

**2024–25
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

ESCUELA VERDE

September 2025



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 2024–25

This is the 13th annual report on the operation of Escuela Verde, one of seven schools chartered by the City of Milwaukee during the 2024–25 school year. This report was collaboratively developed through the concerted efforts of Evident Change, the City of Milwaukee Charter School Review Committee (CSRC), and the staff of Escuela Verde.

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

I. CONTRACT COMPLIANCE SUMMARY¹

Escuela Verde met or partially met all but one of the educational provisions in its contract with the City of Milwaukee and the subsequent requirements of the CSRC.

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES

1. Primary Measures of Educational Progress

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

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

- Of 69 students enrolled all year who completed fall and spring Star Reading assessments, 54 (78.3%) 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 who completed fall and spring Star Math assessments, 40 (58.8%) showed progress this year.
- Of 75 students enrolled all year with writing scores, 57 (76.0%) received a final score of 21 or higher.
- Of 25 students receiving special education services for a full year at Escuela Verde, all (100.0%) 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 (Table ES1). The school met three goals (special education student records, grade promotion, and graduation plans) and did not meet two (student attendance; and parent, student, and advisor conferences).

TABLE ES		
ESCUELA VERDE 2024–25		
SECONDARY MEASURES OF ACADEMIC PROGRESS: GOALS		
GOAL AREA	OUTCOME	GOAL MET?
Student attendance	81.1% average; goal of 90%	Not met
Parent, student, and advisor conferences	88.3%; goal of 90%	Not met
Special education records	Maintained all required records	Met
Graduation plans	100%; goal of 100%	Met
Grade promotion/graduation	9th: 80.8% promoted; goal of 60% 10th: 92.5% promoted; goal of 75% 11th: 90.3% promoted; goal of 85% 12th: 100.0% graduated; goal of 90%	Met

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 ACT tests available for each grade level.² The CSRC expects that 50.0% of students in each cohort will demonstrate progress.

² For more information on ACT assessments and benchmarks, visit success.act.org.

- A total of 30 tenth graders took the PreACT in two consecutive years; 15 (50.0%) students demonstrated progress from 2024 to 2025.
- A total of 23 eleventh-grade students completed the PreACT in 2024 and the ACT Plus Writing in 2025; 13 (56.5%) students demonstrated progress from 2024 to 2025.

C. CSRC SCHOOL SCORECARD

The school scored 78.3% of the 100 possible scorecard points.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

Escuela Verde 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.

- **Strengthen data-driven instruction through Professional Learning Communities (PLCs):** Enhance the effectiveness of PLCs by focusing on collaborative analysis of student data to inform instruction and improve academic outcomes.
- **Improve assessment readiness through targeted test prep:** Expand ACT prep to include PreACT and Wisconsin Forward Exam support and improve English language learners' performance on the ACCESS speaking test through structured practice and coaching.

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 EV receive another five-year contract to operate as a charter school authorized by the City of Milwaukee with annual academic monitoring and reporting. Continued 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 a year-end interview to review progress about recommendations and changes that occurred during the year.
- Visited the school to conduct a random review of special education files.
- Visited the school to observe classroom instruction and school culture.
- Attended a school board of directors meeting 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, located on Milwaukee's south side, began serving students in seventh through twelfth grades upon opening in September 2012. The school currently serves students in ninth through twelfth grades and operates under the governance of TransCenter for Youth, a nonprofit 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.³

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 will be awarded. The team’s decision is based on time spent, skills and competencies acquired, and product quality.⁴

Additionally, Escuela Verde has adapted the standards set by 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

³ The vision and mission statements come from Escuela Verde’s website at <http://escuelaverde.org/our-vision>

⁴ 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 consisted of 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.⁵ Each proposal is presented to a three-person team (two advisors and one other student). Part of

⁵ For more information, visit <https://www.headrushlearning.com/solutions>.

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.⁶

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 must earn credits in the following areas to meet graduation requirements: English/language arts (4), math (3), social studies (3), science (3), physical education (1.5), health and wellness (1), career and technical education (1), Spanish (2), fine arts (1), community service (0.5), personal finance (0.5), and electives (1.5).

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

⁶ Information for this section comes from the student handbook.

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.⁷

a. 2024–25 Staff

This section presents return and retention data for instructional staff eligible to return for the 2024–25 school year (Table 1), as well as demographic profiles of both instructional and support staff (Tables 2 and 3).⁸ The analysis offers insight into staffing stability and workforce composition for the 2024–25 academic year. These data support ongoing efforts to build and sustain an experienced, representative, and well-supported educational team.

b. Instructional Staff⁹

TABLE 1		
ESCUELA VERDE 2024–25		
INSTRUCTIONAL STAFF RETURN AND RETENTION RATES		
RETURN AND RETENTION	STAFF	RATE
Return		92.3%
Eligible to return after 2023–24 school year	13	
Returned	12	
Retention		100.0%
Employed during 2024–25 school year ¹⁰	12	
Resigned	0	
Remaining after resignation	12	

⁷ This information comes from the Escuela Verde website.

⁸ Race/ethnicity categories in Tables 2 and 3 reflect those reported by the school.

⁹ Terminated staff are not included in return and retention rates.

¹⁰ At the time of this report, one teacher did not hold a current license issued by the DPI. Another teacher was teaching math while holding a science license.

c. Instructional Staff Demographics

TABLE 2		
ESCUELA VERDE 2024–25		
INSTRUCTIONAL STAFF BY RACE/ETHNICITY (N = 12)		
RACE/ETHNICITY	STAFF	%
Caucasian	7	58.3%
Hispanic	4	33.3%
Black/African American	1	8.3%

d. Support Staff Demographics

The school’s support staff plays a vital role in ensuring the effective operation of daily activities and fostering a safe, welcoming environment for students and families. During the 2024–25 academic year, the support team included an administrative coordinator responsible for managing clerical and operational functions, two paraprofessionals who provided instructional and behavioral support within classrooms, and one staff member who served in a dual capacity as a paraprofessional and parent coordinator, facilitating family engagement initiatives and strengthening home-school communication. In addition, the facilities assistant contributed to maintaining a clean and safe physical environment while the café assistant supported daily meal service operations. Collectively, this team contributed significantly to the school’s instructional climate and students’ overall well-being.

TABLE 3		
ESCUELA VERDE 2024–25		
SUPPORT STAFF BY RACE/ETHNICITY (N = 5)		
RACE/ETHNICITY	STAFF	%
Hispanic	5	100.0%

4. SCHOOL HOURS AND CALENDAR

The first day of school for all Escuela Verde students was August 5, 2024, and the school year ended on June 13, 2025.

Evident Change was provided with Escuela Verde’s calendar for the 2024–25 academic 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 and spent time working on language arts, communications, career planning, field trips, and research planning until 12:15 p.m. Then, students 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 remainder of the day was spent on social studies, science, world languages, communication, physical education/health, and electives. 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 personalized 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. If parents or guardians cannot attend the conferences, they must schedule an alternative date with the student’s advisor.
- Four parent/caregiver meetings
- One presentation night
- One community night

During the 2024–25 academic year, the school facilitated a range of parent engagement activities aimed at fostering community involvement and supporting student success. Engagement efforts included both academic-focused events and cultural celebrations.

Parent, student, and advisor conferences were held in the fall and spring, providing families with structured opportunities to engage with advisors about student progress. Academic events—such as presentation night parent meetings and the parent–student meet during the August orientation period—further supported parent involvement in student learning.

Cultural and community events—including the Black & Brown 5K, Día de los Muertos celebration, and Black History Month Celebration—offered opportunities for families to connect with the school community and celebrate student identity. A series of “Farm, Food & Fun” events in November—along with the student-led Latino Oral History Project, Cinco de Mayo celebration, and Green Tie Gala fundraiser—contributed to an inclusive and festive school culture. Additionally, parent volunteers supported field trips and library organizations throughout the year. Collectively, these activities reflect the school’s commitment to promoting ongoing and meaningful family engagement.

Parents and guardians may also participate in one or more of the following ways.¹¹

- 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

Parents were expected to sign a contract with Escuela Verde indicating that they understood and agreed to support all expectations described in the 2024–25 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 that 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.¹²

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

¹¹ The expectations and opportunities for parental involvement described come from the student handbook.

¹² This material is adapted from the student handbook and Howard Zehr’s *The Little Book of Restorative Justice* (Good Books, 2002).

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
- 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 2024–25 academic year, the school implemented a comprehensive postsecondary counseling program designed to expose students to a range of college and career readiness opportunities. Activities included the following.

- Workforce development experiences were offered, such as student employment with United Neighborhood Centers of Milwaukee, a Newline Tech internship, and participation in an employability skills course.
- Students engaged in targeted preparatory courses, including Job Search 101, College Prep, Intro to the Trades, and Professional Networking.
- In collaboration with higher education institutions, the school facilitated campus visits to the University of Wisconsin–Milwaukee and Marquette University, hosted an application support session for Milwaukee Area Technical College, and provided a FAFSA information session.

- Specialized career exploration was offered through presentations on entrepreneurship, dental hygiene, and commercial driver’s licensing, as well as participation in a trades career fair.
- Additional programming included enrollment in a certified nursing assistant course and the Alverno College Girls’ Academy, further supporting students’ diverse postsecondary pathways.

A total of 18 students graduated by the end of the school year. Of the 18 graduates, 16 (88.9%) were accepted into a postsecondary institution, and four (22.2%) chose to enter the workforce or take a gap year. Escuela Verde graduates were offered \$169, 344 in scholarships and grants.

C. STUDENT POPULATION

1. RETURN RATE

Of 86 students eligible to return after the 2023–24 school year, 84 (97.7%) returned for the 2024–25 school year.

2. ENROLLMENT SUMMARY

TABLE 4 ESCUELA VERDE 2024–25 STUDENT ENROLLMENT	
ENROLLMENT	STUDENTS
Total enrollment (as of September 20, 2024)	123
New enrollments during the year	3
Withdrawals during the year	12
End-of-Year Enrollment	113¹³

3. RETENTION RATE

There were 123 students enrolled on the third Friday of September. Of those students, 111 (90.2%) were still enrolled on the last day of school (Table 5). Note that the end-of-year enrollment in this table includes only those students who were also enrolled at the beginning of the year; as a result, the total may differ from the end-of-year enrollment figures reported above.

¹³ Excludes one student who enrolled after September 20, 2024, and withdrew before the end of the school year.

TABLE 5			
ESCUELA VERDE 2024–25 RETENTION DETAILS			
GRADE LEVELS	BEGINNING ENROLLMENT	END-OF-YEAR ENROLLMENT	RETENTION RATE
9th–12th	123	111	90.2%

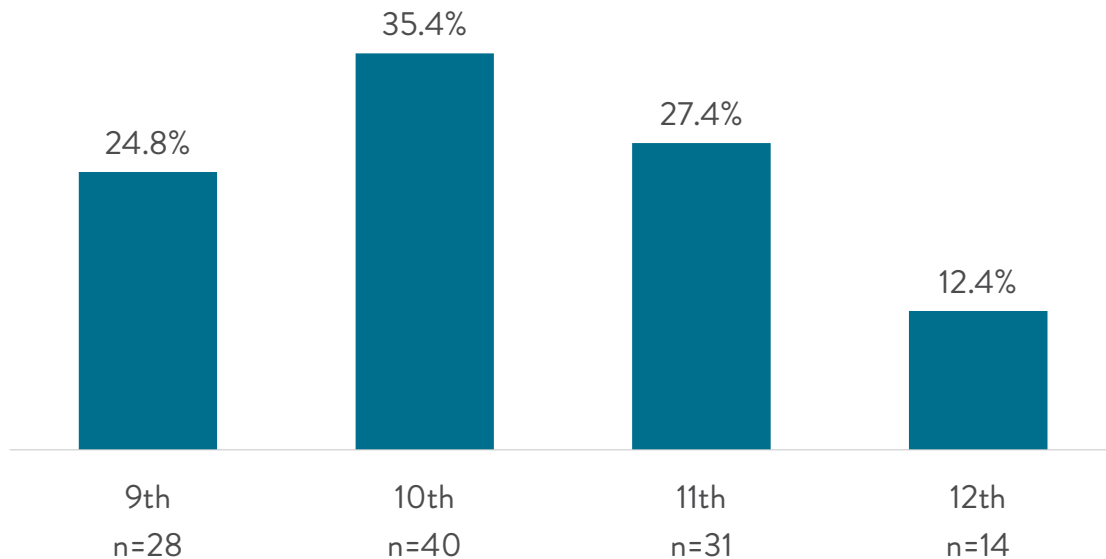
4. STUDENT DEMOGRAPHICS SUMMARY

The demographics presented in Tables 6 and 7 and Figure 1 include all students enrolled at the end of the school year. Race/ethnicity categories reflect those reported by the school.

TABLE 6		
ESCUELA VERDE 2024–25 STUDENTS BY GENDER		
GRADE	STUDENTS	%
Female	49	43.4%
Male	64	56.6%
Total	113	100.0%

TABLE 7		
ESCUELA VERDE 2024–25 STUDENTS BY RACE/ETHNICITY		
RACE/ETHNICITY	STUDENTS	%
Hispanic or Latino	90	79.6%
Black or African American	11	9.7%
Caucasian	10	8.8%
Multi-Racial	2	1.8%
Total	113	100.0%

Figure 1
Escuela Verde 2024–25*
Enrollment by Grade Level (N = 113)



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

5. LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP)

TABLE 8		
ESCUELA VERDE 2024–25		
LIEP (N = 51)		
DETAILS	STUDENTS	%
Integrated ESL program	37	72.5%
ESL-integrated special education services	14	27.5%
Total	51	100.0%

D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

Throughout the year, the Escuela Verde addressed all recommendations from the 2023–24 programmatic profile and educational performance report. The following section outlines each recommendation along with Escuela Verde’s response. This section also highlights the improvements and actions implemented in response to the thematic analyses from the biennial surveys.

1. SUMMARY OF CONTINUOUS IMPROVEMENT ACTIVITIES AND PROGRAMMATIC RESPONSES

- **Recommendation:** 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.

Response: In alignment with the school's broader improvement goals, efforts to address literacy challenges have been integrated into professional learning community (PLC) work. Staff engaged in structured planning sessions focused on analyzing student work and interpreting Renaissance Star assessment data to identify specific skill gaps. Instruction was then designed to target these areas of need. As part of the school's Universal Design for Learning initiative, strategies were employed to ensure accessible, differentiated instruction for all learners.

A consultant from the Cooperative Educational Service Agency (CESA) recommended an explicit focus on vocabulary development, proposing that each student learn five targeted vocabulary words per quarter as a strategy to support language acquisition and reading comprehension.

Additionally, the school partnered with a bilingual independent contractor—an experienced former educator through the Teens for Greens community initiative—to offer a specialized writing course for emergent bilingual students. The course primarily served students with Level 1 or 2 ACCESS scores, indicating limited English proficiency. Instruction was delivered in English and Spanish to support foundational writing skills and facilitate language development among Spanish-speaking English learners.

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

Response: Escuela Verde is continuing its collaboration with a consultant from CESA to provide professional development focused on effective instructional practices for English language learners (ELLs). Strategies such as the implementation of word walls and explicit vocabulary instruction are being emphasized. These practices not only support language development for ELLs but also enhance reading and writing instruction for all students. This professional development aligns with ongoing curriculum mapping efforts to strengthen direct instruction in literacy.

2. RECOMMENDATIONS AND FOCUS AREAS FOR THE 2025–26 SCHOOL YEAR

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

- **Strengthen data-driven instruction through PLCs:** Enhance the effectiveness of PLCs by focusing on collaborative analysis of student data to inform instruction and improve academic outcomes.

- **Improve assessment readiness through targeted test prep:** Expand ACT prep to include PreACT and Wisconsin Forward Exam support and improve the performance of ELLs on the ACCESS speaking test through structured practice and coaching.

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 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 AND SUSPENSION RATES

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. Escuela Verde did not meet its attendance goal this year (Table 9).

TABLE 9					
ESCUELA VERDE 2024–25					
ATTENDANCE AND SUSPENSION RATES BY GRADE LEVEL					
GRADE LEVELS	STUDENTS	AVG. ATTENDANCE RATE	SUSPENDED		
			n	%	AVG. DAYS
9th–12th	126	81.1%	17	13.5%	3.4

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. Of the parents of 111 students enrolled all year, 98 (88.3%) attended at least one conference, falling short of the school’s goal for parent participation.

C. SPECIAL EDUCATION STUDENT RECORDS

During the year, 31 students received special education services. Of those, 14 (45.2%) students have ESL-integrated IEPs. Ten students were eligible for reevaluation this year. One evaluation was dismissed, two were continued, and seven were waived, resulting in continued special education services. The remaining 21 students received an initial or reevaluation during previous years. An IEP was developed for all 31 special education students who required one.¹⁴

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 disabilities.

Disability classifications were provided for all of the 31 students who were qualified for special education services (Table 10). Each student may have more than one disability type indicated. Therefore, the sum of all disability types is greater than the total number of students.

TABLE 10	
ESCUELA VERDE 2024–25 SPECIAL EDUCATION DETAILS	
DISABILITY CLASSIFICATION	STUDENTS
Specific learning disabilities	10
Speech and language impairments	13
Other health impairments	13
Autism	8
Intellectual disabilities	4
Total	48

¹⁴ This includes one student who was dismissed from special education services after the reevaluation of their IEP was completed.

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.¹⁵

- Evidence of parent or family involvement
- Information regarding the student’s postsecondary plans
- A schedule reflecting plans for completing credits in the following areas: English/language arts (4), math (3), social studies (3), science (3), physical education (1.5), health and wellness (1), career and technical education (1), Spanish (2), fine arts (1), community service (0.5), personal finance (0.5), and electives (1.5).

Graduation plan information was provided for all 113 students who finished the school year at Escuela Verde. The status of each graduation plan measure for those students is shown in Table 11. Formal notification was provided to students who rank in the top 5% and top 10% of their class at the end of their junior year.

TABLE 11	
ESCUELA VERDE 2024–25 HIGH SCHOOL GRADUATION PLANS (N = 113)	
	%
% 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	85.0% ¹⁶
Need to enroll in credit recovery activities	15.0%

¹⁵ 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.

¹⁶ On track toward graduation and credit recovery were based on the number of students with graduation plans who were promoted at the end of the school year, excluding summer school promotions.

2. HIGH SCHOOL GRADUATION REQUIREMENTS

The school’s goal for graduation requirements was that at least 60.0% of ninth, 75.0% of tenth, 85.0% of eleventh, and 90.0% of twelfth graders enrolled for the entire year would accrue enough credits to be promoted to the next grade level or graduate at the end of the summer program. Information about credits earned and grade level promotion was provided for all 111 students enrolled at Escuela Verde for the entire school year. By the end of the summer program, 100 (90.1%) students were promoted to the next grade or graduated (Table 12).

TABLE 12			
ESCUELA VERDE 2024–25			
HIGH SCHOOL GRADUATION REQUIREMENTS			
GRADE	STUDENTS	MET GOAL	
		n	%
9th	26	21	80.8%
10th	40	37	92.5%
11th	31	28	90.3% ¹⁷
12th	14	14	100.0%
Total	111	100	90.1%

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.

¹⁷ Includes four students who began the year as eleventh graders and graduated by the end of the summer program.

1. LITERACY

Literacy progress was assessed using the Renaissance Star Reading assessment in the fall and spring. Progress was measured by examining how many students met the school’s expected Student Growth Percentile (SGP) at the time of the spring test. Renaissance has determined that an expected SGP between 35 and 65 indicates adequate growth from fall to spring.

Escuela Verde identified an expected SGP of 35 to define adequate growth for the 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 69 students who took fall and spring assessments, 54 (78.3%) met the expected SGP (Table 13).¹⁸

TABLE 13			
ESCUELA VERDE 2024–25			
LITERACY ASSESSMENT FOR 9TH – 12TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
9th	13	10	76.9%
10th	28	21	75.0%
11th – 12th	28	23	82.1%
Total	69	54	78.3%

2. MATH

Math progress was assessed using the Star Math assessment in the fall and spring. Progress was determined by examining whether students met the expected SGP at the time of the spring assessment. Escuela Verde identified an expected SGP of 35 to define adequate growth for the 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 68 students who took fall and spring assessments, 40 (58.8%) met the expected SGP (Table 14).¹⁹

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

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

TABLE 14 ESCUELA VERDE 2024–25 MATH ASSESSMENT FOR 9TH – 12TH GRADES			
GRADE	STUDENTS	MET GOAL	
		n	%
9th	14	6	42.9%
10th	27	15	55.6%
11th – 12th	27	19	70.4%
Total	68	40	58.8%

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 summed. 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 75 students enrolled for the entire school year.²⁰ Of those students, 57 (76.0%) received a final writing score of 21 or higher.

4. SPECIAL EDUCATION GOALS

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 25 continuing special education students at Escuela Verde this year, all (100.0%) 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.

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, 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 15.²¹ Ninth- and tenth-grade PreACT Secure benchmarks are based on spring test administration.

TABLE 15			
ESCUELA VERDE 2024–25			
ACT COLLEGE READINESS BENCHMARK SCORES FOR THE PREACT SECURE AND ACT			
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.

²¹ For more information about PreACT Secure and ACT Plus Writing benchmarks, visit the Success community page at <https://success.act.org>.

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

a. PreACT Secure for Ninth and Tenth Graders

The PreACT Secure was administered in the spring of 2025. Complete PreACT results were provided for 60 students. Results are reported for 22 students tested as ninth graders and 38 tested as tenth graders and enrolled from the start of the school year until the time of testing (Table 16).²² Overall, 13 (21.7%) students were at or above the English benchmark, and zero (0.0%) students were at or above the math benchmark. Average composite scores by grade level are shown in Figure 2.

TABLE 16				
ESCUELA VERDE 2024–25				
STUDENTS AT OR ABOVE BENCHMARK FOR PREACT SECURE				
SUBTEST	9TH GRADE (N = 22)		10TH GRADE (N = 38)	
	n	%	n	%
English	6	27.3%	7	18.4%
Math	0	0.0%	0	0.0%
Reading	3	13.6%	6	15.8%
Science	1	4.5%	2	5.3%
Composite*	2	9.1%	4	10.5%

*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.

²² 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
EV 2024–25
Average PreACT Secure Composite Scores by Grade Level



b. ACT for Eleventh and Twelfth Graders

The final CSRC expectation was that all eleventh graders will 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 25 of 31 students enrolled at the end of the year who were classified as eleventh graders. Composite ACT scores for eleventh graders ranged from 9 to 26, with an average of 14.7.

Of the 25 students, two (8.0%) met the English benchmark, zero (0.0%) met the math benchmark, three (12.0%) met the reading benchmark, two (8.0%) met the science benchmark, and two (8.0%) met the composite score benchmark. Average ACT composite scores by grade level are shown in Figure 3. No twelfth-grader students completed the ACT this year.

Figure 3
EV 2024–25
Average ACT Composite Scores for Eleventh Grade (N = 25)

14.7

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 2025, 43 tenth graders enrolled from the beginning of the school year completed the Forward social studies assessment. Eight (18.6%) students scored within the meeting 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.²³ 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.

In 2019, the CSRC adopted a year-to-year academic expectation that 50.0% of tenth graders will demonstrate progress from ninth to tenth grade and that at least 50.0% 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 30 tenth-grade and 23 eleventh-grade students with test scores from two consecutive grade levels and school years. At the time of the 2024 assessment, 15 (50.0%) tenth graders and 13 (56.5%) eleventh graders demonstrated progress from the previous school year (Table 17).

TABLE 17			
ESCUELA VERDE 2024–25			
YEAR-TO-YEAR PROGRESS FOR TENTH AND ELEVENTH GRADES			
GRADE LEVEL	STUDENTS	DEMONSTRATED PROGRESS	
		n	%
10th	30	15	50.0%
11th	23	13	56.5%

H. CSRC SCHOOL SCORECARD

The scorecards were 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, Escuela Verde scored 78.3% (78.3) of the 100.0 possible points on the scorecard.

²³ For more information on ACT assessments and benchmarks, visit <https://success.act.org>

IV. SUMMARY AND RECOMMENDATIONS

After reviewing Escuela Verde's past and current contract compliance status and the school's data, Evident Change recommends that Escuela Verde receive another five-year contract to operate as a charter school authorized by the City of Milwaukee with annual academic monitoring and reporting. Continued 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 2024–25 SCHOOL SCORECARDS**
- D. STUDENT LEARNING MEMORANDUM**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
ESCUELA VERDE 2024–25			
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS			
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. 6–7	Met
Section I, C	Educational methods.	pp. 3–4	Met
Section I, D	Administration of required standardized tests.	pp. 20–22	Met
Section I, D	Written annual plan for graduation.	p. 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.	p. 23	a. Met (50.0%)
	<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.	p. 23	b. Met (56.5%)
Section I, E	Parental involvement.	pp. 7–8	Not Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 4–5	Partially Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 10–11, 15	Met
Section I, K	Discipline procedures.	pp. 8–9	Met

APPENDIX B: TREND INFORMATION

TABLE B1					
ESCUELA VERDE 2020–25 STUDENT ENROLLMENT AND RETENTION					
SCHOOL YEAR	NUMBER ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING YEAR	WITHDRAWN	NUMBER AT END OF SCHOOL YEAR	NUMBER AND RATE ENROLLED FOR ENTIRE SCHOOL YEAR (RETENTION)*
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%)
2024–25	3	3	12	113	111 (90.2%)

*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 2020–25 STUDENT RETURN RATE	
SCHOOL YEAR	RETURN RATE
2020–21	92.5%
2021–22	93.9%
2022–23	90.6%
2023–24	95.3%
2024–25	97.7%

TABLE B3	
ESCUELA VERDE 2020–25 STUDENT ATTENDANCE	
SCHOOL YEAR	ATTENDANCE RATE
2020–21	96.0%
2021–22	89.4%
2022–23	86.2%
2023–24	87.0%
2024–25	81.1%

TABLE B4		
ESCUELA VERDE 2020–25 OUT-OF-SCHOOL SUSPENSIONS		
SCHOOL YEAR	% STUDENTS SUSPENDED	AVG. DAYS SUSPENDED
2020–21 ²⁴	N/A	N/A
2021–22	11.2%	Not available
2022–23	19.0%	3.3
2023–24	17.1%	1.8
2024–25	13.5%	3.4

TABLE B5	
ESCUELA VERDE 2020–25 STUDENT, PARENT, AND ADVISOR CONFERENCE PARTICIPATION	
SCHOOL YEAR	RATE
2020–21	100.0%
2021–22	
2022–23	
2023–24	
2024–25	88.3%

²⁴2020–21 school year was mostly virtual due to COVID-19 restrictions. Data not available.

TABLE B6	
ESCUELA VERDE 2020–25 ADVISOR RETENTION RATE	
SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2020–21	100.0%
2021–22	84.6%
2022–23	84.6%
2023–24	100.0%
2024–25	100.0%

TABLE B7	
ESCUELA VERDE 2020–25 ADVISOR RETURN RATE*	
SCHOOL YEAR	RETURN RATE
2020–21	44.4%
2021–22	100.0%
2022–23	91.7%
2023–24	80.0%
2024–25	92.3%

*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 2024–25 SCHOOL SCORECARD

TABLE C					
ESCUELA VERDE 2024–25 CSRC HIGH SCHOOL SCORECARD					
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		56.5%	4.2
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		80.8%	6.1
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		92.5%	6.9
12th Grade	Graduation rate (DPI)*	5.0		95.7%	4.8
Postsecondary Readiness: 12th Grade	Postsecondary acceptance for graduates	15.0	15.0%	88.9%	13.3
Local Measures	% met reading	5.0	20.0%	78.3%	3.9
	% met math	5.0		58.8%	2.9
	% met writing	5.0		76.0%	3.8
	% met special education	5.0		100.0%	5.0
Student Academic Achievement: 9th and 10th Grades	PreACT Secure English: % of 9th- and 10th-grade students at or above benchmark	2.5	5.0%	21.7%	0.5
	PreACT Secure math: % of 9th- and 10th-grade students at or above benchmark	2.5		0.0%	0.0
Engagement	Student attendance rate	5.0	25.0%	81.1%	4.1
	Student return rate	5.0		97.7%	4.9
	Student retention rate	5.0		90.2%	4.5
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		92.3%	4.6
TOTAL		100.0			78.3
HIGH SCHOOL SCORECARD PERCENTAGE					78.3%

*Based on the 2023–24 DPI four-year rate, the most recent available 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 2024–25 Academic Year
DATE: October 30, 2024

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 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 results for all standardized tests, which will be downloaded directly from the test publisher. If such data files are unavailable, 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 20, 2025.

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 (JMC database). Specific reasons for each expulsion are required for each student.

ATTENDANCE

The school will maintain appropriate attendance records. Students are considered present when they engage in face-to-face instruction or learning via online learning platforms, official home study, or extended learning outside the school building, which is 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 by 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 meeting 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.

HIGH SCHOOL GRADUATION/ACADEMIC CAREER PLAN

A high school graduation plan will be incorporated into each ninth- through twelfth-grade student's learning plan (PLP) by the end of their first semester of enrollment. 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). Escuela Verde will have a conference with the student and submit a written report to the parent via postal mail if a parent does not participate in this conference.
- 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.
- Students' course schedules will be reviewed by the advisory teacher 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 credit recovery or summer school.
- Formal notification is provided to students who rank in the top 5% and top 10% of their class at the end of their junior year.
- This notification is delivered in the form of a letter addressed to both the student and their family and is officially recorded on the student's transcript

Along with the required documentation mentioned above, each graduation plan must also include evidence that this review took place, along with the results of the review.

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.

POSTSECONDARY PLANS FOR TWELFTH GRADERS

The school will track and document the postsecondary plans of all twelfth-grade students, including participation in dual enrollment programs, acceptance into colleges, universities, or technical schools, enrollment in certification or occupational training programs, apprenticeships, military enlistment, and the total amount of scholarships awarded.

GRADE PROMOTION POLICY

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 or more credits; 85% of eleventh graders will complete 16.5 or more credits, and 95% of twelfth graders will earn 22 or more of the required credits and graduate.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES²⁵

LITERACY

Literacy progress will be assessed using the Star Reading assessment. Each student's progress will be measured by comparing scores from their fall test with their spring assessment scores. Progress for those completing both assessments will be evaluated by determining how many students met the school's Student Growth Percentile (SGP) benchmark. Renaissance defines adequate progress from fall to spring as an SGP between 35 and 65. Students who reach this benchmark 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.

²⁵ 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.

MATH

Math progress will be assessed using the Star Math assessment. Progress for those completing both assessments will be evaluated by determining how many students met the school's Student Growth Percentile (SGP) benchmark. Renaissance defines adequate progress from fall to spring as an SGP between 35 and 65. Students who reach this benchmark 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.

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 evaluated 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).

INDIVIDUALIZED EDUCATION PLAN GOALS

At least 90% of the students enrolled in special education services at Escuela Verde for at least a full school year will meet one or more 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 WiseID.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES²⁶

PREACT FOR NINTH- AND TENTH-GRADE STUDENTS

All ninth- and tenth-grade students must take all subtests of the PreACT in the timeframe required by DPI. Results will be reported for students enrolled on the third Friday of September and remained at the school until the spring test.

WISCONSIN FORWARD EXAM FOR TENTH-GRADE STUDENTS

All tenth graders must complete the Wisconsin Forward Exam social studies assessments in the timeframe(s) specified by DPI. Results will be reported for students enrolled on the third Friday of September and remained at the school until the spring Forward Exam.

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. Results will be reported for students enrolled at the school year's end.

EV will encourage all twelfth graders to take the ACT or ACT Plus Writing in the fall of the school year. The ACT for twelfth graders is not required but encouraged by the CSRC. Results will be reported for students enrolled at the school year's end.

²⁶ 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.

YEAR-TO-YEAR PROGRESS

NINTH TO TENTH GRADE PREACT SECURE

Ninth and tenth graders will take the Pre-ACT in the spring. At least 50% of tenth graders who completed the test at the school in two consecutive school years will demonstrate progress from ninth to tenth grade. Progress will be measured based on the student’s composite benchmark status during the ninth-grade test.

- Students who met the ninth-grade composite score benchmark the previous year will also meet the tenth-grade composite scale benchmarks 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 PLUS WRITING

Progress from tenth to eleventh grade will be measured for students who completed the PreACT as tenth graders and the ACT Plus Writing as eleventh graders in two consecutive years. At least 50% of eleventh graders will demonstrate progress from tenth to eleventh grade. Progress will be measured based on the student’s composite benchmark status during 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 tenth to eleventh grade.

ACT COLLEGE READINESS BENCHMARK SCORES FOR THE PREACT SECURE AND ACT			
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 ²⁷	17	18	21

²⁷ 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.