

# 2019–2020 Programmatic Profile and Educational Performance

September 2020



Escuela Verde

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

## **EXECUTIVE SUMMARY FOR ESCUELA VERDE 2019–20**

This is the eighth annual report on the operation of Escuela Verde, one of seven schools chartered by the City of Milwaukee during the 2019–20 school year. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), Escuela Verde staff, and the NCCD Children’s Research Center (CRC).

Because of the COVID-19 pandemic that resulted in Wisconsin school closures from March 13, 2020, through the end of the school year, data available for this report are more limited than usual. Therefore, the overall academic achievements described throughout the report should not be compared with the outcomes of previous years. Detailed descriptions about differences from previous years will be reported in each of the affected sections of the report.

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

### **I. CONTRACT COMPLIANCE SUMMARY<sup>1</sup>**

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

### **II. PERFORMANCE CRITERIA**

#### **A. Local Measures**

##### **1. Primary Measures of Educational Progress**

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

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

This year, Escuela Verde’s progress on local measures could be calculated only for IEP goals, since end-of-year local measures for reading, writing, and math could not be uniformly administered due to school closure as a result of the pandemic. Fall data on other local measures can be found in the report. The outcome for IEP goals was that all students who were enrolled in special education services at Escuela Verde for an entire year met at least one of their IEP goals at the time of their annual review.

## 2. Secondary Measures of Educational Outcomes

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

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

The school met four of the goals (attendance, parent-student-advisor conferences, graduation plans, and special education student records) and partially met the goal for grade promotion and graduation (met for ninth, tenth, and twelfth grades but not eleventh grade).

### **B. Year-to-Year Academic Achievement on Standardized Tests**

Because of school closures, the Wisconsin Department of Public Instruction withdrew the requirement for schools to administer any standardized tests for 2019–20. Escuela Verde was unable to administer standardized tests required in its contract with the City of Milwaukee.

### **C. CSRC School Scorecard**

Because of limited data available to examine student progress, the CSRC scorecard contains partial outcome data this year. The CSRC has determined that it will not use the abbreviated scorecard to guide its decision about Escuela Verde’s status for the next school year, and the school’s score should not be compared with the score for any previous year. The school scored 83.7% of 62.5 possible points on the abbreviated scorecard this year.

### III. SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts interviews or surveys with parents, board members, students, and teachers to obtain feedback on their perceptions about the school. Because of school closure, teacher interviews and student surveys were not conducted. Parent surveys and board interviews were conducted, and the results are summarized in this report, including the following highlights.

- There were 74 surveys submitted, representing 73.3% of 101 families.
  - » Most (98.6%) parents would recommend this school to other parents.
  - » Most (98.6%) parents rated the school's overall contribution to their child's learning as "excellent" or "good."
- Nine of 16 board members participated in interviews.
  - » All nine rated the school as excellent or good overall.
  - » The main suggestions from board members to improve the school were to increase engagement around raising money for additional resources and to provide support at the administrative level.

### IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT

The following recommendations, identified by the school leadership and CRC, continue a focused school improvement plan in the 2020–21 school year.

- Special attention needs to be directed to streamlining the curriculum and students' learning plans. Regular reviews need to be conducted by the advisors to increase the consistency of learning expectations within each school's advisory group.
- Staff need to monitor the school's staff evaluation process. Clear criteria for performance expectations must be fine-tuned and used to guide individual staff development plans. Greater emphasis throughout the year needs to be given to strengthening the school's professional learning community.

#### **IV. RECOMMENDATION FOR ONGOING MONITORING**

After reviewing Escuela Verde's past and current contract compliance status and the school's trend data, CRC recommends that the school continue regular, annual academic monitoring and reporting. It is also recommended that Escuela Verde be awarded an early extension for another five-year contract. The school's loan for its building is due next year, and awarding a new five-year contract early will strengthen the school's ability to obtain a new loan.

## I. INTRODUCTION

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

To produce this report, CRC:

- Conducted an initial school visit to collect information related to contract requirements and to draft a learning memo for the new school year, and conducted a year-end interview to review progress about recommendations and changes that occurred during the year;
- Visited the school throughout the year to observe classrooms and overall school operations;
- Surveyed parents and interviewed board members to gather feedback about the school (teacher interviews and student surveys could not be conducted due to pandemic closure);
- Attended a school board of directors meeting, along with CSRC representatives, to provide an update regarding compliance with the City of Milwaukee’s academic expectations and contract requirements; and
- Collected and analyzed data submitted by the school to complete an annual report.

## II. PROGRAMMATIC PROFILE

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

**Telephone:** (414) 988-7960

**Website:** <http://www.escuelaverde.org>

## **Escuela Verde’s Advisory Team**

- Zaynab Baalbaki
- Nicola Ciurro
- Laurel Cutright
- George Giannaras
- Cynthia Gonzalez
- Kristal Krebs
- Walter Sams
- Bethany Vannest
- Joey Zocher

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

### **A. Description and Philosophy of Educational Methodology**

#### 1. Mission

Escuela Verde’s mission is to “cultivate a community that is participatory, just, sustainable, and peaceful.” The school staff and students live their vision through graduating high school students prepared to live happy, healthy, meaningful lives; collaborating with the community to create a strong sense of place and skills to flourish without harm; providing staff who model our vision and embrace education as liberation; engaging urban youth by adhering to an ecopedagogical praxis; developing biliteracy and honoring linguistic and cultural identities by engaging in translanguaging practices; and offering immersion opportunities for those interested in transformative education.<sup>3</sup>

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

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

## 2. Instructional Design

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

Students engage in rigorous research to answer a complex question, problem, or challenge. With an advisor, students self-select state-approved educational standards to be addressed with each project. Through many one-on-one consultations with advisors, students assess and reassess their learning until they are satisfied with their projects. When projects are complete, students describe the steps involved, skills acquired, and the project's value to the student and the overall community. Students present the project proposal to the original team that approved it. This team, in collaboration with the student, renders the final assessment and determines how many and what category of credit hours (rather than grades) will be awarded. The team's decision is based on time spent, skills/competencies acquired, and the quality of the product.<sup>4</sup>

### **B. School Structure**

#### 1. Board of Directors

Escuela Verde is governed by the TransCenter board of directors, which has ultimate responsibility for the success of the school and is accountable directly to the City of Milwaukee and the Wisconsin Department of Public Instruction (DPI) to ensure that all charter terms are

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<sup>4</sup> This description is taken from the Escuela Verde's student handbook.

met. The board sets overall policy for the school and was responsible for hiring TransCenter's executive director. The executive director, in turn, hired the school staff for its first year of operation. This year, the school staff was hired by the advising team in consultation with the executive director. The board holds regular meetings to discuss issues, set policy, and conduct school business. Some board work is conducted by committees that meet more often than the full board.

This year, the board was composed of 16 members: a president, a vice president, a secretary, a treasurer, 12 others serving as members of the community at large, and the executive director serving as an ex officio member. Board members represented a variety of organizations and professions, including several local businesses that contributed their expertise in administrative and fiscal management. TransCenter board members' experience included educational curriculum and instruction, nonprofit leadership and management, law, technology, insurance, and marketing.

This year, CRC conducted interviews with nine (56.3%) of 16 board members who responded to a request for feedback.<sup>5</sup> Seven of nine board members said they participated in strategic planning for the school. All nine received a presentation on the school's annual academic performance report, reviewed the school's annual financial audit, and received and approved the school's annual budget. All nine rated the school as "excellent" or "good" overall. Suggestions made by board members to improve the school included increasing engagement

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<sup>5</sup> An additional board member responded to the request but was unable to respond to the survey questions at that time.

around raising money for additional resources and to provide support at the administrative level.

## 2. Areas of Instruction

Escuela Verde is a student-driven, project-based, democratically run school for ninth- through twelfth-grade students. The school operates in an open-concept space to encourage a sense of community, belonging, and collaboration. Because of a strong commitment to technology in learning, Escuela Verde allows students to regularly work on Chromebooks in school. Students work under the guidance of an advisor, with a student–advisor ratio of no more than 19 to 1.

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

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<sup>6</sup> For more information about Project Foundry, visit [www.projectfoundry.org](http://www.projectfoundry.org).

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

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

Students in the high school program are required to accumulate 23.5 credits to graduate. However, students can earn as many as 40 credits during four years of high school. The credit expectations for grade promotion follow.<sup>8</sup>

- *Ninth to tenth grade: 5.75*
- *Tenth to eleventh grade: 11.5*
- *Eleventh to twelfth grade: 17.25*

High school students are required to acquire credits as follows.

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

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<sup>7</sup> Information for this section comes from the student handbook.

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

- *Personal finance: 0.5*
- *Fine arts: 1*
- *Career and technical education: 1*

During the interview and survey process, board members were asked about the school's program of instruction. Most (88.9%) board members agreed or strongly agreed that the program of instruction is consistent with the school's mission.

### 3. Advisor Information

Escuela Verde operates with "teachers as owners" in a democratic learning community. Teachers, called advisors at the school, are expected to model ownership and demonstrate democratic leadership. It is Escuela Verde's belief that this practice has been demonstrated to inspire students, parents, and the community to take ownership and actively engage in decision making. Advisors demonstrate democratic leadership by supporting advisor evaluations by peers, students, and parents; participating in autonomous school management with control over budget and staffing; and accepting individual responsibility and accountability for the school's financial and educational success.<sup>9</sup>

There were seven advisors at the end of the 2018–19 school year. All seven returned to the school in 2019–20 for a 100.0% return rate. Two new advisors were hired for the 2019–20 school year. All nine advisors who started the 2019–20 school year remained at the school for the entire school year, resulting in a retention rate of 100.0%.

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<sup>9</sup> This information comes from the Escuela Verde website.

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

During the survey process, parents were asked about school staff. Nearly all (98.6%) agreed or strongly agreed with the statement “I am comfortable talking with the staff,” and 98.6% agreed or strongly agreed that they are satisfied with overall staff performance. Nearly all (97.3%) agreed or strongly agreed that people in this school treat each other with respect.

#### 4. School Hours and Calendar

The first day of school for all Escuela Verde students was August 1, 2019, and the school year was scheduled to end June 25, 2020. As a result of school closure and subsequent online learning, the school canceled its service learning, credit recovery, and camping weeks. This ended the school year for students who did not need credit recovery on June 5, 2020. Staff continued to be available until June 25 to work with students who needed the extra time to complete their projects and credit requirements.

The school operates on a 39-week school year, composed of four quarters. Most of the projects undertaken by students are planned to be completed within a quarter. At the end of the 2018–19 academic school year, Escuela Verde provided CRC with its school calendar for the upcoming year, indicating student attendance days, break schedules, presentation nights, and other major school events. CRC also was 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 (Tuesday through Friday) with a 15-minute advisory session. Specific times were allocated within the daily student schedule to focus attention on acquiring skills in English/reading (60 minutes) and math (60 minutes). The majority of the school day was dedicated to quiet, active project time (175 minutes). Midday, students were given 45 minutes for advisory sessions and 25 minutes for lunch. After lunch, students participated in a 30-minute physical education/health session. The day ends with a 15-minute advisory session and checkout. Escuela Verde was a closed campus for lunch, so students either brought a bag lunch or shared in the meal brought into the building.

Every Monday, students have a one-hour advisory session, 135-minute project time, and a 30-minute lunch. Monday afternoons, students get 195 minutes for independent and/or interdependent project work. Escuela Verde staff acknowledge 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 regular school hours or at other times if approved by the student's advisor and parents. Students were encouraged to engage with a variety of community groups for afterschool activities and were expected to participate in all scheduled community-night events.

## 5. Parent Involvement

Escuela Verde recognizes parent involvement as a critical component of student success. A parent's involvement at the school starts with participation in developing the student's

personal learning plan (PLP) 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.<sup>10</sup> Additional opportunities for involvement included attendance at conferences, presentation nights, and community nights. *All* parents/guardians must attend the following, at minimum.

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

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

- Consulting with students and advisors on planning and evaluation, providing onsite assistance to students and advisors, and/or providing feedback to advisors.
- Learning the project process with students to support and assist them.
- Sharing Escuela Verde's goals and philosophy with people in the community.
- Chaperoning student events or helping with carpools to and from school events and learning experiences.
- Serving as resources to students in their areas of expertise or sharing knowledge of community resources with students and advisors.

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<sup>10</sup> Upon enrollment, every student creates a PLP, which incorporates a personal mission statement, identifies the student's strengths and challenges, enables the student to monitor the student's skill acquisition, summarizes the student's resume-building experiences, and embodies the student's life vision.

- Providing administrative assistance from school or home (e.g., mailings, phone calls, promotions).
- Organizing community events, being active on an Escuela Verde committee, and/or supporting students' interests and efforts.<sup>11</sup>

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

When asked about parental involvement during the survey/interview process, almost all (98.6%) parents indicated that they feel welcome at the school. Many reported that what they like most about the school is the communication between teachers and parents.

## 6. Discipline Policy

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

- Focus on the harms and consequent needs of the victims as well as the needs of the communities and the offenders.
- Address the obligations that result from those harms.
- Use an inclusive, collaborative process.

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<sup>11</sup> The expectations and opportunities for parental involvement described here come from the student handbook.

- Involve those with a legitimate stake in the situation, including victims, offenders, community members, and society.
- Seek to right the wrongs.<sup>12</sup>

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

- Possessing a gun or other dangerous weapon in school.
- Possessing or having the intent to distribute drugs or alcohol.
- Extreme harassment or physical violence.
- A total of 10 consecutive unexcused absences.
- Other criminal offenses.

Parent surveys included questions about the discipline policy at Escuela Verde. Most (94.5%) parents said they are comfortable with how the staff handle discipline.

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

## 7. Graduation Information

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

In addition, advisors took students on university/college tours in and out of state; students went to college fairs; several college representatives visited the school throughout the school year; students enrolled in MATC's English 151 Composition course; students enrolled in Alverno Girls Academy; and the seniors planned to take part in a summer community building retreat.

Finally, during the fall semester, the following activities took place: The school conducted student surveys to gauge interest/desire in postsecondary activities (college, job, etc.); the school began ACT preparation for senior year ACT; MATC provided a presentation on its Promise program; the school held FAFSA Night to help families begin filling out financial aid forms; and advisors provided college application assistance.

A total of 18 students graduated by the end of the school year; 12 (66.7%) of those students were accepted into a postsecondary institution, an apprenticeship, or a branch of the military. Six graduates chose to enter the workforce. Escuela Verde graduates were offered \$340,864 in scholarships and grants.

### **C. Student Population**

Because of school closure, enrollment information is based on information known about students enrolled any time from the third Friday of September 2019 through March 13, 2020. As of September 20, 2019, 118 students were enrolled in ninth through twelfth grades. During the year, nine students enrolled in the school, and 16 students withdrew. Students withdrew for a variety of reasons: Twelve transferred to other schools, two moved out of state, one transitioned to online school, and a reason was not provided for one student. There were 111 students who were still enrolled as of March 13, 2020.<sup>13</sup>

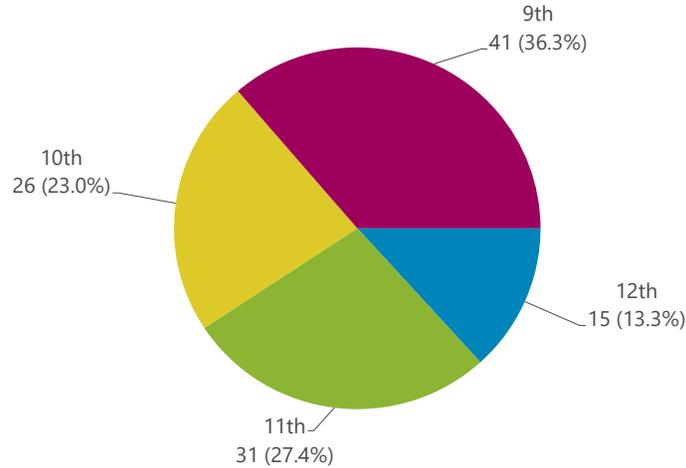
- The largest proportion (36.9%) of students were in ninth grade.<sup>14</sup>
- There were 56 females (50.5%) and 55 (49.5%) males.
- There were 84 Latinx students (75.7%), 13 (11.7%) White students, nine (8.1%) Black/African American students, four (3.6%) Native American students, and one (0.9%) multiracial student.
- There were 29 students with special education needs. Of these, 13 had other health impairments, six had specific learning disabilities, two had an emotional behavioral disability, two had an intellectual disability, one had a hearing disability, one was autistic, and four students had multiple identified needs.
- There were 98 (88.2%) students eligible for free/reduced-price lunch.
- Over two fifths (45.0%) of students were bilingual.

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<sup>13</sup> Includes one student who graduated during the school year.

<sup>14</sup> Student grade levels may shift during the year. The grade level reported reflects the grade level each student was classified in at the beginning of the school year.

Figure 1  
**Escuela Verde**  
**Enrollment by Student Grade Level\***  
**2019–20**



N = 111

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

Of 118 high school students enrolled on the third Friday of September 2019, 103 (87.3%) were still enrolled on March 13, 2020.<sup>15</sup>

A total of 67 students who were enrolled at the end of the 2018–19 school year were eligible to return to the school in 2019–20 (i.e., they did not graduate). Of those, 55 were enrolled on the third Friday in September 2019, representing a return rate of 82.1%.

**D. Activities for Continuous School Improvement**

During the year, Escuela Verde responded to all of the recommendations in the 2018–19 programmatic profile and educational performance report. The following describes each recommendation and Escuela Verde’s response.

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<sup>15</sup> Includes one student who graduated during the year.

- Recommendation: Special attention needs to be directed to the improvement of students' writing and analytical skills. In their reviews of project narratives, the advisors should emphasize the need for demonstration of higher-level thinking skills. Writing materials need to be focused and self-explanatory to diverse audiences.

Response: Staff jointly developed a new writing curriculum for use by all advisors. The curriculum's main focus was to improve students' writing skills. A second focus of the curriculum was to assist students with the acquisition of higher-level analytical skills as demonstrated by project narratives and presentations.

- Recommendation: Staff need to revisit the school's staff evaluation process. Clear criteria for performance expectations must be articulated and should be used to guide individual staff development plans.

Response: This work was started but not completed due to school closure. A new position has been created to continue this work in the next school year. All new staff will be brought on board in June for orientation and preparation for the 2020–2021 school year. The new evaluation process and performance expectations will be highlighted as part of this process. A major focus of the evaluation is Escuela Verde's mission and values.

### **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. The high school also established goals for graduation plans and new-enrollee testing. In addition, Escuela Verde identified local and standardized measures of academic performance to monitor student progress.

## **A. Attendance**

The school established a goal of maintaining an average attendance rate of 90.0%. Students were considered present if they were at school for four of the six instructional time slots, which last an hour and 20 minutes each. Because of school closure, 2019–20 attendance rates are based on data collected through March 13, 2020.

This year, 127 high school students enrolled at any time during the year attended school an average of 89.9% of the time, meeting the school’s internal attendance goal. When excused absences were included, the attendance rate rose to 93.8%.

A total of 23 students were suspended from school at least once during the year, resulting in an average of 2.4 days out of school.

## **B. Parent-Student-Advisor Conferences**

Escuela Verde’s goal was to have parents of at least 90.0% of students enrolled for the entire school year attend one of two scheduled student-parent-advisor conferences. Also, advisors regularly contact parents outside of the formal conference periods, so the school provided the total number of parent contacts occurring during the year. Parents of all 102 (100.0%) students who were enrolled from the third Friday of September 2019 through March 13, 2020, attended both conferences, exceeding the school’s goal for parent participation.<sup>16</sup>

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<sup>16</sup> Excludes one student who graduated during the year.

### **C. Special Education Student Records**

During the year, 35 students received special education services. Nine students received a reevaluation this year. The remaining students received an initial or reevaluation during previous years. No students were dismissed from special education services during the year. An IEP was developed for all new or returning special education students who required one.<sup>17</sup>

In addition, CRC usually conducts a random review of special education files during the spring semester. Because of school closure, CRC could not conduct the reviews this year. The submitted data did not identify any specific compliance issues with special education federal/state laws or rules.

### **D. High School Graduation Plans and Grade-Level Promotion**

#### **1. High School Graduation Plans**

A high school graduation plan is to be incorporated into each ninth- through twelfth-grade student's PLP by the end of the student's first semester of enrollment. The plan 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 ELA; three credits apiece in math, science, and social studies; two-and-a-half credits in physical education/health; two credits in Spanish language and culture; one credit in career and technical education and fine arts; one half-credit each in personal finance and community service; and

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<sup>17</sup> IEPs were not created for five students who transferred prior to the annual IEP.

three elective credits (or a three-credit senior project for twelfth graders).<sup>18</sup>

Graduation plan information was provided for all 111 students who finished the school year at Escuela Verde.<sup>19</sup> The status on each individual graduation plan measure for those students is shown in Table 1.<sup>20</sup>

<b>Table 1</b> <b>Escuela Verde</b> <b>High School Graduation Plans</b> <b>2019–20</b> <b>N = 111</b>	
<b>Measure</b>	<b>% Plans Including Measure</b>
Included postsecondary plans	100.0%
Shared with parents	
Credits to graduate	
Reviewed by counselor	
On track toward graduation	77.4% <sup>21</sup>
Need to enroll in credit recovery activities	77.4%

## 2. High School Graduation Requirements

The school’s goal for graduation requirements was that at least 60.0% of ninth, 75.0% of tenth, 85.0% of eleventh, and 90.0% of twelfth graders enrolled for the entire year would accrue enough credits to be promoted to the next grade level or graduate at the end of the school

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

<sup>19</sup> Includes one student who graduated during the year.

<sup>20</sup> One student’s record indicated a graduation plan, but the status on each individual measure was not available.

<sup>21</sup> On track toward graduation and credit recovery were based on the number of students with graduation plans who were promoted at the end of the school year, excluding summer school promotions.

year. Information about credits earned and grade-level promotion was provided for all 103 students who were enrolled in Escuela Verde from the third Friday of September 2019 through March 13, 2020 (including one student who graduated midyear). By the end of the summer program, 87 (84.5%) students were promoted to the next grade or graduated from high school (Table 2).

Table 2			
Escuela Verde High School Graduation Requirements 2019–20			
Grade	Students	Promoted/Graduated	% Promoted/Graduated
9th	36	31	86.1%
10th	23	20	87.0%
11th	29	21 <sup>22</sup>	72.4%
12th	15	15	100.0%
<b>Total</b>	<b>103</b>	<b>87</b>	<b>84.5%</b>

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

### E. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school’s individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing the goals and expectations for its students in the context of that school’s unique approach to education. These goals and expectations are established by each City of Milwaukee–chartered school at the beginning of

<sup>22</sup> Three of the eleventh-grade students who were promoted by the end of the year graduated from EV for a total of 18 graduates. Two (11.1%) of the 18 graduates scored 19.6 or higher on the ACT.

the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing expectations for the quality of student work, and providing evidence that students are meeting local benchmarks. Escuela Verde designated four areas in which students' competencies would be measured: literacy, math, writing, and special education goals.

1. Literacy

Reading progress is assessed four times during the year using the Exact Path reading diagnostics. Each student's growth goal was set based on their fall diagnostic reading score. The school set a goal that at least 60.0% of students who completed the first and last<sup>23</sup> reading assessments and were enrolled for the entire year would show progress as shown in Table 3. Because of school closure, the assessments were administered only in the fall and winter, so progress could not be measured. For this report, CRC determined which growth cohort each student who completed at least one assessment would have been in, based on their first test score during the year. (The dates of first tests ranged from August 2019 through February 2020, based on date of enrollment; Table 3).

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<sup>23</sup> The "last test" can be either the third or fourth tests for the school year. Students who achieve their growth expectation based on first test status at the time of the third test will not be required to complete a fourth test.

<b>Table 3</b> <b>Escuela Verde</b> <b>Literacy Local Measure</b> <b>Reading Cohort Placement Based on First Test Score</b> <b>(N = 118)</b>			
<b>Fall Diagnostic Reading Score</b>	<b>Growth Goal From First to Last</b>	<b>Students in Cohort Based on First Assessment Score</b>	
		<b>n</b>	<b>%</b>
550–749	66 or more points	1	0.8%
750–949	39 or more points	28	23.7%
950–1149	19 or more points	52	44.1%
1150–1450	Maintain score of 1150 or higher	37	31.4%

2. Math

Math progress is assessed four times during the year using the Exact Path math diagnostics. Each student’s growth goal was set based on their fall diagnostic math score. The school set a goal that at least 60.0% of students who completed the first and last<sup>24</sup> reading assessments and were enrolled for the entire year would show progress as shown in the Table 4.

Because of school closure, the assessments were administered only in the fall and winter, so progress could not be measured. For this report, CRC determined which growth cohort each student who completed at least one assessment would have been in, based on their first test score during the year. (The dates of first tests ranged from August 2019 through February 2020 based on date of enrollment; Table 4.)

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<sup>24</sup> The “last test” can be either the third or fourth tests for the school year. Students who achieve their growth expectation based on first test status at the time of the third test will not be required to complete a fourth test.

<b>Table 4</b> <b>Escuela Verde</b> <b>Math Local Measure</b> <b>Math Cohort Placement Based on First Test Score</b> <b>(N = 123)</b>			
<b>Fall Diagnostic Math Score</b>	<b>Growth Goal From First to Last</b>	<b>Students in Cohort Based on First Assessment Score</b>	
		<b>n</b>	<b>%</b>
550–749	66 or more points	0	0.0%
750–949	39 or more points	23	18.7%
950–1149	19 or more points	74	60.2%
1150–1450	Maintain score of 1150 or higher	26	21.1%

3. Writing

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

Writing scores were available for all 102 students who were enrolled from the third Friday of September 2019 through school closure on March 13, 2020. Of those students, 87 (85.3%) received a final writing score of 21 or higher.

4. Special Education Student Progress

This year, the school’s goal was that more than 90.0% of special education students would meet one or more goals defined on their IEPs. There were 31 special education students

enrolled at the end of the year. Of those students, 17 were either new to Escuela Verde or had an initial evaluation completed during the 2019–20 school year. All 13 (100.0%) of the students who were continuing special education students at Escuela Verde this year met one or more of the goals on their IEPs.

#### **F. External Standardized Measures of Educational Performance**

For students in tenth grade, DPI requires that students take the Wisconsin Forward Exam social studies test. Schools are required to assess ninth and tenth graders using the ACT Aspire, and eleventh graders must complete the ACT Plus Writing in spring of the school year. Additionally, the CSRC encourages twelfth-grade students to take the ACT again in the fall semester of their senior year, but it is no longer required. Because of school closures this year, DPI withdrew the requirement on standardized tests for the 2019–20 school year. Therefore, Forward Exam and Aspire results were not available.

Eleventh graders had an opportunity to take the ACT in March 2020, but the makeup test in April was canceled. ACT results for students who completed the ACT this year are presented below, but the completion rate and scores will not be included in the CSRC scorecard this year.

Of 44 students enrolled on March 13, 2020, 42 (95.5%) completed the ACT this year.<sup>25</sup> Composite ACT scores for eleventh graders ranged from 11 to 18, with an average of 13.8 (not shown). For twelfth graders, composite scores ranged from 10 to 21, with an average of 14.2. No eleventh graders met the subtest or composite benchmarks. Among twelfth graders,

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<sup>25</sup> Twenty-eight of 30 eleventh graders and all 14 twelfth graders. Note that the twelfth-grade count includes only ACT tests taken in 2019–20.

two (14.3%) met the English benchmark, two (14.3%) met the reading benchmark, and one (7.1%) met the composite score benchmark this year.

### **G. Multiple-Year Student Progress**

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the Aspire.<sup>26, 27</sup> In 2019, the CSRC adopted a year-to-year academic expectation that 50% of tenth graders would maintain composite scale score benchmarks or improve their composite scale score by at least one point from ninth to tenth grade. This expectation is based on data from the last three school years.

Because of school closures this year, spring 2020 results were not available, so progress could not be assessed.

### **H. CSRC School Scorecard**

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

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<sup>26</sup> For more information on Aspire benchmarks, visit <https://www.discoveractaspire.org>.

<sup>27</sup> Progress from tenth to eleventh grade cannot be validly measured, using available data, in the same way that progress was measured from the PLAN to the ACT in previous years. Therefore, year-to-year progress from tenth to eleventh grade will not be reported.

Due to significant testing changes, the scorecard was revised, and a second pilot was initiated in 2014–15.

In February 2020, when three years of comparable data on all elements in the second pilot scorecard were available, the CSRC reviewed data trends and made minor modifications to the scoring rubric. The changes place more emphasis on year-to-year student progress and less on point-in-time measures in order to capture a more realistic picture of the school’s impact on student growth over time.<sup>28</sup> Like the previous versions, the updated scorecard was designed to monitor school improvement from year to year and will to be used to guide decisions about a school’s status as a city-chartered school for subsequent school years. See Appendix D for detailed information on the revised scorecard.

Because of school closure this year, several of the progress measures on the revised scorecard were unavailable for 2019–20. Knowing this in advance of compiling reports for this year, the CSRC decided that the abbreviated scorecard will not be the primary source for making decisions about a school’s status for the 2020–21 school year.

This year, the school received a score of 83.7% of 62.5 possible points on the abbreviated school scorecard.

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<sup>28</sup> The CSRC continues to focus on the schools’ impact on student achievement over time. Therefore, the changes assigned more points to the progress indicators rather than point in time assessments. For the elementary scorecard, the year-to-year progress for students below proficiency in ELA and math was increased by 2.5 points, and the point-in-time ELA and math proficiencies were decreased by 2.5 points. For the high school scorecard, the first two items related to Aspire were merged, two items related to grade promotion were given 2.5 additional points, and point-in-time measures on Aspire in English and math were decreased by 2.5 points each.

#### **IV. SUMMARY AND RECOMMENDATIONS**

After reviewing past and current contract compliance status and trend data, CRC recommends that Escuela Verde continue regular, annual academic monitoring and reporting. It is also recommended that Escuela Verde be awarded an early extension for another five-year contract. The school's loan for its building is due next year, and awarding a new five-year contract early will strengthen the school's ability to obtain a new loan.

## **Appendix A**

### **Contract Compliance Chart**

**Table A**  
**Escuela Verde**  
**Compliance Overview for Education-Related Contract Provisions**  
**2019–20**

<b>Contract Section</b>	<b>Contract Provision</b>	<b>Report Reference Pages</b>	<b>Provision Met</b>
Section I, B	Description of educational program.	pp. 2–3	Met
Section I, V	Annual school calendar provided.	pp. 8–9	Met
Section I, C	Educational methods.	pp. 2–3	Met
Section I, D	Administration of required standardized tests.	pp. 24–25	Not Applicable (N/A)
Section I, D	Written annual plan for graduation.	pp. 18–20	Met
Section I, D	<u>Academic criterion #1</u> : Maintain local measures showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education.	pp. 20–24	Met
Section I, D	<u>Academic criteria #2 &amp; #3</u> : Year-to-year achievement measures for students at or above proficient or who were below the previous year.  Ninth and tenth 10th grade students: At least 50% of tenth graders will maintain composite scale score benchmarks or improve their composite score by at least one point from ninth to tenth grade.	Not available (N/A)	N/A
Section I, E	Parental involvement.	pp. 9–11	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 7–8	Met
Section I, I	Pupil database information, including information on students with special education needs.	pp. 14–15	Met
Section I, K	Discipline procedures.	pp. 11–12	Met

## **Appendix B**

### **Student Learning Memorandum**

## **STUDENT LEARNING MEMORANDUM FOR ESCUELA VERDE**

**To:** Children’s Research Center and Charter School Review Committee  
**From:** Escuela Verde  
**Re:** Learning Memo for the 2019–20 Academic Year  
**Date:** September 30, 2019

This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC) to monitor and report students’ academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the Children’s Research Center (CRC) and the CSRC. The school will record student data in the school’s database or Excel spreadsheets and provide that to CRC, the educational monitoring agent contracted by the CSRC. Additionally, paper test printouts or data directly from the test publisher will be provided to CRC for all standardized tests. All required elements related to the outcomes below are described in the “Learning Memo Data Requirements” section. CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or July 3, 2020.

### **Enrollment**

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

### **Termination/Withdrawal**

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

### **Attendance**

The school will maintain appropriate attendance records. Students who are present for four of the six hour-and-35-minute instructional time slots scheduled for every school day will be marked present for the day. Escuela Verde will achieve an attendance rate of at least 90%. Required data elements related to this outcome are described in the “Learning Memo Data Requirements” section.

### **Parent/Guardian Participation**

Parents of at least 90% of students enrolled for the entire school year will participate in one of two scheduled student-parent-teacher conferences held for Escuela Verde students.

Participation will count whether the conference is held at the school, via phone, or at the student's home. Required data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

### **Special Education Needs Students**

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

### **High School Graduation/Academic Career Plan**

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

- Information regarding post-secondary plans.
- A schedule reflecting plans for completing four credits in English; three credits each of college preparatory math, science, and social studies; and two credits in foreign language, physical education/health, and other electives.
- Evidence of parent/family involvement. Involvement means that during the first scheduled student-parent-teacher conference, teachers/staff will review each student's graduation plan with 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 quarter to discuss the PLP. Advisors and students also will review PLPs by the end of the school year to determine whether each student is on track toward earning credits and whether the student will need to enroll in summer school.

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

## High School Graduation Requirements<sup>29</sup>

Among students enrolled for the entire school year, at least 60% of ninth grade students will complete 5.75 or more credits; 75% of tenth graders will complete 11.5 or more credits; 85% of eleventh graders will complete 17.25 or more credits; and 90% of twelfth graders will complete 23.5 or more of the required credits by the end of the school year and will graduate.

### Post-Secondary Plans for Twelfth Graders

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

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

## Academic Achievement: Local Measures<sup>30</sup>

### Literacy

Reading progress of all students will be assessed four times during the year using the Exact Path reading diagnostics.<sup>31</sup> Progress will be measured and reported by comparing scores from the first to last test.<sup>32</sup> At least 60% of students who attend for the entire year and complete both assessments will meet the reading goal as described in the table below.

Fall Diagnostic Reading Score	Growth Goal From First to Last
550–749	66 or more points
750–949	39 or more points
950–1149	19 or more points
1150–1450	Maintain score of 1150 or higher

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

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<sup>29</sup> This item depends on both the school's high school graduation requirements and the timing of the student's coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year.

<sup>30</sup> Recently arrived English Learners (EL) students with an English Proficiency Level of 2.9 or less may be exempt from quarterly reading and math diagnostics as well as the local measure writing assessment.

<sup>31</sup> Students enrolling throughout the school year will be tested for literacy within 60 days of their enrollment.

<sup>32</sup> The "last test" can be either the third or fourth tests for the school year. Students who achieve their growth expectation based on first test status at the time of the third test will not be required to complete a fourth test.

## Math

Math progress of all students will be assessed four times during the school year using the Exact Path diagnostics.<sup>33</sup> Progress will be measured and reported by comparing scores from the first to last test.<sup>34</sup> At least 60% of students who attend for the entire year and complete both tests will meet the goal as described in the table below.

Fall Diagnostic Math Score	Growth Goal
550–749	70 or more points
750–949	35 or more points
950–1149	21 or more points
1150–1450	Maintain score of 1150 or higher

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

## Writing

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

## IEP Goals

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

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<sup>33</sup> Students enrolling throughout the school year will be tested for math within 60 days of their enrollment.

<sup>34</sup> The “last test” can be either the third or fourth tests for the school year. Students who achieve their growth expectation at of the third test will not be required to complete a fourth test.

## **Academic Achievement: Standardized Measures<sup>35</sup>**

### Wisconsin Forward Exam for Tenth-Grade Students

The Wisconsin Forward Exam will be administered on an annual basis within the timeframe specified by DPI. This standardized assessment will produce a social studies score. Data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

### ACT Aspire for Ninth- and Tenth-Grade Students

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

### ACT for Eleventh- and Twelfth-Grade Students

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

Escuela Verde will require all seniors to take the ACT or ACT Plus Writing in the fall of the school year. The ACT for twelfth graders is not required by DPI but is a requirement of the CSRC. Specific data elements related to this outcome are described in the "Learning Memo Data Requirements" section.

### Year-to-Year Progress

CRC will report year-to-year progress from the ninth- to tenth-grade ACT Aspire for students who complete the test in two consecutive years. Progress will be reported for students at or above benchmark on any of the subtests or the composite score and for students below benchmark. The CSRC will set its expectations for student progress, and these expectations will be effective for all subsequent years.

Required data elements related to year-to-year outcomes are described in the "Learning Memo Data Requirements" section.

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<sup>35</sup> Per DPI policy, recently arrived English Learners (EL) students are not required to take the ELA subtests of statewide standardized tests; a composite score will also not be available for these students.

## **Appendix C**

### **Trend Information**

Table C1					
Escuela Verde Enrollment					
School Year	Enrolled at Start of School Year	Enrolled During School Year	Withdrawn	Number at End of School Year	Enrolled for Entire School Year
2015–16	113	7	20	100	97 (85.8%)
2016–17	117	8	19	106	98 (83.8%)
2017–18	120	8	21	107	101 (84.2%)
2018–19	121	3	25	99	96 (79.3%)
2019–20	118	9	16	111	103 (87.3%)

Table C2	
Escuela Verde Student Return Rate	
School Year	Rate
2015–16	89.8%
2016–17	84.7%
2017–18	90.6%
2018–19	87.8%
2019–20	82.1%

Table C3	
Escuela Verde Student Attendance	
School Year	Rate
2015–16	93.5%
2016–17	90.1%
2017–18	92.4%
2018–19	90.1%
2019–20	89.9%

<b>Table C4</b>	
<b>Escuela Verde</b>	
<b>Student-Parent-Advisor Conference Participation</b>	
<b>School Year</b>	<b>Rate</b>
2015–16	100.0%
2016–17	
2017–18	98.0%
2018–19	97.8%
2019–20	100.0%

<b>Table C5</b>	
<b>Escuela Verde</b>	
<b>Advisor Retention Rate</b>	
<b>School Year</b>	<b>Retention Rate: Employed Entire School Year</b>
2015–16	100.0%
2016–17	
2017–18	
2018–19	
2019–20	

<b>Table C6</b>	
<b>Escuela Verde</b>	
<b>Advisor Return Rate*</b>	
<b>School Year</b>	<b>Return Rate</b>
2014–15	100.0%
2015–16	
2016–17	
2018–19	
2019–20	

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

## **Appendix D**

### **CSRC 2019–20 School Scorecard**

**City of Milwaukee Charter School Review Committee School Scorecard**  
**K-8TH GRADE**

r: 06/20

**HIGH SCHOOL**

**STUDENT READING READINESS: GRADES 1-2**

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

**STUDENT ACADEMIC PROGRESS: GRADES 3-8**

• Forward Exam reading—% maintained proficient	5.0	
• Forward Exam math—% maintained proficient	5.0	
• Forward Exam reading—% below proficient who progressed	12.5	
• Forward Exam math—% below proficient who progressed	12.5	
		<b>35.0%</b>

**LOCAL MEASURES**

• % met reading	6.25	
• % met math	6.25	
• % met writing	6.25	
• % met special education	6.25	
		<b>25.0%</b>

**STUDENT ACHIEVEMENT: GRADES 3-8**

• Forward Exam reading—% proficient or advanced	2.5	
• Forward Exam math—% proficient or advanced	2.5	
		<b>5.0%</b>

**ENGAGEMENT**

• Student attendance	5.0	
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	
		<b>25.0%</b>

**STUDENT ACADEMIC PROGRESS: GRADES 9, 10, AND 12**

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

**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 19.6 or higher	2.5	
		<b>15.0%</b>

**LOCAL MEASURES**

• % met reading	5.0	
• % met math	5.0	
• % met writing	5.0	
• % met special education	5.0	
		<b>20.0%</b>

**STUDENT ACHIEVEMENT: GRADES 9 AND 10**

• ACT Aspire English—% students at or above spring benchmark	2.5	
• ACT Aspire math—% students at or above spring benchmark	2.5	
		<b>5.0%</b>

**ENGAGEMENT**

• Student attendance	5.0	
• Student reenrollment	5.0	
• Student retention	5.0	
• Teacher retention	5.0	
• Teacher return*	5.0	
		<b>25.0%</b>

\*Teachers not offered continuing contracts or who moved farther than 25 miles from any Milwaukee County border due to a transfer of a family member are excluded when calculating this rate.

Note: To protect student identity, CRC does not report data on scorecard items with fewer than 10 students. These cells will be reported as not available (N/A) on the scorecard, and the total score will be calculated to reflect each school's denominator.

Table D

Escuela Verde  
CSRC High School (9th – 12th Grade) Scorecard  
2019–20

Area	Measure	Maximum Points	% Total Score	Performance	Points Earned
<b>Student Academic Progress:</b>	ACT Aspire—% 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	15.0	<b>30.0%</b>	Not available	
<b>9th to 10th Grade</b>	Adequate credits to move from 9th to 10th grade	7.5		86.1%	6.5
<b>10th to 11th Grade</b>	Adequate credits to move from 10th to 11th grade	7.5		87.0%	6.5
<b>12th Grade</b>	Graduation rate (DPI)*	5.0		86.8%	4.3
<b>Postsecondary Readiness: 11th and 12th Grades</b>	Postsecondary acceptance for graduates (college, university, technical school, military)	10.0	<b>15.0%</b>	66.7%	6.7
	% of 11th/12th graders tested on ACT	2.5		Not available	
	% of graduates with ACT composite score of 19.6 or more	2.5		11.1%	0.3
<b>Local Measures</b>	% met reading	5.0	<b>20.0%</b>	Not available	
	% met math	5.0		Not available	
	% met writing	5.0		Not available	
	% met special education	5.0		100.0%	5.0
<b>Student Academic Achievement: 9th and 10th Grades</b>	<u>ACT Aspire English:</u> % of 9th and 10th grade students at or above benchmark	2.5	<b>10.0%</b>	Not available	
	<u>ACT Aspire math:</u> % of 9th and 10th grade students at or above benchmark	2.5		Not available	
<b>Engagement</b>	Student attendance	5.0	<b>25.0%</b>	89.9%	4.5
	Student reenrollment	5.0		82.1%	4.1
	Student retention	5.0		87.3%	4.4
	Teacher retention rate	5.0		100.0%	5.0
	Teacher return rate	5.0		100.0%	5.0
<b>TOTAL</b>		<b>62.5</b>			<b>52.3</b>
<b>HIGH SCHOOL SCORECARD PERCENTAGE</b>					<b>83.7%</b>

\*Based on 2018–19 four-year rate, the most recent available at the time of this report for all academies.

## **Appendix E**

### **Parent/Guardian Survey Results**

Parent opinions are qualitative and provide a valuable measure of school performance. To determine parents' satisfaction with the school, parental involvement with the school, and an overall evaluation of the school, each school distributed paper surveys during spring parent-teacher conferences and made the survey available online. CRC made at least two follow-up phone calls to parents who had not completed a survey. If these parents were available and willing, CRC completed the survey over the telephone. A total of 74 surveys, representing 73.3% of 101 Escuela Verde families, were submitted to CRC.<sup>36</sup>

Most parents agreed or strongly agreed with the statements in the survey (Table E1).

<b>Table E1</b>						
<b>Escuela Verde</b>						
<b>Parent Satisfaction with School</b>						
<b>2019–20</b>						
<b>(N = 73)</b>						
<b>Statement</b>	<b>Response</b>					
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
I am comfortable talking with the staff.	74.0%	24.7%	1.4%	0.0%	0.0%	0.0%
The staff keep me informed about my child's academic performance.	69.9%	28.8%	0.0%	0.0%	0.0%	1.4%
I am comfortable with how the staff handle discipline	60.3%	34.2%	2.7%	1.4%	0.0%	1.4%
I am satisfied with the overall performance of the staff.	67.1%	31.5%	1.4%	0.0%	0.0%	0.0%
The staff recognize my child's strengths and weaknesses.	64.4%	32.9%	1.4%	0.0%	1.4%	0.0%
I feel welcome at my child's school.	68.5%	30.1%	1.4%	0.0%	0.0%	0.0%
The staff respond to my worries and concerns.	67.1%	30.1%	1.4%	1.4%	0.0%	0.0%
My child and I clearly understand the school's academic expectations.	61.6%	35.6%	1.4%	1.4%	0.0%	0.0%
My child is learning what is needed to succeed in life.	53.4%	42.5%	2.7%	1.4%	0.0%	0.0%
My child is safe in school.	64.4%	34.2%	0.0%	1.4%	0.0%	0.0%
People in this school treat each other with respect.	53.4%	43.8%	2.7%	0.0%	0.0%	0.0%
The school offers a variety of courses and afterschool activities to keep my child interested.	47.9%	45.2%	5.5%	1.4%	0.0%	0.0%

<sup>36</sup> One survey was missing all responses and was omitted from analyses.

The second measure examined the extent to which parents engaged in educational activities while at home. During a typical week, 68.5% of 73 parents discuss their children’s progress toward graduation, and about 60.2% of parents responded that they monitor their child’s homework completion at least weekly.

Table E2					
Escuela Verde Parent Participant in Activities 2019–20 (N = 73)					
Activity	Response				
	Never	Monthly	Weekly	Daily	No Response
Monitor homework completion	8.2%	20.5%	26.0%	34.2%	11.0%
Participate together in activities outside of school	13.7%	35.6%	26.0%	13.7%	11.0%
Discuss with your child his/her progress toward graduation	4.1%	17.8%	28.8%	39.7%	9.6%
Discuss plans for education after graduation	2.7%	24.7%	32.9%	28.8%	11.0%

Parents of high school students were also asked to rate the school on two measures related to progress toward graduation and school assistance in helping the family understand and plan for life after high school. Three-quarters (75.3%) of parents rated their child’s progress toward graduation as excellent or good, 17.8% rated their child’s progress as fair, and 4.1% rated their child’s progress toward graduation as poor. Most parents (89.0%) rated the school’s assistance in helping them plan for education after high school as excellent or good (Table G4).

Table E4					
Escuela Verde Parent Rating for Parents of High School Students 2019–20 (N = 73)					
Item	Rating				
	Excellent	Good	Fair	Poor	No Response
Your child’s progress toward graduation	30.1%	45.2%	17.8%	4.1%	2.7%
School assistance in helping my child and me understand and plan for education after high school	43.8%	45.2%	6.8%	1.4%	2.7%

Parental satisfaction was also evident in the following results.

- Most (98.6%) parents would recommend this school to other parents.
- Most parents (87.7%) will send their child to the school next year. Eight (11.0%) parents said they will not send their child to the school next year, and one (1.4%) was not sure. The reason that three quarters of those students will not be returning is that they graduated at the end of the year.
- When asked to rate the school's overall contribution to their child's learning, most (68.5%) parents rated the school's overall contribution to their child's learning as excellent, and 30.1% rated the school's contribution as good.

When asked what they liked most about the school, several themes emerged.

- Strong communication from advisors to parents/guardians and students.
- The project-based approach to learning.
- The care and attention provided to each student.
- The small size of the school and classes.

When asked, most parents did not identify anything they like least about the school. Among those who did respond, the responses were diverse and individual, and no themes were identified.

## **Appendix F**

### **Board Member Interview Results**

Board member opinions are qualitative and provide valuable, although subjective, insight regarding school performance and organizational competency. Escuela Verde’s board of directors consists of 16 members. CRC conducted phone interviews using a prepared interview guide with nine (56.3%) board members who agreed to participate.

The board members have served on the board for an average of six years. Their backgrounds included finance, education, school parent, community stakeholder, law, and business.

Seven of the nine of the board members said they participated in strategic planning for the school. All nine received a presentation on the school’s annual academic performance report, and eight reviewed the school’s annual financial audit and received and approved the school’s annual budget.

Asked to rate on a scale of excellent to poor, five of the board members rated the school as excellent, and four rated the school as good. Most (88.9%) members agreed or strongly agreed that the program of instruction is consistent with the school’s mission. Three of the nine disagreed that the school has the financial resources to fulfill its mission (Table F1).

<b>Table F1</b>					
<b>Escuela Verde</b>					
<b>Board Member Interview Results</b>					
<b>2019–20</b>					
<b>(N = 9)</b>					
<b>Performance Measure</b>	<b>Response</b>				
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Teacher-student ratio/class size at this school is appropriate.	22.2%	33.3%	44.4%	0.0%	0.0%
Program of instruction (includes curriculum, equipment, and building) is consistent with the school’s mission.	33.3%	55.6%	11.1%	0.0%	0.0%
Students make significant academic progress at this school.	22.2%	44.4%	33.3%	0.0%	0.0%
The administrator’s financial management is transparent and efficient.	55.6%	11.1%	33.3%	0.0%	0.0%
This school is making progress toward becoming a high-performing school.	33.3%	44.4%	22.2%	0.0%	0.0%
This school has strong linkages to the community, including businesses.	55.6%	22.2%	22.2%	0.0%	0.0%
The administrative staff’s performance meets the board’s expectations.	22.2%	44.4%	33.3%	0.0%	0.0%
The majority of the board of directors take their varied responsibilities seriously.	22.2%	44.4%	33.3%	0.0%	0.0%
This school has the financial resources to fulfill its mission.	0.0%	11.1%	55.6%	33.3%	0.0%
The environment of this school ensures the safety of its students and staff.	33.3%	44.4%	22.2%	0.0%	0.0%

When asked what they liked most about the school, several themes emerged.

- The curriculum and curricular approach (project based) are student focused.
- The school's mission.
- School leadership and staff.

Regarding things they like least, the board members mentioned:

- Lack of financial resources;
- Need for additional administrative leadership;
- Lack of rigor in the math curriculum.

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

- Engagement around fundraising additional resources; and
- Provide support at the administrative level.