



**EVIDENT
CHANGE**

Inform Systems. Transform Lives.

**2023–24
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

ESCUELA VERDE

September 2024



ABOUT EVIDENT CHANGE

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

EXECUTIVE SUMMARY

For Escuela Verde 2023–24

This is the 12th annual report on the operation of Escuela Verde, one of seven schools chartered by the City of Milwaukee during the 2023–24 school year. The City of Milwaukee Charter School Review Committee (CSRC), Escuela Verde staff, and Evident Change intensively worked together to create this report.

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

I. CONTRACT COMPLIANCE SUMMARY¹

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

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES

1. Primary Measures of Educational Progress

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

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

- Of 64 students enrolled all year who completed fall and spring STAR Reading assessments, 33 (51.6%) showed progress this year.
- Of 63 students enrolled all year who completed fall and spring STAR Math assessments, 29 (46.0%) showed progress this year.

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

- Of 68 students enrolled all year with writing scores, 62 (91.2%) received a final writing score of 21 or higher.
- Of 19 students receiving special education services for a full year at Escuela Verde, 18 (94.7%) met one or more goals during their IEP review.

2. Secondary Measures of Educational Outcomes

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

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

The school met four goals (parent, student, and advisor conferences; special education student records; grade promotion; and graduation plans) and did not meet one (attendance).

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

Escuela Verde administered all required tests noted in its contract with the City of Milwaukee. Progress toward college readiness from ninth to tenth and tenth to eleventh grade was assessed using benchmarks from ACTs available for each grade level.²

- Twenty-six tenth graders completed the PreACT in two consecutive years; 13 (50.0%) students demonstrated progress from 2023 to 2024.
- Fourteen eleventh-grade students completed the PreACT in 2023 and the ACT Plus Writing in 2024; 6 (42.9%) students demonstrated progress from 2023 to 2024.

The CSRC expects that 50% of students in each cohort will demonstrate progress.

C. CSRC SCHOOL SCORECARD

The school scored 73.4% of the 100.0 possible scorecard points.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

EV addressed all recommendations for school improvement in its programmatic profile and educational performance report for the previous school year. Based on the results in this report, survey results, and consultation with school staff, Evident Change recommends that the school continue a focused school improvement plan with the following activities:

- Identify and address the root causes of literacy challenges among students and develop a plan to improve reading and writing skills, emphasizing English language learners.
- Provide regular professional development opportunities for teachers and update curriculum mapping to include more direct instruction in writing and reading.

IV. RECOMMENDATION FOR ONGOING MONITORING

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

I. INTRODUCTION

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

To produce this report, Evident Change:

- Conducted an initial school session to collect information related to contract requirements and draft a learning memo for the new school year, and conducted an in-person year-end interview to review progress about recommendations and changes that occurred during the year.
- Visited the school to conduct a random review of special education files.
- Visited the school to observe classroom instruction and school culture.
- Surveyed the school community (including students, parents, teachers, staff, school leadership, and board members) to understand the experiences and perspectives of the school community and to determine strengths and areas for improvement based on five elements that support school improvement.
- Attended a school board of directors meeting with CSRC representatives to provide an update regarding compliance with the City of Milwaukee’s academic expectations and contract requirements.
- Collected and analyzed data submitted by the school to complete an annual report.

II. PROGRAMMATIC PROFILE

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

Telephone: (414) 988-7960

Website: www.escuelaverde.org

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

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION

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

2. INSTRUCTIONAL DESIGN

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

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

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

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

² The vision and mission statements come from [Escuela Verde’s website](#).

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

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

B. SCHOOL STRUCTURE

1. BOARD OF DIRECTORS

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

This year, the board comprised 11 members: a president, a vice president, a secretary, a treasurer, and seven others serving as community members at large. The executive director serves as an ex officio member. Board members represented various organizations and professions, including several local businesses that contributed their administrative and fiscal management expertise. TransCenter board members' experience included educational curriculum and instruction, nonprofit leadership and management, law, technology, insurance, and marketing.

2. AREAS OF INSTRUCTION

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

Projects at Escuela Verde take various forms, but each has common components. A project generally lasts four to six weeks, and students are expected to document about 100 hours of work time for credit. Students complete proposal forms in Headrush Learning, the school's online project management system, to begin projects.⁴ Each proposal is presented to a three-person team (two advisors and one other student). Part of

⁴ For more information, visit [Innovative LMS Solutions for Schools | Headrush Learning](#)

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

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

On Mondays, students participate in experiential learning, which includes advisor office hours dedicated to language arts, communication, research and planning, and home study projects. Students create home study plans with their advisor, according to the type of credit they need, and activities based on student interest. Students may extend their work during the regular school day into their home study schedule or develop a separate project designed specifically for home study times.

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

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

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

High school students are required to acquire credits as follows.

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

⁵ Information for this section comes from the student handbook.

3. ADVISOR INFORMATION

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

At the end of the 2022–23 school year, EV had 10 instructional staff eligible to return for the 2023–24 school year. Of those, 8 returned, resulting in an 80.0% return rate.

During the 2023–24 school year, the EV teacher/instructional roster included 13 professionals in certified positions. Of those staff, 69.2% were white, 23.1% were Hispanic/Latinx, and 7.7% were African American. The full-time certified staff had expertise in English, math, science, social studies, technology, special education, physical education/health, counseling, and leadership. All but 2 (15.3%) of the 13 staff in certified positions held current DPI licenses or permits to teach.⁷ Of 13 eligible staff members, all (100.0%) remained at the school for the entire year.

Throughout the school year, EV employed five support staff, which included an administrative assistant, paraprofessional, facilities assistant, and two kitchen leads/servers.

4. SCHOOL HOURS AND CALENDAR

The first day of school for all Escuela Verde students was August 7, 2023, and the school year ended on June 14, 2024.

At the end of the 2022–23 academic school year, Escuela Verde provided Evident Change with its school calendar for the upcoming year, indicating student attendance days, break schedules, presentation nights, and other major school events. Evident Change was also provided with the school’s daily instructional schedule.

Experiential Mondays began at 9:00 a.m.; students had opportunities to meet with their advisors during office hours, spent time working on language arts, communications, career planning, field trips, and research

⁶ This information comes from the Escuela Verde website.

⁷ Two instructional staff have pending teacher license applications with the Department of Instruction at the time of this report.

planning until 12:15 p.m. Students then focused on their independent home study project on Monday afternoons from 12:45 to 4:00 p.m. School started at 9:00 a.m. Tuesday through Friday, with a brief advisory session. This was followed by two hours of work on math and reading skills. The day was spent on language arts, communication, wellness, and workshops or project time. The day ended at 4:00 p.m. with advisory checkout.

5. PARENT INVOLVEMENT

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

All parents and guardians must attend the following events at a minimum.

- Two scheduled parent, student, and advisor conferences. Parents or guardians must arrange an alternative date with the student’s advisor if they cannot attend the conferences.
- Four parent/caregiver meetings
- One presentation night
- One community night

This year, Escuela Verde invited parents to a Welcome Week Cookout, Parent Breakfast, Open House, an end-of-year celebration, and five parent workshops on mental health and restorative practices. Parents and guardians may also participate in one or more of the following ways.⁸

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

⁸ The expectations and opportunities for parental involvement described here come from the student handbook.

Parents were expected to sign a contract with Escuela Verde indicating that they understood and agreed to support all expectations described in the 2023–24 handbook. Students also signed this contract at the beginning of the school year.

6. DISCIPLINE POLICY

Escuela Verde’s discipline policy is driven by a restorative justice mindset, which centers on engaging those with a stake in a specific offense or violating a school rule. The parties involved are expected to collectively identify and address harms, needs, and obligations to listen to all the issues and make things as right as possible.

This mindset relies on five key principles.

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

Seek to right the wrongs.⁹

Students at Escuela Verde are expected to treat the building, themselves, and the community with dignity and respect. The school has detailed and explicit policies around several topics, including acceptable ways to use technology 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 community members. 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 student-by-student. 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

⁹ This material is adapted from the student handbook and Howard Zehr’s *The Little Book of Restorative Justice* (Good Books, 2002).

- Extreme harassment or physical violence
- A total of five absences per semester
- Other criminal offenses

7. GRADUATION INFORMATION

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

All advisors worked with students as they prepared for postsecondary careers and further educational experiences. During the school year, the post-secondary activities included the following.

- Mentor Mondays: Guest Speaker Series
- College Preparation workshops
- Eighteen students participated in apprenticeship programs
- Eleven students received internship opportunities
- Five students enrolled in Dual Enrollment with Milwaukee Area Technical College
- Two students participated in a Certified Nursing Assistant program
- Five students participated in the Girls' Academy of Science and Mathematics at Alverno College
- Students toured the University of Wisconsin-Madison, University of Wisconsin-Milwaukee, Milwaukee Area Technical College, Waukesha County Technical College, and Marquette University and participated in the Historically Black College and University tour.

Students were exposed to careers and trades through the Jose Luevano Trades Talk, Wisconsin Regional Council of Carpenters tour and information session, Bricklayers and Allied Craftworkers Union field trip, Teens Grow Greens, MATC networking event, Healthcare careers workshops, military careers workshop.

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

A total of 25 students graduated by the end of the school year. Of the 25 graduates, 19 (76.0%) were accepted into a postsecondary institution and 6 (24.0%) graduates chose to enter the workforce or take a Gap Year. Escuela Verde graduates were offered \$186,900 in scholarships and grants.

C. STUDENT POPULATION

As of August 7, 2023, 129 students were enrolled in ninth through twelfth grades. During the year, 11 students enrolled in the school, and 18 students withdrew. Of the students who withdrew, 12 transferred to another school, and six withdrew due to truancy. A total of 111 students were still enrolled at the end of the school year.

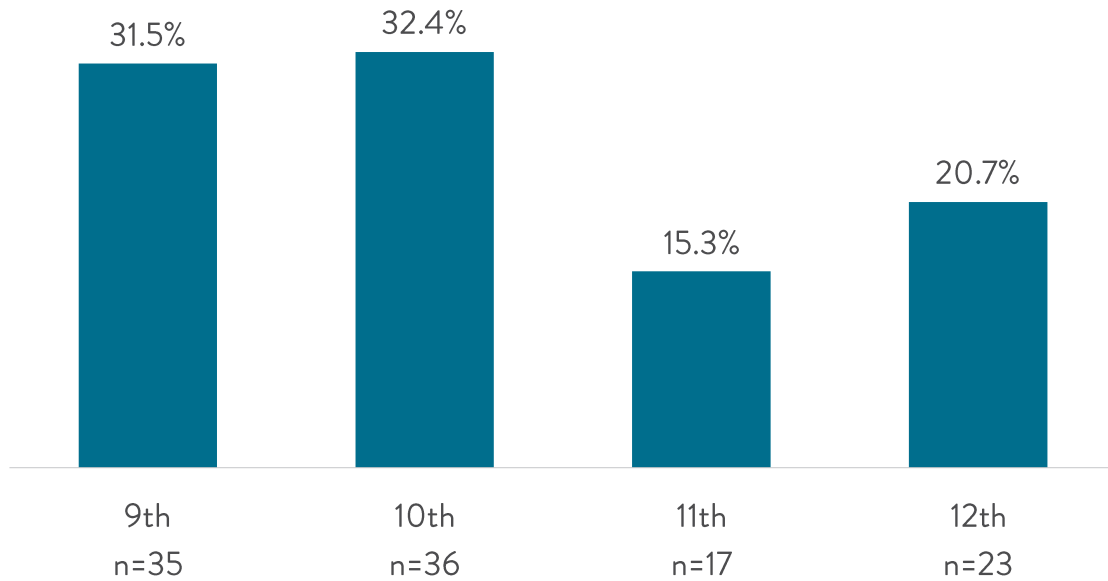
- The largest proportion (33.3%) of students were in ninth grade.
- Over half (64 or 57.7%) of students identified as male and 46 (41.4%) as female.¹⁰ Gender was not reported for one (0.9%) student.
- A majority (93, or 83.8%) of students were Latino, nine (8.1%) were Black or African American, seven (6.3%) were White, and two (1.8%) were multiple races.¹¹
- There were 30 students with special education needs. Of these, 10 had a significant development delay, seven had other health impairments, one had autism, one had an intellectual disability, and 11 had multiple identified needs.
- There were 38 (34%) students enrolled in the Language Instruction Education Program (LIEP): Thirteen (11.7%) students were enrolled in English as a Second Language (ESL)-Integrated special education program, and 25 (22.5%) were enrolled in the Integrated ESL program.
- Most (93 or 83.8%) students were considered economically disadvantaged.
- All students received free lunch.¹²

¹⁰ Gender categories reflect those reported by the school.

¹¹ Race/ethnicity categories reflect those reported by the school.

¹² Escuela Verde is a Community Eligibility Provision school; therefore, household income application forms are not required. The percentage of students eligible for free lunch is determined by a direct certification list. For more information, visit the [Community Eligibility Provision \(CEP\) page](#) on the Wisconsin Department of Instruction website.

Figure 1
Escuela Verde Enrollment by Student Grade Level 2023–24*
N = 111



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

Of 118 students enrolled on the third Friday of August 2023, 101 (85.6%) were still enrolled on the last day of school in 2023.

A total of 86 students who were enrolled at the end of the 2022–23 school year were eligible to return to the school in 2023–24 (i.e., they did not graduate). Of those, 82 were enrolled on the third Friday in August 2023, representing a return rate of 95.3%.

D. SCHOOL CULTURE AND CLIMATE SURVEY

Evident Change conducts biennial school culture and climate surveys. These surveys provide a platform to understand the experience and perspective of the school community, including students, parents, teachers, staff, school leadership, and board members, to determine areas of improvement. The survey highlights strengths and opportunities for growth based on five elements that support school improvement.

1. FIVE INDICATORS OF SCHOOL IMPROVEMENT

The School Culture and Climate Survey is loosely based on the 5Essentials framework created by the Consortium on School Research at the University of Chicago.¹³ This survey measured school culture and climate by aligning questions with the following five indicators of school improvement.

- Supportive environment
- Ambitious instruction
- Collaborative staff
- Effective leadership
- Involved families

Strong scores in these five areas lead to improved student outcomes, including improved attendance and larger test score gains. Research indicates that students enrolled in schools strong in at least three indicators were up to 10 times more likely to increase their math and reading scores than students weak in three or more indicators.¹⁴

2. SURVEY PARTICIPATION

Students, parents, staff, and school leaders were invited to participate in the survey (Table 1). Evident Change staff visited all schools to explain and proctor surveys to students in grades 6th through 12th. Each school designated a survey coordinator to create a distribution schedule with Evident Change staff. The school shared the survey link and QR code with families twice a week for three months via text messages, newsletters, flyers, postcards, and emails. The school also set up a survey station equipped with Chromebooks for parents to participate in the survey on-site during parent-teacher conferences. Teachers, support staff, board members, and school leaders were invited to participate through email.

TABLE 1				
RESPONSE RATE				
STUDENTS	CERTIFIED STAFF	SUPPORT STAFF	LEADERSHIP	PARENTS
84.0%	62.0%	80.0%	31.0%	51.9%

¹³ 5Essentials | UChicago Impact

¹⁴ Supporting School Improvement

3. SURVEY RESULTS

The comprehensive scores (Table 3) are based on climate and culture questions organized by the five indicators of school improvement (Table 2).¹⁵ Schools are considered in a strong position for improvement if the community has a positive sentiment score of 60 or higher in three or more indicators of success.

TABLE 2	
RANGE OF SCORES	
POSITION FOR IMPROVEMENT	POSITIVE SENTIMENT SCORES
Well-organized for improvement	80–100
Organized for improvement	60–79
Moderately organized for improvement	40–59
Partially organized for improvement	20–39
Not yet organized for improvement	0–19

Supportive environment: Students, parents, and staff feel safe and find the school community members trustworthy and responsive to the academic needs of all students.

Ambitious instruction: Instruction is planned, concise, and well-structured, and it taps into prior knowledge and encourages students to build on and apply new information.

Collaborative staff: All staff actively work together toward school improvement and are committed to the school's mission and vision.

Effective leadership: Leaders work together to develop and implement a shared vision with a cohesive approach to resource allocation, quality instruction, and policy implementation.

Involved families: Staff view parents as valuable and as partners in increasing academic achievement.

¹⁵ Themes from open-ended questions were provided to school leadership.

TABLE 3						
POSITIVE SENTIMENT SCORE						
INDICATOR OF IMPROVEMENT	SURVEY					OVERALL
	Certified Staff	Supportive Staff	Leadership	Parents	Students	
Supportive Environment	100.0	50.0	N/A	91.4	85.9	81.8
Ambitious Instruction	82.8	N/A	N/A	N/A	91.0	86.9
Collaborative Staff	98.4	100.0	N/A	96.4	N/A	98.3
Effective Leadership	78.0	86.2	88.5	97.1	92.4	88.4
Involved Families	75.0	100.0	N/A	N/A	N/A	87.5
Overall Rating	86.8	84.1	88.5	95.0	89.8	88.6

Note: N/A indicates that the questions related to the listed indicator did not apply to the specific subgroup.

E. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

During the year, Escuela Verde responded to all the 2022–23 programmatic profile and educational performance report recommendations. The following describes each recommendation and Escuela Verde’s response.

Recommendation: Use professional development strategies, protocols, and practice to strengthen professional learning communities (PLC) to improve student achievement.

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

Response: Escuela Verde fully implemented PLCs which led to:

- Aligning all staff with project-based learning protocols, including course syllabi review, and embedding literacy into all areas of PBL.
- Content area teachers meet weekly to analyze data for instruction and plan support for all students.
- Professional development with the Cooperative Educational Service Agency (CESA) to improve outcomes for English Language Learners (ELL).

Data management was improved by a stable leadership team that created documentation procedures and check-ins with advisors to ensure compliance.

Evident Change recommends that the school continue a focused school improvement plan with the following activities.

Identify and address the root causes of literacy challenges among students and develop a plan to improve reading and writing skills, emphasizing English language learners.

Provide regular professional development opportunities for teachers and update curriculum mapping to include more direct instruction in writing and reading.

III. EDUCATIONAL PERFORMANCE

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

A. ATTENDANCE

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

This year, attendance data were available for all 129 students enrolled at any time between the third Friday of August and the end of the school year. Students attended school an average of 87.0% of the time, below the school's internal goal. When excused absences were included, the attendance rate rose to 91.5%.

Twenty-two (17.1%) students were suspended at least one time during the year; those students spent, on average, 1.8 days out of school for suspension.

B. PARENT, STUDENT, AND ADVISOR CONFERENCES

Escuela Verde's goal was for parents of at least 90.0% of students enrolled for the entire school year to attend one of two scheduled parent, student, and advisor conferences. Advisors also regularly contact parents outside the formal conference periods, so the school provided the total number of parent contacts

during the year. Parents of all 101 (100.0%) students enrolled all year attended both conferences, exceeding the school’s goal for parent participation.

C. SPECIAL EDUCATION STUDENT RECORDS

During the year, 30 students received special education services. Of those 30 students, 13 (43%) have ESL-integrated IEPs. Twelve students were eligible for reevaluation this year. All twelve evaluations were waived, resulting in continued special education services. The remaining students received an initial or reevaluation during previous years. An IEP was developed for all 30 special education students who required one.

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

D. HIGH SCHOOL GRADUATION PLANS AND GRADE LEVEL PROMOTION

1. HIGH SCHOOL GRADUATION PLANS

A high school graduation plan is to be incorporated into each ninth- through twelfth-grade student’s PLP by the end of the first semester of enrollment. The plan must include the following.¹⁶

- Evidence of parent or family involvement
- Information regarding the student’s postsecondary plans
- A schedule reflecting plans for completing credits in the following areas
 - » ELA (4.0)
 - » Math (3.0)
 - » Science (3.0)
 - » Social studies (3.0)
 - » Elective credits (9.0)F

¹⁶ Evidence of involvement is reflected by whether the school provided parents with a copy of the plan. Parents were also encouraged to review the plan as part of scheduled parent, student, and advisor conferences.

Graduation plan information was provided for all 111 students who finished the school year at Escuela Verde. The status of each graduation plan measure for those students is shown in Table 4.

TABLE 4	
ESCUELA VERDE HIGH SCHOOL GRADUATION PLANS 2023–24	
N = 111	
	PERCENTAGE
% Plans Including Measure	
Included postsecondary plans	100.0%
Shared with parents	
Includes schedule of credits to graduate	
Reviewed by counselor	
Progress toward graduation	
Outcome of Graduation Progress Review	
On track toward graduation	93.7% ¹⁷
Need to enroll in credit recovery activities	6.3%

2. HIGH SCHOOL GRADUATION REQUIREMENTS

The school’s goal for graduation requirements was that at least 60.0% of ninth, 75.0% of tenth, 85.0% of eleventh, and 90.0% of twelfth graders enrolled for the entire year would accrue enough credits to be promoted to the next grade level or graduate at the end of the summer program. Information about credits earned and grade level promotion was provided for all 101 students enrolled in Escuela Verde from the third Friday of September through the end of the school year. By the end of the school year, 96 (95.0%) students were promoted to the next grade or graduated (Table 5).

¹⁷ 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.

TABLE 5**ESCUELA VERDE
HIGH SCHOOL GRADUATION REQUIREMENTS 2023–24**

GRADE	STUDENTS	PROMOTED/ GRADUATED	% PROMOTED/ GRADUATED
9th	28	26	92.9%
10th	33	31	93.9%
11th	17	17	100.0% ¹⁸
12th	23	22	95.7%
Total	101	96	95.0%

Note: Grade reflects grade level reported by the school; students may be promoted anytime 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 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. Each City of Milwaukee-chartered school establishes these goals and expectations 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 where students’ competencies would be measured: literacy, math, writing, and special education goals.

1. LITERACY

Literacy progress will be assessed using the Star Reading assessment. Each student’s progress will be measured by comparing fall test scores with spring assessment scores (Table 3). At the time of the fall test, each student’s score will be compared with the national grade-level averages based on the 2022 Renaissance Star Reading normative study.³ Renaissance has determined the 40th percentile as the proficiency benchmark. Based on fall test scores and the student’s current grade level, a projected scale score for the spring test is given to the student.

¹⁸ Includes three students who began the year as eleventh graders and graduated at the end of the year.

Progress will be determined by examining whether students met the spring projected growth score target. Students who met their growth target for the year will be considered to have made adequate progress for the school year. Escuela Verde identified an expected SGP of 40 for the current school year. The school set the goal that at least 60.0% of students who attended for the entire year and completed both tests will show progress.

Of 64 students who took fall and spring assessments, 33 (51.6%) met the expected SGP (Table 6).¹⁹

TABLE 6			
ESCUELA VERDE HIGH SCHOOL LITERACY ASSESSMENT FOR			
9th – 12th GRADES 2023–24			
GRADE	STUDENTS	STUDENTS WHO MET PROGRESS 2024	
		n	%
9th	15	8	53.3%
10th	20	13	65.0%
11th	12	4	33.3%
10th	17	8	47.1%
Total	64	33	51.6%

2. MATH

Math progress will be assessed using the Star Reading assessment. Each student’s progress will be measured by comparing fall test scores with spring assessment scores (Table 3). At the time of the fall test, each student’s score will be compared with the national grade-level averages based on the 2022 Renaissance Star Reading normative study. Renaissance has determined the 40th percentile as the proficiency benchmark. Based on fall test scores and the student’s current grade level, a projected scale score for the spring test is given to the student.

Progress will be determined by examining whether students met the spring projected growth score target. Students who met their growth target for the year will be considered to have made adequate progress for the school year. Escuela Verde identified an expected SGP of 40 for the current school year. The school set the goal that at least 60.0% of students who attended for the entire year and completed both tests will show progress.

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

Of 63 students who took fall and spring assessments, 29 (46.0%) met the expected SGP (Table 7).²⁰

TABLE 7			
ESCUELA VERDE HIGH SCHOOL MATH ASSESSMENT FOR 9th – 12th GRADES 2023–24			
GRADE	STUDENTS	STUDENTS WHO MET PROGRESS 2024	
		n	%
9th	14	7	50.0%
10th	20	9	45.0%
11th	12	4	33.3%
10th	17	9	52.9%
Total	63	29	46.0%

3. WRITING

Advisors judged student writing samples at the end of the school year to assess student writing skills 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 enrolled for the entire year would score 21 (i.e., developing) or higher.

Writing scores were available for 68 students enrolled for the entire school year.²¹ Of those students, 62 (91.2%) received a final writing score of 21 or higher.

4. SPECIAL EDUCATION STUDENT PROGRESS

This year, the school’s goal was that more than 90.0% of special education students meet one or more goals defined on their IEPs. Of the 19 continuing special education students at Escuela Verde this year, 18 (94.7%) met one or more of the goals on their IEP.

²⁰ English Language Learner students with English language proficiency levels below 3 were excluded from this progress measure.

²¹ English Learner students with English language proficiency levels below 3 were excluded from this progress measure.

F. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

DPI requires that tenth-grade students take the Wisconsin Forward Exam social studies test. Schools must assess ninth—and tenth-graders using PreACT Secure, and eleventh-graders must complete the ACT Plus Writing in the spring.

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

These tests and results are described in the following sections.

1. PREACT SECURE AND ACT PLUS WRITING

ACT has set college readiness benchmarks for the subject-specific subtests of the PreACT Secure and the ACT. The most recent benchmarks (published in 2022) for each grade level and test are shown in Table 8.²² Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration.

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

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

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

²² For more information about PreACT Secure and ACT Plus Writing benchmarks, visit the [Success community page](#).

a. PreACT Secure for Ninth and Tenth Graders

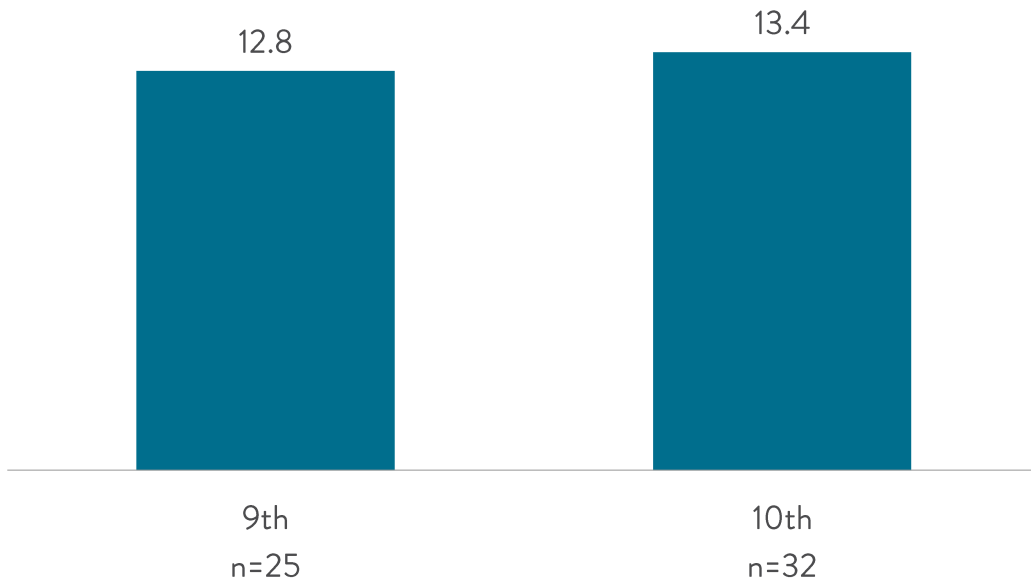
The PreACT Secure was administered in the spring of 2023. Complete PreACT results were provided for 57 students. Results are reported for 25 students tested as ninth graders and 32 tested as tenth graders and enrolled from the start of the school year until the time of testing (Table 9).²³ Overall, nine (15.8%) students were at or above the English benchmark, and two (3.5%) students were at or above the math benchmark. Average composite scores by grade level are shown in Figure 2.

TABLE 9				
ESCUELA VERDE				
STUDENTS AT OR ABOVE BENCHMARK FOR PRACT SECURE				
2022–23				
SUBTEST	9TH GRADE (N = 25)		10TH GRADE (N = 32)	
	N	%	N	%
English	4	16.0%	5	15.6%
Math	1	4.0%	1	3.1%
Reading	2	8.0%	4	12.5%
Science	3	12.0%	0	0%
Composite*	2	8.0%	1	3.1%

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

²³ PreACT Secure testing grade levels did not always align with the grade level recorded in the school roster, which was used for reporting in other sections of this report. Testing grade level recorded on the PreACT Secure was used for determining benchmark status and reporting results in this section.

Figure 2
Escuela Verde
Average PreACT Secure Composite Scores by Grade Level 2023–24

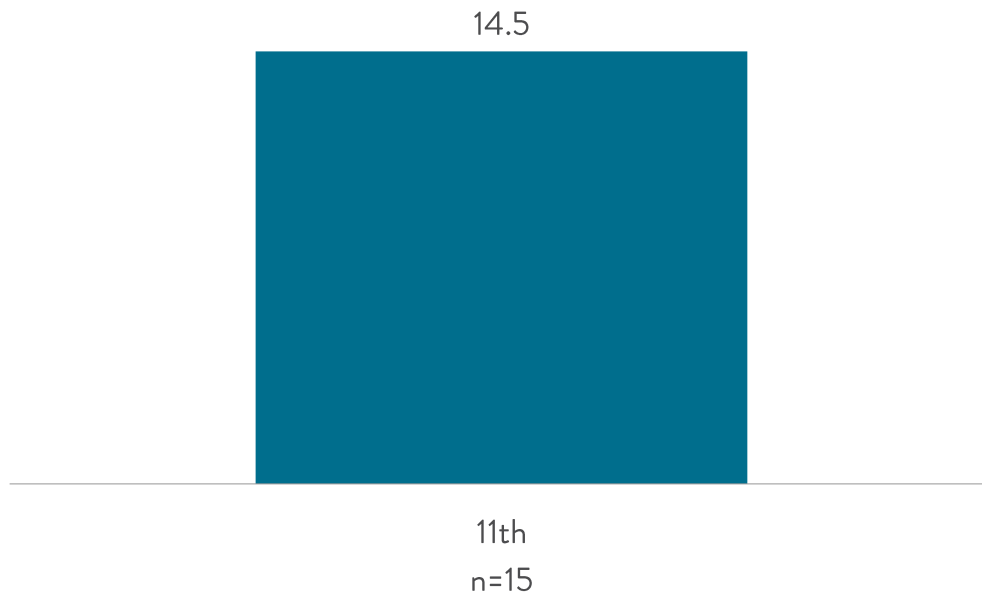


b. ACT for Eleventh and Twelfth Graders

The final CSRC expectation was that all eleventh graders would take the ACT Plus Writing in the timeframe required by DPI (spring semester). Twelfth graders are encouraged, but not required, to take the ACT. Current-year ACT results were available for 15 of 17 students enrolled at the end of the year who were classified as eleventh graders. Composite ACT scores for eleventh graders ranged from 12 to 24, with an average of 14.5 (not shown). No twelfth-grade student completed the ACT this year.

Average ACT composite scores by grade level are shown in Figure 3.

Figure 3
Escuela Verde
Average ACT Composite Scores by Grade Level 2023–24



2. FORWARD EXAM SOCIAL STUDIES TEST FOR TENTH GRADERS

The Forward Exam was implemented as the state’s standardized test for social studies for tenth graders and is administered in the spring of each school year. Scores for each test are translated into one of four performance levels: advanced, meeting, approaching, and developing.

In the spring of 2023, 33 tenth graders enrolled from the beginning of the school year completed the Forward social studies assessment. Four (12.1%) students scored within the meeting expectations performance level.

G. MULTIPLE-YEAR STUDENT PROGRESS

Progress toward college readiness from ninth to tenth and tenth to eleventh grade is assessed using benchmarks from ACTs for each grade level.²⁴ Tenth-grade progress is based on PreACT Secure scores from two consecutive school years, and eleventh-grade progress is based on PreACT scores from the tenth-grade year and ACT Plus Writing scores from the student’s eleventh-grade year.

²⁴ For more information on ACT assessments and benchmarks, visit the [Success community page](#).

In 2019, the CSRC adopted a year-to-year academic expectation that 50% of tenth graders will demonstrate progress from ninth to tenth grade and that at least 50% of eleventh graders will demonstrate progress from tenth to eleventh grade. Student progress is measured based on the student’s composite benchmark status for the previous school year. Students who met the composite benchmark for their grade level the previous school year will also meet it during the current school year. Students below the composite benchmark the previous school year will improve their composite scale score by at least one point during the current school year.

Progress was measured for 26 tenth-grade and 14 eleventh-grade students with test scores from two consecutive grade levels and school years. At the time of the 2024 assessment, 13 (50.0%) tenth graders and 6(42.9%) eleventh graders demonstrated progress from the previous school year (Table 10).

TABLE 10			
ESCUELA VERDE			
YEAR-TO-YEAR PROGRESS FOR TENTH AND ELEVENTH GRADERS			
2023–24			
2023–24 GRADE LEVEL	N	DEMONSTRATED PROGRESS	
		n	%
10th	26	13	50.0%
11th	14	6	42.9%

H. CSRC SCHOOL SCORECARD

In the fall of 2012, after a three-year pilot, the CSRC adopted its first school scorecard. The scorecard includes multiple measures of student academic progress, including performance on standardized tests, local measures, and point-in-time academic achievement and engagement elements, such as attendance and student and teacher retention and return rates. Since the initial pilot in 2012, the scorecard has been updated three times.

The 2023–24 scorecard reflects the most recent changes to the high school scorecard. The first update was the addition of a year-to-year progress measure for eleventh graders. The second was a modification to the post-secondary readiness section emphasizing post-secondary enrollment in a college, university, technical school, or a certification/occupational-based training program, apprenticeship, military enlistment, or dual enrollment program. Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will be used to guide decisions about a school’s status as a city-chartered school for subsequent school years. See Appendix C for detailed information on the most recent scorecard.

This year, the school scored 73.4% (73.4 of 100.0 possible points) on the scorecard.

IV. SUMMARY AND RECOMMENDATIONS

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

APPENDICES

A. CONTRACT COMPLIANCE CHART

B. TREND INFORMATION

C. CSRC 2023–24 SCHOOL SCORECARDS

D. STUDENT LEARNING MEMORANDUM

E. SCHOOL CULTURE AND CLIMATE SURVEY

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
ESCUELA VERDE			
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS 2022–23			
CONTRACT SECTION	CONTRACT PROVISION	REPORT REFERENCE PAGES	PROVISION MET
Section I, B	Description of educational program.	pp. 2–3	Met
Section I, V	Annual school calendar provided.	pp. 5–6	Met
Section I, C	Educational methods.	pp. 3–4	Met
Section I, D	Administration of required standardized tests.	pp. 20–23	Met
Section I, D	Written annual plan for graduation.	pp. 15–16	Met
Section I, D	Academic criterion #1: Maintain local measures showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 17–19	Met
Section I, D	Academic criteria #2 and #3: Year-to-year achievement measures for students at or above proficient or below the previous year. <i>a. Ninth- and 10th-grade students:</i> At least 50% of tenth graders will maintain composite scale score benchmarks or improve their composite score by at least one point from ninth to tenth grade. <i>b. Tenth- and eleventh-grade students:</i> At least 50% of eleventh graders will maintain composite scale score benchmarks or improve their composite score by at least one point from tenth to eleventh grade.	pp. 23–24 pp. 23–24	a. Met (50.0%) b. Not met (42.9%)
Section I, E	Parental involvement.	pp. 6–7, 14–15	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	p. 5	Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 9–10, 15	Met
Section I, K	Discipline procedures.	pp. 7–8	Met

Note: N/A indicates unavailability of comparable assessment data from spring of 2023.

APPENDIX B: TREND INFORMATION

TABLE B1					
ESCUELA VERDE STUDENT ENROLLMENT					
SCHOOL YEAR	NUMBER ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING SCHOOL YEAR	WITHDRAWN	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)*
2019–20	118	9	16	111	103 (87.3%)
2020–21	119	3	4	118	115 (96.6%)
2021–22	120	5	7	118	113 (94.2%)
2022–23	122	4	11	115	111 (91.0%)
2023–24	129	11	18	111	101 (85.6%)

*Students enrolled on the third Friday of September (considered the beginning of the school year) who were also enrolled at the end.

TABLE B2	
ESCUELA VERDE STUDENT RETURN RATE	
SCHOOL YEAR	RATE
2019–20	82.1%
2020–21	92.5%
2021–22	93.9%
2022–23	90.6%
2023–24	95.3%

TABLE B3	
ESCUELA VERDE STUDENT ATTENDANCE	
SCHOOL YEAR	RATE
2019–20	89.9%
2020–21	96.0%
2021–22	89.4%
2022–23	86.2%
2023–24	87.0%

TABLE B4		
ESCUELA VERDE OUT-OF-SCHOOL SUSPENSIONS		
SCHOOL YEAR	% STUDENTS SUSPENDED	AVG. DAYS SUSPENDED
2019–20	18.1%	2.4
2020–21 ²⁵	N/A	N/A
2021–22	11.2%	Not available
2022–23	19.0%	3.3
2023–24	17.1%	1.8

TABLE B5	
ESCUELA VERDE STUDENT–PARENT–ADVISOR CONFERENCE PARTICIPATION	
SCHOOL YEAR	RATE
2019–20	100.0%
2020–21	
2021–22	
2022–23	
2023–24	

TABLE B6	
ESCUELA VERDE ADVISOR RETENTION RATE	
SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2018–19	100.0%
2019–20	
2020–21	
2021–22	84.6%
2022–23	84.6%
2023–24	100.0%

²⁵2020–21 School year was mostly virtual due to COVID restrictions. Data not available.

TABLE B7**ESCUELA VERDE
ADVISOR RETURN RATE***

SCHOOL YEAR	RETURN RATE
2018-19	100.0%
2019-20	
2020-21	44.4%
2021-22	100.0%
2022-23	91.7%
2023-24	80.0%


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

APPENDIX C: CSRC 2023–24 SCHOOL SCORECARD


CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD r: 05/23

HIGH SCHOOL


STUDENT ACADEMIC PROGRESS: GRADES 9 - 12

• PreACT —% 10th graders who maintained benchmark on composite score or progressed at least one point	7.5	 35.0%
• PreACT to ACT—% 11th graders who maintained benchmark on composite score or progressed at least one point	7.5	
• Adequate credits to move from 9th to 10th grade	7.5	
• Adequate credits to move from 10th to 11th grade	7.5	
• DPI graduation rate	5.0	


POSTSECONDARY READINESS: GRADE 12

Postsecondary acceptance for graduates (college, university, technical school) or enrollment in a certification/occupational-based training program, apprenticeship, military enlistment or dual enrollment program.	15.0	 15.0%
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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

• PreACT English—% students at or above spring benchmark	2.5	 5.0%
• PreACT math—% students at or above spring benchmark	2.5	

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

TABLE C

**ESCUELA VERDE
CSRC HIGH SCHOOL SCORECARD 2023–24**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress:	PreACT Secure –% 10th graders who maintained benchmark on the composite score or progressed at least one point	7.5	35.0%	50.0%	3.8
	PreACT to ACT –% 11th graders who maintained benchmark on the composite score or progressed at least one point	7.5		42.9%	3.2
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		92.9%	7.0
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		93.9%	7.0
12th Grade	Graduation rate (DPI)*	5.0		76.7%	3.8
Postsecondary Readiness: 12th Grade	Postsecondary acceptance for graduates	15.0	15.0%	76.0%	11.4
Local Measures	% met reading	5.0	20.0%	51.6%	2.6
	% met math	5.0		46.0%	2.3
	% met writing	5.0		91.2%	4.6
	% met special education	5.0		94.7%	4.7
Student Academic Achievement: 9th and 10th Grades	<i>PreACT Secure English</i> : % of 9 th - and 10 th -grade students at or above benchmark	2.5	5.0%	15.8%	0.4
	<i>PreACT Secure math</i> : % of 9 th and 10 th grade students at or above benchmark	2.5		3.5%	0.1
Engagement	Student attendance	5.0	25.0%	87.0%	4.4
	Student re-enrollment	5.0		95.3%	4.8
	Student retention	5.0		85.6%	4.3
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		80.0	4.0
TOTAL		100.0			73.4
HIGH SCHOOL SCORECARD PERCENTAGE					73.4%

*Based on the 2022–23 four-year rate, the most recent is available for all academies at the time of this report.

APPENDIX D: STUDENT LEARNING

MEMORANDUM

TO: Evident Change and the CSRC
FROM: Escuela Verde
SUBJECT: Learning Memo for the 2023–24 Academic Year
DATE: October 6, 2023

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

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

Evident Change requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 21, 2024.

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

ENROLLMENT

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

TERMINATION/WITHDRAWAL

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

ATTENDANCE

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

TEACHER RETURN AND RETENTION

Teacher return and retention rates will be monitored through maintaining a running staff roster from the start of the school year until the final day.

- **Return rate:** Determined by the number of instructional staff employed the previous school year and returned for the current year.
- **Retention rate:** Determined by the number of instructional staff employed for the entire year.

PARENT/GUARDIAN PARTICIPATION

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

SPECIAL EDUCATION SERVICES

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

INDIVIDUALIZED EDUCATION PLAN 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 individualized education plan (IEP). Data on each special education student’s goal achievements will be recorded in an Excel spreadsheet by each student’s WiselD.

HIGH SCHOOL GRADUATION/ACADEMIC CAREER PLAN

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

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

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

HIGH SCHOOL GRADUATION REQUIREMENTS

Among students enrolled for the entire school year, at least 60% of ninth graders will complete 5.5 or more credits; 75% of tenth graders will complete 11.0 or more credits; 85% of eleventh graders will complete 16.5 or more credits; and 90% of twelfth graders will complete 22 or more of the required credits by the end of the school year and graduate.²⁶

POSTSECONDARY PLANS FOR TWELFTH GRADERS

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

²⁶ This item depends on the school's high school graduation requirements and 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.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES

LITERACY

Literacy progress will be assessed using the Star Reading assessment.²⁷ Each student's progress will be measured by comparing scores from their fall test with their spring assessment scores.

At the time of the fall test, each student's score will be compared with the national grade-level averages based on the 2022 Renaissance Star Reading normative study.²⁸ Renaissance has determined the 40th percentile as the proficiency benchmark. Based on fall test scores and the student's current grade level, a projected scale score for the spring test is given to the student.

Progress will be determined by examining whether students met the spring projected growth score target. Students who met their growth target for the year will be considered to have made adequate progress for the school year. The school has set the following goals.

At least 60% of students who attend Escuela Verde for the entire year and complete both tests will show progress.

MATH

Math progress will be assessed using the Star Math assessment. Each student's progress will be measured by comparing scores from their fall test with their spring assessment scores.

At the time of the fall test, each student's score will be compared with the national grade-level averages based on the 2022 Renaissance Star Math normative study. Renaissance has determined the 40th percentile as the proficiency benchmark. Based on fall test scores and the student's current grade level, a projected scale score for the spring test is given to the student.

²⁷ Local measures of academic achievement are classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They reflect each school's unique philosophy and curriculum. The CSRC requires local measures of academic achievement in literacy, math, writing, and IEP goals. Students with IEP goals in specific subject areas are excluded from this collection of data. Additionally, English learner (EL) students with an English proficiency level of 2.9 or lower may be exempt from reading and math diagnostics as well as the local measure writing assessment.

²⁸ For more information, visit [Star Reading Unified Benchmarks and Cut Scores PDF](#).

Progress will be determined by examining whether students met the spring projected growth score target. Students who met their growth target for the year will be considered to have made adequate progress for the school year.

The school has set the following goal.

- At least 60% of students who attend Escuela Verde for the entire year and complete both tests will show progress.

WRITING

Writing samples from students in ninth through twelfth grades will be assessed using the 6+1 Traits of Writing. Student writing skills will be assessed in the following seven domains based on grade level or IEP expectations.

- Purpose and focus
- Organization and coherence
- Development of content
- Sentence fluency
- Word choice
- Grammar
- 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).

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES

PREACT FOR NINTH- AND TENTH-GRADE STUDENTS

All ninth- and tenth-grade students are required to take all subtests of the PreACT in the timeframe required by DPI.²⁹

WISCONSIN FORWARD EXAM FOR TENTH-GRADE STUDENTS

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

ACT FOR ELEVENTH- AND TWELFTH-GRADE STUDENTS

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

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

YEAR-TO-YEAR PROGRESS

This is the second year that ninth and tenth graders will take the PreACT assessment. Therefore, Evident Change will resume reporting year-to-year progress from the ninth to tenth grade and from tenth to eleventh grade using comparable tests (PreACT and ACT Plus Writing) of students who complete the test in two consecutive years. Progress is measured for students at or above benchmark and for students below benchmark on any of the subtests or the composite score. PreACT Secure and ACT Plus Writing benchmarks are described in the following table.

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

ACT COLLEGE READINESS BENCHMARK SCORES FOR THE PREACT SECURE AND ACT 2023–24			
SUBTEST	9TH-GRADE PREACT SECURE	10TH-GRADE PREACT SECURE	11TH-GRADE ACT
English	13	15	18
Math	18	19	22
Reading	18	20	22
Science	19	20	23
Composite ³⁰	17	18	21

The CSRC expects the following progress.

NINTH- TO TENTH-GRADE PREACT SECURE

At least 50% of 10th graders will demonstrate progress from ninth to tenth grade. Progress will be measured based on the student’s composite benchmark status at the time of the ninth-grade test.

- Students who met the ninth-grade composite score benchmark the previous year will also meet the tenth-grade composite scale benchmark during the current school year.
- Students below the composite score benchmark in ninth grade will improve their composite scale score by at least one point from ninth to tenth grade.

TENTH-GRADE PREACT SECURE TO ELEVENTH-GRADE ACT PLUS WRITING

At least 50% of 11th graders will demonstrate progress from tenth to eleventh grade. Progress will be measured based on the student’s composite benchmark status at the time of the tenth-grade test.

- Students who met the tenth-grade composite score benchmark on the PreACT Secure the previous year will also meet the eleventh-grade composite scale benchmark on the ACT Plus Writing during the current school year.
- Students below the composite score benchmark in tenth grade will improve their composite scale score by at least one point from 10th to 11th grade.

³⁰ ACT does not publish composite benchmark scores for the PreACT Secure or the ACT. Evident Change calculated composite benchmark scores by averaging each grade level’s benchmark scores from the four subtests, as published by ACT.

APPENDIX E: SCHOOL CULTURE AND CLIMATE SURVEY QUESTIONS

PARENT SURVEY

Dear Parent,

As a parent of a youth in a City of Milwaukee charter school, we invite you to contribute to the enhancement of your child's educational experience. The City of Milwaukee's Charter School Review Committee (CSRC) is responsible for monitoring the quality of the educational experience for students. The CSRC has contracted with Evident Change, a nonprofit that uses data and research to improve social systems, to monitor the educational program and academic outcomes for children enrolled in the city charter schools.

As a parent of a youth in a school chartered by the City of Milwaukee, your insights are crucial in providing a comprehensive understanding of the inner workings of your school. This survey is designed to capture your perspectives on key aspects of school.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Your individual responses will remain confidential and will not be linked to any individual information about you or your child.

Lastly, your participation in this survey is voluntary. You may elect not to respond to individual questions and may discontinue participation at any time.

Grade Level of student(s) (select all that apply)

- Elementary (K4–5)
- Middle School (6th–8th grade)
- High school (9th–12th grade)

1. How much do you agree with the following statements about your child's school?

Strongly disagree	Disagree	Agree	Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The office staff greets visitors warmly.

The support staff (teacher assistants, office staff, security, cafeteria workers, etc.) seem to care about the students.

The school invites me to meetings and special school events.

The school regularly shares important issues.

I have opportunities to participate in making decisions that affect the whole school community.

The school's policies and programs reflect the diversity of the families in the community.

2. Would you like to share anything else about the school community?

3. How would you rate the quality of the following facilities at your school?³¹

Poor	Fair	Good	Excellent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your child's classroom

Access to technology (ex. computers, tablets, etc.)

Food services/nutritious meals

Gym

Exterior area (parking lot, playground)

The waiting area or front desk area

Overall cleanliness of the school

³¹ Data for schools that do not have a gym or provide food services were eliminated from analysis.

4. Would you like to share anything else about the quality of the school’s facilities?

5. How much do you agree or disagree with the following statements about your child’s school?	Strongly disagree	Disagree	Agree	Strongly agree
Bullying is not a problem at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child feels like they are part of a community at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child’s social and emotional needs are met at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students and parents are treated fairly regardless of social or cultural background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. My child is safe riding the bus to school. ³²	Strongly disagree	Disagree	Agree	Strongly agree	My child does not ride the bus
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Would you like to share anything else about school safety?

8. How much do you agree with the following statements?	None at all	A little	A moderate amount	A lot	A great deal
The teacher respects me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable sharing my concerns with the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher lets me know what they are working on in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher contacts me personally to discuss my child’s (strengths and accomplishments) before calling about behavior problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher listens to my suggestions on how to help my child with behavioral or learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

³² Data for schools that do not provide transportation were eliminated from the analysis.

9. Would you like to share anything else about partnering with your child's teacher?

For this survey, the leadership team refers to any of the following leaders: CEO, principal, assistant principal, and associate principal.

10. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership team is accessible when I need to speak about a concern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team is approachable and cares about the academic achievement of my child(ren).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team supports me when I have concerns about teachers, curriculum, and other issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership understands and respects my culture and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Would you like to share anything else about partnering with your school's leadership team?

12. Name two things you like most about this charter school.

13. Name two things you like least about this charter school.

14. If you could make one suggestion for improving this school, what would it be?

STUDENT SURVEY

Have you always wanted to tell the school leadership about your experience as a student? Well, here is your chance! Welcome to the Student Experience Survey! Your insights matter, and we want to hear all about your unique perspective as a student.

This survey provides a platform for you to share your thoughts on your classes and overall school experience. Your responses are completely confidential, and there are no wrong answers. This survey gives you a chance to tell us what you think of your classes and school. There are no wrong answers, and your answers are confidential. We will review student answers to help school leaders improve the school.

Thank you for helping us determine how to improve your school by answering these questions!

Participation in this survey is entirely voluntary, and you have the flexibility to discontinue at any point. Let your voice be heard—together, we can make a positive impact on your school experience!

1. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teacher notices if I have trouble learning something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher is willing to give extra help on schoolwork if I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher helps me catch up if I am behind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher gives me specific suggestions about how I can improve my work in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher explains things in a different way if I don't understand something in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to share anything else about how teachers make your learning personal?

3. How many of your classmates ...	All	Most	About half	A few	None
Think doing homework is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel it is important to pay attention in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel it is important to attend school every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try hard to get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would you like to share anything else about your classmate's seriousness about school?

5. How safe do you feel?	Very safe	Mostly safe	Somewhat safe	Not safe
I feel safe in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the hallways of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the bathrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe when talking to school staff alone in an office/hallway or classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I feel safe riding the bus to school.³³

Strongly disagree

Disagree

Agree

Strongly agree

I do not ride the bus

7. Would you like to share anything else about your feelings of safety?

8. How much do you agree or disagree with these statements?

Strongly agree

Agree

Disagree

Strongly disagree

My teachers care about my well-being.

My teachers treat me with respect.

I feel comfortable with my teachers at this school.

My teacher always listens to students' ideas.

My teacher understands and respects my culture.

9. How much do you agree or disagree with these statements?

Strongly agree

Agree

Disagree

Strongly disagree

The school principal cares about me.

The principal speaks to me with respect.

The principal is fair.

I feel comfortable with the principal at this school.

The principal always listens to my side of the story when I'm sent to the office.

The school principal understands and respects my culture.

10. Would you like to share anything else about trusting your teachers/principal?

³³ Data from schools that do not offer transportation were removed from the analyses.

11. How much do you agree or disagree with these statements? ³⁴	Strongly agree	Agree	Disagree	Strongly disagree
Teachers make sure that all students are planning for life after graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school shares information about trade professions (plumber, electrician, mechanic, carpenter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students receive information about college and career planning events in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school help students plan for college and careers outside of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum at this school is focused on helping students get ready for college and careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Would you like to share anything else to share about how your school is preparing you for life after high school?³⁵

13. How would you rate the quality of the following facilities at your school? ³⁶	Poor	Fair	Good	Excellent
Your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (ex. computers, tablets, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food services/nutritious meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gym	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exterior area (parking lot, playground)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The waiting area or front desk area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bathrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall cleanliness of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

³⁴ This question was for high school students only.

³⁵ This question was for high school students only.

³⁶ Data for schools without a gym or food service were eliminated from the analysis.

14. Would you like to share anything else about the quality of your school's facilities?

15. How much do you agree or disagree with these statements?	Strongly agree	Agree	Disagree	Strongly disagree
My teacher expects everyone to work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes challenge me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher asks difficult questions on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes require me to work hard to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really learn a lot in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I take the state exams (Forward or ACT exam) I take it seriously and try my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Would you like to share anything else about how your teachers push you to do your best?

17. How often do you experience the following?	Almost every day	Once or twice a month	Once or twice a year	Never
In my English class we discuss connections between what we read and real-life people or situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my English class we discuss how times, place or culture affects an author's writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my English class we improve a piece of writing as a class or with partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my English class we debate the meaning of things we read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my math class we write a few sentences to explain how we solved a math problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In math class we write math problems for other students to solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How often do you experience the following?	Almost every day	Once or twice a month	Once or twice a year	Never
In math class we discuss possible solutions to problems with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In math class we apply math to life outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Name two things you like most about this school.

19. Name two things you like least about this school.

20. If you could make one suggestion for improving this school, what would it be?

SCHOOL BOARD/LEADERSHIP SURVEY

Dear Board Member and School Leader,

As a School Board member or School Leader, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights and perspective are crucial to help us paint a comprehensive picture of your school from an organizational perspective.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment. Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

What is your highest level of education?

- Did not graduate high school
- High school diploma
- GED
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctorate degree

What expertise do you bring to the Board of Directors? (Select all that apply.)

- Finance & Accounting
- Fundraising
- Governance
- Education
- Human resources
- Facilities
- Management
- Parent or community member
- Marketing
- Leadership
- Growth & innovation
- Operations & technology

How do you identify?

- African-American/Black
- Native American
- Asian
- White
- Multi-racial/Multi-ethnic
- Hispanic
- Other

1. How much do you agree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
The Board understands the issues that hinder school improvement and work with the leadership to develop plans to transform the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program of instruction (including curriculum, equipment, and building) is consistent with the school's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school offers teachers a competitive salary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's financial management is transparent and efficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has an ongoing recruitment plan or has an ongoing waiting list for enrollment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has strong links to community organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has strong links to local corporations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's leadership staff implements policies and practices that advance measurable results and accelerate learning outcomes for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The majority (over 50%) of the board members offer expertise to support the school's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board and leadership understand the issues related to student engagement and regularly discuss plans to improve student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has a recruitment plan to diversify the school's teacher population to be more reflective of the student population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If your board decides to pursue new members, what expertise is most needed?

3. Is there anything more you would like to share about the effectiveness of your school's leadership and Board of Directors?

CERTIFIED STAFF SURVEY

Dear Staff,

As a certified staff member, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights are crucial in helping us paint a comprehensive picture of your institution from an organizational perspective.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment.

Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

Please select your position

- Special education paraprofessional
- Classroom teacher
- Specialist teacher (art, music, PE, etc.)
- Special education teacher
- Instructional coach/curriculum coordinator
- Counselor
- Social worker
- Occupational therapist
- Speech pathologist
- Other

How long have you worked at this school?

- First year
- 2–5 years
- 6 or more years

1. How often do ...	Never	Rarely	Sometimes	Almost always
Students build on each other's ideas during discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use data and text references to support their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students show each other respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provide constructive feedback to their peers and to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students participate in the discussion at some point.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to share anything else about the quality of student discussion?

For the sake of this survey, the leadership team refers to the CEO, principal, assistant, and associate principal.

3. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
Makes clear to the staff the leadership expectations for meeting instructional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates a clear vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presses teachers to implement what they have learned in professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows what's going on in my classroom, hallways, playground and cafeteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides me with useful feedback to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has provided me with the support I need to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets high standards for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates in instructional planning with team teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would you like to share anything else about instructional leadership?

5. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
Once we start a new program in this school, leadership follows up to make sure that it's working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline procedures are well coordinated across different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Would you like to share anything else about program coherence?

7. How much do you influence the following?	No influence	A little influence	Some influence	A great deal of influence
Determining which books and other instructional materials are used in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop curriculum maps and instructional design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the content of in-service programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting standards for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning how discretionary school funds should be used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Would you like to share anything else about your influence on instruction and/or behavioral standards?

9. How much do you agree or disagree with the following statements? The leadership team ...	Strongly agree	Agree	Disagree	Strongly disagree
The leadership has confidence in the expertise of the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership takes a personal interest in the professional development of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership looks out for the personal welfare of the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership places the needs of the children ahead of personal and political interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel respected by the leadership team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school leader is an effective manager who makes the school run smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team functions as a cohesive team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Would you like to share anything else about teacher–leadership trust?

11. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
I would recommend this school to parents seeking a place for their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually look forward to each working day at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wouldn't want to work in any other school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to other teachers as a place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Would you like to share anything else about your commitment to this school?

13. During the course of the school year, how often have you done the following?	Never	Once	2 or 3 times	4 or more times
Observed another teacher's classroom to get ideas for your own instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone over student assessment data with other teachers to make instructional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other teachers to develop materials or activities for particular classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on instructional strategies with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received support around how to incorporate students' cultural and linguistic backgrounds in my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received support in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other teachers to monitor the progress of students with Individual Education Plan goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensured instruction represents multiple perspectives, cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Would you like to share anything else about collaborative practices?

15. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Teachers and support staff in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is okay in this school to discuss feelings, worries, and frustrations with support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff respect the work of the classroom teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff are effective when working with disengaged or disruptive students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel respected by support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Would you like to share anything else about teacher and support staff trust?

17. How many adults in the school ...	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for improving the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible that all students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible for helping students develop self-control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible when students in this school do not follow school expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help build a welcoming school environment not just their class or office space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Would you like to share anything else about collective responsibility?

19. Professional development this year has ...	Strongly agree	Agree	Disagree	Strongly disagree
Been sustained and coherently focused, rather than short-term and unrelated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been closely connected to our school's improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included enough time to think carefully about, try, and evaluate new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included opportunities to work productively with colleagues in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included opportunities to work productively with peers/mentors from other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly related to the needs of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Would you like to share anything else about professional development?

21. How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
School staff understand family challenges and concerns of most parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff work closely with families to meet the students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff regularly communicate with families about how they can help students advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff value families' race, ethnicity, culture, or background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff incorporate feedback from families into supporting children in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Our school ...	Not at all	A little	Sometimes	Almost always
Involves parents in the development of programs aimed at improving students' academic outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops formal networks to link all families with each other (for example: providing a website for parents to connect with one another).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages more involved parents/guardians to reach out to less involved parents/guardians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involves parents in commenting on school curricula.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school considers the input of parent leaders from all backgrounds when planning school improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Would you like to share anything else about family involvement and community ties?

24. Name two things you like most about this school.

25. Name two things you like least about this school.

26. If you could make one suggestion for improving this school, what would it be?

STUDENT SUPPORT STAFF SURVEY

Dear Support Staff,

As support staff member, we invite you to contribute to shaping the narrative of your school's effectiveness through this survey. Your insights on crucial aspects of school operations will help us paint a comprehensive picture of your institution from an organizational standpoint.

The City of Milwaukee's Charter School Review Committee (CSRC) is dedicated to ensuring a high-quality educational experience for students. To achieve this, the CSRC has partnered with Evident Change, a nonprofit specializing in leveraging data and research to enhance social systems. Together, we aim to monitor and improve the educational program and academic outcomes for children enrolled in charter schools authorized by the City of Milwaukee.

The results of the survey will be carefully analyzed and will appear in your school's annual programmatic profile and educational performance report. Individual responses will remain confidential and will not be linked to any individual by name.

Your participation in this survey is entirely voluntary. You have the option to refrain from answering specific questions and can discontinue your participation at any point. Your willingness to share your perspectives is integral to the success of this initiative, and we sincerely appreciate your time and commitment. Thank you for your invaluable contribution to advancing the educational landscape in Milwaukee.

1. How many adults in the school ...	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for improving the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible that all students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible for helping students develop self-control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible when students in this school do not follow school expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help build a welcoming school environment not just their class or office space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to share anything else about collective responsibility?

3. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
I would recommend this school to parents seeking a place for their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually look forward to each working day at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wouldn't want to work in any other school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to others as a place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Would you like to share anything else about your commitment to this school?

5. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
Teachers and support staff in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's okay in this school to discuss feelings, worries, and frustrations with other staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers respect the work of the support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers try to work with disengaged and disruptive students before calling for support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student support workers respect the classroom teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Would you like to share anything else about trust and respect between support staff and teachers?

For the sake of this survey, the leadership team refers to the CEO, principal, assistant, and associate principal. Program coherence is a shared understanding about the purpose and nature of the work in the minds and actions of the adults in the school, individually and especially collectively.

7. How much do you agree with the follow statements about program coherence?	Strongly disagree	Disagree	Agree	Strongly agree
There is consistency in disciplinary policies and practices schoolwide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership makes clear to the staff the leadership expectations for meeting school goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership communicates a clear vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership presses staff to implement what they have learned in professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership knows what's going on in the classrooms, hallways, playground and cafeteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership provides me with useful feedback to improve my interactions with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once we start a new program in this school, the leadership follows up to make sure that it is working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How much do you agree with the follow statements about program coherence?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership has provided me with the support I need to improve my interactions with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership sets high standards for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership sets high standards for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership participates in school culture planning with student support teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline procedures are well coordinated across different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team functions as a cohesive team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Is there anything else you would like to say about program coherence?

9. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
School leadership takes a personal interest in the professional development of support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership looks out for the personal welfare of support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership places the needs of the children ahead of personal and political interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership respects support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership works effectively to make the school run smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Would you like to share anything else about the trust and respect between leadership–staff?

11. Career development: How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
The leadership encourages me to continue my education by attaining a college degree or teacher certification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team provides information about workshops, training and college courses that will support my work and career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a mentor who supports my career growth at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are opportunities for promotion at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. I would like my school to help me enroll in a teacher education program.

- Yes
- Maybe
- No

13. Would you like to share anything else about career development opportunities at your school?

14. How much do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
School staff understand the challenges and concerns of most parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff work closely with families to meet the students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff regularly communicate with families about how they can help students advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff value the race, ethnicity, culture, or background of the students and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff incorporate feedback from families to support student behavior and academic achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Would you like to share anything else about parent involvement?

16. Name two things you like most about this school.

17. Name two things you like least about this school.

18. If you could make one suggestion for improving this school, what would it be?