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**2022-23
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

ESCUELA VERDE

September 2023



ABOUT EVIDENT CHANGE

Evident Change promotes just and equitable social systems for individuals, families, and communities through research, public policy, and practice. For more information, call (800) 306-6223 or visit us online at EvidentChange.org and [@Evident_Change](https://twitter.com/Evident_Change) on Twitter.

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This report includes text from Escuela Verde’s student/parent handbook and/or staff handbook. Evident Change obtained permission from the school to use this text for the purposes of this report.

EXECUTIVE SUMMARY

FOR ESCUELA VERDE 2022–23

This is the 11th annual report on the operation of Escuela Verde, one of seven schools chartered by the City of Milwaukee during the 2022–23 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), Escuela Verde staff, and Evident Change.

Evident Change has determined the following, based on the information gathered and discussed in the report.

I. CONTRACT COMPLIANCE SUMMARY¹

Escuela Verde met all but one of the educational provisions in its contract with the City of Milwaukee and the subsequent requirements of the CSRC. (See Appendix A.)

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES

1. Primary Measures of Educational Progress

The CSRC requires schools to track student progress in reading, writing, math, and individualized education program (IEP) goals throughout the year to identify students who need additional help and to assist advisors in developing strategies to improve the academic performance of all students.

This year, Escuela Verde’s primary local measures of academic progress resulted in the following outcomes.

- Of 100 students enrolled all year who completed first and last Exact Path reading assessments, 61 (61.0%) showed progress this year.

¹ See Appendix A for each education-related contract provision, the relevant page references, and a description of whether each provision was met.

- Of 100 students enrolled all year who completed first and last Exact Path math assessments, 68 (68.0%) met the math goal this year.
- Of 103 students enrolled all year with writing scores, 91 (88.3%) received a final writing score of 21 or higher.
- Of 18 students receiving special education services for a full year at Escuela Verde, 17 (94.4%) met one or more of their goals at the time of their IEP review.

2. Secondary Measures of Educational Outcomes

To meet City of Milwaukee requirements, Escuela Verde identified measurable outcomes in the following secondary areas of academic progress.

- Attendance
- Parent/student/advisor conferences
- Special education student records
- Graduation plans
- Grade promotion and graduation

The school met three of the goals (parent/student/advisor conferences, special education student records, and grade promotion) and did not meet two (attendance and graduation plans).

B. YEAR-TO-YEAR ACADEMIC ACHIEVEMENT ON STANDARDIZED TESTS

The Wisconsin Department of Public Instruction has discontinued the use of the ACT Aspire assessment for ninth and tenth graders and replaced it with the PreACT Secure assessment for the 2022–23 school year. Since Aspire uses a three-point scoring scale, the results are not directly comparable with results from PreACT Secure or ACT Plus Writing, which uses a two-point scoring scale. In prior years, year-to-year progress could not be measured from tenth to eleventh grade, and for the current year, progress could not be measured from ninth to tenth grade, either.

The PreACT uses the same scoring scale as the ACT Plus Writing. Eleventh graders will continue to take the ACT Plus Writing. In subsequent years, year-to-year progress measures will be available for ninth to tenth and from tenth to eleventh grade.

C. CSRC SCHOOL SCORECARD

The school scored 74.1% of the 85.0 possible scorecard points.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The following recommendations, identified by the school leadership and Evident Change, continue a focused school improvement plan in the 2023–24 school year.

Use professional development strategies, protocols, and practice to strengthen professional development communities (PLC) with a goal to improve student achievement.

- PLCs should develop a data-driven culture with a focus on improving students' math and literacy skills.
- Use PLCs to align all advisors with expectations of project-based learning (PBL) projects.
- Develop a strategy to manage data and submit all required data elements efficiently and timely.

IV. RECOMMENDATION FOR ONGOING MONITORING

After reviewing Escuela Verde's past and current contract compliance status and the school's data, Evident Change recommends that the school continue regular, annual academic monitoring and reporting. Special attention should be given to implementing strategies that enable students to accelerate their development of competencies in reading and math.

I. INTRODUCTION

This report was prepared as a result of a contract between the City of Milwaukee and Evident Change. It is one component of the program that the Charter School Review Committee (CSRC) uses to monitor performance of all city-chartered schools.

To produce this report, Evident Change:

- Conducted an initial school session to collect information related to contract requirements and draft a learning memo for the new school year, and conducted an in-person year-end interview to review progress about recommendations and changes that occurred during the year;
- Visited the school to conduct a random review of special education files;
- Visited the school to observe classroom instruction and school culture;
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee’s academic expectations and contract requirements; and
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

Escuela Verde
3628 W. Pierce St.
Milwaukee, WI 53215

Telephone: (414) 988-7960

Website: www.escuelaverde.org

Escuela Verde is on the near south side of Milwaukee. The school opened in September 2012 to seventh-through twelfth-grade students; it currently serves students in ninth through twelfth grades. It operates as a TransCenter for Youth school. TransCenter is a nonprofit organization registered with the state of Wisconsin.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION

Escuela Verde’s vision is to “cultivate a community that is participatory, just, sustainable, and peaceful.” The school’s mission states that staff and students live their vision through graduating reflective high school students prepared to live happy, healthy, meaningful lives; collaborating with the community to create a strong sense of place and skills to flourish without harm; providing staff who model our vision and embrace education as liberation; engaging urban youth by adhering to an eco-pedagogical praxis; developing biliteracy and honoring linguistic and cultural identities by engaging in trans-language practices; and offering immersion opportunities for those interested in transformative education.²

2. INSTRUCTIONAL DESIGN

Escuela Verde’s learning practices are focused on Project Based Learning (PBL) methods. Students engage in rigorous research to answer a complex question, problem, or challenge. With the guidance of an advisor, students self-select state-approved educational standards to be addressed with each project. Through many one-on-one consultations with advisors, students assess and reassess their learning until they are satisfied with their projects.

When projects are complete, students describe the steps involved, skills acquired, and the project’s value to the student and the overall community. Students present the project proposal to the original team that approved it. This team, in collaboration with the student, renders the final assessment and determines how many and what category of credit hours (rather than grades) will be awarded. The team’s decision is based on time spent, skills/competencies acquired, and the quality of the product.³

Additionally, Escuela Verde has adapted the Cloud Institute for Sustainability education standards. All students are asked to incorporate these standards into every project they complete.

1. Sense of Place and Healthy Commons
2. Systems Thinking
3. Social Justices and Fair Distribution
4. Empathy, Gratitude and Hope
5. Responsible Local and Global Citizenship

² The vision and mission statements come from Escuela Verde’s website, <http://escuelaverde.org/our-vision>

³ This description comes from Escuela Verde’s student handbook.

6. Natural Laws and Ecological Principles
7. Multiple Perspectives: Cultural Preservation and Transformation
8. Inventing and Affecting the Future: Locus of Control and Consequential Thinking

B. SCHOOL STRUCTURE

1. BOARD OF DIRECTORS

Escuela Verde is governed by the TransCenter board of directors, which has ultimate responsibility for the success of the school and is accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all charter terms are met. The board sets overall policy for the school and is responsible for hiring TransCenter’s executive director. The school staff were hired by the advising team in consultation with the executive director. The board holds regular meetings to discuss issues, set policy, and conduct school business. Some board work is conducted by committees that meet more often than the full board.

This year, the board was composed of 14 members: a president, vice president, a secretary, a treasurer, and nine others serving as members of the community at large. The executive director serves as an ex officio member. Board members represented a variety of organizations and professions, including several local businesses that contributed their expertise in administrative and fiscal management. TransCenter board members’ experience included educational curriculum and instruction, nonprofit leadership and management, law, technology, insurance, and marketing.

2. AREAS OF INSTRUCTION

Escuela Verde is a student-driven, project-based, democratically run school for ninth- through twelfth-grade students. The school operates in an open-concept space to encourage a sense of community, belonging, and collaboration. Because of a strong commitment to technology in learning, Escuela Verde allows students to regularly work on Chromebooks in school. Students work under the guidance of an advisor, with a student–advisor ratio of no more than 20 to 1.

Projects at Escuela Verde take a variety of forms, but each one has common components. A project generally lasts four to six weeks, and students are expected to document about 100 hours of work time for credit. To begin projects, students complete proposal forms on Project Foundry, the school’s online project management system.⁴ Each proposal is presented to a three-person team (two advisors and one other

⁴ For more information, visit <https://foundrydeeperlearning.com>

student). Part of the proposal involves creating a checklist that outlines all phases of the project. Once a project is approved, students chart the completion of each project phase. They regularly review and discuss the completed tasks with an advisor. Students collaborate with advisors to identify additional resources required to address emerging problem areas and ensure that projects incorporate strategies that enable students to acquire the necessary academic competencies and curriculum standards.

Once a student completes the project checklist, the finished work is submitted to the proposal team to evaluate the project's quality and determine whether to grant credit. When reviewing a project, the proposal team uses the data documented in Project Foundry to assess the amount of time spent on a project and the number of skills acquired. A specific rubric is also selected to assist with this evaluation process.⁵

Virtual Mondays include advisory time dedicated to Language Arts/Communication, Research and Planning, and Home Study. Students create Home Study plans with their advisor, according to the type of credit the student needs and activities based on student interest. Students may extend the work they are doing during the regular school day into their Home Study schedule, or they may come up with a separate project designed specifically for Home Study times.

Students at Escuela Verde do not receive letter grades for their project work, so they do not have a grade-point average.

Students must accumulate 22 credits to graduate. However, students can earn as many as 40 credits during four years of high school. The credit expectations for grade promotion follow.

- **Ninth to tenth grade:** 5.5 credits
- **Tenth to eleventh grade:** 11 credits
- **Eleventh to twelfth grade:** 16.5–22 credits

High school students are required to acquire credits as follows.

- **English/language arts:** 4
- **Math:** 3
- **Social studies:** 3
- **Science:** 3
- **Electives:** 9

⁵ Information for this section comes from the student handbook.

3. ADVISOR INFORMATION

Escuela Verde operates with “teachers as owners” in a democratic learning community. Teachers, called advisors at the school, are expected to model ownership and demonstrate democratic leadership. Escuela Verde believes this practice has been demonstrated to inspire students, parents, and the community to take ownership and actively engage in decision making. Advisors demonstrate democratic leadership by supporting advisor evaluations by peers, students, and parents; participating in autonomous school management with control over budget and staffing; and accepting individual responsibility and accountability for the school’s financial and educational success.⁶

There were 12 advisors at the end of the 2021–22 school year. Twelve were eligible to return to the school in 2022–23. Of the 12 advisors eligible to return, 11 chose to return, resulting in a 91.7% return rate. Two new advisors were hired for the 2022–23 school year. Prior to the end of the school year, two advisors resigned, resulting in an 84.6% retention rate.

The teaching team was assisted by an administrator, a facility manager, and several volunteer assistants. The full-time teaching staff had expertise in English, math, science, social studies, and special education. All advisors/teachers held valid DPI licenses.

4. SCHOOL HOURS AND CALENDAR

The first day of school for all Escuela Verde students was August 2, 2022, and the school year ended on June 23, 2023.

At the end of the 2021–22 academic school year, Escuela Verde provided Evident Change with its school calendar for the upcoming year, indicating student attendance days, break schedules, presentation nights, and other major school events. Evident Change was also provided with the school’s daily instructional schedule.

Escuela Verde uses a blended format, reserving Mondays of each week as a virtual workday. Virtual Mondays began at 9:00 a.m.; students participated in advisory and received support in language arts, communications, and research planning until 12:15 p.m. Students then focused on their Home Study project on Monday afternoons from 12:45 to 4:00 p.m. Tuesday through Friday, school started at 9:00 a.m. with a brief advisory session. This was followed by two hours of work on math and reading skills. The rest of the day was

⁶ This information comes from the Escuela Verde website.

spent on language arts/communication, wellness, and workshops or project time. The day ended at 4:00 p.m. with advisory checkout.

5. PARENT INVOLVEMENT

Escuela Verde recognizes parent involvement as a critical component of student success. This school year, a parent's involvement started with a "meet and greet" session to review the student's personal learning plan (PLP) with the student and the advisor. During this session, parents and students reviewed the expectations for the first quarter.

All parents/guardians are required to attend the following events, at a minimum.

- Two scheduled parent/student/advisor conferences. If parents/guardians are unable to attend the conferences, they must arrange an alternative date with the student's advisor.
- Four parent/caregiver meetings
- One presentation night
- One community night

Depending upon their talents, availability, and schedule, a parent/guardian may choose to participate in one or more of the following ways.

- Participate in parent/student/advisor consultations for planning and evaluation
- Learn the project process with students to support and assist them
- Provide input/feedback to advisors
- Share the exciting goals and philosophy of Escuela Verde with people in the community
- Attend Escuela Verde presentation nights
- Participate in carpools to and from school events and learning experiences
- Share knowledge of community resources with students and advisors
- Be active on a school committee
- Support your child's interest and efforts⁷

⁷ The expectations and opportunities for parental involvement described here come from the student handbook.

Parents were expected to sign a contract with Escuela Verde indicating that they understood and agreed to support all expectations described in the 2022–23 handbook. This contract was also signed by students at the beginning of the school year.

6. DISCIPLINE POLICY

Escuela Verde’s discipline policy is driven by a restorative justice mindset, which centers on engaging those who have a stake in a specific offense or violation of a school rule. The involved parties are expected to collectively identify and address harms, needs, and obligations in order to hear all the issues at hand and put things as right as possible.

This mindset relies on five key principles.

- Focus on the harms and consequent needs of the victims as well as the needs of the communities and the offenders.
- Address the obligations that result from those harms.
- Use an inclusive, collaborative process.
- Involve those with a legitimate stake in the situation, including victims, offenders, community members, and society.
- Seek to right the wrongs.⁸

Students at Escuela Verde are expected to treat the building, themselves, and everyone in the community with dignity and respect. The school has detailed and explicit policies around several topics, including acceptable ways to use technology both on and off campus. Theft is not tolerated at the school and can be grounds for removal. Everyone at the school is expected to keep the learning environment clean, tidy, and safe. While the school does not require uniforms, clothing is expected to be appropriate and not offensive to other members of the community. Tobacco, drugs/alcohol, weapons, harassment, and violence are not allowed at the school and are described in the handbook as grounds for suspension or expulsion. Suspension is used only for severe cases and is handled on a student-by-student basis. Parents are notified of any suspension. As a last resort, expulsions are used; per policy, expulsion occurs immediately for the following.

- Possessing a gun or other dangerous weapon in school
- Possessing or having the intent to distribute drugs or alcohol
- Extreme harassment or physical violence

⁸ This material is adapted from the student handbook and Howard Zehr’s *The Little Book of Restorative Justice* (Good Books, 2002).

- A total of five absences per semester
- Other criminal offenses

7. GRADUATION INFORMATION

Students at Escuela Verde started preparing for graduation by initiating a PLP, which was complemented by project proposals. The plans were created for each student to track individual progress, on a quarterly basis, toward accumulation of credits required for graduation and acquisition of reading and math skills. A midyear review defined what the student and advisor needed to do to ensure that the student stayed on track to achieve year-end goals. All tools were completed by the students with advisor assistance.

Escuela Verde visited two local colleges and hosted visits from job training/apprenticeship programs including Job Corps, i.c.stars, Wisconsin Regional Training Partnership Big Step, and Teens Grow Greens Entrepreneurship Program. Students also participated in career-focused field trips to Milwaukee Area Technical College Career Fair, Cream City Conservation, Building Advantage Career Fair, Computer Science Education Week with Stamm Technologies, and the International Union of Bricklayers and Allied Craftworkers.

Escuela Verde provided one-on-one assistance with completing Free Application for Federal Student Aid forms and connected families with the Fair Opportunity Project, Negozee (a Spanish-speaking entrepreneur program), and career and technical education resources provided by DPI.

A total of 29 students graduated by the end of the school year. Of the 29 graduates, 18 (62.1%) were accepted into a postsecondary institution, and 11 graduates chose to enter the workforce (including Job Corps). Escuela Verde graduates were offered \$58,799 in scholarships and grants.

C. STUDENT POPULATION

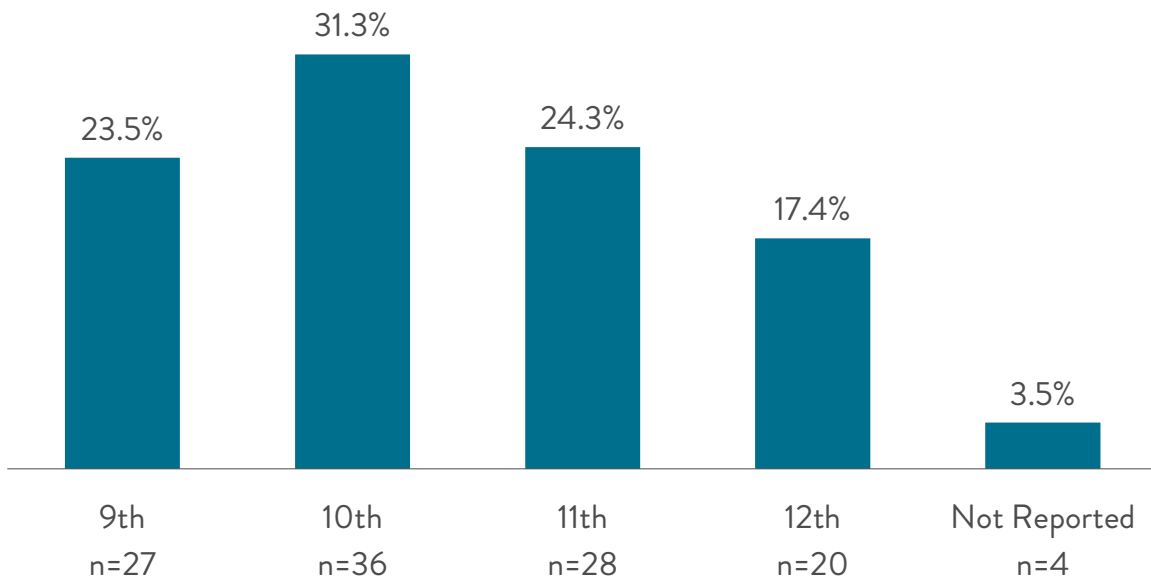
As of September 16, 2022, 122 students were enrolled in ninth through twelfth grades. During the year, four students enrolled in the school, and 11 students withdrew. Of the students who withdrew, five transferred to another school, two withdrew due to truancy, two graduated in the middle of the year, and two withdrew for unknown reasons. A total of 115 students were still enrolled at the end of the school year.

- The largest proportion (31.0%) of students were in tenth grade.

- There were 57 females (49.6%) and 54 (47.0%) males.⁹ Gender was not reported for four (3.5%) students.
- A majority (91, or 79.1%) of students were Latino, nine (7.9%) were White, nine (7.9%) were African American, one (0.9%) was Native American, one (0.9%) was multiple races, and race/ethnicity information was not reported for four (3.5%) students.¹⁰
- There were 25 students with special education needs. Of these, 11 had specific learning disabilities, seven had other health impairments, two had an intellectual disability, one had autism, and four had multiple identified needs.
- All students received free lunch.¹¹

Escuela Verde Enrollment by Student Grade Level 2022–23*

N = 115



*Grade levels may shift during the year; those shown reflect the grade level reported by the school.

⁹ Gender categories reflect those reported by the school.

¹⁰ Race/ethnicity categories reflect those reported by the school.

¹¹ Escuela Verde is a Community Eligibility Provision school; therefore, household income application forms are not required. The percentage of students eligible for free lunch is determined by a direct certification list. For more information, visit dpi.wi.gov/school-nutrition/community-eligibility-provision

Of 122 students enrolled on the third Friday of September 2022, 111 (91.0%) were still enrolled the last day of school in 2023.

A total of 96 students who were enrolled at the end of the 2021–22 school year were eligible to return to the school in 2022–23 (i.e., they did not graduate). Of those, 87 were enrolled on the third Friday in September 2022, representing a return rate of 90.6%.

D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

During the year, Escuela Verde responded to all of the recommendations in the 2021–22 programmatic profile and educational performance report. The following describes each recommendation and Escuela Verde’s response.

- **Recommendation:** Work to strengthen students’ literacy skills, especially writing.

Response: Escuela Verde used a schoolwide implementation of the 6 + 1 Traits of Writing rubric as a foundation for reviewing PBL. Students participated in a pre-/post- and end-of-year writing assessments scored with the 6 + 1 Traits of Writing to assess progress in writing skills.

- **Recommendation:** Build more comprehensive and responsive social-emotional practices.

Response: Escuela Verde hired a mental wellness coordinator and partnered with a community therapist to support students and families. With the help of these social emotional learning professionals, the school community participated in the following.

- » Circle Keepers
- » Sky School
- » Sources of Strength
- » Restorative Practices

- **Recommendation:** Adopt strategies, protocols, and practices as a professional learning community (PLC) to improve student achievement.

Response: Advisors established “Data Mondays” as a designated day and time for PLCs to collaborate based on content area, PBL, and special education.

III. EDUCATIONAL PERFORMANCE

To monitor performance as it relates to the CSRC contract, Escuela Verde collected a variety of qualitative and quantitative information at specified intervals during the academic year. This year, the school established goals for attendance, parent/student/advisor conferences, and special education student records. The high school also established goals for graduation plans and promotion. In addition, Escuela Verde identified local and standardized measures of academic performance to monitor student progress.

A. ATTENDANCE

The school established a goal of maintaining an average attendance rate of 90.0%. Students were marked present if they engaged in learning via presence in the school building, online learning platforms, official home study, or extended learning outside the school building consistent with the DPI standard for attendance in WISEdata.

This year, attendance data were available for all 126 students enrolled at any time between the third Friday of September and the end of the school year. Students attended school an average of 86.2% of the time, below the school's internal goal. When excused absences were included, the attendance rate rose to 91.2%.

Twenty-four (19.0%) students were suspended at least one time during the year; those students spent, on average, 3.3 days out of school for suspension.

B. PARENT/STUDENT/ADVISOR CONFERENCES

Escuela Verde's goal was to have parents of at least 90.0% of students enrolled for the entire school year attend one of two scheduled parent/student/advisor conferences. Advisors also regularly contact parents outside the formal conference periods, so the school provided the total number of parent contacts that happened during the year. Parents of all 111 (100.0%) students who were enrolled all year attended at least one conference, and 110 (99.1%) attended both conferences, exceeding the school's goal for parent participation.

C. SPECIAL EDUCATION STUDENT RECORDS

During the year, 28 students received special education services. Seven students received a reevaluation this year and all seven were re-evaluated. The remaining students received an initial or reevaluation during

previous years. One student transferred prior to their IEP review date. An IEP was developed for all 27 special education students who required one.

In addition, Evident Change conducted a random review of special education files. This review indicated that IEPs are routinely being completed and that parents are being invited to help develop them. Reevaluations are also conducted or waived by parents in accordance with special education laws and rules. Therefore, the school has met its goal of maintaining accurate records and implementing the required practices for all students with special needs.

D. HIGH SCHOOL GRADUATION PLANS AND GRADE LEVEL PROMOTION

1. HIGH SCHOOL GRADUATION PLANS

A high school graduation plan is to be incorporated into each ninth- through twelfth-grade student's PLP by the end of the first semester of enrollment. The plan must include:

- Evidence of parent/family involvement;
- Information regarding the student's postsecondary plans; and
- A schedule reflecting plans for completing credits in the following areas.
 - » ELA (4.0)
 - » Math (3.0)
 - » Science (3.0)
 - » Social studies (3.0)
 - » Elective credits (9.0)¹²

Graduation plan information was provided for 113 of 115 students who finished the school year at Escuela Verde. The status on each individual graduation plan measure for those students is shown in Table 1.

¹² Evidence of involvement is reflected by whether the school provided parents with a copy of the plan. Parents were also encouraged to review the plan as part of scheduled parent/student/advisor conferences.

TABLE 1	
ESCUELA VERDE HIGH SCHOOL GRADUATION PLANS 2022–23	
N = 113	
	PERCENTAGE
% Plans Including Measure	
Included postsecondary plans	100.0%
Shared with parents	
Includes schedule of credits to graduate	
Reviewed by counselor	
Progress toward graduation	
Outcome of Graduation Progress Review	
On track toward graduation	90.3% ¹³
Need to enroll in credit recovery activities	9.7%

2. HIGH SCHOOL GRADUATION REQUIREMENTS

The school’s goal for graduation requirements was that at least 60.0% of ninth, 75.0% of tenth, 85.0% of eleventh, and 90.0% of twelfth graders enrolled for the entire year would accrue enough credits to be promoted to the next grade level or graduate at the end of the summer program. Information about credits earned and grade level promotion was provided for all 111 students who were enrolled in Escuela Verde from the third Friday of September through the end of the school year. By the end of the summer, 103 (92.8%) students were promoted to the next grade or graduated (Table 2).

TABLE 2			
ESCUELA VERDE HIGH SCHOOL GRADUATION REQUIREMENTS 2022–23			
GRADE	STUDENTS	PROMOTED/ GRADUATED	% PROMOTED/ GRADUATED
9th	27	24	88.9%
10th	36	32	88.9%
11th	28	28	100.0% ¹⁴

¹³ On track toward graduation and credit recovery were based on the number of students with graduation plans who were promoted at the end of the school year, excluding summer school promotions.

¹⁴ Includes 10 students who began the year as an eleventh graders and graduated at the end of the year. Note that 10 graduates had less than 22 credits at the time of graduation; these students received board-approved credit waivers due to special circumstances.

TABLE 2			
ESCUELA VERDE HIGH SCHOOL GRADUATION REQUIREMENTS 2022-23			
GRADE	STUDENTS	PROMOTED/ GRADUATED	% PROMOTED/ GRADUATED
12th	20	19	95.0%
Total	111	103	92.8%

Note: Grade reflects grade level reported by the school; students may be promoted at any time during the year.

E. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school’s individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing the goals and expectations for its students in the context of that school’s unique approach to education. These goals and expectations are established by each City of Milwaukee–chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing expectations for the quality of student work, and providing evidence that students are meeting local benchmarks. Escuela Verde designated four areas in which students’ competencies would be measured: literacy, math, writing, and special education goals.

1. LITERACY

Reading progress was assessed using Exact Path reading diagnostics. Each student’s growth goal was set based on their fall diagnostic reading score (Table 3). The school set a goal that at least 60.0% of students who completed the first and final¹⁵ reading assessments and were enrolled for the entire year would show progress as measured by examining how the student’s score changed from the first to the last test, based on the score on the first assessment.

¹⁵ The “last test” can be either the third or fourth tests for the school year. Students who achieve their growth expectation (based on the score of the first test) at the time of the third test will not be required to complete a fourth test.

TABLE 3	
ESCUELA VERDE LITERACY LOCAL MEASURE READING GROWTH GOAL BASED ON FIRST TEST SCORE	
FALL DIAGNOSTIC READING SCORE	GROWTH GOAL FROM FIRST TO LAST
550–749	66 or more points
750–949	39 or more points
950–1,149	19 or more points
1,150–1,450	Maintain score of 1,150 or higher

Of 111 students enrolled at Escuela Verde all year, reading progress was examined for 100 students with first and last assessment information.¹⁶ Of those students, 61 (61.0%) met the reading goal this year. Note that to ensure sufficient time between the first and last assessments, students who completed their first assessment after November 30, 2022, were excluded from the analysis.

2. MATH

Math progress was assessed using Exact Path math diagnostics. Each student’s growth goal was set based on their fall diagnostic math score (Table 4). The school set a goal that at least 60.0% of students who completed the first and last¹⁷ math assessments and were enrolled for the entire year would show progress as measured by examining how the student’s score changed from the first to the last test, based on the score on the first assessment.

TABLE 4	
ESCUELA VERDE MATH LOCAL MEASURE MATH GROWTH GOAL BASED ON FIRST TEST SCORE	
FALL DIAGNOSTIC MATH SCORE	GROWTH GOAL FROM FIRST TO LAST
550–749	70 or more points
750–949	35 or more points
950–1,149	21 or more points
1,150–1,450	Maintain score of 1,150 or higher

¹⁶ English Learner students with English language proficiency levels below 3 were excluded from this progress measure.

¹⁷ The “last test” can be either the third or fourth tests for the school year. Students who achieve their growth expectation (based on the score of the first test) at the time of the third test will not be required to complete a fourth test.

Math progress was examined for 100 students enrolled at Escuela Verde all year with first and last math assessment information.¹⁸ Of those students, 68 (68.0%) met the math goal this year.

3. WRITING

To assess student skills in writing, advisors judged student writing samples at the end of the school year and assigned a score to each student. Student writing skills were assessed in seven domains, based on grade level or IEP expectations. Each domain was assigned one of six scores, from 1 (beginning) to 6 (exceptional). Scores from each domain were totaled. The school's goal was that by the end of the final marking period, at least 90.0% of students who were enrolled for the entire year would score 21 (i.e., developing) or higher.

Writing scores were available for 103 students enrolled for the entire school year.¹⁹ Of those students, 91 (88.3%) received a final writing score of 21 or higher.

4. SPECIAL EDUCATION STUDENT PROGRESS

This year, the school's goal was that more than 90.0% of special education students would meet one or more goals defined on their IEPs. Of the 18 students who were continuing special education students at Escuela Verde this year, 17 (94.4%) met one or more of the goals on their IEP.

F. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

For students in tenth grade, DPI requires that students take the Wisconsin Forward Exam social studies test. Schools are required to assess ninth and tenth graders using the PreACT Secure, and eleventh graders must complete the ACT Plus Writing in spring of the school year.

In addition to the testing requirements described earlier, the CSRC encourages twelfth-grade students to take the ACT again in the fall semester of their senior year, but it is no longer required.

These tests and results are described in the following sections.

¹⁸ English Learner students with English language proficiency levels below 3 were excluded from this progress measure.

¹⁹ English Learner students with English language proficiency levels below 3 were excluded from this progress measure.

1. PREACT SECURE AND ACT PLUS WRITING

ACT has set college readiness benchmarks for the subject-specific subtests of both the PreACT Secure and the ACT. The most recent benchmarks (published in 2022) for each grade level and test are shown in Table 5.²⁰ Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration.

SUBTEST	9TH-GRADE PREACT SECURE	10TH-GRADE PREACT SECURE	11TH-GRADE ACT
English	13	15	18
Math	18	19	22
Reading	18	20	22
Science	19	20	23
Composite*	17	18	21

*ACT does not publish composite benchmark scores for the PreACT Secure or the ACT. Evident Change created composite benchmark scores by averaging each grade level's benchmark scores from the four subtests, as published by ACT.

Student progress on these tests is based on year-to-year results, which are included in a separate section of this report. The results presented in the tables that follow reflect student achievement on the PreACT Secure and ACT during the current school year.

a. PreACT Secure for Ninth and Tenth Graders

The PreACT Secure was administered in spring of 2023. Complete PreACT results were provided for 62 students. Results are reported for 29 students who were tested as ninth graders and 29 students who were tested as tenth graders and who were enrolled from the start of the school year until the time of testing (Table 6).²¹ Overall, 10 (17.2%) students were at or above the English benchmark, and no student was at or above the math benchmark.

²⁰ For more information about PreACT Secure and ACT Plus Writing benchmarks, visit <https://success.act.org>.

²¹ PreACT Secure testing grade levels did not always align with the grade level recorded in the school roster, which was used for reporting in other sections of this report. Testing grade level recorded on the PreACT Secure was used for determining benchmark status and reporting results in this section.

TABLE 6

**ESCUELA VERDE
STUDENTS AT OR ABOVE BENCHMARK FOR PREACT SECURE
2022–23**

SUBTEST	9TH GRADE (N = 29)		10TH GRADE (N = 29)	
	N	%	N	%
English	4	13.8%	6	20.7%
Math	0	0.0%	0	0.0%
Reading	2	6.9%	1	3.4%
Science	3	10.3%	1	3.4%
Composite*	1	3.4%	1	3.4%

*ACT does not publish a benchmark for the PreACT Secure composite score; Evident Change calculated the composite score by averaging the benchmark scores from the four subtests.

b. ACT for Eleventh and Twelfth Graders

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing in the timeframe required by DPI (spring semester). Twelfth graders are encouraged, but not required, to take the ACT. Current-year ACT results were available for 20 of 28 students enrolled at the end of the year who were classified as eleventh graders.²² Composite ACT scores for eleventh graders ranged from 12 to 22, with an average of 14.6 (not shown). No twelfth-grade student completed the ACT this year.²³

2. FORWARD EXAM SOCIAL STUDIES TEST FOR TENTH GRADERS

The Forward Exam was implemented as the state’s standardized test for social studies for tenth graders. The score is translated into one of four levels: advanced, proficient, basic, and below basic. The Forward Exam is administered in the spring of each school year.

In the spring of 2023, 27 tenth graders enrolled from the beginning of the school year completed the Forward social studies assessment. Five (18.5%) students were proficient.

²² Additionally, one student in eleventh grade this year took the ACT in 2021–22, for an overall ACT completion rate of 75.0%.

²³ A total of 29 eleventh- and twelfth-grade students graduated this year; ACT results were available for 23 of those students, and none received a score of 19.6 or higher.

G. MULTIPLE-YEAR STUDENT PROGRESS

Progress toward college readiness from ninth to tenth and tenth to eleventh grade is assessed using benchmarks from ACT tests available for each grade level.²⁴ In prior years, progress from ninth to tenth-grade was measured using ACT Aspire scores from the spring of two consecutive years. Because of differences in score scales between the ACT Aspire and the ACT Plus Writing, year-to-year progress could not be validly measured from tenth to eleventh grade.

In 2019, the CSRC adopted a year-to-year academic expectation that 50% of tenth graders would maintain composite scale score benchmarks or improve their composite scale score by at least one point from ninth to tenth grade. Due to the discontinuation of ACT Aspire, year-to-year progress cannot be measured and reported from the spring of 2022 to spring of 2023. With the adoption of the PreACT Secure in 2022–23, year-to-year progress measures will be available for ninth to tenth, and from tenth to eleventh grade at the time of the 2023–24 monitoring reports.

H. CSRC SCHOOL SCORECARD

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard, which included multiple measures of student academic progress. These include performance on standardized tests and local measures and point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return rates. Due to significant testing changes, the scorecard was revised, and a second pilot was initiated in 2014–15.

In February 2020, when three years of comparable data on all elements in the second pilot scorecard were available, the CSRC reviewed data trends and made minor modifications to the scoring rubric. The changes place more emphasis on year-to-year student progress and less on point-in-time measures in order to capture a more realistic picture of the school's impact on student growth over time. Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will be used to guide decisions about a school's status as a city-chartered school for subsequent school years. See Appendix C for detailed information on the revised scorecard.

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school's score should not be compared with the score for any previous or subsequent year.

²⁴ For more information on ACT assessments and benchmarks, visit success.act.org

This year, the school received a score of 74.1% (63.0 of 85.0 possible points) on the school scorecard.

IV. SUMMARY AND RECOMMENDATIONS

After reviewing Escuela Verde's past and current contract compliance status and the school's data, Evident Change recommends that the school continue regular, annual academic monitoring and reporting. Special attention should be given to implementing strategies that enable students to accelerate their development of competencies in reading and math and submitting school data efficiently.

APPENDICES

A. CONTRACT COMPLIANCE CHART

B. TREND INFORMATION

C. CSRC 2022–23 SCHOOL SCORECARDS

D. STUDENT LEARNING MEMORANDUMS

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
ESCUELA VERDE			
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS 2022-23			
CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGES	PROVISION MET
Section I, B	Description of educational program.	pp. 2-4	Met
Section I, V	Annual school calendar provided.	pp. 5-6	Met
Section I, C	Educational methods.	pp. 2-4	Met
Section I, D	Administration of required standardized tests.	pp. 16-18	Met
Section I, D	Written annual plan for graduation.	pp. 12-13	Not Met
Section I, D	Academic criterion #1: Maintain local measures showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 14-16	Met
Section I, D	Academic criteria #2 & #3: Year-to-year achievement measures for students at or above proficient or who were below the previous year. <i>Ninth and 10th-grade students:</i> At least 50% of tenth graders will maintain composite scale score benchmarks or improve their composite score by at least one point from ninth to tenth grade.	Not available (N/A)	N/A
Section I, E	Parental involvement.	pp. 6-7	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 5	Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 8-10, 11-12	Met
Section I, K	Discipline procedures.	pp. 7-8	Met

APPENDIX B: TREND INFORMATION

TABLE B1					
ESCUELA VERDE STUDENT ENROLLMENT					
SCHOOL YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING SCHOOL YEAR	WITHDRAWN	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR
2018–19	121	3	25	99	96 (79.3%)
2019–20	118	9	16	111	103 (87.3%)
2020–21	119	3	4	118	115 (96.6%)
2021–22	120	5	7	118	113 (94.2%)
2022–23	122	4	11	115	111 (91.0%)

TABLE B2	
ESCUELA VERDE STUDENT RETURN RATE	
SCHOOL YEAR	RATE
2018–19	87.8%
2019–20	82.1%
2020–21	92.5%
2021–22	93.9%
2022–23	90.6%

TABLE B3	
ESCUELA VERDE STUDENT ATTENDANCE	
SCHOOL YEAR	RATE
2018–19	90.1%
2019–20	89.9%
2020–21	96.0%
2021–22	89.4%
2022–23	86.2%

TABLE B4		
ESCUELA VERDE OUT-OF-SCHOOL SUSPENSIONS		
SCHOOL YEAR	% STUDENTS SUSPENDED	AVG. DAYS SUSPENDED
2018-19	14.8%	3.2
2019-20	18.1%	2.4
2020-21 ²⁵	N/A	N/A
2021-22	11.2%	Not available
2022-23	19.0%	3.3

TABLE B5	
ESCUELA VERDE STUDENT-PARENT-ADVISOR CONFERENCE PARTICIPATION	
SCHOOL YEAR	RATE
2018-19	97.8%
2019-20	100.0%
2020-21	
2021-22	
2022-23	

TABLE B6	
ESCUELA VERDE ADVISOR RETENTION RATE	
SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2018-19	100.0%
2019-20	
2020-21	
2021-22	84.6%
2022-23	84.6%

²⁵ 2020-21 School year was mostly virtual due to COVID restrictions. Data not available.

TABLE B7	
ESCUELA VERDE ADVISOR RETURN RATE*	
SCHOOL YEAR	RETURN RATE
2018-19	100.0%
2019-20	
2020-21	44.4%
2021-22	100.0%
2022-23	91.7%

*These numbers reflect only the number of advisors, or paraprofessionals who were promoted to advisors, who were eligible to return for the next school year. It does not include advisors who were not offered contracts for the subsequent school year or advisors whose positions were eliminated.

APPENDIX C: CSRC 2022–23 SCHOOL SCORECARD

CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD

r: 06/20

K–8TH GRADE

STUDENT READING READINESS: GRADES 1–2

• PALS—% 1st graders at or above spring summed score benchmark this year	4.0
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0



STUDENT ACADEMIC PROGRESS: GRADES 3–8

• Forward Exam reading—% maintained proficient	5.0
• Forward Exam math—% maintained proficient	5.0
• Forward Exam reading—% below proficient who progressed	12.5
• Forward Exam math—% below proficient who progressed	12.5



LOCAL MEASURES

• % met reading	6.25
• % met math	6.25
• % met writing	6.25
• % met special education	6.25



STUDENT ACHIEVEMENT: GRADES 3–8

• Forward Exam reading—% proficient or advanced	2.5
• Forward Exam math—% proficient or advanced	2.5



ENGAGEMENT

• Student attendance	5.0
• Student reenrollment	5.0
• Student retention	5.0
• Teacher retention	5.0
• Teacher return*	5.0



HIGH SCHOOL

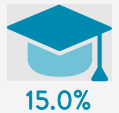
STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

• PreACT Secure—% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0
• Adequate credits to move from 9th to 10th grade	7.5
• Adequate credits to move from 10th to 11th grade	7.5
• DPI graduation rate	5.0



POSTSECONDARY READINESS: GRADES 11 AND 12

• Postsecondary acceptance for graduates (college, university, technical school, military)	10.0
• % of 11th/12th graders tested	2.5
• % of graduates with ACT composite score of 19.6 or higher	2.5



LOCAL MEASURES

• % met reading	5.0
• % met math	5.0
• % met writing	5.0
• % met special education	5.0



STUDENT ACHIEVEMENT: GRADES 9 AND 10

• PreACT Secure English—% students at or above spring benchmark	2.5
• PreACT Secure math—% students at or above spring benchmark	2.5



ENGAGEMENT

• Student attendance	5.0
• Student reenrollment	5.0
• Student retention	5.0
• Teacher retention	5.0
• Teacher return*	5.0



*Teachers not offered continuing contracts or who moved farther than 25 miles from any Milwaukee County border due to a transfer of a family member are excluded when calculating this rate. Note: To protect student identity, Evident Change does not report data on scorecard items with fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard, and the total score will be calculated to reflect each school's denominator.

TABLE C

**ESCUELA VERDE
CSRC HIGH SCHOOL SCORECARD 2022–23**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress:	PreACT Secure—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	15.0	35.0%	Not available	
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		88.9%	6.7
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		88.9%	6.7
12th Grade	Graduation rate (DPI)*	5.0		65.0%	3.3
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	62.1%	6.2
	% of 11th graders tested on ACT	2.5		75.0%	1.9
	% of graduates with ACT composite score of 19.6 or more	2.5		0.0%	0.0
Local Measures	% met reading	5.0	20.0%	61.0%	3.1
	% met math	5.0		68.0%	3.4
	% met writing	5.0		88.3%	4.4
	% met special education	5.0		94.4%	4.7
Student Academic Achievement: 9th and 10th Grades	<i>PreACT Secure English</i> : % of 9th and 10th grade students at or above benchmark	2.5	5.0%	17.2%	0.4
	<i>PreACT Secure math</i> : % of 9th and 10th grade students at or above benchmark	2.5		0.0%	0.0
Engagement	Student attendance	5.0	25.0%	86.2%	4.3
	Student reenrollment	5.0		90.6%	4.5
	Student retention	5.0		91.0%	4.6
	Teacher retention rate	5.0		84.6%	4.2
	Teacher return rate	5.0		91.7%	4.6
TOTAL		85.0			63.0
HIGH SCHOOL SCORECARD PERCENTAGE					74.1%

*Based on 2021–22 four-year rate, the most recent available at the time of this report for all academies.

APPENDIX D: STUDENT LEARNING

MEMORANDUM

TO: Evident Change and the CSRC
FROM: Escuela Verde
SUBJECT: Learning Memo for the 2022–23 Academic Year
DATE: October 20, 2022

This memorandum of understanding includes the minimum measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students’ academic progress. These outcomes have been defined by the leadership and/or staff at Escuela Verde in consultation with staff from Evident Change and the CSRC.

The school will record student data in the school’s database or Microsoft Excel spreadsheets and provide that data to Evident Change, the educational monitoring agent contracted by the CSRC. The school will also provide, for all standardized tests, results downloaded directly from the test publisher. If such data files are not available, the school will provide paper printouts (scanned or via mail) that include standardized test results from the test publisher.

Evident Change requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 30, 2023.

All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section.

ENROLLMENT

The school will record enrollment dates for all students. Upon admission, each student will have their information and actual enrollment date added to the school’s database.

TERMINATION/WITHDRAWAL

For every student who leaves Escuela Verde, the exit date and reason for withdrawal will be recorded in the school’s database. Specific reasons for each expulsion are required for each student.

ATTENDANCE

The school will maintain appropriate attendance records. Students are considered present when the student engages in face-to-face instruction or is engaged in learning via online learning platforms, official home study, or extended learning outside the school building consistent with the Wisconsin Department of Public Instruction (DPI) standard for attendance in WISEdata. Escuela Verde will achieve an attendance rate of at least 90%.

PARENT/GUARDIAN PARTICIPATION

Parents of at least 90% of students enrolled for the entire school year will participate in one of two scheduled parent–student–advisor conferences. Participation will count whether the conference is held at the school, via phone, virtually, or at the student’s home.

SPECIAL EDUCATION NEEDS STUDENTS

Escuela Verde will maintain updated records on all students who receive special education services at the school, including students who were evaluated but not eligible for services.

HIGH SCHOOL GRADUATION/ACADEMIC CAREER PLAN

A high school graduation plan will be incorporated into each ninth- through twelfth-grade student’s personal learning plan (PLP) by the end of their first semester of enrollment at the school. Each student will incorporate the following into their PLP.

- Information regarding postsecondary plans.
- A schedule reflecting plans for completing four credits in English; three credits each of college preparatory math, science, and social studies; and two credits each in foreign language, physical education/health, and other electives.
- Evidence of parent/family involvement. Involvement means that during the first scheduled parent–student–advisor conference (held at the school, virtually, via phone, or via home visit), advisors/staff will review each student’s graduation plan with their parent(s). If a parent does not participate in this conference, Escuela Verde will have a conference with the student and submit a written report to the parent via postal mail.

Advisors will meet with each ninth- through twelfth-grade student during the first quarter to discuss the PLP. Advisors and students also will review PLPs by the end of the school year to determine whether each student is on track toward earning credits and whether the student will need to enroll in summer school.

HIGH SCHOOL GRADUATION REQUIREMENTS²⁶

Among students enrolled for the entire school year, at least 60% of ninth graders will complete 5.5 or more credits; 75% of tenth graders will complete 11.0 or more credits; 85% of eleventh graders will complete 16.5 or more credits; and 90% of twelfth graders will complete 22 or more of the required credits by the end of the school year and graduate.

POSTSECONDARY PLANS FOR TWELFTH GRADERS

The school will monitor and document postsecondary acceptance, enrollment plans, and scholarship awards for twelfth-grade graduates.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES²⁷

LITERACY

Reading progress will be assessed using Edmentum reading diagnostics. Each student’s progress will be measured by comparing scores from their fall test with their final assessment of the school year.²⁸ At least 60% of students who attend Escuela Verde for the entire year and complete both tests will meet the reading goal described in the following table.

FALL DIAGNOSTIC READING SCORE	GROWTH GOAL FROM FALL TO FINAL
550–749	66 points or more
750–949	39 points or more
950–1149	19 or more points
1150–1450	Maintain score of 1150 or higher

²⁶ This item depends on both the school’s high school graduation requirements and the timing of the student’s coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year.

²⁷ English Learners (EL) students with an English proficiency level of 2.9 or lower may be exempt from reading and math diagnostics as well as the local measure writing assessment.

²⁸ The final assessment can be either the third or fourth tests for the school year. Students who achieve their growth expectation as of the third test will not be required to complete a fourth test.

MATH

Math progress will be assessed using Edmentum math diagnostics. Each student’s progress will be measured by comparing scores from their fall test with their final assessment of the school year. At least 60% of students who attend Escuela Verde for the entire year and complete both tests will meet the math goal described in the following table.

FALL DIAGNOSTIC MATH SCORE	GROWTH GOAL FROM FALL TO FINAL
550–749	70 or more points
750–949	35 or more points
950–1149	21 or more points
1150–1450	Maintain score of 1150 or higher

WRITING

Writing samples from students in ninth through twelfth grades will be assessed using the 6+1 Traits of Writing. Student writing skills will be assessed in the following seven domains based on grade level or individualized education program (IEP) expectations: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, grammar, and presentation. Each domain will be assessed on the following scale: 1 = beginning, 2 = emerging, 3 = developing, 4 = capable, 5 = experienced, and 6 = exceptional. By the end of the final marking period, at least 90% of the students enrolled for the entire school year will have at least “developing” writing skills (i.e., a score of 21 or higher).

IEP GOALS

More than 90% of the students enrolled in special education services at Escuela Verde for at least a full school year will meet one or more of the goals defined in their IEPs. Data on each special education student’s goal achievements will be recorded in an Excel spreadsheet by each student’s WiselD.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES²⁹

PREACT FOR NINTH- AND TENTH-GRADE STUDENTS

All ninth- and tenth-grade students are required to take all subtests of the PreACT in the timeframe required by DPI.

WISCONSIN FORWARD EXAM FOR TENTH-GRADE STUDENTS

The Wisconsin Forward Exam will be administered annually within the timeframe specified by DPI. This standardized assessment will produce a social studies score.

ACT FOR ELEVENTH- AND TWELFTH-GRADE STUDENTS

All eleventh-grade students are required to take all subtests of the ACT Plus Writing in the timeframe required by DPI.

Escuela Verde will encourage all twelfth graders to take the ACT or ACT Plus Writing in the fall. The ACT for twelfth graders is not required but encouraged by the CSRC.

YEAR-TO-YEAR PROGRESS

In prior years, Evident Change reported year-to-year progress from the ninth to tenth grade and from tenth to eleventh grade using comparable tests (i.e., ACT EXPLORE, ACT PLAN, and ACT for ninth through eleventh grades and subsequently the ACT Aspire for ninth to tenth grade). Starting in the 2022–23 school year, DPI changed the required standardized test for ninth and tenth graders from the ACT Aspire to the PreACT. A final decision regarding year-to-year progress from last year to the current school year will be made by the CSRC at a later date and reflected in the 2022–23 monitoring report.

²⁹ Per DPI policy, EL students are not required to take the ELA subtests of statewide standardized tests; a composite score will also not be available for these students.