

Escuela Verde

Programmatic Profile and Educational Performance

2012–13 School Year

FINAL

Report Date: August 2013

Prepared by:
Janice Ereth, PhD
Susan Gramling
Andrea Bogie

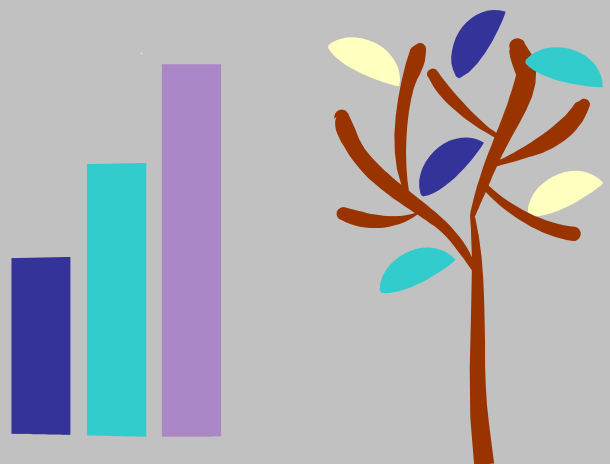


TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
I. INTRODUCTION	1
II. PROGRAMMATIC PROFILE	2
A. Description and Philosophy of Educational Methodology.....	2
1. Mission and Philosophy	2
2. Instructional Design	3
B. School Structure	4
1. Board of Directors	4
2. Areas of Instruction.....	5
3. Advisor Information	7
4. Hours of Instruction/School Calendar	8
5. Parental Involvement.....	9
6. Waiting List	10
7. Discipline Policy	11
8. Graduation Information	12
C. Student Population	13
III. EDUCATIONAL PERFORMANCE	15
A. Attendance	15
B. Parent-Advisor Conferences	16
C. Special Education Student Records	16
D. High School Graduation Plans and Grade-Level Promotion	17
1. High School Graduation Plans	17
2. High School Graduation Requirements	18
E. Local Measures of Educational Performance	19
1. Literacy: STAR Reading.....	20
2. Mathematics: STAR Math.....	22
3. Writing.....	23
4. IEP Goals for Special Education Students	24
F. External Standardized Measures of Educational Performance	25
1. WKCE for Seventh, Eighth, and 10th Graders.....	28
2. EXPLORE for Ninth Graders.....	29
3. PLAN for 10th Graders	30
4. ACT or SAT for 11th and 12th Graders.....	30
G. Multiple-Year Student Progress.....	31
H. CSCR Scorecard	31
I. DPI Report Card	33
IV. SUMMARY AND RECOMMENDATIONS	34
APPENDICES	
Appendix A: Contract Compliance Chart	
Appendix B: Outcome Measure Agreement Memo	
Appendix C: Trend Information	
Appendix D: CSRC Scorecards	

EXECUTIVE SUMMARY

for

Escuela Verde

2012–13

This is the first annual report to describe the operation of Escuela Verde as a City of Milwaukee–chartered school. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the NCCD Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has reached the following findings.

I. CONTRACT COMPLIANCE SUMMARY¹

Escuela Verde has met all but two educational provisions in its contract with the City of Milwaukee and the subsequent requirements of the CSRC. The two provisions not met were:

- That all ninth– through 12th-grade students complete the required standardized tests;² and
- That all new high school enrollees be tested in reading and math within 30 days of enrollment.³

Escuela Verde substantially met one provision: that the school will keep accurate and complete special education records.

All other provisions were met this year.

II. PERFORMANCE CRITERIA

A. Local Measures

1. Primary Measures of Educational Progress

CSRC requires each school to track student progress in reading, writing, mathematics, and individualized education program (IEP) goals throughout the year to identify students in need of

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

² One ninth grader did not complete the EXPLORE in the fall of 2012 and three 11th and 12th graders did not complete the ACT as required.

³ Because this is Escuela Verde’s first year of operation, all students were new this year. Of the high school students who enrolled and were enrolled for at least 30 days, five were not tested in reading and six were not tested in math within 30 days.

additional help and to assist teachers in developing strategies to improve the academic performance of all students.

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

- There were 36 students who completed the fall and spring STAR Reading tests; the average change in scores was 0.9 grade-level equivalent (GLE). The school's goal was an average improvement of 0.9 GLE, or one month for each month of instruction.
- There were 36 students who completed the fall and spring STAR Math tests; the average change in scores was 1.3 GLE. The school's goal was an average improvement of 0.9 GLE, or one month for each month of instruction.
- A total of 13 middle school students and 36 high school students had spring writing samples assessed. The average writing scores were 21.7 and 28.2, respectively. The school's goal was an average score of 18.

2. Secondary Measures of Educational Outcomes

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

- Attendance;
- Parent conferences;
- Special education student records;
- Graduation plans; and
- Testing of new high school enrollees.

The school met two of its internal goals (parent conferences and graduation plans) and substantially met one goal (special education student records). The attendance and testing of new enrollee goals were not met this year.⁴

3. CSRC Scorecard

The school scored 67.9% on the seventh- and eighth-grade and 73.9% on the high school CSRC scorecard when former Wisconsin Knowledge and Concepts Examination (WKCE) cut scores were applied; when revised cut scores were used, the school received a score of 53.3% for seventh and eighth graders and 73.9% for the high school. The overall weighted score for the middle and high schools was 72.3% when the former WKCE cut scores were applied and 68.4% with the revised WKCE cut scores.

⁴ The attendance rate was 84% for the entire school; the rate for the middle school was 91.1% and for the high school, 81.9%. If only students enrolled at the end of the year were evaluated, the attendance rate would have been 90.8%. Since this is Escuela Verde's first year of operation, all students were new this year. Of the high school students who enrolled and were enrolled for at least 30 days, five were not tested in reading and six were not tested in math within 30 days.

III. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The following recommendations were jointly identified by the school leadership and CRC. To continue a focused school improvement plan, it is recommended that the following activities be undertaken for the 2013–14 school year.

- Adopt strategies to improve the literacy skills of students at every grade level, including taking steps necessary to link project work to the literacy skills identified in the common core standards.
- Increase the rigor of the math curriculum by strengthening the scope and sequence of content embedded in the projects and in the focused time students spend in the acquisition of math competencies.
- Increase the student retention rate by reviewing the school's enrollment, orientation, and engagement process so that both parents and students obtain a better understanding what it means to be in a learning environment that has a project-based learning program.

IV. RECOMMENDATION FOR ONGOING MONITORING

This is Escuela Verde's first year as a City of Milwaukee Charter School. Due to the school's status as a first-year school and its obtaining an overall weighted score of 72.3% (68.4% when revised WKCE cut scores were applied), CRC recommends that the school continue regular, annual monitoring and reporting.

I. INTRODUCTION

This is the first regular program monitoring report to describe educational outcomes for Escuela Verde, a school chartered by the City of Milwaukee. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the NCCD Children's Research Center (CRC).⁵

The process used to gather the information in this report included the following steps.

- Two initial site visits occurred, wherein a structured interview was conducted with the advisors working with students at both the middle and high school levels, critical documents were reviewed, and copies of these documents were obtained for CRC files.
- CRC staff assisted the school in developing its outcome measures for a learning memo that contained outcomes for students at both the middle and high school levels.
- Additional scheduled and unscheduled site visits were made to observe classroom activities, student-advisor interactions, parent-staff exchanges, and overall school operations, including the clarification of necessary data collection. CRC staff also reviewed a representative sample of special education files.
- At the end of the school year, a structured interview was conducted with the middle and high school leadership team.
- The school provided electronic data to CRC, which CRC compiled and analyzed.

⁵ CRC is a nonprofit social science research organization and center of the National Council on Crime and Delinquency (NCCD).

II. PROGRAMMATIC PROFILE

Escuela Verde
126 E. Mineral St.
Milwaukee, WI 53204

Telephone: (414) 988-7960
Website: <http://www.escuelaverde.org>

Escuela Verde's Advisory Team: Bobbi Agüero
Akemi Iman
Dathan Lythgoe
Bethany Vannest
Joey Zocher

Escuela Verde is located on the near south side of the City of Milwaukee. After a year of planning, the school opened its doors in September 2012 to seventh- through 12th-grade students. It operated as a TransCenter for Youth (TransCenter) school. TransCenter is a nonprofit organization registered with the State of Wisconsin. Its current mission is to "provide high-quality educational programs that allow 'at risk' youth and others to become productive adults and responsible community members."⁶ This is Escuela Verde's first year as a City of Milwaukee-chartered school.

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

Escuela Verde envisions "embracing hope for a more sustainable and just community." The school staff and students couple their vision with a clear mission, which includes:

- Graduating high school students prepared for postsecondary options;
- Engaging urban youth by adhering to a constructivist philosophy using a learner-centered project-based pedagogy;
- Providing advisors who enjoy and model learning and working with the Escuela Verde community; and

⁶ This material was taken from TransCenter for Youth's Employee Handbook and Personnel Policies, Revised Fall 2011.

- Collaborating with the community to create a strong sense of place and skills to flourish without harm.

The school believes “that empowering students to create a better world around them will lead to overall improved health and wellness of person, community, and natural environment. Because of that belief, we embrace the Cloud Institute for Sustainability Education’s Standards for Sustainability, and we view these standards as complementary to the Common Core State Standards for academic education. All students will be asked to incorporate these standards into every project they complete.

Standards of Sustainability are:

- Cultural Preservation & Transformation
- Responsible Local & Global Citizenship
- The Dynamics of Systems & Change
- Sustainable Economics
- Healthy Commons
- Natural Laws & Ecological Principles
- Inventing & Affecting the Future
- Multiple Perspectives
- Strong Sense of Place”⁷

2. Instructional Design

The school’s learning practices are grounded in the EdVisions project-based learning model.⁸

EdVisions schools are expected to incorporate four “design essentials” into their operations. The essentials are:

- Small learning communities;
- Self-directed project-based learning;
- Authentic assessment; and
- Teacher ownership/democratic governance.

⁷ This information was taken from Escuela Verde’s Student Handbook for the School Year 2012–13. The same information can be found on the school’s website: www.escuelaverde.org.

⁸ Additional details about the EdVisions model can be obtained on their website, www.edvisions.com.

At Escuela Verde, students engaged in rigorous research in order to answer a complex question, problem, or challenge. With the guidance of an advisor, the students self-selected the state-approved educational standards they addressed with each of their projects. Through many one-on-one consultations with their advisors, students assessed and reassessed their learning until they were satisfied with their projects. At the end of each completed project, the student made a presentation describing the steps undertaken to complete the project, the skills acquired during the process, and the value of the product to the student and the overall community. This presentation was made to the original team that approved the project proposal. This team, in collaboration with the presenting student, renders the final assessment of the project and determines how many and what category of credit hours (rather than grades) will be awarded for this project. The team's decision is based on time spent, skills/competencies acquired, and quality of the product.⁹

B. School Structure

1. Board of Directors

Escuela Verde was governed by the TransCenter board of directors, which had ultimate responsibility for the success of the school and was accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all of the terms of its charter were met. The board sets overall policy for the school and hires TransCenter's executive director. The executive director, in turn, hired the school staff for its first year of operation. The board had regular meetings at which issues were discussed, policy was set, and the business of the school was conducted. Some of the board work was conducted by committees that met with greater frequency than the full board.

⁹ This description is taken from the Escuela Verde Student Handbook for the current school year.

This year, the board was comprised of 13 members: a president, a vice-president, a secretary, a treasurer and nine other directors serving as members of the community at large. Board members represented a variety of organizations and professions, including several local businesses that contributed their expertise in administrative and fiscal management. TransCenter board member experience included education curriculum and instruction, nonprofit leadership and management, law, technology, insurance and marketing, as well as a parent representative.

2. Areas of Instruction

Escuela Verde is a student-driven, project-based, democratically-run school for students in grades seven through 12. The school operated in an open-concept space to encourage a sense of community, belongingness, and collaboration. Because of a strong commitment to the use of technology in learning, Escuela Verde allowed students to work on their own iPads in the space most comfortable to them throughout the school building. Students worked under the guidance of an advisor, with a student-teacher ratio of no more than 16:1.

Projects at Escuela Verde took a variety of forms, but every project had many common components. A project generally lasted four to six weeks, and students were expected to document approximately 100 hours of work time for each project credit. Students began each project by completing a project proposal form on Project Foundry, the school's online project management system.¹⁰ Each proposal was presented to a three-person team, consisting of two advisors and one other student. As part of the proposal, students also created a project checklist, which outlined all of the phases that were part of completing a specific project. Once a project was approved, students charted the completion of each project phase. They also regularly reviewed and discussed the

¹⁰ Project Foundry is a proven online project-based learning management system built by practitioners who understand the value of the pedagogy and inherent need for a streamlined tool that engages students and ensures meaningful academic results. For more information about Project Foundry, visit www.projectfoundry.org.

completed tasks with an advisor. Students collaborated with advisors to identify additional resources required to address emerging problem areas and to ensure that a project incorporated strategies that the student needed to acquire the necessary academic competencies and curriculum standards.

Once the student completed the project checklist, the finished work was submitted to the proposal team for evaluation of project quality and the determination of the granting of credits. When reviewing a project, the proposal team used the data documented in Project Foundry to assess the amount of time that was spent on a project and the number of skills acquired. A specific rubric is also selected to assist with this evaluation process.¹¹

Students at Escuela Verde did not receive letter grades for their project work, so they did not have a grade point average (GPA). Middle school students were expected to earn a minimum of five credits per year. The accumulation of 10 credits enabled a youth to graduate into the high school program. The middle school credits needed to graduate from eighth grade included:

- English: 2 credits;
- Mathematics: 2 credits;
- Social Studies: 2 credits;
- Science: 2 credits;
- Physical Education/Health: 1 credit;
- Fine Arts: 1 credit;
- Service Learning: 0.5 credits; and
- Postsecondary Preparation: 0.5 credits.

Students in the high school program were required to accumulate 22 credits to graduate. However, students were able to earn as many as 40 credits during four years of high school. The expectations for grade promotion are as follows:

- Ninth to 10th grade: 5.5 credits;
- Tenth to 11th grade: 11 credits; and
- Eleventh to 12th grade: 16.5 credits.

¹¹ Information for this section was extracted from the 2012–13 school year student handbook.

High school students were required to acquire credits in the following areas:

- English: 4 credits;
- Mathematics: 3 credits;
- Social Studies: 3 credits;
- Science: 3 credits;
- Senior Project: 3 credits;
- Postsecondary Preparation: 2 credits;
- Physical Education: 1.5 credits;
- Electives: 0.5 credits;
- Service Learning: 0.5 credits;
- Fine Arts: 1 credit; and
- Health and Wellness: 0.5 credits.

3. Advisor Information

Escuela Verde operated with “teachers as owners” in a democratic learning community.

Advisors are expected to model ownership and demonstrate democratic leadership. It is Escuela Verde’s belief that this practice has been demonstrated to inspire students, parents, and community to take ownership and actively engage in decision making. Advisors demonstrated democratic leadership by:

- Supporting advisor evaluations by peers, students, and parents;
- Participating in autonomous school management with control over budget and staffing;
- Accepting individual responsibility and accountability for school finance and educational success.¹²

The Escuela Verde teaching team was composed of five advisors at the beginning of the current school year.¹³ These full-time teaching staff had expertise in English, mathematics, science, art,

¹² This information was taken from the Escuela Verde website.

¹³ All five advisors held a DPI license.

and special education. At the beginning of the school year, all (100.0%) of the five advisors were new to the school.¹⁴ These advisors all remained at the school for the entire school year, resulting in a retention rate of 100.0%. Because this was the first year of operation for Escuela Verde, an advisor return rate was not available.

The advisors contracted with Cooperative Educational Service Agency (CESA) for technical assistance in meeting the needs of the special education students. They also received support from a building maintenance worker and the administrative staff at TransCenter.

4. Hours of Instruction/School Calendar

The first day of school for all Escuela Verde students was September 4, 2012, and the school year ended on June 28, 2013. The school operated on a 43-week school year composed of four approximately nine-week quarters, or *ochos*; six weeks of break; and a week of community work. Most of the projects undertaken by students were planned to be completed within 20-day blocks. At the beginning of the 2012–13 academic school year, Escuela Verde provided CRC with its school calendar indicating the student attendance days, break schedules, presentation nights, and other major school events. CRC was also provided with the school’s daily instructional schedule.

The school day began at 9:00 a.m. and ended at 4:00 p.m. Students started and ended the day with a 20- to 30-minute session dedicated to wellness and/or quiet time. Specific times were allocated within the daily student schedule to focus attention on the acquisition of English/reading (60 minutes) and math (40 minutes) skills. The majority of the school day was dedicated to quiet and active project time (200 minutes). In the middle of the day, students were given 40 minutes for lunch and then participated in a 30-minute advisory session. Escuela Verde was a closed-campus for lunch so students either brought a bag lunch or shared in the meal brought into the building.

¹⁴ Several of these advisors had prior experience working in small learning communities and engaging in project-based learning activities.

Escuela Verde staff acknowledged that learning happens everywhere, so students were allowed to participate in out-of-school learning experiences, such as community service work, field experiences, advisor-led field trips, field research, and internships. These learning experiences occurred during the regular school hours or at other times if approved by the student's advisor and the parents. Students were encouraged to engage with a variety of community groups for after-school activities and are expected to participate in all scheduled community night events.

5. Parental Involvement

Escuela Verde recognized parental involvement as a critical component of student success. A parent's involvement at the school started with his/her participation in the development of the student's personal learning plan (PLP)¹⁵ along with the student and the advisor. Parents were expected to provide further support through school involvement, organization of community events, and participation in mentoring and apprenticeship programs. Additional opportunities for involvement included attendance at conferences, presentation nights, and community nights at the school.

Depending upon their talents, availability, and schedule, parents could choose to participate in one or more of the following ways:

- Participate in student/parent/advisor consultations for planning and evaluation;
- Learn the project process along with the student in order to support and assist him/her;
- Provide input/feedback to advisors;
- Share with people in the community the exciting goals and philosophy of Escuela Verde;

¹⁵ Upon enrollment, every student creates a PLP, which incorporates a personal mission statement, identifies the student's strengths and challenges, enables him/her to monitor his/her skill acquisitions, summarizes his/her resume-building experiences, and embodies his/her life vision.

- Attend presentation nights;
- Participate in carpools to and from school events and learning experiences;
- Chaperone student events;
- Offer themselves to Escuela Verde students as resources to in their areas of expertise;
- Share knowledge of community resources with students and advisors;
- Assist students and advisors on site;
- Provide administrative assistance from school or home (e.g., mailings, phone calls, promotions);
- Organize community events;
- Be active on an Escuela Verde committee; and
- Support the student's interest and efforts.¹⁶

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

6. Waiting List

Escuela Verde had a waiting list composed of students seeking admission during the current school year. As the school year was drawing to a close, staff contacted each student to ascertain their continued interest related to enrolling in Escuela Verde for the 2013–14 school year; some students were still interested and enrolled for the next school year. At the end of the process, Escuela Verde still had some openings and therefore did not have a waiting list at the end of this current school year.

¹⁶ Parental involvement expectations and opportunities described here are taken from the student handbook for this current school year.

7. Discipline Policy

Escuela Verde's discipline policy is driven by a restorative justice mindset. Restorative justice is a process to involve those with a stake in a specific offense or school rule violation. The involved parties are expected to collectively identify and address harms, needs, and obligations in order to hear all of the issues at hand all of the issues at hand and to put things as right as possible. This mindset relied on five key principles:

1. Focus on the harms and consequent needs of the victims, as well as the needs of the communities and the offenders;
2. Address the obligations that result from those harms;
3. Use an inclusive, collaborative processes;
4. Involve those with a legitimate stake in the situation, including victims, offenders, community members, and society; and
5. Seek to put right the wrongs.¹⁷

Students at Escuela Verde were expected to treat the building, themselves, and everyone in the community with dignity and respect. The school had detailed and explicit policies around several topics, including the acceptable ways to use technology both on and off campus. Theft was not tolerated at the school, and the handbook indicated that such behavior was potentially grounds for removal. Everyone at the school was expected to keep the learning environment clean, tidy, and safe. While the school does not require uniforms, clothing was expected to be appropriate and not offensive to other members of the community. Tobacco, drugs/alcohol, weapons, harassment, and violence were not allowed at the school and were also described as being eligible for disciplinary action of suspension or expulsion. Suspension was used only for severe cases and was handled on a

¹⁷ This material is adapted from the student handbook and Zehr, H. (2002). The little book of restorative justice. Intercourse, PA: Good Books.

student-by-student basis. Parents were notified of any suspension. As a last resort, expulsions were used and occurred immediately for the following reasons:

- Possessing a gun or other dangerous weapon in school;
- Possessing or the intent to distribute drugs or alcohol;
- Extreme harassment or physical violence;
- Ten consecutive unexcused absences; and
- Other criminal offenses.

8. Graduation Information

Students at Escuela Verde started preparing for graduation from either eighth or 12th grade by initiating a PLP, which was complemented by project proposals and the ocho plans. These plans were created for each student to track his/her progress toward credit accumulation and acquisition of reading and math skills on a quarterly basis. A mid-year review also defined what the student and advisor needed to do to ensure that the student stayed on track to achieve end-of-year goals. All of these tools were completed by the students with the assistance of their advisors.

In addition to the graduation planning activities carried out by each individual student and his/her parents, advisors took students on eight college tours, several college representatives visited the school, students attended a business panel session on financial literacy, and students participated in a career proclivity session at Bryant & Stratton College. Finally, Great Lakes Higher Education Corporation held three sessions with the 11th and 12th graders to assist them in the preparation of their college applications and financial aid forms.¹⁸ A more comprehensive session also was held for all students to discuss how they could best prepare themselves for successful entrance into and completion of college.

¹⁸ Great Lakes is a nonprofit organization dedication to helping schools and students make college a reality.

C. Student Population

Escuela Verde started the school year on September 4, 2012. As of September 21, 2012, 62 students were enrolled in seventh through 12th grades.¹⁹ During the year, 24 students enrolled in the school and 37 students withdrew.²⁰ Students withdrew for a variety of reasons. A total of 10 students transferred to other schools, eight dropped out of school, six moved out of the district, two enrolled in GED programs, and two withdrew for other reasons.

At the end of the year, 49 students were enrolled. Student enrollment was as follows.

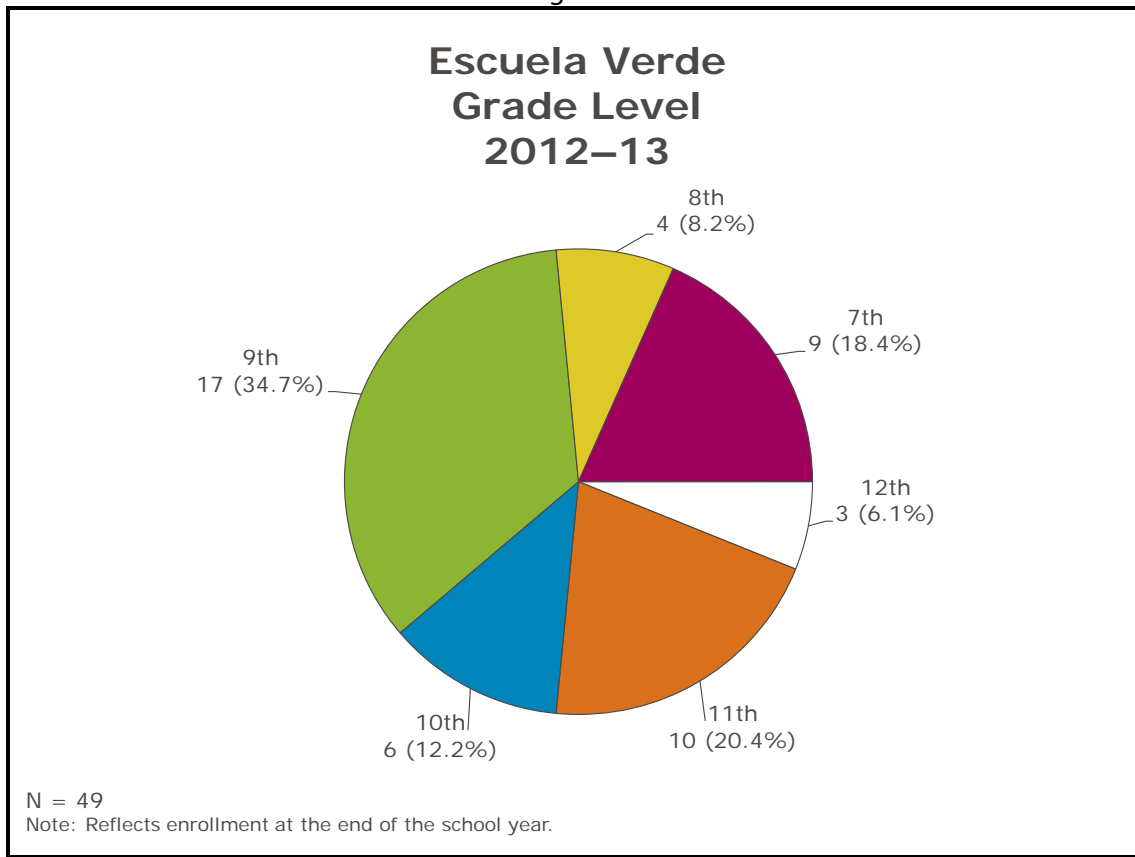
- There were 13 students in seventh and eighth grades and 36 students in high school (ninth through 12th grades).
- There were 26 (53.1%) boys and 23 (46.9%) girls.
- The school was comprised of 31 (63.3%) Latino students, nine (18.4%) African American students, five (10.2%) White students, and one (2.0%) Native American student. Three (6.1%) were multiple races/ethnicities.
- There were five students with special education needs. In order to protect student identity, CRC does not include results for fewer than 10 students. Therefore, special education data are not included in this report.
- There were 39 (79.6%) students eligible for free/reduced lunch.

The number of students in each grade level is illustrated in Figure 1.

¹⁹ There were 15 students in middle school (seventh and eighth grades) and 47 students in high school (ninth through 12th grades).

²⁰ A total of four students enrolled and six withdrew from middle school; 20 enrolled and 31 withdrew from high school.

Figure 1



There were 35 students who were enrolled for the entire school year. This represents a retention rate of 56.5%.²¹ Of the 15 middle school students who were enrolled on the third Friday of September, 12 (80.0%) were enrolled for the year; and 23 (48.9%) of 47 high school students were enrolled for the year.

²¹ Thirty-five of 62 students enrolled at the beginning of the school year.

III. EDUCATIONAL PERFORMANCE

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

This year, local assessment measures included student progress in literacy, mathematics, and writing, as well as individualized education program (IEP) goals for special education students. The standardized assessment measures used were the Wisconsin Knowledge and Concepts Examination (WKCE),²² the EXPLORE, the PLAN,²³ and the ACT or SAT. Results for measures of academic progress are presented for middle school students in seventh and eighth grade and then for students attending the high school (ninth through 12th grades).

A. Attendance

At the beginning of the 2012–13 academic year, the school established a goal to maintain an average attendance rate of 90.0%. A student was considered present if he/she was at the school for four hours of the day, which is six hours and 20 minutes long. This year, all students enrolled at any time during the year attended school an average of 84.0% of the time.²⁴ When excused absences were included, the attendance rate rose to 89.1%. The attendance rate for the students enrolled at the end of the school year was 90.8% (95.4% when excused absences were included). The school has therefore

²² The WKCE is a standardized test aligned with Wisconsin model academic standards.

²³ The EXPLORE and PLAN were developed by ACT and measure a student's preparedness to take the ACT.

²⁴ Middle school students attended, on average, 91.1% of the time; the attendance rate for high school students was 81.9%.

not met its internal attendance goal unless only attendance for students enrolled at the end of the year is considered.²⁵

Note that 17 students were suspended from school at least once school during the year. These students spent, on average, 1.4 days out of school due to suspension.

B. Parent-Advisor Conferences

At the beginning of the school year, the school set a goal that parents of at least 80% of students enrolled for the entire school year would attend one of two scheduled parent-advisor conferences. Conferences were scheduled for the fall and spring semesters. Of the 35 students enrolled all year, parents of 32 (91.4%) attended at least one conference.²⁶ The school therefore exceeded its goal for parent participation.

C. Special Education Student Records

This year, the school established a goal to develop and maintain records for all special education students. At the end of the year, there were five students with special education records. In order to protect student identity, details about special education records are not included in this report.

In addition to examining the special education data provided by the school, CRC conducted a review of all the special education files. This review indicated that IEPs had been completed and reviewed in a timely manner and that several parents participated in the IEP team reviews. However, there was no completed documentation on the efforts made by the staff to engage the parents in

²⁵ Attendance data were provided for 86 students enrolled at any point during the school year. Attendance was calculated for each student by dividing the number of days attended by the number of days expected, then averaging all of the students' attendance rates.

²⁶ Of the 12 middle school students enrolled for the entire year, parents of 11 (91.7%) attended at least one conference. Of the 23 high school students, parents of 21 (91.3%) attended at least one conference.

these sessions.²⁷ The school has substantially met its goal related to keeping updated special education records.²⁸

D. High School Graduation Plans and Grade-Level Promotion

1. High School Graduation Plans

A high school graduation plan is to be developed for each high school student by the end of his/her first semester of enrollment at the school. The plan is to include (1) evidence of parent/family involvement; (2) information regarding the student's postsecondary plans; and (3) a schedule reflecting plans for completing four credits in English and mathematics; five credits in science; three credits in social studies; and two credits each in foreign language, physical education/health, and other electives.²⁹

This year, plans were completed for 34 (94.4%) of 36 high school students enrolled at the end of the year.³⁰ Of these, 100% included the student's postsecondary plans, 100% were submitted to parents for their review, and 100% included a schedule reflecting credits needed to graduate. Counselors were required to review each student's plan at least once during the year. Part of the review was to ensure that students were on track to graduate and to determine whether a student should be referred for summer school. Counselors reviewed plans for 100% of students. This year, 31 (91.2%) students were on track to graduate, two (5.9%) were not on track, and status was not

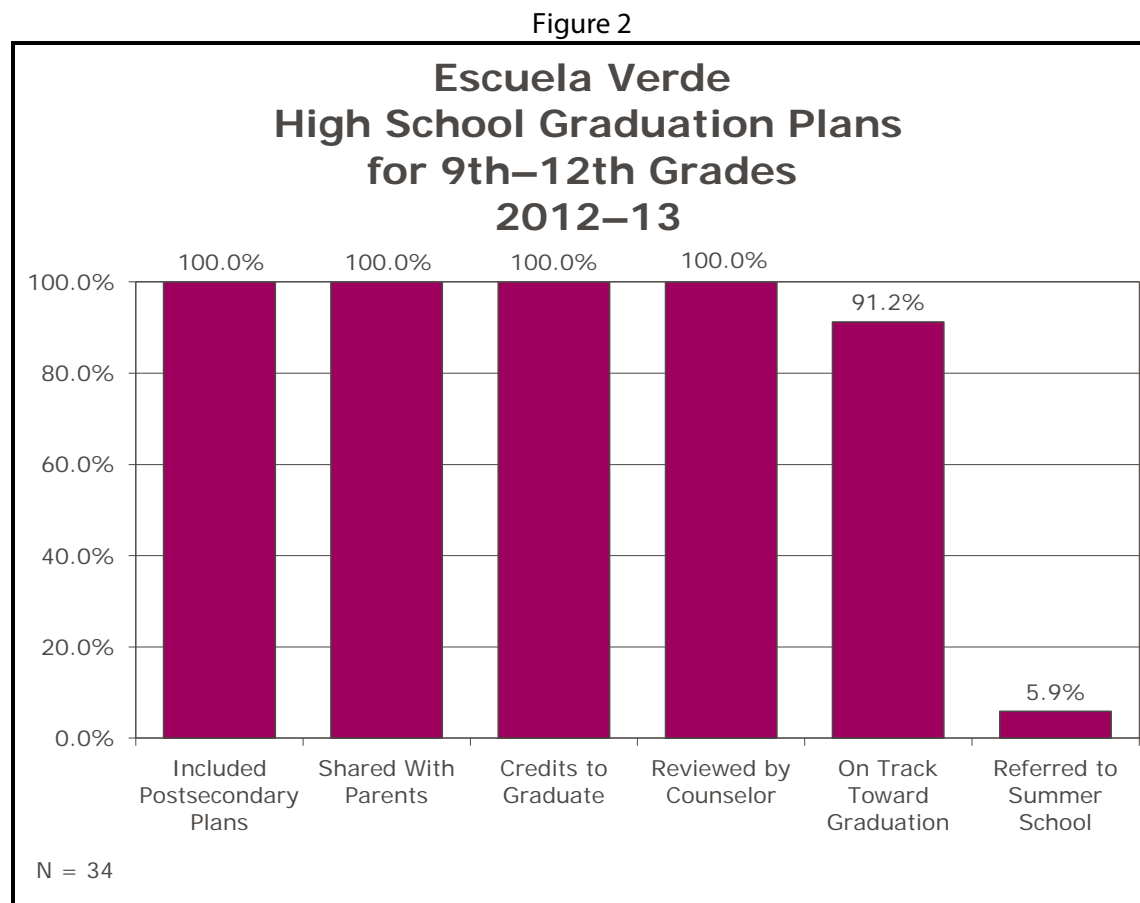
²⁷ Escuela Verde contracted with CESA to obtain technical assistance and oversight for its compliance with the Individuals with Disabilities Education Act (IDEA) requirements. School staff reported that their CESA representative had not told them of their obligation to document such efforts in each student's file. Staff kept notes on their efforts, but these were not in student files nor were they recorded in a consistent manner. Escuela Verde staff have updated their practices to comply with IDEA requirements.

²⁸ CRC will conduct another special education file review at the beginning of the 2013–14 school year to ensure that special education files are being completely and consistently maintained in a timely manner.

²⁹ Evidence of involvement reflects whether or not the school provided each student's parent with a copy of the plan. Parents are also encouraged to review the plan as part of scheduled parent-advisor conferences.

³⁰ The two students without a completed graduation plan enrolled in the middle of the second semester.

reported for one (2.9%) student with a completed graduation plan. Two (5.9%) students were referred to summer school (Figure 2).



2. High School Graduation Requirements

As part of high school graduation requirements, the school set a goal that all ninth graders who earned at least 5.5 credits would be promoted to 10th grade, all 10th graders who accumulated at least 11 credits would be promoted to 11th grade, all 11th graders who accumulated at least 16.5 credits would be promoted to 12th grade, and all 12th graders who had earned 22 or more credits would graduate.

Credit and promotion information was provided for high school students who finished the school year at Escuela Verde. Of 36 students, 27 (75.0%) were promoted to the next grade or, in the case of 12th graders, to graduate from high school.³¹ Of 17 ninth graders, 13 (76.5%) were promoted, and of 10 11th graders, nine (90.0%) were promoted. Due to the small number of students enrolled in 10th and 12th grades, promotion results are not included in this report (Table 1).

Table 1 Escuela Verde High School Graduation Requirements 2012–13					
Grade	N	Minimum Number of Credits Required	Average Credits Earned/Accumulated	Promoted/Graduated	
				N	%
9th	17	5.5	7.4	13	76.5%
10th	6	11.0	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size
11th	10	16.5	20.0	9	90.0%
12th	3	22.0	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size	Cannot report due to <i>n</i> size
Total	36	--	--	27	75.0%

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

³¹ Two students were promoted but did not have the minimum number of credits; for one of those students, Escuela Verde was unable to obtain credit information from the student's previous school, so they could not be added to his/her cumulative credit count. No reason was provided for the other student.

and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks.

At the beginning of the school year, Escuela Verde designated four areas in which students' competencies would be measured: literacy, mathematics, writing, and special education goals.

1. Literacy: STAR Reading³²

Literacy skills were assessed using the STAR reading test. In the fall of 2012, 63 students completed the STAR reading test, and 44 completed the spring test. Minimum and maximum GLEs, as well as the number of students above grade level at the time of each test, is described in Table 2.

Table 2 Escuela Verde STAR Reading Fall 2012 and Spring 2013					
Test Period	School	Minimum GLE	Maximum GLE	Students Above GLE	
				N	%
Fall 2012	Middle School (N = 15)	2.6	10.3	1	6.7%
	High School (N = 48)	2.2	12.9	7	14.6%
	Total (N = 63)	--	--	8	12.7%
Spring 2013	Middle School (N = 13)	2.8	12.9	3	23.1%
	High School (N = 31)	1.7	12.9+	6	19.4
	Total (N = 44)	--	--	9	20.5

The school set a goal that, on average, students would increase their grade-level equivalent (GLE) scores at least one month for each month of instruction, i.e., 0.9 GLE, from fall to spring. In order to more accurately assess student progress, the definition of "goal met" was modified slightly when analyses were completed. Students who were above grade level at the time of the fall test are less

³² A total of five high school students who enrolled this year and who remained at the school for at least 30 days were not tested within 30 days of enrollment.

likely to show the same GLE improvement as students who were at or below grade level in the fall. Therefore, students who were above grade level in the fall were considered to have met the literacy goal if they maintained above-grade-level status in the spring. Students who were at or below grade level in the fall were expected to increase their scores by at least 0.9 GLE.

CRC examined progress from fall to spring for 36 students who completed both tests. The minimum change in scores for all 36 students was a loss of 1.0 GLE, the maximum increase was a gain of 4.1 GLE. On average, students improved 0.9 GLE, or nine months of instruction (Table 3). The school has therefore met its internal literacy goal for this school year. Of the students who completed both assessments, 17 (47.2%) met the literacy goal as defined above.

Table 3 Escuela Verde Reading Progress: STAR Reading Fall 2012 to Spring 2013					
School	N	Minimum GLE Change	Maximum GLE Change	Average GLE Change	# Students Who Met Goal*
Middle School	12	-0.8	2.6	0.8	4 (33.3%)
High School	24	-1.0	4.1	1.0	13 (54.2%)
Total	36	--	--	0.9	17 (47.2%)

*For students above grade level in the fall, maintained above-grade-level status in the spring; for students at or below grade level in the fall, improved at least 0.9 GLE, or one month for each month of instruction.

Finally, CRC examined whether students with both fall and spring STAR reading assessments met their projected spring scale scores based on their fall assessments. Of the 36 students who completed both tests, 19 (52.8%) met the projected spring score (not shown).

2. Mathematics: STAR Math³³

Math skills were assessed using the STAR math test. Minimum and maximum GLEs, as well as the number of students above grade level at the time of each test, is described in Table 4.

Table 4 Escuela Verde STAR Math Fall 2012 and Spring 2013					
Test Period	School	Minimum GLE	Maximum GLE	Students Above GLE	
				N	%
Fall 2012	Middle School (N = 15)	3.3	12.9+	1	6.7%
	High School (N = 50)	2.3	12.9+	8	16.0%
	Total (N = 65)	--	--	9	13.8%
Spring 2013	Middle School (N = 13)	3.8	8.6	1	7.7%
	High School (N = 30)	3.4	12.9+	12	40.0%
	Total (N = 43)	--	--	13	30.2%

The school set a goal that, on average, students would increase their GLE scores at least 0.9 GLE from fall to spring. In order to more accurately assess student progress, the definition of “goal met” was modified as described in the literacy section above. Students above grade level in the fall were expected to maintain above-grade-level status, while students at or below grade level in the fall were expected to improve at least 0.9 GLE from fall to spring

CRC assessed progress from fall to spring for 36 students who completed both math tests. The minimum change in scores was a loss of 2.6 GLEs, and the maximum increase was a gain of 7.9 GLEs. On average, students improved 1.3 GLE, or one year and three months of instruction (Table 5). The school has therefore exceeded its internal math goal for this school year. A total of 24 (66.7%) students met the math goal as defined above.

³³ A total of six high school students who enrolled this year and remained at the school for at least 30 days were not tested within 30 days of enrollment.

<p>Table 5</p> <p>Escuela Verde</p> <p>Math Progress: STAR Math</p> <p>Fall 2012 to Spring 2013</p>					
School	N	Minimum GLE Change	Maximum GLE Change	Average GLE Change	# Students Who Met Goal*
Middle School	12	0.4	3.1	1.5	10 (83.3%)
High School	24	-2.6	7.9	1.1	14 (58.3%)
Total	36	--	--	1.3	24 (66.7%)

*For students above grade level in the fall, maintained above-grade-level status in the spring; for students at or below grade level in the fall, improved at least 0.9 GLE, or one month for each month of instruction.

Finally, CRC examined whether students with both fall and spring STAR math assessments met their projected spring scale scores based on their fall assessments. Of the 36 students who completed both tests, 15 (41.7%) met the projected spring score: nine (75.0%) of 12 middle school students and six (25.0%) of 24 high school students (not shown).

3. Writing

To assess student skills in writing, teachers 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: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, grammar, and presentation. Each domain was assigned a score of 1, beginning; 2, emerging; 3, developing; 4, capable; 5, experienced; or 6, exceptional. Scores from each domain were totaled. An average score of 18 or more indicated the student had “adequate control.” The school’s goal was that students in each grade cohort would have an average score of 18 or higher at the end of the final marking period.

Results for students in seventh and eighth grades indicate that middle school students scored, on average, 21.7 points and high school students scored on average, 28.2 points, exceeding the school’s goal (Table 6).

Table 6 Escuela Verde Writing Skills for 7th–12th Grades Based on Teacher Assessment 2012–13			
Grade	N	Writing Score Average	Met Goal*
7th	9	Cannot report due to <i>n</i> size	
8th	4	Cannot report due to <i>n</i> size	
Middle School Total	13	21.7	9 (69.2%)
9th	17	27.8	17 (100.0%)
10th	7	Cannot report due to <i>n</i> size	
11th	9	Cannot report due to <i>n</i> size	
12th	3	Cannot report due to <i>n</i> size	
High School Total	36	28.2	36 (100.0%)

*Received an average score of 18 or higher.

4. IEP Goals for Special Education Students

This year, the school's goal was that more than 50% of special education students would meet one or more goals defined on their IEPs. There were five special education students enrolled at the end of the year. Due to the small number of students in this cohort, and because this is the school's first year of operation and IEP reviews were not yet due, IEP goal progress is not included in this report.

F. External Standardized Measures of Educational Performance

The CSRC required that the WKCE be administered to all seventh-, eighth-, and 10th-grade students in October or November, the timeframe established by the DPI.³⁴ The WKCE was designed to align with Wisconsin model academic standards in reading and math. Up through the 2011–12 school year, proficiency-level cut scores reflected levels set by the state to describe how students perform relative to these standards. These proficiency-level cut scores, used up until the current school year, are referred to as former cut scores throughout the report. Skills are assessed as minimal, basic, proficient, or advanced.

In 2012–13, in order to more closely align with national and international standards, the WKCE reading and math proficiency-level cut scores were revised to mimic cut scores used by the National Assessment of Educational Progress. The new cut scores require that students achieve higher-scale scores in reading and math in order to be considered proficient. During this year of transition from the former to the revised cut scores, CRC reported reading and math proficiency levels using both of the standards. This allows schools and stakeholders to see how students and the school performed when different standards were applied.

The CSRC requires that these tests be administered to students to provide an assessment of student skills and to provide a basis for student progress over consecutive school years. The DPI required all students in third through eighth and in 10th grades to participate in WKCE testing to meet federal No Child Left Behind requirements. This section reflects results for all students enrolled in the school who were administered all portions of the exams, including those enrolled for a full academic year (FAY) or longer and those who were new to the school.

³⁴ The WKCE is also given to students in third, fourth, fifth, and sixth grades. Students in fourth, eighth, and 10th grades are also tested in language arts, science, and social studies. The state WKCE testing period for 2012–13 was October 22 to November 23, 2012.

Ninth-grade students are required to take all subtests of the EXPLORE and 10th-grade students are required to take the PLAN in the fall of the school year; 11th-grade students are required to take the ACT by the end of the school year; and 12th-grade students are required to take the ACT in the fall semester.

The EXPLORE is the first in a series of two pre-ACT tests developed by ACT and is typically administered to students in eighth or ninth grade. The EXPLORE includes sections for English, math, reading, and science. EXPLORE scores provide information about students' knowledge, skills, interests, and plans. Students can use this information as they plan their high school coursework and begin thinking about college and careers. In addition to providing a score for each section, the EXPLORE provides a composite score for each student that reflects all the areas tested. Students can score one to 25 points on each section of the test; the composite score, which also ranges from one to 25, is an average of the scores from all four subtests.³⁵

The PLAN, the second in the series of pre-ACT tests, is generally taken in 10th grade as a follow-up to the EXPLORE. Like the EXPLORE, the PLAN includes sections for English, math, reading, and science. Results of the PLAN can be used as guidance for students planning to attend college or join the workforce following graduation. It has also been shown to be a predictor of student success on the ACT. Students can score one to 32 points on each section of the test; the composite score, which also ranges from one to 32, is an average of the scores from all four subtests.³⁶

In addition to providing information about students' skill levels in reading, math, English, and science, scores from the EXPLORE, PLAN, and ACT from consecutive years can be used to gauge student progress toward college readiness. ACT conducted a study to determine the relationship between scores on the EXPLORE, PLAN, and ACT and success in college courses. Based on that

³⁵ Information found at <http://www.act.org/explorestudent/>, August 2013.

³⁶ Information found at <http://www.act.org/planstudent/>, August 2013.

research, ACT set minimum scores on the English, math, reading, and science subtests for the EXPLORE, PLAN, and ACT that serve as benchmarks for success in college-level English composition, algebra, social sciences, and biology. Students who reach the benchmark or higher on the EXPLORE as ninth graders, the PLAN as 10th graders, and the ACT as 11th or 12th graders have a 50% chance of receiving at least a B in those college courses. Table 7 shows ACT's benchmark scores for each subtest on the EXPLORE and PLAN.³⁷ ACT does not publish composite benchmark scores for the EXPLORE and PLAN, CRC created composite benchmark scores for these tests by averaging the benchmark scores from the four subtests. The ACT composite benchmark was created and published by ACT.

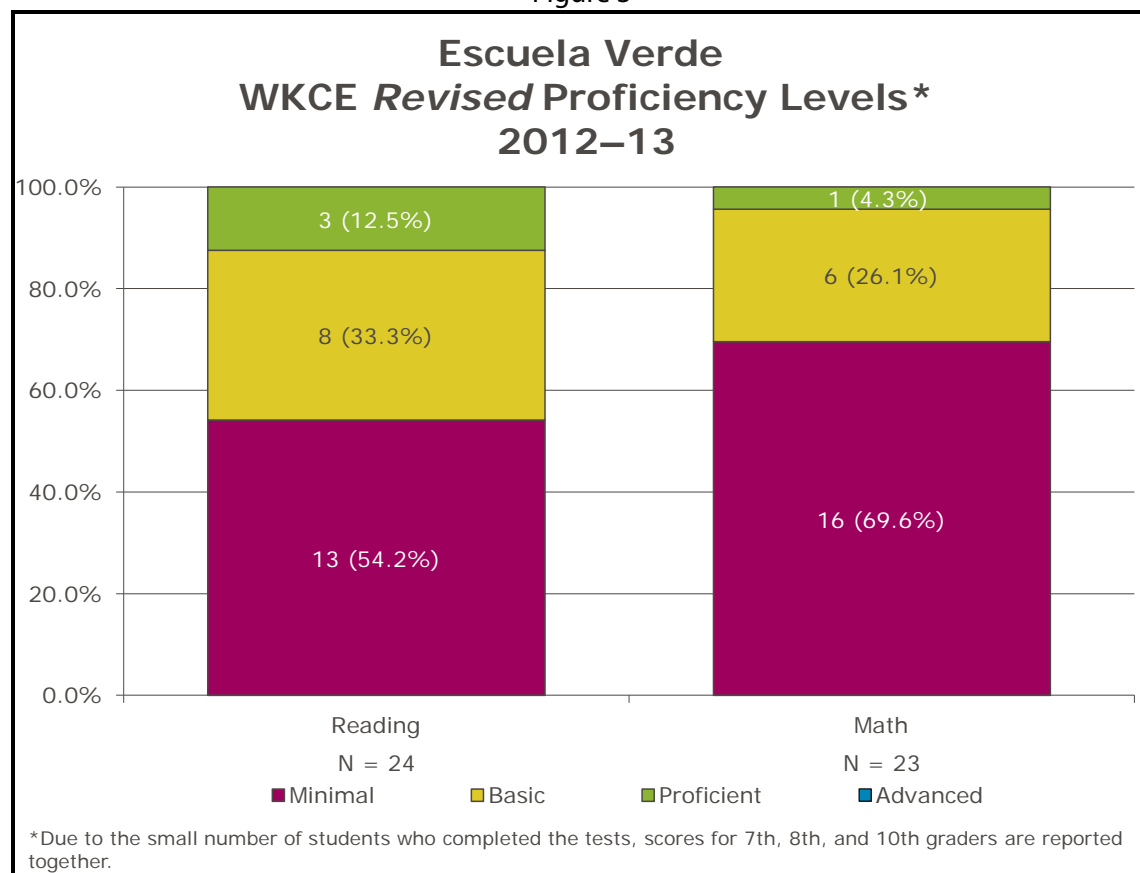
Table 7 Escuela Verde ACT College Readiness Benchmarks for the EXPLORE, PLAN, and ACT			
Subtest	EXPLORE Benchmarks (9th Grade)	PLAN Benchmarks (10th Grade)	ACT Benchmarks (11th/12th Grade)
English	14	15	18
Math	18	19	22
Reading	16	17	21
Science	20	21	24
Composite	17	18	21.25

³⁷ For more information, see the ACT EXPLORE Technical Manual at <http://www.act.org/explore/pdf/TechManual.pdf>.

1. WKCE for Seventh, Eighth, and 10th Graders

In October 2012, 24 seventh, eighth, and 10th graders were administered the WKCE reading test and 23 were administered the math test. Due to the small number of students in each grade who completed the test, results were combined for all three grade levels. In reading, three (12.5%) students reached the proficient level, and in math, one (4.3%) student was proficient (Figure 3). Had the former cut scores—used up until the current school year—been applied, eight (33.3%) students would have been proficient in reading and four (16.7%) would have been advanced; five (21.7%) students would have been proficient in math and one (4.3%) would have been advanced (not shown).

Figure 3



On average, Escuela Verde students scored in the 27th percentile statewide in reading and in the 15th percentile in math (not shown).

The final score from the WKCE is a writing score for fourth, eighth, and 10th graders. Each student's extended writing sample is scored using two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose and focus, organization and coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to use punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on a scale of zero to nine.

The Escuela Verde eighth- and 10th-grade extended writing scores (N = 13) ranged from three to nine. The median score was five, meaning half of the students scored at or below five, and half of the students scored five to nine.

2. EXPLORE for Ninth Graders

There were 25 ninth graders enrolled during the fall semester when the EXPLORE was administered; 24 of those students completed the test.³⁸ The minimum, maximum, and average scores for each subtest and the composite score are shown in Table 8. Of the 21 students who completed the EXPLORE and had all scores available, nine (42.9%) reached the English benchmark, three (14.3%) reached the math benchmark, five (23.8%) reached the reading benchmark, two (9.5%) reached the science benchmark, and four (19.0%) students had a composite score of 17 or higher on the fall EXPLORE.

³⁸ Two students were listed as ninth graders but completed the PLAN instead of the EXPLORE; those students were included in the number who completed the test. Scores for these two students are not included in the analysis.

Table 8 Milwaukee Academy of Science EXPLORE for 9th Graders Minimum, Maximum, and Average Scores Fall 2012 (N = 21)					
Test Section	Minimum Score	Maximum Score	Average Score	Students at or Above Benchmark	
				N	%
English	8	25	12.6	9	42.9%
Math	5	20	13.7	3	14.3%
Reading	8	24	13.2	5	23.8%
Science	10	22	14.8	2	9.5%
Composite*	8	21	13.7	4	19.0%

*ACT does not publish composite benchmark scores for the EXPLORE and PLAN, CRC created composite benchmark scores for these tests by averaging the benchmark scores from the four subtests. The ACT composite benchmark was created and published by ACT.

3. PLAN for 10th Graders

All 10th-grade students were required to take the PLAN in the fall of 2012. There were six 10th graders enrolled in the fall when the test was administered; all six completed the PLAN. In order to protect student identity, CRC does not include results for fewer than 10 students; therefore, PLAN results are not included in this report.

4. ACT or SAT for 11th and 12th Graders

The final CSRC expectation was that all 11th and 12th graders would take the ACT or SAT. Eleventh graders were to have taken the test by the end of the school year, and 12th graders were to have taken the test in the fall of their senior year. This year, 12 11th and 12th graders were enrolled at the end of the year and were required to take the ACT or SAT. Of these, nine (75%) students took the

ACT or SAT by June 2012.³⁹ This falls short of CSRC expectations that all 11th and 12th graders take the ACT or SAT.

ACT scores were available for all nine students who completed the test by the end of the school year. In order to protect student identity, CRC does not report results for fewer than 10 students; therefore, ACT results are not included in this report.

G. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Because this is Escuela Verde's first year of operation, data from multiple years were not available for analysis; therefore, year-to-year results are not included in this report.

H. CSRC Scorecard

In the 2009–10 school year, the CSRC piloted a scorecard for each school that it charters. The pilot ran for three years, from 2009–10 through 2011–12. In the fall of 2012, the CSRC formally adopted the scorecard to help monitor school performance. The scorecard includes multiple measures of student academic progress, such as performance on standardized tests and local measures as well as point-in-time academic achievement and engagement elements such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. The summary score is then translated into a school status rating (Table 9).

³⁹ One additional student was enrolled at the end of the year but did not enroll until the middle of second semester; this student was not included in the analysis. One student completed both the ACT and the SAT. Of the three students who did not complete the ACT or SAT, one student refused to take the test and no information was provided regarding why the others did not complete the test.

Table 9 City of Milwaukee Educational Performance Rating Scale for Charter Schools	
School Status	Scorecard % Total
High Performing/Exemplary	100.0%–85.0%
Promising/Good	84.0%–70.0%
Problematic/Struggling	69.0%–55.0%
Poor/Failing	54.0% or less

The CSRC uses the score and rating to guide decisions regarding whether to accept a school's annual education performance and continue monitoring as usual and whether to recommend a school for a five-year contract renewal at the end of its fourth year of operation under its current contract. The CSRC expectation is that schools achieve a rating of 70.0% or more; if a school falls under 70.0%, the CSRC will carefully review the school's performance and determine whether a probationary plan should be developed.

This year, due to the change in WKCE cut score standards, CRC prepared two middle school scorecards and two high school score cards, one each reflecting the WKCE results using the former proficiency-level cut scores used until the current school year and one each reflecting the revised cut scores. When WKCE results using the former cut scores were included, the school scored 67.9% on the middle school scorecard and 73.9% on the high school scorecard. When the revised WKCE cut scores were applied, the school scored 53.3% on the middle school scorecard and 73.9% on the high school scorecard.⁴⁰ See Appendix D for school scorecard information.

Additionally, for schools with students in grades K5–8 (seventh and eighth grades for Escuela Verde) and high schools, CRC calculated a weighted average score for the entire school (grades 7–12). The weighted average takes into consideration the number of students represented in each of the two

⁴⁰ Too few 10th graders completed the WKCE this year to include results on the high school scorecard. Therefore, the high school scorecard rating was the same regardless of which cut scores were used.

individual scorecards. CRC assigned the weight of each individual report card's score based on the number of students enrolled in the middle school and the high school at the at the end of the school year.⁴¹ When combined, Escuela Verde had an overall, weighted average score of 72.3% for the scorecard with former WKCE cut scores and 68.4% for the scorecard with revised WKCE cut scores.

I. DPI Report Card

As part of the new state accountability system, reflected in Wisconsin's approved Elementary and Secondary Education Act Flexibility Request,⁴² the DPI has produced report cards for every school in Wisconsin. These school report cards provide data on multiple indicators for four priority areas.

- **Student Achievement**—Performance on the WKCE and Wisconsin Alternative Assessment for Students with Disabilities in reading and mathematics.
- **Student Growth**—Improvement over time on the WKCE in reading and mathematics.
- **Closing Gaps**—Progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates.
- **On-Track and Postsecondary Readiness**—Performance on key indicators of readiness for graduation and postsecondary pursuits, whether college or career.

Schools receive a score from 0 to 100 for each priority area. Scores for each area are included on each school's report card, which is a public document and can be found on the DPI website. Some schools have had data replaced by an asterisk (*) because there are fewer than 20 students in a group.

In addition to priority area scores, performance on three student engagement indicators is also reported. These include test participation rate (goal of 95.0% for all students and each subgroup),

⁴¹ At the end of the school year, 26.5% of the students enrolled were in the middle school and 73.5% were enrolled in the high school. These percentages were used to calculate the weighted overall school scorecard rating.

⁴² Wisconsin Department of Public Instruction. (n.d.). *Accountability reform*. Retrieved from http://acct.dpi.wi.gov/acct_accountability

absenteeism rate (goal of 13.0% or less), and dropout rate (goal of 6.0% or less). Schools that do not meet the goal receive a point deduction from their overall scores.

The overall accountability score is an average of the priority area scores, minus student engagement indicator deductions. The average is weighted differently for schools that cannot be measured with all priority area scores. A school's overall accountability score places the school into one of five overall accountability ratings.

- Significantly Exceeds Expectations (83.0–100.0)
- Exceeds Expectations (73.0–82.9)
- Meets Expectations (63.0–72.9)
- Meets Few Expectations (53.0–62.9)
- Fails to Meet Expectations (0.0–52.9)

Since this is Escuela Verde's first year of operation, a DPI report card score is not yet available and is therefore not included in this report.

IV. SUMMARY AND RECOMMENDATIONS

This report covers the first year of Escuela Verde's operation as a City of Milwaukee charter school. The school has met all but two provisions of its contract with the City of Milwaukee and the subsequent requirements of the CSRC and substantially met one provision. The school scored 67.9% on the middle school and 73.9% on the high school scorecard when former WKCE cut scores were applied (53.3% and 73.9% using the revised WKCE cut scores). Escuela Verde's overall weighted scores were 72.3% for the scorecard with former WKCE cut scores and 68.4% when the revised cut scores were applied. Because this is Escuela Verde's first year of operation as a school, CRC's recommendation is that Escuela Verde continue regular, annual academic monitoring and reporting.

Appendix A

Contract Compliance Chart

<p style="text-align: center;">Table A Escuela Verde</p> <p style="text-align: center;">Overview of Compliance for Education-Related Contract Provisions 2012–13</p>			
Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met?
Section I, B	Description of educational program; student population served.	2–4 and 13–14	Met.
Section I, V	The school will provide a copy of the calendar prior to the end of the preceding school year.	8–9	Met.
Section I, C	Educational methods.	2–4	Met.
Section I, D	Administration of required standardized tests.		
	a. Grades 1–8	25–29	a. Met.
	b. Grades 9–12	25–31	b. Not met. ⁴³
Section I, D	All new high school students tested within 30 days of first day of attendance in reading and math.	20	Not Met. ⁴⁴
Section I, D	Written annual plan for graduation.	17–18	Met.
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	19–25	Met.
Section I, D	Academic criteria #2: Year-to-year achievement measure for 1st–12th grades. ⁴⁵		
	a. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level.		a. N/A
	b. 4th- through 8th-grade students proficient or advanced in math: At least 75.0% maintain proficiency level.		b. N/A
	c. 10th-grade students at or above benchmarks on the EXPLORE: At least 75.0% will maintain benchmarks on the PLAN.		c. N/A

⁴³ One ninth grade student did not complete the EXPLORE in the fall of the school year and three 11th and 12th graders did not complete the ACT.

⁴⁴ Because this is Escuela Verde's first year of operation, all students were new this year. Of the high school students who enrolled and were enrolled for at least 30 days, five were not tested in reading and six were not tested in math within 30 days.

⁴⁵ This is Escuela Verde's first year of operation and data from previous years were not available for analysis; therefore, year-to-year measures are not applicable (N/A) this year.

Table A Escuela Verde Overview of Compliance for Education-Related Contract Provisions 2012–13			
Section of Contract	Education-Related Contract Provision	Report Reference Page(s)	Contract Provision Met or Not Met?
	d. 11th-grade students at or above benchmarks on the PLAN: At least 75.0% will maintain benchmarks on the ACT.		d. N/A
Section I, D	<p>Academic criteria #3: Year-to-year achievement measure for 1st–12th grades.</p> <p>a. 4th- through 8th-grade students below proficient level in reading: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range.</p> <p>b. 4th- through 8th-grade students below proficient level in math: At least 60.0% will advance one level of proficiency or to the next quartile within the proficiency level range.</p> <p>c. At least 60.0% of 10th-grade students below benchmarks on the EXPLORE: All students below benchmark on any EXPLORE subtest or the composite score will reach benchmark or gain at least one point on the same subtest or composite score on the PLAN.</p> <p>d. At least 60.0% of 11th-grade students below benchmarks on the PLAN: All students below benchmark on any PLAN subtest or the composite score will reach benchmark or gain at least one point on the same subtest or composite score on the ACT.</p>		<p>a. N/A</p> <p>b. N/A</p> <p>c. N/A</p> <p>d. N/A</p>
Section I, E	Parental involvement.	9–10	Met.
Section I, F	Instructional staff hold a DPI license or permit to teach.	7	Met.
Section I, I	Pupil database information, including special education needs students.	13–14	Substantially met. ⁴⁶
Section I, K	Discipline procedures.	11–12	Met.

⁴⁶ Not all special education information was in compliance with the Individuals with Disabilities Act; most, but not all data were recorded in the student files.

Appendix B

Outcome Measure Agreement Memo

Student Learning Memorandum for Escuela Verde

To: Children's Research Center and Charter School Review Committee
From: Escuela Verde (Escuela Verde) Middle/High School
Re: Final Learning Memo for the 2012–13 Academic Year
Date: September 24, 2012

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 the school 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 Children's Research Center (CRC) and the CSRC. Data will be provided to CRC, the monitoring agent contracted by the City of Milwaukee CSRC. Data will be reported in a spreadsheet or database that includes each student's Wisconsin student number (WSN). CRC requests electronic submission of mid-year data no later than February 8, 2013, and year-end data on the fifth day following the last day of student attendance for the academic year, or July 5, 2013. 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 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 Excel 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 Excel spreadsheets. Information will include the date of withdrawal/termination and the reason why the student left the school, such as expelled, dropped out, moved, transportation issues, dissatisfaction with the school, etc. Reasons for each expulsion 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 WSN for each student. Escuela Verde will achieve an attendance rate of at least 90%. Students will be marked present for the day if they are present for four hours of the six-hour-and-20-minute day.

Parent/Guardian Participation

At least 80% of parents of students enrolled for the entire school year will participate in one of two scheduled student-parent-teacher conferences held for the Escuela Verde 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 if 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.

High School Graduation Plan

A high school graduation plan will be incorporated into each student's personal learning plan (PLP) (ninth through twelfth grade) 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 postsecondary 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/guardian/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, 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 ocho to discuss the PLP.⁴⁷ The PLPs will also be reviewed by advisors and students by the end of the school year to determine if each student is on track toward earning credits, and whether or not the student will need to enroll in summer school.

High School Graduation Requirements⁴⁸

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

⁴⁷ For Escuela Verde, 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.

⁴⁸ This item depends on 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 Measures⁴⁹

Literacy

All students' reading progress will be assessed quarterly using STAR Reading. Progress will be measured and reported for the cohort of students that completes the first- and fourth-quarter tests; measures will be determined by comparing scale and grade equivalent (GE) scores from the end of September and the end of the school year.⁵⁰ Students will increase their GE scores, on average, at least one month for each month of instruction. 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.⁵¹

Mathematics

All students' math progress will be assessed quarterly using STAR Math. Progress will be measured and reported for the cohort of students that completes the first and fourth-quarter tests; measures will be determined by comparing scale and grade equivalent (GE) scores from the end of September and the end of the school year.⁵² Students will increase their GE scores, on average, at least one month for each month of instruction. 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.⁵³

Writing

Students in seventh through twelfth 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.

⁴⁹ 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. The CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

⁵⁰ This test will regularly be given to all new students per requirement (#1) of the CSRC expectations policy dated February 1, 2008 for its high schools.

⁵¹ CRC will also report the GE score for all students at the time of their initial assessment.

⁵² This test will regularly be given to all new students per requirement (#1) of the CSRC expectations policy dated February 1, 2008 for its high schools.

⁵³ CRC will also report the GE score for all students at the time of their initial assessment.

IEP Goals

More than 50% of the special education students 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 Tenth-Grade Students

All seventh-, eighth-, and tenth-grade students are required to take the Wisconsin Knowledge and Concepts Examination (WKCE) in the timeframe identified by the Department of Public Instruction (DPI).

Ninth-Grade Students

All ninth-grade students are required to take all subtests⁵⁴ of the EXPLORE test (the first in a series of two pre-ACT tests that will identify students who are not ready for the ACT)⁵⁵ in the fall of the school year.

Tenth-Grade Students

All tenth-grade students are required to take all subtests of the PLAN (the second test in the pre-ACT series).⁵⁶ The PLAN will be administered in the fall of 2012.

Eleventh-Grade Students

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

Twelfth-Grade Students

Escuela Verde will require all seniors to take the ACT or SAT test in the fall semester of the school year. Escuela Verde 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) each twelfth grader took the ACT or SAT test.

Scores from the EXPLORE, PLAN, and ACT will be used to track student progress from ninth to tenth and from tenth to eleventh or twelfth grades. Because this is Escuela Verde's first year of operation as a charter school, year-to-year progress will not be measured. Progress will be measured in subsequent years.

⁵⁴ English, mathematics, reading, and science.

⁵⁵ The Educational Planning and Assessment System (EPAS), developed by the American College Testing (ACT) service, 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* and *Pathways* can be used by teachers to evaluate instruction and student progress and advise students on courses of study.

⁵⁶ English, mathematics, reading, and science.

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 2012–13 academic year. Additionally, important principles applicable to all data collection must be considered.

1. All students attending the school *at any time during the 2012–13 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%).

Mid-year data must be submitted to CRC by no later than February 8, 2013.

End-of-the-year data must be submitted to CRC by no later than the fifth working day after the end of the second semester, or July 5, 2013.

Staff person(s) responsible for year-end data submission: Primary person responsible for the data submission will be Akemi Iman. He will be assisted by all of the advisors: Bobbi Aguero, Dathan Lythgoe, 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	<p>For each student enrolled at any time during the year, include the following:</p> <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 	Spreadsheet designed by school	Akemi(AI) and all advisors (AA)

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	(Y, eligible; Y, not eligible; N/A)		
Attendance	<p>For each student enrolled at any time during the year, include the following:</p> <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	AI and AA
Parent Participation	<p>For each student enrolled at any time during the year, include the following:</p> <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	AI and AA track
Special Education Needs Students	<p>For each student assessed for special education needs (as indicated on the student roster), include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Special education need, e.g., ED, CD, LD, OHI, etc. • Eligibility assessment date (date the team meets to determine eligibility) • Eligibility re-evaluation date (if not due this year, indicate "not due"; this is the three-year re- 	Spreadsheet designed by school	CESA 1 Bobbi and Bethany

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>evaluation date to determine if the child is still eligible for special education</p> <ul style="list-style-type: none"> • IEP completion date (date the IEP was developed) • 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 • # goals on IEP • # goals met on IEP at the time of the annual review; enter NA if the IEP was not reviewed this year 		
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 postsecondary 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/guardian/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 PLP	AI 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 • Number of credits earned during the current school year • Number of cumulative credits 	Spreadsheet designed by school	AI

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<p>earned at Escuela Verde and any other high school attended</p> <ul style="list-style-type: none"> • If 9th through 11th grade, indicate if student was promoted to the next grade level (Y, N) • If 12th grade, indicate if 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 (either fall assessment or first assessment within 30 days of enrollment for new students) • Date of first STAR assessment • Scale score from the first STAR reading assessment • GE score from the last STAR reading assessment (i.e., end of fourth quarter) • Date of last STAR assessment • Scale score from the last STAR reading assessment • Projected scale score for last STAR assessment based on the first STAR assessment • Whether student met projected score at the time of the fourth-quarter assessment 	Spreadsheet designed by school	AI
<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 • Grade Equivalent (GE) score from the first STAR math assessment (either fall assessment or first assessment within 30 days of enrollment for new students) • Date of first STAR math assessment • Scale score from the first STAR math assessment • GE score from the last STAR math assessment (i.e., end of fourth quarter) • Date of last STAR math 	Spreadsheet designed by school	AI

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	assessment <ul style="list-style-type: none"> • Scale score from the last STAR math assessment • Projected scale score for last STAR math assessment based on the first STAR math assessment • Whether student met projected score at the time of the fourth-quarter assessment 		
Academic Achievement: Local Measures Writing	For each student, enter the following: <ul style="list-style-type: none"> • WSN • Student name • Total writing score from final writing sample 	Spreadsheet designed by school	AI
Academic Achievement: Standardized Measures WKCE	For each 7th-, 8th-, and 10th-grade student, include the following: <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 • 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 	Spreadsheet designed by school Please also provide paper copies of all students' WKCE scores	AI
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	AI
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 	Spreadsheet designed by school Please also provide paper copies of all students' PLAN scores or data as provided by the test publisher	AI

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	semester; enter N/A if the student was not enrolled		
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	AI
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' EXPLORE scores or data as provided by the test publisher	AI

Appendix C

Trend Information

Table C1					
Escuela Verde Enrollment					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at End of School Year	Number/ Percentage Enrolled for Entire School Year
2012-13	62	24	37	49	35 (56.5%)

Figure C1

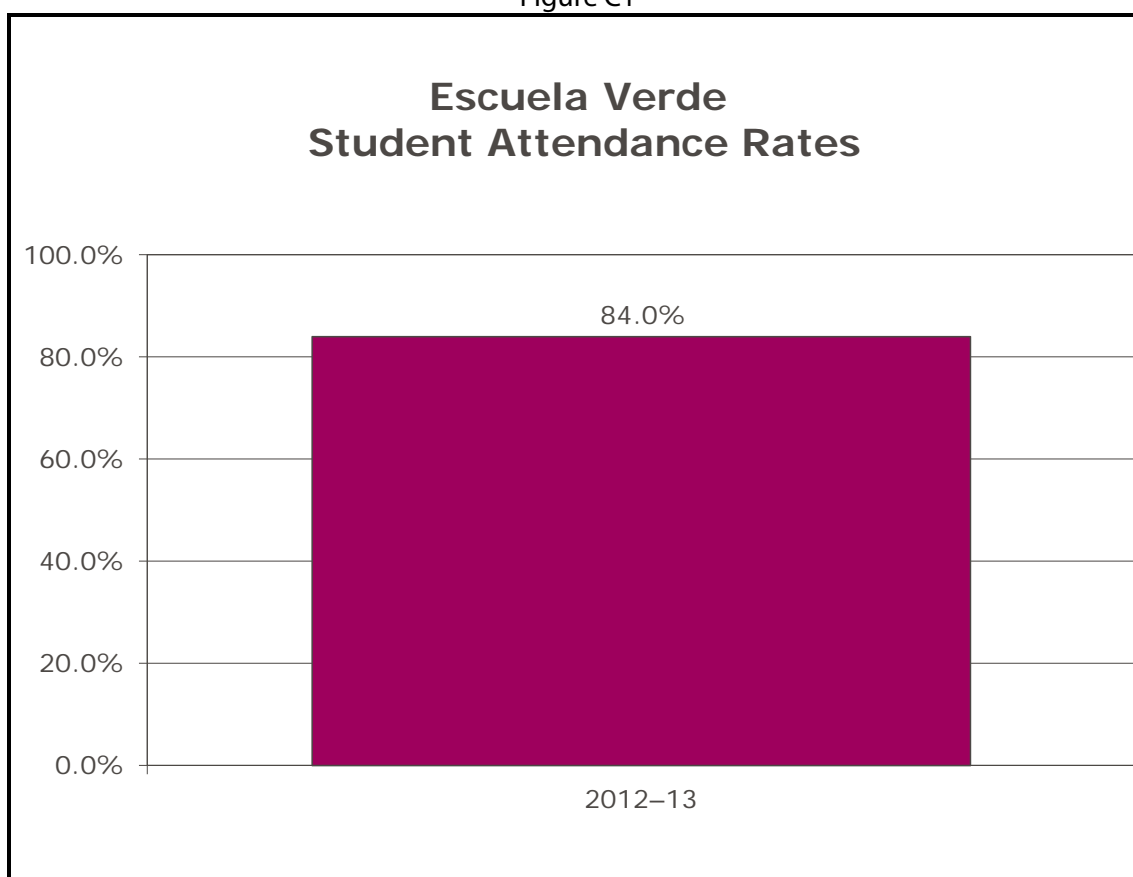


Figure C2

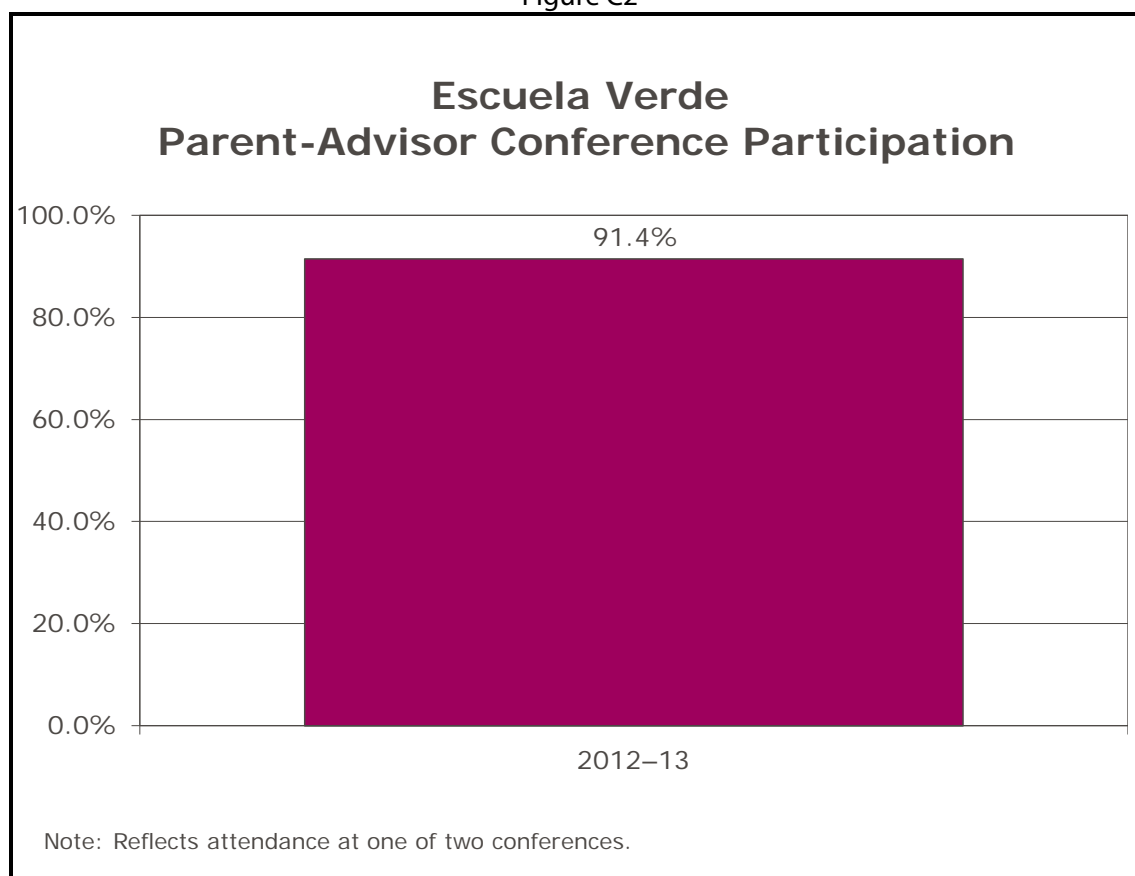


Table C2

**Escuela Verde
Teacher Retention**

Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at End of School Year	Teacher Retention Rate: Number and Rate Employed at School for Entire School Year
2012-13	5	0	0	5	5 (100.0%)

Table C3

**Escuela Verde
CSRC Scorecard Score**

School Year	Using Former WKCE Cut Scores		Using Revised WKCE Cut Scores	
	Middle School	High School	Middle School	High School
2012-13	67.9%	73.9%	53.3%	73.9%

Appendix D

CSRC Scorecards

**City of Milwaukee Charter School Review Committee
School Scorecard**

r: 4/11

K5-8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1-3

- SDRT—% remained at or above grade level (GL) (4.0)
 - SDRT—% below GL who improved more than 1 GL (6.0)
- 10.0%**

STUDENT ACADEMIC PROGRESS: GRADES 3-8

- WKCE reading—% maintained proficient and advanced (7.5)
 - WKCE math—% maintained proficient and advanced (7.5)
 - WKCE reading—% below proficient who progressed (10.0)
 - WKCE math—% below proficient who progressed (10.0)
- 35.0%**

LOCAL MEASURES

- % met reading (3.75)
 - % met math (3.75)
 - % met writing (3.75)
 - % met special education (3.75)
- 15.0%**

STUDENT ACHIEVEMENT: GRADES 3-8

- WKCE reading—% proficient or advanced (7.5)
 - WKCE math—% proficient or advanced (7.5)
- 15.0%**

ENGAGEMENT

- Student attendance (5.0)
 - Student reenrollment (5.0)
 - Student retention (5.0)
 - Teacher retention (5.0)
 - Teacher return* (5.0)
- 25.0%**

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12

- EXPLORE to PLAN—composite score at or above 17 on EXPLORE and at or above 18 on PLAN (5.0)
 - EXPLORE to PLAN—composite score of less than 17 on EXPLORE but increased 1 or more on PLAN (10.0)
 - Adequate credits to move from 9th to 10th grade (5.0)
 - Adequate credits to move from 10th to 11th grade (5.0)
 - DPI graduation rate (5.0)
- 30.0%**

POSTSECONDARY READINESS: GRADES 11 and 12

- Postsecondary acceptance for graduates (college, university, technical school, military) (10.0)
 - % of 11th/12th graders tested (2.5)
 - % of graduates with ACT composite score of 21.25 or more (2.5)
- 15.0%**

LOCAL MEASURES

- % met reading (3.75)
 - % met math (3.75)
 - % met writing (3.75)
 - % met special education (3.75)
- 15.0%**

STUDENT ACHIEVEMENT: GRADE 10

- WKCE reading—% proficient and advanced (7.5)
 - WKCE math—% proficient and advanced (7.5)
- 15.0%**

ENGAGEMENT

- Student attendance (5.0)
 - Student reenrollment (5.0)
 - Student retention (5.0)
 - Teacher retention (5.0)
 - Teacher return* (5.0)
- 25.0%**

*Teachers not offered continuing contracts are excluded when calculating this rate.

Note: If a school has less than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

Beginning in 2012–13, the Wisconsin Department of Public Instruction applied more rigorous proficiency-level cut scores to the Wisconsin Knowledge and Concepts Examination (WKCE) reading and math tests. These revised cut scores are based on standards set by the National Assessment of Educational Progress and require students to achieve higher scale scores in order to be considered proficient. The middle school and the high school scorecards both include points related to current year and year-to-year performance on the WKCE. In order to examine the impact of the revised cut scores on the school's scorecard score, the NCCD Children's Research Center (CRC) compiled two middle school and two high school scorecards: one each using the former WKCE cut scores and one each using the revised cut scores that were implemented this year.

The scorecards presented in Tables D1 and D2 were compiled using the former WKCE cut scores and can be compared to scorecard results from previous years.

Table D1 Escuela Verde (7–8) Charter School Review Committee Scorecard Former WKCE Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: 1st–3rd Grades⁵⁷	SDRT: % remained at or above GL	4.0	10.0%	N/A	--
	SDRT: % below GL who improved more than 1 GL	6.0		N/A	--
Student Academic Progress: 3rd–8th Grades⁵⁸	WKCE reading: % maintained proficient and advanced	7.5	35.0%	N/A	--
	WKCE math: % maintained proficient and advanced	7.5		N/A	--
	WKCE reading: % below proficient who progressed	10.0		N/A	--
	WKCE math: % below proficient who progressed	10.0		N/A	--
Local Measures	% met reading	3.75	15.0%	33.3%	1.2
	% met math	3.75		83.3%	3.1
	% met writing	3.75		69.2%	2.6
	% met special education ⁵⁹	3.75		Cannot report due to <i>n</i> size	--
Student Achievement: 3rd–8th Grades	WKCE reading: % proficient or advanced*	7.5	15.0%	60.0%	4.5
	WKCE math: % proficient or advanced*	7.5		40.0%	3.0
Engagement	Student attendance	5.0	25.0%	91.1%	4.6
	Student reenrollment ⁶⁰	5.0		N/A	--
	Student retention rate	5.0		80.0%	4.0
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate ⁶¹	5.0		N/A	--
TOTAL		41.25⁶²			28 (67.9%)

⁵⁷ Escuela Verde does not currently serve first through third graders. Additionally, because it is the school's first year of operation, year-to-year progress was not applicable.

⁵⁸ This is the school's first year of operation; year-to-year progress was not applicable.

⁵⁹ Due to the small number of students in the cohort, results were not included in this report.

⁶⁰ This is the school's first year of operation; a reenrollment rate could not be calculated.

⁶¹ This is the school's first year of operation; a teacher return rate could not be calculated.

⁶² Potential points that were not applicable (N/A) this school year were subtracted from the total possible points. This year, the total possible points for Escuela Verde middle school was 41.25 out of 100.

Table D2 Escuela Verde (9–12) Charter School Review Committee Scorecard Former WKCE Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: 9th to 10th Grade 10th to 11th Grade 12th Grade	EXPLORE to PLAN: Composite score at or above 17 on EXPLORE and at or above 18 on PLAN ⁶³	5.0	30.0%	N/A	--
	EXPLORE to PLAN: Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN ⁶⁴	10.0		N/A	--
	Adequate credits to move from 9th to 10th grade	5.0		76.5%	3.8
	Adequate credits to move from 10th to 11th grade	5.0		Cannot report due to <i>n</i> size ⁶⁵	--
	Graduation rate (DPI) ⁶⁶	5.0		N/A	--
Postsecondary Readiness: 11th–12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	Cannot report due to <i>n</i> size	--
	% of 11th/12th graders tested	2.5		69.2%	1.7
	% of graduates with ACT composite score of 21.25 or more	2.5		Cannot report due to <i>n</i> size	--
Local Measures	% met reading	3.75	15.0%	54.2%	2.0
	% met math	3.75		58.3%	2.2
	% met writing	3.75		100.0%	3.75
	% met special education	3.75		Cannot report due to <i>n</i> size	--
Student Academic Achievement: 10th Grade	WKCE reading: % proficient and advanced*	7.5	15.0%	Cannot report due to <i>n</i> size	--
	WKCE math: % proficient and advanced*	7.5		Cannot report due to <i>n</i> size	--

⁶³ This is the school's first year of operation; year-to-year results were not available.

⁶⁴ This is the school's first year of operation; year-to-year results were not available.

⁶⁵ In order to protect student identify, CRC does not include results for fewer than 10 students. There were not enough students in some of these cohorts to include results in the report.

⁶⁶ This is the school's first year of operation; a four-year DPI graduation rate was not available for inclusion in the scorecard.

Table D2 Escuela Verde (9–12) Charter School Review Committee Scorecard Former WKCE Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Engagement	Student attendance	5	25%	81.9%	4.1
	Student reenrollment ⁶⁷	5		N/A	--
	Student retention rate	5		48.9%	2.4
	Teacher retention rate	5		100.0%	5.0
	Teacher return rate ⁶⁸	5		N/A	--
TOTAL		33.75⁶⁹			24.95 (73.9%)

*Based on former WKCE cut scores.

⁶⁷ This is the school's first year of operation; a reenrollment rate could not be calculated.

⁶⁸ This is the school's first year of operation; a teacher return rate could not be calculated.

⁶⁹ Potential points that were not applicable (N/A) this year were subtracted from the total possible points. This year, the total possible points for Escuela Verde high school was 33.75 out of 100.

The scorecards presented in Tables D3 and D4 were compiled using the revised WKCE cut scores.

Table D3 Escuela Verde (7–8) Charter School Review Committee Scorecard Revised WKCE Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress 1st–3rd Grades⁷⁰	SDRT: % remained at or above GL	4.0	10.0%	N/A	--
	SDRT: % below GL who improved more than 1 GL	6.0		N/A	--
Student Academic Progress 3rd–8th Grades⁷¹	WKCE reading: % maintained proficient and advanced	7.5	35.0%	N/A	--
	WKCE math: % maintained proficient and advanced	7.5		N/A	--
	WKCE reading: % below proficient who progressed	10.0		N/A	--
	WKCE math: % below proficient who progressed	10.0		N/A	--
Local Measures	% met reading	3.75	15.0%	33.3%	1.2
	% met math	3.75		83.3%	3.1
	% met writing	3.75		69.2%	2.6
	% met special education ⁷²	3.75		Cannot report due to <i>n</i> size	--
Student Achievement 3rd–8th Grades	WKCE reading: % proficient or advanced*	7.5	15.0%	13.3%	1.0
	WKCE math: % proficient or advanced*	7.5		6.7%	0.5
Engagement	Student attendance	5.0	25.0%	91.1%	4.6
	Student reenrollment ⁷³	5.0		N/A	--
	Student retention rate	5.0		80.0%	4.0
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate ⁷⁴	5		N/A	--
TOTAL		41.25⁷⁵			22 (53.3%)

⁷⁰ Escuela Verde does not currently serve first through third graders. Additionally, because it is the school's first year of operation, year-to-year progress was not applicable.

⁷¹ This is the school's first year of operation; year-to-year progress was not applicable.

⁷² Due to the small number of students in the cohort, results were not included in this report.

⁷³ This is the school's first year of operation; a reenrollment rate could not be calculated.

⁷⁴ This is the school's first year of operation; a teacher return rate could not be calculated.

⁷⁵ Potential points that were not applicable (N/A) this year were subtracted from the total possible points. This year, the total possible points for Escuela Verde middle school was 41.25 out of 100.

Table D4 Escuela Verde (9–12) Charter School Review Committee Scorecard Revised WKCE Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: 9th to 10th Grade 10th to 11th Grade 12th Grade	EXPLORE to PLAN: Composite score at or above 17 on EXPLORE and at or above 18 on PLAN ⁷⁶	5.0	30.0%	N/A	--
	EXPLORE to PLAN: Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN ⁷⁷	10.0		N/A	--
	Adequate credits to move from 9th to 10th grade	5.0		76.5%	3.8
	Adequate credits to move from 10th to 11th grade	5.0		Cannot report due to <i>n</i> size ⁷⁸	--
	Graduation rate (DPI) ⁷⁹	5.0		N/A	--
Postsecondary Readiness: 11th –12th Grades	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	15.0%	Cannot report due to <i>n</i> size	--
	% of 11th/12th graders tested	2.5		69.2%	1.7
	% of graduates with ACT composite score of 21.25 or more	2.5		Cannot report due to <i>n</i> size	--
Local Measures	% met reading	3.75	15.0%	54.2%	2.0
	% met math	3.75		58.3%	2.2
	% met writing	3.75		100.0%	3.75
	% met special education	3.75		Cannot report due to <i>n</i> size	--
Student Academic Achievement: 10th Grade	WKCE reading: % proficient and advanced*	7.5	15.0%	N/A	--
	WKCE math: % proficient and advanced*	7.5		N/A	--

⁷⁶ This is the school's first year of operation; year-to-year results were not available.

⁷⁷ This is the school's first year of operation; year-to-year results were not available

⁷⁸ In order to protect student identify, CRC does not include results for fewer than 10 students. There were not enough students in some of these cohorts to include results in the report.

⁷⁹This is the school's first year of operation; a four-year DPI graduation rate was not available for inclusion in the scorecard.

Table D4 Escuela Verde (9–12) Charter School Review Committee Scorecard Revised WKCE Cut Scores 2012–13 School Year					
Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Engagement	Student attendance	5.0	25.0%	81.9%	4.1
	Student reenrollment ⁸⁰	5.0		N/A	--
	Student retention rate	5.0		48.9%	2.4
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate ⁸¹	5.0		N/A	--
TOTAL		33.75⁸²			24.95 (73.9%)

*Based on revised WKCE cut scores.

⁸⁰ This is the school's first year of operation; a reenrollment rate could not be calculated.

⁸¹ This is the school's first year of operation; a teacher return rate could not be calculated.

⁸² Potential points that were not applicable (N/A) this year were subtracted from the total possible points. This year, the total possible points for the Escuela Verde high school was 33.75 out of 100.