

2017–2018 Programmatic Profile and Educational Performance

Updated: November 2018



Escuela Verde

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

**EXECUTIVE SUMMARY
FOR
ESCUELA VERDE
2017–18**

This is the sixth annual report on the operation of Escuela Verde, one of eight schools chartered by the City of Milwaukee during the 2017–18 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), Escuela Verde staff, and the NCCD Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following.

I. CONTRACT COMPLIANCE SUMMARY¹

Escuela Verde has met all of the educational provisions in its contract with the City of Milwaukee and the subsequent requirements of the CSRC.

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 goals throughout the year to identify students in need of 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.

- There were three eighth graders and 97 high school students enrolled for the entire year who completed the fall and spring Edmentum Accucess reading and math tests.
 - » Half (50.5%) of the high school students showed progress on the reading test from fall to spring. The school’s goal was 60.0%.

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

- » Less than half (45.4%) of the high school students showed progress on the math test from fall to spring. The school's goal was 60.0%.

To protect student identity, CRC does not report results for cohorts of fewer than 10 students. For this reason, results could not be reported for eighth-grade students this year.

- Three middle school and 97 high school students who were enrolled for the entire school year had spring writing samples assessed. More than four fifths (83.5%) of high school students scored a 21 or higher; the school's goal was 90.0%. Due to sample size, eighth-grade results could not be reported.

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 conferences
- Special education student records
- Graduation plans

The school met all of these goals.

B. Year-to-Year Progress

Escuela Verde administered required standardized tests noted in its contract with the City of Milwaukee. There were too few eighth graders with Wisconsin Forward Exam results and too few tenth graders with Aspire results in consecutive years to include results this year.

C. CSRC School Scorecard

The school scored 67.4% on the pilot high school scorecard this year. Due to the small number of students in the middle school, data were available for too few measures to complete the K–8 scorecard this year.

III. SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts interviews or surveys with parents, board members, and advisors to obtain feedback on their perceptions about the school. Some key results include the following.

- Of 106 Escuela Verde families, 49.1% responded to the survey. Of these:
 - » Two thirds (66.1%) of parents would recommend this school to other parents.
 - » Nearly all (94.6%) parents rated the school’s overall contribution to their child’s learning as excellent or good.
- A total of 11 board members participated in interviews.
 - » All 11 rated the school as excellent or good overall.
 - » Some things board members mentioned when asked what they like most about the school included its project-based learning model, skillful and dedicated staff, and community engagement and partnership.
- A total of 12 advisors and other staff participated in interviews. Of these:
 - » There were 66.7% who rated the school’s progress toward becoming a high-performing school as good and 33.3% who rated the school’s progress as fair.
 - » Most (83.3%) rated the students’ academic progress as excellent or good.
- A total of 48 eleventh- and twelfth-grade students in attendance the day of the survey participated.
 - » More than two thirds (70.8%) of students indicated that they had improved in English/writing, and just under two thirds (62.5%) of students said they had improved in math.
 - » Most (87.5%) students said that adults in their school help them understand what they need to do to succeed.
 - » Nearly three quarters (72.9%) of the students plan to enroll in a postsecondary institution after graduation.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

Jointly identified by the school leadership and CRC, the following recommendations continue a focused school improvement plan in the 2018–19 school year.

- Special attention needs to be directed to the adoption of strategies and methodologies that will enable more students to demonstrate progress on their acquisition of basic reading and math skills. It is also critical that project monitoring activities be strengthened to ensure that more of the younger students obtain the credits needed to matriculate to the next grade on a regular basis.
- Efforts should focus on improving the school climate and ensuring that new students acclimate to a learning environment that requires self-motivation and personal discipline.
- To improve the quality of the learning environment, special attention needs to be given to strengthening the school’s staff development activities. The overall staff evaluation process should be revisited, and clear criteria for performance expectations should be used to guide individual staff development plans.

V. RECOMMENDATION FOR ONGOING MONITORING

Based on past and current contract compliance status and a high school scorecard rating of 67.4% as compared to 69.4% for the 2016–17 school year, CRC recommends Escuela Verde continue regular, annual academic monitoring and reporting with an expectation that reading and math achievements on both local and standardized measures will improve over the next school year; or the school will be placed on probation for the 2019–20 school year.

I. INTRODUCTION

This report was prepared as a result of a contract between the City of Milwaukee and the NCCD Children’s Research Center (CRC). 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, CRC:

- Conducted an initial school visit to collect information related to contract requirements and to draft a learning memo for the new school year;
- Conducted a year-end interview to review progress on recommendations and changes that occurred during the year;
- Visited the school throughout the year to observe classrooms and overall school operations and to conduct a random review of special education files;
- Surveyed or interviewed parents, board members, and a sample of advisors and students to gather feedback about the school;
- 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: <http://www.escuelaverde.org>

Escuela Verde’s Advisory Team:

- Zaynab Baalbaki
- George Giannaras
- Cynthia Gonzalez
- Kristal Krebs
- Evan McDoniels
- Walter Sams
- Bethany Vannest
- Joey Zocher

Escuela Verde is located on the near south side of Milwaukee. The school opened its doors in September 2012 to seventh- through twelfth-grade students. 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 mission is to “cultivate a community that is participatory, just, sustainable, and peaceful.” The school staff and students live their vision through graduating 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 ecopedagogical praxis; developing biliteracy and honoring linguistic and cultural identities by engaging in translanguaging practices; and offering immersion opportunities for those interested in transformative education.²

² The school’s vision and mission statements were taken from the Escuela Verde website <http://www.escuelaverde.org/aboutus/#ourmission>.

2. Instructional Design

Escuela Verde's learning practices are grounded in the EdVisions project-based learning model. EdVisions schools must incorporate four design essentials into their operations: small learning communities; self-directed, project-based learning; authentic assessment; and teacher ownership/democratic governance.

Students engage in rigorous research to answer a complex question, problem, or challenge. With an advisor, students self-select the state-approved educational standards they will address 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, the skills acquired, and the product's value to the student and the overall community. Students present to the original team that approved the project proposal; and 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

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

³ This description is taken from the Escuela Verde's student handbook for the 2017–18 school year.

met. The board sets overall policy for the school and was responsible for hiring TransCenter's executive director. The executive director, in turn, hired the school staff for its first year of operation. This year, the school staff was hired by the advising team in consultation with the TransCenter executive director. The board has regular meetings at which issues are discussed, policy is set, and school business is conducted. Some board work is conducted by committees that meet more often than the full board.

This year, the board was composed of 13 members: a president, a vice president, a secretary, a treasurer, nine others serving as members of the community at large, and the executive director serving 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 member 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 seventh- 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 work on iPads in school regularly. Students work under the guidance of an advisor, with a student–advisor ratio of no more than 18:1.

Projects at Escuela Verde take a variety of forms, but each project has common components. A project generally lasts four to six weeks, and students are expected to document approximately 100 hours of work time for credit. To begin projects, students completed proposal forms on Project Foundry, the school's online project management system.⁴ Each proposal was presented to a three-person team (two advisors and one other student). Part of the proposal was creating a project checklist, which outlined all phases of completing the project. Once a project was approved, students charted the completion of each project phase. They regularly reviewed and discussed the completed tasks with an advisor. Students collaborated with advisors to identify additional resources required to address emerging problem areas and to ensure that each project incorporated strategies the student needed to acquire the necessary academic competencies and curriculum standards.

Once a student completed the project checklist, the finished work was submitted to the proposal team for an evaluation of the project's quality and the determination of whether to grant credit. When reviewing a project, the proposal team used 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 was also selected to assist with this evaluation process.⁵

Students at Escuela Verde do not receive letter grades for their project work, so they do not have a grade-point average. Middle school students are expected to earn a minimum of 500 credit hours per year; 1,000 credit hours enable students to graduate into the high school. The credit hours needed to graduate from eighth grade include:

⁴ For more information about Project Foundry, visit www.projectfoundry.org

⁵ Information for this section was extracted from the 2017–18 student handbook.

- *English: 200*
- *Math: 200*
- *Social studies: 100*
- *Science: 200*
- *Physical education/health: 100*
- *Fine arts: 100*
- *Service learning: 50*
- *Postsecondary preparation: 50*

Students in the high school program are required to accumulate 23.5 credits to graduate. However, students are able to earn as many as 40 credits during four years of high school. The credit expectations for grade promotion are as follow.

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

High school students are required to acquire credits as follows.

- *English/language arts: 4*
- *Math: 3*
- *Social studies: 3*
- *Science: 3*
- *Senior projects: 3 (or electives for other grades)*
- *Spanish language and culture: 2*
- *Physical education/health: 2.5*
- *Community service: 0.5*
- *Personal finance: 0.5*
- *Fine arts: 1*
- *Career and technical education: 1*

During the interview and survey process, board members and staff were asked about the school's program of instruction. All 11 board members agreed or strongly agreed that the

program of instruction is consistent with the school's mission, and 91.7% of staff members rated the program of instruction as excellent or good.

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. It is Escuela Verde's belief that 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 six advisors at the end of the 2016–17 school year. All six advisors returned to the school in 2017–18 for a 100.0% return rate.

In addition to the six returning advisors, two new advisors joined the team at the beginning of the 2017–18 school year.⁷ All but one of the eight advisors who started the 2017–18 school year remained at the school for the entire school year, resulting in a retention rate of 87.5%.

⁶ This information was taken from the Escuela Verde website.

⁷ All advisors held a DPI license.

The teaching team was assisted by an administrative coordinator, a facility manager, several volunteer assistants, and a part-time administrator/advisor. These full-time teaching staff had expertise in English, math, science, social studies, and special education.

During the interview process, staff were asked about the advisor assessment process. Less than half (41.7%) of staff agreed or strongly agreed that the school has a clear advisor assessment process, but two thirds (66.7%) agreed or strongly agreed that they were satisfied with the advisor assessment criteria. Most (91.7%) of the staff members agreed or strongly agreed that student academic performance is an important part of advisor assessment. See Appendix H for additional information from interviews with staff.

4. School Hours and Calendar

The first day of school for all Escuela Verde students was August 2, 2017, and the school year ended on June 28, 2018. The school operates on a 39-week school year, composed of four quarters. Most of the projects undertaken by students are planned to be completed within a quarter. At the end of the 2016–17 academic school year, Escuela Verde provided CRC with its school calendar for the upcoming year, indicating student attendance days, break schedules, presentation nights, and other major school events. CRC was also provided with the school’s daily instructional schedule.

The school day began at 9:00 a.m. and ended at 3:45 p.m. Students started and ended the day (Tuesday through Friday) with a 10- to 45-minute wellness and/or advisory session. Specific times were allocated within the daily student schedule to focus attention on the acquisition of skills in English/reading (45 minutes) and math (60 minutes). The majority of the

school day was dedicated to quiet and active project time (140 minutes). In the middle of the day, students were given 25 minutes for lunch and participated in a 30-minute physical education/health session. Escuela Verde was a closed campus for lunch, so students either brought a bag lunch or shared in the meal brought into the building.

Every Monday afternoon, students were given 180 minutes for independent and/or interdependent project work. Escuela Verde staff acknowledge that learning happens everywhere, so students were allowed to participate in out-of-school learning experiences such as community service work, field experiences, advisor-led field trips, field research, and internships. These learning experiences occurred during regular school hours or at other times if approved by the student's advisor and parents. Students were encouraged to engage with a variety of community groups for afterschool activities and were expected to participate in all scheduled community-night events.

5. Parent Involvement

Escuela Verde recognizes parent involvement as a critical component of student success. A parent's involvement at the school starts with participation in developing the student's personal learning plan (PLP) along with the student and the advisor. Parents were expected to provide further support through school involvement, organization of community events, and participation in mentoring and apprenticeship programs.⁸ Additional opportunities for

⁸ Upon enrollment, every student creates a PLP, which incorporates a personal mission statement, identifies the student's strengths and challenges, enables the student to monitor the student's skill acquisition, summarizes the student's resume-building experiences, and embodies the student's life vision.

involvement included attendance at conferences, presentation nights, and community nights. *All* parents/guardians must attend the following, at minimum.

- Two scheduled parent-student-advisor conferences. If parents/guardians are unable to attend the conferences, they must make arrangements for an alternative date/time with the student's advisor.
- Four meetings of Families Engaged in Education.
- One presentation night.
- One community night.

Depending upon their talents, availability, and schedules, parents participated in one or more of the following ways.

- Consulting with students and advisors on planning and evaluation, providing onsite assistance to students and advisors, and/or providing feedback to advisors;
- Learning the project process with students to support and assist them;
- Sharing Escuela Verde's goals and philosophy with people in the community;
- Chaperoning student events or helping with carpools to and from school events and learning experiences;
- Serving as resources to students in their areas of expertise or sharing knowledge of community resources with students and advisors;
- Providing administrative assistance from school or home (e.g., mailings, phone calls, promotions); or
- Organizing community events, being active on an Escuela Verde committee, and/or supporting students' interests and efforts.⁹

⁹ The expectations and opportunities for parental involvement described here are taken from the student handbook for the 2017–18 school year.

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

Parents and advisors were asked about parental involvement during the survey/interview process. Almost all (98.2%) parents indicated that they felt welcome at the school. All of the staff who were interviewed agreed or strongly agreed that the staff encourage all families to become involved in school activities. Half (50.0%) of the staff rated parent involvement as “excellent” or “good.”

6. Waiting List

During the 2017–18 school year, Escuela Verde had a waiting list of students seeking admission. During the school year, staff contacted students to ascertain their interest in enrolling in Escuela Verde for the 2018–19 school year; some students were still interested and shadowed existing students for a day before deciding to enroll for the next school year. No wait list existed at the end of the school year.

7. 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 of the issues at hand and put things as right as possible. This mindset relies on five key principles.

1. Focus on the harms and consequent needs of the victims as well as the needs of the communities and the offenders.
2. Address the obligations that result from those harms.
3. Use an inclusive, collaborative process.
4. Involve those with a legitimate stake in the situation, including victims, offenders, community members, and society.
5. Seek to right the wrongs.¹⁰

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
- A total of 10 consecutive unexcused absences
- Other criminal offenses

¹⁰ This material is adapted from the student handbook and Howard Zehr's *The Little Book of Restorative Justice* (published by Good Books in 2002).

This year, staff, parents, and students were asked about the discipline policy (rules) at Escuela Verde.

- All (100.0%) staff members considered the discipline at the school as a very or somewhat important reason for continuing to teach there, and two thirds (66.7%) rated the school's adherence to its discipline policy as excellent or good.
- Most (87.5%) of parents are comfortable with how the staff handle discipline.
- More than two thirds (68.8%) of the students surveyed agreed or strongly agreed that the school rules are enforced fairly.

8. Graduation Information

Students at Escuela Verde started preparing for graduation from either eighth or twelfth grade 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 mid-year review also defined what the student and advisor needed to do to ensure that the student stayed on track to achieve end-of-year goals. All of these tools were completed by the students with advisor assistance.

In addition, advisors took students on university/college tours in Wisconsin and Minnesota, several college representatives visited the school, some students participated in the University of Wisconsin–Milwaukee (UW-Milwaukee) Knowledge is Power program, others enrolled in The MATC Promise, and students engaged in Lead to Succeed to assist with identification of career opportunities and resume preparation.

Finally, the Great Lakes Higher Education Corporation held several group sessions with the eleventh- and twelfth-grade students to help them prepare for their college applications and financial aid forms, and staff also provided students with one-on-one assistance with financial aid issues. A more comprehensive session was also held for all students to discuss how they could best prepare themselves for successful entrance into and completion of college. All students have to visit at least three colleges and complete three applications to colleges before graduation.

A total of 25 students graduated at the end of the school year; 19 (76.0%) of those students were accepted into a postsecondary institution, an apprenticeship, or a branch of the military. Students were enrolled at Milwaukee Area Technical College, UW-Milwaukee, Luther College, Wisconsin Lutheran College, Alverno College, and Mount Mary University. Four graduates chose to enter the workforce, and postsecondary information was not available for two students.

C. Student Population

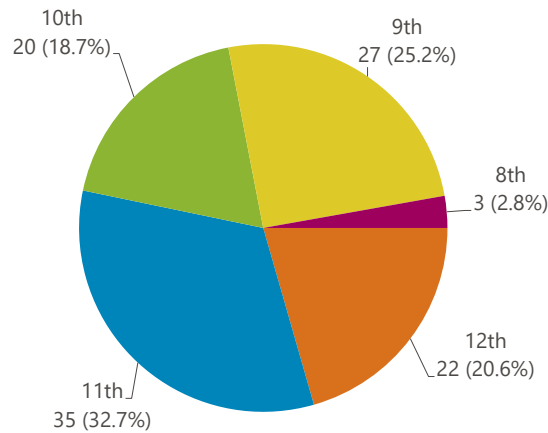
Escuela Verde started the school year on August 2, 2017. As of September 15, 2017, 120 students were enrolled in eighth through twelfth grades.¹¹

¹¹ There were three students in eighth grade and 117 students in high school (ninth through twelfth grades).

During the year, eight students enrolled in the school, and 21 students withdrew.

Students withdrew for a variety of reasons: 16 students transferred to other schools, four were withdrawn due to non-attendance, and one moved out of state. At the end of the year, 107 students were enrolled.

**Escuela Verde
Enrollment by Student Grade Level*
2017–18**



N = 107

*Grade levels may shift during the year; those shown reflect the grade level each student was classified in for a majority of the school year.

- There were three students in middle school and 104 students in high school.¹²
- There were 41 girls (38.3%), 62 (57.9%) boys, and four (3.7%) students who were nonbinary/gender-nonconforming.
- There were 81 Latino students (75.7%), 13 (12.1%) African American students, eight (7.5%) white students, two (1.9%) Native American students, one (0.9%) Asian student, and two (1.9%) multiracial students.

¹² Student grade levels may shift during the year. The grade level reported reflects the grade level each student was classified in at the beginning of the school year.

- There were 24 students with special education needs. Of these, 11 had other health impairments, four had specific learning disabilities, two had an emotional behavioral disability, and three students had multiple identified needs.
- There were 91 (85.0%) students eligible for free/reduced price lunch.
- Nearly two thirds (63.6%) of students were bilingual.

Of 117 high school students enrolled on the third Friday of September, 98 were still enrolled at the end of the year. This represents an 83.8% retention rate. To protect confidentiality, CRC does not report results for cohorts of fewer than 10 students. Because there were only three eighth graders this year, the middle school retention rate cannot be reported.

A total of 85 high school students who were enrolled at the end of the 2016–17 school year were eligible to return to the school in 2017–18 (i.e., they did not graduate from eighth grade or high school). Of those, 77 were enrolled on the third Friday in September 2017, representing a return rate of 90.6%. There were too few eighth graders to report the middle school return rate.

D. Activities for Continuous School Improvement

During the year, Escuela Verde responded to all of the recommendations in the 2016–17 programmatic profile and educational performance report. The following describes each recommendation and Escuela Verde’s response.

- Recommendation: Revisit and strengthen personal learning plans with an emphasis on reading and writing. Special attention should be given to using local measure assessments that are better aligned with the curriculum.

Response: Staff worked with other advisors and advisees to strengthen each student's PLP. For students with lower skill levels, additional attention was given to strategies to improve reading and writing competencies. Escuela Verde also adopted new assessments for use as local measures for reading and math and worked throughout the year to improve the curriculum's alignment with the assessment tools.

- Recommendation: Increase the rigor and content of projects to enable students to demonstrate their knowledge through the creation of more original and solid products. All projects should assist students to improve their reading and math skills.

Response: Advisors shifted their focus in advisory sessions to place more emphasis on content skills in students' project work. During the next school year, this work on content skills will continue and approaches will be adopted to better link content with the student's end products.

- Recommendation: Engage additional support staff to assist low achievers.

Response: Escuela Verde hired two paraprofessional staff to work with special education and low achieving students to improve their competencies in skill areas. The staff used the learning model Edmentum¹³ to support their work with these students.

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 conferences, and special education student records. The high school also established goals for graduation plans and testing of new enrollees. In addition, Escuela Verde identified local and standardized measures of academic performance to monitor student progress.

¹³ More detailed information about the model can be found on their website: <https://www.edmentum.com/about/mission-values>

A. Attendance

The school established a goal of maintaining an average attendance rate of 90.0%. Students were considered present if they were at school for four of the six instructional time slots, which last an hour and 20 minutes each. This year, high school students enrolled at any time during the year attended school an average of 92.3% of the time. The school met its internal attendance goal. When excused absences were included, the attendance rate rose to 96.7%.

A total of 21 students were suspended from school at least once during the year and spent, on average, 2.5 days out of school because of it.

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 student-parent-advisor conferences. Additionally, advisors regularly contact parents outside of the formal conference periods, so the school also provided the total number of parent contacts occurring during the year. Parents of 99 (98.0%) of 101 students who were enrolled all year attended at least one formal conference, exceeding the school's goal for parent participation. Most (92.1%) parents attended both.

C. Special Education Student Records

This year, the school maintained records for all special education students. At the end of the year, there were 24 students with special education records. All (100.0%) had an initial individualized education program (IEP) or an IEP review this year.

In addition to examining the special education data provided by the school, CRC reviewed a sample of special education files. This review indicated that IEPs had been completed and reviewed in a timely manner and that several parents participated in the IEP team reviews. There was documentation related to the efforts made by the staff to engage parents in these sessions. The school has met its goal related to developing and maintaining special education records.

D. High School Graduation Plans and Grade-Level Promotion

1. High School Graduation Plans

A high school graduation plan is to be developed for each high school student by the end of the student's first semester of enrollment. The plan is to include: (1) evidence of parent/family involvement; (2) information regarding the student's postsecondary plans; and (3) a schedule reflecting plans for completing four credits in English/language arts; three credits apiece in math, science, and social studies; two and one half credits in physical education/health; two credits in Spanish language and culture; one credit in career and technical education and fine arts; one half credit in personal finance; three elective credits; and a three-credit senior project.¹⁴

Graduation plan information was provided for all 104 high school students enrolled at the end of the school year. Status on each individual graduation plan measure is shown in Table 1.

¹⁴ 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-advisor conferences.

Table 1 Escuela Verde High School Graduation Plans 2017–18 N = 104	
Measure	% Plans Including Measure
Included postsecondary plans	98.1%
Shared with parents	74.0%
Credits to graduate	100.0%
Reviewed by counselor	100.0%
On track toward graduation	57.3% ¹⁵
Need to enroll in credit recovery activities	41.7%

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 school year. Information about credits earned and grade-level promotion was provided for all 98 high school students who were enrolled in Escuela Verde for the entire school year. By the end of summer school, 80 (81.6%) students were promoted to the next grade or graduated from high school (Table 2).

¹⁵ Based on the number of students with graduation plans who were promoted at the end of the school year, excluding summer school promotions. This information was not available for one of 104 students.

Table 2			
Escuela Verde			
High School Graduation Requirements			
2017–18			
Grade	Students	Promoted/Graduated	% Promoted/Graduated
9th	25	16	64.0%
10th	18	14	77.8%
11th	33	28*	84.8%
12th	22	22*	100.0%
Total	98	80	81.6%

NOTE: Grade reflects grade level at the beginning of the year; students may be promoted at any time during the year.

*Overall, 25 students graduated from Escuela Verde at the end of the school year; three of those students began the year in eleventh grade.

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: Edmentum Accucess Reading¹⁶

The school set a goal that at least 60.0% of students who completed the first and last Accucess reading assessments and were enrolled for the entire year would show progress from fall to spring. Students will be placed into one of two cohorts based on their fall test scores.

- Students who are at or below grade level (i.e., curriculum level) at the time of the first test will increase their scores by at least 100 points (the equivalent of one year's growth) at the time of the end-of-year test.
- Students who test above grade level (i.e., curriculum level) at the time of the first test will be considered to have met the growth expectation if, at the time of the last test, they remain above grade level in reading.

There were 100 students who were enrolled for the entire school year and completed the first and last Accucess reading tests. By the time of the spring test, 49 (50.5%) of 97 high school students showed progress, as defined above, falling short of the school's internal literacy goal for this school year. Too few eighth graders completed the test this year to report results.

2. Math: Edmentum Accucess Math¹⁷

The school set a goal that at least 60.0% of students who completed both Accucess math assessments would show progress from fall to spring. Progress was defined as described above in the literacy section.

¹⁶ All but two new high school students who enrolled and remained at the school for at least 60 days were tested in reading within 60 days of enrollment.

¹⁷ All but one new high school student who enrolled this year and remained at the school for at least 60 days were tested in math within 60 days of enrollment.

There were 100 middle and high school students enrolled for the entire school year who completed the fall and spring Accucess math tests. A total of 44 (45.4%) of 97 high school students who completed both assessments showed progress from fall to spring. The school therefore did not meet its internal math goal for this school year. There were too few eighth graders to report results.

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 100 (three eighth graders and 97 high school students) of the 101 students who were enrolled for the entire school year. Only 83.5% of the high school students received a final writing score of 21 or higher, falling just short of the school's goal.

There were too few middle school students to include results.

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. There were 24 special education students enrolled at the end of the year. Of those students, 12 were either new to Escuela Verde or had

an initial evaluation completed during the 2017–18 school year. All 12 (100.0%) of the students (all in high school) who were continuing special education students at Escuela Verde this year met one or more of the goals on their IEPs.

F. External Standardized Measures of Educational Performance

DPI requires all schools to administer the Wisconsin Forward Exam to students in third through eighth grades. Ninth and tenth graders are required to take the ACT Aspire, and eleventh graders must complete the ACT Plus Writing in the spring of the school year. Additionally, the CSRC required that high schools administer the ACT to twelfth-grade students in the fall of the school year. These tests and results are described in the following report sections.

1. Wisconsin Forward Exam¹⁸

The Forward Exam was implemented as the state’s standardized test for English/language arts (ELA) and math for third through eighth graders, science for fourth and eighth graders, and social studies for fourth, eighth, and tenth graders. Scores for each test are translated into one of four levels: advanced, proficient, basic, and below basic. The Forward Exam is administered in the spring of each school year.

ELA, math, social studies, and science assessment results could not be presented for eighth graders this year to protect confidentiality.

¹⁸ Information taken from the Wisconsin DPI website and the Forward Exam family brochure: <http://dpi.wi.gov/assessment/forward>

There were 17 tenth graders who completed the social studies assessment; three (17.6%) of those students were proficient or advanced (not shown).

2. ACT Aspire and ACT Plus Writing

ACT has set college readiness benchmarks for the subject-specific subtests of both the Aspire and the ACT. The most recent benchmarks (published in 2013) for each grade level and test are shown in Table 3.¹⁹

ACT College Readiness Benchmark Scores for the Aspire and ACT			
Subtest	9th-Grade Aspire	10th-Grade Aspire	11th-Grade ACT
English	426	428	18
Math	428	432	22
Reading	425	428	22
Science	430	432	23
Composite*	427	430	21

*ACT does not publish composite benchmark scores for the Aspire or the ACT. CRC 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 following tables reflect student achievement on the Aspire and ACT during the current school year.

¹⁹ For more information about ACT Aspire and ACT Plus writing benchmarks, see the ACT Aspire website (<https://www.discoveractaspire.org>) and the ACT website (www.act.org).

a. *ACT Aspire for Ninth and Tenth Graders*

The Aspire was administered in the spring of 2018. The ninth- and tenth-grade students who were enrolled when the test was administered completed the Aspire, meeting the CSRC expectation that students be tested. A total of 26 ninth and 21 tenth graders completed the Aspire (Table 4).

Test Section	9th Grade (N = 26)		10th Grade (N = 21)	
	n	%	n	%
English	4	15.4%	3	14.3%
Math	0	0.0%	1	4.8%
Reading	0	0.0%	2	9.5%
Science	0	0.0%	2	9.5%
Composite*	2	7.7%	2	9.5%

*ACT does not publish a benchmark for the Aspire composite score; CRC calculated an Aspire composite score benchmark—427 for ninth graders and 430 for tenth graders—by averaging the benchmark scores from the four subtests.

b. *ACT for Eleventh and Twelfth Graders*²⁰

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing and the ACT WorkKeys in the time frame required by DPI (spring semester) and that twelfth graders take the ACT or ACT Plus Writing in the fall semester. There were 32 of 35 eleventh graders and 21 of 22 twelfth graders enrolled at the end of the school year who completed the ACT as

²⁰ Three (12.5%) of 24 students who graduated and completed the ACT this year achieved a composite score of 21 or higher. This includes three students classified as eleventh graders at the start of the school year who graduated at the end of the school year.

required, for an overall completion rate of 93.0%. Table 5 shows the number of students at or above the benchmarks for each grade.

Composite ACT scores for eleventh graders ranged from 11 to 20, with an average of 14.5. Twelfth-grade scores ranged from 12 to 28 with an average of 17.4 (not shown).

Table 5		
Escuela Verde		
Number of Students at or Above Benchmark for ACT Subtests and Composite Score		
11th and 12th Graders		
2017-18		
Subtest	Students	%
11th Grade (N = 32)		
English	4	12.5%
Math	0	0.0%
Reading	2	6.3%
Science	0	0.0%
Composite	0	0.0%
12th Grade (N = 21)		
English	5	23.8%
Math	1	4.8%
Reading	5	23.8%
Science	4	19.0%
Composite	3	14.3%

G. Multiple-Year Student Progress

Students in third through eighth grade take the Forward Exam in the spring of the school year. This is only the second year that year-to-year progress can be measured using Forward Exam results from two consecutive school years; results will be used as baseline data to set expectations in subsequent school years.

Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the Aspire.²¹ Progress from tenth to eleventh grade cannot be validly measured using available data in the same way that progress was measured from the Plan to the ACT in previous years. Therefore, year-to-year progress from tenth to eleventh grade will not be reported. Additionally, because the use of Aspire is relatively new, the CSRC has not yet revised its expectations for year-to-year progress measures for high school students. Results from ninth to tenth grade will be reported, and CRC will make recommendations for CSRC consideration in the fall of 2018. These recommendations will be based on data from the last three school years on Aspire. Only when the CSRC makes a decision will there be new expectations for subsequent years.

1. Seventh- to Eighth-Grade Performance on the Wisconsin Forward Exam

Too few students completed the Forward Exam in consecutive years to include the results in this report.

2. Progress From the 2017 Aspire to the 2018 Aspire

Students enrolled as ninth graders in 2016–17 and as tenth graders in 2017–18 took the Aspire two consecutive years during the spring semester. Using the minimum benchmark scores for each grade level and subject area on the Aspire, CRC examined student progress from ninth

²¹ Prior to 2014–15, schools used the Explore for ninth graders, the Plan for tenth graders, and the ACT for eleventh and twelfth graders; beginning in 2014–15, ninth and tenth graders took the Aspire instead of the Explore or Plan. Aspire benchmarks were created by concurring Aspire scores with the Explore/Plan benchmarks. Those benchmarks will be used until ACT publishes updated Aspire benchmarks based on Aspire results.

to tenth grade (Table 5). There were 11 students who took the Aspire in the spring of 2017 as ninth graders and in the spring of 2018 as tenth graders.

a. Students at or Above Benchmark

Of the 11 students in the year-to-year Aspire cohort, three were at or above the English benchmark, two were at or above the reading benchmark, two were at or above the science benchmark, and two were at or above the composite benchmark. Because there were too few students at or above benchmark for the subtests and the composite score, CRC could not include results in this report.

b. Students Below Benchmark

Eight students were below the 2017 English test benchmark, 11 were below the math benchmark, nine were below the reading benchmark, nine were below the science benchmark, and nine were below the composite benchmark. There were too few students in the English, reading, science, or composite benchmarks to report progress. Of the 11 students below the math benchmark in 2017, nine (81.8%) progressed from 2017 to 2018: one met the benchmark in 2018, and eight improved their math score by at least one point (not shown).

H. CSRC School Scorecard

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard with related standards and expectations. In 2014–15, the scorecard was revised due to significant changes required by DPI for new standardized tests. Like the original, the revised

scorecard includes multiple measures of student academic progress, including performance on standardized tests and local measures, point-in-time academic achievement, and engagement elements such as attendance and student and advisor retention and return. The revised scorecard was partially piloted for the first two years. In February 2017, after the same standardized tests had been used for two consecutive school years, the revised scorecard was accepted by the CSRC to replace the original scorecard as an indicator of school performance but will remain a pilot for an additional two to three years. The overall scorecard percentage (percentage of available points earned) is used to monitor school improvement from year to year.

Due to the small number of students in the middle school, an elementary school scorecard was not completed this year. The high school received a score of 67.4% this year.

I. Satisfaction Regarding Student Academic Progress

Sections E through H above describe student academic progress across several measures using multiple metrics. In addition to those quantitative measures, CRC surveyed 56 parents and interviewed 12 staff members and 11 board members regarding student academic progress at Escuela Verde. Nearly all (96.4%) of the parents agreed or strongly agreed that their child is learning what is needed to succeed in life, 96.4% indicated that they are informed about their child's academic performance, and 94.6% rated the school's contribution to their child's learning as excellent or good. Of the 12 staff members, 83.3% rated student academic progress as excellent or good; and nine of 11 board members agreed or strongly agreed that students are

making significant academic progress and that the school is making progress toward becoming a high-performing school.

IV. SUMMARY AND RECOMMENDATIONS

Based on past and current contract compliance status and a high school scorecard rating of 67.4% as compared to 69.4% for the 2016–17 school year, CRC recommends Escuela Verde continue regular, annual academic monitoring and reporting with an expectation that reading and math achievements on both local and standardized measures will improve over the next school year; or the school will be placed on probation for the 2019–20 school year.

Appendix A

Contract Compliance Chart

Table A			
Escuela Verde			
Compliance Overview for Education-Related Contract Provisions			
2017–18			
Contract Section	Contract Provision	Report Reference Pages	Provision Met
Section I, B	Description of educational program; student population served.	pp. 2–3 and 14–16	Met
Section I, V	The school will provide a copy of the calendar prior to the end of the preceding school year.	pp. 8–9	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	Administration of required standardized tests. a. 1st – 8th grades b. 9th – 12th grades	a. pp. 24–26 b. pp. 26–27	a. Met b. Met
Section I, D	All new high school students tested within 60 days of first day of attendance in reading and math.	pp. 22–23	Met
Section I, D	Written annual plan for graduation.	pp. 19–20	Met
Section I, D	<u>Academic criterion #1:</u> Maintain local measures showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 21–24	Met
Section I, D	<u>Academic criterion #2:</u> Year-to-year achievement measure for 1st – 12th grades. a. Progress for 8th-grade students at or above benchmark the previous year. b. 10th-grade students at or above benchmark on the Aspire the previous year. Due to recent changes in standardized assessments, no expectations are currently in place for year-to-year progress.	a. p. 28 b. p. 29	a. Not applicable (N/A) b. N/A

Table A			
Escuela Verde			
Compliance Overview for Education-Related Contract Provisions			
2017–18			
Contract Section	Contract Provision	Report Reference Pages	Provision Met
Section I, D	<p><u>Academic criterion #3</u>: Year-to-year achievement measure for 1st – 12th grades.</p> <p>a. Progress for eighth graders below proficiency level on the Forward Exam the previous year.</p> <p>b. Progress for 10th-grade students below benchmark on the Aspire the previous year.</p> <p>Due to recent changes in standardized assessments, no expectations are currently in place for year-to-year progress.</p>	<p>a. p. 28</p> <p>b. p. 29</p>	<p>a. N/A</p> <p>b. N/A</p>
Section I, E	Parental involvement.	pp. 9–11	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 7–8	Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 14–16	Met
Section I, K	Discipline procedures.	pp. 11–13	Met

Appendix B

Student Learning Memorandum

Student Learning Memorandum for Escuela Verde

To: Children’s Research Center and Charter School Review Committee
From: Escuela Verde
Re: Learning Memo for the 2017–18 Academic Year
Date: October 24, 2017

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 the school in consultation with staff from the Children’s Research Center (CRC) and the CSRC. The school will record student data in the school’s database or Excel spreadsheets and provide that to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or July 6, 2018.

Enrollment

The school will record enrollment dates for all students. Upon each student’s admission, individual student information and the actual enrollment date will be added to the school’s database. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Termination/Withdrawal

The exit date and reason for withdrawal will be determined for every student leaving the school and recorded in the school’s database. Specific reasons for each expulsion are required for each student. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Attendance

The school will maintain appropriate attendance records. Students who are present for four of the six hour-and-20-minute instructional time slots scheduled for every school day will be marked present for the day. Escuela Verde will achieve an attendance rate of at least 90%. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Parent/Guardian Participation

Parents of at least 90% of students enrolled for the entire school year will participate in one of two scheduled student-parent-teacher conferences held for Escuela Verde students.

Participation will count whether the conference is held at the school, via phone, or at the student's home. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Special Education Needs Students

The school 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. Required data elements related to the special education outcome are described in the "Learning Memo Data Requirements" section.

High School Graduation 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 his/her first semester of enrollment at the school. Each student will incorporate the following into his/her PLP.

- Information regarding post-secondary 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 in foreign language, physical education/health, and other electives.
- Evidence of parent/family involvement. Involvement means that during the first scheduled student-parent-teacher conference, teachers/staff will review each student's graduation plan with his/her parent(s) whether the conference is held at the school, via phone, or via home visit. 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 regular 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.

Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

High School Graduation Requirements²²

Among students enrolled for the entire school year, at least 60% of ninth grade students will complete 5.75 or more credits; 75% of tenth graders will complete 11.5 or more credits; 85% of eleventh graders will complete 17.25 or more credits; and 90% of twelfth graders will complete 23.5 or more of the required credits by the end of the school year and will graduate.

Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Academic Achievement: Local Measures

Literacy

The reading progress of all students will be assessed at the beginning and end of the school year using the appropriate Edmentum Accucess instrument. Progress will be measured and reported by comparing point scores from the first to last test. At least 60% of students who attend for the entire year and complete both assessments will meet the reading goal as described below.

- Students who are at or below grade level at the time of the first test will increase their scores by at least 100 points (the equivalent of one year's growth) at the time of the end-of-year test.
- Students who test above grade level at the time of the first test will be considered to have met the growth expectation if, at the time of the last test, they remain above grade level in reading.

Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

Math

The math progress of all students will be assessed at the beginning and end of the school year using the appropriate Edmentum Accucess instrument. Progress will be measured and reported by comparing point scores from the first to last test. At least 60% of students who attend for the entire year and complete both tests will meet the goal as described below.

- Students who are at or below grade level at the time of the first test will increase their scores at least 100 points at the time of the end-of-year test.

²² 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.

- Students who test above their grade level on the first test will be considered to have met the growth expectation if, at the time of the last test, they remain above grade level in math.

Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Writing

Writing samples from students in seventh through twelfth grades will be assessed using the 6+1 Trait® Writing rubric. 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). Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

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 Wisconsin student number (WSN). Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Academic Achievement: Standardized Measures

Wisconsin Forward Exam for Eighth- and Tenth-Grade Students

The Wisconsin Forward Exam will be administered on an annual basis within the timeframe specified by DPI. This standardized assessment will produce an English/language arts and a math score for all eighth graders. Eighth-grade students will complete the science and social studies tests, and tenth graders will complete the social studies test. Data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

ACT Aspire for Ninth- and Tenth-Grade Students

All ninth- and tenth-grade students are required to take the writing test and all subtests²³ of the ACT Aspire, the pre-ACT tests that identifies students not ready for the ACT, in the timeframe required by DPI. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

ACT for Eleventh- and Twelfth-Grade Students

All eleventh-grade students are required to take all subtests of the ACT Plus Writing and the ACT WorkKeys in the timeframe required by DPI. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Escuela Verde will require all seniors to take the ACT or ACT Plus Writing in the fall of 2017. The ACT for twelfth graders is not required by DPI but is a requirement of the CSRC. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

Year-to-Year Progress

1. CRC will report results from the 2017–18 Wisconsin Forward Exam. CRC will also report year-to-year progress for students who completed the assessment in consecutive school years at the same school. When sufficient year-to-year data are available, the CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.
2. CRC will report year-to-year progress from the ninth- to tenth-grade ACT Aspire for students who complete the test in two consecutive years. Progress will be reported for students at or above benchmark on any of the subtests or the composite score and for students below benchmark. The CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.

Required data elements related to year-to-year outcomes are described in the “Learning Memo Data Requirements” section.

²³ English, math, reading, and science.

Appendix C

Trend Information

Table C1					
Escuela Verde 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
2013–14	70	12	20	62	54 (77.1%)
2014–15	80	2	16	66	65 (81.3%)
2015–16	113	7	20	100	97 (85.8%)
2016–17	117	8	19	106	98 (83.8%)
2017–18	120	8	21	107	101 (84.2%)

Table C2	
Escuela Verde Student Return Rate	
School Year	Rate
2013–14	73.9%
2014–15	83.0%
2015–16	89.8%
2016–17	84.7%
2017–18	90.6%

Figure C1
Escuela Verde
Student Attendance Rates

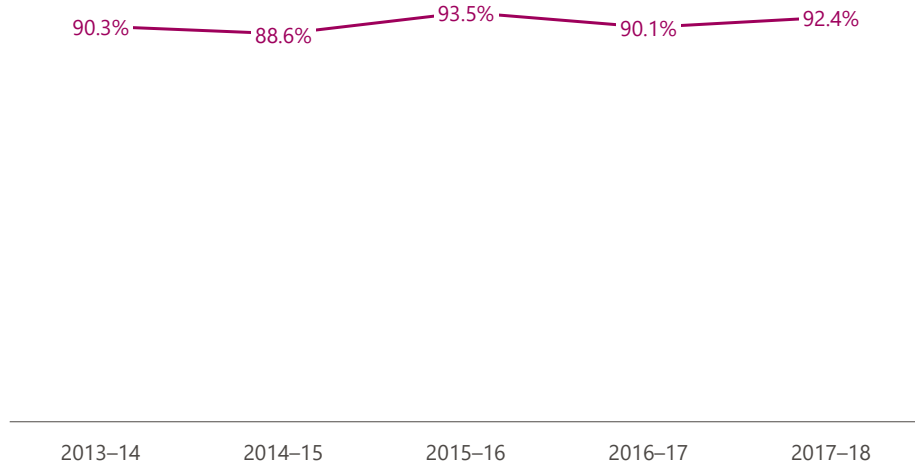
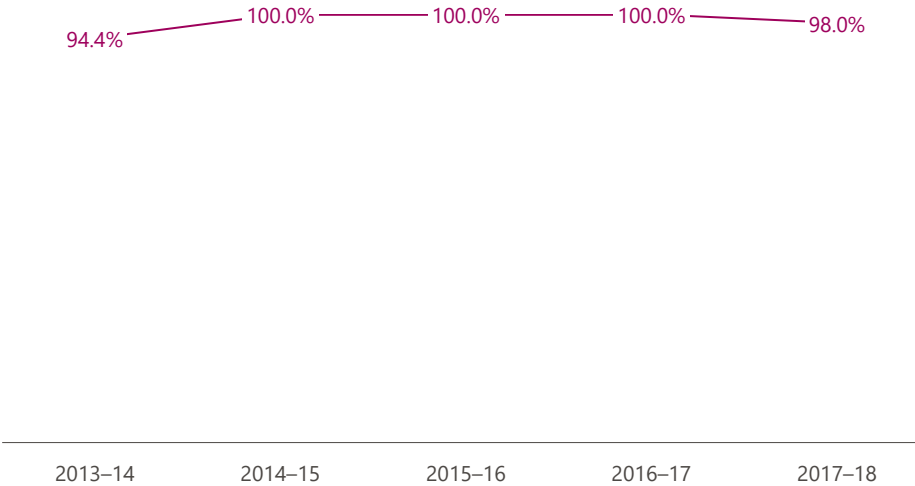


Figure C2
Escuela Verde
Student-Parent-Advisor Conference Participation



NOTE: "Participation" was defined as attending at least one of two scheduled student-parent-advisor conferences.

Table C3	
Escuela Verde Advisor Retention Rate	
School Year	Retention Rate: Employed Entire School Year
2013–14	100.0%
2014–15	
2015–16	
2016–17	
2017–18	87.5%

Table C4	
Escuela Verde Advisor Return Rate*	
School Year	Return Rate
2013–14	100.0%
2014–15	83.3%
2015–16	100.0%
2016–17	100.0%
2017–18	100.0%

*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.

Table C5			
Escuela Verde CSRC Scorecard Score			
School Year	Middle School	High School	Weighted Overall
2013–14	70.5%	70.3%	70.4%
2014–15	N/A*	75.9%	N/A*
2015–16		77.7%	
2016–17†		69.4%	
2017–18†		67.4%	


*Due to the small number of students enrolled in the middle school, a scorecard for the middle school was not created this year.


†Beginning in 2016–17, scores were calculated using the revised scorecard; scores are not directly comparable to previous years.


Appendix D


CSRC 2017–18 School Scorecard


City of Milwaukee Charter School Review Committee Pilot School Scorecard
K-8TH GRADE **HIGH SCHOOL**


STUDENT READING READINESS: GRADES 1-2		
• PALS—% 1st graders at or above spring summed score benchmark this year	4.0	 10.0%
• 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	 30.0%
• Forward Exam math—% maintained proficient	5.0	
• Forward Exam reading—% below proficient who progressed	10.0	
• Forward Exam math—% below proficient who progressed	10.0	


LOCAL MEASURES		
• % met reading	6.25	 25.0%
• % met math	6.25	
• % met writing	6.25	
• % met special education	6.25	


STUDENT ACHIEVEMENT: GRADES 3-8		
• Forward Exam reading—% proficient or advanced	5.0	 10.0%
• Forward Exam math—% proficient or advanced	5.0	


ENGAGEMENT		
• Student attendance	5.0	 25.0%
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12		
• ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5.0	 30.0%
• ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	10.0	
• Adequate credits to move from 9th to 10th grade	5.0	
• Adequate credits to move from 10th to 11th grade	5.0	
• DPI graduation rate	5.0	

POSTSECONDARY READINESS: GRADES 11 AND 12		
• Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	 15.0%
• % of 11th/12th graders tested	2.5	
• % of graduates with ACT composite score of 21.25 or higher	2.5	

LOCAL MEASURES		
• % met reading	5.0	 20.0%
• % met math	5.0	
• % met writing	5.0	
• % met special education	5.0	

STUDENT ACHIEVEMENT: GRADES 9 AND 10		
• ACT Aspire English—% students at or above spring benchmark	5.0	 10.0%
• ACT Aspire math—% students at or above spring benchmark	5.0	

ENGAGEMENT		
• Student attendance	5.0	 25.0%
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	

*Teachers not offered continuing contracts are excluded when calculating this rate.

NOTE: To protect student identity, CRC 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 D
Escuela Verde
CSRC Pilot High School (9th – 12th Grade) Scorecard
2017–18

Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
Student Academic Progress: 9th to 10th Grade 10th to 11th Grade 12th Grade	ACT Aspire—% 10th graders who were at or above the composite benchmark score two consecutive years	5.0	30.0%	Cannot report due to <i>n</i> size	–
	ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	10.0		Cannot report due to <i>n</i> size	–
	Adequate credits to move from 9th to 10th grade	5.0		64.0%	3.2
	Adequate credits to move from 10th to 11th grade	5.0		77.8%	3.9
	Graduation rate (DPI)	5.0		50.0% ²⁴	2.5
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	76.0%	7.6
	% of 11th/12th graders tested on ACT	2.5		93.0%	2.3
	% of graduates with ACT composite score of 21 or more	2.5		12.5%	0.3
Local Measures	% met reading	5.0	20.0%	50.5%	2.5
	% met math	5.0		45.4%	2.3
	% met writing	5.0		83.5%	4.2
	% met special education	5.0		100.0%	5.0
Student Academic Achievement: 9th and 10th Grades	<u>ACT Aspire English:</u> % of 9th and 10th grade students at or above benchmark	5.0	10.0%	14.9%	0.7
	<u>ACT Aspire math:</u> % of 9th and 10th grade students at or above benchmark	5.0		2.1%	0.1
Engagement	Student attendance	5.0	25.0%	92.3%	4.6
	Student reenrollment	5.0		90.6%	4.5
	Student retention	5.0		83.8%	4.2
	Teacher retention rate	5.0		87.5%	4.4
	Teacher return rate	5.0		100.0%	5.0
TOTAL		85.0			57.3
HIGH SCHOOL SCORECARD PERCENTAGE					67.4%

²⁴ Based on the 2016–17 DPI four-year graduation rate, the most recent available at the time of this report.

Appendix E

Board Interview Results

Board member opinions are qualitative and provide valuable, although subjective, insight regarding school performance and organizational competency. Escuela Verde’s board of directors consists of 13 members. CRC conducted phone interviews using a prepared interview guide with 11 (84.6%) board members who agreed to participate.

The board members have served on the board for an average of nine and a half years. The backgrounds of the board members include education, marketing, real estate, fundraising, art, legal services, and criminal justice experience.

The 11 board members interviewed all said they participated in strategic planning for the school. All 11 received a presentation on the school’s annual academic performance report and reviewed the school’s annual financial audit; 11 received and approved the school’s annual budget. Nine members reported that the board uses data to make decisions regarding the school.

On a scale of excellent to poor, nine of the board members rated the school as excellent, two rated it as good, and none rated it as fair or poor (Table E).

Table E					
Escuela Verde					
Board Member Interview Results					
2017–18					
N = 11					
Measure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher-student ratio/class size at this school is appropriate.	5	6	0	0	0
Program of instruction (includes curriculum, equipment, and building) is consistent with the school’s mission.	7	4	0	0	
Students make significant academic progress at this school.	4	5	2	0	
The administrator’s financial management is transparent and efficient.	6	5	0	0	
This school is making progress toward becoming a high-performing school.	5	6	0	0	
This school has strong linkages to the community, including businesses.	8	3	0	0	
The administrative staff’s performance meets the board’s expectations.	6	5	0	0	
The majority of the board of directors take their varied responsibilities seriously.	8	3	0	0	

Table E					
Escuela Verde					
Board Member Interview Results					
2017–18					
N = 11					
Measure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This school has the financial resources to fulfill its mission.	1	8	1	1	
The environment of this school ensures the safety of its students and staff.*	5	5	0	0	

*A response was not recorded for one board member.

When asked what they liked most about the school, the board members mentioned the following items.

- Project-based learning curriculum that allows students to grow and take initiative
- Skillful and dedicated staff
- Community engagement and partnership

Regarding things they like least, the board members mentioned the following.

- Small size of the school
- Tough funding structure and limited financial resources
- Lack of focus on acquisition and use of essential basic skills

When asked for one suggestion for improving the school, board members said the following.

- Increase fundraising and sponsorship to gain more resources
- More focus on academic course content
- Better marketing strategies

Appendix F

Parent Survey/Interview Results

Parent opinions are qualitative and provide a valuable measurement of school performance. To determine parents' satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent-advisor conferences as well as offered the ability to complete the survey online. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone. There were 56 surveys, representing 52 (49.1%) of 106 Escuela Verde families, completed and submitted to CRC.

Most parents agreed or strongly agreed with all statements related to parent satisfaction with the school (Table F1).

Table F1						
Escuela Verde						
Parent Satisfaction With School						
2017–18						
N = 56						
Factor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	66.1%	28.6%	5.4%	0.0%	0.0%	0.0%
The staff keep me informed about my child's academic performance.	55.4%	41.1%	3.6%	0.0%	0.0%	0.0%
I am comfortable with how the staff handle discipline.	58.9%	28.6%	10.7%	1.8%	0.0%	0.0%
I am satisfied with the overall performance of the staff.	58.9%	35.7%	5.4%	0.0%	0.0%	0.0%
The staff recognize my child's strengths and weaknesses.	57.1%	39.3%	3.6%	0.0%	0.0%	0.0%
I feel welcome at my child's school.	71.4%	26.8%	1.8%	0.0%	0.0%	0.0%
The staff respond to my worries and concerns.	58.9%	32.1%	5.4%	3.6%	0.0%	0.0%
My child and I clearly understand the school's academic expectations.	53.6%	41.1%	3.6%	0.0%	1.8%	0.0%
My child is learning what is needed to succeed in life.	53.6%	42.9%	0.0%	1.8%	1.8%	0.0%
My child is safe in school.	58.9%	39.3%	0.0%	1.8%	0.0%	0.0%
People in this school treat each other with respect.	39.3%	51.8%	7.1%	1.8%	0.0%	0.0%
The school offers a variety of courses and afterschool activities to keep my child interested.	41.1%	41.1%	14.3%	0.0%	1.8%	1.8%

The second measure examined the extent to which parents engaged in educational activities while at home. Most parents reported participating in all activities at least weekly, with the exception of activities outside of school, which occurred less frequently (Table F2).

Table F2					
Escuela Verde					
Parent Participation in Activities					
2017–18					
N = 56					
Activity	Never	Monthly	Weekly	Daily	No Response
Monitor homework completion	12.5%	17.9%	41.1%	26.8%	1.8%
Encourage the use of phones, tablets, or computers to do research	8.9%	12.5%	30.4%	44.6%	3.6%
Participate together in activities outside of school (e.g., sports, library/museum visits)	10.7%	42.9%	39.3%	5.4%	1.8%
Discuss with your child his/her progress toward graduation	3.6%	25.0%	37.5%	32.1%	1.8%
Discuss plans for education after graduation	3.6%	35.7%	32.1%	26.8%	1.8%

Parents of high school students were also asked to rate the school on two measures related to progress toward graduation and school assistance in helping the family understand and plan for life after high school. A majority (69.4%) of parents rated their child’s progress toward graduation as excellent or good, and 73.5% rated the school’s assistance in helping them plan for education after high school as excellent or good (Table F3).

Table F3					
Escuela Verde					
Graduation and Life After High School: Parent Ratings					
2017–18					
N = 49					
Item	Excellent	Good	Fair	Poor	No Response
Your child’s progress toward graduation	28.6%	40.8%	22.4%	4.1%	4.1%
The school’s assistance in helping my child and me understand and plan for my child’s education after high school	38.8%	34.7%	16.3%	6.1%	4.1%

Parental satisfaction was also evident in the following results.

- Two thirds (66.1%) of parents would recommend this school to other parents.
- About half (48.2%) of parents said their child will be returning to the school next year, 26.8% said their child will not be returning, and 5.4% were undecided. Most parents who reported their child will not be returning said it was because their child was graduating at the end of this year.
- Almost all (94.6%) parents rated the school's overall contribution to their child's learning as excellent or good.

When asked what they liked most about the school, responses included the following.

- Staff and the community of the school
- Communication and respect between advisors and students
- Individual attention
- Space for students to be individuals and learn at their own pace

When asked what they like least about the school, responses included the following.

- Discipline
- Lack of transportation

Appendix G

Student Survey Results

At the end of the school year, 48 students in eleventh and twelfth grade completed an online survey about their school. Survey responses were generally positive.

- Nearly all (95.8%) students agreed or strongly agreed that Escuela Verde is important to them.
- Most (89.8%) students said they feel safe in school, that they like being in school (87.5%), and that the advisors respect students (87.5%) and students' different points of view (85.4%).
- Most (87.5%) students indicated that they regularly use computers/tablets at school; that the grades they get on classwork, homework, and report cards are fair (87.5%); that adults at the Escuela Verde help them understand what needs to be done to be successful in school; and that adults at the school help them develop goals that challenge them academically (85.4%; Table G).

Table G						
Escuela Verde						
High School Student Survey						
2017–18						
N = 48						
Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
This school is important to me.	68.8%	27.1%	2.1%	0.0%	0.0%	2.1%
My English/writing skills have improved.	41.7%	29.2%	25.0%	2.1%	0.0%	
My math skills have improved.	14.6%	47.9%	22.9%	4.2%	8.3%	
I regularly use computers/tablets in my schoolwork.	66.7%	20.8%	6.3%	2.1%	2.1%	
Discipline is enforced fairly at my school.	37.5%	31.3%	25.0%	2.1%	2.1%	
I like being in school.	58.3%	29.2%	6.3%	2.1%	2.1%	
I feel safe in school.	52.1%	37.5%	4.2%	4.2%	0.0%	
The grades I get on classwork, homework, and report cards are fair.	50.0%	37.5%	8.3%	2.1%	0.0%	
My school offers enough classes and activities to keep me interested in school.	56.3%	31.3%	4.2%	4.2%	2.1%	

Table G						
Escuela Verde						
High School Student Survey						
2017–18						
N = 48						
Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
The adults at my school help me understand what I need to do in order to succeed in school.	54.2%	33.3%	6.3%	2.1%	2.1%	2.1%
The adults in my school help me develop goals that challenge me academically.	50.0%	35.4%	10.4%	0.0%	2.1%	
Teachers at my school respect students.	58.3%	29.2%	8.3%	0.0%	2.1%	
Teachers respect students' different points of view.	56.3%	29.2%	8.3%	2.1%	2.1%	
My school has helped me develop a high school graduation plan.	56.3%	29.2%	8.3%	2.1%	2.1%	
My teachers expect that I will continue my education after high school graduation.	56.3%	27.1%	14.6%	0.0%	0.0%	
I plan to enroll in a postsecondary program after high school.	43.8%	29.2%	18.8%	4.2%	2.1%	

When asked what they liked best about the school, students said the following.

- Freedom to choose courses and topics to study
- Open and respectful environment that allows students to be themselves
- Helpful advisors helping students with individual needs

When asked what they liked least, students said the following.

- Lunch options (meat options needed)
- Too much freedom and little enforcement in academic curriculum
- Discipline is not followed through on

Appendix H

Advisor Interview Results

In the spring of 2018, CRC interviewed 12 advisors and other staff regarding their reasons for teaching at Escuela Verde and solicited feedback on their overall satisfaction with the school.

The advisors interviewed had been teaching/working in schools for an average of seven years. The number of years at Escuela Verde ranged from one to six years.

Of 12 staff, 8.3% rated the school’s overall progress in contributing to students’ academic progress as excellent, 75.0% rated it as good, and 16.7% rated it as fair (not shown).

While less than half of staff agreed or strongly agreed that the school has clear advisor performance assessment processes, most (66.7%) were satisfied with the performance assessment criteria (Table H1).

Table H1					
Escuela Verde					
Advisor Performance Assessment					
2017–18					
N = 12					
Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The school has a clear teacher performance assessment process.	8.3%	33.3%	33.3%	25.0%	0.0%
I am satisfied with my school’s teacher performance assessment criteria.	8.3%	58.3%	16.7%	16.7%	
Student academic performance is an important part of teacher assessment.	16.7%	75.0%	8.3%	0.0%	

Staff at Escuela Verde seem to have a favorable view of school climate. All staff agreed or strongly agreed that staff work well with one another, encourage all families to become involved in school activities, and respect students and their different points of view (Table H2).

Table H2					
Escuela Verde School Climate 2017-18 N = 12					
Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Adults who work in this school respect students and their different points of view.	91.7%	8.3%	0.0%		
Staff at this school typically work well with one another.	58.3%	41.7%			
Staff at this school encourage all families to become involved in school activities.	75.0%	25.0%			

When asked to rate the importance of various reasons for continuing to teach at the school, nearly all advisors agreed that educational methodology was very important (91.7%). All advisors rated most reasons as very or somewhat important. Only two reasons received any ratings of somewhat unimportant: financial considerations and age/grade level of students (Table H3).

Table H3				
Reasons for Continuing to Teach at Escuela Verde 2017-18 N = 12				
Reason	Very Important	Somewhat Important	Somewhat Unimportant	Not at All Important
Financial considerations	16.7%	33.3%	50.0%	0.0%
Educational methodology/ curriculum approach	91.7%	8.3%	0.0%	
Age/grade level of students	58.3%	25.0%	16.7%	
Discipline practices/procedures	66.7%	33.3%	0.0%	
General atmosphere	83.3%	16.7%	0.0%	
Class size	41.7%	58.3%	0.0%	
Administrative leadership	66.7%	33.3%	0.0%	
Colleagues	75.0%	25.0%	0.0%	
Students	91.7%	8.3%	0.0%	

CRC asked advisors to rate the school’s performance across several measures. Areas with the highest ratings (ratings of excellent or good) included parent/advisor relationships, program of instruction, professional support, instructional support, their own performance as an advisor, and administrative staff performance. The area that received the most “fair” or “poor” ratings was parent involvement (Table H4).

Table H4				
Escuela Verde				
Advisors’ School Performance Rating				
2017–18				
N = 12				
Area	Excellent	Good	Fair	Poor
Class size/student-teacher ratio	41.7%	25.0%	33.3%	0.0%
Program of instruction (including curriculum, materials, equipment, and building)	41.7%	50.0%	8.3%	0.0%
Shared leadership, decision making, and accountability	25.0%	50.0%	25.0%	0.0%
Professional support and professional development opportunities	41.7%	50.0%	8.3%	0.0%
Progress toward becoming a high-performing school	0.0%	66.7%	33.3%	0.0%
Students’ academic progress	8.3%	75.0%	16.7%	0.0%
Adherence to discipline policy	16.7%	50.0%	33.3%	0.0%
Instructional support	8.3%	83.3%	8.3%	0.0%
Parent/teacher relationships	50.0%	50.0%	0.0%	0.0%
Teacher collaboration to plan learning experiences	41.7%	25.0%	33.3%	0.0%
Parent involvement	8.3%	41.7%	41.7%	8.3%
Your performance as a teacher	16.7%	75.0%	8.3%	0.0%
Administrative staff’s performance	8.3%	83.3%	8.3%	0.0%

When asked to name two things they liked most about the school, advisors noted the following.

- Curriculum and activities that foster different learning opportunities
- School as an inclusive community that accepts all students
- Family and community involvement

Things advisors liked least about the school included the following.

- Communication
- Need for more support from the TransCenter leadership
- Difficulty and amount of time required to acclimate students to learning process

Advisors identified the following barriers that could affect their decision to remain at the school.

- Burnout
- Limits to career advancement at the school