

Student Learning Memorandum for Escuela Verde

To: NCCD Children's Research Center and Charter School Review Committee
From: Escuela Verde Middle/High School
Re: Draft Learning Memo for the 2013-14 Academic Year
Date: September 4, 2013

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC). It also describes outcomes defined by Escuela Verde Middle/High School (EV) to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the NCCD Children's Research Center (CRC) and the CSRC. Data will be provided to CRC, which is the monitoring agent contracted by the CSRC. Data will be reported in a spreadsheet or database that includes each student's Wisconsin student number (WSN). CRC requests electronic data submission no later than the fifth day following the last day of student attendance for the academic year, or July 7, 2014. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests.

The school will record student data in Microsoft Excel spreadsheets. The school will be able to generate a student roster in a usable data file format that lists all students enrolled at any time during the school year. The roster will include student name, local student ID number, WSN, enrollment date, withdrawal date and reason, grade, gender, race/ethnicity, free/reduced lunch eligibility, special education status, and, if applicable, disability type.

Enrollment

The school will record enrollment dates for every student. Upon admission, individual student information and actual enrollment date will be added to the school's spreadsheets.

Termination/Withdrawal

The date and reason for every student leaving the school will be determined, and an exit date will be recorded in the school's spreadsheets. Information will include the date of withdrawal/termination and the reason that the student left the school (e.g., expelled, dropped out, moved, transportation issues, dissatisfaction with the school, etc.). For each expulsion, the specific reason for this action will also be recorded.

Attendance

The school will maintain appropriate attendance records. These records need to include student data on excused absences, unexcused absences, and out-of-school suspensions. Attendance data will include the WSN for each student. EV will achieve an attendance rate of at least 90%. Students will be marked present for the day if they are present for four of the six-hour-and-20-minute instructional time slots scheduled for every school day.

Parent/Guardian Participation

At least 80% of parents of students enrolled for the entire school year will participate in one of three scheduled student-parent-teacher conferences held for EV students. The WSN; student name; date of each conference; who participated in the conference (student and/or parent); and whether the conference was held at the school, via phone, or at the student's home will be recorded in a database or spreadsheet.

Special Education Needs Students

The school will maintain updated records on all students evaluated and eligible for special education services, including date of the most recent individualized education program (IEP) team eligibility evaluation; evaluation results, including whether the student was ineligible and, if eligible, the disability type; IEP completion date; parent participation in IEP; number of IEP goals; IEP annual review dates; number of IEP goals achieved at the annual review; and planned date for the next evaluation/eligibility assessment. Please see the data addendum for a full list of data elements related to this outcome.

High School Graduation Plan

A high school graduation plan will be incorporated into each ninth- through 12th-grade student's personal learning plan (PLP) by the end of his/her first semester of enrollment at the school. Each student will incorporate the following into his/her high school graduation PLP.

- Information regarding post-secondary plans.
- A schedule reflecting plans for completing four credits in English; three credits each of college preparatory mathematics, 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 parent-teacher conference, teachers/staff will review each student's graduation plan with his/her parent(s) whether the conference is held at the school, via phone, or via home visit. If a parent does not participate in this conference, EV 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 12th-grade student during the first ocho to discuss the PLP.¹ The PLPs will also be reviewed by advisors and students by the end of the school year to determine whether each student is on track toward earning credits and whether the student will need to enroll in summer school.

High School Graduation Requirements²

- All ninth graders who earn at least 5.5 credits will be promoted to 10th grade.
- All 10th graders who earn at least 11 credits will be promoted to 11th grade.
- All 11th graders who earn at least 16.5 credits will be promoted to 12th grade.
- All 12th graders who earn at least 22 credits, including the required courses, will graduate.

¹ For EV, an ocho is a 20-day block of instruction and requires the completion of a project that will be evaluated by each student's advisor.

² 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 Measures³

Literacy

All students' reading progress will be assessed three times during the school year using STAR Reading. Progress will be measured and reported for the cohort of students that completes the first and third tests; measures will be determined by comparing grade equivalent (GE) scores from the end of September and the end of the school year. At least 50% of students who complete both assessments will meet the reading goal as described below.

- Students who are at or below grade level at the time of the first test will increase their average GE scores by at least one month for each month of instruction (i.e., 0.9 GE).
- Students who test above their grade level at the time of the first test will be considered to have met the growth expectation if, at the time of the third test, they have remained above their grade level in reading.

CRC will also examine whether students met their projected scale score on the spring assessment based on the scale score from their initial assessment in the fall. If a student enrolls in the high school after the fall testing date, he/she will be tested within 30 calendar days of enrollment.⁴

Mathematics

All students' math progress will be assessed three times during the school year using STAR Math. Progress will be measured and reported for the cohort of students that completes the first and third tests; measures will be determined by comparing grade equivalent (GE) scores from the end of September and the end of the school year. At least 70% of students who complete both tests will meet the goal as described below:

- Students who are at or below grade level at the time of the first test will increase their GE scores, on average, at least one month for each month of instruction (i.e., 0.9 GE).
- Students who test above their grade level on the first test will be considered to have met the growth expectation if, at the time of the third test, they have remained above their grade level in math.

CRC will also examine whether students met their projected scale score on the spring assessment based on the scale score for their initial assessment in the fall. If a student enrolls in the high school after the fall testing date, he/she will be tested within 30 calendar days of enrollment.⁵

³ 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 are reflective of each school's unique philosophy and curriculum. CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

⁴ CRC will also report the GE score for all students at the time of their initial assessment.

⁵ CRC will also report the GE score for all students at the time of their initial assessment.

Writing

Students in seventh through 12th grades will have a writing sample assessed using the 6+1 Trait® Writing rubric. By the end of the final marking period, students will have a writing sample assessed, and each grade cohort will be judged to have, on average, at least "adequate control" (i.e., an average score of 18 or higher). Student writing skills will be assessed in the following seven domains based on grade level or IEP expectations: purpose and focus; organization and coherence, development of content, sentence fluency, word choice, grammar, and presentation. Each domain will be assessed on the following scale: 1 = beginning, 2 = emerging, 3 = developing, 4 = capable, 5 = experienced, and 6 = exceptional.

IEP Goals

More than 50% of the special education students enrolled in special education services at EV for at least a full school year will meet one or more of the goals defined in their IEP. Data on each special education student's goal achievements will be recorded in an Excel spreadsheet by student WSN.

Academic Achievement: Standardized Measures

Seventh-, Eighth-, and 10th-Grade Students

The Wisconsin Knowledge and Concepts Examination (WKCE) will be administered on an annual basis in the timeframe identified by the Wisconsin Department of Public Instruction (DPI). The WKCE reading subtest will provide each student with a proficiency level via a scale score in reading, and the WKCE math subtest will provide each student with a proficiency level via a scale score in math. For eighth and 10th graders, it will also include language arts, science, and social studies scale scores. Results will also reflect each student's statewide percentile score. In 2012–13, the WKCE cut scores for reading and math were revised based on cut scores for the National Assessment of Educational Progress (NAEP). As in the 2012–13 school year, CRC will analyze the data and report results using both the revised cut scores and the former cut scores that were used through the 2011–12 school year.

Ninth-Grade Students

All ninth-grade students are required to take all subtests of the EXPLORE (the first in a series of two pre-ACT tests that will identify students who are not ready for the ACT)^{6,7} in the fall of the school year.

10th-Grade Students

All 10th-grade students are required to take all subtests of the PLAN (the second test in the pre-ACT series).⁸ The PLAN will be administered in the fall of 2012.

⁶ Subtests include English, mathematics, reading, and science.

⁷ The Educational Planning and Assessment System (EPAS), developed by ACT, provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support, and evaluation. The series includes the EXPLORE, PLAN, and ACT tests. Score ranges from all three tests are linked to *Standards for Transition* statements that describe what students have learned and what they are ready to learn next. The *Standards for Transition*, in turn, are linked to *Pathways* statements that suggest strategies to enhance students' classroom learning. *Standards for Transition* and *Pathways* can be used by teachers to evaluate instruction and student progress and to advise students on courses of study.

⁸ English, mathematics, reading, and science.

11th-Grade Students

All 11th-grade students are required to take the ACT or the SAT by the end of the school year. EV will monitor students' participation in a spreadsheet and report the subtest and composite scores for each student as well as the date on which the test was administered.

12th-Grade Students

EV will require all seniors to take the ACT or SAT in the fall semester of the school year. EV will monitor students' participation in a spreadsheet and report the subtest and composite score for each student. The spreadsheet needs to indicate the date (month/year) on which each 12th grader took the ACT or SAT.

Year-to-Year WKCE Progress for Seventh- to Eighth-Grade Students⁹

The WKCE year-to-year standards described below apply only to results based on the former cut scores, pending a different decision by the CSRC.

At least 75% of the students who were proficient or advanced in reading and/or mathematics on the WKCE in 2012-13 will maintain their status of proficient or above in the subsequent year.

More than 60% of the students who tested below proficient (basic or minimal) in reading and/or mathematics on the WKCE in 2012-13 will improve a level or at least one quartile within their level in the next school year.

Year-to-Year EXPLORE, PLAN, and ACT Progress

Scores from the EXPLORE, PLAN, and ACT will be used to track student progress from ninth to 10th grade and from 10th to 11th or 12th grades.

- **EXPLORE to PLAN:** At least 75% of the 10th-grade students who were at or above benchmark for any of the four subtests (English, math, reading, and science) or the composite score at the time of the fall of 2012 EXPLORE will remain at or above benchmark on the fall of 2013 PLAN. At least 60% of 10th graders who were below benchmark for any of the four subtests or the composite score at the time of the fall of 2012 EXPLORE will either achieve benchmark(s) or have increased their score by one or more points by the time of the fall of 2013 PLAN.
- **PLAN to ACT:** At least 75% of the 11th-grade students who were at or above benchmark for any of the four subtests (English, math, reading, and science) or the composite score at the time of the fall of 2012 PLAN will remain at or above benchmark on the 2013-14 ACT. At least 60% of 11th-grade students who were below benchmark for any of the four subtests or the composite score at the time of the fall of 2012 PLAN will either achieve benchmark(s) or have increased their scores by one or more points by the time of the 2013-14 ACT.

⁹ It should be noted that these expectations may be changed during the school year based on decisions made by the CSRC due to the use of revised, NAEP-based cut scores implemented in the 2012-13 school year.

Learning Memo Data Addendum Escuela Verde

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in the school's learning memo for the 2013–14 academic year. Additionally, important principles applicable to all data collection must be considered.

1. All students attending the school *at any time during the 2013–14 academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student's unique WSN in each data file.
2. All data fields must be completed for each student *enrolled at any time during the school year*. If a student is not enrolled and/or present when a measure is completed, record an N/E for that student to indicate "not enrolled." This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.
3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

End-of-year data must be submitted to CRC by no later than the fifth working day after the end of the second semester, or July 7, 2014.

Staff person(s) responsible for year-end data submission: The primary person responsible for data submission will be Bobbi Aguero. She will be assisted by all of the advisors: Cynthia Gonzalez, Dathan Lythgoe, Kim Theisen, Bethany Vannest, and Joey Zocher.

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster; Enrollment and Termination	For each student enrolled at any time during the year, include the following. <ul style="list-style-type: none"> • Wisconsin Student Number (WSN) • Local student ID • Student name • Grade • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable, including if the student was expelled • Assessed for special education (Y, eligible; Y, not eligible; N/A) 	Spreadsheet designed by school	Bobbi Aguero (BA) and all advisors (AA)

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Attendance	For each student enrolled at any time during the year, include the following. <ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension 	Spreadsheet designed by school	BA and AA
Parent Participation	For each student enrolled at any time during the year, include the following. <ul style="list-style-type: none"> • WSN • Student name • Conference 1 date • Who attended conference 1 (parent, student, parent and student, none, N/A) • Conference 1 type (school, phone, home, written report, none, N/A) • Conference 2 date • Who attended conference 2 (parent, student, parent and student, none, N/A) • Conference 2 type (school, phone, home, written report, none, N/A) 	Spreadsheet designed by school Project Foundry	BA and AA
Special Education Needs Students	For each student assessed for special education needs (as indicated on the student roster), include the following. <ul style="list-style-type: none"> • WSN- • Student name • Special education need, e.g., ED, CD, LD, OHI; etc. • Was student enrolled in special education services at EV last year (Y or N)? • Eligibility assessment date (date the team met to determine eligibility; could be during prior year) • Eligibility reevaluation date (this is the three-year reevaluation date to determine whether the child is still eligible for special education; may not be during the current 	Spreadsheet designed by school	Cooperative Educational Service Agency 1 BA and Bethany Vannest

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>school year)</p> <ul style="list-style-type: none"> • IEP completion date (date the IEP in place this school year was developed; could be the previous school year) • IEP review date (date the IEP was reviewed this year; if the initial IEP was developed this year, enter N/A) • IEP review results, e.g., continue in special education, no longer eligible for special-education, or NA if there was no review this year. • Number goals on IEP in place this year; enter NA if the initial IEP was developed this year. • Number goals met on IEP at the time of the annual review; enter NA if the IEP was not reviewed this year • Comments: please enter any comments that may help with the special education analysis. 		
High School Graduation Plan	<p>For each 9th- through 12th-grade student, include the following...</p> <ul style="list-style-type: none"> • WSN • Student name • Graduation plan developed (Y, N) • Date graduation plan developed • Graduation plan included post-secondary plans (Y, N, N/A) • Graduation plan included a schedule that reflected credits required for graduating (Y, N, N/A) • Graduation plan included evidence of parent/family involvement (Y; N; N, but plan was mailed; or N/A) • Student met with advisor (Y or N) • Date student met with advisor • Student on track toward earning credits (Y, N) • Student needs to enroll in summer school (Y, N, N/A) 	Project Foundry Personal learning plan	BA and AA with students
High School Graduation Requirements	<p>For each 9th- through 12th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name 	Spreadsheet designed by school	BA

Learning Memo- Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Number of credits earned during the current school year • Number of cumulative credits earned at EV and any other high school attended • If 9th through 11th grade, indicate whether student was promoted to the next grade level (Y, N) • If 12th grade, indicate whether student graduated (Y, N) 		
<p>Academic Achievement: Local Measures</p> <p>Literacy</p>	<p>For all students, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Grade-equivalent (GE) score from the first STAR Reading assessment • Date of first STAR Reading assessment • Scale score from the first STAR Reading assessment • GE score from the second STAR Reading assessment • Date of the second STAR Reading assessment • Scale score from the second STAR Reading assessment • GE score from the third STAR Reading assessment • Date of the third STAR Reading assessment • Scale score from the third STAR Reading assessment • Projected scale score for the last STAR Reading assessment based on the first STAR Reading assessment • Whether student met the projected score at the time of the third assessment 	<p>Spreadsheet designed by school</p>	<p>BA</p>
<p>Academic Achievement: Local Measures</p> <p>Math</p>	<p>For all students, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • GE score from the first STAR Math assessment • Date of the first STAR Math assessment • Scale score from the first STAR Math assessment • GE score from the second STAR Math assessment 	<p>Spreadsheet designed by school</p>	<p>BA</p>

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Date of the second STAR Math assessment • Scale score from the second STAR Math assessment • GE score from the third STAR Math assessment • Date of the third STAR Math assessment • Scale score from the third STAR Math assessment • Projected scale score for the last STAR Math assessment based on the first STAR Math assessment • Whether student met the projected score at the time of the third assessment 		
<p>Academic Achievement: Local Measures</p> <p>Writing</p>	<p>For each student, enter the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Total writing score from final writing sample 	<p>Spreadsheet designed by school</p>	<p>BA</p>
<p>Academic Achievement: Standardized Measures</p> <p>Wisconsin Knowledge and Concepts Examination (WKCE)</p>	<p>For each 7th-, 8th-, and 10th-grade student, include the following.</p> <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and state percentile for WKCE math test • Proficiency level, scale score, and state percentile for WKCE reading test <p>For 8th-, and 10th-grade students, also include the following.</p> <ul style="list-style-type: none"> • Proficiency level and scale score for WKCE language arts test • Proficiency level and scale score for WKCE social-studies test • Proficiency level and scale score for WKCE science test • Total writing score 	<p>Spreadsheet designed by school</p> <p>Please also provide paper copies of all students' WKCE scores.</p>	<p>BA</p>

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Standardized Measures EXPLORE	For each 9th-grade student, include the following. <ul style="list-style-type: none"> • WSN • Student name • EXPLORE English, mathematics, reading, and science scores from fall semester • EXPLORE composite score from fall semester; enter N/A if the student was not enrolled 	Spreadsheet designed by school Please also provide paper copies of all students' EXPLORE scores or data as provided by the test publisher.	BA
Academic Achievement: Standardized Measures PLAN	For each 10th-grade student, include the following. <ul style="list-style-type: none"> • WSN • Student name • PLAN English, mathematics, reading, and science scores from fall semester • PLAN composite score from fall semester; enter N/A if the student was not enrolled 	Spreadsheet designed by school Please also provide paper copies of all students' PLAN scores or data as provided by the test publisher.	BA
Academic Achievement: Standardized Measures ACT or SAT	For each 11th-grade student, include the following. <ul style="list-style-type: none"> • WSN • Student name • Took the ACT (Y, N, N/A) • Date student took the ACT • ACT English, mathematics, reading, and science scores • ACT composite score. • Took the SAT (Y, N, N/A) • Date student took the SAT 	Spreadsheet designed by school Please also provide paper copies of all students' ACT scores or data as provided by the test publisher.	BA
Academic Achievement: Standardized Measures ACT or SAT	For each 12th-grade student, include the following. <ul style="list-style-type: none"> • WSN • Student name • Took the ACT (Y, N, N/A) • Date student took the ACT • ACT English, mathematics, reading, and science scores • ACT composite score • Took the SAT (Y, N, N/A) • Date student took the SAT 	Spreadsheet designed by school Please also provide paper copies of all students' ACT scores or data as provided by the test publisher.	BA