

2018–2019 Programmatic Profile and Educational Performance

September 2019



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 2018–19

This is the seventh annual report on the operation of Escuela Verde, one of seven schools chartered by the City of Milwaukee during the 2018–19 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 89 students enrolled for the entire year who completed first and last Edmentum Accucess reading and math tests.
 - » More than three-quarters (79.8%) students showed progress on the reading test from fall to spring. The school’s goal was 60.0%.
 - » More than two-thirds (69.7%) students showed progress on the math 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.

- Of 88 students who were enrolled for the entire school year and had spring writing samples assessed, most (87.5%) scored a 21 or higher; the school's goal was 90.0%.

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 three of the goals (attendance, parent conferences, and special education student records, and substantially met the graduation plan goal (94 of 99 students).

B. Year-to-Year Progress

Escuela Verde administered required standardized tests noted in its contract with the City of Milwaukee. There were 11 students who completed the ACT Aspire two consecutive years. There were too few students at or above the composite benchmark to report results, but eight (80.0%) of ten students below the composite benchmark in the spring of 2018 demonstrated progress in the spring of 2019.

C. CSRC School Scorecard

The school scored 73.7% on the pilot high school scorecard this year as compared to 67.4% last year.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

Jointly identified by the school leadership and CRC, the following recommendations continue a focused school improvement plan in the 2019–20 school year.

- Special attention needs to be directed to the improvement of students' writing and analytical skills. In their reviews of project narratives, the advisors should emphasize the need for demonstration of higher level thinking skills. Writing materials need to be focused and self-explanatory to diverse audiences.

- Staff need to revisit the school's staff evaluation process. Clear criteria for performance expectations must be articulated and should be used to guide individual staff development plans.

IV. RECOMMENDATION FOR ONGOING MONITORING

Based on past and current contract compliance status and a high school scorecard rating of 73.7% as compared to 67.4% for the 2017–18 school year, CRC recommends Escuela Verde continue regular, annual academic monitoring and reporting.

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;
- 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
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Telephone: (414) 988-7960

Website: <http://www.escuelaverde.org>

Escuela Verde's Advisory Team:

- Zaynab Baalbaki
- George Giannaras
- Cynthia Gonzalez
- Kristal Krebs
- 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.² 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.³

² Escuela Verde no longer serves middle school students. All students are in ninth to twelfth grades.

³ 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 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 product's value to the student and the overall community. Students present the project proposal to the original team who 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.⁴

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

⁴ This description is taken from the Escuela Verde's student handbook.

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 12 members: a president, a vice president, a secretary, a treasurer, eight 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 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 iPads in school. Students work under the guidance of an advisor, with a student–advisor ratio of no more than 19:1.

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.⁵ 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 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.⁶

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

⁵ For more information about Project Foundry, visit www.projectfoundry.org

⁶ Information for this section was extracted from the student handbook.

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: 11.5*
- *Eleventh to twelfth grade: 17.25*

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*

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.⁷

There were seven advisors at the end of the 2017–18 school year. All seven advisors returned to the school in 2018–19 for a 100.0% return rate. All seven advisors who started the 2018–19 school year remained at the school for the entire school year, resulting in a retention rate of 100.0%.

The teaching team was assisted by an administrative coordinator, a facility manager, several volunteer assistants, and a part-time administrator/advisor. The full-time teaching staff had expertise in English, math, science, social studies, and special education.⁸

4. School Hours and Calendar

The first day of school for all Escuela Verde students was August 1, 2018, and the school year ended on June 27, 2019. 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 2017–18 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-minute advisory session. Specific times were

⁷ This information was taken from the Escuela Verde website.

⁸ All advisors/teachers held valid DPI licenses.

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, active project time (190 minutes). Mid-day, students were given 25 minutes for lunch and participated in a 30-minute physical education/health session. The day ends with a 35-minute advisory and 10 minutes of wellness. 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, students have a 30-minute advisory session, 165-minute project time, and a 30-minute lunch. Monday afternoons, 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.⁹ Additional opportunities for 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

⁹ 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.

- Organizing community events, being active on an Escuela Verde committee, and/or supporting students' interests and efforts.¹⁰

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.

6. Waiting List

During the 2018–19 school year, Escuela Verde had a waiting list of students seeking admission. As the year progressed, staff contacted students to ascertain their interest in enrolling in Escuela Verde for the 2019–20 school year; some students were still interested and shadowed existing students for a day before deciding to enroll for the next school year. A wait list still 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 the issues at hand and put things as right as possible. This mindset relies on five key principles.

¹⁰ The expectations and opportunities for parental involvement described here are taken from the student handbook for the school year.

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.¹¹

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

¹¹ This material is adapted from the student handbook and Howard Zehr's *The Little Book of Restorative Justice* (published by Good Books in 2002).

8. 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 mid-year review defined what the student and advisor needed to do to ensure that the student stayed on track to achieve end-of-year goals. All tools were completed by the students with advisor assistance.

In addition, advisors took students on university/college tours in and out of state, students went to college fairs, several college representatives visited the school throughout the year, DPI assisted students with resume building, Career Cruising, and FAFSA once a week, some students participated in the University of Wisconsin–Milwaukee (UW–Milwaukee) Knowledge is Power program, others enrolled in The MATC Promise or Alverno’s Math/Science Academy, seniors had a summer community building retreat, 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.

A total of 32 students graduated by the end of the school year; 23 (71.9%) 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, Alverno College, the

Milwaukee Institute of Art and Design, Mount Mary University, Rock Valley Community College, and Northland College. Eight graduates chose to enter the workforce, and postsecondary information was not available for one student. Escuela Verde graduates were offered \$1,195,102 in scholarships and grants.

C. Student Population

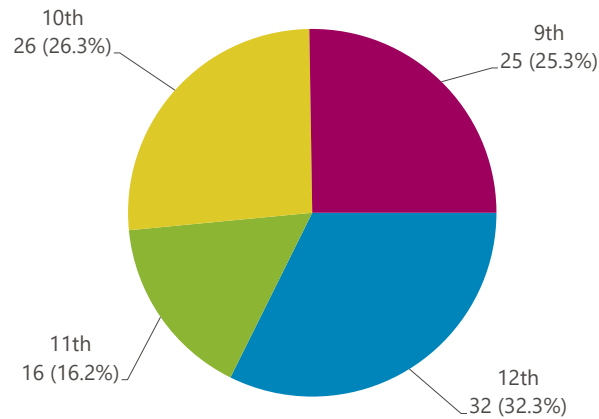
Escuela Verde started the school year on August 1, 2018. As of September 21, 2018, 121 students were enrolled in ninth through twelfth grades. During the year, three students enrolled in the school, and 25 students withdrew. Students withdrew for a variety of reasons: 22 students transferred to other schools, two moved out of state, and one withdrew due to non-attendance. Ninety-nine students completed the year at Escuela Verde.¹²

- The largest proportion (32.3%) of students were in twelfth grade.¹³
- There were 45 girls (45.5%) and 54 (54.5%) boys.
- There were 76 Latino students (76.8%), nine (9.1%) African American students, eight (8.1%) white students, three (3.0%) Native American students, and three (3.0%) multiracial students.
- There were 20 students with special education needs. Of these, 11 had other health impairments, four had specific learning disabilities, one had an emotional behavioral disability, one had an intellectual disability, one had a hearing disability, and two students had multiple identified needs.
- There were 89 (89.9%) students eligible for free/reduced price lunch.
- Just over half (52.5%) of students were bilingual.

¹² Includes seven students who graduated during the second semester of the school year.

¹³ 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.

Figure 1
Escuela Verde
Enrollment by Student Grade Level*
2018–19



N = 99

*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.

Of 121 high school students enrolled on the third Friday of September, 96 (79.3%) were still enrolled at the end of the year.¹⁴

A total of 82 students who were enrolled at the end of the 2017–18 school year were eligible to return to the school in 2018–19 (i.e., they did not graduate). Of those, 72 were enrolled on the third Friday in September 2018, representing a return rate of 87.8%.

¹⁴ Includes seven students who graduated during the second semester.

D. Activities for Continuous School Improvement

During the year, Escuela Verde responded to all of the recommendations in the 2017–18 programmatic profile and educational performance report. The following describes each recommendation and Escuela Verde's response.

- Recommendation: 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.

Response: The school required reading/writing and math workshops for all students. One staff person co-taught in each reading group once a week and provided extra support to students with the greatest needs. To strengthen monitoring practices, advisors checked credit earnings on a quarterly basis. This information was incorporated on students' progress reports. Additionally, plans were made for students lacking in credit earnings to expedite their credit recovery.

- Recommendation: 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.

Response: All new students participated in a transitional seminar focusing on the demands of project based learning. Twice a week, these students reviewed their progress in the project process. Discussions were held regarding issues and challenges that new students were facing in this new learning environment.

- Recommendation: 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.

Response: Staff collaborated on activities for staff development that were part of the process required by Department of Public Instruction. This continues to be an area advisors believe requires additional time and effort for the next school year.

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 new enrollee testing. 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 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 90.1% of the time.¹⁵ The school met its internal attendance goal. When excused absences were included, the attendance rate rose to 95.8%.

A total of 18 students were suspended from school at least once during the year resulting in an average 3.2 days out of school.

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.

¹⁵ Attendance data were available for 122 of 124 students enrolled during the year.

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 87 (97.8%) of 89 students who were enrolled all year attended both conferences, exceeding the school's goal for parent participation.¹⁶

C. Special Education Student Records

This year, the school maintained records for all special education students. At the end of the year, there were 20 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 is documentation related to efforts made by 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

¹⁶ Excludes seven students who graduated during the second semester.

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.¹⁷

Graduation plan information was provided for 94 of 99 high school students who finished the school year at Escuela Verde (including students who graduated during second semester). Status on each individual graduation plan measure is shown in Table 1.

Table 1 Escuela Verde High School Graduation Plans 2018–19 N = 94	
Measure	% Plans Including Measure
Included postsecondary plans	100.0%
Shared with parents	100.0%
Credits to graduate	100.0%
Reviewed by counselor	100.0%
On track toward graduation	86.2% ¹⁸
Need to enroll in credit recovery activities	13.8%

¹⁷ 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.

¹⁸ 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.

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 95 of 96 high school students who were enrolled in Escuela Verde for their entire school year (including students who graduated during second semester. By the end of the school year, 83 (87.4%) students were promoted to the next grade or graduated from high school (Table 2).

Table 2			
Escuela Verde High School Graduation Requirements 2018–19			
Grade	Students	Promoted/Graduated	% Promoted/Graduated
9th	22	17	77.3%
10th	25	19	76.0%
11th	16	15	93.8%
12th	32	32	100.0%
Total	95	83	87.4%

NOTE: Grade reflects grade level at the beginning of the year; 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: Edmentum Accucess Reading¹⁹

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 first to last assessment.²⁰ Students will be placed into one of two cohorts based on their fall test scores.

- Students who are at or below grade level (defined by a score equal to or below the lowest score for their tested grade level) at the time of the first test will increase their scores by at least 30 points at the time of the end-of-year test.
- Students who test above grade level (defined by a score above the lowest score for each student’s current 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 increase their score by 30 points or receive a score equivalent to the lowest score for the next grade level.

¹⁹ All but three 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.

²⁰ The “last assessment” was either the third or fourth assessment for the school year. Students who achieved their growth expectation by the time of the third assessment were not required to complete the fourth assessment.

All 89 students who were enrolled for the entire school year²¹ completed the first and last Accucess reading tests. By the time of the last test, 71 (79.8%) of those students demonstrated progress, as defined above, exceeding the school's internal literacy goal for this school year.

2. Math: Edmentum Accucess Math²²

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.

All 89 high school students enrolled for the entire school year completed first and last Accucess math tests. Sixty-two (69.7%) of those students showed progress from fall to spring. The school therefore met its internal math goal for this school 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.

²¹ Excluding students who graduated during the second semester.

²² All new students who remained at the school for at least 60 days were tested in math within 60 days of enrollment.

Writing scores were available for 88 of the 89 students who were enrolled for the entire school year. Of those students, 77 (87.5%) received a final writing score of 21 or higher, falling just short of the school's goal.

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 30 special education students enrolled at the end of the year. Of those students, nine were either new to Escuela Verde or had an initial evaluation completed during the 2018–19 school year. All 11 (100.0%) of the students 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 social studies test to students in tenth grade. 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 Exam²³

The Forward Exam was implemented as the state's standardized test for social studies for 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.

There were 27 tenth graders enrolled at the beginning of the year who completed the social studies assessment; seven (25.9%) of those students were proficient (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 3.²⁴

Table 3			
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.

²³ Information taken from the Wisconsin DPI website and the Forward Exam family brochure:
<http://dpi.wi.gov/assessment/forward>

²⁴ 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).

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.

a. ACT Aspire for Ninth and Tenth Graders

The Aspire was administered in the spring of 2019. 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 52 ninth and tenth graders completed the Aspire (Table 4).²⁵

Table 4 Escuela Verde Aspire for 9th and 10th Graders Students at or Above Benchmark, Spring of 2019				
Test Section	9th Grade (N = 27)		10th Grade (N = 25)	
	n	%	n	%
English	5	18.5%	5	20.0%
Math	0	0.0%	1	4.0%
Reading	1	3.7%	2	8.0%
Science	0	0.0%	1	4.0%
Composite*	0	0.0%	2	8.0%

*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.

²⁵ One ninth grade student was tested using the tenth grade Aspire. For current year Aspire reporting purposes, that student was included in the tenth grade Aspire cohort.

b. *ACT for Eleventh and Twelfth Graders*²⁶

The final CSRC expectation for standardized testing 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. All 16 eleventh graders and all 32 twelfth graders who completed the year at Escuela Verde completed the ACT as required, for an overall completion rate of 100.0%.²⁷ Table 5 shows the number of students at or above the benchmarks for each grade.

Composite ACT scores for eleventh graders ranged from 10 to 21, with an average of 14.1. Twelfth-grade scores ranged from 12 to 26 with an average of 15.3 (not shown).

Table 5				
Escuela Verde				
ACT for 11th and 12th Graders				
Students at or Above Benchmark, 2018–19				
Test Section	11th Grade (N = 16)		12th Grade (N = 32)	
	n	%	n	%
English	4	25.0%	2	6.3%
Math	0	0.0%	0	0.0%
Reading	3	18.8%	3	9.4%
Science	0	0.0%	1	3.1%
Composite*	2	12.5%	2	6.3%

²⁶ Two (6.2%) of 32 students who graduated and completed the ACT this year achieved a composite score of 21 or higher while enrolled at Escuela Verde.

²⁷ Includes twelfth graders who graduated during the second semester, as the ACT requirement was for fall testing.

G. Multiple-Year Student Progress

Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the Aspire.²⁸ 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 2019. 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.

Students in ninth grade at MCA during the 2017–18 school year took the Aspire in the spring of 2018. Those same ninth graders who were enrolled as tenth graders at MCA during 2018–19 also took the Aspire in the spring of 2019. Using the minimum benchmark scores for each grade level and subject area on the Aspire, CRC examined student progress from ninth to tenth grade (Table 6). There were 36 MCA students who took the Aspire two consecutive years.²⁹ The following sections describe progress for students at or above the benchmarks and students below benchmarks at the time of the 2018 assessment.

²⁸ For more information about Aspire benchmarks, visit <https://www.discoveractaspire.org/>.

²⁹ Three additional students completed the Aspire at the same grade level two years in a row; these students were excluded from the analysis.

There were 11 students who took the Aspire in the spring of 2018 as ninth graders and in the spring of 2019 as tenth graders.

1. Students at or Above Benchmark

Of the 11 students in the year-to-year Aspire cohort, two were at or above the English benchmark and one was 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.

2. Students Below Benchmark

Nine students were below the 2018 English test benchmark, 11 were below the math benchmark, 11 were below the reading benchmark, 11 were below the science benchmark, and 10 were below the composite benchmark. There were too few students in the English benchmark to report progress. Between 54.5% and 63.6% of students below benchmark on the other three subtests progressed in 2019, and 80.0% of the 10 students below the composite benchmark in 2018 demonstrated progress in 2019 (Table 6).

Table 6						
Escuela Verde						
Year-to-Year Progress						
Progress for Students Below Benchmark on the Spring of 2018 Aspire						
Subtest	Spring of 2018 (N =11)		2019 Progress			
	n	%	Achieved Benchmark	Increased 1+ Point	Overall	Overall %
English	9	81.8%	Cannot report due to n size			
Math	11	100.0%	1	6	7	63.6%
Reading	11	100.0%	1	5	6	54.5%
Science	11	100.0%	1	5	6	54.5%
Composite	10	90.9%	0	8	8	80.0%

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. This year, the school received a score of 73.7% on the pilot high school scorecard, compared to 67.4% last year.

IV. SUMMARY AND RECOMMENDATIONS

Based on past and current contract compliance status and a high school scorecard rating of 73.7% as compared to 67.4% for the 2017–18 school year, CRC recommends Escuela Verde continue regular, annual academic monitoring and reporting.

Appendix A

Contract Compliance Chart

<p>Table A</p> <p>Escuela Verde</p> <p>Compliance Overview for Education-Related Contract Provisions</p> <p>2018–19</p>			
Contract Section	Contract Provision	Report Reference Pages	Provision Met
Section I, B	Description of educational program; student population served.	pp. 2–3 and 13–14	Met
Section I, V	The school will provide a copy of the calendar prior to the end of the preceding school year.	pp. 8–10	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	Administration of required standardized tests.	pp. 22–25	Met
Section I, D	All new high school students tested within 60 days of first day of attendance in reading and math.	pp. 21	Met
Section I, D	Written annual plan for graduation.	pp. 17–19	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. 19–22	Met
Section I, D	<u>Academic criterion #2</u> : Year-to-year achievement measure for 1st – 12th grades 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.	p. 26–27	N/A
Section I, D	<u>Academic criterion #3</u> : Year-to-year achievement measure for 1st – 12th grades. Progress for 10th-grade students below 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.	p. 26–27	N/A
Section I, E	Parental involvement.	pp. 8–10	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. 13–14	Met
Section I, K	Discipline procedures.	pp. 10–11	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 2018–19 Academic Year
Date: October 3, 2018

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 8, 2019.

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/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 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 Requirements³⁰

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.³¹ 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 (defined by a score equal to or below the lowest score for their tested grade level) at the time of the first test will increase their scores by at least 30 points at the time of the last test.
- Students who test above grade level (defined by a score above the lowest score for each student's current grade level) at the time of the first test, will be considered to have met their growth expectation if, at the time of the last test, they increase their score by 30 points or received a score equivalent to the lowest score for the next grade level.

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.

³⁰ 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.

³¹ The "last test" can be either the third or fourth tests for the school year. Students who achieve their growth expectation based on first test status at the time of the third test will not be required to complete a fourth test.

- Students who are at or below grade level (defined by a score equal to or below the lowest score for their tested grade level) at the time of the first test will increase their scores by at least 30 points at the time of the last test.
- Students who test above grade level (defined by a score above the lowest score for each student's current grade level) at the time of the first test, will be considered to have met their growth expectation if, at the time of the last test, they increase their score by 30 points or received a score equivalent to the lowest score for the next grade level.

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

Writing

Writing samples from students in ninth 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 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 a social studies score. 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 subtests³² 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 2018. 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

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.

³² 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
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%)
2018–19	121	3	25	99	96 (79.3%)

Table C2	
Escuela Verde Student Return Rate	
School Year	Rate
2014–15	83.0%
2015–16	89.8%
2016–17	84.7%
2017–18	90.6%
2018–19	87.8%

Table C3	
Escuela Verde Student Attendance	
School Year	Rate
2014–15	88.6%
2015–16	93.5%
2016–17	90.1%
2017–18	92.4%
2018–19	90.1%

Table C4	
Escuela Verde Student-Parent-Advisor Conference Participation	
School Year	Rate
2014–15	100.0%
2015–16	
2016–17	
2017–18	98.0%
2018–19	97.8%

Table C5	
Escuela Verde Advisor Retention Rate	
School Year	Retention Rate: Employed Entire School Year
2014–15	100.0%
2015–16	
2016–17	
2017–18	
2018–19	

Table C6	
Escuela Verde Advisor Return Rate*	
School Year	Return Rate
2013–14	83.3%
2014–15	100.0%
2015–16	
2016–17	
2018–19	

*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 C7	
Escuela Verde CSRC Scorecard Score	
School Year	Score
2014–15	75.9%
2015–16	77.7%
2016–17†	69.4%
2017–18†	67.4%
2018–19†	73.7%

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

Appendix D


CSRC 2018–19 School Scorecard

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


r: 6/15

HIGH SCHOOL


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	
		10.0%


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	10.0	
• Forward Exam math—% below proficient who progressed	10.0	
		30.0%


LOCAL MEASURES

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


STUDENT ACHIEVEMENT: GRADES 3-8

• Forward Exam reading—% proficient or advanced	5.0	
• Forward Exam math—% proficient or advanced	5.0	
		10.0%


ENGAGEMENT

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


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	
• 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	
		30.0%


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 21.25 or higher	2.5	
		15.0%


LOCAL MEASURES

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

STUDENT ACHIEVEMENT: GRADES 9 AND 10

• ACT Aspire English—% students at or above spring benchmark	5.0	
• ACT Aspire math—% students at or above spring benchmark	5.0	
		10.0%

ENGAGEMENT

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

*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 2018–19					
Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
Student Academic Progress:	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		80.0%	8.0
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	5.0		77.3%	3.9
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	5.0		76.0%	3.8
12th Grade	Graduation rate (DPI)	5.0		70.8% ³³	3.5
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	71.9%	7.2
	% of 11th/12th graders tested on ACT	2.5		100.0%	2.5
	% of graduates with ACT composite score of 21 or more	2.5		6.2%	0.2
Local Measures	% met reading	5.0	20.0%	79.8%	4.0
	% met math	5.0		69.7%	3.5
	% met writing	5.0		87.5%	4.4
	% met special education	5.0		100.0%	5.0
Student Academic Achievement: 9th and 10th Grades	ACT Aspire English: % of 9th and 10th grade students at or above benchmark	5.0	10.0%	19.2%	1.0
	ACT Aspire math: % of 9th and 10th grade students at or above benchmark	5.0		1.9%	0.1
Engagement	Student attendance	5.0	25.0%	90.1%	4.5
	Student reenrollment	5.0		87.8%	4.4
	Student retention	5.0		79.3%	4.0
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		100.0%	5.0
TOTAL		95.0			70
HIGH SCHOOL SCORECARD PERCENTAGE					73.7%

³³ Based on the 2017–18 DPI four-year graduation rate, the most recent available at the time of this report.