

**2021–22
PROGRAMMATIC
PROFILE AND
EDUCATIONAL
PERFORMANCE**

ESCUELA VERDE

September 2022



ABOUT EVIDENT CHANGE

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

EXECUTIVE SUMMARY

FOR ESCUELA VERDE 2021–22

This is the 10th annual report on the operation of Escuela Verde, one of seven schools chartered by the City of Milwaukee during the 2021–22 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), Escuela Verde staff, and Evident Change.

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

I. CONTRACT COMPLIANCE SUMMARY¹

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

II. PERFORMANCE CRITERIA

A. LOCAL MEASURES

1. Primary Measures of Educational Progress

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

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

- Of 100 students enrolled all year who completed first and last Exact Path reading assessments, 60 (60.0%) showed progress this year.
- Of 101 students enrolled all year who completed first and last Exact Path math assessments, 57 (56.4%) met the math goal 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 111 students enrolled all year with writing scores, 100 (90.1%) received a final writing score of 21 or higher.
- Of 17 students receiving special education services for a full year at Escuela Verde, 16 (94.1%) met one or more of their goals at the time of their IEP review.

2. Secondary Measures of Educational Outcomes

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

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

The school met three of the goals (parent–student–advisor conferences, graduation plans, and special education student records) and substantially met one goal (grade level promotion and graduation).

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

The Wisconsin Department of Public Instruction allowed parents to “opt their child out” of the requirement to take any standardized tests for the 2020–21 school year. This resulted in varied completion rates across the schools and made it difficult to have adequate or comparable cohorts to measure or report year-to-year progress from 2020–21 to 2021–22.

C. CSRC SCHOOL SCORECARD

Because data to examine year-to-year student progress were not available, the CSRC scorecard contains partial outcome data this year. The school’s score should not be compared with the score for any previous or subsequent year. The school scored 70.5% of the 85.0 possible scorecard points.

III. SURVEY/INTERVIEW RESULTS

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

- There were 74 surveys completed, representing 71 (72.4%) of 98 families.
 - » Of 70 parents who responded to the question of whether they would recommend this school to other parents, all (100.0%) said they would.
 - » Nearly all (94.6%) parents rated the school’s overall contribution to their child’s learning as excellent or good.
- A total of 11 board members participated in interviews.
 - » All 11 (100.0%) rated the school as excellent or good overall.
 - » The main suggestions made by board members for improving the school were to increase funding (a position dedicated to fundraising was suggested), increase efforts to make the school’s unique opportunities known to the community, and improve instruction so that more students can move to the next grade or graduate.
- A total of 11 advisors participated in interviews.
 - » Most (81.8%) advisors listed the school’s progress toward becoming a high-performing school as excellent or good.
 - » Nearly three quarters (72.7%) of advisors rated students’ academic progress as excellent or good.
- A total of 27 eleventh and twelfth graders (who were present the day the survey was administered) participated.
 - » Over three quarters (77.8%) of students said their English and writing skills improved, and 77.8% said their math skills improved.
 - » Most (96.3%) students agreed or strongly agreed that they feel safe in school.
 - » Just over half (51.8%) of students said they plan to enroll in a postsecondary program after high school.

IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The following recommendations, identified by the school leadership and Evident Change, continue a focused school improvement plan in the 2022–23 school year.

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

- Build more comprehensive and responsive social-emotional practices.
- Adopt strategies, protocols, and practices as a professional learning community (PLC) to improve student achievement.

V. RECOMMENDATION FOR ONGOING MONITORING

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

I. INTRODUCTION

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

To produce this report, Evident Change:

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

II. PROGRAMMATIC PROFILE

Escuela Verde
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Escuela Verde’s Advisory Team

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Escuela Verde is on the near south side of Milwaukee. The school opened in September 2012 to seventh-through twelfth-grade students.² It operates as a TransCenter for Youth school. TransCenter is a nonprofit organization registered with the State of Wisconsin.

A. DESCRIPTION AND PHILOSOPHY OF EDUCATIONAL METHODOLOGY

1. MISSION

Escuela Verde’s 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 ecopedagogical praxis; developing biliteracy and honoring linguistic and cultural identities by engaging in translanguaging practices; and offering immersion opportunities for those interested in transformative education.³

2. INSTRUCTIONAL DESIGN

Escuela Verde operated with all students engaged in in-person learning for almost the entire school year.⁴ The school, staff, and students faced challenges that were expected as an effort was made to return to the practices and procedures of project-based learning. It was clear that the learning environment was new and that staff and students had social and emotional adjustments to make over the course of the school year.

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

Students engage in rigorous research to answer a complex question, problem, or challenge. With an advisor, students self-select state-approved educational standards to be addressed with each project. Through many one-on-one consultations with advisors, students assess and reassess their learning until they are satisfied with their projects. When projects are complete, students describe the steps involved, skills acquired, and the project’s value to the student and the overall community. Students present the project proposal to the

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

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

⁴ There was a brief period after winter break when all students were in virtual learning due to a COVID-19 outbreak.

original team that approved it. This team, in collaboration with the student, renders the final assessment and determines how many and what category of credit hours (rather than grades) will be awarded. The team's decision is based on time spent, skills/competencies acquired, and the quality of the product.⁵

B. SCHOOL STRUCTURE

1. BOARD OF DIRECTORS

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

This year, the board was composed of 14 members: a president, vice president, a secretary, a treasurer, and 10 others serving as members of the community at large. The executive director serves as an ex officio member. Board members represented a variety of organizations and professions, including several local businesses that contributed their expertise in administrative and fiscal management. TransCenter board members' experience included educational curriculum and instruction, nonprofit leadership and management, law, technology, insurance, and marketing.

This year, Evident Change conducted phone interviews with 11 (78.6%) of 14 board members who responded to a request for feedback. Eight of the board members said they participated in strategic planning for the school; 11 received a presentation on the school's annual academic performance report and reviewed the school's annual financial audit; 11 received and approved the school's annual budget. All 11 rated the school as excellent or good overall. Some suggestions made by board members for improving the school included increased funding (a position dedicated to fundraising was suggested), increased efforts to make the school's unique opportunities known to the community, and improved instruction so that more students can move to the next grade or graduate.

⁵ This description comes from Escuela Verde's student handbook.

2. AREAS OF INSTRUCTION

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

Projects at Escuela Verde take a variety of forms, but each one has common components. A project generally lasts four to six weeks, and students are expected to document about 100 hours of work time for credit. To begin projects, students complete proposal forms on Project Foundry, the school’s online project management system.⁶ Each proposal is presented to a three-person team (two advisors and one other student). Part of the proposal involves creating a checklist that outlines all phases of the project. Once a project is approved, students chart the completion of each project phase. They regularly review and discuss the completed tasks with an advisor. Students collaborate with advisors to identify additional resources required to address emerging problem areas and ensure that projects incorporate strategies that enable students to acquire the necessary academic competencies and curriculum standards.

Once a student completes the project checklist, the finished work is submitted to the proposal team to evaluate the project’s quality and determine whether to grant credit. When reviewing a project, the proposal team uses the data documented in Project Foundry to assess the amount of time spent on a project and the number of skills acquired. A specific rubric is also selected to assist with this evaluation process.⁷

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.⁸

- Ninth to tenth grade: 5.5
- Tenth to eleventh grade: 11

⁶ For more information, visit www.projectfoundry.org

⁷ Information for this section comes from the student handbook.

⁸ Students in ninth through eleventh grades who experience a year with a Pandemic Plan may have their promotion and graduation requirements reduced by 1.5 credits. This policy revision was approved by Escuela Verde’s Governance Board Committee on April 7, 2020. These revisions still make the school’s requirements comply with DPI requirements. Credits listed for each grade level reflect regular credit expectations; Pandemic Plan expectations would be 4.25 for ninth graders, 10 for tenth graders, and 15.75 for eleventh graders to move to the next grade level.

- Eleventh to twelfth grade: 16.5

High school students are required to acquire credits as follows.

- English/language arts (ELA): 4
- *Math*: 3
- Social studies: 3
- Science: 3
- *Senior projects*: 1.5 (or electives for other grades)
- Spanish language and culture: 2
- Physical education/health: 2.5
- Community service: 0.5
- Personal finance: 0.5
- Fine arts: 1
- Career and technical education: 1

During the interview and survey process, board members and teachers were asked about the school’s program of instruction. All 11 (100.0%) agreed or strongly agreed that the program of instruction is consistent with the school’s mission. When staff were asked to rate the program of instruction, 90.9% of them rated it as excellent or good.

3. ADVISOR INFORMATION

Escuela Verde operates with “teachers as owners” in a democratic learning community. Teachers, called advisors at the school, are expected to model ownership and demonstrate democratic leadership. 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.⁹

There were 13 advisors at the end of the 2020–21 school year. Twelve were eligible to return to the school in 2021–22, and one was not offered a contract for the school year. All 12 returned for a 100.0% return rate. One new advisor was hired for the 2021–22 school for a total of 13 advisors for the school year. All but two

⁹ This information comes from the Escuela Verde website.

of the advisors who started the school year remained at the school for the entire school year, resulting in a retention rate of 84.6%.

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

During the interview process, advisors were asked about the advisor performance assessment process. Most (81.8%) agreed that the school has a clear advisor assessment process, and just under three quarters (72.7%) were satisfied with the advisor assessment criteria.

Parents were also asked about school staff. Nearly all (97.3%) parents agreed or strongly agreed with the statement “I am comfortable talking with the staff;” 94.6% agreed or strongly agreed that they were satisfied with overall staff performance; and 91.9% of parents agreed or strongly agreed that people in this school treat each other with respect.

Most (96.3%) eleventh and twelfth graders agreed or strongly agreed that adults help them understand what they need to succeed in school.

4. SCHOOL HOURS AND CALENDAR

The first day of school for all Escuela Verde students was August 2, 2021, and the school year ended on June 24, 2022. The school operated almost entirely in person for the entire school year.

At the end of the 2020–21 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 also was provided with the school’s daily instructional schedule. On Mondays, students had an abbreviated schedule that allowed for project time and service learning/work projects. Tuesday through Friday, school started at 9:00 a.m. with a brief advisory session. This was followed by two hours of work on math and reading skills. The rest of the day was 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. A parent’s involvement this year started with a “meet and greet” session to review the student’s personal learning plan

(PLP) with the student and the advisor. During this session, parents and students reviewed the expectations for the first quarter.

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

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

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

- Consulting with students and advisors on planning and evaluation, providing onsite assistance to students and advisors, and/or providing feedback to advisors.
- Learning the project process with students to support and assist them.
- Sharing Escuela Verde’s goals and philosophy with people in the community.
- Chaperoning student events or helping with carpools to and from school events and learning experiences.
- Serving as resources to students in their areas of expertise or sharing knowledge of community resources with students and advisors.
- Providing administrative assistance from school or home (e.g., mailings, phone calls, promotions).
- Organizing community events, being active on an Escuela Verde committee, and/or supporting students’ interests and efforts.¹⁰

Parents were expected to enter into a contract with Escuela Verde indicating that they understood and agreed to support all expectations described in the 2021–22 handbook. This contract was also signed by students at the beginning of the school year.

When asked about parental involvement during the survey/interview process, almost all (93.3%) parents indicated that they feel welcome at the school.

Most (90.9%) of the 11 advisors who were interviewed agreed or strongly agreed that the staff encourage all families to become involved in school activities, and 81.8% rated parent involvement as good.

¹⁰ The expectations and opportunities for parental involvement described here come from the student handbook.

6. DISCIPLINE POLICY

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

This mindset relies on five key principles.

- Focus on the harms and consequent needs of the victims as well as the needs of the communities and the offenders.
- Address the obligations that result from those harms.
- Use an inclusive, collaborative process.
- Involve those with a legitimate stake in the situation, including victims, offenders, community members, and society.
- Seek to right the wrongs.¹¹

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

- Possessing a gun or other dangerous weapon in school.
- Possessing or having the intent to distribute drugs or alcohol.
- Extreme harassment or physical violence.
- A total of five absences per semester.
- Other criminal offenses.

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

This year, advisors, students, and parents were asked about the discipline policy at Escuela Verde. They expressed mixed opinions.

- *Advisors:* All advisors considered the discipline policy to be a very or somewhat important reason for continuing to teach there, but only 72.8% rated the school's adherence to the discipline policy as excellent or good.
- *Students:* Most (81.5%) eleventh and twelfth graders agreed or strongly agreed that the rules are enforced fairly.
- *Parents:* Over four fifths (87.9%) of parents are comfortable with how staff handle discipline.

7. GRADUATION INFORMATION

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

In addition, Senior Advisory (mix of seniors and juniors) hosted visits from 10 colleges/universities and three job training/apprenticeship programs. Escuela Verde had visits from DPI for federal financial aid support, assigned and edited college essays and resumes, and held one-on-one coaching sessions with students.

Finally, the school had a full semester of career exploration class that included using Xello, a program that allows students to explore colleges and career options.¹² A total of 23 students graduated by the end of the summer program. Of the 22 graduates for whom information was available, 11 (50.0%) were accepted into a postsecondary institution,¹³ and 11 graduates chose to enter the workforce. Escuela Verde graduates were offered \$212,000 in scholarships and grants.

Just over half (51.8%) of 27 eleventh and twelfth graders surveyed said they plan to enroll in a postsecondary program after high school.

¹² Xello is a college and career readiness software program that prepares students for success by building self-knowledge, personalized plans, and critical life skills. More detailed information can be found at <https://xello.world/en>

¹³ Four of the 11 students are entering trade apprenticeships through the WRTP Big Step program of the Division of Vocational Rehabilitation.

C. STUDENT POPULATION

As of September 17, 2021, 120 students were enrolled in ninth through twelfth grades. During the year, five students enrolled in the school, and seven students withdrew. Due to the small number of students who withdrew, their reasons cannot be reported. There were 118 students who were still enrolled at the end of the school year.

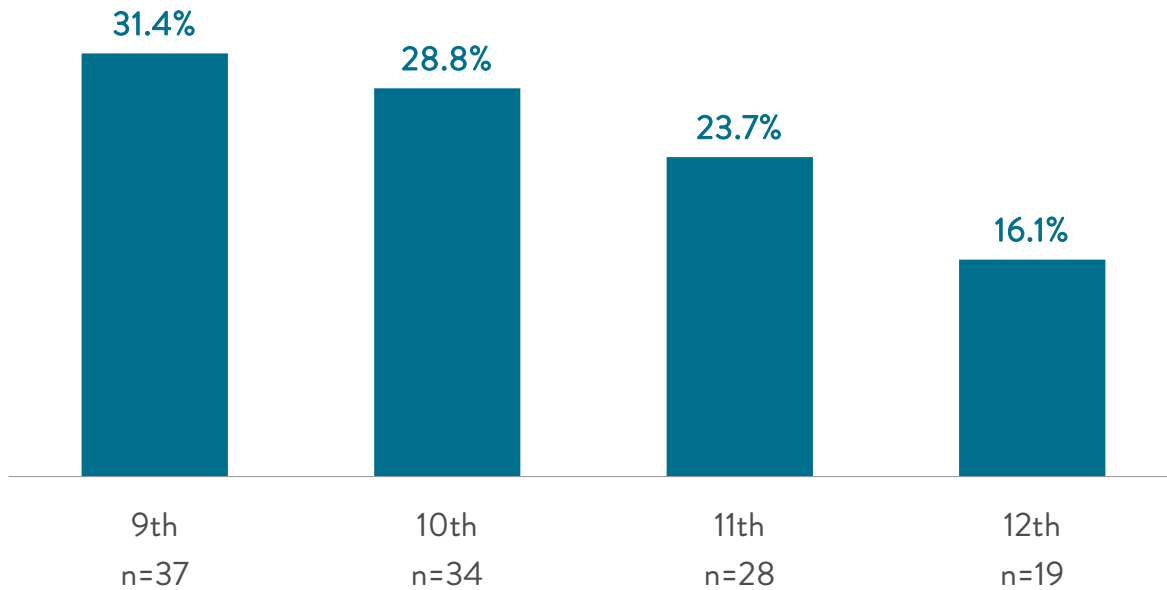
- The largest proportion (31.4%) of students were in ninth grade.
- There were 62 females (52.5%) and 56 (47.5%) males.¹⁴
- A majority (96, or 81.4%) of students were Latino, 11 (9.3%) were White, nine (7.6%) were African American, and two (1.7%) were Native American.¹⁵
- There were 25 students with special education needs. Of these, 10 had other health impairments, six had specific learning disabilities, three had an intellectual disability, two was diagnosed with autism, one had an emotional behavioral disability, and three students had multiple identified needs.
- All students received free lunch.¹⁶

¹⁴ Gender categories reflect those reported by the school.

¹⁵ Race/ethnicity categories reflect those reported by the school.

¹⁶ Escuela Verde is a Community Eligibility Provision school; therefore, household income application forms are not required. The percentage of students eligible for free lunch is determined by a direct certification list. For more information, visit dpi.wi.gov/school-nutrition/community-eligibility-provision

Figure 1
Escuela Verde Enrollment by Student Grade Level* 2021–22
N = 118



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

Of 120 high school students enrolled on the third Friday of September 2021, 113 (94.2%) were still enrolled the last day of school in 2022.

A total of 98 students who were enrolled at the end of the 2020–21 school year were eligible to return to the school in 2021–22 (i.e., they did not graduate). Of those, 92 were enrolled on the third Friday in September 2021, representing a return rate of 93.9%.

D. ACTIVITIES FOR CONTINUOUS SCHOOL IMPROVEMENT

During the year, Escuela Verde responded to all of the recommendations in the 2020–21 programmatic profile and educational performance report. The following describes each recommendation and Escuela Verde’s response.

- **Recommendation:** Create more opportunities throughout the school year for students to acquire additional credits. Special attention will be given to engaging students who are behind in credits in these workshops or projects.

Response: Advisors provided several workshops for students to participate in to acquire needed credits. An afterschool program offered workshops in topics such as arts and photography. Some students also received assistance to engage in dual credit experiences at Milwaukee Area Technical College, and other students gained credits at the Alverno Math and Science Academy.

- **Recommendation:** Collaborate with potential partners to better enable all students and their families to address emotional needs that surfaced during past years and continue to hinder the students' social and academic engagements.

Response: Escuela Verde received a mental health grant from DPI as a partner to address students' social emotional needs. All staff participated in trainings to enable them to recognize and support students and their families as they address emotional needs and resolve issues affecting their mental health. Advisors also participated in Sources of Strength training.¹⁷ This model harnesses peer social networks to change unhealthy norms and culture to prevent bullying, substance abuse, and suicide. Staff also work with students to engage in mindfulness practices on a regular basis.

- **Recommendation:** Place renewed attention to creating opportunities for students, especially special education and English language learners, to develop the technological, entrepreneurial, and transitional skills needed to engage in self and family-sustaining careers. The opening of the cafe will serve as a resource for some of these students.

Response: The Escuela Verde Newline Community Café opened at the beginning of the school year. It is open to the public 8:00 a.m. – 3:30 p. m. Monday, 8:00 a.m. – 7:00 p.m. Tuesday through Friday, and 9:00 a.m. – 2:00 p.m. Saturday. Students engage in every facet of running a business as a school-based enterprise, from learning barista skills to accounting, special design, communications, and independent business operations. Escuela Verde also involved some of its students in Teens Grow Green and a variety of other internships based on individual student interests.

III. EDUCATIONAL PERFORMANCE

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

¹⁷ To learn more, visit <https://sourcesofstrength.org/>

A. ATTENDANCE

The school established a goal of maintaining an average attendance rate of 90.0%. When students participated in in-person instruction, they were marked present if they attended four of the 6-hour-35-minute instructional time slots scheduled for every school day. When students were engaged in learning via online learning platforms, official home study, or extended learning outside the school building, they were marked present for the week when they received and responded to communication from their advisor. Students could actively participate in learning by engaging in coursework, attending synchronous instruction, completing work online, or logging in to the credit tracking platform.

This year, attendance data were available for all 125 students enrolled at any time between the third Friday of September and the end of the school year. Students attended school an average of 89.4% of the time, just below the school's internal goal. When excused absences were included, the attendance rate rose to 92.9%.

Fourteen students were suspended at least one time during the year.

B. PARENT-STUDENT-ADVISOR CONFERENCES

Escuela Verde's goal was to have parents of at least 90.0% of students enrolled for the entire school year attend one of two scheduled student-parent-advisor conferences. Advisors also regularly contact parents outside the formal conference periods, so the school provided the total number of parent contacts that happened during the year. Parents of all 113 (100.0%) students who were enrolled all year attended at least one conference, and 109 (96.5%) attended both conferences, exceeding the school's goal for parent participation.

C. SPECIAL EDUCATION STUDENT RECORDS

During the year, 27 students received special education services. Thirteen students received an initial or reevaluation this year. The remaining students received an initial or reevaluation during previous years. No students were dismissed from special education services during the year. An IEP was developed for all new or returning special education students who required one.

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

D. HIGH SCHOOL GRADUATION PLANS AND GRADE LEVEL PROMOTION

1. HIGH SCHOOL GRADUATION PLANS

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

- Evidence of parent/family involvement;
- Information regarding the student’s postsecondary plans; and
- A schedule reflecting plans for completing credits in the following areas.
 - » ELA (4.0 credits)
 - » Math, science, and social studies (3.0 each)
 - » Physical education/health (2.5)
 - » Spanish language and culture (2.0);
 - » Career and technical education and fine arts (1.0)
 - » Personal finance and community service (0.5 each)
 - » Elective credits (3.0 or a three-credit senior project for twelfth graders).¹⁸

Graduation plan information was provided for 117 of 118 students who finished the school year at Escuela Verde. The status on each individual graduation plan measure for those students is shown in Table 1.

TABLE 1	
ESCUELA VERDE HIGH SCHOOL GRADUATION PLANS 2021–22	
N = 117	
MEASURE	% PLANS INCLUDING MEASURE
Included postsecondary plans	100.0%
Shared with parents	
Includes schedule of credits to graduate	
Reviewed by counselor	75.2% ¹⁹
On track toward graduation	
Need to enroll in credit recovery activities	24.8%

¹⁸ Evidence of involvement is reflected by whether the school provided parents with a copy of the plan. Parents were also encouraged to review the plan as part of scheduled parent–student–advisor conferences.

¹⁹ On track toward graduation and credit recovery were based on the number of students with graduation plans who were promoted at the end of the school year, excluding summer school promotions.

2. HIGH SCHOOL GRADUATION REQUIREMENTS

The school’s goal for graduation requirements was that at least 60.0% of ninth, 75.0% of tenth, 85.0% of eleventh, and 90.0% of twelfth graders enrolled for the entire year would accrue enough credits to be promoted to the next grade level or graduate at the end of the school year. Information about credits earned and grade level promotion was provided for all 113 students who were enrolled in Escuela Verde from the third Friday of September 2021 through the end of the school year. By the end of the school year, 87 (77.0%) students were promoted to the next grade or graduated (Table 2).

TABLE 2			
ESCUELA VERDE HIGH SCHOOL GRADUATION REQUIREMENTS 2021-22			
GRADE	STUDENTS	PROMOTED/ GRADUATED	% PROMOTED/ GRADUATED
9th	35	24	68.6%
10th	31	25	80.6%
11th	28	20	71.4% ²⁰
12th	19	18	94.7%
Total	113	87	77.0%

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

E. LOCAL MEASURES OF EDUCATIONAL PERFORMANCE

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

²⁰ Includes five students who began the year as an eleventh graders and graduated at the end of the year.

1. LITERACY

Reading progress was assessed using Exact Path reading diagnostics. Each student's growth goal was set based on their fall diagnostic reading score (Table 3). The school set a goal that at least 60.0% of students who completed the first and final²¹ reading assessments and were enrolled for the entire year would show progress as measured by examining how the student's score changed from the first to the last test, based on the score on the first assessment.

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

Of 113 students enrolled at Escuela Verde all year, reading progress was examined for 100 students with first and last assessment information. Of those students, 60 (60.0%) met the reading goal this year. Note that to ensure sufficient time between the first and last assessments, students who completed their first assessment after November 30, 2021, were excluded from the analysis.

2. MATH

Math progress was assessed using Exact Path math diagnostics. Each student's growth goal was set based on their fall diagnostic math score (Table 4). The school set a goal that at least 60.0% of students who completed the first and last²² math assessments and were enrolled for the entire year would show progress as measured by examining how the student's score changed from the first to the last test, based on the score on the first assessment.

²¹ The "last test" can be either the third or fourth tests for the school year. Students who achieve their growth expectation (based on the score of the first test) at the time of the third test will not be required to complete a fourth test.

²² The "last test" can be either the third or fourth tests for the school year. Students who achieve their growth expectation (based on the score of the first test) at the time of the third test will not be required to complete a fourth test.

TABLE 4

**ESCUELA VERDE MATH LOCAL MEASURE
MATH GROWTH GOAL BASED ON FIRST TEST SCORE**

FALL DIAGNOSTIC MATH SCORE	GROWTH GOAL FROM FIRST TO LAST
550–749	70 or more points
750–949	35 or more points
950–1,149	21 or more points
1,150–1,450	Maintain score of 1,150 or higher

Of 115 students enrolled at Escuela Verde all year, math progress was examined for 101 with first and last math assessment information. Of those students, 57 (56.4%) met the math goal this year. Note that to ensure sufficient time between the first and last assessments, students who completed their first assessment after November 30, 2021, were excluded from the analysis.

3. WRITING

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

Writing scores were available for 111 of 113 students enrolled for the entire school year. Of those students, 100 (90.1%) received a final writing score of 21 or higher.

4. SPECIAL EDUCATION STUDENT PROGRESS

This year, the school’s goal was that more than 90.0% of special education students would meet one or more goals defined on their IEPs. There were 25 special education students enrolled at the end of the year. Of the 17 students who were continuing special education students at Escuela Verde this year, 16 (94.1%) met one or more of the goals on their IEP.

F. EXTERNAL STANDARDIZED MEASURES OF EDUCATIONAL PERFORMANCE

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

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

These tests and results are described in the following sections.

1. ACT ASPIRE AND ACT PLUS WRITING

ACT has set college readiness benchmarks for the subject-specific subtests of both the Aspire and the ACT. The most recent benchmarks (published in 2013) for each grade level and test are shown in Table 5.²³

SUBTEST	9TH-GRADE ASPIRE	10TH-GRADE ASPIRE	11TH-GRADE ACT
English	426	428	18
Math	428	432	22
Reading	425	428	22
Science	430	432	23
Composite*	427	430	21

*ACT does not publish composite benchmark scores for the Aspire or the ACT. 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 Aspire and ACT during the current school year.

²³ More information about ACT Aspire and ACT Plus Writing benchmarks can be found at www.discoveractaspire.org and www.act.org

a. **Aspire for Ninth and Tenth Graders**

The Aspire was administered in spring 2022. A total of 32 ninth graders and 29 tenth graders enrolled since the beginning of the school year completed the Aspire. Overall, 12 (19.7%) of those students met or exceeded the English benchmark for their tested grade level, one (1.6%) met or exceeded the math benchmark, three (4.9%) met or exceeded the reading benchmark, two (3.3%) met or exceeded the science benchmark, and one (1.6%) met or exceeded the composite benchmark for their tested grade level (not shown).²⁴

b. **ACT for Eleventh and Twelfth Graders**

The final CSRC expectation was that all eleventh graders take the ACT Plus Writing in the timeframe required by DPI (spring semester). Twelfth graders are encouraged, but not required, to take the ACT. Current year ACT results were available for 23 of 28 eleventh graders enrolled at the end of the year.²⁵ Composite ACT scores for eleventh graders ranged from eight to 19, with an average of 13.4 (not shown). Five twelfth grade students completed the ACT this year; their results are not presented due to the small number.²⁶

G. MULTIPLE-YEAR STUDENT PROGRESS

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the Aspire.^{27, 28} In 2019, the CSRC adopted a year-to-year academic expectation that 50% of tenth graders would maintain composite scale score benchmarks or improve their composite scale score by at least one point from ninth to tenth grade.

²⁴ACT does not publish a benchmark for the Aspire composite score; Evident Change calculated an Aspire composite benchmark—427 for ninth graders and 430 for tenth graders—by averaging the benchmark scores from the four subtests.

²⁵ Additionally, two students enrolled in eleventh grade at the beginning of this year took the ACT in 2020–21, for an overall ACT completion rate of (89.3%).

²⁶ Ten of 19 students enrolled in twelfth grade at the start of the school year completed the ACT in 2020–21 or 2021–22.

²⁷ For more information on Aspire benchmarks, visit www.discoveractaspire.org

²⁸ Progress from tenth to eleventh grade cannot be validly measured, using available data, in the same way that progress was measured from the PLAN to the ACT in previous years. Therefore, year-to-year progress from tenth to eleventh grade will not be reported.

DPI allowed parents to “opt their child out” of the requirement to take any standardized tests for the 2020–21 school year. This resulted in varied completion rates across the schools and made it difficult to have adequate or comparable cohorts to measure or report year-to-year progress from 2020–21 to 2021–22.

H. CSRC SCHOOL SCORECARD

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

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

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

This year, the school received a score of 70.5% (59.9 of 85.0 possible points) on the school scorecard.

IV. SUMMARY AND RECOMMENDATIONS

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

APPENDICES

- A. CONTRACT COMPLIANCE CHART**
- B. TREND INFORMATION**
- C. CSRC 2021–22 SCHOOL SCORECARDS**
- D. PARENT/GUARDIAN SURVEY RESULTS**
- E. BOARD INTERVIEW RESULTS**
- F. STUDENT SURVEY RESULTS**
- G. TEACHER INTERVIEW RESULTS**
- H. STUDENT LEARNING MEMORANDUMS**

APPENDIX A: CONTRACT COMPLIANCE CHART

TABLE A			
ESCUELA VERDE			
COMPLIANCE OVERVIEW FOR EDUCATION-RELATED CONTRACT PROVISIONS 2021-22			
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.	p. 6	Met
Section I, C	Educational methods.	pp. 2-3	Met
Section I, D	Administration of required standardized tests.	pp. 18-19	Met
Section I, D	Written annual plan for graduation.	pp. 14-15	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. 15-17	Met
Section I, D	Academic criteria #2 & #3: Year-to-year achievement measures for students at or above proficient or who were below the previous year. <i>Ninth and tenth 10th grade students: 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>	Not available (N/A)	N/A
Section I, E	Parental involvement.	pp. 6-7	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 5-6	Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 10-11	Met
Section I, K	Discipline procedures.	pp. 8-9	Met

APPENDIX B: TREND INFORMATION

TABLE B1					
ESCUELA VERDE STUDENT ENROLLMENT					
SCHOOL YEAR	ENROLLED AT START OF SCHOOL YEAR	ENROLLED DURING SCHOOL YEAR	WITHDRAWN	NUMBER AT END OF SCHOOL YEAR	ENROLLED FOR ENTIRE SCHOOL YEAR
2017-18	120	8	21	107	101 (84.2%)
2018-19	121	3	25	99	96 (79.3%)
2019-20	118	9	16	111	103 (87.3%)
2020-21	119	3	4	118	115 (96.6%)
2021-22	120	5	7	118	113 (94.2%)

TABLE B2	
ESCUELA VERDE STUDENT RETURN RATE	
SCHOOL YEAR	RATE
2017-18	90.6%
2018-19	87.8%
2019-20	82.1%
2020-21	92.5%
2021-22	93.9%

TABLE B3	
ESCUELA VERDE STUDENT ATTENDANCE	
SCHOOL YEAR	RATE
2017-18	92.4%
2018-19	90.1%
2019-20	89.9%
2020-21	96.0%
2021-22	89.4%

TABLE B4	
ESCUELA VERDE	
STUDENT-PARENT-ADVISOR CONFERENCE PARTICIPATION	
SCHOOL YEAR	RATE
2017-18	98.0%
2018-19	97.8%
2019-20	100.0%
2020-21	
2021-22	

TABLE B5	
ESCUELA VERDE	
ADVISOR RETENTION RATE	
SCHOOL YEAR	RETENTION RATE: EMPLOYED ENTIRE SCHOOL YEAR
2017-18	100.0%
2018-19	
2019-20	
2020-21	
2021-22	84.6%

TABLE B6	
ESCUELA VERDE	
ADVISOR RETURN RATE*	
SCHOOL YEAR	RETURN RATE
2016-17	100.0%
2018-19	
2019-20	
2020-21	44.4%
2021-22	100.0%

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


APPENDIX C: CSRC 2021–22 SCHOOL SCORECARD

CITY OF MILWAUKEE CHARTER SCHOOL REVIEW COMMITTEE SCHOOL SCORECARD


r: 06/20

K–8TH GRADE


STUDENT READING READINESS: GRADES 1–2

• PALS—% 1st graders at or above spring summed score benchmark this year	4.0	 10.0%
• PALS—% 2nd graders who maintained spring summed score benchmark two consecutive years	6.0	


STUDENT ACADEMIC PROGRESS: GRADES 3–8

• Forward Exam reading—% maintained proficient	5.0	 35.0%
• Forward Exam math—% maintained proficient	5.0	
• Forward Exam reading—% below proficient who progressed	12.5	
• Forward Exam math—% below proficient who progressed	12.5	


LOCAL MEASURES

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

STUDENT ACHIEVEMENT: GRADES 3–8


• Forward Exam reading—% proficient or advanced	2.5	 5.0%
• Forward Exam math—% proficient or advanced	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	

HIGH SCHOOL


STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12

• ACT Aspire—% 10th graders who maintained benchmark on composite score or progressed at least one point	15.0	 35.0%
• Adequate credits to move from 9th to 10th grade	7.5	
• Adequate credits to move from 10th to 11th grade	7.5	
• DPI graduation rate	5.0	


POSTSECONDARY READINESS: GRADES 11 AND 12

• Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	 15.0%
• % of 11th/12th graders tested	2.5	
• % of graduates with ACT composite score of 19.6 or higher	2.5	


LOCAL MEASURES

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

STUDENT ACHIEVEMENT: GRADES 9 AND 10

• ACT Aspire English—% students at or above spring benchmark	2.5	 5.0%
• ACT Aspire 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 2021–22**

AREA	MEASURE	MAXIMUM POINTS	% TOTAL SCORE	PERFORMANCE	POINTS EARNED
Student Academic Progress:	ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	15.0	35.0%	Not available	
9th to 10th Grade	Adequate credits to move from 9th to 10th grade	7.5		68.6%	5.1
10th to 11th Grade	Adequate credits to move from 10th to 11th grade	7.5		80.6%	6.0
12th Grade	Graduation rate (DPI)*	5.0		60.6%	3.0
Postsecondary Readiness: 11th and 12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	50.0%	5.0
	% of 11th graders tested on ACT	2.5		89.3%	2.2
	% of graduates with ACT composite score of 19.6 or more	2.5		0.0%	0.0
Local Measures	% met reading	5.0	20.0%	60.0%	3.0
	% met math	5.0		56.4%	2.8
	% met writing	5.0		90.1%	4.5
	% met special education	5.0		94.1%	4.7
Student Academic Achievement: 9th and 10th Grades	ACT Aspire English: % of 9th and 10th grade students at or above benchmark	2.5	5.0%	19.7%	0.5
	ACT Aspire math: % of 9th and 10th grade students at or above benchmark	2.5		1.6%	0.04
Engagement	Student attendance	5.0	25.0%	89.4%	4.5
	Student reenrollment	5.0		93.9%	4.7
	Student retention	5.0		94.2%	4.7
	Teacher retention rate	5.0		84.6%	4.2
	Teacher return rate	5.0		100.0%	5.0
TOTAL		85.0			59.9
HIGH SCHOOL SCORECARD PERCENTAGE					70.5%

*Based on 2020–21 four-year rate, the most recent available at the time of this report for all academies.

APPENDIX D: PARENT/GUARDIAN SURVEY RESULTS

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine parents’ satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent–student–advisor conferences and allowed parents to complete the survey online.

Evident Change made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, Evident Change completed the survey with them over the telephone. In all, 74 surveys, representing 71 (72.4%) of 98 Escuela Verde families, were completed and submitted to Evident Change.

Most parents agreed or strongly agreed that they are comfortable talking with staff (72, or 97.3%), believe their child is learning what is needed to succeed in life (69, or 93.2%), are kept informed about their child’s academic performance (69, or 93.2%), feel welcomed at Escuela Verde (69, or 93.2%), and indicated that they and their child clearly understand the school’s academic expectations (70, or 94.6%) (Table D1).

TABLE D1						
ESCUELA VERDE						
PARENT SATISFACTION WITH SCHOOL, 2021–22						
(N = 74)						
STATEMENT	RESPONSE					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
I am comfortable talking with the staff.	81.1%	16.2%	1.4%	0.0%	1.4%	0.0%
The staff keep me informed about my child’s academic performance.	68.9%	24.3%	1.4%	4.1%	1.4%	0.0%
I am comfortable with how the staff handle discipline.	54.1%	33.8%	10.8%	0.0%	1.4%	0.0%
I am satisfied with the overall performance of the staff.	68.9%	25.7%	2.7%	0.0%	2.7%	0.0%
The staff recognize my child’s strengths and weaknesses.	67.6%	25.7%	4.1%	1.4%	1.4%	0.0%
I feel welcome at my child’s school.	81.1%	12.2%	2.7%	1.4%	1.4%	1.4%
The staff respond to my worries and concerns.	66.2%	27.0%	4.1%	0.0%	2.7%	0.0%

TABLE D1						
ESCUELA VERDE						
PARENT SATISFACTION WITH SCHOOL, 2021–22						
(N = 74)						
STATEMENT	RESPONSE					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
My child and I clearly understand the school's academic expectations.	66.2%	28.4%	1.4%	1.4%	2.7%	0.0%
My child is learning what is needed to succeed in life.	58.1%	35.1%	2.7%	2.7%	1.4%	0.0%
My child is safe in school.	66.2%	29.7%	1.4%	0.0%	1.4%	1.4%
People in this school treat each other with respect.	55.4%	36.5%	5.4%	0.0%	1.4%	1.4%
The school offers a variety of courses and afterschool activities to keep my child interested.	51.4%	35.1%	9.5%	1.4%	2.7%	0.0%

The second measure examined the extent to which parents engaged in educational activities while at home. For example, 76.4% of parents monitored homework completion at least once a week (Table D2).

TABLE D2					
ESCUELA VERDE					
PARENT PARTICIPATION IN ACTIVITIES					
9TH –12TH GRADE, 2021–22					
(N = 72) ²⁹					
ACTIVITY	RESPONSE				
	Never	Monthly	Weekly	Daily	No Response
Monitor homework completion	6.9%	12.5%	34.7%	41.7%	4.2%
Participate together in activities outside of school	22.2%	25.0%	36.1%	11.1%	5.6%
Discuss with your child their progress toward graduation	0.0%	19.4%	29.2%	45.8%	5.6%
Discuss plans for education after graduation	6.9%	22.2%	26.4%	38.9%	5.6%

²⁹ Based on prior item selections, parents/guardians completing two of the surveys were not offered this set of questions.

Parents were also asked to rate the school on two measures related to progress toward graduation and school assistance in helping the family understand and plan for life after high school. Most (62, or 86.1%) parents rated their child’s progress toward graduation as excellent or good. Nearly all parents (66, or 91.7%) rated the school’s assistance in helping them plan for education after high school as excellent or good (Table D3).

TABLE D3 ESCUELA VERDE PARENTS’ RATING OF CHILD’S HIGH SCHOOL PROGRESS, 2021–22 (N = 72)³⁰					
ITEM	RATING				
	Excellent	Good	Fair	Poor	No Response
Your child’s progress toward graduation	45.8%	40.3%	11.1%	1.4%	1.4%
The school’s assistance in helping my child and me understand and plan for my child’s education after high school	52.8%	38.9%	5.6%	1.4%	1.4%

Parental satisfaction was also evident in the following results.

- Of the 70 parents who responded to the question of whether they would recommend Escuela Verde to other parents, all 70 (100.0%) said they would.
- Just over three quarters (57, or 77.0%) of parents indicated they will send their child to the school next year. Ten (13.5%) parents said they will not send their child to the school next year, and five (6.8%) were not sure. The remaining 2.7% did not respond to the question. Of the 10 families whose children will not be returning next year, all 10 indicated that their child will have graduated.
- When asked to rate the school’s overall contribution to their child’s learning, most (70, or 94.6%) parents rated the school’s overall contribution to their child’s learning as excellent or good.

When parents were asked what they liked most about the school, responses included:

- The individual attention and support provided to students by the advisors;
- The care and concern for the students; and
- The inclusive environment that makes students comfortable.

When parents were asked what they like least about the school, a common response was the lack of afterschool activities.

³⁰ Based on prior item selections, parents/guardians completing two of the surveys were not offered this set of questions.

APPENDIX E: BOARD INTERVIEW RESULTS

Board member opinions are qualitative in nature and provide valuable, albeit subjective, insight about school performance and organizational competency. Escuela Verde’s board of directors consists of 14 members. Evident Change conducted phone interviews using a prepared interview guide with 11 (78.6%) board members who agreed to participate.

The board members have served for an average of nine years. Their backgrounds include behavioral health, government, marketing, and nonprofits.

Eight of the board members said they participated in strategic planning for the school; 11 said they received a presentation on the school’s annual academic performance report and reviewed the school’s annual financial audit; and 11 said they received and approved the school’s annual budget.

Five of the board members rated the school as excellent; six rated the school as good; and none rated it as fair or poor. Ten members either agreed or strongly agreed that the school was making progress toward becoming a high-performing school, and 10 agreed or strongly agreed that board members took their responsibilities seriously.

TABLE E					
ESCUELA VERDE					
BOARD MEMBER INTERVIEW RESULTS 2021–22					
(N = 11)					
PERFORMANCE MEASURE	RESPONSE				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher–student ratio/class size at this school is appropriate.	36%	64%	0%	0%	0%
Program of instruction (including curriculum, equipment, and building) is consistent with the school’s mission.	55%	45%	0%	0%	0%
Students make significant academic progress at this school.	36%	46%	18%	0%	0%
The administrator’s financial management is transparent and efficient.	64%	36%	0%	0%	0%
This school is making progress toward becoming a high-performing school.	36%	55%	9%	0%	0%
This school has strong links to the community, including businesses.	46%	36%	18%	0%	0%

TABLE E					
ESCUELA VERDE					
BOARD MEMBER INTERVIEW RESULTS 2021-22					
(N = 11)					
PERFORMANCE MEASURE	RESPONSE				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The administrative staff's performance meets the board's expectations.	45%	55%	0%	0%	0%
The majority of the board of directors take their varied responsibilities seriously.	55%	36%	9%	0%	0%
This school has the financial resources to fulfill its mission.	9%	73%	9%	9%	0%
The environment of this school ensures the safety of its students and staff.	55%	45%	0%	0%	0%

When asked what they liked most about the school, the board members mentioned:

- Teacher-student ratio;
- Project-based learning; and
- Strength of community interaction.

Regarding things they like least, the board members mentioned:

- Lack of funding;
- Relative lack of administrative staff; and
- Lack of student entrepreneurship opportunities.

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

- More funding (a position dedicated to fundraising was suggested);
- More effort in making the school's unique opportunities known to the community; and
- Improving instruction so that more students can move to the next grade or graduate.

APPENDIX F: STUDENT SURVEY RESULTS

At the end of the school year, 27 students in eleventh and twelfth grades completed a survey about their school. Survey responses were generally positive.

- Three quarters (77.8%) of students said their English and writing skills improved, and 77.8% said their math skills improved.
- Nearly all (96.3%) said the adults in the school help them understand what they need to do to succeed in school.
- Most (92.6%) said adults at the school help them develop goals that challenge them academically (Table F).

One area that deserves attention from school leadership and staff included discipline practices. While still a large majority, a somewhat smaller proportion (81.5%) of students agreed or strongly agreed that school rules and discipline practices are enforced fairly compared with responses to the other items.

TABLE F ESCUELA VERDE STUDENT SURVEY 2021–22 (N = 27)						
QUESTION	ANSWER					
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
This school is important to me.	63.0%	33.3%	3.7%	0.0%	0.0%	0.0%
My English/writing skills have improved.	18.5%	59.3%	22.2%	0.0%	0.0%	0.0%
My math skills have improved.	29.6%	48.1%	22.2%	0.0%	0.0%	0.0%
I regularly use computers/tablets in my schoolwork.	63.0%	37.0%	0.0%	0.0%	0.0%	0.0%
Disciplinary policies are enforced fairly at my school.	48.1%	33.3%	11.1%	7.4%	0.0%	0.0%
I like being in school.	44.4%	40.7%	11.1%	3.7%	0.0%	0.0%
I feel safe in school.	51.9%	44.4%	3.7%	0.0%	0.0%	0.0%
The grades I get on classwork, homework, and report cards are fair.	55.6%	33.3%	11.1%	0.0%	0.0%	0.0%
My school offers enough classes and activities to keep me interested in school.	63.0%	33.3%	3.7%	0.0%	0.0%	0.0%

TABLE F
ESCUELA VERDE
STUDENT SURVEY 2021–22
(N = 27)

QUESTION	ANSWER					
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Response
The adults at my school help me understand what I need to do in order to succeed in school.	66.7%	29.6%	3.7%	0.0%	0.0%	0.0%
The adults at my school help me develop goals that challenge me academically.	70.4%	22.2%	7.4%	0.0%	0.0%	0.0%
Adults at my school respect students.	70.4%	22.2%	3.7%	3.7%	0.0%	0.0%
Adults respect students' different points of view.	59.3%	37.0%	0.0%	3.7%	0.0%	0.0%
Adults at my school helped me develop a high school graduation plan.	63.0%	37.0%	0.0%	0.0%	0.0%	0.0%
Adults expect that I will continue my education after high school graduation.	40.7%	37.0%	14.8%	3.7%	0.0%	3.7%
I plan to enroll in a postsecondary program after high school.	29.6%	22.2%	40.7%	3.7%	3.7%	0.0%

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

- The advisors and the high level of support they offer students;
- The opportunities provided for classes, learning, and independent decision making; and
- The project-based learning approach.

When students were asked what they liked least, the theme that was mentioned most often was the food/meals.

APPENDIX G: ADVISOR INTERVIEW RESULTS

In the spring of 2022, Evident Change interviewed 11 advisors about why they teach at Escuela Verde and solicited feedback on their overall satisfaction with the school. Interviews included a variety of classroom advisors as well as staff and advisors with a variety of specializations.

The staff interviewed had been teaching for an average of 7.8 years. The number of years working at Escuela Verde ranged from one year to 10 years.

Two advisors rated the school’s overall progress in contributing to students’ academic progress as excellent; six rated school’s progress as good; and two rated the school’s progress as fair. A rating was not available for one staff who participated in interviews.

Most (nine, or 81.8%) advisors agreed that the school has clear teacher performance assessment processes, and almost three quarters (eight, or 72.7%) were satisfied with the performance assessment criteria (Table G1).

TABLE G1					
ESCUELA VERDE					
ADVISOR PERFORMANCE ASSESSMENT 2021–22					
(N = 11)					
QUESTION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The school has a clear teacher performance assessment process.	0.0%	81.8%	18.2%	0.0%	0.0%
I am satisfied with my school’s teacher performance assessment criteria.	0.0%	72.7%	9.1%	18.2%	0.0%
Student academic performance is an important part of teacher assessment.	18.2%	54.5%	18.2%	0.0%	9.1%

Advisors seem to have a favorable view of school climate. Most (90.9%) said that staff typically work well with one another. Similarly, 90.9% of advisors said that staff encourage all families to become involved in school activities. All (100.0%) advisors said that adults who work in the school respect students and their different points of view (Table G2).

TABLE G2					
ESCUELA VERDE SCHOOL CLIMATE 2021–22 (N = 11)					
QUESTION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Staff who work in this school respect students and their different points of view.	72.7%	27.3%	0.0%	0.0%	0.0%
Staff at this school typically work well with one another.	27.3%	63.6%	9.1%	0.0%	0.0%
Staff at this school encourage all families to become involved in school activities.	27.3%	63.6%	9.1%	0.0%	0.0%

When asked to rate the importance of various reasons for continuing to teach at the school, all (100.0%) staff rated educational methodology/curriculum approach, discipline practices/procedures, general atmosphere, administrative leadership, and colleagues as somewhat important or very important for teaching at this school (Table G3).

TABLE G3				
REASONS FOR CONTINUING TO TEACH AT ESCUELA VERDE 2021–22 (N = 11)				
REASON	IMPORTANCE			
	VERY IMPORTANT	SOMEWHAT IMPORTANT	SOMEWHAT UNIMPORTANT	NOT AT ALL IMPORTANT
Financial considerations	54.5%	36.4%	9.1%	0.0%
Educational methodology/ curriculum approach	90.9%	9.1%	0.0%	0.0%
Age/grade level of students	0.0%	36.4%	27.3%	36.4%
Discipline practices/procedures	90.9%	9.1%	0.0%	0.0%
General atmosphere	90.9%	9.1%	0.0%	0.0%
Class size	36.4%	54.5%	9.1%	0.0%
Administrative leadership	72.7%	27.3%	0.0%	0.0%
Colleagues	72.7%	27.3%	0.0%	0.0%

Evident Change asked advisors to rate the school’s performance related to class size, materials and equipment, and student assessment plan, as well as shared leadership, professional support and development, and the school’s progress toward becoming an excellent school. Advisors most often rated instructional support, collaboration among teachers on planning learning experiences, their performance as a teacher, and administrative staff performance as excellent or good. Professional support/development opportunities, student academic progress, and adherence to discipline policy were most often rated as fair or poor (Table G4).

TABLE G4				
ESCUELA VERDE				
SCHOOL PERFORMANCE RATING 2021–22				
(N = 11)				
AREA	RATING			
	EXCELLENT	GOOD	FAIR	POOR
Class size/student–teacher ratio	45.5%	36.4%	18.2%	0.0%
Program of instruction	36.4%	54.5%	9.1%	0.0%
Shared leadership, decision making, and accountability	18.2%	63.6%	18.2%	0.0%
Professional support/development opportunities	9.1%	63.6%	18.2%	9.1%
Progress toward becoming a high-performing school	9.1%	72.7%	18.2%	0.0%
Students’ academic progress	9.1%	63.6%	27.3%	0.0%
Adherence to discipline policy	27.3%	45.5%	27.3%	0.0%
Instructional support	18.2%	72.7%	9.1%	0.0%
Parent–teacher relationships	27.3%	72.7%	0.0%	0.0%
Collaboration among teachers on planning learning experiences	54.5%	36.4%	9.1%	0.0%
Parent involvement	9.1%	72.7%	18.2%	0.0%
Your performance as a teacher	27.3%	72.7%	0.0%	0.0%
Administrative staff’s performance	54.5%	36.4%	9.1%	0.0%

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

- The interaction and collaboration between students and advisors and among others at the school;
- The project-based, student-centered, individualized learning; and
- The students.

Things advisors liked least about the school include:

- Sometimes the lack of clarity in roles and responsibilities;
- Dual responsibility of administrative and teaching responsibilities can sometimes result in staff not feeling like they have time to get everything done; and
- Lack of clear delineation of responsibilities and decision making for the school and TransCenter.

APPENDIX H: STUDENT LEARNING

MEMORANDUM

TO: Evident Change and Charter School Review Committee
FROM: Escuela Verde
SUBJECT: Learning Memo for the 2021–22 Academic Year
DATE: September 30, 2021

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 MS Excel spreadsheets and provide that to Evident Change, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to Evident Change for all standardized tests. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section. 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 July 1, 2022.

ENROLLMENT

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

TERMINATION/WITHDRAWAL

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

ATTENDANCE

The school will maintain appropriate attendance records. When students are engaged in learning via online learning platforms, official home study, and extended learning outside of the school building, a student is present for the week when they are receiving and responding to communication from their advisor. Students can actively participate in learning by engaging in course work, attending synchronous instruction, completing work online, or logging onto the credit tracking platform. When participating in face-to-face instruction, students who are present for four of the six hour-and-35-minute instructional time slots scheduled for every school day will be marked present for the day. Escuela Verde will achieve an attendance rate of at least 90%. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

PARENT/GUARDIAN PARTICIPATION

Parents of at least 90% of students enrolled for the entire school year will participate in one of two scheduled student-parent-teacher conferences held for Escuela Verde students. Participation will count whether the conference is held at the school, via phone, or at the student’s home. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

SPECIAL EDUCATION NEEDS STUDENTS

The school will maintain updated records on all students who receive special education services at the school, including students who were evaluated but not eligible for services. Required data elements related to the special education outcome are described in the “Learning Memo Data Requirements” section.

HIGH SCHOOL GRADUATION/ACADEMIC CAREER PLAN

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

1. Information regarding post-secondary plans.
2. A schedule reflecting plans for completing four credits in English; three credits each of college preparatory math, science, and social studies; and two credits in foreign language, physical education/health, and other electives.

- Evidence of parent/family involvement. Involvement means that during the first scheduled student-parent-teacher conference, teachers/staff will review each student's graduation plan with their parent(s) whether the conference is held at the school, via phone, or via home visit. If a parent does not participate in this conference, Escuela Verde will have a conference with the student and submit a written report to the parent via regular mail.

Advisors will meet with each ninth- through twelfth-grade student during the first quarter to discuss the PLP. Advisors and students also will review PLPs by the end of the school year to determine whether each student is on track toward earning credits and whether the student will need to enroll in summer school. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

HIGH SCHOOL GRADUATION REQUIREMENTS³¹

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 will graduate.

POST-SECONDARY PLANS FOR TWELFTH GRADERS

The school will monitor and document post-secondary acceptance, enrollment plans, and scholarship awards for twelfth-grade graduates. Required data elements related to these outcomes are described in the "Learning Memo Data Requirements" section.

³¹ This item depends on both the school's high school graduation requirements and the timing of the student's coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year.

ACADEMIC ACHIEVEMENT: LOCAL MEASURES³²

LITERACY

Reading progress will be assessed using Exact Path reading diagnostics. Each student’s progress will be measured by comparing scores from their fall test to their final assessment of the school year.³³ At least 60% of students who attend for the entire year and complete both a fall and final assessment will meet the reading goal as described in the table below.

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

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

MATH

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

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

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

³² English Learners (EL) students with an English proficiency level of 2.9 or less may be exempt from reading and math diagnostics as well as the local measure writing assessment.

³³ The final assessment can be either the third or fourth tests for the school year. Students who achieve their growth expectation as of the third test will not be required to complete a fourth test.

WRITING

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

IEP GOALS

More than 90% of the students enrolled in special education services at Escuela Verde for at least a full school year will meet one or more of the goals defined in their IEPs. Data on each special education student’s goal achievements will be recorded in an Excel spreadsheet by each student’s WisID. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

ACADEMIC ACHIEVEMENT: STANDARDIZED MEASURES³⁴

WISCONSIN FORWARD EXAM FOR TENTH-GRADE STUDENTS

The Wisconsin Forward Exam will be administered annually within the timeframe specified by the Wisconsin Department of Public Instruction (DPI). This standardized assessment will produce a social studies score. Data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

ACT ASPIRE FOR NINTH- AND TENTH-GRADE STUDENTS

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

³⁴ 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 FOR ELEVENTH- AND TWELFTH-GRADE STUDENTS

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

Escuela Verde will encourage all seniors 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. Specific data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

YEAR-TO-YEAR PROGRESS

Evident Change reports year-to-year progress from the ninth- to tenth-grade ACT Aspire for students who complete the test in two consecutive years. Progress is reported for students at or above benchmark and for students below benchmark on any of the subtests or the composite score. The CSRC expects that at least 50% of tenth graders will maintain composite score benchmarks or improve their composite score by at least one point from ninth to tenth grade.