Analysis. Do parents really know what their children think about themselves and their future? The GAPS Analysis gives parents a roadmap of conversations to have with their child that help them assess their child's thoughts about their Goals, Abilities, the Perceptions other have of their child, and critical Success factors, which are things parents and their children should know, do and/or change in order for their children to succeed in and out of school.

360 Success Inventory. Do perceptions matter? Yes, they do. In this step, parents share copies of the 360 with a small group of individuals who know, teach or work with their child: teachers, counselors, coaches, family members and their child's peers. The 360 helps parents identify important perceptions about their child that may support or inhibit their child's progress.

Readiness for Success Inventory. Parents use the information gathered in the previous steps to assess their child's academic preparation, expectations, planning and engagement in school. This tool helps parents identify if their child is on track to pursue their college and career goals, and take appropriate action to ensure their child succeeds.

During the nine workshops that parents will attend, they will collaborate with and learn from each other and learn from experts in adolescent behavior and psychology, school counseling, college admissions and financial aid, college scholarships and related topics.

C. Parent Report Card

Madison Prep's Parent Report Card will include two parts: a self-assessment that parents will complete with the support of the school's Parent Association and a grade parents will receive at the same time their children receive their report card. The point grade parents receive will be informed by their child's readiness for school each day, their participation in the Parent Association and a self-assessment of their involvement in and responsiveness to the needs of their child, the school and their child's teacher. The report card is not meant to be punitive but to help parents draw clear connections between their support and engagement, and their child's progress in school. Madison Prep will offer a nurturing and supportive environment for parents, and will utilize other parents, members of the school community and community partners to help parents achieve their goals.

D. Promotional Review

There will be no *social promotion* at Madison Prep. Students will not be advanced from grade-to-grade unless they can demonstrate they are ready. Teachers, support staff and parents will be equally accountable for ensuring students are ready to move to the next grade.

In the IB program, students must complete a personal project as part of their education. At Madison Prep, students will complete a personal project every year in one of the four core subject areas: Language A (or Deep Dive Language A), Mathematics (or Deep Dive Mathematics), Humanities and Science. Students

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will determine their project focus by October 31st each year and will spend the rest of the academic year working on their project, with adequate time provided by the school. They will be encouraged to use technology and the arts in their presentations to ensure the integration of these disciplines in their work.

Students will complete two projects: an individual project and a group project. They will be required to present and defend each project at the end of the third (summer) semester to a panel of four judges, which will include a school administrator, two teachers and an external expert in field of the primary subject in which the student (or students) is presenting. Students will be given a common, set time to complete their presentations and judges will be given a common, set time for completing their scoring and assessment of the presentation. Parents will be required to attend these presentations and assist with parts of their students' projects. Should a parent have reasonably difficult time attending the presentation, Madison Prep will either provide transportation to parents, set-up a separate time when parents can attend, provide parents the opportunity to view their child's presentation video conferencing/Skype, or will hold the promotional review in a location where the parent can participate.

Madison Prep also plans to work with the Dane County Jail and the Wisconsin Department of Corrections to ensure that students whose parents are incarcerated can participate in at least their individual presentation, even if the promotional review must be held at a correctional institution so parents can participate. Madison Prep will provide transportation.

E. Incarcerated Parents

Madison Prep's Director of Family and Community Engagement will work with local, county and state correctional departments and probation officers to ensure that students whose parents are incarcerated or on probation/parole are able to participate in their child's education as well. As allowed, Madison Prep will share progress reports, report cards and regular updates with inmates and provide opportunities for students to talk with their parent(s) by phone. Madison Prep will also experiment with holding Destination Planning Sessions with Parents who are incarcerated, either virtually or in person. Each of these options will be explored after the school is approved.

Other Topics and Issues

A. Open Enrollment

Madison Prep will not participate in Wisconsin's Public School Open Enrollment Program for at least the first five years of its existence.

B. Transportation

Most Madison Prep students will get to school by bus. Madison Prep will provide Madison Metro EZ Rider Semester Youth Bus Passes and Summer Youth Passes to students who qualify for free and reduced price lunch to catch the bus to and from school. The former Mount Olive Church Facility is on a major city bus line (#6 bus) and the bus stops almost right at the front door of the building on Mineral Point Road.

C. Food Service

Madison Prep will contract with MMSD to provide its food service. Madison Prep and MMSD have commenced discussion about how the school could serve as a center for innovation around food service in collaboration with those practices that will be implemented at Badger Rock Middle School. This unique opportunity will allow MMSD to bring forward desired change in a much smaller scale in order to create better choices around food for our youth. The smaller environment of Madison Prep, especially in the early years, will provide a low risk environment to move forward innovative ideas that will improve childhood nutrition and make a positive impact on childhood obesity.

Operational Strategies

To bolster Madison Prep's eight educational strategies and drive success among students and faculty, the school will be anchored by seven core operational strategies as well:

1. Adequate Staffing
2. Diversity Hiring
3. Appropriate Facilities/Location
4. Sufficient Funding

1. Adequate Staffing

The targeted student-to-teacher ratio is 20:1. The Harkness Instructional method works best when engaging a smaller group of students. It provides for more meaningful and engaging dialogue and enables the teacher to get all students involved in the learning process. Madison Prep will also staff slightly heavier in its first year than charter schools generally do to ensure proper implementation and execution of the IB Programme, to adequately initiate and support the school's commitment to family and community engagement and to provide adequate academic and social support to its young men.

Madison Prep teachers and staff will work 8.75 hours per day (7:45am – 5:00pm) – excluding 50 minutes of duty-free lunch and break times – to accommodate the school's longer school day (8:00am – 5:00pm). Teachers will also work approximately 227 days per year, including professional development days. Adequate preparation and meeting time will also be granted to teaching staff. Madison Prep teachers and staff will be compensated with a competitive salary and benefits package.

Staff positions will be added in the years following the opening of the school, as necessary, to progressively accommodate the growing academic and administrative needs of an increasing student population. Madison Prep's staffing plan is designed to ensure the school meets its obligation and commitment to produce high levels of student achievement and success, to ensure the school stays in sound financial health and maintain compliance with local, state, and federal policies, laws and regulations, and that its students, staff, faculty, and parents are adequately supported in their respective roles.

2. Diversity Hiring

Madison Prep is committed to hiring a diverse staff. This includes, but is not limited to, diversity in race, ethnicity, and gender. The founders of Madison Prep believe that every school should have a staff that reflects the students and families it serves. Since the racial and ethnic demographics of Madison has seen a significant change in the last fifteen years, Madison Prep will serve as a model for staffing schools in this new reality.

Madison Prep will ensure that its staff is diverse through targeted strategies. First, Madison Prep will recruit teachers that get results. By targeting teachers and proactively recruiting them – rather than waiting for them to come to Madison Prep – the school can get a higher number of quality candidates from diverse backgrounds into the hiring pipeline. Second, Madison Prep will capitalize upon its close relationship with the Urban League of Greater Madison, an organization that through its mission, programs, and networks is able to attract a diverse range of teaching candidates, particularly African American educators. Third, Madison Prep will use its connections to other Madison agencies such as Centro Hispano, Hispanic Education Council, La Movida and the Southern Wisconsin Hmong Association as well as the National Urban Network of 98 affiliates, charter school networks and education reform organizations (like Teach for America and New Leaders for New Schools) across the country to help fill positions with qualified candidates. These organizations, which tend to put a high priority on diversity hiring, are well-positioned to assist Madison Prep with ensuring that its students are taught by a wide range of adults who share many of their life experiences.

Finally, Madison Prep will focus the bulk of its diversity recruitment within a six-hour drive of Madison and urban areas of the Upper-Midwest. In future years, Madison Prep plans to develop its own teachers by

partnering with area colleges and universities to establish its Harkness Teaching Fellows Program, and grow its own teachers.

Madison Prep looks forward to partnering with the Madison Metropolitan School District in forwarding what is a common agenda: more diversity among the teaching staff and school leadership in order to increase families' connection to school

3. Appropriate Facilities/Location

Madison Prep has signed a Letter of Intent to lease the Mount Olive Church facility at 4018 Mineral Point Road on Madison's Near West Side. The facility is 32,000 square feet, as well as a 1,200 square foot house that the school will use for additional office space. The terms of the lease are for three years, with the option to renew for an additional two years.

Tri-North Builders and Engberg Anderson, an architectural firm with offices in Madison, conducted the site inspection. Madison Prep's Facilities Team led by Dennis Haefer, Vice President of Commercial Banking with Johnson Bank, Darren Noak, President of Commercial Building with Tri-North Builders, Terrance Wall, Chairman and CEO of T. Wall Properties and Mike Herl, Vice President of Brokerage Services with Inland Companies are working on the terms of the lease and leasehold improvements needs.

The Mount Olive site achieves Madison Prep's goal of being located in or near the downtown area – enabling the school's leadership to maximize enrollment, recruit young men and women from its targeted attendance areas, and take full advantage of Madison's rich professional environment and diverse learning opportunities. The facility is also located on Madison Metro's #6 bus route, and the bus stops almost directly in front of what will be the entrance to the school.

The Urban League and the Board of Directors of Madison Prep will be reaching out to residents of the Mount Olive Neighborhood over the next several weeks to share information about the school, answer questions and determine how the school can partner with the neighborhood and make its facility available to those who reside in the area.

4. Sufficient Funding

Seed funding for the establishment of Madison Prep will come from public and private sources, including planning and implementation grants from charter school investment funds, charitable foundations, government agencies, and individuals.

Prospective Funding Sources for Start-up and Implementation of Madison Prep

Source	Start-up and Implementation Funding			
	Planning Year	Planning & Implementation Year	2012-2013 Year 1	2013-2014 Year 2
WI DPI Planning Grant	\$0	\$225,000	\$0	\$0
WI DPI Implementation Grant	\$0	\$0	\$225,000	\$225,000
Private Grants & Donations	\$100,000	\$150,000	\$450,000	\$450,000
Mary Burke Gift	\$50,000	\$0	\$250,000	\$350,000
Special Events	\$0	\$0	\$50,000	\$50,000
Other	\$0	\$0	\$0	\$0
Total	\$150,000	\$375,000	\$975,000	\$1,075,000

Planning & Implementation Years (Fall 2010 – Summer 2012)

ULGM will seek at least \$525,000 in individual, corporate, foundation, and government contributions and grants to support the planning and implementation of Madison Prep. Funds will be used to retain a school development director and consultants, secure additional school development expertise and support, facilitate curriculum development and school planning, secure a suitable school facility and conduct a search for and hire Principals for

both the boys and girls schools and other key positions by the spring of 2012. Planning funds will also be used to research best practices, purchase materials and information needed to develop our final proposal for submission to the Madison Metropolitan School District Board of Education, retain appropriate legal support and develop a website.

ULGM would like to hire each Principal as soon as Madison Prep's charter is approved by the Board of Education. ULGM and Madison Prep's Board of Directors have enlisted the support of QTI Group and Restaino Bunbury & Associates to assist with the principal search and potential relocation needs.

Madison Prep's Board of Directors will launch the hiring process for each principal in December 2011 with the hope of concluding the search by March 2012. While principals' selected may not be available to start until the summer of 2012, hiring these positions early will ensure that each principal is deeply engaged in the implementation of the school, including hiring staff, recruiting students, organizing and completing training, and forming relationships with founding members, the Board, partners, and members of the greater Madison community. It will also give principals who may be currently leading schools the ability to maintain good rapport with their current employers by giving them enough advanced notice before leaving.

Implementation Years (2012-14)

Madison Prep will hire its key personnel well before the school opens. Key personnel will work out of temporary office space until the school's facility is ready to be occupied.

The Principal will be hired by March 31, 2012 and begin working by no later than July 1, 2012. The school will also bring on its Director of Teaching & Learning, Director of Family & Community Partnerships, and Business Manager by June 1, 2012 to participate in student recruitment, complete training, and assist with school set-up. The Urban League will assist the Principals with conducting searches and hiring their inaugural teams prior to these staff formally assuming the leadership role full-time.

Core Values

Every aspect of Madison Prep's culture will be grounded in our mission: preparing all students for success at a four-year college or university by instilling in them Excellence, Leadership, Pride and Service. The schools' mission, philosophy, educational strategies and its following core values will define the schools culture and shape the attitudes and behaviors of all members of the school community.

A. Excellence

Students, staff, and faculty at Madison Prep will establish development plans for themselves, their classrooms, and departments. These plans will emphasize achieving personal and professional performance goals and benchmarks, and will place a high premium on doing things right the first time, learning from mistakes, mastering knowledge, skills, and concepts, and maintaining a consistent commitment to improvement.

B. Pride

Students, staff, and faculty at Madison Prep will strive to take pride in their work, relationships, and their school community at all times. That will mean producing work that one take pride in at all times, even if there is still learning to be done. The sense of pride that will be ever-present at Madison Prep will be the underlying value that reminds all in the community to treat each other – and oneself – with dignity.

C. Leadership

Madison Prep staff and faculty will be leaders in their own right, working every day to produce the leaders of the future. Leadership skills will be explicitly taught at Madison Prep and modeled by school staff at all times. Students who show an attitude for leadership will be called upon to coach their peers in the skills and attitudes common to leaders.

D. Service

Madison Prep students and staff will be judged by how supportive they are of one another and by how engaged they are in serving others outside of school. Faculty, staff, students, and Madison Prep's Board of Directors will engage in service projects throughout the Greater Madison area, as well as nationally and internationally – resources permitting. Service to their families will also be encouraged, recognized, and supported. Madison Prep students will learn that service is not a hobby, it is a way of life.

These core values will serve as the foundation for quarterly and annual student performance evaluations, semi-annual and annual performance evaluations of teachers, school leaders, and staff, and the annual review of Madison Prep's Board Members and President.

Leadership Dimensions

Developing effective leaders and practicing effective leadership at Madison Prep is central to the school's core values and expectations. To ensure our students develop and practice the attitudes, behaviors, interpersonal skills, critical thinking ability, strategic mindset, flexibility, resilience and habits of effective leadership in their personal and professional lives, Madison Prep has adopted a set of leadership dimensions that will serve as a guide, teaching tool and evaluation rubric for learning and modeling effective leadership at school and in the community.

Everyone at Madison Prep – administrators, teachers, coaches, staff and students – will be evaluated using the same rubric, which highlight four dimensions of leadership: Personal Leadership, Team Leadership, Thought Leadership and Results Leadership. The following dimensions are adapted from other leadership development models to fit the culture, needs and expectations of Madison Prep. They will continue to be refined by the school's Board, leadership, faculty, staff and students after Madison Prep opens.

A. Personal Leadership

- **Resilient and Adaptable:** Reacts to change, ambiguity and uncertainty with confidence and openness; seeks new experiences to develop his/her capabilities; solicits and acts positively on feedback; learns from experiences.
- **Demonstrates Accountability:** Accepts responsibility for one's own performance and actions; follows through on commitments; treats others fairly and consistently and protects confidential information; acts with integrity.
- **Demonstrates Courage:** Exhibits self-confidence and asserts him/herself appropriately to advocate a point of view; willing to voice an unpopular opinion; confronts personal challenges and fears; asks for help when needed; addresses conflict proactively; gives direct, constructive feedback; willing to take on challenging assignments.

B. Team Leadership

- **Collaborates:** Works effectively with others to achieve personal and group goals; gets buy-in of stakeholders by developing and maintaining strong relationships with peers, leadership, and other partners; finds ways to include the opinions and ideas of others in a project; creates an inclusive culture where diversity is respected and valued.
- **Relates Well to Others:** Is inclusive and respectful; works well with others regardless of their race, gender, socioeconomic status, or other personal characteristics; deals with disagreements or different points of view in a constructive, successful manner; maintains positive relationships even under difficult circumstances; respects authority.
- **Communicates Effectively:** Listens attentively and with empathy to concerns expressed by others; tailors message to the audience; keeps team up-to-date with information; speaks and writes clearly and concisely; thinks before commenting; encourages others to express their views, even unpopular ones; doesn't lose composure when frustrated.

- **Manages Talent:** Gives clear, motivating, and constructive feedback to team and peers; assigns team members and peers to roles that maximize their strengths and minimize their weaknesses; willingly shares expertise and experience with others; maintains a laser focus on achievement.
- **Engages and Inspires Others:** Conveys trust in peers, students, and teachers to do well in their roles; creates a feeling of energy, excitement, and personal investment; inspires others to excel; rewards and recognizes great performance.

C. Thought Leadership

- **Solves Problems:** Seeks out and considers appropriate data, ideas and experience to make decisions and solve problems; acts intuitively; looks beyond the obvious for underlying patterns; challenges assumptions; asks questions and analyzes all available sources of information.
- **Strategizes:** Thinks critically; anticipates long-term challenges and trends; understands implications of decisions; sets goals and puts plans in place to achieve them; translates ideas and concepts into practical applications; knows which people on the team or in the school need to be informed, what they need to know, and when to tell them.
- **Innovates:** Generates new ideas that add value; nurtures fresh approaches and appropriate risk taking; seeks alternative points of view; approaches problems with curiosity and generates creative solutions; seeks fresh perspectives.

D. Results Leadership

- **Manages Execution:** Organizes, coordinates, and manages teams, time, and activities (and resources for staff) to achieve key goals and objectives; prioritizes goals and objectives, considers strategy and monitors progress; works quickly to get things done; multi-tasks.
- **Drives Results:** Fosters a sense of urgency and commitment to achieve goals; sets clear goals and gives clear direction; takes initiative to proactively address critical issues; remains focused on end results and communicates need for change.
- **Maximizes Productivity:** Works with timelines and completes projects and tasks on time (and on budget for staff); ensures that defined standards, benchmarks, processes, and best practices are adopted & updated; drives continuous improvements.

Accreditation

Madison Prep desires to establish itself as a school that values and sets an example for operational, leadership, governance, financial and performance excellence. As a step towards achieving this goal, Madison Prep will seek accreditation through the region's not accredited body for secondary schools.

Within the first five years of its contract with the Board of Education of MMSD, Madison Preparatory Academy will seek accreditation for both of its schools through the North Central Association, Commission on Accreditation and Improvement and their parent organization, AdvancED. AdvancED is the world's largest education community, serving more than 27,000 public and private schools and districts across the United States and in 69 countries that educate over 15 million students. Consistent with Madison Prep's mission, AdvancED believes that students must be prepared to succeed in a constantly-evolving and diverse world and that educational institutions have a deep responsibility to deliver quality education to students from all walks of life.

As the global leader in advancing education excellence through accreditation and school improvement, AdvancED brings together more than 100 years of experience and the expertise of the two largest US-based accreditation agencies — the North Central Association Commission on Accreditation and School Improvement (NCA CASI), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

AdvanceED's Accreditation Standards for Schools

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Madison Prep's boys' and girls' schools will work with AdvancED's Madison-based Wisconsin Office to apply to become a candidate for accreditation in the schools' third year of operation. Madison Prep will then spend years four and five completing the accreditation process, with the goal of earning accreditation at the end of its fifth year of operation.

AdvancED's current accreditation standards for schools will change in 2012, but additional information on their current standards is available at their website: <http://www.advanc-ed.org/schools>.

Facilities Plan

Madison Prep is in the process of securing a lease agreement for the 32,000 square foot former Mount Olive Church facility at 4018 Mineral Point Road in Madison to temporarily house the school during its first three years, 2012 – 2015.

Madison Prep plans to stay in its initial facility for a minimum of three years. In year four, Madison Prep intends to move one or both of its schools into one or more permanent facilities that can appropriately handle the school's growth to 820 students. Ideally, Madison Prep would have two separate school buildings on a common campus. One building would serve girls; the other, boys. There would also be another facility attaching both schools that would have a multipurpose gymnasium/performing arts stage, cafeteria, computer labs, art rooms, music room, etc.

Madison Prep will reach its maximum enrollment in 2018-19, when it adds its first 12th grade class.

In its first year of operation (2012-13), Madison Prep has budgeted \$6/square foot per student and projects to spend approximately \$12,600 per month to lease a facility. In its fifth year, assuming both schools have moved into separate facilities, Madison Prep projects to spend as much \$82,852 per month on lease or mortgage payments. Annual facilities savings will be used to secure a long-term facility for the school, and upgrades to the temporary facility, as needed.

Madison Prep's Facilities Committee includes: Dennis Haefler, Committee Chair, Vice President of Commercial Banking, Johnson Bank; Kaleem Caire, President & CEO, Urban League of Greater Madison; Terrance Wall, Chairman and CEO, T. Wall Properties; Paul Cuta, Managing Partners-Madison Office, Engberg Anderson Design Partnership; Laura DeRoche-Perez, Director of School Development, Urban League of Greater Madison; Peter Garson, Attorney/Partner, Von Briesen & Roper SC; Mike Herl, Vice President of Brokerage, Inland Companies; Carrie Wall, President & CEO, YMCA of Dane County; Tami Holmquist, Business Manager,

Edgewood High School; Darren Noak, President of Commercial Construction, Tri-North Builders; Richard Scott, Retired Educator, Madison Metropolitan School District; Chris Zak, Wisconsin Sales Director, First American Title; and Rod Zubella, President, Vierbicher Associates, Inc.

Facilities Financing Options

The State of Wisconsin does not have a specific facilities financing fund for charter schools and does not participate in the federally funded Credit Enhancement for Charter School Facilities or State Charter School Facilities Incentive Grant Programs. These programs provide facilities grants to public charter schools to improve their credit in order to obtain private sector capital to buy, construct, renovate or lease academic facilities. Instead, Wisconsin charter schools use a combination of private fundraising, bank financing and the per pupil local and state aid they receive to secure, develop and maintain educational facilities.

In the absence of specific local, state and federal facilities funding for charter schools, Madison Prep will secure, renovate and lease a temporary facility using a combination of private fundraising and the per pupil investment it will receive from its authorizer, the Madison Metropolitan School District Board of Education.

Madison Prep projects to spend the following amounts per pupil on its facility in years 1 – 5:

Year 1	Year 2	Year 3	Year 4	Year 5
\$3,312	\$1,439	\$969	\$2,301	\$1,860

To address its long-term facility needs, Madison Prep will seek additional financial assistance through traditional bank financing, a significant private fundraising campaign, tax-exempt bonds and excess general operating revenue. It will use its bank savings, low-risk investment strategies and on-time bill payments to establish a solid credit rating, and will seek credit enhancement assistance through offering entities listed later in this section.

Besides traditional banks, there are several organizations that provide facilities financing and related technical assistance for charter schools in Wisconsin. They assist charters with securing tax exempt bonds, New Market Tax Credits, Qualified School Construction Bonds (QSCBs), Qualified Zone Academy Bonds (QZABs), and loans and guarantees from lenders. They also invest in charter schools in different stages of their development and provide varying levels of auxiliary services and technical assistance. Some of the financing options are:

A. New Market Tax Credits (NMTC)

Congress created the New Markets Tax Credit Program in 2000 to stimulate private investment and economic growth in low-income communities. A federal tax credit of 39% is provided over seven years for Qualified Equity Investments (QEIs) made through designated Community Development Entities (CDEs). Substantially all of the QEI must in turn be used by CDEs to make loans to or investments in businesses and projects in low-income communities. In June 2006, the NMTC Program broadened its scope by allowing CDEs to invest in businesses located outside of low-income areas provided the businesses are owned by, hire significant numbers of, or predominately serve low-income persons. In addition, the program serves persons who have suffered as a result of Hurricane Katrina.

NMTCs may be utilized in a wide range of qualified business activities, from small business lending to financial counseling to real estate development. Eligible real estate development projects encompass community facilities, including those for charter schools. With NMTC financing, CDEs can make equity investments in or, more commonly, loans to charter schools for facilities projects in qualifying low-income census tracts. Benefits can include reduced interest rates, seven-year terms, longer amortization periods or no principal amortization, and debt cancellation. To date, \$26 billion of tax credit allocation authority has been awarded in seven rounds through a competitive process administered by the CDFI Fund. According to the CDFI Fund, these allocations have resulted in investments in distressed communities totaling \$12 billion through 2008.

A number of NMTC allocatees have included charter schools specifically or community facilities generally as one of the proposed uses of their tax credits. By 2009, 40 organizations had received 119 NMTC awards totaling \$573M.⁴⁷

B. Qualified School Construction Bonds (QSCB)

These bonds support the construction, rehabilitation or repair of public school facilities, the acquisition of land on which such facilities will be constructed and furniture and equipment for the facilities. Projects financed with QSCBs must comply with federal wage rate requirements and labor standards. State and local governments may issue up to \$22 billion of QSCBs, including \$11 billion allocated in 2009 and another \$11 billion in 2010.

QSCBs are tax credit bonds for which the federal government provides a tax credit in lieu of interest payable on the bonds, lowering interest expenses for the borrower. The bondholder receives all or a portion of its return on investment as a federal tax credit against its federal tax liability. The maximum maturity and the rate of the federal tax credit is set daily by the Treasury Department, but is fixed for the life of the bonds at issuance. The federal government provides eligible school districts with a reimbursement, up to 100 percent, of interest costs paid by the district on qualified school construction bonds. The result may be a savings of up to 40 percent of the cost of construction, renovation, and improvement projects.

To date, approximately \$2.7 billion in QSCBs have been issued, virtually all on behalf of traditional district schools. Uncommon Schools' North Star Academy charter school in Newark completed a \$16.5 million QSCB transaction in December 2009, with a supplemental interest rate of 2%. YES Prep Public Schools in Houston combined \$5.5 million in QSCBs with \$16 million in QZABs, with a net interest rate of under 1%. Several other charter school QSCB transactions are in progress in New Jersey, Texas and Washington, D.C.

The American Recovery and Reinvestment Act (ARRA) authorized \$11 Billion in 2009 and 2010 in QSCB nationwide. Wisconsin was allocated \$170,707,000 in 2009. Wisconsin has been allocated \$173,392,000 in 2010.

C. Qualified Zone Academy Bonds (QZABs)

The federal QZAB program provides tax credits to financial institutions holding school district bonds issued to finance eligible projects. These bonds help eligible public schools raise funds to rehabilitate and repair facilities, purchase equipment, develop course materials and train teachers and other school personnel. Through QZABs, school districts can save on interest costs associated with financing school renovations. QZAB proceeds may not be used for new construction or land acquisition. QZABs were capped at \$400 million annually from 1998 to 2008; the Recovery Act increased the cap to \$1.4 billion annually for 2009 and 2010. The federal government allocates the authority to issue QZABs to states based on their proportion of the United States population living below the poverty line, and the Internal Revenue Service publishes state allocations for each year. Individual states determine which portion of their allocations, if any, may be used by charter schools. The federal government covers all of the interest on these bonds, resulting in savings of up to 40 percent of the cost of these renovation and improvement projects.

To be eligible for the QZAB Program, a public school must be located in an Empowerment Zone or Enterprise Community or have a student body in which at least 35% of students are eligible for the federal free and reduced-price lunch program. In addition, the school must develop a partnership with a business or other private entity that makes a contribution to the school worth at least 10% of the principal amount borrowed. Schools are also required to have a comprehensive education plan approved by their local school district and in which students are subject to the same standards and assessments as other students in the district.

Wisconsin was allocated \$6,102,000 of QZAB issuance authority for calendar year 2011.

D. Organizations Financing Charter Schools

The following organizations provide technical assistance and financing to Wisconsin charter schools:

Building Hope (Washington, DC) is a nonprofit multi-services partnership firm that supports high quality public charter schools in multiple U.S. cities by providing technical and financial assistance for capital projects. They support schools at start-up and through their growth span providing real estate technical assistance (site selection, design, lease/purchase negotiations, constructing affordable loans, and subleasing), facilities financing (lending, guaranteeing/insuring debt from \$250K to \$1M, facilitating financing and issuance of bonds), and back office professional business services (facilities maintenance and repairs, finance and accounting, payroll and employee benefits, and information technology).

Charter School Development Center (Hanover, MD) provides facilities solutions for charter schools nationally through real estate development, financing, and credit enhancement services. Through its *Building Block Fund*, CSDC provides loan guarantees, first-loss debt service reserves, substitute equity and additional collateral for leasehold improvements, acquisition, renovation, and construction loans, as well as lease guarantees. BBF has helped more than 50 charter schools leverage nearly \$150M in financing since 2001.

IFF (Chicago, Milwaukee) is a nonprofit corporation and an award-winning community development financial institution certified by the U.S. Department of the Treasury in 1996. In 2008, IFF received the Wachovia NEXT Award for Opportunity Finance and Fast Company's Social Capitalist Award for its innovative lending model. Founded in 1988, IFF is a nonprofit community development financial institution (CDFI) committed to strengthening nonprofits in Missouri, Illinois, Indiana, Iowa and Wisconsin through affordable financing, real estate consulting, research, and public policy. IFF opened a Wisconsin office to serve nonprofits throughout the state in 2009. IFF has provided over 35 below-market rate loans in Wisconsin for a total principal of nearly \$19 million. Today, IFF supports child care centers, community development facilities, affordable housing developments, health care clinics, and schools in the state. It is the only one-stop shop in the Midwest offering affordable financing and real estate services at every stage of school development.

IFF provides loans for projects ranging from \$10,000 to \$1.5M for pre-development and start-up costs with terms of up to 15 years. They also provide credit enhancement of bonds and investor pools for projects over \$1.5M, including low tax-exempt interest rates and up to 100% financing and 30-year terms on leased or owned facilities. Schools in certain markets can rely on IFF for help with the full spectrum of their real estate needs, including project feasibility analysis, pre-development, and project management. To date, IFF has supported 80 educational facilities, including 46 charter schools in four states that have leveraged \$202M in facilities financing.

Local Initiatives Support Corporation (New York, NY) established the *Educational Facilities Financing Center (EFFC)* in 2003 to support the development of quality public charter and alternative schools in low-income neighborhoods by providing short-term acquisition and construction loans, with an interest-only period, and permanent financing with a seven-year term and 12-year amortization period. To date, the EFFC has closed \$52 million in loan and guaranty investments in 15 local funds, together with \$1.2 million in companion grants that have helped leverage \$367 million in financing for 66 schools. LISC has also employed \$30 million of its NMTC allocation on behalf of charter schools and served as leveraged lender on other NMTC transactions. In June 2009, LISC received an additional \$8.3M from the U.S. Department of Education to bolster its financing initiatives for charter schools.

NCB Capital Impact (Arlington, VA), a non-profit affiliate of National Cooperative Bank (also a nonprofit), has provided more than \$100M in facilities financing to public charter schools nationally, including schools in Wisconsin. The company offers construction, renovation and leasehold improvement loans, real estate acquisition and term loans, equipment loans, and in an exceptionally few cases, revolving lines of credit. The range of funding provided is between \$1M to \$10M. NCB generally funds schools that are at least three years old and have an enrollment and academic performance history, but they have funded

younger schools in some cases. In 2005, NCB Capital Impact used \$6 million of an \$8 million ED grant to establish The Enhancement Fund (TEF), in partnership with a major pension fund. This \$60 million fund is providing capital to charter school facilities projects in Florida, Georgia, Michigan, Minnesota, Ohio and Wisconsin. TEF offers loans of up to \$8 million with terms and amortizations of up to 25 years and fixed or variable interest rates. These loans may be used for acquisition, renovation, construction or leasehold improvement projects. The balance of the grant is used to provide credit enhancement to construction, leasehold improvement and NMTC transactions in the same geographic area.

Public Financing Authority (Madison, WI) is a unique governmental entity established under Section 66.0304 of the Wisconsin State Statutes, authorized to issue tax-exempt, taxable, and tax credit conduit bonds for public and private entities throughout all 50 states. PFA is jointly sponsored by the National Association of Counties, National League of Cities, Wisconsin Counties Association and League of Wisconsin Municipalities (the “Sponsors”). PFA’s mission is to provide local governments and eligible private entities access to low-cost, tax-exempt and other financing for projects that contribute to social and economic growth and improve the overall quality of life in communities throughout the country. They provide charter schools, which lack statutory authority to directly tax or bond, the ability to finance capital expenditures. By serving as an issuer of conduit debt, PFA enables 501(c)(3) charter schools to finance their long-term capital needs through access to the tax-exempt bond market. Due to its nationwide scope, streamlined issuance policies and ability to aggregate multiple issuances, PFA is able to provide bond financing in a way that is efficient and affordable for 501(c)(3) borrowers.

Raza Development Fund, Inc., a support corporation of the National Council of La Raza (NCLR), was established in 1998 as the community development lending arm for the NCLR. RDF’s mission is to invest capital and create financing solutions to increase opportunities for the Hispanic community and low-income families in the areas of quality educational opportunities, affordable housing and access to quality primary health care. RDF provides predevelopment, leasehold improvement, acquisition, construction and mini-permanent loans to charter schools, along with technical assistance for business, growth and facility planning. In addition, RDF employs its \$14.6 million in ED grant funds to provide guarantees for both leases and loans to charter school landlords and lenders. Since its inception, RDF has approved \$53 million in direct financing for 55 charter schools, CMOs and nonprofit real estate developers to acquire or construct facilities in 18 states, resulting in the creation of 28,200 new student seats. This financing has supported facilities projects with total costs of \$170 million, leveraging additional support and financing from traditional lenders, including Bank of America, Wells Fargo Bank, Citibank, JPMorgan Chase Bank, Prudential Social Investments and State Farm Insurance Company. To date, RDF has provided capital to 200 organizations, funding loans totaling \$139 million. This financing has leveraged \$800 million in private capital for projects serving low-income families and individuals.

Wisconsin Health and Educational Facilities Authority (WHEFA) was created by the Legislature in 1973 (Chapter 231, Wisconsin Statutes), has been providing active capital financing assistance to Wisconsin health care institutions since 1979. In 1987, WHEFA's charter was expanded to include the issuance of bonds for the benefit of independent colleges and universities and certain continuing care facilities. In 2004, WHEFA's charter was further expanded to include the issuance of bonds for the benefit of private, non-profit elementary or secondary educational institutions. In 2009, WHEFA's charter was further expanded to include the issuance of bonds for the benefit of non-profit research facilities. The organization serves a conduit financing agency, assisting eligible Wisconsin health care and education institutions with obtaining tax-exempt financing, including charter schools that are accredited by WHEFA. Its staff assists health care and educational institutions in analyzing financing alternatives and in structuring revenue bond issues to meet their needs. This financial advisory service is available to all eligible borrowers even if WHEFA is not the ultimate issuer for the financing. Funds for each project are obtained through the sale of revenue bonds of the WHEFA. Bonds are sold to institutional lenders in "direct placement" transactions and to individual and institutional investors in "public offerings." Bond sale proceeds are loaned by WHEFA to the borrowing institution or project sponsor. No state or other public funds are used.

Marketing and Recruitment Strategies

A. Priorities and Goals

Madison Prep's marketing plan will support three priorities and goals:

1. **Enrollment:** Recruiting, retaining, and expanding student enrollment annually – share Madison Prep with as many parents and students as possible and establish a wait-list of at least 15 young men and 15 young women the first year, and 30 young men and women each annually thereafter.
2. **Staffing:** Recruiting and retaining a talented, effective, and committed faculty and staff – field qualified applicants for each position in a timeframe that enables us to hire by June 30 each year.
3. **Public Image and Support:** Building, maintaining, and solidifying a base of support among local leaders, financial contributors, key partners, the media and the general public.

B. Strategies

To recruit students, Madison Prep will make use of a variety of marketing strategies to accomplish its enrollment, staffing, fundraising and publicity goals. Each strategy will be phased in, from pre-launch of the school through the first three years of operation. These marketing strategies are less expensive and more sustainable with the budget of a new charter school than television, radio, and popular print advertisements. They also deliver a great return on investment if executed effectively. Each strategy will enable Madison Prep, with its limited staff, to promote itself to the general public and hard-to-reach communities, build relationships, sustain communications and achieve its goals.

1. **Image Management:** Madison Prep's logo and images of young men and women projecting the Madison Prep brand will be featured on the school's website, in informational and print materials, and on inexpensive paraphernalia (lapel pins, emblems, ink pens, etc). Students will be required to wear uniforms that include a navy blue blazer featuring the Madison Prep emblem, a red tie, White or light blue shirt, khaki pants, and Black or brown dress shoes. They will also have a gym uniform and athletic team wear that features the Madison emblem. Additionally, Madison Prep will also ensure that its school grounds, educational facility, and learning spaces are clean, orderly and well-maintained at all times, and that these physical spaces reflect positive images of Madison Prep students, positive adult role models, community leaders, families, and supporters. Madison Prep's Core Values will be visible through the school as well, and its students, faculty, staff, and Board of Directors will reflect an image in school and in public that is consistent with the school's Core Values and Leadership Dimensions [see Appendix].
2. **Grassroots Engagement:** Madison Prep's founders and its key staff (once hired) will go door-to-door in target neighborhoods, and other areas of the city where prospective candidates can be found, to build relationships with young men and women, families, and local community resource persons and advocates to recruit youth to attend Madison Prep. Recruiters will be dressed in the Madison Prep uniform (either a polo shirt or suit jacket/tie, each showing the Madison Prep emblem, and dress slacks or skirt) and will visit homes in two person teams.

Madison Prep will also partner with City Council and County Board members, Neighborhood Association leaders, local libraries and community organizations to host community meetings year-round to promote the school in target neighborhood. It will also promote the school to citizens in high traffic residential areas of the city, including metro stops, restaurants, community health agencies, and at public events. Madison Prep will engage the religious community as well, promoting the school to church leaders and requesting to speak before their congregations or have the church publicize the school during their announcements on Sundays and ministry activities during the week. Area businesses, hospitals, government agencies, foster care agencies, and mentorship programs will be asked to make information available to their patrons, clients, and families. Madison Prep will also seek to form partnerships with the Police Department and Court System to ensure judges, attorneys, neighborhood police officers, and

family advocates know about the school and can make referrals of young men and women they believe will benefit from joining Madison Prep's school community.

3. **Online Presence & Partnerships:** Madison Prep launched a website in July 2011 and updated its current Facebook and Twitter pages prior to the school opening to expand its public presence. The Facebook page for Madison Prep presently has 308 members. The page is used to raise awareness, expand support, communicate progress, announce activities and events, and promote small-donor fundraising campaigns. The website is used to recruit students, staff, and eventually serve as an entry-point to a member only section on the Internet for faculty, students, and parents.

Madison Prep will establish strategic alliance partnerships with service associations (100 Black Men, Links, Hispanic Chamber of Commerce, Fraternities and Sororities, Rotary, Kiwanis, Optomists etc.), enlisting their participation in and support of Madison Prep. In addition, Madison Prep will establish partnerships with area public and private elementary schools to recruit students.

4. **Viral Marketing:** Madison Prep will use email announcements and social networking sites to share its mission, activities, employment opportunities, and successes with its base of supporters and will inspire and encourage them to share the information with their friends, colleagues, parents and students they know who might be interested in the school. Madison Prep will add to its base of supporters through its other marketing strategies, collecting names and contact information when and where appropriate.
5. **Buzz Marketing:** Madison Prep will use subtle forms of marketing to recruit students and faculty, increase its donor and support base and develop a positive public image. The school will maintain an influential board of directors and advisors, will engage notable people and organizations in the school, and will publicize these assets to the general public. The school will also prepare key messages and strategically involve its students, staff, and parents in key events and activities to market its brand – high achieving, thoughtful, forward thinking, confident and empowered young men and women who are being groomed for leadership and success by equally talented, passionate and committed adults. The messages, images, and quality of interactions that the broader community has with members of the Madison Prep community will create a positive buzz about the school, its impact, and the success of its students.
6. **School Visits & Activity Participation:** Each year, from the week after Thanksgiving through the end of the school year, Madison Prep will invite prospective students and parents, funders, and members of the community to visit the school. A visit program and weekly schedule will be established to ensure that the school day and learning is not interrupted by visitors. Madison Prep will also establish an open visit policy for parents, and will create opportunities for them to leverage their ongoing involvement with the school and their young men and women. Through nurturing positive relationships with parents, and establishing an environment where they are wanted and respected, Madison Prep will create spokespersons in the community who help grow its student body and community support. Finally, Madison Prep will host an annual community event that engages its school community with the Greater Madison community in a day of fun, competitive events for families, and will serve as a resource to parents whose children do not attend Madison Prep by inviting them to participate in its Destination Planning workshops.
7. **Popular Media:** Madison Prep will allocate resources to market its schools on the radio during the peak student recruitment season in two phases. Phase I will commence in December 2011 and Phase 2 advertising will take place between February and April 2011. To defray costs, Madison Prep will enlist the support of popular radio personalities for feature interviews, spotlights, and PSAs featuring Madison Prep's leadership to promote the school.

Student Enrollment and Admissions

For Madison Prep’s inaugural school year, 2012-13, only 6th graders will be admitted to both the boys and girls schools. Both schools will be open to all young men and women who are residents of the Madison Metropolitan School District, and who apply by the registration deadline, provided seats are available. The registration deadline will be determined after the schools are authorized.

All interested families will complete an Enrollment Form online, during community meetings and outreach activities, through local community-based partners and health agencies, or during a visit to the school (after it opens). If Madison Prep receives 60 or less enrollment forms for 6th grade for either the boys or girls schools in the first year, all students who applied will be admitted. If the school receives *more than* 60 enrollment forms for either school in the first year, or more enrollment forms than there are seats available in a grade in subsequent years, it will hold a public lottery for the school at a location that provides enough space for applicant students and families to participate. If the school does not fill all available seats, it will continue its grassroots recruiting efforts until it reaches its enrollment goal.

Siblings of current students who are already enrolled in Madison Prep or who receive a seat during the lottery will receive preference for enrollment in the school. While all names will be included in the lottery and will be pulled blindly, the lottery process will account for sibling preference.

A. Projected Enrollment (Goal)

Madison Prep will seek to enroll identical number of boys and girls in both of its school annually. In the first year, the boys’ school will enroll 60 sixth grade young men and the girls’ school will enroll 69 sixth grade young women. Both schools will grow by one grade per year every year until reaching a full complement of 6th through 12th grade. At maturity, Madison Preparatory Academy for Young Men and Madison Preparatory Academy for Young Women will each enroll a maximum of 420 students. Chart 1 below reflects the school’s enrollment and growth goals for each school from the school’s first year through the year it graduates its first senior class in 2019.

Although any grade-eligible student in the Madison Metropolitan School District may apply to attend Madison Prep, the school will use a careful marketing strategy (see previous section) to ensure that the school serves the students it was designed to serve. Based on enrollment projections and attendance areas where Madison Prep expects to draw its enrollment, it is anticipated that both schools will serve a student population that is at least 65% free/reduced lunch students and racially and ethnically diverse: 40% African American, 30% Hispanic, 20% White, 5% Asian and 5% other.

Chart 1: Projected Student Enrollment at Each School (Goal)

	2010-11	2011-12	2012-13 <i>Year 1</i>	2013-14 <i>Year 2</i>	2014-15 <i>Year 3</i>	2015-16 <i>Year 4</i>	2016-17 <i>Year 5</i>	2017-18 <i>Year 6</i>	2018-19 <i>Year 7</i>
6 th Grade	Planning Year	Implementation Year	60	60	60	60	60	60	60
7 th Grade				60	60	60	60	60	60
8 th Grade					60	60	60	60	60
9 th Grade						60	60	60	60
10 th Grade							60	60	60
11 th Grade								60	60
12 th Grade									60
Total	N/A	N/A	60	120	180	240	300	360	420

Chart 2 shows the mobility rates – the number of students entering and leaving school during one school year – of students attending middle and high schools in the Madison Metropolitan School District.

Chart 2. Student Mobility Rate in the Madison Metropolitan School District

Year	Total Students	Level	White	Asian	Hispanic	Black
1991	15.6%	MS	8.7%	9.5%	32.8%	60.0%
2009	13.8%	MS	6.4%	6.8%	12.3%	31.2%
1991	26.6%	HS	22.3%	12.3%	45.6%	56.5%
2009	34.2%	HS	19.3%	11.3%	40.5%	74.8%

Chart 3 reflects Madison Prep’s projected enrollment if attrition/mobility in the Madison Metropolitan School District impacts student enrollment. Madison Prep does not expect to have the same level of attrition experienced at other schools because students will not be bound by attendance areas in order to attend the school. If families move outside a school attendance area but stay within district boundaries, their children can remain at Madison Prep.

Chart 3. Projected End-of-Year Enrollment after normal Attrition

	2010-11	2011-12	2012-13 Year	2013-14 Year 2	2014-15 Year 3	2015-16 Year 4	2016-17 Year 5	2017-18 Year 6	2018-19 Year 7
6 th Grade	Planning Year	Implementation Year	54	54	54	54	54	54	54
7 th Grade			54	54	54	54	54	54	
8 th Grade			57	57	57	57	57		
9 th Grade			50	54	54	54			
10 th Grade			57	57	57	57			
11 th Grade			57	57	57	57			
12 th Grade			57	57	57	57			
Total	N/A	N/A	54	108	165	215	276	333	390

The attrition levels indicate the number of students who may leave each year after the school year has begun. Estimated annual attrition is adjusted in chart 3 by -10% in grades 6, 7 and 9 and -5% in grades 8, 10, 11 and 12. As students get closer to graduation, have built camaraderie with their peers and teachers, and have become acculturated to Madison Prep, the school expects to lose fewer students. In the meantime, the school will work very hard to maintain its enrollment. The increased enrollment dip at 9th grade in 2015-16 reflects the number of students we expect to lose as a result of our move into a permanent facility and potential interest on the part of students in moving to other high schools.

B. Admissions Process

Madison Prep launched the website for its school in August 2011. It will begin its outreach campaign in October 2011 to build support for authorization of the school, and will further ramp up its outreach efforts in January 2012 to secure an appropriate number of admissions applications for the school’s inaugural year.

The school’s official enrollment period will begin February 6, 2012 and end April 20, 2012. Beginning February 6, parents will be able to submit enrollment forms on-line, at local enrollment sites or at the Urban League of Greater Madison. Parents may also send their enrollment forms through U.S. Mail.

Prior to February 6, Madison Prep will have parents complete *Enrollment Interest Forms*. For those parents who complete these forms, Madison Prep will stay in consistent contact with them, reminding them of when the official enrollment period begins and ends.

Madison Prep’s enrollment period for both schools prior to its first year will be conducted in four phases:

- Phase 1, Pre-Registration, August 1, 2011 – February 5, 2012: Parents will submit their enrollment interest forms to Madison Prep and complete a pre-enrollment interview with Madison Prep’s leadership

to learn more about the school. Madison Prep will also host School Information Seminars in different locations across Madison, with an emphasis on the Cherokee, Toki and Wright Middle School attendance areas.

- Phase 2, Enrollment Period, February 6, 2012 – April 20, 2012. If necessary, a public lottery will be held to select students on Saturday, April 21, 2011.
- Phase 3, Admissions & Registration, April 30, 2012 through May 19, 2012. Parents must submit completed registration information, valid proof of residency, records transfer requests from their child's current school, and complete a one-on-one enrollment interview with a Madison Prep representative and their admitted child.
- Phase 4, New Student and Parent Orientation. These dates will be set by each school's principal after they are hired. Parents will be required to submit their child's final report card and their 2011 (or 2012, if available) annual standardized test scores results by the orientation date or risk their child losing their seat to another student on the waiting list.

1. Pre-Enrollment Interview

The Interview will last 30 minutes and will be a time for Madison Prep to share information with prospective parents and students about the school. They will learn about the school's core values and expectations; what a typical day will be like for students; and about opportunities that will be available to Madison Prep students to learn and grow outside the classroom. Parents and students will share more about themselves, why they are interested in Madison Prep and what their expectations are of the school. Parents/Guardians will learn about what Madison Prep's expectations of them and their child. For example, parents will be expected to dedicate 20 hours per school year to the school (2 hours per month). This can include such things as volunteering in the classroom, supporting administrative processes, participating in Madison Prep's Parent Association, leading or supporting school activities, leading one of the school's Neighborhood Family Teams or helping with school events.

2. New Student & Parent Orientation

The orientation will last no longer than 3 hours. At orientation, parents and students will learn more about the academic program and activities planned for the school year; will get to know their peers, other parents, and faculty and staff; and will tour the school facility, order school uniforms, sign up for the Parent Association, ask questions, and share ideas. The orientation is where parents and students will be asked to sign the Madison Prep Parent-Student Compact, which outlines each stakeholder's commitment to work together to ensure the school's students are successful and achieve their goals.

Projected Marketing & Recruitment Timeline

During the initial years, Madison Prep will implement a very aggressive recruitment campaign to ensure that all available seats and teacher/staff vacancies are filled. After year four, Madison Prep anticipates that the school will have demonstrated consistent academic results and fostered relationships within the community so that recruitment efforts can be slightly less aggressive and less costly. A table detailing the timeline for the enrollment process has been included below:

<u>Dates</u>	<u>Actions</u>
November 28, 2011	Madison Board of Education Votes to Approve the Schools
December 2011	Launch a search process for the principals of both schools Participate in Community Holiday Events; Promote the School
February 2012	Launch a search process for the school's key staff and teachers Launch Phase 2 of Madison Prep's Website & Social Networking Media Begin Grassroots, Viral, and Presence Marketing Campaign Drop brochures at local businesses, health clinics and other high traffic areas Madison Prep Board of Directors Retreat: Charter Management & Partnerships Begin Enrolling Students
March 2012	First Round of Paid Media (Radio & Print) Host First Community Meetings/Information Sessions Begin Buzz Marketing & Recruitment Campaign First Interviews Conducted with Parents & Students
April 20, 2012	Enrollment Deadline
April 2012	Hold Public Lottery
May 2012	Admissions & Registration Deadline; Deadline May 19
August 2012	New Student and Parent Orientation

The Principals of both schools will ultimately be responsible for recruiting, but all staff will be expected to take part in recruiting.

Human Resources

Madison Prep will recruit, hire and develop quality staff for all positions within each school. Each school will have a nimble staffing model, with each position carrying additional collateral duties during the schools' first few years of growth. Madison Prep's staffing structure will be divided along four core functions: Executive Staff, Business Staff, Support Staff and Instructional Staff. This structure will ensure that the school remains focused on teaching and learning, that finance and compliance needs are met, that lines of communication and accountability are clear, and that everyone within the school community is accountable for student achievement and organizational excellence. It will also ensure that dollars are allocated where they are most needed – for teaching, learning and professional development.

A. Staffing Plan

Madison Prep teachers and staff will work 9 hours per day (7:30am – 5:00pm CST) - excluding their 30 minute duty-free lunch break – to accommodate the school's longer school day (8am – 5:00pm CST). Teachers will also work 227 days per year, which includes professional development days. Teachers will have 180 minutes of preparation time every two days and will have 120 minutes of team planning time each week. Compensation for this has been built into the budget. Madison Prep has also budgeted for a 2-week orientation at the beginning of the school year and a 4-week summer semester, which will operate on a

reduced schedule with school ending at 2:55pm each day (following the early release Monday schedule from the regular school year). Teachers will be compensated fairly for these extra hours as well.

The targeted student-to-teacher ratio at Madison Prep is 20:1. The Harkness Instructional method works best when engaging a smaller group of students. It provides for more meaningful and engaging dialogue and enables the teacher to get all students involved in the learning process. Also, Madison Prep will staff a little heavier in its first year than charter schools generally do to ensure proper implementation and execution of the IB Programme, to adequately initiate and support the school's commitment to family and community engagement, and to provide adequate academic and social support to its students.

Madison Prep's staffing will continue to grow gradually throughout the five years of operation reflected in the budget. Positions will be added, as necessary, to progressively accommodate the growing academic and administrative needs of an increasing student population. Madison Prep's staffing plan is designed to ensure the school meets its obligation and commitment to produce high levels of student achievement and success, to ensure the school stays in sound financial health and maintains compliance with local, state, and federal laws and regulations, and that its students, staff, faculty and parents are adequately supported in their respective roles. The following position summaries cover positions in the first year of operation:

B. Position Summaries

President

The President reports to the Board of Directors and is responsible for the overall operation of the school, its programs, and services. The President will build and directly manage an Executive Leadership Team comprised of the Principals, Business Manager and Director of Family & Community Partnerships. In the start-up years, the Urban League's Chief Financial Officer, School Development Director, and Vice President of Development & Communications will assist the organization in areas of finance, contract compliance, fundraising, marketing and communications, and overall school evaluation and assessment for replication.

The President is also responsible for facilitating strategic planning with the Board of Directors; recruiting, developing, evaluating, and retaining highly effective principals, fundraising and ensuring the organization meets its annual fundraising goals; planning for school operations, finance, facilities acquisition, budgeting, growth, and replication; ensuring the organization executes an effective communications and marketing plan; maintaining compliance with local, state, and federal laws and obligations to the chartering authority; and serving as the school's primary spokesperson.

Business Manager

The Business Manager will work collaboratively with the President and Principals to ensure Madison Prep practices fiscal discipline, appropriately manages spending against its annual budget and income, completes its annual budgets on time, adheres to its Financial and Personnel Policies and Procedures, and that the school remains in compliance with all grants and contributions, and federal, state and local laws, policies and regulations. S/he will have responsibility for budget and finance, building and grounds, food service, and in collaboration with the Principal – staffing and personnel support. S/he will serve as a point of contact for compliance purposes with the Madison Metropolitan School District; manage the accounts payable process and the school's banking relationship; reimburse school staff and board committees as necessary; coordinate and manage Madison Prep's relationship with janitorial and food service providers and other contractors; oversee annual financial and operational audits; and maintain proper insurance coverage for the school and its employees. The Business Manager will report to the President (and indirectly to Madison Prep's Treasurer), and serve as a member of the Executive Leadership Team and the Board of Director's Finance Committee. The Urban League of Greater Madison will provide additional oversight support of the school's budget in the first several years and will help build the school's financial management and accounting systems, policies and procedures.

Grants & Development Manager

The Grants & Development Manager will be a full-time position that is responsible for assisting the President with creating and implementing annual and multi-year development plans for Madison Prep. The plan will include developing a base of individual philanthropists, foundations, social investment firms, and corporations/businesses that support Madison Prep's educational services (tutoring, programs for parents), co-curricular programs (athletics, clubs), student experiential activities (field trips, international expeditions), outreach initiatives (community engagement, events), facilities upgrades and purchase, and school growth and replication. The Grants & Development Manager will have an annual dollar goal to raise and will work closely with the Board of Directors to develop relationships with prospective funding partners, secure contributions, and manage and nurture relationships. The Grants and Development Manager will report directly to the President. This position will not be filled until school year 2015-2016.

Principals

Madison Prep's Principals will be responsible for overseeing and guiding all aspects of teaching, learning, and student and family services in the school. Their primary focus will be ensuring teachers are teaching, students are learning, parents are engaged, the community is involved in the school and the school is involved in the community. They will also ensure that all team members lead with Madison Prep's Core Values and Leadership Dimensions in mind and that all team members in the Instructional Pipeline are supported, developed, recognized, and rewarded for their achievements.

The Principals' duties will include recruiting, orientating and evaluating all faculty and staff; recruiting students and meeting enrollment goals; monitoring classroom instruction and student support services; planning for school effectiveness and student achievement; organizing effective professional development opportunities for faculty and staff; and serving as a spokesperson along with the President for the school. The Principals will also be responsible for curriculum development for all subject areas, managing and reporting all internal and external assessment data, measuring and reporting student achievement; and ensuring that special needs students and English Language Learners are appropriately educated, supported and integrated into all facets of the school. They will serve as members of the Executive Leadership Team and lead the schools' management teams. They will also serve as members of Board Committees and attend and participate in all Madison Prep Board Meetings. The Principals will report to the President.

Director of Teaching & Learning

The Director of Teaching and Learning will partner with Madison Prep's principals and leadership team members and serve as a catalyst for innovation, setting high standards for excellence in instruction, assessment, and teacher and leadership training and development for all faculty and staff at the school. S/he will be responsible for ensuring that all teachers and instructional support staff and volunteers perform at a high level and that their work with students is exemplary. Specifically, they will assist the principal(s) with developing and implementing the IB curriculum and Harkness instructional method, ensure the curriculum is aligned with state, district and school-based assessments, and ensure the curriculum and instructional methods used are applied evenly and effectively with every child in every classroom in the school(s). This person will also assist with recruiting, hiring and evaluating teaching and instructional support staff, and will supervise these staff after they are hired. They will also lead the development and ongoing supervision of Madison Prep's professional development program for all instructional and non-instructional staff, and guide the development of Madison Prep's Prep Year Program and enrichment/tutorial. The Director of Teaching and Learning will oversee the use of paid instructional coaches and volunteer tutors to ensure optimal student learning and achievement. In all that they do, they will seek to utilize proven methods and promising innovations in instruction, professional development, evaluation and talent management. The Director of Teaching & Learning will report to the Principal(s).

Dean of Students

The Dean of Students will be the primary person responsible for the planning, execution, and oversight of non-academic student services. S/he will be responsible for assessing and coordinating services and programs for students and their families; for engaging parents and the general public in Madison Prep; for ensuring that all students are enrolled in the mandatory level of core curricular activities; and will oversee the school's guidance counseling, parent and athletic programs. The Dean of Students will also be responsible for student discipline, oversight of the "New Student & Parent Orientation," student recruitment, and oversight and/or coordination of family events outside of the regular academic program. Two Dean will be hired to begin working at the start of school year 2014-2015. Each Dean of Students will report to the Principal. For the first two years of Madison Prep's operation, the Principals will carry out the Dean of Student responsibilities.

General Education/English Language Learner (ELL) Teachers

All of Madison Prep's teachers will meet all of the requirements of *highly qualified teacher* as established by the No Child Left Behind Act of 2001 and have appropriate Wisconsin teacher licenses. All teachers of core academic subjects will hold at least a bachelor's degree from an accredited institution of higher education and demonstrate a high level of competency teaching youth in urban areas in each of the core subjects in which s/he will teach prior to being hired.

Specifically, teachers will be responsible for developing lesson plans and implementing the curriculum in all subjects; teaching a minimum of three periods daily (block schedule); maintain accurate and up-to-date data regarding student achievement on internal assessments; completing the electronic grade book daily so that parents and students can keep up with students' performance online; provide academic support to students daily; serve as a mentor and coach to a minimum of 20 students, meeting with their cohort at least once weekly to discuss their progress, troubleshoot and field ideas that improve teaching, learning and the school community; partner with parents in the development and management of student's Destination Plans; enforce all school rules inside and outside of the classroom; oversee student arrival and dismissal; and develop and maintain a strong working relationship with parents via school activities, regular parent-teacher statuses, progress reports and phone calls, when necessary. The General Education/ELL teachers will report to their Department Chair or the Director of Teaching & Learning, whichever the principals prefer.

Master Teachers/Department Chairs will perform the same duties as teachers and will be subject to the same hiring criteria. In addition, they will lead teams of teachers, coordinating professional development, curriculum and lesson planning and will coach teachers in the classroom who require or request additional support. They will model best practices in teaching, leadership and parental and community engagement in the classroom, school and community. Master Teachers/Department Chairs will report to the Director of Teaching & Learning.

School Counselor

The School Counselor will work collaboratively with classroom teachers, the Director of Family and Community Partnerships, classroom teachers and parents to provide comprehensive academic and personal support to students to ensure Madison Prep students are set-up for success. They will hold individual and group counseling sessions with students and parents; implement effective social and peer development and conflict resolution programs; create school-wide systems for supporting students' social and academic growth; and ensure students social needs are being met within the school community. They will participate in assessing a variety of behavior, skills, emotions, and goals of students; intervene directly when counseling services are needed or requested; and will consult with teachers, parents, and school personnel on students' behavior, learning, and social well-being. In addition, the school counselor will supervise the Parent and Teacher Destination Planning Process; provide early career and guidance counseling; connect students to college preparatory and experiential learning programs that address their needs and interests; ensure all students are placed in appropriate classes; assist with interim benchmarking and college readiness assessments; and will assist with coordinating tours to and partnerships with colleges and universities and local businesses.

Special Education Coordinator/Teachers

One of Madison Prep's Special Education teachers will serve as the Special Education Coordinator (SEC). The SEC will be responsible for coordinating and reviewing the special education needs of incoming students, ensuring that they receive the proper accommodations and/or modifications within the classroom, and ensuring that Madison Prep maintains strict compliance with the provisions of the Individuals with Disabilities Education Act (IDEA).

Specifically, the SEC will facilitate review of intake assessments for incoming students. They will partner with other teachers to ensure Madison Prep offers an inclusive education environment for students; coordinate pull-out services on an as-needed basis only; follow all Federal and District guidelines concerning the development and implementation of IEPs and 504s; and ensure compliance with all Federal, State and District SPED regulations regarding parental consent. The SEC will also collaborate with the Principal and grade-level teachers regarding pre-referral meetings; ensure that all general education teachers know and understand classroom accommodations for the special needs students they serve; coordinate with Principal and grade-level teachers to monitor implementation of appropriate accommodations for students during instruction; serve as the point of contact for parents of students with special needs and for matters relating to due process; organize and coordinate professional development opportunities for general and special education teachers; work directly with general education teachers on issues that may arise in classroom settings; facilitate the evaluation/reevaluation process and create a master schedule for annual IEP meetings; and be responsible for SPED student files, including maintaining a system that monitors viewing of files and confidentiality, as well as ensuring that all files are current. The Special Education Coordinator will lead the Special Education team and report to the Director of Teaching & Learning until school year 2014-2015 when the Director of Learning Support is hired.

Skills Mastery Coordinator

The Skills Mastery Coordinator will work in partnership with the Director of Teaching & Learning, special education coordinator and teachers to ensure that students who are struggling academically have appropriate learning intervention plans and instructional support within the school, including Madison Prep-trained tutors during and after school. The Skills Mastery Coordinator will manage the Sustained Silent Reading program as well as the enrichment/tutorial period, including ensuring that all tutors working with students at Madison Prep are well-trained. He/she and will attend grade-level learning team meetings at least once per week. The Skills Master Coordinator will be a highly qualified teacher with at least three years of successful teaching experience, preferably with a cross categorical special education license. The Skills Master Coordinator will report to the Director of Teaching & Learning.

Librarian/Media Specialist

The Librarian/Media Specialist will serve as a resource for all members of the school community, ensuring that they have the necessary information they need in order to fulfill their duties as educators, students, parents, or whatever role they may play at Madison Prep. The Librarian/Media Specialist will assist classroom teachers in implementing their curricula and will help teachers and students connect with the wide array of library services available through UW-Madison and the Madison Public Libraries. Although Madison Prep will not in its initial years establish a traditional school library in its temporary facility, the Library/Media Specialist will be key in assisting the Skills Mastery Coordinator in implementing Madison Prep's Sustained Silent Reading Program, including keeping an inventory of SSR books that the school plans to build. The Library/Media Specialist will be hired in school year 2014-2015 and will report to the Director of Teaching & Learning or the Principal, whichever the Principals prefer.

Director of Family & Community Partnerships

The Director of Family & Community Partnerships will work to connect and maintain strong ties between Madison Prep, parents and members of the Greater Madison community; will identify and establish organizational partnerships that provide extended learning opportunities and benefits to parents and students; and will work closely with the school counselor(s) to identify and support students' career interests and goals. They will coordinate quarterly Parent-Teacher Statuses; support and participate in the Parent Association; recruit volunteers and coordinate special events; identify community resources establish relationships with

other nonprofit and for-profit partners that bolster the school's educational program; partner with the Director of Athletics & Activities to co-coordinate the school's co-curricular programs; coordinate student field expeditions; and establish and maintain a good rapport with youth resource providers in the Greater Madison community. The Director of Family & Community Partnerships will report to the President & CEO.

School Nurse

The School Nurse will be responsible for maintaining and/or improving the health status of students, thus enabling them to benefit from their educational experiences, and to promote optimum health status and lifestyles for all students through joint efforts of home, school, and community. The nurse will hold at least a bachelors' degree from an accredited nursing program; will specialize in pediatric care or have previous experience in public health or as a school nurse; and will be certified to practice in Wisconsin. Special characteristics of the school nurse position will be to conduct health screenings and respond to emergency health situations on the part of students and staff; communicate appropriately and effectively with individuals and groups regarding health care matters within the school and larger community; adapt the nursing process including nursing diagnosis to fit the health needs of Madison Prep students and personnel; foster a sense of self-responsibility for health among students and employees through individual and group health education; ensure all Madison Prep staff are certified – and maintain their certification – in CPR; and demonstrate Madison Prep's commitment to optimal healthy lifestyles, life-long fitness, and well-being.

Madison Prep will seek to partner with local health care agencies, nutritional specialists and organizations specializing in adult and youth fitness to support the school's efforts. The School Nurse will report to the Principal.

Director of Athletics & Activities

The Director of Athletics and Activities (DAA) will be a full-time teacher with a physical education license. The DAA will lead the school's youth fitness program and will partner with the Director of Family & Community Partnerships to co-coordinate the school's co-curricular programs. They will also ensure each Madison Prep student has a combination of fun, instructional, and competitive and non-competitive age appropriate athletic experiences that foster physical skill development, personal health and wellness, a positive self-concept and self-confidence, a knowledge and understanding of sports and sports competition, and the principles of teamwork, integrity, and fair play. The DAA will ensure Madison Prep operates effective fitness and athletic programs within its budget limitations. S/he will also hire, supervise and evaluate athletic coaches and fitness trainers; plan, organize, supervise, and evaluate all athletic programs; and promote the school's athletic talent to the local media, colleges & universities, and related partners. The DAA will possess a bachelor's degree in an exercise science field, have completed, or commit to completing, national personal trainer certification either through reputable fitness and exercise organizations such as the National Strength & Conditioning Association (NSCA) and the American College of Sports Medicine (ACSM) (or a comparable alternative certification program), and complete a rigorous coaching education program. The Director of Athletics & Activities will report to the Director of Teaching & Learning.

Athletic Coaches & Fitness Trainers

Athletic Coaches and Fitness Trainers will have at least three years of experience coaching competitive sports or leading youth exercise programs. They will have already completed, or commit to completing, national personal trainer certification either through reputable fitness and exercise organizations such as the National Strength & Conditioning Association (NSCA) or the American College of Sports Medicine (or a comparable alternative certification program), and a rigorous coaching education and/or certification program. Athletic coaches and Fitness Trainers will report to the Director of Athletics and Activities. Both will have appropriate certifications in youth fitness, CPR and First Aid.

Office Manager

The Office Manager will play a central role in ensuring an orderly school. In addition to maintaining the school's administrative systems and routines, the Office Manager will function as the primary contact person for all of the school's constituents. Specifically, s/he will be responsible for overseeing the day-to-day administrative activities of the school, managing the collection and maintenance of student, personnel, and

school information; managing school-wide daily systems (student attendance, discipline, etc.), helping to plan and manage the logistics and preparations for school events and activities as needed; helping to organize board and staff meetings, retreats, and annual evaluations; greeting and documenting all visitors; coordinating on-site components of school financial systems such as purchase orders, payroll records, grant reports and financial forms; managing school maintenance and supply systems; maintaining office equipment and furnishings; maintaining the schools calendar of events; and helping to manage the National School Breakfast Program, National School Lunch Program, and snacks and processing student and faculty applications. They will also be responsible for supervising the administrative support team. The office manager will report to the Business Manager and will be a member of the school's *Emergency Response Team*.

Administrative Assistant

The Administrative Assistant will support the office and administrative functions of the school. These responsibilities include answering phones and taking messages; collecting and maintaining records for all incoming students; collecting and maintaining student attendance and achievement records; collecting and recording data for the school breakfast and lunch program; greeting and documenting all visitors; assisting with special events and activities, and ensuring the appropriate and timely distribution of incoming and outgoing correspondence and communications (e.g. school newsletters, calendars, notices, etc.). The administrative assistant will report to the Office Manager.

School Security Officer

The School Security Officer will be responsible for promoting and sustaining the safety of students and employees within the school. The Position will also assist administrative staff with enforcing policies and procedures for safe and orderly school. Specific duties include controlling undesirable actions; monitoring external school areas, the cafeteria, hallways, restrooms, and other assigned areas of the school building during class hours; patrolling parking lots to detect unauthorized persons or vehicles and to identify suspicious activity; assist administrators and staff during a crisis or an emergency; prevent and control disruptive situations on school premises; investigate law and policy violations in the school; work cooperatively with school administrators and law enforcement officials in handling serious situations; assist with fire drills and other emergency evacuation planning; and maintain security records, logs and reports. The School Security Officer will report to the Business Manager and serve as a member of the school's *Emergency Response Team*.

Note: All faculty and staff will serve as mentors to Madison Prep students. This responsibility will be outlined in their position description.

C. Compensation

All staff will receive competitive salaries, wages and be eligible for a bonus based on overall school and student performance. The Madison Metropolitan School District and Edgewood High School's salary schedules, as well as the QTI Group/United Way of Dane County's 2009 Compensation and Benefits Surveys for Executives and Employees, were used to determine appropriate salary levels for all Madison Prep administrators, faculty and staff. Madison Prep will also have a Group Performance Bonus System where all employees will be eligible to receive a bonus at year-end, commensurate with their duties and salaries. The bonus will be determined by the end-of-year school climate survey (completed by parents, teachers, administrators, and students), student performance on benchmark and state assessments, and the overall result of self and team performance assessments completed by the school's faculty and staff.

Madison Prep will also offer an attractive employee benefits package, including medical, dental and eye care insurance, contributions to a 403b Plan and Wisconsin Retirement System contributions (for eligible staff), and funds to use towards their professional development and continuing education credits.

D. Staffing Allocation

The following positions reflect Madison Prep's staffing during its first year of operation (2012-13). An organizational chart is available in the Appendix:

Executive

- President 1.0 FTE (paid for with private funds; services donated by Urban League in years 1-2)
- Director of Family & Community Partnerships, 1.0 FTE

Instructional

- Principals, 2.0 FTE
- Director of Teaching & Learning, 1.0 FTE
- Department Chairs/Teachers, 2.0 FTE
- General Education Teachers, 6.0 FTE
- ESL Teacher, 1.0 FTE
- Counselor, 1.0 FTE
- Skills Mastery Coordinator, 1.0 FTE
- Special Education Coordinator, 1.0 FTE
- Special Education Teacher, 1.0 FTE
- Social Worker, 1.0 FTE
- Director of Athletics & Activities, 1.0 FTE
- Fitness Coaches, 2.0 Auxiliary LTE, \$3,000/each
- Nurse, 0.5 FTE
- School Psychologist, 0.25 Auxiliary LTE

Business

- Business Manager, 1.0 FTE
- Office Manager, 1.0 FTE
- Security, 1.0 FTE
- Administrative Assistant, 1.0 FTE
- IT & Communications Manager, 1.0 FTE
- Custodial Staff, 1.0 FTE
- Food Service, 1.0 FTE

Year 2 Staffing Plan

Executive

- President 1.0 FTE (paid for with private funds; services donated by Urban League in years 1-2)
- Principals, 2.0 FTE
- Director of Family & Community Partnerships, 1.0 FTE

Instructional

- Director of Teaching & Learning, 1.0 FTE
- Department Chairs/Teachers, 2.0 FTE
- General Education Teachers, 12.0 FTE
- ESL Teacher, 1.0 FTE
- Counselors, 2.0 FTE
- Skills Mastery Coordinator, 1.0 FTE
- Special Education Coordinator, 1.0 FTE
- Special Education Teachers, 1.5 FTE
- Social Worker, 1.0 FTE
- Director of Athletics & Activities, 1.0 FTE
- Fitness Coaches, 2.0 Auxiliary LTE,
- Nurse, 0.5 FTE
- School Psychologist, 0.25 Auxiliary LTE

Business

- Business Manager, 1.0 FTE
- Office Manager, 1.0 FTE
- Security, 1.5 FTE
- Administrative Assistant, 1.0 FTE
- IT & Communications Manager, 1.0 FTE
- Custodial Staff, 1.0 FTE
- Food Service, 1.0 FTE

Year 4 Staffing Plan

Executive

- President 1.0 FTE (paid for with private funds; services donated by Urban League in years 1-2)
- Principals, 2.0 FTE
- Director of Family & Community Partnerships, 1.0 FTE
- Grants and Development Manager, 1.0 FTE

Instructional

- Principals, 2.0 FTE
- Director of Teaching & Learning, 2.0 FTE
- Director of Learning Support, 2.0 FTE
- Dean of Students, 2.0 FTE
- Department Chairs/Teachers, 4.0 FTE
- General Education Teachers, 22.0 FTE
- ESL Teachers, 2.0 FTE
- Counselors, 3.0 FTE
- Skills Mastery Coordinator, 1.0 FTE
- Library/Media Specialist, 1.0 FTE
- Special Education Coordinator, 1.0 FTE
- Special Education Teachers, 3.0 FTE
- Social Worker, 2.0 FTE
- Director of Athletics & Activities, 1.0 FTE
- Fitness Coaches, 3.0 Auxiliary LTE
- Nurse, 0.5 FTE
- School Psychologist, 0.25 Auxiliary LTE

Business

- Business Manager, 1.0 FTE
- Office Manager, 1.0 FTE
- Security, 2.0 FTE
- Administrative Assistants, 2.0 FTE
- Attendance Coordinator, 1.0 FTE
- IT & Communications Manager, 1.0 FTE
- Custodial Staff, 1.0 FTE
- Food Service, 1.5 FTE

Year 3 Staffing Plan

Executive

- President 1.0 FTE (paid for with private funds; services donated by Urban League in years 1-2)
- Principals, 2.0 FTE
- Director of Family & Community Partnerships, 1.0 FTE

Instructional

- Director of Teaching & Learning, 1.0 FTE
- Director of Learning Support, 2.0 FTE
- Dean of Students, 2.0 FTE
- Department Chairs/Teachers, 4.0 FTE
- General Education Teachers, 16.0 FTE
- ESL Teachers, 2.0 FTE
- Counselors, 2.0 FTE
- Skills Mastery Coordinator, 1.0 FTE
- Library/Media Specialist, 1.0 FTE
- Special Education Coordinator, 1.0 FTE
- Special Education Teachers, 2.75 FTE
- Social Worker, 2.0 FTE
- Director of Athletics & Activities, 1.0 FTE
- Fitness Coaches, 3.0 Auxiliary LTE
- Nurse, 0.5 FTE
- School Psychologist, 0.25 Auxiliary LTE

Business

- Business Manager, 1.0 FTE
- Office Manager, 1.0 FTE
- Security, 2.0 FTE
- Administrative Assistants, 2.0 FTE
- IT & Communications Manager, 1.0 FTE
- Custodial Staff, 1.0 FTE
- Food Service, 1.5 FTE

Year 5 Staffing Plan

Executive

- President 1.0 FTE (paid for with private funds; services donated by Urban League in years 1-2)
- Principles, 2.0 FTE
- Director of Family & Community Partnerships, 1.0 FTE
- Grants and Development Manager, 1.0 FTE

Instructional

- Principals, 2.0 FTE
- Director of Teaching & Learning, 2.0 FTE
- Director of Learning Support, 2.0 FTE
- Dean of Students, 2.0 FTE
- Department Chairs/Teachers, 4.0 FTE
- General Education Teachers, 28.0 FTE
- ESL Teachers, 4.0 FTE
- Counselors, 3.0 FTE
- Skills Mastery Coordinator, 1.0 FTE
- Library/Media Specialist, 1.0 FTE
- Special Education Coordinator, 1.0 FTE
- Special Education Teachers, 3.0
- Social Worker, 2.0 FTE
- Director of Athletics & Activities, 1.0 FTE
- Fitness Coaches, 4.0 Auxiliary LTE
- Nurse, 0.5 FTE
- School Psychologist, 0.25 Auxiliary LTE

Business

- Business Manager, 1.0 FTE
- Office Manager, 1.0 FTE
- Security, 2.0 FTE
- Administrative Assistants, 2.0 FTE
- Attendance Coordinator, 1.0 FTE
- IT & Communications Manager, 1.0 FTE
- Custodial Staff, 1.0 FTE
- Food Service, 1.5 FTE

Governance

The Urban League of Greater Madison will serve as the charter developer seeking authorization from the Madison Metropolitan School District's (MMSD) Board of Education to establish Madison Prep. ULGM is using federal charter school planning funds granted by the Department of Public Instruction to establish an independent 501(c)(3) organization for Madison Preparatory Academy, Inc., under which Madison Prep's schools will operate. As of October 1, 2010, Madison Prep's articles of incorporation have been filed with the State of Wisconsin and its bylaws and 501(c)(3) application are being prepared.

Madison Prep has proposed to operate as an instrumentality charter school of the Madison Metropolitan School District provided the Board of Education agrees to provide the school's Board of Directors with autonomy of governance, management and budgetary control of the school. Provided this agreement cannot be reached, the Urban League of Greater Madison and the Board of Directors of Madison Prep will request that the MMSD Board of Education authorize the school as a non-instrumentality charter school. As a non-instrumentality charter school, the MMSD Board of Education may not employ any of the staff of Madison Prep, as stated in Wis. Stat. § 118.41 (7).

Regardless of its structural designation – instrumentality or non-instrumentality – Madison Prep will strive to serve as a model of rigorous secondary education from which local K-12 education practitioners and researchers can learn and replicate successful strategies into the traditional public schools.

The Board of Directors of Madison Prep was officially inaugurated on September 6, 2011. The board has 19 members. All current Board officer positions are interim through February 2012.

A. Officers

- *Interim Chair:* David Cagigal, Vice Chair of the Board, Urban League of Greater Madison
- *Interim Vice Chair:* Dr. Gloria Ladson-Billings, Interim Chair of Urban Education and Professor of Curriculum & Instruction and Education Policy Studies, UW-Madison
- *Interim Secretary:* Elizabeth Donley, CEO, Stemina Corporation
- *Interim Treasurer:* Donna Hurd, Executive Director, Boardman Law Firm

B. Members

- Tyler Beck, Madison College Student and graduate of Urban Prep Academy in Chicago, IL
- Dave Boyer, CEO, MCD Inc.
- Kaleem Caire, President, Urban League of Greater Madison
- Rosa Frazier, Clinical Professor/Immigration Law, UW-Madison Law School
- Dennis Haefer, Vice President of Commercial Banking, Johnson Bank
- Torrey Jaeckle, Vice President, Jaeckle Distributors
- Rev. Richard Jones, Pastor, Mount Zion Baptist Church
- Maddy Niebauer, Managing Director of Strategy & Human Assets, Teach for America
- J. Marshall Osborn, retired math professor, University of Wisconsin-Madison
- Fran Petonic, President, Meriter Foundation
- John Roach, Owner & CEO, John Roach Projects, Inc.
- Judd Schemmel, President, Edgewood High School
- Mario Garcia Sierra, Director of Programs, Centro Hispano
- Derrick Smith, Area Manager, Thermo Fisher Scientific Corp.
- Terrence Wall, Chairman & CEO, T. Wall Properties

Madison Prep's Board of Directors will serve several functions, including determining Madison Prep's mission and purpose; selecting the school administrators; supporting the schools' administrators and reviewing their performance; ensuring effective organizational planning; ensuring adequate resources and that resources are managed effectively; recruiting and establishing partnerships for the schools; monitor the schools' programs and

services; enhance the schools' public image; completing an annual report to the community; and assessing its own (the board) performance.

Madison Prep's Board will include major donors, influential leaders, individuals with expertise in accounting and finance, secondary education and school management, commercial real estate, law, health and wellness and parents who can sustain the schools educational program and supports its growth and replication. Following is the biography of the lead founder and CEO of Madison Prep, Kaleem Caire.

Kaleem Caire was appointed President & CEO of the Urban League of Greater Madison in Madison, WI in March 2010. Prior to the Urban League, Kaleem was co-founder and CEO of Next Generation Education Foundation, a Bowie, Maryland. He has also held executive leadership positions with Target Corporation, Fight For Children of Washington, DC, and the Black Alliance for Educational Options (BAEO). Prior to BAEO, Kaleem held positions with the Wisconsin Center for Academically Talented Youth, Wisconsin Department of Public Instruction, and the Madison (WI) Metropolitan School District. He also served as the director of national initiatives for the American Education Reform Council.

In 2001, Kaleem commissioned the nation's first comprehensive study on High School Graduation Rates in the United States. The results of this study instigated the shift in the nation's focus from promoting annual dropout rates to identifying how many students graduate from high school in four years and provided a new method for identifying and tracking the ultimate measure of productivity of American K-12 education. In 2002, as a result of his efforts, Kaleem was appointed to the Independent Rules Panel that advised the U.S. Secretary of Education on the evaluation of No Child Left Behind.

In 2003, Kaleem guided the establishment of the District of Columbia Public Charter School Association and the passage of unprecedented federal legislation that has since provided more than \$300 million to the District of Columbia for public school reform, charter schools, and the nation's first federally funded private school scholarship program. In 2004, Kaleem assisted world famous music producer Quincy Jones and his Listen Up Foundation with strategic planning for their international We Are The Future campaign and free public concert in Rome, Italy. In 2005, he led Rockin' the Corps, a free concert in Southern California attended by 45,000 U.S. Marines, their families, and celebrity guests.

In 2010, Kaleem served as one of 45 expert reviewers for President Barack Obama's \$3.5 billion Race to the Top national education reform initiatives. In this role, Kaleem was responsible for evaluating education reform proposals presented by U.S. states and helped the U.S. Department of Education determine which states should receive funding.

In 2001, Kaleem was the youngest recipient of the City of Madison, Wisconsin's Martin Luther King, Jr. Humanitarian Award and Urban League of Greater Madison's Whitney Young, Jr. Award. In 2008, Kaleem was selected as one of the first recipients of his alma mater's Forward Under Forty Award, and was invited to give the first Distinguished Alumni Lecture by the University of Wisconsin Alumni Association. Kaleem presently serves on the Boys & Girls Club of Dane County AVID/TOPS Steering Committee, Coordinating Council of Professionals in Education, Edgewood College Business School Advisory Board, the Nolan Centennial Task Force, and Thrive's Advance Now Strategy Committee.

Kaleem has been married to Lisa Peyton-Caire for 18 years and together they have five children, ages 4 to 18.

C. Board Director Biographies

Tyler Beck was the valedictorian of the first graduating class (2009) of highly touted Urban Prep Academies in Chicago, IL, which has sent 100% of its first two graduating classes to college. Tyler was born and raised in Chicago. While at Urban Prep, he studied abroad at Cambridge University. Tyler is also a Posse Scholar who decided to take a year of from school to transfer from Trinity College in Hartford, Connecticut to Madison with the goal of getting into broadcast journalism at UW-Madison. He is currently enrolled in the transfer program at Madison College after missing the deadline to enroll in UW-Madison this fall.

Tyler has appeared on numerous television and radio shows, including MSNBC, CNN and Good Morning America, discussing the benefits of Urban Prep and single-gendered education. He has also been the subject of several national news articles on Urban Prep and his success.

Dave Boyer is the CEO of MCD, Inc., of Madison, Wisconsin. MCD provides creative graphic arts products and print finishing services including products for the direct mail, packaging, POP, office, and book and magazine publishing markets. The company was originally founded in 1974 and is now one of the largest independent print finishing companies in the United States.

Prior to purchasing MCD, Dave was the President and CEO of Placon Corporation, which designs, develops, and manufactures plastic packaging and packaging systems. Prior to joining Placon, Dave was employed by ITW in Chicago, where he held positions in product design, sales and marketing, and in manufacturing management. His education background includes a B.S. in Engineering from the University of Illinois and an MBA from Northwestern University.

Dave currently serves as Board Chair of Meriter Hospital, President of the Board of Sustain Dane, and is a Board member of Thrive, Johnson Bank Madison, and the Workforce Development Board of South Central Wisconsin

David Cagigal is a seasoned executive with over 25 years experience in information technology management and is the Chief Information Technology Officer at Alliant Energy since 2004. Alliant Energy is a \$3.4B company servicing more than 1.4M electric and gas customers in Wisconsin, Iowa and Minnesota. Mr. Cagigal is responsible for Application Delivery and computing and network infrastructures enterprise-wide. Prior to Alliant Energy, Mr. Cagigal served as Director of Information Services with DeVry. Prior to DeVry, Mr. Cagigal was the Director, Information Application Services for DePaul University, worked at Maytag in various IT capacities, and many years with Amoco Corporation in a number of senior IT management roles. Mr. Cagigal is serving as a mentor and is on the Advisory Board for UW – Operations and Technology Management MBA program as well as Vice President of the DePaul University Alumni Board and the Leadership Council for the College of Computing and Digital Media at DePaul University. He holds a Bachelor of Science and Master of Business Administration from DePaul University.

Rosa Frazier is an immigration attorney, teaching humanitarian relief based Immigration Law and supervising students with representation of victims of violence seeking self-petition with the Economic Justice Institute at the University of Wisconsin School of Law. Rosa Frazier graduated from Boston University with a Bachelor's degree in Sociology. Upon graduation, she worked as a child protective social worker for the Commonwealth of Massachusetts. After moving to Maine, she worked as a Foster Home Developer seeking qualified foster parents for mentally ill children. Rosa attended law school at the University of Maine School of Law. She clerked with The Court of Claims and The Attorney General's Office of New York. Before moving to Madison, Rosa worked as Program Director for the Stand and Deliver Mentoring Program in Lawrence, Massachusetts.

At the University of Wisconsin, Rosa's focus is to develop outreach and advocacy for immigrant victims of domestic violence with local domestic abuse intervention agencies, the Wisconsin Coalition Against Domestic Violence, and the Community Immigration Law Center to provide outreach and services. She is

member of the Board of Community Immigration Law Center and Child Development Inc. She is a member of the Wisconsin Immigrant/Refugee Families Workgroup, which has the task of creating policy and procedure for immigrant families involved with Department of Human Services.

Rosa lives in Fitchburg with her husband Sean and is the mother of three children: Marina, Maximo, and Marcella. She is also caretaker of her mother who is living with Alzheimer's. Rosa enjoys golf, reading, music, quilting, knitting, and decorating.

Dennis Haefer became involved with Madison Prep in December of 2010, when he stepped forward to lead the Facilities Team. He has been a commercial banker in Madison for 22 years, currently working for Johnson Bank in their downtown office, and has developed an expertise in working with growing and emerging businesses.

Mr. Haefer has been involved in a host of community organizations, most related to youth activities and sports, and has served on various boards over the years including Susan G. Komen Madison, High Point Swim Club, Children's Theatre of Madison, and The American Heart Association. He has been a coach of youth sports for the past 15 years, serving organizations such as the West YMCA, West Madison Little League, Queen of Peace School, and MAYSA. His top priority has always been to stay involved with his children's sports and activities.

Mr. Haefer lives in Madison with his wife Mary and their three children. Outside of professional interests and coaching youth sports, he enjoys golf, running bicycling, basketball, and cheering for the Badgers.

Donna V. Hurd is the Executive Director of Boardman, Suhr, Curry & Field LLP law firm and has been involved with Madison Prep since 2010, joining the Operations and Leadership Design Team. She has been in law firm administration/management for 10 years.

Ms. Hurd is committed to the Madison community as evidenced in her involvement in a number of community organizations, as well as a number of City Commissions/Committees. Her interest in the educational success of children is shown through her volunteer efforts as a United Way volunteer, an AVID/TOPS mentor, serving as Principal for a Day (2 years), and tutor for Hawthorne Elementary third graders, to name a few. She is on the Board of the Wisconsin Council on Children and Families, a member of Downtown Rotary, and a member of TEMPO Madison. She sits on the City of Madison's Affirmative Action Commission, Equal Opportunities Commission, Downtown Planning & Coordinating Committee and the Administrative Review Board.

Ms. Hurd lives in Madison and is the mother of two adult children.

Torrey Jaeckle has been a Madisonian his entire life. He attended Edgewood High School and later the University of Wisconsin Madison where he received his BBA in Finance and Marketing in 1995. After college, he joined his family's business, which his grandfather started in 1958. He and his brother now run the business, Jaeckle Distributors, full time and are the third generation of Jaeckles to lead the company.

Jaeckle Distributors employs 115 people (50 in Dane County) and is based in Madison with branches in Minneapolis, Chicago, St. Louis, and La Crosse, WI. They distribute floor coverings and countertop surfacing materials throughout the Midwest to floor covering retailers, contractors, and countertop fabricators. On a personal level, Mr. Jaeckle first and foremost enjoys spending time with his wife Stephanie and their two daughters. He also enjoys the outdoors, reading, writing, his hometown and state sports teams, and playing poker.

As a father and business owner, education is an important local and national issue to Mr. Jaeckle. He is an avid reader and follower of the education reform movement. He is also very involved in his children's school, recently serving as both co-V.P. and co-President of the school's Association of Parents and Teachers.

Gloria Ladson-Billings is the Chair of the Department of Curriculum & Instruction where she holds the Kellner Family Endowed Professorship in Urban Education and is Faculty Affiliate in the Departments of Educational Policy Studies and Afro American Studies at the University of Wisconsin-Madison. She was the 2005--2006 president of the American Educational Research Association. Ladson-Billings' research examines the pedagogical practices of teachers who are successful with African American students. She also investigates Critical Race Theory applications to education.

Ladson-Billings is the author of the critically acclaimed books, *The Dreamkeepers: Successful Teachers of African American Children*, *Crossing over to Canaan: The Journey of New Teachers in Diverse Classrooms*, and *Beyond the Big House: African American Educators on Teacher Education*. She is editor of five other books and author of more than 50 journal articles and book chapters. She is the former editor of the *American Educational Research Journal* and a member of several editorial boards. Her work has won numerous scholarly awards, including the H. I. Romnes Faculty Fellowship, Spencer Post-doctoral Fellowship, and the Palmer O. Johnson outstanding research award. In 2002 she was awarded an honorary doctorate from Umeå University, Umeå, Sweden. During the 2003--2004 academic year she was a fellow at the Center for Advanced Study in the Behavioral Sciences, Stanford, California.

In fall 2004, Ladson-Billings received the George and Louise Spindler Award from the Council on Anthropology and Education for significant and ongoing contributions to the field of educational anthropology. In spring 2005 she was elected to the National Academy of Education and the National Society for the Study of Education. In 2007 she was awarded the Hilldale Award, the highest faculty honor given to a professor at the University of Wisconsin for outstanding research, teaching, and service. She is a 2008 recipient of the state of Wisconsin's Martin Luther King, Jr. Heritage Award and the Teachers College, Columbia University 2008 Distinguished Service Medal. In 2009 she was elected to Kappa Delta Pi International Education Honor Society's Laureate Chapter—comprised of 60 living distinguished scholars. Former laureate members include notables such as Albert Einstein, John Dewey and Eleanor Roosevelt. In 2010 she was awarded an honorary doctorate from the University of Massachusetts-Lowell.

In the community Ladson-Billings is an active member of the Mt. Zion Baptist Church, heading its Christian Education Ministry and serving as the second of two female deacons in the church's 100-year history. During the 2008 presidential campaign she served as an advisor to the Wisconsin State Education Panel for the Obama-Biden ticket. She is a member of the Board of Directors of the Madison Affiliate of Susan G. Komen for the Cure, a member of Madison Links, Inc. and a 42-year member of Alpha Kappa Alpha Sorority, Inc. Ladson-Billings is the wife of Charles (Chuck) Billings, mother to 4 adult children, and grandmother of 5.

Maddy Niebauer currently has the role of Managing Director of Strategy on Teach For America's Human Assets team. In this role she leads a variety of strategic projects for the overall organization and acts as a chief of staff. Prior to joining Teach For America, Maddy was a strategy consultant at The Bridgespan Group, a non-profit consulting firm incubated at Bain and Co., which helps foundations and nonprofits with strategic and business planning. Earlier in her career, Maddy spent several years running a tutoring center in the Bay Area with SCORE! Educational Centers. Maddy is also a proud returned Peace Corps Volunteer, having served over two years in Ivory Coast, West Africa, focusing on water, sanitation, and health education.

Maddy has her BA from Stanford University and an MBA from Columbia Business School. She is raising three young daughters with her husband Michael in Middleton.

J. Marshall Osborn was on the faculty of the University of Wisconsin-Madison for 43 years, teaching and doing research in mathematics. He is very concerned about education, and has been tutoring in the Madison schools since his retirement from the university. He is pleased to be a member of the board of Madison Prep.

Mr. Osborn was on the board of the Urban League of Greater Madison for six years just after it was founded, and he was on the board of American Players Theatre soon after it was founded. More recently he has been on the boards of Madison Opera, and Child Development Inc.

Fran Petonic serves as Chair of both the Fundraising and Ad-hoc Governance Structure committees for Madison Prep. Her 19-year career in non-profit fund raising has focused on securing support for social service and health care missions. Ms. Petonic holds a Master's degree in social service administration, attained Certified Fund Raising Executive status, and earned a certificate in Planned Giving.

Currently, Ms. Petonic is President of Meriter Foundation and in her four years with the organization raised nearly \$7 million including Meriter Health System's single largest gift of \$2 million and a recently completed employee campaign exceeding \$1 million.

Her past experience includes leadership of the Mentoring Committee for the Association of Fundraising Professionals of Greater Detroit, serving on the Steering Committee of the Leave a Legacy planned giving professionals' society, and volunteering as a Board Member of Perry Nursery School for low income, single parent families. She received the 2006 Human Resource Management Best Practice Award for founding an intra-company mentorship network.

Mr. Petonic and her husband, Dan Reinders, have two adolescent boys who play hockey throughout Wisconsin. In her spare time, she enjoys early-morning Masters swimming and golf.

John Roach is CEO and founder of John Roach Projects, a film and video production company. Roach grew up in Madison and graduated from UW Madison. Roach worked nearly a decade in Chicago for both the ABC and CBS owned television stations group. He won eight emmies and several other prestigious awards during his time in Chicago. He founded his company in 1984 and has gone on to do production for major Fortune 100 brands, and cable syndication. In 1999 Roach co-wrote the screenplay for "The Straight Story", a film by David Lynch which resulted in Academy Award nomination for lead actor Richard Farnsworth. Roach also writes a monthly column for Madison Magazine.

Mr. Roach has served as chair and member of the Edgewood High School Board of Trustees and as a member of the Urban League Board. Other charitable work has included The Red Cross, The Respite Center and The American Family Children's Hospital. Mr. Roach and his wife Diane, also a UW Madison graduate, have three adult children. Diane works as a nurse in the Madison Public Schools.

Judd Schemmel is the President of Edgewood High School in Madison, Wisconsin. 2011-12 marks Schemmel's seventh year as President. Prior to joining Edgewood, Schemmel spent five years as Executive Director of the Wisconsin Council of Religious and Independent Schools (WCRIS), a statewide trade association representing the interests of Wisconsin's 700 plus religious and independent schools. Previous to this, Schemmel spent ten years in CUNA Mutual's Office of General Counsel and four years in the front office of the Milwaukee Brewers.

Schemmel holds an undergraduate degree in philosophy and a law degree, both from Marquette University. He grew up in Madison, attended Edgewood Campus Grade School and both Edgewood High School and Madison West. Judd's wife, Lisa, is a Verona native and they have a son, Sam.

Mario Garcia Sierra became a strong believer of Madison Prep in the spring of 2011 when he first heard about the school. He joined the Board of Directors later in the summer. Mario works at Centro Hispano as the Director of Programs. He oversees and directs the agency's programming. He has played a key role transforming the agency to become youth and families centered.

Mario has been involved in key issues seeking to advance the wellbeing of the Hispanic community at the local and national level. He is a consultant for several local and national organizations working on issues related to human rights, men against domestic violence, peace building, anti-racism, conflict resolution, and social and racial justice.

Mario has lived in Madison, WI for the last eight years. Previously, he lived in his native Guatemala, City. He loves to enjoy the beautiful Wisconsin's outdoors, especially biking. He also loves to read and spending time with his close friends.

Derrick Smith has been involved with Madison youth since his arrival in Madison in 1992 and having children grow up in the Madison Metro School District. Derrick believes that Madison Prep is a long over-due alternative and discerning idea to help all children achieve. He is a biochemist and has been a Senior Manager in Sales and Marketing in the field of science for over 30 years. He is the Area Manager for Thermo Fisher Scientific, Packaging, OEM and Diagnostics, responsible for sales in the Midwest and 2 Provinces of Canada.

Mr. Smith has been involved in several community organizations and has served on various boards over the years including; Wisconsin Institute of Discovery (WID) Towne Center Advisory Board, State of Wisconsin DPI-Parent Leadership Council, Madison Memorial High School Parent of Students of Color Council, West Madison Little League Board of Directors, 100 Black Men of Madison, Inc., Kappa Alpha Psi Fraternity, Inc. and American Association of Clinical Chemists. He has been a coach of youth sports for over 20 years, serving organizations such as the Memorial Spartan Youth Football and Basketball programs and West Madison Little League.

Mr. Smith lives in Madison. His wife Carrie is an educator and he has two sons. One who is a teacher and coach in the Madison Metropolitan School District and one who is currently a senior at UW-Madison. Outside of professional interests, he enjoys golf, motorcycling and cheering for the Badgers and Chicago Bears!

Terrence Wall is the founder, Chairman and CEO of T. Wall Properties. Over 20 years, T. Wall Properties has developed and acquired a portfolio of 2.9 million square feet of residential and commercial properties (2.9 million square feet), making T. Wall of the most successful development companies in Wisconsin. The company also pioneered pedestrian friendly, master planned, mixed-use communities in Dane County, and over the last few years has led the development community in incorporating green building components into their buildings. Mr. Wall and his company also created and attracted hundreds of jobs to the communities in which they have brought economic development opportunities. The company currently manages an employment population of over 10,000 in their buildings.

In addition, Mr. Wall created DaneVest Tech Fund, a local \$10 million capital fund that invests in and assists Wisconsin based, early-stage technology businesses run by entrepreneurs who need help growing their businesses. He saw a need – capital – to attract and retain young start-up entrepreneurs and their ideas here in Wisconsin. DaneVest Tech Fund has since become recognized as a critical component to the success of many young companies, which in turn have created many jobs that in turn help Wisconsin grow.

An Eagle Scout, Mr. Wall grew up in greater Madison and attended both public and private schools and started his entrepreneurial career by selling and delivering newspapers at age 11. He worked through high school (at a sporting goods store), and once personal computers were introduced, he started the first computer consulting business in Dane County that helped pay his way through college. While attending the UW-Madison, Wall started his own real estate business that later evolved into T. Wall Properties.

Mr. Wall and his family are major sponsors of the new American Family Children's Hospital and contributed to and managed the development of the new Carousel building at the Henry Vilas Children's Zoo. He is also a supporter of Edgewood High School and the Boy Scouts of America. Wall also founded The Wisconsin Foundation, whose purpose is to both contribute to local charities involved in helped youth and education, but also provides consulting services to teach non-profits how to fund raise, and has contributed to many other charities. .

Mr. Wall holds a Bachelor of Arts degree in Economics and Masters of Science degree in Real Estate Appraisal and Investment Analysis from the Wisconsin School of Business at the University of Wisconsin –

Madison. He previously served as a member of the East Washington Avenue Corridor Committee and Community Development Block Grant Commission, and currently serves on the Board of the Madison Preparatory Academy.

D. Support Team

Laura DeRoche-Perez is an educator with over twelve years of experience in traditional public schools, charter schools, and American international schools. She began her teaching career with Teach For America in Compton, California, one of the lowest performing school districts in that state. Ms. DeRoche-Perez was a founding staff member at Downtown College Prep, the first charter high school in Santa Clara County, California and served as the school's first Literacy Coordinator. In Bulgaria, Ms. DeRoche-Perez taught American Literature at the American College of Sofia, the premier college preparatory school in the country, serving exclusively gifted and talented students. From there, Ms. DeRoche-Perez went on to lead the secondary English as a Second Language program at the American International School-Riyadh in the Kingdom of Saudi Arabia. Currently, Ms. DeRoche-Perez is the Director of School Development for the Urban League of Greater Madison. Ms. DeRoche-Perez holds a Bachelor of Arts degree in English from Pomona College and a Master of Science degree in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison. She is a licensed English/ESL teacher in the state of California and eligible for a Wisconsin Principal license. Ms. DeRoche-Perez is proud mom to two girls, ages five and three.

Stephen Perez is an instructional leader who has worked in a variety of settings: urban, suburban, and private international schools. Mr. Perez is a licensed English who has taught a variety of courses over thirteen years, including International Baccalaureate Higher Level European History. He has served as the History Department Chair at the American College of Sofia, the premier college preparatory school in Bulgaria that serves exclusively gifted and talented students. Mr. Perez has mentored countless teachers, most notably as a Corps Member Advisor with Teacher For America. Currently, Mr. Perez serves as the Teaching and Learning Consultant for the Urban League of Greater Madison and is a graduate student in UW-Madison's Educational Leadership and Policy Analysis program in the School of Education. Mr. Perez holds a Bachelor of Arts degree Humanities from San Jose State University and a Master of Education degree in Cross-Cultural Instruction from National University. Outside of his work as an educator, Mr. Perez is a youth, high school and college sports official, an Ironman Triathlete, and father to two daughters.

E. Design Teams

The following community members, educators, business leaders, parents, and more have also committed their time, energy, and support to the establishment of Madison Prep through their participation on Design Teams (the Facilities team was listed earlier):

Curriculum & Instruction Design Team

Annemarie Ketterhagen
Courtney Saxler
Dan White
Gloria Ladson-Billings
Jane Schroeder
Mark Childs
Renee Smail
Sean Bielmeier
Vanika Mock

Operations & Leadership Design Team

Annemarie Ketterhagen
Bob Morris
David Cagigal
Dennis McClain
Donna Hurd
John Raihala
Maddy Niebauer
Molly Garner
Nasra Wehelie
Nichelle Nichols
Senn Brown

Marketing & Community Engagement Team

Charles Ellis
John Roach
Karin Clark
Keith Schwarting
Kelly Ayala
Kema Williams
Mary Wells
Mary Albrecht
Megan Miller
Nasra Wehelie
Nia Trammell
Richard Scott
Ron Luskin
Tania Ibarra
Torrey Jaeckle

Timeline of Activities

Phase I: Planning March 2011 – December 2011

Objectives: Create the business and operations plan, develop the curriculum, secure planning funds, submit a winning charter school application, secure a facility and identify early partnerships.

Details:

- Secure financial support for planning and preparing the charter school application and facility acquisition.
- Write business plan and charter school application; submit a successful charter school application/contract
- Recruit and develop Madison Prep’s Board of Directors
- Establish Design Teams to assist with fleshing out the school design, curriculum, business model and facility
- Launch a significant communications campaign to educate the community on Madison Prep; need & purpose
- Launch the school’s website and video presentation
- Solicit feedback on the school design from key stakeholders, experts, and potential funders
- Conduct school visits to review best practices for the further design of Madison Prep
- Identify elementary school “pipeline” partners (feeder schools) and community partners to recruit students
- Establish partnerships that bolster Madison Prep’s leadership development program, faculty recruitment, facilities search, student support services and fundraising efforts
- Secure input and public support from prospective students, parents, the community and partners
- Secure support and/or partnerships with the local school system, public agencies and policy makers
- Identify a school facility and establish partnerships with neighboring residents, schools and businesses
- Secure financial support for school implementation and acquisition of a facility

Phase II: Pre-Implementation January 2012 – June 2012

Objectives: Secure planning implementation funds, recruit students and staff, hire the principals and principals hire staff, solidify partnerships and prepare the school and its facility for opening.

Details:

- Launch a search process to hire the Principal of the boys and girls schools
- Approve the schools' administrative, financial, instructional, operational and personnel policies and procedures
- Hold a retreat for the Madison Prep Board of Directors; focus on charter school governance and partnerships
- Engage the Principals in the planning and implementation process; have them complete Phillip Exeter's Internship Program and their summer workshops; complete training in the summer of 2012 with the International Baccalaureate Organization
- Complete student recruitment and admissions process
- Engage partners in the implementation process
- Secure facility and supervise renovations
- Secure gap funding for the implementation of the school and first 2 years of operation
- Hire faculty and staff for 2012-13; ensure they complete IB & Harkness training
- Publicize the school to prospective students and their parents; Recruit and enroll students
- Prepare for New Student and Faculty Orientation session

Budget Plan and Financial Projections

Madison Prep's budget is located in the appendix of this business plan. The primary writers of the budget were Kaleem Caire, President & CEO of the Urban League of Greater Madison; Tami Holmquist, Business Manager at Edgewood High School; Jim Horn, Chief Financial Officer and Laura DeRoche Perez, Director of School Development at the Urban League of Greater Madison; and David Cagigal, Interim Chair of Madison Prep's Board of Directors and former Chief Information Technology Officer with Alliant Energy Corporation. This group made up the "Urban League Team" referenced below. Additional assistance and information was provided by Erik Kass, Assistant Superintendent for Business Services and Donna Williams, Director of Budget, Planning & Accounting with the Madison Metropolitan School District (MMSD).

In developing the budget, the Urban League team reviewed the costs of operations of other charter schools in Wisconsin and other states, and the costs of public and private operations of middle and high schools within the boundaries of the MMSD. M3 Insurance Group of Madison, textbook companies, curriculum and technology providers, school support service providers and commercial real estate and facilities experts were also consulted.

A. Anticipated Revenues Sources

The Urban League of Greater Madison and the Board of Directors of Madison Prep expect revenue to come from six primary sources listed below, particularly during the school's first five years of operation:

- Madison Metropolitan School District Per Pupil Charter Payments
- Wisconsin Dept. of Public Instruction Charter School Planning and Implementation Grants (Title VB)
- Federal Entitlements (Title IIA, Title III)
- Other Government Funding/Grants (National School Lunch and Breakfast Programs)
- Private Grants and Donations (Individuals, Corporations, Foundations, Special Events)
- Activity Fees (Uniforms, Field Trips, Meals, Parent Association Fundraising)

Note: MMSD only spends its Title I funding in the elementary grades, which is why it is not reflected above.

B. Anticipated Expenditure Categories

The Urban League and Madison Prep’s Board have planned for the following expense areas:

- Personnel Salaries and Benefits
- Direct Student Costs
- Occupancy Expenses
- General Expenses
- Contingency

The five-year budget in the appendix provides details about expenses in each of these areas.

C. Surpluses

Surpluses will serve three purposes: (1) as collateral for loans and investments in permanent facilities and unforeseen capital costs for both schools, (2) to support the Group Performance Bonus System, new programs and parent and community engagement, and (3) as a cash reserve, which will be set aside in a rainy day fund for future strategic and emergency uses. In addition, an annual 1% contingency is built into the total expense line of the budget to support unforeseen costs not projected in the budget.

D. Planning and Pre-Implementation Year

The Urban League of Greater Madison began the process of developing its business plan and engaging stakeholders about the development of Madison Prep in August 2010. Since then, the organization and a small number of individual donors have provided the bulk of the funding to support the development of the school. The two largest investors have been the Urban League, which has to date invested \$69,000 from its savings account and Mary Burke, a local philanthropists, who provided a \$50,000 gift to help kick-start the League’s efforts to develop the school.

To continue its work through the end of the *planning period*, which ends June 30, 2012, ULGM is seeking to secure an additional \$255,000 in individual, foundation and corporate contributions. Funds will be used to support school development staff and consultants and additional Phase I and II activities listed in the Timeline of Activities on the previous page. A specific Planning Year Budget is located in the Appendix.

In addition to the \$225,000, the Urban League and Madison Prep’s Board are also raising funds to support the acquisition and renovation of the Mount Olive facility, to get it ready to receive students in August 2012. This explains the excess fundraising projections in the budget.

E. Per Pupil Funding Request of the Madison Metropolitan School District

The Urban League and Madison Prep’s Board of Directors have launched an aggressive fundraising campaign to secure appropriate resources to support start-up costs of Madison Prep. In the school’s inaugural year, when start-up costs are the highest, Madison Prep expects to spend \$20,939 per pupil, of which the Urban League and Madison Prep’s Board are requesting MMSD invest \$9,395 per pupil. The rest will be raised through state and federal grants and entitlements, fees, and private fundraising.

During the five years period of the contract Madison Prep is seeking to sign with MMSD’s Board of Education to operate the school, MMSD is being asked to spend the following amounts per pupil each year:

Source	SY2012-13	SY2013-14	SY2014-15	SY2015-16	SY2016-17
MMSD	\$9,395	\$9,785	\$9,763	\$9,753	\$9,779
Fundraising	\$8,750	\$3,542	\$2,778	\$2,917	\$2,458

The sizeable annual fundraising costs are the function of Madison Prep’s plan to secure contributions towards the investment in a long-term facilities option for both schools. Rather than wait to launch a capital campaign, Madison Prep will begin to secure funding for its long-term facilities needs immediately.

F. The Urban League Management Fee

The Urban League of Greater Madison will continue to provide back-office support to Madison Prep after it opens. This support will ensure that the school's staff can focus 100% of their time and energy on implementing the education plan and addressing the needs of students and their families. The Urban League will provide fundraising assistance, staff support to the school's Board of Directors, and management of the both schools':

- School-Start Up
- Finance and Accounting
- Compliance and Accountability
- Payroll Processing and Reporting (if the school is a non-instrumentality)
- Human Resources and Insurance (if the school is a non-instrumentality)
- Grants Administration
- Long and Short-term Facilities Planning

School Start-Up

- State and Federal IDs
- 501(c)(3) support
- School database set-up
- Payroll information and packages (I-9, benefits)
- Board Governance information

Human Resources and Insurance

- Human Resources & Benefits
 - Employee File Setup
 - Contracts & Handbook Development
 - Health Benefits Procurement / Re-Quotes
 - Teacher Credentialing Assistance
- Insurance
 - Insurance Procurement
 - Insurance Administration Assistance

Compliance and Accountability

- **Employee Files:** Establish a record-keeping system for employee files and forms, and establish procedures for compliance with employment laws.
- **Compliance Support:** Ensure school establishes procedures to he ensure they understand their responsibilities and are in compliance with NCLB, state, federal and special education rules and regulations.
- **Mid-Year Internal Audit:** ULGM will work with Madison Prep staff to perform an on-site, mid-year audit toward ensuring the school's compliance with many school regulations and in preparation for a potential authorizer site visit.

Grants Administration

- **Financial Reports:** ULGM will lead the preparation of financial reports for grant purposes.
- **Fund Accounting:** ULGM will set-up fund accounting to track direct and allocated costs to grants.

Finance and Accounting

Budgeting

- Annual & Multi-Year Budgets with Cash Flows
- Revisions On Demand
- Updated Monthly Budget Forecasts

Financial Statements

- Monthly Year-To-Date Financial Statements
- Cash Flow Projections - Monthly
- Financial Statement Analysis - Monthly
- Customized Financial Analysis
- Support Resolving Financial Issues

Accounting

- Journal Entries & Transaction Recording
- Fund Accounting
- Bank Reconciliation
- Create Financial Policies and Procedures

Accounts Payable & Receivable

- Revenue Verification
- Revenue Collection
- Accounts Payable Processing

Purchasing

- Vendor Selection
- Assistance On Big-Ticket Items

Government Financial Reporting

- Preliminary and Final Budget
- Interim Financial Reports
- Audited Financial Reports

Audit Support

- Compliance Training
- IRS Form 990 Support

Payroll Processing and Reporting

- Salaried & Hourly
- Federal & State Agency Reporting
- Payroll Tax Reporting & Tax Deposits
- Payroll Record Maintenance
- W-2 & 1099 Processing
- IRS, SDI, WC Support
- PERS/STRS Support including Setup, Administration & Reporting

The Urban League will also use revenue from the management fee to partner with the Madison Metropolitan School District to create a plan for replication of successful strategies at Madison Prep. The Urban League wants to ensure that all MMSD schools can benefit from the lessons learned at Madison Prep. Resources provided by the management fee will ensure that Urban League staff are available for this important replication work. At any time, the Board of Madison Prep could choose to assume the duties the Urban League is performing, and will after year 5. If it does so sooner than year 5, these dollars would be used to provide similar services through additional Madison Prep staff.

Urban League staff who will continue to support Madison Prep include the President & CEO, who will serve as a loaned executive CEO to Madison Prep during its implementation. However, the management fee will help cover the costs of time spent supporting Madison Prep for the following ULGM positions: Chief Financial Officer, Vice President of Development and Communications and the Director of School Development.

Fundraising Plan

Madison Prep's fundraising committee is being chaired by Fran Petonic, President of the Meriter Hospital Foundation and supported by a team that includes Elizabeth Donley, President of Stemina Corporation, Urban League President & CEO Kaleem Caire, among others. Every Board Member of Madison Prep will support the school both financially and through fundraising. Community champions who have the capacity to assist with fundraising will be added to the committee over the coming weeks and months.

The Urban League has already secured a \$2.5 million gift from Madison Philanthropists and business woman, Mary Burke. Along with the Board of Madison Prep, the school's first major fundraiser was hosted for Madison Prep at the Maple Bluff Country Club in the Village of Maple Bluff in October 2011. Another significant fundraiser will take place at Nakoma Country Club in November 2011, with additional fundraising efforts already underway.

Ms. Burke's gift was specifically aimed at reducing the financial burden on the Madison Metropolitan School District to support the school. Additional fundraising will support start-up and operational costs, and the costs of securing and readying the Mount Olive Church facility.

Attachments

The appendix contains the budget and the list of supporters.

- ¹ *On Course for Success: A Close look at Selected High School Courses that Prepare All Students for College and Work*. ACT and the Education Trust, 2005.
- ² *Remedial Course-taking Patterns among Recent High School Graduates*, Social & Economic Sciences Center at Washington State University, March 2006.
- ³ Woodruff, David and Robert Ziomek. *Differential Grading Standards Among High Schools*. ACT Research Report Series, 2004.
- ⁴ Gordon, Edward. *The Future of Jobs & Careers*. Published in Techniques: Association for Career & Technical Education, September 2009. Available at [http://www.acteonline.org/uploadedFiles/Publications_and_E-Media/files/files-techniques-2009/Theme_4\(3\).pdf](http://www.acteonline.org/uploadedFiles/Publications_and_E-Media/files/files-techniques-2009/Theme_4(3).pdf)
- ⁵ Bagley, Cora. Some Factors Affecting Academic Achievement Among Negro High School Students. Madison: Unpublished Master's Thesis, University of Wisconsin, 1965, pp. 1-4, 39-45.
- ⁶ Lede, Naomi. Madison's Negro Population, A report made for the Community Welfare Council of Madison and the National Urban League. St. Louis: Urban League of St. Louis, April 1966.
- ⁷ O'Reilly, Charles. The Negro Community of South Madison. Madison: University of Wisconsin School of Social Work, 1966.
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- ¹¹ Census 2000 Demographic Profile Highlights: Selected Population Groups, US Census Bureau.
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535 Madisonians & Friends Who Support Madison Preparatory Academy

Name	City	State	Signed On
Andra Rivers-Jones	Roanoke	IN	8/9/2011
Keziah Calmese	Reno	NV	8/9/2011
Jon Spinac	New York	NY	8/9/2011
Curtis Grasty	Cottage Grove	WI	8/9/2011
Camyle Hughes	Fitchburg	WI	8/9/2011
Sean Bielmeier	Green Bay	WI	8/9/2011
Jochebed Jones	Madison	WI	8/9/2011
Born Logic Allah	Madison	WI	8/9/2011
Dave Boyer	Madison	WI	8/9/2011
Bettsey Barhorst	Madison	WI	8/9/2011
Terry Crawford	Madison	WI	8/9/2011
Paul Radspinner	Madison	WI	8/9/2011
John Witte	Madison	WI	8/9/2011
Joe Balles	Madison	WI	8/9/2011
Winifred Brown	madison	WI	8/9/2011
Jared Davis	Madison	WI	8/9/2011
Valerie Vance	Madison	WI	8/9/2011
Nikki Conklin	Madison	WI	8/9/2011
Matthew William Miller	Madison	WI	8/9/2011
Kaleem Caire	Madison	WI	8/9/2011
Mary Lucas	Madison	WI	8/9/2011
Judith Howard	Madison	WI	8/9/2011
Donna Hurd	Madison	WI	8/9/2011
Dan Nagle	Madison	WI	8/9/2011
The Rev. Arthur Lloyd	Madison	WI	8/9/2011
Rita Adair	Madison	WI	8/9/2011
Shannon Kelly	Madison	WI	8/9/2011
Kevin Doss	Madison	WI	8/9/2011
Michael Johnson	Madison	WI	8/9/2011
Jacqueline DeWalt	Madison	WI	8/9/2011
Amanda Moren	Madison	WI	8/9/2011
Genevieve Martin	Middleton	WI	8/9/2011
Rena Broadnax	Sun Prairie	WI	8/9/2011
David Cagigal	Waunakee	WI	8/9/2011
Raina Ando	Ventura	CA	8/10/2011
Jennifer Faas	Hays	KS	8/10/2011
Dick Lee	Grand Rapids	MI	8/10/2011
John Richard Young	Norristown	PA	8/10/2011
Amy Aleman	Beaver Dam	WI	8/10/2011
Amy Good	Fitchburg	WI	8/10/2011

535 Madisonians & Friends Who Support Madison Preparatory Academy

Name	City	State	Signed On
Camille Castellanos	Madison	WI	8/10/2011
Mark Childs	Madison	WI	8/10/2011
Ellie Schatz	Madison	WI	8/10/2011
Tracy Stewart	Madison	WI	8/10/2011
Charles Brown	Madison	WI	8/10/2011
Kimber Wilkerson	Madison	WI	8/10/2011
Joselyn Diaz-Valdes	Madison	WI	8/10/2011
Jane Schroeder	Madison	WI	8/10/2011
Shawnika Hull	Madison	WI	8/10/2011
Robert Howard	Madison	WI	8/10/2011
Mary Wells	Madison	WI	8/10/2011
Laurie Mullen	Madison	WI	8/10/2011
Jim Zellmer	Madison	WI	8/10/2011
Mark Richardson	Madison	WI	8/10/2011
John Odom	Madison	WI	8/10/2011
Deonte Wilson	Madison	WI	8/10/2011
Bob Morris	Madison	WI	8/10/2011
Sherry Reames	Madison	WI	8/10/2011
Fred Reames	Madison	WI	8/10/2011
Katherine Pedracine	Madison	WI	8/10/2011
Barbara Jill Thomas	Madison	WI	8/10/2011
Karin Clark	Madison	WI	8/10/2011
Sheila Branch	Madison	WI	8/10/2011
Brenda Brown	Madison	WI	8/10/2011
Becky Gobermann	Madison	WI	8/10/2011
Tamera Holmquist	Middleton	WI	8/10/2011
Danny Goldberg	Milwaukee	WI	8/10/2011
Joan Duerst	Monona	WI	8/10/2011
Laurie Benson	Monona	WI	8/10/2011
Wilma Barrows	Sun Prairie	WI	8/10/2011
Ginny Gilbert	Waunakee	WI	8/10/2011
Eileen Bruskewitz	Waunakee	WI	8/10/2011
Malcolm Calbert	Chicago	IL	8/11/2011
Brandi Brown	Rockford	IL	8/11/2011
L J Scudder	Rockford	IL	8/11/2011
Gloria Padilla	Romeoville	IL	8/11/2011
Pier Penic	Alexandria	VA	8/11/2011
Monisha Kapila	Arlington	VA	8/11/2011
Stacy Nemeth	Fitchburg	WI	8/11/2011
Jacqueline Colbert	Madison	WI	8/11/2011

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Name	City	State	Signed On
Lorie Raihala	Madison	WI	8/11/2011
Annik Dupaty	Madison	WI	8/11/2011
Patrick Hasburgh	Madison	WI	8/11/2011
Paul Cuta	Madison	WI	8/11/2011
Anthony Cina	Madison	WI	8/11/2011
William Greer	Madison	WI	8/11/2011
Rachel McKinsey	Madison	WI	8/11/2011
Liz King	Madison	WI	8/11/2011
Mary Link	Madison	WI	8/11/2011
Patti Coan	Madison	WI	8/11/2011
Joan Sweeney	Madison	WI	8/11/2011
Nasra Weheli	madison	WI	8/11/2011
Richard Scott Sr.	Madison	WI	8/11/2011
Edward Lee	Madison	WI	8/11/2011
Gloria Ladson-Billings	Madison	WI	8/11/2011
Kate Sullivan	Madison	WI	8/11/2011
Tim Cooley	Madison	WI	8/11/2011
Dennis McClain	Madison	WI	8/11/2011
Jacquelyn Strahl	Madison	WI	8/11/2011
Howard Landsman	Madison	WI	8/11/2011
Chuck Taylor	Madison	WI	8/11/2011
Alfred Sharpe	Middleton	WI	8/11/2011
Madeleine Niebauer	Middleton	WI	8/11/2011
Melissa Harrell Robinson	Milwaukee	WI	8/11/2011
Colleen Moren	Stoughton	WI	8/11/2011
Marilyn Ruffin	Sun Prairie	WI	8/11/2011
Shelley Joan Weiss	Sun Prairie	WI	8/11/2011
Neosho Ponder	Washington	DC	8/12/2011
Gisela Hernadez	New York	NY	8/12/2011
Michael Mitchell	DeForest	WI	8/12/2011
Gary Molz	Madison	WI	8/12/2011
Steven Entine	Madison	WI	8/12/2011
Susan Hoffenberg	Madison	WI	8/12/2011
Rose Molz	Madison	WI	8/12/2011
Kayla Brereton	McFarland	WI	8/12/2011
Rick Terrien	Middleton	WI	8/12/2011
Elfreda Massie	Bowie	MD	8/13/2011
Jabari Caire	Madison	WI	8/13/2011
Amira Caire	Madison	WI	8/13/2011
Andy Posselt	Madison	WI	8/13/2011

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Name	City	State	Signed On
Welda Simousek	Madison	WI	8/13/2011
Adam Gamoran	Madison	WI	8/13/2011
Jody Glynn Patrick	Madison	WI	8/13/2011
Edward Laurson	Denver	CO	8/14/2011
Tim Metcalfe	Fitchburg	WI	8/14/2011
Sekani Caire	Fitchburg	WI	8/14/2011
Margaret Parks	Madison	WI	8/14/2011
Sandra Jackson	St. Petersburg	FL	8/15/2011
Danny Boyle	Chicago	IL	8/15/2011
Catina Harwell-Young	Milwaukee	WI	8/15/2011
Torrey Jaeckle	Madison	WI	8/16/2011
George Krug	Madison	WI	8/16/2011
Steve Landry	Verona	WI	8/16/2011
Earl Sahr		TX	8/17/2011
Barry Hayes	Fitchburg	WI	8/17/2011
Deborah Shillam	Keighley		8/17/2011
Paul Berger-Durnbaugh	Madison	WI	8/18/2011
Patricia Brooks	Madison	WI	8/18/2011
Nia Trammell	Madison	WI	8/18/2011
Kristen Cassarini	Rockaway	NJ	8/19/2011
Laura Gallagher	Madison	WI	8/19/2011
Fawn Bilgere	Madison	WI	8/19/2011
Kingsley Andersen	Madison	WI	8/21/2011
Carolina Sanchez	Ridgeway	WI	8/22/2011
Dave Black	Sun Prairie	WI	8/22/2011
Fran Petonic	Middleton	WI	8/23/2011
Nancy Homes	Madison	WI	8/24/2011
Joanna Ivey	Madison	WI	8/24/2011
Paula Salmon	Madison	WI	8/24/2011
Jessie Woehrle	Madison	WI	8/24/2011
Annemarie Ketterhagen	Oconomowoc	WI	8/24/2011
Paula Gavin	Minneapolis	MN	8/25/2011
Vincent Watts	Canton	OH	8/25/2011
William Haight	Madison	WI	8/25/2011
Michael Wilson	Madison	WI	8/25/2011
Sue Gleason	Madison	WI	8/25/2011
Sarah Wells	Madison	WI	8/25/2011
Donald Paul	Madison	WI	8/25/2011
Derek Johnson	Madison	WI	8/25/2011
Donna Jurek	Madison	WI	8/25/2011

535 Madisonians & Friends Who Support Madison Preparatory Academy

Name	City	State	Signed On
Sonia Frank	madison	WI	8/25/2011
Claudia Mosley	Madison	WI	8/25/2011
Tom Browne	Madison	WI	8/25/2011
Gail Johnson	Madison	WI	8/25/2011
Doua Vang	Madison	WI	8/25/2011
Michael Mullee	Madison	WI	8/25/2011
Nadya Nahirniak-Hansen	Madison	WI	8/25/2011
Susan Schmitz	Madison	WI	8/25/2011
Alejandro & Bonita Nunez	Madison	WI	8/25/2011
Judy Cooper	Madison	WI	8/25/2011
Connie Phair	Madison	WI	8/25/2011
Andrew Lewis	Madison	WI	8/25/2011
Colier McNair	Madison	WI	8/25/2011
Mya Johnson	Madison	WI	8/25/2011
Yolanda O'Quinn	Madison	WI	8/25/2011
Harley Skjervem	Madison	WI	8/25/2011
Beth Racette	Madison	WI	8/25/2011
Angelique Vance	Madison	WI	8/25/2011
Laurel Bastian	Madison	WI	8/25/2011
Donald Hester	Madison	WI	8/25/2011
Carmon Caire	Madison	WI	8/25/2011
Venessa Alexander	Madison	WI	8/25/2011
Eric Hill	Madison	WI	8/25/2011
Gary Gable	McFarland	WI	8/25/2011
William Howard	Middleton	WI	8/25/2011
Tricia Telfer	Oregon	WI	8/25/2011
Miki Smith	Prairie du Sac	WI	8/25/2011
Patrick Sims	Sun Prairie	WI	8/25/2011
Maudine Cooper			8/25/2011
Ingrid Beamsley			8/25/2011
Azure Fudge Hart			8/25/2011
James Lynch	Madison	WI	8/26/2011
Peter Gray	Madison	WI	8/26/2011
Jack Soceka	Madison	WI	8/26/2011
Carolyn Middlebrook	Madison	WI	8/26/2011
Laurie Borkon	Monona	WI	8/26/2011
Sarah Esmond	Stoughton	WI	8/26/2011
Augustine Murray	Fitchburg	WI	8/28/2011
Annette Miller	Madison	WI	8/28/2011
James M Nordlund	Fargo	ND	8/29/2011

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Name	City	State	Signed On
Benjamin White	Mazomanie	WI	8/29/2011
Annette Talis	Madison	WI	8/30/2011
R. Dafina Kuficha	Berkeley	CA	8/31/2011
Vicki Washington	Madison	WI	8/31/2011
Kevin Torrence	Sun Prairie	WI	8/31/2011
Jenni Hughes	Fitchburg	WI	9/1/2011
Janis Makwinja	Middleton	WI	9/4/2011
Carrie Wall	Madison	WI	9/7/2011
Traci Gray	Madison	WI	9/7/2011
Bhavin Patel	Madison	WI	9/8/2011
Jordan Pope	Madison	WI	9/8/2011
Susan Golz	Madison	WI	9/8/2011
Faustina Bohling	Madison	WI	9/8/2011
Betty Glover	Madison	WI	9/8/2011
Sylvester Thomas	Madison	WI	9/8/2011
Nina Miller	Middleton	WI	9/8/2011
Mary Feldt	Verona	WI	9/8/2011
Nicole Nelson	Madison	WI	9/9/2011
Marquis Sanders	Sun Prairie	WI	9/10/2011
Jeffery Jaeckle	Verona	WI	9/13/2011
Jennifer Bracken	Anchorage	AK	9/15/2011
Keith Schwarting	Arena	WI	9/15/2011
John Roach	Madison	WI	9/15/2011
Paul Norman	Madison	WI	9/15/2011
Elizabeth Donley	madison	WI	9/15/2011
Forbes McIntosh	Madison	WI	9/15/2011
Tyler Beck	Madison	WI	9/15/2011
Rosa Frazier	Madison	WI	9/15/2011
Darrell Bazzell	Madison	WI	9/15/2011
J. Marshall Osborn	Madison	WI	9/15/2011
Marshall Heyworth	Monona	WI	9/15/2011
Scott Flanagan	Oregon	WI	9/15/2011
Shedy Berrios	Jacksonville	NC	9/16/2011
Dennis Haefer	Madison	WI	9/16/2011
Russell Betts	Madison	WI	9/16/2011
Derrick Smith	Madison	WI	9/16/2011
Jorge Garcia	Madison	WI	9/16/2011
Heather Stapelmann	Madison	WI	9/16/2011
Amanda Moren	Madison	WI	9/16/2011
Chris Montagnino	Sun Prairie	WI	9/16/2011

535 Madisonians & Friends Who Support Madison Preparatory Academy

Name	City	State	Signed On
Richard Jones	Madison	WI	9/17/2011
Jan O'Neill	Madison	WI	9/19/2011
Kong Vang	Madison	WI	9/20/2011
Sarah Frankfurt	Madison	WI	9/20/2011
Myra Kemna	McFarland	WI	9/20/2011
Claire Miller	Verona	WI	9/20/2011
Lucy Sheley	Madison	WI	9/21/2011
Don Gillian-Daniel	Madison	WI	9/22/2011
Bryan D. Freehling	Lahaska	PA	9/23/2011
Melody Myers	Lodi	WI	9/23/2011
Lori Mann Carey	Madison	WI	9/23/2011
Ernesto Sosa	Madison	WI	9/23/2011
Delonda Jackson	Sun Prairie	WI	9/23/2011
Barbara Golden	Fitchburg	WI	9/25/2011
Leslie Clark	Madison	WI	9/25/2011
Tamiko Dixon	Fitchburg	WI	9/27/2011
James Walker	Janesville	WI	9/27/2011
Meghan Roegge	Madison	WI	9/27/2011
Ronld Cato	Bobbili	AP	9/28/2011
Lisa Peyton-Caire	Bowie	MD	9/28/2011
Godwin Amegashie	Fitchburg	WI	9/28/2011
Sabrina Madison	Fitchburg	WI	9/28/2011
Calista Lowe	Madison	WI	9/28/2011
Taletha Carter	Madison	WI	9/28/2011
Cynthia Chambliss	Madison	WI	9/28/2011
Andre Johnson	Madison	WI	9/28/2011
Jennifer Hill	Madison	WI	9/28/2011
Freya Reeves	Madison	WI	9/28/2011
Jacquelyn Hunt	Madison	WI	9/28/2011
Marian Quarles	Madison	WI	9/28/2011
Kahlal Cunningham	Madison	WI	9/28/2011
Keetra Burnette	Madison	WI	9/28/2011
Rhonda Johnson	Madison	WI	9/28/2011
Mary Millon	Madison	WI	9/28/2011
Brenda Gonzalez	Madison	WI	9/28/2011
Nichole Taylor	Madison	WI	9/28/2011
William Patterson	Madison	WI	9/28/2011
Donna Parker	Madison	WI	9/28/2011
Derrick Smith	Madison	WI	9/28/2011
Rebecca Raether	Madison	WI	9/28/2011

535 Madisonians & Friends Who Support Madison Preparatory Academy

Name	City	State	Signed On
Natalia Contreras Moiraghi	Madison	WI	9/28/2011
Shadayra Kilfoy-Flores	Madison	WI	9/28/2011
Antoinette Neal	Madison	WI	9/28/2011
Monique Bryson	Madison	WI	9/28/2011
Carol Lobes	McFarland	WI	9/28/2011
Connie Brown	Sun Prairie	WI	9/28/2011
Keith Broadnax	Sun Prairie	WI	9/28/2011
Roosevelt Shields	Sun Prairie	WI	9/28/2011
Brent Eggen	Wisconsin Dells	WI	9/28/2011
Ashley Brown	Boston	MA	9/29/2011
Wanda Jones	Utica	MI	9/29/2011
Tracy Anderson	St. Paul	MN	9/29/2011
Julie Stockwell	Appleton	WI	9/29/2011
Lionel Norton	Cottage Grove	WI	9/29/2011
Marthea A Fox	Fitchburg	WI	9/29/2011
Rita Gamerdinger	Fitchburg	WI	9/29/2011
Dakia Dillard	Fitchburg	WI	9/29/2011
Mary Olsky	Fitchburg	WI	9/29/2011
Candi Diaz	Lake Mills	WI	9/29/2011
Mark Larsen	Madison	WI	9/29/2011
Dr. Carl Whiting	Madison	WI	9/29/2011
LeeAnne Banks	Madison	WI	9/29/2011
Eric Theis	Madison	WI	9/29/2011
Senn Brown	Madison	WI	9/29/2011
Mary Burke	Madison	WI	9/29/2011
Stephen Perez	Madison	WI	9/29/2011
Antoinetta Hayes	Madison	WI	9/29/2011
Darlene Brightbill	Madison	WI	9/29/2011
Jennifer Krch	Madison	WI	9/29/2011
Sara Jimenez Soffa	Madison	WI	9/29/2011
Wesley Sparkman	Madison	WI	9/29/2011
Kari Schuhmacher	Madison	WI	9/29/2011
Kiana Burnette	Madison	WI	9/29/2011
Phil Bostic	Madison	WI	9/29/2011
Ngina Ali	Madison	WI	9/29/2011
James III	Madison	WI	9/29/2011
Lisa Girdharry	Madison	WI	9/29/2011
Chan Stroman	Madison	WI	9/29/2011
Scott Strong	Madison	WI	9/29/2011
Rachel Favour	Madison	WI	9/29/2011

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Name	City	State	Signed On
Edward Kuharski	Madison	WI	9/29/2011
Clifford Cunningham	Madison	WI	9/29/2011
Henry & Theresa Sanders	Madison	WI	9/29/2011
Margaret Meyer	Madison	WI	9/29/2011
Jim Shurts	Madison	WI	9/29/2011
Rose Mary Jackson	Madison	WI	9/29/2011
Ayesha Khurshid	Madison	WI	9/29/2011
Michael Thomas	Madison	WI	9/29/2011
Carl Hampton	Madison	WI	9/29/2011
William Badger	Madison	WI	9/29/2011
Nancy Jackson	Madison	WI	9/29/2011
Renee Smail	Middleton	WI	9/29/2011
Matthew Morris	Middleton	WI	9/29/2011
Erica Box	Middleton	WI	9/29/2011
Wanda Anthony	Middleton	WI	9/29/2011
William Abraham	Milwaukee	WI	9/29/2011
Monica Kelsey-Brown	Milwaukee	WI	9/29/2011
Chip Johnston	Milwaukee	WI	9/29/2011
Sarah Schliem	Sun Prairie	WI	9/29/2011
Tim Boals	Sun Prairie	WI	9/29/2011
Harold Rayford	Sun Prairie	WI	9/29/2011
Rosanne Facktor	Waunakee	WI	9/29/2011
Mikaya McCarty	Wisconsin	WI	9/29/2011
Staci Seaton	Cottage Grove	WI	9/30/2011
Derrick Lee	Fitchburg	WI	9/30/2011
Lysundra Alawiye	Madison	WI	9/30/2011
Carey Dachik	Madison	WI	9/30/2011
Dwight & Denise McDonald	Madison	WI	9/30/2011
Malika Monger	Madison	WI	9/30/2011
Dexter Hawkins	Madison	WI	9/30/2011
Mike Denu	Madison	WI	9/30/2011
Cynthia Woodland	Madison	WI	9/30/2011
Pedro Albiter	Madison	WI	9/30/2011
Isadore Knox Jr	Madison	WI	9/30/2011
Sterling Lynk	Madison	WI	9/30/2011
Janet House	Madison	WI	9/30/2011
Betsy Pelto	Madison	WI	9/30/2011
Kevin Henry	Madison	WI	9/30/2011
Steven Redmond	madison	WI	9/30/2011
Erica Halverson	Madison	WI	9/30/2011

535 Madisonians & Friends Who Support Madison Preparatory Academy

Name	City	State	Signed On
Iiona Virgin	Madison	WI	9/30/2011
John Roll	Madison	WI	9/30/2011
Michelle Robinson	Madison	WI	9/30/2011
Greg Hoyte	McFarland	WI	9/30/2011
Alice Gustafson	Middleton	WI	9/30/2011
Al Toon Jr	Middleton	WI	9/30/2011
Terrance Green	Middleton	WI	9/30/2011
Steve Maurice	Oregon	WI	9/30/2011
Patricia Atkinson	Sun Prairie	WI	9/30/2011
Shawn Atkinson	Sun Prairie	WI	9/30/2011
Donene Rowe	Watertown	WI	9/30/2011
Kathryn Bowen	Madison	WI	10/1/2011
Evelyn Jackson	Madison	WI	10/1/2011
Gladis Benavides	Madison	WI	10/1/2011
Keri Shahidi	Glendale	CA	10/2/2011
Wangari Gichiru	Fitchburg	WI	10/2/2011
Apriel Campbell	Madison	WI	10/2/2011
Tania Ibarra	Madison	WI	10/2/2011
Lauren Cunningham	Madison	WI	10/2/2011
Angela Street	Madison	WI	10/2/2011
Tiffany Harston	Madison	WI	10/2/2011
Richard Henderson	Madison	WI	10/2/2011
Andrea Richardson-Calbert	Madison	WI	10/2/2011
Rose Richardson	Madison	WI	10/2/2011
Amanda Riggins	Madison	WI	10/2/2011
Davarius Calbert	Madison	WI	10/2/2011
Robert Moren	Monona	WI	10/2/2011
Mike Moren	Monona	WI	10/2/2011
Anne Riley	Monona	WI	10/2/2011
Lisa Dangcil	Marietta	GA	10/3/2011
Kristy Mitchell	Stephenville	TX	10/3/2011
Alanna Lee	Fitchburg	WI	10/3/2011
Nadja Sido	Madison	WI	10/3/2011
Christine Cina	Madison	WI	10/3/2011
Jalanda Giboney	Madison	WI	10/3/2011
Roberta Slaughter	Madison	WI	10/3/2011
Jim Horn	Madison	WI	10/3/2011
Tilethia Mickle	Madison	WI	10/3/2011
Sheila Sims	madison	WI	10/3/2011
Susan Stanton Messimer	Madison	WI	10/3/2011

535 Madisonians & Friends Who Support Madison Preparatory Academy

Name	City	State	Signed On
Lachiana Dillard	Madison	WI	10/3/2011
Lesa Reisdorf	Madison	WI	10/3/2011
Angela Wellman	Madison	WI	10/3/2011
Lisa Williams	Madison	WI	10/3/2011
Pete Johnson	Madison	WI	10/4/2011
Candace McDowell	Madison	WI	10/4/2011
James Schmitt	Madison	WI	10/4/2011
Rhona Mcdonald	Madison	WI	10/4/2011
Carrie Smith	Madison	WI	10/4/2011
Monica Schraml	McFarland	WI	10/4/2011
Norlisha Jackson	Stoughton	WI	10/4/2011
Stephanie Carter	Sun Prairie	WI	10/4/2011
Jennifer Foubert	Madison	WI	10/5/2011
Marti Elder	Madison	WI	10/5/2011
Elizabeth Snider	Madison	WI	10/5/2011
Roger Henderson	Prairie du Sac	WI	10/5/2011
Jason Salisbury	Madison	WI	10/6/2011
Kelly Mlsna	Madison	WI	10/7/2011
Phil Scales	Madison	WI	10/7/2011
Chris Franks	Sun Prairie	WI	10/7/2011
Jade Swaim	Bellevue	WA	10/8/2011
Annette Crowder	Baraboo	WI	10/8/2011
Bonita Greer	Madison	WI	10/8/2011
Heidi Green	Madison	WI	10/8/2011
Caitlin Szudy	Oregon	WI	10/8/2011
Steve Allison	Madison	WI	10/9/2011
Jacquisha McFarlane	Fitchburg	WI	10/10/2011
Barbara Parminter	Madison	WI	10/10/2011
Martha Foster	Potlatch	ID	10/11/2011
Qiana Holmes	Madison	WI	10/11/2011
Jessica Splitter	Madison	WI	10/11/2011
William Wait	Madison	WI	10/12/2011
Mindi Whiteis	Middleton	WI	10/14/2011
Angela Caradine	Madison	WI	10/15/2011
Teddy Marino	Prospect Hts	IL	10/17/2011
Emily Merritt	Watertown	WI	10/19/2011
Marquita Carr	Fitchburg	WI	10/20/2011
Quyen Bui	Madison	WI	10/20/2011
Tommy Phillips	Madison	WI	10/21/2011
Terrence Wall	Madison	WI	10/22/2011

**535 Madisonians & Friends Who Support
Madison Preparatory Academy**

Name	City	State	Signed On
Jessica Alanis	Madison	WI	10/24/2011

MMSD Application: Five-Year Forecast, v1.0

10/28/11

Madison Preparatory Academy

Five-Year Forecast						
INCOME	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17
Per Pupil Charter Payments from MMSD	-	1,109,600	2,312,550	3,460,350	4,608,150	5,775,050
Per Pupil Facilities Allowance	-	-	-	-	-	-
Federal Entitlements	-	17,796	35,949	54,462	73,343	92,595
State/Fed Charter School Startup Funds	225,000	225,000	225,000			
Other Government Funding/Grants	-	61,944	125,127	189,567	255,284	322,296
Private Grants and Donations	250,000	1,050,000	850,000	1,000,000	1,400,000	1,475,000
Activity Fees	-	58,385	117,619	177,716	235,688	291,549
Loans	-	-	-	-	-	-
Other Income	-	-	-	-	-	-
TOTAL INCOME	475,000	2,522,725	3,666,245	4,882,096	6,572,465	7,956,490
EXPENSES	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17
Personnel Salaries and Benefits	151,783	1,542,919	1,985,824	3,165,937	3,772,822	4,386,513
Direct Student Costs	6,000	258,235	273,356	384,497	448,520	498,247
Occupancy Expenses	17,500	397,388	345,396	348,850	1,104,691	1,115,738
Office Expenses	19,000	84,207	116,264	142,586	166,216	185,849
General Expenses	55,500	205,029	396,451	590,930	783,718	980,273
Contingency	2,498	24,878	31,173	46,328	62,760	71,666
TOTAL EXPENSES	252,280	2,512,655	3,148,465	4,679,128	6,338,729	7,238,286
EXCESS / (DEFICIT)	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17
Excess / (Deficit)	222,720	10,070	517,780	202,968	233,736	718,204
Bank Balance	222,720	232,790	750,570	953,538	1,187,274	1,905,478
MAJOR ASSUMPTIONS	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17
Student Enrollment	0	120	240	360	480	600
Facility Size	-	25,200	47,250	47,250	78,750	78,750
Average Teacher Salary w/out bonus	-	47,185	47,433	47,849	48,266	48,789
Student/Teacher Ratio		10.9	13.3	13.3	14.1	14.3
COST PER STUDENT	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17
Student Enrollment	0	120	240	360	480	600
MMSD Per-Pupil Income (excludes "oth gov")		9,395	9,785	9,763	9,753	9,779
Private Grants & Donations Income Per-Pupil	2,083	8,750	3,542	2,778	2,917	2,458
Per-Pupil Expenditures		20,939	13,119	12,998	13,206	12,064
Personnel Salaries and Benefits		12,858	8,274	8,794	7,860	7,311
Direct Student Costs		2,152	1,139	1,068	934	830
Occupancy Costs		3,312	1,439	969	2,301	1,860

MMSD Revenue, v1.0

10/28/11

Madison Preparatory Academy

Reconciled:

Description	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	Calc	Comment
Variables								
Foundation level per pupil	10,300.00	10,300.00	10,300.00	10,300.00	10,300.00	10,300.00	100.0%	
Non-Residential Facilities A	-	-	-	-	-	-		
Residential Facilities Allotm	-	-	-	-	-	-		
LINE 1: Per Pupil Charter Payments								
Per-Pupil								
Middle School								
Grades 6-8:								1.00 MS weight
- Students (6)		120	120	120	120	120		
- Students (7)		-	120	120	120	120		
- Students (8)		-	-	120	120	120		
- Total MS Students		120	240	360	360	360		
- Income/Student	10,300	10,300	10,300	10,300	10,300	10,300		
Total MS Revenue		1,236,000	2,472,000	3,708,000	3,708,000	3,708,000		
Grades 9-12:								1.00 HS weight
- Students (9)		-	-	-	120	120		
- Students (10)		-	-	-	-	120		
- Students (11)		-	-	-	-	-		
- Students (12)		-	-	-	-	-		
- Total HS Students		-	-	-	120	240		
- Income/Student	10,300	10,300	10,300	10,300	10,300	10,300		
Total HS Revenue		-	-	-	1,236,000	2,472,000		
MS & HS TOTAL:		1,236,000	2,472,000	3,708,000	4,944,000	6,180,000		
Special Education Funding								
Level 1:								0.52 Level 1
- Students		18	36	54	72	90		
- Income/Student		-	-	-	-	-		
Level 1:		-	-	-	-	-		
Level 2:								0.79 Level 2
- Students		5	10	14	19	24		
- Income/Student		-	-	-	-	-		
Level 2:		-	-	-	-	-		
Level 3:								1.56 Level 3
- Students		1	2	4	5	6		
- Income/Student		-	-	-	-	-		
Level 3:		-	-	-	-	-		
Level 4:								2.83 Level 4
- Students		-	-	-	-	-		
- Income/Student		-	-	-	-	-		
Level 4:		-	-	-	-	-		
TOTAL: Special Ed		-	-	-	-	-		
English as a Second Language								
LEP/NEP:								0.58 LEP/NEP

MMSD Revenue, v1.0

10/28/11

Madison Preparatory Academy

Reconciled:

- Students	18	36	54	72	90	
- Income/Student	-	-	-	-	-	
TOTAL LEP/NEP:	-	-	-	-	-	
New Student Summer Academy & Orientation						
Number of Weeks	2	2	2	2	2	
New Students						0.05 Summer Sch'l Inc. Attrition
- Students	- 120	- 130	- 130	- 130	- 70	
- Income/Student	- 515	- 515	- 515	- 515	- 515	
TOTAL ACADEMY:	- 61,800	66,950	66,950	66,950	36,050	
Summer/Third Semester						
Summer Semester Weeks	4	4	4	4	4	100%
Third Semester:						0.05 Summer Sch'l
- Students	120	240	360	480	600	
- Income/Student (4 weeks)	515	515	515	515	515	
- Income/Student (0 of 4 weeks)	-	-	-	-	-	
TOTAL Third Semester:	61,800	123,600	185,400	247,200	309,000	
TOTAL: Line 1	1,109,600	2,312,550	3,460,350	4,608,150	5,775,050	1. Tuition Payment

LINE 2: Per Pupil Facilities Allowance						
Facilities Allowance						
- Students	- 120	- 240	- 360	- 480	- 600	
- Income/Student	-	-	-	-	-	
Facility Funding	-	-	-	-	-	
TOTAL: Line 2	-	-	-	-	-	2. Facilities Allowance

Mary Burke Offset MMSD	250,000	350,000	500,000	650,000	750,000	
TOTAL: MMSD Revenue	- 1,109,600	2,312,550	3,460,350	4,608,150	5,775,050	
PER PUPIL REVENUE	9,247	9,636	9,612	9,600	9,625	
END						

Federal Entitlements Revenue, v1.0

10/28/11

Madison Preparatory Academy

Reconciled: TRUE

Description	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	Calc	Comment
LINE 3: Federal Entitlements								
No Child Left Behind (NCLB)								
Students								
# Students	-	120	240	360	480	600		
# Title I Students	-	60	120	180	240	300		
# NEP/LEP Students	-	18	36	54	72	90		
Per Pupil								
Title IA	-	-	-	-	-	-		101%
Title II, Part A	127.26	128.53	129.82	131.12	132.43	133.75		101%
Title II, Part D	-	-	-	-	-	-		101%
Title III	130.50	131.81	133.12	134.45	135.80	137.16		101% If >\$10,000
Title IV	-	-	-	-	-	-		101%
Title V, Part A (Title I <=69.86%)	-	-	-	-	-	-		101%
Title V, Part A (Title I > 69.86%)	-	-	-	-	-	-		101%
Grants:								
Title I	-	-	-	-	-	-		
Title II, Part A	-	15,424	31,156	47,202	63,565	80,251		
Title II, Part D	-	-	-	-	-	-		
Title III	-	2,372	4,792	7,261	9,778	12,344	10,000	If >\$10,000
Title IV	-	-	-	-	-	-		
Title V, Part A	-	-	-	-	-	-		
TOTAL - NCLB	-	17,796	35,949	54,462	73,343	92,595		
Title Vb - Public Charter School Startup Grants								
Title Vb - Planning	225,000	-	-	-	-	-		WI-DPI
Title Vb - Implementation	-	225,000	225,000	-	-	-		WI-DPI
TOTAL: Line 3	225,000	242,796	260,949	54,462	73,343	92,595		3. Federal Entitlements
PER PUPIL REVENUE: Line 3		2,023	1,087	151	153	154		

END

Federal Programs Revenue, v1.0

10/28/11

Madison Preparatory Academy

Reconciled: TRUE

Description	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	Calc	Comment
LINE 4: Other Government Funding/Grants								
Competitive Federal Grants								
21st century clc	-	-	-	-	-	-		
Comprehensive school reform	-	-	-	-	-	-		
Educational technology	-	-	-	-	-	-		
IDEA VI-B Handicapped	-	-	-	-	-	-		
Learn and Serve America	-	-	-	-	-	-		
Other competitive fed grants	-	-	-	-	-	-		
TOTAL: Competitive Federal	-	-	-	-	-	-		
National School Lunch Program								
Rates								
<u>Lunch, Rates</u>								
- Paid	0.26	0.26	0.27	0.27	0.27	0.27		101%
- Reduced	2.32	2.34	2.37	2.39	2.41	2.44		101%
- Free	2.72	2.75	2.77	2.80	2.83	2.86		101%
<u>Breakfast, Rates</u>								
- Paid	0.26	0.26	0.27	0.27	0.27	0.27		101%
- Reduced	1.18	1.19	1.20	1.22	1.23	1.24		101%
- Free	1.48	1.49	1.51	1.52	1.54	1.56		101%
STUDENTS								
<u>Daily Lunches</u>								
- Total lunches	-	120	240	360	480	600		100% required
- Paid	-	36	72	108	144	180		30%
- Reduced	-	24	48	72	96	120		20%
- Free	-	60	120	180	240	300		50%
<u>Daily Breakfasts</u>								
- Total breakfasts	-	72	144	216	288	360		60% optional
- Paid	-	14	29	43	58	72		20%
- Reduced	-	14	29	43	58	72		20%
- Free	-	43	86	130	173	216		60%
DAILY								
NSLP Income - Lunch	-	230.52	465.66	705.47	950.03	1,199.41		
NSLP Income - Breakfast	-	85.52	172.75	261.71	352.44	444.96		
NSLP Income - Lunch and Breakfast		316.04	638.40	967.18	1,302.47	1,644.37		
ANNUAL								
Annual - Lunch		45,182	91,268	138,272	186,206	235,085		
Annual - Breakfast		16,762	33,859	51,296	69,078	87,211		
NSLP Annual\$	-	61,944	125,127	189,567	255,284	322,296		196 Days/Year
E-Rate								
E-Rate Discounts	90%	90%	90%	90%	90%	90%		
Land Line costs	-	-	-	-	-	-		
Land Line discounts	-	-	-	-	-	-		
Mobile phone costs	-	-	-	-	-	-		

Federal Programs Revenue, v1.0

10/28/11

Madison Preparatory Academy

Reconciled: TRUE

Mobile phone discounts	-	-	-	-	-	-	
Connectivity Hardware Disco	-	-	-	-	-	-	
TOTAL E-Rate Discounts	-	-	-	-	-	-	
TOTAL: Line 4	-	61,944	125,127	189,567	255,284	322,296	4. Other Government Fundi
PER PUPIL REVENUE: Line 4	-	516	521	527	532	537	

END

Fundraising, Activity, and Investment Revenue, v1.0

10/28/11

Madison Preparatory Academy

Reconciled: TRUE

Description	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	Calc	Comment
LINE 6: Private Grants and Donations								
Competitive Grants								
Individuals grants	-	-	-	-	-	-		
Corporate/business grants	-	-	-	-	-	-		
Foundation/trust grants	-	-	-	-	-	-		
Foundation - Walton Planning Gr	-	-	-	-	-	-		
TOTAL: Competitive Grants	-	-	-	-	-	-		
Private Contributions								
Individual contribution	100,000	550,000	250,000	250,000	500,000	375,000		100%
Mary Burke-MMSD Offset Gift	-	250,000	350,000	500,000	650,000	750,000		
Corporate contribution	50,000	100,000	100,000	100,000	100,000	200,000		100%
Foundation contribution	50,000	100,000	100,000	100,000	100,000	100,000		100%
Special event contribution	50,000	50,000	50,000	50,000	50,000	50,000		100%
TOTAL: Contributions	250,000	1,050,000	850,000	1,000,000	1,400,000	1,475,000		
TOTAL: Line 6	250,000	1,050,000	850,000	1,000,000	1,400,000	1,475,000		6. Private Grants and Don
PER PUPIL REVENUE: Line 6	2,083	8,750	3,542	2,778	2,917	2,458		

LINE 7: Activity Fees								
Activity Fees								
Supplemental program fees		-	-	-	-	-		
Field trip fees		24,000	48,000	72,000	96,000	120,000		\$200/student annually
Sales								
Cost of Lunch	-	104,429	210,946	319,583	430,372	543,345		
Less NSLP reimbursement	-	61,944	125,127	189,567	255,284	322,296		
Paid meals sales	-	42,485	85,819	130,016	175,088	221,049		
Required uniform sales	-	9,900	19,800	29,700	39,600	49,500		50% from parents
School store sales	-	-	-	-	-	-		
PTA/Fundraising sales	-	6,000	12,000	18,000	21,000	21,000		\$50/student annually
TOTAL: Line 7	-	58,385	117,619	177,716	235,688	291,549		7. Activity Fees
PER PUPIL REVENUE: Line 7	-	3,244	3,267	3,291	3,273	3,239		

Investment Income								
Interest-savings/short-term inv								
Dividends & interest-securities								
Gross rents revenue								
Related rental cost								
Other investment income								
Security sales - gross								
Security sales cost								
Unrealized gains/losses								
Business Income								
Other asset sales - gross								

Fundraising, Activity, and Investment Revenue, v1.0

10/28/11

Madison Preparatory Academy

Reconciled: TRUE

Other asset sales cost								
Non-program sales								
Cost of non-program sales								
Advertising revenues								
Affiliate revenue-other entity								
Miscellaneous revenue								

TOTAL: Line 9	-	-	-	-	-	-	-	9. Other Income (please d
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PER PUPIL REVENUE: Line 6	-	-	-	-	-	-	-	
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END								
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Personnel Salaries and Benefits, v1.0

10/28/11

Madison Preparatory Academy

Reconciled: TRUE

Description	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	Calc	Comment
Variables								
Infl	101%							
Compounded Inflation	1.00	1.02	1.04	1.06	1.08	1.10		
SalaryInfl	101.0%							
School Days (2 of 3 semesters)	196							
LINE 15: School Leadership and Student Support Salaries								
Administrative Salaries								
President & CEO								
- Salary	-	-	-	-	-	-		incr by salary inflation
- Signing Bonus	-	-	-	-	-	-		
- Performance Bonus (plan)	-	-	-	-	-	-		
- FTE (PD)	-	-	-	-	-	-		
President & CEO Compensation	-	-	-	-	-	-		
Principal: 7 weeks								
- Salary	12,115	90,000	90,900	91,809	92,727	93,654		incr by salary inflation
- Signing Bonus	2,000	-	-	2,000	-	-		
- Performance Bonus (plan)	2,500	4,500	4,545	4,590	4,636	4,683		max
- FTE (PD)	2.0	2.0	2.0	2.0	2.0	2.0		
Principal Compensation	33,231	189,000	190,890	196,799	194,727	196,674		
Assistant Principal								
- Salary	-	-	-	-	-	-		incr by salary inflation
- Signing Bonus	-	-	-	-	-	-		
- Performance Bonus (plan)	-	-	-	-	-	-		
- FTE (PD)	-	-	-	-	-	-		
Asst Head of School								
Director of Teaching & Learning 7 weeks								
- Salary	7,673	57,000	57,570	58,146	58,727	59,314		incr by salary inflation
- Signing Bonus	2,000	-	-	2,000	-	-		
- Group Performance Bonus (plan)	-	2,850	2,879	2,907	2,936	2,966		max
- FTE (PD)	1.0	1.0	1.0	2.0	2.0	2.0		
Dir of T&L Compensation	9,673	59,850	60,449	128,106	123,327	124,560		
Director of Learning Support								
- Salary	-	-	-	50,000	50,500	51,005		incr by salary inflation
- Signing Bonus	-	-	-	1,000	-	-		
- Group Performance Bonus (plan)	-	-	-	1,250	1,263	1,275		max
- FTE (PD)	-	-	-	2.0	2.0	2.0		
Dir of Learn Supprt Compensation	-	-	-	106,500	103,525	104,560		
Student Support Salaries								
Dean of Students								
- Salary	-	-	-	46,000	46,460	46,925		incr by salary inflation
- Signing Bonus	-	-	-	1,000	-	-		
- Group Performance Bonus (plan)	-	-	-	1,150	1,500	1,500		max
- FTE (PD)	-	-	-	2.0	2.0	2.0		
Dean of Students Compensation	-	-	-	98,300	95,920	96,849		
Dir of Family & Comm Partnersh 7 weeks								
- Salary	5,654	42,000	42,420	42,844	43,273	43,705		incr by salary inflation
- Signing Bonus	1,000	-	-	1,000	-	-		
- Group Performance Bonus (plan)	-	1,050	1,061	1,071	1,082	1,093		max
- FTE (PD)	1.0	1.0	1.0	1.0	1.0	1.0		
Dir of Fam & Comm Compensati	6,654	43,050	43,481	44,915	44,354	44,798		
Student Recruitment Coordinator								
- Salary	-	-	-	-	-	-		incr by salary inflation
- Signing Bonus	-	-	-	-	-	-		none
- Group Performance Bonus (plan)	-	-	-	-	-	-		none
- FTE (PD)	-	-	-	-	-	-		

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Director of Student Recr Compensation	-	-	-	-	-	-	
Total Management FTEs	4.0	4.0	4.0	9.0	9.0	9.0	
New Management FTEs	4.0	-	-	5.0	-	-	
Total Management Compensatio	49,558	291,900	294,819	574,620	561,853	567,442	
Total Salaries (w/out incentives)	37,558	279,000	281,790	534,754	540,101	545,502	
Average Management Salary	9,389	69,750	70,448	59,417	60,011	60,611	
- Signing Bonuses	5,000	-	-	7,000	-	-	
- Performance Bonuses	2,500	8,400	8,484	10,969	11,417	11,516	max
Total Bonus Package (line 23)	7,500	8,400	8,484	17,969	11,417	11,516	
- FTE (PD)	4.0	4.0	4.0	9.0	9.0	9.0	
TOTAL: Line 15	49,558	291,900	294,819	574,620	561,853	567,442	15. Leader & Support

LINE 16: Teacher Salaries							
Core Teachers							
Department Chair:							
- Salary (+7% above teachers)	-	50,344	50,847	51,355	51,869	52,388	incr by salary inflation
- Signing Bonus	-	1,500	1,500	1,500	1,500	1,500	
- Group Performance Bonus (plan)	-	2,517	2,542	2,568	2,593	2,619	max
- Classrooms		2.0	2.0	4.0	4.0	4.0	
- FTE (PD)		2.0	2.0	4.0	4.0	4.0	
Department Chair compensation		108,721	109,779	218,693	217,850	220,028	
General Education Teacher:							
- Salary	-	47,050	47,521	47,996	48,476	48,960	incr by salary inflation
- Signing Bonus	-	1,500	1,500	1,500	1,500	1,500	applied % Perf Bon
- Group Performance Bonus (plan)	-	2,353	2,376	2,400	2,424	2,448	max
- Classrooms		6.0	12.0	16.0	22.0	28.0	
- FTE (PD)		6.0	12.0	16.0	22.0	28.0	
Gen Ed Teacher compensation		305,415	607,758	812,328	1,128,788	1,448,436	
TOTAL: Core Teacher compensa		414,136	717,537	1,031,021	1,346,637	1,668,464	
Additional Teachers							
Librarian/Media Specialist							
- Salary	-	-	-	41,000	41,410	41,824	incr by salary inflation
- Signing Bonus	-	-	-	-	-	-	none
- Group Performance Bonus (plan)	-	-	-	1,500	1,500	1,500	none
- FTE (PD)		-	-	1.0	1.0	1.0	
Librarian Compensation		-	-	42,500	42,910	43,324	
Counselors							
- Salary	-	44,000	44,440	44,884	45,333	45,787	incr by salary inflation
- Signing Bonus	-	-	-	-	-	-	none
- Group Performance Bonus (plan)	-	-	-	-	-	-	none
- FTE (PD)		1.0	2.0	2.0	3.0	3.0	
Counselors		44,000	88,880	89,769	136,000	137,360	
Social Worker							
- Salary	-	45,000	45,450	45,905	46,364	46,827	incr by salary inflation
- Signing Bonus	-	-	-	-	-	-	none
- Group Performance Bonus (plan)	-	-	-	-	-	-	none
- FTE (PD)		1.0	1.0	2.0	2.0	2.0	
Social Worker		45,000	45,450	91,809	92,727	93,654	
ESL teachers:							
- Signing Bonus	-	1,500	1,500	1,500	1,500	1,500	
- Group Performance Bonus (plan)	-	2,353	2,376	2,400	2,424	2,448	
- ESL Salary	-	47,050	47,521	47,996	48,476	48,960	incr by salary inflation
- FTE (PD)		1.0	1.0	2.0	2.0	4.0	
ESL Teachers Comp		50,903	51,397	103,791	104,799	211,634	

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TOTAL: Additional Teacher Salaries		139,903	185,727	327,869	376,436	485,972	not include summer
Total Teacher FTEs	-	11.0	18.0	27.0	34.0	42.0	
New Teacher FTEs	-	11.0	7.0	9.0	7.0	8.0	
Total Overall Teacher Compens:	-	554,039	903,263	1,358,889	1,723,073	2,154,436	with salaries & bonuses
Total Salaries (w/out incentives)	-	519,037	853,790	1,291,922	1,641,029	2,049,122	
Average Teacher Salary	-	50,367	50,181	50,329	50,679	51,296	w/o salaries & bonuses
- Signing Bonus (/FTE)	-	13,500	9,000	10,500	9,000	12,000	
- Performance Bonus (/FTE)	-	21,502	35,973	54,967	70,045	90,314	
Summer School							
Summer School Revenue	-	-	-	-	-	-	
SUMR Salary Expenses	-	-	-	-	-	-	40% of SUMR Rev
SUMR Contract Expenses	-	-	-	-	-	-	30% of SUMR Rev
SUMR Supplies Expenses	-	-	-	-	-	-	10% of SUMR Rev
SUMR Excess (covers rent)	-	-	-	-	-	-	20%
Summer Teachers:							
- Salary	-	-	-	-	-	-	incr by salary inflation
- Summer FTE	-	-	-	-	-	-	
Summer School Revenue salaries	-	-	-	-	-	-	
Summer Specialized Teachers:							
- Salary	-	-	-	-	-	-	constant
- Summer FTE	-	-	-	-	-	-	
Summer Specialized Teachers s	-	-	-	-	-	-	
Total Bonus Package (line 23)		35,002	44,973	65,467	79,045	102,314	
- FTE (PD)		11.0	18.0	27.0	34.0	42.0	
TOTAL: Line 16	-	554,039	853,790	1,358,889	1,723,073	2,154,436	16. Teachers Salaries

LINE 17: Harkness Teaching Fellows							
Harkness Teaching Fellows							
Harkness Teaching Fellows							
- Salary	-	-	-	-	-	-	incr by salary inflation
- Signing Bonus	-	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	-	
- FTE (PD)	-	-	-	-	-	-	
Harkness Fellows Compensation							
Total TFs	-	-	-	-	-	-	
New TFs	-	-	-	-	-	-	
TOTAL: Line 17	-	-	-	-	-	-	17. Harkness Teaching Fellow

LINE 18: Other Education Professionals Salaries							
Special Education							
Special Education Needs:							
- Level 1 SpEd Students	18	36	54	72	90		2 < 8 hours
- Level 1 SpEd Weekly Hrs	36	72	108	144	180		
- Level 2 SpEd Students	5	10	14	19	24		8 8 - 16 hours
- Level 2 SpEd Weekly Hrs	40	80	112	152	192		
- Level 3 SpEd Students	1	2	4	5	6		16 16 - 24 hours
- Level 3 SpEd Weekly Hrs	16	32	64	80	96		
- TOTAL Weekly Hrs	92	184	284	376	468		
- TOTAL FTE (PD) Required	2.30	4.60	7.10	9.40	11.70		40 Hours / week
Skills Mastery Teacher							
- Salary	42,000	42,420	42,844	43,273	43,705		incr by salary inflation
- Signing Bonus	1,500	-	-	1,500	-		
- Performance Bonus (plan)	-	-	-	-	-		
- FTE (PD)	1.0	1.0	1.0	1.0	1.0		

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Coord Skills Mastery Compensation	43,500	42,420	42,844	44,773	43,705	
Special Ed teachers:						
- Salary	47,050	47,521	47,996	48,476	48,960	incr by salary inflation
- Signing Bonus	- 1,500	- 1,500	- 1,500	- 1,500	- 1,500	
- Performance Bonus (plan)	- 2,353	- 2,255	- 2,255	- 2,255	- 2,255	
- FTE (PD)	2.00	2.50	3.75	4.00	4.00	
Special Ed teachers salaries	101,805	128,189	194,065	208,923	210,862	
Madison Prep Fundraising for Bonus	9,205	9,388	14,081	16,520	15,020	
Student Support Salaries w/o bonuses	134,600	161,221	222,828	235,675	239,547	
TOTAL: Student Learning Support	145,305	170,609	236,909	253,695	254,567	
TOTAL: Student Learning Support	-	-	-	-	-	
Total Salaries w/o incentives	136,100	161,221	222,828	237,175	239,547	
TOTAL: Line 18	145,305	170,609	236,909	253,695	254,567	18. Other Education Professio

LINE 19: Business/Operations Salaries						
Front Office						
Business Manager						
- Salary	- 55,000	- 55,550	- 56,106	- 56,667	- 57,233	incr by salary inflation
- Signing Bonus	- -	- -	- -	- -	- -	
- Performance Bonus (plan)	- -	- -	- -	- -	- -	
- FTE	1.0	1.0	1.0	1.0	1.0	
Business Manager Compensation	- 55,000	- 55,550	- 56,106	- 56,667	- 57,233	
Administrative Support						
- Salary	- 25,000	- 25,250	- 25,503	- 25,758	- 26,015	Reception/Front Desk incr by salary inflation
- Signing Bonus	- -	- -	- -	- -	- -	
- Performance Bonus (plan)	- -	- -	- -	- -	- -	
- FTE	1.0	1.0	2.0	2.0	2.0	
Administ Support Compensation	25,000	25,250	51,005	51,515	52,030	
Finance, Operations						
Director of Finance & Operations <i>Duties will be overseen by ULGM and supported by Office Manager</i>						
- Salary	- -	- -	- -	- -	- -	incr by salary inflation
- Signing Bonus	- -	- -	- -	- -	- -	
- Performance Bonus (plan)	- -	- -	- -	- -	- -	
- FTE	- -	- -	- -	- -	- -	
Dir of Finance & Ops Comp	- -	- -	- -	- -	- -	
Human Resource Manager						
- Salary	- -	- -	- -	- -	- -	incr by salary inflation
- Signing Bonus	- -	- -	- -	- -	- -	
- Performance Bonus (plan)	- -	- -	- -	- -	- -	
- FTE	- -	- -	- -	- -	- -	
HR Manager Compensation	- -	- -	- -	- -	- -	
Grants & Development Manager <i>Duties will be overseen by ULGM and supported by Business Manager</i>						
- Salary	- -	- -	- -	- 40,000	- 40,400	incr by salary inflation
- Signing Bonus	- -	- -	- -	- -	- -	
- Performance Bonus (plan)	- -	- -	- -	- -	- -	
- FTE	- -	- -	- -	- 1.0	- 1.0	
Grants & Compliance Comp	- -	- -	- -	40,000	40,400	
IT & Communications Manager						
- Salary	- 40,000	- 40,400	- 40,804	- 41,212	- 41,624	incr by salary inflation
- Signing Bonus	- -	- -	- -	- -	- -	
- Performance Bonus (plan)	- -	- -	- -	- -	- -	
- FTE	- 1.0	- 1.0	- 1.0	- 1.0	- 1.0	
IT & Comm Manager Comp	- 40,000	- 40,400	- 40,804	- 41,212	- 41,624	
Total Ops FTEs	- 3.0	- 3.0	- 4.0	- 5.0	- 5.0	
New Ops FTEs	- 3.0	- -	- 1.0	- 1.0	- -	
Total Ops Compensation	- 120,000	- 121,200	- 147,915	- 189,394	- 191,288	

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Total Salaries (w/out incentives)	-	120,000	121,200	147,915	189,394	191,288	
Average Ops Salary	-	40,000	40,400	36,979	37,879	38,258	
- Signing Bonus (/FTE)	-	-	-	-	-	-	
- Performance Bonus (/FTE)	-	-	-	-	-	-	
Total Bonus Package (line 23)	-	-	-	-	-	-	
- FTE (PD)	-	3.0	3.0	4.0	5.0	5.0	
TOTAL: Line 19	-	120,000	121,200	147,915	189,394	191,288	19. Business/Operations Salaries

LINE 21: Custodial Salaries							
Custodial Salaries							
Custodial staff:							
- Salary	-	26,000	26,260	26,523	26,788	27,056	incr by salary inflation
- FTE	-	1.0	1.0	2.0	2.0	2.0	
Maintenance/custodial salaries	-	26,000	26,260	53,045	53,576	54,111	
TOTAL: Line 21	-	26,000	26,260	53,045	53,576	54,111	21. Custodial Salaries

LINE 22: Other Staff Salaries							
Supplemental Program Salaries							
Nurse							
- Salary	-	38,000	38,380	38,764	39,151	39,543	incr by salary inflation
- FTE (PD)	-	0.5	0.5	1.0	1.0	1.0	
Nurses Compensation	-	19,000	19,190	38,764	39,151	39,543	
Registration/Volunteer/Attendance Coord							
- Salary	-	-	-	-	32,000	32,320	incr by salary inflation
- FTE (PD)	-	-	-	-	1.0	1.0	
Registration & Attendance Coord	-	-	-	-	32,000	32,320	
Volunteer Coordinator							
- Salary	-	-	-	-	-	-	incr by salary inflation
- FTE (PD)	-	-	-	-	-	-	
Volunteer Coord Compensation	-	-	-	-	-	-	
Director of Athletics & Activities							
- Salary	-	42,000	42,420	42,844	43,273	43,705	incr by salary inflation
- Signing Bonus	-	1,000	1,000	1,000	1,000	1,000	
- Performance Bonus (plan)	-	1,500	1,500	1,500	1,500	1,500	max
- FTE (PD)	-	1.0	1.0	1.0	1.0	1.0	Oversee Co-Curriculars
Dir of Athletics & Activities Coord	-	44,500	44,920	45,344	45,773	46,205	
TOTAL: Program staff	-	63,500	64,110	84,108	116,924	118,068	

Development:							
VP Investor Relations <i>Duties will be carried out by ULGM and supported by Office Manager</i>							
- Salary	-	-	-	-	-	-	incr by salary inflation
- FTE (PD)	-	-	-	-	-	-	
VP Investor Relations Compensation	-	-	-	-	-	-	

Auxiliary Staff:							
Security:							
- Salary	-	30,000	30,300	30,603	30,909	31,218	incr by salary inflation
- FTE	-	1.0	1.5	2.0	2.0	2.0	
Security salaries	-	30,000	45,450	61,206	61,818	62,436	
Food Service							
- Salary	-	25,000	25,250	25,503	25,758	26,015	incr by salary inflation
- FTE	-	1.0	1.0	1.5	1.5	1.5	two 0.5 FTE

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Food service salaries	25,000	25,250	38,254	38,636	39,023		
- Salary	-	-	-	-	-	incr by salary inflation	
- FTE	-	-	-	-	-		
Athletic/Fitness Coaches	<i>Services will be provided by the YMCA of Dane County via Contract</i>						
- Salary	-	3,000	3,030	3,060	3,091	3,122	incr by salary inflation
- FTE	-	2.0	2.0	3.0	3.0	4.0	
Other service salaries	6,000	6,060	9,181	9,273	12,487		
TOTAL: AuxillaryStaff Salaries	61,000	76,760	108,641	109,727	113,946		
Total Other Staff FTEs	-	5.5	6.0	8.5	9.5	10.5	
Total FTE (non Athletic)	-	3.5	4.0	5.5	6.5	6.5	
New Other Staff FTEs	-	3.5	0.5	1.5	1.0	-	
Total Other Staff Compensation	-	124,500	140,870	192,749	226,651	232,014	
Total w/o Incentives (Athletic Dir)	-	122,000	138,370	190,249	224,151	229,514	
TOTAL: Line 22	-	124,500	140,870	192,749	226,651	232,014	22. Other Staff Salaries

STAFF TOTALS							
Total Staff FTE (non Athletic)	4.0	25.5	33.5	52.25	61.5	69.5	
Total Teaching Staff	-	14.0	21.5	31.8	39.0	47.0	
New Staff FTE	-	25.5	8.0	18.8	9.3	8.0	
PD Staff	-	25.5	33.5	52.25	61.5	69.5	(Prof Dev Req'd)
TOTAL STAFF SALARIES	49,558	1,261,744	1,607,548	2,564,127	3,008,242	3,453,859	
Total staff salaries, less summer	49,558	1,216,744	1,562,098	2,472,318	2,915,515	3,360,204	
Average staff salary, less summer	-	47,715	46,630	47,317	47,407	48,348	(not including bonuses)

LINE 23: Employee Benefits							
Retirement/Pension Plan							
Eligible Staff	100%	100%	100%	100%	100%	100%	constant
Eligible Staff, WRS	65%	65%	65%	65%	65%	65%	constant
Retirement contrib (WRS)	-	38,636	60,796	91,504	113,866	139,430	5.9% ULGM/State
Eligible Staff, Non-WRS	35%	35%	35%	35%	35%	35%	constant
Retirement contrib (403b)	3,469	42,483	40,397	70,925	75,481	76,345	7.0% ULGM
<i>(Note: +1.1% to compensate for lower rate of return than WRS)</i>							
TOTAL: Retirement Plan	3,469	81,119	101,194	162,429	189,348	215,775	
Health Insurance							
Monthly Single Healthcare	478	525	578	636	699	769	Incr by 10% annually
- Employee contribution	8%	8%	8%	8%	8%	8%	constant
- Employer contribution	92%	92%	92%	92%	92%	92%	constant
Health insurance	21,093	147,918	213,756	366,735	474,825	590,250	
Bonuses, Travel Stipends							
Bonus: /Emp							Incr by Inflation
Signing Bonus							
Performance Bonus							
Bonuses	-	-	-	-	-	-	
Travel Stipend: /Emp/Mth	200	1,275	1,675	2,613	3,075	3,475	Incr by Inflation
Cafeteria Plan, Disability Insurance							
Life insurance	-	-	-	-	-	-	Incr by Inflation
Short-term disability	-	-	-	-	-	-	Incr by Inflation
Long-term disability	-	-	-	-	-	-	Incr by Inflation
Cafeteria Plan, Startup	1,000	-	-	-	-	-	
Cafeteria Plan: /Staff	-	-	-	-	-	-	Incr by Inflation
Section 125 plan	819	841	849	871	890	907	

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TOTAL: Cafeteria/Disability	1,819	841	849	871	890	907	
Payroll Taxes							
Social security & medicare	3,791	96,523	122,977	196,156	230,131	264,220	7.65%
State unemployment tax	1,768	11,271	14,807	23,095	27,183	30,719	442
Workers' comp insurance	253	6,435	8,198	13,077	15,342	17,615	0.51
TOTAL: Payroll Taxes	5,812	114,229	145,983	232,327	272,656	312,554	
TOTAL: Line 23	32,393	345,382	463,456	764,975	940,793	1,122,960	23. Employee Benefits

LINE 24: Contracted Staff							
Startup Stipends (Planning Year):							
Charter Sch Dev Consultant	9,087						75%
Other Consultant	-						50%
IT Consultant	20,000						50%
Board Training	8,000						20%
Faculty	-						25%
Other	-						
TOTALS: Startup Stipends	37,087	-	-	-	-	-	

Specialty Contracts							
School Psychologist							
- Hourly Rate	-	-	-	-	-	-	incr by inflation
- Hrs/Week	-	-	-	-	-	-	constant
- Annual Contract	-	65,000	65,650	66,307	66,970	67,639	25%
- Number	-	25.00%	25.00%	25.00%	25.00%	25.00%	
Specialty Contracts Salaries	-	16,250	16,413	16,577	16,742	16,910	

Substitutes							
Substitutes:							
Daily Wage (short-term)	133	134	136	137	138	140	Sal Infl 101%
- # of Sub Days	-	98	151	222	273	329	7 days/teacher
Daily Wage (long-term)	172	174	175	177	179	181	
- # of Sub Days	-	42	65	95	117	141	35 days for 10% of teach
Substitutes salaries	-	20,461	31,736	47,334	58,724	71,478	
TOTAL: Line 24	37,087	36,711	48,148	63,911	75,467	88,388	24. Contracted Staff

LINE 25: Staff Development Costs							
Staff Development		250	253	255	258	260	incr by inflation
Professional Development Staff		24	32	42	49	57	
Staff development (non-travel)	-	6,000	7,954	10,647	12,621	14,829	
Staff Recruiting	350	354	357	361	364	368	incr by inflation
Staff recruiting	8,925	2,830	6,698	3,337	2,915	1,894	
Staff Background Checks	80	81	82	82	83	84	incr by inflation
Staff background checks	320	2,060	2,734	4,307	5,120	5,844	
Staff Meals:		100	101	102	103	104	incr by inflation
Staff meals, events, & awards	-	2,400	3,182	4,259	5,048	5,931	
Admin School Visit - Exeter	3,000	-	-	-	-	-	
IB Training:							
New Teacher IB Training	22,000	14,000	18,000	14,000	16,000	8,000	
Teachers Workshops	-	22,000	14,000	18,000	14,000	16,000	
Admin IB Workshops	6,000	2,000	2,000	4,000	2,000	2,000	incr by inflation
Total IB Training Costs	28,000	38,000	34,000	36,000	32,000	26,000	
TOTAL: Line 25	40,245	51,290	54,567	58,550	57,705	54,498	25. Staff Development Costs

LINE 26: CONTINGENCY (Multiple)							
Expenses on this worksheet	151,783	1,542,919	1,985,824	3,165,937	3,772,822	4,386,513	
Contingency provisions	1,518	15,429	19,858	31,659	37,728	43,865	1%

END							
Bonus	7,500	55,107	65,345	100,017	109,482	131,350	

Personnel Salaries and Benefits, v1.0

Madison Preparatory Academy

10/28/11

Reconciled: TRUE

Special Education	-	97,100	122,551	185,609	199,903	201,842
Total	7,500	152,207	187,896	285,626	309,384	333,192

Direct Student Costs, v1.0

10/28/11

Madison Preparatory Academy

Reconciled: TRUE

Description	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	Calc	Comment
Students	-	120	240	360	480	600		
New Students	-	120	120	120	120	120		
Classrooms	-	6	12	18	24	30		
New Classrooms	-	6	6	6	6	6		
Teachers	-	26	34	52	62	70		
New Teachers	-	26	8	19	9	8		
Teacher Aides	-	-	-	-	-	-		
New Teacher Aides	-	-	-	-	-	-		

LINE 30: Textbooks								
Textbooks: /Stu		250	253	255	258	260		Incr by Inflation
Textbooks, subscription, ref		30,000	30,300	30,603	30,909	31,218		
TOTAL: Line 20	-	30,000	30,300	30,603	30,909	31,218		30. Textbooks

LINE 31: Student Supplies								
Supplies: /Classroom		325	328	332	335	338		Incr by Inflation
Student supplies	-	1,950	3,939	5,968	8,036	10,146		
SUMR Student supplies		-	-	-	-	-		N/A
Snacks: /Stu (Part of Fitness Program)		50	51	51	52	52		Incr by Inflation
Student snacks (non-catered)		6,000	12,120	18,362	24,727	31,218		
Uniforms: /Stu		165	167	168	170	172		Incr by Inflation
Student uniforms		9,900	19,998	30,297	40,800	51,510		50% Parent Contr.
TOTAL: Line 31	-	17,850	36,057	54,626	73,563	92,874		31. Student Supplies and Ma

LINE 32: Library and Media Center Materials								
Library: /New Classroom		500	505	510	515	520		Incr by Inflation
Library and media center materi		10,000	10,000	10,000	10,000	10,000		
TOTAL: Line 32	-	13,000	13,030	13,060	13,091	13,122		32. Library & Media Center M

LINE 33: Student Computers								
Mobile netbook labs		21,000	-	10,605	-	10,620		2 labs to start, add 1 every o
Stationary computer lab		15,500	-	-	-	-		18 destops & printer - replac
Mobile lab computer replacement		-	-	18,180		18,362		
Stationary computer lab replacement		-	-	-	15,655	-		
New teacher computer		25,500	25,755	8,080	18,938	9,343		Incr by Inflation
Network server/printer/wireless apps		14,000	-	7,070	7,141	-		2 servers / replace 1 every 3
Teacher computerreplacements		-	-	25,755	26,013	8,161		
Interactive white board		10,605	10,605	10,605	10,605	10,605		
Projectors/camera/scanners/mic's		2,000	2,020	2,040	2,061	2,081		
Computer Maintenance Agreements		12,000	14,140	16,301	18,484	20,689		Incr by \$2000/year + inflation
TOTAL: Line 33	-	100,605	52,520	98,637	98,896	79,861		33. Student Computers

LINE 35: Classroom Furnishings and Supplies								
Consumables: /New Classroom		8,000	8,080	8,161	8,242	8,325		Incr by Inflation

Direct Student Costs, v1.0

10/28/11

Madison Preparatory Academy

Reconciled: TRUE

Classroom furn & equip	48,000	48,480	48,965	49,454	49,949	
TOTAL: Line 35	-	48,000	48,480	48,965	49,454	49,949 35. Classroom Furnishings a

LINE 36: Student Assessment Materials						
Assessment/ Student	125	126	128	129	130	Incr by Inflation
Student assessment materials	15,000	30,300	45,905	61,818	78,045	
TOTAL: Line 36	-	15,000	30,300	45,905	61,818	78,045 36. Student Assessment Mat

LINE 37: Contracted Student Services						
SpEd Income	-	-	-	-	-	-
Less SpEd Staff	-	134,600	161,221	222,828	235,675	239,547
Special ed fees	-	-	-	-	-	-
Counseling: /stu	-	-	-	-	-	-
Counseling fees	-	-	-	-	-	-
Buss Pass: /Stu	231	235.62	240.33	245.14	250.04	102%
Transportation	27,720	56,549	86,520	117,667	150,025	
SUMR Contracted instruction fees	-	-	-	-	-	-
Instructional design & eval	-	-	-	-	-	-
TOTAL: Line 37	-	27,720	56,549	86,520	117,667	150,025 37. Contracted Student Servi

LINE 38: Miscellaneous Student Costs **						
Recruiting / new stu	50	51	51	52	52	53
Student recruiting	6,000	6,060	6,121	6,182	3,122	3,153 Incr by Inflation
Stipend: /stu	-	-	-	-	-	-
Student scholarships/stipen	-	-	-	-	-	-
Other: /stu	-	-	-	-	-	-
Other student expenses	-	-	-	-	-	-
TOTAL: Line 38	6,000	6,060	6,121	6,182	3,122	3,153 38. Miscellaneous Student C

LINE 39: CONTINGENCY (Multiple)						
Expenses on this worksheet	6,000	258,235	273,356	384,497	448,520	498,247
Contingency provisions	60	2,582	2,734	3,845	4,485	4,982 1%

END

Occupancy Expenses, v1.0

10/28/11

Madison Preparatory Academy

Reconciled: TRUE

Description	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	Calc	Comment
LINE 43: Rent								
Move AFTER year #:	0	1	2	3	4	5		
<u>Estimate</u>								
Students	-	120	240	360	480	600		
SF / Stu	100	100	100	125	125	125		100
SF Required	-	12,000	24,000	45,000	60,000	75,000		
SF Available		12,600	25,200	47,250	63,000	78,750	1.05	Mult of Req'd
Final year at current SF		2	2	3	3	3		
Facility Size (Estimated)		25,200	47,250	47,250	78,750	78,750		typical increase
Facility Utilization		48%	51%	95%	76%	95%		
Annual \$ / SF		6.00	6.06	6.12	12.50	12.63		Incr by Inflation
Rent, parking, other occupancy		151,200	286,335	289,198	984,375	994,219		\$/SF x Facility Size
% Facility Funding	0%	0%	0%	0%	0%	0%		
Rent: / Month	3,500	12,600	23,861	24,100	82,031	82,852		
Real estate taxes		-	-	-	-	-		
Supplemental space		-	-	-	-	-		
Months: Mar 1 - July 31, 2012	5							
TOTAL: Line 43	17,500	151,200	286,335	289,198	984,375	994,219	43. Rent	
LINE 44: Mortgage Principal Payments								
Mortgage principal pmts		-	-	-	-	-		
TOTAL: Line 44	-	-	-	-	-	-	44. Mortgage Principal Paym	
LINE 45: Mortgage Interest Payments								
Mortgage interest payments		-	-	-	-	-		
TOTAL: Line 45	-	-	-	-	-	-	45. Mortgage Interest Payme	
LINE 46: Building Maintenance and Repairs								
Maintenance and repairs	-	1,512	2,863	2,892	9,844	9,942		1% of rent
TOTAL: Line 46	-	1,512	2,863	2,892	9,844	9,942	46. Building Maintenance and	
LINE 47: Renovation/Leasehold Improvements								
Leasehold improvements [C]	-	200,000	11,453	11,568	39,375	39,769		4% of rent
Facility consulting fees		-	-	-	-	-		
Lay cable for technology		15,000	-	-	-	-		one time expense
TOTAL: Line 47	-	215,000	11,453	11,568	39,375	39,769	47. Renovation/Leasehold Im	
LINE 48: Utilities								

Occupancy Expenses, v1.0

10/28/11

Madison Preparatory Academy

Reconciled: TRUE

Gas/Elec/Water/Waste/Snow	-	25,140	47,608	48,084	80,941	81,751	\$ 1.00 \$ per sq ft
TOTAL: Line 48	-	25,140	47,608	48,084	80,941	81,751	48. Utilities

LINE 49: Janitorial Supplies							
Janitorial supplies	-	4,536	8,590	8,676	29,531	29,827	3% of rent
TOTAL: Line 49	-	4,536	8,590	8,676	29,531	29,827	49. Janitorial Supplies

LINE 51: Contracted Building Services							
Contracted building services	-	-	-	-	-	-	0% Included in Gro
Security fees	-	-	-	-	-	-	Incr by students, inflation
TOTAL: Line 51	-	-	-	-	-	-	51. Contracted Building Serv

LINE 52: CONTINGENCY (Multiple)							
Expenses on this worksheet	17,500	397,388	345,396	348,850	1,104,691	1,115,738	w/o leasehold improvements
Contingency provisions	175	3,974	3,454	3,489	11,047	11,157	1%

ANALYSIS							
Facility Expenses	-	401,361	348,850	352,339	1,115,738	1,126,896	Includes contingency prov.
Facility Funding	-	-	-	-	-	-	
Facility Funding Utilization		0%	0%	0%	0%	0%	Goal: 100%
Total Income	475,000	2,522,725	3,666,245	4,882,096	6,572,465	7,956,490	
Total Income Utilization		16%	10%	7%	17%	14%	Goal: 20%

END

Office Expenses, v1.0

10/28/11

Madison Preparatory Academy

Reconciled:

TRUE

Description	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	Calc	Comment
Staff	-	-	-	-	-	-		
New Staff	-	14	22	32	39	47		
LINE 56: Office Supplies and Materials								
Office supplies - FO	-	4,450	4,495	4,539	4,585	4,631		
Supplies / Stf		150	152	153	155	156		Incr by Inflation
Office supplies	-	-	-	-	-	-		
Donated materials & supplies		-	-	-	-	-		
TOTAL: Line 56	-	4,450	4,495	4,539	4,585	4,631		56. Office Supplies and Materials
LINE 57: Office Furnishings and Equipment								
Furniture / New Staff		300	303	306	309	312		Incr by Inflation
Office furn. & equip		4,200	6,515	9,716	12,055	14,673		
Computer / New Staff		1,200	1,212	1,224	1,236	1,249		Incr by Inflation
New Staff		3	3	9	5	5		
Office computers		3,600	3,636	11,017	6,182	6,244		
Office Computers and Phone S	28,300	-	-	-	-	-		Estimate of 1-time cost
TOTAL: Line 57	-	7,800	10,151	20,734	18,236	20,916		57. Office Furnishings and Equipment
LINE 58: Office Equipment Rental and Maintenance								
Copier lease, paper & maint/ Mth		750	758	765	773	780		Incr by Inflation
Number of Copiers		2	2	2	3	3		125 Stu per copier
Equipment rent & maintenance		18,000	18,180	18,362	27,818	28,096		
TOTAL: Line 58	-	18,000	18,180	18,362	27,818	28,096		58. Office Equipment Rental and Maint
LINE 59: Telephone/Telecommunications								
Telecom / Month		1,000	1,010	1,020	1,030	1,041		Incr by Inflation
Telephone & telecommunicatic	500	12,000	12,120	12,241	12,364	12,487		
Staff with mobile phones		-	-	-	-	-		
Mobile plan / Month		-	-	-	-	-		Incr by Inflation
Mobile phones		-	-	-	-	-		
TOTAL: Line 59	500	12,000	12,120	12,241	12,364	12,487		59. Telephone/Telecommunications
LINE 60: Legal, Accounting and Payroll Services								
Legal fees	10,000	10,000	15,000	15,000	15,000	15,000		per recommendation
Accounting	-	-	-	-	-	-		Incr by Inflation
Auditing		6,000	14,000	14,140	14,281	14,424		Incr by Inflation
Payroll: /staff		130	131	133	134	135		
Payroll Processing Service		-	-	-	-	-		Incr by students, inflation
TOTAL: Line 60	10,000	16,000	29,000	29,140	29,281	29,424		60. Legal, Accounting and Payroll Ser
LINE 61: Printing and Copying								

Office Expenses, v1.0

10/28/11

Madison Preparatory Academy

Reconciled:

TRUE

Printing & duplication	4,000	12,120	24,240	36,360	48,480	60,600	Incr by students x \$100ea./Infl.
TOTAL: Line 61	4,000	12,120	24,240	36,360	48,480	60,600	61. Printing and Copying

LINE 62: Postage and Shipping							
Postage, shipping, delivery	500	4,242	8,484	12,726	16,968	21,210	Incr by students, inflation
TOTAL: Line 62	500	4,242	8,484	12,726	16,968	21,210	62. Postage and Shipping

LINE 63: IBO							
IBO Annual Fees	4,000	9,595	9,595	8,484	8,484	8,484	
TOTAL: Line 63	4,000	9,595	9,595	8,484	8,484	8,484	63. Other

LINE 64: CONTINGENCY (Multiple)							
Expenses on this worksheet	19,000	84,207	116,264	142,586	166,216	185,849	
Contingency provisions	190	842	1,163	1,426	1,662	1,858	1%
END							

General Expenses, v1.0

10/28/11

Madison Preparatory Academy

Reconciled: TRUE

Description	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	Calc	Comment
LINE 68: Insurance								
Business insurance	1,500	11,900	13,221	14,688	16,319	18,130	10% Incr for students, inflat	
TOTAL: Line 64	1,500	11,900	13,221	14,688	16,319	18,130	68. Insurance	
LINE 70: Transportation								
Travel: / staff		210	212	214	216	219	Incr by Inflation	
Staff travel (non-developmen	-	-	-	-	-	-		
Trip cost / stu		20	20	20	21	21	Incr by Inflation	
Trips / stu		8	8	8	8	8		
Student travel / field trips		19,200	38,784	58,758	79,127	99,898	Incr by students, inflation	
TOTAL: Line 70	-	19,200	38,784	58,758	79,127	99,898	70. Transportation	
LINE 71: Food Service								
Cost/Lunch		3.30	3.33	3.37	3.40	3.43	Incr by Inflation	
Annual lunch count		23,520	47,040	70,560	94,080	117,600		
Total - Annual lunch		77,616	156,784	237,528	319,871	403,838		
Cost/breakfast		1.90	1.92	1.94	1.96	1.98	Incr by Inflation	
Annual breakfast count		14,112	28,224	42,336	56,448	70,560		
Total - Annual breakfast		26,813	54,162	82,055	110,501	139,508		
Food service fees	-	104,429	210,946	319,583	430,372	543,345	Incr by students, inflation	
TOTAL: Line 71	-	104,429	210,946	319,583	430,372	543,345	71. Food Service	
LINE 72: International Baccalaureate Program Expenses								
IB MYP/DP Application Fee	4,000	-	4,000	-	-	-		
MYP Candidate Fee	-	9,500	9,500	-	-	-		
DP Candidate Fee	-	-	-	9,500	9,500	-		
Annual MYP Fee	-	-	-	8,400	8,400	8,400		
Annual DP Fee	-	-	-	-	-	10,500		
DP IB Exam Fees	-	-	-	-	-	-		
TOTAL: Line 72	4,000	9,500	13,500	17,900	17,900	18,900	72. IB Program Expenses	
LINE 73: Administration Fee (to MMSD)								
Authorizer fees	-	-	-	-	-	-	0.00%	N/A per Erik &
TOTAL: Line 73	-	-	-	-	-	-	73. MMSD Admin Fee	
LINE 74: Urban League of Greater Madison Management Fee								
Management fees	50,000	60,000	120,000	180,000	240,000	300,000	To ULGM - \$750 / student	

General Expenses, v1.0

10/28/11

Madison Preparatory Academy

Reconciled: TRUE

TOTAL: Line 74	50,000	60,000	120,000	180,000	240,000	300,000	74. ULGM Fee
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LINE 75: Other General Expense							
Fundraising fees	-	-	-	-	-	-	-
Other professional fees	-	-	-	-	-	-	-
Donated services	-	-	-	-	-	-	-
Fees and licenses	-	-	-	-	-	-	-
Loss/theft of asset	-	-	-	-	-	-	-
Bad debts, pledges	-	-	-	-	-	-	-
Cash over/short	-	-	-	-	-	-	-
Depreciation expense	-	-	-	-	-	-	-
Other expenses	-	-	-	-	-	-	-
TOTAL: Line 75	-	-	-	-	-	-	75. Other General Expense

LINE 76: CONTINGENCY (Multiple)							
Expenses on this worksheet	55,500	205,029	396,451	590,930	783,718	980,273	
Contingency provisions	555	2,050	3,965	5,909	7,837	9,803	1%

END

MMSD Application: Planning Year Budget, v1.0

10/28/11

Madison Preparatory Academy

		Column A	Column B	Column C	Column D
REVENUES		School	ULGM	TOTAL	%Pub Income
1	Per Pupil Charter Payments	-			
2	Per Pupil Facilities Allowance	-			
3	Federal Entitlements	225,000			
4	Other Government Funding/Grants	-			
5	Total Public Funding	<u>225,000</u>			
6	Private Grants and Donations	250,000			
7	Activity Fees	-			
8	Loans	-			
9	Other Income (please describe in footnote)	-			
10	Total Non-Public Funding	<u>250,000</u>			
11	EMO Fee or Transfer (= line 73, col. G) *				
12					
13					
14	TOTAL REVENUES	\$475,000			

EXPENSES		School	ULGM	TOTAL	%Pub Income
Personnel Salaries and Benefits					
15	School Leadership/Consultants	49,558			
16	Teachers Salaries	-			
17	Harkness Teaching Fellows	-			
18	Other Education Professionals Salaries	-			
19	Business/Operations Salaries	-			
20	Custodial Salaries	-			
21	Other Staff Salaries	-			
22	Employee Benefits	32,393			
23	Contracted Staff	37,087			
24	Staff Development Costs	40,245			
25					
26	Subtotal: Personnel Costs	<u>159,283</u>			
27					
28 Direct Student Costs					
29	Textbooks	-			
30	Student Supplies and Materials	-			
31	Library and Media Center Materials	-			
32	Computers and Materials	-			
33	Classroom Furnishings and Supplies	-			
34	Student Assessment Materials	-			
35	Contracted Student Services	-			
36	Miscellaneous Student Costs **	6,000			
37					
38	Subtotal: Direct Student Costs	<u>6,000</u>			
39					
40 Occupancy Expenses					
41	Rent	17,500			
42	Mortgage Principal Payments	-			

MMSD Application: Planning Year Budget, v1.0

10/28/11

Madison Preparatory Academy

43	Mortgage Interest Payments	-			
44	Building Maintenance and Repairs	-			
45	Renovation/Leasehold Improvements	-			
46	Utilities	-			
47	Janitorial Supplies	-			
48	Contracted Building Services	-			
49					
50	Subtotal: Occupancy Expenses	17,500			
51					
52	Office Expenses				
53	Office Supplies and Materials	-			
54	Office Furnishings and Equipment	-			
55	Office Equipment Rental and Maintenance	-			
56	Telephone/Telecommunications	500			
57	Legal, Accounting and Payroll Services	10,000			
58	Printing and Copying	4,000			
59	Postage and Shipping	500			
60	Other	4,000			
61					
62	Subtotal: Office Expenses	19,000			
63					
64	General Expenses				
65	Insurance	1,500			
66	Interest Expense	-			
67	Transportation	-			
68	Food Service	-			
69	IB Program Expenses	4,000			
70	Administration Fee (to MMSD)	-			
71	Urban League Management Fee	50,000			
72	Other General Expense	-			
73	CONTINGENCY	2,498			
74	Subtotal: General Expenses	57,998			
75					
76	TOTAL EXPENSES	259,780			
77					
78	EXCESS (OR DEFICIENCY)				
79	Excess (or deficit) retained by school	\$215,220			
80	Excess (or deficit) retained by EMO				

ASSUMPTIONS

81	Student Enrollment	-
82	Facility Size (square footage)	-
83	Average Teacher Salary	-
84	Student/Teacher Ratio	N/A
85	Other Major Assumptions	

MMSD Application: Planning Year Budget, v1.0

10/28/11

Madison Preparatory Academy

** "Urban League Management Fee" includes all funds remitted to ULGM by Madison Prep. Expenses paid by ULGM on behalf of the school is reflected in Column B.*

*** Explain in the Notes section all "Miscellaneous" costs which exceed \$25,000.*

NOTES:

MMSD Application: Year One Budget, v1.0

10/28/11

Madison Preparatory Academy

		Column A	Column B	Column C	Column D
REVENUES		School	ULGM	TOTAL	%Pub Income
1	Per Pupil Charter Payments	1,109,600			
2	Per Pupil Facilities Allowance	-			
3	Federal Entitlements	242,796			
4	Other Government Funding/Grants	61,944			
5	Total Public Funding	1,414,340			
6	Private Grants and Donations	1,050,000			
7	Activity Fees	58,385			
8	Loans	-			
9	Other Income (please describe in footnote)	-			
10	Total Non-Public Funding	1,108,385			
11	Urban League Fee or Transfer (= line 73, col. G) *				
12					
13					
14	TOTAL REVENUES	\$2,522,725			

EXPENSES		School	ULGM	TOTAL	%Pub Income
Personnel Salaries and Benefits					
15	School Leadership/Consultants	291,900			21%
16	Teachers Salaries	554,039			39%
17	Harkness Teaching Fellows	-			0%
18	Special Education Professionals Salaries	145,305			10%
19	Business/Clerical/Operations Salaries	120,000			8%
20	Custodial Salaries	26,000			2%
21	Other Staff Salaries	124,500			9%
22	Employee Benefits	345,382			24%
23	Contracted Psychologist & Substitutes	36,711			3%
24	Staff Development Costs	51,290			4%
25					
26	Subtotal: Personnel Costs	1,542,919			109%
27					
28	Direct Student Costs				
29	Textbooks	30,000			2%
30	Student Supplies and Materials	17,850			1%
31	Library and Media Center Materials	13,000			1%
32	Computers and Materials	100,605			7%
33	Classroom Furnishings and Supplies	48,000			3%
34	Student Assessment Materials	15,000			1%
35	Contracted Student Services	27,720			2%
36	Miscellaneous Student Costs **	6,060			0%
37					
38	Subtotal: Direct Student Costs	258,235			18%
39					
40	Occupancy Expenses				
41	Rent	151,200			11%

MMSD Application: Year One Budget, v1.0

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Madison Preparatory Academy

42	Mortgage Principal Payments	-			0%
43	Mortgage Interest Payments	-			0%
44	Building Maintenance and Repairs	1,512			0%
45	Renovation/Leasehold Improvements	215,000			15%
46	Utilities	25,140			2%
47	Janitorial Supplies	4,536			0%
48	Contracted Building Services	-			0%
49					
50	Subtotal: Occupancy Expenses	397,388			28%
51					
52	Office Expenses				
53	Office Supplies and Materials	4,450			0%
54	Office Furnishings and Equipment	7,800			1%
55	Office Equipment Rental and Maintenance	18,000			1%
56	Telephone/Telecommunications	12,000			1%
57	Legal, Accounting and Payroll Services	16,000			1%
58	Printing and Copying	12,120			1%
59	Postage and Shipping	4,242			0%
60	Other (computer support fees)	9,595			1%
61					
62	Subtotal: Office Expenses	84,207			6%
63					
64	General Expenses				
65	Insurance	11,900			1%
66	Interest Expense	-			0%
67	Transportation	19,200			1%
68	Food Service	104,429			7%
69	IB Program Expenses	9,500			
70	Administration Fee (to MMSD)	-			0%
71	Urban League Management Fee	60,000			4%
72	Other General Expense	-			0%
73	CONTINGENCY	24,878			2%
74	Subtotal: General Expenses	229,907			16%
75					
76	TOTAL EXPENSES	2,512,655			
77					
78	EXCESS (OR DEFICIENCY)				
79	Excess (or deficit) retained by school	\$10,070			
80	Excess (or deficit) retained by EMO				

ASSUMPTIONS

81	Student Enrollment	120
82	Facility Size (square footage)	25,200
83	Average Teacher Salary	50,367
84	Student/Teacher Ratio (non special-ed)	8.57
85	Other Major Assumptions	

Student Population, v1.0
Madison Preparatory Academy

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Description	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	Calc	Comment
Classrooms								
Students/Classroom								
6th (1/2 Boys & 1/2 Girls)		20.00	20.00	20.00	20.00	20.00	0	10%
7th (1/2 Boys & 1/2 Girls)		-	20.00	20.00	20.00	20.00	0	attrition rate
8th (1/2 Boys & 1/2 Girls)		-	-	20.00	20.00	20.00	0	
9th (1/2 Boys & 1/2 Girls)		-	-	-	20.00	20.00	0	
10th (1/2 Boys & 1/2 Girls)		-	-	-	-	20.00	0	
11th (1/2 Boys & 1/2 Girls)		-	-	-	-	-	0	10% attrition
12th (1/2 Boys & 1/2 Girls)		-	-	-	-	-	0	
Classrooms								
6th (1/2 Boys & 1/2 Girls)		6	6	6	6	6		
7th (1/2 Boys & 1/2 Girls)		-	6	6	6	6		
8th (1/2 Boys & 1/2 Girls)		-	-	6	6	6		
9th (1/2 Boys & 1/2 Girls)		-	-	-	6	6		
10th (1/2 Boys & 1/2 Girls)		-	-	-	-	6		
11th (1/2 Boys & 1/2 Girls)		-	-	-	-	-		
12th (1/2 Boys & 1/2 Girls)		-	-	-	-	-		
Classrooms Totals								
Total Classrooms		6	12	18	24	30		
New Classrooms		6	6	6	6	6		
Growth		1.00	2.00	1.50	1.33	1.25		

Students						
Students - By Grade						
6th (1/2 Boys & 1/2 Girls)		120.00	120.00	120.00	120.00	120.00
7th (1/2 Boys & 1/2 Girls)		-	120.00	120.00	120.00	120.00
8th (1/2 Boys & 1/2 Girls)		-	-	120.00	120.00	120.00
6th - 8th		120.00	240.00	360.00	360.00	360.00
9th (1/2 Boys & 1/2 Girls)		-	-	-	120.00	120.00
10th (1/2 Boys & 1/2 Girls)		-	-	-	-	120.00
11th (1/2 Boys & 1/2 Girls)		-	-	-	-	-
12th (1/2 Boys & 1/2 Girls)		-	-	-	-	-
9th - 12th		-	-	-	120.00	240.00
Students - Totals and Growth						
Students	-	120	240	360	480	600
Student Incr	-	120	120	120	120	120
Student Growth	-	1.00	2.00	1.50	1.33	1.25
Student Growth & Inflation	-	1.00	1.53	1.37	1.26	1.20

Special Ed Students							
Eligible Students (all)		120	240	360	480	600	20%
Level 1		18	36	54	72	90	75%
Level 2		5	10	14	19	24	20%
Level 3		1	2	4	5	6	5%
Level 4		-	-	-	-	-	0%
		24	48	72	96	120	100%

LEP/NEP Students							
Percent - LEP/NEP	-	15%	15%	15%	15%	15%	
Total - LEP/NEP Students	-	18	36	54	72	90	

Federal Funding Eligible Students							
Title I Percent	50%	50%	50%	50%	50%	50%	0.0% rate of decrease
Title I Students	-	60	120	180	240	300	
NSLP - Free Students	50%	50%	50%	50%	50%	50%	80%
NSLP - Reduced Students	15%	15%	15%	15%	15%	15%	
E-Rate Discount	90%	90%	90%	90%	90%	90%	See chart below

Summer/Third Semester - PAID							
Summer/Third Semester - Paid	-	-	-	-	-	-	0% NONE

After School							
After School Students	-	-	-	-	-	-	0%